

Gamification: its impact on 9th graders' speaking interactions

Jorge Eduardo Cardona Arias

University of Caldas, Arts and Humanities Faculty

Jorge Eduardo Cardona Arias

Master in English Didactics

University of Caldas

Email: aujourd'hui.ces@gmail.com

Gamification: its impact on 9th graders' speaking interactions

Jorge Eduardo Cardona Arias

Thesis presented as a partial fulfillment of the requirements to obtain the degree of M.A in
English Didactics

Advisor

M.A Alexandra Novozhenina

Jorge Eduardo Cardona Arias

Master in English Didactics

University of Caldas

Dedication

It is in genuine gratitude and warm regard that I dedicate this work firstly to my lovely family. My mother Aida Rocio Arias Rios who has taught me the meaning of working hard for achieving my goals. All my accomplished goals are also hers. Also, to my youngest sister Lizeth Johanna Holguín Arias who has stood by my side in every battle. In the same way, I dedicate these efforts to my fiancée Ángela López Giraldo for her words of support in tough times during this process.

Secondly, in dedication to my friend and almost brother Wilmar Andrés Zapata because his example in the academic field also motivated me to take this Master's Degree. In general, to my friends Juan Manuel Sierra Varon and Miguel Angel Carrillo Ortiz for their constant encouragement. In addition, to my classmate Carlos Villada Cruz as he invited me to face this meaningful process with him. I still remember his call asking me to buy the inscription bill to apply for the Master's Program. It was the final trigger to make me realize that I can defeat my fears and conquer my most ambitious dreams.

Finally, and especially, in memory of my dear colleague Diana Hernandez Zuluaga who has been my greatest example of professional excellence. I tried to follow your rigorous behaviors to fulfil my academic commitments. You, as a professional and human being, have motivated me to do my best in my teaching practices during the action stage. Although I would like to be as outstanding as you, I know that it will not be possible. However, I will be in that permanent search. Thank you, Diana. You are "*La mejor del mundo mundial*".

Acknowledgement

From the bottom of my heart, I want to thank the Supreme Architect who has given me the wisdom to face this meaningful challenge. Moreover, I wish to extend my special thanks to all my professors from the University of Caldas. Especially, my thesis advisor Alexandra Novozhenina who has supported with wise pieces of advice to build systematically my research project. Her most powerful words were regarding the constant actions to finish any process. Her small assignments worked as a checklist that fostered the sense of progress. Ultimately, I wish to show my appreciation to the principal Fanny Ramirez Ramirez, the coordinator Oscar Hernandez Zuluaga, and the ninth graders from the Educative Institution Pio XII. Thousand thanks for your support.

Table of Contents

Abstract.....8

Introduction9

Chapter I. Research Problem.....12

Purpose of the Research13

Description of the Context and Setting14

Description of the Problem.....18

Research Question and Objectives.....19

Research question.19

Objectives.19

General objective.....19

Specific objectives.....19

Chapter II. Theoretical Framework20

Speaking.....20

Fluency.....21

Vocabulary.....22

Pronunciation.22

Oral interaction and CLT.....25

Strategies for communication.26

Gamification.....28

Gamification contrasted with play.29

Game elements.30

Gamification design approach.....32

Gamification and engagement.....34

Previous Related Studies35

Chapter III. Research Methodology	39
Type of Study	39
Participants	40
Instruments	42
Chapter IV. Research Stages.....	44
Diagnostic Stage.....	44
Teacher's journal.....	45
Non participant observer checklist	45
Apprentices' survey.....	46
Rubrics.....	46
Pre and post-tests.....	47
Results and Analysis of the Instruments.....	47
Instructional Design.....	55
Action Stage	57
Evaluation Stage	67
Analysis of workshop N°1.....	67
Analysis of workshop N°2.....	70
Analysis of workshop N°3.....	73
Analysis of workshop N°4.....	76
Analysis of workshop N°5	79
Analysis of workshop N°6.....	83
General Data Triangulation	86
Chapter V. Findings	88
Student's Lexis Learning Progress	89
Increase in the Participants' Fluency.....	90

Impact on Apprentices' Pronunciation.....91

Positive Effects on Learners' Engagement93

Chapter VI. Conclusions, Pedagogical Implications, Limitations, and Questions for Further Research.94

References98

Appendix A. Example of my Journal.....105

Appendix B. Example of my Non-Participant Checklist.....106

Appendix C. Example of my Survey108

Appendix D. Example of my Rubric109

Appendix E. Example of my Pre and Post-Test110

Appendix F. General Data Triangulation Chart113

Appendix G. Example of my Workshop 5114

Abstract

This research project explores the effects of gamification on the speaking skill of ninth-graders at secondary school in the department of Caldas, Colombia. The participants of the study were 19 learners with whom five data-collection instruments such as journals, non-participant observation checklists, surveys, rubrics and pre-post tests were applied. The first three instruments were present in both the diagnostic and action stage, which identified a lack of L2 speaking in the tutees. Before the action stage, a diagnostic test applied to the four skills assisted to confirm the previous difficulty. As can be seen, this study applied a qualitative approach and an action research method to find the following results: On the one hand, the pupils' lexis increased and it was evident during the oral interactions. In the same way, the participants progressed as to fluency. By the end of the interventions, the students behaved more natural speaking L2. Furthermore, they were more active in the sessions. That is, gamification promotes engagement. On the other hand, gamification did not influence considerably the apprentices' pronunciation. To summarize, gamification promotes positive learning environments encouraging students to speak L2.

Keywords: Engagement, fluency, gamification, lexis, pronunciation, and speaking skill.

Introduction

In the past and nowadays, concerns regarding language learning and teaching have led many researchers to investigate the most optimal ways to enhance these two fields. In considering the English language as a lingua franca connecting the world, the attempts to reach such a goal must be focused on what Krashen (1981) states is the purpose of language, communication. In this regard, this research project intends to explore the effects of gamification on one of the elements of communication – speaking.

As noted above, this study has two variables of interest: Gamification and speaking skill. The former has an impact on the latter. In noticing the lack of speaking in the students from the institution where this research took place, I decided to look for strategies to encourage its use. One of them was gamification which is conceptualized as the use of game elements in non-game contexts, in this case, education. I thought of this strategy because it has permeated several social contexts, and has shown positive results. Additionally, the new generations of students have already accustomed to these elements thanks to the new wave of online games and the facility to experience them.

A public institution in the department of Caldas Colombia is where this study takes place. The participants were 19 students from ninth grade who agreed to participate in this process. Also, this study started during Coronavirus time when several conditions made teaching reinvent itself. I began with a diagnostic stage consisting of three data collection instruments: A teacher journal, a questionnaire, and a non-participant observation checklist. The data triangulation analysis assisted to provide information concerning the difficulties inside the English class, which was a

low percentage of L2 speaking. The design of the instruments was meant to offer a rich source of qualitative and quantitative data that was analyzed subsequently.

The project's purpose is to promote the use of English orally inside and outside the classrooms through the implementation of game principles at every moment that the Escuela Nueva model proposes to carry out a class. In other words, I intend to provide the most realistic opportunities for my learners to communicate in L2. For this reason, I formulated this research question: *What happens to the ninth graders speaking skills when gamification is applied at a public school in Samaná Caldas?* Sars-Cov-2 consequences need to be taken into account since each aspect of life is changing due to this phenomenon, and education is not the exception. Moreover, the purpose of this study faces the situation previously described because my students were in a lockdown that made them stop socializing in the way they used to.

The methodology chosen for this project is action research. I followed the four phases it suggests: planning, acting, observing, and reflecting. After the diagnostic stage previously explained, I continued with the action stage in which I administered six workshops considering the lesson format of the institution. Likewise, in the diagnostic part, the coding process proceeded along with three phases: starting with open coding, axial coding, and finally selective coding (Strauss & Glaser, 1967). These phases filtered the most frequent categories found to analyze the most recurrent and relevant phenomena in my classes.

After my intervention, I found that the implementation of game elements into the English class fosters opportunities for the tutees to interact in L2. Likewise, gamification improves vocabulary learning process, naturality when speaking L2, and apprentices' engagement. Nevertheless, it is essential to align the gamified elements with the aspects that educators want to

enhance during the EFL sessions. Further, I concluded that technology is not determining for gamification. Educators can design game elements out of traditional materials. Finally, the continuity of the English classes meaning more hours of EFL classes is the cornerstone to the proper applicability of this gamified approach.

Chapter I. Research Problem

The current situation as to foreign and second language learning encompasses every aspect of life. Speaking a different language makes people more competent in this new overcommunicated world. In particular, English is a language spoken in the vast majority of settings around the globe. That is why, it is known as the business language. Nevertheless, it has been noticeable throughout social media that English is present in many more contexts. That is, no boundaries obstruct world citizens from communicating with each other. Accordingly, it is of paramount importance to strengthen the instruction of English to meet the current professional and academic requirements. Countries have taken this issue seriously and have been doing their best to guarantee a high quality of language education. However, not all contexts count with the optimal conditions to operate in such a way.

When learning a language, it is essential to work on four skills, two receptive and two productive skills. The former is listening and reading; the latter is writing and speaking. In my context and many other Colombian contexts, it has been easier to be exposed to L2, in this case, English, than produce L2. It happens people do not need to speak English to survive. Accordingly, speaking does not have practicality or usefulness to my students' perception. That is why they are reluctant to practice spoken English no matter how hard I try to show them the future alternatives with the language; they want to experience the practicality right now. With this knowledge in mind, the Ministry of Education probably will not reach its goals concerning bilingualism, or it will take much more time than expected. In this sense, Colombian learners should bear in mind that their country is a paradise for many foreigners. Therefore, they might be visiting any corner of these exotic lands at any moment and interacting in the most common language in the world, English. That is why my pupils need to be ready for that situation.

Purpose of the Research

With this research, my interest is to encourage my learners to communicate orally in L2 inside and outside the classroom. Therefore, it is necessary to evaluate the impact of the gamification strategy on ninth graders' speaking interactions in a rural institution. This project also aims at providing real opportunities to interact in L2. I will also consider the resources in the region and how the pupils would present them to the world. In other words, they will carry out mini eco-touristic tours.

My research is pertinent to the setting needs because it considers ecotourism awareness, and it takes the pupils closer to real-life situations. Thanks to the richness of ecological resources of this region, my learners will have the chance to promote eco-friendly actions as if they were tourist guides in prevention campaigns. Furthermore, I would like to mention some game mechanisms that govern society nowadays as I will use them in the workshops. To exemplify, let us think of points, leaderboards, badges, challenges, and others. They belong to game design principles that are always in the citizens' life. Our salary is one of the most common points motivating us to keep going. Also, society classifies individuals as similar as leaderboards do. Additionally, when people get acknowledgment or an award, it is a vivid instance of badges that recognize talents, good performances, etc. In conclusion, my strategy leads to preparing my apprentices to face life challenges.

The innovative part of my project regards the way of delivering and the purposes of those game design principles. They intend to be catchy to the students' eyes using colorful material and tangible awards so that they could forget about their traditional role in fulfilling requirements at a public school. Although game design principles have been of particular interest in business and

education research, namely; I would like to determine what principles are more beneficial for learners when it comes to enhancing L2 speaking skills. Likewise, evaluate what principles work better alone or combined with others.

This project will probably impact my institution positively since its emphasis is concerning environmental sustainability. Furthermore, it might affect my teaching practice positively in terms of new approaches and pedagogical methodologies to teach English. Ultimately, my pupils will be the most influenced community members because they will probably raise awareness concerning the care of their ecological resources. Also, they might see that studying can be fun.

In the academic field, teachers in the eastern region of Caldas might adapt the workshops I will design to fit their needs. It is well known that it is not only my context that has stunning ecological resources but also San Diego and Norcasia with the lagoon and the dam. Consequently, they might consider my proposal to encourage their learners to be ambassadors of their natural wealth with non-Spanish speakers. In the same way, the whole region might experience a touristic revolution which may help increase the economy for the local people. Therefore, roads might be paved to guarantee access, and finally, the negative connotation of violence that evokes this paradise might dissolve.

Description of the Context and Setting

In this section, I considered Grave's (2000) suggestions regarding the aspects when defining a context. They provided me with ideas to aim at its needs. Furthermore, I had a clear panorama of the constraints and the available resources.

I carried out this project at the public institution Pio XII located in Florencia, a small town in the eastern region of the Caldas department, also known as *El Magdalena Caldense*. The small town is far from the capital Manizales, approximately seven hours by bus. People base their economy on stockbreeding, cacao, corn, beans, and sugarcane crops. However, coffee is the main product. In addition, this department has a vast ecological potential for eco-tourism. The eastern region of Caldas has several touristic resources such as the Amaní dam in Norcasia, the Lagoon in San Diego, and the Natural National Park. The last one is a rainforest in Florencia declared an ecological reserve by the Colombian state on resolution 0329 on March 10th, 2005. Thus, it might be possible that in the future, people from around the world wish to visit these places, and communicative competence may be indispensable. Despite these resources full of amazing landscapes, Florencia Caldas had a history stained by violence, massacres, and missing citizens due to the FARC (Fuerzas armadas revolucionarias de Colombia). Most of my students' families suffered the consequences of civil war one way or another. This factor comes to play when understanding my learners' backgrounds.

Concerning the institution, there are big classrooms with enough space for 40 students maximum. They have excellent light and air ventilation. Furthermore, there is a systems room with an unstable internet connection and no more than 15 laptops working well. There are TVs in every classroom, and the teachers must use their laptops and HDMI cables to project presentations. Since the wi-fi is weak, they prefer to use their data plan when they need a video from YouTube or any online material. The use of wi-fi and smartphones has become difficult after the pandemic due to the lack of learners' attention. They constantly chat and watch their social networks in class. In other words, they do not take advantage of technological tools for academic purposes unless teachers ask for them.

The institution gears EFL classes towards the Colombia Bilingual English Kit proposed by the Ministry of Education. It consists of an English Basic Learning Rights book, the Suggested Curriculum Structure, the Pedagogical Principle and Guidelines, and Basic Standards of Competencies in Foreign Language (Tigreros, 2016). Nevertheless, I can modify it according to the student's needs. English is mandatory at the institution, which follows the requirements of law 115 of education. Besides, the Institute for the Promotion of Higher Education, better known as ICFES, evaluates it. This evaluation also helps to measure Colombian institutions regarding their educative quality. Despite the importance of English at Pio XII institution, there are few hours on this subject. For example, sixth and ninth graders only have two hours per week, and tenth and eleventh graders three hours. Also, I am the only English teacher in secondary, but I also assist the primary school with one hour in all grades.

Additionally, the Pio XII institution participates in a bilingual program to promote and strengthen English. Confa Bilingüe, a bilingual project in the department of Caldas carried out by the University of Caldas in alliance with a social interest entity (Confa), the Colombo American Cultural Center, and the Catholic University. The project provides afternoon English classes to students from seventh to tenth grade. In these classes, learners have their material and can take it home, which gives them opportunities to work on their own.

The institution provides some authentic material in English. For example, there are fairy tales for kids, short books, magazines, and explanatory posters. Moreover, learners can use coursebooks donated by graduates. As mentioned before, there is material regarding the Confa course that I can use too. Also, there are 30 Spanish-English, and English Spanish dictionaries for the whole secondary school. However, I also allow learners to use the dictionaries of their smartphones. Two years ago, the Ministry of Education gave several copies of the series; *Way to*

go, material created by the Colombia Bilingual Program, the British Council, and the institution Richmond. It consists of three books: a Student's Book, Workbook, and a Teacher's Guide. Besides, this material addresses the principles of the English kit previously given by the same Ministry. It is for sixth and eighth graders. For ninth to eleventh graders, there is another content series called *English, please!* At the institution, learners have to share the student's books because there are not enough for everyone. Although there is varied material to choose from, I sometimes decide to create or bring material from the internet since learners are more familiar with it. As for the assessment, the school follows the SIE, which stands for the institutional evaluation system. It recommends flexible and meaningful ways to assess the learners. Besides, it aims at considering their performance in an integral way, which means that I cannot only focus on my students' knowledge of the language or performance but also their attitudes, commitment, and all concerning their being.

The learners taking part in the present research belong to the ninth grade. Their mother tongue is Spanish. Although it is not likely to have a conversation with them in English, they understand some common sentences if I speak slowly. In addition, they are auditory learners. That is, productive skills are very problematic for them. In several surveys and observations, it has been noticed that in the vast majority of the cases, they are reluctant to speak L2; Unless teachers ask the pupils to do so as a duty. There are 19 students from 13 to 16 years old. Also, this group belongs to the A2 level. Accordingly, their English should be in A2.2 according to MEN, but that is not what I have experienced while teaching them. Some reasons for that might be because they are not acquainted with L2 due to the lack of English hours. However, they state that listening and reading are the skills with which they feel more identified. In conclusion, they prefer input to production.

Description of the Problem

In Colombia, it is well known that learning English has reached the top in educational trends due to the desire to be competitive in the new globalized world. Nevertheless, Educative Institutions have faced several difficulties in achieving such goals because of the diverse needs in every context. For instance, in my institution, students do not use L2 to communicate but to reply to teachers' common questions as part of a duty. That is, their L2 utterances are mainly in class. Most of the time since I elicit answers from them. Moreover, they do not interact in English with their classmates, only with me. Therefore, speaking is one of the least practiced and most affected skills.

The previous factors lead to the following categories found in the diagnostic stage: *students' L1 use*, *difficulty with vocabulary*, and *lack of engagement* with the highest frequencies. I could notice my pupils did not communicate in L2 due to a lack of lexis and enrollment. One reason is a few hours of English classes where I can build a sense of community with the learners. In addition, students tend to forget easily about their assignments. Furthermore, L2 is not required outside the classroom, so they do not see its usefulness. The only time they produce L2 is when I ask for it in class activities.

Moreover, in several observations and surveys, I have detected that their speaking performances during academic activities display pronunciation, fluency, and body language difficulties. It also might be a result of what I explained earlier, the lack of familiarity with the language. That is why I applied some principles of the game to my lessons and evaluated the implications on speaking interactions, students' engagement, and sub-speaking skills such as

pronunciation, fluency, and lexis. In conclusion, the research intends to examine the impact of gamification on ninth graders' speaking interactions.

Research Question and Objectives

Given the information above, I planned to lead this process within a research question containing four elements regarding the population I impacted, the problem I found, the strategy to confront it, and the context where I carried it out. Furthermore, I formulated five objectives, one general and four specifics.

Research question.

What happens to the ninth graders' speaking skill when gamification is applied at a public school in Samaná Caldas?

Objectives.

General objective.

- To evaluate the impact of gamification on the 9th graders' speaking interaction in EFL classes.

Specific objectives.

- To identify the effects of gamification on students' lexis learning.
- To describe the consequences of gamification strategies on the learners' fluency.
- To examine the 9th graders' pronunciation while gamification is applied.
- To determine if game-design principles engage learners in EFL sessions.

Chapter II. Theoretical Framework

During this section, I intend to illustrate the variables involved in my problem and the theories-research studies related to them. Consequently, to obtain a deep thought as to speaking skill and gamification. These variables will guide the segments in which I bifurcated this literature review.

Speaking

Humankind is privileged by its mean of interaction, known as language. Even though it is a complex compound of diverse elements, it is the vehicle to express not only all profound emotions, reflections, desires, and facets that humans bring inside; but also; to build cooperation among people. In other words, the basis for any society to coexist (Ounis, 2017). Also, Krashen (1982) declares that the purpose of language is communication. In this regard, one should reflect on speaking because it makes part of this gear assembly. Second, it is the most known and relevant when it comes to language learning (Benmeddah, 2017). To do so, several authors attempt to define speaking. For example, Brown (1994) describes it as a process by which participants perform several actions like creating, receiving, and decoding data.

The act of speaking is when individuals use language constantly; it aims to convey meaning for the people to elicit information from it (Cameron, 2001). Besides, Chastain (1998) classifies speaking as a skill to produce utterances consisting not only of utilizing grammatical rules correctly or pronouncing the sounds accurately; but also; of considering other elements to get the message across. According to Richards (1989), people interactions outline speaking, which encompasses a bridge for social rapport. In the same way, Hymes (1972) remarks that for communicating appropriately, it is necessary to know the context where the speech happens, and

it also belongs to speaking. In another instance, Zaremba (2006) emphasizes the essential participation of speaking in oral communication, which is the interest of this paper as it is the obstacle found in the diagnostic stage. In conclusion as to the concept, one can analyze Celce-Murcia's (2003) words stating that speaking is the most elementary manner for humans to communicate.

As mentioned earlier, speaking is a complex ensemble of pieces that work together to fulfill some purposes. On the one hand, several authors highlight the most relevant characteristics of the skill in discussion when it comes to oral discourse as follows: the use of contractions, reductions, hesitations, repetition, rephrasing, body language, pronunciation, idioms, stress, rhythm, and intonation (Brown, 1994; Harmer, 2007; Hughes, 2002). On the other hand, Harris (1969) labels these features as speaking sub-skills. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Accordingly, speaking is a serious matter whether people desire to master it. Nonetheless, this study concerns particularly about vocabulary, fluency, and pronunciation. Admittedly, the concept of speaking in this paper conceives this skill as the most crucial feature in oral interactions by applying the use of lexis, pronunciation, and fluency.

Fluency. Whether learners speak without many hesitations, their speech will probably carry a natural nuance that, on numerous occasions, is considered fluency. It is essential to examine other points of view regarding this concept. One of those opinions states that fluency is a communicative and easy way of speaking with few filters like hesitations and pauses (Munawarah et al., 2018). That is why English teachers must be very cautious when working on this sub-skill because if they interrupt pupils to correct pronunciation or any other reason, they might experience difficulties accomplishing fluency. Pollard (2008) suggests language educators provide feedback at the end of presentations so that learners have the chance to convey their thoughts without pauses.

Brown (1994) agrees with the concept of naturality as a cornerstone of fluency. In short, it refers to flow in a smooth style when speaking. In the same way, Richards (2006) concurs that fluency happens when speakers of meaningful communication utter naturally.

Vocabulary. Knowing the right words is also relevant when delivering messages orally. It could mean the success or failure of communication. Longman dictionary conceptualizes vocabulary as the range of lexis that an individual understands and utilizes. In Nation's (2013) thoughts, vocabulary might also arouse the learners' attention if the lexis is new to them. Moreover, it might lead them to participate actively by carrying out the lesson activities. Thus, this sub-skill may take a crucial role in reducing affective filters. It has also been argued by Richards and Schmidt (2002) that it is not enough to know the correct meaning of words to distribute spoken messages successfully but to understand how to use compound words, idioms, and collocations too. A statement; that is also shared by (Munawarah et al., 2018). As noted above, learners should manage more than just a list of new words. Vocabulary appears in oral and written settings; that is what Lehr, Osborn, and Hiebert claim. Nevertheless, sign or body language could also represent concepts, inferences, and vocabulary. Other definitions consider teachers' way of comprehending this sub-skill and catalog vocabulary in four labels. These are academic, meaning, sight-word, and listening vocabulary (Antonacci & O'Callaghan, 2012, p.83). In summary, vocabulary spreads over all the contexts, and since each has specific needs, there will be accurate words to refer to those concepts.

Pronunciation. After 1940, this sub-skill has been of particular interest when grammar-translation and reading-based approaches were not at the center of English Language Teaching (Atli & Bergil, 2012). Pronunciation plays a meaningful part in speaking if one evaluates that there is a threshold for non-native speakers to pass through to be understood. It deals with how they

produce sounds of words; this includes language teachers because they are the models in the classroom of appropriate language performance (Celce-Murcia & et al., 2010; Kline, 2001). According to Munawarah et al. (2018), this sub-skill encompasses the manners by which speakers produce diverse sounds and words. That is why this research project is also concerned about the high quantity of students' difficulties with pronunciation. Most of them point out that the most complicated part of learning English has to do with pronouncing. At this point, I would like to go deeper into this sub-skill to understand what it consists of and how teachers can tackle this obstacle.

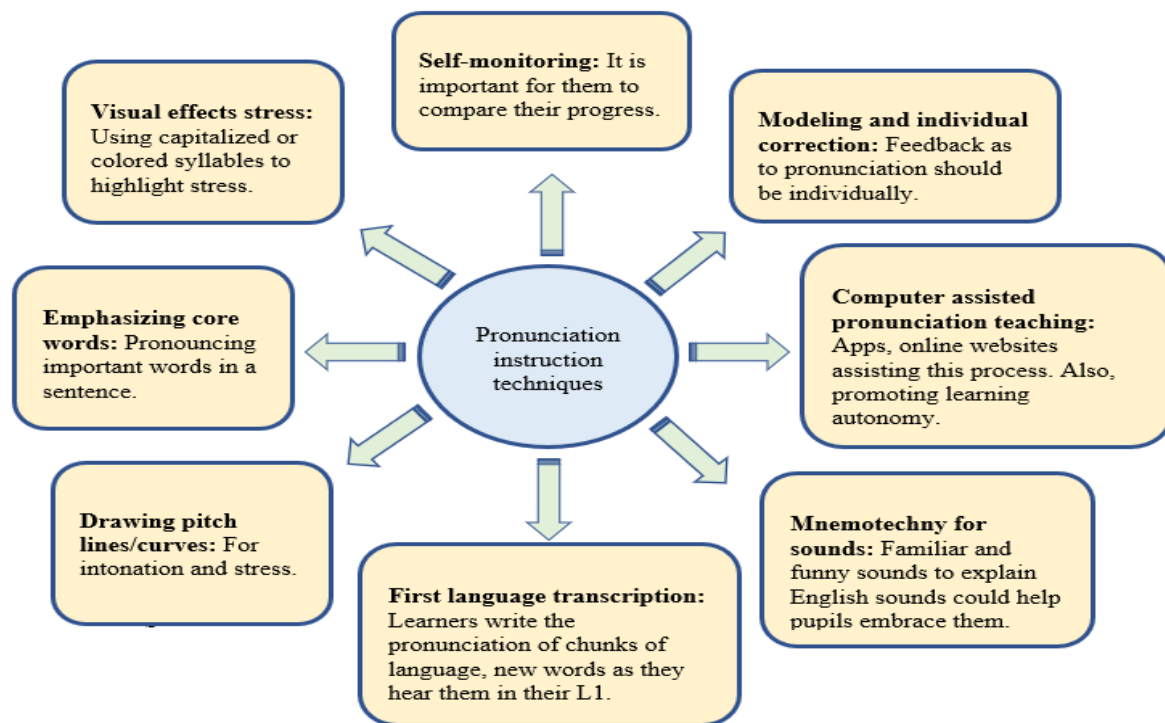
The elements participating in pronunciation are intonation, rhythm, and stress. Intonation implies the pitch used to utter sentences, so it is easier to identify if the listeners deal with interrogations, exclamations, etc. Stress and rhythm are connected. Stress refers to the emphasis given to a particular syllable. In other words, the strength to produce certain syllables. Rhythm consists of a repeated pattern of sounds characterized by the interaction of stressed and unstressed syllables (Wei, 2006). However, some authors also recommend reflecting upon other aspects, such as the knowledge of vowels and consonants. For example, Wei asserts that being aware of consonants and the production of vowels could also help learners enhance their pronunciation. If they know how to form consonants and vowels, they will probably differentiate easily between both constituents. Also, they might have a promising beginning in practicing pronunciation (Scarcella and Oxford 1994). Of course, without leaving behind the focus on intonation and stress. The previous claim also encourages language educators to work on these details in EFL classes. But now the question is how?

Several authors recommend firstly raising awareness concerning the importance of pronunciation. It involves learners reaching their pronunciation goals and not reaching a native accent-like. Besides, they focus on producing intelligible utterances to achieve effective

communication (Scarcella & Oxford, 1994; Walker et al., 2021). There are other techniques considering the previous authors' proposals and others that I will illustrate in a figure for better comprehension (Lin et al., 1995)

Figure 1

Pronunciation Instruction Techniques



This figure mentions some techniques to apply to enhance pronunciation. Most of them are simple to implement in class. For instance, if teachers ask their students to write the chunks of the language they will need during the activity, they are likely expected to be more familiar with them. Consequently, the affective filter might decrease for them to pronounce. Another way to talk about stress is by highlighting the stressed syllables with visual aids. For those visual learners, it would be great to have them colored so that they can spot where they have to stress. Likewise,

teachers could present the chunks of language with those characteristics. Wei (2006) adds a strategy called *chain pictures* by which the pupils identify what words can be pronounced in one voice to sound more fluent. For example, the words *cup of coffee* might be illustrated by: .

Each oval depicts a word, but those that are together should be in the same act of pronunciation. So, it would be like this: */copof cofi/* considering *the first language transcription* strategy that is used in this project. Cheng (1998) adds that educators should create or adapt meaningful material like games, songs, and tongue twisters to increase apprentices' motivation. Ultimately, error correction cannot be out of these strategies due to its impact on progress. Finger correction is one of those strategies that entails, in general terms, pointing out with teachers' fingers how many errors have been made by learners regarding pronunciation (Noll & Collins, 2002). In that respect, teachers have to support the process with hints to get the pupils to pronounce it correctly. Teachers can create their conventions, such as miming and shaping the sound with their mouths to help. As can be seen, teaching pronunciation is not as complicated as people think. It is a matter of creativity to take the learners close to the practice.

Oral interaction and CLT. Humans are not individualized beings; they need to coexist with others to reach what is known as society. That is to say, social interactions belong intrinsically to humankind's identity (Li, 2020). It is not different in the English language learning process. Students need to face real-life interactions in the classroom in which they can use L2 with their peers. So, they have the tools and familiarity when doing it in real life. In short, the role of interaction might be the cornerstone of the authentic language used in classroom activities (Montoya & Vela, 2021). This idea is supported by Lantolf (2000) when he reports that the social nature of language leads to learners' learning whether they interact meaningfully with their peers.

As can be seen, classrooms daily provide a perfect source of interaction. However, teachers must be careful when providing opportunities to take advantage of that source because they need to consider real-life situations to interact and also think of a language that fits those contexts (Ellis, 2009). In other words, learning a language entails focusing mainly on its communicative purpose. Scholars labeled this as CLT (*Communicative Language Teaching*). It is famous nowadays thanks to its practicality and usefulness. Nunan (1991) lists five characteristics of this approach. Participants have to focus on interactive communication, the high chance for the students to be enrolled, the learners' experiences for familiarity, using authentic material, and finally, how applicable these class activities are in real-life situations. As a result, students have to be the center of the class and not the teachers. This last characteristic is one of the protagonists in this study, a student-centered approach whereby learners get rid of the traditional pattern of interaction concerning teacher-student to adopt Dagarin's (2004) categorization concerning a more diverse interaction pattern. They are educators with pupils, educators with a group of pupils, pupils with pupils, and pupils with pupils. In this study, the most used pattern is pupils with pupils.

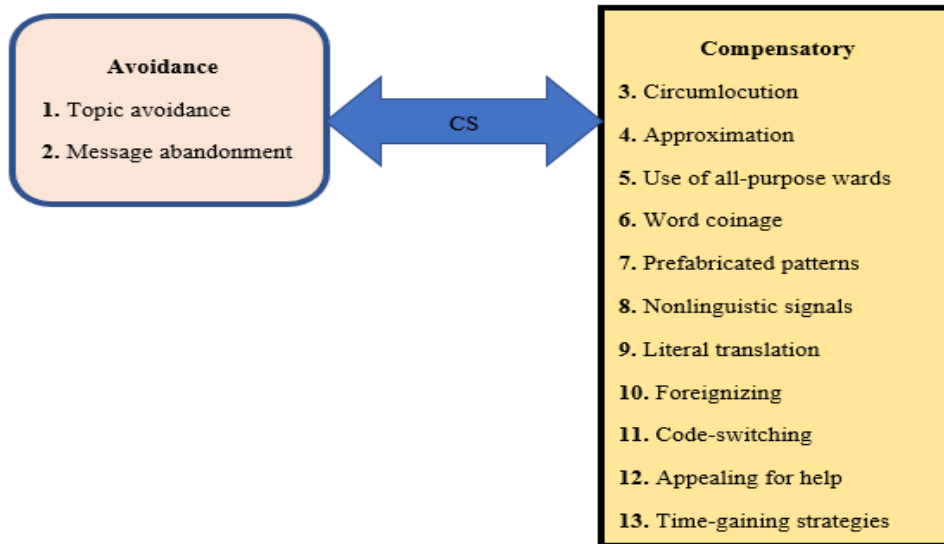
Strategies for communication. Regarding communication, some gaps need filling if participants want to correctly convey their messages in a real conversation (Faerch & Casper, 1984). More, if they deal with a foreign language, in this case, English. Biolystok (1999) conceptualizes the tools to tackle those gaps by explaining that when there is a difficulty while speaking, there are also some systematic techniques to apply and sort the problem out. They are CS (*Communication Strategies*), a concept coined by Selinker (1972). He defines them as used approaches when students apply their current L2 knowledge in a conversation. These strategies also began when language learning theories moved from behaviorist perspectives to social ones (Hymes, 1972). It implies focusing attention on the proper use of grammatical rules in social

contexts than the rules per se. Also, other paralinguistic elements assist pupils with their lack of linguistic resources.

Dörnyei (1995) bifurcates CS into two kinds, avoidance strategies, and compensatory strategies. Yicely et al. (2014) assures that this classification is more inclusive since it considers more strategies that were omitted by other authors. Next figure explains Dörnyei's proposal.

Figure 2

Dörnyei's Communication Strategies



While avoidance strategies intend to evade the topic because it might lead to communicative difficulties. The goal of compensatory strategies is to use what is on hand to express the speaker's intentions. Given that, it is necessary to familiarize the apprentices with the compensatory strategies so that they raise awareness as to the possible tools for communication.

Gamification

This term brings an enormous misunderstanding among teachers as they immediately think of gamification as playing inside the classroom. Nevertheless, it is essential to track its features in order to have it clear and differentiate gamification from GBL (game-based learning) since it is another confusion in the field. Before 2006, GBL and gamification were interchangeable words (Naik, 2017). To exemplify, Prensky (2006) states that gamification or GBL was a new effective pedagogy used in higher education. He treats them as if they were the same. Nonetheless, there are some other scholars who determine the main features of GBL helping with this clarification (Wang & Zheng, 2021). According to Pivec et al. (2003), GBL is a method to learn, in which teachers use games to facilitate understanding. Qian and Clark (2016) share that idea by defining GBL as the integration of games into teaching to reach knowledge and skills. Another concept claims that GBL refers to a kind of computer game with predetermined learning outcomes (Shaffer et al., 2005). However, Plass et al. (2015) denies it and ensures that GBL does not need to be a digital game. In short, GBL is the application of known games such as boardgames, seek and hide, and others to achieve learning outcomes.

In the case of gamification, I will introduce some other concepts to highlight the difference with GBL and to shape the concept that this study takes into account. Despite the recent and few research concerning gamification, it has been of particular interest among different fields like business, economy, ecology, war, and education. For instance, the leaders in the Soviet Union utilized elements of game to replace monetary inducements when the performance at work was good (Dicheva et al., 2015a). It is believed that gamification increases productivity when it comes to business (Gartner, 2013). What about education? Huotari and Hamari (2012) conclude that gamification supports engagement processes in the users. However, existing studies related to

motivation theories propose that it is crucial to consider the different personalities of a group in order to understand which dynamics create more delight or adapt the existing ones according to the needs (Böckle et al., 2017). Thus, to define gamification, scholars have focused their attention on game traits and how they can apply those characteristics in diverse settings. But, why have game elements got high demand? Montoya & Vela (2021) reply that they engage apprentices and motivate them to learn while they enhance decision-making, problem-solving, and critical thinking skills.

Additionally, Cheong et al. (2014) conceptualize gamification as the elements from game to the service of gamifying procedures. Deterding et al., (2011) report that gamification refers simply to the employment of game characteristics in settings that do not belong to game. In essence, this study starts from the previous concept, but also adds the strategic combination of game mechanics to promote natural L2 communication. Although gamification and GBL are different constructs, they share one characteristic that aims at stimulating the motivation and engagement that gamers have for games, but in the case of students for education. Apart from knowing the existence of game elements, teachers should know some other aspects to contemplate the appropriate implementation of gamification. Firstly, to comprehend the learners; Secondly, to establish the learners' objectives, and then, to apply accurate game elements that fit into students' needs so that they are encouraged to perform.

Gamification contrasted with play. Another existing misunderstanding is between gamification and play. Educators are afraid of losing control of their sessions if they implement an element, in this case, gamification, that might make the classroom an informal place (García, 2020). Nonetheless, Deterding et al., (2015) elucidate this confusion by analyzing two Grecian concepts, *ludus* and *paidia*. The former is related to game and means an organized system that

consists of structure, rules, and purposes. In contrast, the latter is associated with play and has to do with behaviors ruled by improvisation, informality, and no-structure (Caillois, 2001). At this point, Deterding, (2011) and Alfrin, (2012) agree that gamification relies more on ludus principles, while play on paidia. This distinction is crucial for this study since the converging game elements are aligned to reach goals.

Game elements. This paper adopts the term game element as a synonym for game mechanics, game dynamics, game aesthetics, game design principles, or any other component belonging to the game essence. Bearing this in mind, educators, who are interested in applying game mechanics, should distinguish their categorization. However, it is not a simple task because of the lack of agreement as to this classification (Dicheva et al., 2015a). That is why, this research contemplates Dicheva's systematic mapping study where these elements are classified and grouped taking into consideration several authors' perspectives. Namely, because these elements have been categorized shed light by their used in educational contexts and consequently, they have been labeled as *educational gamification design principles*, another synonym for game elements in this research. The next table will list the most used game elements in educational settings with their references.

Table 1

Educational Gamification Design Principles

Game element	Definition	References
--------------	------------	------------

Avatars	New identities or roles representing the learners.	Kapp, 2012; Nah et al., 2014; Lee & Hammer, 2011; Simões et al., 2013;
Points, currency	Quantitative progress of learners' performance	Deterding, 2013; Lee & Hammer, 2011; Simões et al., 2013; Zichermann & Cunningham, 2011
Leaderboard	Visual status representing learners' social credibility. Students' ranks	Iosup & Epema, 2014; Lee & Hammer, 2011; Simões et al., 2013; Zichermann & Cunningham, 2011
Badges	Visual pupils' accomplishments	Lee & Hammer, 2011
Levels	Ascendant stages in the game in terms of complexity	Iosup & Epema, 2014; Zichermann & Cunningham, 2011
Customization	Adaptive difficulty regarding the apprentices' skills.	Lee & Hammer, 2011; Simões et al., 2013; Zichermann & Cunningham, 2011
Goals	Aims of the game to be achieved by students.	Kapp, 2012; Lee & Hammer, 2011
Feedback	Recommendations to accomplish goals	Nah et al., 2014; Lee & Hammer, 2011
Alternatives	Diverse routes to complete goals	Deterding, 2013; Iosup & Epema, 2014; Lee & Hammer, 2011
Time restriction	Determined time to carry out the challenges	Kapp, 2012

**Social
engagements**

Interaction elements among pupils

Deterding, 2013; Iosup &
Epema, 2014; Zichermann &
Cunningham, 2011

In a reflective way, these game elements are similar to real-life situations. In the case of avatars, for example, several people create website accounts with nicknames personifying a different individual to escape from reality. There is even a day on which inhabitants disguise themselves as their favorite characters. Also, it is common to experience that humankind behaves differently according to the context (Hymes, 1972). It seems that the environment sometimes requires persons to be someone else. In the same way, the representation of points in life can be seen in salaries, savings, followers, credit rating, and some other elements representing progress. Additionally, badges can be all individuals' titles, acknowledgements, awards and, prizes. The rest of the elements are also equivalent to moments in life as they provide promote social interactions (Cheong et al., 2014). In conclusion, the application of game elements in the classroom is another fun way of familiarizing learners with real life outside the school.

Gamification design approach. Apart from the game elements gathered in the systematic map by Dicheva et al., (2015), there are other proposals that basically explain the same elements with other names. To exemplify, Chou (2016) presents a model called octalysis framework whose main purpose is participants' motivation and the structure to design gamified systems. His building-blocks are eight columns that deal with human core drives, that is, what inspires people to act (Christopher & Waworuntu, 2021). Also, they go beyond points, badges and, leaderboards; the common game elements in the discussion. As explained before, in this study, this framework will be also treated as game elements to facilitate its understanding.

The first core drive named *Epic meaning and calling* has to do with making dreams come true, to accomplish people's goals and, reasons for learners to participate vigorously. The second element, *development and accomplishment*, deals with a sense of progress while doing the challenges and not only when obtaining rewards. That is why, this core uses most of the time PBLs (points, badges, and leaderboards). Chou (2016) calls the third column *empowerment of creativity and feedback*, which boosts learners' creativity by giving tools as hints and, clues to enhance problem-solving skills. Furthermore, corrections by peers or instructors are necessary to perform better. The fourth pillar is called *ownership and possession*. It aims at providing the apprentices with feelings of control. For instance, when learners customize their avatars or have their currency to survive.

In the fifth element of this approach, Chou (2016) stresses the advantages of social interactions. It is *social influence and relatedness* where alliances among learners lead to friendship, feedback, leadership, and competition. In other words, collaborative work. As to the next column, which is *scarcity and impatience*, Chou (2016) highlights that the upcoming goals are not easy to achieve. There is always something to struggle like a lack of time, or resources. Despite this reality, participants find the motivation to reach their destination. As can be observed, these elements are frequent on a daily basis.

Regarding the seventh core drive, students encounter uncertain futures, challenges, results, and rewards, and because of that, they tend to pay more attention to the game process (Chou, 2016). Accordingly, they feel more engaged and curious about what will happen. It is *unpredictability and curiosity*. Ultimately, the missing pillar of Chou's model drives learners to be prudent, otherwise, they might lose progression or any other benefit. He categorized it as *loss and avoidance*. In summary, the eight core drives described in the octalysis framework could somehow

fit into the elements of table 1 and also are aligned with life conditions. Therefore, educators should take them into consideration when applying gamification.

Gamification and engagement. According to some scholars, the term engagement requires a more specific scope when it comes to education. In that way, the previous construct in this literature review will encompass the term *student engagement*. The Glossary of Education Reform describes student engagement as a plethora of positive pupils' behaviors when they carry out their learning process. For instance, they are interested in what the teacher explains and pay more attention. Also, they are committed to cooperate with the discipline of the class because they are passionate about the new knowledge. Consequently, the level of motivation increases impacting their educational progress positively.

Some other authors explain this term by presenting antonyms of the word. Mann (2001) concludes that engagement is the opposite of isolation feeling. In the same way, Krause (2005) agrees with this when she claims that apathy is contrary to engagement. However, Trowle (2010) proposes that teachers might engage apprentices negatively too. In other words, engagement can imply both negative and positive connotations. To clarify, I will consider the positive connotation of the word to establish the relationship between gamification and engagement.

Learners' attention is crucial during classes when instructions or explanations are on the table. Therefore, teachers must think of strategies that catch it as much time as possible. The use of game elements can be an alternative for such a purpose (Mahfuzah et al., 2018). Bilro et al. (2021) reveal that university learners had a positive feeling toward gamified environments contributing to their engagement during the interventions. Kapp (2012) also remarks on the increase of positive changes in terms of behaviors when gamification or game-based techniques

take place in higher education. Nonetheless, it does not exist enough studies to corroborate the long-term advantages of gamification in educational settings. It includes the benefits on students' engagement (Dicheva et al., 2015).

To summarize, the majority of the literature shows that the use of game principles in non-game settings is likely to stimulate the apprentice's motivation and passion for the activities (Looyestyn, et al., 2017). However, it does not mean necessarily that the participants' performance in gamified contexts is better. That is why, the effects of gamification on education require more research.

Previous Related Studies

Within this section, I intend to present research projects dealing with gamification effects on foreign language teaching and learning. Each report contains four components that are paper purposes, research method, data-collection instruments, findings, and conclusions. Moreover, I will mention briefly why they are relevant to my study.

Dicheva et al. (2015) presented a review study concerning published empirical researches that cover the application of game elements in educational settings. It collected information from existing works on gamification such as conference papers published and indexed until June 30, 2014, and articles. The used databases were ACM Digital Library (376 papers), IEEE Xplore (100 papers), ScienceDirect (119 papers), SCOPUS (405 papers), Springer Links (86 papers), ERIC (7 papers), and Google Scholar (554 papers). The results showed an emerging tendency to game elements in education. Also, it revealed that most of the papers only propose the use of game elements in educational contexts, but they lack of a proper mechanism to evaluate them and identify their effectiveness on learning environments. Besides, new instructional frameworks for

gamification are needed. Thus, more research is required to establish what game elements are suitable for specific backgrounds. To conclude, this review provides my research with the game elements to apply in the workshops and more literature to delve into gamification.

Alfulaih and Attiya Elsayed (2018) researched into gamifying environments' implications on female students' speaking skill in EFL classes. They intended to examine whether gamification and electronic aids increase the speaking skill of 50 female students at Saudi Electronic University. The researchers used Action Research in their classes utilizing pre- and post-interviews, observation notes, a questionnaire, and a test as data-collection instruments. In addition, there were three stages in this research: the pre-actions, the implementations of the actions, and post-actions. At the implementation stage, the researchers used the coming gamification elements: Points, badges, and a leaderboard by using the ClassDojo app. Also, Memrise and Elsa's app was proposed because it provides three relevant manners to motivate students' learning: fantasy, challenge, and curiosity (Malone, 1981). The researchers provided a context in which they needed to solve a crime. The pupils had to go through several challenges to get points and badges. The results indicated that gamified activities improve speaking skill, at least with interactive activities. Moreover, students' attitudes and intrinsic-extrinsic motivation towards the class increased positively. Also, the students were engaged, and more confident to speak with peers and the teacher during the class. As evidence, the results of the pre-test and post-test were 69,52 % and 81.68 % respectively. Finally, this research presents more game elements to consider and makes emphasis on the importance of students' interactions to enhance speaking.

García's (2020) study objective was to explore the relevant qualitative impact of gamification elements on apprentices. The data-collection instruments were a teacher journal, where he reported weekly everything what happened; interviews were carried out one by one and

with the whole group to reach reliability. They were in the middle and at the end of the process. After that, he transcribed, described, and evaluated the recordings. Also, he collected the learners' work in form of written exams, homework, a quiz. Ultimately, he found that his pupils increased their quality and quantity of writing. That is, they wrote more and with more grammatical accuracy and vocabulary. Besides, the results showed that gamification help pupils focus more on the current task than on merely the final grade (García, 2020). Given that, there might be promising results in this research because one of the students' difficulties is vocabulary. However, it is important to consider that in this case is speaking skill what is being observed and not writing.

Cheong et al. (2014) conducted a study whose main objective was to examine undergraduate students' perception towards game elements to grow a solid gamifying system. The researchers chose this public because undergraduate pupils spend plenty of their time on playing video games, so they might have defined criteria for claiming what elements from games are useful for learning contexts (Brand et al., 2009). Moreover, students are the center of the learning process, thus their opinion plays an important role in this discussion. A survey was used to gather the information. It had two sections where the apprentices shared in the first section their game experiences and in the second section their thoughts about the helpfulness of several game elements. They found that 100 % of the pupils have played video games. More than 50% percent frequently play during the week. Also, the students have a positive perception towards game elements despite the lack of familiarity with the term gamification. In addition, the students stated that points, badges, teams, progress bars, and new profiles are appealing elements. Finally, gamification has the power to involve learners in active participation (Cheong et al., 2014). As a result, this study considers the game elements previously mentioned for the workshops thanks to the positive pupils' perception.

Redjeki and Muhajir (2021) investigated through action research a specific app using gamification called Duolingo. Their purpose was to analyze the implications of Duolingo game elements on learners' grammar process. This study followed the four steps of diagnosing, planning, action, and evaluation in action research proposed by Coghlan and Brannick (2014). Besides, they used quantitative surveys, observations, questionnaires, and documentation to collect data from 15 female students from University of Bogor. The students worked in Duolingo at home due to the lockdowns. In conclusion, the researchers found that Duolingo provides an innovative and appealing way of enhancing grammar and self-directed learning. Also, the pupils developed a positive perception towards the implementation of this app thanks to the familiar topics on it. The previous research is connected indirectly to the study under discussion as it encourages Duolingo elements scrutiny to choose what game elements can be considered in the workshops.

Ultimately, Montoya and Vela (2021) conducted action research to inspect the effects of gamifying practices on sixth graders' oral production skills at a private school in Quindio Colombia. First, they identified difficulties in the English class by applying observations, teacher's journals, and a pre/post-test. Furthermore, they developed some stages that characterize action research: planning, acting, observing, and reflecting (Burns, 2001; Bogdan and Biklen, 1997; Wallace, 1998). Among the findings, they highlight that gamification promotes L2 fluency, oral interactions, and cooperative learning with an emphasis on peer-feedback. Also, gamification facilitates the use of commutation strategies to achieve some objectives of the game. Gamifying practices tackle learners' affective filter reducing speaking anxiety and motivating apprentices to produce in L2. However, gamification did not have a meaningful impact on accuracy. As the previous related studies, this Colombian research provides positive insights for the paper in

discussion. Also, an indirect piece of advice is to pay attention to accuracy and how this trouble can be solved. Even though it does not belong to the sub-skills I attempt to work.

Chapter III. Research Methodology

During this section, I will depict the research model. It encompasses what approach, the profile of the participants, the structure of the workshops, the coding process, and the instruments to gather information in the diagnostic and action stage.

Type of Study

This project belongs to qualitative research whose foundations lie in action research. Laudonia et al. (2018) define action research as a recommended process to engage educators in educational research activities for enhancing teaching practices and restructuring curriculums. Burns (2005) emphasizes the meaning of action research on its influence to comprehend situations better in social contexts, and develop tools to tackle difficulties with human interactions. Another feature of action research is its cyclical structure consisting of planning, acting, observing, and reflecting (Burns, 2001; Bogdan & Biklen, 1982; Wallace, 1998). These stages allow researchers to be constantly in touch with the process generating pedagogical knowledge and enriching professional development (Laudonia et al., 2018). With this knowledge in mind, I decided to use this methodological research to suggest an instructional intervention in EFL classes to evaluate deeply learners' speaking performances while I applied gamification.

This project had three stages. The diagnostic stage was essential to identify the difficulty in the EFL classroom. In this stage, I used three data collection instruments that were *a journal*, *a survey questionnaire*, and *a non-participant observation checklist*. With these three instruments, I

searched for objectivity by analyzing three different perspectives, what Creswell and Miller (2000) propose when gathering information. In this case, my point of view as a researcher, my students' opinions, and a non-participant English teacher's perspective. Then, the action stage where I applied six gamified workshops, whose main content was eco-tourism. Additionally, there was analysis on categories and their occurrences in the three instruments following Creswell's (2009) data analysis steps: gathering information, interpreting it, and writing reports.

Finally, I would like to reiterate that action research was the most accurate method to conduct this project since I had the opportunity to witness problematic classroom situations and thought of possible solutions. In other words, the method is rich in flexibility and comfortable to solve difficulties in educational contexts.

Participants

When selecting the participants, I considered several aspects such as maturity, a small number of learners, a penchant for L2, willingness to learn, and quantity of English hours with them. Moreover, I considered the purpose of reducing the affective filter to make them utter easily more L2. According to Krashen (1982), this is possible once the learners feel more comfortable during the sessions. Although these students show a desire for English, it is complicated to make them produce it. That is, they have difficulties with productive skills. Moreover, according to some observations and a placement test their level of English is A1. The participants of this research are 19 pupils, 13 girls and 6 boys from ninth grade. Their ages go from 13 to 17 years old. In general terms, their interests fluctuate among participating in sports, especially football, creating videos on social networks, playing online, attending to parties, and riding motorbikes. The previous

information is relevant to this project because it supported some decisions regarding the activities of the first workshops and several game elements used in this process.

These 19 learners have showed two opposite profiles between the diagnostic and action stage. In the diagnostic stage, they were less talkative and participative. Quite the opposite during the action stage where there was more interaction in L1 and L2. It might have happened because of the lockdown's consequences. The apprentices had plenty of time working at home and basically on their own; therefore, they were not familiarized with teamwork anymore. Nevertheless, they came back to normal work in the action stage. Also, 70% of these pupils come from low-income families who have suffered the violence caused by civil wars in this region. This data is also relevant since due to the violence, many of the learners' parents are illiterate, then some of my students do not have a solid support at home.

In addition, only three participants live in rural areas, and the other 16 in the town. Hence, it is possible to state that most of the learners can access the internet easily since the signal is better in the urban area. This factor is crucial because online activities became the cornerstone of education during the pandemic. That is why, some activities in the workshops promoted virtual environments to interact as they did in the Covid-19 times. Furthermore, thanks to the previous fact, it was easier to communicate with them through the WhatsApp group. As mentioned earlier, nowadays, the participants tend to talk more actively to their peers which provoke disruptive situations in the sessions. However, if they are engaged properly in the activities, they try to interact in L2. In conclusion, these participants meet minimum conditions to have continuity in the classes and constant communication.

Instruments

During the diagnostic stage, I applied four instruments to gather data. These instruments considered three perspectives to reach objectivity (Creswell & Miller, 2000). My perspective as a researcher, learners' insights, and a non-participant observer's point of view. I also utilized the previous four instruments in the action stage; however, I included one more, a rubric. I designed it by analyzing six items: vocabulary, pronunciation, grammar, content, non-verbal cues, and fluency. Most of them were categories found in the diagnostic stage. That is, my learners faced difficulties related to them. Furthermore, they belong to sub-skills of speaking, which is the skill I was trying to reinforce in this process.

Another relevant aspect considering the instruments was a diagnostic test that I administered before starting my pedagogical intervention. It ratified the inconsistencies found in the triangulation analysis. In general, it showed that there was a gap in productive skills, speaking, and writing. Finally, to have a clearer understanding of the instruments, I present the following table in which I name the technique and describe the purpose of each instrument.

Table 2

Diagnostic, Action and Evaluation Stage Data Collection Instruments

Diagnostic stage

N°	Data collection technique	Data collection instrument	Rationale
----	---------------------------	----------------------------	-----------

1.	Observation	Teacher's journal	To gather qualitative and quantitative information regarding general aspects of the speaking skill of ninth graders and some other behaviors that might affect or benefit this skill.
2.	Survey	Questionnaire	To collect qualitative and quantitative information related to the students' perceptions, opinions, comments, and proposals towards the EFL events.
3.	Observation	Non-participant checklist	To gather data as to one external perception towards the pupils' speaking behaviors.
4.	Testing	Diagnostic test	To collect information concerning the apprentices' performance in the four skills and identify the weakest skills.

Action stage

1.	Observation	Teacher's journal	To elicit data regarding the students' speaking performance during the six workshops.
2.	Survey	Questionnaire	To elicit pupils' perceptions and comments on the workshops, especially the speaking activities.
3.	Observation	Non-participant checklist	To have an external point of view concerning the learners' performance as to the speaking skill.
4.	Observation	Rubric	To collect data as to the pupils' oral performance assessment at the end of each workshop.

Evaluation stage			
1.	Testing	Post-test	To compare the results between the diagnostic test and exit speaking test.

Chapter IV. Research Stages

Three stages took place in this research project: the diagnostic, action, and evaluation stage. In the first one, I identified the difficulties that pupils encountered in the EFL sessions with the help of the instruments previously mentioned. Then, during the action stage, I applied six workshops considering gamification as the approach to face speaking problems. Variables found in the previous stage. After that, in the evaluation stage, I analyzed the results obtained in each workshop and triangulated the information to describe my findings and conclusions according to the objectives established at the beginning.

Diagnostic Stage

To have a better understanding of the instruments utilized in this stage, I will describe them one by one in this section. It is relevant to highlight again that I opted to find objectivity by analyzing and comparing three points of view as suggested by Cresswell and Miller (2000) cited in (Vasco, (2015). To do that, I coded the three sources of information following Saldaña and Mallette's (2017) guidance regarding eclectic coding. Then, I looked for connections among the categories to reach reliability and validity in the analysis process.

Teacher's journal. My journal¹ in the diagnostic stage consisted of five sections: *description of the main class event, related theory, patterns (strengths and weaknesses), teacher's reflections, and other comments.* There were 15 entries whose introductory information contextualized the readers. I only observed the principal activity of each class in which the pupils used L2 to validate learning. Furthermore, it was useful to make me reflect upon my teaching practices.

Additionally, it is crucial to clarify that for the action stage I made some changes to the journal. For instance, I designed an extra format that assisted to record 100 % of the speaking behaviors during the workshops. It was a checklist to report the learners' L2 utterances before the main activity of the workshop. It had five sections distributed as follows: *replies in L2 to any question, utilizes the survival sentences in class, interacts with peers in L2, comes up with expression in L2, and uses code-switching.* Once I noticed the expressions, I put an x on the section and in front of the student. In that way, I could have an over-view of the learners who had used L2 in high percentages or vice versa. Furthermore, there was additional space for general comments that enriched the qualitative data.

Non participant observer checklist². This format aimed at gathering qualitative information as to general aspects of EFL in a face-to-face class with ninth graders after the lockdowns. This non-participant observer registered the incidence of apprentices' verbal behaviors, attitudes, reactions, and interactions in class. There were several statements describing

¹ An example of my journal can be found in appendix A.

² An example of my non-participant observer checklist can be found in appendix B.

possible events in class. Every time they happened; the observer marked it with an x. There were spaces for comments regarding the specific behavior to enrich the qualitative data.

In addition, I asked three observers to analyze a recorded class and write the occurrences of certain behaviors. With this, I intended to guarantee objectivity and accuracy in the results. In general, my observers agreed on the high percentage of the learners speaking L1 during the sessions. On the other hand, the high participation was also present. Ultimately, I coded the three instruments following grounded theory principles referring to coding. In other words, I filtered every category three times in the processes called open coding, axial coding, and selective coding (Strauss & Corbin, 1998; Glaser & Strauss, 1967)

*Apprentices' survey*³. The purpose of this data-collecting instrument was to elicit qualitative information related to the students' perceptions, opinions, comments, and proposals toward the EFL class. The survey consisted of four sections: Feelings in the class, opinions about the evaluation in the sessions, self-assessment, and methodology. Also, there were general questions regarding genre, age, and place of living. It was anonymous. The final part aimed at proposing strategies, and activities to implement in the English class. As stated in the instructions of the survey, I encouraged them to answer honestly. It was administered to 19 students.

*Rubrics*⁴. This instrument intended to gather quantitative information regarding the students' speaking performance during the main events of the workshops. I designed a general rubric considering six items to focus. They were vocabulary, pronunciation, grammar, content, nonverbal cues, and fluency. As can be observed, some of these elements are aligned with the

³ An example of my survey can be found in appendix C.

⁴ An example of my rubrics can be found in appendix D.

objectives of this project to reach more accurate data. Each item had two descriptors to analyze and assess in a scale from 1 to 5.

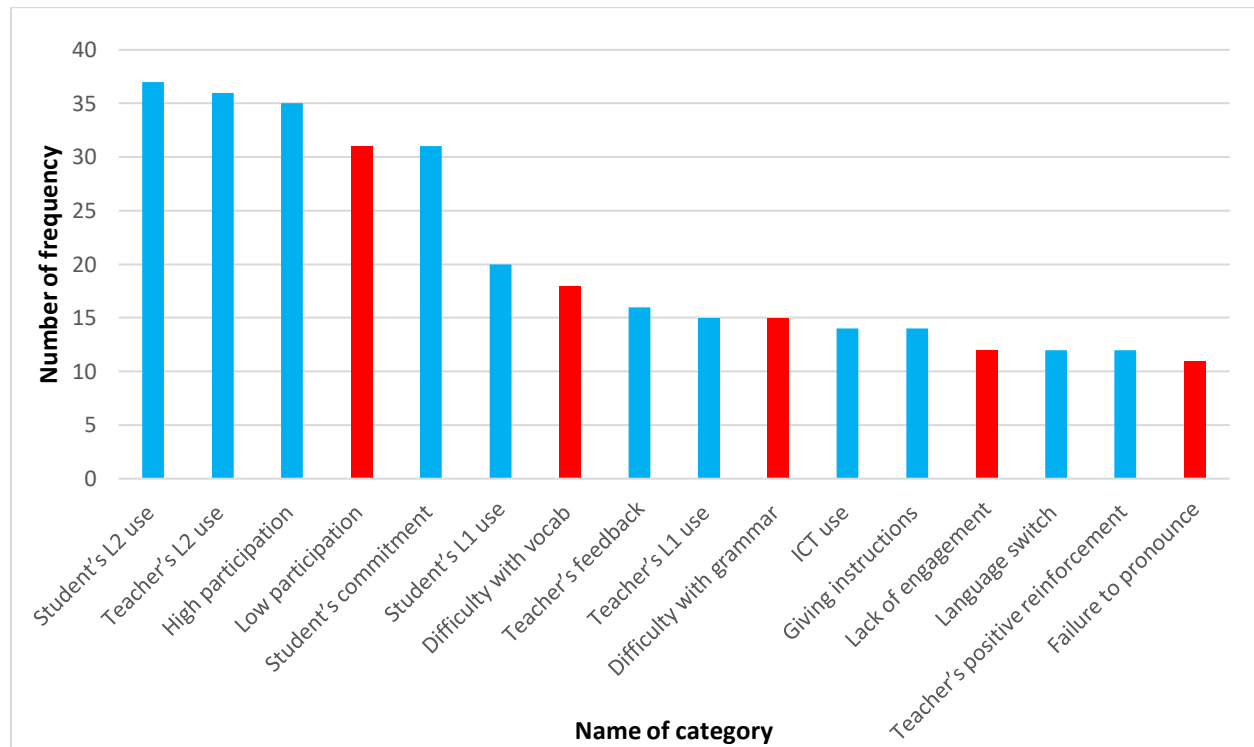
*Pre and post-tests*⁵. The aim of these instruments was to identify the weakest skills in the learning language process of the participants. In the same way, I intended to ratify or find discrepancies among the results provided by the three instruments during the diagnostic stage in the case of the pre-test. This instrument assessed the four skills and belonged to an A1 level test. In the case of the post-test. I aimed at comparing the results of the pre and post tests to detect setbacks or progresses

Results and Analysis of the Instruments

I analyzed the three instruments by coding the information on them. That is why, I used categories to synthesize the events that occurred in all of them. The analysis for the categorization was descriptive. That is, I tried to be as objective as possible. Then, I looked for all the categories that were similar in the three instruments and their number of occurrences in order to reach reliability in my claims. In the following figures, I will illustrate the final codes of each instrument, and finally, the triangulation graph with those common codes will take place.

Firstly, I will start with my journal graph since it was the first instrument I implemented and finished. It has the list of categories and their occurrences. In the same way, the bars have different colors according to the positive or negative aspects they evoke. For example, the color green in this figure symbolizes positive aspects and the red color refers to the opposite.

⁵ An example of my pre and post-test can be found in appendix E.

Figure 3*Frequency of codes in the journal*

As can be seen in this figure, *students and the teacher's L2 use* categories were constant during the classes. Similarly, the use of L1 was another frequent behavior. It might be since it helped learners understand better the instructions to do the tasks. Also, it can be seen that in the classes, high participation is common. However, among the most frequent codes, low participation and reluctance to participate are also present. That is, their engagement was intermittent.

On the one hand, I considered the fact that there might be some activities in which the students felt more comfortable than others. On the other hand, the context I taught the sessions could be also a factor for this situation. For instance, I found a pattern regarding the learners' passiveness. At the beginning of face-to-face classes, they were in silence, but once the lesson was

about to end, they started participating more. Conversely, by WhatsApp, they showed high participation when starting, and while the class progressed, the participation decreased. Figure 3 also evinced with high frequencies several positive behaviors such as *students' commitment*, *teacher's feedback*, *teacher's positive reinforcement*, and *students' positive attitudes*.

Additionally, the use of ICT was crucial because it opened the gate to new learning experiences. Moreover, it made education possible during the pandemic. Also, I could notice that using ICT is a need in schools, even though many old thoughts fear to step forward. That is why, the *ICT use* category was frequent in this observation too. The majority of least frequent codes had to do with negative aspects concerning difficulties with the language proficiency. Furthermore, there were a few issues regarding pupils' bad attitudes towards the language and class.

As mentioned before, the L2 used by the learners was the most frequent code. However, the question was: what kind of use was it? Whether English was spoken communicatively or it was just a requirement. That is, the students might have spoken L2 merely to respond to controlled activities, and neither to interact nor because they needed it. The category concerning *difficulties with grammar*, *pronunciation*, and *vocabulary* had high frequencies, thus it was necessary to reflect on them. Most of the time, the feedback was as to grammar aspects. In conclusion, they lacked the bases for the structure construct. Regarding the vocabulary problems, I could conclude that there was a lack of it because the learners constantly uttered one word to cover a large number of meanings or simply, they did not speak. Furthermore, the figure displays the lack of engagement that some pupils had and that might be another reason why their proficiency is low.

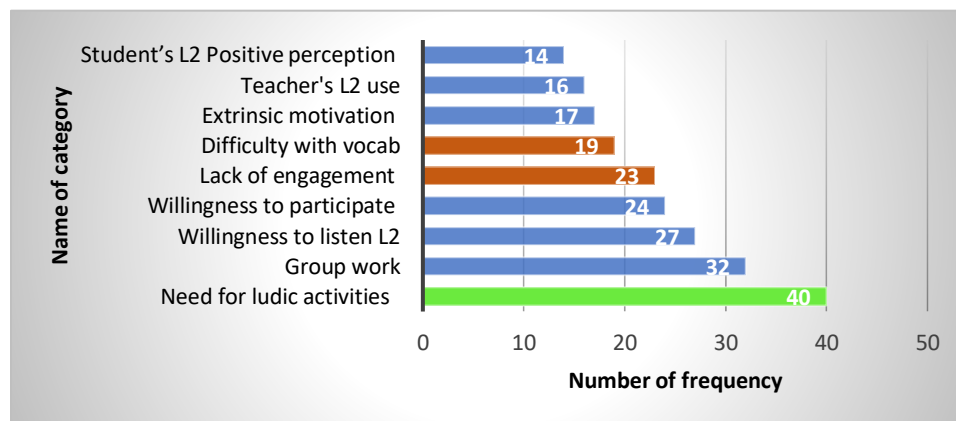
Ultimately, it was observable that the communication strategy *language switch* was a bridge to negotiate meaning. The pupils often used it, which might inform that there were some

gaps in their discourse, gaps that can be translated into a lack of vocabulary as previously mentioned.

As for the survey's results in the diagnostic stage, I could find that my pupils proposed more ludic activities because the sessions lacked of them. Moreover, it showed that there was a positive perception towards the class and the speaking skill. Although they had difficulties when producing L2 orally. The next graph provides more details related to the results.

Figure 4

Frequency of codes in the survey



Nine categories emerged from the survey. Two of them had a negative nature and were the ones that also appeared in the other previous instruments. Therefore, it was crucial to focus on *difficulty with vocab* and *lack of engagement* categories to establish one strategy to face the situation. Also, it was relevant to analyze the positive categories since they assisted to think of activities during the workshops. For instance, *group work* led me to plan several assignments in which they had to interact frequently with their peers. Furthermore, the highest category that was

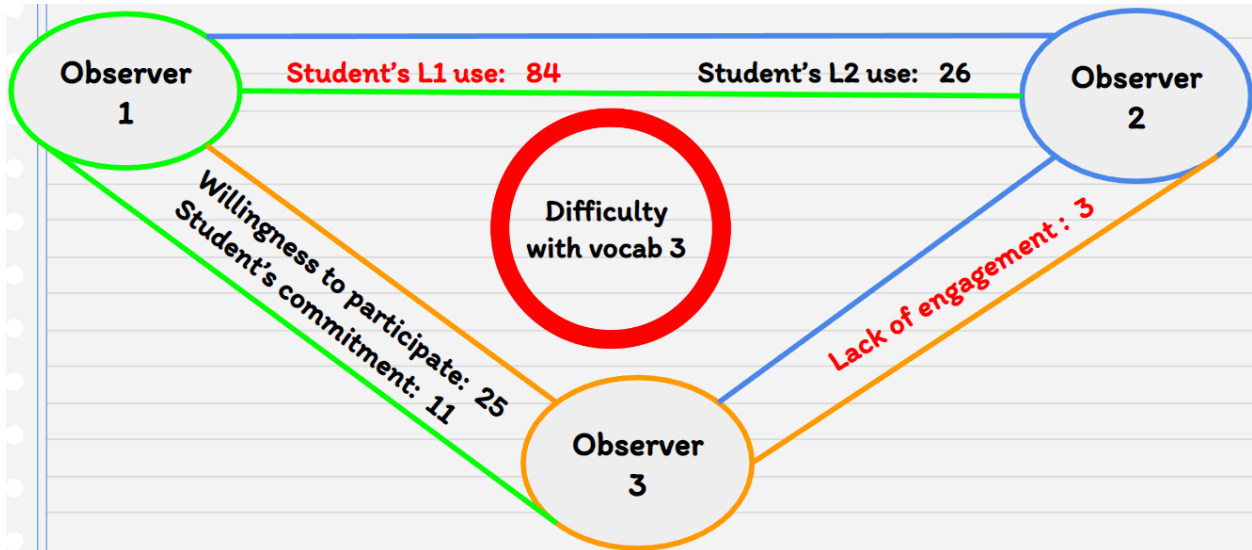
need for ludic activities enlightened me to propose the use of game elements during the workshops (Dicheva et al., 2015b).

The survey also showed that the participants of this project preferred receptive skills to productive ones. It is observable in the category labeled *willingness to listen L2* with 27 occurrences occupying the third place regarding the most frequent. With this in mind, I concluded that they were passive learners who required input of quality. Therefore, I decided to emphasize on one productive skill, speaking. However, my purpose from the beginning was to deliver useful chunks of language to my learners for both situations, survival and focalized activities in the workshops.

Regarding the results in the non-participant observer checklist, first I need to mention that I asked three observers to analyze one class. I intended to reach objectivity in the comments. That is, to look for similar concordances in the three observations. This instrument aimed at gathering qualitative information as to general aspects of EFL in a face-to-face class with ninth graders after the lockdowns. The non-participant observers registered the incidence of apprentices' verbal behaviors, attitudes, reactions, and interactions in class. There were several statements in the structure of the format describing possible events in class. Every time they happened; the observers marked with an x. The next figure will exemplify the concordances shared by the three observers:

Figure 5

Frequency of codes in the non-participant observer checklist

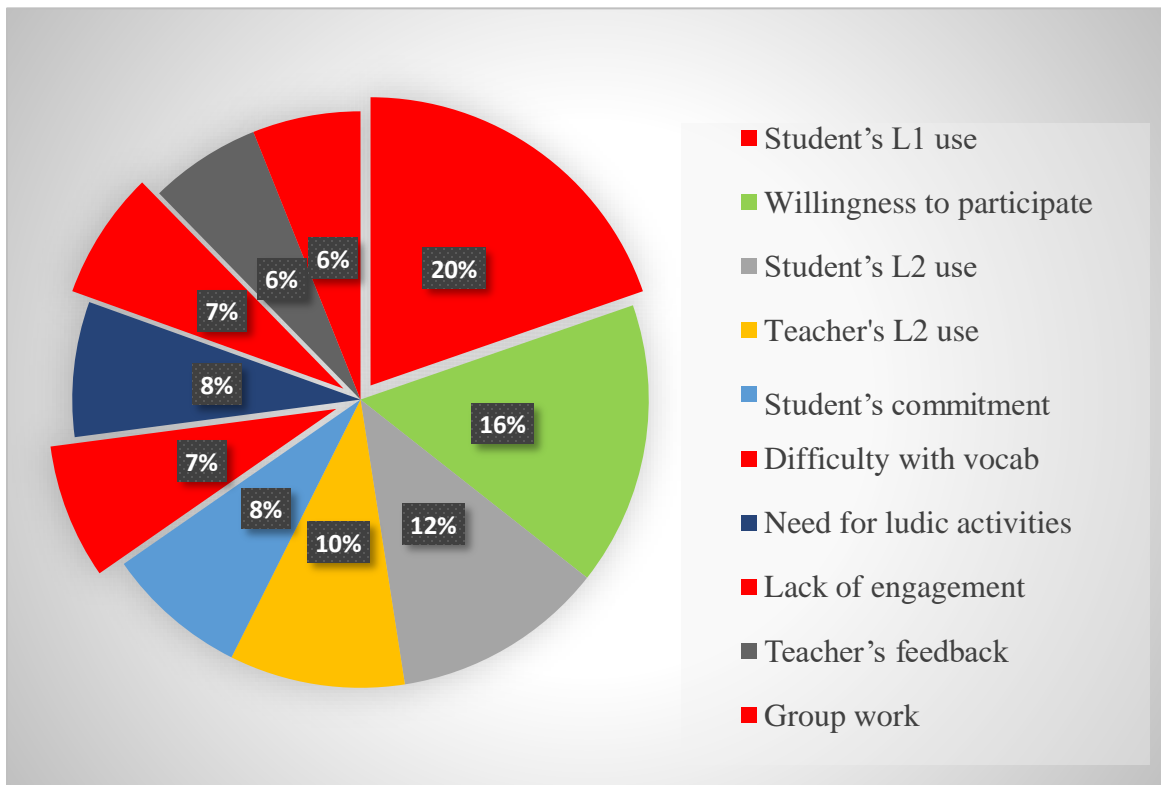


In the graph, it was visible that three categories corresponded to difficulties in the EFL class. They were *students' L1 use*, *lack of engagement*, and *difficulty with vocab*. They obtained 84, three, and three occurrences respectively. As can be seen, my students did not use much L2 during that class, thus the first conclusion I elicited was that there was a problematic issue with speaking. A similar conclusion that I shaped in the other two instruments, which might mean objectivity in terms of analysis. Admittedly, the category that I started focusing on was *difficulty with vocab* that belongs to one subskill of speaking. As noted above, everything indicated that my learners lacked speaking. Consequently, I established it as the problem in my context. Nevertheless, it was crucial to examine the triangulation of the previous three instruments to draw more specific inferences. The following graph supports that purpose.

The triangulation of the instruments intended to identify aspects that they had in common. That is, those categories that were repeated, meaning accuracy. Therefore, the coming categories were the highest in terms of frequencies and appeared in the four instruments.

Figure 6

Triangulation of the instruments



It was noticeable in figure 6 that my learners used L1 numerous times during the observations. It might have meant that their mother tongue scaffolded their L2 learning process. However, this situation indirectly suggested that my pupils lacked natural L2 speaking. That is, L2 conversations or utterances without my pressure as a teacher. According to the graph, *students' L2 use* reached the third place in the triangulation. Nevertheless, I identified that they spoke L2 because they had to do it. In short, it was their academic duty. I could not notice any intrinsic

motivation to speak only for interaction. They expected something in return, in this case, the grade. Despite this panorama, the participants wanted to take part actively in the activities. That is why, there was a category labeled *willingness to participate* that got the second place in this triangulation. In the same way, I observed *students' commitment* when several of them used to do constantly their assignments.

Another category with a negative nature was *lack of engagement* whose presence activated my concern regarding the implications towards the speaking skill. Even though it reached only 7% of the incidences, it caused a chain reaction for the whole group. For example, my learners with disruptive behaviors were not engaged in the sessions, thus they did not want to produce L2 orally. As result, they used to trouble the classroom environment and the affective filter of more students became wider when speaking. Numerous pupils recommended in the survey that the sessions needed more ludic activities. For that reason, I opted to tackle this category immediately by applying game elements to my EFL classes.

The last negative category was *difficulty with vocab* with 8% that might have been another reason why my apprentices had difficulties in oral interactions. It is complicated to speak L2 if one does not have lexis to use in the utterances. It can be noticed that all categories shared a relationship concerning the lack of L2 speaking. Accordingly, it was not odd that my students preferred receptive skills to avoid intermittent speaking interactions. At the same time, I tried to speak L2 in the majority of the cases for them to obtain comprehensible input and reduce the affective filter (Krashen, 1982). The 10% of *teacher's L2 use* ratified the previous fact.

Lastly, I found the *work group* category which led me to strengthen the social interactions inside the EFL classroom. With this category, I could reflect upon my daily teaching that used to

contemplate many individual activities. I used to think that the only real and meaningful interaction inside the sessions was teacher-student and not student-student. I was afraid of providing time to the learners because they would not use it properly and I would waste English class time. As mentioned in the context description, there is a lack of continuity in my classes that debilitates learning language processes. Due to the negative factors found in the triangulation analysis, I could detect the problem and the strategy to face it. To summarize, I claimed that the problem in my classes was speaking skill and the strategy that I would use was gamification.

Instructional Design

Based on the results found in the diagnostic stage, I was concerned about the lack of oral L2 interactions among my pupils. That is the reason why, this project is expected to examine the effects of gamification on the oral interactions of ninth graders. Consequently, I designed with the support of my advisor six workshops consisting of game elements and the structure of Escuela Nueva classes. I could state that the design of the workshops can be bifurcated into two parts. The first three workshops included isolated game elements per workshop, while the other three had several game elements working together per each.

In terms of the workshops' procedures, I followed the didactic structure proposed by Escuela Nueva model where five moments take place in the lessons. Before describing those moments, I would like to mention the introductory segment that every workshop had. It included information as to the name of the workshop, date, some conventions for me as the teacher and the students, grade, what specific gamification strategy, skill and sub-skills, the linguistic aspect, and finally, the speaking performance according to Brown's (1994) taxonomy. After this introductory part, I presented one goal and two – three objectives that led me to the horizon that I wanted my

pupils to reach. These purposes had to do with the promotion of the eastern region of Caldas as a destination for ecotourism, especially Florencia. Then, I exhibited the game element or elements with a small description regarding how they would work during the whole process. Furthermore, at the end of each moment, there used to be an opportunity for the game element application. Ultimately, I described each moment by composing different names for the activities, procedures, and materials needed.

According to Escuela Nueva, moment A intends to identify the learners' previous knowledge. My activities at that moment, not only provided them with the context where they would labor, but also gave me a diagnostic analysis of their knowledge. Then, moment B supported my learners with explanations concerning pronunciation, grammar rules, etc. In short, it was my chance to teach. After that, moment C took place with tasks that encouraged my apprentices to use what they had learned in the previous moment. During moment C, I constantly guided them with solutions for their difficulties. On the contrary, in moment D, they had to perform role-plays involving plenty of speaking without my help. It was common that they planned it at home. This moment was the most relevant one for this research since I recorded it to assess and analyze it. In other words, to use one of my data collection instruments.

To finish, they did an exit ticket, a classroom assessment technique, to recognize what they had learned, what they did not like, and what they needed to reinforce. This activity belonged to moment E and it pointed out crucial information for future workshops design.

I opted for the previous structure because it eased the workshops' understanding in case of other teachers, professors, and researchers want to implement or adapt my proposal. In the same way, I intended to generate a positive environment for learning L2 through engagement as Huotari

and Hamari (2012) stipulate. Moreover, it was planned to enhance the speaking skill by creating lifelike situations while using game elements. This part is essential as it reveals the main essence of the game elements by which my learners were exposed to social transactions. Chou (2016) defines the previous situation as a core of his octalysis framework known as *social influence and relatedness*. At this point, he stresses the positive aspects of social interactions to drive users to perform better. In addition, it is likely for the apprentices to struggle with these situations in the future. For that reason, I focused on common daily transactional activities such as buying, negotiating, selling, etc.

Action Stage

The purpose of this section is to describe my proposal implementation in detail. The topics, game elements used, and how I conducted the six workshops that I designed based on the results from the diagnostic stage. Also, the procedures to analyze the data gathered from the workshops. During these six pedagogical interventions, I tried to tackle the *lack of engagement*, *lack of L2 speaking*, and *lack of vocabulary* that were the negative categories with more occurrences in the diagnostic stage.

In general terms, my intervention focused on two main variables that were speaking skill and gamification. Each workshop had one or more game elements to apply. Their employment depended on the same workshops' analysis through the three data collection instruments. In other words, I applied a teacher's journal, a survey, and a non-participant observation checklist after each intervention. Additionally, during three workshops, I applied a rubric considering subskills of speaking to obtain more information as to speaking performance.

As for the topics, the workshops dealt with environmental issues because it is a need of this eastern region of Caldas. As mentioned in the context description, this region has a high potential for ecotourism thanks to its exotic natural resources such as the Lagoon in San Diego, the Dam in Norcasia, the natural national rainforest, and the hot springs in Florencia. Moreover, several bodies of water are represented by rivers. It is crucial to remark that the series of coursebooks *Way to go* proposed by the Ministry of Education also contributed to this intervention since there is one module emphasized on the planet. It provided me with ideas and material to utilize.

Save what is yours was the slogan by which I started designing the intervention. Initially, I intended to focus only on the development of awareness towards the environmental protection. Nevertheless, I included more elements that might aim at fulfilling the needs of this setting. For example, ecotourism in the region. Accordingly, I divided my intervention into two. The first three workshops were to raise awareness of what my students have as natural wealth and how to protect it. The next workshops opted to encourage them to promote their region as a destination for ecotourism. To go deeper into understanding, I will display a table below with more information:

Table 3

Intervention structure

Workshop's name	Goals	Game elements	Speaking performance	Linguistic aspect
1. This is my home!	Recognize the ecological resources of the eastern region of Caldas, especially the	New identities – I.D. cards	Monologue	Demonstrative pronouns, verb to be and adjectives

	Natural National Park of Florencia			
2. Problems and solutions	Develop awareness as to the impact of good and bad habits to protect the ecological resources in the eastern region of Caldas, especially the Natural National Park of Florencia.	Leaderboard – ranks	Responsive	Simple present (habits that benefit or affect the planet) fanboy (but) and modal (can)
3. Our natural resources in 2050	Examine the consequences of non-eco-friendly behaviors on the natural resources in the easter region of Caldas, especially the Natural National Park of Florencia.	Badges	Transactional (dialogue)	Modals verbs: Will, might, may adverbs of probability: definitely, certainly, obviously, probably, and Superlatives
4. Where green becomes water!	Develop a positive attitude towards the habits to save water in the eastern region of Caldas, namely in the Natural National Park of Florencia, Caldas, whose slogan is	Badges, I.D cards for groups and points	Transactional (conversation)	Should - shouldn't Verbs to save water (reuse – reduce - recycle), and Present simple

	“Where green becomes water”.			
5. Ecotourism in Florencia Caldas	Recognize the eco-tourist potential of Florencia, Caldas and its Natural National Park.	Currency, Points (S.P.), Leaderboard, I.D. cards and competition	transactional (dialogue) and Extensive (Monologue)	Chunks of language: -Let's __, I advise you to __, You can __, I invite you to __, I recommend you to __
6. An Eco Tour at Magdalena Caldense	Promote the eastern region of Caldas as an eco-tourist destination for foreigners and Colombians.	Challenges, points, currency, and leaderboard.	transactional (negotiation) and Extensive (Monologue)	Chunks of language: -We have __, For more information, you can __, I recommend you to __, Should/shouldn't, don't forget to __, We have other options such as __, We can take you to __, It costs __

In workshop number one, I encouraged my students to recognize the ecological resources in their region. To do that, I presented several online resources with images of diverse plants, animals, and tourist places in the eastern region of Caldas. The purpose was to write a comment related to what they knew about the resource. Furthermore, they had to mention the ecological resources' characteristics and share that information with their classmates. The game element to apply was new identities, so they created a hero identification card with some specifications I suggested. The hero's objective was to raise awareness as to the preservation of one chosen natural resource through a speech in front of their classmates. The students performed as if they were the

hero. As support, I provided a checklist with all the steps they required to reach the expectations. In addition to the demonstratives, the verb to be, and adjectives, they received chunks of language to utilize in their talking time. The template for the I.D card is displayed below. However, they could innovate too.

Figure 7

Game element in workshop one

The figure shows a rectangular template for an I.D. card. On the left side, there is a large empty box labeled "PICTURE" and a line labeled "SIGNATURE:". On the right side, there are five horizontal lines for text, each preceded by a label: "HERO NAME:", "AGE:", "ORIGIN:", "INTERESTS:", and "SUPER POWER:". At the bottom center, there is a row of five colorful superhero icons. The entire template is enclosed in a black border with small tree icons in each corner.

This figure shows the information required to create the new identity. This game element intended to reduce the anxiety before speaking as they could become a different person. In that way, they had the opportunity to escape from reality too. Moreover, my learners could customize their avatars in the picture to put their personal print. Chou (2016) rationalizes the third core drive in his gamification design approach as the one in charge of boosting creativity to develop solving problem skills. In this specific case, the learners had to think of a hero or heroine who could save the environment. Consequently, *empowerment of creativity and feedback* took part as the trigger for such a purpose.

As for workshop two, I intended to develop awareness as to the impact of good and bad habits to protect the ecological resources in the Natural National Park of Florencia, Caldas. In this regard, the apprentices received a leaderboard for them to position and self-assess through the moments of the workshop. Each position corresponded to a rank that their heroes could reach whether they accomplished the constructs defined in the chart (Chapelle & Brindley, 2019). I aligned each construct with the activities stated in the moments, so they could reflect on their weaknesses and strengths per moment. In general terms, they had to identify beneficial and damaging habits for and against ecological resources. To do so, I adapted activities proposed by the coursebook *Way to go 6°, 8°, and, English please 2 10°* such as work banks, checklists, and rubrics. Nevertheless, I also planned a scavenger hunt that moved them to discover an encrypted message. Furthermore, I brought cartoons to read and elicit ecological habits.

To end, they had an interview where they shared all their positive and negative habits. It is of paramount importance to mention that they presented as if they were the heroes and heroines again, but the speaking time was only with me. That is why, the use of the I.D card from the first workshop was necessary. The leaderboard is below for further understanding.

Figure 8

Game element in workshop two

MOMENT	RANK	DESCRIPTORS		
D	 1. LEGENDARY	I can identify some problems that my region has regarding the ecological resources.		
		I can talk about my actions to protect the planet in a real conversation with the teacher.		
		I can talk about how often I do certain actions to protect the earth in a real conversation with the teacher.		
C	 2. MASTER	I can come up with a title for the reading related to its content		
		I can answer questions orally about the reading.		
		I can interact with my classmates to solve a puzzle.		
B	 3. PROFESSIONAL	I can identify specific details in a reading.		
		I can propose specific solutions to specific problems.		
		I can propose good actions to take care of the planet.		
A	 5. ELITE	I can reflect upon my actions against and for the planet.		
		I can state orally who has bad actions against the planet.		
		I can search unknown actions in an online or a pocket dictionary.		
A	 6. VETERAN	I can elicit the action from the reading.		
		I can understand the main ideas of the comic.		
		I can write actions to protect the planet on the board.		
		I can discover a secret message.		
A	 7. ROOKIE	I can spell letters in English.		
		I can answer a simple wh-question.		

For the next workshop, my pupils examined the consequences of non-eco-friendly behaviors on the rainforest of their region. For this reason, I reinforced the previous topic as to the habits that affect ecological resources. Moreover, they worked with predictions regarding the future of those resources in the eastern region of Caldas with the help of frame sentences. Additionally, during these assignments, the apprentices had more chances to interact with their teams by looking for someone who will do certain eco-activity in the future. Concerning the game strategy, I applied badges to award my students' performances. They contained superlatives forms as descriptors. As done in previous workshops, my learners obtained the badges at the end of each moment. It was an appropriate occasion to interact with them by using simple utterances. For instance. *What is your badge? Are you happy? Do you agree?* Ultimately, I would like to remark that these awards were individual, not everybody won one. The following figure presents the categories I applied for workshop number three.

Figure 9

Game element in workshop three

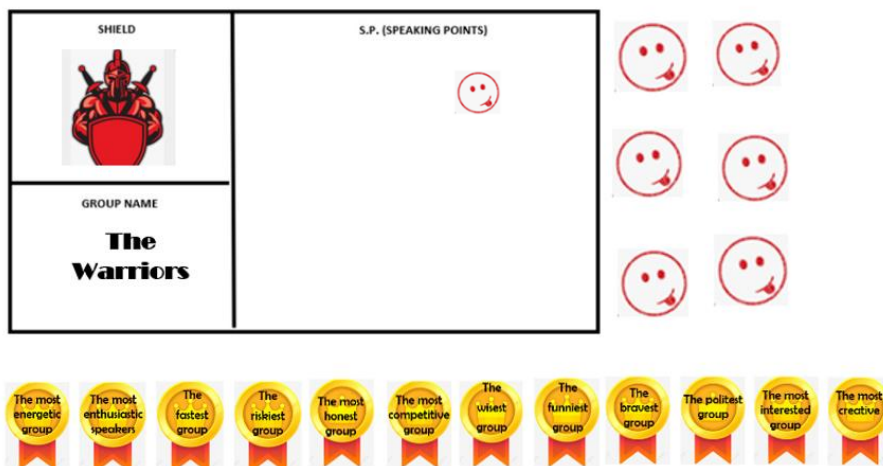


Regarding workshop four, I applied more than one game element to justify a system of points. It is relevant to emphasize that I recycled some gamified elements to avoid the lack of continuity with the pupils and the elements. Therefore, the pupils dealt with I.D. cards, badges, and points. The identification cards contained information about the groups and not data per student. In the same way, the badges had descriptors referring to team-work: *the most creative group, the riskiest group, the most enthusiastic group*, etc. In the case of the points, the groups might get a total of six points represented by stamps, meaning that each activity per moment was worth two stamps. I provided the stamps depending on how often they uttered the chunks of language recommended. To clarify, I registered the stamps on the I.D cards to have a general view of learners' progress.

Through this workshop, the assignments aimed at developing a positive attitude towards the habits to save water in Florencia considering that the slogan of the town is "*where green becomes water*". On this occasion, I suggested teamwork interactions only. Likewise, the main event of the class intended to provide opportunities to role-play a saving water campaign for foreign tourists. The next illustration shows the gamified strategies.

Figure 10

Game elements in workshop four



The purpose of the next intervention was to recognize the eco-tourist potential of Florencia, Caldas and its Natural National Park. To accomplish this, the apprentices required to identify the main activities that tourists can do in Florencia and its surroundings. During this process, I adapted the gamified system to be more accurate when providing the stamps. In this instance, I labeled the points as S.P. (Speaking Points). The idea was to create a need for speaking since it was a requirement to obtain them. However, there was an extra element to include, and that allowed the students to interact more negotiating for the S.P. It was currency. In short, each activity was worth a certain quantity of didactic Colombian money. With that money, they could buy speaking points; therefore, each S.P. also had a cost. To conclude, workshop number five, the teams obtained a rank according to the numbers of S.P. that was visible in a leaderboard. As can be seen, all the game elements had a gear for a purpose. The next figure depicts the mentioned elements.

Figure 11

Game elements in workshop five



Finally, the sixth intervention goal was to promote the eastern region of Caldas, especially Florencia as an eco-tourist destination for foreigners and Colombians. During these

assignments, I applied the same elements that in the previous workshop. Nevertheless, I included two more that were *challenges* and *competition*. They were aligned with the activities proposed at each moment. In other words, they were constructs to achieve. In the case of competition, they competed to be on the top of the leaderboard, especially the legendary; otherwise, they might get low marks. Concerning the activities per se, I encouraged my participants to create a tourist agency consisting of a logo, slogan, and some tourist packages to offer. Furthermore, I asked them to promote those touristic recommendations through videos and role-plays. The final version of the gamified system is below for further comprehension.

Figure 12

Game elements in workshop six

RANK	Teams I.D. Cards	Number of S.P.
1. LEGENDARY		3
2. MASTER		
3. PROFESSIONAL		
5. ELITE		
6. VETERAN		
7. ROOKIE		

SHIELD 	S.P. (SPEAKING POINTS)
GROUP NAME The Warriors	

1. Performance indicator aligned with the moment.
2. Performance indicator aligned with the moment.
3. Performance indicator aligned with the moment.
4. Performance indicator aligned with the moment.

To summarize, all six interventions consisted of five moments where the pupils could work on topics related to environmental conservation, ecotourism, and recognition of their ecological resources. Furthermore, each workshop had one or more gamified elements. On the one hand, the

first three workshops only applied one isolated element. On the other hand, the next ones articulated more than one as a small gamified system.

Evaluation Stage

The purpose of this section is to present the analysis of the data gathered during the application of the six workshops with the instruments described in the previous section. Furthermore, I will illustrate the final triangulation and the comparison between the diagnostic test before the action stage and the exit test but only in speaking skill.

Analysis of workshop N°1. During workshop number one, whose main goal was to raise learners' awareness of the ecological resources in their region, I could notice several phenomena regarding the students' L2 speaking behavior that I would like to discuss in this section. This workshop consisted of five moments in which I applied a game-design element called *new identities* in one of the moments. It was intended to encourage the pupils to create new I. D. cards as if they were heroes whose purpose was to protect the earth. Another feature of the workshop was the ICTs related to educational websites for them to interact in a different way. Moreover, my intention with this workshop was to promote the speaking and engage the students upon the EFL class. Based on the data gathered during and after the workshop, in general terms, I found that my apprentices had difficulties with pronunciation, lexis and grammar. However, it was also noticed that they were more interested than usual. To go deeper into these claims, the next figure represents detailed information.

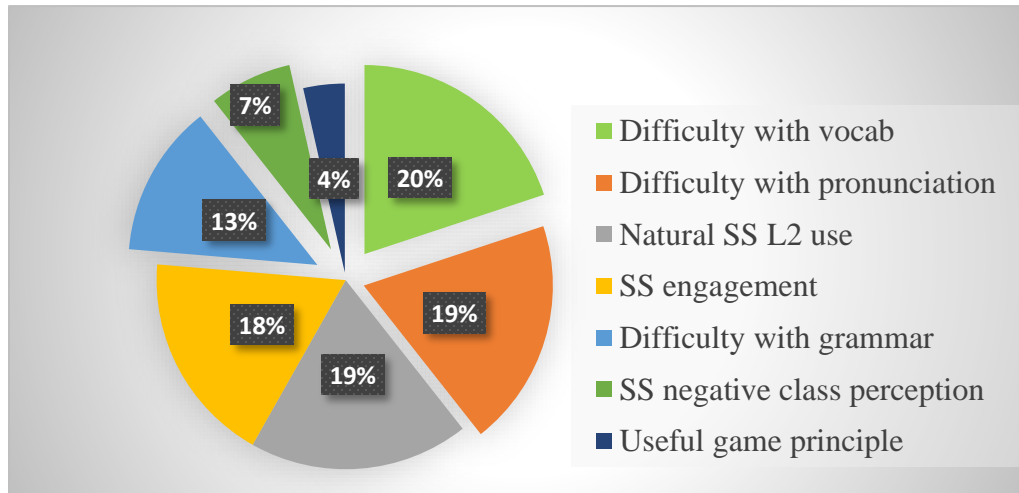
Figure 13*First workshop triangulation*

Figure 1 evidences the positive and negative aspects that my learners experienced in this first workshop. The category *difficulty with vocab* was the highest with 20% of the occurrences. I could notice the participants struggling with words that they needed but did not utter during their speech because there was a lack of lexis. For instance, the pupils code-switched on several occasions to replace the unknown word, and they also asked me by using expressions “*teacher, what is ____?*” and “*how do you say ____?*” or simply complained by saying “*Yo no sé cómo se dice eso*”. In addition, there was another problematic category that caught my attention, which is *difficulty with pronunciation* with 19% of the occurrences. Although it was not on top, most of the learners stated that the most difficult part was to pronounce words in L2.

In the rubric for the main speaking activity, I observed that several utterances were not clear or were difficult to understand because they used to cut the words by syllables or stressed them incorrectly. It is relevant to bear in mind that in the principal speaking activity they had to prepare a speech to promote the care of an ecological resource. That is why, they had the chance

to read every now and then. Even so, their pronunciation was not accurate. With this knowledge in mind, it is time to mention another category which had a positive connotation and it is *natural SS L2 use* with 19%. In my journal, I designed an instrument to measure the frequency of certain speaking behaviors after the main event of the workshop. According to this, several students used many times some useful expressions in class that I had shared at the beginning of the year. For example, *Bathroom, please! how do you say _____ in Spanish? teacher, finished, I have a question, repeat please, what is _____?* I considered them natural utterances because they needed at a certain moment to accomplish a communicative purpose and they were not asked for me to be said.

In considering the non-participant observer's perception regarding the previous behavior, I could conclude that the same learners using L2 naturally throughout the workshop performed more naturally during the final speaking activity. By "natural" I mean that there were several learners who have uttered useful expressions in class such as *come here, teacher! bathroom, please! I have a question* among others to accomplish communicative goals instead of being asked to do so. Other positive aspects to take into account were the *SS engagement* with 18% and the *useful game principle* with 4%. The fact that those two categories were related was evidenced by the survey where some learners replied that one strategy helping them to get engaged in the class was the I.D card. The aforementioned issue as to students' concern regarding pronunciation needs to be considered seriously since it might make them feel uncomfortable when speaking, and the reason why they did not produce new L2 language.

Ultimately, there were two more negative categories concerning *difficulty with grammar* at 13% and *SS negative class perception* at 7%. The former indicated the lack of accuracy in terms

of grammar structures, especially the absence of the subject in sentences and the latter represented a few students who did not like English class.

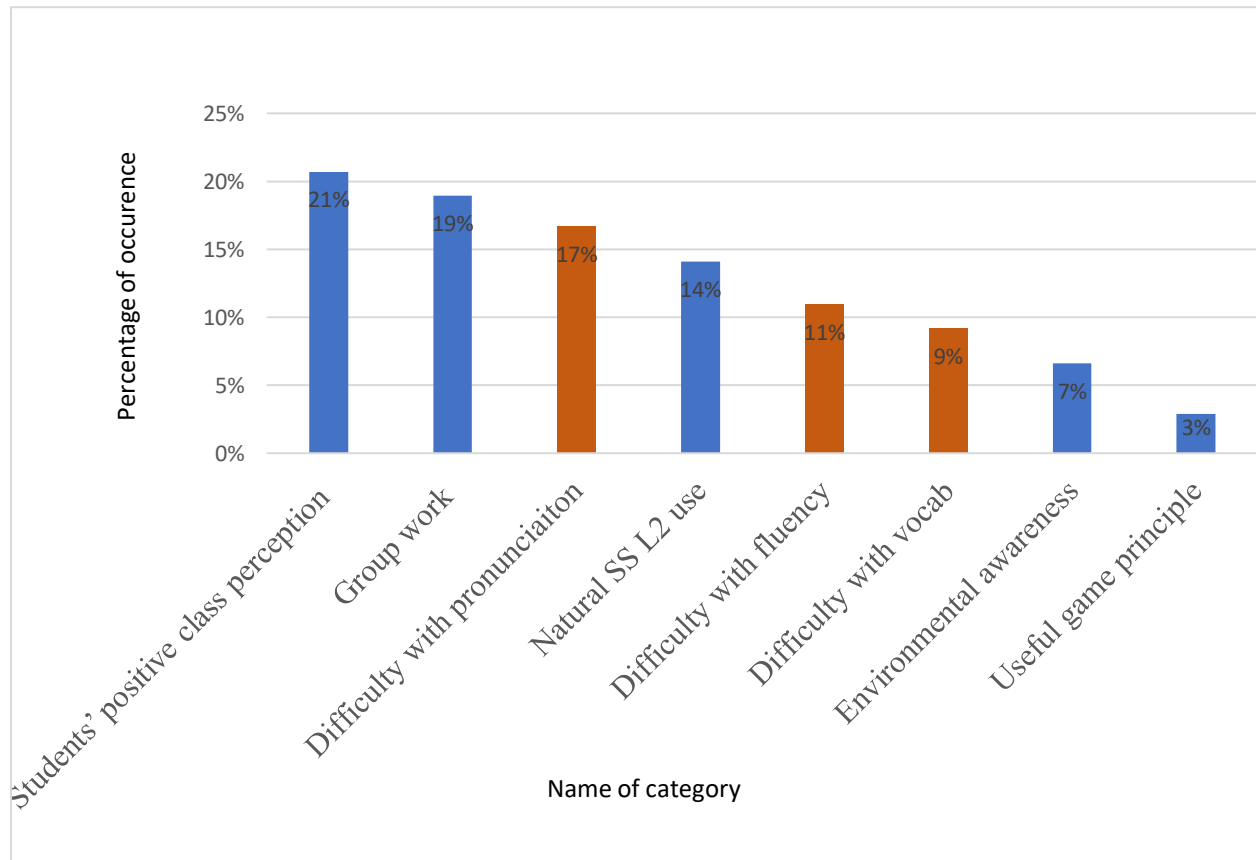
Given the above, it could be concluded that there were two main aspects to work on in the next workshops, they are lexis and pronunciation. Further, it would be necessary to make emphasis on the useful expressions in class because they might empower the students for future speaking situations. One strategy I will apply for the next workshop is to familiarize the students more with the expressions they will need for the speaking activities. I will ask them to repeat them more often in chorus response to pick up the pronunciation but the most essential aspect is to provide opportunities for them to utilize the expressions in situations similar to real life.

Analysis of workshop N°2. This workshop was meant to identify good and bad habits in environmental preservation. That is why, the learners were expected to reflect upon what they had been doing for and against the ecological resources in their region. Also, it consisted of five moments following the *Escuela Nueva* structure to teach a lesson. During this workshop, I provided chances to have a real conversation that dealt with the actions to avoid and the actions to protect the planet. I designed a leaderboard in which the pupils could observe their progress while they went through each moment. There were seven positions for them to be located according to their performance, and each of those represented a rank from the lowest to the highest. To know whether they reached the rank, they had to reflect on the constructs/objectives in the form of can-do statements that were intended to achieve. There were three constructs per rank, if only one of them was accomplished, then the learners did not make it. In other words, their self-assessment was an ongoing process during this workshop.

It was of my interest to observe the impact of some game elements on the speaking skill of my students. In this workshop, I could notice one of those consequences. *The pupils' positive perception* towards English class has increased considerably. However, it was crucial to analyze the following figure to search for more details concerning these implications.

Figure 14

Second workshop triangulation



As can be seen in the figure, the aforementioned category got 21% in terms of occurrences and it was the most frequent one. I detected this phenomenon while coding the survey answers. It seemed that the learners found this workshop more interesting than the previous one. There were

many responses saying that there was not need to change anything in the class because the process was fun and different. Nevertheless, it was difficult to determine the exact reason for it. I contemplated the next category to be one helping this new mindset. *Group work* with 19% of occurrences seemed to be the comfort zone for the pupils to utter expressions in L2. This category appeared in the three instruments to gather data. In my observations, I could identify that when they were working in groups of three or four, they tried to produce orally in L2. On the contrary, when they had to perform in front of the classroom, they stayed quiet most of the time.

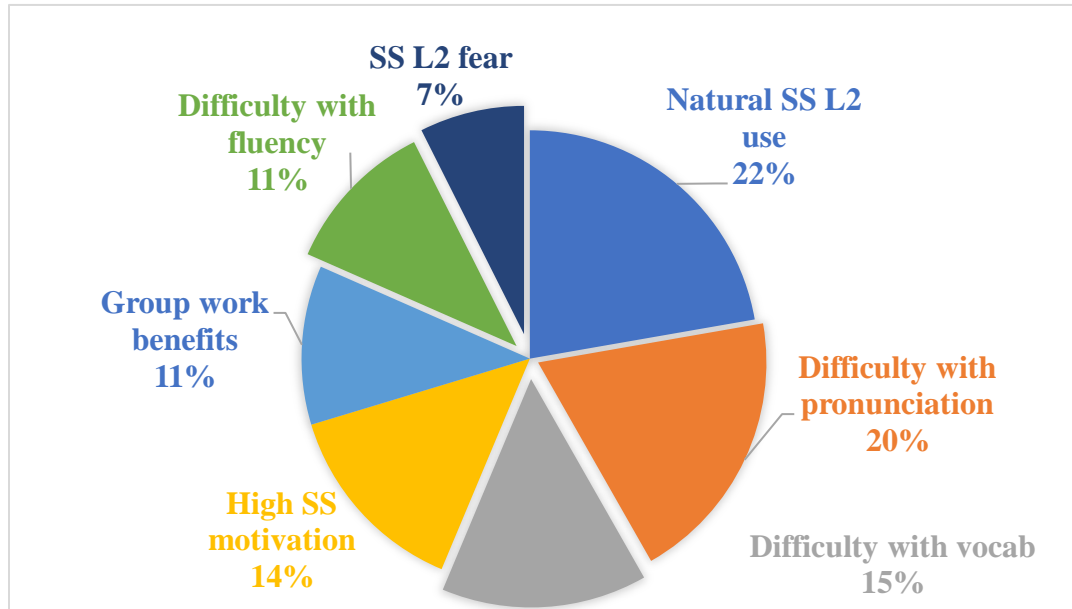
In the survey, the learners wrote many comments regarding *group work*, they said that it was easier to make mistakes in front of a few classmates than the whole class. In other words, the affective filter needed to be reduced for them to start speaking more comfortably. Despite the previous conclusion, I decided to carry out moment D, which is the speaking activity to be observed, as an interview where I was the interviewer and the students the interviewees. Along this moment D, I noticed how reluctant the learners were to produce L2. Most of them used a very low voice tone almost imperceptible and the pronunciation was not that accurate. Therefore, this situation was aligned with the next category which was *difficulty with pronunciation* with 17%. It reduced by 2% compared to the previous workshop; however, my students still stated that the most difficult aspect was to pronounce in English.

Although I tried to familiarize the learners with the new chunks of language in advance, their pronunciation was complicated to understand while having the interview. Thus, I realized that I was required to share more strategies with them that aimed at enhancing pronunciation. There were other negative categories as to the difficulties the students had when speaking. They were *difficulty with fluency* at 11% and *difficulty with vocab* at 9%. The latter had a considerable reduction since it had been the highest in the previous workshop. Consequently, I concluded that

the chunks of language provided helped the learners diminish the gap in terms of lexis. The former was directly related to the pronunciation issue because they spoke with many hesitations in my opinion as they did not manage to make the right pronunciation of words. Finally, I could observe again the *natural SS L2 use* with 14% which represented those moments where they used survival expressions by their initiative. That is, they needed L2 and decided to use it, but it was still a low percentage. The two remaining categories were concerning the *environmental awareness* and the *useful game principle*. 7% and 3% respectively talked about these two topics.

Analysis of workshop N°3. The purpose of this workshop was to encourage my learners to examine the consequences of non-ecological behaviors on natural resources in their context. To do so, I provided opportunities for them to make predictions and report their eco-friendly routines. Likewise, my learners had to do role-plays whose goal was to predict the future of Florencia and its ecological resources 30 years from now. As the previous workshops, this one had five moments in which most of the time my pupils interacted with their classmates to use some chunks of language previously introduced to them. In terms of gamification, I implemented the use of badges: I designed several badges that highlighted the performances of my students during each moment. They could wear the badges until the next moment when I kept assessing their performances. Also, it is relevant to mention that each student was given a least one badge during the workshop. The badge description contained superlative forms such as *the most participative, the fastest, the riskiest, the most enthusiastic, etc.*

In general terms, I could witness curiosity for the badges represented by students' questions. They used to ask their classmates what badges they have earned and also for their meanings. To go deeper into details, I present the next figure:

Figure 15*Third workshop triangulation*

Compared to the previous workshop, I found that one category called *Natural SS L2 use* increased by 8 % positioning on the top. Admittedly, I witnessed more chunks of language uttered by my pupils, at least the important sentences taught at the beginning of the year. In the majority of the cases, I have provoked this behavior several classes ago thanks to the fact that I did not pay attention to their questions, unless they spoke L2. As a result, they were in need to use it. The aforementioned data was positive for me because they could get acquainted with the necessity of English nowadays. In contrast, the new chunks of language related to the workshop topic have not been frequently used. In a sense, my students were not familiar with them, nor with their pronunciation, thus they might have been afraid of employing them and making mistakes. To keep up with the discussion, I would like to focus on the next figure to reflect upon more insights.

In this figure, it could be observed that the *difficulty with pronunciation* also went up by 3% in comparison with workshop 2. This fact supported my hypothesis regarding the fear and lack of familiarity that my students had towards new chunks of languages. On the whole, the more they used L2, the more they mispronounced words. There was another negative aspect concerning *difficulty with vocab with 15%*. It was the third category with more occurrences which made me focus on my learners' problem with memory. They lacked very common words during simple conversations that hindered the flowing of utterances. Within this knowledge in mind, it was necessary to think of strategies to work on memory for the next workshops, or maybe, try to introduce a reasonable quantity of chunks of language that could be used during the whole workshop. In that way, they would have to repeat them constantly and might get familiar with them easily.

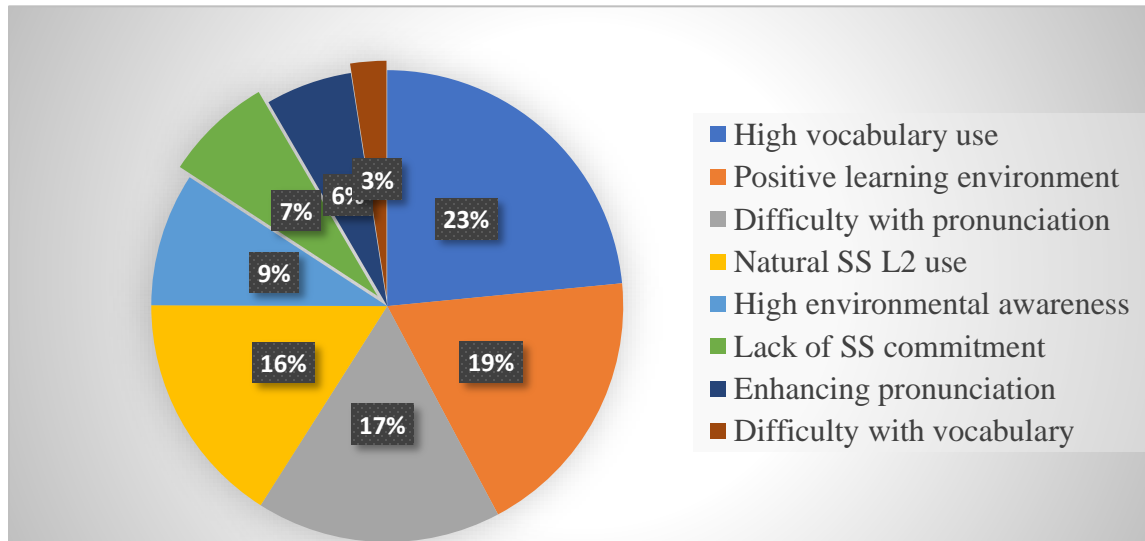
The next category was *high SS motivation* with 14%, which was a new category I found in the survey. The pupils' answers led me to conclude that they felt comfortable and energetic with the gamification strategy I have been implementing, but not that much when they had to produce L2. It was too early to claim that the game principles I have implemented so far increased motivation in my apprentices. However, they have turned their negative perception towards the class into something more positive.

Lastly, I found *group work benefits* with 11%, *difficulty with fluency* with 11%, and *SS L2 fear* with 7%. Although the first category decreased 6% compared to workshop 2, it was still beneficial to have groups as it promoted interaction and learners seemed to be more willing to speak L2. The second one showed me that my students still had inconsistencies in their naturalness to speak. Nevertheless, this category stayed with the same percentage as the previous one, which also made me reconsider different strategies on how to speak naturally. The last category had to

do with students' insecurities. In my opinion, they were not afraid of facing a conversation in L2 with their classmates, but to make errors in front of them. Consequently, it would be interesting to think of strategies to strengthen their self-esteem.

Analysis of workshop N°4. This workshop aimed at developing a positive attitude towards the habits to save water in the eastern region of Caldas, namely in the Natural National Park of Florencia Caldas. It also considered the town slogan, "Where green becomes water", to raise awareness. For this reason, my students had several chances to make suggestions to protect the precious liquid during mini role-play tours. In addition, I created opportunities for my pupils to reflect upon their water consumption, and finally, share that information with peers. As for the structure, it had the same five moments where the main goal was to provide STT (*students talking time*). Regarding gamification, I also utilized a *badges strategy, I.D cards for the groups, and points*. However, this time, I tried to articulate a rustic system with these elements.

To exemplify, they customized the I.D cards with all necessary information such as group name, shield, and a space to list the points. Also, I registered points in the I.D cards considering the frequency of chunks of language used by the pupils. After each moment of the workshop, the groups might get a total of six points represented by stamps, meaning that each activity was worth two of them. Finally, I awarded the groups at the end of the workshop with badges according to their performances. In contrast with the previous workshop that only focused on individual performance, this time the badges had descriptions like these: *the most participative group, the wisest group, the most competitive group*, etc. In contrast with the previous workshop that only focused on individual performance. The following graph explains the results of this workshop:

Figure 16*Fourth workshop triangulation*

As noted in the figure, there were three negative categories found after the triangulation. I would like to start analyzing *difficulty with pronunciation* with 17%, which has been present in all graphs. It decreased by 3% compared to the third workshop triangulation. I could identify that the percentage in this category had been the lowest; similarly, to workshop 2. In this regard, I concluded that gamification had positively impacted the students' pronunciation. However, it was relevant to reflect on variables that might have caused this situation. For example, the vacation time could have led the pupils to disconnect from the classes. In other words, they might have forgotten the pronunciation of several chunks of languages because they did not practice at home throughout that time. With this knowledge in mind, I claimed that they had serious problems with self-learning because they were not able to study or review on their own.

Lack of SS commitment with 7% was another negative category that required reflection. In this case, I observed that some learners did not prepare much of the assignments in the sessions.

Nevertheless, it was a low percentage that might be related to the learners who had a negative perception towards the class, who also appeared in the first workshop with the same percentage in a category called *SS negative class perception*. It seemed that they had not experienced a positive influence in this process. Although the next category was negative per se, it reduced by 12% compared to the previous workshop. I found that *difficulty with vocabulary* diminished by 3% thanks to the chunks of language worked in every activity of all moments. Moreover, the strategy of transaction with the currency and points also generated opportunities to rehearse vocabulary. At this point, I encouraged my apprentices to interact during this time in L2, otherwise, they lost their money and the chance to earn speaking points. In short, the students had started feeling the need of speaking in class and using the lexis learned.

High vocabulary use with 23 % was related to the aforementioned category. I could notice that my learners uttered new expressions mixing the chunks of language I provided and their immediate needs. That is why, I could perceive utterances in *English or Spanish? In English?* They might be simple expressions, but the intonation in the questions was accurate. Therefore, I might conclude that the elements used in the sessions had positively contributed to vocabulary and intonation. As stated in one of the specific objectives, I had been able to identify the positive effects of gamification on learners' lexis so far. Another category to discuss was a *positive learning environment* with 19 %. According to the pupils' replies in the survey, the sessions had had catchy components. Most of them proposed to keep applying the principles in future classes. In my observations, I have seen their comfort. This situation might reduce the affective filter when speaking and consequently it may lead the learners to improve their skill.

Additionally, I noted that *Natural SS L2 use* reduced by 6% compared to the previous analysis. It is important to remark that this category had been located at the top before this

workshop. Nonetheless, it got 16% this time. As explained earlier, the vacation time might have influenced these drops since the participants experienced a considerable time without practicing L2. With this knowledge in mind, I might state that gamification strategies may provoke beneficial results on students' fluency if they are constant. Ultimately, there was one category that had been increasing its percentage, *high environmental awareness*. More and more learners ensured in the survey that they felt engaged with topics related to environmental protection. I considered that this behavior had been boosted by their context. In other words, they might have felt identified with nature sustainability because they realized that their home was an ecological paradise that needed to be saved.

Analysis of workshop N°5⁶. Throughout this intervention, my main goal was to make the pupils recognize the eco-tourist potential of Florencia, Caldas and its Natural National Park. To do so, I asked them to identify activities that tourists could do in Florencia and its surroundings, and plans that they might suggest to foreigners if they came to these landscapes. This workshop also consisted of five moments and applied some game elements presented in previous interventions but now working together as a gamified system. They were currency, points (S.P.), leaderboard, I.D. cards, and competition. Something relevant for this analysis was that they earned the money by speaking, and interacting in L2 with me or their peers. Then, with the didactic cash, they could buy points, that in this particular case, are referred to as *speaking points* (S.P.). After that, I registered them in the I.D cards by using stamps. Finally, they reached a specific rank on the leaderboard according to the number of speaking points. That is, the groups with the most quantity of stamps went to legendary rank; the second one went down a rank, and so on and so forth. As

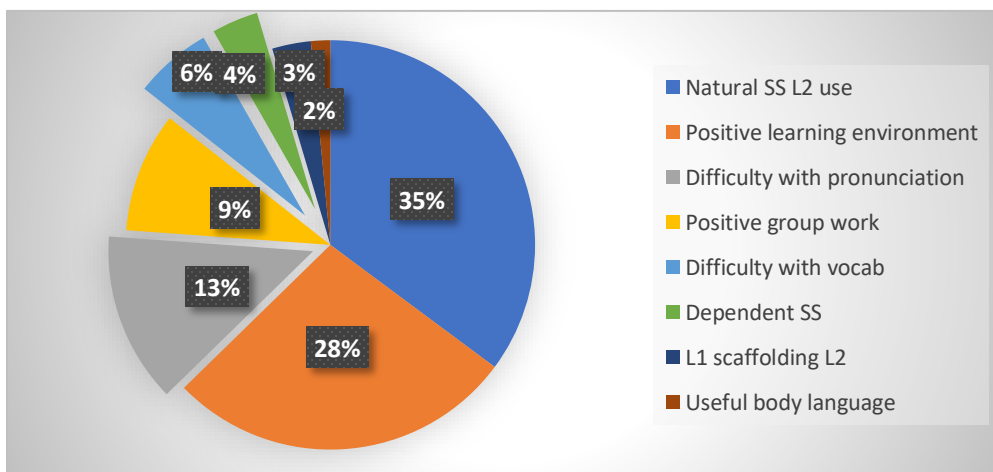
⁶ An example of workshop 5° can be found in appendix G

can be seen, I encouraged the learners to compete among groups to promote speaking. Furthermore, during the transactions of money, points, and positions they needed to speak L2; otherwise, I provided neither money nor points.

During these assignments, they received several chunks of language to describe their favorite places in Florencia and what activities they could do there. They also received specific places to propose plans for ecotourism. Additionally, my apprentices had to invite some peers to do ecotourist activities by using the chunks of language proposed. After that, they analyzed three videos promoting Norcasia, San Diego, and Florencia Caldas as tourist destinations by three different tourist agencies. This aimed at motivating and giving ideas to the pupils to create their video to promote their town. Ultimately, their assignment was to role-play an ecotourist situation to recommend one place in Florencia in which they needed to apply most of the expressions explained during the workshop. As in the previous intervention, the last part of each moment was to negotiate the points by using the currency and registering them in the I.D card. By the end of the workshop, I located the groups into the ranks. To understand what happened after the analysis of the workshop five application, I displayed the next figure.

Figure 17

Fifth workshop triangulation



According to the graph, there was 35% of *natural SS L2 use* while performing the intervention. Compared to the previous workshop, this category doubled the number of occurrences. In conclusion, as to this category, I could say that my learners showed improvement regarding fluency. In fact, I could notice more natural behaviors while using L2 such as speaking faster, the use of body language, intonation when asking, and the use of interjections as a reply to their peers' utterances. The second most frequent category was *positive learning environment* having 28% of occurrences, which appeared in the survey and the non-participant checklist. In the participants' opinion, the characteristics of the sessions supported the L2 learning process. I might corroborate this claim with the previous category. Although everyone did not show that naturality, most of them admitted that the class provided a positive setting to speak L2.

As for the next category that belonged to the negative spectrum, once more I found *difficulty with pronunciation* at 13%. It was observable that it decreased by 4% compared to the previous workshop. Nevertheless, it kept being a constant situation that they struggled with pronouncing the expressions required for successful communication. As to this category, I have seen ups and downs throughout the process. Thus, I might state that game elements have not impacted the participants' pronunciation positively so far. Another aspect I observed was that they lacked planning. In other words, most of the pupils did not practice the chunks of language at home or did not do any other assignment. Accordingly, I could perceive a lack of learners' commitment out of the classroom. Seen in this way, one more time I raised again my concerns about having more English classes with the participants to either, work on those aspects of self-learning or provide them with more exposure to L2 environments.

Positive group work was another relevant category which had not appeared in the last workshop. I concluded that group work led the students to interact more without worrying about

speaking mistakes because the affective filter might have been reduced thanks to the comfort zone. As evidence, I heard more utterances once I approached a group. For instance, expressions like: *hello teacher, how are you? I have a question, come here please, what is the pronunciation?* Despite this situation, I have observed a few groups whose performance was low due to the lack of practice when working together. They only spent their time on their phones or doing something different from the assignments. Once again, I emphasized the importance of apprentices' commitment. No matter how many opportunities they had to practice; if they decided not to do it, there would not be any improvement.

The lowest categories in terms of frequencies were *difficulty with vocab* 6%, *depended SS* 4%, *L1 scaffolding* L2 3%, and *useful body language* 2%. In spite of their low occurrences, these categories provided me with insights to consider for the next workshop design. To exemplify, I decided to reduce the number of chunks of language per activity so that the partakers could focus on them easily to produce L2. However, it was crucial to think of the most communicative chunks and the shortest ones. In that way, the lack of vocabulary might keep reducing thanks to the facility to remember the utterances.

Regarding the learners' dependence on their notes when speaking, I concluded that it was an obstacle for producing natural speaking performance. That is why, I opted to teach how to summarize notes and focus more on key words rather than whole sentences. To finish, I would like to remark on the importance of using scaffolding elements for the speaking process. In this case, L1 supported the understanding of the instructions and the arrangement of role-play activities. Additionally, body language was visible in several pupils that made the communication seem more natural and authentic. Also, the apprentices who used this element looked more comfortable.

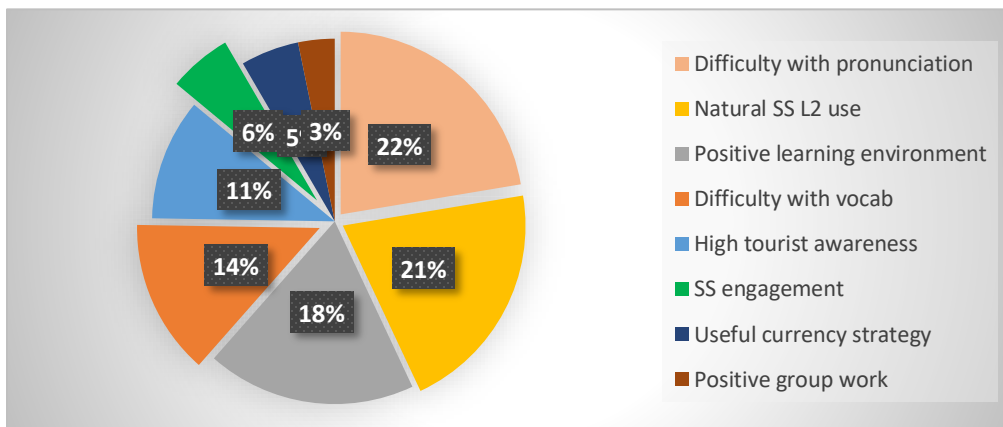
Consequently, I decided to include body language as one of the criteria to consider when performing the assignments.

Analysis of workshop N°6. The last intervention intended to promote not only Florencia Caldas, but also the whole Magdalena Caldense as a destination for ecotourism. Therefore, my learners had to create a tourist agency and design one or several ecotourist packages. This workshop also had five moments whose main objective was to make the participants use L2 and earn *speaking points*. As in the previous workshop, I applied currency, I.D. cards, points, a leaderboard, and challenges. This last game element was new and aimed at generating competence among the groups. I aligned the challenges with the activities proposed in each moment. In other words, they referred to constructs to reach.

During this intervention, I decided to apply an existing speaking test in moment D. This test was the same as the diagnostic test before the six workshops. My intention was to compare both results and evaluate the changes. In general terms, it was observable progress as to the new score. Nevertheless, it was crucial to analyze first the data triangulation graph of intervention six. For that reason, the next figure illustrates more details.

Figure 18

Sixth workshop triangulation



According to the previous figure, the most frequent category corresponded to *difficulty with pronunciation* with 22% of occurrences. Again, this category is positioned on the top. This fact might support the hypothesis that individual speaking situations open the affective-filter and might affect their speaking performance. In short, interacting only with the teacher in an evaluating activity could make the pupils less accurate. During the exit speaking test, I could observe that they seemed anxious and nervous. They constantly touched their fingers, scratched their heads, or did not look at me when I was asking. Quite the opposite, when they performed in groups. However, another variable to consider was that they used to have time to prepare the assignments. Therefore, group work and time for planning were crucial to achieve speaking goals. Also, I dared to claim that their pronunciation difficulties in the last workshop were due to nerves.

Despite the problems with pronunciation in the interview, *natural SS L2 use* with 21% was evident throughout this intervention. They were more conscious of the importance of producing the words properly in terms of sound. As evidence, they often asked me by using L2 about the correct pronunciation of some expressions. Moreover, a high number of learners replied in the survey that they improved their fluency. That is, there was a positive progress perception regarding this category. Likewise, I could notice the use of body language to strengthen oral messages. The previous behavior could be a consequence of the *currency*, and *speaking points* application. They were necessary to obtain a good rank, then the encouragement to speak naturally L2 was high.

Another category to consider was *positive learning environment* with 18%. Its presence supported the benefits of game elements use. As evidence, many pupils declared that the classes were ludic, dynamic, and engaging. Compared to the previous intervention, it reduced by 10%. However, this category was among the most frequent. It is relevant to say that I have observed how students' attitude has turned positive toward speaking L2. Although they did not have the best

speech in L2, they seemed eager to use it orally to obtain some money. The category under discussion might be responsible for that behavior due to the need that has been created inside the classroom. A necessity that is waiting for them once they finish high school and face the real world.

As can be observed in the figure, the portions in green belong to the objectives stated at the beginning of this project. The elements from the game that I applied during this action research have impacted them positively in most of the cases. For instance, *difficulty with vocab* with 14% has gone down considerably because they could get acquainted with new lexis easily. The use of new words was constant during daily interactions. Consequently, they had to include new chunks of language to their personal vocabulary. In that way, they started tackling the lack of lexis that was present when they began the workshops. I could notice the students' ability to sort out situations regarding vocabulary use. In the interview, when I asked them about their favorite activities, some of them answered by utilizing ecological actions that we worked on previously. Even though I knew that those actions were not their favorite ones, they used them in their speech to interact. In this regard, the expressions were tools for them to survive in a common oral interaction.

To finish, I would like to mention some other categories that became constant and meant positive aspects for the learners. *High tourist awareness* represented the new vision of the easter region of Caldas, especially Florencia. My apprentices liked all the activities concerning the promotion of their home as a destination for ecotourism. Thus, they realized the wealth they possess in their natural resources. In the same way, the *positive group work* assisted the participants' learning processes. They found an alternative in their classmates to activate their English by interchanging words with them. This behavior also took them closer to money, which belonged to the *useful currency strategy* category and game element that they preferred the most.

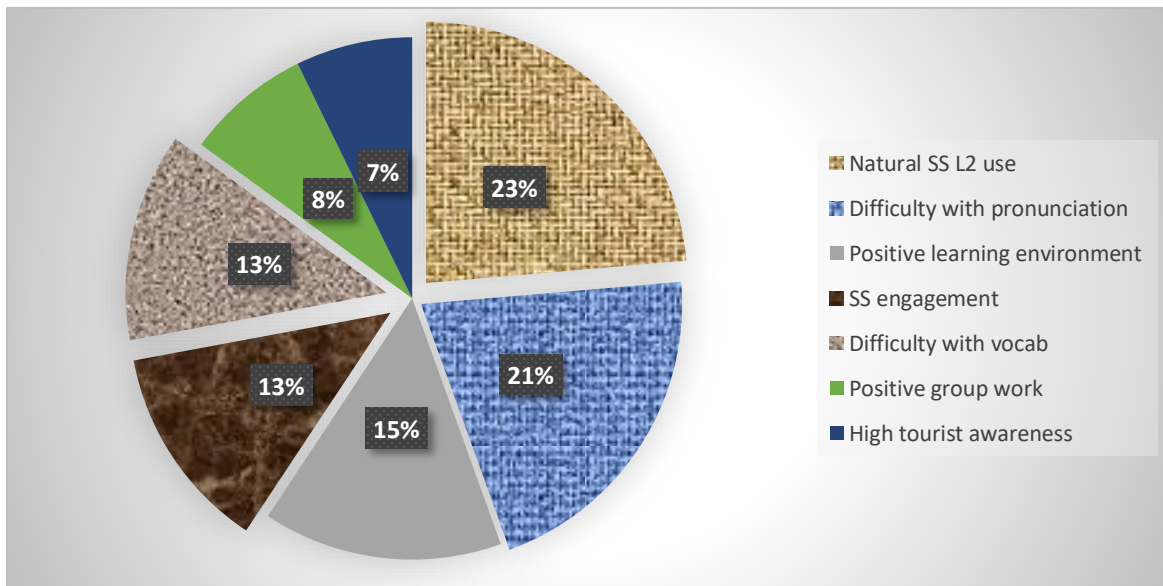
It was likely to think that this element took a relevant place during this process as it exemplifies the way life works. Accordingly, the more game elements embody their reality, the more engaged the apprentices will be in the sessions. It was what happened to the *SS engagement* category when I started applying currency, points, and leaderboard.

General Data Triangulation

The following figure will display the data triangulation percentage of the sixth workshops throughout the action stage. For more further understanding, there is a table⁷ in the appendix section providing more specific information concerning the data triangulation in this stage.

Figure 19

General data triangulation



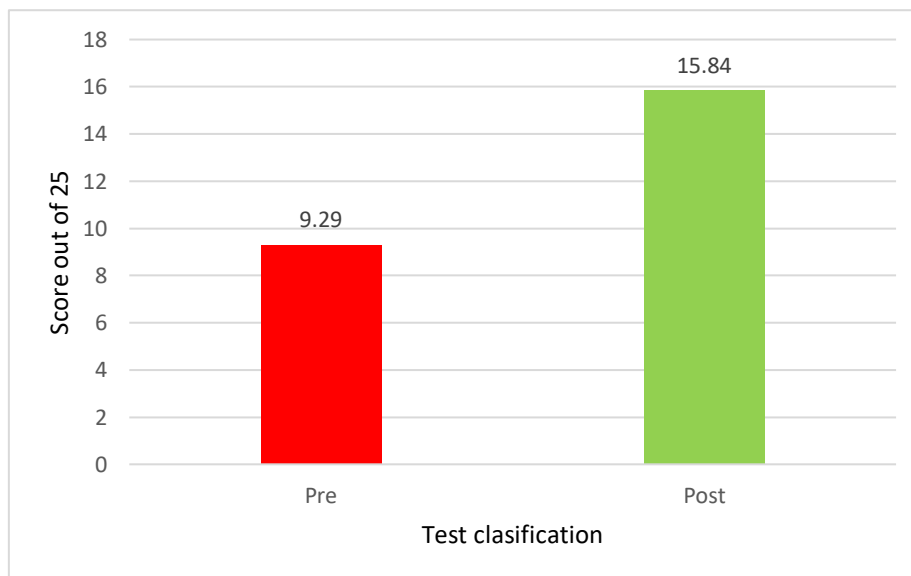
⁷ General data triangulation chart can be found in appendix F

In figure 19, it is noticeable how the four categories aligned with the specific objectives of this research project behaved. Instead of colors, the graph displayed the categories in different textures for better identification. In general terms, *Natural SS L2 use* described the consequences of gamification on learners' fluency. It was the most frequent category when triangulating the sixth workshops. Therefore, I concluded that during my intervention the participants enhanced their naturality when speaking L2. As for the other categories, the next chapter about findings will provide further information.

Before the findings, I would like to compare the results between the diagnostic and the exit speaking test to analyze if there was any variation as for their performance.

Figure 20

Speaking pre and post-test comparison



Evidently, there was a rise regarding their speaking performance. In the pre-test, the average of the students was 9,29 and the post-test was 15,84. Thus, it increased 6,55 points. Despite

the lack of comfort with the personalized interview, the participants succeeded in interacting with me by using expressions learned during the workshops. Therefore, it was reasonable to state that gamification impacted my apprentices' oral interactions positively. After analyzing the interviews and while they happened, I could notice that the pupils managed to use vocabulary learned during the workshops. Chunks of languages were uttered to sort out several communicative situations. For instance, I heard sentences like "*I like hike, I like bird-watch, I like swimming in the natural pools, etc.*" As their teacher, I know that they do not prefer those activities, but they used the vocabulary that we practiced in class. Therefore, I concluded that the elements in the workshops assisted them to survive in the conversations.

It is relevant to mention that the pre and post-test were the same inters of structure. The only difference was that in the post-test I only applied the speaking part since it was the skill I was evaluating. The apprentices could have answered similarly as in the first time. However, they did not. This fact also helped the conclusion of the previous paragraph. For further understanding concerning the results of this project, the next chapter will go deeper into the details.

Chapter V. Findings

Throughout this chapter, I will discuss what I found in terms of achievements after implementing game elements in the action stage of this project whose main goal was to evaluate the impact of gamification on pupil's engagement and the speaking skill of ninth graders. Specifically, the sub-skills lexis, pronunciation, and fluency. To do so, I will present the categories directly related to the objectives of this research.

Student's Lexis Learning Progress

Based on the results of the action stage, the students' vocabulary increased when they interacted orally in the workshops. It is crucial to clarify that the category aligned with this finding was *difficulty with vocab*. Therefore, to realize that there was an improvement I noticed that this category had ups and downs during the analysis of each workshop; but in general terms, it decreased notably. Most of my learners showed in their utterances a new variety of expressions; but only that, they also demonstrated the proper use in context. Hence, they possibly conveyed messages successfully during the interactions following Richards and Schmidt's (2002) arguments as to the need of managing other elements beyond knowing a list of words. In short, the participants of my research included more English-speaking behaviors in their daily speech.

The gamified system applied during the interventions provided my pupils with more tools to interact. To exemplify, they had to use English to buy *speaking points*. In another instance, they used to ask among groups about the quantity of S.P. to compare their performance and their rank on the leaderboard. Moreover, the familiarity towards the system jargon increased in non-academic assignments. That is, the use of L2 was common, even if they were not doing academic assignments. However, once I triggered them to utilize L2 they replied using the expressions learned. As evidence of the previous finding, I would like to mention that the category *difficulty with vocab* started with 20% of frequency and reached 3% of occurrences in the last workshops. The decrease was quite evident. Also, it was relevant to focus on the fact that most of the gamified situations referred to real-life situations in a ludic way. Therefore, it might have also assisted in lexis' progress.

Increase in the Participants' Fluency

My learners behaved more naturally when speaking L2 during the assignments or the common interactions inside the classroom such as greeting, asking for help, asking for permission, buying, and negotiating points, etc. The decisive categories to analyze this aspect were *difficulty with fluency* and *natural SS L2 use*. Although the former category only appeared in workshops two and three, it showed a reduction of 4% in terms of occurrences. It seemed to be a minimum change at the beginning. However, the latter category took its place with more detailed information. *Natural SS L2 use* reached 19% starting the action stage and the highest top was 35% at the end. This revealed that my pupils got the highest level of fluency since they spoke with fewer hesitations and pauses allowing easy communication to happen (Munawarah et al., 2018). Another evidence to justify this finding was that the students used to utter many survival expressions like *come here please, I have a question, bathroom please, we have _____ thousand*. Also, the chunks of language for the activities. In short, those fixed expressions that met needs. In that way, they identified the most useful expressions for the class and got familiar with them after repeating several times because they needed them.

Additionally, I observed that some apprentices with more natural speaking behaviors also utilized body language to scaffold the interactions. Therefore, reaching a smooth style when producing L2 entailed mastering other elements that assisted the listeners in comprehending the messages successfully as Brown also (1994) highlighted. That was what happened with some pupils. Another appropriate aspect to consider was the feedback time because it might have interrupted the participants' fluency if I had provided it right after the mistakes. For that reason, I used to deliver it at the end for them to utter without pauses. To summarize, gamified elements allowed the participants to enhance fluency since they provided meaningful opportunities to use

L2 for the negotiations, more when it came to obtaining *speaking points*. That is to say, the more they spoke in English, the more money they received to buy the S.P.

As can be inferred, I not only encouraged them to use L2 but also to practice fluency with their peers. Thus, teamwork was a determinant of the progress of fluency as it made them feel more comfortable when speaking. Likewise, their confidence increased thanks to the group work.

Impact on Apprentices' Pronunciation

Difficulty with pronunciation was the category explaining what happened to the students' pronunciation throughout the six workshops. After analyzing the data, I found that this category did not have significant changes compared to the diagnostic stage and first workshops. When it came to producing word sounds, my pupils used to have trouble and feel uncomfortable with this sub-skill. It was evident in the three data collection instruments, especially the survey. In the vast majority of the cases, they replied that pronunciation was the most difficult element while speaking. Additionally, the lowest score in the rubrics was constantly the aforementioned sub-skill. According to Munawarah et al. (2018), producing word sounds properly implies that speakers consider intonation, rhythm, and word stress. But I observed that several participants used an intermittent pitch to utter most of the sentences. That is word by word. Accordingly, it was quite tough to identify interrogations and exclamations. Likewise, the communicative essence of the messages. In general, many learners could not handle the three elements of pronunciation at the same time.

The results of this category were the following: the highest percentage of frequencies was 20 % and the lowest was 13 %. In short, *difficulty with pronunciation* only diminished by 7 %. Additionally, it had ups and downs with no patterns which made me think that the gamified

elements did not impact the students' pronunciation considerably. Nevertheless, I noticed that after the feedback and survey, they became more aware of this sub-skill. That is, their concern for improving this aspect was notable. As evidence, throughout the last three workshops, I could observe that they used to ask about the pronunciation of some words and chunks of language by using the interrogative utterances: *pronunciation?* or *what is the pronunciation?*

Moreover, I discovered that there was a lack of alignment between game elements and pronunciation performance. In that sense, the participants did not see a necessity to work on it since they might have thought that pronunciation did not make them earn money to buy points and be on the top of the leaderboards. Lin et al. (1995) propose several techniques to enhance this sub-skill. That is why, I taught my participants the technique called *first language transcription* where they must write the expressions as they hear them and use L1. In that way, they raised an awareness towards it easily, but not because of gamification.

In addition, I discovered that those participants who pronounced properly were the ones who used body language frequently and whose speech sounded more natural. Therefore, body language might be considered an appropriate tool to boost fluency and pronunciation. However, more research is needed as to pronunciation and how gamification can impact it. To conclude, there was not a meaningful impact on ninth graders' pronunciation. Nonetheless, gamified environments contributed to raise their awareness regarding intonation, which belongs to this sub-skill. In the same way, several of my pupils recognized their weaknesses as to pronunciation and decided to work on it. In other words, gamification was useful to provide chances for self-assessment. Ultimately, another relevant finding was that the more familiarized the students were with the expressions, the more accurate they produced them in terms of sound.

Positive Effects on Learners' Engagement

For this finding, two categories were the cornerstone, they were: *SS engagement* and *positive learning environment*. The first category was more descriptive and appeared during the first three interventions. It described behaviors like high participation, L2 natural interactions with me or their peers, high quantity of questions regarding the activities among others. In short, behaviors represent interest towards the class (Mahfuzah et al., 2018). The next category was evident in the same behaviors, but additionally, the apprentices' positive comments towards the sessions. Their English class perception became more optimistic in more than 95% of the learners. That is, gamified contexts attracted my participants' attention. I also could notice that they were more enthusiastic with the physic game elements that I brought to the class, especially the currency to buy points.

In terms of occurrences, this category reached a down of 14% and a peak of 28%, which meant that it doubled the number of frequencies. Therefore, it was notable that the characteristics of the sessions influenced the engagement of the participants. As explained earlier, the pupils showed positive behaviors towards the activities of the class, but not necessarily in a high percentage with the speaking activities which was the skill I intended to impact. Their growing interest in speaking skill was proportional to the number of pupils who enjoyed English classes. Nevertheless, 10% of those who did not use to be into L2 became more active. I could observe this conduct once they seemed to be curious about the rules of the gamified system and topics of the workshops among other optimistic behaviors. The previous phenomenon was aligned with the concept of student engagement defined by the Glossary of Education Reform, which basically refers to passionate habits such as attention, curiosity, and interest when learning to the extent of boosting motivation.

Additionally, learners' engagement was directly related to *positive group work* as the participants were more engaged when I proposed assignments in groups. It is true that this category might belong to the *positive learning environment*, but 100% of the apprentices used to recommend team-work in the surveys, then I decided to separate it to make emphasis on its positive implications. In the surveys, the participants stated that they enjoyed interacting in L2 with their peers more than with me. Although it was complicated to ratify that all of the students talked to their classmates in L2 when I was not in front of them, I did hear some groups interacting in English in non-assignment contexts and even in other subjects like Spanish class. This corroborated again the positive consequences of gamification on engagement.

Ultimately, my pupils showed reluctance for speaking when the assignments had assessment purposes. It was likely to happen when they had individual interviews or a non-participant observer was present in the sessions. For that, I opted to assess them while they were in groups or proposed the main event of the class in groups too. In this regard, they displayed a willingness to speak L2 in simulated communicative contexts. Features provided by game elements and topics regarding ecotourism.

Chapter VI. Conclusions, Pedagogical Implications, Limitations, and Questions for Further Research.

After the application and analysis of the action stage, I will draw, in this section, the conclusions, pedagogical implications, limitations, and more research ideas for further studies. I will follow strictly this order to make reading easier. Therefore, each conclusion will be followed by pedagogical implications, limitations, and questions for further research. Before starting, I

would like to review that the interventions consisted of six workshops where gamification took place and whose main goal was to evaluate its impact on my learners' speaking skills.

First of all, the application of game elements into EFL classes promotes the natural use of English in terms of speaking if they are aligned with the skill. That is, any assignment proposed in the sessions leads the pupils to use the skill in order to survive in certain context. In other words, the gamified characteristics of the class create a necessity for the language. Otherwise, the students would not experience a sense of progress. With this knowledge in mind, it is crucial to think of game principles related to real-life situations. For example, the use of currency as a progress standard encourages learners to be more natural when speaking. Also, the badges, the highest ranks, points, status, and challenges solved.

I advise teachers who are interested in game elements application to identify the specific behavior to reinforce and give value to it for the case of points, badges, or any other reward. It can be the pronunciation, fluency, structure of sentences, etc. In that way, apprentices opt to replicate it to earn whatever the award is. It is of paramount importance to be constant and fair with the awards. Otherwise, the levels of discouragement might increase. Furthermore, I recommend other teachers to design simple gamified systems where the pupils must pass through several stages to obtain the final awards. In short, the system has to make sense. In the case of my project, the *money* is thanks to the frequency of their speaking. Then, they buy *points* with it to register on the *I.D. card*. In the end, they achieve a *rank* that is visible on a *leaderboard*. As can be seen, I aligned all the elements with each other and promote speaking situations too.

It is relevant to reflect upon the limitations of this application to accomplish fluency. Determining the exact quantity of points, money, stamps or any other award for one specific

behavior concerning naturalness becomes a complex job. It is not practical to define many values because it is not easy to pay attention to all of them in the classroom. As consequence, the learners might complain about the lack of fairness if teachers do not keep their word and subsequently decrease their motivation. Another limitation is time, teachers require plenty of it in classes to negotiate with the students with no hurries. Additionally, the lack of time influences the use of game elements negatively since teachers need to carry out several sub-activities. Apart from the normal lesson development, they need to run the new system.

For future studies regarding gamification, teachers might consider what combinations of gamified features are the most useful for speaking. In the same way, what specific aspects of fluency can be easily impacted by the use of game principles. Another question in terms of fluency might be regarding the kind of input that the students require to get acquainted with more natural speaking behaviors. Ultimately, the ways by which learners can develop self-learning towards fluency at home as the time of the class is not enough.

When gamified settings are applied, the classrooms turn into positive learning environments for the pupils. Therefore, they engage easier in the assignments of the lessons. The more innovation inside EFL classes, the more attention the learners pay to explanations, feedback, and new elements like game principles. Among the characteristics of a positive learning environment, I list that students have the proper opportunities to speak L2. By proper, I mean that the apprentices feel the necessity to interact in English. Apart from that, positive learning environments motivate the students and reduce the affective filter. Therefore, they speak with less fear of making mistakes.

Additionally, I recommend teachers to sync the game elements with the likes or interests of the learners. In that way, the sessions encourage them doubly to be involved in the assignments. It is also vital to remind educators that an adequate setting to learn L2 provides several chances to assess pupils' performance. It does not mean there should be multiple written evaluations that are the most common ways to assess. Teachers should align game elements with the ways of assessment to create both, formative and summative processes. For example, leaderboards and ranks with constructs that they will evaluate in the whole lesson. In that way, they can check the areas to enhance. As if it were a checklist but more interactive.

Regarding the obstacles that tutors can have when implementing gamification, there is a slim line between losing the seriousness of the class and playing with a learning purpose. It is very common that apprentices think about gamification as playing for playing. For that reason, I exhort educators to make them understand the difference by establishing learning purposes clearly. Also, design instruments that assess pupils' performance accurately by incorporating gamification into those instruments. In other words, gamification can be in every aspect of the lessons, including evaluations and grades. For further investigations, it is appropriate to consider what techniques are more precise when creating the assessing instruments. In terms of limitation, devoting plenty of teachers' time to create gamified material is unpractical.

In third place, gamification creates opportunities to use and learn new vocabulary. The use of game elements has lexical fields that enrich apprentices' learning experiences every time they are practiced. This is another way to reduce anxiety when learning a new language because the learners would be busier worrying about the points than the grades. My piece of advice for the teachers and professors is to allow the tutees to have vocabulary aids but not in their notebooks. They could wear portable expression banks to use whenever an interaction.

As to the limitations, the students with a lack of vocabulary include every new word or expression and they complain about the vast quantity of utterances that they have to learn. Regarding this topic, researchers might pay attention to how to gamify vocabulary aids or any other aspect of the English learning process once they are out of the institution. For example, apps, websites, programs that contribute to an effective language learning.

Regarding the conclusions out of the gamification spectrum, I want to recognize the efficacy of checklists when providing guidelines for assignments. The tutees find a route to follow and a way to analyze their work. In short, checklists build chances to self-assess. In the same way, one of my conclusions is that English educators in Colombia should use tourism as an excuse to teach the language. Overall, when it comes to those institutions that are close to ecological resources. A tourist approach could be an excellent tool to take the pupils closer to real life.

Ultimately, different from what many people think, technology is not indispensable to gamify English or any other class. For those institutions where there is a lack of resources, teachers only need creativity and know the most useful game elements to implement them in a purposeful way to achieve language learners' goals. That is why this research project exhorts all English teachers to apply gamification and change practices stuck in their ways. In the same way, it is essential to evaluate constantly each game element to have a dynamic system.

References

- Alfulaih, W., & Attiya Elsayed, F. (2018). *The Impact of Using Games on Developing Saudi Female EFL Students' Speaking Skills*.
<https://www.researchgate.net/publication/323771885>

- Benmeddah, A., Villemin, D., Mostefa-Kara, B., Bar, N., & Legay, R. (2017). Catalyst-free Diels–Alder reactions of vinylphosphonates with cyclopentadienones. *Canadian Journal of Chemistry*, 95(8), 871-879.
- Bilro, R. G., Loureiro, S. M. C., & Angelino, F. J. de A. (2021). The Role of Creative Communications and Gamification in Student Engagement in Higher Education: A Sentiment Analysis Approach. *Journal of Creative Communications*, 17(1), 7–21. <https://doi.org/10.1177/0973258621992644>
- Böckle, M., Novak, J., & Bick, M. (2017). *Association for Information Systems AIS Electronic Library (AISeL) TOWARDS ADAPTIVE GAMIFICATION: A SYNTHESIS OF CURRENT DEVELOPMENTS*. http://aisel.aisnet.org/ecis2017_rp/11
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*. Boston, MA, USA: Allyn & Bacon.
- Burns, A. (2005). Action research: An evolving paradigm? *Language teaching*, 38(2), 57-74.
- Burns, A. (2009). Action research in second language teacher education. *The Cambridge guide to second language teacher education*, 289-297.
- Cheong, C., Filippou, J., & Cheong, F. (2014). *Towards the Gamification of Learning: Investigating Student Perceptions of Game Elements*.
- Chou, Y. (2016). *Actionable Gamification: Beyond points, badges and Leaderboards*. London: Leanpub.

- Christopher, L., & Waworuntu, A. (2021). Java Programming Language Learning Application Based on Octalysis Gamification Framework. *International Journal of New Media Technology*, 8(1), 65.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Creswell, J. W. (2009). Mapping the field of mixed methods research. *Journal of mixed methods research*, 3(2), 95-108.
- Dagarin, M. (2004). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. *ELOPE: English Language Overseas Perspectives and Enquiries*, 1(1-2), 127-139. <https://doi.org/10.4312/elope.1.1-2.127-139>
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). *From Game Design Elements to Gamefulness: Defining Gamification*. ACM.
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015a). International Forum of Educational Technology & Society Gamification in Education: A Systematic Mapping Study. *Source: Journal of Educational Technology & Society*, 18(3), 75-88. <https://doi.org/10.2307/jeductechsoci.18.3.75>
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015b). International Forum of Educational Technology & Society Gamification in Education: A Systematic Mapping Study. *Source: Journal of Educational Technology & Society*, 18(3), 75-88. <https://doi.org/10.2307/jeductechsoci.18.3.75>

- Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL quarterly*, 29(1), 55-85.
- Faerch, Clause and Kasper, Gabriele. (1983). *Strategies in Interlanguage Communication*. New York. Longman
- García, A. (2020). *BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA Gamifying the EFL Classroom: Understanding the Power of the Gamification of Education*.
- Glaser, B.G. & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine
- Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269293, 269-293.
- Iosup, A., & Epema, D. (2014, March). An experience report on using gamification in technical higher education. In *Proceedings of the 45th ACM technical symposium on Computer science education* (pp. 27-32).
- Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*.
- Krause, K. L. (2005). Understanding and promoting student engagement in university learning communities. *Paper presented as keynote address: Engaged, Inert or Otherwise Occupied*, 21-22.

- Laudonia, I., Mamlok-Naaman, R., Abels, S., & Eilks, I. (2018). Action research in science education—an analytical review of the literature. In *Educational Action Research* (Vol. 26, Issue 3, pp. 480–495). Routledge. <https://doi.org/10.1080/09650792.2017.1358198>
- Lee, J., & Hammer, J. (2011). Gamification in education: What, how, why bother? *Academic Exchange Quarterly*, 15(2), 146.
- Lin, Hsiang-Pao, & Others. (1995). *Teaching Pronunciation in the Learner-Centered Classroom*.
- Looyestyn, J., Kernot, J., Boshoff, K., Ryan, J., Edney, S., & Maher, C. (2017). Does gamification increase engagement with online programs? A systematic review. *PloS one*, 12(3), e0173403.
- Mahfuzah, S., Safwana, N., & Mohd, A. (2018). Gamification Approach in Education to Increase Learning Engagement. *International Journal of Humanities, Arts and Social Sciences*, 4(1). <https://doi.org/10.20469/ijhss.4.10003-1>
- Malone, T. W. (1981). Toward a theory of intrinsically motivating instruction. *Cognitive science*, 5(4), 333-369.
- Mann, S. J. (2001). Alternative perspectives on the student experience: Alienation and engagement. *Studies in higher education*, 26(1), 7-19.
- Montoya, A., & Vela, J. (2021). *THE INFLUENCE OF THE GAMIFICATION APPROACH ON THE ORAL PRODUCTION OF 6th GRADERS AT A PRIVATE INSTITUTION*.

Munawarah, J., Kasim, U., & Daud, B. (2018). *IMPROVING SPEAKING SUB-SKILLS BY USING THE ATTENTION, RELEVANCE, CONFIDENCE AND SATISFACTION (ARCS) MODEL*.

Naik, N. (2017). The use of GBL to teach mathematics in higher education. *Innovations in Education and Teaching International*, 54(3), 238–246.
<https://doi.org/10.1080/14703297.2015.1108857>

Nah, F. F. H., Zeng, Q., Telaprolu, V. R., Ayyappa, A. P., & Eschenbrenner, B. (2014, June). Gamification of education: a review of literature. In *International conference on hci in business* (pp. 401-409). Springer, Cham.

Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of Game-Based Learning. *Educational Psychologist*, 50(4), 258–283.
<https://doi.org/10.1080/00461520.2015.1122533>


Redjeki, I. S., & Muhajir, R. (2021). Gamification in EFL classroom to support teaching and learning in 21st century. *JEES (Journal of English Educators Society)*, 6(1), 68–78.
<https://doi.org/10.21070/jees.v6i1.882>

Saldaña, J., & Mallette, L. A. (2017). Environmental Coding: A New Method Using the SPELIT Environmental Analysis Matrix. *Qualitative Inquiry*, 23(2), 161–167.
<https://doi.org/10.1177/1077800416679143>


Selinker, L. (1972). Interlingua. *Revista Diadorim*, 22(1), 275-295.

- Simões, J., Redondo, R. D., & Vilas, A. F. (2013). A social gamification framework for a K-6 learning platform. *Computers in Human Behavior, 29*(2), 345-353.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques*.
- Trowler, V. (2010). *Student engagement literature review*.
- Vasco, L. (2015). Validity in Qualitative Evaluation: Linking Purposes, Paradigms, and Perspectives. *International Journal of Qualitative Methods, 14*(5), 160940691562140. <https://doi.org/10.1177/1609406915621406>
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge University Press.
- Wang, M., & Zheng, X. (2021). Using Game-Based Learning to Support Learning Science: A Study with Middle School Students. *Asia-Pacific Education Researcher, 30*(2), 167–176. <https://doi.org/10.1007/s40299-020-00523-z>
- Yicely, A., Garcés, C., Fabián, S., & Olivera, L. (2014). *Communication Strategies Used by Pre-Service English Teachers of Different Proficiency Levels*.
- Zichermann, G., & Cunningham, C. (2011). *Gamification by design: Implementing game mechanics in web and mobile apps*. " O'Reilly Media, Inc."

Appendix A. Example of my Journal



UNIVERSITY OF CALDAS
 MASTER'S PROGRAM IN ENGLISH DIDACTICS
 ACTION STAGE
 MY JOURNAL



OBSERVING THE MAIN CLASS EVENT OF THE WORKSHOPS

Institution: _____ Pio XII _____

Telephone: _____ 310 845 5738 - 3205312730 _____

Researcher's name: _____ Jorge Eduardo Cardona Arias _____

Date: _____ August 11th, 2022 _____

E-mail: _____ aujourdhui.cest@gmail.com _____

Game-design strategy: _____ Currency, Points (S.P.), Leaderboard, I.D. cards and competition _____

Workshop number _____ Five _____

Workshop name: _____ Ecotourism in Florencia Caldas _____

Rationale: This data-collection instrument aimed at gathering qualitative and quantitative information regarding the speaking skill of EFL learners in ninth grade. These observations took place during the implementation of six workshops that had the Escuela Nueva structure to teach a lesson. The participant observer described the main activity of the class, interpreted the situations and reflected upon possible ways to improve possible inconsistencies. Although the researcher focused mainly on the core event of the class which required students to speak, the researcher also considered other speaking behaviors along the workshop.

Description of the main class event	Related theory	Patterns/Strengths and weaknesses	Teacher's reflection/Aspects to dig deeper	Other comments
Firstly, I presented an introduction to the recording related to what was been doing. Then, I started calling the groups and while they were coming in, I greeted in English, provided some instructions in the same language too. Another feature of this test was that I gave them money for them to buy future points. The top was ten thousand, so according to their performance I provided certain quantity. The first group was energetic. All of them replied in L2 to my greeting. They even asked <i>how are you?</i> their pitch seemed to be natural, also their accent. They also had notes to support their speech. One Ss of this group asked me to clarify a doubt regarding pronunciation and he used L2 and L1. Before starting, they used L1 to arrange some situations. In general terms, this group did it natural. However, one Ss faced difficulties with intonation, pitch and pronunciation. The same	Chunks of language	They did not follow the instructions in the criteria I had provided.	I need to teach them how to work on planning.	I noticed that those Ss who like English, started using more and more expressions in L2.
	Affective filter	Most of them used notes as support.	Work on autonomous learning, how?	
	Cooperative work	More SS used the chunks of language	Flexibility can be a disadvantage. I have noticed that if I do not remind them about an assignment, they tend to forget it.	I also noticed some difficulties with plural concordance.
	Role-play	More and more SS understood my speech regarding instructions.	Working on extra elements in the conversations might reduce negative feelings. Elements such as customs, a different arrangement,	
	Extrinsic and intrinsic motivation	Difficulties with giving the turns.		Some inconsistencies like: guide touristic, how to instead of such as or for
	Task-based approach	Communicative	In the groups, there were	

SPEAKING BEHAVIORS IN L2 BEFORE AND AFTER THE MAIN EVENT

Students	Replies in L2 to any question. (1)	Uses L2 regarding the important phrases in class. (2)	Interacts with peers in L2 (3)	Comes up with expressions different from the common ones (4)	Uses code-switching (5)
Student 1	x	Xx			
Student 2	Xxx	Xxxx	Xxxx		
Total	42	35	9	4	0

Comments: As for the expressions or words related to section 1 uttered in this class, the I could notice: Not correct, I have a question, how do you say ___? I use ___ percent of water when I

Appendix B. Example of my Non-Participant Checklist



UNIVERSITY OF CALDAS
 MASTER'S PROGRAM IN ENGLISH DIDACTICS
 ACTION STAGE
 NON-PARTICIPANT OBSERVER CHECKLIST



ESCRUTINING THE SPEAKING SKILL OF 9TH GRADERS IN EFL CLASS AT A SECONDARY SCHOOL

Institution: _____ Pio XII _____ **Telephone:** 3148286267
Observer's name: Julián Camilo Aguirre **Date:** 31th May, 2022
E-mail: julian.camilo10@hotmail.es **Game-design strategy:** __Badges_
Workshop number _____ Three _____ **Workshop name:** __Our natural resources in 2050__

Rationale: This data-collection instrument aimed at gathering qualitative and quantitative information as to the speaking skill of tenth graders in face-to-face classes. The non-participant observer registered the incidence of apprentices' verbal behaviors concerning the use of L2. There were several statements describing possible utterances in class. Every time they happened; the non-participant observer marked with an x. Also, the non-participant observer made several comments to enrich the qualitative data.


Mark with an x every time that you observe the statement.

SPEAKING BEHAVIORS IN L2 DURING THE MAIN ACTIVITY OF THE CLASS			
Statements	Incidence	Total	Specific Comments
FLUENCY			
Speaks confidently and naturally with no distracting hesitations (titubeo).	XXXXXXXXXX	9	Students could answer the questions that their peers made in the dialogues. Some teacher's questions they answered with yes or not what shows they understood what the teacher said.
Produces an unnatural speech.	XXXXXXXXXXXXXXXXXXXXX	18	As this was a homework, they had to do it. In the majority of dialogues, students start speaking in Spanish, and some of them in the middle of the dialogues.

PRONUNCIATION			
Pronounces clearly and it is easy to understand.			
Mispronounces and it is complicated to understand.	XXXXXXXXXX	9	The nine groups tried to do the best for the exercise and tried to use English in all moment. But there were several inconsistencies when pronouncing
Produces correctly stress patterns in words.			
Does not consider stress in words.			
Uses an adequate pitch pattern and melody in the speech.			
Uses intermittent pitch patterns and no melody in the speech.	XXXXXXX	8	Some students were nervous, but not negative attitude. However, it made their speech intermittent.

GRAMMAR			
Uses completely sentences appropriately.	XXXXXXXXXX	9	There were sentences very well-structured
Uses isolated words that obscures the meaning.	XXXX	4	Some sentences in English, another in Spanish while they speaking.
Does not differentiate between plural and singular agreements			
Uses diverse grammatical structures.			
Uses limited grammatical structures.			
CONTENT			
Has valid arguments about the topic.	XXXXXXXXXX	9	Completed dialogues
Uses arguments that do not support the topic.			

Appendix C. Example of my Survey



Sección 1 de 6

Your opinion is important to me!


Este instrumento de recolección de información tuvo como objetivo reunir información cuantitativa y cualitativa con respecto a la percepción de los estudiantes de décimo frente al taller que se acabó de realizar.

I. Tus sentimientos


Se lo más honesto posible respecto a tus sentimientos durante el taller.

1. ¿Cómo te sentiste en el taller 4 (guía)? puedes escoger entre más de una opción. *

Motivad@



Aburrid@



Normal



Timid@



Alegre



4. ¿Cual/cuales de las siguientes estrategias crees que te ha/han ayudado más en tu proceso de aprendizaje del inglés? Puedes elegir más de una estrategia.

Dinero didáctico



Tabla de posiciones



Insignias que exaltan el desempeño del grupo



Puntos representados por estampas



Appendix D. Example of my Rubric

Name: Student 4							Total	Average
Criteria	Descriptor	1	2	3	4	5		
Vocabulary	Uses the vocabulary learned in class regarding predictions in the future as to the planet fate.		2					
	Uses linking words.	1						
Pronunciation	Pronounces clearly and it is easy to understand.			3				
	Produces correctly stress patterns in words.		2					
Grammar	Uses complete sentences considering subject, verb,			3				
	Uses word order correctly.			3				
Content	Has valid arguments about the topic.			3				
	Deals with the topic and does not digress.			3				
Nonverbal cues	Uses body language to convey meanings.		2					
	Looks down when being asked.	1						
Fluency	Speaks with confidence		2					
	Speaks naturally with no distracting hesitations.			3				
TOTAL		28						47
Comments/Observations	She and her classmate had notes in their hands. Her classmate							

Appendix E. Example of my Pre and Post-Test



UNIVERSITY OF CALDAS
 MASTER'S PROGRAM IN ENGLISH DIDACTICS
 PIO XII
 ACTION STAGE
 DIAGNOSTIC TEST



Institution: Pio XII Samaná Caldas

Diagnostic test: One

Researcher: Jorge Eduardo Cardona Arias

Telephone: 3108455738

E-mail: aujourdhui.cest@gmail.com

Date: March 3, 2022

Rationale: This data-collecting instrument aims at gathering quantitative information concerning the students' strengths and weaknesses in the four skills of English language. It was adapted from an example of the British council diagnostic tests for teenagers. Also, the level intended to diagnose is A1. The learners will start the test with the reading section, then writing, listening and finally, the speaking part. The observer will provide the students with printed material for the first three skills. Each skill is worth 25 points, therefore the activities must have a percentage of those points per skill. Finally, the score of the speaking skill consists of 10 questions that are assessed from 1 to 5 according to some descriptors stated below.

SPEAKING (25 points)

Constructs:

- Can reply with specific information to simple personal questions.
- Can describe the size of everyday objects using a basic phrase.

TOPIC	WH-questions / Speaking prompts	Score
Personal information	1.What's your name? How do you spell it?	1 2 3 4 5
	2.What's your telephone number?	1 2 3 4 5
Family	3.How many people are there in your family?	1 2 3 4 5
	4.What are their names?	1 2 3 4 5
	5.Tell me about your pet	1 2 3 4 5
Home	6.Where are you from?	1 2 3 4 5
	7.Where do you live? Do you like _____?	1 2 3 4 5
Studies	8.What grade are you in? Is it difficult or easy?	1 2 3 4 5
	9.What is your favorite subject?	1 2 3 4 5
Hobbies	10.What activities do you like doing in your free time?	1 2 3 4 5



UNIVERSITY OF CALDAS
 MASTER'S PROGRAM IN ENGLISH DIDACTICS
 PIO XII
 ACTION STAGE
 DIAGNOSTIC TEST



READING (25 points)

Constructs:

- Can guess the meaning of a word from an accompanying picture.
- Can recognize key words and basic phrases in a post.

1. Lee el siguiente post y aparea las respuestas de la derecha con las preguntas de la izquierda.



Come and join our lunchtime yoga class with experienced yoga teacher Divya Bridge!

When? Every Tuesday at 1.30 p.m.

Where? Meeting Room 7

How much? £10 for four 30-minute classes.

What to bring? Comfortable clothes. Divya will provide the yoga mats.

How to join? Write to Sam at Sam.Holden@example.com

We can only take a maximum of 20 in the room, so book now!

Aparea las preguntas con sus respectivas respuestas de acuerdo a la lectura. (25 puntos)

<p>1. Which day of the week does the yoga class take place? <input style="width: 40px; height: 20px;" type="text"/></p> <p>2. How many classes can you take for £10? <input style="width: 40px; height: 20px;" type="text"/></p> <p>3. What time will the class end? <input style="width: 40px; height: 20px;" type="text"/></p> <p>4. What kind of clothes do you need to wear to the class? <input style="width: 40px; height: 20px;" type="text"/> clothes</p> <p>5. What do you need to send to Sam if you want to join? <input style="width: 40px; height: 20px;" type="text"/></p> <p>6. When should you book if you want to join? <input style="width: 40px; height: 20px;" type="text"/></p>		<p><input type="button" value="An email"/></p> <p><input type="button" value="Four"/></p> <p><input type="button" value="Tuesday"/></p> <p><input type="button" value="Comfortable"/></p> <p><input type="button" value="Now"/></p> <p><input type="button" value="2.00 p.m."/></p>
--	--	---

WRITING (25 points)**Constructs:**

- Can write simple facts about themselves and others.
- Can write basic sentences identifying immediate family members, given prompts or a model.

1. Imagínate que estás subiendo un post a una red social sobre ti y tu familia. Describe tu familia en el post. Sus nombres, profesiones, gustos y en qué lugar están en la foto. (20 puntos) (40 – 50 palabras)



2. Ordena las palabras en el orden correcto (5 puntos)

LISTENING (25 points)**Constructs:**

- Can understand short, simple questions related to basic personal information, if spoken slowly and clearly.
- Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly.

Escucha el siguiente audio y realiza las siguientes actividades.

1. Primer día en la escuela. Verdadero o falso (12 puntos)

1. Jing and Tania are in the same class.




- True False

2. Their teacher is a man.

- True False

3. Jing knows where the classroom is.

- True False

Skill	Descriptor	 +20 Pts	 -14,5 Pts	 +14,5 = 19 Pts
Reading	Can guess the meaning of a word from an accompanying picture			
	Can recognize key words and basic phrases in a post.			
Writing	Can write simple facts about themselves and others			
	Can write basic sentences identifying immediate family members, given prompts or a model.			
Listening	Can understand short, simple questions related to basic personal information, if spoken slowly and clearly			
	Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly			
Speaking	Can reply with specific information to simple personal questions.			
	Can describe the size of everyday objects using a basic phrase			

Appendix F. General Data Triangulation Chart

N°	Category	W. 1	W. 2	W. 3	W. 4	W. 5	W. 6	Total	Percentage
1	Natural L2 use	85	49	81	65	115	96	491	24%
2	Difficulty with pronunciation	88	58	71	68	44	104	433	21%
3	Positive learning environment	16	10	30	76	90	86	308	15%
4	SS engagement	82	56	10	44	47	26	265	13%
5	Difficulty with vocab	90	32	53	10	20	64	269	13%
6	Positive group work	3	66	41	5	31	15	161	8%
7	High tourist awareness	0	23	16	37	24	50	150	7%

Totals	364	294	302	305	371	441	2077	100%
---------------	-----	-----	-----	-----	-----	-----	------	-------------

Appendix G. Example of my Workshop 5



Aprobado por resolución No. 6971-6 del 09 de Octubre 2014
 NIT: 810001502-9 DANE: 217662002801
 FLORENCIA SAMANA CALDAS
 CORREO ELECTRONICO: institucionpio12@gmail.com



Gamification: Its impact on 9th graders' speaking interactions

Workshop N°5: Ecotourism in Florencia Caldas	Grade: 9 th	Strategy: Currency, Points (S.P.), Leaderboard, I.D. cards and competition	Speaking performance: transactional (dialogue) and Extensive (Monologue)
Teacher: Jorge Eduardo Cardona T: Teacher SS: Students	Date: August 1, 2022	Skill: Speaking Sub-skill: Pronunciation, vocabulary and fluency.	Linguistic aspect: Chunks of language: - Let's _____ - I advise you to _____ - You can _____ - I invite you to _____ - I recommend you to _____

By the end of the class, the learners will:

Class Goal (Graves, 2000) (KASA approach)

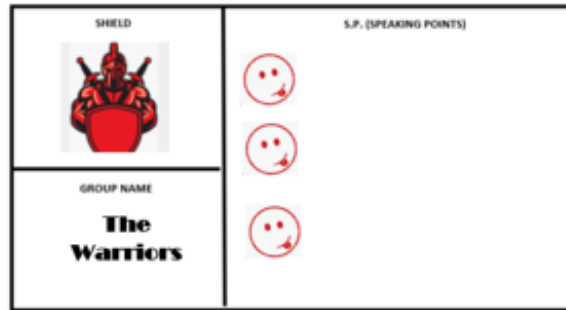
- Recognize the eco-tourist potential of Florencia Caldas and its Natural National Park.

Class objectives (CLO approach)

- Identify the main activities that tourists can do in Florencia and its surroundings with the help of pictures and mind maps.
- Invite tourists to come to Florencia and carry out different activities in there with videos as support.
- Promote activities as to ecotourism depending on different likes and performing as if they were tourists and/or tourist guides.

Points (Speaking points)






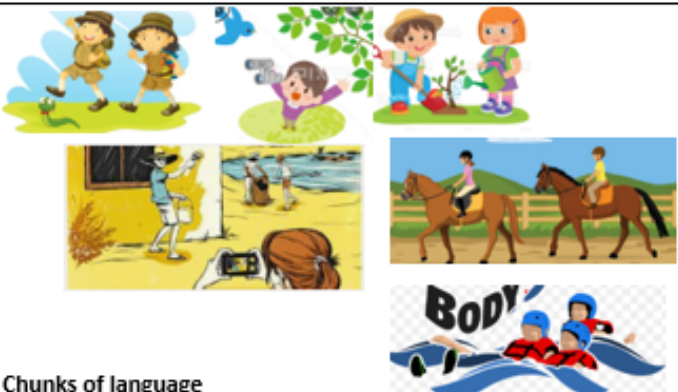





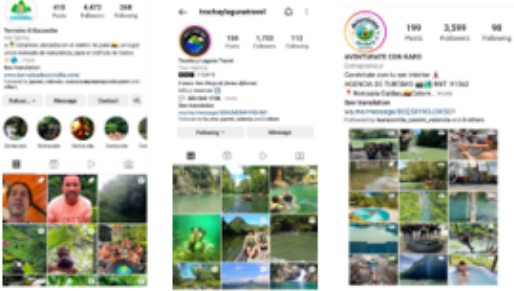



Leaderboard


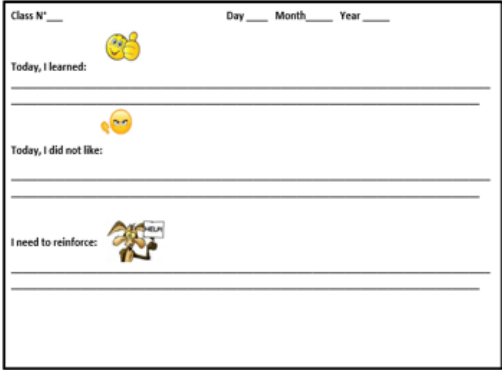
RANK	Teams I.D. Cards	Number of S.P. 
 1. LEGENDARY		3
 2. MASTER		
 3. PROFESSIONAL		
 5. ELITE		
 6. VETERAN		
 7. ROOKIE		

As the previous workshop, the Ss will have an I.D card that identifies the group. On it, the T will put the S.P. (speaking points). To get the points, the Ss will have to buy them from the T with currency that they will earn according to their speaking performances. They can get 1 speaking point with two thousand pesos. Each activity during the workshop is worth different amounts of money according to its complexity. At the end of the workshop, they will be placed in a leaderboard according to their S.P. The group with more S.P. will be at rank *legendary*, so on and so forth.

Moment A (Warm up)		
Activity	Procedure / Instructions / Description	Materials
<p>What is your favorite place in Florencia?</p>	<p>The Ss will think of their favorite place in Florencia or its surroundings. Then, they will list in a piece of paper several characteristics of that place. Right after, the Ss will walk around to find one person to see if that classmate can guess what place is being described. The T will provide chunks of language to use.</p>	<p>Chunks of language</p> <p>-It is _____ -It has _____ -I like it because _____ -There, you can _____ -In this place, you can _____</p> 
<p>Plans for today</p>	<p>The Ss will receive several pictures to their WhatsApp and they will have to decide what activities they can do in those places. The pictures will be about common places in Florencia. Firstly, they will discuss in groups and then, the T will socialize with the whole group.</p>	 <p>Chunks of language</p> <p>-Here, you can _____ -In this place, you can _____ - Why don't we _____ ? - The best place is _____ because _____</p>
<p>How many Speaking Points do you have? (Game principles)</p>	<p>The T will ask each group how much money they have in order to redeem for S.P. During this interaction, the Ss will be expected to use L2, otherwise the T will not provide any S. P. The leaderboard use will be explained.</p>	

Moment B (Knowledge structure)																							
Activity	Procedure / Instructions / Description	Materials																					
Why don't we do ecotourism activities?	The T will stick activities concerning ecotourism on the walls with their corresponding pictures. Then, the T will perform those phrases one by one in front of the Ss for the them to guess the activity. Also, the Ss will have to use chunks of language provided by the T. Finally, the Ss will write the new vocabulary in their notebooks.	 <p>Chunks of language</p> <p>I think it is _____ I believe it is _____ I don't agree with _____ I agree with _____ I would like to practice _____</p> <p>Activities</p> <p>Hike, Bird-watch, plant trees, do voluntourism, ride a horse, do body rafting, scuba dive.</p>																					
Convincing a foreigner	The Ss in their groups will invite the teacher or a foreigner invited by the teacher to one place in Florencia Caldas. They will need to convince him to choose their options and not others'. The Ss will provide valid arguments and speak L2. The T will provide chunks of language and a criterion to consider. The T or the foreigner will choose the group with better arguments and L2 usage.	<p>Chunks of language:</p> <ul style="list-style-type: none"> - Let's _____ - I advise you to _____ - You can _____ - I invite you to _____ - Why don't we go to _____? - In there, you can _____ - Because it is _____ - Because it has _____ <table border="1"> <thead> <tr> <th>Criterio</th> <th>Sí</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1. Saludar y preguntar como está.</td> <td></td> <td></td> </tr> <tr> <td>2. Usar las expresiones socializadas.</td> <td></td> <td></td> </tr> <tr> <td>3. Dar razones lógicas.</td> <td></td> <td></td> </tr> <tr> <td>4. Interactuar todos los del grupo.</td> <td></td> <td></td> </tr> <tr> <td>5. Agradecer</td> <td></td> <td></td> </tr> <tr> <td>6. Despedirse</td> <td></td> <td></td> </tr> </tbody> </table>	Criterio	Sí	No	1. Saludar y preguntar como está.			2. Usar las expresiones socializadas.			3. Dar razones lógicas.			4. Interactuar todos los del grupo.			5. Agradecer			6. Despedirse		
Criterio	Sí	No																					
1. Saludar y preguntar como está.																							
2. Usar las expresiones socializadas.																							
3. Dar razones lógicas.																							
4. Interactuar todos los del grupo.																							
5. Agradecer																							
6. Despedirse																							
How many Speaking Points do you have? (Game principles)	The T will ask each group how much money they have in order to redeem for S.P. During this interaction, the Ss will be expected to use L2, otherwise the T will not provide any S. P	  																					

Moment C (Guided practice)																										
<p>Examples to follow</p>	<p>The T will share with the Ss several videos where different places are promoted as destinations. The videos belong to some tourist agencies operating in the region but in different towns. They will choose one destination that catches their attention and explain why. The main objective is that they obtain ideas for their future videos. The T will go group by group asking about the destination and provide chunks of language to allow that interaction.</p>	<p>Instagram profiles with promoting videos:</p>  <p>Chunks of language</p> <ul style="list-style-type: none"> - I like this video because _____ - I like this place because _____ - I would like to go to _____ because _____ 																								
<p>Come and visit us</p>	<p>The Ss will promote their town as a tourist place. They will create a video showing at least two activities to do in Florencia Caldas with the corresponding place. The T will provide guidelines to follow. This activity will be divided into two. In the first part, they will create a script and the T will provide support to ensure the accuracy. The second part is concerning the record and edition of the video.</p>	<div style="display: flex; justify-content: space-around;">   </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Criterio</th> <th style="width: 15%;">Sí</th> <th style="width: 15%;">No</th> </tr> </thead> <tbody> <tr> <td>1. Saludar a los turistas</td> <td></td> <td></td> </tr> <tr> <td>2. Presentarse (información deseada)</td> <td></td> <td></td> </tr> <tr> <td>3. Invitar a los turistas a Florencia</td> <td></td> <td></td> </tr> <tr> <td>4. Mostrar dos lugares de Florencia con las características y actividades para realizar.</td> <td></td> <td></td> </tr> <tr> <td>5. Agradecer por la atención</td> <td></td> <td></td> </tr> <tr> <td>6. Despedirse</td> <td></td> <td></td> </tr> <tr> <td>7. Ser creativ@ (edición atractiva, música, imágenes llamativas, etc.)</td> <td></td> <td></td> </tr> </tbody> </table>	Criterio	Sí	No	1. Saludar a los turistas			2. Presentarse (información deseada)			3. Invitar a los turistas a Florencia			4. Mostrar dos lugares de Florencia con las características y actividades para realizar.			5. Agradecer por la atención			6. Despedirse			7. Ser creativ@ (edición atractiva, música, imágenes llamativas, etc.)		
Criterio	Sí	No																								
1. Saludar a los turistas																										
2. Presentarse (información deseada)																										
3. Invitar a los turistas a Florencia																										
4. Mostrar dos lugares de Florencia con las características y actividades para realizar.																										
5. Agradecer por la atención																										
6. Despedirse																										
7. Ser creativ@ (edición atractiva, música, imágenes llamativas, etc.)																										
<p>How many Speaking Points do you have? (Game principles)</p>	<p>The T will ask each group how much money they have in order to redeem for S.P. During this interaction, the Ss will be expected to use L2, otherwise the T will not provide any S. P.</p>																									

Moment D (Non-Guided practice)																													
<p>Convincing foreigners II</p>	<p>The Ss will perform as if they were a group of tourists and a tourist guide. The tourists will ask about the activities to do in Florencia and the tourist guide will provide information to answer. The T will provide guidelines.</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Criterio</th> <th style="text-align: center;">Sí</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>1. Saludar formalmente</td> <td></td> <td></td> </tr> <tr> <td>2. Preguntar con <u>wh-</u></td> <td></td> <td></td> </tr> <tr> <td>3. Invitar, sugerir, aconsejar</td> <td></td> <td></td> </tr> <tr> <td>4. Dar características de los lugares</td> <td></td> <td></td> </tr> <tr> <td>5. Finalmente, escoger un lugar</td> <td></td> <td></td> </tr> <tr> <td>6. Acordar la hora a la que van a empezar la actividad acordada</td> <td></td> <td></td> </tr> <tr> <td>7. Agradecer y despedirse</td> <td></td> <td></td> </tr> <tr> <td>8. Ser <u>creativ@</u> (vestuario, escenificación, etc.)</td> <td></td> <td></td> </tr> </tbody> </table>	Criterio	Sí	No	1. Saludar formalmente			2. Preguntar con <u>wh-</u>			3. Invitar, sugerir, aconsejar			4. Dar características de los lugares			5. Finalmente, escoger un lugar			6. Acordar la hora a la que van a empezar la actividad acordada			7. Agradecer y despedirse			8. Ser <u>creativ@</u> (vestuario, escenificación, etc.)		
Criterio	Sí	No																											
1. Saludar formalmente																													
2. Preguntar con <u>wh-</u>																													
3. Invitar, sugerir, aconsejar																													
4. Dar características de los lugares																													
5. Finalmente, escoger un lugar																													
6. Acordar la hora a la que van a empezar la actividad acordada																													
7. Agradecer y despedirse																													
8. Ser <u>creativ@</u> (vestuario, escenificación, etc.)																													
<p>What is our rank? (Game principles)</p>	<p>The T will locate the identification cards of the groups in the corresponding ranks according to their S. P. (speaking points)</p>	 <table border="1"> <thead> <tr> <th>RANK</th> <th>Years I.D. Cards</th> <th>Number of S.P.</th> </tr> </thead> <tbody> <tr> <td>1. SECONDARY</td> <td>3</td> <td>3</td> </tr> <tr> <td>2. MASTER</td> <td></td> <td></td> </tr> <tr> <td>3. PROFESSIONAL</td> <td></td> <td></td> </tr> <tr> <td>4. ELITE</td> <td></td> <td></td> </tr> <tr> <td>5. VETERAN</td> <td></td> <td></td> </tr> <tr> <td>6. VETERAN</td> <td></td> <td></td> </tr> <tr> <td>7. ROOKIE</td> <td></td> <td></td> </tr> </tbody> </table>	RANK	Years I.D. Cards	Number of S.P.	1. SECONDARY	3	3	2. MASTER			3. PROFESSIONAL			4. ELITE			5. VETERAN			6. VETERAN			7. ROOKIE					
RANK	Years I.D. Cards	Number of S.P.																											
1. SECONDARY	3	3																											
2. MASTER																													
3. PROFESSIONAL																													
4. ELITE																													
5. VETERAN																													
6. VETERAN																													
7. ROOKIE																													
Moment E (Complementary activities)																													
<p>My feelings</p>	<p>The SS will fill the information concerning what they learned, what they did not like and what they need to reinforce in a format located in a folder in the classroom. However, a shared document will be available for the same purpose.</p>																												

Link: <https://docs.google.com/document/d/1uJxJTjpZ7ms0iNK8vDsD99HUoWhPwcZ6LDQNjy4RX-Y/edit?usp=sharing>