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TITULO: The use of ludic activities incorporating schema theory principles to facilitate the communicative competences

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**“THE USE OF LUDIC ACTIVITIES INCORPORATING SCHEMA THEORY
PRINCIPLES TO FACILITATE THE COMMUNICATIVE COMPETENCES”**

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Primero que nada agradezco a Dios por permitirme culminar este gran paso de mi vida, su fuerza en los peores momentos me llevó hasta aquí

Agradezco a mis padres por su apoyo incondicional e invaluable desde el día 0 en que decidí estudiar esta carrera, por dejarme partir a otro lugar confiando en mis habilidades, su motivación y su amor fueron pieza clave

Gracias a cada miembro de mi familia que estuvo conmigo en el proceso me dio ánimos y se preocupó.

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I.INTRODUCTION

1.1 Overview Document

This report is organized into four chapters and annexes. Each chapter presents a specific stage of the practicum process. Together, they reflect the purpose of analyzing and improving my teaching practice through the use of ludic activities supported by schema theory principles.

Section I. Introduction presents the school and group context, the problem identified in the classroom, and the relevance of the topic. It also presents my personal interest and professional responsibility, the objectives of the study, the competencies I developed during my training, and an overview of the structure of the document.

Section II. Action Plan presents the educational context and diagnostic analysis, the identification and focus of the problem, and the objectives of the action plan. It also presents the theoretical framework that supports the intervention, the design of the plan, and the classroom practices, strategies, and methodological references that guide the proposal.

Section III. Implementation, Reflection, and Evaluation presents the development of the action plan, the way strategies were applied, the results obtained, and my reflections on their effectiveness.

Section IV. Conclusions present the main findings of the study, the professional learning I achieved, and the implications for future teaching practice.

Finally, the Annexes present supporting materials such as diagnostic instruments, surveys, lesson plans, and classroom evidence. These elements not only complement the report but also provide transparency and validity to the process carried out.

In such a manner , the structure of the report provides a clear vision of both my intervention and my professional growth and learning throughout the practice.

1.2 Internal context

The school context is presented through key elements that help understand the environment in which the teaching practice took place. These include general institutional characteristics, the profile of teachers and students, the available services and resources, as well as aspects related to school safety and climate.

1.2.1 General Context

General Dionisio Zavala Almendarez Secondary School, founded in 1973 to meet the rising demand for secondary education, is located at Fernando de Magallanes #239 in the Industrial Aviación 2da Sección, San Luis Potosí (appendix A). It is situated in a middle class residential area with access to urban services and public transportation. Students reach the school through different means, including walking, public transport, or private vehicles, reflecting the mixed mobility patterns of the surrounding community. The school operates in two shifts: morning (7:30 a.m.–1:30 p.m.) and evening (2:00 p.m.–8:00 p.m.), offering 50 minute classes and a 20 minute recess.

1.2.2 Teachers and Students

The student body consists of 449 students (223 boys and 226 girls), taught by 58 teachers and supported by 23 administrative staff and 2 school directors. The English subject is taught by three English teachers, two of whom work in the morning shift while one participates in both shifts. Each grade is divided into six groups (A–F), with around 28 students per class. This organizational structure allows the school to distribute students evenly across grade levels and maintain manageable class sizes.

1.2.3 Services and Institutional Support

The school includes 18 classrooms, a library, a computer lab, a cafeteria, sports courts, and digital resources such as projectors, internet access, and telematics labs. Most facilities are functional, although some classrooms lack electrical outlets or have slightly worn furniture.

The school also offers USAER (Unidad de Servicios de Apoyo a la Educación Regular) support services to 22 students with learning or emotional needs. In addition, the institution participates in several national educational programs, including Habilidades Digitales para Todos, Escuela Segura, Programa Nacional de Inglés en Educación Básica, Programa Nacional de Lectura, and Ver Bien para Aprender Mejor. These initiatives support both students' academic development and teachers' instructional practices.

1.2.4 School Safety and Climate

The institution is generally regarded as a safe educational environment. Police presence is maintained during dismissal times, and the school promotes parental participation through the Parent Association and the School Participation Council. These measures contribute to maintaining discipline, security, and a positive educational environment. As a result, the school climate supports the daily teaching and learning process and encourages collaboration between teachers, students, and families. These institutional characteristics influence how teaching and learning take place within the school. Understanding this context helps explain the specific characteristics of the group selected for this study.

1.2.5 Participants

For this study, I selected third grade, group A, composed of 28 students: 10 girls and 18 boys between the ages of 13 and 14. This group was chosen because its characteristics align with the study's objectives, which focus on reinforcing English language learning strategies and promoting student engagement. Classroom observations indicated that although students possess basic English knowledge at an A1 level, their participation tends to decrease when lessons rely on repetitive or traditional activities. However, students show greater interest and interaction when lessons include dynamic or participatory activities. These characteristics make the group appropriate for exploring strategies aimed at increasing engagement and supporting the development of English learning practices.

Information about the group was gathered through two complementary methods: classroom observation and a semi structured questionnaire applied to the head teacher (appendix B). The questionnaire combined open and close questions, providing insights into students' participation patterns, learning preferences, classroom dynamics, and strategies commonly used to promote engagement.

The questionnaire addressed specific areas such as how students typically participate in class (voluntarily or when randomly selected), the use of digital tools, the materials most frequently employed (textbooks, worksheets, online exercises), and the overall classroom atmosphere (supportive, energetic, disciplined). It also included questions about classroom rules and routines, students' main strengths when learning English, and effective strategies used by the teacher to motivate them, such as gamification, group work, role play and real life scenarios. The information obtained through these questions complemented classroom observations and helped refine the understanding of the group's learning profile.

The students share similar linguistic and cultural backgrounds, with no significant cultural or language diversity within the group. However, a few students have received English instruction through private courses, based on classroom observations and informal interactions during the teaching practice. In terms of interests, they enjoy music, sports, video games, social media, reading, and drawing. These preferences reflect active, visual, and social learning tendencies. They possess foundational English vocabulary related to themes such as numbers, colors, weekdays, seasons, the alphabet, and frequently used verbs. They are able to recognize simple phrases and commands and have a general understanding of English pronunciation patterns. Moreover, based on observation, the group demonstrates an overall language proficiency level of A1, according to the Common European Framework of Reference for Languages (CEFR).

Classroom dynamics are generally positive. Most students are sociable, participative, and show a willingness to engage with academic tasks. However, a small

subgroup presents behavioral challenges such as low participation and occasional disciplinary issues, though parents typically respond when contacted by the school.

To manage varying attention spans and behavioral needs, the teacher implements collaborative learning, scaffolded instruction, and ongoing encouragement to promote focus and engagement. When students become distracted, the teacher first addresses them individually to identify possible difficulties. If disruption continues, they are referred to the prefect.

These contextual and group characteristics influence both the way English is taught and how students respond to classroom activities. The limited instructional time, the group's A1 proficiency level, and their tendency to lose attention during repetitive tasks highlight the need for strategies that maintain participation and promote meaningful interaction.

At the same time, students' interest in dynamic and collaborative activities suggests that instructional approaches incorporating engaging and interactive elements may be particularly effective. Understanding these factors provides a foundation for designing instructional strategies that respond to the needs of this group and support the development of communicative competence in English.

1.3 Problem Contextualización

To gain a clearer understanding of students' learning needs, preferences, and challenges, an 11 item paper based diagnostic survey (appendix C) was applied to 50% of the total group. The results obtained from this sample provided insight into students' characteristics and learning needs. Additionally, these findings were complemented with classroom observations of the entire group, which allowed for a broader understanding of students' behavior and participation. students from second grade, group A. The instrument was organized into three key categories: Interests and Motivation, Language Exposure, and Perceived Language Skills. Although the survey was anonymous, students were encouraged to respond honestly in a supportive environment. The survey results revealed a

preference for interactive, multimedia, and hands-on activities, emphasizing the need to integrate speaking, listening, and prior knowledge activation into the instructional plan to better support student engagement and language learning.

1.3.1 Interests and Motivation

When asked about enjoyment of English class, 19% (n = 3) reported *nada*, 50% (n = 8) *algo*, and 31% (n = 5) *mucho*. For classroom activities, 56% chose *algo* and 19% *mucho* (75% combined), while 6% selected *nada* and 13% *poco* (19% unengaging). Participation varied; 31% (n = 5) reported *poco*. A large majority (94%; n = 15) preferred integrating multimedia and interactive resources (videos, music, games): 12 selected *mucho* and 3 *algo*. Additionally, 75% (n = 12) favored kinesthetic, hands-on activities (games, drawing, practical tasks).

Table 1.

Key indicators of interest.

Indicator	Category	% (n)
Enjoyment of english class	Nada	19(3)
	Algo	50% (8)
	Mucho	31% (5)
Enjoyment of classroom activities	Nada,Poco	19% (3)
	Algo ,mucho	75% (12)
Participation	Poco	31% (5)
Preference for multimedia (videos/music/games)	Algo,Mucho	94% (15)
Preference for Kinesthetic/hands on	Algo,Mucho	75% (12)

Note. n = 16. Percentages represent the proportion of students selecting each response category. Response options included Nada (not at all), Poco (a little), Algo (somewhat), and Mucho (a lot). Combined categories (e.g., Algo/Mucho) indicate the total percentage of students who selected either response.

Students' enjoyment of English as a subject is mixed, but motivation rises when

activities are interactive, multimodal, and movement. Lessons should prioritize student centered approaches such as gamification, project work, and the integration of digital resources. These methods are likely to boost participation among less motivated learners and sustain interest among those already engaged, supporting the study's objective of promoting active and meaningful English language learning.

1.3.2 Language Exposure

A significant proportion of students (69%; $n = 11$) encounter English outside school. The primary channels are music lyrics, YouTube videos, social media content, and video games. However, most students recognize the language as English without fully comprehending the content. In addition, 81% ($n = 13$) expressed strong interest in bringing these media formats into lessons. Some students noted that siblings or parents understand some English, but the language is not commonly used for communication at home.

This pattern suggests an opportunity to connect informal exposure with formal instruction. Incorporating authentic but level appropriate media (song lyrics, or app based activities) can help convert exposure into comprehension and learning. Doing so may increase motivation and help students view English as a practical, culturally relevant tool rather than an isolated school subject aligning with the study's aim of fostering meaningful engagement.

1.3.3 Perceived Language Skills

Students reported the greatest difficulties in reading (50%; $n = 8$), followed by listening (37.5%; $n = 6$), speaking (25%; $n = 4$), and writing (6.25%; $n = 1$). In response to “¿Cuándo escuchamos inglés en clase, entiendes lo que dicen?”, only 6% ($n = 1$) answered *siempre*. The remaining 94% reported difficulty: 56% *a veces* ($n = 9$) and 38% *casi nunca* ($n = 6$). To support listening comprehension, 50% ($n = 8$) identified visual aids (images, videos) as helpful. Additionally, 69% ($n = 11$) indicated that activating prior knowledge helped them participate more confidently (25% *mucho*, 31% *algo*, 13% *poco*).

Table 2*Key Indicators of Students' Reported Difficulties in English Language Skills*

Skill area	% (n) reporting difficulty
Reading	50% (8)
Listening	37.5% (6)
Speaking	25% (4)
Writing	6.25% (1)

Table 3.*Self-reported difficulties and supports*

Support strategy	% (n) reporting helpful
Visual aids (images/videos)	50% (8)
Activating prior knowledge)	69% (11)

Note. $n = 16$. Data reflect students' self-reported difficulties in each language skill area as identified through the initial diagnostic instrument.

1.3.4 Summary of Key Findings

Students show strong motivation for interactive, multimodal learning; sustained interest in English through media; and favorable responses to visual resources. The most prominent challenges are reading and listening, with participation low for approximately one-third of students (31%). These findings justify an intervention that leverages kinesthetic tasks, visual aids and integrated skills instruction to improve comprehension and participation. Explicitly connecting this diagnostic profile to the study's objective strengthens the link between problem contextualization and the future pedagogical design.

1.3.5 Reflection on Instrument Design

The primary objective of the initial survey was to diagnose students' prior knowledge,

learning preferences, and attitudes toward English as a foreign language. The instrument was administered to a random sample of 16 students from third grade group “A” (ages 13–14) and consisted of 11 items organized into three sections: Interests and Motivation, Language Exposure, and Perceived Language Skills. Prior to administration, informed consent was obtained, and students were informed that the purpose was to understand how they learn, their preferences, and the challenges they face. The survey was applied in paper format, and students reported no doubts during administration, indicating that instructions and items were clear and easy to understand.

Upon review, several design limitations emerged. First, the response format lacked consistency. Most items used a four point Likert scale (*Nada, Poco, Algo, Mucho*) without a neutral midpoint. According to the Institute of Education Sciences (IES, 2021), balanced scales with a neutral option can improve response accuracy and reduce bias (p. 5). Moreover, to ensure internal consistency, Cronbach’s alpha was calculated for the four Likert scale items in the “Interests and Motivation” section. These items yielded $\alpha = .82$, indicating good internal consistency (0.80–0.89). Other sections used binary or categorical responses, which are not suitable for this test; future versions should consider more uniform scaling to enable broader reliability analyses.

Second, instructions were unclear in some items, particularly those allowing multiple selections, and did not specify whether students should choose one or more options. Clear directions are essential to prevent misinterpretation and ensure data quality (IES, 2021, p. 2).

Third, item distribution was unbalanced, with a greater concentration of questions in the final section. This uneven distribution risks overemphasizing a single construct. Survey items should be proportionally organized to support comprehensive analysis across categories (IES, 2021, p. 2).

Finally, the instrument was neither piloted nor revised prior to implementation. Best practices highlight that piloting helps identify issues with clarity and structure before full

deployment (IES, 2021, p. 6).

Future iterations should include piloting, balanced scale construction with a neutral midpoint, explicit directions (especially for multiple choice items), and expanded reliability testing. These adjustments will enhance item clarity and strengthen the overall validity and reliability of the data used to guide pedagogical decision making.

1.4 Relevance of the topic

One of the central challenges identified during the diagnostic stage of this study is the lack of sustained attention during English lessons. Survey findings revealed that 31% of students reported low participation levels, while 50% identified reading as their main difficulty and 37.5% reported challenges in listening comprehension. These results suggest that limited attention and reduced active engagement may be restricting students' opportunities to practice and develop communicative competence.

The diagnostic data further indicates that 94% of learners prefer multimedia and interactive resources, and 75% favor kinesthetic and hands-on activities. Additionally, 69% reported that activating prior knowledge helps them participate more confidently. These findings provide empirical support for the need to redesign instructional practices in ways that sustain attention and promote meaningful interaction, rather than relying primarily on isolated grammar exercises.

From a theoretical perspective, schema theory provides a cognitive foundation for understanding how learners process new information. Authors such as Bartlett (1932), Anderson (1977), and Rumelhart (1980) argue that comprehension depends on the activation of prior knowledge structures that allow individuals to interpret and integrate new input. In the EFL classroom, this implies that when students connect new vocabulary or structures to familiar experiences, comprehension becomes more accessible and cognitively manageable. Without such activation, learners may struggle to construct meaning, particularly at the A1 level, where linguistic resources are still limited.

Similarly, research on ludic and game learning supports the pedagogical value of structured playful interaction. Hadfield (1990) emphasizes that language games create meaningful contexts for communication by requiring learners to use language to complete tasks. Richards (2006) and Savignon (2002) further highlight that communicative competence develops through purposeful interaction rather than mechanical repetition. Therefore, ludic activities are not merely recreational elements but structured communicative spaces that demand attention, negotiation of meaning, and active language use.

At the A1 level, according to the CEFR, learners are expected to understand and use familiar everyday expressions and engage in simple interactions when supported. Such competence cannot develop in passive learning environments; it requires repeated opportunities for contextualized and scaffolded communication. Consequently, sustained attention becomes a prerequisite for communicative development.

Beyond the immediate classroom context, this issue aligns with broader educational frameworks. The Communicative Language Teaching approach underscores meaningful interaction as the core of language acquisition, while the Programa Sintético de la Fase 6 within the Nueva Escuela Mexicana promotes contextualized learning, dialogue, and active participation within the Campo Formativo de Lenguajes Programa Sintético Fase 6 in this sense, strengthening attention and interaction in English lessons responds not only to a local classroom need but also to national and international educational priorities.

For these reasons, the present didactic intervention proposes the integration of ludic activities supported by schema activation principles as a strategy to address students' lack of attention and expand opportunities for communicative practice. By designing, implementing, and evaluating these structured activities, the study seeks to create classroom conditions that sustain cognitive engagement and facilitate the gradual development of A1 communicative competence.

1.5 Personal Interest and Professional Responsibility

My personal interest in this topic comes from observations during my teaching practice. I realized that many students tend to lose attention and show limited participation in English lessons when instruction is limited to routine or traditional activities. However, I also noticed that their engagement increases significantly when the class connects with their interests, such as music, games, or collaborative activities. These insights encouraged me to explore ludic activities supported by schema theory as a strategy to make learning more engaging and to align classroom tasks with students' prior knowledge. This choice also reflects my personal teaching philosophy: I believe that learning should be dynamic, enjoyable, and purposeful, and I want these principles to be present in my future professional practice.

Beyond my personal motivations, this topic also represents a professional challenge and an opportunity for growth. It pushes me to move beyond my comfort zone, where I tended to rely on predictable or routine strategies, and to develop new skills such as lesson design, the creation of didactic materials, the use of digital resources, and the management of a positive classroom atmosphere. These abilities are essential for an English teacher in today's context, where innovation and adaptability are required to respond to diverse learning needs.

At the same time, I recognize the ethical and professional responsibility that comes with being a teacher in training. According to the principles of the Mexican New Educational Model (NEM), educators must place students at the center of the learning process, ensure inclusive practices, and design learning experiences that promote not only academic growth but also personal and social development. For this reason, I am committed to adopting methodologies that sustain attention, foster motivation, and promote communicative competence. By integrating ludic activities with schema theory principles, I aim to design lessons that are not only effective but also respectful of students' individuality, while contributing to their overall academic formation and personal growth.

1.6 Objectives of the Document

1.5.1 General Objective

The general objective of this research paper is to address the lack of attention in English class among third grade secondary students by designing, implementing, and evaluating ludic activities supported by schema theory principles, with the purpose of strengthening their communicative competence during the teaching practice period.

1.5.2 Specific Objectives

1. Identify students' motivation, attention levels, and learning needs through surveys, classroom observations, and consultation with the main teacher, in order to establish a clear baseline for pedagogical decision making.
2. Design lesson plans and activities that integrate ludic and kinesthetic strategies, connecting to students' prior knowledge and interests to foster meaningful and active learning experiences.
3. Implement the didactic sequence through dynamic activities, group work, and digital resources (such as songs), encouraging students to participate, practice, and use English in authentic communicative contexts.
4. Evaluate the impact of the intervention on third grade students by using an observation checklist (appendix D), a teacher observation rubric (appendix E), self-evaluation surveys (appendix F).
5. Reflect on the teaching practice by analyzing the design, implementation, and outcomes of the ludic schema activities, generating insights and recommendations that contribute to professional growth and future teaching practice.
6. Identify changes in students' participation, attention, and communicative performance during the intervention process in order to determine adjustments that can improve the effectiveness of the proposed strategies.

1.7 Professional Competences developed

Throughout my training as an English teacher, I have developed professional competencies established in the Plan de Estudios de la Licenciatura en Enseñanza y Aprendizaje del Inglés (ANEXO 19, SEP, 2022) and reinforced by the Marco para la excelencia en la enseñanza y la gestión escolar en la Educación Básica: Perfiles profesionales, criterios e indicadores (SEP, 2025). These competencies not only define my growth but also guide what I intend to favor in my students, in line with the Plan de Estudio para la Educación Preescolar, Primaria y Secundaria 2022 (SEP, 2024).

One of the main competencies to strengthen is the ability to plan and contextualize lessons based on students' characteristics and environment. By integrating topics close to their lives such as music, sports, and digital culture I contribute to the secondary profile that calls for students to recognize their own identity, value diversity, and assume their rights and responsibilities within their communities. Similarly, by applying student centered strategies, I provide opportunities for dialogue, cooperation, and teamwork, which supports the expectation that secondary students will interact respectfully with others, assume different roles, and work collectively in a constantly changing world.

Another important competence is the promotion of the four language skills (listening, speaking, reading, and writing). According to the teacher graduating profile (SEP, 2022), language instruction should move beyond linguistic structures and encourage communication in authentic contexts. In this way, my teaching contributes directly to the secondary student profile, which highlights the ability to exchange ideas and perspectives in different languages, including English, and to use digital culture ethically and responsibly for communication, information management, and critical analysis.

The systematic use of formative and summative assessment has also been a key part of my practice. Monitoring students' progress through diverse instruments and providing constructive feedback allows learners to recognize their strengths and areas for improvement. This aligns with the secondary graduate profile, which emphasizes that

adolescents should value their cognitive, physical, and affective potential, and develop critical thinking to analyze their reality.

Beyond linguistic and methodological aspects, the ethical and social dimensions of teaching are essential. By fostering an inclusive and respectful classroom climate, I contribute to the formation of secondary students who live free from discrimination, value gender equality, and recognize diversity as part of Mexican identity. At the same time, by integrating ICT and digital resources into my lessons, I develop the professional competence of using technology effectively and responsibly.

Finally, I recognize the importance of lifelong learning and continuous professional development. As stated in the teacher profile (SEP, 2025), teachers must engage in reflective practice and constant growth. In my case, reflecting on the design, implementation, and outcomes of my activities has allowed me to generate insights that strengthen my teaching. This continuous learning process also supports the secondary education goal of enabling students to construct their own perspectives, think critically, and engage in personal and collective projects that contribute to social transformation.

In this sense, the competencies I focused on are not isolated achievements but elements that respond simultaneously to the official framework for teacher education (SEP, 2022; SEP, 2025) and to the graduate profile of secondary education (SEP, 2024). Together, they form a bridge between my professional growth as a teacher and the integral development of my students, who are expected to become motivated, communicative, respectful, critical, and collaborative citizens

SECTION II.ACTION PLAN

2.1 Educational Context and Diagnostic Analysis

The educational context of this study is Secundaria General Dionisio Zavala Almendárez, a public institution located in San Luis Potosí. The school follows a traditional instructional approach, with most lessons centered on teacher explanations and isolated grammatical exercises. Although it offers some technological resources such as a projector and speakers in specific areas like the media aula or auditorium, the regular classrooms are equipped only with a whiteboard. Despite these limitations, the school maintains an organized environment, with supportive administration and a commitment to academic discipline. These conditions provide a stable and conventional context for exploring innovative strategies that promote student participation and engagement in English learning.

The group selected for this study is third grade, Group “A,” composed of twenty-eight students between the ages of fourteen and fifteen years. They are generally disciplined and cooperative, displaying a respectful attitude toward the teacher and their classmates. However, participation tends to occur mainly when requested rather than spontaneously. The classroom environment is collaborative but sometimes noisy, with frequent side conversations that can interrupt focus. Students maintain a neutral attitude toward English; many perceive it as difficult and express feelings of inadequacy regarding their own language ability. Consequently, this lack of confidence affects their willingness to use English actively in class (Dörnyei, 2001).

From an academic standpoint, students demonstrate a language proficiency level equivalent to A1 according to the Common European Framework of Reference for Languages (CEFR), which is below the level expected for third grade in secondary education. They can recognize familiar vocabulary and simple grammatical structures but show difficulties when producing or understanding longer utterances. This limited communicative competence constrains their capacity to participate in interactive activities or express ideas freely in English. Consistent with Vygotsky’s (1978) sociocultural theory, these findings indicate that learners require scaffolding strategies that activate prior

knowledge, provide contextual support, and allow them to build connections between familiar and new content.

The diagnostic analysis revealed that most students show greater motivation when lessons involve interactive, visual, and kinesthetic elements. A majority expressed preference for hands on and ludic activities such as games, teamwork, and creative tasks over traditional grammar exercises. Nonetheless, many students struggle with reading and listening comprehension, which reduces their confidence when trying to understand or respond in English. According to Schema Theory, comprehension depends on how learners connect new input with existing mental frameworks or schemata (Adams & Collins, 1979; Anderson, 1983). When teachers activate these schemata through strategies such as brainstorming, visual aids, or guided questions, students can relate new material to their prior experiences, improving comprehension and participation.

The results also suggest that low motivation and attention are not necessarily due to behavioral issues but to instructional methods that fail to capture students' interest or make language learning personally relevant. As Krashen (1982) explains, a high affective filter caused by anxiety or low motivation limits the intake of comprehensible input and restricts language acquisition. Because their previous experiences with English have often been limited to written drills or vocabulary memorization, they perceive the subject as difficult and disconnected from real communication. Therefore, the use of ludic activities combined with schema activation emerges as a viable response to these needs.

These strategies promote participation through movement, teamwork, and visual resources, creating opportunities for students to learn in an enjoyable, low anxiety environment while using English meaningfully (Krashen, 1982; Wright, Betteridge, & Buckby, 2006). Games can be used to practice any of the four language skills while reducing tension and encouraging communication (Hadfield, 1990; Wright et al., 2006). At the same time, schema tasks link learning to students' real experiences, which helps them construct meaning and sustain motivation (Anderson, 1983).

In conclusion, the analysis of the educational context and diagnostic results underscores the need to implement an action plan that addresses both cognitive and affective aspects of learning. By integrating ludic elements, scaffolding, and schema activation, the intervention aims to increase motivation, sustain attention, and foster communicative competence. This approach recognizes that language learning is both a social and emotional process in which enjoyment, relevance, and interaction play a central role.

2.2 Problem Identification and Focus

During my teaching practice, one of the most persistent difficulties identified in the classroom was students' lack of attention and concentration during English lessons. Observations revealed that many learners became easily distracted talking with classmates, performing unrelated tasks, or simply losing focus. This lack of sustained attention, as suggested by cognitive engagement theory (Fredricks et al., 2004), often prevented them from understanding explanations, following instructions, and successfully completing activities. As a result, students struggled to take advantage of the lessons and showed limited progress in their communicative performance.

The results of the diagnostic survey and classroom observations presented in The Introduction confirmed this issue. Although most students expressed enjoyment when lessons involved interactive or visual activities, a considerable number reported difficulties maintaining focus during traditional, grammar centered instruction. According to the survey data, 94% of students preferred lessons that included multimedia or ludic components such as videos, music, or games, and 75% favored kinesthetic or hands-on activities. However, their participation decreased notably when the class followed a repetitive or highly structured dynamic. This pattern suggests that motivation and attention are closely linked to the type of activities used and to how relevant or engaging students find the content. Consistent with Dörnyei's (2001) view, students' motivation is closely related to the

perceived relevance and enjoyment of learning tasks, which in turn influences their willingness to maintain attention and effort

Another aspect revealed by the diagnostic results is the presence of learning gaps due to insufficient mastery of basic language structures from previous grades. Students at this level (third grade of secondary education) are expected to reach at least a B1 level, but observations and classwork indicate that their average proficiency is closer to A1. Many students can recognize simple vocabulary and expressions but face difficulties producing or understanding more complex ideas. This lack of foundational knowledge, combined with low confidence and the belief that “English is too difficult,” leads to avoidance behaviors and minimal participation during communicative tasks. As Krashen’s (1982) affective filter hypothesis explains, high anxiety and low motivation can inhibit language input processing, thus limiting students’ progress despite exposure to instruction

The problem is also reinforced by the traditional instructional methods to which students are accustomed. Lessons often emphasize grammar rules, written exercises, and translation rather than communicative interaction or integrated skills. Because of this, learners have few opportunities to use English meaningfully or to connect new knowledge with their previous experiences. Consequently, in line with Krashen’s (1982) affective filter hypothesis, their ability to focus, understand, and apply new content remains limited.

The combination of attention loss and limited prior knowledge directly impacts students’ communicative competence. When learners are not actively engaged, they fail to process and retain information, which restricts their comprehension and production skills. Research on motivation and engagement in second language learning (Dörnyei, 2001; Fredricks et al., 2004) suggests that attention is enhanced when learners perceive tasks as meaningful and connected to their personal interests, fostering autonomy and deeper involvement in learning.

For these reasons, the central problem identified in this study is the lack of sustained attention during English lessons, which limits the development of communicative competence. The present action plan therefore focuses on addressing this issue by

implementing ludic activities supported by schema activation principles. Games and playful interaction promote motivation and language use in low anxiety settings (Wright, Betteridge, & Buckby, 2006), providing students with an enjoyable way to practice English while reducing tension and increasing participation

2.3 Objectives of the Action Plan

The objectives of the action plan define the specific purposes that guide the design and implementation of the pedagogical intervention carried out during the teaching practice period. They establish the expected outcomes of the proposed instructional strategies and clarify the aspects of students' learning that the intervention aims to influence. In this study, the objectives focus on promoting students' attention, participation, and communicative engagement in English lessons through the integration of ludic activities and schema activation strategies and serve as reference points for evaluating its results in the classroom.

2.3.1 General Objective

To implement and evaluate the effectiveness of ludic activities and schema activation techniques in enhancing students' attention, participation, and communicative engagement during English lessons, thereby fostering an interactive and meaningful learning environment in a secondary EFL context.

2.3.2 Specific Objectives

1. To design and implement classroom activities that sustain students' attention through visual, kinesthetic, and collaborative tasks appropriate for their learning level.
2. To activate students' prior knowledge at the beginning of each lesson to facilitate comprehension and promote meaningful connections with new content.
3. To promote the use of English for authentic communication through ludic strategies such as games, role plays, and cooperative tasks that encourage interaction.

4. To strengthen students' confidence and intrinsic motivation by providing enjoyable, learning experiences that stimulate participation and engagement.
5. To assess the impact of the implemented strategies on students' attention and communicative performance through systematic classroom observation and student reflection

2.4 Theoretical and Methodological Framework

This section presents the theoretical and methodological foundations that support the design of the pedagogical intervention developed in this study. The concepts discussed provide a framework for understanding how students learn and interact in the English classroom, particularly in relation to attention, participation, and communicative development. In this context, three key perspectives are explored: ludic activities as engaging instructional strategies, schema theory as a cognitive framework that explains how learners connect new information with prior knowledge, and communicative competence as the ultimate goal of language learning. Together, these theoretical perspectives help explain the pedagogical rationale behind the intervention and guide the selection of strategies used to promote meaningful learning in the EFL classroom.

2.4.1 Ludic Activities

Ludic activities play a fundamental role in language learning because they promote active participation and meaningful interaction in the classroom. These activities combine entertainment with pedagogical intention, fostering engagement among students.

2.4.1.1 Definition and Characteristics

In the educational context, the word *ludic* refers not only to play but also to movement and learning. A ludic activity is a game or dynamic in which students have fun while they learn. According to Almeida (2010), the concept originates from the Latin *ludus*, meaning “game,” but it goes beyond play itself because it involves both the body and the mind. For this reason, a ludic activity is not a purposeless game; it is an experience designed to entertain while fostering learning.

One of the main characteristics of playful activities is that they make students more active, attentive, and motivated. In classroom practice, learners tend to participate more when activities include brainstorming, image description, or the use of elements from their daily lives. Díaz and Martínez (2014) describe ludic activities as dynamic pedagogical strategies that promote active learning and involve students in non routine tasks that encourage reflection on their actions. In this sense, these strategies not only strengthen participation but also become valuable resources for academic and personal growth (Méndez, 2024).

These activities also transform isolated concepts into concrete and meaningful experiences when they are presented with communicative and linguistic purposes in attractive ways. Games and playful tasks capture students' attention to such an extent that, according to Krashen's (1982) affective filter hypothesis, they stop focusing on the act of studying and instead concentrate on the game itself. Lombardo (2006) points out that this process promotes unconscious learning, allowing students to acquire knowledge almost effortlessly. In this way, ludic activities turn classroom practice into meaningful learning, where enjoyment and academic development go hand in hand.

2.4.1.2 Types of Ludic Activities

Play based activities can take different forms in the classroom, and it is important to classify them because each one has its own characteristics and purposes. As Chenche and Ochoa (2017) and Yagual and Figueroa (2017) explain, they may include games, board games, spelling activities, pair or group work, card games, storytelling, songs, roleplays. What unites them is that they combine enjoyment with learning, allowing students to remain active and engaged.

Board games are practical, adaptable, and lowtech tools for classroom integration, especially in public schools where digital access may be limited. They promote face-to-face interaction, turn taking, and communication through gestures and conversation (Poole, 2024; Vogel & Hill, 2024). Classic examples include *lotería*, *memorama*, *snakes and ladders*, *UNO*, or dice games. These activities attract students by combining teamwork,

movement, and strategy, going beyond traditional written exercises. Individual games can also be beneficial when designed for reflection and concentration. These promote independent practice and focus on specific language points or skills (Burgun, 2013).

Roleplays simulate real life communicative situations, such as visiting a doctor, going shopping, ordering food at a restaurant, attending a job interview, or traveling abroad. Their value lies in immersing learners in authentic language use (Poole, 2024; Burgun, 2013). For adolescents, roleplays are particularly motivating since they enjoy exchanging information about people, stories, and experiences of real life interest.

Storytelling activities invite learners to listen actively, imagine, predict, and construct meaning from what they hear and see. Rokhayani (2010) highlights that stories with appealing characters, natural repetition, and engaging plots help develop listening skills, imagination, and creativity. In class, students can retell stories, invent endings, or dramatize parts of a narrative, which promotes both oral expression and comprehension.

Songs also provide rich opportunities for language exposure. They contain authentic language in meaningful contexts. Guevara and Ordoñez (2012) argue that songs represent real communicative performances, while Palacios and Chapetón (2014) emphasize that selecting music aligned with students' preferences such as pop, rock, or reggaeton increases motivation and participation. Activities may include fill-in-the-blank exercises, performing lyrics, analyzing grammar, or using background music to support vocabulary retention.

2.4.1.3 Benefits of Ludic Activities

Ludic activities provide multiple benefits in the English classroom, as they make students more active, attentive, and engaged. During these tasks, learners tend to appear more awake, entertained, and focused compared to traditional lessons. This positive atmosphere naturally increases their participation and motivation, turning learning into a more dynamic and meaningful process (Da Silveira, 2017).

One of the main advantages of ludic activities is that they foster the development of social and cognitive skills. Through games and playful dynamics, students practice

teamwork, communication, confidence, and even critical thinking. At the same time, they have the opportunity to integrate more than one communicative skill at once, which enriches their overall language learning experience. These strategies promote not only linguistic competence but also socialization, collaboration, and coexistence in the classroom (Saavedra Ortiz, Rivera Berru, & Cango Patiño, 2023).

Another important aspect is that these activities allow students to learn the language in a natural and unconscious way. As Krashen (1982/1985) explains, when learners are deeply engaged in play, their focus is on the game rather than the language, which reduces anxiety and facilitates acquisition. This process encourages learners to become protagonists of their own learning: they take active roles as participants, while the teacher acts mainly as a guide or facilitator. Such autonomy strengthens self confidence, creativity, and interaction, making students more willing to use English spontaneously (Centeno López, González López, & Ramírez Sequeira, 2024).

In short, ludic activities are not just a way to make lessons fun; they are powerful pedagogical tools that sustain attention, create meaningful learning environments, and develop both communicative and personal skills. They transform the classroom into a space where students can learn while staying motivated and focused, making them highly suitable for secondary learners.

2.4.2 Schema Theory

Schema theory explains how learners use their prior knowledge to understand new information. In language learning, this perspective is important because students do not approach tasks without background knowledge; instead, they interpret new input based on their previous experiences and mental frameworks. In the EFL classroom, activating students' schemata can facilitate comprehension, participation, and meaningful learning. Understanding this theory helps to design activities that connect new language content with learners' existing knowledge. The following subsections explain the definition of schema theory, the types of schemata, and their application in language teaching.

2.4.2.1 Definition

Schema theory is a cognitive framework that explains how people use prior knowledge to interpret and understand new information. It highlights that comprehension depends not only on the input received but also on the mental structures learners already possess. In the EFL context, this theory is essential because it shows why activating students' background knowledge facilitates understanding.

Adams and Collins (1979) define a schema as “a description of a particular class of objects or events, composed of a hierarchy of schemata embedded within schemata” (p. 5). In simple terms, a schema works like a mental framework connecting ideas, experiences, and expectations about familiar situations. For instance, the “going to the cinema” schema usually includes actions such as buying tickets, choosing seats, getting popcorn, and watching the movie. These mental structures allow people to anticipate what will happen and to act accordingly.

In education, schema theory highlights that comprehension is not limited to decoding words but rather depends on activating prior knowledge and integrating it with new information. Anderson et al. (1977) emphasize that every act of comprehension involves knowledge of the world, meaning that when students face a reading or listening task, they rely on pre existing schemata that serve as a foundation for understanding. This makes the learning process easier since learners can connect new linguistic input with what they already know.

However, difficulties arise when students do not have the necessary schemata. If there is no background knowledge related to the new content, comprehension becomes more challenging, and learners may struggle to build meaning. Similarly, recalling or reconstructing information is not always exact; Wiseman (2008) notes that retrieving knowledge from long term memory depends on how well schemata are formed and organized. In such cases, learners may need to modify or create new schemata to assimilate new material effectively.

In the context of English as a foreign language, schema theory provides a foundation for teaching and learning because activating and creating new schemata help students approach English not as isolated vocabulary or grammar rules, but as meaningful knowledge connected to their experiences. This perspective supports lessons designed around familiar, contextualized, and engaging tasks, making learning more effective and purposeful.

2.4.2.2 Types of Schemata

Schema theory distinguishes between different types of schemata that play a key role in second language comprehension. Carrell et al. (1988) classify them into linguistic, content, and formal schemata, each representing a dimension of learners' prior knowledge. Identifying them is important because it helps teachers understand how to design activities that activate specific types of knowledge and at which stage of the lesson to apply them.

Schema refers to learners' knowledge of the language system itself, including vocabulary, grammar, and phonetics. This is the foundation of communication since it represents the basic elements of language, the "soul" of English learning. Without a sufficient linguistic base, it becomes difficult for students to decode or produce messages effectively (Zarei & Mahmudi, 2012).

Content schema involves background knowledge about the world, specific topics, and cultural aspects that help learners make sense of new material. For example, if students are going to work on a text about culture, it is necessary that they first understand what culture means and what examples they already know from their own context. If this prior knowledge is absent, the learning process becomes slower and comprehension more difficult (Zarei & Mahmudi, 2012).

Formal schema relates to the recognition of organizational structures in texts, such as the difference between a dialogue, a story, or an expository passage. Being familiar with these structures allows students to anticipate the type of information they will encounter and to understand how it is presented. Carrell (1985) notes that this knowledge about rhetorical organization is central to processing discourse effectively.

When linguistic, content, and formal schemata are activated together, comprehension becomes faster and more efficient. Students have more resources to integrate new content, which directly supports the development of communicative competence. In this way schema theory not only explains how learners process language but also guides teachers in designing activities that stimulate prior knowledge and connect it with meaningful learning.

2.4.2.3 Application of Schema Theory in EFL Classrooms

Schema theory has been widely applied in English as a Foreign Language (EFL) classrooms, especially in reading and listening comprehension. Huang (2009) explains that texts or audios by themselves do not carry meaning; comprehension occurs when learners relate new material to their existing knowledge. If students face a text or listening task without preparation, the information may feel confusing. However, when teachers design pre-reading or pre-listening activities that activate students' prior knowledge, learners approach the task with greater preparation, making comprehension easier and more accurate.

Listening, once considered a passive skill, is now recognized as an active and interactive process. Rumelhart (1980) emphasizes that listening requires learners to process information by connecting it with their background knowledge. For example, if a student already knows the typical steps of "going to a restaurant," they can anticipate common phrases, identify key vocabulary, and infer the meaning of new expressions more effectively. Activating schemata gives students a starting point that supports interpretation and reduces the cognitive effort required to understand spoken language.

Reading comprehension is also deeply influenced by schema activation. Carrell (1985) highlights the importance of formal schemata, or knowledge of text organization, while Johnson (1981) emphasizes that content schemata knowledge of the topic or culture are equally crucial. When students lack the relevant schemata, comprehension becomes more difficult, and teachers must provide scaffolding to help them construct new mental frameworks. Pre-task strategies such as brainstorming, using guiding questions, or

analyzing images are effective ways to prepare learners for new content and facilitate understanding.

For EFL teaching, schema theory has direct implications for communicative competence. By breaking down the process of communication into meaningful and familiar steps, teachers help students engage more confidently with the language. Activating prior knowledge not only makes comprehension smoother but also encourages learners to participate actively, transforming reading and listening into interactive experiences that build toward authentic communication.

2.4.3 Communicative Competence

The concept of communicative competence has become a fundamental reference in modern approaches to language teaching. It provides a framework for understanding how learners develop the ability to interact and exchange meaning through language. In English as a Foreign Language (EFL) classrooms, this perspective guides the design of activities that promote interaction and meaningful language use. The following subsections present the definition of communicative competence, its main components, and its relevance for English learners.

2.4.3.1 Definition

Communicative competence is a central concept in second language learning because it shifts the focus from simply knowing grammar rules to being able to use the language effectively in real situations. It emphasizes that learning a language is not only about accuracy but also about interaction, meaning making, and appropriateness in different contexts.

Dell Hymes introduced the concept to expand the traditional view of language learning, which at that time focused mainly on grammar. He argued that knowing the rules of a language is important, but it is not enough; learners also need to know how to use the language meaningfully in communication (Lillis, 2006). Many students struggle because their knowledge of grammar is limited and disconnected from actual use. Grammar

supports accuracy, but communicative competence ensures that learners can interact, express ideas, and understand others.

Richards (2006) explains that communicative competence includes several dimensions: using language for different purposes, adapting language to participants and settings, producing and understanding different types of texts, and maintaining communication even when language knowledge is limited. For learners, these abilities are essential because they often rely on strategies such as paraphrasing, gestures, or word associations to keep conversations going.

As a result, communicative competence does not exclude grammar but places it within a broader framework of interaction. Ludic activities and schema theory play a key role in this process, as they encourage students to practice English in ways that activate prior knowledge, promote participation, and create meaningful language use. In this way, grammar and vocabulary are acquired naturally while students focus on expressing themselves, listening to others, and building confidence in communication.

2.4.3.2 Components

Breaking down communicative competence into different components helps identify the abilities students need to communicate effectively in English. Rather than viewing language as only grammar or vocabulary, this perspective highlights the combination of skills required to use English meaningfully in real contexts.

According to Canale and Swain (1980), communicative competence consists of three main components. Grammatical competence refers to knowledge of vocabulary, phonology, and rules of syntax and morphology, the structural base that allows learners to form sentences. Sociolinguistic competence involves knowing how to use language appropriately depending on context. For example, learners must recognize when “hi” or “good morning” is more appropriate. Strategic competence refers to the ability to use communication strategies such as gestures, synonyms, or paraphrasing to maintain conversation.

Canale (1983) later added discourse competence, which is the ability to connect sentences and ideas to produce coherent speech or writing. Bachman (1990) expanded this model by including organizational competence (grammar and textual cohesion) and pragmatic competence, which focuses on using language according to its functions requesting, apologizing, expressing opinions and adjusting it to the situation. Bachman also emphasized strategic competence as metacognitive skills that help learners plan, monitor, and adjust communication.

These components reflect what students need to develop to become effective communicators. In practice, learners demonstrate them when they plan how to speak, check for understanding, or adjust their messages. Pragmatic competence also plays a vital role as they learn to choose appropriate expressions depending on context. Ludic and schema activities provide meaningful ways to develop these components through authentic, engaging interaction.

2.4.3.3 Importance for English Learners

Communicative competence represents the ability to use English in real situations, beyond memorization of rules or isolated drills. Richards (2006) emphasizes that language learning is facilitated when learners engage in meaningful interaction where language serves as a tool to exchange ideas and accomplish tasks. In contrast, grammar only approaches limit learners' progress, since students may recognize structures but fail to sustain conversation. Many students know vocabulary or grammar rules yet cannot maintain interaction, highlighting the need to integrate communicative practice with form focused instruction so that accuracy complements fluency.

Communicative activities resemble authentic language use. Richards notes that such activities require learners to experiment with what they know, motivating them and providing opportunities to develop fluency. Savignon (2002) also stresses that learners engaged in communicative practice outperform others in fluency and comprehensibility, even if their grammatical accuracy is imperfect. For secondary students, the goal is not

native like proficiency but communicative ability suitable for academic and everyday needs.

Communicative competence promotes autonomy and motivation. When students are the main actors playing, negotiating, or solving problems they take ownership of communication, while the teacher becomes a facilitator. This fosters not only language production but also teamwork, critical thinking, and social skills. Integrating communicative competence with ludic activities and schema activation makes learning more accessible and meaningful, as students use English for authentic interaction while connecting it to their prior knowledge and interests.

2.4.4 Integration of Concepts

The concepts presented in the previous sections are closely related and complement each other in the process of language learning. Ludic activities, schema theory, and communicative competence provide a combined perspective that helps explain how students can learn English in meaningful and interactive ways. When these approaches are integrated, they support participation, comprehension, and authentic communication in the classroom. The following subsections explain how these concepts connect and how they can be applied together in EFL teaching contexts.

2.4.4.1 How Ludic Activities Activate Schemata

Combining schema theory with ludic activities enhances students' ability to associate new information with previous experiences. The effectiveness of a game or song lies not in the activity itself but in its purpose and pedagogical design. Solano (2023) explains that ludic strategies such as games, dramatizations, and group dynamics are powerful tools for reinforcing skills both inside and outside the classroom.

To activate schemata, teachers can use pre-task strategies like brainstorming, predictions, or guiding questions. Hu (2012) notes that brainstorming and questioning before reading or listening tasks help learners connect their prior knowledge with new information. Classroom examples such as roll a story, grammar Jenga, or question based

board games prepare students to focus on meaning rather than isolated forms. These activities promote collaboration, confidence, and fluency, which, when combined with other tasks, lead to accuracy and communicative competence. Hadfield (1990) adds that successful game completion often involves performing tasks such as matching images or drawing routes rather than focusing only on grammatical correctness. In this way, learners become active participants, connecting new content to their lives while using language in context.

2.4.4.2 How Schema Activation Facilitates Communicative Competence

Schema activation plays a central role in the development of communicative competence because texts do not inherently contain meaning; learners construct it by applying their prior knowledge (Adams & Collins, 1977). When schemata are activated, comprehension and communication become more meaningful as students can relate new input to familiar contexts for instance, anticipating expressions when “going shopping.”

This process is fundamental in communicative language teaching, where competence develops through negotiation of meaning, use of strategies, and linking grammatical development to authentic interaction (Savignon, 2002; Richards, 2006). Learners apply grammar unconsciously within purposeful exchanges instead of isolated drills. Communicative tasks such as roleplays, problem solving, and games provide conditions for fluency, comprehensibility, and confidence, aligning with learners’ real needs. Schema activation also helps compensate for linguistic gaps through strategies such as gestures, synonyms, or contextual inference, sustaining interaction and promoting meaning construction.

2.4.4.3 Teaching Implications for EFL Students

The graduating profile of secondary students in Mexico establishes that they should “interactuar en procesos de diálogo con respeto y aprecio a la diversidad, trabajar de manera cooperativa e intercambiar ideas y perspectivas mediante distintos lenguajes” (SEP, 2022, p. 47). This means that English classes must go beyond grammar and emphasize communication, collaboration, and critical thinking.

Communicative Language Teaching (CLT) addresses this need. Richards (2006) explains that communicative competence develops when students engage in meaningful exchanges and use the language with clear purposes. Teachers should therefore create opportunities for students to share ideas, express feelings, and connect English to daily life. Schema theory supports this process by activating learners' prior knowledge, making input more understandable and relevant (Savignon, 2002).

For adolescents, communicative and schema activities promote confidence, critical thinking, and cooperation. Marcellina, Setyono, and Tasnim (2023) note that storytelling enhances oral skills and provides a supportive environment for self expression. Integrating schema activation with ludic and communicative approaches allows students to practice English in meaningful ways while developing the collaboration and communicative competence expected at this educational level.

In the practical implementation of this study, these principles will be applied through a sequence of interventions combining playful strategies and schema techniques to sustain attention and promote authentic language use. At the beginning of each lesson, students' prior knowledge will be activated through reflective or exploratory tasks to connect new content with familiar contexts. Subsequently, selected activities will include ludic elements that encourage motivation and participation, helping students use English for real communication. Over several interventions, this approach will create a dynamic environment where learners interact confidently, relate new input to experience, and develop communicative competence in an enjoyable and meaningful way.

2.5 Design of the Action Plan

This action plan is based on an action research approach, which integrates planning, action, observation, and reflection as a continuous process to improve teaching practice. Through this approach, the intervention was designed, implemented, and analyzed in order to respond to the identified classroom needs and promote students' communicative competence. The action plan designed for this study corresponds to the intervention phase implemented during six instructional sessions distributed across two consecutive

instructional periods at Secundaria General Dionisio Zavala Almendárez. It was carried out with twenty-eight third-grade students at an A1 level according to the CEFR during the school year 2025–2026.

The intervention was framed within the Project Based Learning (PBL) methodology adopted by the school, which promotes collaborative work, contextualized learning, and the integration of content through meaningful projects. Within this framework, English instruction aimed to develop communicative competence through experiential and interactive tasks. Schema Theory principles complemented the PBL approach by emphasizing the activation of prior knowledge as a cognitive bridge between students’ experiences and new linguistic input. Both frameworks prioritize meaningful learning through connection, interaction, and contextualization.

The action plan was structured around six ludic interventions distributed across two instructional cycles. Each cycle included three varied ludic strategies: one game activity, one roleplay, and one Song task. These were strategically integrated into different moments of the lesson sequence (warm-up, presentation, practice, and production,), with the purpose of identifying how ludic strategies function across stages of language development.

Each intervention was explicitly linked to communicative objectives, attention management strategies, and Schema Theory activation processes. The projected distribution of the six interventions is presented below:

Table 4

Projected Timeline and Alignment of Ludic Interventions Within the Action Plan Note

Intervention No.	Name of Intervention	Ludic Strategy	Lesson Stage	Communicative Focus	Schema Strategy	Activation
1	Cultural Memory	Memory Game	Presentation	Vocabulary recall (There is/There are)	Visual prompts and brainstorming	
2	Tourist Guide	& Roleplay	Practice	Descriptive interaction	spoken Sentence frames and landmark images	

3	“Here Comes the Sun”	Song Task	Warm up	Adjective identification listening	Predictive and brainstorming
4	Opinion Puzzle	Puzzle Classification	Production	Distinguishing facts and opinions	Content, linguistic, and formal activation
5	Opinion Roleplay	Roleplay	Production	Opinion defense and argumentation	Sentence starters and role cards
6	“Count on Me”	Song Task	Presentation	Identifying expressions	opinion Predictive brainstorming

Note. The interventions were implemented across two instructional cycles during the school year 2025–2026 and progressively increased in cognitive and communicative demand.

Each intervention was explicitly linked to communicative objectives and attentional processes. The first memory game was designed to reinforce vocabulary retrieval and basic structural accuracy while capturing attention at the beginning of the lesson (see Appendix G). The first roleplay targeted structured spoken interaction using descriptive frames, allowing students to practice controlled production in a low anxiety environment (see Appendix H). The first Song activity focused on listening comprehension and adjective identification, exploring whether rhythm and novelty contribute to sustained attention during input stages (see Appendix I).

The second period increased cognitive demand. The puzzle activity required classification and analytical reasoning to distinguish facts from opinions, strengthening formal schema activation (see Appendix J). The second roleplay shifted toward argumentative discourse, requiring students to defend opinions and organize ideas more coherently (see Appendix K). The second Song activity focused on identifying opinion expressions to support written production and argumentative development (Appendix L).

All sessions followed a consistent methodological sequence beginning with schema activation through visuals, guiding questions, or brainstorming; followed by structured input and guided practice; and culminating in a ludic communicative task. The teacher’s role remained primarily facilitative, providing linguistic scaffolding, modeling sentence structures, guiding interaction, and encouraging spontaneous English use. Reflection stages

were incorporated at the end of each session to consolidate learning and promote metacognitive awareness.

Evaluation instruments included structured observation rubrics, analytic checklists aligned with ludic and schema dimensions, and a standardized four question self evaluation survey applied after each intervention. These instruments were consistently used across sessions to monitor attention, participation, vocabulary use, interaction quality, and communicative performance. The information gathered through these tools was intended to inform subsequent instructional adjustments and provide systematic evidence of students' progress.

2.6 Classroom Practices and Interaction Strategies

Before the implementation of the intervention, English lessons were predominantly teacher centered and focused mainly on vocabulary and grammar. Most classes followed a predictable routine that began with a short greeting song in which students responded to "Good morning" or "Good afternoon" with choral expressions such as "How are you?". After this brief warm up, the teacher wrote the date on the board and introduced the topic for the day.

Because students did not have English textbooks during the current or previous school year, lessons relied exclusively on the whiteboard and teacher created materials. Typical activities involved copying, translating, and completing controlled grammar exercises, such as filling in blanks or matching words to their meanings. Although these tasks occasionally incorporated cross curricular themes aligned with the Nueva Escuela Mexicana (NEM) framework, they remained limited to written work and vocabulary lists. Opportunities to develop speaking and listening skills were absent, and reading activities were rarely included.

Spanish was the predominant language of instruction, accounting for approximately 90% of class time. English was used only to introduce isolated words, model written examples, or deliver brief instructions. The emphasis on accuracy and memorization overshadowed communicative practice. Students usually worked individually, responding

to teacher questions or completing notebook exercises. Pair or group work was infrequent, and when it did occur, it was generally restricted to checking written answers rather than engaging in meaningful interaction in English.

In terms of classroom dynamics, students were respectful and compliant but frequently appeared distracted or passive, particularly during lengthy translation or copying tasks. Interaction patterns followed a traditional Initiation–Response–Feedback (IRF) sequence: the teacher initiated a question, one or two students often in Spanish responded, and the teacher confirmed or corrected the answer. Consequently, participation was limited to a small group of students, and spontaneous use of English was almost nonexistent.

Resources consisted solely of the whiteboard and markers; no audiovisual or digital tools were incorporated into lessons. Activities involving authentic communication, games, or technology were not part of the instructional routine. However, the teacher demonstrated strong organizational skills, maintained discipline effectively, and provided clear explanations, which contributed to a respectful and orderly classroom environment.

In summary, pre intervention English classes were characterized by structured yet repetitive routines that prioritized grammatical accuracy and vocabulary over communicative competence. Although the lesson structure aligned with the interdisciplinary intentions of the NEM approach, classroom practices remained traditional and largely non interactive.

These conditions contrasted sharply with communicative and constructivist approaches, which emphasize interaction, authentic input, and meaningful use of language (Richards & Rodgers, 2001; Vygotsky, 1978). Consequently, they underscored the need for a pedagogical intervention grounded in communicative principles and constructivist frameworks including ludic activities and schema building strategies to enhance students' motivation, engagement, and communicative competence.

Additionally, the intervention followed a reflective cycle that included planning the activities, implementing them in the classroom, observing students' responses, and reflecting on the outcomes to inform subsequent pedagogical decisions. This process allowed continuous adjustment of the strategies according to students' needs.

3.DEVELOPMENT, REFLECTION, AND EVALUATION OF THE PROPOSAL

3.1 Intervention Analysis Based on the Reflective Model of Rolfe, Freshwater, and Jasper (What? So What? Now What?)

3.1.1 Intervention 1: Memory Game

My class analysis is based on the reflective Model Rolfe ,Freshwater y Jasper .The class was carried out on October 6th, 2024 with Group 3A and it focused on integrating reading comprehension and cultural awareness through a ludic memorama activity based on Schema Theory. The goal was for students to identify and contrast cultural elements from Mexico and the USA by reading a short text and creating at least 3 sentences using There is/There are for example There is a cenote , there are hamburgers.

This lesson directly supported the objectives of my Action Plan, as it incorporated ludic elements and schema activation techniques to enhance students' attention and participation. By beginning with images, brainstorming, and a reading task, the activity intentionally activated prior knowledge, aligning with my research goal of examining how schema warm ups facilitate comprehension of new content. Additionally, the memorama game promoted low anxiety participation and meaningful interaction, while also providing opportunities to assess how ludic strategies help students transfer prior knowledge to new communicative situations.

The lesson sequence began with a brief greeting and topic introduction, followed by the display of two postcards one from Mexico and one from the USA to elicit prior knowledge through brainstorming. This stage helped students activate linguistic and cultural schemas by predicting possible answers to “What can you do there?” and I wrote their answers on the board to elicit examples using There is / There are. Next, I presented sentences on the board such as “There is a museum” or “There are parks”, reinforcing structure recognition. familiar contexts.

After this warm-up, a reading activity was introduced. Students read a short text about U.S. tourist attractions and completed comprehension exercises, including underlining key places and activities, identifying There is / There are structures, and answering true or false statements. The session concluded with a Cultural Memory game (memorama) in which groups of four matched cultural pairs (tacos–hamburgers, mariachi–rock band, cenote–Central Park). Each successful match required them to produce a sentence orally, such as “There is a cenote.” This interactive task promoted engagement, repetition, and meaningful output.(appendix M)

Based on the observation rubric and checklist, the memorama activity reached a high level of performance (14–16 points), especially in motivation, interaction, and connection to prior knowledge. The class demonstrated clear achievement of objectives, with most students showing active participation and comprehension. However, it was also noted that a few learners depended on translation to fully understand the reading section, indicating that reading in English still posed challenges for some.

So what

My observation and students’ self evaluations highlight that the memorama was effective in fostering motivation and comprehension. Most students reported that the activity was interesting and that they learned new vocabulary, confirming that the ludic approach created a positive affective environment.

From a theoretical perspective, these outcomes demonstrate the role of Schema Theory in reading and communicative development. According to Hu (2012), “activating background knowledge before listening or reading helps learners process new information more effectively” (p. 283). The brainstorming and visual introduction supported this principle by bridging students’ existing knowledge with new content. Similarly, Silva (2019) explains that “schema activation enables learners to integrate new and prior knowledge consciously” (p. 84), which occurred as students related cultural elements from Mexico and the USA.

Nevertheless, the partial reliance on Spanish for comprehension reveals an ongoing tension between comprehensible input and language authenticity. Krashen's (1985) Input Hypothesis states that "acquisition occurs when learners understand messages in the target language" (p. 2), suggesting that maintaining English while ensuring understanding is essential for deeper learning. Furthermore, Richards (2006) emphasizes that "students learn by trying to communicate rather than by memorizing language forms" (p. 24), reinforcing the need to prioritize interactive and meaning tasks such as the memorama.

The analysis indicates that the activity successfully engaged students both emotionally and cognitively, but it also revealed areas for improvement particularly in providing more linguistic support during reading and promoting autonomous comprehension strategies.

Now what

Reflecting on the evidence, several pedagogical improvements can be made to strengthen my future classes: First refine Reading Scaffolds , providing visual and linguistic support (icons, color coded examples) to reduce dependence on translation while maintaining comprehension in English. This aligns with Krashen's principle that exposure to meaningful input supports acquisition.

Second, promote Interaction and Negotiation of Meaning, after reading, include pair or group discussions to compare interpretations and collaboratively construct meaning. Richards (2006) points out that communicative competence is developed through such interactional exchanges.

Also Link Playful Tasks to Structured Output for example during the memory game encourages full sentence responses using the target structures, promoting spontaneous production as recommended by Savignon (2002), who asserts that "communicative competence is developed through engagement in communication" (p. 8) and at the same time include Reflective Closure as end the lesson with a brief reflection where students

identify what they learned and how they connected it to previous topics, fostering metacognitive awareness (Silva, 2019).

In conclusion, the memory game demonstrated the potential of ludic reading activities grounded in Schema Theory to create an engaging and meaningful learning experience. By balancing enjoyment with linguistic challenge and scaffolding comprehension in English, future lessons can more effectively transform motivation into autonomous communicative competence.

3.2.2 Intervention 2: Role Play

What

My class analysis is based on the reflective Model Rolfe, Freshwater y Jasper. The first class I considered was carried out on October 10th, 2024, with a group of 25 students (eleven pairs and one trio). The goal was for students to produce a short roleplay dialogue (2–3 minutes) using the There is/There are, You can, and It is to describe 2–3 tourist activities with a partner, for example, There is a big clock, you can take photos.

This roleplay lesson is connected closely with the objectives of my Action Plan by incorporating a ludic, communicative task that sustains students' attention while promoting authentic use of English. The class goal producing short descriptive dialogues supported by scaffolding and playful interaction contribute to participation and communicative engagement. By using sentence frames, modeling, and peer collaboration, the activity addressed the plan's aim of strengthening confidence and lowering anxiety, while also providing opportunities to assess how ludic strategies help students transfer prior knowledge to new communicative situations.

I began by showing images of famous landmarks such as Big Ben and Central Park, asking students to identify and describe them. Then, I introduced the sentence frames on the board, eliciting examples and correcting errors. Some students answered confidently and

correctly, while others struggled with the frames (You can “photos” instead of take photos; It is “writing” instead of an adjective).

The ludic roleplay activity was implemented with 25 students, organized in eleven pairs and one trio, and lasted approximately 25 minutes. I established 5 minutes for preparation and 20 minutes for performance and monitoring. Before starting, I reminded students of the guideline frames to support comprehension and assigned tourist places previously studied. However, several students had difficulty following instructions in English, so partial explanations were given in Spanish to ensure clarity.

During the task, students interacted confidently, negotiated meaning, and supported each other, which promoted natural communication (Appendix N). The classroom atmosphere was positive, and most participants used English meaningfully even if some grammatical errors persisted. Classroom management strategies, such as a visual timer (“traffic light”), helped maintain pace and participation.

According to the observation rubric and checklist, the activity obtained a high level of achievement (87.5%) in both Ludic Activities and Schema Theory dimensions, and a “good” level (4/5) in all indicators. This design reflects the pedagogical value of ludic strategies described by Almeida (2010) and Díaz & Martínez (2014), who emphasize that play dynamics promote attention, reflection, and motivation. Similarly, Poole (2024) highlights that roleplays immerse learners in authentic language situations, while Da Silveira (2017) affirms that such activities increase engagement and communication in teenage learners.

So what

The quantitative data from students’ self assessments (instrument: Self evaluation for the efficacy of my activities for students with 4 questions) showed that the roleplay was well received: The self assessment results show that the roleplay was effective and supporting learning. All learners found the activity interesting (56% very interesting and 44%

somewhat interesting), indicating a positive affective environment. Additionally, 64% reported learning new vocabulary, and 52% were able to relate the task to prior knowledge, suggesting successful schema activation. However, although 56% felt capable of supporting their team, observations revealed that some students still depended on sentence models or peer assistance, indicating that high motivation did not always result in full linguistic autonomy.

These results indicate that ludic strategies successfully sustained attention and participation, confirming Krashen's (1982/1985) Affective Filter Hypothesis, which states that enjoyment lowers anxiety and facilitates learning. They also align with Da Silveira (2017), who explains that ludic dynamics enhance students' motivation and willingness to communicate.

However, qualitative observations revealed that enjoyment did not always lead to full linguistic autonomy. Several students relied on model sentences or peer assistance instead of producing language independently. This confirms Vygotsky's (1978) concept of scaffolding, where guided support is essential but must gradually be withdrawn to promote autonomy.

Additionally, the partial use of Spanish improved comprehension but reduced authentic exposure, highlighting a pedagogical tension between accessibility and immersion. As Richards (2006) explains, communicative competence develops through meaningful interaction in authentic contexts; maintaining English as the primary medium, supported visually, enhances both comprehension and language acquisition.

Now what

Reflecting on the evidence, several pedagogical actions emerge to improve future roleplay sessions ,first of all, differentiate scaffolding providing structured support (sentence starters, vocabulary banks) and gradually remove it as students gain confidence, following the principle of gradual release within learners' Zone of Proximal Development. As

Vygotsky (1978) explains, “learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment” (p. 90).

Second, promote spontaneous production after modeling, use open ended prompts that invite learners to go beyond the given frames, encouraging authentic communication and autonomy. According to Savignon (2002), “communicative competence is developed through engagement in communication” (p. 8), and Richards (2006) adds that “students learn by trying to communicate rather than by memorizing language forms” (p. 24).

Third clarify task procedures visually replacing Spanish explanations with gestures, icons, or short comprehension checks in English to ensure understanding while maintaining language authenticity. This supports both schema activation and comprehensible input, as Krashen (1982/1985) argues that “acquisition occurs when learners understand messages in the target language” (p. 2). Similarly, Hu (2012) states that “activating background knowledge before listening or reading helps learners process new information more effectively” (p. 283).

Also include brief post task reflections: allow students to identify new expressions, difficulties, or communication strategies to foster metacognitive awareness and reinforce meaningful learning. Savignon (2017) affirms that “reflection on communication strengthens the learner’s ability to use language appropriately and effectively” (p. 3).

Critically, this experience demonstrates that motivation alone does not guarantee communicative competence; it must be paired with well calibrated scaffolding and opportunities for autonomy. While the ludic framework succeeded in creating engagement, the next step is to convert enjoyment into independent, fluent language use.

Ultimately, this reflection reinforces a key principle in my professional growth: effective teaching balances affective engagement and cognitive challenge. When ludic,

schema, and communicative approaches are integrated, students not only enjoy learning but also use English purposefully and independently.

3.2.3 Intervention 3: Song Activity I

What

My class analysis is based on the reflective Model Rolfe, Freshwater y Jasper. The third class considered for analysis was implemented with Group 3A and introduced a Song ludic activity as part of the unit on tourism campaigns and English speaking countries the goal was for Students to identify adjectives and useful vocabulary from the song “Here Comes the Sun” (The Beatles)

This lesson also contributed directly to the objectives of my Action Plan, as the song warm up functioned as a ludic strategy to capture attention and stimulate participation in a low anxiety environment. However, unlike in previous interventions, the activation of prior knowledge was only partially aligned with the Action Plan goals, since students were unfamiliar with several key vocabulary items and their pronunciation.

I began the lesson by greeting students and writing the date and the title of the warm-up song on the board. To activate prior knowledge, I asked them to recall previous objectives and examples of adjectives they already knew. Through guiding questions, students inferred the meaning of the song title “Here Comes the Sun.” Together, we brainstormed descriptive adjectives and wrote examples on the board (bright, warm, happy). This helped prepare them for the main task: completing missing words in the lyrics, many of which were adjectives or emotion related vocabulary. (appendix O).

This was the first time students were exposed to this type of vocabulary, as well as to the pronunciation of these words in an authentic context. For several learners, listening to the song for the first time and trying to match the pronunciation to the written form became challenging. Some were able to infer meaning successfully, while others required support to understand new words.

After the warm up, the class transitioned to the main lesson objective: analyzing an audio of a short tourism campaign. Students answered a brief comprehension quiz, followed by a whole group discussion to identify key expressions, message elements, and tone of the campaign.

According to the checklist, the activity achieved partial fulfillment of the ludic criteria. Students showed interest and participated, but the clarity of the objective and the cohesion between the warm up (song) and the main task (tourism campaign) were partially achieved. My teacher observation rubric showed that most students participated with interest, collaborated adequately, and used vocabulary with some errors. Their connection to prior knowledge was rated as “partial,” and the final product met the objective “partially.” The student evaluation reflected moderate engagement and learning: most found the activity interesting and reported learning some new words, although fewer were able to fully relate the vocabulary to prior knowledge.

So what

The results suggest that the song activity successfully captured students’ attention, as it represented something novel within their usual English class routines. The warm-up also allowed students to infer meaning through prediction and brainstorming, aligning with Hu’s (2012) statement that activating background knowledge helps learners process new input more effectively (p. 283).

However, the unfamiliar vocabulary and pronunciation presented challenges. Since this was the first exposure to these terms, Schema Theory predicts that students may struggle when the new schema is distant from existing knowledge (Silva, 2019). This difficulty was evident in their partial achievement in the checklist indicators related to “integration of new with prior knowledge.”

From a communicative perspective, Richards (2006) emphasizes that students learn a language best when they use it for meaningful tasks but in this lesson, the warm-up was

only loosely connected to the main objective. While the song provided an effective hook, it did not strongly scaffold the listening comprehension of the tourism campaign. As a result, students enjoyed the warm-up but had limited opportunities to use the new vocabulary communicatively before moving to the next task.

Finally, I realized that the class lacked a post-listening stage, which would have helped students connect ideas, negotiate meaning, and articulate understanding. Savignon (2002) argues that communicative competence develops through active engagement in communication, suggesting that the absence of this stage reduces opportunities for language production.

Now what

Based on this reflection, several pedagogical actions emerge for future song lessons. First Strengthen Vocabulary Scaffolding introducing key vocabulary visually (images, synonyms) before the song to prevent overload and support schema activation (Hu, 2012). Second Increase Connection Between Warm-Up and Main Objective ensuring that the song introduces vocabulary or themes directly related to the core lesson, reinforcing Richards's (2006) principle of meaningful language use. Third add a Post Listening Communicative Stage including short pair discussions or sentence creation tasks using adjectives from the song to promote interaction and meaning negotiation (Savignon, 2002). Also support Pronunciation and Comprehension using short audio pauses or echo reading to help students match pronunciation with written forms, aligning with Krashen's (1982/1985) emphasis on comprehensible input and facilitate transformation to the Tourism Task, guiding students to use adjectives from the song to describe places in a tourism campaign, helping integrate new and previous knowledge (Silva, 2019).

Overall, this experience showed that ludic activities like songs can effectively motivate students and enrich the learning atmosphere, but they require careful scaffolding and intentional alignment with the lesson's communicative goals. By refining vocabulary support and strengthening the connection between warm-up and main tasks, future lessons can enhance both enjoyment and communicative competence.

3.2.4 Intervention 4: Puzzle Activity

What?

My class analysis is based on the reflective model proposed by Rolfe, Freshwater, and Jasper. The lesson was carried out on November 20th with Group 3A, aimed to help students distinguish facts from opinions through a sequence grounded in Schema Theory and a culminating ludic puzzle activity. This intervention supported the objectives of my Action Plan, as it integrated prior knowledge activation and playful learning strategies to sustain students' attention and participation.

The lesson began with the intentional activation of content schemata (background knowledge about the Mexican Revolution), linguistic schemata (key vocabulary and structures used in the text), and formal schemata (recognizing how factual and opinion statements are commonly presented). Using an image and guiding questions, students connected the topic to what they already knew. This aligns with Hu's (2012) argument that activating background knowledge before a reading task facilitates more effective processing of new information. After the warm-up, students worked with an adapted text through pronunciation practice, vocabulary review, and comprehension questions. These steps reinforced the linguistic schemata necessary to identify factual and opinion statements later in the lesson.

The ludic puzzle was the central activity. Students worked in small groups to assemble two puzzles. One containing factual statements and the other containing opinion statements and later classified the pieces (appendix p). Participation throughout the activity was strong, and students appeared concentrated, motivated, and entertained. However, pacing differed across groups. Learners with less developed linguistic or formal schemata needed additional support to identify opinion markers such as I think or I believe. To address this, I provided written cues on the board. This scaffolding reflects Schema Theory's principle that comprehension improves when learners receive explicit support that helps them connect prior knowledge with new information.

Evaluation instruments confirmed the activity's effectiveness. According to the checklist, the puzzle promoted interest, participation, and schema activation. My observation rubric indicated that students demonstrated good motivation, active interaction, and appropriate use of vocabulary. In the self-evaluation, most students rated the activity as interesting, reported learning new vocabulary, and expressed feeling capable of contributing to their teams. Over half affirmed that they could relate the activity to something they already knew, demonstrating effective activation of schema theory principles. Overall, students' responses suggested that the activity fostered engagement, reduced anxiety, and encouraged collaborative effort.

So what?

The analysis of classroom evidence and student feedback demonstrates that the puzzle was successful in supporting both cognitive and affective dimensions of learning. The schema-warm-up contributed to students' ability to make sense of the reading and classify the puzzle pieces. As Silva (2019) explains, schema activation enables learners to integrate new and prior knowledge consciously, which was evident when students connected the text to their decisions during the activity.

The puzzle also strengthened communicative learning, as students interacted, negotiated meaning, and justified their classifications. This activity also supported the development of students' grammatical competence, as they were required to organize and reconstruct language structures while completing the puzzle. By arranging the pieces in a logical order, students demonstrated their understanding of basic sentence formation and reinforced their ability to recognize patterns in the language. This reflects Richards' position that learners develop communicative competence through meaningful use of language rather than through memorization of forms, as well as Savignon's view that learners gain fluency and confidence through authentic communicative engagement.

Despite these positive outcomes, the lesson also revealed areas that require improvement.. The variation in pacing across groups suggested that students with weaker content, linguistic, or formal schemata could not move through the task as independently as their peers. According to Schema Theory, when schemata are not sufficiently activated or developed, comprehension slows down and learners rely more on teacher support. This was visible in the groups that struggled until opinion markers were explicitly modeled. This difficulty highlights a theoretical implication: transitioning from guided input to independent classification requires students to activate multiple schemata simultaneously. When any of these schemata, particularly linguistic schemata among secondary learners are underdeveloped, the cognitive load increases and task completion becomes uneven. These observations indicate the need for more robust scaffolding before transitioning to autonomous classification tasks.

Now what?

Reflecting on the outcomes, future lessons will benefit from more explicit and systematic schema activation. Before moving into the puzzle, it would be helpful to provide clear examples of facts and opinions, highlight typical linguistic cues, and model the reasoning process students are expected to use. By strengthening linguistic and formal schemata during the warm-up, students will be better prepared to approach the puzzle with greater independence, which should reduce pacing differences across groups.

Differentiated support will also be necessary. Students who complete activities quickly can extend their learning by creating new factual or opinion statements, while those who need additional help can work with simplified sets or receive targeted hints. This approach ensures appropriate challenge levels while maintaining engagement for all learners. To further reinforce communicative competence, a short closing stage in which groups explain their classifications would allow students to articulate their thinking processes. This aligns with Savignon's emphasis on communication as central to competence development and gives learners opportunities to practice discourse level skills.

Finally, since Schema Theory emphasizes that comprehension depends on connecting new information with existing knowledge, future scaffolding will incorporate content, formal, and linguistic schema activation at multiple stages of the lesson rather than only at the beginning. Integrating these principles throughout the sequence will help students move from guided understanding toward more autonomous comprehension and communication. In this way, future interventions will more effectively leverage ludic engagement to support deeper cognitive processing and communicative competence.

3.2.5 Intervention 5: Role Play II

What?

My class analysis is based on the reflective model proposed by Rolfe, Freshwater, and Jasper. This fifth intervention was implemented with group 3.A and aimed at students in expressing and defending an opinion about a historical event through a short roleplay. The lesson was divided into two sessions due to a parent meeting, which meant that only part of the class participated on the first day while the rest completed the activity in the following session. To introduce the task, I activated students' content schemata by showing an image related to the Mexican Revolution and discussing familiar elements, which aligned with the Action Plan's objective of activating prior knowledge to facilitate comprehension. Students also activated their linguistic schemata through sentence starters such as "I think that..." and "I believe...", preparing them for opinion giving. The activity itself using role cards and performing in pairs responded directly to the objective of promoting authentic communication through ludic strategies, since students had to negotiate meaning collaboratively. (see Appendix Q)Because the task involved movement, visual prompts, and partner interaction, it also supported the objective of sustaining attention through kinesthetic and cooperative tasks appropriate for their level. Each pair received a role card (soldier, farmer, teacher, or artist) and was required to defend their character's viewpoint using reasons, which constituted the core of the roleplay.

During practice, many pairs struggled to understand the task, particularly the requirement to defend an opinion from the perspective of the assigned character. Students

required substantial guidance and often asked for clarification. In the checklist, indicators such as clarity of the objective and facilitation of information exchange were marked as partially achieved, which matched the confusion observed. The self evaluation results further support this interpretation: most students scored 2 or 3, indicating partial achievement of the criteria, and several students appeared as NP, reflecting absenteeism or lack of participation during the first session. This pattern suggests inconsistent engagement and confirms that not all learners were able to complete the task autonomously. The predominance of “3” in categories related to participation and comprehension indicates that students attempted the task with interest, fulfilling the Action Plan’s objective of sustaining attention through collaborative and kinesthetic activities, but still required significant support to perform it effectively.

So what?

The results of this intervention indicate that although the activity was ludic and motivating consistent with ludic principles that foster engagement, movement, and purposeful communication (Almeida, 2010; Díaz & Martínez, 2014) students required more scaffolding to fully understand the communicative demands of the roleplay. According to Schema Theory, comprehension and production depend on the activation of linguistic, content, and formal schemata (Carrell et al., 1988). While the first two schemata were successfully activated through images and sentence starters, the formal schema required to structure a short dialogue was less developed, which explains why many students had difficulty initiating and sustaining the interaction.

This aligns with Carrell (1985) and Johnson (1981), who emphasize that when learners lack the necessary schemata, comprehension and production become more challenging. In this case, students knew the topic and linguistic frames, but they lacked a clear mental model of what a defended opinion in dialogue form looks like. Therefore, they depended heavily on teacher guidance.

Additionally, since communicative competence develops when learners use language to exchange meanings rather than reciting isolated structures (Richards, 2006), the activity succeeded in promoting authentic interaction; however, the uneven pacing and

confusion reduced the potential for fluency , this also relates to the development of students' sociolinguistic competence, as they were required to use language appropriately within a social context and interact with their peers in a meaningful way. As Savignon (2002) explains, communicative tasks require learners to negotiate meaning, draw on strategies, and rely on prior knowledge processes that were observable only in some pairs. This activity also supported the development of students' strategic competence, as they used different strategies such as inference, gestures, and peer support to understand the input and maintain communication.

Now what?

Given these results, adjustments are needed to ensure that schema activation results in clearer and more autonomous communicative performance. Schema Theory emphasizes that comprehension and production rely on well organized schemata (Carrell et al., 1988; Hu, 2012). Although the roleplay activated content and linguistic schemata, many students struggled to construct coherent sentences, sequence ideas, and defend an opinion, revealing the need to strengthen their linguistic schema, particularly grammar and basic sentence order. Students' frequent questions such as "What do I write first?" or "How do I start the sentence?" demonstrate that the lack of structural knowledge (e.g., subject , verb, complement) hindered their communicative output. Without this foundation, communicative tasks become overwhelming and increase anxiety.

To address this, future sessions will include brief, explicit modeling of sentence structures and dialogue organization through tools such as sentence frames, color coded charts, or a sample dialogue. This approach aligns with Richards' (2006) view that grammar and communication should be integrated rather than taught separately. Strengthening students' understanding of sentence structure will help them internalize linguistic patterns needed to express and defend opinions confidently.

Additionally, I will refine pacing by allowing more rehearsal time before performance, supporting the development of linguistic readiness, as suggested by Silva (2019). Simplifying the role cards or including visual cues will also enhance

comprehension, reinforcing the idea that ludic activities must remain pedagogically purposeful to be effective (Solano, 2023; Centeno et al., 2024).

Finally, because communicative competence develops through sustained and meaningful interaction (Richards, 2006; Savignon, 2017), I will gradually increase task complexity to support students' confidence and independence. By combining explicit grammatical scaffolding with ludic, communicative tasks, future interventions can more effectively strengthen fluency, autonomy, and the ability to negotiate meaning supporting the Action Plan's goals more fully

3.2.6 Intervention 6: Song Activity II

What?

My class analysis is based on the reflective model proposed by Rolfe, Freshwater, and Jasper. This sixth intervention was implemented with group 3A and aimed to help students identify opinion ideas within an authentic listening input so they could later use them in their written opinions about a historical event. The session began twenty minutes late due to the school ceremony, which reduced the working time. To activate students' content schemata related to friendship, I showed an image of friends helping each other and prompted questions such as "Do you have a good friend?" and "What makes a good friend?" Students shared short ideas, which allowed them to connect the theme with their own experiences. Next, their linguistic schemata were activated through sentence starters commonly used for giving opinions, such as I think..., In my opinion..., I believe that.... This aligned with Schema Theory, which emphasizes that learners process new information more effectively when relevant schemata are activated beforehand.

I then explained that they would listen to the song "Count on Me" twice and identify which expressions in the lyrics represented opinions (appendix R). During both listenings, I relied on elicitation, gestures, and short comprehension checks to support students' understanding of key vocabulary. Afterward, we reviewed the worksheet collectively. Most students successfully identified opinion statements such as "I believe

that friends can make you smile,” although some required additional guidance. The checklist results indicated that the activity promoted interest and participation and that prior knowledge had been activated effectively; however, the objective was achieved only partially. The teacher observation rubric reflected that most students performed at the “Good (3)” level in motivation and collaboration. The numerical records also showed a predominance of scores between 2 and 3, suggesting that although comprehension was generally successful, it was not fully consolidated across the group.

So what?

This intervention highlighted the value of using a song as a ludic strategy to support listening comprehension, participation, and motivation; however, it also made evident that many students are not accustomed to completing listening tasks in English. This lack of prior exposure significantly influenced their level of comprehension, as several students demonstrated difficulty processing the audio input, especially when the lyrics included figurative language or rapid delivery. Schema Theory helps explain this challenge: when learners do not possess sufficient linguistic or content schemata related to the input, comprehension becomes slower and requires more cognitive effort (Carrell, 1985; Wiseman, 2008). For many students, the listening component represented an unfamiliar modality of input, which partially limited their ability to identify opinion expressions without additional support.

Despite these limitations, the activity successfully promoted engagement. The use of an authentic song created a positive atmosphere and aligned with findings that music increases students’ willingness to participate when it reflects their interests (Palacios & Chapetón, 2014). Students also displayed elements of strategic competence as they relied on inference, gestures, and peer clarification to make sense of the lyrics, consistent with Savignon’s (2002) description of communicative competence. Still, the numerical results and teacher observations show that comprehension outcomes varied because the listening task demanded skills that the group is still developing. This suggests that while the activity was motivating, a stronger linguistic scaffold is necessary for students who are not yet accustomed to English listening tasks.

Now what?

Considering that many students are unfamiliar with English listening activities, future lessons must incorporate additional scaffolding to gradually strengthen their listening skills while maintaining the ludic nature of the tasks. One key adjustment involves providing more explicit pre-listening support so that students enter the listening phase with clearer expectations. Reinforcing linguistic schemata beforehand through targeted opinion expressions, essential vocabulary, and short modeled examples will help students decode the audio more effectively. This is consistent with Schema Theory, which emphasizes that comprehension improves when learners activate relevant background knowledge prior to receiving new input.

It is also important to give students more visual and contextual support to compensate for their limited experience with English listening. Using images, key phrases, or short preview sentences can help create anticipatory frameworks that make the audio more accessible. Additionally, incorporating a short post-listening communicative activity will help students recycle the new expressions and transition from comprehension to production, reinforcing both pragmatic and strategic competence. Ensuring sufficient time for group reflection is essential so that students can clarify misunderstandings and build confidence in an area that is still challenging for them.

Finally, explicitly linking the listening activity to the broader project objective will help students understand that developing listening skills is part of a meaningful sequence rather than an isolated task. Over time, repeated and scaffolded exposure to English listening will reduce anxiety, strengthen their schemata, and enable them to engage more confidently with authentic input in future sessions.

3.2 Overall Results of the Action Plan

The analysis of the six interventions implemented across two periods of teaching practice demonstrates that ludic activities, when supported by Schema Theory principles, can strengthen students' attention, participation, and communicative engagement in a secondary EFL context. The lessons were integrated by playful dynamics created a low anxiety

classroom atmosphere that increased willingness to participate, while schema activation techniques as visual prompts, brainstorming, guided questions, and contextual discussion helped students connect prior knowledge with new language content, facilitating comprehension and retention. This overall tendency aligns with the general purpose of the Action Plan, which aims to enhance students' attention and communicative performance through ludic strategies and systematic schema activation.

At the same time, the comparative evidence across periods and activities confirms an important pedagogical implication: motivation and enjoyment are necessary but not sufficient to guarantee communicative competence. The interventions showed that students participated more readily when activities were playful, but successful communicative outcomes depended on whether learners had enough linguistic and formal support to transform participation into meaningful language production. This was particularly visible when the second period introduced higher cognitive and discourse demands as classifying facts and opinions; defending viewpoints; identifying opinion expressions in authentic listening, which required the activation of multiple schemata simultaneously (content, linguistic, and formal). In these cases, the activities remained engaging, but performance became uneven, and greater teacher scaffolding was required to maintain task clarity and support autonomy.

When considering the game interventions as a category, both the memory game (first period) and the puzzle (second period) confirmed the value of cooperative, hands on ludic formats for sustaining attention and promoting peer interaction. The memory game lesson integrated reading comprehension with cultural awareness and required students to produce oral sentences using “There is/There are” after matching pairs, which resulted in high performance in motivation, interaction, and connection to prior knowledge, with clear achievement of the objective for most learners.

However, the reflection also identified that some students depended on translation during the reading stage, suggesting that the transition from comprehension to autonomous processing still required stronger reading scaffolds. In the puzzle intervention, engagement remained strong and the schema warm-up supported comprehension, however the task

demanded more abstract reasoning (distinguishing facts from opinions). This increased cognitive load revealed differences in pacing and showed that learners with less developed linguistic or formal schemata needed explicit cues (modeled opinion markers) to classify statements confidently. Therefore, the comparison indicates that game activities are consistently effective for participation, but their communicative and cognitive impact depends on how explicitly the language cues and task reasoning are modeled.

The roleplay interventions provided the clearest evidence of communicative competence development because they required students to interact, negotiate meaning, and produce spoken language collaboratively. In the first roleplay, the use of sentence frames (“There is/There are,” “You can,” “It is”) and peer collaboration created a supportive structure that led to high levels of achievement and positive student self-evaluations, even though some students still required Spanish clarification to follow instructions. The activity succeeded in promoting meaningful use of English and lowering anxiety, but it also highlighted the challenge of gradually withdrawing scaffolds so students can produce language more independently. In Roleplay II, the communicative demand increased: students had to defend an opinion from the perspective of an assigned character using reasons.

Although the task was motivating and aligned with the plan’s objective of authentic communication, many students struggled to understand how to structure the dialogue, showing that content and linguistic schemata were activated, but the formal schema needed to organize and sustain an opinion exchange was underdeveloped. As a result, the objective was only partially achieved and students relied heavily on teacher guidance. This comparison suggests that roleplay is highly effective for communicative engagement when the discourse structure is concrete and modeled, but as tasks move toward opinion defense and perspective taking, explicit modeling of dialogue organization and sentence order becomes essential to prevent confusion and support autonomy.

The song interventions confirmed that music functions as a powerful ludic strategy to capture attention and increase willingness to participate, but their effectiveness depends on vocabulary accessibility and coherence with the main lesson objective. In the first Song

activity (“Here Comes the Sun”), students showed interest and engagement, and the warm-up included prediction and brainstorming; however, schema activation was partial because learners were unfamiliar with key vocabulary and pronunciation, and the connection between the song warm-up and the subsequent tourism campaign listening task was only loosely aligned.

Consequently, students enjoyed the activity but had limited opportunities to recycle new vocabulary communicatively, and the objective was partially achieved. In Song II (“Count on Me”), the pedagogical alignment was stronger because students identified opinion expressions that were later intended for written opinion production. The warm-up activated content schemata (friendship) and linguistic schemata (opinion starters), and most students were able to identify opinion statements, yet achievement remained partial due to reduced instructional time and students’ limited prior experience with listening tasks in English. This comparison indicates that songs can support communicative competence more effectively when they are integrated into a coherent input-to-output sequence and when pre-listening scaffolds anticipate vocabulary and listening demands.

Comparing the two intervention periods as a whole reinforces the same progression. The first period functioned as an exploratory implementation of three ludic strategies distributed across lesson stages , with consistent schema activation at the beginning of each class. In this phase, motivation and participation increased across sessions, and the most successful outcomes occurred when ludic activities required clear meaningful output and were tightly connected to the lesson objective, as seen in the memorama and the structured roleplay.

The second period maintained engagement but raised the cognitive and communicative complexity of tasks, which exposed the limits of students’ linguistic and formal schemata and made the need for explicit modeling more evident. In other words, the second period showed that schema activation and ludic engagement work best when they are complemented by systematic scaffolding that supports learners in organizing discourse, decoding listening input, and completing reasoning classification tasks with greater independence.

In conclusion, the six interventions provide integrated evidence that ludic activities supported by Schema Theory can facilitate communicative competences by promoting attention, lowering anxiety, and increasing meaningful participation; however, the impact is maximized when the pedagogical design ensures strong coherence between warm-up and main objective, explicit modeling of language and task procedures, and structured opportunities for output that move from guided practice to autonomy.

These findings support the Action Plan's orientation toward creating an interactive and meaningful learning environment through games, roleplays, and songs, while also indicating that future implementations should strengthen linguistic and formal scaffolding so that students can rely less on teacher support and participate more independently in authentic communication. This process contributed to the transformation of my teaching practice, as it allowed me to reflect on my instructional decisions and adapt my strategies to better respond to students' needs.

CONCLUSIONS AND RECOMMENDATIONS

The development of this report, "The Use of Ludic Activities Integrating Schema Theory Principles to Facilitate Communicative Competences," represented both a pedagogical response to a contextual need and a significant step in my professional formation as a future English teacher. The general objective addressing students' lack of attention through the design, implementation, and evaluation of ludic activities supported by Schema Theory to strengthen communicative competence was achieved within the opportunity of secondary learners during the teaching practice period.

The diagnostic, design, implementation, and evaluation phases allowed me to understand that attention must be intentionally generated through planning and structured communicative tasks. The intervention confirmed that playful dynamics combined with schema activation strategies promote participation and create meaningful learning environments. However, the analysis also demonstrated that communicative competence depends on systematic linguistic and formal scaffolding. As the cognitive and discourse

demands increased in the second period, the need for clearer modeling and structured progression toward autonomy became evident.

This research also generated professional curiosity, particularly regarding the relationship between communicative engagement and grammatical support. The strong impact of structured roleplays confirmed that speaking development benefits from clear sentence frames and guided discourse patterns. This has motivated me to continue exploring how communicative tasks can integrate explicit structural guidance in ways that support autonomy rather than dependence.

An important aspect that emerged during the analysis, although it was not initially considered as a central focus, was the role of grammar within communicative tasks. The results showed that students' ability to participate in meaningful communication was closely linked to their understanding of basic grammatical structures. This suggests that grammar should not be approached in isolation, but rather integrated as part of communicative language use to support more effective and autonomous interaction.

From this process, I identified important professional strengths. I demonstrated the ability to design coherent didactic sequences in which each activity responded to a communicative objective and was aligned with a broader pedagogical purpose. I effectively integrated ludic strategies such as games, roleplays, and songs in ways that increased participation and lowered anxiety. I showed capacity for contextual adaptation by adjusting activities to classroom realities and available resources. Additionally, I applied diagnostic and formative assessment tools consistently and engaged in critical reflection by analyzing not only successes but also limitations in student performance. These strengths reflect competencies aligned with the graduation profile, particularly in designing learning situations, innovating pedagogically, and evaluating teaching processes critically.

At the same time, the intervention analysis revealed areas of opportunity that are directly connected to my pedagogical practice. One area is the need to strengthen the explicit modeling of linguistic and discourse structures, especially in tasks requiring opinion defense or higher order reasoning. In Roleplay and classification tasks, students

required clearer guidance in organizing dialogue and identifying formal markers. Another area for improvement is enhancing the coherence between input and output stages, particularly in listening activities. The song interventions showed that engagement was high, but vocabulary accessibility and alignment with the final communicative objective were sometimes partial.

Additionally, time management and pacing require further development. As task complexity increased, uneven pacing affected students' autonomy and performance. Strengthening this aspect will allow me to maintain clarity while ensuring that all learners have sufficient processing time.

To address these areas, I plan to refine my lesson design by incorporating more explicit discourse modeling, clearer language cues, and step by step scaffolding that progressively moves students from guided participation to greater independence. I will also strengthen pre-task planning by anticipating vocabulary demands, structuring listening activities with clearer stages, and ensuring tighter alignment between input and expected output. Furthermore, I will continue practicing reflective analysis after each implementation in order to monitor timing, task clarity, and scaffolding effectiveness more systematically.

In conclusion, this project demonstrated that ludic activities supported by Schema Theory can facilitate communicative competences by promoting attention, participation, and meaningful interaction; however, their impact depends on systematic scaffolding, explicit modeling, and coherent input to output progression. Beyond the pedagogical outcomes, this experience strengthened my identity as a reflective teacher who recognizes both strengths and areas for growth. Through the achievement of the proposed objectives, this project represents a foundational step toward continuous professional development grounded in critical reflection and evidence based practice.

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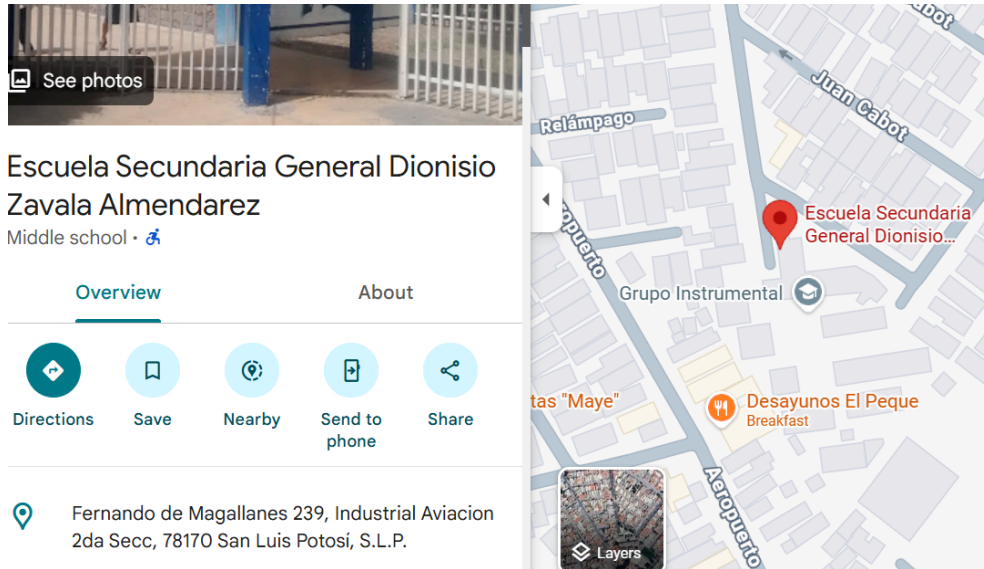
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APPENDIX

Appendix A



Appendix A. Geographical location of Secundaria General Dionisio Zavala Almendárez obtained from Google Maps <https://maps.app.goo.gl/tsBhNLotvV16t4Fv8>, showing the institutional context where the intervention was conducted.

Appendix B

Appendix B. Head Teacher Questionnaire applied prior to the intervention to collect contextual and academic information elaborated by Dafne Rubi Cruz Partida

Appendix C

Contesta con honestidad:

A) Interés y motivación en clase
(escala de 1 a 4: Nada - Poco - Algo - Mucho)

1. ¿Te gusta la clase de inglés?
1. 2. 3. 4.

2. ¿Sientes que las actividades son divertidas?
1. 2. 3. 4.

3. ¿Participas en clase con gusto?
1. 2. 3. 4.

4. ¿Te gustaría que usáramos más canciones, videos o juegos?
1. 2. 3. 4.

B) Exposición al idioma

4. ¿Ves o escuchas cosas en inglés fuera de la escuela?
() Si () No

6. ¿Te gustaría que en clase viéramos videos o escucháramos música en inglés?
() Si () No

C) Skills

7. ¿Qué habilidad te cuesta más en inglés?
(Selecciona una opción)

() Escuchar (audios, videos)

() Hablar (decir frases, participar en juegos o diálogos)

() Leer (textos, instrucciones)

() Escribir (palabras o frases)

8. Cuando escuchamos inglés en clase (audios, videos, canciones), ¿entiendes lo que dicen?
() Siempre () A veces () Casi nunca

9. ¿Qué te ayuda más a entender el inglés cuando lo escuchas?
(Puedes marcar más de una opción)

() Ver imágenes o videos

() Leer palabras o frases antes de escuchar

() Escuchar más de una vez

() Repetir las palabras después del audio

() Relacionar lo que escucho con lo que ya sé

D) Forma de aprender

1. ¿Te ayuda pensar en lo que ya sabes antes de empezar una actividad en inglés?
2. () 1 () 2 () 3 () 4

3. ¿Te gusta moverte, participar en juegos, usar dibujos o hacer actividades prácticas para aprender inglés?
() 1 () 2 () 3 () 4

Appendix C. Diagnostic survey applied to third-grade students to identify learning preferences and attention tendencies elaborated by Dafne Rubi Cruz Partida

Appendix D

LISTA DE COTEJO

Dimensión 1: Actividades lúdicas

Indicador	Sí (2)	Parcialmente (1)	No (0)	Comentarios
El desarrollo de la actividad promovió el interés y participación de los alumno	☐	☒	☐	
Se solicitó de manera equitativa la participación activa de los alumnos	☐	☒	☐	
La actividad se percibe como una dinámica atractiva que tiene como objetivo el entrenamiento y el aprendizaje	☐	☒	☐	
El objetivo es claro.	☒	☐	☐	
Se logró el objetivo.	☒	☐	☐	

Dimensión 2: Principios de la Teoría de Esquemas

Indicador	Si (2)	Parcialmente (1)	No (0)	Observaciones
Se activaron conocimientos previos antes de la actividad (¿cómo?)	☒	☐	☐	Brainstorming, Comprehension questions, Use of pictures
Los alumnos lograron producir una comunicación que incorpora lo nuevo con lo ya concluido (¿cómo?)	☐	☒	☐	They integrated the cultural elements of Mexico that they already knew with the new elements of the USA and the essence of the past activity.
La actividad facilitó el intercambio de información.	☐	☒	☐	
Se favoreció la transferencia del conocimiento en un contexto real.	☐	☒	☐	

Interpretación

- **14–16 puntos:** La actividad fue altamente lúdica y coherente con la teoría de esquemas.
- **9–13 puntos:** Cumple parcialmente, se requiere ajustar diseño o conducción.
- **0–8 puntos:** La actividad no cumple con las características esperadas.

Appendix D. Observation checklist including two dimensions (Ludic Activities and Schema Theory Principles) used to evaluate each intervention session elaborated by Dafne Rubi Cruz Partida

Appendix E

Rubrica de evaluacion de observacion docente

Criterio	Excelente (4)	Bueno (3)	Suficiente (2)	Bajo (1)
Motivación y actitud	☐ Participa con entusiasmo en toda la actividad.	☐ Participa la mayoría del tiempo con interés.	☒ Participa de forma limitada y distraída.	☐ No muestra interés ni participa.
Interacción y colaboración	☐ Colabora activamente con sus compañeros, respeta turnos y apoya al grupo.	☒ Colabora en varias ocasiones, aunque necesita guía.	☐ Su colaboración es mínima, depende de otros.	☐ No colabora o interrumpe.
Uso del vocabulario / estructuras	☐ Usa correctamente el vocabulario y estructuras vistas en la mayoría de intervenciones.	☒ Usa vocabulario y estructuras con algunos errores.	☐ Usa vocabulario limitado o con muchos errores.	☐ No usa el vocabulario o ni estructuras objetivo.
Conexión con conocimientos previos (Schema Theory)	☐ Relaciona naturalmente lo aprendido en actividades previas con lo nuevo (ej. vincula canción frases turísticas).	☐ Relaciona a veces lo nuevo con lo previo.	☒ Muestra pocas conexiones entre lo nuevo y lo previo.	☐ No relaciona lo aprendido con experiencias previas.
Producto logrado en la actividad	☐ Cumple y supera el objetivo de la actividad (ej. frases claras en memorama, roleplay fluido, nuevas frases tras canción).	☒ Cumple parcialmente el objetivo.	☐ Cumple de manera mínima.	☐ No cumple con el objetivo.

Appendix E. Teacher observation rubric used to evaluate classroom dynamics and communicative performance during implementation by Dafne Rubi Cruz Partida

Appendix F

Nombre: _____

Marca con ✓ la opción que mejor te describa después de cada actividad:

1.La actividad me pareció interesante:
☒ Mucho ☐ Poco ☐ Nada

2.Aprendí palabras o frases nuevas:
☒ Mucho ☐ Pocas ☐ Nada

3.Pude relacionar lo aprendido con algo que ya sabía:
☒ Mucho ☐ Poco ☐ Nada

4.Me sentí capaz de participar y ayudar a mi equipo:
☒ Mucho ☐ Poco ☐ Nada

Appendix F. Student self-evaluation survey applied at the end of each intervention session.

Appendix G

Phases	Description of the activities in accordance with the methodology's moments.	Number of sessions
Phase 1. Planning (A problem is identified and a course of action is negotiated). Students will identify and contrast cultural elements from Mexico and the USA by reading a short text and creating at least 3 sentences using <i>There is/There</i>		
1. Identificación ✦ Proponer planteamientos genuinos para introducir el diálogo. ✦ Identificación de la problemática. ✦ Identificación del insumo inicial, un producto, material, objeto, texto, entre otros, que sirva para que el alumno conozca lo que se va a hacer en el proyecto.	1. Identification • Students will be greeted • Students will copy the date of today and the topic • Teacher will show two postal one from Mexico and then from USA (Appendix 1.1) • S. will answer a brainstorm predicting What can you do there?, the answers will be written on the whiteboard • On the whiteboard T will place some sentences about the pictures, for example, <i>There is a museum. There are parks.</i> • Students will answer a worksheet about a text of the USA, underline places & activities; circle <i>there is/there are</i> and answer a true or false activity (Appendix 1.2) • In groups of 4 students they will play a Cultural Memory game (pairs flip cards: tacos–Hamburgers; mariachi–rock band; cenote–Central Park). When they find a pair, they say a sentence: <i>“There is a central park in USA</i> (Appendix 1.3) • S. Will be explained the project which they will work on during the 3 weeks and will create a tourism phrase bank writing phrases of the reading useful for their project.	1

Appendix G. Lesson plan corresponding to Intervention 1 (Memory Game) implemented during the first instructional period.

Appendix H

3. Phase 3. Intervention (Dissemination of productions, follow up and suggestions on how to improve). Students will produce a short roleplay dialogue (2–3 minutes) using sentence frames (<i>There is/There are, You can, It is</i>) to describe 2–3 tourist activities with a partner.		
3. Planificación Negociación: Las producciones necesarias para llegar al final del proceso. Los tiempos para realizar las producciones. El tipo de acciones que se realizarán	5.Comprehension and Production - Teacher shows 2–3 pictures of the places from the last session (Big Ben, Central Park, Tower Bridge). (Appendix 2.1) - Teacher writes guiding frames on the board: There is a _____. There are _____. You can _____. It is _____. - Students complete the sentences in groups aloud. 2–3 volunteers using also last session vocabulary. - Students in pairs will participate in Roleplay (Tourist & Guide). Tourists ask about 2–3 activities, students will be guided to answers using frames written on the whiteboard and using a tourist card for three different places (change place: Statue of Liberty, London Eye,). They will have 3-4 min prep + 2 min performance. (Appendix 3.1) - Some students will share useful phrases to write in a collective phrase bank in their notebooks - HOMEWORK Students teams will select one english country (for example: Reino Unido (Londres, Edimburgo) Estados Unidos (Nueva York, Miami) Irlanda (Dublín) Canadá (Toronto) Australia (Sídney) they have to investigate a little about one famous place from that country. They will write down: 1) the name of the place, 2) one activity you can do there, and 3) one adjective to describe it. They bring one picture if it is possible.	1

Appendix H. Lesson plan corresponding to Intervention 2 (Roleplay – Tourist and Guide) implemented during the first instructional period.

APPENDIX I

5. Students will listen and analyze a short oral tourism campaign presentation and identify its key components by answering a 4-question multiple-choice quiz		
5. Comprensión y producción ✦ Se ofrecen planteamientos que permitan comprender o analizar aquellos aspectos necesarios para elaborar las diversas producciones que permitan concretar el proyecto. ✦ En forma paralela, se realizan las diversas producciones necesarias, haciendo las experimentaciones y revisiones necesarias.	- Students will be greeted - Students will write the date and the title - Students will listen to “<i>Here Comes the Sun</i>” (The Beatles). (Appendix 5.1) - Students will underline adjectives/emotions from the lyrics (happy, bright, warm). (Appendix 5.2) - Students will predict: “<i>What do you think people say in a tourism campaign?</i>” - Teacher writes ideas on the board (e.g., Welcome, You can visit, It is beautiful...) - Students will listen to an audio of a short tourism campaign presentation (Appendix 5.3) S. Will answer a 4-question multiple-choice quiz - Students will discuss in pairs: “<i>What makes this campaign interesting?</i>” - Students will identify 2–3 useful phrases from the audio and copy them in the Tourism Phrase Bank. - Volunteers share aloud. - Homework -Materials for next session	1

Appendix I. Lesson plan corresponding to Intervention 3 (Song Activity –“Here Comes the Sun”) implemented during the first instructional period.

Appendix J

Phase 1. Planning (A problem is identified and a course of action is negotiated). <i>Students will understand the difference between facts and opinions in a short text about the Mexican Revolution and recognize phrases for expressing opinions with reasons (I think / I believe / because...).</i>		
1. Identificación ✦ Proponer planteamientos genuinos para introducir el diálogo. ✦ Identificación de la problemática. ✦ Identificación del insumo inicial, un producto, material, objeto, texto, entre otros, que sirva para que el alumno conozca lo que se va a hacer en el proyecto.	1. Identification - Students will be greeted and will copy the date and topic on their notebooks: <i>The Mexican Revolution – Facts and Opinions</i>. - The teacher will show a picture of The Mexican Revolution Students will observe the picture and answer: <i>What do you see?</i> (Appendix 1.1) The teacher will write students' ideas on the board - The teacher will write two example sentences on the board: <i>The Revolution started in 1910. (Fact) I think it is important. (Opinion)</i> - The students will receive a worksheet (Appendix 1.2), a short adapted text about <i>The Mexican Revolution</i>. The students will read the text silently and then aloud along with the teacher to check pronunciation and comprehension. - To confirm comprehension, the students will complete a matching activity (included in the worksheet). They will match phrases or ideas from the text with their correct continuation or meaning. - Students will be divided into teams of four to assemble two puzzles one of opinions and one of facts in order to classify (Appendix 1.3) - The team who assembles correctly will earn.	1

Appendix J. Lesson plan for Intervention 4 corresponding to the puzzle activity implemented during the second instructional period.

Appendix K

4. Students will produce a short roleplay dialogue to give an opinion about a specific historical event with a partner.		
4. Acercamiento Exploración del problema o situación acordada; describir, comparar, identificar aspectos sobresalientes, explicar el problema, entre otros, tomando en cuenta la finalidad del proyecto.	Students will be greeted - Students will write the date and the topic of today - The teacher will write short sentence starters on the board: "I think it was important." / "It was difficult for." / "It shows courage." / "I disagree because..." - The student will complete the sentences - The teacher explains the task: "You will work in pairs. Each of you will act as a person from the Revolution and defend your opinion. One will be in favor and the other against. You must give reasons for your ideas." - Each pair will receive a Role Card (Appendix 3.1) - Students will prepare a short dialogue (2–3 minutes) where they defend their points of view. - The students will choose a historical event to write their opinion on the next class: The Discovery of America (1492), The Women's Rights Movement, The Earthquake in Mexico (2017), The COVID-19 Pandemic (2020–2022), The Creation of Social Media (2000s).	1

Appendix K. Lesson plan for Intervention 5 corresponding to the opinion roleplay implemented during the second instructional period.

Appendix L

5. Students will compose a short paragraph (5–6 sentences) expressing their opinion about a historical event of their choice, including reasons and connectors		
5. Comprensión y producción ❖ Se ofrecen planteamientos que permitan comprender o analizar aquellos aspectos necesarios para elaborar las diversas producciones que permitan concretar el proyecto. ❖ En forma paralela, se realizan las diversas producciones necesarias, haciendo las experimentaciones y revisiones necesarias.	The teacher greets students and writes the topic on the board: <i>Writing My Opinion about a Historical Event</i> • The teacher will show a picture of friends helping each other. • Do you have a good friend? "What do you think a good friend is?" • Students share short ideas • The teacher will say: "We will listen to a song about friends." and will circle the opinion ideas about friendship that the song mentions (Appendix 5.1) • The students will share the opinions that they agree with. • The teacher models the "Opinion & Reasons" map on the board using one example • The teacher reminds them to use sentence frames from the poster. <i>I think that, In my opinion...because...For example...Finally, I believe that...</i> • The students will write their opinion of the historical event selected in the previous class • The teacher walks around, offering vocabulary and grammar support. • Peer Review: Students exchange notebooks and check their partner's writing using a short checklist:	1

Appendix L. Lesson plan for Intervention 6 corresponding to the Song activity implemented during the second instructional period.

Appendix M



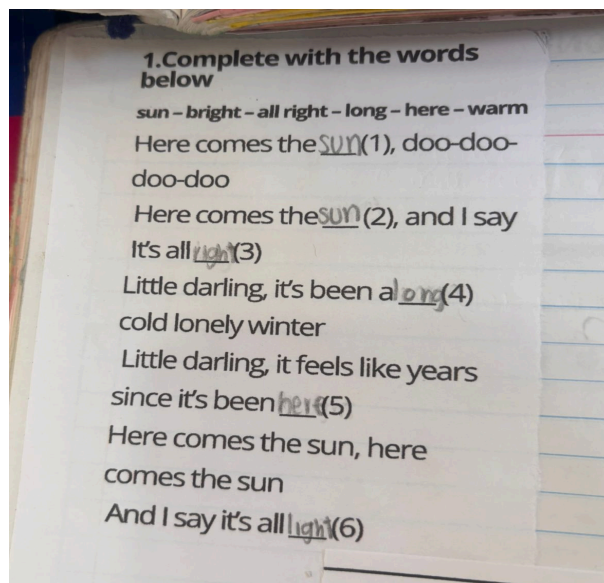
Appendix M. Evidence of classroom implementation of the memory game activity

Appendix N



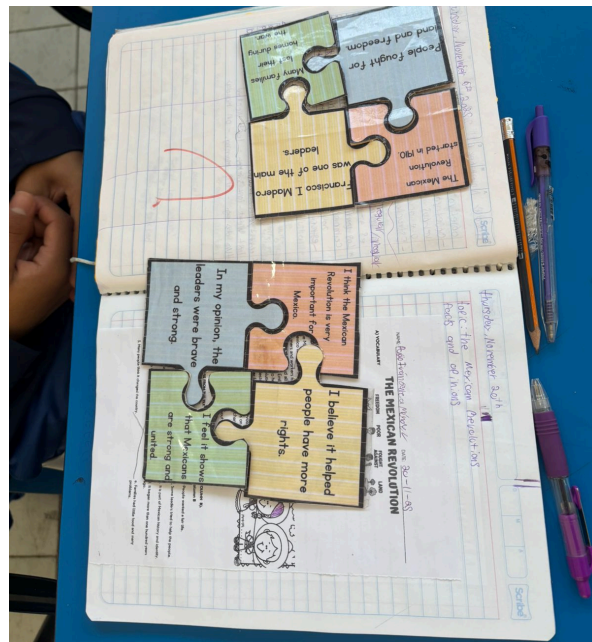
Appendix N. Evidence of classroom implementation of the roleplay activity

Appendix O



Appendix O. Evidence of students' written work from the Song activity

Appendix P



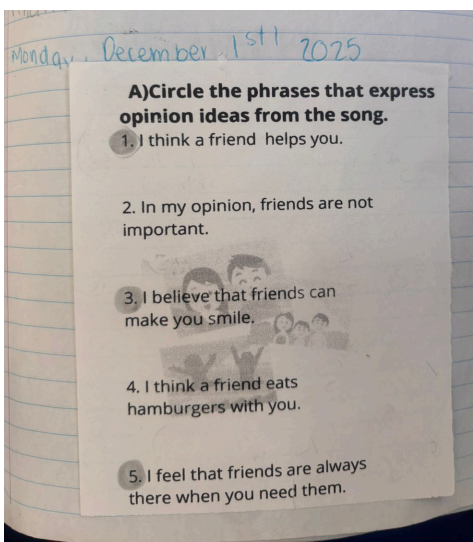
Appendix P. Evidence of classroom implementation of the puzzle activity.

Appendix Q



Appendix Q. Evidence of classroom implementation of the second roleplay activity

Appendix R



Appendix R. Evidence of students' written work from the Song activity

