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The Use of Gamification to Enhance English Vocabulary Learning in Ninth-grade Students at José Rafael Faria School

Yohanna Daniela Olivares Gamboa

University of Pamplona

Faculty of Education

Foreign Languages degree

Integral Practicum

Pamplona

2021

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SC-CER96940



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Yohanna Daniela Olivares Gamboa

Tutor

Mayeini García Parada

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Table of content

General presentation	9
Chapter 1: General presentation of the project	11
Introduction.....	11
Justification	12
Objectives	13
General objective.....	13
Specific objectives.....	13
General conclusions of the project.....	14
Chapter 2: Institutional Observation.....	16
Essential Aspects of the Institutional Educational Project (P.E.I.).....	18
Transitory adjustments to the Institutional Educational Project P.E.I. in its pedagogical component	18
Language Area Planning.....	19
Methodology of the Language Teaching Collective's Work	20
Teacher and Pre-service Teacher Schedule	21
Ministry of Education (MEN) Guidelines and Regulations Regarding the Health Emergency ...	22
Chapter 3: Pedagogical and Research Component	23



Introduction.....	23
Statement of the Problem.....	24
Justification	26
Objectives	28
General Objective.....	28
Specific Objectives.....	28
General Question	28
Sub-Questions	28
Theoretical Framework.....	29
Literature Review.....	35
Methodology for the Implementation of the Pedagogical Proposal	36
Implementation of the Pedagogical Project	39
Lesson Plans / Game Planners	39
Pedagogical Worksheets Designed	40
Description of the Implemented Activities in the Proposal	41
Research Methodology	44
Type of Research and Design.....	44
Population and the Sample.....	45
Methods and Instruments for Data Collection	47



Data Analysis and Interpretation.....	51
Real Schedule of Pedagogical and Research Activities	52
Ethical Considerations	54
Results.....	55
Conclusions.....	70
Recommendations.....	71
Chapter 4: Outreach Community Component	73
Introduction.....	73
Justification	74
Objectives	75
General Objective.....	75
Specific Objectives.....	75
Methodology	76
Description of the Activities Implemented with the Community	76
Tutoring Schedule.....	78
Conclusions.....	80
Chapter 5: Intra Institutional Activities Component.....	82
Introduction.....	82
Objectives	83



General Objective.....	83
Specific Objectives.....	83
Methodology	83
Description of the Intra-Institutional Activities Performed	84
Description of Events and Activities that I have led and/or Organized.....	85
Intra-institutional Activities Schedule	85
Conclusions	87
Chapter 6: Reflective Approach of the Integral Practicum.....	89
Conclusions from the Different Components	90
Chapter 7: Material Design.....	92
References	105



List of Tables

Table 1 Teacher's Schedule	21
Table 2 Pre-service teacher's schedule	22
Table 3 Real Schedule of Pedagogical and Research Activities	54
Table 4 Tutoring Schedule	79
Table 5 Intra-institutional Activities Schedule	86
Table 6 Shedule of the Intra-institutional Activities in which I Participated.....	87
Table 7 Material Design.....	104



List of figures

Figure 1 Instructions and Dynamics category (First and Second self-evaluation)	60
Figure 2 Vocabulary Learning category (first and second self-evaluation).....	65
Figure 3 Students' Motivation category (first and second self-evaluation).....	68

General presentation

The present proposal is framed within the process of integral practicum of the Bachelor of Arts in Foreign Languages English - French and it is also described as the final project proposed by the pre-service teacher assigned to the San José school, headquarters José Rafael Faria Bermúdez located in Pamplona, Colombia. Additionally, this proposal was formulated in the context of the current public health crisis due to covid-19 that led educational systems to adapt and apply new teaching and learning methodologies that respond to the virtual work modality.

Consequently, the reader will find throughout this proposal, the different components that as a whole comprise the work developed throughout the 10 weeks of integral practicum. First, the general presentation of the project with its justification, objectives and conclusions will be presented. Then, the institutional observation is introduced. Third, the pedagogical and research component will be explained, detailing the proposal implemented in the area of pedagogical interaction and whose investigative nature allowed addressing the need for vocabulary learning of the school's 9th-grade students.

Fourthly, the community outreach component is discussed. It is focused on academic support for 9th, 10th, and 11th-grade students with low academic performance through weekly tutorials. Fifthly, the intra-institutional activities component is proposed, which corresponds to the extracurricular activities that the pre-service teachers took part in with the aim of having a meaningful, reflective and complete experience in the teaching of foreign languages. Sixthly, the component about the reflective approach of the practicum will be addressed and as a seventh point,



the table that gathers the information about the material designed in the last week of integral practicum will be presented.

In general, each of the components, although presented independently, comprise the teaching and learning experience of the pre-service teacher in this last training space. The ultimate objective is to provide the reader with an in-depth analysis of the practicum process, which involved all spheres of the teaching experience.



Chapter 1: General presentation of the project

Introduction

The integral practicum is conceived as the last component of the Bachelor of Arts in Foreign Languages and represents the application of knowledge in a real educational context that responds to the needs of the institution.

This last space is positioned as one of the most important in the training of foreign languages students since education in context is one of the most significant experiences for the learners. In these spaces, the pre-service teacher is confronted with a community of students with particular ways of learning and, therefore, it demands the implementation and application of methodologies that respond to the diversity within the classroom. In addition, the practicum is the ideal space to put into practice the whole set of skills and knowledge developed throughout the different courses and formative experiences in the previous semesters.

However, the practicum not only encompasses teaching within a given space, but also implies the involvement of pre-service teachers in different extra-curricular and social activities that respond to the needs of the educational community. It is essential that the pre-service teacher is engaged in all spheres that concern the academic context in order to have a valuable training for their identity as foreign language teachers.

In response to this, the present proposal, from its 7 components, covered a pedagogical, investigative, social, reflexive and administrative experience that committed the pre-service teacher to execute a practice in accordance with her knowledge, abilities and aptitudes acquired¹¹

throughout the different semesters. It was also expected that the pre-service teacher, from her actions, kept the values and principles acquired throughout her training and that are in agreement with the mission and vision of the University of Pamplona.

Additionally, it is important to highlight that due to the current situation of pandemic, the practicum was developed totally in a virtual way, which led the pre-service teacher to develop particular skills and to adapt the teaching strategies to respond to the needs of the students in the context of the Covid-19 emergency.

Justification

Integral practicum is positioned as the "climax" of the educational process within a teaching program. According to Wasim et al (2012) "teacher education must bridge the two worlds - one of theoretical knowledge, applied science, or technical rationality and the second of practical competence and epistemology of reflective practitioner" (p.46). This, in turn, implies an articulation between knowledge and action in order to foster training and reflection among the pre-service teachers.

As part of a pedagogical collective, pre-service teachers have the commitment to teach based on a conscious, reasonable and humane approach that provides the opportunity for students to grow academically and personally. Beyond the teaching of foreign languages, the student-teacher must guarantee an integrative process through the collective work with the academic and student community in order to achieve a common goal.

Taking into account the task of the pre-service teacher with the institution and its community, this proposal responded to the need to educate from the new virtual methodologies adopted in the

context of the current health crisis. The components presented were adapted to the pedagogical and administrative strategies devised by the institution to continue providing access to education.

From the institutional observation component to the material design, all of them kept a line of action facing the need of the institution José Rafael Faria to continue training in excellence, competitiveness, and technological updating. The idea was to mobilize the knowledge of the pre-service teacher towards the community of high school students in order to contribute to their holistic formation.

Objectives

General objective

- To establish the integral practice as the last space of training and application of the pre-service teacher's knowledge to meet the needs of the educational community of the José Rafael Faria School.

Specific objectives

- To identify how the use of gamification in online educational tools enhances the students' English vocabulary learning
- To identify how the development of weekly tutorials contributes to overcoming 9th, 10th, and 11th-grade students' difficulties in the English area
- To be part of inter institutional activities proposed by the José Rafael Faria educational institution.

General conclusions of the project

In general, it is possible to conclude that the present project with all its components comprised a rich experience that led the pre-service teacher to work in a real educational context with particular needs. Likewise, becoming acquainted with the educational community, having provided support in the pedagogical and administrative areas made this process a valuable training for the trainees.

As for the pedagogical and research component, it involved the methodological and conceptual aspects, the collection of information and its subsequent analysis concerning the study of how the use of gamification enhanced English vocabulary learning in ninth-grade students at José Rafael Faria school. The whole process in general allowed to determine the assertiveness of the study and its impact on the educational community directly concerned and benefited.

As for the outreach community component, it was possible to support students in the English learning process, which was reflected in the improvement of performance in the evaluation activities. Although the number of participants decreased throughout the sessions, those who connected were very interested in the exercises and the explanations given in the tutoring meetings.

In addition, the intra institutional activities component completed the pre-service teacher experience at the educational institution. Even though this was the component in which there was not much involvement due to situations directly related to the school's authorities, there was contact with the community of parents and students and that contributed to the commitment of the pre-service teacher regarding the context of their students.



On the other hand, although there were setbacks throughout the process, a positive part was that it was possible to overcome them and continue with the development of the practicum. It was also opportune to organize the work with schedules that allowed the organization of the tasks and thus avoided not gathering enough information to proceed with the analysis and its conclusions.



Chapter 2: Institutional Observation

Introduction

For the whole comprehension of the present study, it is important to consider the exploration of the context in which it was developed. In consequence, a documentary analysis at the administrative, pedagogical and technological levels, as well as information from the population or the educational community of the institution, are the elements discussed within the institutional observation section.

First of all, the Topographical Location is presented, which gathers information related to the location of the different headquarters of the institution. Likewise, the English teaching body and the administrative staff are described. Then, the Essential Aspects of the Institutional Educational Project (PEI) are introduced. This section included the active and flexible pedagogical model adopted by the institution which favors the inclusion and the integral and competent development of the students. Next, the Transitory Adjustments to the Institutional Educational Project (PEI) in its Pedagogical Component encompasses the changes and adapted methodologies included due to the covid-19.

Furthermore, the Language Area Planning presents the bases of the communicative approach employed by the English teachers as well as the bases of the institution's curriculum. Likewise, the Methodology of the Language Teaching Collective's Work explains the way teachers develop their work with parents and students. Also, it is presented the methodology of the classes and activities as well as the virtual tools used. Finally, the Teacher and Pre-service Teacher Schedule and Ministry of Education (MEN) Guidelines and Regulations Regarding the Health Emergency complement the information of this chapter.



Topographical location

The educational institution Provincial San José with over 200 years of history in the city of Pamplona has been recognized for its high educational quality, as well as for its philosophy that keeps the values of St. Joseph, the Lasallian community, and the ideology of the founder Francisco de Paula Santander. This establishment, located at Santander Avenue No. 11-188, displays the red colors on its flag, expressing the passion for study and personal growth, as well as the green that symbolizes life, hope, and the commitment to preserve the environment.

This public and official institution has five facilities: the head office School Provincial San José and the headquarters of La Mistral, La Salle, La Santa Cruz and José Rafael Faria Bermudez. As a whole, the number of students in 2018 was 1700 and the educational levels found are preschool, elementary, middle school and the project called "Ser Humano" as a pedagogical strategy for the development of the national literacy program.

Later, after the University of Pamplona officially handed it over to the department, it lost its character as a college and officially joined the School San José. Nowadays, more than 400 students attend its classrooms and they are trained in academic and disciplinary excellence, evidencing this performance in the state tests ICFES, where the school ranks among the best official schools.

On the other hand, the English teacher's staff is composed of seven teachers, three at the main facility, three at the José Rafael Faría headquarters and one at the elementary school. In terms of human resources, there are seventy-nine teachers, six administrative staff in charge of general services, three directors, three secretaries, one librarian, one counselor, one classroom support teacher, one paymaster, one guardian, and one driver.



Essential Aspects of the Institutional Educational Project (P.E.I.)

Education at school Provincial San José is focused on training integral and competent beings with an investigative character that respond to the continuous changes of today's society. In addition, this institution manages flexible pedagogical models that favor inclusion, respect for human differences and the rejection of all forms of human discrimination, as well as students have the freedom to exercise their right to the free development of their personality.

The institution's pedagogical model is the active one, which focuses on the ideas and interests of students where they are able to integrate meaningful knowledge in order to develop on a personal, social and professional level. In addition, the active learning model emphasizes the discovery of knowledge through experience, meaning that instruction and action develop closely to provide students with the necessary tools for their holistic education. On the other hand, a learning process that improves the educational quality of learners is the APA (I learn I practice and I apply) which is based on the prior knowledge of the students to subsequently present the new content.

Transitory adjustments to the Institutional Educational Project P.E.I. in its pedagogical component

Due to the preventive measures during the Covid-19 pandemic, it has been imperative to adapt and implement a virtual methodology for students to continue with their educational process based on flexibility, responsibility and commitment to their education. Some of the adjustments to the English curriculum include those related to the DBAs, focused on learning at home, the analysis of the students' needs and the context in accordance with the current worldwide situation.

For this purpose, parents play a fundamental role in the orientation of multimodal work, since they are the ones who reinforce and coordinate the technological tools for the achievement of the educational objectives. Consequently, the development of activities that favor assertive communication, spirituality, and even the knowledge and application of biosecurity norms at home is proposed.

On the other hand, the educational work with the virtual modality is given in three moments. First, the sending and reception of the activities through the institutional e-mail and the Web Colegios platform. Second, the feedback where students, teachers and parents intervene and finally the evaluation that shows the level of achievement of the learners. For all these three moments it is possible to use different technological tools.

Language Area Planning

In order to train students capable of facing the challenges of today's globalized and changing society, it is imperative to teach the English language within the educational institutions. The teaching in the school San José, is based on the principles of the active pedagogical model whose communicative approach is in connection with the question: how to gradually improve the student's oral production?

Consequently, the curriculum was supported by the ministry's guide text, which allowed the sequencing of the contents from elementary to high school, as well as the development of the institution's cross-cutting projects such as environmental education, sustainability, sexual education and health, among others. In addition, the organization of the curriculum was elaborated

in the form of a trimester plan and it was in charge of the seven teachers of all the San José headquarters.

Methodology of the Language Teaching Collective's Work

The current methodology of the language teaching staff is based on weekly advisories, the development of multimodal workshops to students, and the continuous assistance of teachers to parents and students when required. Consequently, the class methodology in the headquarters José Rafael Faria consists of both synchronous and asynchronous sessions.

At the beginning of each month, the teacher sends the workshop through the institutional mail, the Web Colegios platform or the teacher provides it physically for those who need it. Once delivered, students have a term of fifteen days to complete it and then teachers evaluate the contents through different activities. Before the evaluation, the teacher, in accordance with the class schedule, meets with the students via Zoom and for one hour and a half or two hours conducts the advisory session, she conducts training activities with the students and clarifies the doubts that may arise from the workshop. Finally, the teacher explains the content of the next meeting and the tasks that the students must complete for the subsequent week.

The tools that the teacher makes available to students and parents are institutional emails, the Zoom virtual platform, the Whatsapp application for more direct communication and she also receives phone calls, all mediated by an attention schedule that ranges from 6: 00 AM until 1:00 PM. It is important to mention that the institution in its student handbook, contemplates the non-attendance to class without a justified reason as a category I fault and therefore the student receives the minimum grade (0.1) in the class he did not attend.

Teacher and Pre-service Teacher Schedule

The English teacher, Sandra Castellanos is in charge of 166 students divided into grades 9-05, 9-06, 10-03, 10-04, 11-03, 11-04. On the other hand, she assigned me three of her previous courses with a total of 87 students and an intensity of 4 advisory hours per week and 3 hours of tutoring with 9th, 10th and 11th grade.

The teacher and pre-service teacher schedules are illustrated below.

Teacher	Grade	Day	Hour	Meeting type	Plataform
Sandra Castellanos	9	Tuesday	08-10 AM	Synchronous	Zoom
	10	Wednesday	08-10 AM	Synchronous	Zoom
	11	Thursday	08-10 AM	Synchronous	Zoom

Table 1 Teacher's Schedule

Pre-service teacher	Time	Monday	Tuesday	Wednesday	Thursday
Yohanna Olivares	08:00 AM- 10:00 AM		9 th grade advisory class	10 th grade advisory class	

	03:00 PM -04:00 PM	9 th grade tutoring			11 th grade tutoring
	04:00 PM-05:00 PM	10 th grade tutoring			

Table 2 Pre-service teacher's schedule

Ministry of Education (MEN) Guidelines and Regulations Regarding the Health Emergency

Due to the current health emergency situation due to Covid-19, many of the existing practices had to be adapted to the new methodology and education was no exception. The Ministry of Education accepted the guidelines of the national government to face the emergency plan and thus continue providing educational services. In consequence, the Ministry issued Decree 660 of 13th May 2020, which establishes the new guidelines for the work from home program.

Furthermore, at the institutional level of the School San José, the principal's office issued the pedagogical circular No. 001 2021 which evidences the transitory modifications of the Institutional educational project (PEI), the Integrated evaluation system (SIEE) and the activities to be developed in the academic period of the current year. Regarding the protocols for the multimodal workshops, these will be developed, depending on the area, on a biweekly basis (two workshops per month) or monthly (one workshop per month) and they must also respect a fixed structure and sections, as well as the number of sheets should not exceed 6.



Chapter 3: Pedagogical and Research Component

The Use of Gamification to Enhance English Vocabulary Learning in Ninth-grade

Students at José Rafael Faria School

Introduction

Gamification is defined as "the application of game elements in non-gaming situations such as in learning contexts, with the purpose of increasing students' motivation and commitment to their educational tasks" (Lui, 2012, p.20). The above, combined with the great challenge of contemporary education to provide meaningful instruction that leads students to autonomous learning within the new virtual methodology, transforms online tools into a vital support for learners' experience.

In contrast, even though there are a myriad of digital tools to implement in remote teaching, they need to be adapted to the educational purposes and respond to the needs of the context and the learners. Gamification has proven to be an effective approach since its elements that are divided into three categories, dynamics, mechanics, and components provide the perfect set of attractions for students to gain motivation and improve their performance in different skills (Werbach and Hunter, 2012).

In this regard, the present study sought to analyze how the use of gamification fosters the learning of English vocabulary in ninth grade students of a public institution in Colombia. In the first instance, the reader will find the statement of the problem, the justification, objectives, theoretical framework, literature review, the explanation of the research methodology,

Implementation of the Pedagogical and investigative Project, the results, conclusions and recommendations for this research.

Statement of the Problem

In foreign language learning, the mastery of four skills, called macro skills, is required to ensure effective and successful communication; these are listening, speaking, reading and writing. However, there are also micro-skills, grammar, vocabulary, and pronunciation, which complement and forge the mastery of a second language.

Although foreign language teachers emphasize the importance of learning English for their students' personal and professional development, in recent years there has been a "downward trend" in which evidence shows that there has been a decrease in the performance of Spanish-speaking students in terms of the development of communicative skills (Boyinbode, 2018). Regarding the micro-skill of vocabulary, Boyinbode (2018) points out that "vocabulary is one of the most important elements of language learning. Having a wide vocabulary helps language learners understand written and spoken language." (p.184). In fact, subjects are proficient at fluently reading English texts when they have learned at least 2000 most common English words.

One of the disadvantages of learning foreign vocabulary in language classes is that the teacher's explanation time is mostly devoted to the practice of the four macro skills, which are the most demanding of all. Consequently, the teacher must create strategies to help students learn vocabulary from their autonomy and gamification in education is one of the techniques that appeared to revolutionize traditional teaching methods. Teachers can set specific learning objectives and take advantage of virtual tools with gamification features to motivate students to

learn by following their natural desire for competition, reward earning and overcoming challenges (Boyinbode, 2018).

In this sense, this study proposes the use of gamification to promote the learning of English vocabulary in 9th grade students of a public school in Colombia. The purpose is focused on improving their degree of foreign lexicon acquisition through the use of the virtual tools. In addition, as an intrinsic characteristic, it is expected that learners will gain motivation and engagement regarding the learning autonomous work they are expected to perform at home.

The problem arises from classroom observations which allowed to perceive the deficiency of students in terms of knowledge and appropriation of vocabulary, they could not remember words that in previous courses they had already reviewed. This is a challenge to overcome since as declared by Bai (2018), the "vocabulary is the basic to make sentences and express thoughts and meanings, and a key requirement of language communication" (p.53). Consequently, in order for students to convey ideas and feelings, they must possess in their mental structure the appropriate words that were previously internalized through meaningful learning.

Additionally, this research responded to the need of the English area of the institution that in its complementary program proposed a vocabulary contest to be held in the first days of June, however due to the strike, it had to be postponed. In this contest, the students of high school will be challenged in their knowledge of the most common regular and irregular verbs of the English language.

Justification

In the last year, education has been transformed to respond to the new public health policies, reason why students have changed the physical classrooms of their schools for remote classes from mobile devices or computers.

As mentioned by De La Cortina (2020), current online teaching is a "mediated model that uses electronic devices as a means of communication and information exchange between people: students and teachers"(p. 03). As it is an act where two agents are involved, the engagement is of both parts. On the one hand, teachers must adapt the methodologies and resources to provide the best possible experience, as well as digital natives, subjects who make daily use of technology in their academic, social and personal life, have the challenge of preparing themselves in autonomy to develop the tasks responsibly and consciously.

In order to engage students in the development of autonomy and considering the massive use of technology at home, it is considered pertinent to use virtual resources in favor of the teaching-learning process. Currently, the Internet and specifically games are effective in attracting the attention of students, as they add the element of fun and constant competition. Referring to this, Hammer and Lee, (2011) stated that gamification motivates and engages students when used appropriately in an educational environment because when a student is motivated, he will be willing to solve a problem even if he has limited skills, at the end the learner will find a way to solve the challenge. (Boyinbode, 2018).

On the other hand, within the English program of the school Provincial San José, a vocabulary contest was proposed for this year 2021, which will measure the students 'learning of the most

common verbs of the English language. In the ninth grade, students will have reached the learning of the 100 most used regular and irregular verbs in this language; in the tenth grade the learning focuses on the 150 most common verbs and in the eleventh grade the number of verbs is 200.

In light of the above, this research was valuable since it contributed to the literature in the educational field, it benefited students, teachers and pre-service teachers. As for teachers, this research helped to improve educational practices that every day requires innovation and updating mediated by technological tools. The institution's supervisor was able to have a clearer picture about gamified teaching methodologies, as well as she had valuable resources to apply throughout her teaching task.

On the part of the students, they were involved in the improvement of English skills. The use of virtual tools helped them forge a better vocabulary acquisition while taking advantage of their technological and cognitive skills. On the part of the students, they were involved in the improvement of English skills. The use of virtual tools contributed them forge a better vocabulary acquisition while taking advantage of their technological and cognitive skills. This research also revealed the students' perspectives towards the integration of interactive methodologies. It is important to know these perceptions since education is based on the learner and his needs and interests.

Finally, for the pre-service teacher conducting this research, becoming familiar with and making use of gamification to improve learners' foreign language skills was valuable as it helped

to rethink the professional identity of education. Being immersed in the students' reality encouraged reinvention and formulation of more accurate teaching.

Objectives

General Objective

- To identify how the use of gamification in online educational tools enhances the students' English vocabulary learning

Specific Objectives

- To analyze how the implementation of the online tools allows students to retain more vocabulary
- To determine the way the educational tools, increase students' motivation and autonomy when learning English vocabulary.
- To examine students' perceptions regarding vocabulary learning through virtual educational tools.

General Question

- How does the use of gamification in online educational tools enhance the students' English vocabulary learning?

Sub-Questions

- How does the implementation of the online tools allow students to retain more vocabulary?

- How does the educational tools increase students' motivation and autonomy when learning English vocabulary?
- What are the students' perceptions regarding vocabulary learning through virtual educational tools?

Theoretical Framework

Gamification

As stated by Karagiorgas and Niemann (2017) gamification is a way of using game elements within an educational environment or task. According to Kapp (2012) "the purpose of gamification or game-based techniques in education is to create a system where participants engage in an abstract challenge, defined by rules, interactivity and feedback resulting in a quantifiable product, ideally generating an emotional reaction" (p.73). In this regard, this author mentions the basic elements to consider when creating activities mediated by gamification. The challenge corresponds to the goal to be achieved by the students, the rules are the pedagogical instructions given by the teacher and the interactivity with the tool familiarizes the student with the interface and increases the chance of getting positive feedback at the end of the activity.

Furthermore, due to the visual and auditive stimulus games provides to users, they offer an integral educational experience. Gamification goes beyond a mere strategy without purpose, the student is engaged in feelings of success and achievement by completing specific tasks or earning a certain number of points. In the same way, learners can empathize with resources that appeal not only to their cognitive abilities, but also to their skills and aptitudes in technology and online tools.

On the other hand, Kapp (2012) also presents the essential aspects for gamification in learning. These are: mechanics, referred to as the points system, rewards, and stages to be overcome, aesthetics, which correspond to the appropriate visual elements, attention to detail, or attractive contrasts and game thinking which is defined as the way to use all these resources to create an engaging experience where the user is motivated to continue towards the final purpose Werbach and Hunter (2012).

In particular, underlying reward structures there are human development enhancers such as motivation and competence. In competition, subjects strive to achieve a goal or gain recognition by establishing superiority over other competitors. Even if a reward is virtual, winning motivates users to keep playing to get new badges and challenges. Furthermore, competition can be exploited with elements such as rankings, where players can see the place they occupy with respect to their opponents and thus feel motivated to improve their performance to achieve a higher rank (Rego, 2015).

On the other hand, another important feature of gamification is feedback. According to Kapp (2012), the frequency of feedback given by games is the opposite of the one given in traditional teaching. In fact, informational feedback allows the player to know the correct behavior or actions to follow in the game, as well as the degree of success and error. Moreover, and for the educational effects of gamification, there is also the term educational feedback which provides guidance and information to the learner to get him/her on the right path to achieve the desired goal.

Vocabulary

As mentioned by Bai (2018) “vocabulary is the basic component of language, and a fundamentally important aspect of language development” (p. 854). This implies that vocabulary plays a fundamental role in the development of the other communication skills. In fact, there is a direct relationship between the students' low reading capacity and the insufficient number of foreign words to understand English texts. It has also been shown that lexis is the best predictor of reading success over syntax. (Duppenenthaler, 2007)

Possessing a wide repertoire of foreign language words ensures that the learner can accurately express feelings, emotions, situations and desires. The major difficulty for students is all the unfamiliar words that they can not associate with the native language, they show confusion and disinterest when they memorize words without context or purpose. Human beings must make sense of learning in order to develop a better receptive capacity (Boyinbode, 2018).

On-line Educational Tools

The on-line educational tools, also known as e-learning tools, are being widely recognized for their flexibility, ubiquity, the ability to access them anytime, anywhere and their proven effectiveness in the teaching and learning process.

Specifically, the online educational tools correspond to any program, application, platform or technology accessible through an internet connection and which promotes the development of the teaching-learning process since teachers present the information using these tools and students can access it at any time allowing the organization and planning of the learner.

Among the most recognized educational tools used in the teaching and learning of foreign languages and other subjects, the following stand out:

Digital Natives

The participants of this study correspond to the "digital natives"; people born from the decade of the 90's known as the "digital era". According to Johnson (2012) digital natives are easily bored in traditional learning environments because they expect a higher degree of interactivity. The idea of teaching digital natives through outdated methods hinders the learning process and therefore demotivates learners and distances them from the purposes established in a pedagogical situation.

In contrast, when these students or digital natives are exposed to immediate feedback and simple objectives, they will be more willing to practice learning. In addition, being in a relaxed environment allows students to feel more comfortable and have positive responses to activities that initially seemed boring or unmotivating. The purpose when teaching this population is to consider their interests and the integrality they find in technology, the language through which digital natives communicate is constantly increasing and it is necessary to adapt educational practices to the new ways of thinking and acting of the human beings of the XXI century.

Behaviorism within Gamification

Gamification is linked to social and psychological theories such as behaviorism. Its basic principle proposes that behavior is reinforced through rewards and corrections are made through punishments. These characteristics are similar to the elements contained in gamification such as points, badges, and penalties.

As stated by Gonzales et al (2016), there is a relationship between student behavior modification and the use or influence of gamification in the educational process. For his part, Folmar (2015) stated that the scope of gamification was to produce desirable behavior change through game experiences that caused positive reactions in the subjects.

On the other hand, Frederic Skinner, one of the fathers of behaviorism along with John Watson, formulated the existing connection between the principles of behaviorism and the components of gamification. Skinner (1937) expressed that the well-designed instructional programs mediated by the game, influence to obtain a positive learning response in students. He also coined the term "operant conditioning" where the reinforcement of positive behaviors is the regulator of human processes. Here appears the two types of reinforcement schedules: fixed and variable, which are registered in the core of gamification. In relation to this, Raymer (2011) stated that the best variant was the variable reinforcement schedule since it contained the surprise factor that kept the players in expectation, contrary to the fixed reinforcement schedule that rewarded behaviors at a certain and programmed time or interval.

Based on behavioral theories and their relationship with gamification, this study aims to make use of these principles that are intrinsic to human reactions in response to a stimulus. The idea in the use of virtual tools is that they provide rewards for the desired responses of students to learning English vocabulary, which implies a gamified educational approach that leads learners to interact, try and win (develop communicative skills) with an engaging and simplified fun experience.

Types of Games

Within the wide world of games, they have become popular enough to develop different categories or game types in order to satisfy the educational, pedagogical and entertainment needs of individuals.

The categories found in the games field include Computer Games which involve any game played on a desktop or laptop computer. For instance, the Educaplay games, Wordwall, The Game Show Challenge or the games in Quizlet application. On the other hand, Multiplayer Online Computer games include those games where more than one person can play in the same environment and at the same time. Examples of these are World of Warcraft, Fornite, Modern Combat, among others. In addition, there is the category of Mobile Games played on smart phones or tablets, such as Castlevania, Civilization 6, or PUBG. Tabletop games, on the other hand, include games that use dice, boards or cards. Among the educational games in this category is Jeopardy, which uses a board to display the questions and answers of the quiz or the activity. (Marino, 2019).

Likewise, Role-Playing Games are those games where players assume the roles of characters in a fictitious scenario. There, users have to make a series of decisions while they are immersed in a world that narrates their adventures and progress. For example, Final fantasy or Kingdom Come. Finally, according to Marino (2019) the Dexterity games, are defined as “games that require physical skill and action, mind and body response” (p.87). Some examples of Dexterity games are Crokinole, Ker Plunk! Or Klask.

Literature Review

Gamified Education

In the study conducted by Boyinbode (2018), it was noted that gamification combines both intrinsic and extrinsic motivation and they are part of the set of elements that influence the student's behavior in the learning process. Referring to this issue, Flatla et al (2011) mention that intrinsic motivation is the learner's own internal desire to perform an activity while extrinsic motivation occurs when the learner is aware of possible gains or rewards when performing a certain task.

Likewise, as demonstrated in the study by Kiryakova et al. (2014) the use of game elements in educational activities improves skills learning abilities by 40%. Also, this author points out that game mechanics are recognizable or familiar to most digital natives as they have had the opportunity to complete challenges through these entertainment activities. Likewise, this study mentions another benefit of gamification in education that has to do with monitoring student performance through records which are processed and stored within the software.

The Role of Gamification in Motivation

Motivation and engagement are widely discussed concepts in gamification. In a study conducted by Lui (2011) it is established that motivation is an essential element in the learning process because, through it, the student will seek the means to solve a problem or challenge. This author also points out that software tools act as a "trigger" influencing the user's behavior or attitudes.

On the other hand, Werbach (2014) mentions that game-based experiences promote motivation by making activities more engaging, and skillfulness since it fosters a sense of learning, success, and attitude towards tasks. This same author suggests that to obtain a behavior change, gamification should be considered as a process. That is why the teacher at the time of establishing his educational purpose should not consider gamified tasks as isolated elements but consider them as part of a broader and more complex set.

Foreign Language Education Through Gamification

In addition, with the emergence of information and communication technologies, life and its processes became involved in virtualized and optimized systems that enhanced the educational experiences of teaching and learning. The work of Ybarra and Green (2003) showed that the use of technology and specific gamification endows learners with personality factors such as self-esteem, risk-taking and most of all motivation which considerably improve the user's contact with the foreign language (as cited in Figueroa, 2015, p. 37).

According to Figueroa (2015) the integration of technology along with Computer Assisted Language Learning (CALL) are priority components in foreign language virtual learning. Levy (1997) conceptualizes the term CALL as the application of computers in the teaching and learning of a foreign language. Consequently, from the emergence of this method and given its technological nature, the ways of teaching began to evolve, implementing virtual resources in current teaching practice (as cited in Figueroa, 2015, p. 37).

Methodology for the Implementation of the Pedagogical Proposal

Educational Gamification Model

36

The five-step model proposed by Huang and Soman (2013) represents the suggested action plan for teachers in order to gamify instruction.

These steps are

1. Understanding the target audience and the context
2. Defining learning objectives
3. Structuring the experience
4. Identifying resources
5. Applying gamification elements

With respect to the first step, understanding the target audience and the context, it is imperative that the teacher establishes the target audience for the activity, as well as the context and the capabilities of the students. Here arises the identification of possible obstacles and advantages when using a particular online tool. In the second step, defining the learning objectives, it is necessary to provide clear and precise instructions, as well as to establish behavioral objectives. With the third step, structuring the experience, the teacher will quantify what the student will learn and achieve at the end of a certain stage or challenge. Likewise, he will provide the required support or motivation for those learners that are not achieving the expected goal.

At the time of identifying resources, in step four, teachers will verify which stages can be gamified and consequently they will establish the potential gamification elements to be used in the activity. Finally, in the fifth step, applying gamification elements, these items are divided into two categories. Self-elements correspond to the levels and time restrictions and provide the learner

with a sense of competence and achievement, while social-elements refer to the interaction and sense of competition between two or more participants.

Based on the Gamification model and in accordance with the different studies in this field, the methodology of this research was the implementation of educational tool that helped students to review English vocabulary. The idea was to develop in each one of the multimodal guides a gamified exercise that allowed students to test their knowledge of the vocabulary. Besides, the educational platforms served as a support in the advisory sessions, where, the pre-service teacher with the teacher's prior consent, implemented short games with the students in order to evaluate their learning and challenge them in their knowledge.

Following Huang and Soman's 2013 model, the context and target audience of this study were defined during the institutional observation week. This population corresponds to the 9th grade students of the José Rafael Faria school.

The second step to implement was to define the learning objectives, which are in accordance with the need to teach the vocabulary of English regular and irregular verbs to students. Based on this purpose, the next step was to structure the tasks that the students developed. The students' first task was to review the vocabulary that the pre-service teacher provided them via Quizlet to reinforce the knowledge.

Finally, once the students felt prepared to perform the game within the multimodal workshop, they proceeded to the development of the activity and this served as evidence of both the autonomous and academic work of each student.

Implementation of the Pedagogical Project

Lesson Plans / Game Planners

Taking into account the theoretical approaches in Huang and Soman's (2013) model, the game planner was adjusted according to the gamification elements required to foster a favorable learning experience.

Regarding the first step, the game planner ([See Annex 1](#)) contains the header “Understanding the target audience and the context” where it is clarified the number of students to whom the game is addressed and the English language level of the learners. Then, there is the “Game modality” to determine whether the game is to be played synchronously or asynchronously. Next, the second step is evidenced in this planner with the label “defining learning objectives”. In this section the learning goals of English vocabulary are included. With each multimodal workshop the students are expected to learn 20 new terms and through the games this training can be reinforced.

The “Description” section refers to detailing the game, to mention the advantages of using this type of activity to improve the learning of a language. Likewise, “The explanation of the game” consists of providing more information about how the game is played. Here the reader will learn the step by step of the activity, the moments of the game and the way the winner is chosen. There is also “The type of game” that refers to their categories. In this part, it is found computer games, multiplayer online computer games, mobile games, tabletop games or board games. In addition, the “Rules” concern the establishment of permitted and prohibited behaviors when developing a game. It also determines how the participant should proceed when participating in the activity and the way in which he can obtain the reward.

In addition, the third step of the model is in the element "structuring the experience" where the role of the participant and of the pre-service teacher, are mentioned. In the same way, the fifth step "Applying gamification elements" is found in the headers "Gamification elements and "Gamification techniques". The Gamification elements correspond to the components that make up a game and the Gamification techniques comprise the elements and principles of gaming that are used to create an engaging learning experience. Some of the techniques include, Game achievement, game fairness, curiosity, game challenge, game goals or game rewards. Finally, the remaining step "Identifying resources" is found in the section "Material or resources" which includes all the necessary elements for the development of the game.

There was a total of 5 planners, one for each game, both synchronous and asynchronous. "Jeopardy", ([See Annex 2](#)) "Word Search (asynchronous)", ([See Annex 3](#)) "Match the Memory", ([See Annex 4](#)) "Word search (synchronous)", ([See Annex 5](#)) and "Organizing the Letters" ([See Annex 6](#)).

Pedagogical Worksheets Designed

The multimodal workshops at the José Rafael Faria Bermudez school follow a special format. At the time of starting my practicum, the students were developing the third workshop, therefore my task during those two weeks was to prepare the evaluative part as well as the advising sessions. At the end of the practicum, I designed the fourth ([See Annex 7](#)), fifth ([See Annex 8](#)) and sixth multimodal workshops ([See Annex 9](#)) for 9th and 10th grade and I implemented the fourth and fifth workshop.

Each workshop must have a header with all the information related to the area and the supervisor's data. Following this, there is the section called "prior knowledge" where the student reviews what he is supposed to have already learned before continuing with the execution of the workshop.

Then there is the "presentation of the topic to develop and practical exercises" where the topic(s) of each workshop are presented in a simplified way. In this section some practical exercises can also be found. Finally, in the evaluation part, three grades are usually taken. The first two correspond to practice activities related to the topic of the workshop. In this part, exercises applied to a real context are proposed. On the other hand, the third grade corresponds to the verbs evaluation that is part of the complementary activity of the area.

Description of the Implemented Activities in the Proposal

The activities implemented in this proposal corresponded to the use of gamification to enhance the learning of English vocabulary in ninth grade students at the José Rafael Faria School in Pamplona. Throughout these seven weeks of practicum, I successfully implemented five games. Three in a synchronous way and two asynchronous evidenced in the fourth and fifth multimodal workshop.

Firstly, due to the changes that had to be made in reason of the current work modality, the enhancement of the English vocabulary of regular and irregular verbs for 9th-grade students was carried out through gamification using different virtual educational platforms different from Educaplay. Initially, it was expected that the students, from their autonomy, developed the game that the pre-service teacher had designed on this platform but since it was necessary to evidence

the students' work, it was required to look for alternative means to create games that could be included in the multimodal workshops or also activities that could be done directly with Word application. For this reason, in this proposal, Quizlet was used to create complementary material as well as other platforms and tools that allowed the creation of educational games both in the advising sessions as well as in the multimodal workshops.

On the one hand, the different online educational games were adapted and implemented taking into account the current school grade and the level of English language of the students. Initially, before designing the first game, it was taken into consideration the background of the students in terms of their English learning. In addition to this, it is important to mention that this project also responded to the need of the English teachers' staff to successfully develop the complementary activity of the area that consists of a vocabulary contest of the most common regular and irregular verbs in English that will be carried out in the month of June.

In the light of the above, the games implemented were a Jeopardy, a memory game called "Match the Memory", two Word Searches, one in a synchronous way and the other asynchronous and "Organizing the Letters". These games were strategically chosen to meet the established learning objectives. It was necessary that each gamified activity was designed for the learning of regular and irregular verbs in English. In addition, it was expected that through these games, the students gained motivation to continue reviewing the vocabulary individually and from their autonomy.

In the first advising session on March 24 with the two ninth-grade courses, the Jeopardy game was implemented in order to review the first 20 regular and irregular verbs from the list provided

by the supervisor to the students at the beginning of the school year. ([See Annex 10](#)) This game lasted approximately 30 minutes and, in the activity, the students were expected to choose a category, then a box containing a number from 100 to 500, and finally to obtain the score from the box they had to answer the question correctly.

The second game implemented was a word search and it was evidenced in the fourth multimodal workshop. ([See Annex 11](#)) In this activity students had to find the verbs 40-60 from the list. The instructions were simple, once they found the verb in the word search, they had to circle them with a pencil or color and in the list, they had to write its correct translation into Spanish. In this game, the students' interest in the game was evident and the rules of the game were understood and followed.

The third game called "Match the Memory" was conducted on April 13 and it was developed as part of the weekly review of the verbs that are evaluated in the complementary activity ([See Annex 12](#)). In this memory game, cards with numbers on one side and English verbs or images describing the verb or the Spanish translation were used. At the beginning students were allowed to look at the back of the cards for a few seconds and when the time was up students had to match an English verb with its Spanish equivalent or an image related to it.

Finally, the fourth game was a word search, this time in a synchronous way in the advising on April 20 ([See Annex 13](#)). This activity also served as part of the remediation process for the ninth-grade students. Those who found all 33 verbs in the word search and sent the list via my personal WhatsApp were exempted from the remediation evaluation activity. Likewise, those who participated but were not required to remediate.

Furthermore, the Fifth game, “Organizing the Letters” was developed asynchronously in the fifth multimodal workshop.” ([See Annex 14](#)) This time, unlike the previous one, only the sample students were asked to send the activity as a photo file via the pre-service teacher's personal WhatsApp. In this activity, students had to order the given words to form regular and irregular verbs. Then they had to make the correct translation into Spanish.

In general, the experience performing and implementing the games in the advising classes and the workshop was positive and satisfactory. One of the most important parts of teaching is to be able to provide meaningful activities to students that motivate them to inquire beyond what is provided in class and this autonomous work of the students was evidenced in the evaluative activities as well as in the advising sessions and the multimodal workshops. The students responded well to the activities, they were participatory and they understood and respected the rules of the games. Furthermore, they felt encouraged by this kind of activities since they see a different way of learning and their participation gave them rewards in the English course. This combination of fun, motivation and recognition helped them to attend the advising classes as well as to consciously develop the workshops sent to them.

Research Methodology

Type of Research and Design

This research adopted a qualitative approach since, according to Creswell (2012), it focuses on exploring and providing detailed and in-depth information concerning a phenomenon in the real context while considering the participants' perspectives about the experience, as implied in this case inquiring about the use of gamification to foster vocabulary learning in students.

44

On the other hand, the design of this proposal is framed within the action research which focuses on exploring a practical problem with the aim of finding a solution. One of its characteristics is that "Action research uses data collection techniques based on quantitative or qualitative methods or both" (Creswell, 2012, p. 577).

The idea is that the pre-service teacher who conducted the research, gathered the necessary information about the problem to subsequently generate a change in the context, in the community, or in the way a process is being carried out. Action research has a great impact on the field of education since the results of this research allow the improvement of teaching and learning practices. Concerning the present study, by making use of this research design it was possible to gather data that allowed teachers to improve the teaching of foreign languages with respect to the mastery of the communicative skill of vocabulary since this study reflexively and consciously investigated how the use of virtual tools and games improves the learning of English vocabulary.

Population and the Sample

This study was carried out at the educational institution Provincial San José, headquarters José Rafael Faria Bermudez located in Pamplona, Colombia. Likewise, the target population was the 9th-grade students of the institution with an English language level A1 according to the Common European Framework of Reference for Languages (CEFR).

Taking into account the nature of this study and its qualitative approach, the non-probabilistic method of purposeful sampling through the convenience sampling strategy allowed selecting the sample of six 9th grade students.

According to Patton (2009), purposeful sampling involves a selection of suitable individuals to ensure the enrichment and collection of data on the problem under study. In fact, this deliberate choice is based on the researcher's judgment. Concerning convenience sampling, it takes its name since the sample is chosen based on the accessibility and proximity of the individuals to the researcher. In other words, in this case, it is not statistical criteria that are used but the researcher's perception. (Palinkas, et al., 2016).

Concerning the population, it was the two ninth grades courses of the Jose Rafael Faria school, which makes a total of 62 students. On the other hand, the six students were contacted via WhatsApp and they were willing to be part of the sample of this study. They were informed about what they must do during the development of this proposal, as well as that in the month of June they would be interviewed to know their experience with respect to the whole process of gamification in the learning of English vocabulary. They were also asked for authorization to take the evidence of the multimodal workshops that they developed in order to gather the information and evidence in this study.

Before starting the project and contacting the sample students, the proposal was formally presented to the ninth-grade students on April 6th ([See Annex 15](#)). In consequence, a planning to outline the different moments of the socialization was made. ([See Annex 16](#)). The only element that was not included in the presentation was the game of snakes and ladders, since the time of the advising was limited and it was necessary to explain several English topics that day. the socialization lasted 10 minutes and addressed items such as title, objectives, methodology and platforms of the project.

Methods and Instruments for Data Collection

This study was using the principles of the *participant observation* technique to apply the necessary instruments for data collection. On the one hand, observation is defined as the systematic and faithful description of events, situations, behaviors in the social context where a phenomenon takes place. (Marshall and Rossman, 1989). On the other hand, participant observation allowed the researcher to learn from the population under study through immersion and participation in the activities of the community (Bernard, 1994). In this sense, this technique was developed with the three synchronous games that were executed within the advising classes with both groups (9-05 and 9-06) of the institution. The participant observation helped to be aware of the performance elements of the participants regarding the applied games.

Reflective Journals

Another instrument used in this project was the reflective journal. There was a total of five journals, one for each game, including both synchronous and asynchronous games. These journals reported the overall experience of the games in the classroom as well as the perspectives of the pre-service teacher from the evidence collected from the students' work with the multimodal workshops

In this regard, ProDAIT (2006) (Professional Development for Academics Involved in Teaching) stated that:

“Reflective journal writing has a number of values. First, reflective journal writing provides an informal place where learners can write their own reactions to their experiences. Second, it can enhance the 'conversation with oneself'. Third, journal writing

47

can be a tool that helps learners make better sense of their experiences by summarizing them and actively trying to understand them. Finally, it enables learners to go back and 'see' their own thinking”

Reflective journals provide a valuable way to keep a record of all the researcher's experiences in a particular setting. This instrument is essential to keep a record of the elements, events and relevant information for later analysis and reflection.

Consequently, fifth reflective journals were written, one for each synchronous and asynchronous game. Each journal relates the emotions, experiences and events within the execution of each activity or game. The first journal corresponds to the game "Jeopardy" ([See Annex 17](#)). This journal relates that first experience of real contact with the ninth-grade students of the school. In general, even though at the beginning there were diverse emotions and reactions, as the activity went on, I gained more confidence and the game was successfully developed.

On the other hand, the second journal arose from the wordsearch game that was conducted asynchronously in the fourth multimodal workshop ([See Annex 18](#)). This journal illustrated the positive performance of the students in this game. The students were interested in developing it, they used colors or even some of them transcribed the whole activity to the notebook despite the fact that this was not one of the indications.

The third journal is related to the "Match the Memory" game that described the whole experience of this activity ([See Annex 19](#)). In general, this game was entertaining and helped the students to review the regular and irregular verbs in English. In this game, it was also evident that the students carried out the task of learning this vocabulary since in the development of the game they answered correctly to the questions asked.

Likewise, fourth reflective journal is from the wordsearch game that was executed synchronously ([See Annex 20](#)). In this game, I realized the importance of taking into account the students' participation, recognizing their effort and interest in the activities. The students who participated and sent the evidence through WhatsApp were very satisfied with the fact that their engagement in the activity was considered.

Finally, the fifth journal corresponded to the “Organizing the Letters” game. ([See Annex 21](#)). In this journal the researcher reflected on the fifth game implemented in the fifth workshop and it was concluded that the students were able to successfully develop the exercise. One student was even very creative when developing it, which is quite positive and shows the level of commitment of the students to the activities.

Semi-Structured Interview

Another instrument of this research is the *semi-structured interview*, which can be defined as "a purposeful conversation" (Burgess, 1984). This type of interview is carried out through a checklist of aspects that need to be covered using open-ended questions. Generally, the researcher inquiries about topics and essential aspects of the research problem. One of the advantages of this instrument is that the interviewer can adapt the questions according to the information provided by the interviewee. Therefore, although a "guideline" is important, it can be adjusted as the interview progresses.

The semi-structured interview was previously prepared in a format that gathered the research objectives and questions for the students. ([See Annex 22](#)). Likewise, the meeting was via Zoom and the interview could be fully developed with the six students. Once the interview was

completed, the transcription was made and the names of the participants were changed to pseudonyms: Alysa, [\(See Annex 23\)](#) Amy [\(See Annex 24\)](#), Charlotte, [\(See Annex 25\)](#) Emma, [\(See Annex 26\)](#) Natasha [\(See Annex 27\)](#) and Nathan [\(See Annex 28\)](#).

Self-Evaluation of Students

With respect to the self-evaluation instrument, Panadero et al (2011) establish that "self-assessment or self-evaluation is the qualitative assessment of the learning process and of its final product, realized on the basis of pre-established criteria" (p.78). From this statement, it can be inferred that this instrument is an important means to collect data about the educational process of the students which is being enhanced by the implementation of games to improve the learning of English vocabulary.

Throughout the project, two self-evaluations were implemented. The aspects taken into account for the establishment of the criteria to assess are related to the dynamics, the instructions, the student's interest and motivation for the game, as well as the contribution of the activity to the learning objective related to the enhancement of English vocabulary in 9th-grade students. Additionally, in the synchronous games, it is also taken into consideration the interest of the student in the way the game was developed within the advising class. All these items were classified in four categories: Instructions and Dynamics, Students' interest, Vocabulary Learning, and Students' Motivation.

In the first self-evaluation, the Wordsearch of the fourth multimodal workshop was evaluated, as well as the flashcards created in the Quizlet application, which were shared with the students through the Whatsapp group [\(See Annex 29\)](#). This self-evaluation revealed favorable results with

respect to these activities. While one student answered "agree" on the questions dealing with motivation and the contribution of these materials to vocabulary acquisition, the other learners totally agreed that they were helped in their learning by the material provided and the game design.

Regarding the second self-evaluation, the games "Jeopardy", "Match the Memory" and the Wordsearch that was performed synchronously, were evaluated ([See Annex 30](#)). In general, the results showed that the students agreed that the games strengthened their foreign vocabulary learning process. In addition, the dynamics and the instructions of the game were easy to understand for most of the learners as well as the Wordsearch allowed them to reinforce the correct spelling of the regular and irregular verbs in English.

Data Analysis and Interpretation

Data analysis is based on making sense of the data in order to later extract the codes or themes about the phenomenon studied. This is an inductive way that goes from the particular to the general themes or codes. For instance, transform the typed notes from interviews to broad categories. Furthermore, in qualitative research, data collection and analysis are processes that occur simultaneously (Creswell, 2012).

Furthermore, Creswell (2012) stated "Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both (p. 257).

Interpretation involves a review of the major findings and how the research questions were answered. It also includes the researcher's reflections on the data and in comparison, with previous

literature regarding the phenomenon under study. Finally, this interpretation includes suggestions for future research in the field or even applicable to other spheres of study. (Creswell, 2012).

After having completed the data collection process in which instruments such as one semi-structured interview, two self-evaluations and five reflective journals were implemented, this qualitative study focused on the data analysis process that Hatch (2002) defines as “a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others” (p. 148). In consequence, this study adopted the type of typological analysis that involves separating all the data into typologies or categories.

In order to analyze the information, matrices were previously prepared where the information of each instrument, the reflective journals, ([See Annex 31](#)), the semi-structured interview ([See annex 32](#)) and the two self-evaluation ([See Annex 33](#)) was classified with the aim of producing a table of base categories ([See Annex 34](#)) that supported the writing of the results of the present study. Consequently, from the data collection and organization process emerged seven categories that integrate the whole experience with educational games for English vocabulary learning: a) Games for learning, e) Game types, b) Instructions and Dynamics, d) Educational tools, c) Vocabulary, f) Motivation and g) Autonomy. These categories included sub-categories that were analyzed and supported on the basis of the research instruments.

Real Schedule of Pedagogical and Research Activities

Week	Date	Pedagogical activity	Strategy	Instrument
1	March 23 rd – 30 th march	Jeopardy game (Synchronous meeting)	Virtual platform Jeopardy Labs	Participant observation Reflective journal
2	April 05 th – 26 th April	Word search (Asynchronous. 4 th workshop)	Multimodal Workshop	Participant observation Reflective journal
3	April 6 th - 13 th April	Flashcards Wordsearch (Multimodal workshop)	Quizlet Multimodal Workshop	
4	April 13 th – 20 th April	Match the Memory game (Synchronous meeting)	Power Point presentation	Participant observation Reflective journal

5	20 th April- 27 th April	Wordsearch (Synchronous meeting)	Power point presentation	Participant observation Reflective journal
6	14 th June – 18 th June	Organizing the Letters (Asynchronous. 5 th workshop)	Multimodal Workshop	Participant observation Reflective journal Semi-structured interview

Table 3 Real Schedule of Pedagogical and Research Activities

Ethical Considerations

On the other hand, some ethical considerations were taken into account, including the previous presentation of a letter of consent to the participants ([See Annex 35](#)) which contained the information related to the research project, the declaration of the participants' rights regarding withdrawal and the clarification to the participants that they can request information about the investigation whenever they request it. In the same way, the participants who freely decided to be part of the investigation had the confidentiality of their data in order to protect their integrity and private life, in addition, the participants had total freedom to stop their participation in the study when they wished.

Likewise, before applying the semi-structured interview, the letter of permission to the parents was shared via Whatsapp ([See Annex 36](#)) to the six sample students in order to inform them of the

purpose of the interview and in case they did not agree, they could withdraw from participating in the interview. However, all parents agreed and the interview could be conducted with all six students.

Results

Games for Learning

“A game is a type of play where participants follow defined rules”. (Houghton et al., 2013, p. 55). Nowadays, games are being widely used to support teaching and learning or even to complement traditional teaching methods that due to modern ways of learning are at risk of not being effective. Likewise, according to Zirawaga et al (2017) “Using games in education mostly focuses on improving critical thinking skills while teaching a particular subject, by allowing students to think outside the box as they follow rules.” (p. 55). This emphasizes the importance of games and how they enhance the educational process. In general, this category allows opening the discussion around the use of games for learning purposes. Initially, it was expected to collect the students' perspective on this issue and then to focus it on English language learning, since this is the area of study of the present research.

Students' Perceptions About Games in Learning

To begin with, in this category, the students were able to give reasoned arguments about the relationship between games and learning as well as they identified game benefits referring to their particular context or experience.

Based on the students' productions, it was concluded that students perceive the games as a useful means for learning since they capture the attention of the learners who, at the time of putting the knowledge into practice, are able to associate the dynamics of a specific game and remember the verb or the word studied at that moment. *"Yes, because I have seen progress in several students and also in me because the games are very dynamic, so when it's time to have an evaluation, or when they ask you about a verb, you remember the dynamic and how it went and then it is easier to remember that moment to be able to answer"* Interview, participant Emma.

On the other hand, they argue that games are an innovative, interactive and fun way to study that breaks the traditional way of teaching and learning which contributes to the acquisition of specific topics and subjects. *"Well, the games help us understand things better because when you only see the theory you get bored and instead it's more fun to play games and do things that you find entertaining."* Interview, participant Natasha.

English Learning Through Games

In this part, the students recognized the game experience as a means of learning simple and basic English language topics. The students could associate the games of their native language and culture with those of the foreign language.

Regarding games in English language learning, Goodman & Goodman (2014) state that "children learn language best in an environment rich with opportunities to explore interesting objects and ideas" (p.197). That is why language games provide learners with chances to use the target language in a more interesting and authentic manner.

In this section the students determined that with the games they were able to learn English verb vocabulary in a simpler and more enjoyable way. *"I really liked those games, I learned more vocabulary and I thought it was a very good method"*. Interview. Participant Alysa. *"Yes, of course, all the verbs and things I didn't know I learned very quickly in that way"*. Interview. Participant Amy. Similarly, another important aspect was the repetitive character of the games as well as their function to enhance other skill areas in the students such as memory. *"Yes teacher, they are very entertaining and we are not only learning English, because for example in the game you mentioned, the one that is like a memory game, we also learn that"*. Interview. Participant Natasha.

Game Types

In this category, the sample students reflected on their learning style to make their game choice. They were able to express their opinion and preference around the two types of games, synchronous and asynchronous, as well as they recognized the positive and negative aspects of each of them.

In order to clarify, in this study, both synchronous games, applied in the virtual advising classes, and asynchronous games, which were included in the multimodal workshops, were applied. A total of three synchronous and two asynchronous games were used.

Students' Game Preferences (Synchronous Games vs Asynchronous Games)

First of all, different elements such as interaction, active participation of the player, among others, were evidenced in the students' answers. To begin with, interaction and participation in class through the synchronous games played an important role in the students' choice since these

aspects helped them to learn more easily English verbs. *"I liked more the ones that we did in class, they were cooler because there was more interaction and you could participate more."* Interview. Participant Amy.

On the other hand, a participant emphasized the positive fact that the synchronous games allow to test the students' knowledge in real-time, to correct errors immediately, and to determine what is missing to fully master a subject. *"No, it is better the games developed during the classes because with the workshop you need to read a lot and then it is better to do the games quickly to find out what knowledge you have and what you need to improve."* Interview. Participant Natasha

Instructions and Dynamics

An important part of the use of games for teaching and learning is to provide clear and comprehensible instructions to the player to ensure the success of the activity. In this regard, in this study it was used instructions and dynamics as interchangeable words that make their distinction of use with Game Dynamics since it is understood as the way in which the game was developed within a synchronous and collaborative environment. Dynamics encompasses the instructions given by the pre-service teacher and her way of conducting it.

Comprehension

According to Chilcoat and Stahl (2010), instructions in any activity, especially for young learners, should be short and precise; complete sentences with concrete terms are recommended and vague terms such as "some", "a few" or "a couple" must be avoided.

In this regard, it was considered to follow up on the instructions in both the reflective journals and the interview. Initially, there is a consistency in the information collected in each instrument. On the one hand, journal entries showed that the students were able to understand the instructions and the dynamics of the game as well as they followed the game rules without complication since all of this was detailed and explained more than once if the learners had questions or problems understanding the exercises. Likewise, the pre-service teacher used a simplified vocabulary for guiding the students in the execution of the games. *“As for the instructions, these were clear and precise and it was evident that the students had no problems in understanding and following them properly.”* Journal 2.

On the other hand, regarding the interview, it was found that the learners understood simple instructions and commands that helped them to perform these educational games. In like manner, the students expressed that most of them had no doubts after the instructions were explained since they were easy to understand, detailed and short. *“yes teacher, you explained the games in a way that we understood them very well. From my part, and I speak for all of my partners, we understood all the topics and the games that you made us play.”* Interview. Participant Alysa.

LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
TOTALMENTE DE ACUERDO	5
DE ACUERDO	4
NI DE ACUERDO NI EN DESACUERDO	3
EN DESACUERDO	2
TOTALMENTE EN DESACUERDO	1

Category: Instructions and Dynamics

Statements within this category:

- The dynamics of the interactive flashcards in Quizlet were easy to understand.
- The instructions in the word search activity were clear and precise.
- The dynamics of the Jeopardy game were easy to understand.
- The instructions in the "Match the Memory" activity were clear and precise.

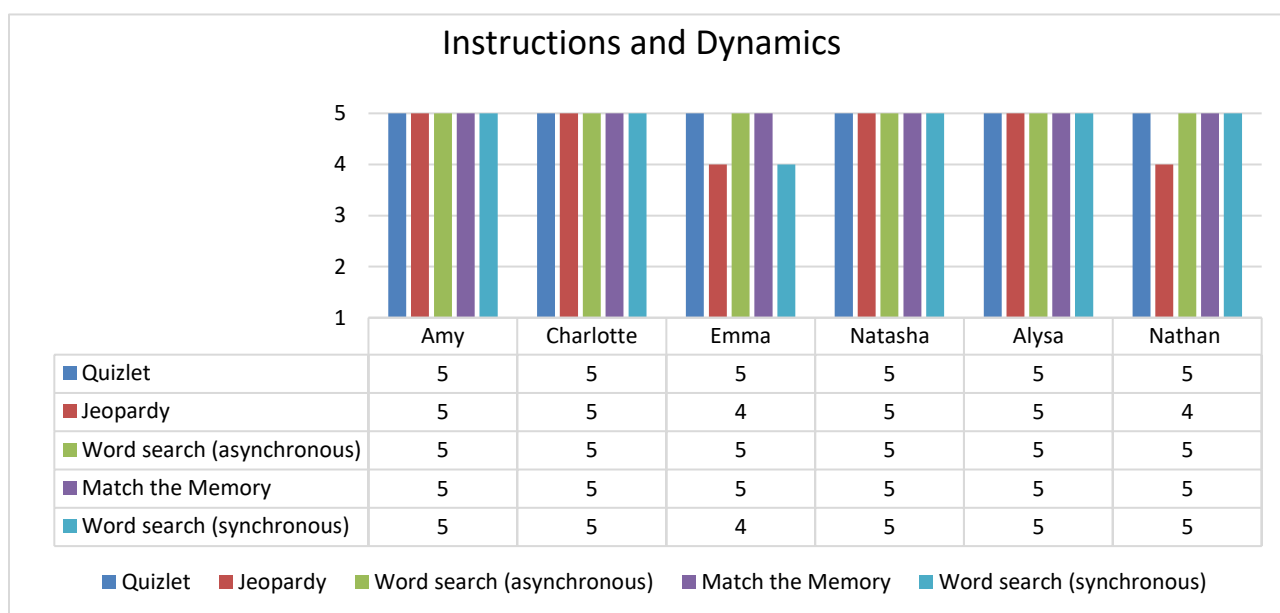


Figure 1 Instructions and Dynamics category (First and Second self-evaluation)

In support of what the students expressed in the interview and journals, the previous graph illustrates the participants' opinions regarding the "Instructions and Dynamics" category of the self-evaluations. The graph shows that four of the 6 students sampled completely agreed that the instructions and dynamics of the games were clear, precise, and easy to understand. The remaining

two students indicated that they approved the statements, which is also positive and reflects their understanding in this aspect.

In general, there is an agreement between what was perceived in the field journals, the testimonies of the participants in the interviews and the results in the self-evaluations. The information about the instructions and dynamics was clearly discussed in both instruments and there was concordance that the games had simple rules to follow and students comprehended the way the games had to be developed

Educational Tools

The on-line educational tools, also known as e-learning tools, are being widely recognized for their flexibility, ubiquity, the ability to access them anytime, anywhere and their proven effectiveness in the teaching and learning process. As mentioned by Coman et al (2020) “E-learning platforms offer many advantages to learners such as control over the content, control over the time spent learning, and thus the process can be adapted according to the learner needs and objectives of learning” (p. 02).

In this regard, the trainee demonstrated that he could use educational platforms as long as he received the required guidance and instructions. In addition, he could develop exercises hosted within the different educational tools.

Virtual Platforms

In the present study, different tools and virtual educational platforms were used. One of the most widely employed and known by the students was Power Point, as it allows the organization

and presentation of information in an orderly and complete manner. Other platforms such as Jeopardy Labs, which specializes in the creation of contest games, were also implemented.

As for the platforms used throughout the project, the students agreed that these did not represent a major problem since they were easily accessible. *“Yes teacher, these are tools that help a lot and they were very easy to handle. Also, you gave us precise instructions and it was very simple to enter those platforms.”* Interview. Participant Natasha.

In the same way, some stated that they found it easier to review topics through the platforms compared to regular learning. *“I think with the games I wasn't stressing out as much, it was easier to learn the verbs it that way than usual.”* Interview. Participant Amy. In addition, one participant used the term "practical" to describe the platforms, and he continued to support his peers' assertion regarding the simplicity of the virtual platforms. *“Estuvieron bien, fueron sencillas, no tuve problemas de entenderlas porque eran prácticas”.* Interview. Participant Nathan.

Vocabulary

As mentioned by Bai (2018) “vocabulary is the basic component of language, and a fundamentally important aspect of language development” (p. 854). This implies that vocabulary plays a fundamental role in mastering communication skills. With reference to this section, it is important to mention that the sample participants of this study were ninth-grade students from a public educational institution in Colombia. These learners are framed within the A2 level of English language. According to The Common European Framework of Reference for Languages

(CEFR) regarding English vocabulary, the A2 learner is supposed to have a basic repertoire of isolated words and phrases related to concrete situations.

Verbs' Vocabulary learning

Given the objective of this project to determine how the use of games enhanced the learning of English vocabulary, the three instruments addressed the question of the influence that the games implemented both in the synchronous classes and in the multimodal workshop had on the acquisition of the repertoire of regular and irregular English verbs.

From the field journals, it was concluded that the games were an important means for the students to learn the vocabulary of regular and irregular verbs in English. For instance, in the asynchronous Word Search, it was evident that not only the students found the verbs and translated them into Spanish, but also in the synchronous class while reviewing the vocabulary, they were able to answer the questions posed by the pre-service teacher. *“On the other hand, the students identified the 20 verbs in the wordsearch and when we reviewed these words in the synchronic class, they answered correctly to the questions asked”*. Journal 2.

Likewise, the participants showed interest in the games and developed them with creativity and commitment. Also, since these activities helped them to get points for their English grade, they were interested and felt that their effort was rewarded. *“The verbs were successfully ordered and translated and one student even put a lot of creativity into this activity”*. Journal 5. In addition, the students' learning was reflected in the results they obtained in the different verb tests. *“In general, this game served as another review of the verbs, which helped the students to obtain good results in the evaluation”*. Journal 3.

On the other hand, the students expressed their enthusiasm for the games as they had helped them greatly in learning and memorizing English verbs. *"It was good in general, they helped me a lot, the game that helped me the most was the one about the images, the link that you sent us of the images. That one was very good; I think I learned the verbs in one afternoon."* Interview. Participant Amy. In addition, the games were useful for the revision of the writing and pronunciation of verbs, since these aspects were worked on during the advising classes. *"Yes, ma'am, because sometimes I get confused with the words so the games helped me with the writing and a little bit for pronunciation."* Interview. Participant. Charlotte

"Yes teacher, the games were very interactive, it was something with which one could learn and I thought it was very interesting because they were also games like the ones you play on the internet, memory games and so on, then they were easy games and you could associate words" Interview. Participant Natasha. The games, therefore, due to their wide range of features, allow the development of cognitive, strategic, and linguistic skills as is evidenced in this participant' experience

LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
TOTALMENTE DE ACUERDO	5
DE ACUERDO	4
NI DE ACUERDO NI EN DESACUERDO	3
EN DESACUERDO	2
TOTALMENTE EN DESACUERDO	1

Category: Vocabulary Learning

Statements within this category:

- The interactive flashcards helped me to improve my English verb vocabulary learning.
- The word search helped me to reinforce the correct spelling of the verbs and their translation into Spanish.
- The Jeopardy game helped me to improve my English verb vocabulary learning.
- The Match the Memory game helped me to associate regular and irregular verbs in English with their translation into Spanish.

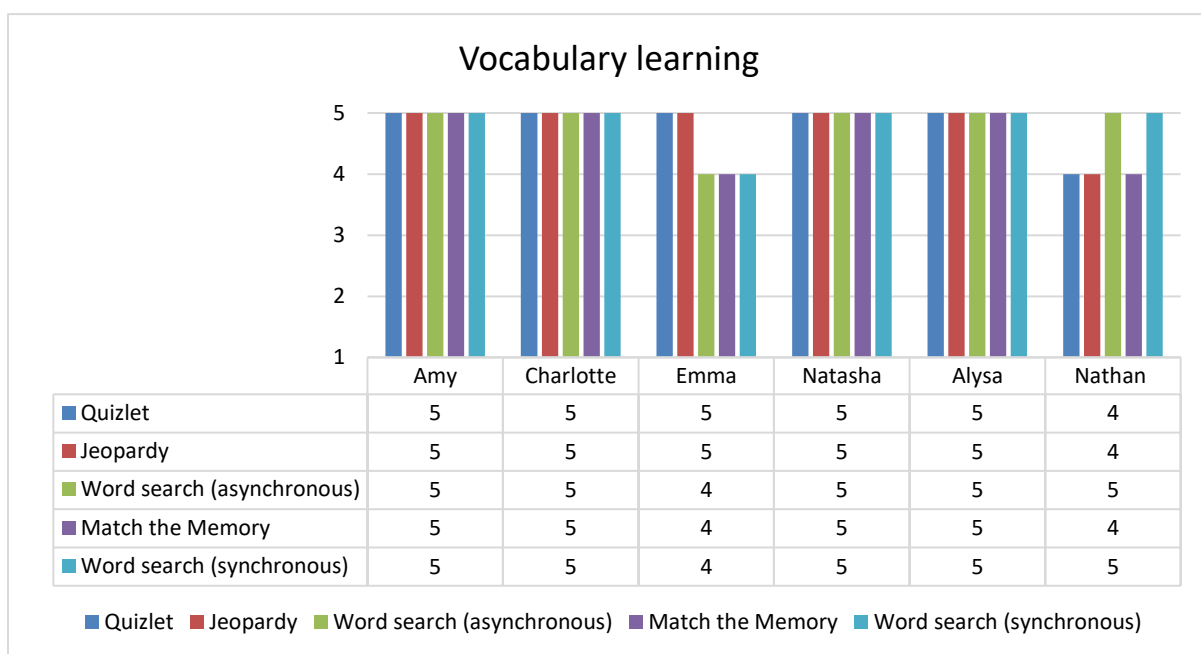


Figure 2 Vocabulary Learning category (first and second self-evaluation)

Considering the two self-evaluations, it was concluded that the students agreed that the games helped them in the improvement, reinforcement and association of regular and irregular English verbs. Although two students had a score of 4/5 in this section, they expressed in the interview that they noticed how the games allowed them to memorize the vocabulary faster.

Motivation

Motivation and engagement are widely discussed concepts in gamification. In a study conducted by Lui (2011) it is established that motivation is an essential element in the learning process because, through it, the student will seek the means to solve a problem or challenge. This author also points out that software tools act as a "trigger" influencing the user's behavior or attitudes. In this aspect, both the two self-evaluations and the interview pointed out the motivational aspect and how the games had contributed to engage the students in their learning process.

Students' Motivation

In this sub-category the learners comprehended the term motivation and were able to identify the relationship between games and the "motivational" effect they produce. In this case, the learners gave an account of their particular case, how the games influenced their motivation for learning English verbs.

In this section, two aspects emerge. The motivation of the students with the games since they allowed them to earn a reward, such as points for the course, and the other aspect is the fact that games are fun, attractive and interesting to learners. *"Yes, because they made me want to learn more and to get a good score, so games did help me."* Interview. Participant Emma. The students

also had their favorite games and expressed this in the interview. *"Well, actually, yes, teacher, because the games were something that you liked. I say that the best ones were like the association games or the memory games because they were very nice and I think they were quite motivating."*

Interview. Participant Natasha.

"In other cases, the student already had a desire to learn English vocabulary and the games came to reinforce her passion and training in this subject. Yes teacher, I found it very funny, it's a curious thing because I like to learn vocabulary and those games were fun, it was an easy way to learn and I liked them." Interview. Participant Alysa.

LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
TOTALMENTE DE ACUERDO	5
DE ACUERDO	4
NI DE ACUERDO NI EN DESACUERDO	3
EN DESACUERDO	2
TOTALMENTE EN DESACUERDO	1

Category: Students' motivation

Statements within this category:

- The Quizlet's interactive flashcards motivated me to learn the vocabulary of regular and irregular verbs in English.
- The word search motivated me to learn the vocabulary of regular and irregular verbs in English.

- The Jeopardy game motivated me to learn the vocabulary of regular and irregular verbs in English.
- The Match the Memory game motivated me to learn the vocabulary of regular and irregular verbs in English.

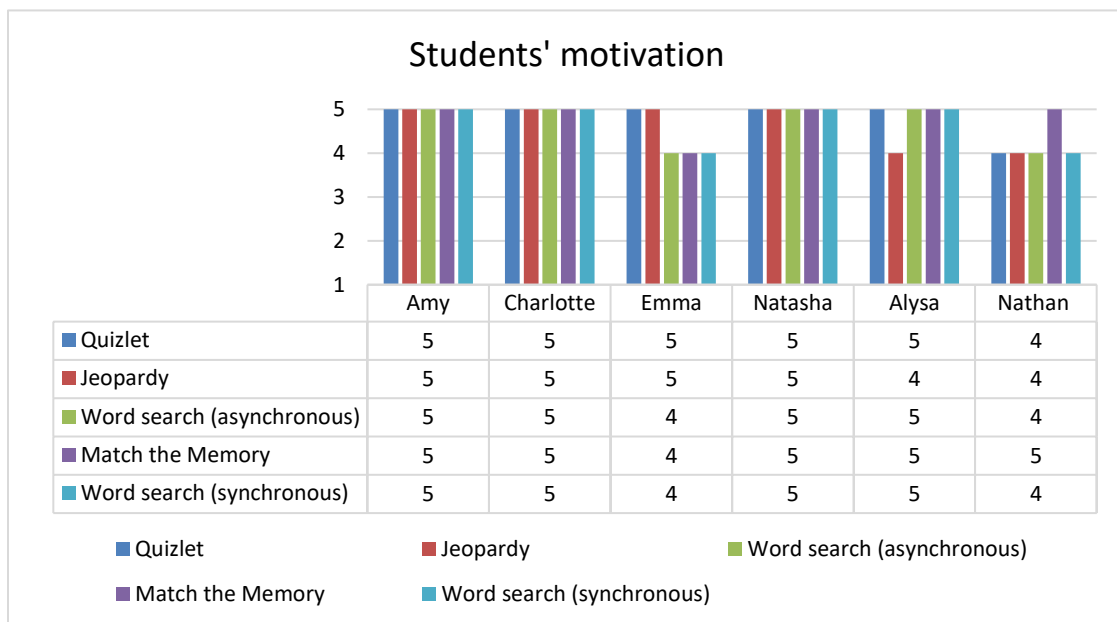


Figure 3 Students' Motivation category (first and second self-evaluation)

Considering the above graph, 3/6 participants strongly agreed that the games motivated them to learn English verbs. Another student agreed that the only game that motivated him was "Match the Memory" and the remaining two trainees had divided opinions on this issue but none of them scored a scale below "strongly agree". From their answers it is demonstrated that the games contributed to the student's motivation, which is a favorable point since currently with e-learning, learners tend to feel mentally exhausted and unmotivated in their educational process.

Autonomy

According to Holec (1981) "learner autonomy is the ability to take charge of one's own directed learning". This process covers several variables; a positive attitude, a capacity for reflection, and

a readiness to be proactive in self-management. As mentioned by this author, autonomy encompasses a wide range of actions that the learner must take within his own environment in order to ensure success in personal and academic development. In this regard, games can contribute to students' autonomy as they find new and fun ways to address learning.

Students' Autonomy

Concerning this category, the learners identified and understood the term “autonomy” and were able to determine the relationship between games and their influence in students' autonomy. In addition, the students shared their experiences regarding the development of autonomous work enhanced by the use of recreational strategies such as games.

"Yes, in fact, the flashcards game, I used to play it after I had learned the verbs because I thought it was very cool, it was very entertaining." Interview. Participant Amy. In this part, the student acknowledged that she continued to practice the vocabulary despite having learned the verbs. This is a representative part of autonomy because it shows the student's interest in her own learning. *"Yes, because with the games you understand the topic and you can do the homework easily and the games allowed me to review the verbs at home."* Interview. Participant Charlotte.

A second student argued that the games support a lot the work at home as well as the virtual classes. Sometimes, due to virtual modality, there is monotony in the classes, however with the games the students pay more attention, they are more active and it also encourages them to practice autonomously to train and have fun at the same time. *"yes teacher, well the truth is that autonomous work is somewhat difficult but with the games you entertained yourself a lot and well it is not the same when you are physically in a classroom than when you are virtually,*

you just sit and listen to the teachers instead of sharing with other classmates, but the games were really fun because it was different from what you always do in virtual classes" Interview.

Participant Natasha

Conclusions

The development of the games was successful and satisfactory for both the pre-service teacher and the students. Firstly, the games brought fun into the advising classes and contributed to the students' learning. Likewise, it was evident that the students consciously played the games in the workshops as well as they actively participated in the meetings, which enabled the interaction with the knowledge in an attractive way for the students.

In general, the games contributed to the students' learning of regular and irregular verbs in English. It was evidenced that the learning of verbs was simplified by using educational games, which in turn helped the students to have a different vision regarding the English learning process. For instance, some students mentioned that with the flashcards they had learned all 20 verbs they were studying because the platform contained interesting pictures and game modes that helped them to review and practice as many times as they needed.

On the one hand, the instructions were simple and the platform interfaces were intuitive therefore the students did not have any problems in developing the activities. This could be appreciated in the different data collection instruments since the participants expressed that the games were well explained and easy to play. In like manner, it was also significant to have used different platforms for the students to train in digital tools while learning English. This also pleased and interested the students to take part in the activities.

On the other hand, the educational games, having a pedagogical and recreational character, allowed the students to become motivated to learn and to develop the autonomy required to develop their individual training at home. This was partly because the students received rewards for their active participation in the activities and also because the games entertained the trainees while they were learning. It is important to mention that students indicated in their future recommendations that they desired to continue implementing this type of strategies for teaching and learning since that contributed to facilitate the acquisition of new concepts and subjects. This, in turn, demonstrates the imperative character of education to innovate its practices and how teachers must adapt and respond to new changes in their work.

In general, it is important to support learning with methodologies that include the use of educational games, technological platforms and resources that generate positive impact on students. Some participants reported that the monotony they perceived in teaching was directly reflected in their learning and therefore it was difficult to acquire meaningful content. Consequently, it is necessary to continue exploring strategies that promote student learning, such as online educational games, as well as to propose alternatives for non-virtual teaching.

Recommendations

The recommendations that can be given in light of the present study and its results are based on three dimensions.

First, the integration of different educational platforms that offer engaging elements for learners. One of the suggestions from a student was to use Quizizz as it is quite interactive and provides immediate feedback to the students. In addition, efforts should also be made to look more



into the issues of motivation and autonomy of the games. It is important to know the perspective of the participants and to direct the research to obtain positive results as far as educational games and their impact on learning are concerned.

Finally, a last recommendation is to use the games for learning not only vocabulary but also to cover more areas of learning. It is important to take advantage of virtual tools and the elements that teachers have at their disposal for teaching foreign languages.

Chapter 4: Outreach Community Component

Academic Support for Low-performing Students in High School Through Weekly Tutorials

Introduction

Education in Colombia's public institutions seeks to train students to be competitive individuals at the national and international levels. For this purpose, it is imperative to teach the English language, providing learners with the opportunity for technological, cultural, academic, and professional growth.

On the other hand, although the theory establishes different objectives for the complete development of students in the foreign language, reality indicates that depending on the context, the characteristics of the institution, and the socioeconomic conditions, learning can represent a challenge for many of the learners. Taking this into account, a need arises to support, from the social projections, the community of high school students of the José Rafael Faria institution who present a low performance in the area of English and who seek to overcome these obstacles in order to have a comprehensive education.

In view of this situation, the pre-service teachers of the Bachelor of Arts in foreign language degree assumed the commitment to provide weekly tutoring to those students in the 9th, 10th and 11th grades of this institution who have low academic performance in this area. Consequently, this

proposal is divided into four sections: justification, objectives, methodology, and schedule of activities.

Justification

Within the framework of foreign language teaching in high school education, some students present major difficulties to assimilate the contents, which represents a low performance of the learners in this area. Therefore, within the teaching process, there is an implicit need to reinforce knowledge in order to guarantee the formation of competent individuals in the second language.

Academic support is positioned as an essential method in the teaching-learning process where the provider, the teacher, directs to a target population, the students, the necessary assistance to ensure their efficient performance within and outside the institutional context. One of the characteristic elements of the tutorials is more personalized support beyond the classroom, where learners presenting difficulties seek advice from the teacher to clarify doubts and receive training in the topics.

In order to address this need and taking into account the social impact that the University of Pamplona aims to promote within the community, the Bachelor of Arts in foreign language degree makes its contribution in this area through the pre-service teachers who, as part of their practicum, must implement an outreach proposal. In this particular case, the educational institution Provincial San José, headquarters José Rafael Faria Bermúdez, Pamplona, expressed the need to support high school students in order to guarantee optimal performance in the area of English and in the state exams that they must take.

In light of the above, this social projection proposal sought to provide academic support to 9th, 10th, and 11th-grade students of the José Rafael Faria Bermúdez school, who had low performance in the area of English. Consequently, this represented a benefit for both parties involved. On the one hand, the pre-service teachers gained training in the area of English language teaching, using valuable strategies, methodologies and resources to address the identified need. On the other hand, underperforming students were able to overcome the obstacles that keep them from mastering the language, gaining not only an improvement in their academic development but also discovering implicit interests in learning English that may later result in the potentiality of their life projects.

Objectives

General Objective

- To provide academic support in the English area to 9th, 10th, and 11th-grade students of the José Rafael Faria School through weekly tutorials.

Specific Objectives

- Identify students with low performance in the English area in the 9th, 10th, and 11th grades of the institution.
- To support the weekly tutorials through the use of slides and practical exercises
- To establish how the weekly tutoring sessions contributed to overcoming 9th, 10th, and 11th-grade students' difficulties in the English area.

Methodology

The methodology for this proposal involved the academic support of the institution's pre-service teacher to 9th, 10th, and 11th-grade students who have low performance in the English subject. The support was provided through a two-hour synchronous tutorial.

During the synchronous sessions, the pre-service teacher provided academic support through slides with practical exercises to encourage the learning of the topics. Also, within the tutorials, supporting material was given to the students for them to review it at home autonomously. Throughout the 7 weeks of integral practicum, Wednesday was designated for tutorials. The schedule was from 03:00 PM to 05:00 PM with ninth, tenth, and eleventh grade

Description of the Activities Implemented with the Community

Taking into account the special situation of the San José Provincial School and its José Rafael Faria headquarters, the community outreach component was implemented through weekly tutorials to 9th, 10th and 11th grade students and one hour of advising with the supervisor every Thursday in order to teach her how to create the different games that I used with the courses in the classes. Initially 37 students were registered on the attendance form, but as the tutorials have progressed there was a decrease in the number of students connected.

In the first tutorial on April 07th a first approach with the students was held and several activities were developed in order to motivate them to learn English. ([See Annex 37](#)). There was a space to explain the methodology of the weekly tutorials as well as a space for questions at the beginning and at the end of the meeting. This first experience was valuable since students from different grades and courses actively participated in the session.

For the second meeting held on April 14, 26 students attended ([See Annex 38](#)). In this space different topics were discussed such as present and past simple, present and past perfect, vocabulary of adjectives, conditionals zero, one, two and three, comparatives, among others. This was a meeting where the students were more willing to respond to the activities and they expressed that they found it necessary to participate in the tutorials. Likewise, the meeting on April 21 was attended by 16 people and there was a review of regular and irregular verbs in English ([See Annex 39](#)). Initially, a warm up activity was proposed where the students had to think about one element requested by a statement. For example: "mention one of the colors of the rainbow". In this meeting, students' participation was not the same as in the previous ones and this led to reconsider the strategies that are being used to carry out these tutoring sessions.

The fourth tutoring was carried out with 9th and 10th grade students and it was about a review of regular and irregular verbs ([See Annex 40](#)). The exercises included the combination of the different tenses in English, such as present simple, past simple, perfect tenses and gerund. Furthermore, every Thursday, there is a tutoring session with the supervisor. The idea in these meetings is to share with her the way I developed the games, the platforms, the strategies and tools I used to make them. This space was very valuable because we both contributed to our academic and pedagogical growth and the supervisor expressed her interest and enthusiasm to learn innovative elements that allow her to improve her teaching practice.

Finally, the fifth tutoring was conducted on June 16th. ([See Annex 41](#)). The tutorial focused on the revision of the Saxon genitive and the first conditional. Since the tenth-grade students had to complete an online exercise related to that topic on Thursday, June the 17th, the meeting centered

mostly on explanations and exercises on the first conditional. There was an active participation of some students and those who attended the tutorial obtained positive results in the exercise.

Tutoring Schedule

Week	Date	Topics developed	Strategy or platform
1	April 7th, 2021	Present simple with verb to be Present continuous Verb conjugation	PowerPoint presentation WordWall games Youtube
2	April 14 th , 2021	Adjectives Comparatives Present simple Present perfect Simple past	WordWall platform Kahoot ESL games platform
3	21 st April, 2021		Power point presentation

		Zero, first and second conditional	Youtube video
4	29 th April, 2021	Regular and Irregular verbs in English with the present, past simple and perfect tenses Zero, first and second conditional	PowerPoint Presentation
5	16 th June, 2021	Saxon Genitive First Conditional	Power Point presentation Practice exercises

Table 4 Tutoring Schedule

Conclusions

In conclusion, this component allowed the pre-service teacher to share with the students in a space out of the advising classes which helped to reinforce learners' knowledge and train them in different English topics.

In general, through this component it was possible to gain a deeper knowledge of the population of high school students at the José Rafael Faria school. Also, In the tutoring spaces, it was possible to establish a space for common dialogue where the pre-service teacher and the students strengthened the English contents from level A1 to B1. Regarding the first statement, the tutoring was the ideal space for students to share their concerns, express their doubts about grammatical rules or pronunciation and since in that kind of meetings, the online students' attendance was not as massive as in the advising sessions, the participants were confident to speak and communicate their ideas. On the other hand, the topics covered included different levels and this helped the students not to feel discouraged because of the low or high language level.

On the other hand, the experience with the students was quite satisfactory, they were able to appreciate the tutorial spaces to ask questions, actively participate in the exercises and activities. Additionally, as students were in a collaborative environment, they were able to count on the support of their classmates to enhance their process. This was also a positive aspect of the tutoring sessions. The students were able to solve doubts with their peers and along with the pre-service teacher the meetings were an adequate space for teamwork and games in teams.



Finally, it is important to continue establishing these spaces within the process of integral practicum since they allow complementing the students' learning process. In addition, the tutorials are also training for the pre-service teachers. In these spaces they can put into practice the skills learned as well as acquire knowledge in teaching strategies.



Chapter 5: Intra Institutional Activities Component

Introduction

The educational activity, not only involves the teaching-learning processes but also implies the teacher's engagement in the institutional processes, which entails his appropriation and sense of belonging to the intra-institutional activities that take place throughout the school year.

Consequently, it is imperative to highlight the importance of pre-service teachers' involvement in the activities carried out within the framework of celebrations, educational meetings, attention to the community of parents, activities related to planning, updating, and pedagogical improvement, as well as cultural, recreational and sports events contemplated in the area planning and the institutional educational project.

In this regard, this component was intended for the pre-service teacher to acquire the knowledge of the institution to which she was assigned for her to take ownership of the whole that involves the teaching work. It is also important to remember that due to the health emergency caused by the Covid19, the intra-institutional activities were reorganized and adapted to the new methodology of virtual work. In this sense, this component will first include the justification, the objectives, the methodology of the component, the schedule of activities detailing the institutional meetings with teachers, parents, administrative staff, and students and finally the conclusions.

Objectives

General Objective

- To get involved in the spaces of the José Rafael Faría institution related to academic and intra-institutional activities.

Specific Objectives

- To take part in cultural, administrative, academic, and evaluative activities of the institution.
- To interact within the events of the educational institution
- To analyze intra-institutional activities and recognize their importance for the educational community.

Methodology

As part of the institutional observation and diagnosis week, the pre-service teacher had the opportunity to learn about the institution, the regulatory and disciplinary documents, and area planning related to English subject. During this space, they had the opportunity to inquire about the calendar of activities that will be carried out during the current school year 2021.

In this sense, as a pre-service teacher at the school José Rafael Faria Bermúdez, I had to be actively involved in the intra-institutional activities of this institution. As a result, this component was developed through virtual attendance to different events such as the language day, meetings with area teachers and parents, among others.

Description of the Intra-Institutional Activities Performed

To begin with, in regard to this component, I participated in very few intra institutional activities. This is justified by the fact that the supervisor manifested that the meetings they attended had to deal with confidential issues of the school and therefore only those directly related to the issues were allowed to be part of these sessions.

On the other hand, within the activities in which I participated were the parents' meeting that took place on Wednesday, April 14 from 7:00 to 9:00 pm. [\(See Annex 42\)](#). In this meeting, different topics were discussed including the report of the students that were missing to send the tasks of the different courses. In that meeting, the parents presented their points of view as well as the teachers expressed their concern for those students with low academic performance.

In addition, I also participated in the meeting on Monday, April 19 with the 9-05 grade where the supervisor is the headteacher. In this short meeting, the teacher Sandra mentioned the students that were missing the activities of the English multimodal workshops as well as in other areas. In this meeting, there was little student participation and the teacher left evidence in the WhatsApp group that only 17 students had attended.

Finally, the language day at the Jose Rafael Faria school was carried out through a compilation of short videos with the participation of students and subsequently the language area teachers created a videoclip that was uploaded to the Youtube platform. [\(See Annex 43\)](#). In this event participated students from sixth to eleventh grade. They recited poems, proposed acrostics, stories, legends, as well as the teachers of the Spanish area recited a few words to commemorate

this day. This video was interesting because the students were committed to the activity and from the virtual modality they were able to be a part of this event.

Description of Events and Activities that I have led and/or Organized

As far as this section is concerned, I was not responsible for organizing activities so far. The meetings and other events were led directly by the coordination or the teachers in charge of each area. However, one of the upcoming events that was supposed to be under the planning and supervision of the English pre-service teachers of the Provincial and Jose Rafael Faria Bermudez schools was the verb contest. This event was expected to be a massive convocation for all 9th, 10th and 11th grade English students. The 3 best students from each grade would be chosen and would receive a special award. However, due to the strike, this event was postponed and the pre-service teachers did not develop the event.

Intra-institutional Activities Schedule

I trimester 2021: 1st February - 7th May

	Activity	February				March				April				May			
		Week				Week				Week				Week			
		I	II	V		I	II	V		I	II	V		I	II	V	
	Start of the first term																
	Teachers meeting Socialization of school government																

	Election of grade representative																
	Parent representative elections, all grades																
	Election of student representatives to the board of directors																
	Virtual meeting with parents of low-performing students																
0	Election of teachers' representatives to the board of directors																
1	Elections of alumni representatives to the Board of Directors																
2	Election of student representative and school comptroller																
3	Holy week																
4	Language Day																
5	Evaluation meetings first term																

Table 5 Intra-institutional Activities Schedule

Schedule of the Intra-institutional Activities in which I Participated

Week	Date	Activity	Platform
1	April 14 th , 2021	Parents' meeting	Zoom
2	April 19 th , 2021	Meeting with 9-05	Google Meet
3	April 23 rd , 2021	Language day	Youtube

Table 6 Schedule of the Intra-institutional Activities in which I Participated

Conclusions

Regarding the experience in the intra-institutional activities, it can be concluded that it is fundamental for us as pre-service teachers to be immersed in the academic and extracurricular reality of the institution. These spaces are an opportunity to build the identity for the work place as well as to understand the current context of the students.

Even though I had not been part of a large number of intra-institutional activities, I felt comfortable in the ones I participated and they allowed me to identify the way teachers proceed with parents and students in general. Also, with events such as the language day, I was able to

perceive the skills and talents of the students. Knowing their ways of expression and commitment to the institution is essential to nurture my perception of the students' identity.

In addition, in the parents' meeting I attended, I noticed that the teachers are respectful and sincere with the parents of their students. They informed them of the deficiencies of their children, the things to improve and the commitments they must assume as responsible for the students. This was something that I did not know about the institution and the fact of participating in the meeting allowed me to have an approach to the context that the teachers experience with this population.

Furthermore, in the video about the language day, I could perceive the creativity of the students, their commitment to the institution, and how their language teachers encouraged them to participate and take ownership of these spaces of culture and recreation. It was interesting the way teachers also made their contribution to the event and in general, it was a successful day where they learned to appreciate the value of our Spanish culture

As a conclusion, it is essential that pre-service teachers participate in these intra-institutional spaces, since this complements the trainee's experience, as well as he can contribute from his knowledge in the different aspects handled in this component. Although sometimes, the institution does not allow trainees to be part of its activities, it is important to raise awareness of the relevance of these spaces in the training process

Chapter 6: Reflective Approach of the Integral Practicum

To begin with, the six narratives that were developed throughout the integral practicum allowed us to reflect on several aspects of this last experience of academic training as well as to rethink the educational practice carried out in the assigned institution. (See Annexes [44](#), [45](#), [46](#), [47](#), [48](#) and [49](#))

On the one hand, there are the initial emotions that were experienced during the first week of contact with the students as well as the expectations that are established with respect to the whole process with the students, supervisor and in general with the entire educational community. In this regard, the positive reception of the students for the activities, games and dynamics developed in the advising classes and tutoring contributed to my academic enrichment and as a pre-service teacher. Another important element has been the appreciation I experienced in my teaching role inside and outside the classroom on the part of my supervisor and students.

On the other hand, the grading process was one of the biggest challenges I faced. The responsibility it demands combined with a new experience made me develop new skills. Through this process, I was able to learn more about the evaluation and grading system and I improved my grading strategies. Also, my community work through tutorials allowed me to continue training in the field of teaching. Also, I discovered that a lot of students needed alternative spaces to those of their classes because there they felt confident to inquire about their doubts and their attendance demonstrated the interest in academic improvement on the part of the student.

In contrast, although our work with the students was arduous and committed, I evidenced that the evaluation process was affected by a phenomenon called fraud. Currently and due to the

covid-19, education is focused on obtaining grades, but there is no accompaniment to the learning process that students are experiencing. This consequently generated time consumption to plan new evaluative activities when there was fraud. This personally led me to rethink the role of the current teacher and how I can contribute to motivate students to be interested in learning rather than just getting a grade.

Finally, students should continue being encouraged to attend all the spaces offered by the institution for their academic and personal growth. They must be part of the advising classes, tutoring as well as intra-institutional activities. Therefore, my goal is to continue developing strategies that are attractive to the students and in this way, they will become more interested and motivated in their English classes. In general, the narratives allowed me to reflect on the processes that take place throughout each week of work. They not only contributed to a recounting of the experience but also capture the emotions, feelings and stories that contribute to our identity as pre-service teachers.

Conclusions from the Different Components

The conclusions that emerged from these weeks of practicum involve all the elements that engage us as pre-service teachers. This last experience implied more than just teaching content to students; it also concerned the community service that was offered from our teaching work, as well as the enhancement of our professional identity through intra-institutional activities and the reflective element of the practicum process.

In the first instance, from the pedagogical point of view, the teacher has the mission to rethink educational practices and their impact on society, and we must constantly reflect on the teaching



and learning process carried out inside and outside the classroom. Once the shortcomings of our practice were identified, we had to act on them and provide the best possible experience.

Similarly, the impact we had on the students was directly related to our attitude and strategies when supporting the learners who presented difficulties in the English area. It is also important to highlight the role of the school's complementary activities that are part of a collective identity of which we had to be part. Our commitment to education involves all its spheres and it is imperative that we become competent beings, involved in the improvement of the teaching and learning processes.

Chapter 7: Material Design

Drive containing the designed material: ([See Annex 50](#))

Type of material (workshop, evaluation, review, etc.)	Topics covered	Brief description of its contents	Objective to be achieved with this material
6 th Multimodal Workshop 9 th and 10 th grade	With 9th grade: Countable nouns. there is / there are. how many. With 10th grade: Past simple in affirmative form	A workshop with prior knowledge, the explanation of the topics, exercises and evaluation part	The elaboration of the 6th multimodal workshop for the ninth and tenth grades, explaining the subject, proposing practice exercises and evaluation activities.
Advising 9th grade (first session – 5th Workshop)	-Verb to be in interrogative form: yes/ no questions and wh questions.	A presentation containing the topics of the 5th multimodal workshop with its	-To review the 5 th workshop topics

92

through Power Point slides	Family members and possessive form with 's -Practice exercises - Evaluation activities	practice exercises and the explanation of two of its three evaluative activities.	-To practice the different English topic -To present and explain the evaluation activities
Advising 9th grade (second session – 5th Workshop) through Power Point slides	- Verbs 'review - Types of questions - Wh questions and verb to be -How to write a dialogue with wh questions and verb to be -Explanation of the second evaluation activity	A presentation with 11 slides that addresses the types of questions in English (closed and open) in order to explain the second evaluation activity of the workshop.	- To review regular and irregular English verbs - To explain the types of English questions for students to successfully develop the second evaluation activity.
Advising 10th grade (first	-First conditional	Power point presentation covering	-To review the previous topic of the

session – 5th Workshop) through Power Point slides	-Future simple review	the revision of the future simple in English, as well as the explanation of the first conditional with its respective examples and exercises.	4 th workshop (future simple) -Introduce the topic first conditional -To present the evaluative activities of the 5 th workshop
Advising 10th grade (second session – 5th Workshop) through Power Point slides	-Verbs' review -First conditional review -First conditional exercises -Second evaluation activity	In this presentation the first conditional is briefly discussed, some practice exercises for the students are proposed and the second evaluation activity of the "Vote for me" workshop is explained.	-To review the first conditional topic -To practice the first conditional To explain the second evaluation a- activity
Advising 9th grade (first session – 6th Workshop)	Countable nouns, there is/ there are and how many	This file contains a presentation where the topic of the 6 th multimodal workshop	-To expound the 6 th workshop topics

through Power Point slides		is explained. (Countable nouns, there is/ there are and how many) Likewise, there are practice and interactive exercises about the topics and the evaluation activities are detailed.	-To present the evaluation activities of the workshop
Advising 10th grade (first session – 6th Workshop) through Power Point slides	-Past simple in affirmative form -Regular and irregular verbs in past simple	PowerPoint presentation with 18 slides introducing the topic of the 6th multimodal workshop for 10th grade: past simple in affirmative form and regular and irregular verbs in past simple.	-To explain the topic past simple in affirmative form -To teach the regular and irregular verbs in past simple -To practice the past simple topic -To explain the evaluation activities of the workshop

		In addition, practice exercises about the past simple are proposed	
Regular and irregular verbs review – 9th grade - 5th workshop	-Regular and irregular verbs in English infinitive and their translation into Spanish (verbs 40 to 60 from the verbs list)	This is a link to do the revision of the regular and irregular verbs in the infinitive form and their respective translation into Spanish. The revision was done through flashcards in a platform called GoConqr. Open questions related to the English-Spanish translation of verbs and vice versa are presented. In addition, true or false questions and questions with images where the	To review the regular and irregular verbs in English (verbs 40 to 60 from the verbs list) -To practice pronunciation and spelling of words

		student must say the verb that represents the action are proposed.	
Regular and irregular verbs review –10th grade - 5th workshop	To review regular and irregular verbs in English infinitive, gerund, simple present, and their Spanish translation (verbs 61 to 90 from the verbs list)	link to access the revision of regular and irregular verbs in the GoConqr platform. It is evaluated the verbs in English infinitive, gerund, simple present, and their Spanish translation. The students have to complete the sentences taking into account the English tense.	To review the regular and irregular verbs in English (verbs 61 to 90 from the verbs list) -To practice pronunciation and spelling of words -To practice the English tenses such as present simple, present continuous or past simple.
Regular and irregular verbs review – 9th grade - 6th workshop	-Regular and irregular verbs in English infinitive and their translation into	The verb review is presented through the Baamboozle platform. This is a very interactive tool where	-To challenge students' skills regarding regular and irregular verbs in English

	Spanish (verbs 80 to 100 from the verbs list)	two teams face each other. Each student within a team must answer the question that is on the card, if the player scores correctly the leader of the activity clicks on the "check" option to assign points to the team. The team with the most points at the end of the activity wins.	-To review the regular and irregular verbs in English (Verbs 80 to 100 from the verbs list)
Regular and irregular verbs review – 10 grade- 6th workshop	To review regular and irregular verbs in English infinitive, gerund, simple present, and their Spanish translation	Link providing the revision of verbs for tenth grade on the Baamboozle platform. This is a very interactive tool where two teams face each other. Each student	-To review the regular and irregular verbs in English infinitive, gerund, simple present, and their Spanish translation (90 to

	(90 to 120 from the verbs list)	within a team must answer the question that is on the card, if the player scores correctly the leader of the activity clicks on the "check" option to assign points to the team. The team with the most points at the end of the activity wins.	120 from the verbs list) - To review the English tenses such as simple present, past simple or present continuous. -To practice the correct pronunciation and spelling of words
Verbs' evaluation – 9th grade – 5th workshop	-Third verbs evaluation. The verbs are evaluated in the English infinitive and their respective Spanish translation (verbs 40 to 60 from the verbs list)	This third assessment was elaborated through a Google form where students are asked about the verbs already reviewed in the English infinitive and the Spanish translation. The same types of	-To assess the regular and irregular verbs (verbs 40 to 60 from the verbs list)

		questions are proposed as in the GoConqr review.	
Verbs' evaluation – 10th grade – 5th workshop	-Third verbs evaluation. The verbs are evaluated in English infinitive, gerund, simple present, and their Spanish translation (verbs 61 to 90 from the verbs list)	This third assessment was elaborated through a Google form where students are asked about the verbs already reviewed in English infinitive, gerund, simple present, and their Spanish translation. The same types of questions are proposed as in the GoConqr review.	-To assess the regular and irregular verbs (verbs 61 to 90 from the verbs list)
Verbs' evaluation – 9th grade – 6th workshop	-Fourth verbs evaluation. The verbs are evaluated in the English infinitive and their	The evaluation was designed on the Formative platform which is quite complete and useful for the	-To evaluate the 20 verbs in English infinitive and their respective Spanish translation

	respective Spanish translation (verbs 80 to 100 from the verbs list)	reception of student activities. In the platform, different types of questions can be proposed, for example, true or false, open-ended, multiple response, matching, among others. In addition, it can be graded on the same platform and allows to make comments to the students' answers. The questions to the students correspond to the previous verb review, the types of questions are the same.	
Verbs' evaluation – 10th		The evaluation was designed on the Formative platform	-To review the 30 verbs in the English infinitive

grade – 6th workshop		which is quite complete and useful for the reception of student activities. In the platform, different types of questions can be proposed, for example, true or false, open-ended, multiple response, matching, among others. In addition, it can be graded on the same platform and allows to make comments to the students' answers. The questions to the students correspond to the previous verb review, the types of questions are the same.	and their respective Spanish translation (verbs 80 to 100 from the verbs list)
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Remedial online exercise about the first conditional (10th grade)	First conditional	This exercise was carried out through the Wizer.Me platform and is proposed as a remediation exercise for students who did not present or did not obtain the minimum grade in the previous online exercise of the first conditional. This exercise has sentence completion, making sentences from given words as well as sentence matching.	-To remediate the previous online exercise about first conditional
Evaluation exercise about there is / there are / how many (9th grade)	There is / there are and how many	This online exercise for ninth grade is intended to review the topic of 6th multimodal workshop. This assessment activity is	-To assess the topics there is / there are and how many

		proposed on the Quizizz platform where students will be challenged with 22 questions. They will have to fill in the blanks and they will be able to see with each question if their answer was correct or not.	
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Table 7 Material Design

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