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USE OF GAMES”**

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1.1 Description of the document

This document is structured into three main sections: introduction, action plan, and conclusions, each of which contributes to the analysis and development of the proposal focused on promoting oral participation through the use of games in the English classroom.

The introduction presents the context of the study, the identification of the problem, and the justification for the implementation of game-based strategies. It also outlines the objectives of the proposal and provides the theoretical foundation that supports the use of games as a pedagogical tool to enhance students' communicative competence.

The action plan constitutes the core of the document, as it describes the design, implementation, and evaluation of the pedagogical intervention. This section includes the description of the activities carried out, the use of specific games such as *Pictionary* and *Find Someone Who*, as well as the analysis of the results obtained during the different intervention periods. It also incorporates reflective practice and ongoing adjustments to improve the effectiveness of the proposal.

Finally, the conclusions summarize the main findings of the study, highlighting the impact of the use of games on students' oral participation, motivation, and engagement. This section also reflects on the strengths and limitations of the proposal and emphasizes the importance of adopting innovative and student-centered strategies in the teaching of English as a foreign language.

1.2 General Context

This Professional Practice Report is a reflective document focused on games that can help the students promote oral participation in a middle school. This document presents selected games implemented strategically in classes during my Professional Practices within the 2023/2024 school year in the secondary school “Escuela Secundaria Tecnica 83”

The application of these games was implemented with students of the 3rd grade group B, during that period of practices. The Nueva Escuela Mexicana (NEM) 2022 was implemented for the first time and changed the methodology and the NEM was founded on educating new generations through a comprehensive and humanistic approach, adapting the content to the challenges they face in order to encourage critical thinking.

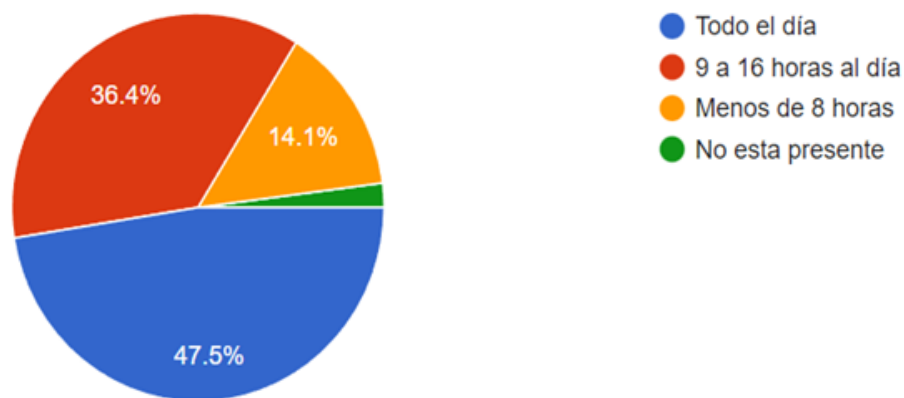
1.3 External Context

The school “Escuela Secundaria 83” is located in Clara Córdoba Morán SN, 6 de Junio, 78370 San Luis Potosí, S.L.P, with the school code 24DST0090A. It was located in city suburbs between important avenues, such as Av Salk or Arbolitos, between houses and condominiums, restaurants, and different stores such as stationery stores, groceries, and corner stores. The school was next to some football and basketball courts, a playground and different machines to do exercise in the park. On the right side of the school, there was a medical center, "Seguro Social," Clinic, at the corner of the block. There are different schools in surrounding areas,

such as "Escuela Primaria Toribio Sánchez" and "Escuela Secundaria General Vicente Guerrero". Behind the school, there were some train rails located where trains are passing all day.

In addition there were different stores, you can always see people walking. It is also essential to understand the context in which the school is situated in order to identify students' basic needs both inside and outside the classroom. The school was located in a challenging area where various forms of crime are frequent, and people in the community often face difficult situations. These external factors, including socioeconomic challenges and safety issues, have a direct effect on students' learning and their social interactions at school. By recognizing these circumstances, teachers can better support students' personal growth through personalized and context-based instruction within the classroom.

The main problems that present in this zone are insecurity and drug addiction. (To know the information about each of the problems, the Teachers and I conducted a survey through google forms, which produced the following information) 98% of fathers (men) are not at home, contrary to 47.5% of mothers who are at home, this means that students remain unsupervised most of the time, so there is no support of parents in their process of academic and values formation.



1.4 Internal Context

This school has various resources that facilitate students' learning. This year the teachers have their specific classroom to work and the students go to the classroom and not the teacher.. The school has 15 groups in total, five groups per grade. The classroom is adequately equipped to support the teaching and learning process. It features large windows that provide sufficient natural lighting and appropriate seating arrangements for students. Additionally, the head teacher has a designated workspace, which facilitates instructional organization and classroom management. The classroom is also equipped with a projector, enabling the integration of audiovisual materials into instruction.

At the institutional level, the school offers access to internet connectivity, computer equipment, and a library that provides students with opportunities to engage in reading and independent learning. Furthermore, students generally maintain orderly behavior within their classrooms, which contributes to a conducive learning environment. It is also important to note

that the school has essential services, including electricity and water, ensuring appropriate conditions for daily academic activities.

It has a population of 570 students and approximately 40 workers who perform teaching, directive, administrative and maintenance tasks. Technical Secondary School 83 has teachers assigned to specific subjects, in addition to having support from social service practitioners and young people. The average number of students per group is 30 to 40, although in 3rd years the groups are smaller.

There was one inspector office, two football/basketball courts, one football field made of soil, one big building for the workshop, two bathroom areas for the students in separate buildings, different extensive green areas in all the school, one separate classroom for art subject and a building for the administration and offices of the school with bathrooms for the teachers, stationery and a cafeteria for the students.

In the first intervention I worked with the group of 3A but after changes of schedule the head teacher made me change that I only worked with the other four groups, that were:

Group 3B consists of 34 students, including 19 girls and 15 boys. The majority of students actively participate in English class and engage in classroom activities. They take notes while the teacher explains new topics and generally demonstrate a positive attitude toward learning. Although the group tends to form small clusters, they work effectively during activities. Overall, the students are attentive and show appropriate behavior during the English class.

Group 3C was composed of 27 students, 8 girls and 19 boys. This group presents more behavioral challenges. Students frequently speak during instruction, struggle to follow directions, and occasionally use inappropriate language with their peers. Many students become easily distracted, which affects classroom dynamics. As a result, this group requires constant behavioral redirection and structured guidance to maintain engagement and promote a productive learning environment.

Group 3D includes 24 students, with 12 boys and 11 girls. In general, students show a willingness to work; however, managing the group can sometimes be challenging. Classroom observations indicate that several students, particularly boys, tend to become distracted and talk excessively during lessons. Despite this, they demonstrate a basic disposition to participate in activities.

Group 3E is made up of 31 students, including 18 girls and 13 boys. This group is generally calm and maintains appropriate behavior during class. Nevertheless, not all students complete their assignments on time or meet the required standards. While the classroom environment is manageable, greater responsibility and commitment to academic tasks are needed.

The group I considered for this study is **3rd** grade group **B** and has 34 students in which there are 19 girls and 15 boys. This group demonstrated behaviour within the classroom, which facilitates instructional management.

However they had their specific groups and they were divided but they participated in the dynamics. For that reason I selected this group to work in my document. It was also observed that several students show

interest in participating during certain activities; however, this participation is often limited to a small number of learners, while others remain passive or hesitant to speak in English. This situation highlights the need to implement strategies that encourage a greater number of students to participate orally in the classroom.

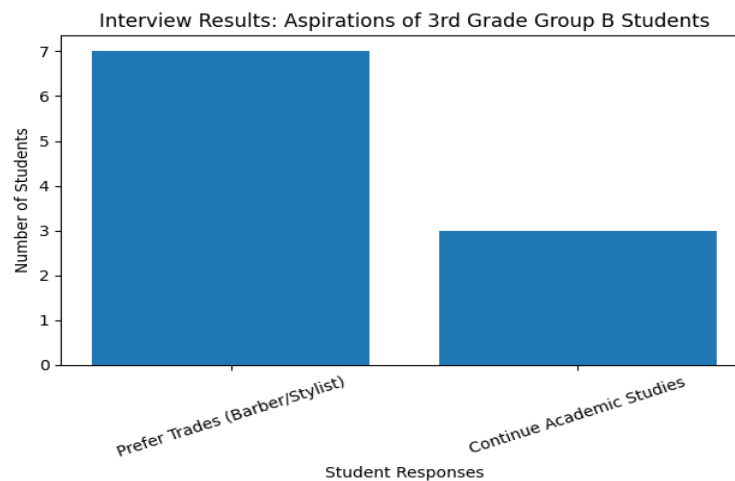
Therefore, this group was selected to carry out the intervention proposed in this study, as it offers The classroom conditions and group characteristics provide an appropriate environment to implement game-based activities aimed at increasing students' oral participation and engagement in English language learning. This is partly due to the fact that the group generally demonstrates orderly behavior and a positive disposition toward classroom activities, which facilitates the organization and development of interactive dynamics such as games. A well-managed group allows the teacher to implement communicative activities more effectively, as students are able to follow instructions, collaborate with peers, and remain focused on the task.

However, despite these favorable conditions, the group still requires the implementation of such strategies. It has been observed that students tend to show limited oral participation in English, often due to factors such as lack of confidence, fear of making mistakes, or low language proficiency. Therefore, even though the group is cooperative, there is a need to incorporate engaging methodologies that encourage students to actively use the target language.

During a diagnostic exam administered to third-grade students at a technical secondary school, it was expected that students would demonstrate an English proficiency level equivalent to **B1**, according to the guidelines established in the **Common European Framework of Reference for Languages** and its alignment with national English language programs. However, the results of the diagnostic assessment revealed that the majority of students demonstrated a proficiency level closer to **A1**, indicating a basic level of English with limited ability to communicate beyond simple expressions and familiar topics.

In addition to the diagnostic evaluation, an informal interview was conducted with 5 students in order to better understand their academic expectations and future aspirations. Based on the interviews conducted, it was observed that a number of students expressed limited interest in continuing their academic studies after completing secondary school.

Instead, a significant number of them mentioned that their main goal was to finish secondary school and later pursue vocational occupations such as becoming barbers or hairstylists.



These findings highlight the gap between the expected language proficiency level and the students' current performance, as well as the influence that students' personal aspirations and motivation may have on their engagement with the learning process.

1.5 Rationale

In middle school English classes, it is frequently observed that students show a low level of oral participation. During my teaching practice, I noticed that many students are reluctant to speak in English, especially during voluntary activities. Most students prefer to remain silent or use Spanish instead of attempting to communicate in the target language.

This situation may be related to different factors, such as fear of making mistakes, limited vocabulary, lack of confidence, and low motivation. As a result, students have fewer opportunities to practice speaking, which negatively affects their oral proficiency and overall language development.

Additionally, classroom dynamics are often traditional, with limited use of interactive strategies that promote active participation. This

contributes to a learning environment where students are passive rather than engaged in meaningful communication.

Oral participation is a fundamental component of foreign language learning because it allows students to actively use the language, develop communicative competence, and build confidence in real-life contexts. The Plan de Estudios 2022 of the Nueva Escuela Mexicana emphasizes the importance of developing communicative skills through meaningful, contextualized, and student-centered learning.

From a theoretical perspective, authors such as Andrew Wright, David Betteridge, and Michael Buckby (2006) argue that games promote meaningful communication and provide opportunities for students to use language in a natural and interactive way. Similarly, Zoltán Dörnyei (2001) highlights that motivating activities increase students' willingness to participate in a second language.

Moreover, according to Stephen Krashen (1982), language acquisition is more effective when learners are exposed to comprehensible input in low-anxiety environments. Games contribute to creating this type of environment by reducing stress and encouraging participation.

Therefore, incorporating games into the classroom can foster a dynamic learning environment, increase student engagement, and support the development of speaking skills.

My interest in this topic comes from my experience during teaching practice, where I observed that students were not willing to participate orally

in English. This motivated me to look for strategies that could help students feel more confident and engaged when speaking.

I am particularly interested in the use of games because they offer a different and more dynamic way of learning. I want to explore how games can encourage students to participate more actively and improve their speaking skills in English.

Middle school students show low levels of oral participation in English classes due to fear of making mistakes, limited vocabulary, and low confidence, which limits their opportunities to develop communicative competence.

1.6 Literature Review

What are games?

Games are considered an effective pedagogical strategy to enhance oral communication in the English language classroom. According to the *English Dictionary*, a game is defined as “an activity or form of amusement, often involving competition, governed by rules, in which success can be achieved through skill, strength, or chance.” This definition highlights the structured and purposeful nature of games as organized activities.

From an educational perspective, games can also be understood as a systematic process that involves the active participation of different individuals, guided by specific roles and rules, with the objective of achieving a particular goal. In this sense, games promote interaction, collaboration, and engagement among participants. As stated by Noemí and Maximiliano

(2013), games facilitate structured participation and contribute to the development of communicative skills within a meaningful and goal-oriented context.

Games

The game is an activity that I guess may enhance oral participation.

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”

Шукрова, Ф. (2021). THE ROLE OF THE GAMES IN TEACHING ENGLISH LANGUAGE. *АКТУАЛЬНОЕ В ФИЛОЛОГИИ*, 3(3). This article mentions that “Games make classes interesting and exciting. They help improve the vocabulary of the language of students. Also games develop memory, agility, and resourcefulness” according to this for me is interesting because using games in English class is one which is most easily accepted by students and which is also a very useful and helpful aspect of communication

1.1 Type of games

There are many types of games that can be employed in a contemporary EFL learning environment, like computer games or online games, but the focus of this paper are games played in the classroom, and our definition maintains that such games require the involvement of rules, competition, relaxation, and learning. A major purpose for using games in

class is to help students learn English in a lowered anxiety environment. Hadfield (1984) explained two ways of classifying language games: First, the author divides language games into two types: linguistic games and communicative games. The author mentions that "linguistic games focus on the accuracy and on the other hand communicative games focus on the exchange of information".

The main purpose of using games in English classes is to practice students' different skills, especially their communicative ability. Here, some types of games from published sources (Carrier 1980, Ellis 1986, Harmer 1985,

Kallsen 1982, Klippel 1984, MaCallum 1980, Porter-Ladousse 1987, Stern 2002, Willis 1982, etc.) are identified, discussed and explored.

A) Guessing Games

The basic role of guessing games is very simple: one person knows something that another one wants to find out. The things to be guessed can differ greatly from game to game. It can be a word, an object, an activity or many other things. Guessing games are useful in helping students practice logical thinking and asking questions.

B) Picture Games

involve the learners in the relatively free use of all the language at their command and at the same time give them the opportunity to practice their speaking and listening.

C) Sound Games

Sound effects can create in the listeners' mind an impression of people, places and actions. There is a demand for the listener to contribute through the imagination. This inevitably leads to individual interpretations which mean that the listeners can exchange their points of view and express opinions and ideas.

D) Mime Games

Mimes can be done in pairs, groups or even by the whole class. One side has to perform the mimes for the other side so that the answer can be found. It can be an object, action or person. So miming activities are valuable language-learning situations. Guessing something is linked with the real desire to find out and thus is a true communication situation. Miming trains the students' skill of observation and improvisation. It emphasizes the importance of gesture and facial expression in communication.

According to the author Rixon 1981 "A game is an activity carried out by co-operating or competing decision to achieve, within a set of rules, their objectives" also William Hamer mentioned that the pictorial game is used to increase the learners vocabulary in the process of teaching and learning.

Pictionary games can be concluded that it provides fun language practice. During this second period of practices I try to use some games like Pictionary but in some groups the students don't participate because they don't understand the instructions in English in the other hand I use other game and I change in the moment, with that game the students work in group

and I can see that in the 3B the group were divided in teams and the relationship between them are not very good but the students with that game participated very well.

1.7 The importance of the use of games

In contemporary educational contexts, it is essential to incorporate teaching materials and strategies that effectively capture and maintain students' attention. There are diverse approaches to teaching English, including the use of music, visual resources, and interactive activities. Among these, the use of games has proven to be one of the most accessible and widely accepted strategies by students, as it creates a dynamic and engaging learning environment.

Games not only increase motivation but also provide meaningful opportunities for students to practice the language in a natural and interactive way. Through game-based activities, learners can develop various language skills, particularly speaking, while simultaneously improving their confidence and willingness to participate. In addition, games allow teachers to address different learning styles and promote collaboration among students, which contributes to a more inclusive classroom environment.

As Andrew Wright, David Betteridge, and Michael Buckby (2006) state, "games can be found to give practice in all the skills, in all stages of teaching and learning, and for many types of communication." This perspective highlights the pedagogical value of games as versatile tools that can be adapted to different instructional purposes. Therefore, incorporating games

into the English classroom represents an effective strategy to foster student engagement and support the development of communicative competence.

1.8 The importance of oral communication

The development of speaking skills in the EFL classroom involves the integration of multiple sub-skills, such as vocabulary use, fluency, pronunciation, interaction, and the ability to negotiate meaning. In order to effectively foster these sub-skills, it is essential to implement activities that provide meaningful opportunities for language use. In this regard, specific types of games, such as *Pictionary* and *Find Someone Who*, can be strategically employed to target and develop these components of oral communication.

Firstly, *Pictionary* is particularly effective in promoting vocabulary retrieval, fluency, and spontaneous language production. In this game, students are required to interpret visual representations and quickly associate them with appropriate lexical items. This process encourages rapid recall of vocabulary and supports the development of fluency, as learners must produce language under time constraints. Additionally, students often provide clues or attempt to describe what they observe, which fosters the use of descriptive language and circumlocution strategies. According to Wright, Betteridge, and Buckby (2006), guessing games such as *Pictionary* promote meaningful communication, as learners actively use language to achieve a specific objective.

Moreover, *Pictionary* contributes to the development of pronunciation and intelligibility, as students repeat and negotiate possible answers during

the guessing process. The interactive nature of the activity allows learners to hear and produce language multiple times, which reinforces phonological awareness in a low-anxiety environment.

Furthermore, the activity *Find Someone Who* is particularly effective in fostering interactional competence, question formation, and communicative fluency. This game requires students to move around the classroom and ask their peers questions in order to complete a worksheet or find individuals who meet certain criteria. Through this process, learners practice forming questions, using appropriate grammatical structures, and responding to information in real time.

This type of activity also promotes negotiation of meaning and conversational management, as students must clarify, repeat, or rephrase their questions and answers to ensure understanding. According to Vygotsky (1978), such social interaction plays a crucial role in language development, as learners construct knowledge collaboratively through communication. Additionally, Harmer (2007) highlights that speaking activities involving real communication, such as information gap tasks, are essential for developing students' communicative competence.

Furthermore, *Find Someone Who* encourages extended speaking and personalization, as students relate the language to their own experiences and interests. This contributes to increased motivation and engagement, as learners perceive the activity as meaningful and relevant.

However from a theoretical perspective, both games contribute to lowering students' affective filter, as proposed by Krashen (1982), by creating

a relaxed and enjoyable learning environment. This reduction in anxiety facilitates greater participation and willingness to communicate, which are essential conditions for language acquisition.

The strategic use of games such as *Pictionary* and *Find Someone Who* allows for the targeted development of specific speaking sub-skills. While *Pictionary* primarily enhances vocabulary use, fluency, and pronunciation through visual and spontaneous interaction, *Find Someone Who* strengthens interactional competence, question formation, and communicative fluency through meaningful social exchange. Therefore, the integration of these activities into the English classroom represents an effective approach to promoting oral participation and developing students' overall communicative competence.

Oral communication especially is a big part of our everyday life and nowadays it is not unusual to hear a person speak several different languages.

Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language.

Penny Ur writes about four characteristics for a successful speaking activity:

1. Learners talk a lot.
2. Participation is even.
3. Motivation is high.

Penny Ur mentions not only characteristics for success but also problems with speaking activities. The four most common problems according to her are:

1. Inhibition.
2. Nothing to say.
3. Low or uneven participation.
4. Mother-tongue use.

CLTA is best understood as an approach and not a method. It is based on the theory of the nature of language and of language learning and teaching. Language in nature is communicative for different purposes. It is a system for the expression of meaning. Its primary function is for interaction and communication. So the goal of language learning and teaching is to develop communicative competence. Language techniques aim to involve students in the practical, genuine, and functional application of language for meaningful objectives. Therefore, it is recommended to incorporate communicative activities like real-life texts, rearranged sentences, language games, picture-based narratives, and role-playing.

A game is an endeavor that offers enjoyment or diversion; it represents a competitive activity or sport where participants compete with each other based on a predefined set of rules.

One of the responsibilities of a teacher is to establish an environment where the emotional barriers of students are minimized, allowing them to effectively absorb comprehensible input. The primary purpose of incorporating games in the classroom is precisely to cultivate such a conducive atmosphere.

According to Wright, Betteridge, and Buckby (2006), utilizing games is an effective method for enhancing a variety of skills in students. They assert, "Games offer opportunities for practicing all skills at every stage of teaching and learning, catering to various forms of communication."

When engaging in language games, students must possess a thorough understanding of the game rules, clarity about past, present, and future actions or statements, and, crucially, actively participate by taking specific actions either verbal or physical to compete in the games. Through such participation, they can comprehensively practice listening, speaking, reading, and writing skills, with a particular emphasis on improving listening and speaking abilities, aspects often neglected in traditional teaching methods.

On the other hand, engaging in game playing proves to be impactful in fostering students' communicative proficiency, as it involves a dynamic communication process. In this process, students act as thinking individuals, emotional beings, and communicators rather than mere repositories of knowledge. They endeavor to articulate their ideas, concepts, thoughts, emotions, and feelings, drawing from their own life experiences.

A) Speaking

Effective communication is a crucial skill that is essential for students to convey their message effectively. To achieve this, there are ten speaking sub-skills that are essential for individuals to master, which go beyond merely speaking fluently. As a teacher, it is important to help learners develop these sub-skills to become effective communicators.

B) Fluency:

Students need to be able to speak with a logical flow without planning or rehearsing.

Fluency refers to the ability to speak without hesitations, pauses, or repetitions. It is the ability to speak smoothly with a logical flow of ideas without planning or rehearsing beforehand. Fluency is important because it ensures that the speaker can communicate their message clearly and succinctly.

C) Accuracy with Words & Pronunciation:

Students need to be able to use words, structures and pronunciation accurately.

It is crucial to use words, structures, and pronunciation accurately while speaking. Inaccurate usage can lead to miscommunication or confusion. Learners should be encouraged to practice their pronunciation and use words and structures correctly to avoid misunderstanding.

D) Using Functions:

Students need to be able to use specific phrases for purposes like giving advice, apologizing, etc.

Using specific phrases for specific purposes like giving advice, apologizing, or making suggestions can help individuals communicate more effectively. Learners should be taught how to use these phrases appropriately and encouraged to use them in conversation.

E) Appropriacy:

Students need to be able to use language appropriate for a situation and make decisions about formality and choice of grammar or vocabulary.

It is essential to use language that is appropriate for the situation and make decisions about the formality and choice of grammar or vocabulary. For example, using slang may be inappropriate in a formal setting. Learners should be taught how to use appropriate language in different settings to avoid offending others or appearing unprofessional.

F) Turn-taking Skills:

Students need to be able to use ways of interjecting, eliciting an interjection or preventing one.

Turn-taking skills involve using ways of interjecting, eliciting an interjection, or preventing one. It is important to use these skills to avoid interrupting others or being interrupted. Learners should be taught how to use these skills to ensure that communication is smooth and effective.

G) Relevant Length:

Students need to be able to speak at a length appropriate to a situation.

Speaking at a length appropriate to the situation is important. Overly long or short responses can lead to confusion or disinterest. Learners should be taught how to tailor their responses to the situation and avoid going off-topic.

H) Responding and Initiating:

Students need to be able to manage a conversation by making responses, asking for a response or introducing a new topic or idea.

Being able to manage a conversation by making responses, asking for a response, or introducing a new topic or idea can help individuals become effective communicators. Learners should be taught how to initiate and respond to conversation to keep it flowing and engaging.

I) Repair and Repetition:

Students need to be able to repeat or rephrase parts of a conversation when they suspect that what was said was not understood.

When individuals suspect that what was said was not understood, they should be able to repeat or rephrase parts of a conversation. This can help avoid confusion and ensure that the message is conveyed effectively. Learners should be taught how to recognize when clarification is needed and how to effectively ask for or provide it.

J) Range of Words and Grammar:

Students need to be able to use particular grammar and/or vocabulary for speaking on a specific or for doing a specific task.

Being able to use particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task can help individuals become effective communicators. Learners should be taught how to use vocabulary

and grammar appropriately for different situations to communicate their message effectively.

K) Discourse Markers:

Students need to be able to use words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).

Discourse markers are words or phrases that organize a talk, such as firstly, secondly, on the other hand, or to summarize. Using these markers can help structure the message and make it easier to understand. Learners should be taught how to use discourse markers to make their message clearer and more organized.

It is essential for students to develop these speaking sub-skills in order to become effective communicators in the target language. Mastery of these components contributes not only to linguistic accuracy, but also to fluency, coherence, and the ability to interact appropriately in different communicative contexts. Therefore, the development of speaking skills should be considered a central objective in the English language classroom.

From a pedagogical perspective, it is the responsibility of the teacher to design and implement activities that provide students with meaningful opportunities to practice both speaking skills and their corresponding sub-skills. These activities should promote interaction, encourage the use of the target language, and create a supportive environment where students feel confident to express their ideas without fear of making mistakes.

Furthermore, it is important to incorporate a variety of strategies that respond to students' needs, interests, and proficiency levels. In this regard,

communicative and dynamic activities, such as games and collaborative tasks, can significantly contribute to the development of oral competence. By engaging in such activities, students are able to practice pronunciation, vocabulary, grammatical structures, and discourse management in an integrated manner.

Ultimately, fostering the development of speaking skills requires a consistent and intentional approach, in which the teacher facilitates active participation and guides students toward becoming confident and competent users of the English language.

The development of oral participation is a fundamental component in the teaching and learning of English as a Foreign Language (EFL). However, many students experience lack of motivation, and limited opportunities to practice speaking in the classroom. In this context, the use of games has emerged as an effective pedagogical strategy to foster student engagement and improve oral communication skills. According to Krashen (1982), language acquisition occurs when learners are exposed to meaningful input in low-anxiety environments. His Affective Filter Hypothesis suggests that emotional variables such as motivation, self-confidence, and anxiety can significantly influence language learning. Games contribute to lowering the affective filter by creating a relaxed and enjoyable atmosphere, which encourages students to participate more actively in oral activities. Similarly, Harmer (2007) emphasizes the importance of interactive activities in promoting communication. He argues that students learn more effectively when they are engaged in meaningful tasks that require authentic language use. Games, particularly communicative games, provide opportunities for learners to practice speaking in real-life contexts, thereby enhancing fluency

and confidence. In addition, Wright, Betteridge, and Buckby (2006) highlight that games are not only motivational but also pedagogically valuable. They help learners practice vocabulary, grammar, and pronunciation in an integrated way. Games transform repetitive language practice into dynamic experiences, increasing students' willingness to participate orally. From a sociocultural perspective, Vygotsky (1978) underlines the role of social interaction in learning. His concept of the Zone of Proximal Development (ZPD) suggests that learners can achieve higher levels of performance through collaboration. Games often involve pair or group work, allowing students to scaffold each other's learning and develop their speaking skills through interaction. In conclusion, the literature demonstrates that games are an effective strategy to promote oral participation in EFL classrooms. They reduce anxiety, increase motivation, and provide meaningful opportunities for communication, contributing significantly to the development of speaking skills.

1.9 PPP Method

The methodology chosen to implement these strategies is PPP Method, The Presentation–Practice–Production (PPP) methodology is one of the most widely used approaches in English language teaching, particularly in structured classroom settings. This model is based on a sequential process in which learners are first introduced to new language forms, then provided with controlled opportunities to practice them, and finally encouraged to use the language more freely in communicative contexts.

The first stage, **Presentation**, focuses on introducing new linguistic content, such as vocabulary, grammatical structures, or functional language.

During this phase, the teacher plays a central role by explaining and modeling the target language in a clear and contextualized manner. According to Jeremy Harmer (2007), effective presentation requires meaningful context and clarity to ensure that students understand both the form and use of the language.

The second stage, **Practice**, involves controlled activities that allow students to manipulate the new language in a guided way. These activities often include repetition, drills, or structured exercises designed to reinforce accuracy. As stated by Jim Scrivener (2011), this stage is essential for helping learners internalize language patterns before moving toward more independent use.

The final stage, **Production**, provides students with opportunities to use the language more freely and creatively. In this phase, learners are encouraged to apply what they have learned in communicative tasks, such as role-plays, discussions, or problem-solving activities. This stage aligns with the principles of communicative language teaching, as it emphasizes fluency and meaningful interaction. According to Penny Ur (1996), productive activities are crucial for developing learners' ability to communicate effectively in real-life situations.

Despite its widespread use, the PPP model has received some criticism. Some researchers argue that the linear structure of PPP does not fully reflect the complexity of language acquisition, which is often non-linear and influenced by multiple factors. Rod Ellis (2003) suggests that language learning requires more flexible and interactive approaches that allow for spontaneous language use and negotiation of meaning. However, PPP

remains a valuable framework, particularly for beginner and intermediate learners, as it provides clear structure and scaffolding.

In the context of secondary education, the PPP methodology can be effectively complemented with interactive strategies such as games. While the presentation and practice stages ensure that students acquire the necessary linguistic input, the production stage can incorporate communicative activities that promote oral participation. In this sense, game-based activities can serve as an effective tool to enhance the production phase, encouraging students to use the target language in a more engaging and meaningful way.

In conclusion, the PPP methodology continues to be a relevant and practical approach in English language teaching. When applied thoughtfully and combined with communicative strategies, it can support the development of students' linguistic competence and promote active participation in the classroom

1.10 Justification of the Use of Games in the PPP Stages (Presentation, Practice, and Production)

The integration of game-based activities within the Presentation–Practice–Production (PPP) model constitutes an effective strategy to promote oral participation and facilitate language learning. Each stage of this model serves a distinct pedagogical purpose; therefore, the selection and implementation of specific types of games must be aligned with the objectives of each phase.

Presentation Stage

The **Presentation stage** focuses on introducing new language, including vocabulary, grammatical structures, or functional expressions. At this stage, it is advisable to use **guided and controlled games**, such as *matching games*, *flashcard guessing*, or *simple Pictionary variations*, in order to support comprehension and initial exposure to the target language.

For example, a modified version of *Pictionary* can be used in which the teacher presents images or drawings related to the target vocabulary (e.g., future plans or physical descriptions), and students are asked to identify or repeat the corresponding words. This type of activity should be used **at the beginning of the lesson**, as it captures students' attention and activates prior knowledge.

The use of games in this stage is justified because it creates a low-anxiety and engaging environment, which facilitates comprehension and retention. According to Krashen (1982), reducing learners' affective filter enhances language acquisition. Therefore, incorporating simple and structured games during the presentation stage helps students feel more comfortable and receptive to new content.

Practice Stage

The **Practice stage** aims to reinforce the newly introduced language through controlled and semi-controlled activities. At this point, **guessing games** such as *Pictionary* and *Guess Who* are particularly effective, as they require students to actively use vocabulary and structures in a guided context.

For instance, in *Pictionary*, students draw and guess words related to the lesson topic, which promotes vocabulary recall, pronunciation, and

fluency. Similarly, *Guess Who* can be used to practice descriptive language, as students ask and answer questions using specific grammatical structures (e.g., “Is he tall?” “Does she have long hair?”).

These games are most appropriately implemented during the middle of the lesson, after students have been introduced to the target language. Their use is justified because they provide repetitive and meaningful practice, allowing learners to internalize language patterns while maintaining a high level of motivation. As noted by Wright, Betteridge, and Buckby (2006), games offer opportunities for meaningful language use and increase student engagement.

Production Stage

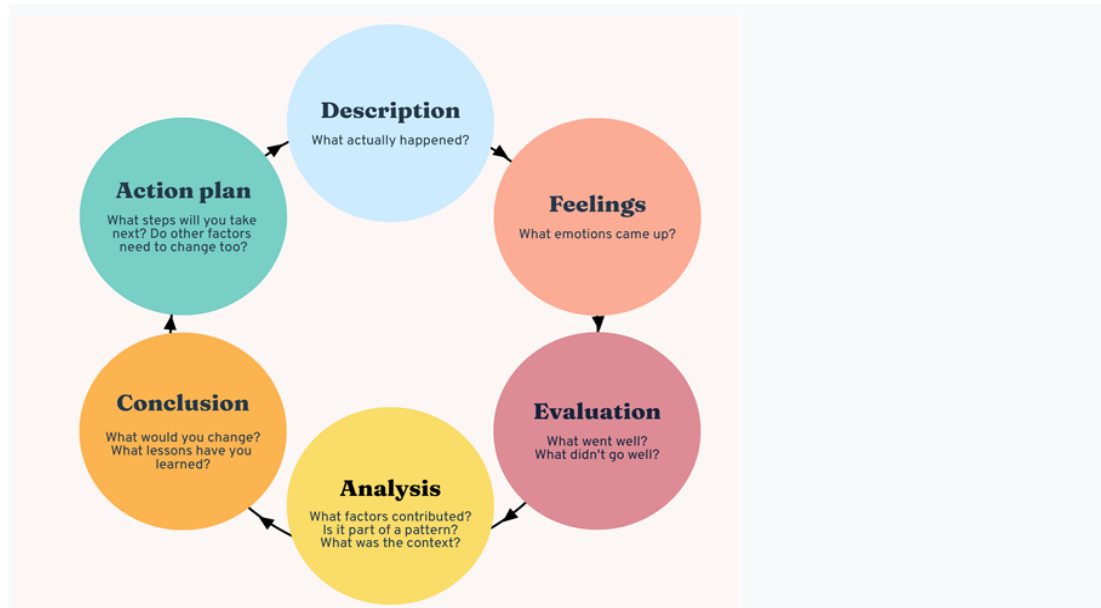
The Production stage focuses on encouraging students to use the language more freely and communicatively. At this stage, it is recommended to use communicative and interactive games, such as *Find Someone Who*, *role-plays*, or *information gap activities*, which require authentic interaction among students.

For example, in *Find Someone Who*, students circulate around the classroom asking questions to their peers in order to complete a task. This activity promotes extended speaking, interaction, and the use of language in real-life contexts. It is best implemented **at the end of the lesson**, as it allows students to apply what they have learned in a more autonomous and meaningful way.

The use of games in this stage is justified because it supports the development of **communicative competence**, as students must negotiate meaning, respond spontaneously, and express their ideas. According to Harmer (2007), activities that promote real communication are essential for developing speaking skills. Furthermore, Vygotsky (1978) emphasizes the importance of social interaction in learning, which is fostered through collaborative game-based tasks.

Incorporating games into each stage of the PPP model enhances the effectiveness of language instruction by aligning pedagogical objectives with engaging and meaningful activities. While controlled games support comprehension during the Presentation stage, structured guessing games reinforce learning during Practice, and communicative games foster fluency during Production. Therefore, the strategic use of games across these stages not only promotes oral participation, but also contributes to the development of students' overall communicative competence.

1.11 Gibbs' Reflective Cycle



The Gibbs' Reflective Cycle provides a structured framework that allows teachers to analyze their teaching practice in a systematic and critical manner. In the context of this study, it was used to reflect on the implementation of game-based activities aimed at promoting oral participation in the English classroom.

This model consists of six stages: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan, which can be directly applied to the teaching interventions carried out during the implementation of games such as *Pictionary* and *Find Someone Who*.

1.11.1 Description (What happened?)

In this stage, the teacher describes the classroom situation objectively.

For this proposal, it involves explaining how the game was implemented, the topic of the lesson (e.g., *future plans*), and how students interacted during the activity.

Example:

- The teacher applied a Pictionary to reinforce vocabulary related to future plans.
- Students were divided into teams and participated in guessing activities.

1.11.2 Feelings (What were you thinking and feeling?)

This stage focuses on the teacher's emotions and perceptions during the activity.

It is relevant because teaching practices are influenced by confidence, expectations, and classroom atmosphere.

Example:

- The teacher initially felt uncertain about students' participation.
- During the activity, there was a sense of satisfaction when students became more engaged.

1.11.3. Evaluation (What was good and bad?)

Here, the teacher evaluates the effectiveness of the activity.

This is directly linked to your topic because you analyze whether the game actually promoted oral participation.

Example:

- Positive: Increased participation, motivation, and interaction.
- Negative: Some students remained passive or used Spanish.

1.11.4. Analysis (Why did it happen?)

This is one of the most important stages, where you connect practice with theory.

You can link this to:

- Communicative Language Teaching
- Krashen (low anxiety)
- Wright et al. (games promote communication)

Example:

- Games reduced anxiety, which increased participation.
- Interactive dynamics encouraged students to use English more naturally.

1.11.5. Conclusion (What else could you have done?)

In this stage, you reflect on what could be improved.

This connects directly with your **proposal evaluation and redesign sections**.

Example:

- The teacher could have given clearer instructions.
- More scaffolding (vocabulary support) could improve participation.

1.11.6. Action Plan (If it happens again, what will you do?)

This stage links perfectly with the **proposal redesign (3.7)**.

Example:

- Select more interactive games.
- Adapt games to students' proficiency level.

- Improve classroom management strategies.

The implementation of the proposal was analyzed through the use of Gibbs' Reflective Cycle (1988), which provided a structured framework to examine each teaching intervention. This model allowed for a systematic reflection on the use of games such as *Pictionary* and *Find Someone Who*, focusing on students' oral participation, engagement, and learning outcomes. Through its stages—description, evaluation, analysis, and action planning—it was possible to identify strengths, limitations, and areas for improvement, which informed the redesign of the proposal and contributed to the development of reflective teaching practice.

The promotion of oral participation in the English as a Foreign Language (EFL) classroom has been widely recognized as a fundamental component in the development of communicative competence. According to Jeremy Harmer (2007), speaking activities play a crucial role in language learning, as they provide students with opportunities to use language interactively and meaningfully. However, in many educational contexts, particularly at the middle school level, students often demonstrate reluctance to participate orally due to anxiety, lack of confidence, and fear of making mistakes.

From a theoretical perspective, Stephen Krashen (1982) emphasizes the importance of a low-anxiety environment in his Affective Filter Hypothesis. He argues that learners acquire language more effectively when they feel relaxed and motivated, as high levels of anxiety can block language acquisition. In this sense, the use of games in the classroom contributes to lowering the affective filter by creating a supportive and enjoyable learning

environment, where students feel more comfortable taking risks and participating orally.

Similarly, Lev Vygotsky (1978) highlights the importance of social interaction in the learning process. His Sociocultural Theory suggests that learning occurs through interaction with others, particularly within the Zone of Proximal Development (ZPD). Game-based activities naturally promote collaboration and peer interaction, allowing students to construct knowledge collectively and develop their communicative skills through meaningful exchanges.

The use of games in language teaching has also been strongly supported by Andrew Wright, David Betteridge, and Michael Buckby (2006), who argue that games facilitate meaningful language use, increase motivation, and create real opportunities for communication in the classroom. In particular, guessing games encourage students to ask questions, describe ideas, and negotiate meaning, which are essential components of oral communication.

Recent research on gamification further supports these claims. Studies have shown that game-based learning significantly increases students' motivation, engagement, and participation in language learning contexts. For example, gamification has been found to transform learning into an enjoyable process while increasing students' involvement and interaction with the content . Additionally, interactive and competitive elements in games enhance learner engagement and make the learning experience more appealing .

Moreover, empirical studies indicate that game-based strategies can directly improve oral communication skills. The use of gamified activities has been associated with increased speaking fluency, vocabulary acquisition, and student confidence, as well as a significant rise in classroom participation . These findings reinforce the idea that games are not merely recreational tools, but effective pedagogical strategies that support language development.

In addition, researchers such as Karl Kapp (2012) define gamification as the use of game elements in non-game contexts to increase engagement and motivation. In educational settings, this approach promotes active learning, problem-solving, and interaction, all of which are essential for developing speaking skills. Games require students to use language with a purpose, which aligns with the principles of Communicative Language Teaching (CLT).

Furthermore, playful learning environments have been shown to positively impact multiple language skills, including speaking, pronunciation, and vocabulary, while also increasing students' motivation and satisfaction . These environments encourage learners to participate more actively and to use the language in a natural and meaningful way.

In the context of middle school education, where students often experience insecurity and low motivation, the use of games becomes particularly relevant. Game-based activities provide a bridge between formal instruction and meaningful communication, allowing students to engage with the language in a less intimidating and more interactive manner.

The literature strongly supports the use of games as an effective strategy to promote oral participation in the EFL classroom. Theoretical frameworks such as Krashen's Affective Filter Hypothesis and Vygotsky's Sociocultural Theory, combined with empirical evidence from recent studies, highlight the positive impact of games on motivation, interaction, and communicative competence. Therefore, integrating games into language teaching represents a valuable approach to fostering active participation and improving students' speaking skills.

1.12 Personal interest in the topic

During my initial teaching practices in a third-grade secondary school group, I observed that most students showed limited participation in English classes. Only two or three students participated voluntarily, and the majority avoided using English during classroom activities.

Additionally, many students demonstrated learning difficulties, particularly in speaking and understanding instructions in English. A diagnostic exam applied through Google Forms revealed that most students had a low level of English proficiency. Some students did not complete the exam, while others showed limited comprehension of previously studied topics.

Furthermore, students tended to rely heavily on Spanish, frequently translating instructions instead of understanding them directly in English. They also showed low engagement during reading activities and had difficulty following classroom instructions written on the board.

At the institutional level, teachers identified a common issue among third-grade students: low reading comprehension. As part of the school project under the Nueva Escuela Mexicana (NEM) framework, teachers agreed to work collaboratively on a project about legends to strengthen this skill across subjects.

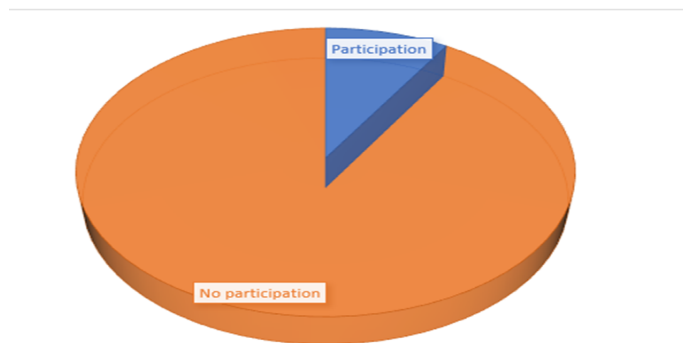
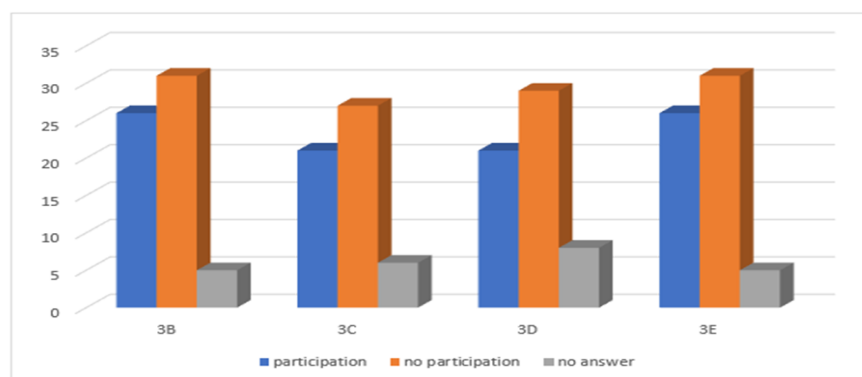


Figure 1.1 Participation Rate

As shown in Figure 1.1 I could observe the majority of the group does not have direct participation and only 3% participate voluntarily. However with the help of the head teacher a diagnostic exam was applied in google forms for the students of third grade.

In which there were some questions about the previous topic that they saw during the school year.

In this diagnostic exam I could observe that the majority of the students have a low level of English.(APPENDIX A)



(Figure 1.2 Diagnostic Exam Results)

As shown in Figure 1.2 we could observe that there were some students that did not participate in the diagnostic exam, and that a small percentage of students did not answer the diagnostic exam and the rest participated in answering the diagnostic exam.

The development of communicative competence is a central objective of the English curriculum at the secondary level, as established in the Plan de Estudios 2022 of the Nueva Escuela Mexicana. Students are expected to use English effectively in different contexts, interact with others, and express ideas with confidence.

However, limited oral participation reduces students' opportunities to practice speaking, which directly affects their language development. Without active engagement, students cannot strengthen their vocabulary, pronunciation, or communicative skills.

For this reason, it is necessary to implement teaching strategies that promote interaction and participation in meaningful ways. The use of games as a pedagogical strategy can create a dynamic and motivating learning environment, helping students practice English in a more natural and less

stressful context. This approach supports both language acquisition and the achievement of curricular goals.

As a Teacher, I am interested in exploring effective methodologies that encourage students to participate confidently and meaningfully in the classroom. The use of games attracted my attention because they offer a dynamic and motivating approach to learning, allowing students to practice English in a different environment. For this reason, I am motivated to focus on this topic, as it seeks to improve students' oral participation while fostering a more engaging and inclusive learning environment. (APPENDIX B.)

The use of games attracted my attention because they provide a dynamic and engaging way to learn. I am motivated to explore how games can encourage students to participate more actively and improve their speaking skills in English.

Third-grade secondary students show low levels of oral participation in English classes due to lack of confidence, limited vocabulary, and fear of making mistakes, which restricts their opportunities to develop communicative competence.

The main aim is that the students should be able to speak in English and understand better the activities and the instructions and not translate all the information to Spanish, also use more dynamic activities in the class and not only have the typical class in the classroom, use more games that can help the students to learn better the language, the activities are important because those can help the students to understand better English because for the majority of the students this language is very difficult.

I suppose with the use of activities and games we can change the knowledge of the students because they translate all the time the instructions, the students need to use and understand better the language. In the CTE (Consejo Tecnico Escolar) it was mentioned that all the schools have a new program and this is based on the analytic model, NEM and it is important that the all the subjects work together and for all the subjects is sometime new because they never work in projects together and they select a project in which all the subjects are going to work with their specific grade.

The English graduate profile at the secondary school level aims to develop communicative competencies that allow students to use the language effectively in different contexts. The study programs include content that addresses linguistic and cultural diversity, as well as the identity and culture of English-speaking communities. Through these learning experiences, students are expected to express and share diverse linguistic and cultural practices from societies in Mexico and around the world. In addition, the curriculum promotes the development of linguistic and intercultural skills that enable students to communicate successfully in a variety of situations.

Considering these objectives, my personal interest focuses on promoting oral participation in the English classroom through the use of games such as *Pictionary* and *Find Someone Who*. These activities encourage interaction, communication, and active participation among students, creating opportunities to practice the language in a dynamic and motivating environment. By incorporating this type of strategy, students can

strengthen their speaking skills and gain confidence when expressing themselves in English, which contributes to achieving the communicative goals established in the secondary education curriculum.

The English graduate profile at the secondary school level, according to the **Plan de Estudios 2022 de la Nueva Escuela Mexicana**, seeks to develop communicative competencies that enable students to use the language effectively in different social contexts. This profile emphasizes the importance of fostering linguistic, cultural, and intercultural skills so that students can interact, express ideas, and understand diverse cultural practices from English-speaking communities and from their own cultural context. In this sense, the curriculum promotes the development of abilities that allow students to communicate meaningfully while recognizing linguistic diversity and strengthening their identity as members of a global society.

However, during classroom observations and diagnostic activities carried out with third-grade secondary students, several learning needs were identified. Many students demonstrate limited oral participation during English lessons and show difficulties when expressing themselves in the target language. In many cases, students feel insecure about speaking English, have limited vocabulary, or lack confidence when participating in classroom activities. These factors reduce their opportunities to practice the language and consequently affect the development of their communicative competence.

By incorporating games as a didactic strategy, students have the opportunity to use English in a more natural and engaging way, which can increase their motivation and confidence when communicating. In this way, the use of interactive activities contributes to addressing students' learning needs and supports the development of the communicative competencies established in the graduate profile of the Plan de Estudios 2022 of the Nueva Escuela Mexicana.

1.13 Main and Subsidiary Aims

Main Aim

To improve students' oral participation in English through the implementation of game-based learning strategies in a third-grade secondary classroom.

Subsidiary Aims

- To create an interactive and supportive learning in the students environment through the use of the Pictionary game, promoting vocabulary recall and oral production.
- To increase voluntary participation in the English Class and spontaneous speaking through the implementation of guessing games such as *Guess Who?*, encouraging communicative interaction among students.

It is important to explain that the main and subsidiary aims were selected based on the decision to use games as didactic materials to support second language learning in the classroom. In particular, the games

Pictionary and Guess Who? were chosen due to their strong potential to encourage interaction and oral communication among students.

Both activities are classified as guessing games represent a versatile and well-established instructional resource that combines entertainment with educational value. According to some authors Wright, Betteridge, & Buckby, 2006 these games promote cognitive development, social interaction, and active engagement

1.14 Competences to develop

Generic Competences

Apply the linguistic and communication skills in various contexts.

Detects the learning processes of its students to promote their cognitive and socio-emotional development.

Professional Competences

It raises the training needs of students in accordance with their development and learning processes, based on new pedagogical approaches.

Disciplinary Competence

It establishes relationships between the principles, disciplinary concepts and contents of the study plan and programs based on the learning achievement of its students, ensuring coherence and continuity between the different educational grades and levels.

1.15 General Description of the process

This document aims to analyze and describe the implementation of games activities to promote oral participation in English among secondary school students. The proposal emerged from the need to strengthen students' speaking skills and encourage active use of the language, as well as to create more motivating, participatory, and meaningful learning environments within the classroom.

During the first period of teaching practice, it was observed that students predominantly used Spanish rather than English in the classroom, which limited their opportunities to practice the target language. This situation was consistent across all third-grade groups. When activities such as reading tasks were implemented, students showed low levels of participation and frequently expressed difficulty in understanding English, which discouraged them from engaging or attempting to use the language.

However, it was also noted that students demonstrated a positive attitude toward game-based activities. Based on this observation, the need to incorporate more engaging strategies became evident. Consequently, research was conducted on the use of games as a pedagogical tool to support English language learning and encourage greater student participation.

In this context, the communicative approach was considered particularly relevant, as it emphasizes meaningful interaction and the active use of language. This approach offers an alternative to traditional methods by

promoting student engagement and reducing the limitations associated with passive learning, thereby supporting the development of communicative competence.

The use of games, which are communicative in nature, is widely recognized as an effective strategy for developing students' communicative competence. During the planning process, specific strategies were implemented, such as observing students' behavior and interaction while participating in game-based activities. It was noted that students demonstrated improved performance when working collaboratively, as games encouraged teamwork and active engagement. However, it was also observed that the group tended to organize itself into smaller teams.

The main objective of incorporating games into the classroom is to promote oral participation and foster interaction among students. Through the use of games as a pedagogical resource, learners are provided with meaningful opportunities to use English in a dynamic and supportive environment, which contributes to their language learning process.

To implement the plan, several decisions were made, such as adapting or modifying certain games and activities according to the characteristics and needs of each group. Additionally, it was necessary to consider specific elements when incorporating games into the classroom, particularly time management. During the teaching practice period, in some sessions the available time was sufficient; however, in others, the planned activities were not completed as outlined in the lesson plan. Therefore, the amount of instructional time devoted to games was adjusted depending on the learning objectives and the specific content addressed in each class.

Additionally, as a teacher, it is essential to consider multiple factors when selecting a game to ensure its appropriateness and effectiveness for students. Among these factors are the students' proficiency level, the main objective of the activity, and the timing of its implementation within the lesson. In some cases, students' participation may vary depending on the moment in which the activity is introduced, as attention and engagement levels can fluctuate throughout the class.

Another important aspect to consider is classroom management. It is necessary to determine the most suitable way to organize students, as not all activities require the same grouping strategies; some may be carried out individually, in pairs, or in teams. During this teaching practice, a group-based game was implemented, which yielded positive results, as it encouraged the active participation of all students. This experience highlights the importance of carefully planning and selecting games that foster inclusive and effective student engagement.

During the teaching practice, it was observed that students showed limited oral participation in English and tended to rely on their native language when interacting in the classroom. Additionally, some students demonstrated low engagement in activities that required active language use. However, it was also identified that students responded positively to dynamic and interactive activities, particularly those involving games.

Based on these observations, it was decided to implement game-based activities as a strategy to promote oral participation. In this phase, several factors were considered, such as students' English proficiency

level, the objectives of each activity, and the appropriate timing for their implementation. Furthermore, different types of games were selected following the classifications proposed by authors such as Carrier (1980), Ellis (1986), Harmer (1985), Klippel (1984), and Willis (1982), who highlight the importance of games in promoting communication and interaction in the language classroom.

During the implementation phase, various games were introduced, including group-based activities that encouraged collaboration and communication among students. These activities allowed learners to practice English in a more natural and engaging way. It was observed that when games were used, students showed greater willingness to participate and interact with their peers, which contributed to a more dynamic classroom environment.

An important aspect of the implementation was classroom management. Decisions had to be made regarding how to organize students, whether individually, in pairs, or in groups, depending on the objectives of each activity. Pair and group work were encouraged, as they increased student engagement and provided more opportunities for language practice. Additionally, the organization of the classroom space played a key role in facilitating the development of the activities.

Throughout the teaching practice, several challenges were identified. One of the main difficulties was time management, as in some cases there was not enough time to implement a greater variety of games due to external factors such as holidays. Moreover, it became evident that the selection of

games must be more closely aligned with students' proficiency levels and learning needs. It was also necessary to observe group dynamics more carefully in order to determine which groups responded more effectively to specific types of activities and interaction patterns.

The implementation of games is supported by the principles of Communicative Language Teaching, which emphasize the importance of interaction and meaningful communication in language learning. As Jeremy Harmer (2007) states, "If students are not using English, everyone is wasting their time," highlighting the importance of maximizing opportunities for language use in the classroom. In this sense, speaking activities play a fundamental role, as they help students develop fluency, confidence, and communicative competence in English.

The principal question is :

What effects does the implementation of game-based learning strategies have on students' oral participation in English in a third-grade secondary classroom?

In order to address this issue I first consulted theory to support my intervention. This led me to understand that "Games are fantastic for learning at any age, but they are particularly important for young learners" (Cambridge dictionary). Research has shown that games play an important role in students' development and learning processes, as they promote engagement, motivation, and active participation. In the context of language learning, games create a low-anxiety environment that facilitates

communication and interaction. According to Jeremy Harmer (2007), effective language learning requires students to actively use the target language; otherwise, learning opportunities are significantly reduced. Similarly, communicative approaches emphasize that speaking activities are essential for developing fluency and communicative competence.

Furthermore, games provide meaningful contexts in which students can practice language naturally, reducing fear of making mistakes and encouraging participation. This is particularly relevant in secondary education, where students often feel insecure about pronunciation and lack confidence when speaking in English.

During teaching practice, it was observed that students have low levels of oral participation, especially in speaking activities. Many students express that they do not know how to pronounce words correctly and feel embarrassed when speaking in English. As a result, they tend to avoid participation and rely heavily on Spanish to complete tasks or understand instructions.

Additionally, students are often easily distracted and show limited interest in traditional activities such as copying from the board or completing written exercises. It was also identified that students have difficulty understanding instructions in English and frequently translate information instead of processing it directly in the target language.

However, when dynamic activities and games are introduced, students demonstrate higher levels of engagement and interaction. These

observations suggest that incorporating games into the classroom can help capture students' attention, channel their energy positively, and create opportunities for meaningful language use. Therefore, the use of games is considered an appropriate strategy to address students' needs and improve their speaking skills.

This proposal is aligned with the principles of the **Nueva Escuela Mexicana (NEM)**, which promotes student-centered learning, collaboration, and the development of communicative competencies. The current educational approach emphasizes the importance of integrating subjects through project-based learning and addressing real classroom needs.

During the sessions of the **Consejo Técnico Escolar (CTE)**, teachers identified common challenges among students, particularly difficulties in reading comprehension and limited engagement in academic activities. As part of the institutional strategy, interdisciplinary projects were designed to address these issues, such as working with legends to promote reading and comprehension skills. In this context, the implementation of game-based activities to promote oral participation in English contributes to these institutional goals by fostering active learning, improving communication skills, and supporting students' overall development. It also complements the collaborative and interdisciplinary approach encouraged by the NEM, as it seeks to transform traditional teaching practices into more dynamic and meaningful learning experiences.

CHAPTER 2

2.1 Description of the chosen issue

Based on classroom observations and teaching practice experience, it was identified that students demonstrate a limited level of voluntary participation during English lessons. Most students frequently express that they do not understand the language or lack the ability to communicate in English. As a result, participation is often restricted to a small number of learners, while the majority remain passive and only listen during class activities. This pattern has been consistently observed throughout the teaching period.

The main issue identified is the low level of oral participation in the English classroom. Students show reluctance to speak due to factors such as limited vocabulary, difficulties with pronunciation, and feelings of embarrassment when using the target language. Additionally, students tend to rely heavily on Spanish for communication and frequently struggle to understand instructions given in English, which further limits their engagement in classroom activities.

Considering these challenges, it becomes essential to implement strategies that encourage students to actively use the language and express their ideas. Creating a supportive and positive classroom environment is fundamental to fostering students' confidence and reducing anxiety when speaking. In this context, the use of games is proposed as an alternative

strategy to increase student engagement and participation, as they can provide a more dynamic, interactive, and motivating learning experience.

Furthermore, it is important to recognize that developing communicative skills is a complex process, even in one's native language. Therefore, promoting oral participation in English is essential to support students in expressing their ideas effectively and improving their overall communicative competence. Based on observations, it appears that many students respond more positively to interactive activities, suggesting that game-based strategies may be a valuable tool to address this issue.

2.2 Action Plan

During the initial stage of the teaching practice, classroom observations were conducted in third-grade groups. It was identified that students predominantly used Spanish instead of English during lessons and demonstrated limited opportunities to practice the target language. Additionally, when activities such as reading tasks were implemented, students showed low levels of participation and frequently expressed that they did not understand English. As a result, they avoided engaging in activities that required the use of the language.

This situation was consistent across the observed groups and reflected a general lack of oral participation and communicative practice in English. However, it was also observed that students showed a positive attitude toward dynamic activities, particularly those involving games, which increased their level of engagement.

Based on these observations, it was decided to implement game-based activities as a strategy to promote oral participation. This decision was supported by the principles of Communicative Language Teaching, which emphasize the importance of interaction and meaningful communication in language learning.

During the planning stage, different types of games were researched and selected, taking into account the students' proficiency level, the objectives of each activity, and the classroom context. The main objective of incorporating games was to encourage students to participate actively and interact with their peers using English in a more natural and engaging way.

During the implementation phase, various game-based activities were carried out in the classroom. These activities were designed to promote interaction and collaboration among students. It was observed that when games were introduced, students demonstrated higher levels of participation and engagement compared to traditional activities.

In particular, group-based games proved to be effective, as they encouraged teamwork and allowed students to interact with their classmates. Although students tended to form specific groups, they were actively involved in the activities and showed greater willingness to use the language.

An important aspect during implementation was classroom management. It was necessary to make decisions regarding how to organize students (individually, in pairs, or in groups) depending on the objectives of each activity. Pair and group work were encouraged, as they increased student interaction and provided more opportunities for language practice.

Additionally, factors such as timing and the structure of the activities were considered. It was observed that students' participation varied depending on the moment in which the activity was introduced, highlighting the importance of selecting appropriate timing within the lesson.

Throughout the teaching practice, several challenges were identified. One of the main difficulties was time management, as in some sessions there was insufficient time to complete the planned activities or implement a greater variety of games. External factors, such as interruptions and holidays, also affected the continuity of the lessons.

Furthermore, it became evident that the selection of games must be more closely aligned with students' proficiency levels and learning needs. It is necessary to continue improving the design and adaptation of activities to ensure that all students can participate effectively.

Another important aspect identified was the need to observe group dynamics more carefully, in order to determine which groups respond more positively to specific types of activities and which require additional support to participate.

The use of games as a pedagogical strategy is supported by various authors who highlight their role in promoting communication and interaction in the classroom (Carrier, 1980; Ellis, 1986; Harmer, 2007; Klippel, 1984; Willis, 1982). In particular, Jeremy Harmer (2007) emphasizes that "if students are

not using English, everyone is wasting their time,” underlining the importance of creating opportunities for meaningful language use.

In this sense, speaking activities are essential in the English classroom, as they contribute to the development of fluency, confidence, and communicative competence. Therefore, the implementation of game-based activities represents an effective strategy to address the identified problem and promote active student participation.

2.3 Description of the Proposal

Today's schools face major problems around student motivation and engagement. This proposal focuses on the implementation of game-based activities as a pedagogical strategy to enhance students' oral participation in the English language classroom. It arises from the need to address the limited engagement and low levels of spoken interaction observed among secondary school students during English lessons.

The proposal is based on the incorporation of games as structured and purposeful activities that promote the use of the target language in a dynamic and meaningful way. These activities are designed not only to increase students' motivation, but also to create a supportive learning environment in which learners feel more confident and willing to express themselves orally.

The implementation of this proposal follows a communicative approach, in which language is used as a tool for interaction rather than solely as a system of rules. In this sense, games are integrated into different stages of the lesson, particularly in the production phase, allowing students

to practice vocabulary and structures in real-life contexts. Activities such as role-plays, guessing games, competitions, and collaborative tasks are included to encourage interaction among students.

Furthermore, the proposal considers the importance of adapting activities to students' proficiency levels and learning needs. Clear instructions, appropriate scaffolding, and the use of visual or contextual support are incorporated to facilitate understanding and participation. Classroom organization, including pair and group work, is also taken into account to maximize opportunities for communication.

Another key aspect of the proposal is the creation of a positive and inclusive classroom atmosphere. By using games, students are provided with opportunities to participate without fear of making mistakes, which helps reduce anxiety and fosters a more relaxed learning environment.

This proposal seeks to promote oral participation through the use of games as an effective and engaging teaching strategy. By integrating these activities into the English classroom, it is expected that students will develop greater confidence, improve their communicative skills, and actively participate in the learning process.

2.4 How to evaluate?

In the educational institution where the teaching practice was conducted, the instructional approach is based on project-based learning. Within this framework, the present proposal sought to incorporate

game-based activities into selected English lessons in order to promote students' oral participation.

During one of the teaching practices, the topic addressed was “*Study Guide for Entrance to Upper Secondary Education*.” The main objective of this project was to guide and prepare students for the high school entrance process, enabling them to succeed in the assignment examination. Additionally, the material aimed to provide students with a general overview of the thematic content included in the evaluation, allowing them to reinforce their knowledge and identify key areas of learning.

As part of this project, the English lessons focused on the topic of **future plans**, which is relevant to students' academic and personal development at this stage. The final product of the project consisted of a “*Life Vision Planner*,” in which students were required to reflect on and organize their future goals, both in the short and long term.

In order to foster engagement and facilitate language use, a game-based activity was implemented during one of the sessions. Specifically, a *Pictionary* game was used as a strategy to introduce and reinforce vocabulary related to future plans. In this activity, students were asked to draw different actions or life goals, such as “get married,” “graduate,” or “buy a house,” while their classmates attempted to guess the expressions in English. This activity encouraged active participation, collaboration, and spontaneous use of the target language in a low-anxiety environment.

The use of this game allowed students to become more familiar with the vocabulary in an interactive and meaningful way, while also promoting oral interaction among peers. Furthermore, it contributed to increasing students' confidence when using English, as the focus was placed on communication rather than accuracy.

In the final stage of the project, students presented their *Life Vision Planner* to the class. During these presentations, learners described their future plans orally, using the vocabulary and structures previously practiced. This activity provided students with the opportunity to apply their knowledge in a more authentic communicative context, as well as to develop their speaking skills in front of an audience.

Overall, the integration of game-based activities within the project-based approach proved to be a valuable strategy to enhance students' participation and engagement. It also supported the development of oral communication skills, which constituted the primary objective of this proposal.

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement	0 - Not Evident
Participation	Actively engages in the game, offering multiple relevant clues for teammates to guess.	Participates in the game by providing some relevant clues for teammates to guess.	Offers few relevant clues during the game for teammates to guess.	Provides minimal clues or participates inconsistently in the game.	Does not participate in the game.

For the assessment of the activity, a rubric was designed and implemented in order to evaluate students' performance during the *Pictionary* game. This instrument focused on specific aspects related to oral participation and interaction, allowing for a more structured and objective evaluation of students' speaking skills within a collaborative context.

During the implementation of the activity, it was observed that managing the group represented a challenge at the beginning. As the game started, most students became highly enthusiastic and began speaking simultaneously, which made it difficult to maintain order and to clearly identify individual participation. In response to this situation, it was necessary to establish clear instructions and rules before continuing with the activity. Once these guidelines were communicated and reinforced, the classroom environment became more organized, which facilitated the development of the game and allowed students to participate more effectively.

Regarding the evaluation of speaking skills, it is important to note that this process presented certain difficulties. Due to the dynamic and interactive nature of the activity, it was not always easy to assess each student individually. Therefore, specific criteria were selected to focus on observable aspects of oral participation within the group.

One of the main criteria considered was the level of active engagement. In this sense, students were evaluated based on their willingness to participate in the game by providing relevant clues and contributing to their team's performance. Particular attention was given to those learners who consistently used the target language to support their peers in guessing the assigned words or expressions.

Additionally, other aspects such as clarity of expression, effort to use English, and collaboration within the group were taken into account. These elements allowed for a more comprehensive evaluation of students' communicative competence, rather than focusing exclusively on grammatical accuracy.

Overall, although the evaluation process presented certain challenges, the use of a rubric proved to be a useful tool for guiding observation and providing structured feedback. It also highlighted the importance of carefully planning assessment strategies when implementing game-based activities, in order to ensure that both participation and language use are effectively monitored.

Piaget studied how children develop cognitive abilities through play, including guessing games. He found that such games enhance logical thinking and problem-solving skills.

His theories support the educational value of guessing games, showing how they help in the cognitive development of children by encouraging them to form hypotheses and test them.

Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), where children learn best when they are helped to achieve tasks slightly beyond their current abilities.

Guessing games can be tailored to fall within a child's ZPD, providing appropriate challenges that promote learning and development through social interaction and guided participation.

2.5 How to assess games when focused on a specific subskill

The implementation of game-based activities in the English classroom requires a systematic and purposeful approach to assessment, particularly when such activities are designed to develop specific speaking sub-skills. In this regard, assessment should not be limited to general participation, but rather should focus on clearly defined linguistic and communicative outcomes aligned with the objectives of each activity.

Firstly, it is essential to identify the specific speaking sub-skill that the game intends to develop. For instance, activities such as *Pictionary* may primarily target vocabulary retrieval, pronunciation, and fluency, while

activities like *Find Someone Who* focus on question formation, interactional competence, and conversational management. Establishing this focus allows the teacher to design appropriate evaluation criteria that reflect the intended learning outcomes.

Secondly, the use of analytic rubrics is recommended as an effective assessment tool. These rubrics should include specific descriptors related to the targeted sub-skills, such as:

- Vocabulary** use (accuracy and appropriateness of lexical items)
- Fluency** (ability to produce language with minimal hesitation)
- Pronunciation and intelligibility** (clarity of speech and comprehensibility)
- Interaction** (ability to initiate, maintain, and respond in communication)

By employing clearly defined criteria, the teacher can conduct a more objective and structured evaluation of students' performance during game-based activities.

Additionally, it is important to incorporate formative assessment strategies, as games often take place in dynamic and interactive contexts. Continuous observation, anecdotal records, and checklists can be used to monitor students' progress in real time. This approach allows the teacher to provide immediate feedback and adjust instruction according to students' needs.

Another key aspect is the inclusion of peer assessment and self-assessment. These strategies encourage learners to reflect on their own performance and that of their classmates, fostering greater awareness of the learning process. For example, students may evaluate whether they were able to ask questions correctly, use appropriate vocabulary, or actively participate during the activity.

Furthermore, assessment should consider both individual and group performance. While games often involve teamwork, it is important to ensure that each student's contribution is recognized. This can be achieved by observing individual participation within the group and assigning roles that promote equal involvement.

It is also necessary to acknowledge the challenges associated with assessing speaking during games, such as noise levels, simultaneous participation, and time constraints. To address these challenges, teachers should plan assessment procedures in advance, select a limited number of criteria to observe, and, when possible, focus on specific groups or students during each activity.

From a theoretical perspective, this approach to assessment aligns with communicative language teaching, which emphasizes the evaluation of language use in meaningful contexts rather than isolated forms. As Harmer (2007) suggests, effective assessment of speaking should consider both fluency and accuracy, as well as the ability to communicate successfully in real-life situations.

Assessing game-based activities requires a deliberate and structured approach that focuses on specific speaking sub-skills. By using analytic rubrics, formative assessment strategies, and reflective practices, teachers can ensure that games function not only as motivational tools, but also as effective instruments for evaluating and promoting students' oral language development.

2.6 Intervention

2.6.1 First Intervention

The first intervention practice was conducted on February 13th. During this initial stage, the primary objective of implementing games was to determine whether students showed interest and active involvement in this type of dynamic activity, as well as to observe their responses in terms of participation and engagement.

Although there were limited opportunities to incorporate game-based activities during this intervention period, the instances in which games were implemented provided valuable insights. It was observed that students responded positively to these activities, demonstrating increased participation and greater attention during the lessons. These findings suggest that games can serve as an effective strategy to enhance students' motivation and engagement in the English classroom. However, it is important to note that not all students were equally willing to participate, as a small number of learners remained reluctant to engage in the activities.

The use of games during this phase also functioned as a diagnostic tool to identify students' preferences and attitudes toward this type of methodology. Specifically, the intention was to determine whether the incorporation of games could contribute to improving participation and motivation, while simultaneously fostering a positive classroom environment. The results indicated that students showed a particular interest in guessing games, as these activities encouraged interaction and collaboration among peers.

One of the games implemented during this intervention was *Pictionary*, which was applied in a lesson focused on the topic of "future plans." At the beginning of the session, students were asked about their personal plans for the future in order to activate prior knowledge and introduce the topic. Subsequently, relevant vocabulary related to "life milestones" was presented.

As part of the activity, students were instructed to create a chart divided into different time frames, such as "tomorrow," "next week," "next month," and "next year." Using the provided vocabulary, learners wrote their own future plans in each section. This task allowed students to contextualize the language and relate it to their personal experiences.

In the following session, the *Pictionary* game was implemented as a reinforcement activity. The group was divided into two teams, and one member from each team was asked to come to the board and draw a word related to future plans. The remaining team members were responsible for guessing the correct word in English. This activity promoted active participation, teamwork, and the use of the target language in a communicative context.

The selection of this game is supported by the idea that didactic games facilitate learning in a social and interactive environment, promoting effective and dynamic communication among students. As stated by Díaz and Zajia (2020), the use of games in English language teaching allows students to learn within a socialization framework, enhancing both interaction and engagement. In this sense, *Pictionary* proved to be an appropriate strategy to encourage students to interact with their classmates and contribute to the creation of a positive and collaborative classroom atmosphere.

2.6.2 Analysis of Results

The use of games during the intervention had a positive impact on students' participation and engagement. Activities such as *Pictionary* increased students' attention and motivated them to participate more actively in class. Students used English in a more natural way while interacting with their classmates, which supported the development of their speaking skills.

Additionally, most learners showed a positive attitude toward game-based activities, especially guessing games, as they promoted teamwork and made the class more dynamic. However, a small number of students remained reluctant to participate, possibly due to lack of confidence or limited vocabulary.

In general, the results suggest that games are an effective strategy to encourage oral participation, although it is necessary to implement additional support to involve all students.

Justification

The implementation of the *Pictionary* game as part of the teaching intervention is justified by the need to promote students' oral participation in the English classroom, particularly in a context where learners demonstrate reluctance to speak due to fear of making mistakes and lack of confidence. This activity was selected as a pedagogical strategy to create a more dynamic, interactive, and low-anxiety learning environment, in which students feel encouraged to use the target language.

From a methodological perspective, *Pictionary* aligns with the principles of communicative language teaching, as it requires students to use English for a meaningful purpose, such as describing, guessing, and interacting with their peers. The nature of the game fosters spontaneous communication and collaboration, allowing learners to practice vocabulary and structures in a contextualized and engaging manner.

Additionally, this activity supports the development of speaking skills by providing students with opportunities to participate actively without the pressure of producing grammatically perfect sentences. Instead, the focus is placed on communication and comprehension, which contributes to reducing students' anxiety and increasing their confidence. This aspect is particularly relevant considering that many students tend to avoid oral participation due to fear of negative evaluation.

The use of *Pictionary* is also consistent with the topic of the lesson, "future plans," as it reinforces key vocabulary related to life milestones in an interactive way. By connecting the game with the instructional content, students are able to consolidate their learning while engaging in a motivating activity.

Furthermore, the activity promotes social interaction and teamwork, which are essential elements in the learning process. Through collaboration, students support each other in achieving a common goal, which enhances their sense of belonging and participation within the classroom.

(APPENDIX C.)

2.6.3 Second Intervention

The second intervention was conducted on March 12th. During this stage, *guessing games* were implemented as a pedagogical strategy to reinforce vocabulary and promote students' oral participation in the English classroom. These activities were designed to provide learners with opportunities to recall and practice previously learned language in an interactive and engaging manner.

It is important to mention that the institution where this teaching practice was carried out follows a project-based learning approach. Therefore, the integration of games within the lessons was aligned with the development of a broader project entitled "*Study Guide for Entry to Upper Secondary Education.*" The main objective of this guide is to support students in their preparation for the high school admission process, enabling them to succeed in the assignment examination. Additionally, it offers a general overview of the thematic content included in the evaluation, allowing students to consolidate their knowledge.

Within this project, the English lessons focused on the topic of **future plans**, which is relevant to students' academic and personal development. As a final product, students were required to create a "*Life Vision Planner*," in which they reflected on their future goals and aspirations.

As part of the instructional process, a *guessing game* was implemented to reinforce vocabulary related to future plans. In this activity, students were asked to identify expressions such as "get married," "graduate," and "buy a house," among others. This type of activity encouraged students to recall previously learned vocabulary and use it in a meaningful context. During the final session, students presented their *Life Vision Planner* and described their future plans orally, which provided them with an opportunity to apply the language in a communicative setting.

The implementation of guessing games resulted in a positive classroom dynamic. Students demonstrated increased attention and engagement, and they were able to remember and use vocabulary that had been introduced in previous lessons. These activities also promoted interaction among students, as they were required to collaborate and communicate in order to achieve a common goal.

The structure of guessing games is relatively simple: one participant possesses specific information that others must discover through clues, questions, or visual representations. The content to be guessed may vary depending on the objective of the activity, including words, objects, actions, or concepts. This flexibility allows guessing games to be adapted to different topics and proficiency levels.

Furthermore, guessing games contribute to the development of important cognitive and linguistic skills. They encourage logical thinking, as students must analyze clues and make inferences, and they also promote the formulation of questions and the use of descriptive language. These elements are essential for the development of communicative competence in a foreign language.

During this intervention, activities such as *Pictionary* and *Guess Who* were implemented. These games generated a high level of interest among students, as evidenced by their active participation and enthusiasm. However, it is important to acknowledge that not all students were equally involved, as a small number of learners remained reluctant to participate. This highlights the need to continue adapting strategies in order to include all students and foster a more inclusive learning environment.

In general terms, guessing games are widely recognized as effective tools for language learning, as they combine elements of entertainment with educational objectives. They can be implemented in various formats, ranging from simple and informal activities to more structured and competitive tasks. Their versatility and interactive nature make them particularly suitable for promoting oral participation and enhancing students' motivation in the English classroom.

The use of guessing games during the second intervention proved to be an effective strategy to reinforce vocabulary, promote interaction, and increase students' engagement. These activities contributed to the creation of a dynamic and supportive classroom environment, which is essential for the development of oral communication skills.

Pictionary: Players draw a picture representing a word or phrase, and their teammates try to guess what it is.

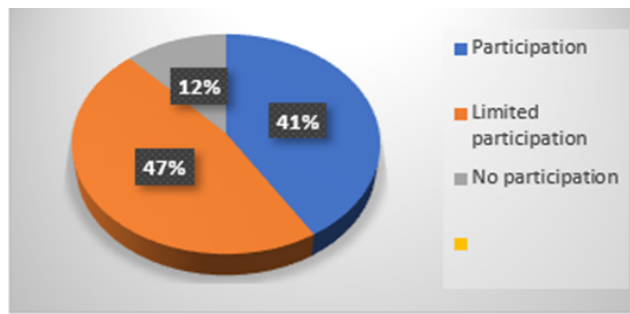
Guessing games remain a versatile and enduring form of entertainment, adaptable to various settings and audiences.

With the use of pictionary the students remember some vocabulary that we saw in the previous classes, I divided the group in teams and they select a classmate. After that I give to that classmate a word and they draw on the board and the rest of the team guess the word.(APPENDIX E.)

(APPENDIX F.) We can observe a “life vision planner” that one of the students creates with the use of pictionary, she remembers some vocabulary and she works with that.

2.6.4 Analysis of results

The implementation of guessing games during the second intervention was effective in reinforcing vocabulary and increasing students’ oral participation. These activities created a dynamic and engaging environment that encouraged interaction and motivated students to use English in a communicative way. Although most students participated actively, some remained reluctant, indicating the need to continue adapting strategies to ensure more inclusive participation. Overall, guessing games proved to be a useful tool for supporting language learning and developing speaking skills.



(Figure 2.1.1)

Figure 2.1.1 shows that 14 students actively participated, 16 students showed limited participation, and 4 students did not participate at all. This distribution indicates that while a portion of the group is engaged, a significant number of students still require strategies to increase their involvement in classroom activities.

2.6.5 3rd Intervention

During the third period of teaching practice, a game-based activity was implemented with the intention of involving the entire group and continuing to promote students' participation in the English classroom. In this case, the selected activity was "*Guess Who*," which is considered a variation of guessing games and is commonly used to reinforce descriptive language.

The objective of this activity was for students to identify different famous people based on short written descriptions. Learners were required to read brief texts and select the correct person according to the information provided. This task aimed to strengthen students' reading comprehension and vocabulary related to physical appearance and personal characteristics.

However, in contrast to previous interventions, the level of participation during this activity was limited. Although the game was designed to involve all students, it was observed that several learners did not actively engage in the task. Some students appeared distracted, while others showed little interest in participating. One possible reason for this situation is that the activity did not generate the same level of motivation as other games previously implemented, such as *Pictionary*, which involved more dynamic and interactive elements.

This experience highlights the importance of carefully selecting and adapting games according to students' interests, preferences, and levels of engagement. Not all game-based activities produce the same results, and it is essential for the teacher to consider factors such as the level of interaction, the degree of challenge, and the entertainment value of the activity. Games that require more movement, creativity, or direct participation tend to be more effective in capturing students' attention and encouraging active involvement.

Despite these challenges, the activity was connected to the development of the ongoing project. As part of the project, students were required to talk about their favorite famous person and describe them using appropriate vocabulary. This included the use of adjectives related to physical appearance, such as *tall*, *short*, *young*, *old*, and *thin*. In this sense, the “*Guess Who*” activity served as a preparatory exercise to reinforce the language needed for the final task.

From a reflective perspective, this intervention demonstrates that the effectiveness of games as a teaching strategy depends not only on their inclusion in the lesson, but also on their design and implementation. It is necessary to diversify the types of games used in the classroom and to ensure that they are engaging, interactive, and aligned with students' interests.(APPENDIX G.)

Although the “*Guess Who*” activity did not achieve the expected level of participation, it provided valuable insights into the importance of selecting appropriate strategies to foster engagement. This experience reinforces the need for continuous adaptation and improvement in teaching practices, particularly when using games as a tool to promote oral participation and motivation in the English classroom.(APPENDIX H.)

One possible explanation for the limited participation observed during the “*Guess Who*” activity is that the game relied heavily on individual reading and recognition skills rather than on active interaction among students. Unlike *Pictionary*, which required learners to collaborate, interpret drawings, and communicate with their classmates, *Guess Who* involved a more passive form of participation in which students only needed to read short descriptions and identify the corresponding famous person. As a result, opportunities for spontaneous communication and peer interaction were reduced.

In addition, the activity may not have provided the same level of excitement and creativity that characterized previous games. *Pictionary* incorporated elements of competition, movement, and visual representation, which demanded immediate responses and encouraged students to actively participate. In contrast, *Guess Who* focused primarily on reading

comprehension and vocabulary recognition, making the task more cognitively oriented and less dynamic. Consequently, some learners may have perceived the activity as similar to a traditional worksheet rather than as a game.

2.7 Comparative Analysis of the Interventions

The three intervention periods implemented during the teaching practice provide valuable insights into the effectiveness of game-based activities as a strategy to promote oral participation in the English classroom. Each intervention presented distinct characteristics in terms of student engagement, type of activity, and learning outcomes, which allows for a comparative analysis of their impact.

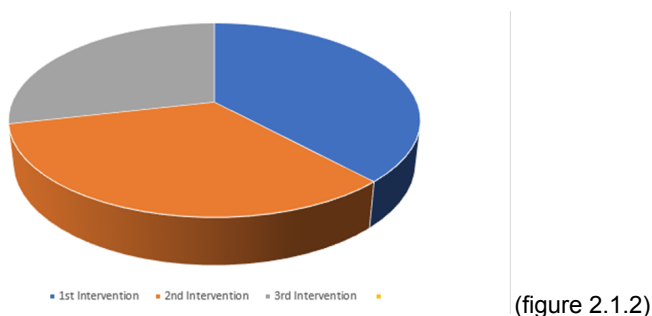
During the **first intervention**, conducted on February 13th, the primary objective was to explore students' reactions to the use of games and to determine their level of interest and participation. Activities such as *Pictionary* were introduced as an initial approach to integrate games into the classroom. The results indicated a positive response from students, as they showed increased participation, attention, and motivation. The dynamic nature of the game encouraged interaction among students and reduced their reluctance to use the target language. This intervention demonstrated that games can serve as an effective tool to break the initial barrier of fear and insecurity associated with speaking in English.

In the **second intervention**, carried out on March 12th, the use of *guessing games* was further developed and integrated into a project-based learning framework. Activities such as *Pictionary* and *Guess Who* were used to reinforce vocabulary related to future plans and to support the development of the final product, the *Life Vision Planner*. In this stage, students exhibited a higher level of engagement and were able to recall and apply previously learned vocabulary. The interaction among students was more consistent, and the activities contributed to a more dynamic and communicative classroom environment. However, it was also observed that a small number of students remained reluctant to participate, indicating that while games are effective, they do not guarantee full participation from all learners.

In contrast, the **third intervention** presented different results. Although a game (*Guess Who*) was implemented with the intention of involving the entire group, the level of participation decreased compared to previous interventions. Some students appeared distracted and less motivated, which suggests that not all games have the same impact on student engagement. Unlike *Pictionary*, which involves creativity and active participation through drawing and guessing, *Guess Who* relied more on reading and selecting information, which may have reduced its level of attractiveness and interaction. This intervention highlighted the importance of selecting games that are not only pedagogically relevant but also engaging and stimulating for students.

From a comparative perspective, it can be concluded that the effectiveness of game-based activities depends largely on their design, level

of interaction, and alignment with students' interests. Games that involve movement, creativity, and immediate participation, such as *Pictionary*, tend to generate higher levels of engagement and oral interaction. On the other hand, activities that are more passive or less dynamic may not achieve the same results in terms of motivation and participation.



(figure 2.1.2)

The figure 2.1.2 shows that participation was highest during the first intervention, remained relatively high during the second intervention, and declined during the third intervention. This suggests that the effectiveness of game-based activities depends not only on the inclusion of games themselves but also on their level of interaction, creativity, and ability to engage students actively. Games such as *Pictionary*, which required immediate participation and collaboration, resulted in higher engagement than *Guess Who*, which relied more heavily on reading and individual responses.

Additionally, across the three interventions, it was consistently observed that games contribute to creating a more positive classroom environment, reducing students' anxiety, and encouraging the use of the target language. However, it is also evident that the teacher plays a crucial role in managing the activity, providing clear instructions, and adapting strategies to ensure that all students are included.

The comparative analysis of the three interventions demonstrates that the use of games is an effective strategy to promote oral participation, but its success depends on careful planning, appropriate selection of activities, and continuous reflection on teaching practice. These findings reinforce the importance of diversifying instructional strategies and adapting them to the specific needs and characteristics of the students.

Although participation was one of the main indicators observed during the implementation of game-based activities, the purpose of using games extended beyond simply encouraging students to take part in the lesson. Different aspects of linguistic development were also monitored in order to determine whether learners were making progress in English.

First, **vocabulary range** was assessed by observing students' ability to use and recognize target words related to each topic. For example, during the project on famous people, students were expected to employ adjectives describing physical appearance, such as *tall*, *short*, *young*, *old*, and *thin*. Improvement was evidenced when students were able to incorporate a greater variety of vocabulary into their oral and written responses.

Second, **accuracy** was considered by paying attention to the correct use of vocabulary and grammatical structures practiced in class. During speaking activities and project presentations, students' ability to produce appropriate descriptions and use the target language correctly was observed. Although errors were expected as part of the learning process, gradual improvement in sentence construction and word choice indicated progress.

Finally, **pronunciation** was monitored through students' oral participation during games and communicative activities. Repetition, peer interaction, and opportunities to speak allowed learners to practice the pronunciation of new words and develop greater confidence when expressing themselves in English. Increased intelligibility and willingness to speak were considered indicators of progress.

Therefore, games were not used solely as entertainment or as a means of increasing participation. Rather, they functioned as pedagogical tools that created meaningful opportunities for learners to practice and develop different language skills. Participation served as an initial indicator of engagement, while vocabulary use, linguistic accuracy, and pronunciation provided evidence of students' progress in English. In this sense, the implementation of game-based activities aimed not only to create a motivating classroom environment but also to support second language development and facilitate meaningful language learning.

CHAPTER III

3.1 Relevance and Consistency of the proposal

The study group presented a common and significant challenge at the beginning of this research. As previously stated, students demonstrated a strong reluctance to participate orally in class using the target language, primarily due to their fear of making mistakes. This anxiety not only affected their willingness to speak in the foreign language, but also extended to their overall classroom participation, as even expressing or repeating simple

ideas in their first language represented a considerable difficulty for some learners.

This situation reflects a lack of confidence and limited development of communicative competence, which are essential elements in language learning. Consequently, students tended to avoid speaking altogether, remaining passive during classroom activities and relying heavily on listening rather than interacting. Their level of engagement with both the teacher and their peers was significantly reduced, resulting in weak communicative dynamics within the classroom environment.

Furthermore, this limited participation had a direct impact on the learning process, as students were not exposed to sufficient opportunities to practice and reinforce the target language. The absence of oral interaction restricted the development of key speaking sub-skills, such as pronunciation, fluency, and the ability to express ideas coherently. In addition, the predominance of Spanish during classroom interactions further limited students' exposure to English, reducing the effectiveness of the instructional process.

It is also important to highlight that this reluctance to participate may be associated with affective factors such as low self-esteem, fear of negative evaluation, and lack of motivation. These elements contribute to the creation of a classroom atmosphere in which students feel insecure and unwilling to take risks when using the foreign language.

Therefore, this context underscores the need to implement pedagogical strategies that promote a more supportive and engaging learning environment. Encouraging students to participate orally in a low-anxiety setting becomes essential in order to foster confidence, increase interaction, and ultimately improve their communicative competence in English.

The present proposal, focused on the use of games to promote oral participation in the English classroom, is highly relevant within the context of secondary education. One of the main challenges identified during the teaching practice was the limited willingness of students to participate orally in English. Learners frequently expressed insecurity, lack of understanding, and fear of making mistakes, which resulted in minimal interaction and reduced opportunities to develop their communicative competence.

In this regard, the incorporation of game-based activities responds directly to the identified needs of the students. Games provide a dynamic and engaging learning environment that captures students' attention and encourages their active involvement. By integrating playful elements into the classroom, learners are more likely to participate voluntarily, reducing anxiety and increasing their confidence when using the target language. Therefore, the proposal is relevant as it addresses a real and observed problem within the educational context.

Furthermore, the proposal is consistent with the principles of communicative language teaching, which emphasize the importance of interaction, meaningful communication, and student-centered learning.

Through the use of games, students are placed in situations where they must use English to achieve a specific objective, such as describing, guessing, or expressing ideas. This type of practice promotes authentic language use and supports the development of speaking skills in a natural and purposeful manner.

The consistency of the proposal is also reflected in its alignment with the learning objectives established for the English subject. The activities are designed to reinforce vocabulary and grammatical structures while simultaneously fostering oral expression and collaboration among students. In addition, the proposal is coherent with the project-based approach implemented in the institution, as it integrates games as part of broader learning sequences that culminate in meaningful products, such as oral presentations.

Another important aspect of consistency lies in the adaptation of the activities to the students' level and needs. The selected games are appropriate for their linguistic proficiency and promote gradual participation, allowing all learners to be involved according to their abilities. Likewise, the use of evaluation tools, such as rubrics, ensures that students' performance is assessed in a structured and objective manner.

This proposal is both relevant and consistent, as it responds to a specific educational need, aligns with current pedagogical approaches, and supports the development of students' oral communication skills. The use of games represents an effective strategy to transform the classroom into a

more interactive and motivating space, where students can actively participate and engage in the learning of English.

3.2 Curriculum approach and proposal improvement

The present proposal, focused on the use of games to promote oral participation in the English classroom, is aligned with the curricular principles established for English language teaching at the secondary education level. The curriculum emphasizes the development of communicative competence, particularly the ability to interact orally in meaningful contexts. In this sense, the proposal adopts a communicative and student-centered approach, in which learners are encouraged to actively use the target language as a tool for expression and interaction.

From a curricular perspective, the proposal integrates key components such as learning objectives, content selection, teaching strategies, and assessment procedures. The use of games is not considered an isolated activity, but rather a pedagogical resource that supports the achievement of specific learning outcomes. These outcomes include the development of speaking skills, the reinforcement of vocabulary and grammatical structures, and the promotion of collaborative learning.

Furthermore, the proposal is consistent with the project-based approach implemented in the institution, as it incorporates game-based activities within broader instructional sequences. For example, during the development of projects such as the *Life Vision Planner*, games are used as

a means to introduce, practice, and reinforce language related to future plans. This integration ensures that activities are meaningful and contribute directly to the final product, thus maintaining coherence within the teaching and learning process.

In terms of methodology, the proposal can be effectively linked to the Presentation–Practice–Production (PPP) model. Games can be incorporated particularly during the practice and production stages, where students are provided with opportunities to use the language in both controlled and communicative contexts. This approach allows for a gradual progression from guided practice to more autonomous language use, facilitating the development of fluency and confidence.

Regarding proposal improvement, it is important to consider several aspects identified during the implementation process. First, greater attention should be given to classroom management strategies, especially when using dynamic activities such as games. Establishing clear rules, instructions, and time limits prior to the activity can help maintain order and ensure that all students participate effectively.

Second, the selection and adaptation of games should be more closely aligned with students' proficiency levels and learning needs. While games are generally motivating, their effectiveness depends on their relevance and level of difficulty. Therefore, it is necessary to design activities that are accessible yet challenging, allowing all students to engage meaningfully.

Additionally, assessment procedures should be further refined. Although the use of rubrics provides a structured way to evaluate oral participation, it is recommended to incorporate more formative assessment strategies, such as ongoing observation, peer assessment, and self-reflection. These approaches can provide a more comprehensive understanding of students' progress and encourage greater learner autonomy.

Finally, it is essential to continue fostering a positive and supportive classroom environment. Reducing students' anxiety and fear of making mistakes remains a priority in order to increase their willingness to participate. The consistent use of games, combined with encouragement and constructive feedback, can contribute to building students' confidence and improving their oral communication skills.

The proposal demonstrates a strong alignment with curricular objectives and pedagogical approaches. However, continuous reflection and adaptation are necessary to enhance its effectiveness. By refining classroom management, activity design, and assessment strategies, the use of games can become an even more powerful tool to promote oral participation and support students' language development.

3.3 Develop Competences through the process

Generic Competences

The competence related to applying linguistic and communication skills in various contexts refers to the teacher's ability to use language effectively

and appropriately in different academic, social, and professional situations. In the context of English language teaching, this competence implies not only mastering the target language, but also facilitating meaningful communication among students. It involves promoting the use of English as a tool for interaction, expression of ideas, and participation in diverse contexts, both inside and outside the classroom. This competence is essential for fostering students' communicative competence and encouraging authentic language use.

Additionally, the competence of detecting students' learning processes to promote their cognitive and socio-emotional development involves the teacher's capacity to observe, analyze, and understand how students learn. This includes identifying their strengths, difficulties, learning styles, and emotional needs. By recognizing these elements, the teacher can design and implement strategies that support both academic achievement and emotional well-being. This competence is particularly relevant in language learning, as factors such as motivation, confidence, and anxiety significantly influence students' participation and performance.

Professional Competences

The competence of identifying students' training needs in accordance with their development and learning processes, based on new pedagogical approaches, refers to the teacher's ability to diagnose and respond to the specific educational needs of learners. This involves the use of innovative and student-centered methodologies that align with contemporary educational frameworks, such as the Nueva Escuela Mexicana. Through this competence, the teacher adapts instruction to ensure that all students

have access to meaningful learning opportunities, promoting inclusion and equity. It also implies continuous reflection and adaptation of teaching practices in order to improve learning outcomes.

Disciplinary Competence

The competence of establishing relationships between disciplinary principles, concepts, and contents of the study plan and programs based on students' learning achievement refers to the teacher's ability to integrate theoretical knowledge with practical teaching. This competence ensures that the content taught in the classroom is coherent, relevant, and aligned with curricular standards. It also involves connecting prior knowledge with new learning and ensuring continuity across different educational levels. In the context of English language teaching, this competence allows the teacher to design lessons that progressively develop students' linguistic skills while maintaining alignment with the objectives established in the curriculum.

3.4 Applied Resources

Throughout the implementation of the proposal focused on the use of games to promote oral participation, a variety of didactic and material resources were utilized to support the teaching and learning process. These resources were selected according to the objectives of each lesson, the students' proficiency level, and the characteristics of the activities.

Firstly, visual resources played a fundamental role in facilitating comprehension and reinforcing vocabulary. Flashcards, images, and word cards related to topics such as *future plans* and *physical descriptions* were used to provide contextual support and aid students in understanding and recalling key concepts. These materials were particularly useful during the presentation stage, as they helped students associate words with meanings in a more concrete way.

Secondly, game-based materials were essential for the development of the activities. For example, in games such as *Pictionary*, the whiteboard and markers were used for drawing and guessing words, while in *Guess Who* and other guessing games, printed cards with descriptions or images were employed. These resources contributed to creating a dynamic and interactive environment that encouraged student participation.

In addition, written materials such as worksheets and charts were used to guide students' learning. Activities like the creation of the *Life Vision Planner* required students to organize information in structured formats, allowing them to practice vocabulary and grammar related to future plans. These materials supported both individual and collaborative work.

Another important resource was the use of instructional language and teacher guidance. Clear instructions, modeling, and examples provided by the teacher were essential to ensure that students understood the objectives and procedures of each activity. This type of support was particularly important when introducing new games or unfamiliar dynamics.

Furthermore, assessment tools were implemented to evaluate students' performance. A rubric was designed to assess oral participation, focusing on criteria such as engagement, use of English, clarity of expression, and collaboration. This resource allowed for a more organized and objective evaluation process.

Finally, the classroom environment itself functioned as a resource, as it was adapted to facilitate interaction among students. The arrangement of desks for pair or group work, as well as the use of space for movement during games, contributed to creating a more flexible and participatory learning setting.

3.5 Tracking of results and ongoing improvement

The process of tracking results and ensuring ongoing improvement constituted a fundamental component in the implementation of the proposal focused on the use of games to promote oral participation. This process allowed for the systematic observation, analysis, and reflection on students' performance, as well as the effectiveness of the strategies applied during the different intervention periods.

To monitor students' progress, formative assessment strategies were consistently employed throughout the teaching practice. These included direct classroom observation, the use of analytic rubrics, and anecdotal records. Particular attention was given to indicators related to oral participation, such as students' willingness to engage, their use of the target language, and their interaction with peers during game-based activities. This

approach enabled the identification of both improvements and persistent difficulties in students' speaking performance.

The results obtained during the interventions indicated a progressive increase in students' participation and engagement, especially during activities that involved dynamic and interactive games such as *Pictionary*. Students demonstrated greater confidence when expressing ideas, improved vocabulary recall, and increased willingness to use English in communicative contexts. However, it was also observed that participation was not consistent across all students, as some learners continued to show reluctance due to factors such as low confidence or limited language proficiency.

In contrast, activities that were less dynamic or required more passive involvement, such as certain adaptations of *Guess Who*, resulted in lower levels of engagement. These findings highlight the importance of selecting appropriate types of games that align with students' interests and promote active participation.

Based on these observations, several adjustments were made to improve the implementation of the proposal. Firstly, greater emphasis was placed on selecting games that require active involvement from all students, as well as incorporating elements of competition, creativity, and movement. Secondly, clearer instructions and rules were established prior to each activity in order to improve classroom management and ensure that students understood the objectives of the task.

Additionally, the importance of adapting activities to students' proficiency levels was recognized. Games were modified to include scaffolding strategies, such as providing vocabulary support, modeling language use, and allowing collaborative work, which facilitated students' participation and comprehension.

Another key aspect of the ongoing improvement process was reflective teaching practice. After each intervention, the outcomes were analyzed to identify strengths, weaknesses, and areas for development. This reflective approach allowed for informed decision-making and contributed to the gradual refinement of teaching strategies.

Furthermore, feedback from students, both direct and indirect, was considered as part of the evaluation process. Their reactions, level of enthusiasm, and degree of participation provided valuable insights into the effectiveness of the activities and guided subsequent modifications.

In conclusion, the continuous tracking of results and the implementation of ongoing improvements played a crucial role in enhancing the effectiveness of the proposal. This process not only supported the development of students' oral participation, but also contributed to the professional growth of the teacher by fostering reflective and adaptive teaching practices.

3.6 Proposal Evaluation

The evaluation of the proposal focused on the use of games to promote oral participation was carried out through a systematic analysis of

students' performance, level of engagement, and the overall effectiveness of the implemented strategies. This evaluation aimed to determine the extent to which the objectives of the proposal were achieved, as well as to identify strengths, limitations, and areas for improvement.

In general terms, the proposal demonstrated positive results in relation to students' oral participation. Throughout the intervention periods, it was observed that the incorporation of game-based activities contributed to increasing students' willingness to engage in classroom interactions. Activities such as *Pictionary* and other guessing games generated a higher level of motivation, which encouraged students to participate more actively and use the target language in a more spontaneous manner.

One of the main strengths of the proposal lies in its ability to create a more dynamic and interactive learning environment. The use of games reduced students' anxiety and fear of making mistakes, allowing them to feel more confident when speaking in English. This is particularly relevant considering that, at the beginning of the intervention, students showed a strong reluctance to participate orally. Therefore, the proposal successfully addressed one of the primary challenges identified in the diagnostic stage.

Additionally, the proposal proved to be effective in reinforcing vocabulary and promoting communicative practice. Students were able to recall and apply previously learned language during the activities, which indicates that games can function as meaningful tools for language consolidation. The integration of games within a project-based approach also contributed to maintaining coherence between the activities and the learning objectives.

However, the evaluation also revealed certain limitations. Despite the overall increase in participation, not all students were equally involved in the activities. A small number of learners remained passive or reluctant to participate, which suggests that additional strategies are needed to ensure full inclusion. Furthermore, it was observed that not all games generated the same level of engagement. For example, more dynamic and interactive games were more effective than those that required less active involvement.

Another limitation identified was related to classroom management and time constraints. In some cases, the implementation of games required more time than initially planned, which affected the pacing of the lesson. Additionally, managing large groups during dynamic activities presented challenges in maintaining order and ensuring that all students were actively participating.

In terms of assessment, the use of rubrics provided a structured way to evaluate students' oral participation; however, it was sometimes difficult to assess individual performance during group activities. This highlights the need to refine assessment strategies and incorporate additional tools, such as continuous observation and individual follow-up.

Based on these findings, it can be concluded that the proposal was effective in promoting oral participation and increasing student engagement, although it requires continuous adaptation and improvement. Future implementations should focus on diversifying the types of games, improving classroom management strategies, and designing more inclusive activities that ensure the participation of all students.

The evaluation of the proposal confirms that the use of games represents a valuable pedagogical strategy for enhancing oral communication in the English classroom. Despite certain challenges, the overall impact of the proposal was positive, contributing to the development of a more participatory and motivating learning environment.

3.7 Proposal redesign

Based on the results obtained during the implementation and evaluation of the proposal, it became necessary to redesign certain aspects in order to enhance its effectiveness in promoting oral participation in the English classroom. This redesign process was grounded in reflective practice and focused on addressing the limitations identified while reinforcing the strengths of the original proposal.

One of the main areas of improvement concerns the selection and adaptation of game-based activities. Although games such as *Pictionary* proved to be highly effective in increasing students' engagement and participation, other activities, such as *Guess Who*, did not generate the same level of interaction. Therefore, the redesigned proposal emphasizes the inclusion of a wider variety of games that promote active involvement, creativity, and communication. Special attention is given to selecting games that require all students to participate, minimizing passive behavior and ensuring greater inclusion.

Another important aspect of the redesign is the differentiation of activities according to students' proficiency levels. During the initial

implementation, it was observed that some students experienced difficulties due to limited vocabulary or lack of confidence. In response, the redesigned proposal incorporates scaffolding strategies, such as providing vocabulary support, sentence starters, visual aids, and modeling of language use. These elements aim to facilitate participation and ensure that all students can engage in the activities according to their abilities.

In addition, the redesign includes improvements in classroom management strategies. Clearer instructions, defined rules, and time limits are established prior to the implementation of each game. Furthermore, specific roles are assigned within groups (e.g., speaker, writer, timekeeper) in order to promote organization and ensure that all students contribute to the task. This structured approach seeks to reduce disorder and maximize the effectiveness of the activities.

The assessment process was also reconsidered as part of the redesign. While rubrics were previously used to evaluate oral participation, it became evident that additional strategies were needed to assess individual performance more accurately. Consequently, the redesigned proposal incorporates a combination of assessment tools, including observation checklists, peer assessment, and self-assessment. These methods provide a more comprehensive understanding of students' progress and encourage greater learner autonomy.

Moreover, the redesign places greater emphasis on the integration of games within the PPP (Presentation–Practice–Production) framework. In this revised approach, games are strategically distributed across the different stages of the lesson to ensure coherence and progression. For

example, simple and guided games are used during the presentation stage, structured guessing games during the practice stage, and communicative activities such as *Find Someone Who* during the production stage. This organization allows for a more systematic development of students' speaking skills.

Finally, the redesigned proposal highlights the importance of creating a supportive and inclusive classroom environment. Strategies aimed at reducing students' anxiety, such as positive reinforcement, encouragement, and tolerance of errors, are reinforced. The goal is to foster a learning atmosphere in which students feel confident to express themselves and take risks when using the target language.

IV Conclusions

The present study aimed to analyze the impact of the use of games as a pedagogical strategy to promote oral participation in the English classroom at the secondary education level. Based on the diagnostic stage, it was identified that students demonstrated limited willingness to participate orally, mainly due to factors such as lack of confidence, fear of making mistakes, low language proficiency, and limited exposure to communicative activities. This situation negatively affected the development of their speaking skills and overall communicative competence.

In response to this problem, a proposal based on the implementation of game-based activities was designed and applied throughout different intervention periods. The results obtained indicate that the use of games, particularly interactive and dynamic activities such as *Pictionary* and *Find Someone Who*, contributed significantly to increasing students' motivation,

engagement, and willingness to participate in the classroom. These activities created a more relaxed and supportive learning environment, which helped reduce anxiety and encouraged students to use the target language more frequently.

Furthermore, the integration of games within a structured pedagogical framework, such as the Presentation–Practice–Production (PPP) model, allowed for a more organized and meaningful learning process. Students were able to progressively develop their speaking skills, moving from controlled practice to more communicative and autonomous use of the language. In this sense, games proved to be not only motivational tools, but also effective strategies for reinforcing vocabulary, improving fluency, and promoting interaction among learners.

However, the study also revealed certain challenges and limitations. Not all students participated equally in the activities, and some continued to show reluctance due to individual factors such as low confidence or limited proficiency. Additionally, the effectiveness of the games depended largely on their design, level of interaction, and relevance to students' interests. Classroom management and time constraints were also identified as important factors that influenced the successful implementation of the activities.

Despite these challenges, the overall impact of the proposal was positive. The use of games facilitated a shift from a traditional, teacher-centered approach to a more dynamic, student-centered learning environment. It also highlighted the importance of adapting teaching strategies to students' needs and interests in order to promote meaningful learning.

From a professional perspective, this experience contributed significantly to the development of teaching competences, particularly in areas such as instructional planning, classroom management, assessment, and reflective practice. The continuous analysis of the interventions allowed for the identification of areas for improvement and the redesign of strategies to enhance their effectiveness.

In conclusion, the use of games in the English classroom represents a valuable and effective approach to promoting oral participation and developing communicative competence in secondary school students. While it requires careful planning, adaptation, and reflection, its benefits in terms of motivation, interaction, and language use make it a highly relevant strategy in the teaching of English as a foreign language.

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APPENDICES

Appendix (A) Diagnostic Exam

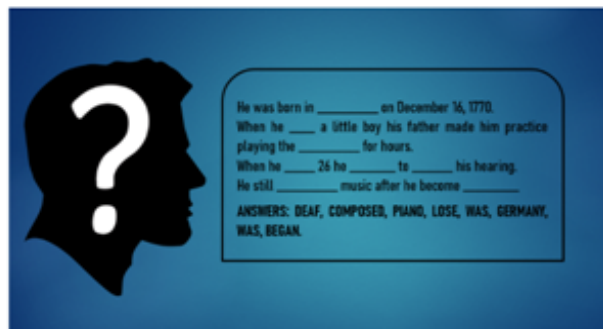
THERE ARE FIVE CINEMATOGRAPHIC GENRES

- ☐ HISTORY, MATH, BIOLOGY, GEOGRAPHY, FISICAL EDUCATION.
- ☐ CLOUDY, SUNNY, RAINBOW, SNOWY, FOGGY.
- ☐ SCI-FI, WESTERN, WAR, ACTION, DRAMA, COMEDY.

A MOVIE THAT MAKES LAUGH IS... *

- ☐ HORROR FILM
- ☐ DRAMA FILM
- ☐ COMEDY FILM

GUESS WHO? *



- ☐ ALBERT EINSTEIN
- ☐ LUDWIG VAN BEETHOVEN

Appendix (B) Students Results

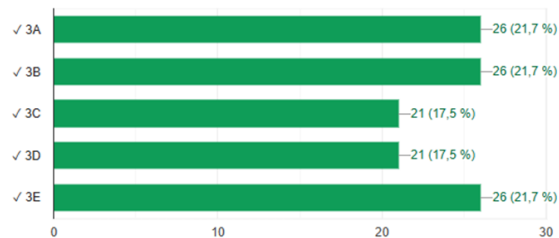
30/08/2023 15:59:44	7 / 17
30/08/2023 16:04:44	9 / 17
30/08/2023 16:05:08	6 / 17
30/08/2023 16:11:58	13 / 17
30/08/2023 16:13:53	13 / 17
30/08/2023 16:15:17	7 / 17
30/08/2023 16:17:20	9 / 17
30/08/2023 16:20:19	11 / 17
30/08/2023 16:21:05	13 / 17
30/08/2023 16:22:54	9 / 17
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0 de 120 respuestas correctas



APPENDIX (C) Lesson Plan and Material.

	APP.7.2
CLASS 07 Presentation: Tt asks the students if they have plans for a future, after that Tt shows some flashcards about some plans. Practice: The students answer a worksheet Production: The students create a chart divided in sections and they write plans that they have in the future. Tomorrow, Next week, Next month, Next year etc. using "WILL" CLASS 08 Presentation: Tt present a conversation about two friends and the students identify when they use will and won't (game pictinary) Practice: The students answer some sentences using will Production: The students create a role play using "will". HOMEWORK: MATERIAL TO CREATE THEIR LIFE VISION PLANNER	APP.8.1 APP.8.2

GET MARRIED



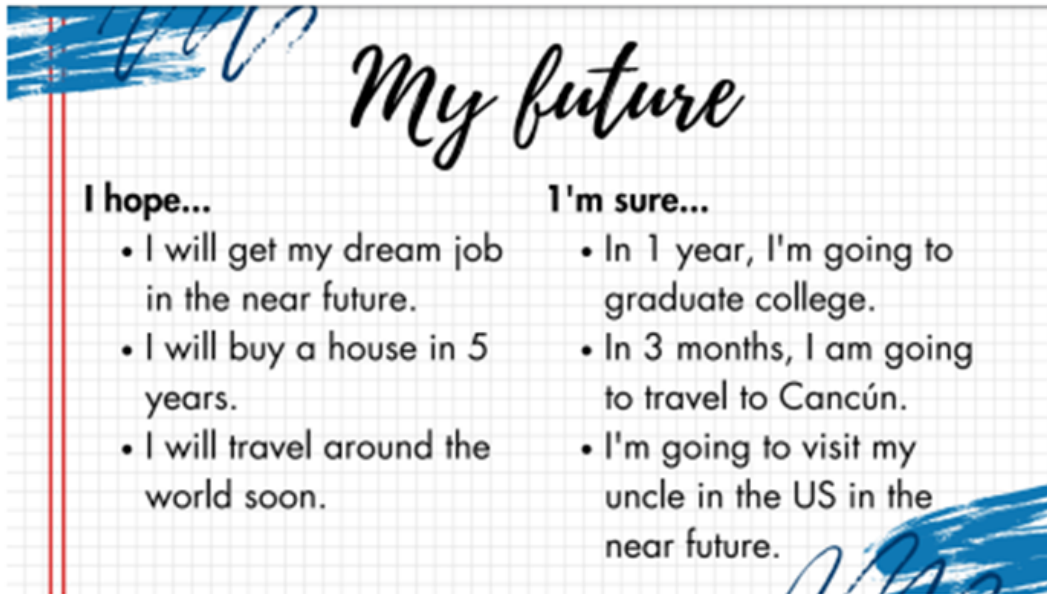
GRADUATE



BUY A HOUSE



APPENDIX (D) Teacher Example Future Plans



The image shows a piece of graph paper with handwritten text in black ink. The title 'My future' is written in a large, cursive font at the top right. Below it, there are two columns of text. The left column is headed 'I hope...' and contains three bullet points. The right column is headed 'I'm sure...' and contains three bullet points. The handwriting is neat and legible. There are blue brushstroke decorations in the top left and bottom right corners of the graph paper.

My future

I hope...

- I will get my dream job in the near future.
- I will buy a house in 5 years.
- I will travel around the world soon.

I'm sure...

- In 1 year, I'm going to graduate college.
- In 3 months, I am going to travel to Cancún.
- I'm going to visit my uncle in the US in the near future.

15 20 30 40 50 60 70 80 90
 1 03 24 Scribe
 "Will" Get Married - Open se
 "Will not" Get Married - Open se
 "Will you...?" GRADUATE - Graduation
 Buy A HOUSE Ar by TRAVEL
 Comprar una casa Ir de viaje
 El trabajo de mi sueño -> Get My DREAM JOB
 Save UP Money GO TO A... Con
 Ahorrar dinero Cert
 Study TO BE A... Concierto
 Estudiar
 Meet... BECOME A...
 conocer
 mañana Semana Mes and
 Tomorrow. Next week Next month Next year
 Save up money Meet new people Travel to Europe Get my Dream job.
 Study TO BE A SHOCK TRAVEL Or Get to A junior h conc
 Meet a friend Get My DREAM JOB GRADUATE Buy A HOUSE
 3 Will 3 Will 3 Will 3 Will

APPENDIX (F) Students life vision planner

