Implementing Gamification to Motivate Learning English Vocabulary and Enhance Grammar on Seventh Grade Students at Francisco José de Caldas School.

Luisa Fernanda Galvis Contreras

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES ENGLISH FRENCH PROGRAM

TEACHING PRACTICUM

PAMPLONA

2020

Implementing Gamification to Motivate Learning English Vocabulary and Enhance Grammar on Seventh Grade Students at Francisco José de Caldas School.

Luisa Fernanda Galvis Contreras

MENTOR

Myriam Gómez

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES ENGLISH FRENCH PROGRAM

TEACHING PRACTICUM

PAMPLONA

2020

CONTENT

Tables

Figures

CHAPTER I PROJECT PRESENTATION

Presentation

The teaching practice requires the preservice teacher to carry out a project that helps the students in charge to improve their English level, and the institution to reflect and refine its pedagogical practice. In this order of ideas, the following inquiry consists of four main components: pedagogical, research, outreach, and administrative. Those are part of this process carried out at the University of Pamplona.

The first one refers to the pedagogical component that intents to demonstrate how teachers develop teaching pedagogical tools and different strategies in the classroom. This part contains their description, the pedagogical methodology that was implemented at the Educative Institution Francisco José de Caldas School with the seventh-grade students during their English course.

The second chapter is about the research design, which considers the practitioners' reflective approach. It exposes the reflective process using different tools to collect data and the way it helps to improve the teaching process of pre-service teachers. The main purpose is to develop critical thinking through reflection and analysis of the pre-service teachers' pedagogical teaching process.

Regarding the chapter three, which deals with the outreach component. The information about a macro project entitled "Awareness project to teach the English language in primary schools in Colombia" is presented. This component seeks to integrate the students of the Degree Program in Foreign Languages to the educational reality of teaching English in Primary schools in Colombia to attend the needs of these students. The pre-service teacher integrated into this project a sub-project, which consists of

implementing American Sign Language as an alternative method for promoting inclusion and motivating English learning to fourth grade in Francisco José de Caldas' school.

Finally, the administrative component shows the methodology, school chronogram in terms of curricular and extracurricular activities in which the pre-service teacher was involved during the practicum to learn about the role of teachers outside the classroom as a member of the educational institution.

Introduction

Nowadays, English as a foreign language is considered a priority in every high school education process in Colombia and opportunity to establish a multicultural and bilingual identity. This language brings us rich professional and personal opportunities and a diverse view of the world.

English as a foreign language is considered a need in the education process of high school in Colombia. Therefore, the Ministry of Education proposed the goal to achieve Colombian bilingual citizens who can develop in this language naturally within the globalized world to allow them, understand other contexts, better communicate, and appropriate knowledge, seeking to expand their opportunities being more competitive to improve their quality of life.

Consequently, the national government and the Ministry of Education created the National Bilingualism Program (2004 – 2019), it presents new standards of communicative competence in English on the levels of proficiency proposed by the Common European Framework and organized in the four communicative competencies (reading, listening, writing, and speaking). Likewise, the government has provided educational public institutions with programs, technologies, and tools to facilitate the process.

It is essential to mention that the emergency of public health worldwide caused by COVID-19 provoked changes in the educational field. That is why the teaching practice changed from being conducted in-person to virtual lessons. This situation provoked many students to lose interest in learning English due to a lack of internet and other connection problems.

Thereby, the proposal presented in chapter one of this project concerning the pedagogical component deals with motivation and enhances English learning for seventh-grade students at San Francisco José de Caldas School. Finally, due to the public emergency, this project was conducted virtual.

Justification

Bearing in mind the importance of learning a second language such as English in a globalized world and in accordance with the national bilingual plan proposed by the Ministry of Education, it is necessary and urgent for Colombian educational institutions to enhance the English learning process.

After two weeks of observations on two seventh-grade students from Francisco José de Caldas school, and an interview with the tutor, the practitioner realized that the students have some difficulties memorizing vocabulary, grammar rules, and some other linguistic aspects. She evidenced that those obstacles are related to the lack of motivation for learning and practicing English.

Given that motivation has an essential role in learning English, this project seeks to implement gamification to motivate students and enhance the English learning process. McGroarty (2002) stresses the importance of teaching with variety since learners are different and do not find the same activities and tasks as motivational and good for their learning. Further on teaching English, teachers should give all of them to reach students'

attention and interest in English, for this reason, it is necessary to use plenty of strategies and methods that make them learn with ease and enthusiasm.

On one hand, motivation provides learners with an aim and direction since it has a key role in language learning. The lack of motivation and some difficulties may happen for students without any desire to learn, which is why it is difficult for them to gain effective learning.

On the other hand, teachers must use different methods that allow students to be active participants with strong engagement to their own learning, and new approaches and techniques to implement active learning. Gamification in training is one of these trends.

Therefore, this proposal will benefit seventh-grade students', teachers, parents from Francisco José de Caldas School and the foreign languages program, and the University of Pamplona.

Objectives

General Objective

➢ To implement Gamification to motivate and enhance English Learning Vocabulary and grammar.

Specific Objectives

➢ To promote in pre-service teacher English development of a critical spirit that allows her to analyze their pedagogical work.

➢ To integrate the foreign language pre-service teacher English French Foreign Languages Degree Program into the educational reality of teaching English at primary school in the city of Pamplona and Cúcuta.

➤ To integrate me into the different spheres of being a teacher and get involved in all internal and external activities of the educational institution.

CHAPTER II INSTITUTIONAL OBSERVATION

This section describes the main features of 'Francisco Jose de Caldas' school such as the topographical location of the institution, the school calendar, the organizational chart, the supervisor's schedule, and so on, likewise features that could be identified thanks to the observations carried out in this institution.

Topographical Location of the school

The 'Francisco José de Caldas' Educational Institution is constituted of three headquarters, being them: Headquarters principal, located at Calle 19 No 13-23 of Barrio la Libertad, created then by decree of the Departmental Education Secretariat No 1065 of December 31, 1959; the 'San Pedro Claver' Headquarters, located at Calle 28 No 10-45 Bellavista-La Libertad and the 'Santísima Trinidad' Headquarters, on Calle 3 No.2-48 SAN MATEO Upper part of San Mateo.

Identification of Educational Authorities

Table 1

Educational Authorities

Charge	Name
Principal	Sandra Patricia Figueredo Sarmiento
Coordinator	Luis Alexander Arias
English Supervisor	Henry Alexander Ayala Herrera
Primary school teacher	Dora García

Identification of the fundamental aspects of the institutional educational project

PEI

Based on an integral conception of the human person, their dignity, their rights, and their duties, forming each student to act as an honest, productive citizen, aware of his personal and social reality and leading processes that allow him to live and coexist with a good quality of life, contributing to the Local, Regional, National and Latin American project.

Regarding the 1991 Political Constitution and what is ordered by it in Article 67, Education in Colombia is established as a Social, Economic, and Cultural right that must be standardized, applied, and abided by.

Essential generalities of the manual of coexistence

Mission

Francisco José de Caldas School of the City of Cucuta offers a quality educational service to children, youth, adolescents, and adults, through an innovative pedagogical proposal whose two fundamental pillars are continuous improvement and social responsibility.

Vision

In the year 2021, this educational institution will be recognized as one of the top five Educational Institutions at the regional level for the training of upright students and critical thinking, with social transformation and progress of all the people who make it up.

Values of 'Francisco José de Caldas' school

Respect

In the CALDISTA Community, respect means accepting personal differences and allowing their integral development, giving each one of the members of the community a friendly and tolerant treatment. Respect allows me to see the other as he is; thanks to respect I understand the feelings of the other, I listen to him; respect requires me not to harm myself or others; thanks to respect, I understand the other, I empathize with him and I treat him as I would like to be treated, therefore I assume that respect is the basis of healthy coexistence.

Responsibility

In the CALDISTA Community, those who are aware of the consequence of their actions, who fulfills their duties, functions and commitments make correct use of their freedom.

Honesty

It is to act in a manner consistent with ethical and moral principles, reflecting transparency in feelings, thoughts, and actions. In the CALDISTA Community, those who fulfill their duties and respect the rights of others are honest. Being honest requires sincerity, truth, and recognition.

Solidarity

Solidarity is the contribution of each of the members of the Educational Community according to their capacities to generate conditions that favor the common good, the improvement of the processes of educational quality, love, and service to others.

self-esteem

In the CALDISTA Community, self-esteem is defined as the ability to love, value, appreciate and accept oneself, in coherence with his actions and his life project.

Proactivity

In the CALDISTA community, proactivity focuses on aspects of the context that can be improved to achieve the positive transformation of its environment.

Institutional Symbols

Emblem

Figure 1 Emblem

The triangular shape is a trinity icon where God is First, at the top is the sun that is strong of life, energy, light; hot. It signifies the importance of life, the reason for our struggles. To improve quality for each one of the Caldistas is essential to guide and build a worthy life project is a mega institutional goal at the same time as the science in the heat of teamwork with positive energy. The Mountains evoke overcoming.

Perseverance and patience until reaching the top and once there achieve that feeling of satisfaction. Green invites us to be constant in our commitments to nature, in the yellow background a computer. Yellow is light, knowledge, and orientation. The computer is an icon of science and technology, the Institution will always walk hand in hand with Science and will seek the necessary tools to train competent men and women.

On the white background, the wise Francisco José de Caldas, a worthy example to follow; is constituted for boys, girls, youth, and adults, as a man restless for science, research, and love for his country. The red and black flag on the shield reminds us of our

race and commitment to work for achieving a regional identity, the preservation of our culture, and an improvement in our locality and border community.

Flag

Figure 2 Flag

In its three colors, white, green, yellow, it makes an allegory of the three headquarters that make up the institution.

White: Peace, honesty, purity, transparency, clarity. It occupies a good part of the extension of the flag. It is essential to create favorable conditions, a good climate to achieve good results in the educational process of children and young people: harmony, good relationships, clarity in communication and procedures, honesty and transparency in acts are values that permeate everyone the members of the Caldista family to achieve that good climate that is required.

Yellow: Life, light, wisdom, wealth, energy, sun. Love and preserving life are constituted in the principle institutional, such as looking for the knowledge, the light that guides the way to continue with good energy to obtain best results. The spiritual values are constituted for the Caldista in the greatest wealth in the conquest of a better world.

Green: Color of ecology and hope. It invites us to commit ourselves to that duty of caring for nature, of being citizens of the universe in building a better world. Hope should always be motivation that helps us achieve goals.

Mascot

Figure 3 Mascot

The eagle: symbol of dignity, freedom, and fascination. Bird majestic connected with the sun, the storm, the warrior impetus, the triumph of the spirit over inert matter.

Guidelines of the ministry of national education

Guidelines of the ministry of national education in the face of the modality of academic work at home and the progressive return to the face-to-face modality, in the midst of the health emergency, demand to reorganize the service within the institutions and in their surroundings, attending to the requirements to guarantee the continuity of the educational process of the student population and adopt the measures and recommendations of public health authorities that prioritize health care and hygiene practices and physical distancing, to prevent the spread of COVID-19.

Taking into account the characteristics, interests, needs, and particularities of those who make up the educational community, it is necessary to guarantee that its members:

➢ Access clear information on the measures they must take to minimize the risk of contagion of COVID-19 and support to put them into practice.

➢ Participate in the construction of strategies that favor health promotion and the appropriation of effective practices in the care and prevention of contagion.

➢ Have opportunities to analyze the circumstances that each person has concerning these requirements and assess whether they can meet them.

➢ Can be heard and make decisions.

➢ Guarantee that its members be with someone accompanied during the preparation, understanding, and assimilation of the circumstance of contagion by COVID-19.

➢ Assume with commitment and responsibility compliance the measures established to prevent contagion and provide an educational service in safe conditions.

The Ministry of Education developed a guide for teachers and families that contributes to the development of their responsibilities within the framework of the academic work process at home and the progressive transition from the face-to-face modality with options for alternating home-institution education.

Working methodology of the foreign language teaching group

The methodological proposal of the English field plans to integrate different strategies and activities, which seek to motivate students towards the understanding, knowledge, and use of the English language in a meaningful, cooperative, interactive, and contextualized way.

The use of computers, virtual activities, institutional platform, tablets, projection of videos related to the didactic unit, development of Role-plays, and small scenes where students have the opportunity to experience characters and establish communication through dialogues appropriate to their level of competence are tools that will allow teachers to achieve the objectives proposed in the foreign language field.

Considering seventh grades, the following subjects were proposed by the Ministry of Education in the book "Way to go 7°". This chart (Table 2) contains the general subjects as integral personal care, bullying, and conflict, a world of wonders and international cultures that will be implemented to teach English as a foreign language and civic culture.

Table 2

Seventh Grade Syllabus

SEVENTH GRADE' SYLLABUS				
TERM	**I**	**II**	**III**	**IV**
General Subject	Integral personal care	Bullying and conflict	A world of wonders	International cultures
Specific Subjects	**Unit 1:** enjoy your free time **Unit 2:** I can take care of my body **Unit 3:** Taking care of myself and of others	**Unit 1:** Let the games begin! **Unit 2:** Tell your story! **Unit 3:** No bullying allowed!	**Unit 1:** our beautiful natural world. **Unit 2:** Nature is life. **Unit 3:** Conservation is a must	**Unit 1:** Let's see the world! **Unit 2:** Traveling Around Colombia. **Unit 3:** Wonderful Cultures.

Methodology

The object of study is to develop in students a level of oral and written communication and comprehension hearing and reading in this language, which allows them to interact with some independence in their field of action, in such a way that be a basic instrument for the construction of knowledge, to carry out learning, for the optimal

management of new technologies and for the achievement of full social and cultural integration. The methodology for teaching English as a foreign language, to work with the students of this institution is based on the following proposals:

Active and interactive methodology

This approach considers the ludic factor, which consists of allowing learning when participating in activities in which the main objective is to carry out actions using the foreign language, actively communicating with the environment that requires it. As for the ludic factor, it is of great importance because the student, through it, establishes a connection between their usual activities at home.

Teaching focused on academic content

This model has emerged from the need to teach the general curriculum and at the same time focus on the teaching of a second language. In this approach, the goals of the foreign language curriculum are expanded to include reinforcement of the goals of the school's general curriculum. In a content-focused foreign language lesson, the teacher carefully selects some concepts from the general curriculum that are clearly defined and do not require much knowledge of vocabulary. The teacher then considers the linguistic, academic, and cognitive skills required by the students to achieve success in the classes. This type of instruction allows the foreign language teacher to address academic needs and critical thinking skills while addressing language needs. Furthermore, it provides many more contexts for communication between students that would not be possible if the foreign language was taught as a separate area in the school curriculum. It is essential to carry out specific activities that place students in different contexts, where all their skills and competencies of being, knowing and doing are evidenced and enhanced.

In this way, the pedagogical meetings in the field of English as a foreign language is based on the fundamental principles that make meaningful learning and the development of projected tasks to the production of knowledge and interaction with the social context. It is necessary to consider that the learning rhythms of students are different, therefore activities and experiences must be designed in a way which everyone is involved in taking advantage of personal characteristics, identifying who have greater strengths for supporting those who present weaknesses.

Guidelines of the ministry of national education

Decree 83 of 2019 issued by the National Ministry of Education on the universal design of DUA learning regulates a flexibilization of the curriculum so that it is open and inclusive to all types of student population, promoting comprehensive access to affective education. In this sense, Communication and Information Technologies provide tools that facilitate the learning of the foreign language by reducing the barriers found in the classroom context. The DUA considers the following principles:

The Representation: It refers to the content and knowledge: What to learn?

Motivation: It involves commitment and cooperation: Why learn?

Action and Expression: Responds to: How to learn**?**

Population

The seventh grades of the Francisco Jose de Caldas institution have exactly 158 students, however in virtual classes, less than half are online, the students have a basic English level as shown in the following table.

Table 3

Levels Achievement of Competences

Common European framework levels		Colombian levels	Groups
Basic user	A1	Beginner	1-3
	A2	Basic 1	4-5
		Basic 2	6-7
Independent user (umbral)	B1	Pre-intermediate 1	8-9
		Pre-intermediate 2	10-11
Independent user advance	B2		
User	C1		

Table 4

Schedule of English classes

	HOUR E	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	6:30-7:20		7°3	7°4		7°3
2	7:20-8:10		7°3	7°4	4°7	7°4
3	8:10-9:00	7°5			4°7	7°6
	9:00-9:30	B	R	E	A	K
4	9:30-10:20	7°6		7°5		7°6
5	10:20-11:10			7°5		
6	11:10-12:00					

Key pedagogical aspects observed

This part presents information about two general aspects, the planning and the Guidebook used by the educational institution Francisco José de Caldas in which the practitioner does her practicum stage as a preservice teacher in seventh grades.

Planning

The teachers of Francisco José de Caldas school use a planning format that contains standards of competence, conceptual axes, performance standards. Likewise, there are three steps to planning the classes. Firstly, the teacher must consolidate the part of "knowledge activation". Secondly, strategies during and after reading; thirdly, the evaluation of the learning part. Finally, the planning format has a part of evaluating teachers and their performance during class to improve teaching strategies.

Guidebook

Way to Go! is a series of textbooks for teaching / learning of English, to students in Grades: sixth (6th), seventh (7th) and eighth (8th). Its main objective is to create a nice and real context for students, in which they can develop their English skills in terms of grammar and at a communicative level. These textbooks are aligned with Basic Learning Rights (DBA) and suggested English curriculum, proposed by the Ministry of National Education (MEN).

Figure 4 Guidebook

CHAPTER III PEDAGOGICAL COMPONENT

Gamification to Motivate Learning English Vocabulary and Enhance Grammar on Seventh Grade Students at Francisco José de Caldas School.

Introduction

In our country, the Bilingual Colombian Program (BCP) seeks to improve English Communicative competencies in all educational sectors (MEN, 2004), given that English has become the most used language among foreign-language speakers. Thus, the Educational centers around the world must ensure all their students get a good level of proficiency in the language as is demanded by our globalized world.

The new challenges for teaching a second language (L2) indicate that teachers must implement different methodologies with different purposes for students to develop and enhance their English knowledge. That is why teachers need to introduce new learning tools in the classroom to guarantee effective and significant learning.

Nowadays, teaching English is a big challenge because the new generations get bored faster and also, they consider that learning English is pointless. Moreover, we as English teachers must consider that students have different learning methods; that is why we must use new tools that motivate and enhance learning English in Colombian public schools.

According to Mcgroarty (2002), it is essential to teach English with a variety of activities since students' learning is different and they do not find motivating most of the class' activities.

In addition, motivation is a vital factor to take into consideration the learning English process. Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. According to Alizadeth (2016), the enjoyment of learning is one of the factors of motivation; that is why this project seeks to use gamification to motivate and enhance learning English vocabulary on young learners.

Statement of the problem

After observations carried out at 'Francisco José de Caldas school, I realized that seventh-grade students have a low-English level. This is because they do not know enough English vocabulary. As we know, if we want to get a good English level, we must learn vocabulary to improve our English knowledge. Sometimes, learning vocabulary is an autonomous task but, if we use old methodologies for learning by heart as repetition, this may be a boring and tedious task.

It is evident that using technology in education is necessary to fortify the learning experience in the 21st century because most of the student are digital native, that is why the pre-service teacher wonder:

Research questions

This study was guided by the following research questions:

Main question:

1.   How can Gamification be a useful tool to Motivate Learning English Vocabulary and Enhance Grammar in Seventh-grade students?

Sub questions:

1.   How does motivation influence the learning of a second language?

2.   What are the learners' perceptions of the implementation of Gamification in English classes?

Justification

This pedagogical study seeks to implement gamification to motivate and enhance learning English vocabulary and grammar on seventh-grade students, bearing in mind the observations held during the two initial weeks, in which the main problem was the lack of motivation and difficulties learning English vocabulary.

Although the teacher's methodology is great, it is missing creative exercises that motivate and enhance the students to learn English vocabulary due to most of the time the teacher must concentrate on the grammar rules and the rest of the skills.

Under certain circumstances, the teacher in charge agrees to create a new proposal based on a motivating method that privilege learning games, implementing gamification to help students to learn by heart and a didactic way English vocabulary and grammar, getting close from what the curriculum, the National Bilingual Program, and the PEI establish from the beginning.

The development of this proposal is significant to the pre-service teacher since she could figure out reading and writing strategies for the students helping them to improve

their language skills. Moreover, the pre-service teacher would like to improve the level of the language in the school and the motivation to develop in her student's good management of the language and love for learning English.

Objectives

General Objective

➢   To implement gamification to enhance learning English vocabulary and grammar on seventh-grade students at 'Francisco José de Caldas' school.

Specific Objective

➢   To promote motivation for learning English in seventh-grade students.

➢   To implement strategies to teach grammar after developing games.

➢   To use feedback as a reflective tool after games.

Theoretical Framework

This project intents to implement gamification to motivate and enhance learning English vocabulary. In this way, in this theoretical framework, you will find concepts like gamification, vocabulary, and motivation.

Gamification

According to Deterding, Dixon, Khaled, & Nacke (2011) the term 'Gamification' is quite recent, its first documented use dates from 2008. Gamification is described as the process of game thinking and its mechanisms to attract users and make them solve problems (Zichermann & Cunningham, 2011). This definition can be applied to any situation. However, in the educational field, Gamification refers to the use of game elements to involve students, motivate them to action, and promote learning and problem solving (Kapp, 2012).

Additionally, it is imperative to define the three games that were implemented in this project as Kahoot, Educaplay and Quizziz, to better understand this project and to know these educative platforms.

Kahoot

According to Griffin (2019), Kahoot is a free online, gamed-based platform for teachers and students. It was created to make learning both easy and fun. A program that anyone can easily access through any internet-connected device. The teacher can sign up and create a game for the players to participate in.

The game's format is usually a series of questions asked by the teacher, wherein the students respond individually or by teams from a selection of answers. Likewise, the higher scores are given to the players that respond correctly to each question the fastest. The way Kahoot is designed ensures full engagement from the students.

Quizizz

Quizizz is a free online game designed to help people participate in group activities and study. According to Ruiz (2019) to create and host quizzes for others, it is necessary to create a free account on the Quizizz page. Furthermore, participants may join games from any device without the app. Using Quizizz you can join a game with your class, to study on your own millions of quizzes covering every subject, see questions and answer options on your own device, challenge participants' friends and find free quizzes on mathematics, English, science, history, geography, languages, and general knowledge topics.

Educaplay

Educaplay is a platform for the creation of multimedia educational activities, characterized by its attractive and professional results (Viloria, 2013).
The platform is participatory in nature, and all users benefit from the work they put together

on the platform since the activities are shared for other users to play band for those other users to show them, in turn. , within thematic collections.

It is aimed at creating a community of users with a vocation to learn and teach while having fun, with varied possibilities so that teaching professionals can install their own online educational space on the platform, where they can take classes to another level of participation.

Vocabulary

Neuman & Dwyer (2019) defined 'vocabulary' as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Furthermore, Hornby (1995) defines that vocabulary as the total number of words in a language; it is a list of words with their meaning. Nevertheless, Ur (1998) affirmed that vocabulary is the words we teach in a foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea.

Grammar

According to Richards (2016), grammar can therefore be understood as a resource people make use of to create a discourse that is grammatically appropriate at both the level of the sentence and the text. While vocabulary can be thought of as the units that describe people and places, concepts, topics, states, events, relationships, and actions, grammar can be thought of as the resources we use to package words into sentences and texts according to the grammatical conventions of our language. However much of a person's knowledge of grammar is implicit rather than explicit. When learning a second language, knowing "about" rules of grammar do not necessarily translate into being able to draw on

grammatical knowledge in communication, and this is one of the dilemmas that arise in relation to grammar instruction.

Motivation

Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. According to Elliot & Covington (2001), motivation gives the reason for people's actions, desires, and needs. At the same time, motivation could be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Broussard & Garrison (2014) defined motivation as the attribute that moves us to do or not to do something.

Literature review

This session presents previous studies carried out based on the implementation of gamification in English classes, at the same time the usefulness of using web 2.0 games, the importance of vocabulary, by the same, the importance of grammar, and finally the role of motivation in language learning. Those studies are relevant for this study, basically, they give some elements to develop the research.

Ursic (2017) in his paper intents at presenting comprehensive and ready-to-use sets on the Academic word list (AWL) design for the Quizlet live multiplayer platform, includes over 1000 flashcards to enhance students' lexical knowledge while providing an engaging and competitive gamified learning environment. The author considers the material can be useful to any educators interested in gamification and that they are determined to enhance students' learning in a collaborative and engaging class environment. Besides, the author shares the link in which we can find these flashcards and material. This paper allowed me

to know about the platform Quizlet. We can consider this digital tool for teaching and enhance learning English vocabulary in this pedagogical project.

In the same way, LAM (2019) in his research investigated the usefulness of using Web 2.0 games to help students to learn vocabulary in an institution in Macau. In this case study, the author used two online games, "Fling the teacher" and "Jeopardy", the implementation of these games allowed the students to learn and review vocabulary. The development of this proposal is fundamental to the pre-service teacher since she could figure out reading and writing strategies for the students helping them to improve their language skills. Besides, the pre-service teacher would like to improve the level of the language in the school and the motivation to develop in her student's good management of the language and love for learning English.

Likewise, we must consider the importance of vocabulary. Alqahtni (2015) highlighted the importance of vocabulary learning as a fundamental part of learning a foreign language. In this paper, the author attempts to review the trends around teaching English vocabulary through different techniques ESL teachers use when teaching. One essential point to consider is that teachers must notify the students' level and characteristics, and the value of the techniques for the learners.

However, we have to take into consideration the importance of learning grammar since it is also an essential skill we must take into account, that is why Dalil (2013) in her research entitled "The importance of grammar in a second language teaching and learning" attempts to highlight the role grammar in second language acquisition. Some of the roles discussed in her paper are its ability to convey unambiguous meaning, having the capacity to create an infinite set of sentences, and a substantial enabling skill. Additionally, grammar is subject in almost all the syllabuses all around the world. Be it English grammar or any

other grammar, be it a native or a bilingual, a person cannot write or speak eloquently bereft of this key factor.

In this paper, the researcher perceives grammar as a crucial factor for one to develop his/her second language properly. She states that the importance of grammar lies in rendering the students self-dependent because once learners acquire a decent mastery of grammar, he can use it as a criterion to assess the accuracy of his/ her speaking or writing. Another point to consider is that grammar raises consciousness of the rules, accelerates the learning process, and increases accuracy.

Additionally, we must take into account the following paper written by Alizadeh (2016) which demonstrates the role of motivation in language learning through reviewing some research in the field. In this work, the author finds learners' motivation can change depending on the context of language learning. This factor has a vital role in the development of language skills; besides, teachers play an essential role in the development of them, motivating learners to the development of language learning. Likewise, Branch (2016) in his research entitled "The Impact of Motivation on English Language Learning" found motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is because someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.

Methodology

In this part of the project, the practitioner describes the pedagogical methodology she implemented for the development of this research and the methodology where it is specified the type of research and the design, the location, the population, and the sample,

the methods and instruments for data collection which have enabled the achievement of the proposed objectives.

Pedagogical methodology

This project was implemented contemplate the parameters proposed by the National Ministry of Education facing the current health emergency; it was carried out through a virtual methodology.

This project entitled "Implementing Gamification to Motivate Learning English Vocabulary and Enhance Grammar on Seventh Grade Students at Francisco José de Caldas School" was implemented approximately during ten weeks, in which the pre-service teacher tried to impact positively in different aspects of students English knowledge.

To accomplish the objectives, the pre-service teacher implemented a variety of didactic and pedagogic activities that required the design of materials such as virtual games, flashcards, and slides for motivating learning English vocabulary and enhancing grammar on seventh-grade students.

Regarding the activities, the pre-service teacher implemented two virtual games as "Kahoot" and "Quizizz" twice a week. Those virtual games had as main objectives to enhance and motivate the students to learn English and to reinforce English knowledge. At the same time, the pre-service teacher considered the grammar skill to connect and reinforce what students learned during the classes.

Bearing in mind the activities, the pre-service teacher implemented two virtual games as "Kahoot" and "Quizizz" twice a week. Those virtual games had as main objectives to enhance and motivate the students to learn English and to evaluate and reinforce English knowledge. At the same time, the pre-service teacher privileged the grammar part to connect and reinforce what students learned.

The steps to implement the project were to explain the subject, do some exercises to reinforce knowledge, play the virtual game in groups, and finally, to give feedback where the teacher explained all wrong answers. In the same way, the pre-service teacher proposed to the students to play a specific game at home. This game was designed for students to learn vocabulary and integrate it with grammar skills. It is necessary to mention that the time in each class was not enough to propose more activities that complement or apport to achieve better results.

In the first week, the participants had to accomplish some exercises to memorize the vocabulary, in this case, "irregular verbs". To implement the gamification, the teacher-researcher began the class explaining the principal subject, in this case, "Past simple verb to be". During the course, some students asked questions but most of them were too shy. When the teacher proposed to play a virtual game collectively (Kahoot), students participated actively. However, the results were substandard, principally since they were not familiarized with the game and some of them did not pay attention to the rules and recommendations.

During the second week, the pre-service teacher used the same technique: first explained, and then implemented the game. At this time, the teacher proposed the virtual game "Quizizz", which was more interesting because the game's platform offers engaging tools as competition, rewards, assistance, and so on. Therefore, results improved, and the students felt more motivated; likewise, the teacher realized the students understood the subject thanks to the game results.

In the following weeks, the teacher-researcher implemented the same technique. The questionnaires designed in Kahoot and Quizizz helped to improve and learn vocabulary

knowledge and to integrate it in a context. In addition, the last game "Educaplay" helps the

students to concentrate only at improving students' vocabulary knowledge.

It is essential to mention that this virtual platform offers several exercises that allow

teachers to create different games. The main purpose of this game was to help the students

to learn by heart vocabulary, that is why the pre-service teacher proposed it as homework

allowing the students to get concentrated and could assimilate it.

Each week students improved their individual and in group results. Students that

constantly sent to the pre-service teacher the screenshots of the evidence got better results

in their lapses' grades. Additionally, seventh-grade students were more participative, and

collaborative work was evident.

Material

Bearing in mind the material, the pre-service teacher made use of slides,

worksheets, and three virtual games to achieve the proposed objectives. First, the teacher

used eye-catching slides to explain the grammar subjects as shown (Figure 5). In this part,

the researcher implemented some exercises, and the students needed to pay attention and

participate in the activities during the course.

Figure 5 Eye-catching slide

Second, the students completed worksheets at home, while the pre-service teacher proposed more exercises to correct mistakes and reinforce grammar knowledge.

The institution Francisco José de Caldas manages its worksheets using the same pattern, these are composed by a "pretext" in which the teacher includes a reading part; the second part is formed by "connection with the language" in which the teacher must include the explanation of the topic; and in the third part, "the knowledge assessment" where the students find a set of exercises to practice with the new topics. These worksheets are called lapses.

A lapse is developed in two weeks, students must send the evidence of the work by email. Due to the pandemic and the economic situation of the students, the institution prints the worksheets. That is the reason why these lapses or worksheets have a maximum of two pages.

In total, the pre-service teacher had designed three worksheets. First, lapse ten, about "the verb to be in the past simple" (Appendix 1); second, lapse eleven, concerns "past simple with Did" (Appendix 2) and third, lapse twelve about "WH questions in past simple" (Appendix 3).

To design these worksheets, the pre-service teacher had to look over the books proposed by the ministry of education of Colombia "Way to go teacher's book", "Way to go student's book" and "Way to go workbook". After that, the pre-service teacher selected the most adequate exercises for each part of the lapses and looked on internet for some other exercises. Finally, she sent it to the supervisor for possible corrections.

Another point to consider is the planning. Planning is a competence that every teacher must possess. It is key for the development of their educational task. Lesson plans are the first step in getting all students to learn. When preparing the class, it fulfills a

professional responsibility and also reflects on what students should learn, how to motivate

them, how to help them to learn and what teaching resources to use. This reflection allows

organizing and sequencing the expected learning.

In this order of ideas, the tutor provided the pre-service teacher a planning format

(figure 6) in which she must describe each activity, and, at the end, she must evaluate

herself. This format is composed of the following elements: opening, explanation of the

topic, production activities, and at the end of the document, there are some questions to

improve the teacher's methodology. It is mandatory to highlight that the pre-service teacher

had to plan a class with a maximum of 40 minutes, that is why in each class she proposed a

limited number of activities.

Figure 6 Planning format

From the implementation of this component, some evidence can be described, in

each virtual class, the institution's platform "Web Colegios" generated a list of the students

that were connected (Appendix 4). This list allowed the pre-service teacher to have an

assist control of the students. Likewise, the pre-service teacher took a screenshot of every

class to collect enough information. Second, another evidence of this process can be the

screenshots of the online games that students sent to the researcher as "Quizziz" (Appendix

5) "kahoot" (Appendix 6), and "Educaplay" (Appendix 7).

Thirdly, the pre-service teacher had an electronic email where she saved and graded

all students' homework (Appendix 8). In the same way, the researcher printed the list of

attendance where she registered the students' grades manually (Appendix 9).

Chronogram of activities

The following chronogram exemplifies the activities implemented by the pre-

service teacher with seventh-grade students.

Table 5

Chronogram of activities

DATE	DESCRIPTION
September 21st to September 26th	*First Contact with the students*Implementation of the proposal *Presentation of the first virtual game "Kahoot" (**objectives:** To reinforce the past simple tense/ to evidence student's participation/ To encourage teamwork) *Review Lapse 9 (Past tense, irregular questions (yes/not) (affirmative/interrogative sentences using past simple) (expressions of opinions, adjectives to describe situations, time expressions in the past) *Design of the lapse 10 (Verb TO BE in past simple)
September 28th to October 2nd	*Explanation Lapse 10 (Verb TO BE in past simple)

	*Implementation of the virtual game "Quizziz" individually (**Objectives:** To reinforce vocabulary (verbs in past simple) and past simple structure/ to know the contexts of some verbs) *Review the numbers from 0 to 100*Design of the lapse 11
October 05th to October 9th	*Review Lapse 10 (Verb TO BE in past simple) *Implementation of the virtual game "Kahoot" activity in group. (**Objectives:** To encourage teamwork/ to reinforce simple past structure/ to enhance learning English vocabulary/ To promote motivation) *Design of the lapse 12
October 12th to October 16th	*Explanation lapse 11 review (regular and irregular questions (yes/not) past tense with DID. *implementation of the virtual game "Educaplay" (crossword) individually. (**Objective:** To memorize vocabulary/ to Enhance learning English vocabulary and grammar/ To promote motivation) *Virtual tutorials with the students for preparing the "English Day"
October 26th to October 30th	*Review lapse 11 (past simple DID) *Implementation of the game "Quizziz" activity in group (**Objective:** To reinforce the past simple tense / To encourage teamwork / To promote motivation) *Video editing about "The family Simpsons" for the "English day"
November 02nd to November 06th	* Explanation lapse 12 (Wh question in past simple) *Implementation of the game "kahoot" activity in group (**Objectives:** To encourage teamwork/ To enhance learning vocabulary and grammar/ To reinforce Wh question structure in past simple tense/ To motivate English learning)
November 09th to November 12th	*Delivery of final works
November 16th to November 19th	*Delivery final works

November 23rd to November 27th	***Tutorial***

During the first week of teaching practice the pre-service teacher introduced herself and her project about gamification. Furthermore, she implemented the first game played by teams with the object to encourage fair game and teamwork. Likewise, the researcher made a review of the previous lapse (9) about past simple and Wh questions. During the second week, the researcher introduced lapse 10 about the verb to be in the past simple, in this class the pre-service teacher taught the numbers from 0 to 100 and implemented the virtual game "Quizizz". This game had the objective to memorize the structure of past simple and the conjugation of the verb To Be.

In the third week, the researcher made a review about lapse 10 and implemented a Kahoot to work in groups, this time the students were more participative, and the practitioner evidence that they memorized the past simple structure with the verb To Be and recognized its uses. The following week, the pre-service teacher explained lapse 11, about "past tense with regular and irregular verbs", then she implemented a virtual game to play individually to practice ten irregular verbs. As the students knew how to write a sentence using this time, the teacher emphasized the vocabulary. Besides, in the fifth week, she implemented a virtual activity using "Quizziz" to reinforce the previous knowledge, then planned and organized the seventh-grade presentation in the "English Day", in which the students interpreted the Simpsons family (Marge, Homer, Lisa, Bart, and Maggie) (Appendix 10). During this week, the teacher met with each student individually to prepare the character.

Next, in the sixth week, the researcher suggested lapse 12, she implemented the virtual game "Kahoot" to students to practice the use of Wh question in past simple tense, next she edited the English video to be prepared for the English day.

During the following three weeks, the students had to deliver their works, so the pre-service teacher sent them some corrections to improve their final grade. During this time the practitioner had to upload grades to the platform. Finally, in the ninth week, the supervisor asked the teacher to prepare a class to solve some questions and students' doubts.

Investigative methodology

This pedagogical project adopted qualitative research. According to Denzin and Lincon (1994), qualitative research is a 'multimethod in focus, involving an interpretative, naturalistic approach to its subject matter' that means qualitative researchers go over things in their natural settings, seeking to make sense of interpreting phenomena in terms of the meaning people attach to them.

This study was carried out under the parameters of action research given that the trainee teacher took part directly in the study, and likewise, she observed English course FLE at the educational institution, Francisco José de Caldas, in Cucuta in a virtual environment. According to Mills (2000), action research is a systematic inquiry done by teachers (or by different individuals in an educational field) to gather information and subsequently improve the ways their educational settings operate, how they teach, and how their students learn.

There are two types of action research, "practical action research" and "participatory action research". This study intents to describe the phenomenon in an educational setting as the implementation of gamification to motivate and enhance learning

English vocabulary on the seventh-grade students at this school, the type of action research for this study is the practical action research. Thereof, defined by Creswell (2012) as when "teachers seek to research problems in their classrooms so that they can improve their students' learning and their professional performance" (579).

Setting and population

This study was carried out in the educational institution Francisco José de Caldas. The participants of this project were beginner level students, more specifically, an A2 level (Beginner level) following the Common European Framework of reference. The learners' age ranged from 13 to 15 years old.

In view of privacy, a letter of consent was supposed to be delivered to the participants to guarantee their anonymity and a pseudonym was supposed to be given to the participants who were to be interviewed to protect their identity.

Data collection methods

Data would be gathered through one non-participant observation, participant and one interview with open-ended questions and journals According to Creswell (2007) "…observations, interviews, audiovisual material, documents), and reports a case description and case-based themes. For example, several programs (a multi-site study) or a single program (a within-side study) may be selected for study…" (p.73).

The teacher-researcher implemented some instruments to gather information about implementing gamification to motivate learning English vocabulary and enhance grammar on seventh-grade students. As said previously, the data collection methods proposed to carry out this research project were participative observation, an inquiry, teacher journals, and an interview. The following chart shows the schedule proposed.

Table 6

Project schedule

PROJECT SCHEDULE	
Date	**Instrument**
September 21st to September 26th	Non-participant observation Participant observation
September 28th to October 2nd	Participant observation
October 5th to October 9th	Participant observation
October 12th to October 16th	Participant observation
October 19th to October 23rd	Participant observation
October 26th to October 30th	Participant observation document analysis
November 2nd to November 6th	Interview
November 9th to November 12th	Questionnaire

Non-participant observation

Non-participant observations helped to investigate our problem without interfering in the participant's context and their development as Mills, Drupes, and Wiebe (2010) stated "Non-participant observation is a data collection method... in which the researcher enters a social system to observe events, activities, and interactions to gain a direct understanding of a phenomenon". (P.9).

This instrument was implemented with the objective to evidence the students' behavior and attitudes, also it allowed the pre-service teacher to know the four groups, and to study the language management that students had. In this observation, the practitioner realized that the student's level of proficiency wasn't good, and some students were not interested in learning English.

Participant Observation

On the other hand, participant classroom observation allows researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share given that it could be taken as impolitic, impolite, or insensitive, and observe situations informants have described in interviews (Kawulich, 2005).

The teacher took a direct part in the implementation of gamification in seventh-grade students' classes during ten weeks of integral practice. As a result of these observations, it was obtained that the teacher followed her activities according to the objectives of the lesson plan. Lesson plans were conducted taken into account the content proposed by the guidebook "Way to go 7°".

In terms of interaction, the pre-service teacher gave students precise instructions and the rules to play the different virtual games (Kahoot, Educaplay, and Quizizz), gave considerable time for students' responses, and gave them feedback. Besides, the teacher used verbal and non-verbal communication so the students could better understand the topics, the advantage of implementing these games stems from the active student participation although it is necessary to mention that the target language was used randomly.

Regarding the students, most of them participated actively in the class even though they revealed some oral production problems. Those problems were triggered by difficulties expressing themselves in the target language. They did not have the necessary vocabulary, and they did not know the correct pronunciation for some words. Besides, it was evidenced that students learned some irregular verbs thanks to the virtual games proposed by the practitioner. This was reflected in the results of the games and in the

explanation of the grammar part in which they had to use the irregular form of the verb accurately. Also, the students learned the use of those irregular and regular verbs in different contexts.

Questionnaire

The survey is a study of a specific theme with a population of which a sample is determined to specify certain parameters. The topics examined can be extremely varied. This is how people can speak of an investigation in the economic, demographic, sociological, political, medical, psycho-social, agricultural, etc. field. (De Ketele & Roegiers, 2015).

In this research, it was created a survey (Appendix 11) that allowed the pre-service teacher to know the different points of view of learners from gamification and motivation in English class.

Interview

According to De Ketele & Roegiers (2015), the interview is a method of collecting information which consists of oral interviews, individual or group, with several carefully selected people, to obtain information on facts or representations, the degree of relevance, validity, and reliability of which is analyzed concerning the objectives of the gathering of information.

This project implemented a semi-structured interview. In this type of interview, the participant answers questions prepared and planned in a determined order. Likewise, an interview with the students was carried out (Appendix 12), in which audio recordings were used as a research instrument for collecting responses, which served as a support for the observations that we developed.

Reflective journals

The researcher used a diary to talk about the experiences, ideas, mistakes, fears, confusions, hindrances, advances that arise during the teaching practice; given its reflective nature, the researcher can take advantage of using it as a place to talk himself about how things are going on. This instrument helped the practitioner to answer the first and second research questions because it allowed her to write about those aspects mentioned before and the students' behavior during the English classes.

The journals (Appendix 13) correspond to the participative and non-participative observation regarding the action research process. The first participative observation took place with 7th-grade students during the first week of classes. This journal tells how that week was conducted, since the students' perspectives regarding the implementation of gamification, which was the first instrument.

Data analysis

To analyze the data, it was necessary to understand and know how to organize the information gathered; therefore, to start the process of interpretation, we favored the typological analysis since it allows us to analyze information starting from specific elements and then generate connections between them (Hatch, 2002).

The typological analysis follows some steps, first, the researcher identified the typologies to be analyzed, second, she read the data and marked entries related to the typologies, third, read the entries, recorded the main ideas in a summary sheet, in this part the practitioner wrote a brief statement that is described in the results part. Then, she looked for patterns, read the data, and kept a record of what entries go with what element. The researcher realized that the patterns were supported by the data and she looked for relationships among the patterns identified, after that the pre-service teacher wrote them as one sentence generalization and finally, she selected data excerpts to support them.

Results

These lines of research aim to analyze the implementation of gamification to motivate learning English vocabulary and enhance grammar in seventh-grade students. Intending to give a clear, reliable, and valid description, the pre-service teacher opted to establish a structure by following the generalizations and patterns identified in the data collected thanks to the instruments used which are: observations, interviews, questionnaires, and analysis of documents.
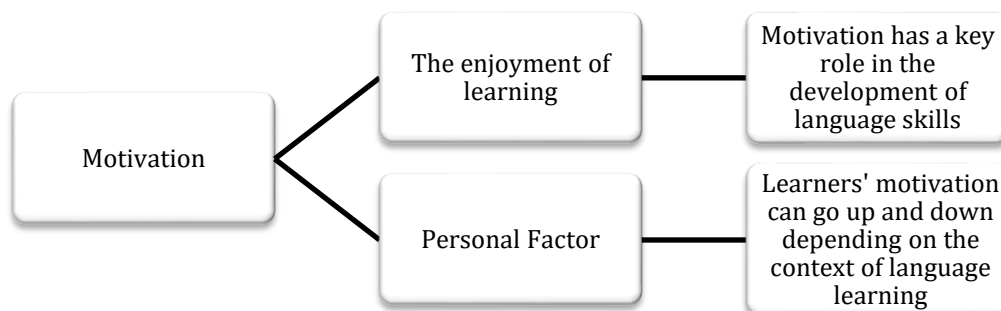
The results are presented progressively according to the order of the research sub-questions; in other words, we will start by the influence of motivation in learning a second language. Then, the students' perceptions about the implementation of gamification in English class. To finally get to the last question, which refers to Gamification as a useful tool to motivate learning English vocabulary and enhance grammar.

The influence of motivation in learning a second language

Regarding the first line of research, it should be noted students' motivation depends on two key factors, the enjoyment of learning and personal factors; these elements are the key factors which influence the rate and success of second language learning, this information is summarized in the chart 7.

Table 7

First Finding

```
                        ┌──────────────────┐     ┌──────────────────┐
                        │ The enjoyment of │     │ Motivation has a key
                        │    learning      │─────│   role in the
┌──────────────┐       └──────────────────┘     │  development of
│              │──────                           │  language skills
│  Motivation  │                                 └──────────────────┘
│              │──────  ┌──────────────────┐     ┌──────────────────┐
└──────────────┘       │                  │     │ Learners' motivation
                        │ Personal Factor  │─────│ can go up and down
                        │                  │     │  depending on the
                        └──────────────────┘     │ context of language
                                                 │     learning
                                                 └──────────────────┘
```

Considering the enjoyment of learning and the data collected from interviews, surveys, and observations; the students affirmed that the enjoyment of learning is the main factor in learning a second language: "Games motivate them to learn more, they are more didactic; on the other hand, most of English teachers explain the subject, make examples and exercises. In the end, those routines are boring and make us not be interested in the class" P2 (Interview 2). Likewise, according to Chang (2010), class group impacts learners' motivation and students felt relaxed with motivated classmates. Students affirm "I like it when all my friends want to respond because they motivate me to participate. In the end, if we make a mistake no one makes fun, but when no one participates I don't feel comfortable to speak.".

Regarding the second characteristic concerning the personal factors, the gathering of information evidence personality factors influenced dramatically the L2 learning process. The following testimony from the pre-service teacher's journal confirms the prior information: "The participant 8 shows a high interest in the class by participating even though many of his answers are not correct. This is highly due to his outgoing personality,

he likes to comment, ask a lot of questions and when he does not understand he lets the teacher know".

The prior information allows us to better understand what Mitra (2016) affirms, learners' motivation can go up and down depending on the context of language learning, hence, motivation has a key role in the development of language skills. Likewise, personality factors influence motivation. Motivation is the psychological process responsible for initiating and continuing goal directed behaviors. It is frequently demonstrated by an individual choice to engage in an activity and the intensity of effort or persistence in the activity (Garris & Driskell, 2002).

Students' perceptions about the implementation of gamification in English class.

General perceptions on gamification as a learning tool, assessed from the qualitative data collected during student interviews, are summarized below.

Gamification can be used during all lessons in which students have difficulties learning. In this way, students can easily learn by having fun. Through gamification, students start to have fun and enjoy the lessons that they have previously disliked. The use of this method can enable students to learn more easily in a fun way. It is also essential to the students to be self-confident in their social space and to spend time with their friends. Likewise, Gamification helps the student to develop cognitive skills, such as thinking and problem-solving, increases creativity, helps them to experience winning and losing in a friendly competitive environment, and allows them to socialize.

Gamification can be used for various educational reasons and in all lessons. Students learn topics more easily and tackle difficult material in a fun way; consequently, it was concluded that gamification would be an appropriate learning method for all fields.

Additionally, it was evidence that students like to come to the class prepared, and they are motivated by virtual games with unexpected questions. Various studies have indicated that gamification has a positive influence on student achievement (Buckley & Doyle, 2014; Faghihi et al., 2014) and motivation (Buckley & Doyle, 2014). The data analysis from the interviews showed that, when a virtual game was implemented students' interest increased and studied more to become successful. In addition, competition in the classroom was found to improve students' motivation. This information is encapsulated in the next chart 8.

Table 8

Second Finding
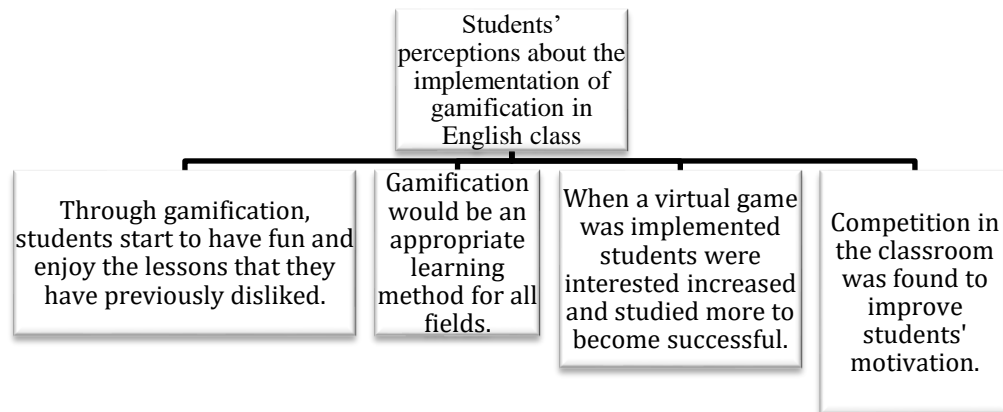
Gamification, a useful tool to motivate learning English vocabulary and enhance grammar.

The findings showed that implementation of gamification increased the interest of students in the class, and increased student ambitions for success. This method was also found to have a positive impact on student motivation as shown in figure (7).

Figure 7 Survey question 6

Furthermore, the results of this study indicate that the Kahoot, Quizizz and Educaplay platforms can be used effectively for gamification in lessons. Likewise, each tool can be used for different purposes. According to the students in the survey, the platform "Quizziz" allowed them to learn grammar subjects and memorize structures as shown in figure (8).

Figure 8 Survey question 2

Grammar is the basics of English language, which allows ESL learners to read, write, speak, and understand English effectively (Cam & Tran, 2017) Grammar is a complex component in a language, whereby teaching and learning of grammar are difficult.

Ibrahim (2016) emphasizes that to accomplish a higher proficiency in ESL, grammar learning is a must. Teaching grammar should be fun to provide learners with better performance results.

Otherwise, students affirmed that Educaplay is the best tool to memorize vocabulary (figure 9). This platform allowed the students to mechanize unknown vocabulary, allowing them to play different games such as memory, word search, word order, among others.
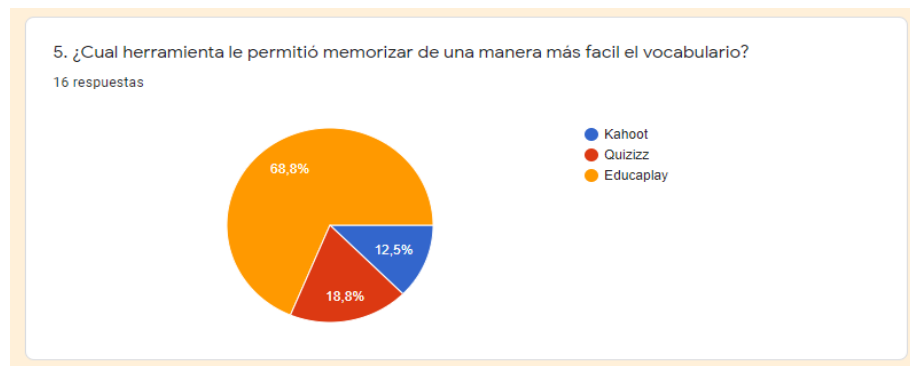
Figure 9 Survey question 5

Gamification applied properly in class, might foster, and expand the vocabulary of a foreign language in most students, thanks to the creation of situations which serve as an aid for students to be able to recall the vocabulary learned in class and to retain it in their long-term memory, enabling students to use the acquired lexicon in different situations in the linguistic domains they could be surrounded in the future.

Conclusion

Rapid developments in technology can lead to the formation of a competitive environment, and this competitive formation can be harnessed using a gamification method in the classroom.

The implementation of virtual games makes English classes more interesting and motivating. This tool helped the students to become more enhanced towards learning due to

the positive feedback they get from the game which then encourages them to learn a second language. Nevertheless, when we gamify an activity, we must set a clear goal, as this can be effective to motivate and enhance students' English learning. From this research, it is demonstrated that implementing games during the lessons can improve students' attitudes towards learning a second language.

In this study, student opinions on issues in gamification, the environments that gamification should be used were assessed. The data indicate that gamification of learning heightens student interest in the lesson and encourages students to become more ambitious for success.

In terms of Wi-Fi access and the closeness of students with computers, the games such as Kahoot, Quizziz and Educaplay are a perfect choice for education. These types of e-learning tools provide entertainment in class, supportive concept research and positive energy which seems to be converted to motivation and increasing meaningfulness. These e-learning platforms can create an attractive environment which provides active participation and supports learning.

Recommendation

From this research project, the pre-service teacher could suggest some recommendations. First, when developing gamification activities, researchers and teachers should design environments that encourage the student to think. In this way, students will be more active, and the lesson will be more fun. Second, teachers can use Kahoot, Educaplay, and Quizziz applications such that the students enjoy the experience. Students may find it useful to know that their teachers are supportive and willing to work with them in a positive competitive environment.

Additionally, it is necessary to create a team spirit in the classroom that the students feel will increase motivation. Gamification applications may be designed to bring about team spirit, so it is vital for the teacher to try to increase team spirit. Likewise, the researcher realized that students need activity adaptation time, so future studies should investigate the time required to adapt to these kinds of activities.

CHAPTER IV: RESEARCH COMPONENT

The formation of the reflective spirit in practitioners, training tool to qualify the pedagogical practice

Introduction

In the context of training in the foreign languages program, the educational practices of the teachers are outlined as one of the points of interest to be studied and documented with the purpose of improving the teaching-learning process.

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

It was considered accurate to formulate a project that implements a reflective approach about the practice as a way of objectifying knowledge, behaviors, and attitudes that guide the teaching; also, as an exercise of inwardness, dipping and conscious exploration of teacher subjectivity, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Integral Practice of Language Students is part of the professionalizing concept of the practice as a spearhead for improving the educational processes in the application centers where the PRADO is

implemented. It is considered that giving importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, and to be interested in the knowledge of models and approaches to address a problematic situation and to establish an analytical look on the facts.

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

Statement of the problem

In the school there are assumed fundamental aspects of the constitution of the subjects, of the institutional life without question, are stamps, stable and invariable features that form a part of the identity and of the school culture. When the events unfold without major alteration, the teacher takes risks to immerse in a logic of action that does not allow the pedagogical development and renewal of school culture. A practice lacking in reflection does not help the emergence of problematic situations. These realities are ignored, and invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed to teachers in a traditional making of cultural reproduction turning into a barrier for the emergency of emergent practices tending to generate transformations of thought and knowledge to attend to social needs.

Given that this situation affects teachers to a greater or lesser extent, it is necessary for the process of teacher training to encourage the teacher in training, in the future teacher

a critical and reflective spirit that contributes to the improvement of their pedagogical practices.

In the case of the Degree in Foreign Languages from the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluation, a critical and constructive look at their work in the teaching role. To initiate this study, the following guiding questions are asked:

How does the implementation of the reflection contribute to the transformation of the pedagogic processes on the development of the integral practice?

How does the exercise of the reflection have an influence in the development of the critical spirit of the pre-service teacher in the analysis of their pedagogic occupation?

Objectives

General Objectives

➢ To implement the reflection as transformative tool of the pedagogical processes of integral practice.

➢ To promote the development of a critical spirit in the pre-service teachers, allowing 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 alternatives for solving the problems present in their pedagogical practice.

➢ To socialize criteria, share ideas and guidelines to take on their pedagogical practice and integrate effectively into the institution.

➢ To identify and analyze the strategies that the student uses in their pedagogical practice.

➢ To implement workshops of reflection and development of didactic units that guide the reflection of the Students-Interns.

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 approach to each of them.

Teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function to impart knowledge and teach in a certain science or art, but the one who also responsibilities to the integral education of the students. The teaching profession requires a set of skills, which they constitute at present, a conceptualization, and a way of operating in the planning and management of human resources orientated to facilitating a joint between management, work, and education. All teachers must meet certain competencies in the discipline that allows them to master a set of knowledge and skills of a specific area given that the first intellectual requirement of a professional is the level, at which he carries out his activity. Similarly, all teachers must have competencies in the organization of content, meaning that teaching practice does not only require ordering its components to be learned by students, but to provide the conditions for education in the educational context or outside it. The immediate function to be developed by teachers is to design or provide for the practice of teaching.

Reflection

In terms of reflection, it involves addressing different conceptions of this notion. For this reason, to deepen its definition, two aspects are considered: reflection as a process, and reflection as a theme. (Correa Molina et al., 2010).

Reflection as a process

Reflection is carried out from a series of stages, that in a cyclical way, resulting in a process. According to Schön (1983) mentioned by Strap Molina et al. (2010) reflect about the experience implies "a type of reflexive dialogue with the situation, where the language would favor the access to the experiences of the individual, which would allow to extract a new structure of the situation.

Figure 10 Reflection as process

Reflection as a thematic

The conception of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al. (1999) cited by Correa Molina et al. (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction experience (p.139). As for the

first two perspectives, the external aspects, the source of knowledge that allows for reflection: and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators to carry out this process; in the first instance there is the action, the context, the colleagues, and the person who reflects.

Reflexive Practice

Update and qualify the academic proposals and guide the students to new ways of relating to the world, it is necessary that teachers question their own practice and the impact it has generated to be in the capacity of objectifying their behavior and assume different roles in the pedagogical relationship. The teacher plays a central role in today's educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT: 1986). In this context, the problems of practice and class space require a particular treatment oriented towards understanding and social interaction.

This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999).

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. reflection is applied to the proper selection and use of the teaching strategies that the teacher will use.

In a second level, the reflection carries on the implicit assumptions in the specific practices of the classroom. The consequences of the adopted strategies, of the curricula, and the practices are then analyzed. The choice is then made to apply educational criteria to the

practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts.

In a third Van Manen establishes an exercise in critical reflection; at this level he formulates that the most elaborate reflection is presented, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical Practice

To analyze and reflect on the practice, it is appropriate to use a conceptual operation for the classification of the practice, to this end, the proposal of Zeichner, who has established several Modalities of practice, is taken up:

Academic Practice

It seeks to prepare teachers capable of reflecting on the courses they teach, so that they can transform them into structures that students can understand.

Practice of Social Efficiency

The goal is to achieve effective teaching by applying didactic techniques that are derived from general principles that have reached pedagogical research. In this case, the reflection consists of a strategic decision: "to select from the range of available techniques the one that is considered most effective". This is the way of proceeding with technical rationality.

Developmental

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

Social reconstruction

The object of the reflection is the social, economic, and political context, so that democratic relationships are promoted in the classroom, equal and fair in the social sphere.

Generic

Programs refer to the generic reflection, but without specifying the pretensions of programs and the contents that should reflect or strategies to encourage reflexive learning.

Activators of reflection

According to Schulman (1987), these activators are the cognitive basis of the teacher about classroom life; they are indispensable since they constitute the element of the reflexive thought that reaches in the process of the own knowledge that a good teacher needs to take decisions in the classroom.

Critical element of the reflexive thought

According to Sparks-Langer and Colton (1991:39), this element of the reflexive thought is related to "the moral and ethical aspects and the social justice".

The Interest relating to social justice and ethics in education.

These authors establish the rating categories of knowledge.

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Educational knowledge and professional own configuration

5. Student's knowledge and their characteristics

6. Knowledge of educational contexts

7. Fundamental knowledge: philosophical, historical, axiological According to Spark-Langer and Colton (1991:39), the narrative element, it is different from the elements of the reflexive thought that is included in the present study as instrument (p.05).

This relates to the stories of teachers, to stimulate the statements of their experiences in the classroom that they present under many forms and fulfill diverse functions in the subjectivity, and in the constitution of the subjectivity. In this component are located the educational diaries in which writing triggers the elaboration of the teacher's reflective thinking, about his experiences of practice, objective and subjective and intersubjective.

Methodology

The main thrust of the proposed methodological strategy is the continuous reflection, which also includes the holding of meetings to strengthen the practice community as an initial forum for addressing educational and labor issues. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this practice process, a process of socialization and systematization of the same will be carried out. This study is part of the qualitative research approach, from the perspective of reflection as a professional space that will contribute greatly to the description, identification, and analysis of pedagogical practice itself.

To assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

This component was applied from a reflexive point, where the practitioner had the capacity to make a critical evaluation of the process, the methodology, and the pedagogical, professional, and formative skills taken by the teacher. From narrative reflections, the pre-service teacher understood and analyzed the shortcomings, strengths, and conceptions to be improved to lead an integral process focused on meeting the needs of the students.

However, the reflective process was based on the perceptions and events attributed to the teacher in practice; an internal thought process where labor, social and, pedagogical conditions were evaluated. It was also seen as a joint work activity where the tutor and the supervisor know more in-depth the conditions that the teacher in practice must face every day.

The reflection was executed throughout the narratives, once per week. In those narratives, the practitioner had the opportunity to analyze the process done during the weeks, contrasting the negative and the positive events perceived by the practitioner (Appendix 14)

This process of reflection was fundamental in the educational field because it allowed teachers to improve the methods and their way of implementing the classes, at the same time, it showed the positive aspects to improve the teaching process in a general way.

The reflection process allowed to identify the student's progress during the pre-service teacher process. In the beginning, students were very shy and did not have the necessary elements for expressing their ideas in English. At the same time, the pedagogical process was very traditional, they seemed to be interested in covering the regular contents of each course. The process was evolving, the students started to be more interested in learning English through the implementation of virtual games during the classes. At the end of the process, students evolved increasingly, they were more participative, and they had another attitude in the English classes.

Moreover, the reflection workshops implemented by the professors (Appendix 15) (Appendix 16); it was a great opportunity to hear students' reflections and experiences. In this part, I realized how lucky I was, because I had the opportunity to implement synchronic classes, to have close contact with the students, and to have this awesome

experience. In the same way, this component allowed me to enlarge my professional career helped by self-reflection it allowed me to realize my mistakes as a teacher and evaluate myself and improve.

The type of research this study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself.

For collecting the data of this research, the following instruments are proposed:

Reflection workshops

The reflection workshops have as fundamental purpose to guide the process of reflection of student-practitioners, but also to socialize and share own experiences to enrich their work process and insert new tools to transform their teaching practices.

Three virtual reflection workshops were held to know different opinions and ideas were shared on topics such as difficulties encountered, challenges due to the virtual modality, strategies to implement in class, special cases happening with students such as frauds in work deliveries, difficulties in communicating with students who do not have constant internet access, among others.

Objectives

➢ To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives for solving the educational problems of their teaching practice.

➢ To socialize criteria, share ideas and guidelines to take on their pedagogical practice.

➢ To qualify, facilitate and insert the educational institution.

Sheet self-observation

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

In this part, with help of the teacher practitioners, an analysis of the first self-observation card was conducted to establish an original card. Once the card was edited, the student practitioners had to evaluate themselves by answering certain aspects when teaching English in a virtual way. These questions allowed me to appreciate I was doing a good job with my students. (Appendix 17)

Narrative

The exercise of reflection allowed the students to express their work from the narrative of their experience to make sense of the everyday life of the teacher.

The main objective of this instrument was to identify and analyze the strategies students implemented to their pedagogical practice and relate the experiences process, having some relevant aspects in the four components. A total of eight reflections were presented throughout the practice process.

The narratives delivered contained my perceptions regarding this experience of practice. The implementation of this instrument allowed me to analyze the process in which I started the teaching practice, the positive and the negative aspects in each course.

Records of the class

Having evidence of student-practitioner performances in the classroom, it will allow reflection on different aspects of the process of teaching/learning foreign languages, which may or may not have been taken into account by the teacher in training in his or her

reflective exercise. These records will allow an external and constructive look at their

pedagogical practices.

The teacher practitioner extracted different elements from two recordings of fourth

grade, where she evidenced the experiences, the feelings, how to deal with indiscipline and

so on as shows (figure 10)
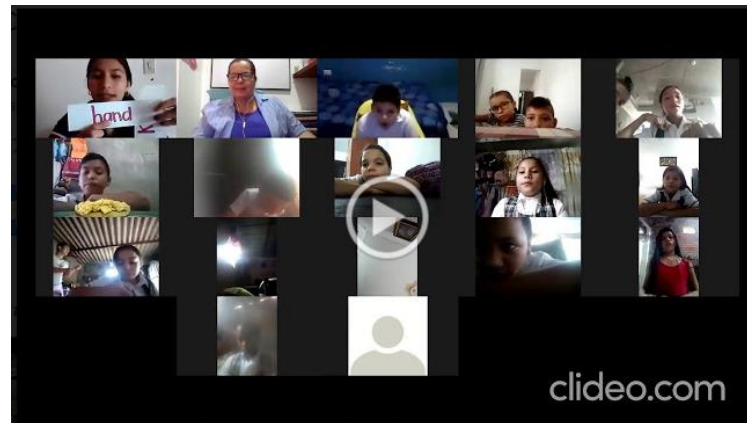
Figure 11 Records of the classes

Context

The city of Pamplona, founded in 1549, is the oldest city in the North Department

of Santander. It is in the valley of the Holy Spirit, in the Colombian Andes. Founder of

cities during the colonial period, throughout its history, it has been the center of

confluences and religious influences it welcomed many religious communities, among

which we can mention: the Franciscan community, the Poor Clare Sisters; the Brothers of

Saint John of God, the Society of Jesus, the Community the 'Sallista'. Likewise, female

religious communities: Sisters of the Presentation, Bethlemite Sisters, among others; the

presence of these communities in the city brought with it the creation of educational

institutions with projection of their beliefs and values.

The school is understood as a specific educational community that as an organ is responsible for the institutionalized education, that is, the school is the place where the education is carried out, where the education is carried out and where the education is ordered.

Today, the school is considered the way of life of the community the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their skills for the benefit of both society and their own.

In the school, we always find a series of fundamental elements that intervene such as the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school itself takes its organization.

School is an organ of society, a social institution designed, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).The school as an educational institution fulfils specific functions, including:

Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes, or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function encompasses all socialization processes, in which school members participate.

Instructive Function

The instructional function uses two functions, the improvement of spontaneous

socialization processes, to ensure the formation of human capital, which is required for the functioning of the labor market. It tries to ensure that at a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational function

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks down the barriers between school and society, a space of culture where the concepts, technical tools, and codes of the culture of humanity are learned. As a result, of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

Research schedule

The following chart shows the research project schedule, and the activities related to the project throughout the semester.

Table 9

Research project schedule

ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER			
	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	V		I	II	V		I	II	V
Project Formulation				X	X							
Socialization					X							
Implementation						X	X	X	X	X	X	X

ACTIVITY		MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK		
		NOVEMBER				DECEMBER						
Application of instruments						X	X	X	X	X	X	X
		I	II	V		I	II	V		I	II	V
Implementation	X	X	X	X								
Application of instruments	X	X	X	X								
Data Analysis					X	X						
Results' socialization					X	X						

Data Analysis

To analyze the data, it was necessary to understand and to know how to organize the information gathered; therefore, to start the process of interpretation, the practitioner favored the interpretative analysis since it allows giving meaning to the data generating explanations for what is going on within them (Hatch, 2002).

The interpretative analysis follows some steps. First, the researcher must read the data to give a sense of the whole. Then, it is necessary to review impressions previously recorded in research journals and record these in memos. The main objective of this step is to get a handle on which impressions might lead to a more careful examination. Third, the researcher read the data, identify impressions, and record them in memos to study them.

After that, she is coding places where interpretations are supported or challenged to write a draft summary to finally write a revised summary and identify excerpts that support interpretations.

Results

In this research component, reflection plays an imperative role in practitioners' teaching process given that thanks to that reflection next and current practitioners can improve their skills when teaching in different contexts as well as gaining some experience living the role of a teacher. According to Ebutt and Elliot (1986) teaching profession requires that teachers develop their professional knowledge in relation to changing circumstances, that is why reflection is an essential instrument to improve as professionals.

By and large, in the light of the implementation of these instruments, some advantages are triggered by enhancing the pre-service teacher's pedagogical practice. These advantages stem from the continuous implementation and analysis of each instrument in which the contributions are linked to the detection of pedagogical failures, the identification of solutions of those failures, strategies to deal with those problems, the self-criticism and introspection about the pedagogical practice as shows (table 10). All these advantages become pedagogical guns to the practitioner since the implementation since she describes them, analyzes them, and seeks solutions, which is translated into the improvement of her pedagogical practice.

Regarding the detection of pedagogical failures, classroom management, the workgroup, implementation of resources and material, the students' interest and behavior towards the class, the tone of voice are the most common failures detected in the analysis before mentioned instruments.

In terms of the identification of solutions, the analysis of those instruments allows the identification of temporal or structured solutions. In other words, temporal solutions are those needed only once and are not required anymore; in the same way, structured solutions are those required more than once or even permanent such as the strategies for the control group.

The reflection of the pedagogical practice in the virtual modality led to determine some aspects. The first elements are the methodology and the planning implemented by the preservice teacher. The methodology in the virtual work was more straightforward since this proposed the explanation of the topic, some examples, and exercises.

Another point to consider is that it turns out to be clear that despite working virtually, many learners had limited access to virtual teaching devices, this opened the doors of educational inequity. Given that classes were translated to the virtual field, it is necessary to reflect on the virtual work itself, the teacher, parents, and students' role regarding this work. First, it turns out to be clear that despite working virtually, many learners have limited access to virtual teaching devices, this opens up the doors for educational inequity for educational inequity, that is why educational institutions are looking for solutions to solve this problem. Hence, the teachers' role is to adapt their methodologies to new technologies, but most importantly, is to adapt and to reshape the way in which education is considered.

On the other hand, the parents' role is to monitor the students' learning, and to instruct themselves in the use of teaching devices and new technologies to help their children, whose role is to learn and to adapt to the situation, taking into account that the virtual work is the future of education.

As teachers work on the implementation of new teaching devices and programs, they must seek diverse and effective tools to continue the process of teaching. This situation is the apogee of a wide range of teaching tools such as program videos, classes online, games, activities, evaluations, and presentations online.

Those materials need to be designed following a new planning format or even a new teaching approach. All corresponds to the actual situation of the institution in which I was conducting the teaching practicum.

Table 10

Research Findings
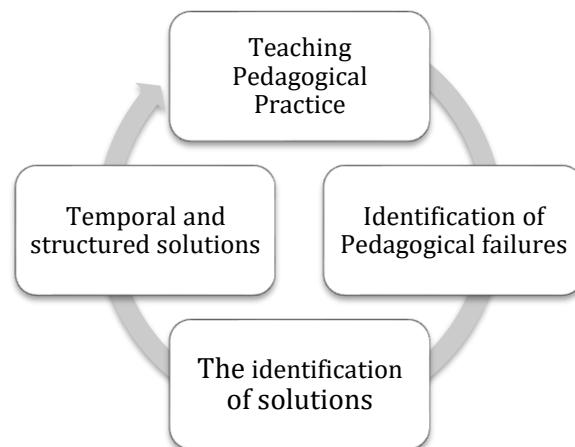
Conclusion

To conclude, the reflective process was essential in the teaching practice, since it allowed to criticize the actions and it gave practitioners the capacity to be critics of the process, they developed in order to transform the methods and the attitude every day.

Reflection is an essential tool in the teaching-learning process, with it, practitioners can review different aspects to improve as future teachers. In education, reflection becomes fundamental for the teacher's role because it allows to know how and what to teach. As the

teacher becomes integrated into the real context, numerous challenges that must be solved arise. Reflection plays a big role in practitioners' teaching process given that thanks to that reflection next and current practitioners can improve their skills when teaching in different contexts as well as gaining some experience living the role of a teacher. During these ten weeks of the practicum the process has increased a lot and the experience obtained is significant for each trainee teacher. Also, self-observation can assess the personal process during the whole practicum stage so in that order I can bear in mind what is positive or negative when teaching. During these ten weeks of the practicum the process has increased a lot and the experience obtained is significant for each trainee teacher. Also, self-observation can assess the personal process during the whole practicum stage so in that order teachers can bear in mind what is positive or negative when teaching. Besides, the videorecording is a useful tool because with its analyses once again teachers can judge their teaching.

The reflective process must be continuous, prolonged, and honest. At the same time, it was a multidimensional process, because people had to analyze and to reflect on all the aspects perceived. So, the reflection improved the teaching process and gave teachers the opportunity to be more effective and more dynamic when teaching.

CHAPTER III OUTREACH COMPONENT

The English language awareness for primary schools in Pamplona

Presentation

When reading this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Language Program from the implementation of the

extension component to the community of Integral Practice and to sensitize students at the elementary school to the basics of the foreign language, English.

It presents in the first instance, the justification, and the objectives of the project, its characterization and the lines of contribution. The theoretical framework guiding the proposal, the population to be benefited, the timetable and the budget estimate table to be prepared by each participant are presented below.

Introduction

Participating in world policies in the academic, cultural, and economic fields motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens can participate in cultural exchanges that allow them to access more equitable conditions for the personal and social development of the country.

Based on promoting English language learning in Colombia and making competitive Colombians citizens, the Ministry of National Education launched its bilingual policy in 2004. The main objective of which is to have citizens that can communicate in English, with internationally comparable standards that insert the country in the processes of universal communication, the global economy and in the cultural opening. This is how the Ministry has been implementing a wide range of strategies at the various levels of education with a view to achieving this goal, a clear example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the secretariats of education, public and private universities, and

language centers. However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

Regarding primary education, the Government is advocating the expansion of the coverage of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at the national level are not very encouraging.

The University of Pamplona of Colombia, seen as a public training institution for trainers and more specifically the bachelor's degree Program in Foreign Languages English French, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy. Many of the educational institutions in this city do not have English teachers to meet the training needs of the primary sector.

Recognizing this reality and the problems generated. The present proposal of social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona. Likewise, to integrate the foreign language training of students of the English French Foreign Language Degree Program into the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

Government policies identify the problem, but their attention is not covered by legislation, effective support is needed, for the specific case, by trainers around foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language allows us to be at the forefront of our own needs nowadays the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's schooling so that when they complete their basic education cycle, they have a basis for continuing this learning in secondary education, vocational secondary and higher education, so as to more people are trained in this area.

The objective of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

The realization of this project favors both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university training process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

Objectives

General Objectives

The implementation of this social extension project by the bachelor's degree

Program in English French Foreign Languages of the University of Pamplona follows these

objectives:

➢   To meet the needs of the children of the primary school in the city of

Cucuta.

➢   To integrate the foreign language training of students of the English French

Foreign Languages Degree Program into the educational reality of teaching English at the

primary school in the city of Cucuta.

Specific objectives

With the purpose to have a better understanding the issues raised above, this

proposal will seek to:

➢   To familiarize the child of the primary school of Pamplona with

fundamental knowledge of English.

➢   To involve students of the Degree Program in Foreign Languages English

French in the processes of teaching English in the primary school of the city of Pamplona.

➢   To link the training of students of the bachelor's degree Program in Foreign

Languages English French with the social outreach programs offered by the Office

of Social Interaction of the University of Pamplona.

Typology of the project

This is a formative project, disciplined around curriculum; open to institutions

where the Integral practice is carried out and offer basic training in primary education in the

city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal articulates the social projection, transcends the institutional space, and makes possible the articulation of the foreign languages program Degree to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

Contribution Lines

➢ Contribution to academic training in the field of foreign languages.

➢ Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)

➢ Projection to the school community at university and program level.

Theoretical Framework

International linguistic policies

For several years, UNESCO has been concerned with the role of languages in the global context. At the general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just means of communication, but a true factory of cultural expressions; they are bearers of identities, values, and visions of

the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now inescapable necessity, but it is also learning of the cultures they represent. Languages are the spirit and conscience of people, the poet points out; they are the best instrument for accessing other 88 cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being if it allows it to develop properly in different contexts. The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at disseminating the English language as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims to train competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

Bilingualism

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006)

The teaching of English in primary school

According to Yesser A, & Chacon C, (2011), the acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character are inherent to the individual. As well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used, the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child.

From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato

1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning.

However, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages: Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions is a period characterized by silence. Therefore, at these stages, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors. Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover, and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C,2011, (quoted in Ausubel,1986) states that there are differences between cognitive abilities of the child and the adult in relation to cognition and affectivity. These are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and distance them from the adult, who is usually more prone to emotional block when expressing in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why learn LE in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and Mclaren (1981) who state that there are different types of reasons justifying learning a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

➢ Children who start foreign language study at school tend to achieve more positive performance than others do.

➢ Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.

➢ Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.

➢ Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy, especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of everyone. Emphasizing that the process of cognition from mental processes direct and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

Subprojects

This space intends to establish a line of action for the Program of Languages concerning the Social Projection. In this regard, the implementation of the community outreach component, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which he or she performs the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support training in English.

Subproject

Implementing American Sign Language (ASL) as an alternative method for promoting inclusion and motivate English learning to fourth grade students in 'Francisco José de Caldas' school.

Introduction

Deaf people are widely considered a socially vulnerable group. Anglin-Jaffe (2011). Therefore deaf, and hard of hearing people with hearing impairments are defined as disabled because the world around them is not visually or linguistically accessible.

Deaf people are considered both as being part of the disability community, but also a cultural-linguistic minority. That is why it is decisive to promote a sense of inclusion from an early age. Learning American sign language (ASL) will not only help the student to learn vocabulary in English but will also serve as an awareness tool with this culture.

It is essential to highlight that learning sign languages or in this case, American Sign Language offers numerous benefits to all children. Thus, teachers, early childhood educators, and parents can utilize ASL as an effective tool to help children learn vocabulary, language, and more.

While schools and educators aim at more inclusive approaches across the globe, it is important to acknowledge that mainstream education settings can unknowingly exclude deaf people. With the above, we can infer that learning and teaching this language could be implemented as a new strategy to create significant learning and increase teaching methods in a classroom.

Finally, as pointed out by Prevatte (2007), educators who utilize ASL as a teaching strategy use it primarily as a tool to support language. Incorporating it into current teaching practices as an additional resource has been successful for many educators.

Justification

For a long time, the way in which children have been educated is the same for everyone: the same content, the same learning time, the same way of presenting concepts, the same way of communicating what was learned and the same way of evaluating. Consequently, a great hole has been created in education, because in all those years all the diversity that has always existed within the classrooms has been put aside. Each child has a different way of being and of thinking, it is unique. However, these errors have led to refining inclusive methodologies that have managed to fill these gaps.

Furthermore, people who find sign language in English as an exceptional strategy to teach will be motivated to give more importance to this learning tool. In this perspective, as future teachers we focus on new teaching methods to draw the attention of our students. Therefore, this project seeks to highlight this unusual learning tool.

In this way, the participants who will be part of the project will learn a new way to communicate in English, and they will improve their skills. Equally, sign language can enhance the learning process by bringing visual, auditory, kinesthetic feedback to help reach all students, and reinforce that inclusive sense that this society needs.

Objectives

General Objective

➢　　　To teach ASL for promoting social inclusion and for motivating English Learning to fourth graders.

Specific Objectives

➢　　　To teach fourth graders some basic American signs.

➢   To familiarize the child of the primary school of Cucuta with fundamental knowledge of English vocabulary through American sign language.

➢   To promote inclusion in fourth-grade students.

➢   To provide knowledge about deaf people and their culture.

Theoretical Framework

To better understand this project, it is necessary to define some key terms such as American Sign Language, deafness, and inclusion.

Firstly, according to NIDCD (2019) American Sign Language (ASL) is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. ASL is expressed by movements of the hands and face. Damico, Jack S. & Ball, Martin J. (2019) on a study for the National Institute on Deafness and Other Communication Disorders, NIDCD agrees with this description since he proposes that American Sign Language is an autonomous linguistic system whose elements are visual rather than aural. It is a completely formed language, fundamentally like all other languages but differing from most of them in the vehicle used for expression.

Secondly, defining the next key concept, Deafness is medically demarcated by the extent of loss of functional hearing and by dependence upon visual communication. The Canadian Association of the Deaf-Association des Sourds du Canada (2015) recognizes a person to be medical/audiological deaf when that person has little or no functional hearing and depends upon visual rather than auditory communication.

Additionally, it is necessary to define the concept "inclusion" given that this work will motivate teachers to be more inclusive in classes. According to Cambridge English Dictionary (1995), inclusion refers to the idea that everyone should be able to use and to

have the same facilities, take part in all activities, and enjoy every kind of experience, including people who have a disability or other difficulty.

Likewise, in a study carried out by Berg, L. (2001) showed that there are so many benefits to teach children American Sign Language at a young age, since American Sign Language not only helps children communicate at a young age, but it also helps children with special needs. It also is a bridge between languages where two people that speak different languages can easily communicate while using American Sign Language. The benefits are amazing, and there is nothing negative about learning how to sign. It is proven that children who learn to sign at an early age are smarter than children who do not. Learning American Sign Language gives children a chance to explore and gain an appreciation of the Deaf and hard of hearing culture.

Methodology

This section seeks to explain the information related to how the project was carried out, as well as, to describe the context and setting in which it was done and the participants that took part in the project. The methodology of this proposal is broken down into 2 parts. The first part consists of the opening, the explanation of the topic, the implementation of the activities, and in the second part, the teacher taught vocabulary to the students in ASL.

Taking into account the first part, the pre-service teacher began the classes greeting the students in English. After that, she explained the grammar topic and, finally, she did some exercises to reinforce what students learned, to do this, she designed eye-catching slides as shown in figure 12.
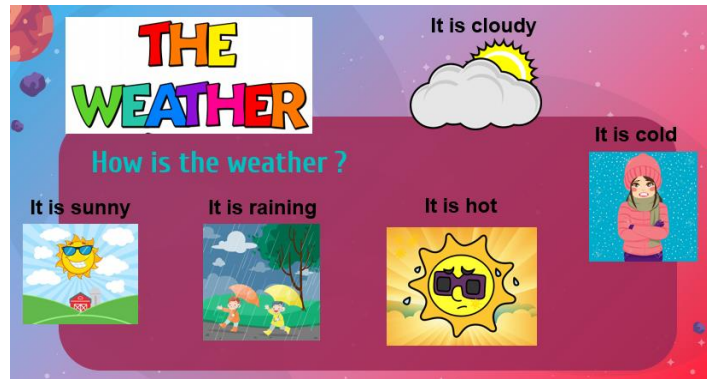
Figure 12 Eye-catching slides

In the second part, the pre-service teacher started to implement her project about American sign language, in this section she taught vocabulary to the students, to do this, she designed a flashcard or slides with images and instructed them to not use their mother tongue. The students learned the sign and then, the correct pronunciation of the words. After that, the pre-service teacher implemented some activities to practice the signs, and finally, during the week, she sent a video to the students to practice at home (Figure 13).
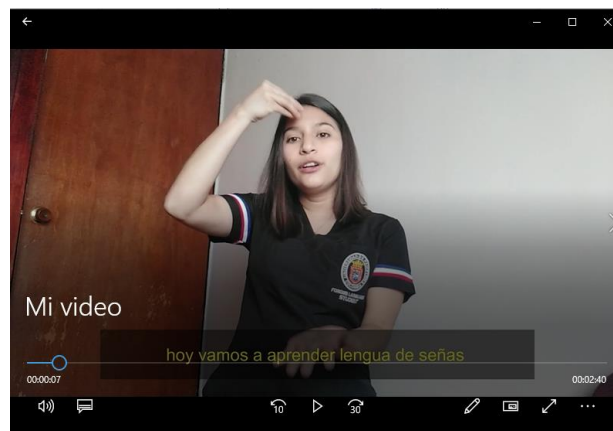
Figure 13 Evidence Video

This project contributes and influences positively in the educational community since primary students do not have qualified teachers around English, which prevents them to learn this language correctly using new methodologies that allow the student not only to learn a second language but also to be interested in it. Likewise, this project has a positive

impact on students and the academic community in general since it influences the sense of inclusion.

Context and Setting

This project took place at 'Francisco José de Caldas' school in Cucuta. The schedule for this project was on Tuesday from 9:00 am to 9:40 am with fourth-grade students. This grade has approximately 24 students, and in the virtual class most of them can assist.

Participants

The participants are 24 fourth graders. Their ages ranged from 7 to 9 years old, they were divided into 15 girls and 19 boys.

Implementation stage

The implementation of this project was done in twelve lessons of two hours each one once a week. Those lessons need to have a variety of activities to catch the students' attention.

That is why, some paramount aspects needed to be considered: a lesson plan, the use of mother tongue, different subjects related to American sign language, the A1 English students' level, didactic activities, games among others. As well as the social interaction among the students and teachers.

Table 11

Chronogram of activities fourth grades

Date	Description
September 21st to September 26th	*First Contact with the students. *Implementation of the proposal ASL (Greetings and farewells in ASL) *Explanation Present Simple Verb TO BE

September 28th to October 2nd	*Implementation of the proposal ASL (The season and the clothes in ASL) *Oral Activity "How is the weather?"
October 05th to October 9th	*Implementation of the proposal ASL (Review English vocabulary greetings, farewells, the seasons, and the clothes in ASL) *Review Present Simple Verb TO BE
October 12th to October 16th	*Implementation of the proposal ASL (Interpreting the song Baby shark in ASL) *Oral activity "The emotions" "How do you feel today?) *Implementation of the proposal ASL (body parts) *Five senses
November 02nd to November 06th	*English day (participation with video baby shark in ASL"
November 09th to November 12th	*Delivery grades

Results

Taking into account students' performance, it was noted that the children demonstrated success in learning English vocabulary using sign language. This method motivated students to keep learning a second language. Besides, a good strategy has involved the participants during the courses, allowing them to participate in guessing the signs. The researcher also identified several interesting qualitative findings from their anecdotal observations. In general, the level of enthusiasm for learning the ASL vocabulary words was extremely high. Additionally, American Sign Language also benefits students placed in inclusion classrooms by providing opportunities to understand and accept differences as well as social interactions that boost self-esteem.

Most of the children proudly shared that they were signing at home and were teaching their friends and family the signs. Finally, one thing to highlight is that children who were reluctant to volunteer in class showed increased self-confidence.

Table 12

Outreach Component Findings
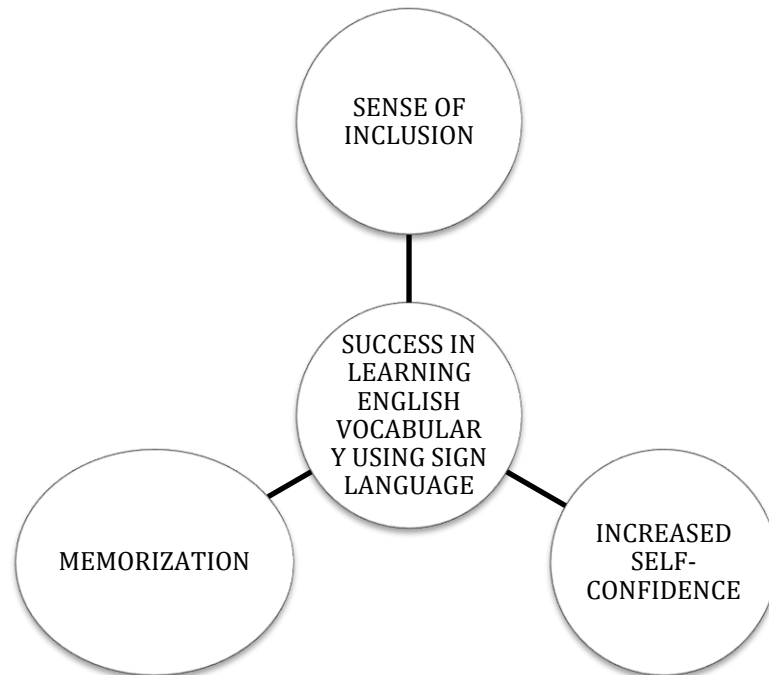
Conclusion

Talking about the contributions of the work done in primary, it turns out to be clear that this crisis hampers every possibility to continue imparting classes as they used to be. This means, education is forced to change or even evolve in terms of methodology, which means, the students and the approach in which the teacher is in front of the class too. Thus, teachers face a new reality, the virtual world, the implementation of new technologies, that is why they need to adapt to thereof.

Considering the implementation of American Sign language in class, it was evident that integrating ASL into the classroom early on will be more beneficial for students

because it is easier for younger students to learn a language, thus, educators should take advantage of all the positives of the language and help create a more inclusive classroom for their students.

IV ADMINISTRATIVE COMPONENT

Introduction

Being a teacher not only involves the act of teaching a specific area in the classroom, being a teacher means to get involved in the education context where she or he belongs to. We must be guides not only in the classroom, but also in every aspect of the institutional context.

The educational institutions are responsible not only for sharing knowledge, but also for the education of the students, which involves different activities with the purpose of integrating the whole educational community to create a good environment amongst students and teachers.

Accordingly, this administrative component involves the pre-service teacher as part of the community with the responsibility to be present and collaborate in all the extra-curricular events. Therefore, being part of the institution will provide trainee teachers some experience with real teaching context assuming the complete role of a teacher. The purpose of developing leadership in extracurricular activities stems from influencing the students' way of thinking. The idea thereof is that students realize that education is not only to teach content in a classroom but also acquire responsibilities and to execute them properly.

Objectives

General Objective

➢   To integrate me into the different spheres of being a teacher and get involved in all internal and external activities of the educational institution.

Specific Objectives

➢   To know in depth the context of the institution at different levels

➢   To be constantly part of the institution activities proposed by its members.

➢   To provide the experience as a foreign language student for developing different and motivating activities.

➢   To appreciate the importance of every extra event during this school year.

Methodology

The procedure in this component is based on the attendance to extra events that are part of the institution, as well as the collaboration with any job proposed by the Francisco José de Caldas School. In this sense, it is necessary to let them know our availability and to cooperate during this integral practice to get involved and be immersed in the activities proposed such as cultural events, meetings, exams week, and so forth.

As a Pre-service teacher, it is fundamental to take part in the different activities established by the institution, the Pre-service teacher must be motivated to develop the activities and promote events based on his knowledge and experience by collaborating in extracurricular activities, overseeing any kind of activity, using better strategies for organizing and developing events that are highlighted by the institution commitment.

For achieving the main objective of being effectively involved with administrative activities and events proposed by the school, the pre-service teacher fulfilled some other functions such as participating in events organized within the educational institution such as celebrations, flag-raisings, school government election, and other activities as well as the participation in the training workshops, knowledge of the platform and knowledge of regulations. Those activities were established along the course with directors and supervisor teachers and are described below.

Chronogram of activities

In the following table are mentioned the activities in which the pre-service teacher had been involved during the five weeks in her teaching practicum process.

Table 13

Chronogram of activities Administrative component

Date	Description
September 21st to September 26th	Teachers' meeting
September 28th to October 2nd	Teachers' meeting Knowledge of the platform
October 05th to October 9th	Training workshop Sign Language
October 12th to October 16th	Teachers' meeting to prepare the "English Day"
October 26th to October 30th	Parents' meeting (individually)
November 02nd to November 06th	English Day
November 09th to November 12th	Presentation Christmas song with all teachers.

knowledge of the platform

During the second week, the pre-service teacher learned about the platform that the school uses to keep its students informed of classes, grades, meetings, and activities that are going to take place at the school (Figure 14). The supervisor in charge facilitated the practitioner his personal user to get in to the "Web colegios" platform and allowed her to be

able to carry out the classes in a more organized way since this platform automatically generates the list of students who were present in the virtual meetings.

Figure 14 School Platform

Training workshop

Regarding the activities of the administrative component, the pre-service teacher participated in the training workshop (Figure 15) executed during the free week. In this opportunity, she taught some basic aspects about sign language sign language and about the deaf community.

To plan this activity, the practitioner searched for information about Colombian sign language in reliable sources. Later, she designed planning where she established the time limit that each point would take since it was limited.

Figure 15 Training workshop

The implementation was a great experience, all the teachers were attentive to the training and asked several questions, as the practitioner was prepared in the subject, she was able to answer each one of them, at the end, she taught eight basic and signs such as saying, "good morning", "good night", "thank you", "sorry" and some others.

School process

Inside the platform "Web Colegios", there is one section where the parents can download and get informed about the students' grades (Figure 16). In this part, the tutor can monitor the progress of the students, also they can message the teacher to make claims or to ask for their children. In the same way, if the tutors need a meeting with a teacher, they can schedule it with the platform.

Figure 16 School orientation

English Day

To get involved, the practitioners organized this event with all the English teachers of the institution. The principal organized a meeting in which we talked about the possible dates and the activities or videos to present to the scholar community. In this part, each practitioner proposed activities and promised to develop it.

The pre-service teacher organized and prepared fourth and seventh students'
grades. With fourth students, the pre-service teacher taught the song "Baby shark" in
American Sign Language (Appendix 18), after that, the children prepared a video
interpreting the song and the pre-service teacher linked it to form the final product.

Additionally, with Seventh-grade students, the practitioner created a dialogue about
the Simpsons' Family with five students, after that the pre-service teacher organized a
personal class to practice pronunciation. The students sent the video with their respective
costume and the teacher edited the final product (Figure 17).
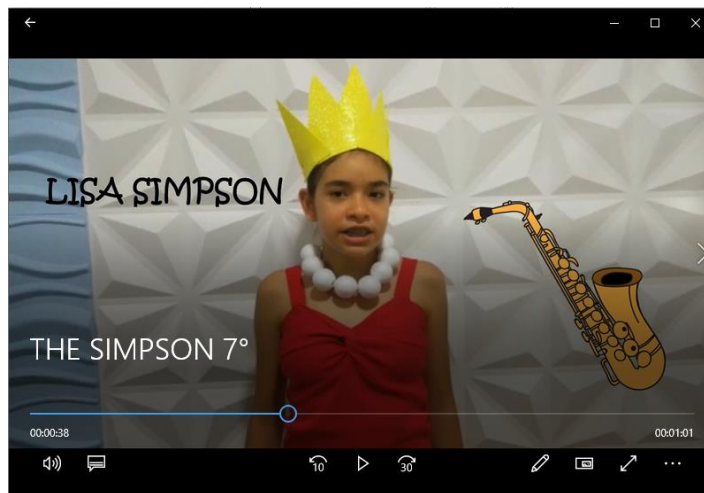
Figure 17 English Day Seventh grade final product

Conclusion

Apart from the academic work, the organization of events or any other
administrative procedure are relevant functions of the pre-service teacher. It allowed the
pre-service teacher to witness the role that a teacher had during school life to become
acquainted with the academic activities in the institution. In that way, the researcher always
tried to be available to the teacher when they needed her presence.

This component concerned the pedagogical activities that were developed in Francisco José de Caldas School, to involve all the educational community. As it was observed, most of the planned activities and events were settled in the institution with the idea of engaging and involving both teachers and students, and so they could communicate satisfactorily in the target language. At the same time, those activities were helpful for the pre-service teacher to recognize the administrative procedures for any educational establishment.

General Conclusions

The conclusions of all these components stem from the virtual modality.

In terms of the pedagogical component, the new modality taught that virtual work and the implementation of technology is the future of education. Nevertheless, the educational system is not designed to be carried out in this way, that is why the teaching practice was limited.

On one hand, students did not have all the necessary means to work in this way, which meant many students did not attend and, the only way of working with them was employing worksheets and workshops. On the other hand, the educational institution established working on English once a week to avoid virtual work stresses and saturates the students. Consequently, the implementation of the pedagogical project was not constant how the researcher wanted. However, during the classes, the project could be implemented satisfactorily.

The research component is one fundamental part of the pedagogical process since pre-service teachers must write up weekly journals or reflections as one critical aspect to improve their pedagogical practicum, when reflecting, the practitioner realized positive and negative aspects and identified the way to solve those problems or inconveniences.

Considering the virtual work, these aspects were linked to the use of technology to create teaching material.

The outreach component turned out to be clear that in my case, working in primary revealed the necessity of interacting with the students since they needed more attention. Nonetheless, the opportunities for conducting thereof were reduced since most of the students did not have accurate elements such as an internet connection or even a computer in some cases. That is why the lessons regarding this component obeyed the necessity to give brief but concise explanations because the time always was limited and the internet connection unstable.

Finally, the administrative component was based on participation in different events proposed by the institution, where the preservice teacher had to take part actively. This process revealed the real life of a teacher beyond having classes. Being fully a teacher was a big burden because it is teaching English and being immersed in the community as one teacher more.

References

(NIDCD), N. I. (8 de March de 2019). Obtenido de

https://www.nidcd.nih.gov/health/american-sign-language

Alizadeh, M. (13 de November de 2016). The Impact of Motivation on English

Language Learning. *International Journal of Research in English Education*.

Alqahtni, M. (2015). THE IMPORTANCE OF VOCABULARY IN LANGUAGE.

International Journal of Teaching and Education. doi: 10.20472/TE.2015.3.3.002

Broussard, S., & Garrison, M. (2014). The Relationship between Classroom

Motivation and Academic Achievement in Elementary School-aged Children. *Family and

Consumer Sciences Research Journal*, 33(2) 106-120.

Cam, L., & Tran, T. (2017). An Evaluation of using Games in Teaching English

Grammar for First Year English-Majored Students at Dong Nai Technology University.

International Journal of Learning, Teaching and Educational Research.

Dalil, Z. (june de 2013). *The importance of grammar in second language teaching.*

Obtenido de

https://www.academia.edu/12284393/The_importance_of_grammar_in_second_language_t

eaching_and_learning

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). Game designe elements

tp gamefulness: Definign "Gamification". *Memorias del 15th International Academic

MindTrek Conference: Envisioning Future Media Environments.*

doi:10.1145/2181037.2181040

Elliot, A., & Covington, M. (2001). Approach and Avoidance Motivation.

Educational Psychology Review.

Garris, R., & Driskell, J. (2002). Games, Motivation, and Learning: A research and practice model. Simulation and Gaming, 33 (4), 441-472.

Griffin, D. (14 de may de 2019). Obtenido de https://www.softwareadvisoryservice.com/en/blog/introduction-to-kahoot-learning-by-gamification/

Ibrahim, N. (2016). Games for Teaching Grammar to Young Learners. *Indonesian Journal of Integrated English Language Teaching (IJIELT)*.

Kapp, k. (2012). The Gamification of Learning and Instruction. Game-based methods and Strategies for Training and Education. *Pfiffer*.

LAM, S. L. (2019). Use of Gamification in Vocabulary Learning: A Case Study in Macau. *CELC Symposium*.

Mitra, A. (16 de November de 2016). The Impact of Motivation on English Language Learning.

Neuman, S., & Dwyer, j. (2019). Missing in action: Vocabulary instruction in pre-k. The Reading Teacher. 62(5), 384-392.

Richards, J. C. (October de 2016). Obtenido de https://www.professorjackrichards.com/definition-of-grammar/

Ruiz, D. (February de 2019). *Observatorio de tecnología educativa.* Obtenido de https://intef.es/wp-content/uploads/2019/02/Quizizz.pdf

Turan, Z., & Goktas, Y. (2015). A new approach in higher education: the students' views. *Journal of Higher Education and Science*. doi: DOI: 10.5961/jhes.2015.118

Ursic, A. (2017). Gamification of Vocabulary Learning: A Case Study. *Mahidol University International College*.

Viloria, C. (18 de September de 2013). Obtenido de

http://aularagon.catedu.es/materialesaularagon2013/herramelabor/mm3/TutorialEducaplay.

pdf

Zichermann, G., & Cunningham, C. (2011). Implementing game mechanics in web

and mobile apps.

APPENDIX

Appendix 1

Appendix 2

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS
Decreto de Creación N° 059 de febrero 8 del 2005
Resolución de Aprobación N° 002231 de agosto 30 del 2018
GUIA DE APRENDIZAJE LAPSO 9
Página 1 de 2

LAPSE	D D	M M	AAAA	GRADE	7-	NAME	
11			2020	SUBJECT	Foreign Languages	TEACHER	Henry Alexander Ayala Reyes

NUCLEO TEMATICO	Bullying and Conflict	EJES CONCEPTUALES	Past tense: regular/ irregular/questions (yes/no) (affirmative/negative) in past simple DID (review) Time expressions in the past,

Instructions

- Read carefully each exercise
- Watch the videos of the topics' explanation
- Use the dictionary if it is necessary
- Attend VIDEOCONFERENCES

Pre-text

1. Complete the text with **(was / wasn't)** or **(were / weren't)**.

My Blog!

There used to be a lot of bullying at my school and nothing ¹ was done to stop it. I used to have only one friend at school, Simon, and we ² _____ bullied a lot. I ³ _____ so scared that I never played football at lunch times and some days I ⁴ _____ able to go to the toilet by myself. It ⁵ _____ really bad!

Then, one day our school introduced this amazing new bullying prevention program called KiVa. It ⁶ _____ developed in Finland by expert psychologists. The results from their research showed that most bullies behaved badly to get attention from the people watching, who in most cases, ⁷ _____ helping the victims, but ⁸ _____ making the problem worse by laughing and encouraging the bully. So we ⁹ _____ given KiVa classes where we ¹⁰ _____ shown how to be more empathetic and given strategies and ideas about how to stop bullying. KiVa doesn't focus on the victim, or the bully, but instead it empowers the person watching so they can stop bullies.

Now I am really happy. Ignoring or laughing at bullying is no longer accepted at my school. Last month I ¹¹ _____ being bullied by another student and three classmates stopped him. With their support, he ¹² _____ allowed to continue bullying me. It's great, I don't feel scared, so I'm happy at school.

Connection with knowledge

PAST SIMPLE REVIEW

*Ejemplo con un verbo regular **GRADUATE** ---→ GRADUAT**ED**.

POSITIVE	NEGATIVE	QUESTION
She graduated from the university	She **didn't** graduate from the university	**Did** she graduate from the university?
Ella se graduó de la universidad	Ella no se graduó de la universidad	¿ella se graduó de la universidad?

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS
Decreto de Creación N° 059 de febrero 8 del 2005
Resolución de Aprobación N° 002231 de agosto 30 del 2018
GUIA DE APRENDIZAJE LAPSO 9
Página 2 de 2

- Cuando escribimos una oración en el tiempo pasado simple, usando la forma positiva, debemos añadir **ED** al verbo.
- Cuando escribimos una oración en el tiempo pasado simple, en forma negativa e interrogativa el verbo **NO** se escribe en pasado, es decir, que no debemos ponerle el **ED** porque al estar presente el auxiliar **DID**, este ya nos indica que la oración está en pasado.

*Ejemplo con un verbo irregular **FEEL** ---→ FELT

POSITIVE	NEGATIVE	QUESTION
He **felt** sad yesterday	he **didn't** feel sad yesterday	**Did** he feel sad yesterday?
Él se sintió triste ayer	Él no se sintió triste ayer	¿Él se sintió triste ayer?

- La mayoría de los verbos irregulares cambian, es por esto que debemos aprenderlos de memoria para no equivocarnos.
- Al igual que el caso anterior, en forma negativa e interrogativa no debemos poner el tiempo en pasado ya que el auxiliar **DID** nos indica que la oración está en este tiempo.

Knowledge assessment

Complete the following irregular verbs in past

1. CATCH   c _ _ _ _ _
2. CHOOSE   _ h _ _ _
3. COME   c _ m _
4. COST   _ _ _ _
5. CUT   _ _ _
6. DO   _ i _
7. DRAW   d _ _ _
8. DREAM   _ _ _ _ _ t / _ _ _ _ _ _ _
9. DRINK   _ _ a _ _
10. DRIVE   _ _ _ _ e

PRACTICA ONLINE : https://es.educaplay.com/recursos-educativos/6841364-irregular_verbs_ii.html

Appendix 3

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS
Decreto de Creación N° 059 de febrero 8 del 2005
Resolución de Aprobación N° 002231 de agosto 30 del 2018
GUIA DE APRENDIZAJE LAPSO 9
Página 1 de 2

LAPSE	D D	M M	AAAA	GRADE	7-	NAME	
12			2020	SUBJECT	Foreign Languages	TEACHER	Henry Alexander Ayala Reyes

NUCLEO TEMATICO	Integral personal care	EJES CONCEPTUALES	Past tense: regular/ WH questions review irregular/questions (yes/no) (affirmative/negative) verb TO BE in past simple tense

Instructions

- Read carefully each exercise
- Watch the videos of the topics' explanation
- Use the dictionary if it is necessary
- Attend VIDEOCONFERENCES

Pre-text

1. Use the words in the box to complete the letter from a coach to his team.

Carolina's Travel Blog
Name: Carolina G.
Date of birth: 8 June, 2001
From: Bogotá, Colombia
Holiday Destination: San Gil, Colombia

Last week we went to San Gil in Santander, Colombia and we had an awesome time. We stayed at the hotel 'Balcony on the River' which was fine. It wasn't the best hotel I have stayed at, but I liked it. On Monday I went white water rafting (_____) and it was fantastic. We were tired after that, so in the afternoon we slept in a hammock.

On Tuesday we visited the Parque Gallineral. The trees that we saw there were incredible. We sat under them and meditated (_____). It was such a wonderful feeling to be connected to nature. Wednesday was our last day, so we relaxed and walked around the city. We went to the square and ate goat meat in a beautiful restaurant (_____).

I definitely recommend San Gil to anyone who loves nature and wants to have a relaxing holiday away from the busy city.

48 people reacted to this.

2. Read the answers and then complete the questions. Use the blog entry from exercise 1 to help you.
1. Where _did_ Carolina _____ on last week?
   She went to San Gil.
2. What _____ Carolina _____ on Monday?
   She went white water rafting.
3. Where _____ _____ ?
   She meditated under a tree.
4. What _____ _____ on Wednesday?
   She ate goat meat.

Connection with knowledge

Wh question review

WH WORD		QUESTION
What	Object or name	**What** did you do yesterday ?
Who	Person	**Who** was that man ?
Where	Place	**Where** did you study ?
When	Time	**When** did they do the party ?
Why	Reason	**Why** did you do that ?

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS
Decreto de Creación N° 059 de febrero 8 del 2005
Resolución de Aprobación N° 002231 de agosto 30 del 2018
GUIA DE APRENDIZAJE LAPSO 9
Página 2 de 2

Explanation link: https://www.youtube.com/watch?v=bMCjnUUz2yo

Knowledge assessment

2. Read the blog and write the questions for the answer (1-4).

Melissa's Travel Blog
Name: Melissa C.
Date of birth: 14 August 1996
From: England
Visitor's choice: Barranquilla
★★★★★

I went to Barranquilla on my last trip. It's a fantastic city! The weather was terrific and I loved all the places I visited. First, I went to the Elsa Caridi Room; it's a small museum dedicated to the most important festival in Barranquilla: Carnival. When I was there, I saw some beautiful colourful masks and watched some really interesting videos. The videos explained how important Carnival is for Barranquilla.

I also visited the Museum of the Caribbean. It was an awesome place where I learned about Caribbean culture: the folklore, food, art and literature. I also watched videos of the beaches and scenery! I really recommend visiting this city. You'll have the time of your life!

1. Where _____ Melissa _____ on her last trip? She went to Barranquilla.
2. _____ ? She visited the Elsa Caridi Room and The Museum of the Caribbean.
3. _____ ? She learned about Caribbean Culture.
4. _____ ? The museum was awesome.

3. Choose the correct option

1. (A) … did you do yesterday?
   (B) I went shopping.
   a) What
   b) Where
   c) Who

2. (A) … did you get to San Francisco?
   (B) We traveled by bus
   a) Who
   b) Where
   c) How

3. (A) … old were you last year?
   (B) I was twenty-three.
   a) Why
   b) What
   c) How

4. (A) … was that noise?
   (B) It was just the wind.
   a) What
   b) Where
   c) Who

5. (A) … were they?
   (B) They were at the library.
   a) Where
   b) What
   c) When

6. (A) … did you have lunch?
   (B) We had lunch at noon.
   a) How
   b) What
   c) When

PRACTICE ONLINE: https://es.educaplay.com/recursos-educativos/6848357-irregularar_verbs.html

Appendix 4

Appendix 5

Appendix 6

Played in Group 7° (3,4,5,6)

Appendix 7

Appendix 8

Appendix 9

Appendix 10

Appendix 11

Appendix 12

ENTREVISTA

La siguiente entrevista será realizada con el fin de conocer las percepciones y opiniones relacionados a la gamificación en el aprendizaje de una lengua extranjera. De igual manera, este instrumento nos permitirá recopilar información necesaria sobre la *Gamificación para mejorar el aprendizaje del vocabulario y la gramática inglesa de los estudiantes de séptimo grado*. Adicionalmente, se debe tener en cuenta que la presente entrevista, que contiene diez preguntas, tomará alrededor de veinte minutos; igualmente, se solicita cordialmente la autorización para registrar la entrevista por medio de una grabación, recordando que su participación en este proyecto y la información obtenida de la presente entrevista, como la grabación, se manejará bajo total anonimato y nadie además de la y tutora tendrán conocimiento alguno de la misma.

1. ¿Cree que la implementación de los juegos virtuales en las clases de inglés los motivó a usted y a sus compañeros a aprender inglés?
2. ¿Cuál juego virtual (Kahoot, Quizizz, Educaplay) considera usted el más adecuado para memorizar vocabulario? ¿Por qué?
3. ¿Cuál juego virtual (Kahoot, Quizizz, Educaplay) considera usted el más adecuado para mejorar la parte gramatical? ¿Por qué?
4. ¿Cuál juego virtual (Kahoot, Quizizz, Educaplay) considera usted el más adecuado para fomentar el trabajo en equipo? ¿Por qué?
5. ¿Cree usted que la motivación es esencial a la hora de aprender un nuevo idioma? ¿Por qué?
6. ¿Qué le aburre de las clases de inglés?
7. ¿Qué lo o la motiva a aprender inglés?
8. ¿Qué le gustaría que se hiciera en clases de inglés para motivar a los estudiantes?
9. ¿Qué tanto le afectó la pandemia y la virtualidad en su desempeño académico (en general)?
10. ¿Qué es lo que más se le dificulta en clases de inglés? ¿Por qué?

Appendix 13

Reflexiones Práctica Integral

Luisa Fernanda Galvis Contreras

REFLEXIÓN 3

Esta semana los estudiantes estuvieron en semana de receso, sin embargo, nosotros como profesores tuvimos que seguir en la institución cumpliendo con otras labores. El docente Ramiro, cordialmente nos invitó a dar una capacitación a los profesores del colegio. Al principio, mis compañeros y yo pensábamos en enseñar el uso de una plataforma, pero después el profesor nos aconsejó hacer algo interactivo, entonces cada compañero hizo algo diferente.

Por mi parte decidí enseñar lengua de señas, como mi compañera Sandy también sabe del tema decidimos hacerlo juntas y comenzamos a planear la capacitación. Empezamos haciendo una lluvia de ideas preguntándonos: ¿Cuál era el objetivo de la capacitación? ¿Qué tiempo tenemos para la intervención? ¿Qué tanta información podemos dar en ese tiempo sin llegar a aburrir al público? ¿Cómo nos vamos a repartir los roles?, entre otras preguntas.

De esa lluvia de ideas salieron buenos elementos para construir la metodología, decidimos enseñar lengua de señas colombiana teniendo en cuenta que sería de más utilidad que enseñar lengua de señas americana (ASL), esto lo enfocamos al campo educativo, buscamos

Appendix 14

Luisa Fernanda Galvis Contreras

<u>Narrativa semana 19-23 de octubre</u>

Esta semana fue muy productiva, empecé planeando las clases, personalmente a veces me siento frustrada porque quiero innovar, pero por el cansancio mental no se me ocurren muchas cosas, sin embargo, trato de integrar nuevas actividades y diferentes formas de explicar para llamar la atención de mis estudiantes, ya que el mayor reto que hemos tenido los practicantes este año ha sido usar diferentes estrategias de enseñanza ya que ellos se distraen mucho.

Por otro lado, algo que les ha gustado mucho a mis estudiantes es la implementación de los juegos en clase, siento que estos me han permitido romper el hielo en más de una ocasión. Igualmente, los ejercicios en línea que hacemos en conjunto abren un espacio de charla y discusión para indagar cual es la respuesta correcta a las preguntas, lo hace que participen mucho más; esto lo comparo con las primeras clases, ya que me participaban siempre los 3 o 4 estudiantes de siempre.

Un aspecto importante fue la planeación y participación del evento "English Day". Mi docente me aconsejó trabajar con los estudiantes de 7°5 ya que es el grado más participativo. No puedo negar que al reunirnos fue un poco difícil elegirlos porque muchos les daban mucha vergüenza participar, entonces mi estrategia fue motivarlos y brindarles un poco de seguridad con el acompañamiento que les iba a brindar a cada uno por separado para que todo saliera lo mejor posible. Cuando me reuní con ellos fue un espacio muy chévere y ameno donde aprendieron a pronunciar el dialogo correctamente.

Finalmente, espero que el video que vamos a realizar quede muy bien, que ellos se sientan orgullosos del producto y que el evento salga de la mejor manera.

Appendix 15

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. *

Primero debemos mirar cual tema debemos enseñar, luego reviso los libro propuestos por el ministerio de educación, de allí se extraen los ejercicios más pertinentes y se concibe el lapso, luego la primera clase debe hacerse para explicar a los estudiantes qué deben hacer y un poco el tema (Me parece muy absurdo porque debería ser al revés pero uno no manda en el colegio) después la siguiente clase es donde se explica verdaderamente el tema.

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale (desde que inicia hasta que termina). Indique todo lo que hace como profesor.a y lo que hacen l@s estudiantes. *

Sí, por lo general las clases son siempre iguales. Uno llega, saluda, explica el lapso y en mi caso implemento el juego y la clase termina. Como profesora intento animarlos, hablar con ellos, que se diviertan y se sientan muy cómodos para participar. Los estudiantes por lo general apagan el micrófono y la cámara y uno no sabe si están poniendo atención pero uno se da cuenta con las participaciones, por lo general yo llamaba al azar y hasta me hacían repetir la pregunta, ahí uno sabe que estaban haciendo otra cosa.

Appendix 16

UNIVERSIDAD DE PAMPLONA LICENCIATURA LENGUAS EXTRANJERAS FACULTAD DE EDUCACIÓN

Práctica Integral II Semestre 2020
Proceso de Inducción.
Presentación: La Reflexión sobre la práctica, una mirada crítica.

*Obligatorio

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone en su práctica? Porqué? *

considero que hay varios estudiantes que deberían tener mas atención, los que tienen dificultades en las casa, los que veamos con comportamientos extraños como tristeza, soledad, depresión y por supuesto aquellos estudiantes que que presentan dificultades academicas.

5. ¿Qué cosas le preocupan además de que sus estudiantes apropien los contenidos académicos ? Qué hace frente a esas preocupaciones ? *

me preocupa que el estudiante no aprenda mas allá de una lengua extranjera, como profesores debemos influir un poco más el el actuar de nuestros estudiantes guiándolos|por un excelente camino

Appendix 17

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

---

9. Presenté los materiales, fichas de trabajo, adecuadamente *

◉ Si

○ No

Justifique su respuesta *

todas las fichas y diapositivas eran acordes con el grado y edad de alumnos qeu estaba manejando.

---

10. Utilicé material didáctico y/o interactivo adecuado para el desarrollo de la clase y de las fichas de trabajo? *

◉ Si

○ No