



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

TITULO: The Use of Soft Gamification in an EFL Class to
increase Motivation.

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INTRODUCTION

The following document is a product of the process and teaching practices carried out with a specific group of students in a middle school “Dionísio Zavala Almendárez” in order to conclude with my studies in the English major at the “Benemerita y Centenaria Escuela Normal del Estado de San Luis Potosi”. This essay was created and written during my last school year during different practice periods of the school year 2020-2021.

This pedagogical essay reflects the results of my practices. The topic to be studied is: “The use of Gamification to Increase the Motivation”. After the surveys and the observation of my last practices, I thought this was a great opportunity to implement other types of learning in comparison of the typical way of teaching that I have, also I chose this topic before I had heard a talking about how to apply the Gamification and the use in the classroom when I was in 2nd semester in this case, using elements of the game which could be beneficial for the students and their learning process.

My personal reasons for developing this topic is based on previous observations and practices throughout my four years in school. I have noticed that the teachers I have worked with, taught in a traditional way which in their opinion has been appropriate, after much consideration and reflection I have come to the realization that it is important to include technological resources in order to teach and engage students therefore, my investigation deals with Gamification and how it can be applied within this specific context. Another aspect that influenced my decision to focus on Gamification and game elements was that they are tools that had not been exploited in my personal practice periods teaching the English subject. I want to modify my teaching practice in order to improve by using different resources and tools that will influence in a positive way my students’s learning process. Due to the pandemic the incorporation of the game elements was through virtual game platforms as Nearpod, ClassroomScreen and Kahoot because those platforms have in it some of the elements of the game that I can apply with the students.

My personal purpose at the moment to chose the Gamification as topic was to change how I teach English because though my observations during the last four years teachers in middle school teach in a traditional way without using games to teach the language so personally I want to use the gamification as tool to teach in a different way for the students.

The academic purpose is to promote the learning of the English language using different resources in this case the Gamification more specifically game elements to create a sense of game in the user or students so by applying different game platforms I might be able to improve English learning process and increase the student's motivation.

The purpose of this investigation is to improve my teaching techniques in order to change how I normally teach by focusing on incorporating Gamification and game elements in activities that students could do by incorporating game platforms Gamification was used to assess and corroborate if the students understood the topics seen during the classes, check the student's performance and the improvement of the four English skills.

I began my investigation looking for different authors and differentiate between Soft and Hard Gamification. Then I looked for basic terms as game, elements of the game and characteristic of the game to understand what Gamification was. When I understood what gamification was I searched for information and authors of how to gamify a task that means applying the elements and the characteristics of the game and become an activity or task into a game but not a full-game. in this case the gamified tasks developed different skills such as listening, reading and writing, all of this depending on the goal that I would set. I think that this type of activities would be beneficial for the students because they are learning English through games and creating a game-context in the classroom.

The difficulties that I encountered throughout this research were focused on the implementation of the activities and student's responses because some of them did not have the resources to do the online activities and other students they were not engaged with the classes and the activities. Additionally, the use of other educative platforms was banned for use based on school regulations. Another inconvenient at the moment to do this pedagogical essay was the COVID-19 pandemic, so my practices had to be carried out virtually. Most of the classes I used videos to transmit the information and content of the lessons so observations were impossible or the original idea of the application of games was challenged.

The utility of this pedagogical essay is based on my personal development if teaching competences, as well as is usefulness for future teaching generations who might consider using gamification and game elements within their classes. That it could be useful for future teaching generations who think that the use of gamification and elements of the game are interesting for the student's learning or just to read and entertain. This document provides a space to share my personal growth experience through my practices and it might motivate other people or future teachers to implement similar strategies. The use of gamified activities can change the way that the students see the English subject and also how they learn the English language. This essay was beneficial for my students because it helped to change the contact they have with the English language and in some cases it helped them to become motivated and interested in the class.

Then I realized a survey with several questions to know the student's interest and the condition of how they work from home, this was realized with the purpose to know their home context and how to adapt their different activities with their interest. A diagnostic exam was realized to know their English level that according with the CEFR they were -A1 level. Then I designed lesson plans to apply the gamification theory in the students, finally the analysis of the classes following an analysis framework.

CHAPTER I

I. TOPIC OF STUDY

The following chapter includes the nucleus and topic line; aspects fundamental to the objective, analysis and focus of the study. It also provides a description of the case being study which includes the school context and this specific year the new teaching restriction we have to follow to carried out the lessons. This includes social relevant characteristics that my students had and how it influenced the development of the classes. I also include a section that focuses on what is known about the topic, which personally provided me with the theoretical support for the application of my sequences. Lastly I present the key questions that guided my research analysis along with a short description of the importance these questions seem to me.

1.1 Nucleus and Topic Line.

My topic; “The Use of the Soft Gamification in an EFL Class to Increase Motivation” parts from the definition provided for Gamification by Werbach and Hunter (2012), as “the use of game elements and game design techniques in non-game context”, this means that any task, assessment, process or theoretical context can be gamified and therefore applicable to an EFL setting in order to reach academic needs. The term gamification has its origin in the industry, social media, and decades of research in human psychology, yet it has transcended into other social parts of our society such as education.

The main objectives of the Gamification focuses on increasing the participation of a person that usually is called the user, and motivates him/her by incorporating game elements and techniques like leaderboards and immediate feedback. This creates in the users a sense of empowerment and engagement in the way they work through process and achieve tasks.

My independent variable in my topic is “The use of the Gamification in a EFL class” because I will apply strategies related with the gamification to develop the dependent variable which is “to increase motivation” which is the final result. So you cannot develop or increase student motivation which is a dependent variable, the methodology that I am going to use, is gamification and it is the independent variable because it depends on what approach I want to give to the final goal.

The thematic nucleus, which is addressed in this current essay, is “the didactic competence for teaching the specialty” because I want to improve different strategies in the classroom to develop something positive in the students and to achieve the goal you have to look for new information or approaches.

The thematic line which governs this work is “the experimentation of a didactic proposal”. In this case I worked with a didactic proposal, saw the results; analyzed and reflected on my didactic proposal in order to identify if it was successful or not with the study group selected.

The intention is to increase the motivation at the moment of carrying out different pedagogical tasks used in this case gamification as a tool to gamify the tasks or the activities to make them more interesting for the user or the student. Gamification being a relatively recent term in education and in EFL teaching makes it a most appropriate tool considering adolescents and language teaching.

Although my proposal is not completely new it involves aspects that are not completely common because it is not a full game but rather a task which is gamified using elements of the game and having a clear linguistic goal. Therefore, by I setting the activity up correctly in this case my goal which is to increase motivation in the classroom might be affected in a positive way.

1.2 School Context and Geographical Location

The school “Escuela Dionisio Zavala Almendárez” 24DES0018Z, is a public general middle school, which is located in the state of San Luis Potosi. The school is directed by the principal Enrique Arevalo. The address is Fernando de Magallanes #239 Street. The ZIP code is 78140. The school is well located because students can come from different accesses. Appendix A (School Location)

The school is surrounded by different buildings as local business there is located in front of the school such as mini food store and a stationary. Near of the school there were two computer access services. Normally in the morning there is plenty traffic on the avenue due to the private transport such as student’s parents with their own car and that situation makes difficult to found a parking lot space. So the main problem here is that there’s a lot of traffic.

1.2.1 School History

The school “Escuela Secundaria Dionisio Zavala Almendárez” opened its doors for the students for the first time on September 12th 1973. Urbanizadora Industrial granted the land for the construction of the school and the architect who was in charge of the construction was Joel Cuevas Patzuengo. In those times when the school was founded, the first principal in the school was Profr. J. Jesús Mayorga Campos and the first president of parent’s society was Mr. Guillermo Narvárez Leyva. The school only had ten teachers, two administrators, two prefects and two janitors. The school had during this time the “ES34Z-18” code school and for the work center was 24DES0018Z. A curious fact is that Dionísio Zavala was invited to the inauguration of the school but due to health issues he was not able to be in San Luis Potosí and then he died one day before the school was inaugurated in his honor.

1.2.2 Current Physical Condition of the School.

Since the school was founded it has changed through the years. This school has two metal gates at the entrance of the school and it has surrounded by concrete walls. The school has inside 18 classrooms. The morning shift has 523 students. No one of the classrooms has projectors or desktop computers.

The school has four basketballs, volleyball and soccer courts that can be used for educational purposes. The courts are usually used each Monday for civic events, where the ceremony in honor to the Mexican flag takes place. The school has one auditorium, five technology laboratories and two science labs.

1.2.3 School Personal.

In the Dionísio Zavala the principal is the Prof. Enrique Arévalo and the Vice-principle is Prof. Natividad Francisca Hernández. In the case of the personal who works in the school there are 53 in total, 27 are teachers and 23 are secretaries, coordinators, prefects and personal of maintenance.

1.2.4 English Academy.

The school has an English Academy. There are four teachers who are in charge of the English subject. The teachers in the morning shift are Nohemí Flores Coronado, Alberto Carlos Flores, Carolina Calderon and Alexandra Delgado. They are in charge of the eighteen groups of the three grades. one of the purposes of the academy is set goals and make clear decisions about the activities to be carried out with the students in the English class.

1.2.5 Number of Students and Groups.

In the morning shift there are 523 students and the evening shift 347 students. The average per group is 25 students. The school has thirty-six groups in both shifts. Groups A to F is in the morning and the remaining G to L are in the evening.

1.3 Relevant Social and Academic Characteristics.

In first grade "G", there are a total of twenty-six students, fourteen boys and twelve girls. In this case due to the quarantine the students are sending the activities via WhatsApp. Some students send the homework in time or one day after. Three students are responsible in their homework. If they have questions in the activities they always ask me their doubts via WhatsApp. The students who sent me the activities in time demonstrate interest in their education and learning.

1.3.1 Group Grade Average, Needs and Likes (Student Survey).

In order to find out more information about the students and due to the pandemic the survey was focused on the students had the space and the tools to work and study from home. This was with the purpose to know the limitations of the students because not all the students had the same resources to study. They answered a total of ten questions.

The first two questions were to know grade and group and the age of the students. The next five questions were designed to know if the students had the resources to work via virtual such as if they had Wi-Fi in home, a comfortable space to do the homework and a equipment to send the homework or activities for example a cell phone, laptop or computer. The last three questions were about

interests such as favorite subject, their favorite music, difficulties to learn English and if the students take private English classes. Appendix C (Student Survey)

1.3.2 Linguistic Needs (Diagnostic Exam, Receptive Preference).

The test was designed for students who had a level pre A1 according with the CEFR (Common European Framework Reference) Appendix B (CEFR) using as a baseline and guide the Sample papers by Cambridge. The diagnostic test had 28 questions due to the actual situation the test was designs using the platform Socrative and the skills that were focused on reading and writing the purpose in this test was: Appendix D (Diagnostic Test)

The following purposes were taken from Sample Papers, Cambridge, 2018.

- Can read and understand some simple sentences including questions.
- Can follow some very short stories written in very simple language.
- Can write letters of the English alphabet.
- Can write name using the English alphabet.
- Can copy words, phrases and short sentences.
- Can spell some very simple words correctly.

The type of question that were include in the test were multiple choice, true or false and fill the blanks to make the test mixed and interesting for the students cause only one type of question can be bored for the students

The following aims were taken from Sample Papers, Cambridge,2018.

- Sample relevant and meaningful language use.
- Measure accurately and fairly.
- Present a positive first impression.
- Promote effective learning and teaching.
- Encourage future learning and teaching
- Using other technological platforms to avoid use the conventional ones.

This group was made up for 24 students. The diagnostic test was designed for students who should have a pre A 1 level according with the CEFR (Common European Framework Reference). I did not have the opportunity to observe the group personally due to the pandemic but the head teacher decided to include me in the communication channel that the head teacher and the students had established. In this case with 1ºJ they were using WhatsApp to communicate among them. For WhatsApp via the head teacher was constantly sending them activities and YouTube videos.

The diagnostic test was sent the Monday, September 28th via WhatsApp and I included a video explaining how to use the Socrative platform and the diagnostic test ended the day Wednesday, September 30th. They were given two days to perform the diagnostic test that was a request of the head teacher.

Only eleven students did the diagnostic exam. Every day I reminded them not to forget answer the diagnostic test. The head teacher emphasized that they had to answer the diagnostic test because it would be part of their evaluation.

In task 1, students had to look and read and mark true or false. In this case the students had to choose between true or false. In this case the students answered correct the questions. They achieved the goal that was recognizing the meaning of the words relating with the pictures.

In the task 2 the students had to look the picture and write yes or no. This task was not complicated because they look the picture and then wrote yes or no if they agreed with the statement. Most of the answers were correct.

In the task 3 students had to look at the picture and then write the words. In this case the students look at some pictures about school objects and wrote the missing words and then wrote the words in Spanish. Only two students answered at least four questions correctly wrote.

In the task 4 students had to read some sentences and then choose the correct words for each sentence. 8 of 11 students answered the questions correctly,

indicating the ability to comprehend a short text. It also tested their receptive lexical knowledge.

In the task 5 students had to look at three pictures and then write one word answer. Four students wrote the answers in Spanish others missed words or got confused by the questions and wrote other things. Other students only wrote “no se”.

In this case the students who applied the diagnostic test were pre A1. The test was designed for a pre A1 level according with CEFR and if the students got a 10 or all the answers correct it would indicate a pre A1 level. So the general level for the groups were pre A1.

1.4 Description of the Case Being Studied.

The group that I was working with is 1st G with an age of 11 or 12 years so that means they are children according to Harmer (1988) “within education, the term children is generally used for learners between the ages of about 2 to about 14” (p.53)

During the observations, diagnostic exam, survey results and descriptions that the head teacher gave me the students were true beginners. The use of the English language inside the classroom was basic such as the use of simple commands and greetings. I decided to focus my searching in Gamification because most of the English teachers I have observed or have come in contact with decide not to use games in their classes but the use of the gamification could give me the opportunity to use elements of the game in a common activity and make the activity more interesting and attractive for the student.

“For inexperienced teachers, classes of adolescents are perhaps, the most daunting challenge. Their learning potential is greater than that of young children, but they may be considerably, more difficult to motivate and

manage and it takes longer to build up trusting relationships” (Penny UR, A Course in Language Teaching, 2012)

Therefore, I found it important to conduct a survey to give more information about students’ characteristics and interests. Therefore, I can know their personal interest about how they were and can design the activities more appropriately and this were the results of the survey. Appendix C (Students Survey)

For the first question I asked their age, twenty-three students answered they had twelve years old and two students eleven years olden so that meant that they were children.

The second question were; do you have internet in home? The one hundred percent answered yes they had internet in their homes. So that meant that they could do the online activities.

The third question was; do you use your mobile data to connect to the virtual classes? The 87.8% percent of students who answered the survey said no and the remain 12.2% said yes so I had considerations for the delivery date for the homework in case they did not have mobile data.

The fourth question was; what device are you taking your classes on? The 46.5% of students who answered the survey they take their classes using a cellphone, the 30.2 of students said the use their computer and the remaining 11.6 the have a tablet to take the classes.

The fifth question was; do you share with someone else the device where you take your virtual classes? The 62.8% of students who answered the survey said no and the remaining 37.2 % said yes so that meant that some students in some hours their device could be taken for their family.

The sixth question was; do you have an adequate space to do your homework and study? The 97.6% of students who answered the survey said yes and the remaining 2.4% said no.

The seventh question was; what is your favorite subject? Eleven students said biology, five students said Spanish, six students said English and three said math.

The eighth question was; what kind of music do you listen to? Seven students said rock and roll, five students said electronic music, six students said music in English, five students said pop music and the remaining two said rap and hip-hop.

The ninth question was; have you taken English classes outside school? The 76.7% of students who answered the survey said no and the remaining 23.3 % said yes they took English classes outside the school.

The tenth question was; is it difficult for you to learn English with your teacher? The 74.4% of students who answered the survey said no so the head teacher teaches well to their students and the remaining 25.6% said yes.

1.4.1 The learner.

This group was made up for 25 students of 1st year of junior high school with an age between 11 and 12 years old so that meant they were children according to Harmer (1988) “within education, the term children is generally used for learners between the ages of about 2 to about 14” (p.53)

Based on the last survey the use of game elements can be beneficial for the learning English process in the students and design different activities that the children can respond actively that activities have to be according to Harmer (1988) “activities that focus on their lives and experience” and make the activity meaningful for them.

This type of game has to be oriented and with a clear goal or purpose for the students, not only to play, it has a goal to achieve according to Ur (2012) “games are essentially recreational “time out” activities whose main purpose is enjoyment; language study is serious goal-oriented work, whose main purpose is personal learning”

1.5 What is known about the topic.

Nowadays gamification it is commonly a new concept. The use of the term gamification has its origin in the business world because in this context it was where it began to be used for the first time and according to Werbach and Hunter (2012), is the use of game elements and game design techniques in non-game contexts. The concept that it will be as reference is Foncubierta and Rodriguez (2014) that they define the gamification as:

“The technique or techniques that the teacher uses in the design of an activity, task or process of learning (whether analog or digital in nature) by introducing game elements (badges, labels, time, dice, score, etc.) and /or your thinking (challenges, competition, etc.) in order to enrich learning experience direct and/ or modify the behavior of the students in the classroom.”

(Foncubierta and Rodriguez, 2014, p 2)

On the other hand, Gabe Zickerman, a though leader in the field of the gamification and author of pioneering books as “Gamification by design” and “Game-Based Marketing”. He proposes the following:

“Gamification is the process of engaging people and changing behavior with games design, loyalty and behavioral economics. It’s taking what’s fun about games and applying it to situations that maybe are not so fun. It’s about applying that feeling of flow to everything from employee motivation to research studies to marketing campaigns”

(Zicherman. G. and Cunningham. C, 2011, p 7)

This means any task, assignment; process or theoretical context can be gamified. Other authors said that gamification is based on the use of elements of video games design in non-gaming context to make a product, service or application more fun, attractive and motivational. (DETERDING, 2011). The main

objectives focus on increasing of the participation and to creates in the students, usually called “user”, a sense of empowerment and engagement to an achieve the tasks that were gamified.

In less words the term gamification means the use of the elements of the game in a non- gaming or in a non-playful context, in this case the context is going to be online classes in order to make the activities or tasks more interesting for the students and create an atmosphere where the students felt motivate and also to stimulate and develop skills that the teacher previous establish and also to develop behaviors in the online classes.

In the case of education, the use of the gamification is to apply in the non-game context to can gamify the task and can create the sense of game into the classroom in my case online classes. So in the practice we have to take elements of the game and incorporate them in the activities or the tasks. So the I am going to plan the activities and set the objectives for the gamifies task because this is not a full-game this is an activity with a specific objective taking the elements of the game to bring activity to the level of a game.

1.5.2 Characteristics.

To understand what gamification implies we need to start with the characteristics of the game and other typical characteristics of the game. This is to make the task more as a game. Also before starting to plan the activities we have to understand what the characteristics of the game and which ones we are going to choose for the activities. So the main characteristic of the game are the: real events, location and duration, individual and group, chance and imagery. Continue I am going to explain the characteristic and how applied that characteristic in my practice or lesson plan.

Before starting to plan the class, you need to think about whether your activity will be located in a real or imagined situation so that students can practice what they have learned in English class. In my case, the class was located in a real

situation so that the students had real practice of the language but in the case of other topics we could apply imaginary situations according to Center of Advanced Hindsight

“Normally the games are a simulation of real events or real situations in our daily lives. So we need to create and establish what is going to be the story behind the game because the games are normally not real for themselves”

(Center for Advanced Hindsight, 2011, p.5)

In my case, in my practice, due to the pandemic, the location will no longer be within the school or its courts, so activities must be adapted to the student's home. And the duration of the activity must always be the same as the class time. Depending on the activity you will know where it will take place and how long the activity or game will last.

Adapting the characteristic of location and duration the classes was online so I used different resources as Kahoot and established in that platform the time. Other activities in other platforms as Socrative the time is free for the students according to Center of Advanced Hindsight “games usually have an specific location (e.g., a game board, a field, etc), and a limited duration of play” (p. 5)

In the activities that I have planned, most are to be carried out individually because due to the pandemic students did not have face-to-face classes and team activities could not be carried out due to the distance. So all activities were individual according to Center of Advanced Hindsight “players may compete with others players or just play “against the game” on their own, or collaborating with other players” (p. 5)

The activities that I have planned are not competitive for the students; the activities are design only to reach the established goal. The activities were designed to follow the lesson plan and make the learning interesting for them. For other hand I used Kahoot and that platform was useful to create the sense of

competition because it showed a general table score of which students had the highest score. This type of gamified activities can also be used as a reinforcement of the topic of the virtual class or to remind the vocabulary checked in the virtual class and according to Center of Advanced Hindsight “Many games also have an element of chance and it is uncertain who is going to win. If it is obvious too soon who will win or lose the rest of the game is not fun” (p. 5)

In my practice the use of the imagery in the practice can be exemplified with use of posters, flashcards or even power point presentations to can give to the student the context or can create the sense of the game. Also using colorful images on the flashcards as well making videos to catch the student’s attention.

Platforms as Socrative, Kahoot and Nearpod give the opportunity to personalize the question using colorful images to make clear the question or catch the student’s attention and exemplify the question I used this tool to personalize my activities in those platforms. Also the use of Power Point or Slides by Google is an example for the use of imagery and edit the slides to be attractive for the students and according to

“Many games are made for children, but even the games made for adults often still make use of some imagery that appeals to children (like cartoon figures, fantasy, bright colors, etc.). Many games also make use of the humor to make it more fun”

(Center for Advanced Hindsight, 2011, p.5)

1.5.3 Game elements.

The game elements of the gamification are made up of a series of tools, and when we use correctly that tools, we can achieve in the users or students to achieve meaningful learning or achieve goals successfully and according to

“The regular designs of patterns that design the games are known as game elements. Some of these elements, sometimes describe as components, are seen in most games nowadays, including: points, badges, leaderboards, progress bars, performance graphs, quests, levels, avatars, social elements and rewards. All these elements have different purposes and can be adapted to basically any work, business or education related environment”

(Zicherman. G. and Cunningham. C, 2011, p. 37)

In my case the points were used as accumulation points through the activities, homework and gamified tasks that the students sent and how the students did the activities is the number of points that they received and that points were taking account in their evaluation and grades and compare which students were getting the higher number of points in the activities. Also some virtual platforms showed the number of points that the student got in the virtual game and Figueroa (2012) defines the points as “numeric accumulation based on certain activities” (p.39)

“The points are important regardless of whether their accumulations are shared among players or users, or even between the designer and the player. The first think to consider in the point system is immediately thought a goal awarded to players for successfully completing the task. No matter what your perception of points may be, they are an absolute requirement for all the gamified systems. In this way you can see how the users are interacting with your system, design for outcomes, and make appropriate adjustments”

(Zicherman. G. and Cunningham. C, 2011, p. 37)

In my practice due to the pandemic the classes were online so the badges were sent via WhatsApp using stickers with the purpose to motivate them and stand out the goals that the student achieved with the homework or the gamified tasks. This

type of badges was sent before the homework was sent by the students with a short line such as “Good job”, “Thank you”, “Excellent” and Figueroa (2012) define it as “visual representation of achievements for the use showed online”(p. 35)

“They have been around for a long time and are distinctively omnipresent in our world for example on the back of the cars, a small string of numbers, and a logo to tell everyone on the road a lot about both the vehicle and its driver. For game designers, badges are an excellent way to encourage social promotion of their products and services. Badges also mark the completion of goals and the steady progress of play within the system”

(Zicherman. G. and Cunningham. C, 2011, p. 55)

In my practice the use of leaderboards was in two cases I made an Excel chart with the accumulation of points that the students received during the tasks Figueroa (2012) define leaderboard as “How the players are ranked based on success” (p. 35) also the leaderboard that the platform Kahoot and Nearpod gave us at the moment to play the game so the students can observe the number of point that got in the game and observe which students were in the top 3 with the most of points accumulated

“The leaderboards have a clear purpose that is to make simple comparisons. But most people do not need any explanation when they encountered a leaderboard. By default, we see an ordered list with a score beside each name, and we understand that we are looking at a ranking system. The leaderboards can be useful for ranking the different actions of the users and this can be for all the players or even teams. The leaderboards can be a strong tool for motivation and promote the competition between the users. But Zicherman and Cunningham. C.2011, for most explorers and socializers and for many achievers, it can be both positive and negative. So you need to know the player’s motivations and make the leaderboard with a win – win proposition”

(Zicherman. G. and Cunningham. C, 2011, p. 50)

The performance graphs according to Figueroa (2015) as “shows player performance”(p. 35) could be useful to can make comparison between users in this case the students and show them how much the user has advanced in the activities or tasks. This part of the game also can be used to give feedback to our students and make a comparison with other student and make improve their learning.

In my practice the challenges were represented by the gamified tasks that the user or the students have to complete to accomplish with the goal or the purpose stablished and defined for Figueroa (2012) as “some of the tasks players have to fulfill in the game”(p. 35)

This is helpful to can make the players able to come into the experience and always have something interesting to accomplish or try on your intended path for their overall experience. In consequence some players will play challenge after challenge in sequence this trying to vanquish as much of the game as possible.

“The challenges and quests give players directions for what to do within the world of the gamified experience. After all, how much fun would a scavenger hunt be if you were told to just go and find some stuff? So there is not much of a challenge there. There is zero intrigue and an absolute and lack of structure. Some player when they entered in the game with no idea of its goals. So, even if the challenge is not at the front and center of the experience, using challenges in an approachable option to make a meaningful game”

(Zicherman. G. and Cunningham. C, 2011, p. 64)

In my practice the customization was exemplified when the user or the students customize his\her background or the profile photo in zoom or meet. That customization was helpful for the students that they can make their own choices

and Figueroa (2012) defined it as “visual representation of a player or alter ego” (p. 35)

Also in platforms as Nearpod, students can choose their avatar between some animals as panda, bear, dog and cat before to start to play the game and observe how the avatar advance to the finish.

“In this case customization can come in many forms, for example a game designer might leave it to his players dress up and trick out their avatars or a virtual world. However, even a simple player headshot and screen name can be considered an avatar, providing players with an opportunity for customization. A good example of customization for the users is the students allowing selecting his / her background or the front for his /her screen name can actually add value to his / her experience”

(Zicherman. G. and Cunningham. C, 2011, p. 70)

In the practice depending on the context, each games employs a mechanism for the player to receive rewards or reward system. In this case there are three principal categories, which include, leaders, prizes or awards and achievements Figueroa (2012) define it as “system to motivate players that accomplish a quest”(p. 35).The reward system can be monetary or non-monetary prize for reaching a certain goal or target. For the context the only way to use rewards is based on the badges and the grades

“Another reward system includes prizes or awards. This type of reward occurs in games where the player is able to unblock additional activities or levels after successfully accomplishing the previous one. Prizes/awards promote an additional commitment and engagement by the player”

(Zicherman. G. and Cunningham. C, 2011, p. 72)

For a game the interaction between users is important so in my practice some platforms as Kahoot gave us the chance to play at the same time with other users and compete in that task and Figueroa (2012) define it as “relationship with other user through the game” (p. 35) Platforms as Nearpod with the use of avatars students can observe the other student’s avatars and see how far they are of the finish.

“The social elements or social engagement, while not exclusive to games, borrow heavily from a viral loop design. A designer must not only see the way a player engages with the system, but also how he leaves it and perhaps even more important what brings him back again. A motivating emotion leads to player re- engagement which leads to a social call to action, which flows to visible progress and / or rewards, which loops back around to a motivating emotion”

(Zicherman. G. and Cunningham. C, 2011, p. 82)

1.5.4 Hard Gamification.

In this case we need to know that there are two types of gamification so we do not have to confuse them, because they have different characteristics and can be used for different purposes.

“The first one is the Hard Gamification this means the transformation of an activity into a full game. it is most common apply soft gamification activities but hard gamification exists too. Educational games are a good example of Hard Gamification of learning. A good example of Hard Gamification activities are the sports. In this case is pretty difficult use hard gamifications cause the students can turn the activity in something tedious and they do not really engage with the activity causing that they do not enjoy the activity”

(Center for Advanced Hindsight, 2011, p.5)

1.5.5 Soft gamification

In this case I will use the soft gamification because Soft Gamification is the use of some elements of the game and apply that techniques improve it in the classroom due to the classroom is a non-game context. I chose this due to the activities are not a full-game otherwise activities with elements of a game but a clear purpose or aim.

“By the other hand, the soft gamification is the use or application of some game characteristics to an activity using the game elements already mentioned above. That means it is making a simple activity a bit more like a game. The use of Soft Gamification must have a clear purpose and not only playing”

(Center for Advanced Hindsight, 2011, p.5)

1.5.6 How to gamify a task.

Flatla (2011) provide an instructive process for how to gamify a task. The process involves first identifying the core task or tasks that participants need to accomplish, and then carefully selecting game elements that can be added.

To gamify an activity or a task we have to set a clear goal or purpose for the task. In this case the goal or the purpose is going to be achieve the aims that are settled in the lesson plan. This have to be a challenging activity for the player or user. Flatla. R. (2011) says that the challenge may increase within system boundaries as the game progresses to keep player's interest.

The person who is going to gamify the task or the activity have to create an atmosphere or context to can create the illusion or fantasy of game this is to can engage the students with the activity. You can use pictures as a visual aid for the students and it depends of the topic of your lesson plan.

“Vicarious aesthetic representation and theme. The elements of the calibration system can be cloaked by putting them in a fantasy context (e.g., targets are spaceships different parts of the game have descriptive names evoking some form of mental imagery), allowing the player to experience a vicarious setting. This applies to the player representation as well”

(Flatla R, 2011, p. 4)

Zichermann (2011) examines motivation, breaking it down into intrinsic motivation and extrinsic motivation. Intrinsic value is a value within itself, and following an intrinsic motivation is doing something because it aligns with person’s inner values, pursued in and for itself. Extrinsic value is an instrumental value something that is a means to an end. Something has extrinsic value if it brings about beneficial consequences that includes incentives or external rewards.

“Extrinsic motivation is a construct that belongs whenever an activity is done in order to attain some separable outcome. The extrinsic motivation in contrast with the intrinsic motivation, that refers to doing an activity only for simply enjoyment of the activity itself, rather than its instrumental value”

(Richard M. Ryan and Edward L. Deci, 2000, p. 60)

Although extrinsic motivation is the opposite to intrinsic motivation, it requires an instrumentality between the activity and some separable consequences such as the use of rewards or in this case the student’s grades so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads.

The rewards and the behavior reinforcement. The challenge alone does not provide sufficient motivation to keep the students engaged in the activities or tasks, so that need to be rewarded periodically to provide a feedback about the player’s progress and maintain the motivation in the classroom. This easily can be

implemented rewards that can include simple visual animations or pleasant sounds. To trigger curiosity, and maintain the players cognitively engaged.

One of the most straightforward and important game mechanics, and one that is increasingly a cornerstone of the gamification movement, is feedback. Broadly defined, feedback is returning information to the players and informing them of where they are at the present time, ideally against a continuum of progress. Feedback loops are essential part of all the games, and they are seen frequently in the interplay between scores and levels.

As scores increase during the experience, they provide clear and unambiguous feedback to the player that they head in the “right “direction. Levels and other progress mechanics help seal the deal by breaking a long arc into smaller, more achievable units.

This aspect of feedback is critical to understanding the power and success of early gamification. In many instances, such as losing weight or even writing a book, it’s difficult for a player to understand where he is at the outset or during early interactions. Especially in health, education, and other “epic journey “contexts, feedback form the most important overarching game mechanic, intricately tied to score and progress. Consider how feedback loops affect your player interactions and how you can make them better.

(Zichermann. G. & Cunningham. C. 2011, p 34)

“Progress units and markers. Feedback is a central aspect of the game design. Providing progress units and achievements markers allows players to know how far they have progressed into the game and how well they are doing. Progress units can also serve as reinforcement. In a social context, progress markers such as high scores also enable reputation scores, fostering competition and increasing replay value”

(Flatla. R, 2011, p. 5)

1.5.7 Presentation, Practice and Production Approach.

The lesson plans made for the implementation of the activities for this research, were based on the Presentation, Practice, Production approach to language teaching (also known as PPP).

Richards & Rodgers (2001, cited in Maftoon and Najafí, 2012) describe the three stages of the PPP:

Presentation stage: The teacher begins the lesson by setting up a situation, either eliciting or modeling some language.

Practice stage: Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly [...] matching parts of sentences, completing sentences or dialogues, asking, and answering questions using the target language.

Production stage: Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role-play, a simulation activity or a communication task. (p. 32).

1.5.8 Aprendizajes Clave

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as “communicative competence” Hymes coined this term in order to contrast a communicative view of language and Chomsky’s theory of competence.

Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as

memory limitation, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance (Chomsky 1965; 3).

According to the Aprendizajes Clave the foreign language curricular proposal adopts an action approach centered on the social practices of the language. These are oriented to the process and integration of learning and offer students opportunities to participate in various communicative exchanges that demand the appropriate use of knowledge, skills, attitudes and strategies to reflect on different aspects of language and culture.

The social practices of language observe communicative interaction and how it establishes the center of attention of teaching and learning. For this reason, language is defined as a cognitive and reflective communicative activity.

In this way, the ability to reflect on the language is linked to the social uses of language in order to analyze, develop and improve students' communicative competence in English.

According to the Aprendizajes Clave (2017) the features of the secondary education graduation profile that should be promoted are:

Language and communication: Describes in English experiences, events, wishes, aspirations, opinions and plans.

Critical thinking and problem solving: Asks questions to solve problems of various kinds. It is reported, analyzes and argues the solutions it proposes and presents evidence that supports its conclusions. It reflects on their thought processes, relies on graphic organizers to represent them, and evaluates their effectiveness.

Collaboration and teamwork: Recognize, respect and appreciate the diversity of abilities and visions when working collaboratively. Has initiative, undertakes and strives to achieve personal and collective projects.

Digital Skills: Compare and choose the technological resources at your fingertips and take advantage of them for a variety of purposes, ethically and responsibly. Learn various ways to communicate and obtain information, select it, organize it, analyze it and evaluate it.

1.6 Key Questions.

To answer the questions I followed a process to can get the answers or results of each questions:

- Observe the reaction class to the gamified activities.
- Make surveys to check the students' satisfaction
- Check the rubrics and worksheets
- Interview some students about if they feel motivated with the gamified activities.
- Compare the results of each week and how the students develop through the weeks.
- Talk with teacher if he observed changes with the different dynamic

Based on the last research and the incorporation of Gamified activities. I determined the following questions in order to answer the objective that started at the beginning. The following questions are a key factor to can know if the students felt motivated with the activities and how the gamificated tasks work in their learning process.

- How did gamified tasks work in my student's learning process?
- How did the gamified tasks affect the student's motivation?
- Were the gamified tasks meaningful for the students?

CHAPTER II

These questions that guided this pedagogical essay started from the statement of my personal purposes on how useful is gamification in learning and motivation in an English class and improve some gamified tasks inside the classroom using different platforms as Kahoot, Nearpod, and Jamboard. The activities that were implemented and analyzed in the development of the study were carried out during three terms of the school year 2020-2021 in which the practice took place.

The answers to the questions established will be described in this chapter, it is worth mentioning that the gamified activities or tasks that were implemented and are described in the next chapter were used in some stages in the lesson plan, to analyze gamified activities carried out, the material used with it, and evaluate the results through the use of rubrics, surveys and observation to have a better control of the results.

2.1. Reflection (January, 18th to 22nd, 2021)

This lesson plan belongs to the 4th week of virtual practice with the students of 1st G from the school "Dionisio Zavala" Junior High School, from the week of January 18th to 22nd, 2021. The main topic of the four weeks was the use of the bilingual dictionary using different resources as recorded videos that explained vocabulary, development of the activity, and the form that the students had to deliver the correspondent evidence. I used other useful platforms such as Kahoot and Jamboard. Appendix E (Lesson Plan January 18th to 22nd 2021)

In this fourth sequence, the lesson plan was focused on recovering previous knowledge that the students checked in the last sessions or weeks and to evaluate the students through a Kahoot activity. The use of the Kahoot as an evaluating tool was helpful to catch the attention of students who were in the session. Due to Kahoot's colorful platform it was possible to reduce the stress that implies the evaluations because it creates the sense of game using different elements of the games as Real events, location, and duration, individual or group and imagery.

Below are the pieces of evidence of the lesson plan of the week, screenshots and links of the video that was used and sent to the students, the access link for the virtual class in Meet, and some evidence of the students showing their way of working in that week.

This was the second virtual approach with the students but this class specifically was focused on evaluating the students and implementing the game theory in that virtual class. This class for me was complicated because I did not know if students knew how the Kahoot platform worked. Previous to the class I recorded a video of how to search and log in to Kahoot.

Before giving them the virtual class, I sent each of my groups a message to remind them that we had a class that Monday and gave them the session's link. I told them that we were going to use the Kahoot platform to play a game. I also provided my email so that they could send me the last homework.

The virtual class in Meet started at 2:00 pm and I waited approximately ten minutes for other students to log in to the virtual class until the head teacher told me that I had to start with the class. The lesson plan was followed as I planned but at that moment I made some changes to answer the questions in a paper sheet due to the students needing a second device to see the options of the answers.

To start with the class as a warm-up the students answered a riddle, they participated using the microphone or the chat to share their possible answers. Continuing with the class I created a Jamboard and shared my screen with my students in order to do a quick review about the last three weeks and then carry out the Kahoot activity.

With the use of Jamboard students did a quick review about the use and parts of the bilingual dictionary also checked the different types of dictionaries. We continued with the class. I started the Kahoot activity, but then I realized that the students could not do the activity because when you do a Kahoot the host needs to project their screen so students could see the questions and the options and students in their device could see the options with different colors

Then I realized that they needed a second device to see the questions and options but most of the students only had one device (cell phone). So immediately I had to think of a quick solution so I decided that I would share my screen with the Kahoot questions and options and the students had to answer on a piece of paper and if they wanted to participate they could say their possible answers in the chat or use the microphone.

When the students finished the Kahoot activity they did the last activity, they wrote the parts of a bilingual dictionary using Jamboard. Appendix I (Evidence January 18th to 22nd 2021)

Using the Kahoot platform the students were evaluated based on the last classes that we had, the platform Kahoot developed in the students an active process of interaction between partners, reflecting and giving their opinion about an adequate answer using the microphone or the chat to share their answers. The Kahoot was useful to reduce the stress in the students because they did not know that they were being evaluated using a game that incorporated the next elements:

When I saw the Kahoot situation I felt very frustrated because the activity did not work as I expected and I thought that the headteacher was disappointed with me because he thought that I did not know how to use the Kahoot platform. During the Kahoot activity, I felt nervous and frustrated thinking about how to give a resolution to that situation.

This activity was an evaluation for the students that were individually using the next questions as evaluation and each question has three options:

- What is a synonym?
- Example of synonym
- True or false. Are long & short a synonym?
- What is an Antonym?

- Heavy and light is an example of
- How many letters does the alphabet have in Spanish?
- How many letters does the alphabet have in English?
- What is a monolingual dictionary?
- Excellent & good is an example of
- What is a bilingual dictionary?

In the evaluation, the results were variable; twelve students did the Kahoot evaluation. The grades were based on the number of questions answered correctly. So these were the results

Based on the results three students answered the ten questions correctly which means these three students understood the topic and knew the use and parts of the bilingual dictionary. Eight students got a passing grade and they answered eight and six questions correctly. Only two students answered 5 questions correctly so they did not remember some terms of the topic checked during the last three weeks.

Analyzing the results obtained from the evaluation collected during the Kahoot evaluation most of the students got excellent and passing grades and only two students got a low grade. It was useful to start the class by doing a quick review of the last three weeks because most of the students were reminded of the knowledge of the previous weeks. The participation of the students increased due to their interest in participating in answering the questions from Kahoot. This was based on previous classes that the number of students who logged in the class increased.

So based on the students' results and the grades obtained from the Kahoot evaluation this activity was successful and the goal of this class was to recover previous knowledge of the last sessions about the use of bilingual dictionaries.

The use of the Kahoot platform was useful as another option for me as a teacher trainee to evaluate them. This was useful because this type of evaluation using other methods as games helped to reduce the stress that involves the evaluation for the students. This type of evaluations using the Kahoot platform was a tool to catch student's attention also avoid the use of large texts and incorporate colorful images

To conclude this fourth week. Which was a difficult week due to the inconvenient result of the use of the Kahoot platform but the way I resolved that situation was quick and useful for that moment. Students' participation was a factor for the success of the activity and they were involved in the full activity

2.1.1 How do gamified tasks work in students' learning process?

Based on my past observations and the results obtained during the Kahoot evaluation, the results were great for some students who got the highest grades and they answered most of the questions correctly so the evaluation was successful.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students as:

Individual or group: this activity was different. The students were evaluated individually but they collaborated when they shared their possible answers with their partners using the Meet chat or microphone. The student's participation was great because 9 of the 12 students who logged in the virtual class were participating and sharing their answers, they were using the microphone or the chat to share it. The students reacted well when I asked for their participation to share their answers. This meant that the use of the Kahoot as an instrumental tool can attract the student's attention and avoid that feeling of frustration or stress that causes the feeling to be evaluated. Maybe for the next I would use other type of gadgets to motivate the participation in class.

Imagery: platform Kahoot was a useful tool because at the moment of writing and creating the questions for the Kahoot you have the option to insert images to exemplify the questions and this was useful to make the question attractive and colorful to catch the students' attention. The questions were more clear and exemplified for the students understanding, the students reacted well to the use of the images or pictures in the questions because this were helpful to make the questions attractive and colorful for them. The use of imagery could have been a factor for the students to understand better the questions form the Kahoot. Maybe for the next the use of the imagery could be placed in other aspects as presentations or using flashcards to exemplify vocabulary.

Performance graphs: the implementation of that were used at the end of the Kahoot activity, the platform showed the number of points that the students got and which students got the highest number of points making a comparison between the students. This was beneficial for the students to can make a comparison between the number the points they got with their partners. And to can improve this characteristic I can congratulate the top three students who got the highest score and in a private sent a message with warm-feedback to the students who got the lowest score.

2.1.2 How did gamified tasks affect the students' motivation?

Based on my observations the students showed motivation in the activity when they were participating in the Kahoot activity, they were participating using the microphone and the chat sharing their possible answers. Also, the number of students increased this week in comparison with the last virtual class. And the students were surveyed to answer some questions about if they feel motivated during the activity. Appendix 1.4 (survey)

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students as

Chance: for this activity the chance was little because this type of game platforms was not competitive if I did not establish the competence between students or a clear prize. When it is between students, it can be a private competition for who accumulate the most number of points in the game and make a comparison between partners. Students could have reacted in a competitive way but it depended of each one. To improve this characteristic at the beginning of the game I have to stablish a prize maybe extra points in their grades to motivate them and make a competition between them.

Points: in this case at the moment answer the Kahoot activity the platform showed the score to the students taking in account if the answer was correct or wrong and the time to answer each questions and the end of the activity it shows the top three of student who got the highest score. Some students reacted to the points in a positive way because some of them were saying the point they got to receive a warm feedback or a positive phrase mine mostly to congratulate them. They reacted well at the moment to know the number of points they got. For the next with the use of points I can implement a prize for the student who got the highest score in the Kahoot activity.

Badges: these were used when the students sent the activities and the evidences from the virtual class I sent them a sticker as badge with motivational phrases highlighting their great job. At the moment to send the stickers I had to choose the one that fits better with the performance of the activity delivered. For the 6 students who received a sticker as badge, 5 students replied me with other sticker or with a "thank you teacher" but what happened with the other students who did not deliver the homework or the evidence, well they did receive nothing but maybe for the next I can improve negative stickers as "you didn't do your homework" , "you have a zero" maybe the students will react in other way and for the next week they will sent the activities to can get a positive badge as their partners.

2.1.3 Were the gamified tasks meaningful for the students?

Based on my observation and the feedback of my head teacher the activity was meaningful for the students because they showed interest in the class and they were participating in the virtual class and the use of the Kahoot platform increased the number of students who logged in to the session. But as another point and recommendation from the head teacher was “I feel that it is more useful, but maybe not so much as an activity for the class, but rather as a task or complement activity.” So the activity was useful but the head teacher recommended use it as a complement

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students as:

Real events: this activity was located using real situations of how to use a bilingual dictionary and how to differentiate it from another as the monolingual dictionary. They had to practice with the dictionary to apply it in a real situation for example if they had to look for a word in the dictionary in the English class. For the students they reacted a little lost because at the beginning they did not know how to use a bilingual dictionary but with the use of the Kahoot the reminded some of the characteristics that they see in the class. For the next class students utilized the bilingual dictionary faster to look for different words.

Location and duration: with the use of the Kahoot platform the location of the activity was in students' homes due to the actual pandemic and the activity developed using Meet and the duration of the activity was approximately thirty minutes. Most of the students to can answer the question they used their notebook or the books to check the answers because they were in home and with the cameras turn off. This characteristic can be improved for the next doing the activity in fields and checking that the students not cheating.

Social elements: this can be exemplified when the student share their answer with their partner because they were an interaction at the moment to check and verify their answers. The student's reaction was well because 9 of the 12 students who logged in the virtual class they were sharing their answer with their partners and to have a control of the participation the students write in the chat "yo sigo" if they wanted to participate in the class.

Challenge: the activity had a challenge for the students and in this case the challenges was to approve it with certain number of points and use that score as part of their evaluation. Students reacted well in the Kahoot activity and answering the questions this meant that all the last characteristics were useful for them. Maybe for the next at the beginning of the activity say what is the purpose of the game and establish that this could be challenging for some students

2.2 Reflection (March, 8th to 12th, 2021)

This lesson plan belonged to the 2nd week of virtual practice with the students of 1st-grade group g from the school "Dionísio Zavala Almendárez" Junior High School, from the week of March 8th to 12th. As the main topic of the four weeks was "agree with others a travel itinerary" this week I used different resources as videos explaining the activities, development of the activity, and the way that the students deliver the correspondent homework and evidence. I also continued using platforms as a Kahoot and jamboard this was during and before the class and material as presentations, slides, worksheets, and readings. Appendix F (Lesson Plan March 8th to 12th 2021)

In this first lesson of this practice period, the lesson plan was focused on obtaining information about a specific travel destination. For this period of practice, the use of the Nearpod platform which is used to create presentations, exams, and

readings and it was used as a game and it was placed before the class in comparison to the last period that I used it during the class.

Below are the pieces of evidence of the lesson plan of the week, screenshots and links of the videos that were used and sent to the students, the access link for the virtual class, and some evidence of the students showing their way of working in that week.

This was the third virtual class with the students, this class specifically was focused on express travel habits, obtaining information about specific travel destinations and identifying resources of information and implementing some elements of game theory as imagery, location, duration, and individual work. and the use of the Kahoot or Nearpod platform in this period was placed before the class as an extra activity or homework.

Before starting the virtual class, I sent each of my groups a message to remind them that we had a class on Monday, March, 8th, 2021. and gave them the session's link. For this class I prepared a presentation to establish the way I was going to evaluate that was each homework or evidence has .5 points and at the end of the month, the total of the grades was 5 points and gave them information on how and where to send the correspondent homework and evidence for the week. I gave them my WhatsApp and Email to send the activities and if they could have had doubts. The reason for that was because some students sent my activities to the wrong email or what's app.

The virtual class in Meet started at 1:00 pm and I waited approximately 5 minutes to wait for other students to log in to the virtual class and used that time to prepare some details of the virtual class as shared on the screen with the students. The head teacher told me that was enough time for 7 minutes to wait for more students and I had to start the virtual class. The lesson plan was followed as I

planned but I made some changes due to this session being planned for the 1st week correspondent to 1st to 5th March and was designed using a video elaborated by me but the session was moved for the week 8th to 12th so I did the session as synchronic. The change was made to a virtual class that was planned using an explicative video into a synchronic class.

The class started with the general information as the way I was going to evaluate the correspondent communication channels and the spaces where the students were going to send the activities, evidence, and homework for this class and gave them time to take notes. The warm-up of the class was a game where the students had to listen and draw based on my instructions. Continuing with the virtual class I created a presentation on Slides and a Jamboard to interact with the students. Then the students had to match four pictures related to sources of information that usually used to look for a travel destination. Appendix A and B

Following the next activity in the virtual class, the students had to match some vocabulary related to travel destinations with their pictures. They were actively participating using the chat and their microphone if I asked for their participation. And the last activity was to relate images with activities that people can do in those places and say using the next chunk. I'd like to go... and the students gave the option of tourist places that they would like to go to. To finish with the class the homework was told. They had to do a chart where the students had to look for three tourist places, where they found the information and activities that they could do there

The last activity was the gamified activity that consisted of a game where the students had to find the pairs of some pictures with the emotion and complete four sentences using the words in the box. This activity was created using the platform Nearpod. This was to use other platforms and not only Kahoot. This activity was for homework.

The only problem in the class was that not all the students were participating so they had to randomly take names to ask for their participation and know if they were paying attention in the class. Other moments in the virtual class were some uncomfortable silence moments and to resolve it I had to ask for participation from the students who were actively participating in the class to avoid that silence.

This gamified activity was evaluated through the observation of the class and a game that the students answered in Nearpod. I used the next rubric to evaluate the chart that was from homework. Only seven students sent the homework.

The homework was a chart where the students had to write three places that they would like to visit in the future, write the thing that they can do in that place, and the resource of information where they found it. Appendix J (Evidence March 8th to 12th 2021)

- The students completed the chart with the information required, used the vocabulary provided in the class, and added extra information to the chart.
- The student completed the chart with basic information and had two or three spelling mistakes.
- The students completed the chart but it did not have the required information and has some spelling mistakes.

In chart 3 students who sent the activity they completed the chart with the required information, used the vocabulary provided in the class, and added extra information to the chart. Three students who sent the activity they completed with basic information, used the vocabulary provided in the class, and had two or three spelling mistakes. And only one student completed the chart but it does not have the required information and has some spelling mistakes.

In this activity the goal of the class was to look for different resources of information about a travel destination and the chart the students have to look for

different travel destinations, where did they find it and the thing that they could do. So based on the students who sent the homework the students achieved the main goal of the lesson which was to obtain information about a specific travel destination using different resources.

For the game, I used the platform Nearpod and those were the results of the eleven students who did the activity. The activity consisted of ten questions related to the topic of the class.

The use of Nearpod in this class was useful to create the sense of competition in the students due to the Nearpod platform having the option called "Time to climb" which means that the students had the opportunity to know their final score and also to know the position of the other students. Also, a characteristic of gamification is the customization so the students can choose their character in the game. The goal, in this case, using the Nearpod Platform was to remind the vocabulary that the students checked during the virtual class. The game had a duration of ten minutes.

These are the results of the students who played the activity in Nearpod as you can see most of the results and the score was high between eight and nine so that means that 7 students understood the topic of the class and remembered the vocabulary that we saw in the class and. Then three students had a score of seven which was a high score too and that students had only 3 errors in the game. And only one student had a score of zero. Maybe the students logged out of the platform and did not try again to play the game.

The use of different platforms or technologies were useful for the students and myself to give the class effectively because those tools facilitated the learning and teaching process due to the use of Jamboard as virtual boards helped me to show the students how to answer and fill the worksheets and also write examples and

the students can see it. The use of a Jamboard as a board was useful to interact with the worksheet and helpful for the students to know where to write the correct answer and to indicate with the pointer in which part of the text or worksheet is being written.

To conclude this second week and first-class with 1st-grade group G. This week I felt a little nervous to give classes again to my students and change the lesson plan to make it synchronic. The number of students who logged in to the virtual session increased in comparison with the last session. The participation of some students was useful to keep the class active. This week I realized that the students were more aware of the homework and the class because they sent me messages to ask for the videos, the presentation, and some doubts that they had.

2.2.1 How do gamified tasks work in a student's learning process?

In this session, the gamified tasks were applied at the final of the class as an extra activity or homework. The purpose of the activity using Nearpod was to know if the students understood the lesson. Based on the results and the scores that the students got in the game in Nearpod. The results showed that most of the students got a score greater than 8 and that means that they understood the vocabulary and the topics in the lesson plan were established.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students such as:

Individual or groups: this activity was realized in an individually way in each student's home. This activity was different. The students who did the Nearpod activity were 10. This meant that the use of the Nearpod as an instrumental tool can attract the student's attention and avoid that feeling of frustration or stress. The

students reacted well with the activity and the questions due to the other characteristics.

Imagery: in this case the imagery was used to catch the student's attention using different pictures to exemplify each question also the Nearpod platform is colorful showing different items as the avatar as an example. The questions were more clear and exemplified for the students understanding, the students reacted well to the use of the images or pictures in the questions because this were helpful to make the questions attractive and colorful for them. The use of imagery could have been a factor for the students to understand better the questions from the Nearpod activity. Maybe for the next the use of the imagery could be placed in other aspects as presentations or using flashcards to exemplify vocabulary.

Performance graphs: in this specific platform this showed all the participants but as avatars using a hill where the avatar had to climb to the top, so the students can see all the avatars and their progress in the hill and which avatar came to the top or finish. This type of graphs can be beneficial and motivate them for the students to complete and achieve the activity and try to beat their partners. Maybe for the next to still motivate to achieve to climb to the top I have to stablish a prize for them.

2.2.2 How did gamified tasks affect the student's motivation?

I applied the same survey for the students who did the activity in Nearpod to know if they felt motivated doing and playing with the platform and the result for the question that if the students feel motivated doing and playing the activity in Nearpod was that the seven students who did the activity answer the next: the 14.3% of students said that they did not feel motivated playing the activity and the other 85.7% said that they felt motivated doing and playing in the Nearpod platform. So in this case most of the students who played the activity feel

motivated. in this case the game can be helpful to increase the motivation but that motivation comes from the students as intrinsic motivation as Deci et al,1991; Ryan & Connell, 1989 it requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards. In this case, the students did the activity and they knew are consequences if they did not do the activity as the grades.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students such as:

Chance: this activity can look not competitive at the moment to realize it but at the moment to answer each question the avatar takes one step to the finish line so the student can observe in which place are and also observe in which place are the other students. So that use of the avatars for the students who were observing the avatars and how it climbed to the top can create a competitive sense in the students and want to achieve to come to the top with the highest number of points. Three students asked me if they could do the activity again because they want more points, I said yes so the use of the climb and the avatars influenced in the competitive sense of the students.

Avatars: in this case before to start to play the activity in Nearpod this asked the student to choose an avatar to can play, they can choose between some animals such as bears, kittens, dogs and pandas. This is helpful to differentiate each student with the use of an avatar. This can be useful to create a sense of belonging with the game and the student and they can see which avatar their partner chose and decide which one is going to compete.

Leaderboards: this can be exemplified with the use of the hill and how the avatars climbed the hill to come to the top. So the students can see which avatars and the students were in top three or almost on the top or finish line. Some students reacted sending me a messages asking me if they want to do again the

Nearpod activity to get a high score. To improve this characteristic, I have to give a motivate it prize as extra points to achieve the top there on the hill.

Points. The number of points that the students accumulated during the Nearpod activity was at the moment to answer the questions correctly so they got certain number of points. Those were accumulative and the students who accumulate the most number points their avatar advanced to the top of the hill. Some students did the activity again to try to get more points and compete with other students for the top three on the hill.

Badges: these were used when the students sent the activities and the evidences from the virtual class I sent them a sticker as badge with motivational phrases highlighting their great job. At the moment to send the stickers I had to choose the one that fits better with the performance of the activity delivered. For the 5 students who received a sticker as badge, 4 students replied me with other sticker or with a “thank you teacher” but what happened with the other students who did not deliver the homework or the evidence, well they did receive nothing but maybe for the next I can improve negative stickers as “you didn’t do your homework” , “you have a zero” maybe the students.

2.2.3 Were the gamified tasks meaningful for the students?

The game was designed to know if the students understood the topic of the class. And checking the scores of the students most of them has a score greater than 8 and base on the survey with the question “the activity was funny and attractive” the students answered the next: the 14.3% of students who played in Nearpod said that the game was not attractive and funny for them and the other 85.7% said that the games were attractive and funny for them so this game was meaningful for them based on the scores and the results of the survey.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students such as:

Location and duration: The Nearpod activity was placed before the class due to recommendation of the head teacher and the location was in the student's home, the activity was designed with duration of less of fifteen minutes but each student did the activity with their pace and the time varied for each student. The platform gave the opportunity to establish certain time to complete the activity. Most of the students to can answer the question they used their notebook or the books to check the answers because they were in home and with the cameras turned off. This characteristic can be improved for the next doing the activity in fields and checking that the students do not copy their activities between them.

Real events: this activity was located using real situations about vocabulary related with travel destinations and how to use different resources of information to find information about a travel destination such as internet, magazines or travel agencies. This can be observed in the student's evidences in the chart where they have to look for different resources of information about travel destinations and apply the information that they checked I the class and the use of the game to can remind some aspects of the class.

Challenge: the activity had a challenge for the students and in this case the challenge was to approve it with certain number of points and use that score as part of their evaluation. Students reacted well in the Nearpod activity and answering the questions this meant that all the last characteristics were useful for them. Maybe for the next at the beginning of the activity say what is the purpose of the game and stablish that this could be challenging for some students

2.3 Reflection (March, 15th to 19th, 2021)

This lesson was carried out in the week of March 15th to 19th, 2021 k of virtual practice with the students of 1st G from the school “Dionísio Zavala Almendárez” Junior High School. The main topic of the four weeks was to agree with others on a travel itinerary using different resources as recorded videos that explained the development of the activity, audios, scripts, and the form that the students had to deliver the correspondent evidence. This lesson plan was focused on developing listening skills through the use of gamified activities. Appendix G (Lesson Plan March 15th to 19th 2021)

In this virtual session, I only sent the corresponding activities and videos to the students. The lesson plan was focused on using connectors; interpret gestures and body language to detect emotions. In this virtual session, the class was not synchronic, so I had to send the corresponding activities and videos to the students using WhatsApp. The activity consists of three parts.

In the first part, the students had to listen to a conversation and then order the places they wanted to visit according to their itinerary.

In the second part, the students had to listen or read the conversations between two people and complete the sentences using the linking words in the box and finally complete the mind map below. Finally, in the third part, the students had to look at the photos and underline what the people meant and then complete the dialogue using the last expressions.

This type of virtual class where the teacher has to only send the activities to the students made me feel a little worried about the learning of the students because I did not know if the students were doing the activities by themselves or only copying or translating the homework.

These activities were focused on listening skills and use connectors, interpret gestures, and body language to detect emotions. So each part of the activity that

was divided into three parts was evaluated using rubrics. For these activities, only seven students sent the evidence and the homework to register.

For the first activity where the students had to listen to a conversation and order the places according to their itinerary. I followed the next rubric to evaluate the activity:

- Students had a full comprehension of the conversation and ordered all the places correctly
- Students had a medium comprehension of the conversation and six or five pictures were ordered correctly.
- Students had a low comprehension of the conversation and four or two pictures were ordered correctly.
- Students did not understand the conversation and all the pictures were not ordered correctly.

In activity number one, three students in the activity had a low comprehension of the conversation and four or two pictures were ordered correctly and four students in the activity had a medium comprehension of the conversation and six or five pictures were ordered correctly. So in this activity, most of the students understand the listening and achieved order in most of the pictures correctly.

For the second activity where the students had to listen or read the conversation and then complete the sentences with the following linking words or phrases and finally complete the mind map. I used the next rubric to evaluate the activity.

- Students had an excellent comprehension of the listening and wrote five linking words correctly.

- Students had a good comprehension of the listening and wrote four or three linking words correctly.
- Students had a medium comprehension of the listening and wrote one or two linking words correctly.
- Students had a low comprehension of the listening and did not write any answer correctly.

In activity number two, three students did not do the activity or forget to attach it, two students at the moment to evaluate the activity did not write any answer correctly, one student had a medium comprehension of the listening and wrote one or two answers correctly and one student had a good comprehension of the listening and wrote four or three answers correctly. So this activity was not successful because most of the students did not understand the audio and the activity

For the third activity, the students had to look at the photos and underline what the people mean and then complete the dialogue using the expressions. I used the next rubric to evaluate the activity.

- Students had an excellent comprehension of the listening, recognized all the expressions in the photos, and wrote all the sentences correctly.
- Students had a good comprehension of the listening, recognized five or four expressions in the photos, and wrote five or four sentences correctly
- Students had a medium comprehension of the listening, recognized three or one expressions in the photos, and wrote three or one sentences correctly.
- Students had a low comprehension of the listening, did not recognize any photo, and did not write any sentence correctly.

For the third activity, two students did not do the activity or forget to attach the activity at the moment to send it and four students had a medium comprehension

of the listening and recognized five or four expressions in the photos and wrote five or four sentences correctly. So the goal of this activity was that the students interpreted emotions and body language to detect emotions and most of the students had a good development in the activity.

For the gamified task, I designed a task using the Nearpod platform where the students had to look for the pairs for five pictures and then join it with the corresponding emotion or pair, the second part of the activity was to complete the four sentences using the words in the box so the students had to choose and drag the word in the correspondent sentence. The number of students who did the activity was only five students and those were the results.

For the first part of the activity or game, the students had to look for pairs with the pictures and the correspondent emotion. The students who did the activity were four. Three students completed the full activity and had a score of 5/5 and only one student did not complete the activity and got a score of 0/5 so that meant maybe had connection problems or logged out of the Nearpod platform. The rest of the students who got the greater score understood the activity and remembered the emotion and the pictures that we checked in the class.

For the second part of the activity or game, the students had to complete four sentences using the words in the box. Those sentences were about how to agree. The number of students who did the activity was four and that two students completed the full activity. The students who did the activity had a score of 4/4 points that meant that students understood the sentences about how to agree. One student got a score of 2/4 points and that student had a medium understanding of the sentences to agree. Appendix K (Evidence March 15th to 19th 2021)

For this week of virtual practice, I realized that sending the activities and videos was easier for WhatsApp, and not only sending the document I had to send pictures of the activities for those who could not open the document. And for me, it

was important to establish a strict schedule for the students to answer doubts about the homework because some of them had doubts until the night and were a little uncomfortable receiving messages at night.

To conclude this week of practice. That was a week full of patience with the students because they had some doubts about the activities and it was a little frustrating for me to resolve the same doubt for the students but I knew that I had to do it. Even though each week a schedule was established for submitting and registering the homework or evidence of the virtual class, students continued to submit late homework and I had to be patient with those situations that students and parents had.

2.3.1 How do gamified tasks work in students' learning process?

For this class, the gamified tasks were designed to reinforce the topics that the students checked during the class. And based on the result of the game in the Nearpod platform in the first game where the students have to look for pairs most of the students had a higher score so the game achieves the purpose and with the second game or activity only one student achieves with the purpose of the activity and the other 3 maybe did not understand the activity.

The use of the different characteristics of the gamification was useful for the learning process of the students as:

Individual and groups: this activity was designed to be done in an individual way but the students can observe the performance of their partners this due to the use of a hill and the avatars. Students did the Nearpod activity in their homes but they have the opportunity to check their answers with their book. This meant that the use of the Nearpod as an instrumental tool can attract the student's attention and

avoid that feeling of frustration or stress. The students reacted well with the activity and the questions due to the other characteristics

Imagery: the use of pictures or images was placed in the Nearpod platform at the moment to elaborate the questions for the game and the use of that were to exemplify each question and make the activity attractive for the students. The questions were more clear and exemplified for the students understanding, the students reacted well to the use of the images or pictures in the questions because this were helpful to make the questions attractive and colorful for them. The use of imagery could have been a factor for the students to understand better the questions from the Nearpod activity. Maybe for the next the use of the imagery could be placed in other aspects as presentations or using flashcards to exemplify vocabulary.

Performance graphs: in this specific platform this showed all the participants but as avatars using a hill where the avatar had to climb to the top, so the students can see all the avatars and their progress in the hill and which avatar came to the top or finish. This type of graphs can be beneficial and motivate them for the students to complete and achieve the activity and try to beat their partners. Maybe for the next to still motivate to achieve to climb to the top I have to establish a prize for them.

2.3.2 How did gamified tasks affect the students' motivation?

To know the answer if the students feel motivated at the moment to do the Nearpod activity, I realized a survey to know the student's thoughts, this survey was realized by the students who did the game in Nearpod. The statement which answers this is "I feel motivated at the moment to do the activity" four students answered the survey and the results were the next: 75% of the students said that they felt motivated doing the activity and only 25% said that they did not feel motivated doing the gamified task.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students as:

Points: at the moment to finish the activity the platform show the point that the students accumulate answering the question and also show the top three of students who accumulated the most number of points. . Those were accumulative and the students who accumulate the number points their avatar advanced to the top of the hill. Some students did the activity again to try to get more points and compete with other students for the top three on the hill.

Badges: those can be exemplified when the students sent the activities or the evidence from the week I sent them a sticker as badge with motivational phrases. At the moment to send the stickers I had to choose the one that fits better with the performance of the activity delivered. For the 7 students who received a sticker as badge, 5 students replied me with other sticker or with a “thank you teacher” but what happened with the other students who did not deliver the homework or the evidence, well they did receive nothing but maybe for the next I can improve negative stickers as “you didn’t do your homework” , “you have a zero” maybe the students will react in other way and for the next week they will sent the activities to can get a positive badge as their partners.

Avatars: in this case before to start to play the activity in Nearpod this asked the student to choose an avatar to can play, they can choose between some animals such as bears, kittens, dogs and pandas. This is helpful to differentiate each student with the use of an avatar. Also to differentiate each student with the use of an avatar. This can be useful to create a sense of belonging with the game and the student and they can see which avatar their partner chose and decide which one is going to compete.

Chance: this activity can look not competitive at the moment to realize it but at the moment to answer each question the avatar takes one step to the finish line so the student can observe in which place are and also observe in which place are the other students. So that use of the avatars for the students who were observing the avatars and how it climbed to the top can create a competitive sense in the students and want to achieve to come to the top with the highest number of points. Three students asked me if they could do the activity again because they want more points, I said yes so the use of the climb and the avatars influenced in the competitive sense of the students.

Leader boards: this can be exemplified with the use of the hill and how the avatars climbed the hill to come to the top. So the students can see which avatars and the students were in top three or almost on the top or finish line. Some students reacted sending me a message asking me if they want to do again the Nearpod activity to get a high score. To improve this characteristic, I have to give a motivate it prize as extra points to achieve the top there on the hill.

2.3.3 Were the gamified tasks meaningful for the students?

To know if the gamified task was meaningful for the students, carried out a survey and that was answered for the students who did the gamified tasks in Nearpod. The first statement was “the activity was funny and attractive for me” and 75% of the students who answered the survey said that the gamified task was funny and attractive for them and the other 25% said that the activity was not attractive and funny for them. And the next statement was “the activity was useful for me to remember what I saw in class” and 100% of the students who answered the survey said that the activity was useful for them to remember the class. So in this case the gamified task was meaningful and useful for the students.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students as:

Location and duration: in this case due to pandemic the location was moved in student's home using the virtual platform Nearpod and the duration approximately was of less of ten minutes but the duration depended of each student's pace.

Real events: the activity on Nearpod was based on real events or that the students can apply the knowledge in the real life such as recognize emotions and use phrases to agree with other people.

Challenge: the activity had a challenge for the students and in this case the challenge was to approve it with certain number of points and use that score as part of their evaluation. Students reacted well in the Nearpod activity and answering the questions this meant that all the last characteristics were useful for them. Maybe for the next at the beginning of the activity say what the purpose of the game is and establish that this could be challenging for some students.

2.4 Reflection (March, 22nd to 26th, 2021)

This lesson plan belonged to the third week of virtual practice with the students of 1st G from the school "Dionísio Zavala Almendárez" Junior high School, from the week of March 22nd to 26th, 2021. The main topic of the four weeks was to agree with others on a travel itinerary using different resources as recorded videos, use the Jamboard as a virtual board for the students, and the form that the students had to deliver the activities or the evidence. This lesson plan was focused on obtaining specific information in a piece of travel information and look for that specific information. Appendix H (Lesson Plan March, 22nd to 26th, 2021)

In this virtual session, I created the links using the Meet platform and sent them to the students using the group created in WhatsApp. The Monday 22nd I sent them a message in the group to remind them that we had a virtual class that day. The class started from 1:00 pm to 1:50. I waited five minutes for the students can log in to the class and also check and took attendance. The attendance in this class was fourteen students.

I started with the virtual class with the warm-up that consisted of a twister tongue this was to catch the attention of the students and to notice that I was taking note of the students who were participating. First, I read the tongue twister slowly then I increased faster the pronunciation of the tongue twister, the positive thing at the moment to do this activity was that I only asked for participation and the students were participative saying the tongue twister. The feedback from the headteacher was that the use of the tongue twister was an excellent idea to start with the class.

Continuing with the class I shared the screen with the students to show them the presentation that I created with a text which talked about travel information on the specific touristic place. Then I asked for participation that the students had to read until the period and read each sentence with the participation of the students, when the students finished reading the sentence I read again only for the pronunciation. In this case, the student's participation was complicated because in some moments I had to insist on the participation.

In the next part of the class, before the students read the text, in the next slide of the presentation, I show them some statements which the students had to look for the information in the text. I gave them 10 minutes to finish with the activity and look for the information in the text and before the students had to share their answers using the microphone or the chat and then check the answers if they had some mistakes.

For the gamified task, I designed a worksheet where the students had to find the words of the vocabulary that they saw in the unit about travel in the crossword. This gamified task was designed to be completed before the class due to the recommendation of the headteacher and the activity was from homework. On this task, only six students delivered the task until Wednesday.

The activity was focused on the look for specific information in the text, in this case, the text was about a piece of travel information and the students have to look at the text the information that was required in the statements. For this activity, only ten students sent the evidence and the homework to register it. For this activity, I followed the next rubric to evaluate it.

- Students completed the chart with the required information and did not have spelling mistakes; the presentation of the chart was excellent.
- Students completed the chart with the required information but had one or two mistakes in the statement with wrong information had one or two spelling mistakes, the presentation of the chart were good.
- Students completed the chart with some of the required information but had two or three mistakes in the statements with wrong information had three or four spelling mistakes and the presentation were quite good.

In this activity four students at moment evaluate their homework, they completed the activity with the required information requested in the statements, they did not have spelling mistakes in the redaction, and the final presentation of the chart was excellent and clean. And the other two students completed the chart with the required information but had one or three mistakes in the statement with wrong information, they had one or three spelling mistakes and the final presentation of the chart was good.

For the gamified task that consisted of a crossword where the student had to look for words and vocabulary that we saw in the unit and through the classes. This

was realized before the class as homework or extra activity. In this activity, only six students delivered the homework until Wednesday, and the rubric that I used to evaluate this activity is the following.

- Students completed the activity and found all the words in the crossword.
- Students did not complete the activity and one or two words were missing in the crossword.
- Students did not complete the activity and three or four words were missing in the crossword.
- Students did not complete the activity and five or more words were missing in the crossword.

For this activity, three students delivered the activity; the students completed the full activity and found all the words in the crossword. The next two students did not complete the activity and one or two words were missing in the crossword. And only one student did not complete the activity and three or four words were missing in the crossword. So in this activity most of the students who delivered the activity complete the full activity and was useful for them to help them to remind the vocabulary in the unit.

For this week of virtual practice, I realized that sending the activities and the slides for WhatsApp was useful for the student to have the presentation to remind the homework and also in their homes check again the class using only the slides of the presentation. In this case, I sent them to the students again my presentation card with my telephone number and my e-mail, and as an extra activity, the students had to register my telephone number and the telephone number of the head teacher this was due to the confusion at the moment to deliver the homework.

To conclude this week of virtual practice, this week the students had to deliver the activities until Wednesday and the students sent some activities in time. In the

case of virtual classes, the use of the presentation of jamboard is useful for the student to create the sense that they were in class as a virtual board.

2.4.1 How do gamified tasks work in students' learning process?

For this class, the gamified task was designed to remind the vocabulary of the topics that the students saw in the class. And based on the result of the activity of the crossword most of the students who delivered the activity got the complete activity and found all the words and the rest only missed two or three words from the crossword, so in this case, the activity achieve the purpose that was established.

The use of the different characteristics of the gamification was useful for the learning process of the students as:

Individual and group: this activity was designed to be done in an individual way. In addition, this activity was not online so the students had to do the crossword in a individual way.

Imagery: the use of pictures or images was applied to exemplify the vocabulary that the students searched in the activity. Also the use of pictures attracts the student's attention. The five students who delivered the activity they paint some of the pictures who were in black and white. Maybe use some pictures in black and white and let them paint it can be beneficial for the students creativity.

2.4.2 Were the gamified tasks affect the students' motivation?

For this class, to know the answer if the students felt motivated at the moment to do the crossword activity, I realized a survey to know the student's thoughts, this survey was realized by the students who did the gamified task the crossword. The

statement which answers this is “I feel motivated at the moment to do the activity” this statement has the 50% of students who chose that they felt motivated at the moment to do the activity and the other 50% did not feel motivated at the moment to do the activity

The use of the different characteristics of the gamification was useful for the learning process of the students as:

Badges: this were used when the students sent the activities and the evidences from the virtual class I sent them a sticker as badge with motivational phrases highlighting their great job. At the moment to send the stickers I had to choose the one that fits better with the performance of the activity delivered. For the 5 students who received a sticker as badge, 4 students replied me with other sticker or with a “thank you teacher” but what happened with the other students who did not deliver the homework or the evidence, well they did receive nothing but maybe for the next I can improve negative stickers as “you didn’t do your homework” , “you have a zero”

2.4.3 Were the gamified tasks meaningful for the students?

To know if the gamified task was meaningful for the students, I carried out a survey and that was answered for the students who did the gamified task crossword. The first statement was “the activity was funny and attractive for me” 83.3% said that the activity for them was funny and attractive for them and the other 16.7% said that the activity was not funny and attractive for them. And the next statement was “the activity was useful for me to remember what I saw in class” 83.3% of students who answered the survey said that the activity was useful for them to remember the vocabulary in this case that they saw in the class. And the rest 16.7% said that the activity was not useful to remember the vocabulary saw in the class.

In this case, the use of the different characteristics of the gamification was useful for the learning process of the students as:

Location and duration: due the pandemic the activities were placed in their homes and the duration of this activity was designed for less of fifteen minutes.

Real events: the activity was designed to remind the vocabulary that the student checked in the virtual class because this vocabulary can be used in their daily lives. This type of vocabulary can be used in other contexts.

II. CONCLUSION

During this school year I practiced with students of first year in the Junior High School “Dionísio Zavala Almendárez” with them I implemented the Use of the Gamification and some elements of the game to increase motivation in the students, this focused in gamified activities using that elements and depending on the settled aim was the skill developed such as reading, writing or listening.

The way to work in this pandemic modality was to include elements of a game and the theory of the gamification in the classes and practices. These elements were included using different platforms that exemplify what gamification is such as Kahoot, Nearpod, Socrative and Jamboard. All the activities and gamified activities were placed before the classes due to several situations such as the students do not have multiple devices to play the activities or the time class was not enough to give the class and play the game in the same session. One of the solutions taken in the virtual classes after to place the gamified task before the class was students had to write the kahoot’s answers in a piece paper and only watch the questions and the options without use multiple devices.

The use of Jamboard and ClassScreen was useful to interact with the students and the worksheet in real time because you can edit and modify the worksheet to answer the worksheet. This was with the purpose to verify and check the student’s answers. Also that platform has different gadgets as chronometer and timer to establish specific time for each activity in the virtual class and have a control of the pacing.

The purpose of the use of the Gamification and the elements of the game was to increase motivation during the class but the gamified activity were placed before the class and sometimes it was difficult to verify through observation if the students really felt motivated doing that gamified activities during the class because the

students never turned on the camera to observe their reactions for the activities but based on the surveys of the students who did the activities most of them answered that they felt motivated doing the activities.

The different activities that I designed using varied platforms such as Kahoot and Nearpod to create the sense of game and those were designed as a complement or reinforce the topic that they checked during the virtual class. The students who did the activities they always got a high score in the activities and that was helpful to know if the student really understood the topic in the class.

The students who were engaged with the virtual class, their learning and with my activities, they took advantage of my gamified tasks, activities and homework. Those students were surveyed to know if they were motivated at the moment to do the gamified tasks and they answered positively in those questions. The use of virtual platforms was interesting and new for some of them because some students did not know how to use and login in the virtual platforms.

It was difficult to know if the students really felt motivated doing the gamified tasks in the different platforms due to there not being an observation of their reaction at the moment to do the gamified activities. I realized surveys with different questions to ask if the students found the activities interesting, funny and motivating for them. They answered the questions and based on their answers they felt motivated doing the activities.

Some of the Gamified activities for the students who did it were meaningful for them because the activities were used as a complement of the virtual class and to reinforce the topic of the class and verify if the students really understood the topic. At the moment to see the results of the activity I noticed that most of the results or scores were high. So that means that the gamified tasks were useful to reinforce the knowledge before the class.

In this virtual practice there were several inconveniences to can practices such as the parents or the school did not allow to practice with the camera even the use of meet or zoom was conditioned for them for example the time or the number of sessions per week. Also the number of students who logged in the virtual sessions was low and the student's response for the homework was minimal only a few students sent the homework and the evidence in time.

I am aware that in other conditions as face to face classes the practice could be different. Also the education for some students is a privilege because some of them did not have the devices to take the class even they do not have internet or multiple devices to take the class comfortably or play the games.

This experience was of learning for me and helped me to adapt my teaching style for these new pandemic conditions also how to learn and use different platforms to facilitate the teaching process in students. Also this experience due to the pandemic was a big challenge for me to demonstrate that I can adapt to different platforms and a new way to give class.

Those challenges such as the lack of time in the virtual sessions, the asynchrony classes, the number of students per virtual class, the lack of interaction or rapport between teacher and students helped me to learn how to record and edit videos for the students who cannot log in the virtual session, the use of Classroom Screen to manage the time using the gadgets as chronometer and timer, the use of WhatsApp to interact with the students and take advantage of the low number of students in the session to all of them participate in the class.

The graduation profile traits that my pedagogical essay favors are: language and communication because the English language the students have to describe their personal experiences, opinions and future plans, collaboration and team work

in this case the Gamification is a great opportunity for the students to work in teams and compete between them and work and collaborate in teams and digital skills due to the students learn how to use different digital game platforms as users.

The graduating profile establishes some competences that the future teachers have to accomplish at the end of the career according to Plan de Estudios 1999 (2010) "They are grouped into five large fields: specific intellectual abilities, mastery of the purposes and contents of secondary education, didactic competences, professional and ethical identity, and ability to perceive and respond to the social conditions of the school environment." (p.9)

All of these graduating characteristics are based on Aprendizajes Clave (2017) and were related with my training as an English teacher, so base on that at the end of my studies I have to acquire the skills, knowledge, attitude and values. So in my consideration I acquire the next during my process and learning to become a great teacher:

"Has a high capacity for understanding written material and has the habit of the reading; In particular, he critically evaluates what he reads and relates it to reality and, especially, with his professional practice" This aspect could be related when I was looking for information for my pedagogical essay and adapt the information to my practice as teacher trainee.

"Has command of the disciplinary field of his specialty to drive safely and fluently the topics included in the study programs, and it recognizes the sequence of contents in the three grades of secondary education". Through these four years I have learned how to work with the correspondent program in this case Aprendizajes Claves and how to adapt it in the student's learning process also working and acquiring experience with the three grades of junior high school.

"Can establish an adequate correspondence between the nature and degree of complexity of educational content with cognitive processes and the level of development of their students". These talks about how I adapted the educative

contents of my lesson plans making surveys to know the English level of my students and adapt the worksheet to their correspondent English level.

“Recognizes the individual differences of learners that influence the learning processes and applies didactic strategies to stimulate them; in particular, it is able to favor the learning of students at risk of school failure”. In my practice as teacher trainee I had to identify the personal necessities that the students have, to can adapt the contents to them and be able to help them to avoid the school failure.

“Is capable of establishing a work climate that favors attitudes of confidence, self-esteem, respect, discipline, creativity, curiosity and pleasure by the study, as well as the strengthening of the personal autonomy of the learners. Throughout my practices during my four years I established a great rapport between me and my students this rapport was helpful to create an atmosphere of confidences and respect to achieve the participation in the classroom.

“Recognizes, from a realistic assessment, the meaning that their work it has for students, their families and society”. I know the importance of teacher in the student’s life and how I can influence positively in their lives and help them inside the school if those problems are in my possibilities.

New questions:

The next questions arose from different situations as face-to-face classes. if I had had face to face classes and how could applied the activities and for the first question it arose because I wanted to know what would be the reaction from the students if I sent them a negative badges as “you forget your homework” or “you failed this activity” maybe the students would reply me with other sticker or asking me to send the homework.

For the second question motivation is something that you cannot measure with surveys or assessment, you have to observe the student’s reaction for example their gestures, body language to know if they feel bored, frustrated or motivated at

the moment to do the gamified tasks. So this question arose from my doubt of want to know and see student's reactions.

For the third question arose from my virtual practice this was a little easy because I used virtual game platforms to implement and apply the characteristics of the gamification because some of them were useful to can apply them. In addition, to face to face classes, I will have to adapt popular games as bingo, tic-tac toe, create different type of games or adapt the worksheets with educational purposes, establish a goal and use the gamification characteristics.

What could happen if I were used negative badges for those students who do not send the activities?

What reactions could I get in face-to-face classes with gamified lessons?

What kind of gamified tasks could I use if I do not implement virtual game platforms?

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IV. APPENDICES
Appendix A: School Location

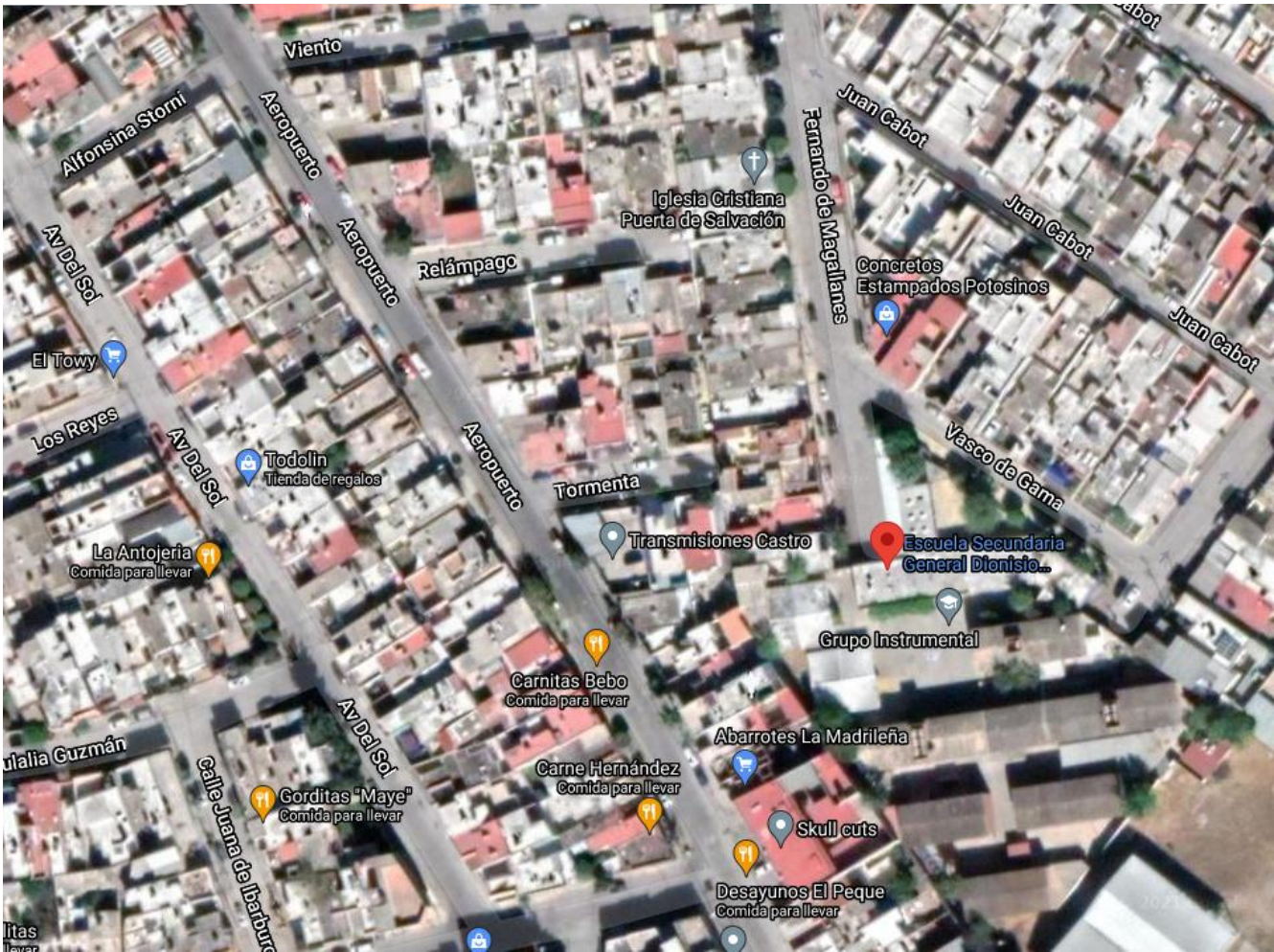


Image obtained from Google Maps:
<https://www.google.com.mx/maps/place/Escuela+Secundaria+General+Dionisio+Zavala+Almendarez/@22.1677003,-100.9904361,259m/data=!3m1!1e3!4m5!3m4!1s0x0:0xbeec322fa1ae367!8m2!3d22.1676632!4d-100.9905365!5m1!1e4>

Appendix B: Common European Framework of Reference for Language (CEFR)

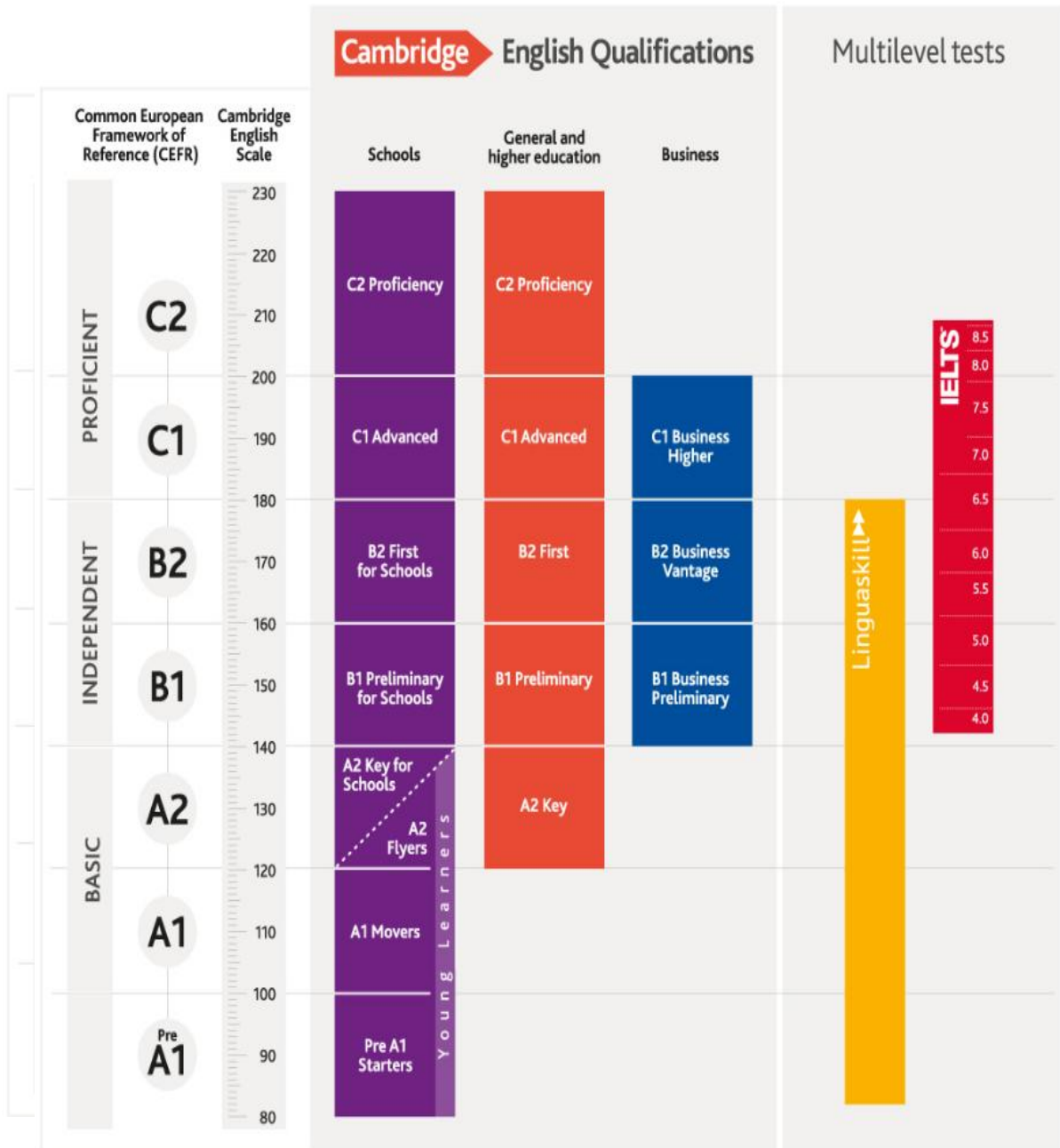


Image Obtained from Cambridge English:
<https://www.cambridgeenglish.org/exams-and-tests/cefr/>

Appendix C: Students Survey

Preguntas Respuestas 43

Dionisio Zavala

Esta encuesta va dirigida a alumnos de la secundaria Dionisio Zavala para poder conocerlos mejor y poder trabajar de una buena manera en el futuro

Grado Y Grupo *

Texto de respuesta corta

Edad *

Texto de respuesta corta

¿cuentas con WiFi en casa? *

- si
- no

¿Usas datos moviles para conectarte a clases?

- Si
- No

Survey for students created by Gerardo Lopez

¿Por cual medio estas tomando tus clases virtuales? *

- telefono
- tablet
- computadora
- Otra...

¿Compartes con alguien mas tu dispositivo donde tomas tus clases virtuales?

- Sí
- No

¿Cuentas con un espacio adecuado para hacer tus tares y estudiar?

- Sí
- No

¿Cual es tu materia favorita?

Texto de respuesta corta

Survey for students created by Gerardo Lopez

¿Cual es tu materia favorita?

Texto de respuesta corta

¿Que tipo de música escuchas? *

Texto de respuesta corta

¿Se te dificulta aprender ingles con tu profesor?

si

no

¿Has tomado clases de ingles fuera de tu escuela?

si

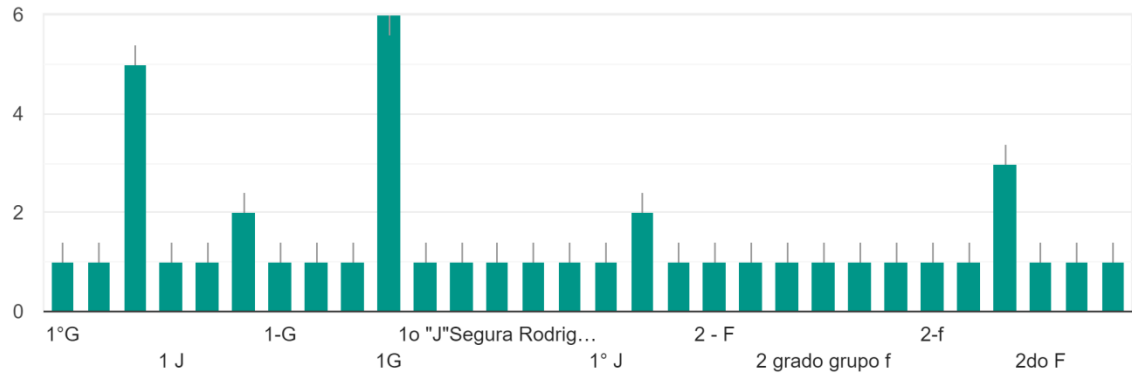
no

Survey for students created by Gerardo Lopez

Results from survey

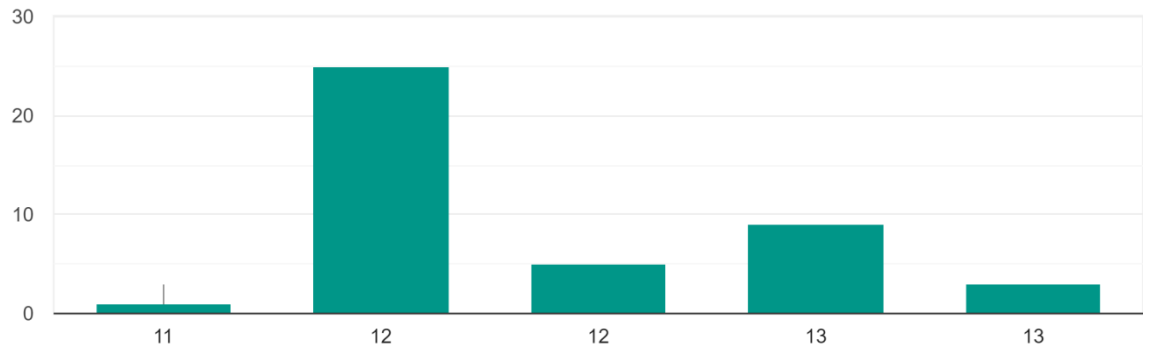
Grado Y Grupo

43 respuestas



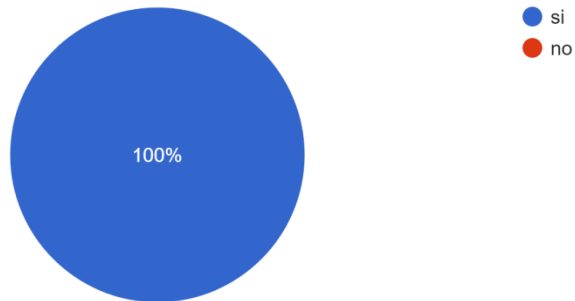
Edad

43 respuestas



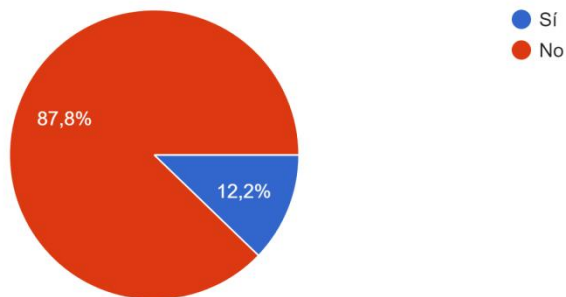
¿cuentas con WiFi en casa?

43 respuestas



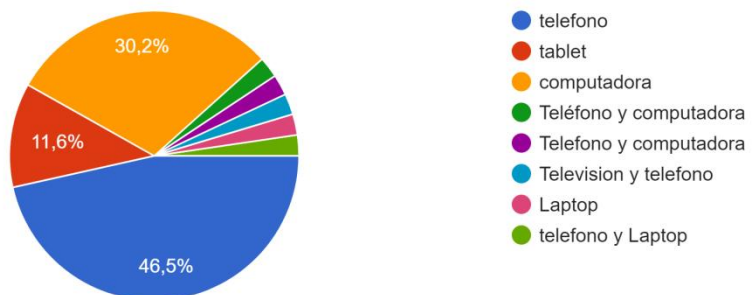
¿Usas datos móviles para conectarte a clases?

41 respuestas



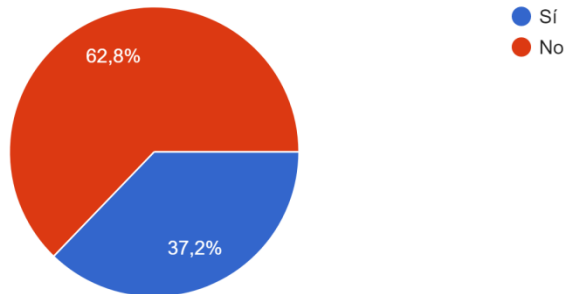
¿Por cual medio estas tomando tus clases virtuales?

43 respuestas



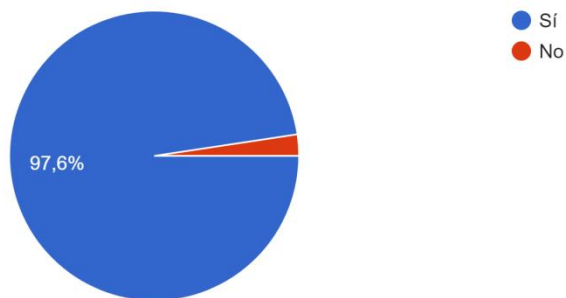
¿Compartes con alguien más tu dispositivo donde tomas tus clases virtuales?

43 respuestas



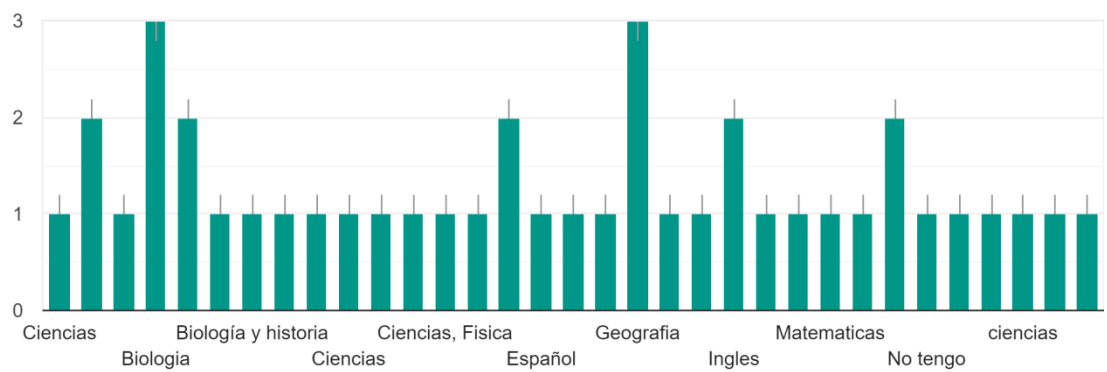
¿Cuentas con un espacio adecuado para hacer tus tareas y estudiar?

42 respuestas



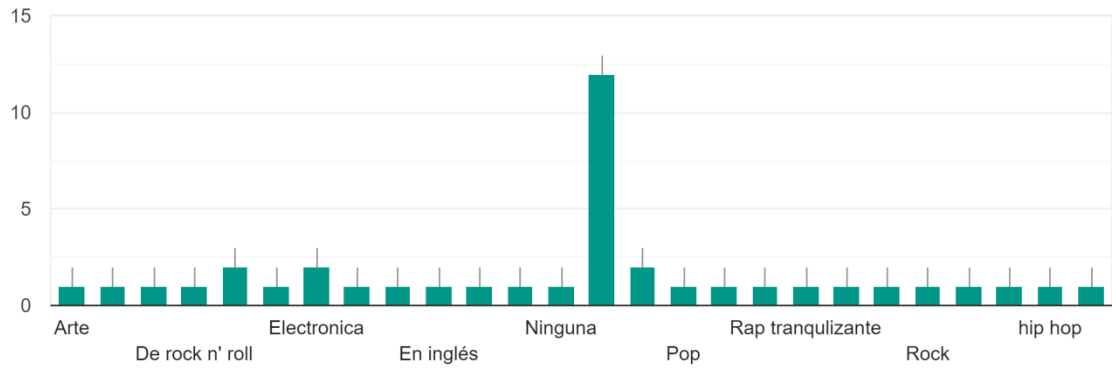
¿Cuál es tu materia favorita?

42 respuestas



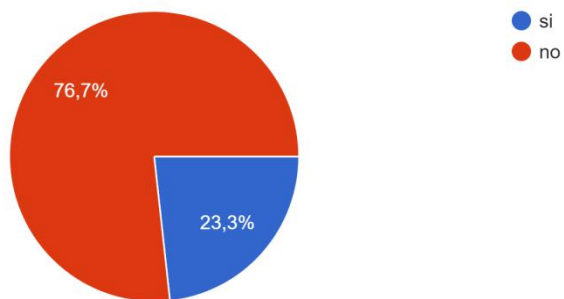
¿Que tipo de música escuchas?

40 respuestas



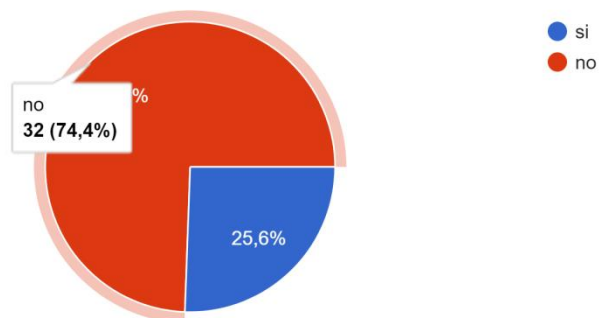
¿Has tomado clases de ingles fuera de tu escuela?

43 respuestas



¿Se te dificulta aprender ingles con tu profesor?

43 respuestas



Appendix D: Diagnostic Exam

1. Look and read. Choose True or False.

These are grapes.

Verdadero



2. Look and read. Choose True or False.

This is a house

Falso



3. Look and read. Choose True or False.

This is a helicopter.

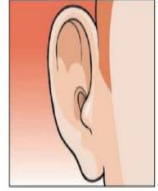
Falso



4. Look and read. Choose True or False.

This is an ear

Verdadero



5. Look and read. Choose True or False.

These are coconuts

Falso



6. Look and read. Choose True or False.

This is a sofa

Verdadero



7. Look and read. Choose True or False.

these are helicopters.

Verdadero



8. Look and Read. Writes yes or no.

The boys are wearing blue shorts.

yes Yes YES



9. Look and Read. Writes yes or no.

The children are fishing in the sea.

no NO No



10. Look and Read. Writes yes or no.

You can see three fish in the picture.

yes YES Yes



11. Look and Read. Writes yes or no.

The cows are looking at the sun.

No NO no



12. Look and Read. Writes yes or no.

The boy with blond hair is sitting down

No NO no



13. Look at the pictures and Write the words.

paper



14. Look at the pictures and Write the words.

rule



15. Look at the pictures and Write the words.

eraser



16. Look at the pictures and Write the words.

pencil



17. Look at the pictures and Write the words.

teacher

board



18. Read this. Choose a word from the options for the number 1.

Horses are beautiful animals. The one in the picture has four long legs, two big (1) _____ and a long face.

- A legs
- B eyes**
- C balloon



19. Read this. Choose a word from the options for the number 2.

It has a brown (2) _____ on its body too.

- A eyes
- B food
- C tail**



20. Read this. Choose a word from the options for the number 3.

Lots of (3) _____ enjoy riding horses.

- A legs
- B food
- C people
- D tail



21. Read this. Choose a word from the options for the number 4.

At the end of the (4) _____, they clean their horse and give it (5) _____ and water. Horses like eating apples and carrots.

- A door
- B day
- C eyes
- D people



22. Read this. Choose a word from the options for the number 5.

Some families have a horse for a pet. At the end of the (4) _____, they clean their horse and give it (5) _____ and water. Horses like eating apples and carrots.

- A day
- B balloon
- C people
- D food



23. Look at the pictures and read the questions. Write one word answers.

What are the children doing?

running



24. Look at the pictures and read the questions. Write one word answers.

Where is the bird? In a ...

tree



25. Look at the pictures and read the questions. Write one word answers.

who's pointing? the...

children

boy and a girl

kids

girl and a boy



26. Look at the pictures and read the questions. Write one word answers.

What has the bird got in its mouth? the...

hat



27. Look at the pictures and read the questions. Write one word answers.

How many birds are there now?

3 three



28. Look at the pictures and read the questions. Write one word answers.

what are the birds doing?

singing whistling



Obtained by Pre A1 starters Exam From Cambridge English webpage:
<https://www.cambridgeenglish.org/es/exams-and-tests/young-learners-english/starters/>

Appendix E Lesson Plan (January, 18th to 22nd, 2021)



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
 LICENCIATURA EN EDUCACION SECUNDARIA
 CON ESPECIALIDAD EN INGLÉS



Topic:	Kahoot activity	Lesson number: 4	Date:
Main Aim of the lesson:	By the end of the activity the students should know the sections of the news paper and guess information base on the headline.		

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	SKILLS	ASSESSMENT
Warm-up	To start with the activity I will send them the link and the code to can do the kahoot activity			
Presentation	The students have to watch a video. The video will explain how to log in into the kahoot platform.			
Practice	The students have to do the kahoot activity the specific day			
Production	The students have to answer the kahoot activity and then look the position table.			
Wrap-up	Send a screenshot that the students finished the activity			

Lesson Plan Elaborated by Gerardo Lopez

Appendix F: Lesson Plan (March, 8th to 12th, 2021)

Topic:	Agree with others on a travel itinerary	Lesson number: 1	Date:
Main Aim of the lesson:	By the end of the lesson, the students should be able to express travel habits and obtain information about specific travel destinations.		
Assumptions:			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	SKILLS	ASSESSMENT
Warm-up	To start with, the class, the students are going to listen a video and draw and interpret the information with a drawing.	Appendix 1.1 YouTube video		
Presentation	Students are going to match some pictures with sources of information about travel destinations with their names and write other examples. Answer the next questions: How often do you travel with your family? How do you choose your destination?	Appendix 1.2 worksheet		
Practice	In the next activity, the students are going to number the photos according to the travel destination. Then students they are going to write the names of these places that people would probably like to go. And complete the next chunk – I want to travel to ...	Appendix 1.3 Worksheet		
Production	The students are going to fill a chart and they have to consult information about a place, what actions they can do and where they found the information?	Appendix 1.4 Chart with resources		

Lesson Plan Elaborated by Gerardo Lopez

Appendix G: Lesson Plan (March, 15th to 19th, 2021)

Topic:	Agree with others on a travel itinerary	Lesson number: 2	Date:
Main Aim of the lesson:	By the end of the lesson, the students should be able to use connectors to link reasons and data. Interpret gestures and body language to detect emotions. Recognize emotions in persuasive language.		
Assumptions:			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	SKILLS	ASSESSMENT
Warm-up				
Presentation	To start with the class the students are going to listen to the conversation and order the places that they want to visit according to their itinerary.	Appendix 2.1 Worksheet and script.		
Practice	The students are going to listen or read the next conversation. Then listen or read John's conversation and complete the sentences with the following linking words or phrases. Finally, complete the mind map about linking words.	Appendix 2.2 Worksheet and script		
Production	Students have to look at the photos and underline what the people mean then complete the dialogue with the expressions.	Appendix 2.3 Worksheet		
Wrap-up				

Lesson Plan Elaborated by Gerardo Lopez

Appendix H: Lesson Plan (March, 22nd to 26th, 2021)

Topic:	Agree with others on a travel itinerary	Lesson number: 3	Date:
Main Aim of the lesson:	By the end of the lesson, students should be able to contrast advantages and disadvantages using graphic material and enlist proposal of destinations and ideas about travel		
Assumptions:			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	SKILLS	ASSESSMENT
Warm-up				
Presentation	Students are going to list proposal of destinations in their notebooks and propose travel destinations			
Practice	Look for only two options using the last proposal list.			
Production	Fill the next chart where the students have to compare the two travel destination			
Wrap-up	.			

Lesson Plan Elaborated by Gerardo Lopez

Appendix I: Evidence (January, 18th to 22nd, 2021)

The screenshot shows the Kahoot! website interface. At the top, there is a navigation bar with the Kahoot! logo and links for Home, Discover, Kahoots, Reports, and Groups. A 'Create' button is visible in the top right corner. Below the navigation bar, there is a large yellow banner featuring a cartoon rocket ship with a face. To the right of the banner, the text 'Questions (10)' and a 'Show answers' link are displayed. The main content area contains four quiz questions, each with a 120-second timer and a small thumbnail image:

- 1 - Quiz: Example of Synonym. Thumbnail: A small wooden cabin.
- 2 - Quiz: What is a Synonym?. Thumbnail: A classroom with students at desks.
- 3 - True or false: True or False. Long & Short are a Synonym. Thumbnail: A classroom with students and a teacher.
- 4 - Quiz: What is an Antonym?. Thumbnail: A grey placeholder box.

On the left side of the interface, the quiz details are shown:

- Bilingual dictionary 1st**
- 1 favorite, 2 plays, 1 player
- Buttons: Play (green), Edit (blue), Share (grey), Star (yellow), and More (grey).
- Challenge in progress: Challenge finished (green), View results (grey), 0 (grey).
- A public kahoot
- User: geraslopez2

Appendix J: Evidence (March, 8th to 12th, 2021)

A) Look for information about three places you're interested in visiting.

B) Write where you found the information.

C) And the things that you could do in that places.

Place	Things to do	Source
MEXICO	Google	Tourism
COS	video	Tourism
China	videos	Tourism

Handwritten notes:
 10000
 10000
 10000
 10000
 10000

Leonel Ipiña Cervino 1.6 09/03/21
 1st Class

A) Look for information about three places you're interested in visiting.

B) Write where you found the information.

C) And the things that you could do in that places.

Place	Things to do	Source
Beach	Sand castles Swimming	Magazin
Paris	tourism	Internet pages
Dubai	Take pictures with cool cars	Youtube



• How often do you travel with your family?
 We don't travel much.

• How do you choose your destination?
 San Juan


- Water sports and sunbathing beach
- nature and watching wild animals rainforests
- skiing and rock climbing mountains
- sightseeing and shopping city
- Monuments and structures of ancient cultures
- archaeological site


PLACE	THING TO DO	SOURCE
Cancún	See what the beach is like,	For internet
New York	visit the eiffel tower	asking my family
Dubái	See tourism	asking my family.


Class work obtained from students.


Appendix K: Evidences (March, 15th to 18th, 2021)


7 Look at the photos and underline what the people mean. Then listen and check. 52


①  a. I have a question.
b. Let me think about it.

②  a. I have no idea.
b. I agree.

③  a. I have a question.
b. I agree.

④  a. Let me think about it.
b. I disagree.

⑤  a. I have a question.
b. I have an idea.

⑥  a. I disagree.
b. I have no idea.

► **Complete the dialogue with the expressions above. Then act it out using gestures.** 53

A: Is everything clear?
B: I have a question can we take photos inside the caves?
A: Can we buy souvenirs at the park?
B: I have an idea. You'd better ask the teacher.
A: We should ask the principal to extend our trip.
B: I have question some of us are in the school play and we cannot miss the rehearsals.
A: Can we light a campfire in the evening?
B: I disagree. I'll let you know later.
A: How can we find John now?
B: I no have idea. Let's send him a text message!
A: Let's all wait for the guide here.
B: I have no idea we should always stay together.

8 Listen to the telephone conversation and complete the notes. 50

Place playing for the friends
Get there by Mexico city
Opens at 10 Closes at 5
Only guides can cars and bus
The tour lasts 5
Tickets cost 60

9 Listen to John talking to his friends. Complete the sentences with the following linking words or phrases. 51

although and so but this means that because

1. Maybe not at six, but no later than seven.
2. although we would have to pay 200 pesos extra, I think we should hire a guide.
3. The caves are enormous and it's easy to get lost because we must stay together all the time.
4. We should wear light clothes so it's very warm in the caves.
5. We still have a few days before the trip this means that if we have further questions, we can discuss them.

► **Write the linking words and phrases in the mind map.**

Too Adding information Linking words Contracting ideas Unlike
First Giving a reason Giving a result Indeed

Class work obtained from students.

Appendix L: Gamified Tasks

Kahoot! Home Discover Kahoots Reports Groups Upgrade now Create

Bilingual dictionary 1st

1 favorite 2 plays 1 player

Play Edit

Challenge in progress

Challenge finished View results

A public kahoot

geraslopez2

Questions (10) Show answers

1 - Quiz
Example of Synonym

2 - Quiz
What is a Synonym?

3 - True or false
True or False. Long & Short are a Synonym

4 - Quiz
What is an Antonym?

This picture means

Slide 1 / 1

Visit the Church

Buy Handcrafts

Información Edit Share Preview Participar en Vivo Student-Paced

Reporte de sesión

Descargas

Compartir



leccion 2 expresions and emotions

Autor: Gerardo Lopez Perez - Diapositivas: 2 - Fecha: Lunes, 22 de Marzo de 2021 06:42:12 PM

RESUMEN

Buscando pares **Completar los espacios**

you are going to look for the correspondent pairs, the picture, and the emotion. para esta actividad van a buscar los pares con la imagen y la emoción.

Estudiante	Aciertos	Intentos	Actividad Completa
Camila Hernández	-	-	No
Guillermo	5	5	Si
jose diego castillo camacho 1G	5	6	Si
Roberto Manuel Hernández Rivera 1-G	5	5	Si



75 Completa

25 Incompleta

Reporte de sesión

Descargas

Compartir



leccion 2 expresions and emotions

Autor: Gerardo Lopez Perez - Diapositivas: 2 - Fecha: Lunes, 22 de Marzo de 2021 06:42:12 PM

RESUMEN

Buscando pares **Completar los espacios**

Completar los espacios

Estudiante	Puntos
Camila Hernández	2/4
Guillermo	0/4
jose diego castillo camacho 1G	-
Roberto Manuel Hernández Rivera 1-G	4/4



75 Completa

25 Incompleta