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E-LEARNING: GAMIFICACIÓN PARA AUMENTAR LA MOTIVACIÓN EN EL APRENDIZAJE DEL INGLÉS COMO SEGUNDO IDIOMA.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

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FOR OBTAINING THE DIPLOMA OF

**SPECIALTY IN TEACHING AND LEARNING
OF ENGLISH AS FOREIGN LANGUAGE**

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Table of contents

INTRODUCTION.....	6
CHAPTER 1: PHILOSOPHY AND THEORY	7
1.01 TEACHING IDENTITY AND PHILOSOPHY	7
1.01.01 AUTOBIOGRAPHY	8
1.01.02 DEFINING ROLES	10
1.01.03 ASSESSMENT	11
1.02 THEORY UNDERLYING TEACHING PRACTICE AND IDENTITY	12
1.03 INTERCULTURAL COMPETENCE	14
1.04 TEACHING PHILOSOPHY STATEMENT	15
1.05 ACTUAL TEACHING CONTEXT	16
CHAPTER 2: METHODOLOGY AND PRACTICE	17
2.01 LESSON PLAN AND RATIONALE BEHIND THE ACTIVITIES.....	17
2.01.01 INTRODUCTION TO THE LESSON	23
2.01.02 COMMUNICATIVE SKILLS DEVELOPMENT	25
2.01.03 INTERCULTURAL COMPONENT	37
2.01.04 THEORETICAL FOUNDATION BEHIND THE ACTIVITIES	38
2.01.04.01 ANALYSIS ABOUT ACTIVITIES RESULTS	44
2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS	45
2.02.01 RATIONALE BEHIND THE ASSESSMENT CRITERIA AND TOOLS	45
2.02.02 ASSESSING OR EVALUATING TOOLS	50
2.03 ATTACHED EVIDENCE OF DEVELOPED ACTIVITIES	53
2.03.01 SESSION 1.....	53
2.03.02 SESSION 2.....	54
2.03.03 SESSION 3.....	54
2.03.04 SESSION 4.....	55
2.03.05 ASYNCHRONOUS LESSONS	55
2.03.06 FINAL PRESENTATIONS	56
2.04 TOOLS FOR ASSESSING STUDENTS	57
2.04.01 PEER ASSESSMENT	57

2.04.02 SELF-ASSESSMENT	57
2.04.03 RUBRIC.....	57
2.04.04 GAMIFIED ASSESSMENT	58
2.05 VIDEO	59
2.05.01 VIDEO LINK.....	59
2.05.02 VIDEO SCRIPT	59
CHAPTER 3: EXPERIENCE REPORT	63
3.01 RESULTS	63
3.01.01 READING	63
3.01.02 WRITING	63
3.01.03 SPEAKING.....	63
3.01.04 LISTENING	64
3.02 CHALLENGES AND POSSIBLE SOLUTIONS.....	64
CHAPTER 4: CONCLUSIONS	65
4.01. ABOUT SPECIALTY	65
4.02. PROJECT CONCLUSIONS.....	66
4.02.01 LIMITATIONS	66
4.02.02 CONCEPTUAL ASPECTS	67
4.02.03 ANALYSIS AND OBSERVATION.....	68
CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES.....	68
5.01 APPENDIXES.....	68
APPENDIX 1	68
APPENDIX 2	68
APPENDIX 3	68
APPENDIX 4	68
APPENDIX 5	69
APPENDIX 6	69
APPENDIX 7	69
APPENDIX 8	69
APPENDIX 9	69

APPENDIX 10	69
5.02 APA STYLE REFERENCES	70

INTRODUCTION

This document will show and describe in detail the rationale, activities, assessment, and results of the project “E-Learning: Gamification for growing motivation on English as a second language” developed by Karen Guadalupe Avila Herrera.

Chapter 1 describes in detail the teaching philosophy including teaching identity components, roles performed by the teacher, and the roles that students take according to their needs and activity election from students. Also is included the theories, approaches, and assessment tools that form part of the teaching techniques selected by the teacher for getting the best results from students and that fits with her teaching context and beliefs.

Chapter 2 consists of the foundation and rationale behind the whole project, activities, assessment tools, approaches, theories, activity, and online tool election that made possible the learning process throughout the series of lessons created in order to construct the expected outcomes and the learning goals.

Chapter 3 includes an analysis of results obtained from activities selected for this project and assessment tools, divided into sections detailed by the four skills development. It also presents the analysis about what didn’t work and which were the solutions and improvement areas for future lessons and lesson planning improvements.

And the last chapter, chapter 4 details the conclusions part where the author reflects about the aspects that resulted more important from the specialty and that she is including or will form part of her teaching practice in the near future. The second part is about project conclusions where are explained limitations during the project application, analysis, and observations of the performance of the teacher and the results obtained from students based on the achievement of goals and learning objectives.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

The specialty had been an incredible journey for learning and re-shaping the teacher identity and philosophy of each teacher that had coursed the three modules. All the knowledge acquired allows every teacher to construct a better version of them to offer it to their students.

All the theories, concepts, approaches, and terms help the teacher to comprehend the process of acquiring a second language to give her a wider view of all the requirements that teaching practice nowadays has to have to be meaningful for her students.

Teachers' belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers' decision-making and action, and hence constitute what has been termed the "culture of teaching." (Richards & Lockhart, 1996).

The teacher builds her first teaching philosophy or a draft of it with the principles that she acquired during the years that she spent as a student. Also, certain teaching practices are acquired throughout the influence of institutional framework where are set approaches for working inside of. It is clear the main influence for shaping a teaching philosophy, the teaching practice, and experiences, by analyzing and reflecting about what worked and whatnot, the teacher established her strengths and her opportunity areas.

The influence of personality traits in teaching philosophy is undeniable. By performing a self-analysis, the teacher found the aspects of her personality that helped her students to grow their knowledge and developing their skills.

As part of this teaching philosophy, ICT played and would play an important and key role during teaching practice. Information and Communication Technologies can impact student learning when teachers are digitally literate and understand how to integrate it into the curriculum. In a more globalized world, it is very important to make our students aware of the existence of technologies that

can help them to improve and work with their language skills and overall, to learn more by accessing other sources of knowledge, in this case, the use of ICT helps students to grow learner autonomy making students responsible of their learning processes too. An excellent form where the teacher included the use of ICT is the flipped classroom model, where for example, students watched lectures at home on computers or smartphones, and they after that use classroom time for interactive exercises where they use the information and knowledge that they acquired from the lecture.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher-order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace. (Learning Portal, 2021)

1.01.01 AUTOBIOGRAPHY

As a learner

The moment where people had their first contact with a new language is unforgettable. In this case, by watching, at the age of 2 years, programs where its original language was English the engagement and curiosity for acquiring a new language grows, parents played the important role of mentors for this process. By watching flashy TV Programs where vocabulary was taught the learning journey began, a particular program that helped a lot to this process was “CrashBox”. Also, the learning process throughout the years is influenced by the people that perform roles in it, certainly, the language teachers are the basis during scholar years. For primary school, the teacher that most influenced to the author of this project was a beautiful and lovely woman that made classes very interesting and engaging, she used a lot Grammar-Translation method in classes, she provided her students with lots of knowledge and meaningful learning experiences but all of that was complimented with watching videos or programs in English that helped the author of this project to improve her speaking skill for second language use.

For secondary school the situation was different, two teachers developed different aspects of language in their classes. The first one worked throughout repetition activities, drills, and writing activities for acquiring the use of the verbs in all their conjugations for the different tenses. The second teacher

worked on the communicative approach and interaction model of communication, he used materials like books and his main roles were as mentor and guide. His main approach used in class was PPP – Present Practice Produce, where he at the beginning of the class presented the grammatical concept, then he showed how to use it in a particular context or situation and then, he asked learners to produce something with what they had learned and then, completing pages of coursebook at the end of the class or for homework.

In high school, the major part of the classes where the author of this project participate was based in grammar-translation method but then including a language laboratory where listening skill was improved working with songs completing information gap activities.

The major and more beneficial influence was from university teacher Ana Luz Devora, she used the communicative approach, she only spoke English in classes and asked students to do the same, she worked on speaking skills to prepare learner to be more fluent and accurate when using English as a second language. She worked by projects to track our progress and at the final of the term she graded the students' performance with that projects and assessed then presenting feedback to each learner. Those were the most meaningful classes and learning experiences that the author of this project had as an English learner.

The main learning and motivation started from her parents that inspired her to learn a new language but, also inspired her to watch programs and listen to songs in English, they gave her that curiosity to learn another language and the motivation to learn more and more about it.

As a teacher

The teacher experience can be summed up by explaining that the author's teaching journey began in 2014, and it had been an awesome learning experience for the teacher. Working in different schools resulted in meaningful knowledge for the teacher because she could contrast the different contexts and emotional factors that children have to live and deal with and that difficult their learning process. All children learn in different forms, and the most important statement that the teacher learned is "the teacher has to adapt her teaching methods and efforts according to student's needs in order to achieve learning goals and to convert learning process into meaningful experiences for the learners". The main

focus throughout the teaching experience had been working on learners' motivation, a motivated learner is an engaged learner and an engaged learner learns easily and enjoys the process.

Public and private schools had different syllabus and internal processes, working on both types of schools helped the author of this project shaping her teaching philosophy. Different contexts, different students' resources, and the teacher has to adapt their methods and materials to each context.

All kids can learn a new language, the teacher has to find the correct tool to dig and achieve that goal. Focusing in language as an object to be taught has gone to the idea of the language in use and here is where context plays an important role as a social and symbolic phenomenon, context determines what has to be spoken and how it has to be spoken. Following a syllabus is important but how to teach what is inside of this syllabus and how teach and make students aware about the relevance of what they are learning is the biggest learning that the author of this project can highlight from her experience as a teacher.

1.01.02 DEFINING ROLES

It is important to take into account intrinsic motivation and students' needs, as part of the teaching experience, the teacher knows and had experienced learning blocks or mental breakdowns of her students in the learning process because of the factor before mentioned.

The teacher plays different roles inside the classroom, she didn't stay performing the same role because as is stated in the past paragraph, she has to work with students' needs and everyday situations that are constantly changing, we live in a constantly changing world.

The teacher can assume the role of a facilitator because she works trying and setting all their teaching process, efforts, and selecting approaches for guiding the learning process of her students and taking into account students' challenges when they are in contact and working their skills for acquiring a second language. One of the key strategies that worked for the teacher is to take into account students' needs

Also, she develops a role as a mentor, because she shows to her learners that the learning process is a natural process that every human had faced at some point in their life, making look this process more

natural and reachable to them. It helps to reduce frustration, anxiety, in general working with affective variables.

Inside of a teacher's philosophy should be included the students' roles that teacher guides for helping them to improve their skills. Roles like contributor, inquisitive and active participants, learner accountability develop learner's autonomy. Contributors when the students are responsible to share what they already know with the class and how they learn in the best way. Inquisitive and active participants developing their curiosity and learning throughout experiential lessons or with the use of realia and authentic materials, constructing full engagement for the students to have the learning opportunity and sets the tone for the classroom.

The learner accountability is worked in teaching methods because the teacher makes that her students became responsible for taking ownership of their action in a way that values building safe and positive relationships in the classroom with their classmates and with the teacher, lowering down insecurities and affective filter, motivating them to feel capable to achieve any challenge that they face in their learning process.

1.01.03 ASSESSMENT

It is important to include assessment criteria because it is an important part of every teachers' teaching philosophy. The teacher has to consider that the students are different when it comes to learning capabilities. She has to work on several assessment tools to ensure she's able to assess the students properly. The teacher has to select the adequate tools that give her insights about what are the students struggling with but overall, these assessment techniques and criteria should reflect a deep analysis about her teaching practice that allows her being able to understand what is working and what not for changing and upgrading her teaching.

Assessment is a continuous process so the teacher constantly has to work with her students using different types of assessment. By using and analyzing several types of assessment and conforming a teaching philosophy the which that worked better and gave the information needed for the author of this project, that allowed her to upgrade her teaching practice were the learner-centered assessment, alternative assessment, and formative assessment.

By working with learner-centered assessment we have to assess students for their passions and interests. (Miller, 2015). All students come with powerful experiences that have driven their lives, such as family stories, favorite books, hobbies, and trips. The teacher as part of her teaching philosophy strongly believes that conceiving learner as the center of the assessment helped her to have a wider understanding of what she has to improve on her and what she has to work with their students to achieve goals and objectives.

Also, an alternative assessment because the teacher can track learners' progress with different activities that are not necessarily formal tests such as roleplays, projects, presentations, etc. As is stated before, project-based assessments are an alternative to tests that allow students to engage with their learning in more concrete ways. Instead of merely studying theory, a hands-on project asks students to apply what they've learned to an in-depth exploration of a topic. The teacher can use projects as part of the ongoing learning process or as a capstone assessment in place of a traditional final exam. Projects had been useful to track students' progress and as a different form for analyzing students learning process and improvement areas.

And last but not least, a formative assessment because she has a register of learning experiences by evaluating as a process of acquiring L2. This assessment resulted useful to the teacher because it allowed monitoring student learning and also provided ongoing feedback that can be used to improve her teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work, also, help the teacher recognize where students are struggling and address problems immediately.

1.02 THEORY UNDERLYING TEACHING PRACTICE AND IDENTITY

It is important to comprehend that language is a complex unit that allows people to understand the world with communicative, cognitive, and reflection purposes (Salazar Wolfe, 2006). Language is the most important tool for communicating and constructing relations with other members of society.

For learning a new language or understanding how a person or even a boy or girl acquires a new language, Functional linguistics (Halliday, 1975) is a strong basis for this teaching philosophy,

because it analyzes how children interact with the world in a meaningful way, it focuses in the language in use that is the central part of the learning process in nowadays. This process has opened up the scope of perspectives on language and has contributed to giving shape to what language teaching is today.

This statement is accompanied by the communicative approach that also is focused on language in use. The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. This approach allows learners to acquire a new language in a more familiar context and the learning process becomes more natural and less structured.

Another theory that has a big impact on this teaching philosophy is Stephen Krashen's comprehensible input, where a comprehensible input provides enough known and information for students to understand and interpret new linguistic cues by using different types of input to make the classes interesting for learners and to allow them to use the language. Thinking on the last assumption, in practice or exercises where learners had to use what they learned, the teacher tends to help them in excess to prevent mistakes and avoiding demotivation, anxiety, etc. With all that the teacher learned in the specialty, teaching philosophy is re-shaped day by day, in this case, changing these practices for allowing students to practice freer just taking the role of a source to them, providing just the language they are missing or answering the questions they have to complete the task. Also, as part of the communicative approach, the use of language requires more interaction opportunities for students so the application of the interactional hypothesis and the use of interactional modifications help students to solve the breakdowns. Before analyzing this hypothesis in a breakdown, frequently the learners used to talk in L1 to make meaning and to understand what they were saying but, it changed to make meaningful opportunities to interact. Using just L2 in the classroom is beneficial for learners, this helps them to get used to target language.

As is stated before in the last section the use of the communicative approach and functional linguistics are the basis of this teaching philosophy but is important to think about how to develop the 4 skills in learners. The teacher has to think and design the learning experience of each student taking into account their learning styles, their needs, and the objective or goals that she wants to reach on their

students. Approaches like the Task-Based approach helps to change the dynamic of the class and give different learning opportunities for students. That actions resulted in engagement and a lot of new knowledge for them.

To cope with the current Teaching needs, the actual syllabus for Mexican schools is designed to work with Social Practices of Language. The current situation, COVID Pandemic with distance learning didn't stop the teacher beliefs, preoccupations, and the learning process of the students, they keep in contact with Virtual Classes in Zoom and Meet. The teacher had to adapt to a new form of work where students deal with feelings like anxiety a lot on motivation with my students, they are facing hard times but, so she has to keep in mind this situation when designing lessons. The use of these techniques even in presential is very important because motivation is crucial for the learning process and language acquisition. A motivated learner is engaged and his/her learning process is more pleasant and easy. For working with motivation the teacher used more activities that allowed learners to practice and make use of the language, the activities were jigsaw readings, gamified activities, songs, online roleplays, Kahoots, Jamboards, and even, creating games for gamification that had been an incredible tool throughout this experience. The teacher incorporated Vygotsky's Zone of Proximal Development theory with a basic but very reliable example to apply with students that suffer from anxiety: A student is able to perform simple addition when working with a teacher or parent but is frustrated when performing the task alone. By guiding the student to use tools and strategies, and by asking questions about why he/she is using each tool or strategy, the student is able to fortify knowledge and eventually add independence.

1.03 INTERCULTURAL COMPETENCE

On Dell Hyme's (Hymes, 1971) publication of his theory communicative competence where he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately, there is an essential part for considering and begin thinking on including the intercultural competence in the classroom. It is very important to be aware of the existence of other cultures in the world and that students will have to face a globalized world in the future where they will have to communicate according to the context where they will be using the second language.

For teaching philosophy, it is important to include the author's posture and beliefs about intercultural competence and by agreeing with Byram (Byram, 1977) that in his model of intercultural competence explained the importance to know social and cognitive processes, as he stated "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self", this teaching philosophy in the intercultural competence development is based in Byram's model because the teacher works with the students for helping them to understand their culture and then valuing other people values, beliefs, and with that understanding their behaviors.

1.04 TEACHING PHILOSOPHY STATEMENT

UPN's specialty had positive results on all the teachers that had coursed all the lessons and modules, this amazing project helped the teacher to notice her weaknesses and opportunity areas in her teaching and helped her to realize how to work on them in order to improve them. All improvements in teaching philosophy are reflected on improvements that will affect on a positive form the understanding and use of language in students as in the teacher.

By taking the certification of TKT Modules 1 and 2 prepared the teacher with some theories approaches, and techniques for language teaching, but with the specialty, the teacher can go deeper into its components and stages, and selecting which of them are meaningful for her teaching context according to learners' needs ensuring their learning.

The teacher has to make an analysis of her teaching philosophy regularly, the teaching philosophy is constantly evolving so, she has to adapt and update it regularly. We constantly hear the only certain thing in life is change, so teaching processes and teaching philosophy have to constantly change and be upgraded according to students' needs and what we consider will be good and beneficial for the teaching practice.

As a teaching philosophy statement, the creation of an environment where students can grow and develop the four skills for mastering the second language is the main goal for the teacher, her main objective is to provide students with all the tools that allow them to meet their full potential. As the

objective for achieving all that is stated before, the teacher has to create a safe environment where students can take risks and share their ideas.

1.05 ACTUAL TEACHING CONTEXT

The teaching context for this assignment helped to modify and for creating a better version of the teaching philosophy. The context of teaching includes anything in the surrounding environment: physical, social, institutional, and personal, that influences teaching and learning. As the physical context is located in Fresnillo, Zacatecas. The actual school where the group was the activities for the project were designed is CALE Institute, which is a private school. The social context as is stated before had its framework inside of a private school, it resulted beneficial because all the students in the group had the possibility to keep in contact with the teacher through daily online classes through Monday to Friday, they had a good internet connection and technological abilities to strength and research more about what they were learning in classes.

The institutional syllabus played also a key role in the teaching context. Materials such as the student's book and online virtual environment for the sessions "Meet" app defined the election of activities and techniques in order to obtain the best results from students. The group that inspired the topic election and the selection of the activities was 6th grade with students of 11 and 12 years old with interests in technology use, video games, movies, music, and so on. Learners needed to grow self-confidence and listening skills, so the teacher adapted and performed analysis before creating and designing lessons for creating them according to the learners' level of proficiency and needs.

The use of ICT helped a lot to define the teaching methods and activities election in order to obtain the best results from students and also, motivating them to achieve learning goals.

For closing this chapter, it is important to highlight the key aspect that conforms to this teaching philosophy. Based on experiences as a learner and teacher, working on students' motivation is a key factor that determines the success and achievement of learning goals. Talking about roles, the teacher has to guide learners to the knowledge and goals by giving meaningful activities that can grow their confidence and autonomy. It is important to analyze and understand all the aspects of the teaching

context in order to design and provide learners with the correct methods, activities, and input to engage them with their learning processes. Also including the use of ICT in the classroom is fundamental nowadays, by using information and communication technologies in the classroom the teacher provides students with powerful tools that help them to be successful and more prepared for the requirements of a more globalized world.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 LESSON PLAN AND RATIONALE BEHIND THE ACTIVITIES

Gamification (Benedict, 2019) is the process of incorporating game elements into non-gaming activities to trigger certain user behaviors. At its heart, the prime goal of gamification is to drive more engagement and inspire the user to participate more often in a process, activity, or content inside of a more familiar and comfortable environment for the learners. This project is based on activities for increasing motivation on learners considering the scenario where students initiated their learning process with the author of this project. They were demotivated learners, uncomfortable when they were asked to participate, for changing their attitudes towards the learning process, gamification was implemented for allowing learners to learn inside of a familiar environment where they felt free and not judged when they participate.

Highlighting motivations as main goal to work with the group where the project was applied, the topic election also was selected because “Entertainment” is an incredible topic for letting students express their likes and dislikes, opinions, and to construct meaningful knowledge without letting aside the objectives inside of the syllabus set by CALE Institute, this is the framework called CLIL(Content and Language Integrated Learning). Many teachers see CLIL as a more natural way to learn a language; when a topic is taught in a second language there is a concrete reason to learn both at the same time.

And as students have a real context to learn the language in, they are often more motivated to do so, as they can only get the most of the content if they understand the language around it.

Moreover, being content-focused, CLIL classes add an extra dimension to the class and engage students, which is especially advantageous in situations where students are unenthusiastic about learning a language (Wiseman, 2018), meaning their language acquisition is faster.

CLIL also encourages students to develop the ability to think critically, be creative, communicate, and collaborate.

As part of the rationale behind activities, as an approach also is used the task-based approach as a framework to develop an outcome that includes the use of learned language and structures during the lessons. In the first two lessons, the topic was presented and the instructions for the task were given to the learners (British Council, 2021). The series of lessons were based around the completion of a central task and the language studied helped them to complete and achieve the lessons' goals. The lesson follows certain stages such as pre-task, task, planning, report, analysis, practice. This approach was selected because a natural context was developed from the students' experiences with the language that was personalized and relevant to them. Another reason for choosing this approach was that students were exposed to a whole range of lexical phrases, collocations, and patterns as well as language forms, all of them necessary for achieving and working with the institutional syllabus. It is a strong communicative approach where students spent a lot of time communicating, and communication and the use of language were necessary to develop the skill that students found more difficult to develop, it was speaking skill.

Also, after an analysis about learners' performance in past classes and with the results obtained from that analysis, was imperative to work on students' motivation and growing their confidence. By working with the affective filter hypothesis (Krashen, 1988) that involves variables that are crucial for facilitating and ensure language acquisition such as motivation, self-confidence, low anxiety, and personality traits. The group tended to were too shy and they didn't have the confidence to participate. For instance, in order to work with the 'mental block' that they had formed due to past experiences, the teacher had to find a topic to motivate them and that allowed them to participate freer inside of topics and activities

where they could feel comfortable participating. Here was where gamification and affective filter hypothesis played an important role in the lessons.

In order to see growth and progression in the students, the teacher worked on the comprehensible input hypothesis (Krashen, 1988). Working with the current level of my students 'I', they were exposed to the following level 'i+1' input that is appropriate for his/her current stage of linguistic competence in activities such as video lessons in iSL Collective, first the topic or in this case the grammar structures were explained, practiced and then, the video lesson took place with activities that were 'i+1' for making students go further with the guide of the teacher.

It is imperative to work with learners' autonomy because learners depend on others with more experience than themselves (teacher) and gradually take on more responsibility for their own learning in joint activity in order to achieve this autonomy on learners, also is worked inside the lessons the Zone of Proximal Development (Vygotsky, 1978). In virtual classes, the teacher assisted the learners in completing learning activities by observing what they were capable of, providing a series of guided stages through the task, and through collaborative dialogue, scaffolding the learning process by initially providing support and gradually removing support as learning develops. Learning was initially mediated and directed by the teacher and was gradually appropriated by the individual learner. Throughout, the teacher provided opportunities for noticing how language is used like in activities where grammar structures were taught and then practiced, experimenting with language use like in roleplays and giving suggestions activities, practicing new modes of discourse, and restructuring existing language then the students completed a final product by themselves that in this project was the completion of final presentations on Jamboard that students created by themselves and with the help of the teacher as a guide.

The following lesson plan is designed with the theoretical basis before mentioned and each activity has a rationale behind for deciding to implement it for working the 4 skills.

1. Lesson plan identification cell.	
Author	Karen Guadalupe Avila Herrera

Educational stage	Sixth Grade. Elementary School
Title of your Lesson plan	E-learning: gamification for growing motivation on English as a second language.
Subtitle	Increasing engagement and developing cultural awareness in sixth-graders from elementary school developing the four skills
Learning Objective of the plan/Competency	<p>Objective:</p> <ul style="list-style-type: none"> • The learners will explore the topic of entertainment. Throughout this topic, the students will be able to listen and read for specific information. Also, one of the main purposes is to work with authentic materials that help my students to engage with their learning process and as a result, they will be involved or form part of this process. • To generate levels of involvement equal to what games can usually produce for growing motivation and engagement in class. • To enhance certain abilities, introduce objectives that give learning a purpose, engage students, optimize learning, support behavior change, and socialize. • The learner will be able to listen and read for specific information <p>Intercultural formative purpose</p> <ul style="list-style-type: none"> • Inside of entertainment topic, the student will be able to explore musical origins and read for specific information and after that include a brief presentation about a traditional song or instrument, and talk about its origin.

Communicative skill considered	Reading/Writing/Listening/Speaking
Functions	<p>Making suggestions</p> <p>Expressing likes and dislikes</p> <p>Expressing opinions about films</p> <p>Describing experiences</p>
Main Grammar structure	The passive
Other Grammar structures	<p>Reflexive/ emphatic pronouns</p> <p>Causative</p>
Brief description of the plan	<p>The main topic of this lesson plan is “Entertainment” according to the coursebook used in the institution where I actually work and also I chose this particular topic because it is very interesting for my sixth-grade students, they are always talking about movies, tv shows and expressing opinions and recommendations about it. The topic can be approached with lots of interesting activities and as my main purpose is making use of gamification for growing motivation we can make trivia with game designing online, my students love to help to prepare materials that would be useful in class, they love to construct their knowledge.</p> <p>In the intercultural competence part, the learner will work with entertainment but researching about a music piece or instrument of the world and talking about the background of origins of it.</p>
Hours of the plan implementation	<p>4 synchronous sessions from 1 hour</p> <p>2 asynchronous sessions from 1 hour</p> <p>1 for conclusions and to present my students final product</p>

Number of sessions	4 Video Conferences or sessions and 2 sessions of asynchronous work
Contents required for the lessons	Movies information, intercultural knowledge, or information about music or instruments
EEAILE Tutor Online	Gernot Rudolf Potengowski

2.01.01 INTRODUCTION TO THE LESSON

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson		Students take to the session information in English about a movie or program they like such as release year, where was it recorded?, main actors, cinematographic genre	00
Introduction to the lesson	<ul style="list-style-type: none"> • The teacher will elicit the student to scan the reading “Forest school” to found words that are unknown to them. • The teacher will explain passive voice grammar structure. • The teacher will explain the causative structure. • The teacher will present the necessary vocabulary for choosing in this case programs, tv series, movies, etc. 	<ul style="list-style-type: none"> • Students will research the meaning of words that they don’t know the meaning of from the reading “Forest school”. • The learners will identify this structure in the text used in the last session. • The learner will complete some exercises for learning the use of this structure. • The learner will complete the exercise for working with the structures and then complete a dialogue. 	01 02 03 04
Set the objective or	1.The learner will be able to identify vocabulary about entertainment and TV programs. Also, they will skim and scan reading for completing tasks assigned by the teacher.		

<p>competencies of the lesson</p>	<p>2.The learner will be able to understand and make use of the passive voice structure. Also, they will be able to differentiate active voice from passive voice.</p> <p>3.The learner will be able to make use of the causative structure when they want to talk about a person that has something done for them by another person instead of doing it themselves.</p> <p>4.The learner will be able to express elections from a range of options in a given topic. Also, they will be able to apply it in a roleplay.</p> <p>Asynchronous</p> <p>1. The learner will apply what he/she learned in class for working on their projects for including into it.</p> <p>2.The learner will work with their research skills and will include in their presentation a musical instrument or music piece for working the intercultural component.</p> <p>Conclusions</p> <p>The learner will demonstrate what he/she learned throughout the lessons applying it in a presentation.</p> <p>In the presentation, the learners worked on their four skills_</p> <ul style="list-style-type: none"> - Writing: For writing the information that they will present - Reading: Researching for information to include it in the presentation. - Listening: Listen to information that they will include and also listen to their classmates presentations. - Speaking: The learner will present her/his project to the group.
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2.01.02 COMMUNICATIVE SKILLS DEVELOPMENT

Communicative skills development					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>Vocabulary introduction</p> <p>Researching, inferring, and matching meaning with graphical representation</p>	<ul style="list-style-type: none"> The teacher will send an exercise on Mentimeter as a brainstorming task for activating schemata. The teacher will present new vocabulary with a labeling pictures-match activity. 	<ul style="list-style-type: none"> The learner will write 5 words about the topic entertainment, in collaborative work the class will form a word cloud. The student will match the words from the new vocabulary with the picture that represents it. 	<p>Student's book page 81</p>	01	<p>Informal assessment, immediate feedback</p>
<p><u>Class development</u></p> <p>Reading section</p>	<ul style="list-style-type: none"> Pre-reading task: the learner will send a LiveWorksheets exercise for matching keywords that will be included in the reading 	<ul style="list-style-type: none"> The student with the help of check these words section from the student's book will answer the LiveWorksheets 	<ul style="list-style-type: none"> Live worksheets exercise https://www.liveworksheets.com/rs1896162in 	01	<ul style="list-style-type: none"> Score obtained in the exercise

<p>Writing section</p>	<ul style="list-style-type: none"> By “popcorn game” all the students will participate in reading a part of the text called “Forest School”. For checking reading comprehension, the teacher will elicit students to solve exercises 2 and 3. 	<p>activity where they will have to match the words with their correct meaning.</p> <ul style="list-style-type: none"> The student will read a section of text and will pass the participation to another classmate saying “popcorn and name of the student”. The students will scan the text for answering exercise 2 looking if the sentences in the exercise are true, false or they are not included in text marking doesn’t say. Exercise 3 by scanning the text 	<ul style="list-style-type: none"> Reading on page 82 from student’s book, reading 7a “Forest School”. Exercises 2 and 3 page 83 student’s book 	<ul style="list-style-type: none"> Revision of exercise 2 on page 83 from student’s book. <p>Exercises revision, immediate feedback</p>
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<p>Writing section</p>	<ul style="list-style-type: none"> The teacher will explain vocabulary and phrases for making recommendations. The teacher will model the task of suggesting a film that she has already seen. 	<p>for specific information.</p> <ul style="list-style-type: none"> The students will write the sentences on their notebooks because they will need them later. 	<ul style="list-style-type: none"> Not ebook <p>Jamboard</p>	<p>02</p>	<p>Informal assessment correcting at the moment of writing.</p>
<p>Listening and speaking section</p>	<ul style="list-style-type: none"> The teacher will explain exercise 7 on page 83 from the students' book where students have to listen for specific 	<ul style="list-style-type: none"> The students will write on Jamboard sentences for suggesting to their classmates watching their favorite film and a movie that they do not recommend. The students will hear a conversation where three 	<p>Google slides and student's book page 83</p>		<p>Exercise revision in virtual sessions, immediate feedback</p>

<p>Writing section</p>	<p>information and then express what each speaker in the audio said about likes, dislikes, and reasons for it.</p> <ul style="list-style-type: none"> The teacher will explain the writing exercise for students to complete with personal information. 	<p>people talk about films they like, they will have to identify likes, dislikes, and reasons of each for then expressing information about their favorite films.</p> <ul style="list-style-type: none"> The learner will complete a writing task with blank spaces that she/he will fill with their personal information. 	<ul style="list-style-type: none"> Google slides and student's book Not ebook and google slides 		<p>Informal assessment</p>
<p>Grammar focus <i>Passive voice</i></p>	<ul style="list-style-type: none"> The teacher will explain the grammar structure for the passive voice. The teacher will proportionate to the students' opportunities for 	<ul style="list-style-type: none"> The students will take notes in their grammar notebooks. The students will play 	<ul style="list-style-type: none"> Game for reviewing the grammar structure 		<p>Immediate feedback at the end of the game, score achieved in the game.</p>

<p>Reading section</p>	<p>practicing the structure throughout gamification.</p> <ul style="list-style-type: none"> The teacher will elicit students to scan exercises 2 and 3 for understanding 	<p>the online game about the passive voice that the teacher will proportionate throughout a link.</p> <ul style="list-style-type: none"> The students will scan the exercises and as 	<p>British council exercises</p> <p>https://learningenglish.com/britishcouncil.org/grammar/past-tense/active-passive-voice-past-tense-esl-grammar-sentence-activity-fun-game-online/</p> <p>ESLGames Plus</p> <p>https://www.eslgamesplus.com/past-tense-voice-past-tense-esl-grammar-sentence-activity-fun-game-online/</p> <ul style="list-style-type: none"> Student's book 		<p>Revision of the exercise</p> <p>Score achieved in the activity.</p>
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<p>Grammar revision</p>	<p>what they are about, then the teacher will ask them to answer the exercises.</p> <ul style="list-style-type: none"> The teacher will explain the task, using a TV Program short piece the teacher will proportionate a practice opportunity for the practice structure, the teacher will explain that they have to complete it by the 10th sentence. 	<p>participation, they will explain what they think that they have to do for completing the exercises then they will complete it.</p> <ul style="list-style-type: none"> The student will complete the task that will be a short piece of a tv program changing some sentences of the action performed until de 10th sentence. 	<p>ESL Video Lesson https://en.islcollective.com/video-lessons/pas-sive-voice-1</p>	<p>03</p>	<p>Score obtained in the exercise.</p>
<p>Project explanation and guidelines</p>	<ul style="list-style-type: none"> The teacher will give to the students an explanation about what the project will be about and the guidelines to develop with all the requirements of their 	<ul style="list-style-type: none"> The learner will write the requirements for the project and their link to being working on 			

<p>Grammar focus <i>The causative</i></p> <p>Gamification</p>	<p>project. It will be constructed throughout the lessons. The teacher will proportionate to each one a jamboard link for working their presentation in there and track their progress.</p> <ul style="list-style-type: none"> The teacher will explain the causative structure that will be useful to explain what happens in the movie or TV Program that they select for their presentation. The teacher will present a quizizz interactive lesson where at the beginning will present the theory and then some exercises to make clearer the use 	<p>their presentations.</p> <ul style="list-style-type: none"> The student will write the structure and examples in his/her notebook. The student will access to the interactive lesson and complete the practices exercises that 	<p>Notebook</p> <p>Quizizz interactive lesson</p> <p>https://quizizz.com/admin/quiz/60a51ea11f55b3001b73963a</p>	<p>04</p>	<p>Immediate feedback by participations.</p> <p>Immediate feedback by the teacher</p> <p>Immediate feedback throughout the game</p>
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<p>Grammar revision</p>	<p>of the structure for the students.</p> <ul style="list-style-type: none"> The teacher will present an exercise from the student's book where the main objective is applying the causative structure for solving it. The teacher will proportionate an online activity for practicing the use of causative structure. 	<p>the teacher set for her/him.</p> <ul style="list-style-type: none"> The student will solve the exercise about causative in the student's book. The students will answer the exercises by turns. 	<p>Student's book</p> <p>https://www.perfect-english-grammar.com/causative-exercise-1.html</p>		<p>Score obtained at the end of the exercise.</p> <p>Informal assessment while students are developing their conversations.</p> <p>Assesing intonation and coherence of the dialogue</p>
<p>Intercultural Competence</p>	<ul style="list-style-type: none"> The teacher will model the intercultural component inside of the topic of entertainment with the analysis of a traditional 	<ul style="list-style-type: none"> The student will take notes of the main point for considering them for including these on their projects. 	<p>Student's book</p> <p>Classcraft</p>		

<p>Gamification</p>	<p>instrument and its cultural background.</p> <ul style="list-style-type: none"> The teacher will design “boss battles” including practice opportunities and assessment for the causative grammar structure. 	<ul style="list-style-type: none"> The students will participate randomly in the battle by answering correctly the questions for beating the boss. 	<p>ISLVideo Lesson</p> <p>https://en.iscollective.com/video-lessons/causative-verbs</p>	<p>Jamboard</p>	
<p>Grammar revision</p>	<ul style="list-style-type: none"> The teacher will send a video lesson with sentences on it, that are scrambled. 	<ul style="list-style-type: none"> The student will access to the video lesson 			<p>Project revision, informal assessment.</p> <p>Revision of content and structure according to the guidelines before given.</p>
<p>Roleplays Writing and speaking</p>	<ul style="list-style-type: none"> The teacher will describe the task for the students by modeling the function of language for achieving and agreement about choosing a TV Program. The 	<ul style="list-style-type: none"> Making use of jamboard, the students will construct a dialogue using the past exercise as a model and taking into account the diagram that the teacher will 	<p>www.puzzel.org</p>	<p>Project presentation day</p>	<p>Rubric</p>

<p>Project supervision and comments for the presentation</p>	<p>function will be a negotiation.</p> <ul style="list-style-type: none"> The teacher will introduce and explain how to create a game. The teacher will talk with each student about their project and will help 	<p>present. Then they will present their dialogues with the correct intonation for demonstrate the correct emphasis of each phrase and to help to convey meaning to their classmates.</p> <ul style="list-style-type: none"> The students will create a game related with important words of their presentations that they will present at the end of their presentations for reviewing understanding.. The student will ask their doubts to the teacher and 	<p>Students' jamboards presentations</p>		<p>Google forms self and peer assessment</p>
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<p>Presentation of the final product</p>	<p>them with any difficulty they have about language, expressing ideas, or improving parts of their work.</p> <ul style="list-style-type: none"> The teacher will set the participation order for the students to present their projects. 	<p>will ask for help if he/she need it.</p> <ul style="list-style-type: none"> The students 1 by one will present their projects and the game that they created for reviewing the understanding that their classmates have about their presentations. 	<p>Google Forms</p>		
<p>Assessment</p>	<p>The teacher will send two links, one for the peer assessment and the other one for self-assessment about their projects.</p>	<ul style="list-style-type: none"> The students will answer peer and self- assessment google forms activities. 			
<p>Asynchronous work</p>	<ul style="list-style-type: none"> After the second synchronous session the teacher 	<ul style="list-style-type: none"> Research ing and using the film or program 	<p>Jamboard, rubric,</p>	<p>01 asynchro nous (05</p>	<ul style="list-style-type: none"> The teacher will track the

	<p>will give the students the task of working on their projects using what they had learned in the two first sessions.</p> <ul style="list-style-type: none"> The teacher introduced and explained how to construct a game about a given topic, so the teacher will ask students to construct a game related to the students' presentation that they will send the link to their classmates for checking the understanding of their presentations. 	<p>the learners most like, they will construct a presentation using what they learned in the first two sessions.</p> <ul style="list-style-type: none"> The students will construct an online game for checking the understanding of their classmates after their presentations. The students will send the link to the teacher for her to make a list of the games and the links and checking it before they present them. 	<p>guidelines, internet</p> <p>www.puzzel.org</p>	<p>from 6 sessions)</p> <p>02 asynchrous(6 from 6)</p>	<p>learners progress because learners will work on jamboard and the teacher will have access to the presentation.</p> <ul style="list-style-type: none"> Assesing the content of the game
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	<ul style="list-style-type: none"> The teacher will provide students with a model about a traditional instrument presentation for working with intercultural competence 	<ul style="list-style-type: none"> The learner will research and make a spoken presentation about an instrument from other part of the world and to talk about its origins and music that they produce , culture etc. They will plasm key point and a picture of the instrument or music that it represents. 			<ul style="list-style-type: none"> Assessin g the relevance of the presented information
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2.01.03 INTERCULTURAL COMPONENT

In the framework of the topic for the lessons, the student created a **dynamic presentation, using Jamboard**, about music from other cultures presenting a traditional instrument of another part of the world drawing their cultural background, and then, the student will present it to the class with their own words. The skills involved in this component will be speaking, writing, reading (researching), and listening (listening comprehension about the presentations of the other classmates). This task was designed taking into account approaches like cultural dialogism that emphasizes internationalism, worldwide communication, and humanism. It focuses on developing cross-cultural communication

skills through self and cross-cultural awareness. This approach is culture-general and seeks to overcome differences between cultures (Humphrey, 2002).

Also as culture general analysis, it is included the etic approach, because the learners' analyzed features of a culture such as traditional instruments and its cultural background. And the last approach included for working intercultural competence is the dynamic process approach (Humphrey, 1993) because students access and analyze cultural practices and meanings (the meaning of the use of the traditional instrument).

2.01.04 THEORETICAL FOUNDATION BEHIND THE ACTIVITIES

The main theme or basis of this project is the use of gamification to increase motivation and engagement in learning English as a second language. The framework in the syllabus where this project is developed is called "Entertainment".

The Content and Language Integrated Learning framework (British Council, 2021) is an amazing tool for cross-curricular bilingual teaching that allowed the teacher to work with cultural awareness, linguistic competence, content development in meaningful learning situations for students and, above all, to increase motivation.

This framework is an incredible tool because language is used both to learn and to communicate.

The lessons were developed within specific elements defined in the curriculum which allowed the one that designed the lessons and the project to observe the development of learning and skills in the students.

The four skills were developed combined in activities for example: listening as input, reading for introducing meaningful material, speaking for developing fluency, and writing as a series of lexical activities.

The group where sessions took place was a 6th Grade group composed of 8 students, 7 constantly attend classes, they form part of CALE Institute, a private school from Fresnillo, Zacatecas. The series of lessons were developed from May 11 to May 17.

In this project is worked the affective filter hypothesis (Krashen, 1988) that involves variables that are crucial for facilitating and ensure language acquisition such as motivation, self-confidence, low anxiety, and personality traits. When she started working with the group, the learners were too shy and they didn't have the confidence to participate. For instance, the teacher decided to work with the 'mental block' that they had formed due to past experiences, talking to them and observing them she realized that they were very interested in video games and she started to work with gamification as a smart strategy to influence and motivate them.

In order to see growth and progression in students, the teacher worked on the comprehensible input hypothesis (Krashen, 1988) to see the progress of learners. Working with the current level of students 'I' she exposed the learners to the following level 'i+1' input that is appropriate for his/her current stage of linguistic competence.

With the task-based learning approach, learners completed a central task and were monitored during the process by the teacher. Together (teacher and students) constructed the vocabulary that the students will need for developing or completing the central task. In the report stage, students presented their products and had feedback from the teacher, based on this feedback the teacher selected language areas to practice according to learners' needs.

As is stated before, the one that created the series of lessons decided to use this topic in order to connect with the interests of her students and also because she wanted to apply a topic that would help to build meaningful knowledge in them and useful in their daily lives. My students' hobbies include mostly the use of video games, that is why the gamification topic fits perfectly in the lesson to be implemented and could give me the best results.

The main outcome to obtain with the students was the planning and preparation of an individual presentation with all the necessary requirements to be implemented, at the same time they would be developing intercultural competence. When talking about a project or presentation, the theoretical foundation for this outcome is the task-based approach (British Council, 2021), in the report stage students report back to the class orally their final product. The teacher chose the order of when students presented their reports and gave them feedback. Analyzing students' presentations in the

analysis stage allowed the teacher to have a better insight into what the student learned and what has to be worked deeply or with another technique for achieving that students approach it.

The lessons were designed with the intention of putting into practice the four language skills simultaneously and with the help of gamification, the students can exponentially develop their speaking, reading, writing, and listening skills. The way the teacher built the development of the four language skills was conducted as follows; listening as input, reading to introduce meaningful material, speaking to develop fluency, and writing as a series of lexical activities.

The module election or topic elections was specifically selected because it is a meaningful topic for students that includes many activities that can be done through gamified learning.

For the first lesson, she worked on activities like:

- Activating schemata: Content schemata contains the reader's background knowledge, and knowledge about the culture of the text (Johnson, 1981). With the brainstorming technique, students had to say 5 words related to the main topic that was entertainment. Using Mentimeter online tool to watch in a more visual form the words that all the students remember related to the main topic.
- Introducing new vocabulary: By a matching activity where students had to relate a word with the picture that illustrates its meaning.
- Pre-reading activity: Using a LiveWorksheet pre-designed exercise students matched the word with their meaning.
- While reading: Students proceeded to read the text by saying popcorn and the name of the student that has to read after the current reader at that time. We used this technique for keeping the learners' attention on the reading.
- Post-reading: Students solved two types of activities: True/False statements and completing a chart with specific information from the reading.
- Function of language: Making suggestions function of language and jamboard for practicing the use of this function, by students making recommendations about movies they like and don't like.

As a conclusion for this session, the rationale behind the activities election is Cognitive Academic Language Learning Approach (CALLA) (New Jersey Department of Education, 2019) for developing the reading stages necessary for achieving the goal of this session that was activating prior knowledge about topic entertainment and learning new vocabulary that would be used in the presentations. The skills developed and worked in this session were reading with pre-reading, while-reading, and post-reading stages, where the learner worked abilities such as scan, reading comprehension, also writing skill was worked with the use of functions of language writing by using interactive activities where students suggest movies, the activity included the use of ICT.

For the second session:

- Listening and speaking: Hearing a conversation where speakers talked about movies and genres they like and don't like, then the students explained the reasons for their answers. Students worked in both skills by implementing listening top-down strategies, focusing on the meaning of the conversation in the audio for obtaining specific information for answering the comprehension questions in an oral form.
- Writing: Students wrote about their favorite films and their main features. Students personalized the task by expressing their likes and opinions.
- Grammar structures: The passive grammar structure was explained by a Google Slides presentation, some exercises on the British Council's website, and then by a gamified type of assessment, they played a game where they could practice the grammar structure.
- Review of the grammar structure: With the help of a video lesson from iSLCollective, I put in practice the Comprehensive input (Krashen, 1988), they had immediate feedback from the system.

The main goal of this lesson was to work on the skills development of each student by exposing them to tasks that resulted simple to them and then closing the session with a task that was more challenging to them. Throughout this lesson writing, listening and speaking skills were worked. Listening and speaking were worked together by hearing and comprehending the conversation then, the students as is stated before made use of top-down strategies focusing on the meaning of the conversation where they answered oral comprehension questions about the information in the conversation. After that, using the information in the conversation the learners write sentences to

express their likes and dislikes about movies and TV Shows. The last two activities of the sessions were developed by using ICT to make more attractive and interactive the learning process.

Asynchronous lesson

- Students began working on their central task that was a presentation where they could develop all that they had learned in the series of lessons, they began working with the information and structures of the first two lessons. This session formed part of the task stage of the task-based approach.

On this asynchronous session, writing skill was worked because the students had to use what they learned in class and made a draft of their final interactive presentation in Jamboard, so it can be said that writing skill is the main skill worked in this lesson. Also, research abilities and learners autonomy were worked and developed with this activity.

Third lesson

- Grammar structure: The grammar structure “causative” was presented to students. This grammar structure was suggested on the syllabus of the institution and it would be useful for my students for developing their projects, also an interactive lesson in Quizizz was assigned. There the students had explained the lesson by the teacher and at the same time, they had to answer some exercises for practicing the structure. After that, they answered some exercises on their “Students’ books”.

The session objective was to expose students to a new grammar structure and carrying the lesson inside of an interactive tool for acquiring the structure with the teacher as a guide and the student as a kind of independent learner. The skills worked inside of this lesson were reading, writing, listening and, speaking in order to have a real comprehension of the grammar structure. Reading and listening were employed in bottom-up techniques to understand enough linguistic elements of what they heard and read to then being able to use them, in this case, analyzing in detail the use of the new grammar structure. Then in practice activities, they made allowed them to complete the tasks by making use of top-down strategies to fill in the gaps presented in the book activities.

Fourth session

In that session learners and the teacher worked with intercultural competence inside of the topic of entertainment working with reading about music and instruments around the world. By working with Byram's theory (Byram, 1977) as the basis, the activity allowed learners to be aware of the existence of other cultures, they worked their skills to discover and interact, valuing others' values.

- Collaboratively the intercultural aspects included in the text were analyzed for having a model about what the students had to include on their presentations for describing an instrument used around the world and its cultural background.
- Gamification: Using Classcraft, learners' progress was tracked and they participated in a "Boss Battle" where they had to answer correctly to some exercises about the topic we had seen in the lessons for beating the "Boss", this activity served as an assessment task.
- And as a Comprehensible Input (Krashen, 1988), a video lesson was used with a piece of a program of Mr. Bean where they could practice the causative structure.
- Roleplay: Negotiation function of language about deciding which program the students in the peer will see, simulating a boring afternoon at home, they write their conversation in a Jamboard.

In this session, the skills developed were reading, speaking, listening, and writing. Reading skill was worked together with intercultural competence, the activity consisted in analyzing a lecture where the intercultural component for the final presentation was modeled and the learners had the structure and key points about how they had to include the intercultural component for their final presentations. Speaking, listening and writing skills were implemented in a roleplay where students had to negotiate for making an agreement, they wrote their dialogues, then they listen to each other and corrected their drafts also with help of the teacher, and finally, they spoke and presented their dialogues to the class.

Second asynchronous session

- Learners worked in the intercultural component of their presentation working with the characteristics and guidelines that they saw in the fourth session with my help.

For the second asynchronous session writing skill was implemented for including the intercultural component that formed part of the final presentation.

The last stage of the series of lessons was also the stage called the report stage from the Task-Based Approach where students had to present their projects for performing the assessment with a rubric, peer assessment, and self-assessment. All the results obtained from these tools served as a starting point for improving the activities that didn't give the expected result, it would be analyzed deeper in the following chapters. For this stage were used listening, speaking, and reading skills. Listening and reading were the students had to pay attention to the other presentations and when they assessed their performance and classmates performance. Speaking skill was implemented to present the outcome a Jamboard presentation where the students had to explain the reason why they liked the movie that they presented, information about the movie, and also, an intercultural component inside of the topic of entertainment by presenting an instrument, its cultural background and origin.

2.01.04.01 ANALYSIS ABOUT ACTIVITIES RESULTS

After analyzing the lessons, activities, and achieved goals, it can be said that a major part of the activities worked but some others had opportunity areas that are going to be improved for future applications or use.

In terms of activities that worked and gave the expected outcomes were Jamboard presentations and roleplay activities where students had to use the language and knowledge acquired throughout the sessions but personalizing with students' information, the results obtained from these activities resulted in meaningful learning opportunities that served as follow up after topic and grammar structures induction as reinforcement and practice strategies. After finishing the project, the teacher put into practice activities where students had to use what they learned before and they kept that knowledge and were able to use it accurately, so it can be concluded that the input given throughout this series of activities and strategies had been converted into intake that students internalized and then could apply it accurately.

Activities that were taken from Student's book are at the medium part of the scale of success for the class because despite students made it very well on that activities, they were used to complete and

perform similar tasks and that resulted monotonously and also predictable, the learners like activities that results challenging to them.

Interactive activities and gamified activities also give good results because they resulted in an amazing source of motivation and engagement for the students. These activities served as learning activation opportunities and to improve learners' performance in class.

The activities that resulted inadequate due to the level of the language used in order to complete the exercise, were iSL VideoLessons, where the planned objective for these activities was to work the 'i+1' for going a level further than the actual level at that moment but the level of knowledge or performance required for completing those exercise was too high so students didn't obtain good results on that activities. After that exercise students behaved shy and quiet, they didn't want to participate again so for solving this issue, the teacher constructed and assigned a new task with a level of use of language more appropriate according to the current level of proficiency at that moment, students completed the new task and they worked again with motivation. For preventing this situation to happen again, the teacher will perform an analysis about the level where students are at the moment of planning and then in another session will apply the activity for taking more time to design accurately the tools for practicing and going to the 'i+1' or comprehensible input.

In conclusion, it can be said that the design of activities has to be done carefully and taking time between lessons for adapting completely to learners' needs and levels of proficiency.

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

2.02.01 RATIONALE BEHIND THE ASSESSMENT CRITERIA AND TOOLS

The election about performing the assessment is based on it is an ongoing process as Brown stated (Brown, 2003). It has been proven that test anxiety is one of the most common and visible stressors that are evident during evaluation periods, which normally results in poor academic achievement. Remembering and reproducing a great amount of information produce anxiety and fear for students, considering that most of the time, students' passing ticket is attached to a test, no matter how well they have performed throughout the course. So that takes me to recur to assessment.

Sometimes the teachers unconsciously assess simple activities that help us to analyze our teaching practice, activities selection, and our students' performance, all these to plan better and upgrade our performance as teachers and to make our sessions more adequate for our students. These assumptions take us to the concepts of formal and informal assessment, informal assessment is developed in multiple forms, for this project is applied throughout the series of lessons and activities highlighting when they answer correctly or only if it is really necessary to correct where the student does wrong. Like in the activities in [Appendix 1](#) by eliciting answers from students and giving immediate feedback.

Regarding the rationale behind assessment, as is stated before Gamification is used in the project due to students had a lack of motivation and self-confidence. By using gamification, the learning experiences resulted in lowering down their affective filter (Krashen, 1987) where this hypothesis talks about some variables as motivation, self-confidence, anxiety, and personality traits. As Krashen claims, learners with high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion, and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place, so I worked on these aspects for lowering down affective filter throughout gamification. I decided to implement this type of activity because my students love to play video games and throughout games, I easily assess their performance in different skills and a fun way where they can feel confident due to the fact that they are very familiar with games.

Gamified assessments provide the properties of traditional assessment unchanged but it includes the application of game elements is used to give the assessment the look and feel of a game, clothing the assessment in a more playful context. The benefits of using gamified assessments are that they counteract the negative reactions that usually students have towards assessment and evaluations, they increase engagement, reduces anxiety and also, reduces cheating practices that students perform to have a better grade. In a more relaxed environment, the game-based assessment allows analyzing information that often cannot be captured by traditional assessments. The application of game elements in assessment processes provides a cutting-edge way of improving traditional assessment methods and reinventing the candidate experience. However, in order to properly harness its potential,

gamification needs to be applied deliberately and knowledgeably, or else efforts may even prove to be counterproductive. (Assessment Systems, 2019)

For this type of assessment were used incredible tools that have amazing visual components that create the experience of being in a game and not directly in an assessment task. Sites as Classcraft, quizizz, ESLGames Plus, and iSLCollective ([Appendix 2](#)).

Two important authors were incredible sources to design appropriate activities to assess learners performance. The first sources were O'Malley and Velez (1996) with authentic assessment because it uses strategies that made the teacher reflect about students learning, achievement, motivation, attitudes, or relevant activities that would give good results. These strategies are student-centered, inside of this the authors divide authentic assessment into 3 types of strategies from which also is applied Self-Assessment and complemented this strategy according to Brown's (Brown, 2003) description where these authors saw this strategy as a form to develop learner autonomy and intrinsic motivation, the students became aware of what they did, what they didn't do, what they learned and what they need to improve.

The use of peer assessment is justified because it appeals to cooperative learning and to appreciate the value of collaboration in learning. Also, this type of assessment allows the teacher to realize about certain aspects that she didn't notice, and between peers, they can find interesting or to locate improvement areas. Peer assessment (British council, 2021) or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.

And by the other hand, self-assessment helps students to develop a sense of self-agency in their learning, helping to construct knowledge consistent with students' interests. For me is incredible how my students became aware of their strengths and weaknesses, making judgments about their achievements and the outcomes of their learning.

Both peer assessment and self-assessment were used for assessing the final product that students construct throughout the lessons, they worked on a presentation including aspects that they had studied throughout the series of lessons designed for this project, they are included in [Appendix 3](#) and

[Appendix 4](#), working in peer and self assessment helped students to grow motivation and make things better.

For the main outcome of the lesson inside of the interactive assessment from O’Maley and Velez (1996) the assessment tools are detailed in the following table:

Figure 1. Types of Authentic Assessment

TYPES	CHARACTERISTIC
Oral Interviews	<ul style="list-style-type: none"> · Determine English Language Proficiency · Can be accommodated according to the level · Determine comprehension
Storytelling/ Text Retelling	<ul style="list-style-type: none"> · Read or listen a story and retell ideas or details · Resembles class authentic and actual activities
Writing Samples	<ul style="list-style-type: none"> · Include different purposes, e.g. expressive, narrative, expository, informative, persuasive · Include different genres · Feature scoring rubrics
Projects/Exhibitions	<ul style="list-style-type: none"> · Exhibit work · Can be individual or cooperative · Include an oral or written report
Experiments	<ul style="list-style-type: none"> · Experiment with using actual materials or expositions of processes · Include an oral or written report · Encompass presentation of materials, hypotheses, methods, conclusions.
Constructed-Response Items	<ul style="list-style-type: none"> · Typify performance assessment · Answer questions on reading material · Elicit comprehension and higher-order thinking · Apply knowledge instead of recalling information · Create materials · Use knowledge in real contexts
Portfolios	<ul style="list-style-type: none"> · Collect students' work · Show progress of work to superiors and parents. · Collect samples systematically · Assess with rubrics and checklists

(Soto, 2017)

Writing samples, Project/exhibitions, and constructed-response items were part of the assessment types that were used throughout the lesson and for evaluating outcomes.

Writing samples were used for assessing the use of vocabulary and grammar structures that were taught throughout the lessons on an informal way of assessing and in the final product throughout a rubric that will be presented later in this project ([Appendix 8](#)).

Project/exhibitions type of assessment was used for asking students to construct a product where they could demonstrate what they had learned throughout each lesson and including these aspects in a presentation that at the end of the lessons they had to present to their classmates. The presentations were presented in Jamboard from google. As O’Maley and Velez (1996) stated, this type of assessment includes an oral and written report, the oral report was the oral presentation of each student and the written report was the presentation developed in Jamboard ([Appendix 5](#)).

For reading comprehension and listening comprehension assessing there were implemented some comprehension tasks as true/false activities for eliciting students to answer according to what they comprehend from the reading and conversations that they heard. These techniques were taken from the theories of Natalie Kuhlman (Kuhlman, n.d.) and she stated this type of exercise as an easy form with just two types of answers. They are easily converted into comprehension checks using signaled responses for quick formative assessments, and also it helps us as teachers saving time. A clear example where I used this type of assessment is for the reading part the exercise is included in [Appendix 1](#).

And the last but not the least type of assessment that was used is performance-based assessment, where students construct a response orally or in writing (Kuhlman, n.d.)

Students accomplish complex and significant tasks while using prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems (Brown, 2003)

This type of assessment was used for evaluating the presentation that the learners created and then presented orally. Their work was assessed throughout the process by following the guidelines that had been set for them about what they should include in their presentation and then when the due date arrived, a rubric was used for evaluating oral, written, creativity and other skills, the rubric is included in [Appendix 6](#).

According to Kuhlman (n,d), a rubric is an amazing tool for evaluating not just an area, a rubric includes specific and selected areas by the teacher where she had set the focus on their students to watch what they improved, and also to take that information for improving her own teaching and assessing methods.

Reflecting in the use of a rubric it is useful because of the descriptors for each level of proficiency for each area so when the teacher presents the result to the assessed student he/she will be able to understand the level of proficiency that he/she achieved and which are his/her improvement areas. As Kuhlman states (Kuhlman, n.d.) rubrics are like paintings because they show the details, they show the growth, and they show what one knows and can do across an array of criteria (Kuhlman, n.d.).

This type of assessment includes interactive tasks where students have to perform activities where they have to speak, respond, request, combining listening and speaking, and also integrating reading and writing, is the best combination for the development of the 4 skills (Brown, 2003). A roleplay activity

where students use Jamboard to write their conversation and then they presented to their classmates making use of functions of language such as making suggestions ([Appendix 7](#)) is a clear example an interactive task.

2.02.02 ASSESSING OR EVALUATING TOOLS

Assessing tool	Description
LiveWorksheets	<p>www.liveworksheets.com</p> <p>It's an amazing site where you can create interactive worksheets for reviewing a topic, in this project was useful for assessing new vocabulary learned when I introduce the main topic of my series of lessons (Appendix 1)</p>
Quizizz	<p>https://quizizz.com/</p> <p>Quizizz is an incredible site for creating gamified assessment activities. The activities are flashy and inside of the topic of gamification, students even notice that they are being assessed. The activities in this site can be performed in asynchronous or synchronous forms and paced by the teacher or by students' own pace. The student had immediate feedback about their performance and includes tables that show how their classmates are doing in these tasks and it can also be seen as a competition to motivate and engage students</p>

	to do it well in classes. This tool was used for assessing grammar structures (Appendix 1).
iSLCollective	Throughout video lessons, that are videos that in certain steps or parts include some personalized questions or activities that they have to develop using the topic that the teacher set as objective to work with this type of activities. The student answers the exercise at his/her own pace and then at the final of the exercise the results are sent to their teacher and she can see the results of each student and the areas of improvement, this tool as other provides immediate feedback for the student and the teacher (Appendix 1).
StarKids 6 Student's Book	In its virtual edition, provides the exercises that learners have on their own books but it contains the answer so students with the lead of the teacher can answer the exercises and had immediate feedback in formal and informal ways of assessment (Appendix 1)
Jamboard	Jamboard is a great tool for collaborative work and also for individual activities. This tool is great because the learner can be working on what the teacher asks to complete and at the same time the teacher can see what the student is completing and developing, so his/her work can be assessed in real time. This

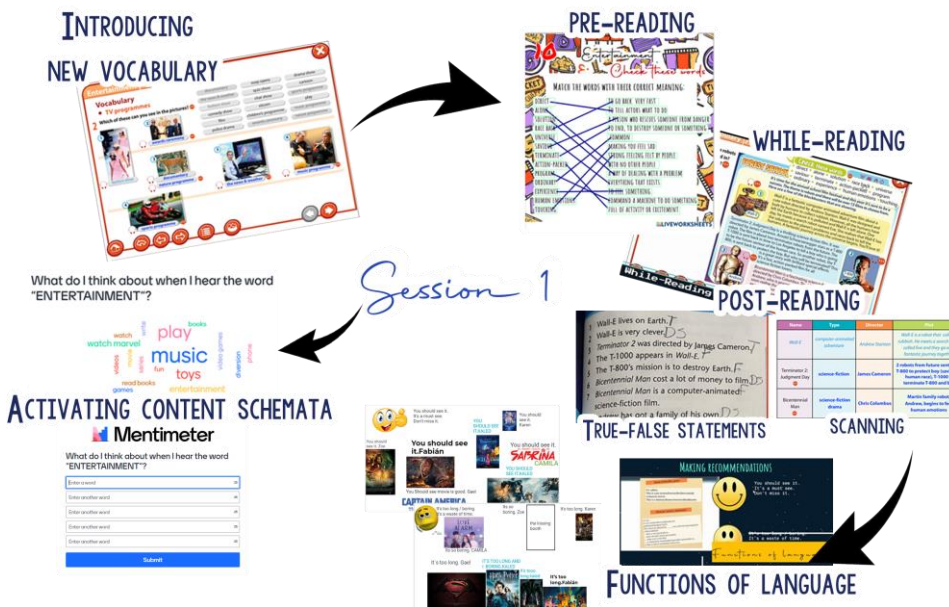
	<p>tool develops creativity and digital skills (Appendix 7).</p>
Class Craft	<p>It is an incredible tool for gamification and gamified assessment because the teacher creates activities in a gamified environment where learners have to unlock objectives by accomplishing tasks in class. Also, this tool provides formative assessment because the teacher can design boss battles for reviewing topics in class, if the student answer correctly to the questions or tasks setted by the teacher he/she can destroy enemies and earn point to buy powers or personalize their characters. This tool gave me excellent results by motivating students to learn more and also to be more engaged with class (Appendix 1).</p>
Excel Rubric	<p>Excel is a great tool for creating formats that can help us to save time and make more visual what we want to register, it facilitates the analysis of information. For assessment, I created a rubric that was the same for all my students for grading their presentation that was the main outcome of my project (Appendix 6)</p>
Google Forms	<p>The most common tool for creating formularies for assessing and testing the selected areas where the teacher wants to obtain information about the performance of their students. For these series of lessons, I designed Google</p>

	Forms Formularies for Self- Assessment, and Peer-Assessment. I do it in this tool because it provides me with a document where at the end of the assessing process I can visualize and analyze in a more graphical form, the results of my students(Appendix 3 and 4).
ESLGames Plus	Gamified assessment with specific topics where the student has to answer correctly to the questions and structures assessed for achieving winning the competitions (Appendix 2).

2.03 ATTACHED EVIDENCE OF DEVELOPED ACTIVITIES

This section is composed of shreds of evidence of the series of activities carried in 4 online sessions and 2 asynchronous sessions:

2.03.01 SESSION 1



2.03.02 SESSION 2

GRAMMAR

We use the passive to show that we are more interested in a certain part of the sentence. The passive is usually formed by the verb to be + past participle.

WRITING

Writing

Complete the email to your English pen friend about your favourite film.

Writing

Complete the email to your English pen friend about your favourite film.

Writing

Complete the email to your English pen friend about your favourite film.

LISTENING AND SPEAKING

Session 2

1. I don't have much time to watch films, but I really enjoy watching them. I don't really like horror films, but I love watching them. I don't really like action films, but I love watching them. I don't really like comedy films, but I love watching them. I don't really like science fiction films, but I love watching them.

2. I don't really like watching films, but I really enjoy watching them. I don't really like horror films, but I love watching them. I don't really like action films, but I love watching them. I don't really like comedy films, but I love watching them. I don't really like science fiction films, but I love watching them.

3. I don't really like watching films, but I really enjoy watching them. I don't really like horror films, but I love watching them. I don't really like action films, but I love watching them. I don't really like comedy films, but I love watching them. I don't really like science fiction films, but I love watching them.

ESL GAMES PLUS

Score: 0

The light bulb... Edison

is invented by

Invents by

was invented by

GAMIFICATION AS ASSESSMENT TOOL

ISL COLLECTIVE VIDEO LESSON

2. He took the notebook from the table. Select the right answer.

Bingo!

The table was taken from the notebook.

The notebook was taken from the table.

The notebook takes from the table.

2.03.03 SESSION 3

QUIZZ INTERACTIVE LESSON

CAUSATIVE

Grammar structure

Structure

Pronoun + have/having/had/will have + possessive adjective + action/complement

Q: I repaired my fridge. (have)

A: I had my fridge repaired. / I had repaired my fridge.

Q: I tidied my garden. (get)

A: I had my garden tidied. / I got my garden tidied.

EXERCISES

The causative (have sth done)

Read the examples. Which sentence shows that someone does something for someone else?

1) She's paying someone to decorate her flat. She is having her flat decorated.

2) He takes his car to the mechanic to service it once a year. He has his car serviced once a year.

3) John will ask Lucy to buy him tickets for the play. He will have Lucy buy him tickets for the play.

4) Petra is going to ask the hairdresser to cut her hair. She will have her hair cut.

5) Sam is paying the man who has repaired his watch. He will have his watch repaired.

STUDENT'S BOOK

The causative (have sth done)

Read the examples. Which sentence shows that someone does something for someone else?

1) She's paying someone to decorate her flat. She is having her flat decorated.

2) He takes his car to the mechanic to service it once a year. He has his car serviced once a year.

3) John will ask Lucy to buy him tickets for the play. He will have Lucy buy him tickets for the play.

4) Petra is going to ask the hairdresser to cut her hair. She will have her hair cut.

5) Sam is paying the man who has repaired his watch. He will have his watch repaired.

ONLINE

1) Somebody sends emails. Emails are sent.

2) Somebody cuts the grass. The grass is cut.

3) Somebody prefers chocolate. Chocolate is preferred.

4) Somebody often steals cars. Cars are often stolen.

5) Somebody plays loud music. Loud music is played.

6) Somebody speaks English here. English is spoken here.

7) Somebody loves the London parks. The parks in London are loved.

8) Somebody wants staff. Staff are wanted.

2.03.04 SESSION 4

GAMIFICATION ASSESSMENT

GRAMMAR REVIEW AND ASSESSMENT

INTERCULTURAL COMPETENCE

ROLEPLAYS

NEGOTIATION (FUNCTIONS OF LANGUAGE)

Session 4

Roleplay Dialogue:

Zoé y Karen

Karen: I'm quite bored. What about watching a drama?
 Zoé: mmm okay
 Karen: You are not too convinced. What do you fancy with to watch it?
 Zoé: How about seeing some adventure or fantasy?
 Karen: That sounds great. I saw yesterday that today Universal will be transmitting Avatar
 Zoé: oh I love the movie! Do you know what time?
 Karen: At 8:00 PM., We just have time for preparing popcorn
 Zoé: okay, in what they cook I'll go for some soft drinks

Grammar Review Dialogue:

Gay y Kaid

A: I hear that at 6:30 A.M the marvel marathon
 B: mmm oh
 A: the
 B: the
 A: Am
 B: yes why not?
 A: Excellent let's go to watch it.
 B: Yeah!

2.03.05 ASYNCHRONOUS LESSONS

SESSION 1 PROJECT DRAFT

SESSION 2 INTERCULTURAL COMPONENT DRAFT

Asynchronous lessons

Luis Miguel "the serie"
 Genre: Drama
 Release data: April 22, 2018

NARNIA
 It is the story of four brothers who lose their father in the war and their mother sends them to live with a distant relative. In that house the little sister discovered a big red closet while they were playing hide and seek. That closet takes her to the world of Narnia.
 In the world of Narnia, Lucy meets a faun named Tumnus, who tells her that she and her brothers have to enter to save Narnia from the power of the "supernatural" who was actually a witch. And this is how all the Pevensie brothers enter and discover that they are kings and it's their hands to be saved and prepare the world of Narnia forever.
 Genre: fantasy and adventure
 Release data: December 7, 2005
 Main characters: the Pevensie brothers, Tumnus, the beavers, Aslan and the witch
 Autor: C. S. Lewis
 Because I like this topic so much: I like it a lot because it is very interesting and has incredible creatures

Interculturalism

Bagpipe

The bagpipe or bagpipes is a wind instrument. To obtain the sound, the interpreter blows air in a walewhisk or bag by blowing through a tube or by activating bellows with an arm, to later press the walewhisk causing the air to come out through another tube equipped with holes where it is performed with the fingers, the melody.
 Its origin is remote since it is believed that it was used by the Babylonian, Hebrew, Phoenician, Roman and Celtic peoples. There are possible literary references in Latin texts, but the first European representations of the bagpipe date back to the late Middle Ages. At the end of the 16th century it lost popularity, except in the Spanish regions of Galicia, Asturias and Mallorca, as well as in countries such as Scotland, England, France and Lower Britain.

VIOLIN

Canadian folk music uses a wide variety of instruments, but the most important is the violin.
 It seems to me a very beautiful and elegant instrument, and since I was a child I have wanted to learn to play it.
 What are the characteristics of a violin?
 The body of the violin has a domed shape, with a streamlined silhouette determined by an upper and lower curve with a taper at the waist in an O-shape. The violin tops are modelled with gentle curves that provide the vaulting characteristic.

<https://youtu.be/EKkzBLYP>

2.03.06 FINAL PRESENTATIONS

Sara's presentation

https://jamboard.google.com/d/1BKlo1MXycifuLNdB_2oN9tXm1WufZycgKuzhfJdDOT4/edit?usp=sharing

Gael's presentation

https://jamboard.google.com/d/1vaf7THplhWQZrO-OZ_TlhZClkDOW3u296FnxHFoejil/edit?usp=sharing

Fabian's presentation

<https://jamboard.google.com/d/18LsR0Ryu6mHZgQASu2iLwYJB1LX6nWP-vp7w8ehAFxg/edit?usp=sharing>

Kaled's presentation

<https://jamboard.google.com/d/1PISjnu7zZ3vzmRt3E6PCPs3DB6B2K7SWMCIHm2w36Y/edit?usp=sharing>

Bruno's presentation

https://jamboard.google.com/d/1s0IDJ4_z92Nn61emh7jWEH3Yjc5bVvw0azPKZY01_ck/edit?usp=sharing

Olivia's presentation

<https://jamboard.google.com/d/1G6FI-0oR6eIXCyOjoDWi09dYLu4prlU8CTWnb-aHl44/edit?usp=sharing>

Camila's presentation

<https://jamboard.google.com/d/1-MmIgfjcXcGcDX2vEy4gu9hUUWLMHNiSnQMbB2aAXLw/edit?usp=sharing>

Leonardo's presentation

https://jamboard.google.com/d/1AEYK5Z46X-hG-KXW8MNo0v5oH_Rlw6BRcvzRbrBm9tA/edit?usp=sharing

2.04 TOOLS FOR ASSESSING STUDENTS

2.04.01 PEER ASSESSMENT

<https://forms.gle/agRfmx2sEVM6R7UB7> [Appendix 4](#)

The results of applying peer- assessment tool orientated to assess each student's performance but with the view of a classmate gave excellent results for the teacher because the information obtained of each peer assessment also served for giving a more accurate evaluation in the rubric for each learner's presentation, taking into account the aspects that the students saw on their classmates' presentations. This assessment tool brought good results for the teacher and also for the students because they identified the strengths of their presentations and by comparing their classmates work with their work, they found opportunity areas on their presentations and they learned to appreciate the other ones work.

2.04.02 SELF-ASSESSMENT

<https://forms.gle/xVJpaagUvR2eHTHY9> [Appendix 3](#)

This tool allowed the learners to make an introspection about the efforts and the quality of their work. Also, this tool made students reflect on their strengths and opportunity areas. Learners became aware of what they have to improve for future tasks. For the teacher, this tool was useful because it gave her a wider view of how learners felt during this experience and understanding better of the results of their final products.

2.04.03 RUBRIC

[Appendix 6](#) shows the rubric implemented for assessing the oral presentations of each student, it resulted useful because is an explicit set of criteria used for assessing a particular type of work or

performance and provided more details than a single grade or mark. Rubrics, therefore, will help to grade more objectively. Combined with peer and self-assessment, the grade resulted in more accuracy because in the rubric there were evaluated more aspects from the presentation, different criteria, and grading them according to different levels of performance. This tool served as a formal assessment that allowed to evaluate the vocabulary, grammar, and skills developed throughout the lessons.

2.04.04 GAMIFIED ASSESSMENT

Each of the tools employed to assess the contents developed in the sessions were created for students to reduce anxiety about testing and grading, they worked in a gamified environment with the motivation of having good scores or even, being in the first place in the group.

The tool which gave the best results was Classcraft because this tool offers a total adventure video game experience but with battles with rare creatures using questions about vocabulary or grammar that if the student answers correctly they achieved beating the creature and earned points ([Appendix 2](#)). They achieved good results and demonstrated what they learned in the sessions where the classcraft activity was applied.

Then quizz gave good results because it is a competition task but with questions or activities that are related to what students learned in class. Children are very competitive so with the motivation of being the best in the class they focused all their efforts on answering correct for getting more points ([Appendix 2](#)).

Live worksheets resulted in a good tool for assessing vocabulary by matching activities or in different situations, completing sentences, etc. This tool helped students to review the vocabulary that they learned and also it showed immediate feedback for the learner and with that information learners become aware about what vocabulary word they had to review again([Appendix 2](#)).

And finally, Isl Collective video lessons that is an incredible tool because the teacher can use clips or videos that can result meaningful for the students and adapting the structures that she wants to review. For the project were used two activities in this platform, the first one achieved the goals of reviewing students' performance and engaging students to keep learning. In the second exercise on this platform, the level was a little bit higher (i+1) bur the learners found it too difficult, the +1 that the teacher set

resulted not the adequate for the level of performance of the students or the zone of proximal development (Vygotsky, 1978) guided by the teacher, it resulted in anxiety and the teacher had to stop the activity and to reformulate it for students to complete it in another class. This activity served for analyzing better the level where students are working in a deeper form for then going a level up but not too far from the actual level where students are located.

2.05 VIDEO

2.05.01 VIDEO LINK

https://drive.google.com/file/d/1sWEOMK91ZlAmh7X-i6Ym6M-8Ym6aF_T/view?usp=sharing

2.05.02 VIDEO SCRIPT

Time	Content
00:00	<ul style="list-style-type: none"> • Introduction to the video and the topic that will be developed throughout the video and series of lessons. • Name of the teacher that developed the lessons and created the video.
00:23	<ul style="list-style-type: none"> • Description of lessons
00:33	<ul style="list-style-type: none"> • Session 1
00:42	<ul style="list-style-type: none"> • Activating schemata section
01:03	<ul style="list-style-type: none"> • Mentimeter activity for activating schemata about entertainment topic
01:22	<ul style="list-style-type: none"> • Introducing new vocabulary activity making use of Star Kids 6 Student's book and digital version.

01:47	<ul style="list-style-type: none"> • Pre-reading task making use of LiveWorksheets tool for students activating schemata and inferring the meaning of new words
02:04	<ul style="list-style-type: none"> • While-reading task, a student is selected randomly with the use of an interactive roulette, then when the learner reads until a period, the learner said popcorn and the name of a classmate for that classmate to continue reading.
02:10	<ul style="list-style-type: none"> • In a post-reading task, there are shown two activities where students show their comprehension of the reading.
02:12	<ul style="list-style-type: none"> • True/False/Doesn't say activity for reading comprehension
02:22	<ul style="list-style-type: none"> • Scanning activity for specific information activity.
02:30	<ul style="list-style-type: none"> • Making recommendations functions of language explanation
02:50	<ul style="list-style-type: none"> • Jamboard writing activity making use of making recommendations functions of language.
03:20	<ul style="list-style-type: none"> • Session 2
03:24	<ul style="list-style-type: none"> • Listening and speaking activity about recognizing types of movies or programs that the speakers like or don't like.

03:40	<ul style="list-style-type: none"> Eliciting answers from students for completing the listening and speaking exercises
03:45	<ul style="list-style-type: none"> Writing activity about their favorite film as a part of their presentations.
03:57	<ul style="list-style-type: none"> Passive Grammar explanation
04: 08	<ul style="list-style-type: none"> Passive forms practice activities in British Council
04:15	<ul style="list-style-type: none"> Eliciting answer from the before mentioned exercise
04:53	<ul style="list-style-type: none"> Gamification, grammar structure practice on ESLGamesPlus site
05:01	<ul style="list-style-type: none"> Grammar assessment making use of a TV Program throughout a video lesson in the site of iSLCollective
05:21	<ul style="list-style-type: none"> Session 3
05:26	<ul style="list-style-type: none"> Causative grammar structure introduction
05:34	<ul style="list-style-type: none"> Quizizz interactive lesson for getting deeper on the causative structure.
05:48	<ul style="list-style-type: none"> Causative exercises in Student's book for informal assessment
06:00	<ul style="list-style-type: none"> Exercises online for reviewing the grammar structure before mentioned.
06:18	<ul style="list-style-type: none"> Session 4
06:22	<ul style="list-style-type: none"> Intercultural competence inside of the topic of entertainment working with a

	reading about music and instruments around the world.
06:42	<ul style="list-style-type: none"> • Causative review making use of Class Craft site with boss battles where random students have to answer correctly to beat the monster and win points.
07:14	<ul style="list-style-type: none"> • Causative quiz in iSLCollective page for reviewing the comprehension of the grammar structure and its use throughout the topic of entertainment with a video about Mr. Bean visiting the dentist.
07:42	<ul style="list-style-type: none"> • Speaking activity, roleplays making use of functions of language (negotiation) for deciding which program they would see, the activity was developed in jamboard by pairs.
08:22	<ul style="list-style-type: none"> • Final Presentations
08:28	<ul style="list-style-type: none"> • Sara's presentation
09:18	<ul style="list-style-type: none"> • Compilation of some students' presentations
09:36	<ul style="list-style-type: none"> • Games created by students' to assess if their classmates were interested on their presentations making use of puzzel.org for creating the activities.
09:42	<ul style="list-style-type: none"> • Final Assessment
09:45	<ul style="list-style-type: none"> • Rubric for presentations

09:54	<ul style="list-style-type: none"> • Peer Assessment
10:14	<ul style="list-style-type: none"> • Self Assessment
10:30	<ul style="list-style-type: none"> • Credits

CHAPTER 3: EXPERIENCE REPORT

3.01 RESULTS

The practical experience and results obtained from activities were good because almost all the objectives were reached.

3.01.01 READING

For reading skill improvement there were developed activities for developing reading comprehension and scanning technique, in both types of activities there were obtained good results because in the revision of the exercises students completed successfully and accurately to them.

3.01.02 WRITING

For writing there were used tasks where students had to express their own ideas or personalizing tasks with their own information, they got immediate feedback during online sessions and in asynchronous sessions with jamboard. The results obtained were good because they were highly engaged and their performance resulted incredible.

3.01.03 SPEAKING

The speaking area had shown the most incredible results. The use of a familiar topic resulted in high motivation to the students. They put all their efforts into creating an incredible presentation and studied their pronunciation. With the rubric, the results about their performance were analyzed in detail. The students did a great job in the speaking part of the presentation and also in the roleplay where they had to negotiate to reach an agreement, they improved their fluency, intonation, and essential features needed to convey meaning.

3.01.04 LISTENING

Listening comprehension is the weakest area where students needed more attention, they struggled with insecurity and fears, they faced mental blocks when they noticed that a task had to be answered by hearing a conversation or an audio piece. So, working with audios that resulted meaningful for the students the results achieved were excellent contrasting them with results obtained in the past. From these results, the teacher learned that authentic materials are not always interesting for students and that material didn't allow students to achieve the expected goals. The types of listening tasks will be modified in future lessons.

3.02 CHALLENGES AND POSSIBLE SOLUTIONS

The main challenges presented were technological failures and the level of difficulty in some materials set by the teacher.

Technological failures like a bad internet connection and even the lack of knowledge about TIC'S resulted in challenges for achieving learning goals but, with plan b options (optional activities) like activities for developing in asynchronous lesson mode, these challenges could be solved.

Considering the zone of proximal development of Vygotsky and comprehensible input, the activities were designed for increasing the level of difficulty in the logical sequence of the learning process. The major part of the activities resulted and gave the expected outcomes but, in the case of ISLCollective activity for reviewing the grammar structure about causative the level resulted too high according to the level of comprehension that the students had at that time so they got frustrated and anxious because the task resulted difficult to understand to them. The solution is to perform a deep reflection about the current level of the students for deciding the correct "i+1" input that has to be included in the follow-up tasks. To solve that situation, the activity had to be stopped and in the following lesson, the teacher assigned a new activity inside of a gamified environment for lowering anxiety and frustration.

CHAPTER 4: CONCLUSIONS

4.01. ABOUT SPECIALTY

The specialty has as general objective “actualizing and strengthen in the English teacher the necessary competencies to achieve a successful process of implementation of the current English language programs and consequently, proportionating the conditions for the achievement of the set competencies for students in the current syllabus. It is intended to provide the basics so that teachers and students can efficiently use the resources available for the Teaching and Learning process, including information and communication technologies”.

The author of this project acquires valuable techniques and methods for teaching English as a second language that allowed and will allow her to professionalize her teaching.

It could be said that most of the goals had been achieved by the author of this document. The specialty provided the teacher with knowledge about how a language is acquired, the processes, and the approaches that are designed for reaching expected outcomes and achieving language acquisition on students. Also, the specialty allowed making an introspection about teacher’s performance and practices for keeping the adequate strategies, techniques, and processes that had resulted beneficial on teaching practice, also, for changing and upgrading the which that had not given good results or the expected outcomes.

The relevance of what the teacher learned in the specialty reflects directly on her teaching practice because she is able to understand better how language is acquired, the roles that she had to perform in class in order to develop learners’ autonomy and confidence for using the language. Also, the teacher learned that techniques and methods constantly have to change in order to obtain better results from students, one day or period the teacher can design classes by using a task-based approach but for other topics another approach can be useful, this is why specialty resulted in amazing knowledge for the teacher because she learned several approaches for designing and creating learning experiences more appropriate for students and their needs.

Vygotsky's and Krashen's theories also are important learnings because they helped the teacher to understand better the role that a teacher has to perform in the classroom as a guide and not just as a provider of knowledge for growing on learners intrinsic motivation and autonomy for achieving learning outcomes with the minimum intervention from the teacher.

Including an intercultural component in the teaching process, growing curiosity and openness about other cultures is one of the most relevant things that the one who wrote this project found will take and apply in the following sessions for preparing students for a globalized world where they will be able to communicate better and using language accurately in different contexts.

4.02. PROJECT CONCLUSIONS

As is stated before the main factor that had influenced the rationale behind the activities and the topic election is working motivation and intercultural competence on sixth-grade students due to the current situation, demotivation, and pandemic affections on students' emotional state.

4.02.01 LIMITATIONS

Talking about limitations because of the current teaching situation due to the pandemic, students and teachers faced hard times and the learning process converted into a challenge. Of course, there were faced some limitations but the teacher had to reinvent and adapt new activities practices, and techniques for being able to achieve goals, objective but overall, to make possible the learning of a second language.

The most important limitations were getting used to working most of the time with technology and spending a lot of time in front of a computer and the second limitation was being able to overcome all the technical failures and to have a plan b when the failures resulted on losing online sessions, this plan by adapting the activities that had to be used on the online modality for assigning it as asynchronous work.

Time management also resulted in difficulty but then by scheduling weekly activities the teacher overcame this problem.

4.02.02 CONCEPTUAL ASPECTS

As conceptual aspects, there were developed several objectives expected that students achieve at the end of the lessons designed for this project:

- Developing the 4 skills
- Explore, analyze and activate prior knowledge about the topic of entertainment. Then acquire more vocabulary and structures for being able to make recommendations about elections inside of the framework for this theme.
- Engagement throughout gamification for achieving the expected outcomes and learning goals.
- The students will be able to use and learn causative and passive grammar structures.
- In the intercultural component, the student will develop a wider view about entertainment around the world, in this case, through music analysis and instruments around the world.

These conceptual aspects were worked due to the requirements inside of the topic “Entertainment” included in the institutional syllabus of CALE Institute, but selected by the teacher because of learners’ needs and because this topic resulted adequate for developing the project.

The results obtained were clearly visualized in the final presentation where students applied all the new knowledge that they acquired throughout the series of lessons. The results obtained were good because most of the students obtained a score upper than 9, just one student scored and 7.1 due to she didn’t develop the part of intercultural competence, but she is facing problems in the familiar core that didn’t allow her to finish and give the best of her ([Appendix 6](#)).

4.02.03 ANALYSIS AND OBSERVATION

Throughout observation and analysis of the results obtained on each activity, there were obtained insights about the success and improvement areas on each activity. Assessment tools were the main source of analysis, by reflecting on the results obtained from each assessment tool there are visible opportunity areas where the teacher will make the best effort to find the approaches and strategies to solve and overcome those weaknesses and convert them into strengths.

CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES

5.01 APPENDIXES

APPENDIX 1

https://drive.google.com/drive/folders/1_4WY9nwjg4nompagYfL91VERRK4inVeD?usp=sharing

APPENDIX 2

<https://drive.google.com/drive/folders/1fovNV75THGLbo0UV64-82I65i8JhV-X?usp=sharing>

<https://www.liveworksheets.com/rs1896162jn>

<https://www.eslgamesplus.com/passive-voice-past-passive-esl-grammar-sentence-activity-fun-game-online/>

APPENDIX 3

Self-Assessment Link - <https://forms.gle/xVJpaagUvR2eHthy9>

<https://drive.google.com/drive/folders/1pWDeBlbbsBbWFJju3Ot-xkv68xqoP73L?usp=sharing>

APPENDIX 4

Peer Assessment Link - <https://forms.gle/agRfmx2sEVM6R7UB7>

<https://drive.google.com/drive/folders/1vvT6oYCzAJtIWuK1opxfs7XapsWSYB2e?usp=sharing>

APPENDIX 5

https://drive.google.com/drive/folders/1TFIXFwB6AQaH-4z-zmEamiOd_Oy55wsc?usp=sharing

APPENDIX 6

<https://drive.google.com/file/d/173SECiKJhH8-0Pcg8oPhnVnQ1uCb5mLA/view?usp=sharing>

APPENDIX 7

<https://drive.google.com/drive/folders/1XSS8kQWDXiYBm1RGgqau7U5bg8KuEjgm?usp=sharing>

APPENDIX 8

<https://drive.google.com/file/d/1NZo6xzDDDq05mU002exyFxm9lg4VUmN/view?usp=sharing>

APPENDIX 9

https://drive.google.com/drive/folders/1uvFJj_2mXoj58XWc44rgvEg_bxqx0JSg?usp=sharing

Appendix 9A

<https://drive.google.com/file/d/1Z31XYGrIqFeQaDa99Pzer-kTggSP0ej/view?usp=sharing>

Appendix 9B

<https://drive.google.com/file/d/1EPVc5UweTOhzy-wBhmOgE3Xky7LREACK/view?usp=sharing>

https://drive.google.com/file/d/1zK_X6JCg6tczw0vZiXAHuuvHDPpkrK77/view?usp=sharing

Appendix 9C

<https://drive.google.com/file/d/1z6wKgTUGm5MWb7joYOnSk59pwNCioLZZ/view?usp=sharing>

Appendix 9D

<https://drive.google.com/file/d/1miblm6bWa9sYkWOZmAPllnkZ-VWWlveT/view?usp=sharing>

APPENDIX 10

<https://jamboard.google.com/d/1xnb6egd9L9rntWlZpisHZU5vfv557djqXHwS9HldHRA/edit?usp=sharing>

https://drive.google.com/drive/folders/1RmFxtSO4JT uQ92_QQL8SDRtklZy4jBLV?usp=sharing

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