



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

TITULO: The use of Games to Enhance Reading
Comprehension in a Third Grade Junior High EFL Class

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I. INTRODUCTION

I. INTRODUCTION

The document at hand, describes the topic of the use of games to enhance reading comprehension in a third-grade classroom of a junior high school. The school where this intervention took place was the Escuela Secundaria Antonio Díaz Soto y Gama. In this document, games were the key element in order to improve reading comprehension. This was something that I considered would be different and motivating for students and might be an agent that would facilitate them the comprehension of texts using the reading skills.

Reading is a skill that belongs to the four skills considered and evaluated by the Common European Framework of Reference (CEFR). It is part of the receptive skills in learning. I considered this because in my opinion it suited the circumstances and characteristics of the students in that school. One of these circumstances and characteristics is that the students, with whom this practice was developed, had a level below the expectations of the syllabus of basic education in Mexico for third grade in junior high. It says that by the time students get to this grade they should demonstrate competence in areas that are still out of their reach.

Another situation that I took into consideration was my personal point of view. I consider that productive skills are more difficult for students to use than receptive skills. Paraphrasing De Villiers & De Villiers (1978) who say that when people acquire their L1 by interpreting what surrounds them. The process of articulation and production comes after that and if students are not used to a foreign language and their level is low, they might as well get to know the language first, then acquire parts of it and after that maybe with a little bit of extrinsic and a bit more of intrinsic motivation, they would be able to produce linguistically.

One more reason for choosing reading for this document, is that I considered that Spanish and English share the same alphabet. Understanding that both languages have Latin roots, it is common that some words in English are similar in Spanish and therefore when reading students would be able to understand even when they are not aware of its pronunciation. On the other hand, phonetics is different between these two languages and it would be complicated for students therefore demotivating.

The last thing that I want to add about the reason for choosing reading is that I considered what they did not know but I had to take advantage of what they know even if it was in Spanish about learning a language and that was that they already knew how to read. Khaled (2010) says that the reading process “includes recognizing letter, characters, and words; analyzing the syntactic and semantic structure of clauses and sentences, and generating inferences” (p. 49). I thought that with the correct context and an engaging activity such as a game, students would be excited and with that able to interpret and challenge themselves to try to understand letters, words and characters that enhance their reading comprehension.

I have to say that I was eager to use games because before starting studying at the Benemérita y Centenaria Escuela Normal del Estado. I started working a soccer coach and with that experience and the preparation that I had before working there, I got the idea that every task in soccer can be gamified. Later on, in the Encuentro Nacional de Idiomas hosted by the Normal del Estado, during my first semester there, a teacher from Cambridge in a conference said that “every language learning task can be gamified” and I became interested in that idea.

The idea consolidated in my mind when I attended in 2018 an international course specialized in the soccer development of children and teenagers, where I saw more about the gamification of specific tasks that allowed children and teens to acquire the different aspects of soccer such as technical, tactical and physical skills without them knowing that they were learning. In the course I heard the word “drills”, a word that I heard before in classes at the BECENE and even though those drills were different from the ones in language teaching, both of them had the same essence, doing something over and over again.

The instructor told us that these were the easiest tasks to gamify but they were meaningless for the cognitive development of our teams. Instead of that, he suggested that we had to extract small parts from the game that would help our students to think what they would do if they found themselves in that kind of situation. Exposing them to that kind of situations would strengthen their decision-making skills by repeating “real life situations” in the field as in the communicative approach.

Even the planning format for the soccer lessons was similar to the PPP methodology. There are three stages of the lesson in that methodology that I immediately linked with PPP. Those stages are: Orientation, Practice and Game. In both methods, before starting the warm-up or lead in was important in order to get students prepared for the lesson. Orientation stage is where the lesson goes from the basics and gives an idea of what the lesson is going to be about. This stage is all about input as in Presentation stage.

Then, during Practice as in PPP, the students get to do as much as they can to get involved with the concepts. It is during this stage where feedback is more present. The tasks have to be controlled in this stage. Finally, in the Game, in words of the instructor -it is where all the holistic aspects soccer is presented, it is where players are free to do. Hopefully, using the concepts review during the training. The relation between this stage and Production is clear, let students do with soccer as in language. At the end, the wrap-up is important to give feedback and let students know what went right or wrong and why and make them think how are they going to solve those situations.

For me that course opened my mind. It gave me a way of connecting two things that I am passionate about and left me to new ideas that I did not come up before, not only in my soccer lessons but for my English practices. From that moment ahead, I have been trying to get some concepts from the field to the classroom and vice versa. I consider that this is what inspired me to do this document and what got me excited about learning more in chapter I. I am aware that language teaching is different but I tried to get as much as I could in my practice from something that I love and enjoy as is soccer.

The purpose of studying this topic was to learn if games had an impact in students when working on reading tasks and if so, observe if they could improve their comprehension. It was important for me to see if I was capable to adapt reading tasks into games to get students attention which has been a situation in which I had struggled and I have carried with me as a teacher trainee, and see if with their attention, students would be able to improve reading comprehension by playing.

This pedagogical essay describes three research activities developed where games were used to improve reading comprehension in students. All of them contains gamified reading tasks considering aspects that are described in chapter one. Each game gave students a challenge in order to demonstrate if they were capable of comprehending the text. These lessons involved different topics because they belong to three different units. In order to describe the analysis of that activities developed I decided to use Gibb's framework for reflection.

For these classes I decided to use the PPP methodology. The games were realized during the presentation stage in synchronic classes that I had with the third-grade students by the application of Zoom. I decided to use Zoom because this program allows creating separated rooms where team work can be used and that was part of the first game that was applied in this research intervention.

One of the difficulties confronted started on March of 2020 when the pandemic of COVID-19 affected everyone's life's forcing us to stay at home for months. This situation entailed a lot of changes in the dynamic of how we used to live. Empty streets, empty schools, empty desks. Both students and teachers had to adapt to long distance classes, which is not something new but it is something that most of us were not prepared to do under these circumstances. According to Instituto Nacional de Estadística y Geografía (2020) "56.4% of Mexican homes have internet". This means that almost half of Mexicans do not have access to information and distance communication by internet.

Communication with students during the pandemic was very difficult. As I mentioned before, it was obvious that some of the student's would not have the opportunity to get involved with the lessons because of the lack of internet. Considering that possible position where some students might be in this school year, I decided to apply a survey asking them if they had internet and electronic devices where they could send and receive messages, attend online meetings. Here is where another problem emerged.

Even when students said in the survey that sixty of them counted with cellphone and internet, on average, eleven students attended the online meetings and from seventy-five students only seven sent the evidences of the activities in class. Most of students were not involved in the

lessons and with the ones that I had the opportunity to work through the meetings, I struggled a lot to make them participate. Without a doubt it was a very challenging situation for me.

With this document I hope that I have increased my experience to understand what aspects of games permitted students enhance their reading comprehension. Even though that I faced a lot of challenges that normally are not confronted by teachers of any subject, such as working by distance, getting familiar with resources that was not elemental for a class before or giving a lesson without observing the student's reactions (when students decided not to turn on the camera) I feel that I got enough experience to deal with circumstances that I was not used to. I have learned that adapting myself to conditions or environments is something that I have to deal with from now on if I want to become a teacher. An English teacher.

Applying the interventions was very interesting, considering the fact that I used soccer to make a relation between what I did there and what I got here. There is a factor that impacts a lot the dynamic in the classroom and in the field and I see it as a difference between teaching English in a public junior high school and teaching soccer in a soccer academy, which is that students in my team go to soccer practice and it is not an obligation. Maybe they go because they like soccer or they enjoy playing with their teammates, there is an interest when it comes to training soccer.

However, when it comes to teaching English in a public junior high school it is very different. The students go because it is an obligation and that obligation goes from preschool to high school at least. Attending school means studying from seven o'clock to one thirty in the afternoon when the shift is in the morning. There are not only English classes but six or seven other subjects that mean work for students. Therefore, trying to get the same energy from students is not the same and even when I make relation between both language and soccer, I should have considered that they are not the same.

For that reason, the usefulness for my professional life is that I have to consider far from where I stand so I can make better interventions and provide students with strategies that suit the environment where I would work and with that, I could get better results. Other thing that this document leaves me is the opportunity to learn from my mistakes and try new things and strategies. Some work and some did not work but that will be described in the following chapters.

Finally, I think that this document gives me the experience of working with games in an atmosphere where I never imagined working. For that reason, when I get the chance to participate in a face to face class, I feel that I will have enough security in myself to make things as good as I can, recognizing what I need to make games work and considering all aspects in classroom to get the best from my students.

II. CHAPTER I

II. TOPIC OF STUDY

In the following pages, the different information known about the topic of this document was reviewed through a deconstruction from the biggest concept being English as a Foreign Language and ending with the skill that was intervened during the practice that took place during the school year 2020-2021 in the junior high school. This chapter contains the theoretical support considered for the practice.

2.1 NUCLEUS AND TOPIC LINE

The pedagogical essay at hand is “The use of Games to enhance Reading Comprehension in an EFL third grade junior high classroom”. Implementing games in drillings and activities to teach how to play soccer is something I have implemented in my practices throughout my teaching training process. It has helped to engage young students. When the element of a prize or a punishment is involved, older students get excited. For example, when drilling penalty shootouts the element of prize becomes finding out who is the best shooter and the ones that do not score have to make a physical task. It was a personal decision to consider the topic after these experiences as a soccer coach but after applying a diagnostic exam the results justified the use of this approach. This will be explained further in this document.

The exam was adapted from a sample of the 2018 Starters Mock Exam of Cambridge for Young Learners. The exam was designed considering the Cambridge recommendations and levels of language competency that the Common European Framework of Reference (CEFR) establishes. Due to the lack of opportunity in the platform of speaking assessment, the exam was modified from the sample, whilst in the Cambridge exam four real-life communication skills were considered, in the diagnostic exam the skills considered were reading, writing and listening, leaving behind speaking. The levels that were taken into account were from true beginners to A2.

The level of the students was a Weak A1. The strongest ability is the Use of English (vocabulary) while their weakest skill is Reading. Thus, it is considered that the intervention could be meaningful in the group, enhancing this receptive skill working with three subskills during the practice (skimming, scanning and reading for specific information) hoping that the level of the intervened group increments and benefits in the future from the sessions with the trainee.

According to the Council of Europe (2001), people in the A1 level:

“can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (p. 24).

The level of the students was below what expected, that is the reason why the intervention had to be lowered down to the students’ needs.

A survey was also applied. The response as with the diagnostic exam was low, but the students that answered showed that most of them have never attended a language school but they were not beginners. That implies that what they knew was the result of the work of the teachers in the junior high and their interests that involve the English languages as series, movies, songs, etc. The survey also shared that the students feel that their weakest skill is reading and they feel beginners in the learning of the language.

Obtaining this information was really important for the document considering the modality that was used for the intervention. Due to the COVID-19 pandemic situation the lessons had to be by distance. This kind of lessons have the term of synchronic classes. The synchronic classes happen when the teacher and the student are connected though a common platform of web meetings. The lessons difficulty increased in this modality and more for the English subject considering that one of the aspects that allows communication is interaction.

Although the situation affected the learning and teaching process forcing every teacher and student to adapt to the situation, the commitment to work and the will to learn had to defeat the circumstances. In my case, the platforms that I used were Zoom for the online meetings, e-mail for assessment and WhatsApp for rapport, Q&A and instructions. I understood that these platforms were the simplest for the students and would have a positive effect on the rapport in order to achieve our goals.

Considering the context of this study I determined that the nucleus of the research to be the didactic competence in teaching the specialty. The focus of this nucleus is in the design, organization and application of the didactic activities. Through the intervention and its implications, it was expected for the reading skill to improve. The improvement was measured by an evaluation of the linguistic competence of the students by the end of the intervention, allowing a reflection about the strengths and weaknesses that need to be work in throughout my teaching development.

The topic line is the analysis of the intervention. Once the intervention was applied, it was hoped that by reflecting my actions and class sequences, the teaching competences could be improved as the focus of the lesson plan as well. The aim was to develop reading comprehension in the students of the Antonio Diaz Soto y Gama Junior High through the use of Games by engaging students and motivating them to involve them in their learning process of the foreign language (English).

2.2 SCHOOL CONTEXT AND GEOGRAPHICAL LOCATION

The name of the school is Escuela Secundaria Antonio Díaz Soto y Gama. It is located in Eusebio Kino Street, Number 6, Fractionation FOVISSSTE. It's school code is 24DES0072T. The school was founded in 1981 and the name was selected in honor of a lawyer born in this city and participated in the Mexican Revolution during the beginning of the 20th Century. Antonio Díaz Soto y Gama was born in San Luis Potosí in 1880 and died in Mexico City in 1967. He was a

federal deputy and received the Belisario Dominguez medal which is the highest honor awarded by the senators' chamber to the distinguished citizens.

The socioeconomical context of the fractionation where the school is located is associated mostly restaurants and car shops. According to INEGI these are the most common economical activities there. It is also allied with banks, supermarkets and even government offices due to the proximity to the Muñoz Avenue which is one of the largest streets in San Luis Potosí, S.L.P. and connects the north of the city with downtown.

The school has fourteen classrooms, one science lab, five workshops, an audiovisual room, a library, a social worker's office, the principal office and sub principal office. There is also an USAER (Unidad de Apoyo a la Educación Regular) office, two courts (a soccer court and a basketball court), a space destined for the lunch break, bathrooms for boys and girls, bathrooms for teachers, three small gardens and a janitor's closet.

The school's personnel are compounded by forty-seven people, twenty-two of them are teachers. From these, four teachers belong to the English Academy. Alexandra Delgado was in charge of first year in the groups A to D. Karla Morales was in charge of second grade in the groups A to D as well. Claudia Loredo was in charge of third year in the groups A to D. Each group in this school had in overall thirty-seven students per classroom, which had an average number of students in the school district.

2.3 RELEVANT SOCIAL AND ACADEMIC CHARACTERISTICS

The group that was worked with was composed of two groups of third year. This measure was recommended by the head teacher Claudia del Rocio Loredo Castillo because the attendance of the two groups that were assigned (Groups C and D), was very low in the synchronic lessons.

The analysis of the document will be focused on the students that attend the synchronic lessons due that the intervention would be happening in the Zoom sessions.

In this group there were thirty-eight students registered, twenty-five girls and thirteen boys. Since the creation of the WhatsApp chat group twenty-four students were integrated in it. The results of the diagnostic exam showed that their current level of proficiency in the language was Weak A1. Their weakest skill was reading and their strongest was the Use of English section. The response to the messages in the WhatsApp group was low.

The survey was only answered by seventeen students. It showed that only 12.5% of the students had attended a language school. Most of them listened to music in English and watched movies and series in English too. 43.8% of them considered themselves as beginners and the rest as intermediate. Three quarters of the pupils used videos when they didn't understand something from the school. They rather read social media posts, books and comics in that order. All of them had devices to work from home and finally they prefer working on the institutional platform and WhatsApp than with other apps.

The third-grade group D had thirty-seven students registered. Twenty-two of them were girls and the remaining fifteen were boys. In the WhatsApp chat group (which is the communication platform that was used to interact with the students) there were thirty students registered. The students answered a survey in order to obtain information about their likes, dislikes and their needs.

The survey was answered by twenty-three students of the thirty-seven registered. The survey showed that 87% of the students had never attended a language school. Also, most of them did not even have the English subject during Elementary School. This situation impacts highly in the level of proficiency of the group. The students that answered the survey said that what kept English close to them is music, movies and series.

The 43.5% of the students consider themselves beginners in the understanding of the language while 52.2% thought they are intermediate; the rest consider themselves advanced. Most of them (78.3%) used videos in different platforms when they didn't understand a topic in the subject and their preferences for reading were books, social media posts and comics in that order. All of them had devices at home and they rather work by WhatsApp and Zoom.

2.3.1 LINGUISTIC NEEDS (DIAGNOSTIC EXAM, RECEPTIVE PREFERENCE)

A diagnostic exam is an essential tool for teachers in order to obtain a hint of the level of competence of his/her pupils before the start of a course. In this case the diagnostic exam had the purpose of gathering evidence about students' level. This assessment was useful in order to plan and develop activities according to the capabilities of the students and was also helpful to locate the state of achievement in the foreign language subject of the pupils so far. Contemplating their level of proficiency.

The resource chosen for the diagnostic exam was "Socrative" which is an online platform for tests. The main characteristic of this platform is that it allows teachers to program polls and quizzes for pupils. It is available for every device with the internet. Its usability is simple. The teacher designs an exam where he/she can choose from three different kinds of questions: multiple-choice, true or false and open-cloze questions. The students have to enter the link of the platform and write their names and then they are ready to start.

The exam was adapted from a sample of the 2018 Starters Mock Exam of Cambridge for Young Learners. The exam was designed considering the Cambridge recommendations and levels of language competency that the Common European Framework of Reference (CEFR) establishes. The exam was modified from the sample. The Cambridge exam considers four real-life communication skills, in the diagnostic exam the skills considered were reading, writing (use of English) and listening, leaving behind speaking.

The levels that were taken into account were from true beginners to A2. Thirty items were selected for the assessment. As mentioned before there were three sections involving Reading, Listening and Use of English. The Use of English section included questions of vocabulary, grammar and writing and had fifteen items in it. Meanwhile, the Reading part had ten items and finally, the remaining items belonged to the Listening section.

The grading scale that was used is the following. The thirty items in the exam represented an A2 level, while from twenty to twenty-nine correct answers belonged to A1 level. From ten to nineteen right answers fit in Weak A1 level and less than ten are in the True Beginners level. This exam was answered by twenty-seven students of the group. All the instructions for the diagnostic exam were delivered through WhatsApp and their students were encouraged to make questions or comments.

The results in the listening section showed in average a total of 3.17 of 5 placing them in the Weak A1 level. In the writing part, the result was 13.08 of 15 to be in the A1 level almost in A2. And finally, the reading section exhibited the weakest skill of the group with only 3.72 of 10, placing them in the limit between Weak A1 and True Beginners. In total the group obtained 19.97 points of 30 placing them in the Weak A1 level close to the A1 level.

2.4 DESCRIPTION OF THE CASE BEING STUDY

Throughout my practices in different schools, I had noticed that the relevance that students give to reading comprehension was very low. Even though most of the instructions were written in the worksheets, board or in the book, students were not capable of understanding what is expected of them to do. Also, I had seen that one of the reasons for that kind of situation was the lack of interest from the students in reading anything at all.

That was why I considered that one aspect that might help students enhance reading comprehension was games. When you put a price or penitence in an activity, the participants tend to show more enthusiasm in doing that activity because they want to win or they do not want to do the punishment. Those elements were immersed in games and when you add rules and set an aim the activity can become an opportunity for meaningful learning.

Observing the performance of the students in the diagnostic exam, my consideration of the topic considering previous experiences in different junior highs was reinforced. The weakest skill in this group of study was reading. Since I had started interacting with them, I had noticed that most of the students were not capable of understanding simple instructions even when they were in their L1. That was why I thought that this intervention would be something helpful for the students.

I have worked as a soccer coach for about five years until now and I have noticed a lot of similarities between teaching a foreign language and coaching a soccer team. Personally, I want to try out some of the things I have learned in my experience as a coach. Drilling an exercise over and over again, far from what happens in a real match is something that I could relate with how I have experienced learning English. Setting that drill as game and carrying it out as a real-life situation, made things more interesting and engaging for students.

As I have mentioned before, when students are not capable of understanding what they read even in their mother tongue was very frustrating and was something that as a student I could relate to. That is why I considered this intervention as an opportunity for the students to grow in this skill and become more comprehensive about what they read and when they go on in their lives, this experience becomes something meaningful for them in their day to day.

2.4.1 ACTION PLAN

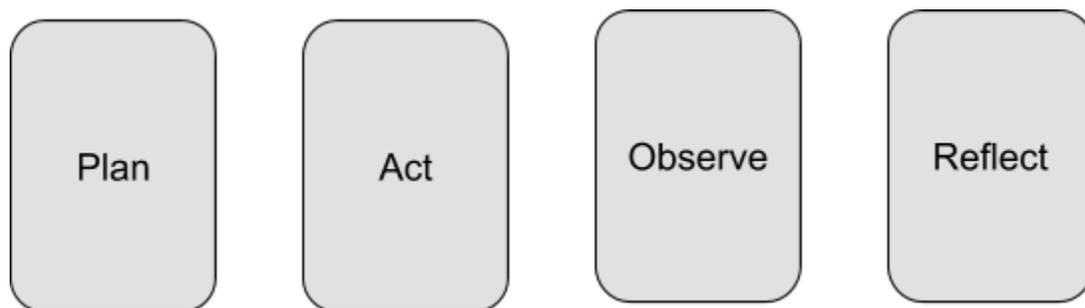
For this document the methodology for research that is going to be used is Action Research. Burns (2015) defines Action Research as “the superordinate term for a set of approaches to

research which, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation” (p. 99) The aim of the intervention is to intend to make a change and improve the reading comprehension of the students in the Soto y Gama Junior High.

Burns (2015) also mentions that Action Research follows four steps: Plan, Act, Observe and Reflect.

Figure 1

Burns' (2015) Typology of phases and processes in action research.



She says that Plan involves identifying a problematic, what outcomes are desired, the people involved in the problematic and what resources are needed to change this problematic. The Act step is compound by finding strategies and actions that have been implemented to solve this and then applying those theories with the people involved in the situation.

Observation means that while the development of the theory is being tested, it is necessary to evaluate and gather evidence about what has been happening with the problem. And finally, reflect is the step where after the observation, the outcome of the Act stage is analyzed in order to obtain new information. There the intervention in the problematic is examined determining if it was successful or not and defining why it impacted or not.

Broadly speaking, in order to accomplish the educative goal, it is needed to research about the different elements that would participate in the intervention. Elements such as: what is reading comprehension? What is a game? how to gamify a task? Once all the elements were researched, then it was necessary to plan the activities for the intervention and after applying them, the analysis of the outcome comes along.

2.5 WHAT IS KNOWN ABOUT THE TOPIC

In order to make a thorough intervention it was necessary to research and analyze different information about the elements that were immersed in the process. Once that different references were read, it began the process of understanding and selecting suitable approaches, methodology, skills and characteristics needed to make this document more complete. In this part of the paper are explored and described different concepts that make easier the comprehension of the topic of study

2.5.1 PPP METHODOLOGY

I normally use the PPP methodology in my lessons. I find this method very functional for communicative purposes. PPP stands for Presentation, Practice and Production. Harmer (2001) points out that using this method implies “introducing a situation which contextualizes the language to be taught” (p. 80). In my experience, in order to engage students, it is necessary to involve them in a scenario where they feel related to. Students will not be motivated by a context where they have not been or do not care about, that is why PPP allows me to modify the context to be studied to relate it to the language focus and the main aims of the lesson.

That is the main reason why I chose using PPP since the beginning of my school practices. Most of the time some contents from the course book are more complicated or they have a higher level than the one that students have. Using PPP permits adapting to the students’ needs in order to achieve the class goals. Harmer (2001) also describes the three stages of the method. Presentation that is the stage where language is presented as an input to the students. It could

be a reading or an audio. It functions as a reference for the communicative activity that could be work with during the production stage.

During the practice stage, students are exposed to a different kind of exercises and techniques that allow them to interact with the vocabulary and language focus through repetition. These activities have the intention of preparing the student using the same context for the next step production where students have to use the new language (the one they have been working with) to interact in a communicative activity using the productive skills (writing and speaking).

2.5.2 ENGLISH AS A FOREIGN LANGUAGE

EFL stands for English as a Foreign Language. This is an approach for the teaching of English language in a foreign context as here in Mexico. According to Dakowska (2018) “its primary focus is to get students the skills to make themselves communicative aptitude while using this language.” There are a lot of extra factors that affect the development of the competence, but they will be introduced further in the document.

EFL in words of Gass and Selinker (2001:5) refer to “the learning of a nonnative language in the environment of one’s native language”. In this case, as Broughton et.al. (2003:6) comment “it (English) is taught in schools, (...), but it does not play an essential role in national or social life” because it is not a native language in Mexico. In Mexico, the L1 (first language) is Spanish but it also has around 68 native languages according to INEGI (2015).

According to INEGI (2015) in Mexico there are 120.3 million of habitants in the country. Only the 21% of the young population have some knowledge of the English Language but the levels obtained in the survey are from intermediate to basic or from A1 to B1 according to the Common European Framework of Reference for Languages (CEFR). (Mexicanos Primero, 2015).

It is also important to comment that the proximity that Mexico has with the United States of America and Canada which are two of its most important commercial partners, and being their L1 the English language, increases its necessity for learning this foreign language. According to Instituto Mexicano para la Competitividad (IMCO) et. al. (2015) USA and Canada represents for Mexico 83% of the exports in the country.

Nevertheless, the English language has become a lingua franca which means that it has become a universal language between different countries with a different mother tongue (European Commission, 2012) and has allowed the possibility of communication with the rest of the world. Paraphrasing Lloyd (2005) the internet and globalization have allowed us to connect with other countries. Nowadays it is easier to know what is happening in different parts of the world from our locality, not only for commercial purposes but for social and recreational matters.

In my opinion learning English is one of the most important tools that schools in Mexico can provide. Social network and openness of the world in this new era of communication permits everyone to learn from other cultures. In this case, United States, that have the biggest cinematographic, musical and entertainment platforms and who is also a neighbor of this country, provides an enormous influence in the culture worldwide and their native tongue is English. Even though in Mexico we have different customs, we always find the way to learn from their culture.

2.5.3 COMMUNICATION

Communication in our society is very important. It allows us to interact with other people and enables personal development in our society through the use of any kind of language. According to Lunenburg (2010) communication can be defined as “the process of transmitting information and common understanding from one person to another” (p. 1). Every day, we pass on information in one way or another and that is what makes communication part of our lives.

Nowadays, teenagers and young adults have had the opportunity to explore different areas of communication with the universal tool of the internet. Applications since MSN messenger that

allowed people to send animated clips, chat or even have a conversation through a webcam, to the modern apps as they are Facebook, Twitter, Snapchat or Instagram that provides the chance to send emojis to communicate an emotion, photos or videos to show what is happening in the moment or even a location in order to know where to go.

Thus, the importance of learning how to communicate is crucial for every person. Its relevance relies on what Morreale & Pearson (2008) say “Humans are born with the ability to vocalize; but not with the knowledge, attitudes, and skills that define communication competence” (p. 225) Therefore, communication permits us to learn and develop skills that will be used for the rest of our lives.

According to Piaget (1983) quoted by Lefa (2014), language is stimulated in people since the sensorimotor stage that starts from the birth of a person until the two years of age. Considering this, communication is involved in everyone's lives and the process of learning begins as imitation. The framework of Piaget's theory establishes that from the age of eleven, people are able to use critical thinking to solve daily life problems, as it could be communicating something to someone. In order to achieve that, the teenager should be communicative competent.

Language allows communication. Considering this, the introduction of games as an alternative to engage students into learning a language would have as a result the development of communicative competent students, the better they understand, the better they communicate. It is not an easy task, even in our native tongue people struggle to make himself/herself understood and that is one of the many reasons in my opinion why language a communication is so important.

2.5.4 COMMUNICATIVE COMPETENCE

Tarvin (2014) defines communicative competence as “the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions.” (p. 2) In order to be understood, it is not necessarily just a message but it is also crucial to be effective while transmitting the

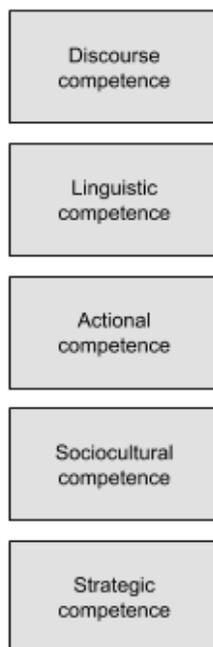
message. If the transmitter is not able to make him or herself understood, the message cannot be decoded, so communication was not effective.

The process of communication involves various elements. These elements are the transmitter, the message and the receptor. The transmitter is the person who delivers the message, it could be written or it could be spoken. The message in the words of Beristáin (2006:307) is “an infinite chain of produced signals, through the combination of precise rules in a given code”. And the receptor that is the person who receives the message. Santos (2012:13) adds that “the process of the transmission of the message involves a channel which is employed by the receptor in order to decode or understand the message.”

In order to be communicatively competent, people must develop five competences which are linguistic competence, strategic competence, sociocultural competence, actional competence and discourse competence. According to Celce-Murcia, Dörnyei & Thurrell (1995) these five elements compose what is called their model of competences which takes and absorbs ideas from other authors such as Canale and Swain (1980) and Bachman & Palmer (1990). The model is the following:

Figure 2

Celce-Murcia, Dörnyei & Thurrell (1995) Communicative Competence Model



2.3.5 DISCOURSE COMPETENCE

Celce-Murcia, Dörnyei & Thurrell (1995) shares that “Discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text.” (p. 13) They also mention that this competence is integrated by five components which are: cohesion, deixis, coherence, genre/generic/structure and conversational structure.

Bagarić & Djigunović (2007) quoting Canale (1983) also mention that the discourse competence could be described as “the mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts” (p. 97). She also defines cohesion and coherence as connected concepts mentioning that “The unity of a text is enabled by cohesion in form and coherence in meaning”. (p. 97)

Paraphrasing Nogueira et. al. (2010) refer to cohesion as the accurate organization of lexical and grammatical features in order to obtain sense from an utterance. Celce-Murcia et. al. (1995) also mention that this aspect of the discourse competence has a direct relation with the linguistic competence. Bagarić & Djigunović (2007:97) add that “cohesion is achieved by the use of cohesive devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole.”

Coherence is a wider concept. Huerta (2010) defines it as “the inherent feature of every text that is perceived as a communicative unit and not as a discontinuous set of utterances.” (p. 77) Also, Celce-Murcia et. al. (1995) mention that “is the organized expression and interpretation of content and purpose” (p. 14). Therefore, coherence has a crucial role in the understanding of a message. If it is written or spoken in a coherent and cohesive manner, it is less likely to be misunderstood.

“Deixis refers to the fact that certain linguistic forms have direct pragmatic interpretation depending on parameters of the speech situation, rather than a stable semantic value.

Specifically, their interpretation is contextually anchored to the identity of the speaker and addressee, their locations, and the time of the utterance” Ivanova (2016: 332) quoting Yang (2011: 128).

This means that the given speech that is being done affects someone in any time and place. Zupnik (1994: 340) interprets it as “giving context” to the structure of language that is being used. In order for an utterance to be understood, it is important to point out who is being affected by the action as much as the where and the when that the actions took place. Without that information it is difficult to understand a message.

As far as the generic structure, both written and spoken texts have a variation of the types of organization and language that is used. Swales (1990) suggests that “there is a variety of approaches to genre”, all of them depend on the type of message it is intended to send. Whether it is a discourse or a casual conversation in the spoken form, an essay or a letter in the written form, the structure that they follow should be considered.

Conversational structure is the last component of the discourse competence. “It is fundamental” in the words of Celce-Murcia et. al. (1995) because it is the way we perform a conversation. Being able to know how to start a conversation, how to interrupt or how to change the subject, these are elemental conversational features for people in order to communicate and socialize properly.

2.5.6 LINGUISTIC COMPETENCE

Linguistic competence is known by Canale & Swain (1980) and Canale (1983) as the “grammatical competence”. But it should be considered more than the recognition and application of assembled grammatical rules. Hedge (2000) says that the linguistic competence goes beyond that including “knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics” (p. 3).

As a whole, the linguistic competence is “concerned with knowledge of the language itself, its form and meaning”. (Hedge, 2000:3) That is why cohesion and coherence, which are elements of the discourse competence are involved in this competence. Cohesion is related with the form (grammar structures, lexical chains, articles) and coherence is related with meaning (organization of a text, interpretation, context).

This competence’s components are syntax, morphology, lexicon, phonology and orthography. Syntax is defined by Hana (2011) as the part of linguistics that study sentence order. Morphology for Aronoff & Fudeman (2005) is “the branch of linguistics that deals with words, their internal structure, and how they are formed. Lexicon in words of Mondal (2018) is “the central knowledge base of linguistic meanings as meanings are primarily grounded in words” (p. 40). This branch focuses on words.

Odden (2013) shares that phonology is “phonology is the study of sound structure in language” (p. 1). Finally, the last aspect of this competence is orthography which in Snider (2013) “refers to the set of symbols and the conventions governing their use that members of a language community employ when they communicate in their language through the medium of writing.” The elements involved allow comprehension of what is being written. Otherwise, a misunderstanding of what is written could happen.

2.5.7 ACTIONAL COMPETENCE

The actional competence is recognized in the words of Celce-Murcia et. al. (1995) “conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata” (p.17). They also add quoting Kasper & Blum-Kulka (1993) that the actional competence is close to “the study of normative speakers’ use and acquisition of linguistic action patterns in a second language” (p. 3).

They also recognize that this competence may be mixed with the sociocultural competence by other authors but in their model, they consider that there are elements such as frameworks that

allow the measurement of the competence of the non-natives using and understanding the standard patterns of communication of the Communicative Language Teaching approach without using the sociocultural patterns that are going to be explained further on.

2.5.8 SOCIOCULTURAL COMPETENCE

Celce-Murcia et. al. (1995) says that the difference between the actional competence and sociocultural competence is that “knowledge of linguistic resources is distinct from the knowledge of sociocultural rules and norms that are associated with an awareness of contextual variables.” (p. 19) There is where the sociocultural competence appears and may be defined as the features of language that are conditioned by the context (place, situation, time) in a non-verbal way.

As Hedge (2000) says “It can relate as much to non-verbal as to verbal communication”. (p. 4) It is important to know how to express both verbal and non-verbal situations at all times. When a person has had a rough day, things such as the body language, the way he/she is dressed or even the way he/she walks build a context where it is easy to understand that person's feeling and how he/she may react to something that could be said.

2.5.9 STRATEGIC COMPETENCE

Celce-Murcia et. al. (1995) define this competence as “knowledge of communication strategies and how to use them” (p. 16). However, Hedge (2000: 6) says that the strategic competence:

“Consists of using communication strategies. These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully. They compensate for this either by changing their original intention or by searching for other means of expression.”

Therefore, when a person is not able to make himself or herself understood, he or she makes use of the strategic competences by intending to communicate successfully through a communicative channel even though the receptor or the transmitter is not competent enough to

produce or understand a message. An example of this could be when a foreign person arrives at a place where the native tongue is unknown for the foreigner. Both transmitter and receptor should use whatever resources they have in order to communicate.

Acquiring these competencies is not an easy task. Most of them are acquired unconsciously on the native tongue but transferring them into a foreign language seems very hard. The approach or method used is crucial in the students learning process because as mentioned, it could go as a step by step process or as an holistic situation where the teacher knows what the student is obtaining from the activities and the student is gathering skills and subskills without going on a theoretical class about each concept.

2.5.10 SKILLS

Teaching a language involves working with skills. Al-Jawi (2010: 2) comments that:

“Language instruction includes four important skills. These skills are Listening, Speaking, Reading and Writing. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way.”

These four skills are immersed in everyday communication. They are crucial in order to be linguistically competent. The exams of proficiency in the English language assess the use of the four skills in the target language and give a language proficiency level. There are six levels of proficiency; A1, A2 (Beginner or Basic Use), B1, B2 (Intermediate or Independent User), and C1, C2 (Advanced or Proficient User). (Cambridge, 2013: 2)

Cambridge (2013) also mention that:

“This approach is based on the notion of communicative proficiency – the increasing ability to communicate and operate effectively in the target language. The descriptions of levels are skills-based and take the form of Can-Do statements” (p. 2)

This means that the more can be done in the target language, the higher the level. Al-Jawi (2010) says that “Language skills are divided into receptive and productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing” (p. 2) Both categories should be taught in tandem and not in isolation according to Harmer (2007) quoting Hinkel (2006: 113) because when there is an actual conversation, it is possible to have a combination of the four skills.

Even though the situation through the year caused by the pandemic of COVID-19 has affected teaching and learning, technology has allowed us to keep stimulating the four skills. Through videos we are capable of listening to what is happening around the world. By posts on social media we are able to read lots of information. Using message applications is easier to chat, this could be writing (texting) or speaking (calling).

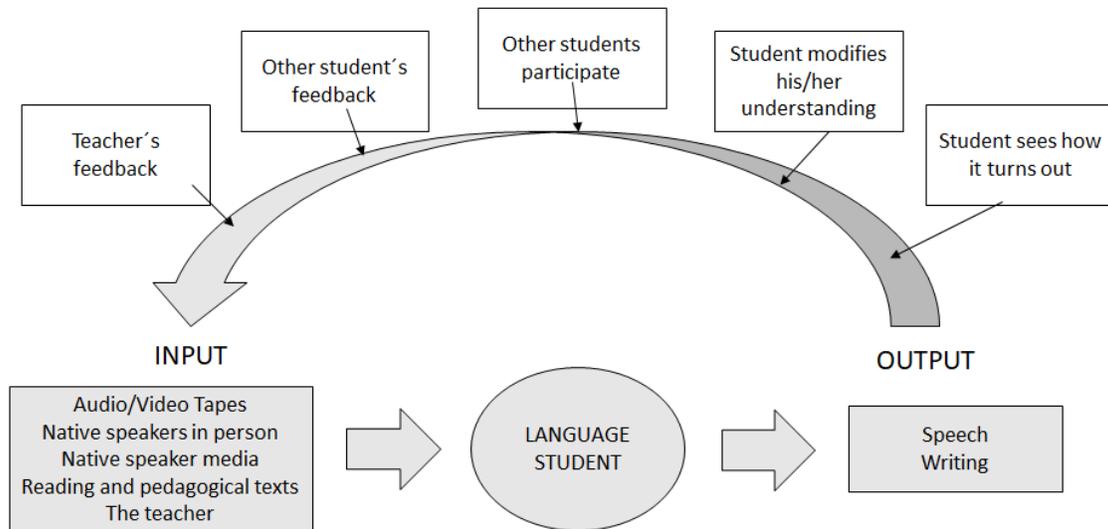
2.5.11 RECEPTIVE AND PRODUCTIVE SKILLS

Al-Jawi (2010) concludes that “receptive skills are the ways in which people extract meaning from the discourse they see or hear.” (p. 3) That discourse that they see or hear is called “input”. Harmer (2007) shares that “receptive skills and productive skills feed off each other in a number of ways” (p. 266) So, in order to produce something, learners should receive an input first, so they “extract meaning” and get involved with the language through listening or reading.

Harmer (2007) establishes that there are a lot of sources where students can get input that eventually will transform into output. It is explained in the following scheme:

Figure 3

Harmer (2007) The cycle of input and output



Writing and speaking are productive skills. Hossain (2015) say that receptive skills “consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others.” (p. 1) These aspects are what constitutes the output or production that comes after the learners receive the appropriate input.

Krashen (1982) suggests that if the input given is not appropriate for the learner’s level then the development of the learning process is compromised. Thus, it is necessary to know the students' needs, abilities and level of proficiency so the input they may receive is effective, otherwise pupils will get discouraged and the input becomes only noise.

The focus of the analysis of this document is centered in the use of reading comprehension strategies which as mentioned before is emphasis lays in the input. For that reason, a diagnostic exam took place, in order to know the level of the students and that way the planification of activities and readings were according to the things that the students are supposed to know how to do.

Targema & Oluwatoyin (2018) say that “a diagnostic exam is an essential tool for teachers in order to obtain a hint of the level of competence of his/her pupils before the start of a course. In this case the diagnostic exam had the purpose of gathering evidence about the Soto y Gama Junior High students. Contemplating their level of accomplishment, it would be easier to predict where the students could get by the end of the teacher trainee intervention. The level obtained by the students was Weak A1.

According to the CEFR (2001), people in the A1 level “can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help”. But as the students are in a Weak A1 level the expectations are a bit low from that.

SEP (2017) states that by the time that the students get to junior high level, they should have a B1 level which is the intermediate level in the CEFR. B1 level students “can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., can deal with most situations likely to arise whilst travelling in an area where the language is spoken, can produce simple connected text on topics which are familiar or of personal interest, can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans” (p. 169)

The main aim of the syllabus (Aprendizajes Clave) is that by the end of the school year in the English subject, students of third grade of Junior High should be able to:

“can express support and solidarity to a common daily problem, and compare the same news in a variety of posts. Share his/her own histories and from others. Express complaints about a product. Read theatre plays. Improvise a monologue about a topic of his/her interest. Read literary short essays to contrast cultural aspects. Produce instructions to stay prepared in case of a situation of

a natural disaster. Paraphrase information to explain something and discuss points of view to participate in a discussion table.” SEP (2017)

As can be seen, the groups are behind the expectations in the curriculum but considering that most of the elementary schools do not provide English lessons it is comprehensible that in this stage of their scholar life, the students are not where they should be in the subject. With previous experiences and practices in other schools, it has been evident that most of the pupils are in the True Beginners level, this is not the case. Although they are not B1, their level is not the lowest.

The group that will be chosen to practice during the semester is going to be the group D. The decision was based on the response of the students to the diagnostic exam, the attendance at the lesson and their availability in the WhatsApp group. Also, their weakest skill in the assessment was Reading Comprehension and the topic of the research document is based on that communicative skill. It is hoped that the work done with them is significant and helps them improve their level of English and my level of teacher competence.

2.5.12 READING COMPREHENSION

Kirby (2007) defines reading comprehension as “the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text)” (p. 1) He mentions that listening and oral comprehension have been in people's life for more than 100,000 years according to Donald (1991). The invention of the alphabet and the first manuscripts came lots of years after and since, the ability of decoding a text has been difficult.

Harris & Graham (2007) say that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”. (p. 2) So, in order to create meaning is not only necessary to know how to read words, it is crucial that the combination of these words creates meaning in what is being read.

There are two types of reading. Harmer (2007: 100) identifies these types as extensive and intensive. The extensive reading “refers to reading which students do often (but not exclusively) away from the classroom.” It could be identified as reading for pleasure. In this case, the students may read novels, comic books, post on social media or any kind of text that they enjoy reading for fun.

The second type is intensive reading. This kind of reading happens for academic purposes. Harmer (2007) comments that the term intensive reading “refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.” (p. 101). Essays, scientific magazines, and course books are the kind of texts that teachers often select for students to read in order to answer or complete a study activity.

There are also two levels of processing in reading bottom-up and top-down. Bottom-Up in words of Suraprajit (2019) is when “readers begin with decoding letters, words, and syntactic features of a text, then they build textual meaning. They (...) ignore reader’s prior or background knowledge” (p. 455). He also says that top-down is when the readers activate their experience and background or world knowledge in order to understand the text. This process would be similar to when we try to identify someone that we have seen before but we are not really sure who he or she is. We start thinking of the things that we remember about the person until we realized who is it.

2.5.13 READING SUBSKILLS

As mentioned, the analysis of the document will be about three sessions of the intervention, focusing on three different subskills that are skimming, scanning and reading for detailed comprehension. These subskills are specific behaviors that language users do in order to be effective in each of the skills. Skimming in words of Harmer (2007) means “to get a general idea of what it (the text) is about” (p. 101). When a student “skim” a text he or she is basically getting the gist of the text.

Scanning on the other hand is when “students read in order to get particular bits of information” (Harmer, 2007). This happens when students are asked to look for the name of the person who has a problem in the text or to get the cellphone that is mentioned. It’s goal is to get specific information. And finally, reading for detailed comprehension “entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.” (Harmer, 2007:101)

The title of the document establishes that the analysis is focused on the reading skill which is a receptive skill. Previously in this paper, I have mentioned that reading the skill that students find more boring and as a consequence the diagnostic exam show low results. In my opinion when students say boring, I understand that is not something that they do not know but something they do not care about, there is a lot of aspects that may affect these results but if there is a possibility to change their perspective on reading as boring, maybe the results could change in the future.

2.5.14 GAMES

The game is the activity that I consider that may enhance reading comprehension in junior high students of the Soto y Gama school. Lindemans et. al. (2019) quoting the historical Oxford English Dictionary, defines game as:

“an activity or diversion of the nature of or having the form of a contest or competition, governed by rules of play, according to which victory or success may be achieved through skill, strength, or good luck”. (p.4)

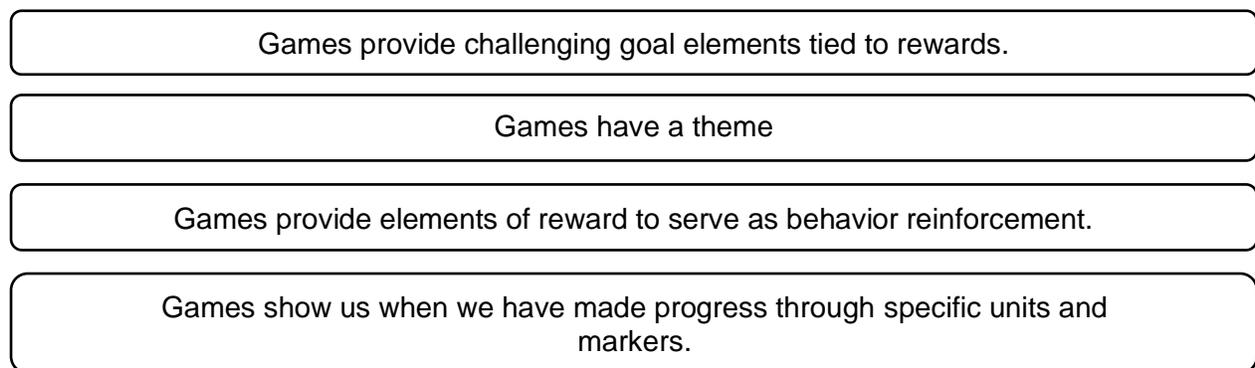
With that in mind, a game should be a competition, with rules and winning represents that someone is more skillful than anyone who plays against he or she. Reading is considered most of the times as a boring activity, that is why in my opinion introducing games throughout reading may be helpful in order to motivate and engage students into reading and increase their comprehension to develop their competency.

2.5.15 HOW TO GAMIFY AN ACTIVITY

Reading is not a game and for that reason, activities involving reading have to be modified to become a game. This process is called gamification. Gamification means “the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity” (Oxford Dictionary, n/d). Lindemans et. al. (2019) gives four basic elements that activities should have in order to be a game:

Figure 4

Lindemans et. al. (2019) Elements of a game



Those four elements would have to be considered in the activities, that way they are considered games. Then, after applying them I shall conclude if games affected the students’ reading comprehension. The games may affect students in their attitude or in their language ability.

2.5.16 TEACHING APPROACH

SEP (2017) describes that the teaching approach focuses on competencies. This means that the focus considers “the construction of knowledge, the development of abilities, attitudes and values” (p. 108). It also says that the competencies are not the starting point but the goal because the aim of this teaching approach is the full domain of the competencies of the XXI century.

Learning is not all about learning concepts, it is also about developing values, abilities and attitudes. In case of the English class, I have found that students are predisposed by it because

of previous experiences or the importance that they give to it. This intervention tried to change that giving them the opportunity to play games to engage them, to make them collaborate with others and to find the way to solve things that way they would gather a lot of competencies to compete in their future.

2.5.17 GRADUATING PROFILE

The syllabus (Aprendizajes Clave, 2017) establishes the graduating profile as the following statement:

“Student use his/her native language to communicate effectively, respectfully and safely in a variety of multi-purpose and multi-speaker contexts. If it is speaker of an indigenous language also speaks Spanish language. Describe experiences, events, wishes, aspirations, and opinions in English.” (SEP, 2017, p. 101).

In other words, by the end of junior high students should be able to communicate effectively and confidently not only in their mother tongue but in English as a second or even a third language depending on the context of the students.

2.6 KEY QUESTIONS THIS CASE WILL ATTEND

The key questions that this document will attend to answer are:

How were games incorporated in online classes?

How did games affect the development of reading comprehension in students?

How did students feel in the development of the games?

III. CHAPTER II

III. TOPIC DEVELOPMENT

In this chapter, I analyze the development of three classes where games were used to enhance reading comprehension in the students. All of the games were approached in synchronic lessons through online meetings. The circumstances did not allow all the students to participate and therefore the analysis was conducted considering only the students that played the games. The games were located in the presentation stage of the lessons. I decided to use Gibb's framework to make these analyses and with nothing more to add, this is chapter two.

3.1 CLASS ONE: GAME ON! WATCHING TV SHOWS: YESTERDAY AND TODAY.

The following class took place on September 18th 2020 with the groups C and D of third grade from 9:30 to 10:05 in the morning. The objective of this class was sharing emotions about TV shows using simple present and key vocabulary. For this class, the book (Sunburst 3) was used for the input during the presentation stage but the class was guided through a Power Point presentation in a video conference. The video conference was by Zoom.

This was the first class where I used slides. The class began in time with the students entering to the video conference. The head teacher Claudia Loredo attended the class and was monitoring it. The class started with a greeting and a small description of what was going to be seeing. Then, the vocabulary of the class was presented. The vocabulary involved different types of TV shows that we could find.

Before starting with the game on the presentation stage, I asked four questions to prepare students for the reading. Those questions were:

- Do you like watching TV?

- What TV shows do you watch?

- Which is your favorite series?

-What is the difference between series and serial?

Students answered positively to the first question. Then, with the second question the answers varied. Some of them named some Mexican soap operas and others reality shows. About the series, students were not very familiar but one student said that he enjoyed watching the series - Stranger Things-. Finally, the last question was the most difficult one. Only one boy tried to guess the answer by saying that a series has less chapters than a serial.

I told them the answer explaining that a series has more than twenty episodes and most of the chapters do not have direct relation between each other, and a serial is like a movie divided in less than thirteen episodes. After that, I asked the students to go to the page 57 in their Sunburst book. It was time for the game, so I explained the instructions for the game.

3.1.1 HOW WAS THE GAME INCORPORATED?

The activity that was gamified to enhance reading was a text. The first element to gamify a task is the challenge. For this area, I chose to use competition between classmates. Two teams and the one that answered faster and accurate would get the points for victory. The theme was TV shows. The head teacher asked me to use the book as an aid so I took the reading from the unit about TV shows and made students compete using their reading skills. The reward of the game was an extra participation. the element of progress was obtaining a totem that had value on the final grade of the period. (Appendix A)

The game was incorporated as follows: I asked the students to read the text individually in their books. Later, they were going to be separated in two groups so they could read again the text with their peers. This is the reason why I chose to use Zoom, it's settings allow to create separated groups inside the meeting, easing the use of collaborative work. Once they finished

reading with their classmates, the students had to choose one of them to compete against the one chosen from the other group. The student who answered more questions for his or her team would give the victory to the team. In order to make the game easier for the pupils, I encourage the students that were not selected to answer, to help their classmates when they struggled with the answers.

The groups were divided and when I started monitoring them, I found that no one was reading, both groups were in silence. To make sure that they understood the instructions, I repeat them what they had to do and go on to the next group to make the same thing. When they come back to the main conference, I asked them to say who were the ones that they chose to represent their teams. The teams did not answer because they did not collaborate with each other, so I had to choose one representative for each group.

I chose two girls. So, I started asking the questions and both of them answered really fast. The subskill of reading that was considered for this activity was scanning. The game became very competitive since both of them answered correctly almost every question and as a result they tied the competition. Adding the element of a prize an extra participation was considered for the winning team, but as the participants did it very well, I gave them another participation. These participations helped students in the evaluations. If one of the students may be in a failing situation close to a six in his or her grade, the participations would help them pass or in case that some of them got a passing grade, that grade would get higher.

After playing the game the class continued with the practice stage. There the activity was a controlled chunk where they had to use emotions to complete the phrase. Visual aids were used to ease the difficulty of the activity. After completing the activity, the assessment started. The students read their answers while I was helping them with the pronunciation. For the production stage, the activity set was a semi-controlled task where the students had to write in their notebooks which TV shows made them feel the emotions that were reviewed during the lesson. Before finishing the class, I made a general assessment, sharing about how participation is important for the class in order to achieve a better level of proficiency. After that the class was ended.

Before the class I was really excited because one of my favorite hobbies is watching TV. Having in mind that with the situation of COVID people should not be out of their homes and the comments and posts I had seen in social media, I thought that the students were into the trending soap operas, reality shows and series on the TV. In fact, I started watching some of those shows that as I mentioned were trending, in order to make references about them during the class.

At the beginning, I felt that most of the students were not paying attention because when I asked them to participate, none of them answered. I had to call them by their names and even so, some of them were not answering. I started feeling a bit frustrated about this situation because in previous classes we had had this situation before. I tried to maintain an energetic attitude, I thought that if I continued making references about the TV shows or raising my voice the students would wake up and participate more.

I consider that students did not participate because I failed to lengthen their attention span. Gerschler (2012) shares that he identified three factors that affect this situation: distractions, interest and understanding and learning preferences. Before starting the intervention, students took a diagnostic exam in order to see which was the level of the students. A survey about their preferences and their technological resources was answered as well. I tried to cover those two aspects that Gerschler mention but distractions are something that we have to live with even in the classroom and if in the classroom we are not able to avoid, I understand that is even harder to do it by distance.

During the game I felt disappointed because I considered that changing the dynamic that they had being working with would engage them into the class and make them participate more. In fact, the setting was design so the students could talk with each other knowing that they have been classmates before the pandemic and they knew each other and maybe they would like to talk through the video conference but the students did not even choose the participant for the game. I felt a little bit cheered up when the participants showed that they were paying attention to the class. They both answered correctly and fast, showing that they comprehended what I set.

It became exhausting when we reached the practice stage because it is difficult for students to follow instructions. Even when I explained them several times, asked to read or asked them if they had any questions, they would not understand what they had to do. The last resource and the most comfortable for the students were me talking in L1 but even so they would not know what to do. I finished very tired, if it is hard to keep student's attention and participation when we are on the classroom, is maybe ten (or more) times harder to do through video conferences.

3.1.2 HOW DID STUDENTS FEEL IN THE DEVELOPMENT OF THE GAME?

After interviewing the two students (Appendix B) that participated in the game, I noticed that despite feelings that I had about the activity, they took it very well. In the interview, I asked them if they enjoy the game. Both of them said yes. Afterwards, I asked them about how they felt, the two of them answered that they were excited. The next question was -are you more interested in reading with games? The response was yes in each scenario. Then, I question them about the understanding of the game. I noticed that some students did not get the game but these two students got it completely according to their words.

Finally, I asked them about the things that they liked and the things that they disliked about the game. One of them answered in Spanish the following "Me gusta que hace interesante la lectura y que mi equipo me ayudara a contestar algunas de las preguntas, me gustó mucho el juego y no creo haber tenido problemas con él". It was very confusing observing this comment because I did not notice anyone helping her answering the questions, but it seemed that this was not entirely true.

The other student wrote "I am very competitive sometimes if I get excited about it, the game was entertaining because it was not very difficult, it was just looking for keywords". I did observe that she was very competitive because she out-spoke her classmate two times. It is interesting to see that she did not find the game very difficult and that she even mentioned the word "keywords". In that class, I mentioned that word before the game, that made me think that maybe she was paying more attention than other students or she have attended to a language school, either way I feel good about her enjoying the game.

3.1.3 HOW DID GAMES AFFECT THE DEVELOPMENT OF READING COMPREHENSION IN STUDENTS?

Based on my observation it was a positive experience because at the end of all the participants that played the game answered correctly and fulfill the expectations that I had in them. I expected more from all the group, I thought that the students were going to be more participative in the game, but I noticed since the beginning of the class that the students were not responding. It seemed as if the students turn on the computer, enter to the meeting and then with the camera turned off they returned to sleep.

Nevertheless, the velocity that both students that represented their teams in the game impressed me and the fact that both of them answer two questions at the same time. Even though that most of the students were not attentive to the class and the majority of them had a low level of English it was very interesting to see that both of the students tried to use as much English as they could and they used Spanish when they did not know how to say something. (Appendix C)

Paraphrasing Cadena et. al. (2018) I found that when an L2 is learned in a monolingual environment where teacher and student share the same L1, is common that both of them use their native language to aid their productions to make themselves more understandable. This does not mean that students cannot understand L2 but it means that they are comprehending but they are capable of producing in a foreign language yet, they are still in the process.

I understand that following instructions for teenagers is really hard considering that their attention span is very dispersed and more considering that they were at home with a lot of distractors that make the class even harder for them and for me. This situation was a challenge for everyone involved in the learning process of the students. Teachers, parents, students, we all struggled with the platforms, internet services or devices.

It was very interesting to work like this, as a teacher now I feel that I have more resources to deal with difficulties such as the ones that were present during this pandemic isolation. Standing

in front of students has never been easy and in my opinion is easier than working the way we had to do it. I felt that the game that was used in presential classes would be better in terms of following instructions, collaborating with each other and to change the students' attitude towards the subject.

I think that I could record an example of what I expected them to do. I also consider that I could repeat even more the instructions to make an even bigger emphasis on what I expected them to do. Maybe in order to make the activity more competitive I should use more than two groups and that way students could feel more confident about talking with others. Lowering down a little bit more the level of the text could be other aspect that I could have done.

If I find myself in a similar situation, I would arrange the groups, selecting the members of each one in order to level the groups. I also consider that by the time that I apply a game, the students would be used the dynamic of work that I set. In the future, I would motivate students to try to collaborate, to speak and to take risks. It is common to find students that does not want to participate because they are afraid of making a mistake. During this model of work not every student have the chance or resources to be connected online a lot of time, in the future I will try to stablish a good rapport with the students so they find easy to express what they feel so I can act faster to the situations that may appear.

3.2 CLASS TWO: SOLVING AN ENIGMA! KAHOOT.

The following class took place on December 9th 2020 with the groups C and D of third grade from 9:30 to 10:05 in the morning. This class was an introduction for the following class that had as an aim the use of modal verbs to make predictions about a story. The aids for the class were the book (Sunburst 3), a Power Point presentation, two video tutorials (one explaining the use of modal verbs and other explaining how to use Kahoot) and a Kahoot setting for a game. The video conference was by Zoom.

The video conference began with students entering to the meeting on time and with the Head Teacher monitoring the actions. The class started with a greeting and asking students if they had

watched the video tutorials that were shared with them two days before by the WhatsApp group. Watching those videos was relevant for the class because as is mentioned in the lesson plan (Appendix A), the videos belong to it as a pre-task. The use of the videos was considered in order to avoid losing at least a small amount of time knowing that the Zoom meetings last only forty minutes in its free version.

Ten students attended the lesson and seven of them did not watch the videos. Losing time was not an option, so I had to think fast. Fortunately, I had a plan in case they did not watch the videos. The explanation of the modals verbs was important, that is why I put the video at the right away, this video was something that we could not miss. The Kahoot instructive video would make things faster but before the class I added the instructions of the application in a slide expecting the possibility that students did not watch the tutorial.

The class began in the page 72 of the Sunburst 3 students' book. There I asked them to look at images on activity A and then the students tried to explained what happened. The page contained four images: one with a dog that seems sick and a bunch of pills, other with a cat on a crashed car, the next one with a sad girl holding a cellphone and finally a woman with crutches sitting in a couch. Students tried to predict what might have happened and together we made some predictions about what could have had happened.

On the next page, the pupils shared their ideas about the definition of the word enigma. I asked three students to participate in this activity. I noticed that students did not want to participate, I stated calling them by their names. Some of them did not respond, so I kept asking the next student until one of them participated. In that page, there was a reading that I asked them to do it as a shared reading. Once the students finished reading, I asked them to read it one more time and then share with the classmates what they understood.

I chose using shared reading in this activity because I noticed that I had difficulties engaging students with the content of the texts. Paraphrasing Honchell & Schulz (2012) said that is a form of reading along and it is a conventional tool for engaging children into reading (p. 59) I understood that I was not working with little children but I interpreted that these teenagers despite their ages,

they were in an elemental stage of their reading comprehension skills as their diagnostic exam showed. That is the reason why I considered using this strategy. I noticed that students were attentive to the text and the ten of them participated in the activity.

After that we made a small review of the WH questions, just to remain students the use of them. During the first period of practice that I had with them, the Head Teacher asked me to work with this topic. I anticipated that students would forget this and went ahead and planned a small and quick review of these words. Comprehending WH questions was very important for the development of the game in this class and I considered important taking time to review them. Once the small review of the WH questions finished the game was implemented.

3.2.1 HOW WAS THE GAME INCORPORATED?

For this class the Head Teacher asked me to plan using the book, so I had to adapt my lesson plan (Appendix D) and the game to the book's activities. The activity that was gamified to enhance reading was a text. To gamify the text, it was considered using the setting of the Kahoot application. The challenge was that students had to answer the questions correctly but also, they had to answer quickly if they wanted to score more points. The theme was TV and how it has evolved. The reward of the game was an extra participation. Finally, the element of progress was obtaining a totem that had value on the final grade of the period.

Kahoot is an application that is used through internet. Its setting is making questions and giving four different options. The teacher sets the questions and the students in their phones, tablets or computers answer those questions. At the end of the game you can see who was the student that answered more correct questions. The game gave points for each correct question but it also gives more points if is answered quickly. The application at the end of the game shows a podium with the three students that scored more points.

The game was carried out as follows: the text that was used talked about the TV and how it has been developing with the years. The text contained years, TV shows and historical characters. I

chose Kahoot because is an app that functions as a game that made students look out for specific information in the text. Before going to the Kahoot, I made students read the text a couple of times to familiarize with the information from the text. As I mentioned before, we made a small review of the WH questions. This information would ease the comprehension of the questions in the game.

A few moments before starting with the Kahoot, I asked students to keep their books opened, so they could read quickly to get the answer. While the game was developing, I was monitoring the questions and answers that students were giving. I was providing feedback as well. After watching the errors of the students, I asked the students who had the correct answer to read where they found it to show the other pupils where they responses were. At the end, I gave the prize to the top three students on the podium of the game as it can be seen in the Kahoot! Results. (Appendix E)

Continuing with the class, the students had to fill in a chart with information from the text using the modal verbs to predict what they thought was going to happen next. The modal verbs that were chosen by the Head Teacher for this class were could, may and might. To end up, the students made a controlled production using modal verbs to complete statements.

At the beginning of the class I felt a bit disappointed because this was not the first time that students did not watch the videos that I sent them. I made a big effort making these videos to make the lessons more understandable but at the moment it seems like if the students did not care. As was mentioned before in this document, a survey was applied in order to know what where the difficulties that the students had. Half of them answered the survey claiming that they had internet and devices at home. The information that was gathered from this survey, showed that this half of the students had internet and devices to take the classes, watch the videos and send the homework.

I started cheering up through the lesson because when we reached the Kahoot game, it felt that the students were excited about playing with that application. Some of the students still had some problems connecting to the Kahoot platform but those students showed that they did not

watch the video tutorial explaining how to use Kahoot and did not pay attention when the instructions were reviewed. It was challenging trying to keep those students in the lesson because they indicated that they were not paying attention at all.

When the game started, it felt good to see that some students that did not participate before were leading the game. At the end, the winner was a student that always participate and, in the survey, said that she had attended a language school before, it was not a surprise but the modality of the game allowed some students to show their progress. I saw that even when they are not sharing aloud, they are developing.

One of the reasons why students do not want to participate was because some students feel judged when they participate because they make mistakes. I think that as teacher I have to make students understand that mistakes are normal when learning a second language. Harmer (2001) says that “all students make mistakes at various stages of their language learning. It is a part of the natural process they are going through” (p. 62)

At the end of the class I felt satisfied because I thought that were going to run out of time because of the time I lost putting the video that the students were supposed to watch and the time spent explaining how to use Kahoot, but the pace was accurate and it allowed me to give feedback and ask students to say if they had any questions or wanted to add something for the class. It was challenging working with some students that show no interest in the class but giving up was not an option. Although they were not making the pre-tasks, they were attending to class, so I had to keep on encourage them to follow the instructions.

3.2.2 HOW DID STUDENTS FEEL IN THE DEVELOPMENT OF THE GAME?

Before the end of the lesson I asked them to answer a survey (Appendix F), in order to know what their feelings were regarding the game. Twelve students answered the survey, this was confusing because in the class only ten students showed up, but since I left the game opened for those who wanted to play after watching the video of the class, I noticed that two students played

the game afterwards. According to the survey they all liked the game. I asked them about their reaction to it, and for this aspect seven said that they were happy, four said that they were confused and one said that it was exciting.

In the survey, I also asked if they were more interested in reading texts with games. The results showed that eleven out of twelve students became more attracted to reading with the games. The same outcome came out in the next questions, where I questioned them about the understanding of the game. Finally, I let an open question for them to comment about their ideas about the game. I found comments such as “I like that I could understand the text”, “estaba padre la dinámica (the dynamic was cool)”, “me gusto la manera de contestar (I liked the way of answering)”, between others.

I noticed a comment made by a student “I only see the answers on Zoom”. I interpreted that this student did not understand how to use the Kahoot platform and therefore he was confused about the game. My theory is that he or she did not watch the tutorial for the use of the game and that was the reason why he said that. I also consider that he or she is the one student that said that was not interested in reading with games and did not understand the game either.

3.2.3 HOW DID GAMES AFFECT THE DEVELOPMENT OF READING COMPREHENSION IN STUDENTS?

It was a positive experience because it allowed me to see some students that did not participate during the class but were improving in their reading skills. Then products that they handed in were most of them correct. Considering that the average amount of students that showed up to class was around from eleven to fifteen, the products were not that bad. Some students did not have the chance to attend the class but they watched the recording of the class and then they sent their work. For the lesson, it was positive that more students showed improvement but for the whole week it was really good to see that some students despite their lack of resources, were finding the way to work in the classes.

For my personal development I found that I cannot expect all the students to participate, as teachers have their own teaching style to work with students, leaving aside the students' learning styles, they also have their own style of work. When growing up, attending to class in junior high I saw situations like these ones. Classmates that were more effective when they were not leading a team, or when they felt no pressure of standing to participate.

I hope that in the future I am able to identify this kind of things and have the judgement to see if the students take those attitudes because work best for them or because they are just being lazy or distracted. I understand that is not something that is achieved in a year or two, the experiences, the rights and wrongs that happen during this journey are key aspects for my personal development.

I also consider that if I was able to manage working with synchronized and asynchronized lessons during the COVID-19 pandemic, setting up games and lesson plans like these ones will not be as difficult as before. Changing the way of working in my opinion would strength the strategies that are worked with in face to face classes.

I considered that what I could have done is creating a more interesting enigma text. After the class was one the first things that popped into my head. The reading was not boring but it is not something that student felt related to. There are lots of books with the topic of an enigma that I consider that could have been more interesting and not only readings but cartoons, series and YouTube videos that are realty popular between teenagers.

In a similar situation and if I have the chance to work face to face I would ask students to bring in teams one enigmatic topic for discussion in the classroom and in order to engage students into de the topic, I would dedicate a class to come up with theories of what students thing that might have happened. After that, I would give them some other theories with more and more information create a scavenger's hunt where they had to predict and interpret clues in order to see what happened or might happen.

I also consider that if I find students with the same characteristics as the one that I discovered during this lesson, that are quiet but they are learning I would encourage them to keep working hard and inviting them to share in small portions their participations to help others understand what they are able to see and with the students that on contrary have a lot of energy and enthusiasm for participation giving them more participation.

3.3 CLASS THREE: WHO IS THE FASTEST?

The following class took place on December 16th, 2020, with groups C and D of third grade from 9:30 to 10:05 in the morning. The aim of this class was that by the end, students should be able to make predictions for the year 2021. This class was before the holiday break. That was why the topic of predictions was related to the New Year. For this class, I used an introductory video. It was a video where students could see a fortune teller making predictions and a PowerPoint presentation. (Appendix G)

The online meeting began as the previous classes. The students entered the video conference within the first five minutes. Then, they wrote their names in the chat space of the Zoom platform in order to take attendance. I prepared two questions in the presentation to find out if the students saw the video. The questions were -which predictions do you think are more probable to happen? and -which predictions do you think are less probably to happen? -. As I mentioned before, every Monday, I sent the schedule for the week. There were instructions for the week that included the pre-task activity that they needed for the class. This measure intended to save time during the video conference, but the attendance was low, only ten students of seventy-five attended the lesson, and only three of them watched the video.

Watching the video was crucial for the development of the class. It contained current information (at that moment) that students could understand and relate to. The video was not very long, so I decided to put it at the beginning of the class. Then, I asked the questions that I had prepared. I was not expecting participation from students, so I started calling their names to get their thoughts and opinions. I encouraged them to speak in English, and when they had trouble

with pronunciation and words that they did not understand I gave them feedback on the spot and helped them participate.

I gave them feedback on the spot to make sure that students understood the error that they committed when they were reading and then, students would read again the text with the correct pronunciation. This kind of feedback enters in the category of negative feedback. Ayoun (2001) quoting Gold (1967) define negative feedback as “information following an error produced by the language learner” (p. 226). Negative feedback has different types.

The type that was used in this occasion was reactive feedback. Véliz (2008) says that this kind of feedback “takes place after a mistake made by a learner” (p. 285). He also comments that reactive feedback can be delivered explicit -pointing out that what the learner said was wrong- or implicit -eliciting the correct answer or asking the learner to reformulate what he or she said-. (Véliz, 2008, p. 286)

3.3.1 HOW WAS THE GAME INCORPORATED?

The activity that was gamified to enhance reading was a text. In order to gamify the game, the first element that was considered was the challenge. The challenge for this game was answering before any other classmate. The theme of the text was predictions. The reward of the game was an extra participation. Finally, the element of progress was obtaining a totem that had value on the final grade of the period. This game took place during presentation stage (Appendix G)

The game I had planned was carried out as follows: the input was a conversation between two friends that saw the video that I sent. They were discussing the predictions that the fortune teller said. The text had blanks for the students to complete with words in the box. The subskill that they had to work with was reading for gist. The challenge was to fill in the whole conversation using the words in the box. The winner was going to be the first student to write in the chat space the correct answers. It was pointed out, that they had to write all the answers correctly to win. The results can be seen in the Appendix H.

Five students wrote in the chat space their answers, but only one completed the task correctly. He was the winner, and as in the previous classes, he got the extra participation. He is one student that is not very participative. It was something that surprised me for a change for the better. The pupils, by this lesson, had already worked with the modal verbs. I began the class with a controlled activity about predictions made in the previous class. For the practice stage in this class, they had to match some images with predictions. The images were about topics that were transcended during those weeks, such as the vaccine, the Mexican soccer league finals, the president, and the school year.

Then, I asked students to complete statements with the correct modal verb. After that, I asked them to do the production stage. It was a writing activity where they had to make predictions about the year 2021. The task required them to use the modal verbs that they had worked with during that lesson and in the previous one. The grading criteria for the production stage included aspects such as the use of modal verbs to create their predictions more probably or less probably, coherence, and time of delivery. To finish the session, I asked students to answer a survey where I could find out how they felt during the game. The results of this survey can be seen in the Appendix C.

I was aware that not every student could be in the lesson because of connectivity, economic or other situations that appeared during the school year, that is why I uploaded the lessons on YouTube. There, the students that were not able to be in the lesson could watch the recording of the class and complete the activities that were previously sent. They were also encouraged through the WhatsApp group, to try to play the game along with the recording and at the end of lesson complete the survey that was mentioned before.

I felt comfortable working during this class. Although the attendance was low the students were very participative. When students answered that they did not watch the pre-task video It was disappointing but fortunately, this did not make the lesson ran out of time. The pace was controlled during the lesson and that made me feel self-confident. I observed that students were interested in the lesson after watching the video. I detected that the idea of drawing myself as a fortune teller

and the predictions that I made, attracted the attention of the students. So, in order to obtain similar results, I think I should continue working with visual aids that are interesting for students.

3.3.2 HOW DID STUDENTS FEEL IN THE DEVELOPMENT OF THE GAME?

During the game, five students participated (Appendix H) this means that half of the students that attended made themselves involved during the game. Competing with their classmates was very exciting for them. The survey that students answered (Appendix I) showed that seven of the students felt confused, three of them felt happy and two of them felt excited. The numbers between the survey and the attendance for the lesson did not add up, but it should be considered that six students answered the survey after watching the class on YouTube. This told me that even when the students were not in the class, they were interested in watching the class and participating in the survey.

It was good to see that students liked the game and considered that it help them understanding what they were reading. It was also good to see that the students wanted to keep working with games in reading activities (App. C). Observing that half of them were confused was a bit disappointing though, because I went over the instructions several times and I also asked to share if they had any questions or doubts about the game. It's upsetting seeing that they were confused even when they said they knew what to do.

3.3.3 HOW DID GAMES AFFECT THE DEVELOPMENT OF READING COMPREHENSION IN STUDENTS?

The positive side of this class was that some students that did not participate regularly were active, giving answers and participating in the game. It was good to see that the winner of the game was one of the students that was not very common to see participating and that the time that he needed to defeat his classmates was short. It was also positive to observe that the students were engaged to the lesson. I consider that the topic and the use of element that were of their interest impacted the attention that they paid to it.

On the other hand, observing that some students found the game confusing was negative for me. I tried to plan a game that was easy for students to comprehend. We went over the slide dedicated to explain the instructions for the game but even with that aid the students felt confused but even with that in mind, I consider this experience very enriching for the following experiences that I will be facing and it left me a bunch of ideas to consider for this kind of games.

For example, using visual aids such as drawings make the students more interested in the lesson. Using teams would be another idea that I think that might work but due to the circumstances and the previous experience during the lesson number one of this intervention, I considered that it would not be a good idea. Other idea, would be instead of setting the challenge among the students maybe setting the game with the students against the clock could lead to other results.

It was a positive experience. I struggled to get students' attention but, in this lesson, they seem to enjoy and relate to the predictions that the fortune teller made in the video. I tried to be funny while making the predictions. Most of the time I tried to show a serious face or attitude because I have had some experiences where students disrespect the presence of the teacher trainee because of the age or the attitude shown. It is important to make students feel relax though. It is easier to work with a group that laughs than a group that does not want to be there.

The application of the game left me some ideas for the future. I realized that some students are not familiar with any kind of competition and that was surprising for me, but I should not assume that all the students have the same abilities or experiences. The survey showed me that even when the students say that they understand something, I cannot rely on them. This lesson also gave me the opportunity to manage better the pace and time. One of the problems that I have had during my teacher trainee development is the use of time and the pace I gave to activities. Having order and measuring the level of difficulty of the tasks are some aspects that I have to keep working in order to improve my teaching development.

If I find myself in a similar situation, I think that I would try to make my class even funnier with predictions that are almost surreal to create some kind of discussion and create an environment where the student has the urge to say what he or she wants to say. I also consider that I made myself very predictable with the prizes, that would be something that I would change for future occasions. Working in distance learning makes giving prizes harder. For the prizes I had planned things such as sitting wherever the student wanted, an erased absent, homework, or a checkmark in the period's exam. These options were not possible and negotiating with the headteacher was not very easy.

I also consider that if I have the chance to apply this activity in a face to face lesson, I would not have so few students in the classroom, so to make things more interesting, I think I would make the text bigger and maybe setting an alarm that would make students feel more excited about the time and the correct answers. The results of the game showed that students were participative and after reviewing the survey I saw that they were liked working with games. I observed that even when the students say that they understand the instructions, for the future I have to come up with ideas to make sure that students know what to do, in order to obtain better results and less confusion in the students.

IV. CONCLUSIONS

IV. CONCLUSIONS

In this chapter, I am going to go over the personal impact that the intervention and the document had in me, what I learned and what factors influenced the development of this pedagogical essay. Also, I would make a reflection about whether I would go over this topic further on my career and answer the investigation questions that were pointed in chapter one. Likewise, I will mention some of the positive and negative situations that I got from the intervention.

This document has given to me experience in something that I have never imagined that I would do. That being working online. When I started studying at the Benemérita y Centenaria Escuela Normal del Estado, I did not think that I would need to learn how to edit videos, teach students that I did not observe before my intervention, use online resources that I had never heard before or work from home. It was not easy but I am satisfied with what I have done.

During this time, I gave a lot of effort and thought lots of strategies to get students to work. Some of them worked and some did not have an impact. An example for those ideas that worked might be the use of pre-task activities such as watching videos that contained an introduction for the topic of the lesson. At the beginning this strategy worked but as I continued using it, I noticed that students lost interest in watching these audiovisual aids.

Although sometimes it was a bit frustrating, I would work again with games again. The situation that we all had to face during this pandemic was challenging but I think that if I have the opportunity to work with games to enhance reading comprehension face to face with students, the games would get more attention from students and they would be more interested in playing them. Most of the students were not attentive to the games, therefore they did not participate. If working face to face, I think that I would be able to get their attention introducing prizes that would be more attractive for them.

In my head before everything with the COVID-19 happened, I have already chosen the topic for this document. I imagined giving them prizes when working on gamified reading activities that

would motivate them to improve every time they would participate. I visualized students getting excited when they would win prizes such as getting to sit wherever they wanted or getting to choose whoever they want for the follow-up activities in teams. I hope that I get the chance to work in a similar document in the future focusing on the use of games but this time with that face to face interaction and the rapport that we could not built with students.

With this document I learned concepts from the biggest one such as teaching English as a foreign language going through communicative skills and subskills and landing on the specifics for this pedagogical essay. I had some experience working with games but in another area, which is teaching soccer. Now, with the research that I did, I will be able to transmit those experiences plus the knowledge acquired to the classroom where it is important to take advantage from every concept, every analysis and every situation that I faced.

As I mentioned before, COVID-19 limited a lot of things not only for the students but for me. I went through a period where I had to get used to the fact that I could not leave me house and all the routines that I had were gone. It was not easy for me. Before the pandemic, I used to image what would be to skip going to school, being able to receive lessons from the comfort of our homes and being able to receive classes in our pajamas. Now that seems as something that I want it to end. COVID made everything more difficult for everyone and although people tried to adapt it is not the same, but it was in the small victories where I found the strength to go on.

Small victories such as the constant participation from students that I do not know personally but they turned into students that I would never forget, checking a production with an excellent presentation, reading a student trying to communicate something or observing shy students trying to say something in English kept me from going insane during the intervention. I understand that by the time students are in third grade they should be able to do more than that but there are some issues that go way back and have nothing to with them nevertheless I had been affecting students in junior highs for years.

Those small victories made some of my days, but unfortunately, I had more unpleasant situations that good ones. For example, the unattendance of the students to the lessons, the lack

of interest in participating, leaving the online meeting then they were asked to participate, the uncomplete homework, the constant messages asking the same questions even when they were asked to communicate through the chat group or the requests of making less homework than the other students from the most irregular ones. Without a doubt this intervention was the most difficult that I had to face.

The present document let me some three questions for future research. The questions being: Is task-based learning (TBL) a more appropriate methodology for the use of games in a classroom? What kind of prizes do students find motivating in order to be engaged in a game? And finally, is it possible to use a methodology focused on a sport to teach English and vice versa? The first one came up to me while applying the sequences, noticing that the process of the game was similar to TBL. I thought of the second question when I noticed that most of the students were not interested in the rewards of the games and the last one is something that I have wondered since the course I mentioned in the introduction.

Regarding the profile of graduation, Dirección General de Educación Superior para Profesionales del Magisterio (DGESuM) (2012) says that the competencies that define that profile are divided in five groups: Specific intellectual abilities, mastery of the purposes and contents of secondary education, didactic competences, professional and ethical identity, and the ability to perceive and respond to the social conditions of the school environment.

Taking these aspects and using the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, I found that my strengths are in the last two groups. I try to be realistic consider the aspects that surround the teaching practice every chance I had to be in front of a junior high group. I also understand that this profession is an opportunity to form the citizens of the future and for that reason I have to be constantly adapting my teaching style to the circumstances and possibilities that the context where I am at offers.

I understand that I have weaknesses in each area but I will highlight the weaknesses that I have in the didactic competence's group. I have found that is not very easy to me to change within the lessons and I find hard to identify on the spot the problems that affect the development of my

lessons. I recognize that this is something that I have to change in order to improve my teaching competence and I have to learn to be more attentive to all situations happening in the classroom before starting the lessons.

I found opportunities in the mastery of the purposes and contents of secondary education group. Although, in my opinion, I domain the contents present the in the current curriculum of the subject, it is important to come up with a strategy to manage students that are in a lower level of what is expected not only in the subject but in the competences that should have been consolidated in the previous steps of basic education. Teaching English is hard as it is, finding out that even in their L1, students have problems following instructions, using logical thinking and creativity, is an opportunity to use transversality to create that scaffolds that were not created before.

The threats that I found in the graduating profile were in the first group. The BECENE got me used to read, write, analyze and being critic within my practice and work during the four years I have been there, but a part of my personality, which is that I tend to procrastinate a lot, threats my possibilities to be well organized and quick at problem solving. I know that this has to change and I will strong changes to achieve that.

To conclude with this document, I will address the key questions from chapter one. The questions being:

How were games incorporated in online classes?

How did games affect the development of reading comprehension in students?

How did students feel in the development of the games?

The games were incorporated using the elements that Lindemans et. al. (2019) mention. Those being a challenge, a theme, a reward or prize and the element of progress. The challenges

were three. On the first one, the challenge was a competition between two classmates representing two teams. They had to answer before the other team correctly to get the points of the game. The theme was TV shows. Then, the reward was an extra participation and finally a totem was given to the winner team as an element of progress.

On the second lesson, the challenge was answering individually, quick and correct in the Kahoot! App. There, the quicker (and correct) you answer, more points you get. The theme was TV and how it has evolved. The reward was an extra participation and as in the previous lesson, the totem was used as an element of progress. In the last lesson, both the elements of progress and the reward were the same. Working online did not allow to think of other kinds of prizes. The challenge was writing the answer of questions about a text before anyone else. The theme for this class was predictions.

The feelings of the students in the development of the game did not vary much between the three lessons. The students seem to enjoy the games and considered that they helped them understand better the texts. However, I found that in some cases students informed that they did not understand the games therefore they did not participate. This is bit contradictory because in one hand they say that they liked the games but they did not understand it. Considering that those comments were two in the three lessons, I would say that students feel joy while playing and they felt that they understand better with the use of games. I have to be clearer in the design of the instructions, though.

Finally, the evidences that these gamified tasks gave hints of development in reading comprehension from the students. In the first game, the participants showed that they were able to answer correctly even though one of them used Spanish to give the answer. In the second game, where students did not have the spot in them and they could participate in the game just by answering questions about the text, they seem to respond more and that led three winners that answer correctly four out of five questions. On the last game, students showed that they were able to fill in predictions in a text using a controlled activity. The chat of the meeting showed that they were able to use modal verbs to complete the task and answer correctly.

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VI. APPENDIX

VI. APPENDIX

Appendix A

Week #4	Nov 16 th -20 th	Possible synchronized lesson		
Topic: TV shows	Lesson number: 4	Date: Wednesday November 18 th		
Main Aim of the lesson: By the end of the lesson sts should be able to share their emotions about TV shows using simple present and key vocabulary				
Assumptions: -Sts have learned some vocabulary from the previous lessons with HT. -Sts already know how HT works (copy activities in their notebooks, make a red margin in every sheet and write in the down left corner the folio number) -Sts know that their work has to be sent to the HT’s email and in this case mine too. -Sts receive the materials. -sts understand that they have a deadline for sending the pictures of their work. -Sts realized the pre-task activity in order to understand the activities in the lesson. -T might give me opportunity to work synchronized.				
Stage	Procedure	Material	Interaction	Anticipated problems and solutions
Presentation	<ul style="list-style-type: none"> - Look at the pictures in page 58 of Sunburst Students Book. What kind of TV shows do you think are they? (App. 4.1) - Now, read and copy in your notebook the following vocabulary (series, serial, soap opera, news, documentaries, reality show, movies and sports). (App. 4.2) - Read the text on page 57 of the Sunburst Students Book. How do you watch TV shows? 	Sunburst Students book (App. 4.1) PPT (App. 4.2)	T-S S-T S-S	Misunderstanding of the instructions/Be careful when describing the game. Ask if they understood the game several times.

	<p>Is it different? Is it better?</p> <ul style="list-style-type: none"> - Now I'm going to separate you in two teams, you are going to select one of you to participate in the game. Then, I am going to ask the participants a few questions. Each question represents a point. The team that gets more points wins! You can help your classmates! 			
Practice	<ul style="list-style-type: none"> - Look at the emotion in the images. How are they? (App. 4.2) - Complete the chunks with the correct emotion. 	PPT (App. 4.2)	T-S S-T	Lack of participation/Call students by their names and motivate them, let them make mistakes in order to learn
Production	<ul style="list-style-type: none"> - Share with us how do you feel when you watch this shows (sts have to say the chunk when I watch (insert TV show) I feel (insert emotion) 		T-S S-T	Mispronunciation/Ask students to repeat after me so they can pronounce correctly the words mistaken
Wrap up	<ul style="list-style-type: none"> - Provide individual assessment to the work done in the lesson 		T-S	Lack of time/Send them feedback trough the WhatsApp group

TV SHOWS

When I watch _____, I feel _____.



Before we begin:

- Do you like watching TV?
- What TV shows do you watch?
- Which is your favorite series?
- What is the difference between series and serials?

Types of TV Shows



SERIES



SERIALS



SOAP OPERAS



NEWS

Types of TV Shows



DOCUMENTARIES



REALITY SHOW



MOVIES



SPORTS CHANNEL

COPY THE VOCABULARY IN YOUR NOTEBOOK

COPY THE VOCABULARY IN YOUR NOTEBOOK

Look at the pictures in page 57 of Sunburst
Students Book.

What kind of TV shows do you think are they?



READ THE TEXT IN PAGE 57 OF THE BOOK

TWO TEAMS

READ AGAIN IN GROUPS AND CHOOSE OF YOUR TEAM

THE TEAM THAT ANSWER MORE CORRECT QUESTIONS...

BRAVO!
YOU WIN!

Emotions



Happiness



Nostalgia



Sadness



Anger

COPY THE VOCABULARY IN YOUR NOTEBOOK

Complete the sentences with the correct emotion

1. When I watch ESPN, I feel _____
2. When I watch Soy tu dueña, I feel _____
3. When I watch Stranger Things, I feel _____
4. When I watch the News, I feel _____



1



2



3



4

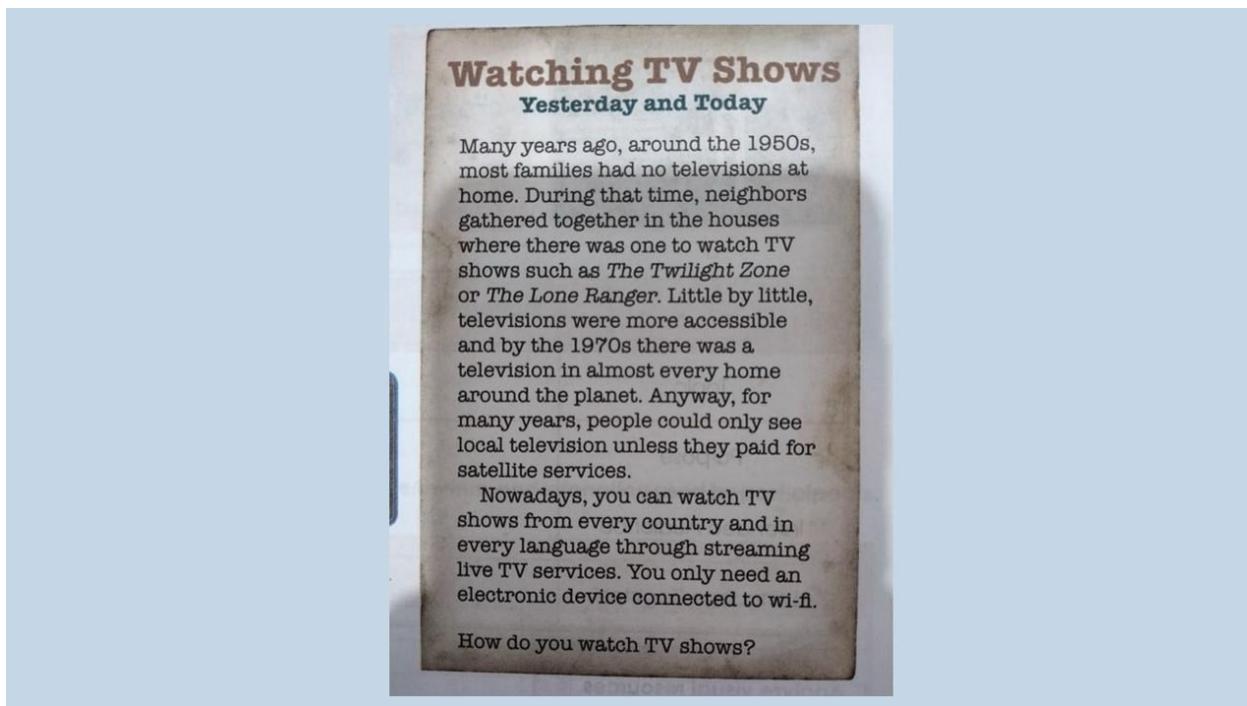
Share with TV SHOWS make you feel these emotions

1. I feel happiness when I watch _____
2. I feel anger when I watch _____
3. I feel sadness when I watch _____
4. I feel nostalgia when I watch _____




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Lesson Plan and materials from the first intervention



Text for the first game

Appendix B

Student 1

TT: Did you like the game?

S1: Yes

TT: How did you feel playing the game?

S1: Excited

TT: Are you more interested in reading with games?

S1: Yes

TT: Did you understand the text better with the game?

S1: Yes

TT: What did you like and what did you dislike about the game?

S1: I am very competitive sometimes if I got excited about it, the game was entertaining because it was not very difficult, it was just looking for keywords

TT stands for Teacher Trainee

S1 stands for Student 1

Student 2

TT: Did you like the game?

S2: Yes

TT: How did you feel playing the game?

S2: Excited

TT: Are you more interested in reading with games?

S2: Yes

TT: Did you understand the text better with the game?

S2: Yes

TT: What did you like and what did you dislike about the game?

S2: Me gusta que hace interesante la lectura y que mi equipo me ayudara a contestar algunas de las preguntas, me gustó mucho el juego y no creo haber tenido problemas con el.

TT stands for Teacher Trainee

S2 stands for Student 2

Interview with the representatives from the teams

Appendix C

TT: Let's go over the questions. This is the text. Okay.
Which TV shows are mentioned in the text?

Both students: The twilight zone

Student A : And The Lone Ranger

TT: Great! Both of you had it correctly. Very good. In
which year does the text talks about that they don't have
TV?

Student A: Mil novecientos cincuenta.

Student B: One thousand, nine hundred...

TT: Nineteen fifties, right? It would be one thousand, nine
hundred fifty. Thank you both.
Okay, when did the TVs become more accesible?

Student B: Mil novecientos setenta.

TT: Nineteen seventy. Yes! Thank you! And the last one.
How do we watch TV nowadays?

Both students: With and electronic device connected to
wi-fi.

TT: Thank you very much, both of you answered correctly.

Transcript from the student's participation in the game

Appendix D

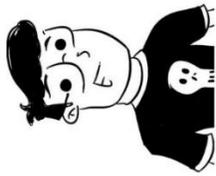
Week #1	December 7 th -11 th	Synchronized class
Topic: Predictions	Lesson number: 1	Date: Wednesday December 9 th
Main Aim of the lesson: By the end of the lesson sts should be able predict what will happen in a story using modals of deduction.		
<p>Assumptions:</p> <ul style="list-style-type: none"> -Sts have learned some vocabulary from the previous lessons with HT. -Sts already know how HT works (copy activities in their notebooks, make a red margin in every sheet and write in the down left corner the folio number) -Sts know that their work has to be sent to the HT’s email and in this case mine too. -Sts receive the materials. -sts understand that they have a deadline for sending the pictures of their work. -Sts realized the pre-task activity in order to understand the activities in the lesson. -T might give me opportunity to work synchronized. -Sts have worked with modal verbs in the previous years -Sts understand how a prediction work 		

Stage	Procedure	Material	Skills	Anticipated problems and solutions
Pre-task	<ul style="list-style-type: none"> - (TT sends a video on Monday 7th explaining the use of <i>may, might</i> and <i>could</i> and the Kahoot! tutorial). - Watch the videos before the class. 	Video explaining modals of deduction (App. 1.1) Video tutorial of Kahoot! Previously sent to sts (App. 1.4)		Sts avoid watching the video/watch the video at the beginning of the class, make a small review of the video
Lead in	<ul style="list-style-type: none"> - Open your book on page 72. Look at the images, what might have happened? (TT gives some options and elicit explanations). 	Sunburst Students Book (App. 1.2) PPT for the class (App. 1.3)		Students do not have book/Digitalize the page of the book for everyone to see
Presentation	<ul style="list-style-type: none"> - Go to page 73. Activity One. Look at the title of the text. Now, who can tell me <i>What is an enigma?</i> - Let’s read about this enigma (using shared reading). 	Video tutorial of Kahoot! Previously sent to sts (App. 1.4) PPT (App. 1.3)	Reading	Sts do not know how to use Kahoot! /Give the instructions one more time, give a few seconds in order get as many students as

	<ul style="list-style-type: none"> - Read again individually. Tell me when you're finished. - Good! Now is time to play a game. We are going to participate individually using Kahoot! You will have to answer some questions, the student that answers the most correct questions in the game is the winner. 	<p>Sunburst Students Book (App. 1.2) Kahoot game (App. 1.5)</p>		<p>possible into the game</p>
<p>Practice</p>	<ul style="list-style-type: none"> - Excellent! Let's go to activity 3. It says complete the table with information from the text. - What's the main idea? (PPT with options) Can you tell me the characters in the history? What do you think will happen next? (PPT with options using <i>may</i>, <i>might</i> and <i>could</i>). - Complete the following predictions using <i>may</i>, <i>might</i> and <i>could</i> and the sentences from the box. (PPT with an exercise) 	<p>Sunburst Students Book (App. 1.2) PPT (App. 1.3)</p>	<p>Reading</p>	<p>Sts don't have the competency to participate/ elicit options in the presentation that make simpler the comprehension</p>
<p>Wrap up</p>	<ul style="list-style-type: none"> - Provide individual assessment to the work done in the lesson 			<p>Lack of time/Send them feedback through the WhatsApp group</p>

WELCOME!

Today is Wednesday November 9th 2020



1. Open your book on page 72. Look at the images, what might have happened?

- A
- B
- C

DOG

CRASHED CAR

CAT

PILLS

WOMAN

BROKEN CELLPHONE

CRUTCHES

2. Go to page 73. Activity One. Look at the title of the text.

Solving an Enigma to Save Our Lives!

What is an enigma?

Predictions

3. Read about this enigma (using shared reading).



Solving an Enigma to Save Our Lives!

Mario was working in a laboratory on a remote mountain. One night, while he was coming back to the lab from downtown, he **realised** something had happened. He was about to open the main door of the lab when someone shouted: "Dooonn't open the door!"

Mario turned back, he saw the lab assistant, Jessy, a 45-year-old woman. She was with the janitor, Mr. Morgan, a 70-year-old man; and the lab's main scientist, Doctor Smith, an 82-year-old man. Jessy told Mario that something had happened to the rest of the lab staff. All of them became mutant zombies. That afternoon, they were outside when they heard an explosion. Jessy went to see what had happened and she saw people on the floor. Their bodies were writhing. Immediately, she knew what she had to do. She closed the main door as she could; however, the zombies were about to open it.

Mario and the other people had to get away from the mutant zombies as fast as they could; otherwise, they could become zombies too! There was only one way to save themselves, they have to cross a very old **suspension bridge**.

4. Read again individually. Say when you're finished



5. KAHOOT!

- Open the app and enter the following code.
- XXXX
- Answer the questions about the text.
 - The student who answers the most questions in less time wins.

6. Complete the table with information from the text.

Main Idea	Characters	What Do You Think Will Happen Next?
		A) They might escape
		B) They may be eaten by zombies
		C) It could be a dream

3 Work in groups of three. Complete the table with information from the text. Compare your work with another group. Did you write the same information? Why or why not?

7. Complete the sentences using **MAY**, **MIGHT** or **COULD**.



The girl _____ be hungry



The man _____ be excited



The man _____ fall from the bike.

Appendix E

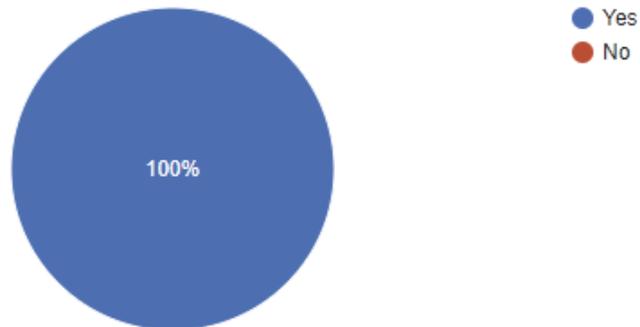


Results from the Kahoot! Game.

Appendix F

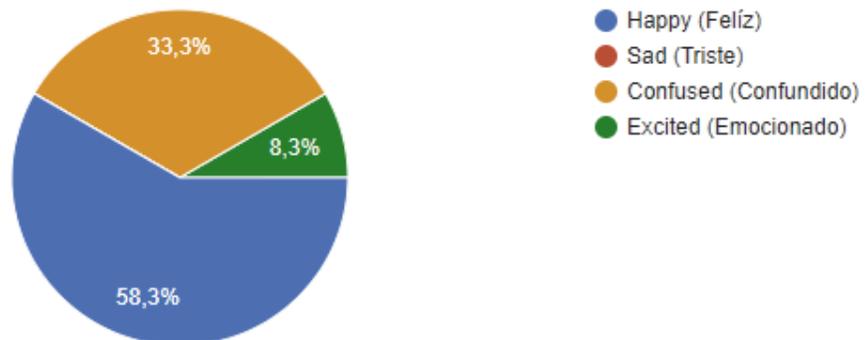
Did you like the game? (¿Te gustó el juego?)

12 respuestas



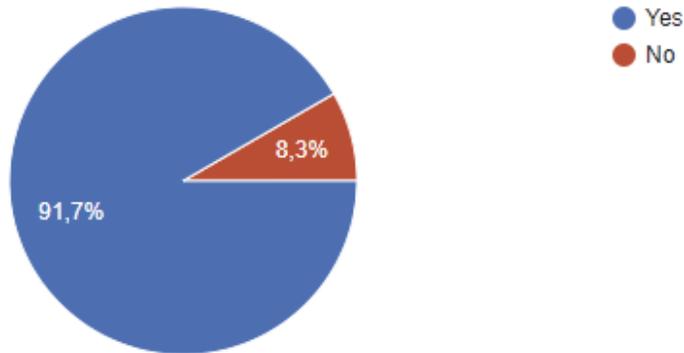
How did you feel playing the game? (¿Cómo te sentiste jugando el juego?)

12 respuestas



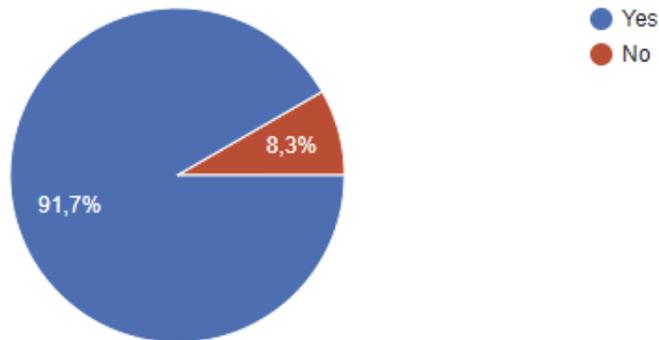
Are you more interested in reading with games? (¿Estás más interesado en leer con juegos?)

12 respuestas



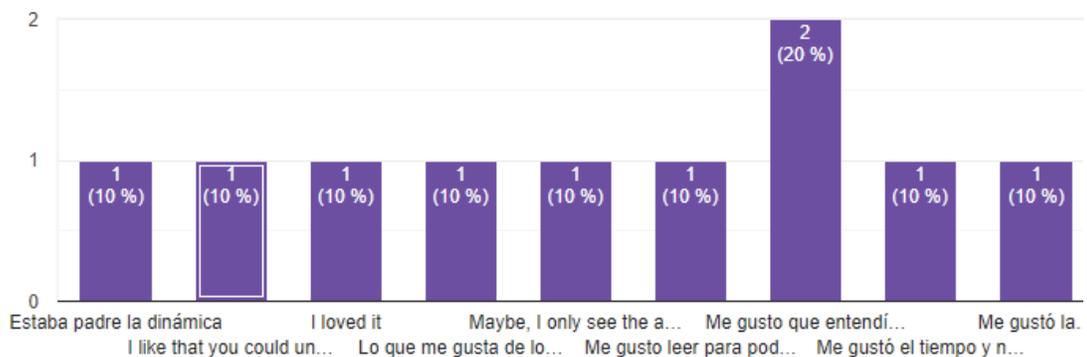
Did you understand the text better with the game? (¿Entendiste mejor el texto con el juego?)

12 respuestas



What did you like and what did you dislike about the game? (¿Qué te gustó y qué te disgustó del juego?)

10 respuestas



Survey applied to students after the game.

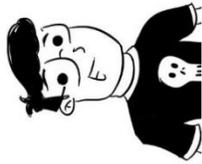
Appendix G

Week #2	December 14 th -18 th	Synchronized class		
Topic: Predictions	Lesson number: 2	Date: Wednesday December 16 th		
Main Aim of the lesson: By the end of the lesson sts should be able to predict things that may happen in 2021				
Assumptions: -Sts have learned some vocabulary from the previous lessons with HT. -Sts already know how HT works (copy activities in their notebooks, make a red margin in every sheet and write in the down left corner the folio number) -Sts know that their work has to be sent to the HT's email and in this case mine too. -Sts receive the materials. -sts understand that they have a deadline for sending the pictures of their work. -Sts realized the pre-task activity in order to understand the activities in the lesson. -T might give me opportunity to work synchronized. -Sts have worked with modal verbs in the previous years -Sts understand how a prediction work				
Stage	Procedure	Material	Skills	Anticipated problems and solutions
Pre-task	- Watch the video and take note of the predictions.	Video making predictions (App. 2.1)		Students don't watch the video/Watch the video at the beginning of the class
Lead in	- From the video, which predictions do you think are more probably to happen? Which predictions do you think are less probable to happen?	PPT (App. 2.2)		I case that anybody participate/ask them questions about what would be more or less probable
Presentation	- Look at the following text. Some of the predictions are incomplete. - Read the text and complete the predictions. Use the predictions from the box.	PPT (App. 2.2)	Reading	Sts do not understand the game/give them an example so they can see where are the options and how to use them

	<ul style="list-style-type: none"> - The first student to complete the task correctly wins. The price is that he/she can skip one homework and it will count on the list. Write the number and the answer in the meeting chat. - Now that is complete, read the text please. 			
Practice	<ul style="list-style-type: none"> - Match the objects with the predictions. - Use the correct modal verb to make the predictions more or less probable. 	PPT (App. 2.2)	Reading	Misunderstanding of instructions/ elicit examples to make the task easier
Production	<ul style="list-style-type: none"> - In your notebook, write your predictions for 2021 using <i>may</i>, <i>might</i> and <i>could</i>. 	Notebook	Writing	Sts do not understand when to use each modal verb/go back to the video and explain several times to make things clearer
Wrap up	<ul style="list-style-type: none"> - Provide individual assessment to the work done in the lesson 			Lack of time/Send them feedback through the WhatsApp group

WELCOME!

Today is Wednesday December 16th 2020



Predictions New Year's Eve

FROM THE VIDEO...



Which predictions do you think are more probably to happen?



Which predictions do you think are less probable to happen?



WHO'S THE FASTEST?

- Read the text.
- Complete the text with the predictions
- The student who writes the number and the answers (correctly) before everyone else wins.
- The answers must be written in the CHAT of the meeting.

1. Read the text and complete the predictions. Use the predictions from the box.



May win the championship Might return in 2022 Might get COVID Could be ready in March

Rosy: Hi Tere!, Did you see the predictions video?

Tere: Yes, I did. It was spooky!

Rosy: The fortune teller said that the vaccine for COVID

1) _____.

Tere: Yeah! He also said that AMLO 2) _____.

Rosy: Did you see that he said that Cruz Azul

3) _____.

Tere: Hahaha that was funny.

Rosy: The prediction that scared me the most was when he

say that the classes 4) _____.

Tere: Let's hope not!

2. Match the objects with the predictions.



May win the championship

Could be ready in March

Might return in 2022

Might get COVID

3. Use the correct modal verb to make the predictions more or less probable.

_____ get a computer on Christmas.		_____ win the Champions League.		Bad Bunny _____ give a concert in San Luis Potosi.
My mom _____ obtain a bonus.		My brother _____ lose his job.		Rodrigo _____ read the article.
My cousin _____ lift the fridge.		My girlfriend _____ break up with me.		I _____ hit a homerun in the game.

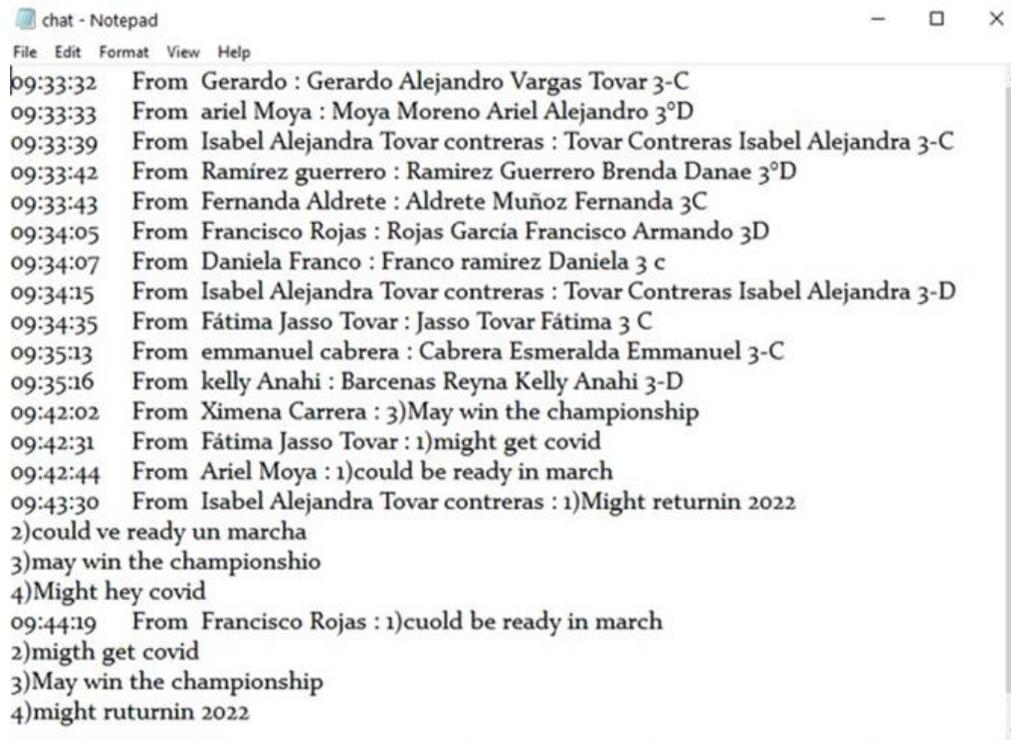
4. PRODUCT. In your notebook, make your predictions for the NEW YEAR (2021)

MERRY CHRISTMAS AND HAPPY NEW YEAR!



Teacher Trainer: Juan Francisco Flores López
School of Practice: Escuela Secundaria Antonio Díaz Soto y Gama
Further Questions: fpaco3168@gmail.com

Appendix H



Participation of the students in the game captured from the chat room.

Appendix I

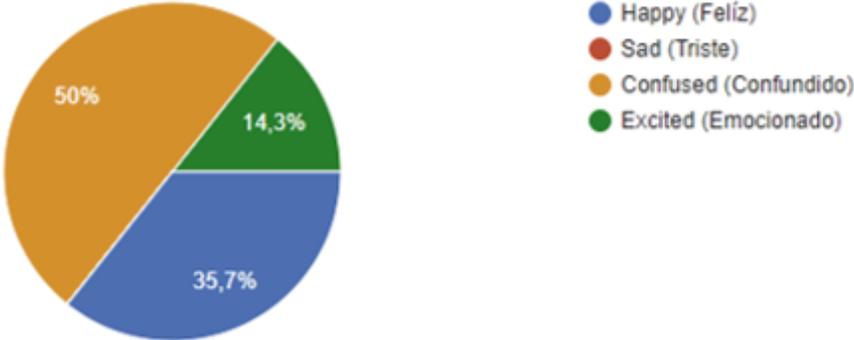
Did you like the game? (¿Te gustó el juego?)

14 respuestas



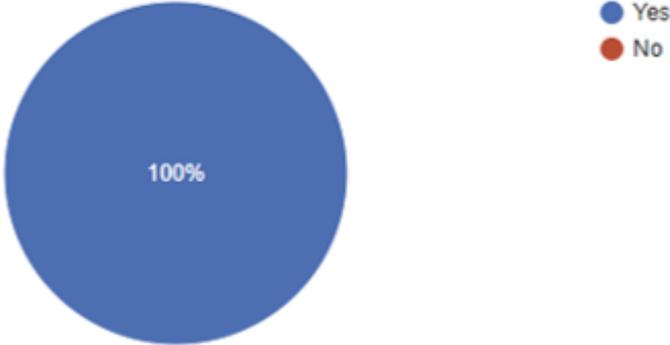
How did you feel playing the game? (¿Cómo te sentiste jugando el juego?)

14 respuestas



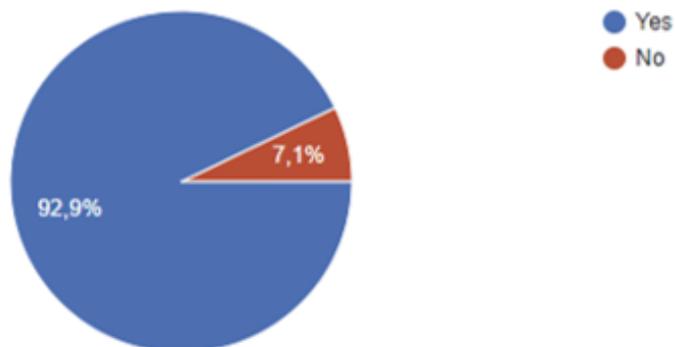
Are you more interested in reading with games? (¿Estás más interesado en leer con juegos?)

14 respuestas



Did you understand the text better with the game? (¿Entendiste mejor el texto con el juego?)

14 respuestas



What did you like and what did you dislike about the game? (¿Qué te gustó y qué te disgustó del juego?)

9 respuestas

Me gustó la dinámica no hay nada que me disguste

Me gustó La dinámica

Se me hizo entretenido, pero perdí

No me disgusto nada del juego al contrario me pareció interesante

Me gustó que era súper impresionante y interesante

Me gustó que le entendí nada

Que le entendí y nadamás

Que podriamos responder gracias a los incisos que venian

Me gusto que me ayuda a entender mejor pero aveces me confundo

Survey applied to students after the game.

Appendix J

1. Listening: Which picture are May and Sam looking at?

- A Grandma, Mum, Dad and May
- B Grandpa, Mum and cousin Tom
- C Grandma, Mum and Sam



2. Listening: What are Mrs Good's class doing this afternoon?

- A Taking photos for class book
- B Playing football
- C Swimming



3. Listening: What is Mum's favorite fruit?

- A Oranges
- B Pineapple
- C Coconut



4. Listening: Which dog is Anna's?

- A Young dog
- B Dirty dog
- C Old dog



5. Listening: What is Lucy wearing?

- A Jeans and shirt
- B Skirt and T-shirt
- C Jeans and T-shirt



6. Reading and writing: This is a face

False



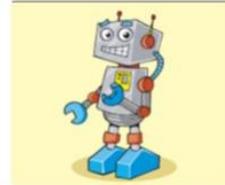
7. Reading and writing: This is a lorry

True



8. Reading and writing: This is a robot

True



9. Reading and writing: This is a burger

False



10. Reading and writing: This is a shop

True



11. Reading and writing: Look and read. Write YES or NO.

You can see a pear on the table.

NO

no



12. Reading and writing: Look and read. Write YES or NO.

The boy's hat is on his head.

YES

yes



13. Reading and writing: Look and read. Write YES or NO.

There is a toy hippo in the baby's hand.

No NO



14. Reading and writing: Look and read. Write YES or NO.

The window is open.

No NO



15. Reading and writing: Look and read. Write YES or NO.

The father has got brown hair.

YES yes



16. Reading and writing: Look at the pictures. Look at the letters. Write the words.

Door DOOR door



17. Reading and writing: Look at the pictures. Look at the letters. Write the words.

Bath BATH bath



18. Reading and writing: Look at the pictures. Look at the letters. Write the words.

Desk DESK desk



19. Reading and writing: Look at the pictures. Look at the letters. Write the words.

Clock CLOCK clock



20. Reading and writing: Look at the pictures. Look at the letters. Write the words.

Mirror MIRROR mirror



21. Reading and writing: Read the text. (in the image)
Then, choose a word from the box. (the box is in the image as well)
Write the correct word.



I see with my two green (1)

Eyes eyes EYES

22. Reading and writing: Read the text. (in the image)
Then, choose a word from the box. (the box is in the image as well)
Write the correct word.



I walk and run on my four (2)

Legs legs LEGS

23. Reading and writing: Read the text. (in the image)
Then, choose a word from the box. (the box is in the image as well)
Write the correct word.



and I live in Sam's (3)

Garden garden GARDEN

24. Reading and writing: Read the text. (in the image)
Then, choose a word from the box. (the box is in the image as well)
Write the correct word.



I like eating meat and fish and I drink (4)

Milk milk MILK

25. Reading and writing: Read the text. (in the image)
 Then, choose a word from the box. (the box is in the image as well)
 Write the correct word.



I sleep a lot in the day and I catch (5) at night.

- Mice
- mice
- MICE

26. Reading and writing: Look at the pictures and read the questions.
 Write the correct answer.



WHAT IS THE BOY DOING? TAKING A _____

- picture
- PICTURE
- Picture
- Photo
- photo
- PHOTO
- photograph
- Photograph
- PHOTOGRAPH

27. Reading and writing: Look at the pictures and read the questions.
 Write the correct answer.



HOW MANY COWS ARE THERE?

- Five
- five
- FIVE
- 5

28. Reading and writing: Look at the pictures and read the questions.
 Write the correct answer.



WHAT 'S THE DOG WEARING?

- Glasses
- GLASSES
- glasses
- Sunglasses
- SUNGLASSES
- sunglasses

29. Reading and writing: Look at the pictures and read the questions.
 Write the correct answer.



WHO IS SMILING?

- The girl
- THE GIRL
- the girl
- The Girl
- Girl
- girl
- GIRL

30. Reading and writing: Look at the pictures and read the questions.
 Write the correct answer.

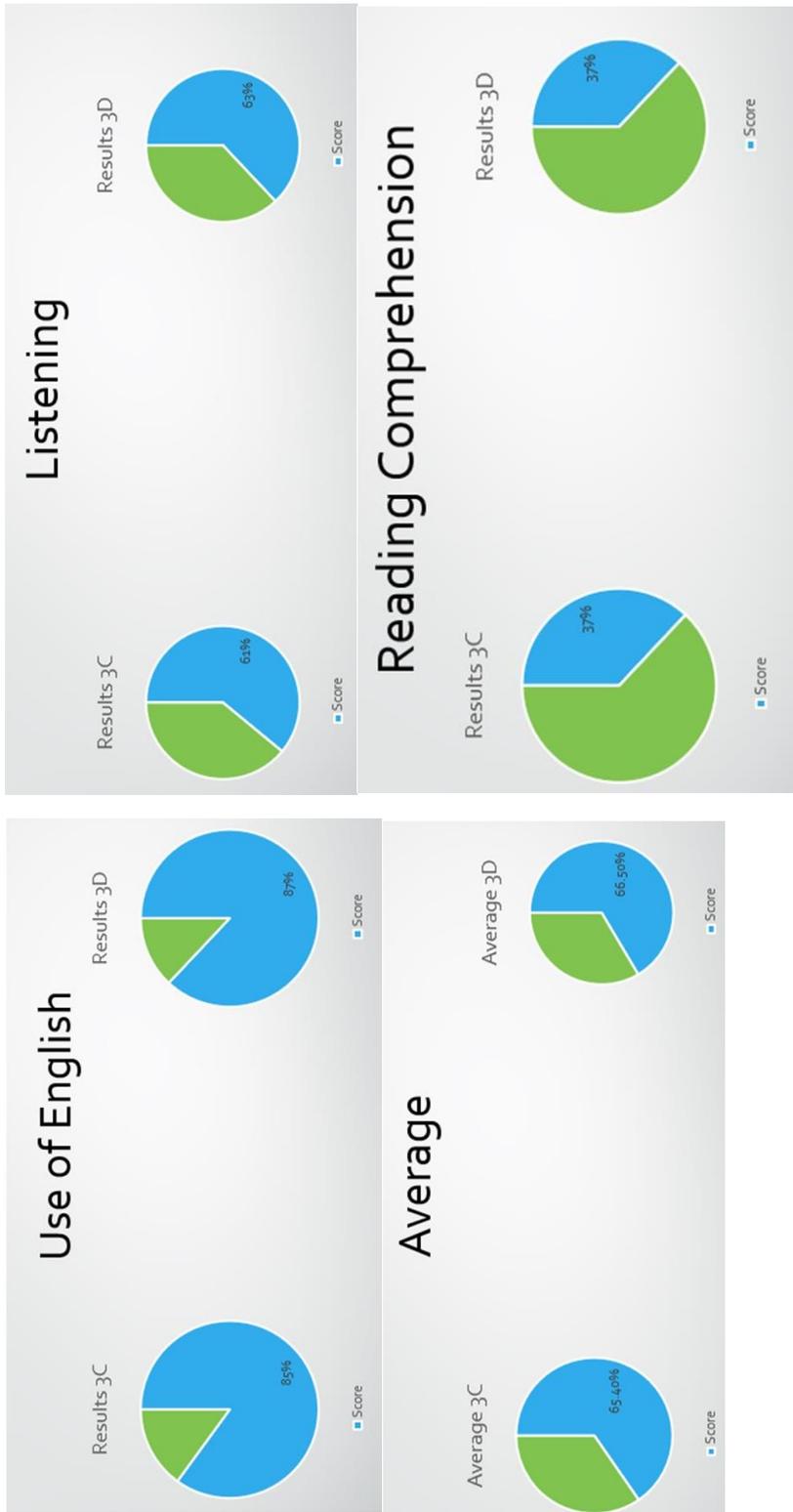


WHAT IS THE DOG HOLDING?

- A camera
- A CAMERA
- a camera
- A Camera
- Camera
- camera

Diagnostic exam taken from Cambridge young learners English test.

Appendix K



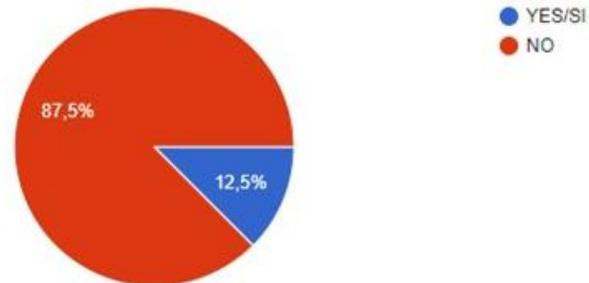
Results of the Diagnostic Exam

Appendix L

Group C

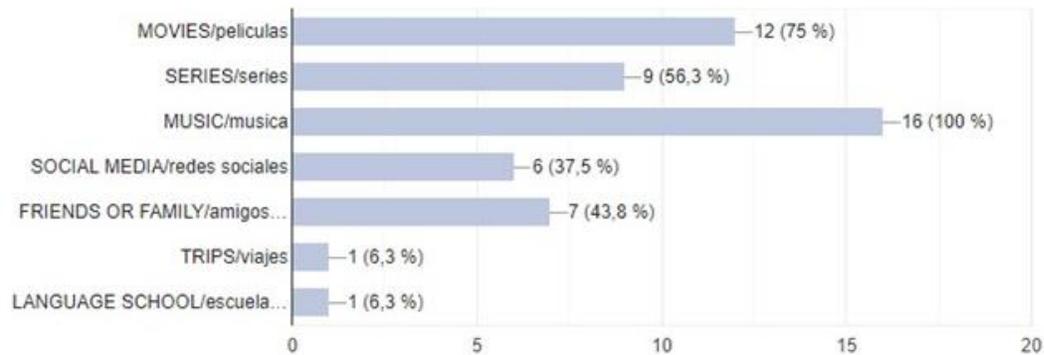
HAVE YOU EVER BEEN IN A LANGUAGE SCHOOL? Has estado en alguna escuela de idiomas?

16 respuestas



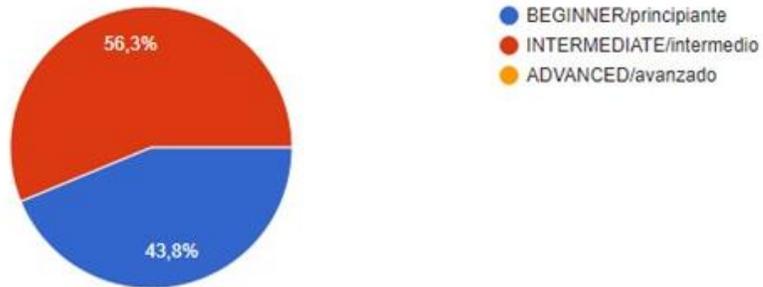
HOW ARE YOU INVOLVED WITH ENGLISH IN YOUR LIFE? Cómo estas involucrado con el Inglés en tu vida? >>>Puedes escoger más de una<<<

16 respuestas



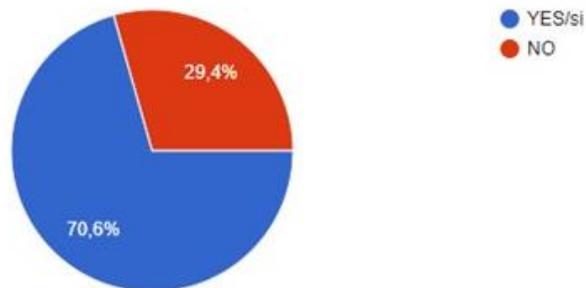
IN WHICH LEVEL OF ENGLISH WOULD YOU CONSIDER YOURSELF? En qué nivel de Inglés te consideras?

16 respuestas



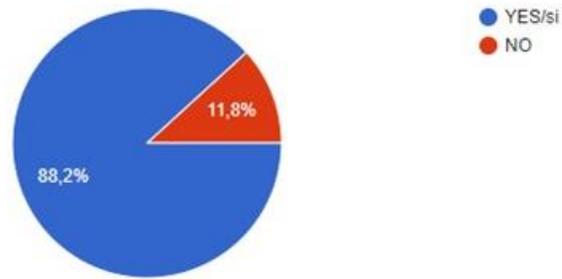
DO YOU USE YOUTUBE VIDEOS AS A GUIDE WHEN YOU DON'T UNDERSTAND SOMETHING? Usas videos de Youtube como guía cuando no entiendes algo?

17 respuestas



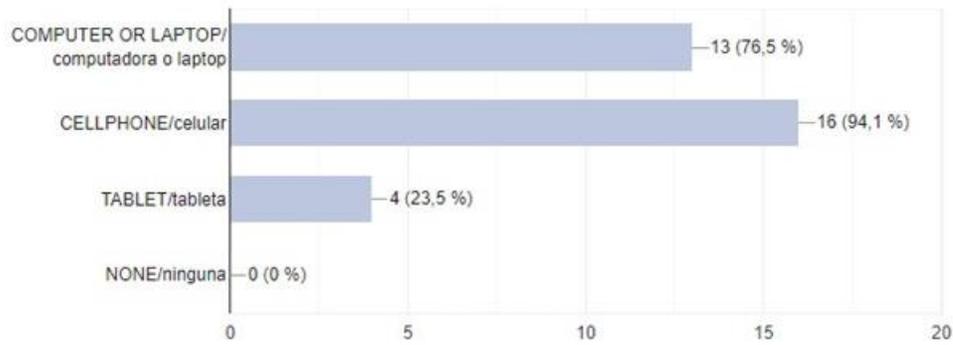
DO YOU HAVE INTERNET IN YOUR HOUSE? Tienes internet en tu casa?

17 respuestas



WHICH DEVICES DO YOU HAVE AT HOME? Qué dispositivos tienes en tu casa?

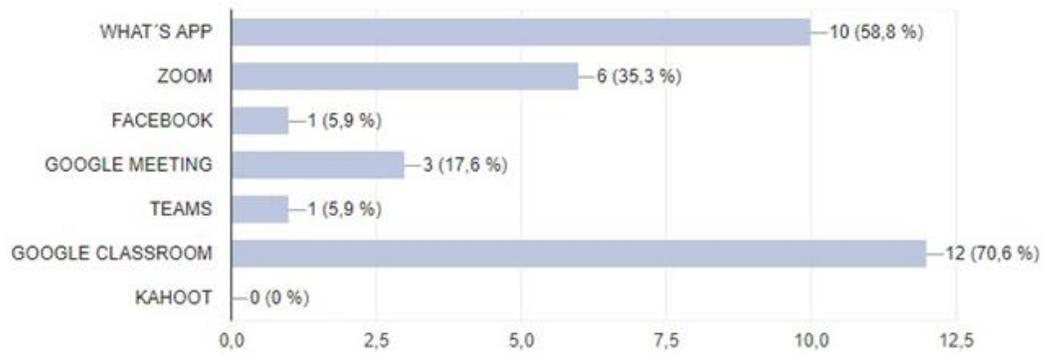
17 respuestas



WHICH PLATFORM YOU WOULD RATHER WORK WITH? En qué plataforma prefieres trabajar?

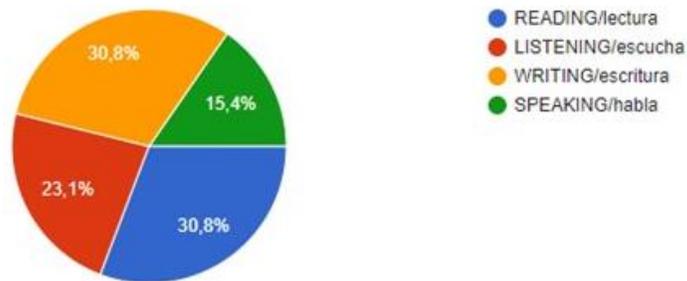
>>>Puedes escoger más de una<<<

17 respuestas



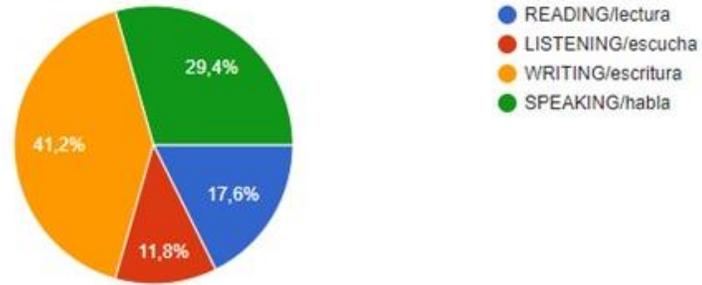
WHICH SKILL IN ENGLISH IS YOUR STRONGEST? Qué habilidad en Inglés es tu fuerte?

13 respuestas



WHICH SKILL IN ENGLISH IS YOUR WEAKEST? Qué habilidad en Inglés es tu debil?

17 respuestas



HOW DO YOU FEEL ABOUT THIS COURSE? Cómo te sientes respecto a este curso?

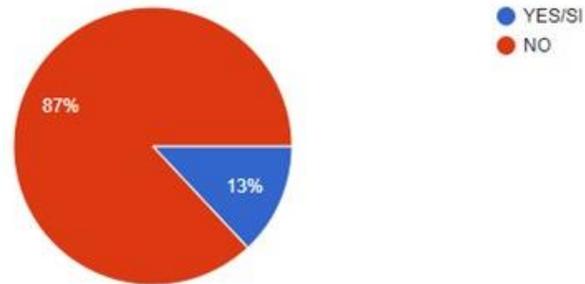
16 respuestas



Group D

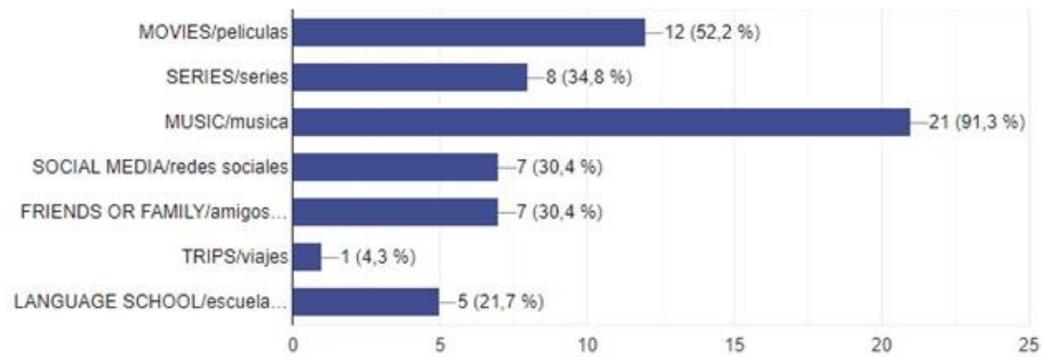
HAVE YOU EVER BEEN IN A LANGUAGE SCHOOL? Has estado en alguna escuela de idiomas?

23 respuestas



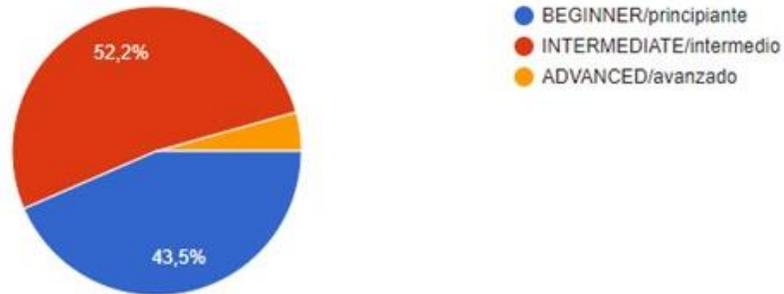
HOW ARE YOU INVOLVED WITH ENGLISH IN YOUR LIFE? Cómo estas involucrado con el Inglés en tu vida? >>>Puedes escoger más de una<<<

23 respuestas



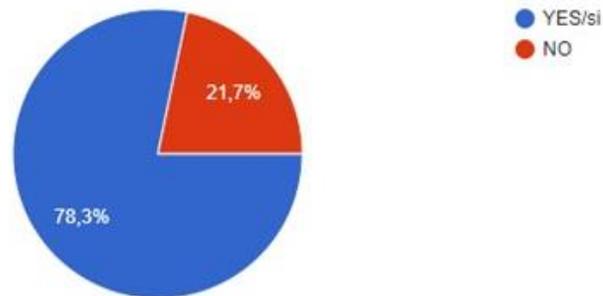
IN WHICH LEVEL OF ENGLISH WOULD YOU CONSIDER YOURSELF? En qué nivel de Inglés te consideras?

23 respuestas



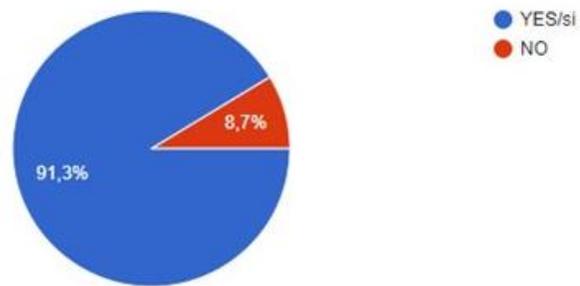
DO YOU USE YOUTUBE VIDEOS AS A GUIDE WHEN YOU DON'T UNDERSTAND SOMETHING? Usas videos de Youtube como guía cuando no entiendes algo?

23 respuestas



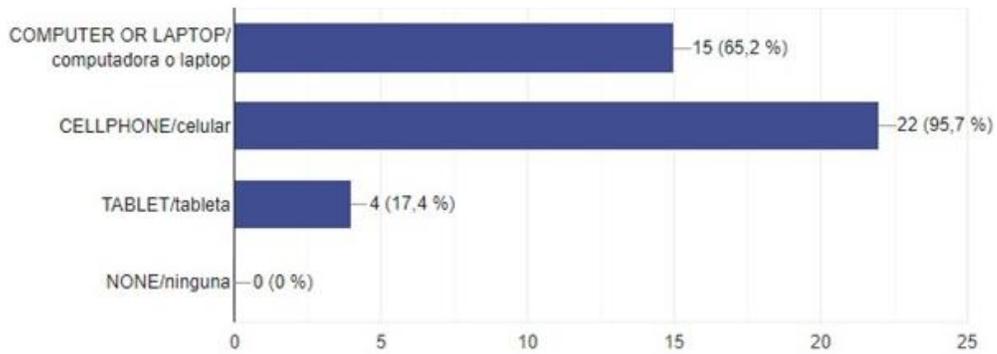
DO YOU HAVE INTERNET IN YOUR HOUSE? Tienes internet en tu casa?

23 respuestas



WHICH DEVICES DO YOU HAVE AT HOME? Qué dispositivos tienes en tu casa?

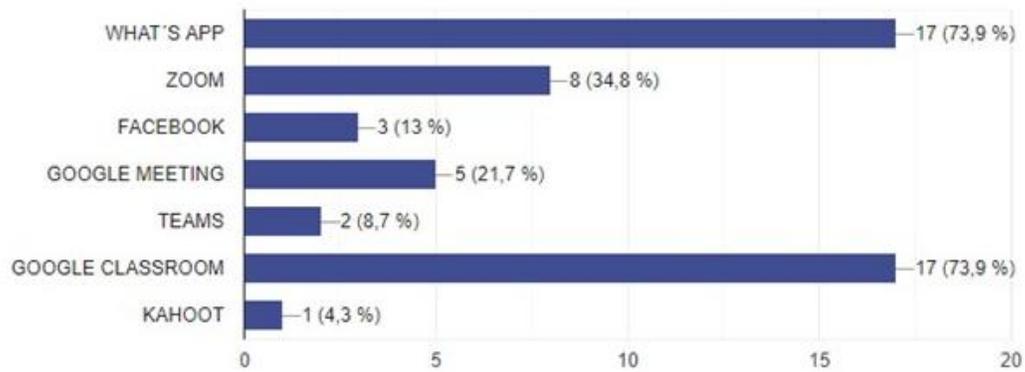
23 respuestas



WHICH PLATFORM YOU WOULD RATHER WORK WITH? En qué plataforma prefieres trabajar?

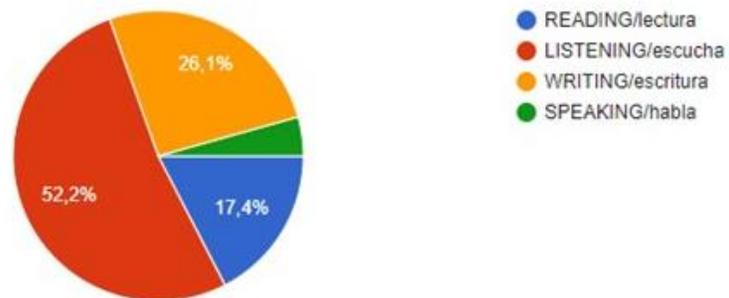
>>>Puedes escoger más de una<<<

23 respuestas



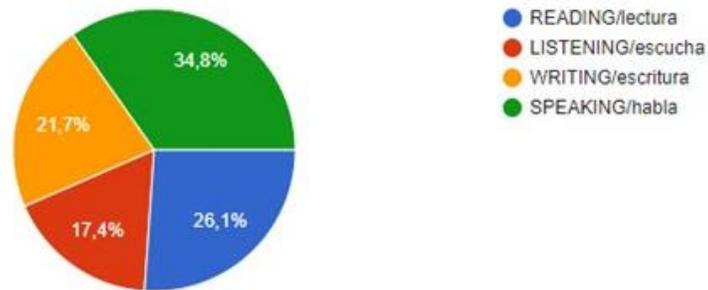
WHICH SKILL IN ENGLISH IS YOUR STRONGEST? Qué habilidad en Inglés es tu fuerte?

23 respuestas



WHICH SKILL IN ENGLISH IS YOUR WEAKEST? Qué habilidad en Inglés es tu debil?

23 respuestas



HOW DO YOU FEEL ABOUT THIS COURSE? Cómo te sientes respecto a este curso?

23 respuestas



Results of the Surveys to Groups 3rd C and D.