

GAMIFICATION AS AN INNOVATIVE STRATEGY

Gamification as an Innovative Strategy to Support Grammatical Knowledge of English in
10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya

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GAMIFICATION AS AN INNOVATIVE STRATEGY

General presentation

This project presents the process followed by teachers in training to complete their study stage of the foreign languages program at the University of Pamplona. The document presents 5 chapters composed of some components: Institutional Observation, Pedagogical, Research, Outreach and Administrative component that open way to the first experience in educational action and to the exploration of the work field.

Firstly, institutional observation makes it possible to know and identify the fundamental aspects of the institution, such as the PEI, symbols of the institution and the coexistence manual.

Secondly, the pedagogical component that describes the implementation of the pedagogical proposal in certain selected courses according to the need detected during the institutional observation stage. In other words, class planning, methodologies and didactic resources used, with which we can detect the lack of motivation and participation in the classroom. The students need, creative and innovative classes that encourage them to have an active participation in the classes.

Likewise, in the third chapter, the research component which includes the participation of the teacher in training in the macro project in order to reflect and evaluate the process of pedagogical practice.

We find, in the four chapter, the outreach component that frames the project in order to reinforce the knowledge of grammar in English of the 10th grade students of the school.

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Finally, the five chapter that concerns the administrative component, that is the description of the participation of the teacher in training in the extracurricular activities established by the institution with the aim of exploring and knowing the teaching role outside the classroom.

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Introduction

The term education contains strategies, methodologies, studies and pedagogical approaches that lead to the transmission of knowledge for the intellectual, moral and affective formation of a person. Today, it is important that teachers are constantly changing strategies and methodologies in accordance with the needs established in the teaching-learning process and the Covid-19 health emergency that the world is going through.

The educational centers aim to improve teacher training and educational quality in the country. That is why the University of Pamplona, together with the foreign languages program, propose a space for pedagogical practice not only to consolidate high quality teachers but also to train competent teachers in the field of research.

Thus, the field of teaching practice is made up of 4 components with the aim of identifying the most relevant needs of the assigned institution and making a proposal that provides them.

Taking into account that one of the problems detected in the assigned school is the low motivation and participation of students in English classes, it is proposed in the pedagogical component, the implementation of gamification in secondary school as an innovative initiative to address motivational strategies in teaching.

In this way, trainee teachers participate in a real educational context inside and outside the classroom through extracurricular activities that lead them to fully understand the teaching role.

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Justification

Nowadays, the technology plays an important role in the education of society taking into account that it includes motivating, stimulating and interesting strategies that allow to facilitate the teaching-learning process.

Digital games are one of the proposals established by technology that leads to different pedagogical methodologies for teaching and strengthening knowledge in a gamified environment. Kapp (2012) states that “gamification consists of using game mechanics, aesthetics and thinking to engage people, motivate action, promote learning, and solve problems” (p, 9). Therefore, taking into account the needs identified in the observation stage in the institution, this project aimed to implement gamification in secondary education as an innovative initiative that allowed establishing pedagogical strategies that motivated students to actively participate in the process. teaching-learning.

According to the study carried out by Sanchez (2015), gamification concerns positive methodologies that promote active learning, encourages instant feedback and seeks autonomous students in their learning.

After identifying the weak points of the institution in the observation week such as demotivation and low participation of the students, it was essential to provide them with gamified support in their learning process. Additionally, learning English through gamification provided students with the opportunity to learn creatively with the goal of changing the way we view learning. In addition, in the pedagogical component, gamification helped teachers to discover tools for teaching English, which is highly beneficial since the teacher had the facility to create an active classroom, improving the academic performance of students in their skills.

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linguistic. We can also see that this strategy strengthened the outreach component since the tutorials for the students were a positive accompaniment that helped a better understanding of the knowledge and encouraged greater participation in the classroom. That is why the outreach project was a key point to improve the participation and motivation of the students, promoting the autonomous learning of each student.

Likewise, the institution benefited by showing high quality of training, developing innovative actions that allowed access to the acquisition of knowledge with great ease and interest. The institution also benefited from the training of innovative teachers and administrators capable of creating creative teaching strategies and resources that promote this much-needed motivation in education.

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Objectives

General objectives

- To explore the teaching role in the pedagogical, outreach, research and administrative component through integral practicum supporting the grammatical knowledge of the tenth and eleventh grade students of the School " Integrado Juan Atalaya"

Specific objectives

- To foster gamification as an Innovative Strategy to Support Grammatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya.
- To create creative and innovative spaces that increase the interest of students in the teaching-learning process.
- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To support students learning process through tutoring spaces
- To know the administrative functions and participate in possible extracurricular activities established by an institution.

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General conclusion

This project demonstrates the importance of implementing creative and innovative strategies in the educational field. At the beginning of this project, the students showed low motivation and participation in the classroom but after experiencing a dynamic and creative classroom methodology through games, they showed great interest in learning the grammar of the English language. So, it has been a successful implementation that brings positive changes for teachers, students and education in general.

On the other hand, the use of reflection as a tool within the integral practice process was a fundamental aspect to experiment and identify each procedure, strengths and weaknesses in our role as teachers. Working with reflection helped transform perspectives about the teaching profession and give a more complex critique of the results of said practice. The process of reflection is important for any situation because it helps human beings think deeply about the behaviors, values, and attitudes of others.

Subsequently, work outside of class, such as tutorials, helped the students to build more self-confidence and to interact easily with the teacher. In the same way, tutorials help students to clear up doubts about topics they do not understand, practice what they have already seen in class and strengthen their language skills. That is why tutorials through blogs, games and teaching resources promote autonomous learning of students, improving their linguistic quality of the language every day.

Finally, in the administrative component, extracurricular and administrative activities such as cultural events and area meetings are taken into account, but the teacher in training did

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not consolidate the opportunity to be part of them. Therefore, she could not explore the other positions that a teacher must carry out in the institution. However, knowing the schedule of activities, it allowed the teacher to have an initiative of knowledge about the cultural events that should be carried out in an institution but without being clear about how each one develops.

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Institutional observation

According to the Ministry of Education (Ley 115, 1994, art. 109), pedagogical practice is a fundamental part in the formation of an educator since it strengthens the knowledge of the learner with high scientific and ethical quality. Likewise, institutional observation is the first stage of the integral practice process. It allows teachers in training to know the institution that opened its doors to develop the last stage of training.

This project relates the most relevant information of the School “Colegio Integrado Juan Atalaya” located in the Tucunaré neighborhood of the Cúcuta city, Norte de Santander, Colombia. In addition to the topographic location, some important aspects of the Institutional Educational Project (P.E.I) are described: brief historical review, pedagogical model, mission, vision, principles and values of the institution. Also, the rules and duties stipulated in the community handbook, symbols of the institution, the institutional organization chart, the school calendar and the schedule of the assigned supervisor.

Documentary analysis

I Administrative:

Topographical location of the school



Figure 1 Location of the school

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Figure 2 Central Headquarter

The headquarters of the School “Colegio Integrado Juan Atalaya” is located at 6N Street No. 26-118 in the Tucunaré neighborhood. The educational community Juan Atalaya benefits the sectors of communes N° 7 and 8 located between the neighborhoods Comuneros, Motilones, La Laguna, Claret, Atalaya 1 stage, Palmeras, Antonia Santos, belonging to the citadel of Juan Atalaya in the northwestern area of the municipality. Moreover, the institution has 4 seats:

- Antonio Maria Claret
- Cúcuta 75
- Gabriel García Márquez
- Concejo de Cúcuta.

Historical review

| |
|--|
| 1994 |
| <ul style="list-style-type: none"> • Construction of the second part of block 5 • Construction of COLDIJA school (current headquarters) <p style="text-align: center;">Principal: Hilda Zapata.</p> |
| 1995 |

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| |
|---|
| <ul style="list-style-type: none"> • Creation of the modalities of maintenance and preservation of food and computing according to resolution No. 00377 of March 9, 1995. |
| 1996 |
| <ul style="list-style-type: none"> • School activities started normally according to plan |
| 1997 |
| <ul style="list-style-type: none"> • Creation of rooms for: <ul style="list-style-type: none"> + Audiovisual + Parents Association + Physical education department • Construction of the new student dining room. Coordinator: Julio Vergel Auxiliary coordinator: Rafael Parada Ussa |
| 1998 |
| <ul style="list-style-type: none"> • Inauguration of: <ul style="list-style-type: none"> + Micro-enterprise of the food modality + Bilingualism room with 15 computers and a server for the language area, provided by the MEN. |
| 2000 |
| <ul style="list-style-type: none"> • Creation of the musical group COLDIJA. |
| 2001 |
| <ul style="list-style-type: none"> • Embellishment of the physical plant COLDIJA |
| 2002 |
| <ul style="list-style-type: none"> • Inauguration of the student dining room Rector: Cristina Paz de Jáuregui. |
| 2003 |
| <ul style="list-style-type: none"> • Appointment as principal to Mr. Zosimo Ramirez Mantilla |
| 2006 |
| <ul style="list-style-type: none"> • Appointment as principal to Magister Hilda Zapata |

Table 1. *Historical review (table organized by author)*

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Identification of the fundamental aspects of the Institutional Educational Project

(P.E.I)

According to Santo Tomás University (n.d) the Institutional Educational Project (PEI) is the pedagogical tool that indicates the horizon and focuses the educational task on clear objectives and goals. Likewise, said document has the purpose of responding to the problems and needs of the students of the educational institution and should be highlighted for being concrete, feasible and evaluable. (Ley 115 de 1994).

This part presents the mission, vision, the philosophy and objectives of the institution.

Mission

The educational institution Colegio Integrado Juan Atalaya educates competent citizens in a holistic way, with human and scientific principles, capable of building their life project and leading the harmonious development of society.

Vision

The educational institution Colegio Integrado Juan Atalaya will be a high quality center, with its own identity, leader in the training processes, capable of assimilating new paradigms and applying innovative knowledge; framed within democratic principles of justice, tolerance, solidarity and participation; committed to social, economic and political transformation; all of the above, to favor the common good and the improvement of life's standards.

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Institutional objectives

The Institutional Educational project of the institution Colegio Integrado Juan Atalaya community is constituted in the navigation chart and the ideology in whose spaces individuals will be educated in being, knowing and doing for their fulfillment, of their family and their regional environment, departmental, national and international. For these reasons the objectives are oriented to:

- To effectively and systematically develop national educational policies aimed at promoting culture, holistic education, scientific growth, and human growth, in attitudes towards the rescue of values and ecology; through the positive transformation of the relationships between its members.
- To develop regional, departmental and national educational policies.
- To enable the proposed goals in all components of the institutional educational project.
- To promote the spaces that favor the integration of the educational community for the benefit of progress, democracy and the participation of each and every one of its members in the different projects generated in favor of the quality of the educational service.
- To encourage spaces for discussion and debate of alternative solutions to the different conflicts, taking into account the basic aspects of participatory and representative democracy.
- To promote, support and strengthen research processes where the student bases the advances of science and technology necessary in the social and cultural construction of the region.

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- To develop in students: love and respect for ethical and moral values.
- To establish mechanisms for the evaluation of the educational reality of the institution through reliable diagnoses that continuously feedback the process and the planned management.
- To foster the qualitative and quantitative improvement of the student in the domain of the areas of knowledge, through training and permanent updating of the educators of the campus.
- To encourage and promote the human growth of all the staff.

Philosophy of the institution

The educational institution Colegio Integrado Juan Atalaya, based on a timely, clear and precise communication, in the relationships between different levels of the institution and the philosophical foundations of the General Education Law (Ley 115 de 1994) and other regulations issued by the Ministry of National Education, opts for a humanist philosophy, pending to promote a harmonious and holistic development of its students.

The student, lover of life and freedom, is trained in respect for national culture within the framework of tolerance to consolidate the spirit of personal and social improvement, with a high level of solidarity and companionship, values of democracy.

The institution promotes individual, family and community growth based on a fair and dignified society for everyone.

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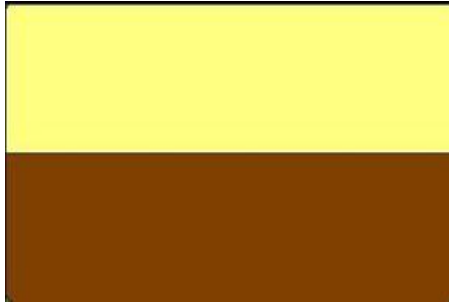
Symbols of the institution**Integrado Juan Atalaya high school's flag**

Figure 3. Institutional flag

Institutional shield

Figure 4. Institutional shield

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Institutional anthem



Figure 5. Institutional anthem

Handbook

The community handbook defines the expectations about the behaviors and duties of the people of the educational community, the resources and procedures to resolve conflicts, as well as the consequences of not complying with the agreements (Chaux, Vargas, Ibarra & Minski, 2013).

As for the handbook of the Colegio Integrado Juan Atalaya (COLIJA) it is in the process of being improved due to continuous changes in the face of the health event facing the entire world.

The community handbook of the Colegio Integrado Juan Atalaya, is an official document in which the rules of institutional coexistence are embodied, as a product of a process of constant consultation and participation of all the members that make up the educational community of the institution.

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The foundations of this handbook are based on the universal and national legislation, Political Constitution of Colombia, General Education Law, Law 1620 of 2013 and its regulatory Decree 1965 of September 11, 2013, about school coexistence that is understood as the action of living in company with other people in the school context and in a peaceful and harmonious way.

Likewise, there are 3 chapters that complement a clear handbook, leading to the integral development of its students. (1. Institutional identity, 2. Students' rights, commitments and coexistence pacts, 3. Comprehensive care route for school coexistence). Focusing on the duties of both students and teachers, we can highlight some that are of more importance.

Duties of the student:

Here are some duties of the students who apply in the virtual modality:

1. To show the greatest respect for the directive, teacher, administrative and other members that make up the educational community.
2. To respect the opinions of others and avoid making fun of them.
3. To refrain from using on internet websites, especially on social networks, institutional symbols and emblems as well as the acronym of the educational institution to identify your profile.
4. To refrain from including on internet web pages, and on social networks, messages, comments, audios, videos, photographs, photomontages with inappropriate vocabulary that violates the dignity and human rights of any member of the educational community.

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Teachers' duties

All the duties of the teacher specified in the coexistence manual are totally important.

However, there are some points that are more relevant:

1. Permanently seek to increase the quality of the process: teaching-learning and its results
2. To know and comply with the agreements enshrined in the coexistence manual
3. To provide accurate and timely information on school performance and coexistence of students.
4. To give fair and equitable treatment to students, without showing preferences.

MEN guidelines and regulations for the health emergency

The world is going through the health emergency. Due to the COVID-19 pandemic, the country is forced to take drastic measures in all areas including education. For this, the guidelines for the new education "Education at home" are presented in the document entitled "Guidelines for the provision of the education service at home and in person under the alternation scheme and the implementation of biosafety practices in the educational community".

According to the Ministerio de Educación (2020), this document establishes guidelines for the second semester 2020 regarding the provisions granted to the education sector. Under the supervision and analysis of the Ministries of National Education, the Ministry of Health, the Colombian Institute of Family Welfare (ICBF) and the presidential council for children, parameters were created that contain:

1. Instructions for territorial management in home study

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2. Instructions to proceed in pedagogical management (strategies to strengthen communication between teacher-student.

3. Analysis recommendation of each institution for the implementation of biosecurity measures

It is important to highlight that the Ministry of Education promoted an educational strategy called "*Juntos en casa lo lograremos muy bien*" with which it also invites the institutions to review the study plan, times and methodologies. In addition, it is requested to offer guides to parents and students to learn to organize their time, adapt spaces to facilitate this new methodology.

Finally, the return to the academic normality is not defined and will be under the rules, parameters and recommendations established and supervised by the authorities in charge.

School calendar

| SEPTEMBER | | |
|-------------------|---|--------------------------|
| 4 | Delivery of guides to coordination. | Teachers |
| 7-11 | Week for peace | Ethics and Religion Area |
| 9 | Human Rights Day | Civics teachers |
| 14 | Delivery of printed material to parents. | Management team |
| 18 | Valentine's day celebration | English area |
| 24 | Academic council session. | Management team |
| 25 | Parents school. | School orientation |
| 28 Sept. - 2 Oct. | Sports week at the preschool, basic primary and basic secondary levels. | Teachers |
| 28 | Board of directors session. | Principal |
| 29 | Colijista day | Management team |
| 30 | Open school | Teachers |
| OCTOBER | | |
| 1 | Colijista talent festival. | Project leaders |
| 2 | Expo-COLIJA. | Project leaders |
| | Delivery of guides to coordination. | Teachers |

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| | | |
|-----------------|--|--------------------------|
| 5-9 | Seventh week of institutional development. | Management team |
| 12 | Columbus day | |
| 13 | Delivery of printed material to parents. | Management team |
| 16 | Flag-raising | Artistic Education Area |
| 20 | Project meeting PEGIR | Project members |
| 22 | Parents school. | School orientation |
| 23 | Academic Council Session. | Management team |
| 27 | Board of directors session. | Principal |
| 29 | Coexistence committee meeting. COCOE. | Committee members |
| 30 | Children's Day | Physical education area. |
| NOVEMBER | | |
| 2 | Holiday | |
| 6 | Delivery of flags | Tenth grade |
| 13 | Semester closing. | Coordinators. |
| | Evaluation committees - second semester. | Coordinators. |
| 16 | Holiday | |
| 17-20 | "School leveling" second semester. | Teachers |
| 23-27 | Final school leveling | Teachers. |
| 23 | Academic council session. | Management team |
| 26 | Board of directors session. | Principal |
| 27 | Evaluation and promotion commission. | Coordinators. |
| 30 | Teacher performance evaluation 1278. | Principal |
| DECEMBER | | |
| 1 | Preschool closure. | Coordinators. |
| | New student enrollment. | SIMAT leader. |
| 2 | Closure of elementary school. | Coordinators. |
| | Old students enrollment. | SIMAT leader |
| 3 | Final newsletter delivery. | Full professors |
| | Old students enrollment. | SIMAT leader |
| 4 | Proclamation of high school graduates promotion 2020 | Management team |
| 7 | Start of school holidays | |

Table 2. School calendar

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Supervisor's academic Schedule

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------|-------|---|-----|-------|-------|-----|---|
| MONDAY | 10 02 | | 905 | | | 906 | |
| TUESDAY | 11 07 | | 906 | 10 01 | | | |
| WEDNESDAY | 11 07 | | | 10 02 | 10 01 | 906 | |
| THURSDAY | | | | | | 905 | |
| FRIDAY | 10 01 | | | 905 | | | |

Table 3. *Supervisor's academic Schedule*

It should be noted that due to the health emergency, the teacher had some changes in his schedule such as presence, educational platforms, methodology, and contrast about the hours established with each grade.

Teacher training schedule in high school

| | 1 | 2 | 3 | 4 | 5 |
|------------------|-------|---|-------|-------|-------|
| MONDAY | 10 02 | | | | |
| TUESDAY | 11 07 | | | 10 01 | |
| WEDNESDAY | 11 07 | | | 10 02 | 10 01 |
| THURSDAY | | | 10 02 | | |
| FRIDAY | 10 01 | | | | |

Table 4. *Teacher training schedule in high school*

II. pedagogical

Observed Pedagogical aspects

The planning of the institution is assigned by semesters. Then, teachers have complete planning for the corresponding semester of the year, developing classes every 15 days taking into account the changes in flexibility. Likewise, the teacher takes into account the Basic Learning Rights and the basic standards for courses to create a transversal content including the pedagogical resources, the methodology and duration of each class.

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| Estándares Básicos de competencia (EBC) | | | Derechos Básicos de aprendizaje (DBA) | | |
|---|----------------|--|---|---|---|
| <ul style="list-style-type: none"> Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. | | | Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones. Intercambia opiniones sobre situaciones de interés personal, escolar o social. | | |
| Semanas | Temas | Meta de aprendizaje | Actividades: (Exploración, estructuración, práctica, transferencia y valoración) | Estrategias Valorativas (Autoevaluación, coevaluación, heteroevaluación) | Recursos |
| 1 | Time adverbial | Emplea los adverbios de tiempo de manera correcta. | <p>Exploración Se inicia con el saludo y preguntar ¿cuánto tiempo ha vivido en Cúcuta? ¿Alguna vez ha ido a Medellín? para luego presentar el tema.</p> <p>Estructuración Explicación por medio de un video de los adverbios de tiempo. Se comparte en los grupos de whatsapp y se aclaran dudas.</p> <p>Práctica Realizar ejercicios de completar oraciones con el adverbio de tiempo correcto, leer un texto, responder preguntas, escribir un e-mail a un amigo sobre lo que ha hecho en su casa.</p> <p>Transferencia y valoración Grabar un video sobre lo que ha hecho en su casa la última semana.</p> | Participación en el grupo de whatsapp. Desarrollo de las actividades propuestas. Grabación del video. | Computador Celular Internet Guía Diccionario de inglés. |

Figure 6. Example of the planning 10th grade

| INSTITUCIÓN EDUCATIVA COLEGIO INTEGRADO JUAN ATALAYA | | | | CÓDIGO: GA-F-01-01 | |
|--|-------------------|----------------------------------|---|---|---|
| PROCESO: | GESTIÓN ACADÉMICA | TIPO DE DOCUMENTO: | FORMATO | VERSIÓN: 2.0 | |
| NOMBRE: PLAN DE CLASES DE TRABAJO REMOTO | | | | FECHA: 22/01/18 | |
| GRADO: | ONCE | SEMESTRE: | SEGUNDO | ASIGNATURA: | |
| ASIGNATURA: | INGLES | | | | |
| Estándares Básicos de competencia (EBC) | | | Derechos Básicos de aprendizaje (DBA) | | |
| <ul style="list-style-type: none"> Descubro la riqueza de mi relación con los otros en mi Comunidad Educativa. Reconozco la importancia que tiene la opinión de mi comunidad | | | <ul style="list-style-type: none"> Expresa su opinión sobre un tema familiar en forma oral o escrita, teniendo en cuenta su audiencia. Expresa oralmente su punto de vista acerca de un tema controversial previamente estudiado. | | |
| Semanas | Temas | Meta de aprendizaje | Actividades: (Exploración, estructuración, práctica, transferencia y valoración) | Estrategias Valorativas (Autoevaluación, coevaluación, heteroevaluación) | Recursos |
| AGOSTO SEMANA 1 | Present perfect | Expresa eventos que han sucedido | <p>Exploración: Saludo, preguntar ¿qué ha hecho en casa durante este tiempo de emergencia sanitaria? Enviar mensajes de motivación para afrontar la situación actual.</p> <p>Estructuración: Explicación de la estructura y uso del tiempo presente perfecto.</p> <p>Práctica:</p> | <ul style="list-style-type: none"> Participación en el grupo de WhatsApp. Desarrollo de las actividades propuestas. Grabación del video. | Computador Celular Internet Guía Diccionario de inglés. Plataforma ovy |

Figure 7. Example of the planning 11th grade

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Methodology of the work of the Language Teaching Collective

The language teaching group of the Colegio Integrado Juan Atalaya maintains the methodology they used before the pandemic. Taking into account that in this virtual modality teaching process, the methodology is maintained through pedagogical guides. The teachers of each grade meet and randomly assign the months in which each teacher must create the necessary pedagogical material for the classes established in the corresponding month. If there are few teachers in certain grades, the teachers take turns assigning months to each other until the institutional calendar ends.

Pedagogical resources

The institution offers different types of pedagogical resources during the teaching-learning process depending on the educational grade. The book "Way to go" is one of the resources used in 9th grade together with pedagogical guides, videos and songs. However, in 10th and 11th grade they do not use songs or support books but magazines and short articles to reinforce their written and oral comprehension skills. In addition, teachers use worksheets: ICFES preparation to train their students to tests, apps and virtual games such as Be (the) 1challenge and Duolingo that motivate students to build autonomous learning. It should be noted that virtual games and apps are used if the teacher sees fit, but not all secondary grades make use of these resources. However, there are some active changes in terms of pedagogical resources due to the pandemic, and the change of modality. These changes merit playing with technology, that is, teachers use the construction of videos with the explanation of the corresponding topic of the class, the use of songs to teach vocabulary, pedagogical guides and slides to work asynchronously, create projects at home, contests through virtual games, forums via WhatsApp, among others.

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III. Technological

Connectivity, methodology and types of educational meetings

According to the report given to "El Heraldo" by the minister of information and communication technology (ICT), Sylvia Constaín, one in two people do not have internet at home. For this reason, education has been affected in terms of connectivity services to continue the teaching-learning process. Taking into account a survey carried out by the teachers of the institution, a large number of students do not have access to the internet, so synchronous encounters through video calls are not a positive option for Colijistas students. However, the students are looking for a solution because the teachers together with the administrative group decided that the students will have synchronous meetings every 15 days since the students accepted it, but this meeting are developed through WhatsApp platform; Therefore, the use of connectivity and technology in the institution is evident.

In addition, it should be noted that the virtual classes are 4 hours in order to obtain a synchronous interaction between teacher-students.

IV Population and information of the subjects

Number of students

The Colegio Integrado Juan Atalaya Integrated has a large number of students by grades. Taking into account the lists provided by the institution and the supervisor, we have a range of 30 to 40 students per classroom, which shows exactly that the teacher in training must work 77 students of the 10th grade and 31 students of the 11th grade for a total of 114 students of which 76 are female and 38 male.

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English teachers in secondary

| | | | |
|---|------------------|---|-------------------------------|
| | English teachers | | English teachers |
| 1 | Leidy Ardila | 6 | Nydia Yanid Hernandez |
| 2 | Lizeth Niño | 7 | Sergio Andrés Rodriguez |
| 3 | Vidalia | 8 | Alix Esperanza Ruis SÉpulveda |
| 4 | Marinelcy Prado | 9 | Cecilia |

*Table 5. English teachers in secondary***Identification of educational authorities**

| Position | Name |
|-------------------------|--|
| Principal | María Luisa López Rolón |
| Coordinators | <ul style="list-style-type: none"> • William Antonio Galvis (2020) • Victor Manuel Pedraza (2012) • Silvia Gomez Correa (2019) • José de Jesus Gallardo • Heylem Johana Grimaldo • Juan Carlos Calderón (2012) |
| Auxiliar Administrativo | <ul style="list-style-type: none"> • Martha Alvarado Lopez |

Table 6. Identification of educational authorities

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Organization chart of the educational institution

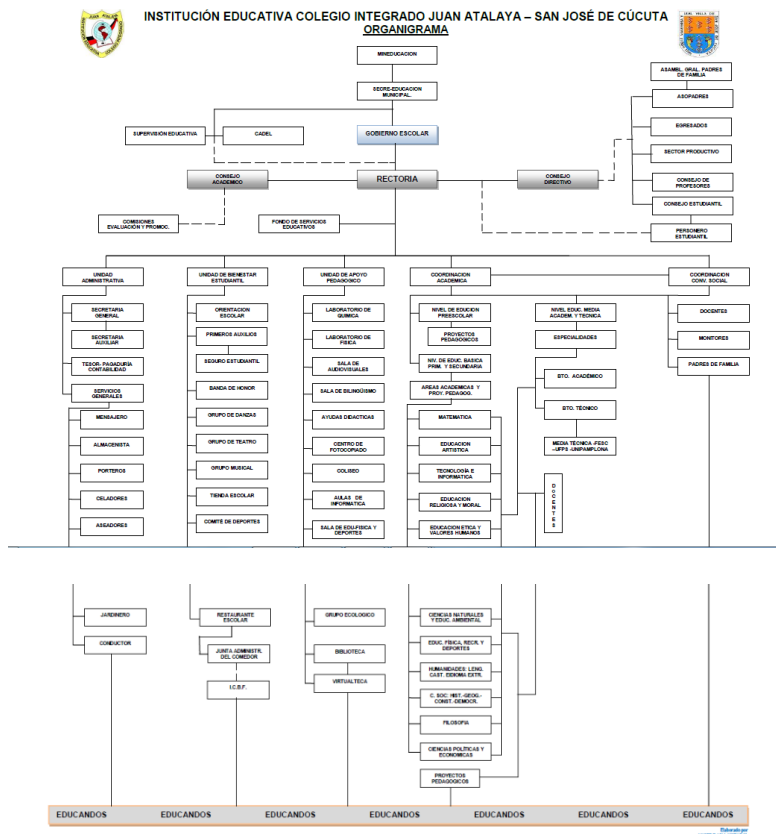


Figure 8. Institutional organization chart

Chapter I: Pedagogical Component

Title

Gamification as an Innovative Strategy to Support Grammatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya

Introduction

Technology has evolved every aspect of our daily life, and education has been one of the most benefited since this offers us technological resources for the teaching-learning process. According to Bautista (2006), Technological tools allow effective access to success in the educational environment thanks to the new pedagogical resources implemented in learning. In addition, Bautista (2006) affirms that these tools include changes in the student and teacher role in terms of the traditional pedagogical model. A few years ago, education had the traditional model that includes books, notebooks and we see the teacher as an intellectual being who shapes his students through memorization (Quiñonez, 2019).

However, the technological age is advancing, so it is necessary to keep up with it. Nowadays, technology provides us with innovative strategies and methods that motivate students to participate in the teaching-learning process and provide a high-quality education. Educational platforms, online educational games, digital books, and different educational apps, awaken the participation of students, their interest and the spread of autonomous learning.

According to Kapp (2012), gamification is a game-based strategy to engage people in motivation, promote learning, and create problem solving. Games enhance the learning potential of students as fun is incorporated alongside learning to have a positive impact on the knowledge

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acquired. Therefore, it was necessary to adopt this strategy that allowed the exploration of self-learning through technology and online educational games.

Finally, the teacher in training proposed the implementation of gamification as an innovative strategy to address a new method of teaching English in tenth grade to facilitate the learning process in terms of grammar, capturing the attention of students while having fun and exploring their knowledge in the age of technology.

Statement of the problem

Learning a foreign language such as English includes the development of four basic skills such as oral and written comprehension, oral and written production. However, the level of English and development of language skills in the students is not the most appropriate. According to the study marketing of EF English Proficiency Index (EPI) (2019), Colombia ranks 68 with a low level of English. That is why different aspects involved in learning English are observed in our country. Furthermore, considering the academic flexibility that the Covid -19 health event brings and the changes made to address this issue; In the Juan Atalaya Integrated School, low motivation on the part of the students was evidenced since they do not want to learn the language. For this reason, in a classroom of this institution there was no evidence of high participation, which showed that students have lexical problems both orally and in writing.

Based on this notion, the teacher in training proposed to implement gamification as a methodological and motivational strategy in the teaching of the foreign language in order to increase the vocabulary and grammatical structures of the students, that is, their lexical skills, promote motivation and increase their participation in the classroom.

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General Question

To initiate this study, the following guiding question is asked:

How does gamification contribute to grammar knowledge, to improve and addressing motivational methodological strategies in teaching English?

Justification

According to information provided by the Juan Atalaya Integrated School English teacher and supervisor in charge of the project, the students had low motivation to learn English. Likewise, the participation of students in the platform enabled for communicative and educational meetings is scarce.

Taking into account some aspects and changes that world education implemented to develop the "home school" due to the Covid-19 health emergency, the students of this institution have a high percentage of flexibility since it is a public institution where students They come from households with few economic resources and do not have internet access to acquire continuous communication or have weekly synchronous meetings with teachers in the area. For this reason, students take classes with more flexibility than normal through non-educational platforms such as Whats'App, which helps decrease student motivation and enthusiasm.

For this same reason, students only receive the teaching-learning process based on grammar, that is, they do not receive the teaching of other language skills since limitations such as time, technological resources and their economy, do not allow them to have availability virtual. In other words, teachers should focus their time on the most important points of English, such as grammar rules, and teach only this to students.

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It is important to note that most of the students accepted to receive synchronous classes to improve the acquisition of their learning from the second academic semester. Thus, the teacher in training considered it necessary to include gamification as a motivating strategy to increase motivation and promote autonomous learning through the creative and fun resources that technology currently promotes. In fact, Mendieta (2018) affirms that gamification has 3 clear objectives in education, such as motivation to finish boring classes, loyalty to establish a link between the student and the course contents and optimization to reward students. Students with unforeseen incentives, which is opportune to take measures regarding the methodologies implemented in learning in the midst of this health event.

With the development of this project, not only the need of the student was covered but also the need of the teacher in training to obtain a diverse and creative approach in the real educational context, achieving the ability to increase motivation and participation in the classroom, at the same time, it contributed to the intellectual and moral formation of the tenth grade students within the teaching-learning process of English.

Objectives

General objectives

- To foster gamification as an Innovative Strategy to Support Grammatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya.
- To promote motivation and active participation of 10th grade students through gamification

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Specific objectives

- To create creative spaces that increase the interest of students in the teaching-learning process
- To implement different games in order students, learn and practice grammar
- To analyze if the gamification strategy increases the motivation and participation of students in the classroom

Theoretical Framework

In order to have a proper conception about the pedagogical project, in this section the concepts of the following terms are presented: Teaching strategies, gamification and grammatical component.

Teaching strategy

In this project, we use the term teaching strategy to address the different methodologies that can be implemented in the educational field.

Issac (2010) explains that teaching strategies refer to the tactics and methods that teachers must use in the development of the class in order to adequately stimulate the learning that students are acquiring, providing answers through activities that benefit the motivation and interest of the student. Likewise, Gill & Kussum (2016) affirm that the teaching strategy is a plan through a lesson that includes the structures of the class, the objectives, instructions and a planned scheme to implement the appropriate method.

Gamification

The term "Gamification" appears in 2008, used in various contexts. However, the word gamification is considered in a general way, the use of techniques and mechanics of non-playful

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games for the acquisition of knowledge. Foncubierta & Rodriguez (2014) affirm that gamification is synonymous with gamification but we are waiting for which concept is legalized taking into account its practical and functional value. In the same way, Mora (2013) affirms that gamification comes from the English "Game". We see this present in the course of education, but applied with different objectives.

In addition, Kapp (2012) affirms that gamification is not only rewarding students with points or badges, but it is a strategy of educational psychology that promotes learning in the background, but without ceasing to be the most important. Likewise, different creative disciplines are known to introduce the game in learning. This is how we know the educational strategy "Game-based learning" or also called "Serious Game" which aims to initiate learning through play. Hogle (2016) defines "Game based learning" as "a game is an activity that must include several basic characteristics. The activity is usually a contest of physical or mental skills and strengths, requiring the participant (s) to follow a specific set of rules in order to attain a goal" (Paras.1).

Grammatical component

"The grammatical component of linguistic competence is the cognitive capacity that allows a person to convert your mental representations into Spanish words and combine them to produce texts in the Spanish language" (Menegotto,2016, p.11).

According to Frey & Fisher (2007), learning a language involves learning to write encompassing the learning of linguistic skills such as grammar rules, coding, and structuring of sentences and paragraphs, which states that the grammatical component is essential in learning a language.

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Learning to write strengthens the linguistic skills of students, that is writing correctly in a language strengthens ideas, builds connections between knowledge and communication, and creates concepts (Klein, 2006). In addition, Knipper & Duggan (2006) affirm that the connections that arise from the grammatical component increase the participation of students in the classroom, which leads to better learning.

Deductive learning is a way of learning in which the learner performs a process that starts from the understanding of a rule that explains a characteristic of the language, goes through the observation of how said rule works through examples, to reach its later practice. Thus, the learner carries out a process that goes from the general and abstract (the rule) to the concrete (the language). This learning style is often opposed to inductive learning.

There are two types of grammar approaches which the teacher can make use of in your classes:

Deductive grammar

According to the concept of Centro Virtual Cervantes "Deductive learning is a way of learning in which the learner carries out a process that starts from the understanding of a rule that explains a characteristic of the language, goes through the observation about how said language works rule through examples to arrive at its later practice "(n.d). In addition, Thornbury (1999) notes that "a deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied" (p.72).

Inductive grammar

Thornbury (1999) states that "An inductive approach (rule discovery) begins with some examples from which a rule is inferred" (p.56). In other words, in the inductive approach, there

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is a greater understanding of the language as the grammar rules are learned. Centro Virtual Cervantes (n.d) defines it as:

Inductive learning is one of the forms of learning, in which the learner carries out a process that starts from the observation and analysis of a characteristic of the language, until the formulation of a rule that explains said characteristic.

Game

According to Lopez & Vázquez (2018), the game is essential for the comprehensive training of students. In addition, Lopez & Vázquez (2018) affirm that this strategy encourages the acquisition of knowledge, values, attitudes, norms that benefit students to interact in a social environment. So we deduce that the game is a pleasant and spontaneous activity that helps the exploration of knowledge in a pleasant environment to learn.

Literature review

This section contains a literary review of five studies that support this action research in order to have a better perception about the methodology used and the results established in other studies. Also, two categories are proposed: " Technological strategies in education" and "gamification in the classroom".

Technological strategies in education

Stukalenko, Zhakhina, Kukubaeva, Smagulova & Kazhibaeva (2016) suggest in their study entitled "Studying innovation technologies in modern education" that, in the modern period, education must be linked to technology since innovative learning is a creative process that it is related to development and exploratory application. These researchers affirm in their study that the solution of educational problems is part of the professional training of teachers, so

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they suggest that the teacher should explore the use of innovative technology and apply them creatively in the educational field. In addition, this study shows us that the objective of the training is not only to train a teacher capable of teaching and transmitting their knowledge, but also a teacher capable of using new technologies, an innovative teacher, researcher, experimenter who adapts to society modern and the various constant changes in the world. Finally, Stukalenko et al. (2016) conclude that the professional preparation of teachers should be influenced to use pedagogical innovation since technology would not only benefit pedagogical competence but also positively influence the improvement of the educational process of general education schools.

Similarly, Cardenas, Zermeño & Tijerina (2013) in their study entitled "Educational technology and didactic strategies: selection criteria" provides the selection of didactic strategies that benefit pedagogical practice through technology. The study was carried out in a Duitama school with 68 teachers from grades 1 to 11. The instruments established were structured interviews, questionnaires and analysis of area planning, which yielded results that 85.4% of the teachers consider essential the combination of didactic strategies and the use of technology. However, 25% of teachers use technology in the classroom. In addition, it should be noted that the least explored resources are online pedagogical resources. In synthesis, Cardenas et al. (2013) conclude that teachers turn to technology only for planning and support use in a traditional classroom. The solution to good teaching strategies should be the task of the teacher from her initiative to achieve good management of the class and the development of the motivation and interest of her students.

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Gamification in the classroom

The case study by Gressick & Langston (2017) titled "The Guided Classroom: Using Gamification to Engage and Motivate Undergraduates" aimed to understand the impact of gamification innovations in the classroom. To collect authentic data, the study was conducted with two General Educational Psychology courses at a Midwestern university. With 62 students as the research population, the researchers wanted to answer how gamification approaches influenced students' learning experiences. From the instruments used as the initial and final survey and self-evaluations, the research showed a positive impact on student learning. Taking into account the analysis established between the final averages of the students of the previous year together with the score of the students exposed to gamified education, it was indicated that the previous score was 87.26% and the score of students with gamified education is 95, 16% indicating that gamification led to higher student achievement. In addition, the observations allow to identify the positive classroom environment in terms of the motivation and intervention of the students in the classroom.

On the other hand, Rodriguez, Mezquita & Vallecillo (2018) developed an investigation entitled "Innovative methodology based on educational gamification: Multiple-choice test evaluation with Quizizz tool" in which they propose an innovative methodology based on the use of serious games, specifically Quizizz. After applying the established instruments (Pre-test and Post-test) at two pre-university levels: Secondary education and high school, the researchers were able to identify an environment with a positive impact, that is, educational, entertaining and motivating.

The instruments showed that 88.9% of the students considered the methodology useful. In the tests, the figures indicate that the students value the new methodology, increasing the

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score with 5.17%, which guarantees the researchers that the implementation of methodologies similar to the methodology proposed in this study, such as virtual resources in the classroom, educational gamification and collaborative learning, can assume an improvement in the teaching-learning process of pre-university students in relation to: motivation to study, continuity of study of the subject, teamwork, etc.

Finally, in the study carried out by Dixit, Nirgude & Yalagui (2018) “Gamification: An Instructional Strategy to Engage Learners” “we can see the use of gamification in the learning process of the last year Computer Science and Engineering students of the I&CS course. The students were subjected to classes that first contained traditional activities until they reached the explanation of topics through gamified activities. The study took into account the academic years 2016 - and 18, taking into account that the traditional method was used in the years 2016-2017, while gamification was combined with the traditional method in the years 2017 - 2018. To know the difference and create a study analysis, the results of all years are compared. In addition, to know the perception of the students, a survey questionnaire was implemented where the answers point positively for gamification. In the comparison of the two batches, it is observed that the students subjected to gamification, obtained a score more something than the students of the previous year. In addition, this study shows that 80% of students responded in surveys that the combination of gamification with traditional teaching is appropriate and useful.

From this literary review, the teacher in training concludes that an approach of the students with gamification is important since it demonstrates an increase in commitment, participation capacity, propagation of an active, dynamic and interesting class.

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Pedagogical Proposal Methodology

The development of the grammatical component is a complex process that requires a variety of strategies and methods in order to create an educational, creative, motivating and participatory environment. In addition, the implementation of gamification requires following some steps to obtain success in the application of this motivating methodology. Borrás Gené (2015) establishes the following steps:

1. To identify the reason why we want to follow this method:
 - To identify the areas of interest of the students
 - To decide the type of motivation you want to work on and obtain
 - To implement in a small group of children
2. To define the pedagogical objectives and the type of student (type of players and their behavior)
3. To select the game elements you want to work with.
4. To establish the mechanics of the game.
5. To determine the rewards that will be awarded for achieving the desired competencies.
6. To define the game thinking, build the script along with the scenarios.
7. To apply it to a specific topic of the course using possible activities.
8. Do not forget the playful and fun component
9. To put it into practice and improving year after year.

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Didactic games

Didactic games are activities used as a strategy to promote children's learning in a playful and simple way (Encyclopedic of Examples, 2019). There are different types of educational games that induce teachers to promote a creative and educational environment at the same time.

Types of didactic games

Memory games: Encyclopedic of Examples (2019) define memory games: "Types of games in which cards or tokens are used. Visual or auditory skills of the brain are promoted"(para.1).

Puzzle games: Types of games that are used to stimulate cognitive skills. In addition, they help children to create concept maps and stimulate logical functions (Encyclopedic of Examples, 2019)

Guessing games: Types of games that are used to develop logic and reflection. They are also used to increase the speed of learning (Encyclopedic of Examples, 2019).

Games with the alphabet and numbers: Encyclopedic of Examples (2019) define it as "Types of games used by children who are learning to read and write" (para.2)

Platforms

Educational game creation platforms make it easy to use these activities in the classroom. Teachers go to them in order to create games according to their educational environment, taking into account the motivation of their students, the appropriate duration of the game and especially the focus of the game.

The platforms help teachers in the creation of pedagogical resources for the class but also help children to assimilate the content, improve spelling, work on memory and observation.

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There are some platforms: Vedoque, Educalandia, Educanave, Cerebriti, Cistic, Childtopia, Jigsaw Planet, Little Smart Planet, JueduLand with specific objectives, creative games, and easy tools that help the teacher to capture what is really convenient in the classroom (Aula Planeta 2020).

Implementation of the pedagogical proposal.

Presentation of the project

Following a formal order for the application of the pedagogical project, the teacher-in-training presented the general and specific information about the project developed through WhatsApp, taking into account that the classes were developed synchronously through this social network. For this, she saw fit to present this in a dynamic way, that is, through two videos divided into personal presentation and important aspects of said project (What the project was about, the population to benefit, the methodology that was going to be implemented, the development of the instruments and "games" activities, how the application of the games was going to be developed and the dates of each of them) In addition, he saw fit to explain the methodology through a global competition which included several winners per each game but the main winner was going to be the one who accumulated the most games won. This in order not to lose the enthusiasm of the participants in each of the sessions and in the same way motivate them to continue participating so they will not win the previous game.

The duration of the personal presentation video was 1:52 and the project presentation video lasted 2:47. The objective of these videos was to show the students the proposal to invite them to participate actively in the project. This invitation was based on the interaction through the videos and messages by a WhatsApp group called "English class". Finally, active

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participation was obtained from most of the students of the grade to which the pedagogical project was proposed. In the following images, you can see the videos presented to the population.

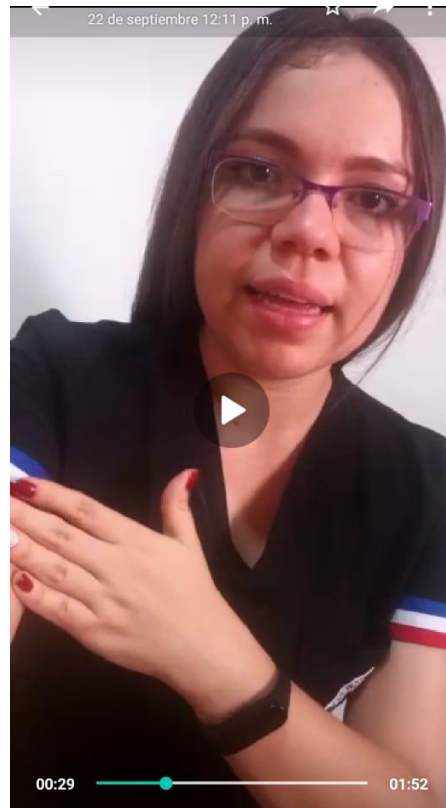


Figure 9 Image of personal presentation video

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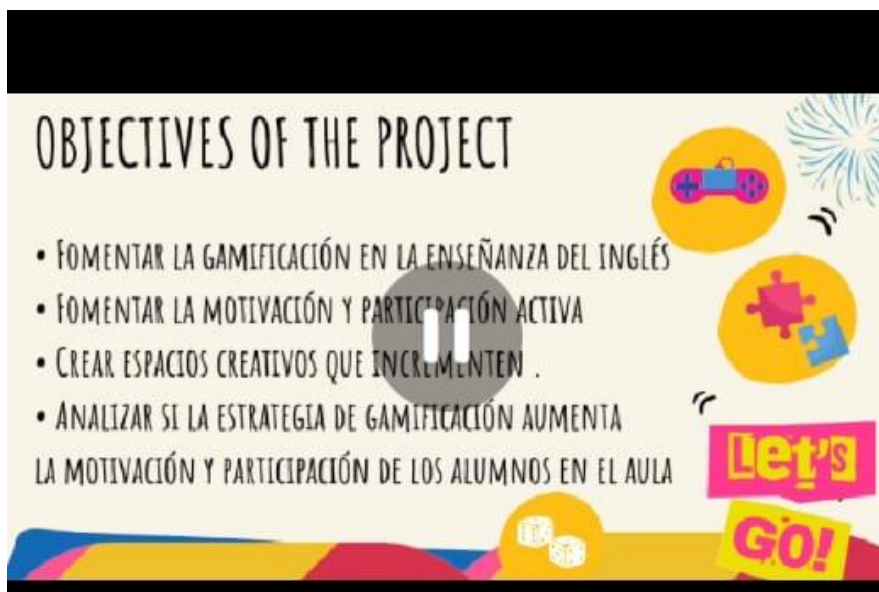


Figure 10 Image of the project presentation video



Figure 11 Image. Evidence of the presentation of the project.

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Game planners

In order to have good control and organization of the implementation of the pedagogical proposal that includes gamification in the classroom, the researcher created the game planners to identify and establish her objectives.

This format contains the date and grade to which the game was implemented, the linguistic objectives established in each session, and specific aspects of each game.

To know specifically what each game is about, the planner contains the name and explanation of the game, the duration and type of game, the types of techniques required to create the game, the rules, materials and the platform used. One of the most important aspects of this planner is the interaction that the teacher had with the students. In addition, a “Journal” box is attached in which the researcher describes, comments and analyzes how her class was and the implementation of her game with the aim of using this as an investigative instrument.

Game N°

| | |
|-----------------------------|-------------|
| Date: | |
| Grade: 10-02 grade | |
| Objectives linguistics: | |
| | Description |
| Explanation of game: | |
| Name of the game: | |
| Time: | |
| Type of game: | |

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| | |
|-------------------------------|--|
| Gamification technique | |
| Rules: | |
| Materials: | |
| Platform: | |
| Interaction: | |
| Journal instrument | |

Table 7. Game planner format

Finally, 3 games have been implemented with different objectives. The first game on the topic "Why and Because" with the aim of remembering the good use of these 2 words. The second game "Adjectives games" about adjectives and the third game "Be the one challenge" the game adapted from the application proposed by the Ministry of Education. This game was consolidated with the aim of reviewing some grammar rules established in the sentences and activities developed.

Planning of the games

The development of this proposal required 4 plans which have the fundamental aspects of the games. Each game established different themes: "Difference between why and because", "Adjectives", "vocabulary" and "Grammatical rules". Each one consisted of a different dynamic, for example, in the first game it was a competition similar to the television program "Who wants to be millionaire" in which students had to respond in the shortest time possible and earn points to level up. In the second game, it was about staying alive by accumulating points, that is, the

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students had to answer and complete some questions about adjectives and not die in battle. Regarding the third game, it consisted of the adaptation of the game "Be the one challenge" proposed by the government in Colombian education. This game was adapted through images to achieve a more dynamic and collaborative game. Finally, the 4 game was implemented in a more creative and dynamic way through challenges and questions, that is, the students had to send photos of objects and send sentences including the object. So, the best photo with the well-written phrase, earned points to win the game. However, this game could not be implemented due to the short time established by the institution. Finally, in the following images, you can see certain parts of the gliders. [See Annex 1. Game planners.](#)

Game N°1: "Who wants to be a millionaire? "

| | |
|--|---|
| Date: <u>September 28, 2020</u> | |
| Grade: <u>10-02 grade</u> | |
| Objectives linguistics: | |
| <ul style="list-style-type: none"> • <u>To compare the difference between "Why" and "Because"</u> • <u>To identify the use of "Because" in a sentence.</u> • <u>To remember the structure in an affirmative sentence.</u> | |
| | Description |
| Explanation of game: | <p><u>The game "Who wants to be a millionaire?" It is based on the real television game which consists of a question and answer format to obtain monetary prizes. Although this educational game is adapted to the established platform, it also consists of students analyzing a question about the topic "why and because" and giving their answer.</u></p> <p><u>In addition, this contains some modifications to the real game such as writing some sentences to reach the last two levels of the competition but most questions are multiple-choice, and the player has 3 wildcards throughout the game.</u></p> |

Figure 12. Game planner #1

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| | |
|-------------------------------|---|
| Time: | 50 minutes |
| Type of game: | Questions game and stop game |
| Gamification technique | <ul style="list-style-type: none"> • Accumulation of points • Agility to respond • Obtaining bronze medals |
| Rules: | <ul style="list-style-type: none"> • The student will have 6 opportunities in the whole game. • The student who answers the question first but with the INCORRECT answer will lose a life. • The student who answers first with the CORRECT answer, will win 1 medal. • First stage: (first 5 questions): 1 medal per question • Second stage: (4 questions) 2 medals per question |

Figure 13. Game planner #2

Game N°3: "Challenge or question "

| | |
|--|---|
| Date: October 29, 2020 | |
| Grade: 10-02 grade | |
| Objectives linguistics: | |
| <ul style="list-style-type: none"> • To identify the correct demonstrative pronoun or determiner in each sentence. • To do sentences that contain the stated topic. • To remember vocabulary about different basic topics. • To create a creative environment in English and relate it to the real context through photos. | |
| | Description |
| Explanation of game: | The "Challenge or question" game consists of 10 challenges or 10 questions that students must do. To have good organization, the teacher will lead the game saying who is the person who will choose between "challenge or question". In the "Questions" box we find sentences to complete either with determiners or demonstrative pronouns and all students must send their answers. The first student to send the sentence with the correct answers will be the winner of 3 points. In the same way, in the "Challenges" box we find different challenges that consist of sending a photo with the established object and in the same way, the student must create a sentence with the established demonstrative pronoun and the object of the image. So the first |

Figure 14. Game planner #3

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| | | | | | | | | | | |
|---|-----------------|--------|--|--|--|--|--|--|--|--|
| 1 | September 28 | 1 game | | | | | | | | |
| 2 | September 29 | 1 game | | | | | | | | |
| 3 | October 15 | 1 game | | | | | | | | |
| 4 | Not implemented | 1 game | | | | | | | | |

Table 8. Timetable of the pedagogical proposal

This schedule is proposed taking into account the beginning of the pedagogical practice of the teacher in training (September 21), the school timetable of the 10th grade students, the school recess (October 05 - October 09) and the end of classes (November 13)

Research Methodology

This study adopted a qualitative approach. According to Kakai (2008), qualitative research refers to the process of analyzing data that has been acquired through conversation and observation of people's behaviors. Therefore, the researcher considered that qualitative research is relevant because according to Hal (2011) this type of research allows researchers to be interested in social and human problems, that is, researchers have the opportunity to analyze the phenomena natural.

Taking into account that this approach proposes to analyze the social and natural phenomena of a community, the researcher decided to carry out a qualitative investigation to carry out the study, considering that she wants to discover if there is an increase in motivation and participation in the classroom when gamification is implemented as an innovative strategy. Thus, this type of research allowed us to implement a better understanding of the phenomenon that occurs in the educational context of the country.

Furthermore, Creswell (2002) indicates that action research has 3 stages for its development. The first stage refers to the observation and identification of the problem, the

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second stage includes practice and the need to include teachers in solving their problems, and the third stage refers to the responsibility that groups assume when we talk about participate in your own change. Taking into account the definition given by Creswell, it is convenient to develop the project through action research, since it is of the highest priority that the researcher explores the students' own needs and be included in the solutions to these needs. In addition, it is essential that the researcher appropriates the advantages and disadvantages that the implementation of gamification brings within the classroom, that is, to live their own experience and give results also from their point of view.

Setting

This study is developed at “Colegio Integrado Juan Atalaya”, a public institution located in Cúcuta, Colombia. It has elementary and secondary education as well as technical training programs for 10th and 11th grade students.

Population

The participants of this project was 39 students from the 10th grade "10-02" with an age range between 14 and 16 years. The teacher in training decided to take this group as a sample since the students have more availability in internet access and have already participated in contests through educational games implemented by the English teacher. In addition to this, 5 students were the sample participants for the data collection of the established instruments

Data collection

This section is in charge of describing the instruments that helped to collect the information for data analysis and obtain results. These instruments are journal and semi-structured interview.

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Non-participant observation

Non-participant observation involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. Liu & Maitlis (2010).

Journal

According to Igi global (n.d) the journal is a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. Furthermore, University of Victoria (n.d) conceptualizes us with the term as “Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers”. That is why the teacher in training will create her journal in order to analyze and identify the level of participation and motivation of the students in the classroom.

Appreciating the importance of this instrument in a research process, the trainee teacher used this instrument and developed it in the same game planner format to obtain a narrative per game and organize the journal data. This means that the teacher in training applied the game in her class and then reflected on the aspects that she saw as essential such as participation, interaction, motivation, etc. See [Annex 2 Journal](#) to appreciate the 3 narratives that complement the journal

| | |
|--|---|
| | <p>In the first interaction with the 10th grade students with the game named “Who wants to be a millionaire” I had the participation of 11 students. Despite the small number of students who participated, I was able to analyze the good participation and motivation of each one of</p> |
|--|---|

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| | |
|----------------------------------|---|
| <p>Journal instrument</p> | <p>them. Also, I can see that the students get motivated when they see different activities to the pedagogical guides, so I can say that the game was a success in this class.</p> <p>It should be noted that the 11 students are the average range of students who participate in all classes, the rest of the students do not connect at the established time since some parents go out to work and the students are left uncommunicated, that is, without cell phone.</p> <p>However, the gamification strategy has increased the participation of all students, but especially some students who had not participated in previous classes.</p> <p>In this first game, the students remembered certain words in English and learned others that helped them earn points in the game. The interaction in this first meeting was positive since the students took confidence and freedom to ask about the aspects that they did not understand</p> |
| <p>Journal instrument</p> | <p>On the other hand, we can see that games accelerate the learning process of students since it motivates them in a creative way to send messages in English and audios with short phrases in English.</p> <p>Finally, after applying the game, I find internal messages via WhatsApp from students asking questions about the subject, or telling me that the game was fun, that they want to win in the next game or they send the corrections that they consider about the pronunciation of the phrases.</p> |

Table 9. Example of journal

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Semi-structured interviews

ADJP Quad (2016) indicates that the interviews are essential, since they are responsible for providing information on everything related to the experiences of the participants during the research. In addition, Nicolas Lefèvre (2011) affirms that the purpose of the interviews is to collect information that allows researchers to verify or not the hypothesis.

For the implementation of this semi-structured interview, 16 questions related to the essential aspects involved with the structured categories and subcategories were created for data analysis. The semi-structured interview has been applied on November 11, 2020. This interview was answered by 5 students from the selected population in order to establish a rapprochement with the students and identify more precise results based on their own point of view. Thus, this type of interview allowed the teacher in training to compare the results obtained with the journal and give a concrete result to the data analysis process. See [Annex 3. Interview structuring](#)

| Interview data analysis | | | | | | | |
|-------------------------|---------------|---|---|--|--|--|--|
| General Category | subcategory | Theoretical description | Verbatim interview phrases | | | | |
| Games implementation | Participation | Liu (2001) elaborated four types of student behaviours in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say. | Participant 1 Salomé | Participant 2 Alejandro | Participant 3 Jonathan | Participant 4 Julian | Participant 5 Jose Luis |
| | | | Keyla: Do you think that the games have allowed you to participate in the classes? if not? why? Salomé: Yes because they make me active, and if I'm not active then I lose | Keyla: Do you think that the games have allowed you to participate in the classes? if not? why? Alejandro: Yes of course, for example in the last games it allows me to learn and better understand the class, the topics that we apply in the game | Keyla: Do you think that the games have allowed you to participate in the classes? if not? why? Jhonatan: Yes, of course, it is very cool to be able to socialize in class with this method, I like it because I can participate without fear and I like it because the class is more fun, more dynamic | Keyla: Do you think that the games have allowed you to participate in the classes? if not? why? Julian: Yes, because it has made me more interesting to learn like this, and not all so theoretically | Keyla: Do you think that the games have allowed you to participate in the classes? if not? why? Jose Luis: yes, it is competitive and it is very good to feel that you are beating the other partner and it becomes fun |

Figure 16. Example matrix data analysis interview

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Data analysis

In the data analysis, certain factors must be followed, such as organizing patterns, identifying themes, developing explanations, proceeding to the information interpretation stage or creating theories. Through this process, we can analyze the data collected, give answers to the questions and achieve the established objectives (Hatch, 2002).

On the other hand, this research studied the data through typological analysis. According to Hatch (2002), this analysis provides the set of predetermined typologies with the aim of dividing the collected data into categories and giving a concrete result to the investigation. That is why the teacher in training focused on her pedagogical project on this type of analysis to specify and verify if the methodological strategy it provides is viable in the educational field.

In addition, this study follows the steps proposed by Powell and Renner (2003) who show us how to analyze qualitative data:

1. Know the facts, understand this as much as possible and read it as often as necessary.
2. Focusing the analysis, the researcher must know the objectives of the instruments to establish a question related to the treatment of the information and the analysis thereof.
 - How does gamification contribute to grammar knowledge, to improve and addressing motivational methodological strategies in teaching English?

All the information was collected through a semi-structured interview and the researcher's "Journal". First, the researcher observed and analyzed certain aspects in each of the game sessions and related them in her Journal. Also, she applied the interview and proceeded to systematize each one of them. After this, the teacher in training read and re-read the data, highlighted the most common ones to identify the patterns and subtracted the most explicit

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information that fit into the categories constructed and subcategories that can be seen in the following table. See [Annex 4. Analysis matrix for the journal and interview](#)

| Question | General category | Subcategories |
|---|------------------------------|-----------------------------------|
| How does gamification contribute to grammar knowledge, to improve and addressing motivational methodological strategies in teaching English? | Games implementation | Participation |
| | | Motivation |
| | | Creativity and innovation |
| | Grammatical knowledge | Grammar through games |
| | | Knowledge of grammar rules |
| | | Vocabulary acquisition |
| | Interaction | Teacher and students' interaction |
| | | Teacher and students' role |
| | | Students interest |
| | Platform | Interaction through platforms |

Table 10. Categories and subcategories

Ethical considerations

Martineau (2007) states that research should include a set of values and purposes that should be respected by the research participants. Taking this statement into account, the researcher informed her students about the implementation of the pedagogical proposal, the instruments, the objectives of her project and the importance of participating in the development of research projects through a video, then proceeded to send them via Whats'App a letter. authorization where they agreed to participate voluntarily in this project. In the same way, the researcher sent 5 students a letter of authorization for the interview to be signed by their parents or legal guardians since the students are minors. Finally, it can be said that the researcher respected the ethical considerations of anonymity taking into account that she called the interviewers through pseudonyms. See [Annex 5. Letters of authorization](#)

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Chronogram of instruments

| Date | Description |
|---------------------|---------------------------------------|
| September 28 | First session of the journal |
| September 28 | Second session of the journal |
| October 15 | Third session of the journal |
| November 04 | Development of the students interview |

*Table 11. Chronogram of instruments***Findings and Discussion**

The teacher in training used the categories and subcategories to support the analysis of the collected data and thus obtain an organized analysis. The first category is titled "Games implementation", the second category "Grammatical knowledge", the third category "Interaction" and the last category "Platform". In turn, these categories present subcategories that support the information provided from the interview and the journal. This section describes the findings that emerged from the pedagogical component that aimed to promote the implementation of creative and innovative strategies to support the grammatical knowledge of the tenth grade students of the institution "Integrado Juan Atalaya".

Games implementation

The interview was used by the teacher in training to identify, through the words of the students, if the implementation of the games motivates them and helps them to participate in the classroom. In turn, this instrument represented that through the implementation of the games, a change in the students' class routine is encouraged and new opportunities for creative strategies were established where not only grammatical aspects were covered but also the promotion of

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autonomous learning of each of the students. Likewise, the students are excited and find this learning method interesting because they are playing games but at the same time they are learning the English language.

Participation

From the information collected it has been shown that participation of the students in the classroom has increased. To support the above, we present two of the responses from participants 2 and 3 who mentioned that: *"Yes, I like to participate because the games have made learning English more interesting, and not everything is theoretical, on the contrary, it is fun and that is why I participate a lot in class"* **Participant 2, Interview.** *"It is very cool to be able to socialize in class through games, I like it because I can participate without fear and I like it because the class is more fun, more dynamic".* **Participant 3, Interview.**

Motivation

According to Kapp (2012), gamification is a game-based strategy to engage people in motivation, promote learning, and create problem solving. At this stage it was evidenced that students feel enthusiastic and motivated with the games because they feel competitive learning, they feel the need to win prizes, points and in turn all the competition. In this way, indirectly the students are learning English. That is why participant 4 considers that the games should be implemented in the classes, taking into account that *"Yes, because the games create healthy competitions among us and help us to feel motivated and participate in all the sessions, unlike the classes theoretical skills that sometimes make us tired."* To achieve this, the teacher needs to restructure his / her lesson plan and include educational games with the aim of improving the learning potential of students in the classroom and promoting greater autonomous learning.

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Creativity and innovation

When creating games, it was necessary to take into account creativity and innovation and in this way create fun and highly productive games. Creativity is an active process necessarily involved in innovation. It is a learning habit that requires skill as well as specific understanding of the contexts in which creativity is being applied. The creative process is at the heart of innovation and often the words are used interchangeably. (IGCSE. Copyright, 2018). During the creation of the 3 games implemented, the teacher-in-training expanded the innovation by adapting online games to games through images and audios where all students had access. On the other hand, her creativity was affirmed in the eyes of the students when they affirmed that the games were creative and very dynamic. *"It makes the classes draw more attention to us and is what one looks at a teacher, who makes the classes less boring because that way it motivates us to study and does not make the jobs he leaves at home boring, so I encourage myself more. That is why the classes with Miss seem very fun and dynamic."* **Participant 3, Interview.** This statement exemplifies that innovation and creativity was successfully proposed in the gamification process despite limitations such as internet access. Additionally, the teacher-in-training reports that *" It was a game with very creative images, of many colors, different images and adjectives. The game consisted of 3 important aspects: Analysis, agility and pronunciation"* **Researcher, Journal.** with which it is reaffirmed that creativity was indeed a success in the learning process of the students.

Grammatical knowledge

In this research, gamification was encouraged to accelerate or support students' grammatical knowledge. In the interview, it was evidenced that most of the interviewees affirmed that educational games help them increase their grammatical knowledge of English. In

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the same way, it is analyzed that it is more feasible for students to approach their memorization and learning process through a dynamic and fun method.

Grammar through games

According to Frey & Fisher (2007), learning a language implies learning to write encompassing the learning of linguistic skills such as grammar rules, coding and structuring of sentences and paragraphs, which establishes that the grammatical component is fundamental in learning a language. At the beginning of each class, the students identified the grammar topic to work on in the games. On some occasions the teacher-in-training answered more questions about the students' doubts when they knew that at the end of the class there would be a game session.

This statement is supported by the researcher's words: *"Students usually ask more about grammar when they know that there is a game session at the end of class. This shows that there will be an increase in grammatical knowledge to students thanks to the games"* **Journal 3.**

Starting from this context, it can be clarified that the teaching-learning process of students through games is feasible because the enthusiasm to earn points, the game or the competition, encourages the students to pay more attention to the explanation of the subject by their teachers and finally, to apply it in their practice session "educational games". Likewise, it is evident in the response of one of the participants when saying that he has learned grammar faster through the games *"Yes, because we pay attention, we are focused and then win the game and be the best. For example, I have learned to complete sentences in English, grammar rules and some exception rules."* **Participant 1, Interview.**

Vocabulary acquisition

According to the Common European Framework of references for languages, secondary school students must have a B1 level, which indicates that they must have enough vocabulary to

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express themselves with some circumlocution on most of the topics relevant to their daily life, for example, family, hobbies and interests, work, travel and current events. At the beginning of each game, the students had difficulty matching the correct answers established in the game. However, after being contextualized in the gamification strategy through memory games, lottery and who wants to be a millionaire? First, it allowed them to have a different and fun class and second, it made it easier for them to memorize vocabulary. This claim is supported by the answer from **P3** *"Yes, I have found that I speak English better. When I see words written in English, I already know what the meaning is, of course, not all, but I have increased my vocabulary"* and *"Of course because most games are to learn vocabulary and I can memorize the words and then know the meaning"* **P4. Interview.** Finally, it is established that in the linguistic and lexical aspect, the vocabulary is the winning aspect since the students are facilitated memorization when they are having fun.

Interaction

The teacher-student interaction is based on the impartation of knowledge and the lack of emotional communication. The teacher-student interaction includes a two-way feedback process such as the exchange of thoughts and feelings and the imparting of information (Lu and Jian, 2016). The gamification process imparts a series of aspects such as trust, respect, encouragement, interest that helps the interaction between students and teacher-student.

Teacher and student interaction

In a classroom it is essential to have confidence and fear breakdown so that students are active participants in the classroom. In this pedagogical proposal, it was evidenced that students feel confident when they see the class as a game, a dynamic, an "informal" class that helps them lose fear and participate constantly. That is why the students affirm that *"Yes, since it allows us*

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to be more open, that is, to have more confidence with the teachers when it comes having any doubts about the games because it is easier to interact with the teacher and that he or she explains to us " **Participant 2, Interview.**

Students interest

Çakıcı (2007) suggests that using different and appropriate authentic materials, foreign language teachers may arouse students' interest (p.34). After the implementation of this project, it is essential to highlight that the implementation of innovative strategies, authentic materials, dynamic strategies make the students' interest in English arise. As soon as the teacher integrates himself and creates a fun and dynamic class environment, he immediately creates an atmosphere of interest and participation that encourages the acceleration of knowledge. Once the games were used, the less participatory students were motivated to participate in the classes *"My role in the classes was irregular because I did not like to participate, I was afraid that everything I said would be wrong; now I like to participate a lot because I feel like it's a game and it makes me think that I'm playing and I'm not in a normal class "* **Participant 4, Interview.**

Platform

A learning platform is an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. (Hill, 2012). Based on this point of view, it is essential to take into account tools that help teachers and students to improve the quality of education and the teaching-learning process.

Interaction through platforms

Online platforms are a double-edged tool that can help or hinder the teaching process within the classroom or outside of it. In this pedagogical project, it was evidenced that most

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public school students do not have access to the internet, so this tool could demotivate students.

However, students take this as an autonomous learning process that motivates them to learn and explore English more. Supporting this affirmation, participant 3 tells us about it *"I like to play online games, and I feel that it is something very productive for us students, however sometimes we do not have internet access but those pages serve us to play other days or in our free time."*

On the other hand, it is evident that students adapt to any type of game, whether on online platforms or on social networks, as they were applied in this project *"Although What'sapp needs the internet to be able to send messages, it has been fun, but sometimes it is very stressful and exasperating because the messages take time to arrive and I lose points or the competition "*

Participant 1, Interview.

Conclusions and recommendations

Conclusions

This pedagogical component based on gamification as a motivating strategy to support grammatical knowledge, required the implementation of some educational games and didactic material to implement the pedagogical proposal. The games have been based on the methodology established by Borrás Gené (2015) who establishes some steps for the successful creation of gamified games in the classroom. Based on this, 4 gaming sessions were proposed, of which only 3 were implemented due to the limited time of the institution in the midst of the Covid 19 health emergency. Similarly, through the development of games and some classes, the teacher in training can reflect and conclude different aspects and roles that the teacher must fulfill in an institution such as the creation of content to innovate the class and promote a creative and enriching environment, the creation of planners and not only the pedagogical aspects but also the roles administrative tasks that a comprehensive teacher must assume. In addition, taking into

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account the results of the interview applied to some students, it was evidenced that the implementation of the games in the classroom has increased the participation of the students not only in the game session, but also that they participate throughout the course of the class by answering questions about the grammar rules, that is, the grammatical knowledge of the students has increased in some topics such as modal verbs, demonstrative adjectives and vocabulary. Finally, the results in the instruments and the implementation of the proposals showed that gamification could be a good innovative strategy in the classroom to increase and promote the commitment and motivation of students, which is essential in a classroom to increase quality of education in the country.

Recommendations

As described throughout the project, it is of great importance to awaken the interest of students through creative and innovative strategies, this will improve the educational quality of the country. On the other hand, the implementation of a fun environment will give students confidence to clarify doubts that arise in class about the topics discussed. In the same way, creating a dynamic environment is unlikely that there will be little participation of students in the class, which will make the teacher obtain a more bearable and enriching class. In addition, it is important to highlight that innovative strategies must be adapted to the needs of the students, which would be a challenge for teachers but a very effective strategy for the learning process of each of the students. From the above, it is suggested that each game session be at least 30 minutes in order to encourage students and ensure their participation and contributions in each of the classes.

Chapter II: Research Component

Introduction

In the context of training in the foreign language program, the pedagogical practices of teachers in training are emerging as one of the focal points of interest and updating to study and document for the improvement of teaching-learning processes, for the education qualification.

While there is a clear interest in the obvious need to understand and transform pedagogical practice, it is also that a good part of local studies focus especially on the problem of learning rather than that of teaching.

It has been considered relevant to carry out a project that establishes a reflexive approach to the practicum as a way to objectify knowledge, behaviors, and attitudes that guide the teaching process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

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Justification

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a "spearhead" to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

In accordance with what was stated by education philosopher Jhon Dewey, a forerunner in the field of reflective thinking applied to teaching, we justify the need for this project to provide students with tools for analysis and self-observation that allow them to distinguish between Routine action and reflexive action. We believe that a reflective approach protects agents from the traditional context of inertia, and authority that permeate the school.

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Statement of the problem

At school, core aspects of the constitution of subjects are assumed, of institutional life without questioning, they are seen as imprints, stable and unchanging features that are part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of settling into logic of action that does not allow pedagogical evolution and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, such as cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is necessary for the process of teacher training to encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices so as to become essential elements that influence and transform their work and future professional performance.

In the case of the Bachelors of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, in order for them to self-evaluate and look critically and constructively at their work in the teaching role. To start this study, the following guiding questions are asked:

How does the implementation of reflection contribute to the transformation of the pedagogical processes of the development of integral practicum?

How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

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Objectives

General objectives

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.
- To promote in the Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively into the institution.
- To identify and analyze the strategies that the student uses in his pedagogical practice.
- To implement workshops for reflection and development of teaching units that guide the reflection of Student-Practitioners.

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Theoretical Framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. To have a greater degree of clarity on the concepts covered, in close relation to this research project, we present an approximation to each of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

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The reflection

Talking about reflection implies addressing different conceptions of that notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as thematic. (Correa Molina et al 2010)

The reflection as a process

The reflection is made from a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on experience implies “a type of reflective dialogue with the situation, where language would favour access to the experiences of the individual, which would allow extracting a new structure of the situation”.

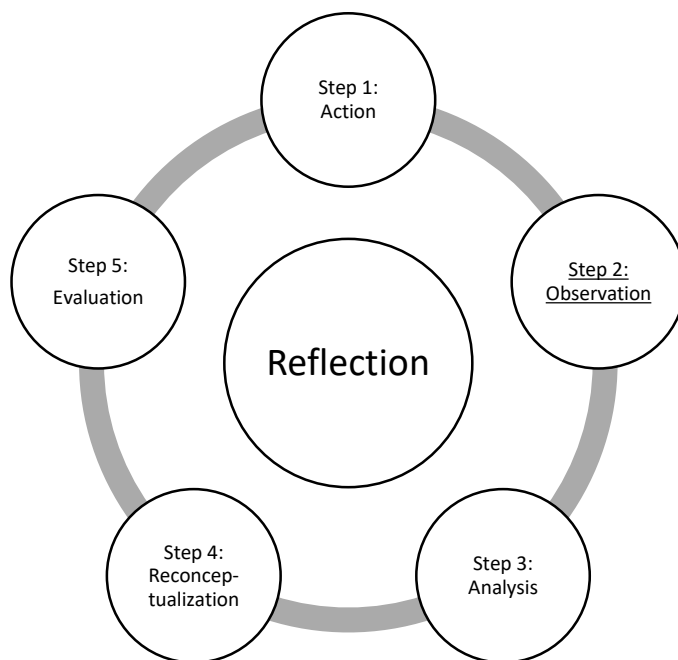


Figure 17 Reflection

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Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al. (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán, 1999).

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According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analyzed. It is then necessary to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to contexts.

As a third, Van Manen establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented.

Pedagogical practicum

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency

The goal is to achieve an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has

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reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

Developmental

Teaching is based on the interests and the development of students and, at the same time, it considers the development of the teacher as a teacher and as a person.

Social Reconstruction

The object of reflection is social, economic, and political context so as to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

Generic

The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on which to reflect, nor the strategies to encourage reflexive learning.

Reflection Activators

According to Schulman (1997), these activators are the cognitive foundations of the teacher about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs in order to make decisions in the classroom.

Critical element of reflective thinking

This element of reflective thinking relates to "moral and ethical aspects of compassion and social justice" as proposed by Sparks-Lander & Colton (1991, p. 39). The interest of aspects related to social justice and ethics in education.

These authors established some classification categories of knowledge:

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1. Knowledge of content
2. General pedagogical knowledge
3. Curriculum knowledge (programs, material, etc.)
4. Teaching knowledge and own professional configuration
5. Knowledge of students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as an instrument. This one is related to the teacher's narrative in order to encourage the stories of their experiences in the classroom they go through in many forms and fulfill various functions in subjectivity, and, in the constitution of subjectivity. In this component, it is found the teaching journals in which the writing triggers the elaboration of the teacher's reflective thought, about objective and subjective or intersubjective practice experiences.

Methodology

The proposed methodological strategy has as central axis the continuous reflection that contemplates additionally the fulfillment of meetings to strengthen the practice's collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself.

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This study is focused on the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For the process of data collection in this project, it is proposed the application of the following instruments:

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice.

Objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a proper view of his practice as teacher and his role in the classroom and in the environment of the educational community where he belongs.

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Narrative

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way to endow of meaning the everyday life of the teacher.

Class recordings

By keeping a track record of student-practitioners' performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Context

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located on "Espíritu Santo" valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion throughout its history. It fostered different religious communities, such as: "La comunidad de franciscanos", "Las hermanas clarisas", "Los hermanos de San Juan de Dios", "La compañía de Jesús", "La comunidad la Sallista", as well as religious female communities: "Hermanas de la presentación", "Hermanas bethlemitas", among others. The acceptance of these communities in the city lead to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study takes place and their schools is where the practitioner teachers from the Foreign Language Program will play their role.

The term "school" can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded and education is accomplished.

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Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviors are connected to a specific socio cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

Socialization function

This function is connected to the learning of values, rules, behaviors, attitudes and aptitudes that focuses on social culture in the politic and economic context they belong to. This function embraces every socialization process involving the school members.

Instructional function

The instructional function uses two more functions. It optimizes the spontaneous processes of socialization, in order to guarantee the training of human capital that is required for the good functioning of labor market. This function attempts thus to provide a higher level of culture, knowledge and values, among others, and to produce a higher possibility of adaptation.

Educational function

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that is able to break the existing barriers between school and society; a space of

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culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

Population

Participants in this study was 52 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

Direct beneficiary population

- Pre-service teachers.
- Supervisor teachers.
- Student community from the educative institutions for practicum implementation.

Indirect beneficiary population

This population makes up the teaching community of the Degree in Foreign Languages, since the results of this provided useful feedback for the vision of the members of the program about their practice as a Practicum group.

Institutional departments articulated to the project

- The Bachelor of Arts in Foreign Languages degree.
- Language and communication department.
- Faculty of education sciences.

External institutions linked to the project

- José Antonio Galán School
- Brighton School
- La Presentación School
- Pamplona Normal Superior School

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- José Rafael Faría School
- Cristo Rey Educational Institutional
- Institution “Colegio Integrado Juan Atalaya”

Data collection timetable

The following timetable shows the dates of the instruments that have been implemented

| TIMETABLE | | | | | | | | | |
|------------------------|-------------------------------|-------------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Instrument | DATE | | | | | | | | |
| | September 23 st | September 28 th | October 5 th | October 12 th | October 14 th | October 19 th | October 26 th | November 2 nd | November 9 th |
| Self-observation sheet | | | | | | | | | |
| Narratives | | | | | | | | | |
| Reflective workshops | | | | | | | | | |

Table 12. Timetable of the development of the research component

Research component implementation

The research project based on the reflection of teachers in training in the face of practice, had 3 essential instruments that allowed researchers to analyze and promote the critical spirit of practitioners in the pedagogical stage in which they faced. Likewise, the narratives, the self-observation cards and the reflection workshops allow the teacher in training to reflect on their teaching role in this new stage of experience, which allows them to refer to certain aspects such as teaching resources, methodologies, behaviors, motivation, participation, content presentation,

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interaction, planning, and extracurricular activities that leads to a specific knowledge of the institution.

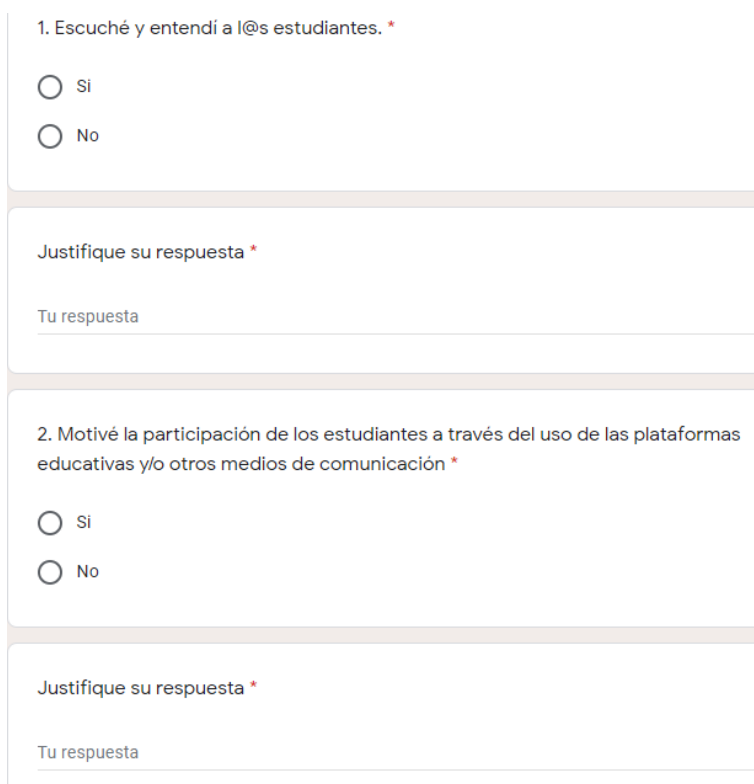
Self-observation sheet

The online self-observation sheet through the "Google forms" platform developed in the fifth week of this practice process, helped the teacher to reflect on their own teaching role in the pedagogical, administrative and extension components of the institution "Colegio Integrado Juan Atalaya"

This instrument was composed of 15 questions which involve topics such as motivation, interaction, time management, cultural differences, discipline, instructions, creativity, attitude, among others that help to reflect and improve in these aspects.

By way of conclusion from said instrument, I can note that, on some occasions, the teacher leaves aside certain molar aspects such as motivation, creativity, interaction and innovation that could lead to an excellent performance of the students. On the other hand, the self-observation sheet allows the teacher in training to highlight the key aspects that must be used, such as explicit explanations, time management, cultural differences and in certain cases apply linguistic inference. However, reflecting on the communication platform is a key point to adapt to any educational situation. See [Annex 6. Self observation](#)

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1. Escuché y entendí a l@s estudiantes. *

Si

No

Justifique su respuesta *

Tu respuesta

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

Si

No

Justifique su respuesta *

Tu respuesta

Figure 18. Self-observation

Narratives

Narratives are the most direct and explicit instruments for pedagogical research since it consists of practicing and reflecting weekly from our own experience. So, 9 narratives have been developed which have allowed the exploration and self-knowledge of the practice stage, the teaching experience, the emotions, attitudes and participation of the students through the classes developed by WhatsApp. In addition, it has allowed me to become aware of my own weaknesses and strengths in the pedagogical environment and thus improve those negative aspects every day.

See [Annex 7. Narratives](#)

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Reflexión semana 4.

Esta semana siento que ha sido muy productiva, pues los estudiantes ya tienen un poco de confianza conmigo como su profesora. Después de algunas clases e interacciones virtuales que he tenido con algunos estudiantes de secundaria, puedo decir que los estudiantes se sienten más abiertos para participar en las clases y escribirme dentro y fuera de las horas de tutorías establecidas.

He tenido la oportunidad de tener una sola clase con el grado 10 y otra con el grado 11 teniendo en cuenta que sus clases son cada 15 días. Sin embargo, tengo más comunicación e interacción con el grado "10-02" ya que son mi población de muestra para mi proyecto de investigación. En las sesiones de juegos educativos virtuales que tengo con este grupo, puedo analizar muchos aspectos importantes que surgen a la hora de hablar acerca de la educación virtual. En un grupo de 35 estudiantes se cuenta con un rango de 5

Figure 19. Example of the narratives

Reflective workshops

This instrument, as its name indicates, allowed analyzing the behavior of the teacher in training during pedagogical practicum. It was a group space that allowed to listen to everyone's experience and points of view in order to reflect on the experiences occurred and those that have not been evidenced in our own pedagogical field since it is possible that some similar situations may occur in our role.

The teacher states that these reflective workshops also help to find the best solutions to those real situations where teachers are frustrated or confused. Additionally, she thinks that, thanks to these workshops, she was able to evaluate her feelings, attitudes and mastery of the group. Finally, she felt comfortable from the beginning of her practicum with her students and supervisor since everything pointed to a positive environment with a lot of motivation and participation from the students.

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ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. – Elija un día laboral cualquiera de la semana. –Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. *

Figure 20. Third reflective workshop.

Findings

Reflection in the practice process is fundamental since it causes the exploration and analysis of our own teaching role in teaching. Bearing in mind the above, it is important to describe some categories that emerged through reflection.

Interaction

Interacting with students through virtual encounters, but without knowing them personally, is a bit complex as it has never been possible to "break the ice" and gain trust and respect. However, the interactions took place in an organized way through a WhatsApp group, which was used for classes, doubts and questions. In the same way, the interaction was respectful of both the teacher and the students and it was possible to obtain a trust within the classes that managed to foster a pleasant environment for all. The students were respectful when it came to

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addressing me and they always used the word "Miss" and this makes trust have respect, which is fundamental between teacher-student communication.

Student participation

After having the opportunity to interact with the students and make a precise observation about the virtual encounters, it can be said that I found an active and constant participation on the part of most of the students. Despite the fact that at the beginning of the school year, the English teacher had little participation, the implementation of the pedagogical proposal "the games" managed to intimidate the students to start participating in the classes, which achieved a greater number of students participants in each of the classes. Finally, it can be said that the participation of students in virtual classes is essential since they are the ones who lead them to continue in each of the stages planned for each class.

Teacher methodology

It is important to make a reflective analysis of how the teacher's methodology develops. This stage of reflection has been essential to clarify the positive and negative aspects of the methodology to be implemented. However, many occasions arose in which I did not know how to handle them since I was facing a new modality in which I had not had experience. For example, at the beginning of some classes, students did not answer WhatsApp due to internet connection problems, or because they did not have access to a technological device, which decreased the population of students in the class. Taking into account these aspects, the teacher in training had to follow his class with the students who were active. On the other hand, it was evidenced that it is necessary to reflect on the methodology implemented and if it is being useful otherwise, look for another method that helps to emerge a more bearable educational environment.

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Activities and resources designed

The practitioner explored creative and innovative strategies for the development of English classes. Starting from this clarification and after the reflection established by the teacher in training, it is essential to make an analysis about how the activities are being implemented in the classes, if an efficient result is obtained by the students, if the pedagogical resources and didactics are being clear or not. In this pedagogical aspect, I consider it very important that the teacher makes use of reflection and emphasizes the priorities that must be taken into account in the classroom compared to the activities to be developed and the tools to be used. Although we know, technology advances every day, which teachers must adapt to it. Teachers must be participants in the creative environment of dynamic strategies that enrich the attitude, participation, motivation and autonomy of the students. That is why the teacher must also know different types of activities and teaching resources so that they are implemented in the classroom and obtain an efficient result in obtaining knowledge from the students.

Conclusions

Without a doubt, I can say that reflecting on my practicum as a teacher has made me grow as a person and professional. In the course of this stage, I have noticed that practicum and reflection represent fundamental factors to train highly qualified teachers capable of adapting to any situation. Despite experiencing a practicum with virtual methodology, I consider that the reflective approach has contributed to the transformation of my thinking regarding the teaching role and above all to identify my weaknesses and strengths to take action and improve it.

Reflection is a key instrument in every position or performance of a person. At this time, I can affirm that through the narratives I was able to become aware that I have some weaknesses

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such as my concern when seeing that the students do not participate in the classes, sometimes I am not so explicit in the instructions given but this instrument has helped me to improve and try to be a better teacher every day. Also, the narratives have allowed me to realize that the responsibility, motivation and trust between teacher-student has allowed my classes to be more enjoyable and bearable.

Finally, reflection has allowed me to raise awareness that the teaching role is not only about transmitting knowledge but also about understanding, adaptation, self-love and love for others, authority, punctuality that allow the teacher to perform not only as a figure transmitter of knowledge but as a person with values capable of involving different intellectual or moral situations with their students.

Chapter III: Community Outreach Component

To reinforce autonomous work and tutorings through the design of a blog that contains games and didactic resources to practice grammar.

Introduction

Nowadays, technology forces us to explore new methods, strategies and ways to survive in the world. In education, being a teacher is a great commitment to society since technology challenges us to innovate in terms of strategies, methodologies and pedagogical resources. According to Heer & Akkari (2006) explain that currently, there is a period of technological change where ICT have been identified as an important part of this change process and as a necessary factor of society, since they promote communication. So, it is not easy at all to be a teacher using traditional methods that tire students and lead them to see education as boring and disinteresting. To take advantage of Information and Communication Technologies (ICT) in education, it is important to make use of this, and incorporate them in the classroom to create an environment that favors the teaching-learning process. However, some linguistic problems remain unclear. That is why tutorials through virtual platforms are a good resource for strengthening learning and motivation to learn English. Bustos & Miranda (2002) point out that tutorials are intended to promote self-learning skills, as well as that the student develops their learning assimilation capacities, in other words, tutorials identify the individual student problem and work on solving it.

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Justification

Taking into account the changes provided in face to the Covid-19 health emergency through which the world is crossing, there are immediate changes in education. Although teachers look for the best strategies, platforms and resources to develop their classes, today, "School at home" has a great limitation which is internet access. However, most students do have access to social networks such as WhatsApp or Facebook, so it is convenient to have communication with students through these platforms. Despite having this synchronous contact with students through these non-educational platforms, students have many doubts or questions that due to time, the platform or the internet cannot be clarified in depth.

It is necessary to take measures to find a solution to the problem, so the teacher in training sees necessary to create tutoring spaces in English for 10th grade students, adapting to the communication resources or platforms that they can access. In this way, students can have an extra space to clarify their doubts or strengthen their learning. Likewise, the institution benefits from these tutoring spaces since they support student training, which generally entails raising the percentage of training and educational quality compared to the teaching of a foreign language. However, these tutoring spaces also provided an environment of experience to the teachers in training so that they identify the eventual problems that arise from the methodologies implemented in the classroom.

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Objectives

General objective

The implementation of this social extension project by the teacher in training is moving towards the following purposes:

- To create a space to strengthen English learning for 10th grade students at the School “Institución Educativa Colegio Integrado Juan Atalaya”

Specific objectives

With a view to a greater understanding of the aspects outlined above, this proposal will seek:

- To create a virtual space with games and didactic resources to support the teaching-learning process of students
- To promote the use of didactic and technological resources established to increase motivation and participation of students in the classroom.
- To create a virtual space through a blog with games and didactic resources to support the autonomous learning of students

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Methodology

Taking into account the first stage of this process of pedagogical practice, the teacher in training observed a class through the What'sApp platform with the 10th grade students with a duration of 3 hours. It should be noted that the teacher must attend two groups of students at the same time through the established platform. Starting from this point, the teacher in training was able to identify that during those 3 hours, the students, in the company of the teacher, developed a guide that contained 2 pages on a grammatical topic. Likewise, the teacher in training observed little participation of the students and only some were connected in the class.

Despite the fact that we crossed for a health emergency, the teachers did not stop their classes. However, it is complex to teach English to a large number of students at the same time. That is why the teacher in training created tutoring spaces for those students who have linguistic weaknesses in English. By doing so, the teacher in training will rely on action research. Tripp (2005) affirms that action research is a strategy that favors the development of teachers in the range of research so that they can improve their teaching and therefore, the learning of their students.

In the same way, the teacher in training proposed the tutoring space through the What'sApp platform or via telephone where students felt the confidence to ask and clarify their doubts in relation to an established topic. Also, the teacher created two weekly sessions where students had their individual schedule in order to deepen the specific shortcomings of each of them. Finally, it is necessary to create support pedagogical material that provides a better explanation of the subject to be reinforced.

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Proposed material

The material proposed for this component was the creation of a blog in English that contains educational online games of different topics and vocabulary with the aim of promoting the autonomous learning of students, that is, the blog was used in some tutorials with students but it is also totally open material for students to use in their free time.

The themes proposed for the games have been selected through the weaknesses that students have in grammatical topics such as present simple, present continuous, past simple or past continuous. In addition, the teacher in training proposed games that promoted basic vocabulary of level A2 such as food, technology, health, classroom, among others, which can help to memorize the words studied.

On the other hand, the blog includes didactic resources that provide teachers with materials by topics to implement them within the classroom and create a gamified environment. These didactic resources are found in Power Point, Word or PDF images that facilitate the handling of each one of them. See [Annex 8. Website "Blog"](#)

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Figure 21. Blog implemented in the outreach component



Figure 22. Blog implemented in the outreach component

Schedule of activities

The teacher in training created a tutoring space for 10th and 11th grade students. To develop this, the following schedule is proposed taking into account the time availability of both the students and the teacher in training.

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Taking into account that the students' English class day was Thursday, the teacher in training decided to create the tutorial spaces the day after class, that is, Friday. It also proposed another day of tutoring for students who didn't have the availability or access to the established day. The teacher will be available for her students on Tuesday and Friday with a duration of 2 hours per session.

| Dates | Time | Weeks of pedagogical practicum | | | | | Hours |
|------------------|-----------------------------|--------------------------------|--|---|---|--|-------|
| | | M | Tuesday | W | T | Friday | |
| 28 sept – 03 Oct | 2:00 – 3:00 3:00 – 4:00 | - | English Tutoring 10 th grade | - | - | English Tutoring 11 th grade | 4 |
| 05 Oct – 09 Oct | Week of school break | | | | | | |
| 12 Oct – 16 Oct | 2:00 – 3:00 3:00 – 4:00 | - | English Tutoring 10 th grade | - | - | English Tutoring 11 th grade | 4 |
| 19 Oct – 23 Oct | 2:00 – 3:00 3:00 – 4:00 | - | English Tutoring 10 th grade | - | - | English Tutoring 11 th grade | 4 |
| 26 Oct – 30 Oct | 2:00 – 3:00 3:00 – 4:00 | - | English Tutoring 10 th grade | - | - | English Tutoring 11 th grade | 4 |
| 02 Nov – 06 Nov | 2:00 – 3:00 3:00 – 4:00 | - | English Tutoring 10 th grade | - | - | English Tutoring 11 th grade | 4 |
| 09 Nov- 13 Nov | 2:00 – 3:00 3:00 – 4:00 | - | English Tutoring 10 th grade | - | - | English Tutoring 11 th grade | 4 |

Table 13. Schedule of activities

It should be noted that few students attend these tutoring spaces at the established time, however, the teacher in training answers the questions or doubts of the students when they contact her via WhatsApp.

Conclusion

How does your contribution to the extension project “The formation of the reflective spirit in PLEX practitioners, a training tool to qualify the pedagogical practicum”, contributes to

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the academic community where it develops the practice and projection of the degree in foreign languages?

Tutoring spaces for students will always be a good support strategy in the teaching-learning process. If we talk about tutoring spaces including technology such as the blog in English, we can talk about motivation and good participation of students in the classroom, and if we talk about gamification, we could talk about increasing autonomous learning. It is for this reason that this outreach project contributed positively to the students of the institution and not only to them but also to the teachers since the proposed blog contains didactic resource spaces that teachers can implement in the classroom. This is why I consider that supporting students and teachers with innovative strategies and support spaces to reinforce grammar topics increases the good performance of students in the area of English with a creative and dynamic environment. In the same way, as has been shown, the fact of contributing positively in the teaching-learning process of students and in the creation of innovative strategies for teachers, allows an increase in participation and positive factors for the institution, which makes it possible for the "Colegio Integrado Juan Atalaya" to open its doors for practicing students of the degree in Foreign Languages English-French.

The outreach project based on tutorial spaces and the design of a blog to reinforce grammar, has played a very important role not only in students but also in teachers. The "Colegio Integrado Juan Atalaya" benefits from tutoring spaces in an innovative way through games with the aim of increasing student participation and promoting autonomous learning.

Regarding the benefits for the teacher in training, I believe that experimenting with innovative strategies in a real field allows them to explore teaching-learning methods and improve every day as a teacher. In addition, working in spaces outside the class allows students

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to gain a bit of trust with the teacher and in this way break the barrier of fear at the time of participating in class.

Finally, for the benefit of the institution, it can be mentioned that teachers obtain great help through material already created to promote a creative and motivated environment in their classes and in this way train students with high knowledge acquired in a creative way which It will allow the student to memorize in the long term.

Chapter IV: Administrative component

Introduction

Education has diverse fields of knowledge, that is to say that the job of a school is not only to provide school days to its students, but also to carry out certain extracurricular activities that guarantee the massive training of students. This place of learning includes activities such as flag raising, a playful week, a talent festival, projects such as "Expo-Colija" that integrate students in a diverse environment and committed to the integral formation of each one of them.

The institution Colegio Integrado Juan Atalaya schedules its extra activities in the first weeks of work. It is important to mention that a teacher must fulfill the role of organizing these activities apart from their assigned school activities with their students. This is how teachers in training must explore their next field of work and know what their true functions and obligations are within the institution and adapt them to any situation presented.

Taking into account the health emergency we are going through, the teachers and teachers in training sought strategies so that these activities could be developed through virtual platforms.

Therefore, the extracurricular activities of the institution allowed the teacher in training to have an enriching experience during their integral practice stage. This indicates that the administrative component corresponds to the participation of students, teachers in charge and teachers in training in the extracurricular activities proposed by the institution in order to promote a space for knowledge and training.

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Objectives

General objective

- To identify the functions and duties of teachers in the institution during comprehensive practice to learn about the role of the teacher outside the classroom.

Specific objectives

- To know the administrative functions and possible extracurricular activities established by an institution
- To participate in extracurricular activities of the institution
- To collaborate with the organization and development of the activities programmed by the institution

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Methodology

This administrative component project is based specifically on the extracurricular activities that the institution has. According to Bartkus, Nemelka, Nemelka & Gardner (2012) affirm that extracurricular activities are activities that take place outside of class time and that are not part of the curriculum. In other words, the teacher must have commitment, responsibility, punctuality and leadership in the organization of such activities. By being part of this, the teacher in training had the opportunity to learn about the activities outside the classroom established by the institutions.

Taking into account the changes generated by the Covid-19 health emergency, the institution was forced to postpone some extracurricular activities and suspend others that were scheduled in the course of 2020. However, the teaching and administrative staff found it convenient to carry out some activities developing them in virtual mode. In addition, the institution took into account the teacher in training for the organization and implementation of these extracurricular activities.

Timeline established for II period 2020

| | SEPTEMBER | |
|--------------------|---------------------------|-------------------------|
| 9 | Human rights day | Civics teachers |
| 18 | Valentine's Day | English teacher |
| 28 Sept- 02 Oct | Sports week | Teachers |
| 29 | Colijista Day | Management team |
| OCTOBER | | |
| 01 | Colijista talent festival | Project leaders |
| 02 | Expo-COLIJA | Project members |
| 16 | Flag raising | Artistic education area |
| 30 | Children's Day | Physical education area |
| NOVEMBER | | |
| 29 | Flags delivery | Committee members |

Table 14. School extracurricular activities (Table organized by author)

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Implementation of the proposal

During this process, the teacher-in-training was not involved in the organization of administrative and extracurricular activities since she was not authorized by the rectors to do this. However, her role was one of observation, that is, she observed the activities organized by the English area and other teachers at this school stage and the supervisor gave her all the pertinent information established in the meetings.

In the teacher-in-training's first week of class, she found that the institution was in a "playful week", which took place 5 extracurricular events: recreational activities, Colijista day, attention to parents, talent festival and event "ExpoColija".



COLEGIO INTGRADO JUAN ATALAYA
DEPARTAMENTO DE EDUCACION FISICA

ACTIVIDAD LUDICA PARA TODA LA COMUNIDAD EDUCATIVA

Lunes 28 de septiembre

JUGUEMOS BALONCESTO
De 8:00 A 9:00 A. M.
Con 4 vasos, 5 tiras de
papel de 5cm. de ancho
por jugador y a ganar!!!!.
Ver el video.

HAGAMOS ACTIVIDAD FISICA
EN VIVO DESDE LAS 10:A. M.
HASTA LAS 11:00 A.M.
Ver enlace de YouTube.

JUAN ATALAYA
INSTITUCION EDUCATIVA
COLEGIO INTEGRADO

SUMANDO PARA LA EXCELENCIA
1975—2020
45 AÑOS

DE 9.00 A 10:00 A.M.
JUGUEMOS CURLING

Con un marcador o tiza,
plastilina y temperas(opcional).
Ver el video.

Figure 23. Example of extracurricular activities

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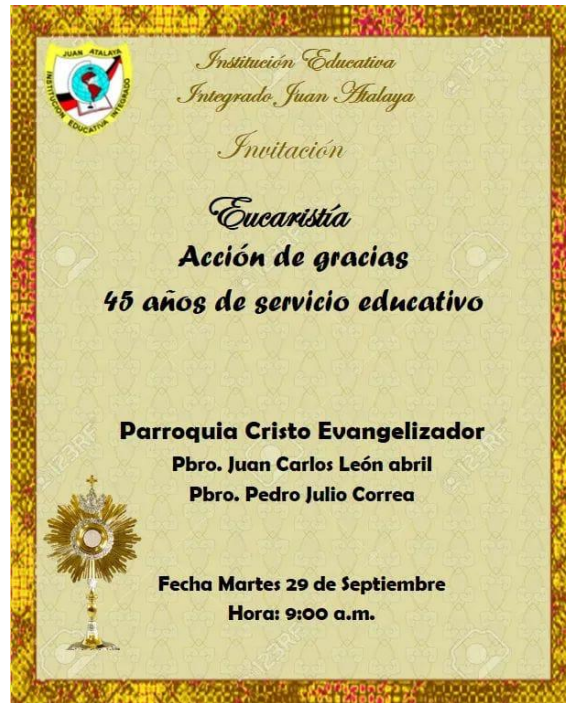


Figure 24. Example of extracurricular activities

As can be seen, cultural and talent activities are important to the institution. "The Talent Festival" and "Expocolija" are events that motivate students to explore culture and their talents in any domain. In these activities, the teacher in training found active participation of all the students of the institution through videos singing, dancing, reciting poems and much more.

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Figure 25. Example of flag-raising activities



Figure 26. Example of extracurricular activities

Finally, regarding the administrative part of the school, the meetings of the boards of directors and teachers, the teacher in training learned what her functions are, that is, decision-making for extracurricular activities, positions by areas, decision of dates for meetings and others. It is important to know these functions since being a teacher not only implies transmitting knowledge to students in a classroom but also contributing to the administrative and cultural aspects of the institution.

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Adicionalmente, tendremos un tiempo privilegiado para desconectarnos, compartir con nuestras familias, renovar nuestras energías y prepararnos para la finalización del año escolar que se avecina.

A continuación, presento la agenda de trabajo de desarrollo institucional y la programación para la reflexión en torno al plan de mejoramiento:

| Lunes 05 de octubre. Día nacional del directivo docente. | | | |
|---|--|--|---|
| Hora | Actividad | Responsable(s) | Enlace |
| 8:00 am | Homenaje al directivo docente. | MEN Participan sólo los directivos. | Youtube live. |
| 9:00 am | Videoconferencia: <i>el suicidio un enemigo silencioso</i> . Participan todos los directivos y docentes. | Docente orientador: Mg. Ricardo Suárez. | https://meet.google.com/ry-raes-rzm |
| Martes 06 de octubre. | | | |
| 8:00 am | Saludo. Orientaciones generales para la evaluación institucional | Rectoría Coordinador de calidad | https://meet.google.com/itv-ueyk-ftc |
| 8:30 am | Gestión directiva: - Rectora: María Luisa López Rolón. - Coordinador: Víctor Manuel Neira Rubio. Gestión académica: | Equipos de gestión | Cada coordinador lo enviará oportunamente. |

Figure 27. Administrative calendar example

Conclusions

Taking into account time management, the organization of the institution and coordinators of the institution, the teacher in training was not involved in the development of the extracurricular activities proposed to the Colijista family. However, the role of the teacher in training in this component has been one of observation and knowledge, that is, the teacher had to experience this component through the WhatsApp groups where the activities were established. In addition, the supervisor of the practicum, informed the teacher in training with the aim that she explores and analyzes these activities through the decisions made by the administrative body of the institution.

On the other hand, the teacher in training affirms that knowing the administrative role of a teacher outside the classroom would have been successful in face-to-face mode since she could not experience this stage of practice with satisfaction. However, she was able to know that cultural activities such as flag raising, race day, language day or activities to promote the talents

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of the students are essential and at the same time that they know and experience the culture of their country from the context educational

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Annexes

Annex 1. Game planners

Game N°1: “Who wants to be a millionaire? “

| | |
|---|---|
| Date: September 28, 2020 | |
| Grade: 10-02 grade | |
| Objectives linguistics: | |
| <ul style="list-style-type: none"> • To compare the difference between "Why" and "Because" • To identify the use of "Because" in a sentence. • To remember the structure in an affirmative sentence. | |
| | Description |
| Explanation of game: | <p>The game "Who wants to be a millionaire?" It is based on the real television game which consists of a question and answer format to obtain monetary prizes. Although this educational game is adapted to the established platform, it also consists of students analyzing a question about the topic “why and because” and giving their answer.</p> <p>In addition, this contains some modifications to the real game such as writing some sentences to reach the last two levels of the competition but most questions are multiple-choice, and the player has 3 wildcards throughout the game.</p> |
| Name of the game: | WHO WANTS TO BE A MILLIONAIRE? |

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| | |
|------------------------|--|
| Time: | 1 hour |
| Type of game: | Questions game |
| Gamification technique | <ul style="list-style-type: none"> • Accumulation of points • Level scaling • Obtaining prizes |
| Rules: | <ul style="list-style-type: none"> • The student has 4 chances throughout the game. • They have 2 minutes to think and then answer a question • If they respond earlier than agreed, they will lose 1 life in the game. (The teacher will tell them that they should respond after sending an alert image) • The teacher will say who should answer the question. If the student does not know the answer, he or she will have two options: 1. Give the turn to a friend, but he or she will lose 1 life. 2. Use a wildcard. • The student must be attentive to the prompts during the game to win the prize. <p>Remember: In this game there will be a winner who will accumulate 1 point of the 4 games that will be presented. The final prize will be awarded to the student who has won the most games.</p> |
| Materials: | <ul style="list-style-type: none"> • Power point to create the images • Logos and images of companies such as banks and real games to animate the game. |

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| | |
|---------------------|--|
| Platform: | <ul style="list-style-type: none"> WhatsApp |
| Interaction: | <p>The game will be developed with the teacher's instructions. She will be in charge of giving the directions and rules of the game. In other words, the game will be presented at an established time and will be directed by the teacher on the established platform. She will say when the students should answer, she will control the game wildcards, the students' chances, and she will announce who is the winner of each question. Finally, she will ask the students if they have any questions or suggestions to end the session.</p> |

Game N°2: “Adjectives’ game “

| | |
|---|--|
| Date: September 29, 2020 | |
| Grade: 10-02 grade | |
| Objectives linguistics: | |
| <ul style="list-style-type: none"> To match the correct adjective with the appropriate image To explore the correct adjectives in complex sentences To create sentences containing adjectives To identify a variety of adjectives | |
| | Description |
| | <p>The game "Adjectives and medals" consists of not dying in battle. Players will have points depending on their agility and knowledge. The game contains 15 images that consist of 4 types of</p> |

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| | |
|------------------------|---|
| Explanation of game: | questions or activities. The first part consists of answering 5 questions relating the image with the correct adjective; the second stage consists of 4 pictures that contain a phrase and the students must complete them with the correct adjective. The third stage consists of 2 images where students must create a sentence using the assigned adjective. The fourth stage consists of the small game called “Stop game” in which the students must say an adjective that begins with the letter assigned in the image. |
| Name of the game: | Adjectives and medals |
| Time: | 50 minutes |
| Type of game: | Questions game and stop game |
| Gamification technique | <ul style="list-style-type: none"> • Accumulation of points • Agility to respond • Obtaining bronze medals |
| Rules: | <ul style="list-style-type: none"> • The student will have 6 opportunities in the whole game. • The student who answers the question first but with the INCORRECT answer will lose a life. • The student who answers first with the CORRECT answer, will win 1 medal. • First stage: (first 5 questions): 1 medal per question |

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| | |
|---------------------|---|
| | <ul style="list-style-type: none"> • Second stage: (4 questions) 2 medals per question • Third stage: (2 questions) 3 medals per question • Final stage: Stop game - (4 questions) 2 medals per question • The student who misses the 6 opportunities, can ask a friend for 1 opportunity and this will be discounted from the person who lent or gave it. • The student must be attentive to the prompts during the game to win the prize. • The student who has the most collected medals wins the game. <p>Remember: In this game there will be a winner who will accumulate 1 point of the 4 games that will be presented. The final prize will be awarded to the student who has won the most games.</p> |
| Materials: | <ul style="list-style-type: none"> • Images |
| Platform: | <ul style="list-style-type: none"> • WhatsApp • Canva to create images |
| Interaction: | <p>The game will be guided by the teacher. She is in charge of sending the images at the established time. In addition, the teacher-student interaction begins from the moment she explains the rules of the game and will clear up the doubts of the students. Also, during the game she will control and motivate the participation of the students in the game, she will identify the number of medals for each student, and she will control the process of the opportunities of each student.</p> |

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| | |
|--|--|
| | Finally, this interaction ends when the teacher mentions the winner of the game and socializes some doubts or suggestions from the students. |
|--|--|

Game N°3: “Challenge or question “

| | |
|--|---|
| Date: October 29, 2020 | |
| Grade: 10-02 grade | |
| Objectives linguistics: | |
| <ul style="list-style-type: none"> • To identify the correct demonstrative pronoun or determiner in each sentence. • To do sentences that contain the stated topic. • To remember vocabulary about different basic topics. • To create a creative environment in English and relate it to the real context through photos. | |
| | Description |
| Explanation of game: | The "Challenge or question" game consists of 10 challenges or 10 questions that students must do. To have good organization, the teacher will lead the game saying who is the person who will choose between "challenge or question". In the "Questions" box we find sentences to complete either with determiners or demonstrative pronouns and all students must send their answers. The first student to send the sentence with the correct answers will be the winner of 3 points. In the same way, in the "Challenges" box we find different |

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| | |
|------------------------|--|
| | <p>challenges that consist of sending a photo with the established object and in the same way, the student must create a sentence with the established demonstrative pronoun and the object of the image. So the first student who does the challenge correctly, will be the winner of 8 points and the others students will have only 1 point if they submitted the challenge.</p> <p>The winner of the game will be the student who completes the most points and will compete for the surprise prize at the end of the competition.</p> |
| Name of the game: | Challenge or question game |
| Time: | 50 minutes |
| Type of game: | <p>The challenge game is used to stimulate creativity, exploration and contextualization of students with the established topic to everyday life.</p> <p>The question game helps students analyze, contextualize, and decide an answer for a given context.</p> |
| Gamification technique | <ul style="list-style-type: none"> • Accumulation of points • Agility to respond • Obtaining prizes • Compliance with the rules of the game |

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| | |
|----------------------------|--|
| <p>Rules:</p> | <ul style="list-style-type: none"> • The teacher will say who chooses: Challenge "or" Question " • We must respect the turn of our classmates. • The student who says curses or insults in any language, will lose "2 points" for each message. • The "Challenge" must contain the correct phrase and a photo with the established object. • For each successful "Challenge", you will get "5 points" if you answer first. • For each "Question" answered correctly, you will get "3 points" if you answer first. <p>Remember: In this game there will be a winner who will accumulate 1 point of the 4 games that will be presented. The final prize will be awarded to the student who has won the most games.</p> |
| <p>Materials:</p> | <ul style="list-style-type: none"> • Images |
| <p>Platform:</p> | <ul style="list-style-type: none"> • WhatsApp • Canva to create images |
| <p>Interaction:</p> | <p>The role of the teacher is essential for the organization of the game. She will be in charge of sending the images at the right time, she will give the order to the students to carry out and answer the activities. In addition, the interaction of the teacher will motivate the students to do the activities to win points and the game. Likewise, she will encourage students to write in English all time and she will</p> |

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| | |
|--|---|
| | correct students in a kind and creative way. Finally, this interaction ends when the teacher thanks the students for participating. |
|--|---|

Game N°4: Be the one challenge – Mission 2

| | |
|---|---|
| Date: October 15, 2020 | |
| Grade: 10-02 grade | |
| Objectives linguistics: | |
| <ul style="list-style-type: none"> • To explore vocabulary • To review some grammar topics • To understand sentences and analyze responses | |
| | Description |
| Explanation of game: | <p>This game is based on the Be the one challenge application.</p> <p>Mission 2 consists of understanding a text or short phrase and matching with a word. The students have a clue, that is, the number of letters the word contains. On the other hand, the following activity that consists of memorizing phrases and matching them with the correct words.</p> <p>This game is adapted to the WhatsApp platform, that is, it contains captures about the activities established in the application where the students ask the questions or doubts that they have and the teacher will be in charge of clearing this up. This game has several objectives such as the clarification of topics and grammar rules that</p> |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | <p>are reflected in the phrases of the games. In addition, this game allows the exploration of vocabulary about specific topics such as "food, parts of the house, school, professions, etc". Finally, we can use this game to practice written comprehension, that is, the students read and understand the sentence and explore and assimilate it with the respective vocabulary and to say the possible answer.</p> <p>Adapting the game of the application and turning it into a group game in class, allows students to actively participate, motivate themselves and explore English in a creative and innovative way.</p> |
| Name of the game: | Be the one challenge – mission 2 |
| Time: | 30 minutes |
| Type of game: | <ul style="list-style-type: none"> • Memory games • Word discovery |
| Gamification technique | <ul style="list-style-type: none"> • Accumulation of points • Agility to respon • 1 winner |
| Rules: | <ul style="list-style-type: none"> • The student who say the answer to the activity gets 3 points • The student who correctly answers the extra questions about grammar or vocabulary gets 6 points • The student who answers in Spanish does not get points and the next student who answers this in English wins. |

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| | <ul style="list-style-type: none"> • The student who answers the memory activity in disorder, does not get points • The answers must be given when the teacher orders it. <p>Remember: In this game there will be a winner who will accumulate 1 point of the 6 games that will be presented. The final prize will be awarded to the student who has won the most games.</p> |
| Materials: | <ul style="list-style-type: none"> • Captures of the application “Be the one challenge” game. |
| Platform: | <ul style="list-style-type: none"> • WhatsApp |
| Interaction: | <p>The games are always guided by the teacher. She is in charge of promoting participation, controlling and adding up the students' points; But the main interaction that the teacher has in these sessions is to explain grammar rules, encourage student participation through questions, and help students explore unknown vocabulary.</p> |

Annex 2. Evidence of the implementation of the games

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3:51 English 10 02 Alejandro 102, Cleidy Colija 1002, Harold... 3:52 English 10 02 Alejandro 102, Cleidy Colija 1002, Harold...

Conocen este juego? 9:07 a.m. ✓

Alejandro 102
Tú
Conocen este juego?
Sip :3 9:07 a.m.

Jonatan 102
Tú
Conocen este juego?
Yasssss 9:07 a.m.

What's the name of this game? 9:08 a.m. ✓

Harold Colija 1002
Tú
Conocen este juego?
Sip, vamos a jugar quien quiere ser millonario? O algo así? 9:08 a.m.

yessss 9:08 a.m. ✓

Harold Colija 1002
Tú
Para participar y acumular el punto para el premio sorpresa, pueden dejar sus nombres desde YA. 9:10 a.m.

Alejandro 102
Tú
Para participar y acumular el punto para el premio sorpresa, pueden dejar sus nombres desde YA.
Luis Alejandro Ascencio Carrascal :3 9:10 a.m.

Harold Colija 1002
Tú
Para participar y acumular el punto para el premio sorpresa, pueden dejar sus nombres desde YA.
Harol Joseph Galeano Quecho 9:11 a.m.

Jonatan 102
Tú
Para participar y acumular el punto para el premio sorpresa, pueden dejar sus nombres desde YA.
Jonathan Esteven Avendaño Castellanos 9:11 a.m.

Cleidy Colija 1002
Tú
Para participar y acumular el punto para el premio sorpresa, pueden dejar sus nombres desde YA.

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The image shows a WhatsApp chat interface for a group named "English 10 02". The chat is split into two panels, each showing a different quiz question. The left panel features a drawing of various Halloween-themed characters (ghosts, pumpkins, a witch, a skeleton) and the question: "A. Poor, B. Scary, C. Sleepy, D. Far". The right panel features a drawing of an elderly man sitting on a bench and the question: "A. Cute, B. Old, C. Noisy, D. Dangerous".

Below the questions, there are audio player controls for several participants: Jonatan 102, Julián Colija 1002, Harold Colija 1002, Cleidy Colija 1002, and Salomé 102. Each player has a progress bar and a play button.

Text-based responses and feedback are visible in the chat history:

- Salomé 102: "The answer is b. Scary" (9:34 a. m.)
- Jonatan 102: "Mensaje de voz (0:02)" (9:34 a. m.)
- Jonatan 102: "2 POINTS" (9:34 a. m. ✓)
- Salomé 102: "The answer is b. Scary" (9:34 a. m.)
- Salomé 102: "Era en audio :(((9:34 a. m.)
- Jonatan 102: "Ay no" (9:37 a. m.)
- Jonatan 102: "Jajajaja" (9:37 a. m.)
- Jonatan 102: "2 points for jonatan and 1 point for Julian, Cleidy and Salmé" (9:38 a. m. ✓)
- Salomé*: "Salomé*" (9:38 a. m. ✓)

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Annex 3. Journal**Journal #1**

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| <p style="text-align: center;">Journal instrument</p> | <p>In the first interaction with the 10th grade students with the game named “Who wants to be a millionaire” I had the participation of 11 students. Despite the small number of students who participated, I was able to analyze the good participation and motivation of each one of them. Also, I can see that the students get motivated when they see different activities to the pedagogical guides, so I can say that the game was a success in this class.</p> <p>It should be noted that the 11 students are the average range of students who participate in all classes, the rest of the students do not connect at the established time since some parents go out to work and the students are left uncommunicated, that is, without cell phone.</p> <p>However, the gamification strategy has increased the participation of all students, but especially some students who had not participated in previous classes.</p> <p>In this first game, the students remembered certain words in English and learned others that helped them earn points in the game. The interaction in this first meeting was positive since the students took confidence and freedom to ask about the aspects that they did not understand</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | <p>On the other hand, we can see that games accelerate the learning process of students since it motivates them in a creative way to send messages in English and audios with short phrases in English.</p> <p>Finally, after applying the game, I find internal messages via WhatsApp from students asking questions about the subject, or telling me that the game was fun, that they want to win in the next game or they send the corrections that they consider about the pronunciation of the phrases.</p> |
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Journal #2

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| <p>Journal instrument</p> | <p>This is the second session of games with the 10-02 grade students. This game is named "Adjectives' game". It was a game with very creative images, of many colors, different images and adjectives. The game consisted of 3 important aspects: Analysis, agility and pronunciation.</p> <p>Taking into account that it was a game through the WhatsApp platform, I had to adapt the game with some strategies during the game such as: writing the correct answer, sending audio with the correct answer, saying why the answer is correct, among others ...</p> <p>In this game I had the participation of 9 students who participated constantly throughout the game. In addition, I was able to</p> |
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| | <p>analyze that the students were motivated and very aware when sending the audio with the correct answers.</p> <p>On the other hand, I could see that they themselves corrected the pronunciation of certain phrases and when they did not won points they were sending messages like "I want to win" another questions, teacher "or they simply kept trying until they were the first to answer and win points.</p> <p>Although the game was not very fun due to the limitations we had such as time, platform and means of answering in the game, I could see motivation, participation and a lot of energy from the students to send the audios and answers in English.</p> <p>Finally, I can highlight that one of the motivational strategies that are implemented in the 4 games is a competition, that is, the student who wins the most games will be the main winner of the surprise prize.</p> |
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Journal 3

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| | <p>This class has been of 3:30 minutes and the game of 30 minutes for a total of 4 hours. The class consisted of developing a worksheet about demonstrative adjectives so I tried to do the class creative and encouraging the participation of the students by asking them in a dynamic way.</p> |
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| <p style="text-align: center;">Journal instrument</p> | <p>In this class, students were able to know and practice the established topic and other students who already knew the topic were able to clear up some doubts about exceptions or grammar rules apart from the knowledge and exploration of different vocabulary established in the practice sentences.</p> <p>In the game session, I was able to analyze the interaction that the students had to participate in the game. Only a range of 5 to 10 students participate from 35 students. However, the participation of these students is active throughout the class. Sometimes they write in English but most of the time they write in Spanish, so it is necessary to encourage writing or audios in English during class through points or prizes. My interaction in these sessions facilitates the acquisition of knowledge of the students, the exploration of vocabulary and I help to control and motivate the class.</p> <p>Finally, I can say that the WhatsApp platform in this session did not help much because the other students who do not participate in the classes, only see the messages and save the responses and then send the work and get a note.</p> |
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Journal #4

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| | <p style="text-align: center;">The game was not implemented</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| Journal instrument | |
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Annex 4. Interview structuring**REJILLA DE VALIDACIÓN DE INSTRUMENTOS**

| INFORMACIÓN GENERAL | |
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| Nombre del estudiante: | KEYLA LILIANA ALVAREZ CASTELLANOS |

| INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN | |
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| Título del proyecto de investigación: | Gamification as an Innovative Strategy to Support Grammatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya |
| Tipo de investigación: | Qualitative research |
| Objetivos generales: | <ul style="list-style-type: none"> • To Implement Gamification as an Innovative Strategy to Support Grammatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya. • To promote motivation and active participation of 10th grade students through gamification. |
| Objetivos específicos: | <ul style="list-style-type: none"> • To create creative spaces that increase the interest of students in the teaching-learning process. |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | <ul style="list-style-type: none"> To analyze if the gamification strategy increases the motivation and participation of students in the classroom. |
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-Indique por favor el tipo de instrumento a validar: (si hay otro instrumento que no está contemplado a continuación, por favor agregarlo)

Entrevista semiestructurada: **X**

Encuesta: _____

Ficha de Observación: _____

Ficha de Análisis Documental: _____

Otros: ____ ¿Cuál? _____

Para poder revisar y valorar cada una de las preguntas y opciones de respuestas (si es el caso) del instrumento. Por favor tenga en cuenta las siguientes siglas.

| Clase de pregunta: | Tipo de pregunta: | Valoración | Objetivo del instrumento: |
|---------------------------|--|-------------------------------|---------------------------|
| A: Abierta | 1: Dicotómica | E: Excelente | |
| C: Cerrada | 2: Selección Múltiple única Respuesta | R: Regular | |
| | 3: Respuesta abierta | M: Malo | |
| | 4: De escala | Otras valoraciones a proponer | |
| | 4.1: Escalas de importancia | | |
| | 4.2: Escala de valores | | |
| | 4.3: Escala de Likert | | |
| | 4.4: Escala numérica y de intervalo | | |
| 5: Otras, ¿Cuáles? | | | |

CRITERIOS:

| PREGUNTA: | PREGUNTA SUPLEMENTARIA O ACLARATORIA | Categoría: | Clase | Tipo | OBSERVACIONES TUTOR: | | | | | |
|--|---|---|----------|----------|----------------------|---|---|---|--------------|---|
| | | | | | Pertinencia: | | | | Suficiencia: | |
| | | | | | B | R | M | B | R | M |
| ¿Cómo se siente aprendiendo inglés a través de juegos? | ¿Cree que los juegos lo motivan a aprender inglés? | Games implementation (Motivation) | A | 3 | | | | | | |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| ¿Considera que los juegos le han permitido participar en las clases? ¿sí?, ¿no? ¿por qué? | ¿Cree que los juegos le ayudan a participar activamente durante toda la clase? | Games implementation (Participation) | A | 3 | | | | | | | |
| Cuénteme, ¿Qué opina acerca de aprender en el colegio de manera creativa e innovadora ? | ¿Considera importante la implementación de los juegos creativos para aprender gramática en inglés? | Games implementation (Creativity and innovation) | A | 3 | | | | | | | |
| ¿Qué aspectos no le gustaron de los juegos? | | Games implementation (Motivation) | | | | | | | | | |
| ¿Qué es lo que más lo motiva cuando participa en los juegos? | | Games implementation (Motivation) | | | | | | | | | |
| ¿Cree que ha apropiado más la gramática en inglés a través de estos juegos? | ¿Ha aprendido gramática en inglés a través de los juegos? | Grammatical knowledge (Grammar through games) | A | 3 | | | | | | | |
| ¿Considera que ha adquirido vocabulario en Inglés durante los juegos? | ¿Cree que ha aumentado su vocabulario en inglés durante los juegos? | Grammatical knowledge (Vocabulary acquisition) | A | 3 | | | | | | | |
| ¿Cree que puede practicar las reglas gramaticales mientras está jugando? | ¿Cree que puede practicar su inglés mientras está jugando? | Grammatical knowledge (Knowledge of grammar rules) | A | 3 | | | | | | | |

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| Si tuviera la oportunidad de seguir trabajando juegos para practicar la gramática ¿Qué otros elementos le agregaría a la actividad? | | Grammatical knowledge (Creativity and innovation) | | | | | | | | |
| ¿Considera que este tipo de actividades (juegos) ayuda a que haya una mejor interacción entre estudiante – docente mediante esta aplicación? | ¿Crees que la interacción entre los estudiantes y la docente en las clases y los juegos es buena o mala? ¿Sí? ¿no? ¿Porqué? | Interaction Teacher and students interaction) | | | | | | | | |
| ¿Considera que este tipo de actividades (juegos) ayuda a que haya una mejor interacción entre estudiante – estudiantes mediante esta aplicación? | | Interaction Teacher and students interaction) | | | | | | | | |
| ¿Crees que tienes un buen desempeño en tu rol como estudiante en los juegos propuestos? | ¿Cuál es tu rol como estudiante en los juegos de las clases? | Interaction (Students and teacher role) | A | 3 | | | | | | |
| ¿Qué piensa usted del rol que tiene el profesor en la | ¿El rol de la docente en los juegos establecidos es positivo o negativo en su proceso de | Interaction (Students and teacher role) | A | 3 | | | | | | |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| ejecución de estos juegos? | aprendizaje? ¿Sí? ¿no? ¿Porqué? | | | | | | | | | |
| ¿Le interesa aprender inglés a través de juegos? ¿Porqué? | ¿Le gusta aprender inglés a través de juegos? ¿Porqué? | Games implementation (Motivation) | A | 3 | | | | | | |
| ¿Qué piensa usted del desarrollo de los juegos a través de WhatsApp? | ¿Cree que los juegos han sido creativos e interactivos a través de la plataforma “WhatsApp” ? | Platform (Interaction through platform) | A | 3 | | | | | | |
| ¿Le gustaría seguir jugando en otras plataformas para aprender inglés? | ¿Jugaría de manera autónoma juegos en inglés? ¿Porqué? | Platform (Interaction through platform) | A | 3 | | | | | | |

GAMIFICATION AS AN INNOVATIVE STRATEGY

Annex 5. Data analysis matrix

Interview

| Interview data analysis | | | | | | | |
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| General Category | subcategory | Theoretical description | Verbatim interview phrases | | | | |
| Games implementation | Participation | <p>Liu (2001) elaborated four types of student behaviours in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say.</p> | <p>Participant 1 Salomé</p> | <p>Participant 2 Alejandro</p> | <p>Participant 3 Jonatan</p> | <p>Participant 4 Julian</p> | <p>Participant 5 Jose Luis</p> |
| | | | <p>Keyla: Do you think that the games have allowed you to participate in the classes? if not? why?</p> <p>Salomé: Yes because they make me active, and if I'm not active then I lose</p> | <p>Keyla: Do you think that the games have allowed you to participate in the classes? if not? why?</p> <p>Alejandro: Yes of course, because for example in the last games it allows me to learn and better understand the class, the topics that we</p> | <p>Keyla: Do you think that the games have allowed you to participate in the classes? if not? why?</p> <p>Jhonatan: Yes of course, it is very cool to be able to socialize in class with this method, I like it because I can participate without fear and I like it because the class is more</p> | <p>Keyla: Do you think that the games have allowed you to participate in the classes? if not? why?</p> <p>Julian: Yes because it has made me more interested in learning like this, and not all so theoretically</p> | <p>Keyla: Do you think that the games have allowed you to participate in the classes? if not? why?</p> <p>Jose Luis: yes, it is competitive and it is very good to feel that you are beating the other partner and it becomes fun</p> |

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| | | | | apply in the game | fun, more dynamic. | | |
| | Motivation | Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning enjoyable without expecting any external rewards (Skinner & Belmont, 1993) . | <p>Keyla: How does it feel to learn English through games?</p> <p>Salomé: Well, it feels fun because it's a less boring way to learn, I like it because I can play</p> | <p>Keyla: How does it feel to learn English through games?</p> <p>Alejandro: I think it is a faster and more fun option to classes and less common. Games make the brain develop since it differs from other classes that</p> | <p>Keyla: How does it feel to learn English through games?</p> <p>Jhonatan: I feel very good, comfortable learning English this way, it's nice and I like to play and I'm accidentally learning English</p> | <p>Keyla: How does it feel to learn English through games?</p> <p>Julian: very comfortable, because it is super fun to learn while you are playing</p> | <p>Keyla: How does it feel to learn English through games?</p> <p>Jose Luis: a cool experience because you learn and have fun and pay more attention</p> |

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| | | | <p>are more theoretical because students sit and write and write, but in the end we do not practice and we do not learn almost anything.</p> <p>Keyla: What aspects of the games did you not like?</p> <p>Salomé: The only drawback is the internet, at least when we played in class, thanks to the internet the messages did not arrive on time and on some</p> | <p>are more theoretical because students sit and write and write, but in the end we do not practice and we do not learn almost anything.</p> <p>Keyla: What aspects of the games did you not like?</p> <p>Alejandro: The only thing I don't like is the amount of lives we lost in games</p> | <p>are more theoretical because students sit and write and write, but in the end we do not practice and we do not learn almost anything.</p> <p>Keyla: What aspects of the games did you not like?</p> <p>Jhonatan: On the contrary, I like everything, the games, the competition, the class, the topics. There is nothing I do not like.</p> | <p>are more theoretical because students sit and write and write, but in the end we do not practice and we do not learn almost anything.</p> <p>Keyla: What aspects of the games did you not like?</p> <p>Julian: Everything seemed super good to me</p> | <p>are more theoretical because students sit and write and write, but in the end we do not practice and we do not learn almost anything.</p> <p>Keyla: What aspects of the games did you not like?</p> <p>Jose Luis: that sometimes disorder forms, of course it is something that can be controlled by doing them in groups</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | | <p>occasions we lost points.</p> <p>Keyla: What motivates you the most when you play games?</p> <p>Salomé: It motivates me to learn and win the games because it is a competition</p> <p>Keyla: Are you interested in learning English</p> | <p>Keyla: What motivates you the most when you play games?</p> <p>Alejandro: I am mainly motivated by awards and grades, but also by the way of learning because it excites me and motivates me to get more into English</p> <p>Keyla: Are you interested in learning English</p> | <p>Keyla: What motivates you the most when you play games?</p> <p>Jhonatan: It motivates me that I am learning while having fun, I no longer have to sit down to study, but I can do it while playing</p> <p>Keyla: Are you interested in learning English</p> | <p>Keyla: What motivates you the most when you play games?</p> <p>Julian: I am very motivated because they are games and the truth is more dynamic and apart I am learning, but also earning points and marks</p> <p>Keyla: Are you interested in learning English through games? Why?</p> | <p>Keyla: What motivates you the most when you play games?</p> <p>Jose Luis: I like to participate and I am motivated by prizes such as games, grades and also beating my colleagues.</p> <p>Keyla: Are you interested in learning English through games? Why?</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | | through games? Why? | through games? Why? | through games? Why? | | |
| | | | Salomé: Yes, because it's fun, dynamic, cool | Alejandro: Yes, because it facilitates me and takes me out of the boring dynamics of the board and opens my brain in a more dynamic way | Jhonatan: Yes, of course, I am interested in learning a more fluent English and that it makes me more practical and pleasant | Julian: Yes, I am interested because I learn much faster than when they teach us with a board or a book. | Jose Luis: Yes, of course, because as I said it becomes more interesting and fun |
| | Creativity and innovation | Creativity is an active process necessarily involved in innovation. It is a learning habit that requires skill as well as specific understanding of the contexts in which creativity | Keyla: What do you think about learning at school in a creative and innovative way? | Keyla: What do you think about learning at school in a creative and innovative way? | Keyla: What do you think about learning at school in a creative and innovative way? | Keyla: What do you think about learning at school in a creative and innovative way? | Keyla: What do you think about learning at school in a creative and innovative way? |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | <p>is being applied. The creative process is at the heart of innovation and often the words are used interchangeably. (IGCSE. Copyright, 2018).</p> | <p>Salomé: Games should be taken into account more because we think they are less boring and we need to learn English</p> <p>Keyla: If you had the opportunity to continue working on games to practice</p> | <p>Alejandro: This way seems super good to me, because it takes away the weight of writing, here we can interact more with the teachers, that is, to interact and gain more confidence without being ridiculed or disrespectful and in this way we learn faster</p> <p>Keyla: If you had the opportunity to continue working on games to practice</p> | <p>Jhonatan: It makes the classes draw more attention to us and is what one looks at a teacher, who makes the classes less boring because that way it motivates us to study and does not make the jobs he leaves at home boring, so I encourage myself more .</p> <p>Keyla: If you had the opportunity to continue working on games to practice</p> | <p>Julian: It is done competitively and makes it more interesting</p> <p>Keyla: If you had the opportunity to continue working on games to practice grammar, what other elements would</p> | <p>Jose Luis: I think it gives the students motivation to be more attentive to the classes.</p> <p>Keyla: If you had the opportunity to continue working on games to practice grammar, what other elements would you add to the activity?</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | | <p>grammar, what other elements would you add to the activity?</p> <p>Salomé: I would add prizes type outputs to share or notes such as evaluations through games</p> | <p>grammar, what other elements would you add to the activity?</p> <p>Alejandro: I would add music to it since this opens the brain and motivates to have that active “spark” to learn English</p> | <p>grammar, what other elements would you add to the activity?</p> <p>Jhonatan: other different ways of learning, that students integrate faster</p> | <p>you add to the activity?</p> <p>Julian: with that it seemed perfect, I don't see why add other things</p> | <p>Jose Luis: To separate the games by groups, and that the students who have many points, do not play in the next stage so that those who lose can recover.</p> |
| <p>Grammatical knowledge</p> | <p>Grammar through games</p> | <p>According to Frey & Fisher (2007), learning a language involves learning to write encompassing the learning of linguistic skills such as grammar rules, coding, and structuring</p> | <p>Keyla: Do you think you have appropriated English grammar more through these games?</p> | <p>Keyla: Do you think you have appropriated English grammar more through these games?</p> | <p>Keyla: Do you think you have appropriated English grammar more through these games?</p> | <p>Keyla: Do you think you have appropriated English grammar more through these games?</p> | <p>Keyla: Do you think you have appropriated English grammar more through these games?</p> |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | of sentences and paragraphs, which states that the grammatical component is essential in learning a language. | Salomé: Yes, because we pay attention, we are focused. For example, I have learned to complete sentences in English. | Alejandro: Yes, since one repeats the words and there it is easier to memorize the English grammar | Jhonatan: Yes of course, I have learned a lot with you, I have learned the rules of the present, past and future and the best thing is that I learn by playing, it is sooo much fun. | Julian: of course, I have not been so applied in learning grammatically, but I have overcome with the games | Jose Luis: Yes because I remember the grammar in other classes, when we are not playing, I remember and apply it in my work |
| | Knowledge of grammar rules | According to Richards (2016) , the system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English. | Keyla: Do you think you can practice the grammar rules while you are playing? Salomé: Yes, because what we learn we are mechanizing and also agility because we have to be | Keyla: Do you think you can practice the grammar rules while you are playing? Alejandro: yes, it cannot be denied because at the time we sit down to play, we have to take into account the | Keyla: Do you think you can practice the grammar rules while you are playing? Jhonatan: Yes because while I am playing, I am looking at the grammar rules, apart from the teacher is explaining to | Keyla: Do you think you can practice the grammar rules while you are playing? Julian: Yes, it is what I like the most because there I understand why there are grammar rules and how they can be used. | Keyla: Do you think you can practice the grammar rules while you are playing? Jose Luis: Yes of course, I can practice what I already learned with the mister and the miss in the games. So I can earn points faster. |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | | fast in the games and there we are learning and memorizing the rules and vocabulary | grammar rules and apply them in the games or the answers | us and I find it fun and not boring. | | |
| | Vocabulary acquisition | According to the Common European Framework of references for languages , secondary school students must have a B1 level, which indicates that they must have enough vocabulary to express themselves with some circumlocution on most of the topics relevant to their daily life, for example, family, hobbies and interests, work, | <p>Keyla: Do you think you have acquired English vocabulary during the games?</p> <p>Salomé: Yes, because when there are words that I don't understand, I look in the dictionary or in translators and there I get the meaning and the words are recorded.</p> | <p>Keyla: Do you think you have acquired English vocabulary during the games?</p> <p>Alejandro: Yes, because repeating the words memorizes the vocabulary</p> | <p>Keyla: Do you think you have acquired English vocabulary during the games?</p> <p>Jhonatan: Yes, I have found that I loosen up more talking and practicing it. When I see words written in English, I already know what the meaning is, of course, not all, but I have increased my vocabulary.</p> | <p>Keyla: Do you think you have acquired English vocabulary during the games?</p> <p>Julian: of course I have, I have learned and had better fluency in what little I have learned in English</p> | <p>Keyla: Do you think you have acquired English vocabulary during the games?</p> <p>Jose Luis: Of course because most games are to learn vocabulary and I can memorize the words and then know the meaning</p> |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | travel and current events. | | | | | |
| Interaction | Teacher and students' interaction | Teacher-Student Interaction is Knowledge Impartation-Based and Lack of Emotional Communication Teacher-student interaction includes such two-way feedback process as thoughts and feeling exchange and information impartation. However, the traditional teaching management system uses evaluation a tool and focus only on whether students have learnt knowledge and skills or not, but ignores the | <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-teacher through this application?</p> <p>Salomé: Yes, because the teacher explains the subject and we as students are going to play games and we are practicing the subject seen, but when there are things that we do not</p> | <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-teacher through this application?</p> <p>Alejandro: Yes, since it allows us to be more open, that is, to have more confidence with the teachers and when it comes to having any questions about the games</p> | <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-teacher through this application?</p> <p>Jonatan: Yes, both you and the teacher have explained to us and it's cool to do this kind of thing, so that the students and teachers can relate more</p> | <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-teacher through this application?</p> <p>Julian: Yes, because the teacher shows us more confidence, but there is respect, but you can ask without fear why we are playing</p> | <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-teacher through this application?</p> <p>Jose Luis: I think that the interaction is good because the teacher directs the game and gives us the points and also explains the correct answer.</p> |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | <p>emotional aspects of teacher-student interaction. (Lu & Jian, 2016)</p> | <p>know, the teacher explains us in a good way and makes us understand.</p> <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-students through this application?</p> <p>Salomé: Yes, I think the games are good because we helped each other after</p> | <p>because it is already easier to interact with the teacher and for him or her to explain us.</p> <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-students through this application?</p> <p>Alejandro: Of course, since this makes us awaken a healthy competition</p> | <p></p> <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-students through this application?</p> <p>Jhonatan: Yes, also, we all participate and there is support among ourselves</p> | <p></p> <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-students through this application?</p> <p>Julian: Yes, because we help each other with the answers and tell each other which is correct and which are incorrect</p> | <p>Keyla: Do you think that this type of activity (games) helps to have a better interaction between student-students through this application?</p> <p>Jose Luis: It is very good because through games we can talk to each other and have more confidence with our colleagues</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | | finishing the games, that is, we shared the answers to know which ones were correct and which ones were not. | between colleagues, then we exchange answers and clear doubts among ourselves. | | | |
| Teacher and students' role | Student teaching is often characterized as the most transformative experience in teacher education. During student teaching, you will enact in the classroom the teaching theories, strategies, and standards you learned in your core courses. To help you make the transition from student to | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Salomé: Yes, because I participate because I like to be attentive to learn through games because it is</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Alejandro: My role has been regular because my ability to be virtually in class is not at 100 but when I can be, I am</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Jhonatan: Yes, because I have participated much more than before. Now I like to participate and earn points</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Julian: I think so because I like to participate and beat my teammates</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Jose Luis: Yes, because sometimes I have already played the games, but nevertheless I play again to remember English</p> | |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | <p>teacher, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience. (Temple University College of Education, 2013)</p> | <p>more fun and I don't get bored.</p> <p>Keyla: What do you think of the role of the teacher in the execution of these games?</p> <p>Salomé: The teacher was attentive, very attentive, it is positive because she always reminds us what to do and gives us many game options to play</p> | <p>very participatory because I like games.</p> <p>Keyla: What do you think of the role of the teacher in the execution of these games?</p> <p>Alejandro: It seems super but also difficult because they must be very creative and sometimes we don't take full advantage of it.</p> | <p>Keyla: What do you think of the role of the teacher in the execution of these games?</p> <p>Jhonatan: c she fulfills the role of motivating us well and it is positive for us to improve ourselves</p> | <p>Keyla: What do you think of the role of the teacher in the execution of these games?</p> <p>Julian: I think it's excellent because the mister and the miss care about doing things well and having fun</p> | <p>Keyla: What do you think of the role of the teacher in the execution of these games?</p> <p>Jose Luis: The teacher is super attentive to the games, the points and to say the explanation of the topics, it is an excellent job</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | <p>Students interest</p> | <p>Renninger & Hidi (2002) state that the students interest should be considered important taking into account the role and type of interest of a student for different subjects when evaluating individual interest, the value of the task and the emotional response. It suggests that interest can be developed and that even a well-developed interest should be supported.</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Salomé: Yes, because I participate because I like to be attentive to learn through games because it is more fun and I don't get bored.</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Alejandro: My role has been regular because my ability to be virtually in class is not at 100 but when I can be, I am very participatory because I like games.</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Jhonatan: Yes, because I have participated much more than before. Now I like to participate and earn points</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Julian: I think so because I like to participate and beat my teammates</p> | <p>Keyla: Do you think you have a good performance in your role as a student in the proposed games?</p> <p>Jose Luis: Yes, because sometimes I have already played the games, but nevertheless I play again to remember English</p> |
| <p>Platform</p> | <p>Interaction through platforms</p> | <p>A learning platform is an integrated set of interactive online services that provide</p> | <p>Keyla: What do you think of the development of games</p> | <p>Keyla: What do you think of the development of games</p> | <p>Keyla: What do you think of the development of games</p> | <p>Keyla: What do you think of the development of games through WhatsApp?</p> | <p>Keyla: What do you think of the development of games through WhatsApp?</p> |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | <p>teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. (Hill, 2012)</p> | <p>through WhatsApp?</p> <p>Salomé: Although What'sapp needs the internet to send messages, it has been fun, but sometimes it is very stressful and exasperating because the messages take time to arrive and I lose points or the competition.</p> <p>Keyla: Would you like to continue playing on other</p> | <p>through WhatsApp?</p> <p>Alejandro: Sounds good to me because most of the games are through cell phones and it doesn't feel so boring, through cell phones we can do them anywhere, in bed, chair, wherever</p> <p>Keyla: Would you like to continue playing on other</p> | <p>through WhatsApp?</p> <p>Jhonatan: I think it's fine, and in many other platforms so that the methodology does not become boring, I like all platforms that are for playing and learning in English</p> <p>Keyla: Would you like to continue playing on other platforms</p> | <p>Julian: I think it is very bad, because everyone does not have a good internet or a good signal and the classes cannot be done very well</p> <p>Keyla: Would you like to continue playing on other platforms to learn English?</p> | <p>Jose Luis: Sometimes we get angry with the teacher, but in the end we give him the reason because he is the one who is guiding us</p> <p>Keyla: Would you like to continue playing on other platforms to learn English?</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | | <p>platforms to learn English?</p> <p>Salomé: Yes of course, because I have been very applied in games. For example, last time I played Duolingo autonomously, so I always think that I have to pass the missions so I always do it because I like it better, not because they send me.</p> | <p>platforms to learn English?</p> <p>Alejandro: Yes, I would love to learn in different applications as they are different ways, some more creative than others</p> | <p>to learn English?</p> <p>Jhonatan: Yes of course, it is always good to learn different things every day</p> | <p>Julian I think yes, I would practice my vocabulary more</p> | <p>Jose Luis: sure yes, and I have done it as crossword games</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

Journal

JOURNAL FIELDS DAILY DATA ANALYSIS

| GENERAL CATEGORY | SUB CATEGORY | THEORETICAL DESCRIPTION | LITERAL PHRASES FIELD JOURNAL (JOURNAL N0 1) | LITERAL PHRASES FIELD JOURNAL (JOURNAL N0 2) | LITERAL PHRASES FIELD JOURNAL (JOURNAL N0 3) |
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| <p>Games implementation</p> | <p>Participation</p> | <p>Liu (2001) elaborated four types of student behaviours in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say.</p> | <p>- Despite the small number of students who participated, I was able to analyze the good participation and motivation of each one of them.</p> | <p>- In this game I had the participation of 9 students who participated constantly throughout the game.</p> | <p>- However, the participation of these students is active throughout the class. -The class consisted of developing a worksheet about demonstrative adjectives so I tried to do the class creative and encouraging the participation of the students by asking them in a dynamic way.</p> |
| | <p>Motivation</p> | <p>Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning</p> | <p>- Despite the small number of students who participated, I was able to analyze the good participation and motivation of each one of them.</p> | <p>- In addition, I was able to analyze that the students were motivated and very aware when sending the audio with the correct answers.</p> | <p>-The students were motivated to see that the class was through a game, they feel that it is more fun and dynamic. In addition, you can see the enthusiasm of the students in their audios and messages.</p> |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | enjoyable without expecting any external rewards (Skinner & Belmont, 1993). | - Also, I can see that the students get motivated when they see different activities to the pedagogical guides, so I can say that the game was a success in this class. | | |
| | Creativity and innovation | Creativity is an active process necessarily involved in innovation. It is a learning habit that requires skill as well as specific understanding of the contexts in which creativity is being applied. The creative process is at the heart of innovation and often the words are used interchangeably. (IGCSE. Copyright, 2018). | - On the other hand, we can see that games accelerate the learning process of students since it motivates them in a creative way to send messages in English and audios with short phrases in English. | - It was a game with very creative images, of many colors, different images and adjectives. The game consisted of 3 important aspects: Analysis, agility and pronunciation. - Finally, I can highlight that one of the motivational strategies that are implemented in the 4 games is a competition, that is, the student who wins the most games will be the main winner of the surprise prize. | - Sometimes they write in English but most of the time they write in Spanish, so it is necessary to encourage writing or audios in English during class through points or prizes. |
| | | According to Frey & Fisher (2007) , learning a language involves learning to write | The students tell me that the game was fun, that they want to win | On the other hand, I could see that they themselves corrected | - The grammar of this class, that is, the demonstrative adjectives, I explained them |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| Grammatical knowledge | Grammar through games | encompassing the learning of linguistic skills such as grammar rules, coding, and structuring of sentences and paragraphs, which states that the grammatical component is essential in learning a language. | in the next game and send me audios in English to ask me about the pronunciation | the pronunciation, helped each other with vocabulary and some answered questions to their classmates about the grammar rules | through the implemented game that consisted of encouraging the participation of the students and that they reviewed the grammar about the topic. |
| | Knowledge of grammar rules | According to Richards (2016) , the system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English. | - Also, I can appreciate that students can go over the grammar rules through games and remind them of some rules or exceptions of English | -On the other hand, I could see that they themselves corrected the pronunciation, helped each other with vocabulary and some answered questions to their classmates about the grammar rules | - In this class, students were able to know and practice the established topic and other students who already knew the topic were able to clear up some doubts about exceptions or grammar rules |
| | Vocabulary acquisition | According to the Common European Framework of references for languages , secondary school students must have a B1 level, which indicates that they must have enough vocabulary to express themselves with some circumlocution on most of the topics relevant to their daily life, for | - In this first game, the students remembered certain words in English and learned others that helped them earn points in the game. | - On the other hand, I could see that they themselves corrected the pronunciation, helped each other with vocabulary and some answered questions to their classmates about the grammar rules | - In this class, students were able to know and practice the established topic and other students who already knew the topic were able to clear up some doubts about exceptions or grammar rules apart from the knowledge and exploration of different vocabulary established in the practice sentences. |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | example, family, hobbies and interests, work, travel and current events. | | | |
| Interaction | Teacher and students' interaction | <p>Teacher-Student Interaction is Knowledge Impartation-Based and Lack of Emotional Communication</p> <p>Teacher-student interaction includes such two-way feedback process as thoughts and feeling exchange and information impartation. However, the traditional teaching management system uses evaluation a tool and focus only on whether students have learnt knowledge and skills or not, but ignores the emotional aspects of teacher-student interaction. (Lu & Jian, 2016)</p> | - The interaction in this first meeting was positive since the students took confidence and freedom to ask about the aspects that they did not understand | - The interaction between the students is positive and they create a good atmosphere in the class because they help each other, respond to each other and feel the game as a healthy competition | - My interaction in these sessions facilitates the acquisition of knowledge of the students, the exploration of vocabulary and I help to control and motivate the class. |
| | Teacher and students' role | <p>Student teaching is often characterized as the most transformative experience in teacher education. During student teaching, you will enact in the classroom the teaching theories, strategies, and</p> | | - While the teacher led the game, the students followed the rules such as the time to respond, the points awarded, the images ... | -In the game session, I was able to analyze the interaction that the students had to participate in the game. They help each other, sometimes the answers are said and they form an atmosphere of companionship or group competition |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| | | standards you learned in your core courses. To help you make the transition from student to teacher, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience. (Temple University College of Education, 2013) | | | |
| | Students interest | Renninger & Hidi (2002) state that the students interest should be considered important taking into account the role and type of interest of a student for different subjects when evaluating individual interest, the value of the task and the emotional response. It suggests that interest can be developed and that even a well-developed interest should be supported. | - Finally, after applying the game, I find internal messages via WhatsApp from students asking questions about the subject, | - Half of the students participated in the class and had a good role in the class because they were very attentive but the other half of the students only limited themselves to reading the messages of their classmates and teacher | - |
| | | | - It should be noted that the 11 students are the average range of | - Taking into account that it was a game through the WhatsApp | -Finally, I can say that the WhatsApp platform in this session did not help much |

GAMIFICATION AS AN INNOVATIVE STRATEGY

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| <p>Platform</p> | <p>Interaction through platforms</p> | <p>A learning platform is an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. (Hill, 2012)</p> | <p>students who participate in all classes, the rest of the students do not connect at the established time since some parents go out to work and the students are left uncommunicated, that is, without cell phone. However, the gamification strategy has increased the participation of all students, but especially some students who had not participated in previous classes.</p> | <p>platform, I had to adapt the game with some strategies during the game such as: writing the correct answer, sending audio with the correct answer, saying why the answer is correct, among others ...</p> <p>- Although the game was not very fun due to the limitations we had such as time, platform and means of answering in the game, I could see motivation, participation and a lot of energy from the students to send the audios and answers in English.</p> | <p>because the other students who do not participate in the classes, only see the messages and save the responses and then send the work and get a note.</p> |
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GAMIFICATION AS AN INNOVATIVE STRATEGY

Annex 6. Letters of authorization**Letter of permission for the project.**

Cúcuta, 28 de septiembre del 2020

Estimados,

Estudiantes

10-02 grado

Institución Educativa COLEGIO INTEGRADO JUAN ATALAYA

Cordial saludo,

Yo, **KEYLA LILIANA ALVAREZ CASTELLANOS** identificada con C.C 1'093.786.134 de los patios, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión del docente **SERGIO ANDRÉS RODRIGUEZ**, me dirijo a ustedes con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado **“Gamification as an Innovative Strategy to Support Gramatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya”** que tiene como objetivo fomentar la gamificación en el proceso de enseñanza-aprendizaje del inglés en los estudiantes de décimo grado. Por tal razón, dentro de las clases sincrónicas a través de WhatsApp, se propondrá 4 actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades y/o encuestas realizadas por ustedes, será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad. Esta información será suministrada por mí y solo será utilizada para los fines ya mencionados.

Agradeciendo su atención.

GAMIFICATION AS AN INNOVATIVE STRATEGY

Cordialmente,



C.c. 1'093.786.134

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Letter for the interviews

Cúcuta, 3 Noviembre del 2020

Estimados,

Padres de familia

Décimo grado

INSTITUCIÓN EDUCATIVA COLEGIO INTEGRADO JUAN ATALAYA

Cordial saludo,

Yo, Keyla Liliana Alvarez Castellanos, identificada con C.C 1'093.786.134 de Los Patios, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos décimos y onces, acompañado de la supervisión del docente Sergio Andrés Rodríguez, me dirijo a usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará vía telefónica que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo denominado **“Gamification as an Innovative Strategy to Support Grammatical Knowledge of English in 10th Grade Students at Educational Institution Colegio Integrado Juan Atalaya”** el cual se desarrolló dentro de las clases de inglés en los últimos meses. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

Cordialmente,

C.c. 1'093.786.134

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Annex 7. Self Observation

1. Escuché y entendí a l@s estudiantes. *

Si

No

Justifique su respuesta *

A los estudiantes les surgen muchas dudas y preguntas de cualquier tema. Es necesario escucharlos y ayudarlos a aclarar esas inquietudes ya que esto también nos sirve para hacer una explicación general acerca de las dudas más comunes.

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

Si

No

GAMIFICATION AS AN INNOVATIVE STRATEGY

decir que los estudiantes que participan y comenten en el grupo vía whatsapp en inglés obtienen puntos extras y al final obtienen premios como notas en el ser (notas de comportamiento) que los motiva a participar en la lengua inglesa

5. Realicé una buena gestión del tiempo para poder llevar acabo las actividades propuestas en los encuentros sincrónicos y asincrónicos *

- Sí
- No

Justifique su respuesta *

La gestión del tiempo en esta plataforma es incierta, sin embargo la clase ha sido a tiempo y hemos terminado a tiempo. Teniendo en cuenta que es una clase de 4 horas para solo realizar una worksheet de 2 paginas, sin embargo la participación de los estudiantes fuera del tema de inglés hace que la clase avance un poco lento.

6. Dí feedback positivo a l@s estudiantes. *

- Si

GAMIFICATION AS AN INNOVATIVE STRATEGY

Annex 8. Narratives

Reflexión semana 1.

Durante la primera semana de mi practica integral en el Colegio Integrado Juan Atalaya ubicado en la ciudad de Cúcuta, me sentí muy cómoda y satisfecha con el resultado obtenido en la clase establecida con los estudiantes de 11 grado. La clase se trataba de realizar y socializar una guía de preparación del ICFES ya que son los próximos estudiantes en presentar dicha prueba.

Por otra parte, aunque la plataforma de comunicación sea grupos de WhatsApp, puedo notificar que existe una participación activa de pocos estudiantes con los cuales pude trabajar de una manera eficaz y colectiva. Además, desde mi punto de vista siento que WhatsApp no es una buena herramienta de comunicación para crear espacios de clases ya que esto distorsiona la concentración de los estudiantes y el aula virtual se puede convertir en un caos total. Sin embargo, es la opción que se adapta a las necesidades de los estudiantes y como docentes debemos buscar estrategias para motivar a los estudiantes a que desarrollen las guías y las envíen lo más pronto posible.

Respecto a los planeadores de estudio, pienso que este colegio lo lleva con total colaboración, es decir que los profesores trabajan de manera colectiva, lo que hace más reducido el trabajo. Fue así como no tuve que crear un planeador específico ya que esto ya estaba planeado. Entonces, yo debí aplicar lo que el grupo de directivos del inglés establecieron, antes de yo ingresar a este colegio.

En lo que concierne la aplicación de mi proyecto pedagógico, pude realizar la respectiva presentación personal e informativa junto con la carta de consentimiento informado a los

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estudiantes de 10 grado quienes son mi muestra. Además, hubo muy buen recibimiento por parte de la población seleccionada para el desarrollo del mismo, contando que en la clase tuve muy buena participación activa ya que esto se trataba de juegos para aprender inglés.

Finalmente, puedo decir que fue una semana muy fructífera, de mucho trabajo y acción en los cuales aprendí estrategias de gamificación en el desarrollo de un tema específico en el aula de inglés. Mi supervisor es una excelente persona que me apoyo tanto en las clases como en la entrega a tiempo de documentos que necesité para este proceso. Igualmente, tuve una excelente compañía por parte de mi tutora Mayeini García quién estuvo conmigo de una manera constante con horarios de tutoría.

Reflexión semana 2.

En esta segunda semana de mi práctica, he tenido la oportunidad de tener más interacción con los estudiantes e informarles un poco más acerca del proyecto pedagógico.

En lo poco que he vivido dentro de este proceso, puedo decir que la práctica docente es muy importante para asumir el rol docente. Es justo aquí donde podemos aplicar todo lo que aprendimos en la carrera, planeaciones, pedagogía, currículos, pero también la reflexión acerca de la actitud de los estudiantes y la actitud docente que debemos afrontar.

Además, he notado que los estudiantes les gusta interactuar en español en el grupo de WhatsApp donde se dictan las clases. Sin embargo, en estas dos semanas he visto participación en inglés con frases cortas y con audios.

Por otra parte, en esta semana solo he tenido participación con los estudiantes a través de los espacios de tutorías que tenemos como componente de extensión ya que las clases de secundaria son cada 15 días en un lapso de 4 horas. En estas tutorías, despejo dudas que los

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estudiantes tengan de manera individual y los ayudo con ejercicios o juegos de práctica para dejar el tema más claro.

Finalmente, a manera de reflexión puedo decir que el rol docente es un rol muy completo ya que el profesor no solo debe enseñar a los estudiantes sino también desarrollar la creatividad, la parte investigativa, pedagógica y emocional para formar estudiantes íntegros capacitados para ser parte de una comunidad social e integral.

Reflexión semana 4.

Esta semana siento que ha sido muy productiva, pues los estudiantes ya tienen un poco de confianza conmigo como su profesora. Después de algunas clases e interacciones virtuales que he tenido con algunos estudiantes de secundaria, puedo decir que los estudiantes se sienten más abiertos para participar en las clases y escribirme dentro y fuera de las horas de tutorías establecidas.

He tenido la oportunidad de tener una sola clase con el grado 10 y otra con el grado 11 teniendo en cuenta que sus clases son cada 15 días. Sin embargo, tengo más comunicación e interacción con el grado “10-02” ya que son mi población de muestra para mi proyecto de investigación. En las sesiones de juegos educativos virtuales que tengo con este grupo, puedo analizar muchos aspectos importantes que surgen a la hora de hablar acerca de la educación virtual. En un grupo de 35 estudiantes se cuenta con un rango de 5 a 10 estudiantes participantes, lo cual es importante manejar la motivación y participación de cada uno de ellos. Además, aunque aprecio la actitud y disposición de los estudiantes para recibir sus clases de inglés; los chicos se salen del tema, hablan de otras cosas y hasta resultan groserías en la conversación de la clase. Es allí donde surgen los limitantes y mis pensamientos reflexivos, pues es la poca

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población que tiene “disposición” para estar en la clase, entonces, ¿cómo puedo controlar esta situación sin sonar grosera? ¿Acaso si les llamo la atención de una manera un poco tensa pueden dejar de responder y ser participativos? O, por el contrario, acatan al llamado y siguen su clase normal. Es aquí donde el docente siente una controversia y resulta un poco confuso; sin embargo, debemos tener la mejor actitud, responsabilidad y liderazgo para sobrellevar situaciones como estas o similares.

Por otra parte, resalto algunos aspectos positivos que también me dan mucho para analizar. Como bien sabemos, la educación desde casa muestra un bajo interés de los estudiantes por sus clases. Sin embargo, cuento con estudiantes que les gusta el inglés, que sostienen su aprendizaje a través del aprendizaje autónomo y explotan mi WhatsApp con mensajes acerca de temas gramaticales o trabajos para corregir y es aquí donde analizo como docente que sí se puede cambiar los pensamientos, actitudes y motivación de los estudiantes a una actitud y participación positiva y activa en las clases y más aún que se interesen por el área de manera autónoma.

Finalmente, puedo decir que la educación en esta época de pandemia pide a gritos una educación llena de estrategias innovadoras, creativas, llenas de energía y claro está adaptadas a la situación de los estudiantes. Pienso que la gamificación en el aula virtual adaptada a la plataforma más usada en este momento por los estudiantes de bajos recursos (WhatsApp) puede ser una opción muy estratégica y sumativa para el proceso de enseñanza-aprendizaje de los estudiantes, y también aporta al proceso moral y actitudinal de los estudiantes.

Reflexión # 5

En esta semana exploré muchos aspectos como poca participación, actitud de los estudiantes, motivación, entre otros.

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Cuando empecé la clase, pensé que no iba ser posible desarrollar la clase ya que los estudiantes solo veían los mensajes en la plataforma de WhatsApp, pero no participaban. Así que opté por empezar la clase con frases de motivación y hacer preguntas acerca de otros trabajos, y reflexionando acerca de su proceso del año escolar... Mientras que esto ocurría me sentía muy preocupada al ver que ya pasaban muchos minutos y la mayoría de los estudiantes no respondían. Al principio contaba con la participación de solo 3 estudiantes...

Empecé la clase muy desmotivada, pero seguí con los pocos estudiantes que participaban. La actitud de los estudiantes era mínima y la clase avanzaba muy poco.

Es muy desmotivante para los docentes preparar una clase y que los estudiantes no participen. Sin embargo, tomé otras medidas como darles "break" pensando en qué la actitud de los estudiantes podría cambiar...

Finalmente, puedo decir a manera de reflexión que la modalidad virtual no solamente influye en la actitud de los estudiantes sino también de los docentes que es desmotivante preparar, organizar actividades y que los estudiantes no lo aprecien. Sin embargo, es un rol que el docente debe ejercer con sus estudiantes... También puedo decir que en esta semana no tuve ninguna experiencia con el componente administrativo ya que el colegio no contaba con actividades extracurriculares en esta semana.

Reflexión # 6

En esta semana he experimentado varios aspectos fundamentales del rol docente. Puedo decir que algunas veces los planes de los profesores no salen tal y como se planea. Esta semana tuve clase con los estudiantes de decimo, pero por ciertas cosas personales, no pude dictar la clase por lo que el supervisor me colaboró con ello. Es justo aquí que se evidencia que no todos

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los planes de los docentes, salen como se planea, pues estuve días antes organizando como iba a implementar mi propuesta, la organización de la clase, la gestión del tiempo, los aspectos para motivar y hacer una clase activa pero lamentablemente no pude dictar la clase.

Afortunadamente la clase se hace a través de WhatsApp y pude evidenciar la clase, ver la participación y motivación de los estudiantes, el control y manejo de la clase por parte del docente, lo que me hizo reflexionar en algunos aspectos claves cuando soy yo la docente.

Por otro lado, puedo decir que esta semana ha sido de mucha reflexión y trabajo de motivación para los estudiantes. He trabajado en los juegos a implementar en la clase y en los concursos que, por requisito, la institución exige para sus estudiantes.

Al momento de hacer estos juegos, se puede decir que se aprenden diferentes estrategias innovadoras como docente para implementarlas en sus clases, y por lo que he evidenciado, los estudiantes se motivan mucho más cuando ven la clase a manera de juego, cuando se ven participando no en ejercicios de práctica comunes, sino que en el momento que ellos ven imágenes, dibujos, puntos, ganadores y demás, se motivan a participar y “ganarles a sus compañeros” (Una estrategia útil para el docente). Adaptar la clase a manera de juego no quiere decir que no se avance en los conocimientos sino al contrario, se avanza de una manera creativa, innovadora y muy fácil para el estudiante para adquirir su conocimiento en inglés.

Finalmente, esa semana ha sido más que dictar clase y crear contenido, ha sido de reflexión y observación para mejorar en mis aspectos como docente. En algunas ocasiones, observar y analizar nuestro rol y compararlo con el de otra persona con más experiencia, nos ayuda a identificar nuestras fortalezas y debilidades para luego empezar a trabajar en ello y ser mejores maestros.

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Reflexión semana 7

Esta semana del proceso de practica integral ha sido un poco suave debido a que ya que el coordinador del colegio Integrado Juan Atalaya autorizó a los docentes de los grados décimo y once no seguir con más clases ya que según los estudiantes de veían presionados y tenían mucho trabajo acumulado. Por esta razón se decidió hacer una reunión que me permitió ver y analizar como es el proceso final para culminar los grados académicos en esta época de pandemia. Quiero mencionar un aspecto muy importante que pude analizar y es que en esta época el colegio necesita que la mayoría de los estudiantes de los grados mayores ya estén culminando satisfactoriamente su año escolar; por ende, la reunión con los profesores de todas las áreas y el coordinador fue para seleccionar cuales eran los estudiantes aplicados (así no tuvieran todo al 100%) que ya se podían ir de vacaciones y los demás se quedan en proceso de “RECUPERACIÓN”. En esta reunión de 3 horas pude analizar que para la institución no solamente es importante la parte académica sino también los valores que tiene el estudiante como el respeto, la responsabilidad y también la participación activa en las clases ya que fue lo que se tuvo en cuenta.

Por otra parte, en esta semana pude seguir avanzando de manera creativa, la creación del blog que es la herramienta de trabajo para las tutorías. En la creación de esto, pude reflexionar que hay CANTIDAD de recursos didácticos para los docentes de inglés que muchos no aprovechan y que es algo esencial en un aula de clase.

Además, en esta semana pude entrevistar a 7 estudiantes del grado décimo donde apliqué mi propuesta pedagógica basada en la gamificación y ellos afirman que el gusto por aprender inglés a través de juegos es mayor al aprender con ejercicios de un libro o actividades “normales” como ellos mismos lo mencionan. Desde mi punto de vista, al escuchar cada una de

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las respuestas de los estudiantes, siento que ellos son muy inteligentes y que, a pesar de la edad de 15 a 17 años, les gusta explorar, crear, diseñar y divertirse por lo que los juegos es una estrategia innovadora para ellos que les permite abrir fácilmente sus mentes para el aprendizaje.

Finalmente, puedo decir que esta fue una semana “suave” pero muy enriquecedora que me permitió aprender acerca del proceso de culminación del año escolar y analizar un poco este cargo en medio de esta época de pandemia. También, pude analizar cada una de las respuestas de los estudiantes frente a la gamificación y sus experiencias por lo que me di cuenta que puede ser una propuesta con éxito en todas las aulas de clase y finalmente, en la creación del blog en inglés para la institución, pude notar que existe variedad de materiales creativos e innovadores para los docentes que en muchas ocasiones no son explotados. Es por ello que abro mi mente a través de una pregunta y es: **sí los recursos didácticos existen, las estrategias innovadoras ya están establecidas, a los estudiantes les interesa estudiar a través de juegos, ¿Qué es lo que hace falta para convertir el aula de clase en un espacio creativo e innovador que facilite el aprendizaje en los estudiantes?**

Reflexión semana 8

En esta semana considero que he tenido la oportunidad de interactuar con los estudiantes apoyándolos y motivándolos a culminar con éxito su grado escolar. A pesar de que estamos en semana de recuperaciones, algunos estudiantes han perdido el interés por terminar su escolaridad con éxito. Sin embargo, siento que contactándolos y enviándoles mensajes de motivación, colaboración y persistencia, ellos han evolucionado y han estado enviado sus quehaceres con responsabilidad.

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Por otra parte, analizando un poco mi propuesta de gamificación en el aula, los datos estipulados por los instrumentos de investigación, podemos ver que existe una gran necesidad en medio de esta emergencia sanitaria, de explorar estrategias que motiven a los estudiantes a aprender desde casa. Es importante mencionar que el término de “la educación en casa” aún no se decide, por lo que los docentes deben manifestar estrategias innovadoras que motiven al estudiante a trabajar en los trabajos asignados y se apropie en trabajar autónomamente. Es por ello que después de mi reflexión, he llegado a la conclusión que los docentes deben ser más inclusivos con la creatividad, tecnología e innovación para facilitar el proceso de enseñanza-aprendizaje de los estudiantes no solamente ahorita en este periodo de emergencia sanitaria sino también incluir estos aspectos en el aula de clase ya que es los resultados en esta época, nos muestra la efectividad y el aumento de conocimiento de los estudiantes al aplicar la enseñanza a través de recursos y materiales creativos e innovadores.

Finalmente, en cuanto al rol docente, pude llegar a la conclusión que no solamente nos apropiamos del proceso de enseñanza del área asignada sino también nos apropiamos de valores como el cariño y el aprecio por estudiantes que son responsables pero que, a pesar de sus necesidades económicas, no pueden entregar algunos trabajos con éxito. Es por ello que el docente no solo es una guía para el estudiante sino también un apoyo emocional, una persona que abre sus puertas para que el estudiante cuente con alguien que posiblemente lo puede ayudar en ciertos momentos de la vida.

En conclusión, el ser docente implica ser una persona íntegra que debe asumir una gran labor al acompañar en un proceso de enseñanza y formación a seres humanos para convertirlos en personas íntegras y llenas de conocimiento y valores.

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Reflexión semana 9

Estando en la etapa final de mi practica integral, considero que han sido muchos factores para analizar y reflexionar como la actitud de los docentes y estudiantes, la motivación, los cambios trascendentales debido a la emergencia sanitaria, la pedagogía implementada, los recursos didácticos utilizados, la participación de los estudiantes, los roles administrativos de los docentes, los eventos culturales de la institución, el rol del docente para calificar y subir notas al sistema, y muchos otros factores que me hicieron crecer día a día un poco más como licenciada.

En este campo real de tener la oportunidad de ejercer el rol docente en una institución con cierta cantidad grande de estudiantes, hace que experimentemos todos estos factores que día a día suceden en un colegio. Es por ello que creo que la practica integral es esencial en la culminación de los estudios de un docente, justo aquí podemos analizar nuestro propio rol, ¿cómo somos y como quisiéramos ser? También pensamos en reflexionar a través de preguntas como ¿Siento que me desempeño bien como docente? ¿Cuáles son los aspectos que debo mejorar? ¿Tengo fortalezas en mi profesión? ¿Culminé con éxito dando la confianza y el respeto suficiente a mis estudiantes? Estas y muchas otras preguntas me surgieron de esta reflexión y de esta experiencia.

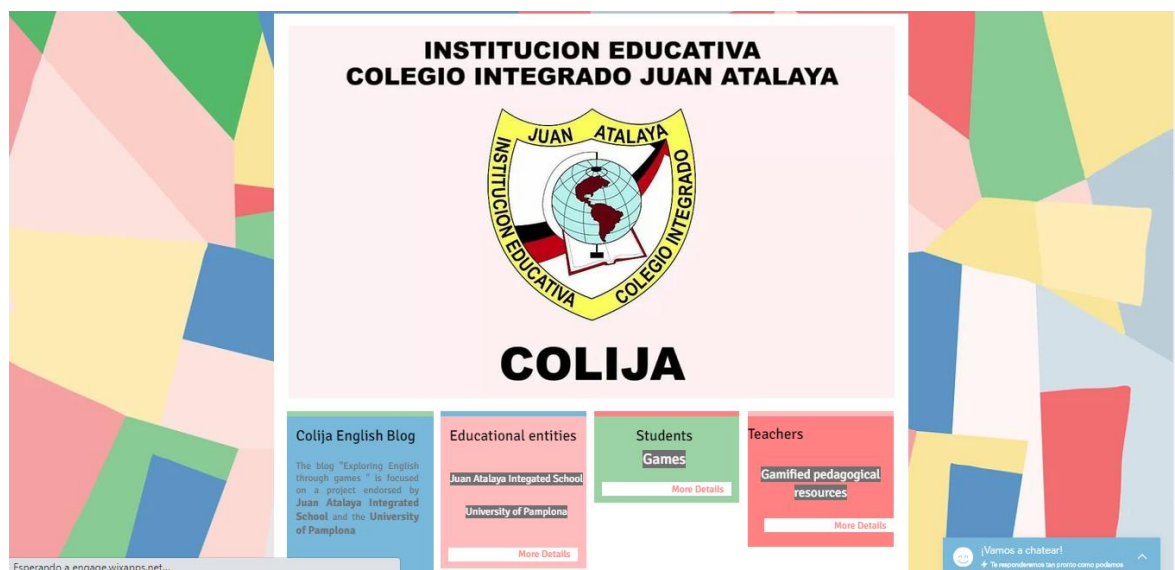
En esta etapa de culminación, he encontrado varias respuestas a mis preguntas y efectivamente gracias a la reflexión he cambiado aquellas debilidades, y he identificado mis fortalezas he sabido tomar de “espejo” algunos factores de otros docentes y aplicarlos en mi propio rol, entendí como darle confianza a un estudiante pero que esto no se convierta en irrespeto, identifiqué cuales son los cargos diferentes del pedagógico de un docente como los administrativos y extracurriculares....

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Finalmente, puedo decir que me siento feliz y satisfecha con el trabajo de practica que realicé en mi institución siendo la misma donde culminé mis estudios primarios y secundarios. Pasar de ser estudiante a ser docente en la misma institución, me ayudó a reflexionar más de la cuenta porque al ser el mismo lugar, me abrió un poco más la mente y más cuando trabajé con compañeros docentes que en un tiempo fueron mis profesores. Gracias a los docentes de la institución, pero también gracias a mis tutores, puedo decir que culminé con éxito mi practica integral en la institución, haciendo honor a la Universidad de Pamplona.

Annex 9. Link to the blog used for tutoring

https://editor.wix.com/html/editor/web/renderer/external_preview/document/bf667914-219e-4df1-bd3e-8437bdfd43db?metaSiteId=beaca738-4891-401c-9a75-2823ad0cd10f



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games

Vocabulary

<https://dtml.org/es/crosswordanimals> - *Animals*
<https://www.cerebriti.com/juegos-de-idiomas/food-and-drink-1-1> - *Food and drinks*
<https://www.cerebriti.com/juegos-de-idiomas/colours-1-1> - *Colors*
<https://www.cerebriti.com/juegos-de-idiomas/education-1-1> - *Education*
<https://www.englishactivities.net/es/evaluaciones-de-ingles-C3%A9s> - *Body parts*
<https://www.englishactivities.net/es/juegos-en-ingles-C3%A9s/pong?tema=Familia%20-%20miembros&nivel=principante> - *Family members*
<https://www.englishactivities.net/es/juegos-en-ingles-C3%A9s/ahorcado?tema=Viajar%20-%20de%20vacaciones&nivel=principante> - *Summer Vacation*
<https://quizizz.com/join/quiz/5f42e5c0c7fde5001cddeb16/start?referrer=5f42e2574d6679001f02073e> - *Means of transportation*
<https://quizizz.com/join/quiz/5f44308bec8638001bb5f846/start?from=soloLinkShare&referrer=5f4430664e4df8001da80462> - *Clothes*
https://www.educaplay.com/learning-resources/6669346-the_fruits_in_english.html - *Fruits*

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Tutoring and interection

TUESDAY
 2:00 - 4:00 PM
 10 GRADE

FRIDAY
 2:00 - 4:00 PM
 11 GRADE

Colija English Blog

This blog is part of the outreach project for high school students, especially for 10th and 11th grade.

In the project entitled "Tutoring to reinforce the English learning process of the 10th grade students of the School: Institución Educativa Colegio Integrado Juan Atalaya" we include the institution's blog in English not only to reinforce the students' learning of English but to motivate them to participate in autonomous learning.

In addition, this blog helps teachers with creative and gamified pedagogical resources to use in the classroom and reinforce the

Blog de inglés Colija

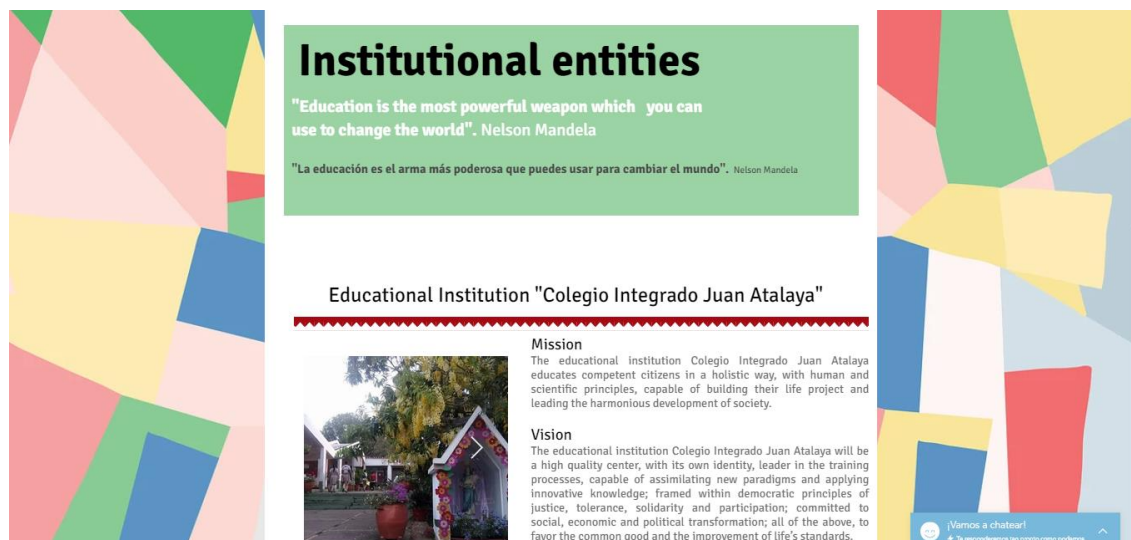
Este blog hace parte del proyecto de extensión para estudiantes de secundaria, especialmente para décimo y once grado.

En un proyecto titulado "Tutorías para Reforzar el Proceso de Aprendizaje de Inglés de los Alumnos de 10º de la Escuela: Institución Educativa Colegio Integrado Juan Atalaya" incluimos el blog en inglés de la institución no solo para reforzar el aprendizaje del inglés de los estudiantes sino para motivarlos a participar en el aprendizaje autónomo.

Además, este blog ayuda a los docentes con recursos pedagógicos creativos y gamificados.

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Institutional entities

"Education is the most powerful weapon which you can use to change the world". Nelson Mandela

"La educación es el arma más poderosa que puedes usar para cambiar el mundo". Nelson Mandela

Educational Institution "Colegio Integrado Juan Atalaya"



Mission
The educational institution Colegio Integrado Juan Atalaya educates competent citizens in a holistic way, with human and scientific principles, capable of building their life project and leading the harmonious development of society.

Vision
The educational institution Colegio Integrado Juan Atalaya will be a high quality center, with its own identity, leader in the training processes, capable of assimilating new paradigms and applying innovative knowledge; framed within democratic principles of justice, tolerance, solidarity and participation; committed to social, economic and political transformation; all of the above, to favor the common good and the improvement of life's standards.

¡Vamos a chatear!
Te recomendamos leer pronto como podemos