

**Gamification as a Teaching Tool: Using game resources in the English class to
promote human values and enhance vocabulary learning.**

Grade work to obtain a bachelor's degree in Spanish and English

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Abstract

The present work focuses on the use of gamification as a teaching tool to enhance school human values and vocabulary learning in English. To achieve this, there were pedagogical sessions where playing was fundamental, and Total Physical Response was used as a teaching method complement. It was developed with a 3rd-grade group between eight and ten years old in a public school called Prado Veraniego School located in Bogotá D.C. This research work used a qualitative approach where different instruments were applied, such as a field diary, a questionnaire, a test, and artifacts. These gave value to support the data analysis and organization of the information, as well as the idea of identifying and proposing things as findings, conclusions, limitations, and possible suggestions for future investigations.

Key words: Educational learning, Human rights education, Teaching methods and Language instruction.

Resumen

El presente trabajo se centra en el uso de la gamificación como herramienta de enseñanza para mejorar los valores humanos en la escuela y el aprendizaje de vocabulario en inglés. Para lograr esto, se realizaron sesiones pedagógicas donde el juego fue fundamental; además, se utilizó la herramienta Total Physical Response como método complementario de enseñanza. Se desarrolló con un grupo de 3er grado de entre ocho y diez años en una escuela pública llamada Escuela Prado Veraniego ubicada en Bogotá D.C. Este trabajo de investigación utilizó un enfoque cualitativo donde se aplicaron diferentes instrumentos como diario de campo, cuestionario, prueba y artefactos. Estos proporcionaron un valor para apoyar el análisis de datos y la organización de la información, así como para identificar y proponer cosas como hallazgos, conclusiones, limitaciones y posibles sugerencias para investigaciones futuras.

Palabras clave: Juego educativo, Educación en derechos humanos, Método de enseñanza y Enseñanza de idiomas.

1. Context and statement of the problem.

The principal objective of this chapter is to describe the general, local, and institutional context to comprehend the educational aspects in which this research was implemented. Moreover, this chapter aims to give a brief outline about the population that is part of this research project to identify what characteristics, needs, phenomena, or issues may appear and what interests they have in the development of a foreign language such as English. Likewise, the question and research objectives that arise from the observation and needs of the students will be presented.

1.1 General context:

Since the last century, the Colombian government has tried to implement new educational strategies to improve the learning and teaching process in schools, which, according to Nivia, S (2024, pg. 29-86) began as an answer to the problem of being an undeveloped country by adapting different visions that came from other countries, especially the United States and Europe. In terms of bilingualism, from 1940 to 1960, there was a lack of documentation from Ministerio de Educación (from now on MEN) about how English was taught; however, there were reports about teaching books of grammar and translation, this method was known as Método de Gramática y Traducción. Moving forward in 1962, the MEN agreed with the University of California, Los Angeles, to promote the first bilingual institute that was called El Instituto Colombo Americano, whose main mission was improving the linguistic comprehension and teaching methods based on linguistics. In 1996, there was a seminar at Universidad De los Andes where the Asociación Colombiana de Profesores de Inglés (also known as ASOCOPI) was created, and it is still working to this day.

After that, from 1962 to 1988, the MEN decreed statutory orders focused on implementing a foreign language in classrooms, considering the number of hours, books, and seminars. Thanks to that, in Colombia (1991) new projects started to emerge, such as the Colombian Framework for English in the political constitution with the idea of improving the learning of English at schools by following British patterns. That program existed until 1997, when MEN implemented new technological advancements to enhance the students' process with a foreign language. Moreover, in 2001, the Marco Común Europeo de Referencia para las Lenguas was adopted, whose objective was to establish a curriculum to teach languages using modern techniques, becoming a fundamental strategy in Colombia. During Alvaro Uribe's government, the Programa Nacional de Bilingüismo was implemented, where the standards of the English learning process were defined. Throughout time, the English subject started being graded as a competence in national exams as ICFES and Saber Pro. It is important to mention that, as part of the publication of this work, there are no longer any projects for improving the learning of a foreign language at schools. Also, it should be noted that the last two paragraphs were a summary of an extensive investigation into the bilingualism projects in Colombia. This helped to visualize the panorama that started in the last century and let us comprehend that there was and still is an interest in fostering language among students.

1.2 Institutional context:

The history of Colegio Prado Veraniego goes back more than forty years. Red Académica (n.d.) explains that Prado Veranigo started with a school called 'La Palomera' and the land where it is now located was donated to the school by members of the nearby community. In 1960, the Colombian Ministry of National Education and the American Embassy began the construction of Prado Veraniego I; later, on September 9, 2002, the educational centers Prado I and Prado II merged into one, and in July 2003, it was adopted with the official name Colegio Prado Veraniego I.E.D. The school has two branches, which are in Suba, specifically in Cra. 46 No. 130-45. This

address is for branch A. And the second (where the research project was conducted), is in Cra. 53 A No. 128-51 (branch B).

The Proyecto Educativo Institucional (from now on PEI) is 'la comunicación con calidad hacia el desarrollo humano', which consists in understanding the quality as the process influenced by conceptual, social, and cultural factors and promotes a good interaction between the people in an open, spontaneous, and enriching way. This communication process is divided into two aspects: listening with respect and speaking with love, looking to the other person as someone equal to getting clear, simple, assertive, and interpretive communication Red Académica (n.d.). The school's curriculum consists of developing academic areas and transversal projects about Cátedra de la paz and humans' abilities, such as sense about life, the body, nature, and participation. Red Académica (n.d.). Its pedagogical model is based on social cognitive aspects and the school values are based on love, as the essence of justice and partnership; respect, that is the foundation for a good and peaceful convivence; honesty, as the beginning of the relation with the ethical and moral principles and lastly, compromise which refers to the sense of liberty to form a person and a society. These values are, in fact, an important aspect of the research project.

1.3 Class context:

The population is a third-grade class composed of twenty-four kids, nine girls, and fifteen boys, who are between eight and ten years old. To characterize the populace, a survey was applied to expand the knowledge about the students' context inside and outside the classroom, considering essential aspects such as socio-affective, cognitive, and pupils' perceptions about the English class.

Cuéntanos sobre ti

Sobre ti 😎

Nombre: _____
Edad: _____
Sexo: _____

¿Qué te gusta? 😎

1. De esta lista, selecciona las personas con las que vives:
 Madre Padre Hermano (s)
 Abuelo/a Tío/a
 Otras ¿Cuáles? _____

2. Selecciona las actividades que realizas en tu tiempo libre:
 Leer Dibujar Ver televisión
 Dormir Ejercitar Usar el celular
 Otras ¿Cuáles? _____

3. Generalmente comes:
 Una vez al día Dos veces al día
 Tres veces al día Más de tres veces al día

4. ¿Has repetido algún año escolar? ¿Cuál? _____

5. ¿En qué tipo de vivienda vives?
 Propia Alquiler

6. ¿En qué estrato vives?
 1 2 3 4 5

7. Indica el nivel escolar de las personas de tu núcleo familiar
 Primaria Universitario
 Bachiller Técnico

8. ¿Cuáles son los ingresos promedio de tu núcleo familiar cada mes?
 Menos de 1 millón Entre 1 y 2 millones
 Mas de 2 millones

9. ¿Cuánto tiempo te demoras en ir de tu casa al colegio?
 Menos de 5 minutos
 Entre 5 y 15 minutos
 Mas de 15 minutos

10. ¿Qué materia es la que más te gusta? _____

11. ¿Qué materia es la que menos te gusta? _____

12. ¿Qué idioma(s) te gustaría aprender? _____

Sobre tu futuro 😊

13. ¿A qué te gustaría dedicarte después de terminar tu ciclo escolar? _____

14. ¿En algún momento has pensado en dejar de estudiar por trabajar? _____

15. ¿Aspiras entrar a la educación superior? Si es así, ¿Qué te gustaría estudiar? _____

Redes Sociales 😘

16. Selecciona cuánto tiempo pasas en las Redes Sociales (WhatsApp, Instagram, Facebook, etc.)
 1h 1h 2h 3h 3h

Extract 1: Questionnaire sample

To start with, thirty-three percent of them live just with their mothers, fifty-two percent live with their parents and siblings, and fifteen percent live with their grandparents or father. Twenty-eight percent of the students live near the school, but the other seventy-two percent take more minutes to arrive at school. In addition, sixty-seven percent of the students affirmed that they live on rent, and thirty-three percent said that they live in their own house. About activities outside the classroom, sixty-seven percent of the children affirmed that they do non-technological activities like drawing, sleeping, and reading; unlike thirty-three percent said that they do technological activities such as watching TV, using cellphones, and using computers.

In terms of behavior and motivation, the students used to participate actively in the English class; by way of illustration, the teacher asked what "weather" means, and a girl correctly answered 'el clima'. Likewise, the teacher asked what things are related to the weather, and the children said

"rain, sun, wind" (taken from Appendix, field diary #4). Although, eighty-six percent of the students affirmed that they like others subjects such as Spanish, Math, Technology meanwhile the fourteen percent of them affirmed that they like English but when they rated English class about how much they like it was totally the opposite, eighty-five percent of the children affirmed that they liked it because they could draw, play, learn new things such as vocabulary, pronunciation (taken from Appendix, characterization). On the other hand, there were moments when the students started to fight among them; for example, when I was helping the teacher by explaining the class topic, there was a problem between two students because one of them did not want to be friends and the other one wanted to be friends, they argued and then, one of them threw a bottle of water on his classmate's head (taken from Appendix, field diary #3).

Second, in terms of children's cognitive aspect, they participated actively in the classroom by answering correctly in a few attempts. Additionally, the children stated that they liked English, but the majority preferred other subjects, which is important to analyze, as this perception may not create a huge gap between English and their learning process, but it shows that although they enjoy the English class because of its dynamic activities, they still prefer other areas. These findings highlight the importance of implementing engaging and participatory strategies such as gamification to strengthen students' connection to the English learning process.

To conclude this section, the survey showed that the students' socio-affective conditions outside the classroom are generally good, as it leads to the understanding that the students do not live in a situation of extreme poverty that could affect their learning process and their development. However, inside the classroom there were moments where they fought verbally or physically showing up that there is a lack of good relationship among them, creating a problem that could generate issues in their process. Second, in terms of pupils' cognitivism aspect, they showed active participation in the classroom by giving correct answers after a few attempts. In addition, this class reflected that, although they enjoyed English, the majority still preferred other subjects. They

appreciated the English class due to the different dynamics implemented; however, their preference remained stronger for other subjects.

1.4 Diagnostic:

The diagnostic provides a comprehensive understanding of the current context, needs, and challenges of the group we are working with. This section acts as the foundation for informed decisions by identifying students' weaknesses, strengths, learning processes, and potential barriers that may arise. For that reason, gathering and analyzing this initial data allowed me to design more targeted, effective, and meaningful interventions that respond to their real needs rather than making assumptions about them.

To start, the students showed some difficulties with topics and words in the English class. As an illustration: "The teacher shared the topic of the class and the kids did not understand the class topic" and "Another one asked what food means, and a girl asked what drink means. Nobody knew the meaning of those words" (taken from Field Diary #1). These examples highlight the students' lack of English knowledge. For this reason, a diagnostic test was implemented to reveal their real level and design appropriate teaching strategies to develop their skills. The diagnostic test was designed based on the abilities that the Derechos Básicos de Aprendizaje (from now on DBA) suggests for teachers. The DBA are guidelines proposed by the MEN in the Colombia Bilingüe program (2014-2018) that have two main purposes. The first one is to provide teachers with clear and well-structured curriculum guidelines, contributing to improving pedagogical practices in the classroom.

The second one is to ensure that the students achieve the expected level of English in each grade. To reach this goal, different themes are taken as essential and are integrated into the English learning process, such as health, coexistence, peace, environment, and globalization.

The DBA are presented as a tool that guides the teaching and learning process by establishing checkpoints about what the students should know at their age and educational level, producing different stages and topics that they must reach through different processes. According to the DBA, third-grade students should have basic knowledge of vocabulary related to daily routines, animals, geometric shapes, parts of the house, and verbs, as well as a basic understanding of reading and listening comprehension. However, the results indicate that most students have not yet reached these skills, which may reduce their ability to progress in future stages of English learning. This highlights the urgency of implementing teaching strategies that align with their cognitive and motivational needs.

The diagnostic test was also designed based on Cambridge's 'Pre A1 Starters' exam. This test aims to assess English skills in the following way:

Reading and Writing consist of 5 parts. Each part will be repeated twice, and students must write the words correctly. It includes 25 questions, and the duration is about 20 minutes.

Listening is divided into 4 parts. Each part can be heard twice and includes two examples per recording. This section also lasts about 20 minutes.

Grammar: This section has the purpose of checking for a sense of the use of grammar correctly. To achieve that, students will rewrite the name of the animals that are twisted, they will have an image next to the blank space to activate possible previous knowledge.

It is important to highlight that the evaluation method is based on shields (badges), and some activities include drawings and scrambled words. (taken from Cambridge Assessment English).

The test was taken by twenty-one students, but they experienced some problems understanding the instructions, which generated difficulties in answering and completing the test correctly (something that was confirmed later, in the pupils' results). For example, zero percent of

the students obtained over forty points, zero percent gained over thirty points as well; fifteen percent of students got over twenty points, and seventy-five percent gained over ten points (taken from test results).

In the first activity, they had to connect images related to a word (in this case, parts of the house) with different colors to evaluate basic vocabulary. Thirty-five percent of the students obtained the maximum possible score (five), and seventy-five percent of the students obtained between half and less than half of the points.

In the second activity, they had to color the blank space of the geometric shapes with their respective colors. The purpose of the activity was to determine if the students knew this basic vocabulary. In this part, the students frequently asked what purple was or what a square was, which showed that they did not have a good relationship with this kind of vocabulary. I had to help them by explaining. The results of this activity showed that sixty percent obtained the maximum score (six), twenty-five percent earned between four and five points and just five percent of the pupils had a low-level score.

In the third activity, the students had to reorganize animal names that were randomly written. The main purpose of this activity was to determine if there was a sense of grammar in children with a basic topic, such as animals. They showed problems with the activity because they wrote the animal names incorrectly and did not know some of them. Sixty percent of them failed the third activity, and only forty percent obtained a good score.

The fourth activity was not successful because the students struggled to write quickly while listening, since the video only repeated the actions twice. A solution was to pause it at key moments. However, students ended up copying the text from the screen rather than writing based on what they had heard.

The fifth activity was reading and comprehension, in which the students had to read what the character did in her daily routine and make a relationship between the days of the week and the verbs that appeared in the conversation. Fifty percent of the students obtained a good score in this part of the test, but fifty percent did not. The test confirmed that students struggled with all evaluated skills, particularly vocabulary and basic topics they are expected to master according to the DBA guidelines.

Finally, the speaking test was not conducted because the researcher noticed that the students had difficulties with English, particularly with the use of basic vocabulary and pronunciation. This situation caused a lack of motivation, and most of them preferred not to speak in English.

Similarly, the diagnostic test results confirm that students require a more engaging and interactive approach to learning English. Their difficulty in recalling basic vocabulary, structuring words and understanding spoken language suggests that traditional instructional methods may not be effectively meeting their learning needs. Gamification presents a promising strategy to enhance vocabulary learning and listening comprehension through dynamic activities that promote active participation and motivation. Also, in education, gamification has become very popular for its capacity to make learning more enjoyable and interactive. Some studies state that using a gamified learning context could be notable in an increase in pupils' motivation, engagement, and academic achievements. (Hamari, Koivisto, & Sarsa) as quoted by Jaiswal (2024, pg. 2).

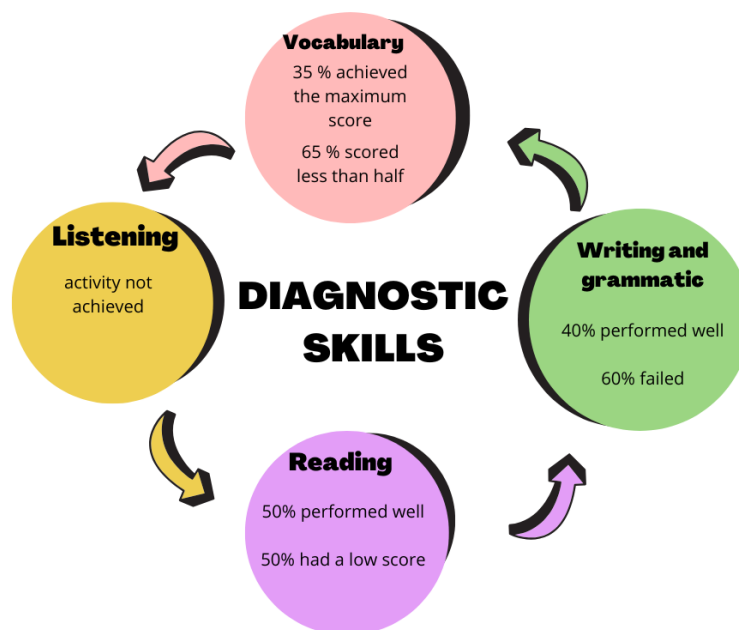


Figure 1. Diagnostic based DBA and Cambridge YLE results.

1.5 Statement of the problem:

As mentioned before, the government has implemented strategies to develop foreign languages, like English, in schools. But according to the data that were obtained from the survey and the observations, the students' knowledge is not enough and shows a lack of mastery and appropriation of the foreign language. This could be caused by the absence of teachers with a degree in English teaching; in a conversation with the school's coordinator, she told us that there were no English teachers in the school, creating a huge gap in the students' learning process. Also, the relationship among students can affect their confidence and motivation in the classroom, hindering the proper development of knowledge in their learning process. As an example, friendship (talking about respect, love and other human values) in the school context implies the development of social skills, which are also important for language development and its improvement. 'Teamwork in [...] many other jobs are important for the efficiency and quality of activities. This, in turn, appears at its best as more effective and functional educational support from the child's point of view' (Ranta et al., 2023, p. 173).

For that reason, it is important to start with the basics; it means improving children's vocabulary. Language is the key for the population to create their own perspectives about the world, develop beliefs, shape behaviors, and enable communication, which is also important for people (especially children) because, through it, they can generate knowledge. Vygotsky (cited in Berk & Winsler, 1995) emphasized that language acts as a bridge between social interactions and cognitive development, highlighting the need for students to actively engage in meaningful language learning.

That is why it is necessary to implement strategies to enhance vocabulary enhancement, because learning a new language starts with the expansion of vocabulary to be competent in the five communication skills (listening, reading, writing, speaking, and grammar). Indeed, by considering the language learning particularly, the pedagogical focus of teaching must be adjusted to the necessities and interests of each student's group. (Ojeda, C 2022, pg.8).

The second main aspect to be addressed is the relationship among the students, because there is a lack of human values among them, such as respect, empathy, and honesty. During observations, it was noted that some students struggled to work and support each other in group activities. These behaviors contribute to an emotionally tense classroom climate where learners may feel unsafe or unmotivated to participate. The absence of values not only affects students' emotional well-being but also limits their opportunities to develop communicative and social skills, which are fundamental when learning a new language. For that, it is essential to create and promote a space where children feel comfortable, as this will increase their motivation, an important factor in the pupils' learning process. According to Alvarez, J. and Rojas, J. (2021, p. 30), 'Motivation has the characteristic of guiding the actions that people make to achieve their objectives. This means that this concept becomes a fundamental statement in the process of learning any language.

To sum up, enhancing vocabulary is the key to improving the learning process of the students to reinforce their foundations and use human values in the school to promote self-confidence and self-esteem that they need to face a new language. It is important to consider that

the relationships with others play an important role in the development of communication skills, which is also vital for the appropriation of a foreign language like English. Therefore, this study aims to explore how interactive methodologies, such as gamification, while linked with Total Physical Response (from now on TPR) can enhance vocabulary learning while fostering positive social interactions among students. Strengthening these foundational skills allows students to develop greater confidence and motivation in learning English as a foreign language and also improves their socio-affective context.

1.6 Rationale:

Considering the challenges identified in the students' English learning process, it is essential to implement methodologies that foster engagement and motivation. To face the problems regarding the students' learning, this research project focused on using gamification. According to Najjar, M. and Salhab, R. (2022, p. 149) 'gamification increases student engagement and has positive effects on students' behavioral, emotional and cognitive engagement by the features it offers such as: persistence, time-on-task, flow, immersion and commitment.' This approach seeks take advantage of their physical and mental abilities to generate a close connection with English and improve classroom issues, such as the relations among the students promoting work in groups where human values are going to be the main topic. This work was important because its focus was to seek strategies (different from the traditional ones) that can be implemented in the classroom to generate a good appropriation of a foreign language in the students, avoiding the idea that the teacher is the only one who has to explain everything all the time, besides, this project was aimed at making the student the main actor benefiting from their skills.

For that reason, the use of game elements with a pedagogical purpose could be adapted in the school's context in a successful way, for example, according to Vrcelj, Hoić-Božić & Holenko (2022) gamification encourages teamwork by integrating collaborative challenges where students

must rely on one another to progress. Studies have shown that cooperative gameplay fosters social bonds and increases students' sense of belonging in the classroom.

1.7 Question:

How does gamification foster the recognition of the school's human values and enhance English vocabulary learning among third graders at Prado Veraniego School?

1.8 Objectives:

1.8.1 General Objective:

To examine how gamification promotes the recognition of human values and enhances English vocabulary learning among third graders at Prado Veraniego School.

1.8.2 Specifics Objectives:

- Enhance students' motivation and engagement in English learning by integrating teamwork and creativity into game-based tasks.
- Promote the recognition and practice of human values—such as respect, honesty, love and commitment—through collaborative and playful classroom dynamics.
- Foster English vocabulary learning through the design and implementation of gamified activities.

2 Literary review and theoretical Framework

2.1 State of the art:

Gamification, Student's Motivation and Human Values	Chavez (2022): Use of gamification to enhance motivation and collaboration in English learning.
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	Lopez (2023): La gamificación como estrategia didáctica para promover una convivencia escolar pacífica en preescolar
Vocabulary Learning Strategies	Cormane (2021): Use of multimodality to teach vocabulary. Arratia, et al. (2023): English as a Second Language Learners' Size of Receptive Vocabulary Knowledge and the Listening Comprehension Skill
English Learning and teaching	Basto Pérez (2025): Total Physical Response as a Translanguaging Strategy for Vocabulary Acquisition in a 4th Grade Classroom.

This section reviews previous studies related to gamification, vocabulary learning, and human values in education. These works provide insights into how game-based strategies have been used in different educational contexts and their impact on students' learning and motivation. By analyzing these studies, this research aims to identify best practices and potential gaps to support the implementation of gamification in third-grade English learning at Prado Veraniego School. In addition, the literature review helps contrast this project with other similar studies, offering opportunities to clarify the proposal through related research. In the same vein, the main topics

considered in this research project are Gamification, Students' Motivation and Human Values, Vocabulary Learning Strategies, and English Learning and teaching

Gamification, Students' motivation and Human Values

The first work is English Tournaments: Using Gamification as a Learning Strategy to Enhance Motivation and Collaboration in the English Classroom by Chavez, C. (2022). This research was developed at I.E.D Sorrento, which is a public school where students from the tenth grade attended an extensive reinforcement English class. These classes were outside the regular schedule, which caused an extra effort from pupils. Moving forward, the diagnostic test took place in the study, and it was designed to evaluate the level from A1 to B1 in English. Also, the students agreed in the survey that they wanted to improve their vocabulary and listening skills. However, Chavez found low motivation, high anxiety, and unwillingness to participate due to the fear of making mistakes. To face the problem, he shifted the classroom by using gamification, for example: points, scoreboards, collaborative teams, role-plays, and narratives that were used to foster students' engagement and collaborative work. After that, pupils reported that they felt comfortable and that the dynamics were enjoyable. Also, the author concluded that gamification was not always enough to develop language skills due to the complexity of some topics.

Besides, Chavez worked with older students; there were similarities with my third-grade group, such as emotional barriers (fear of speaking, insecurity, and lack of motivation). This research offers several important ideas for my project. For example, his idea of using games and teamwork-based challenges guided me to invent similar strategies that let my students join in practice actively and reduce the tension in class. Additionally, the use of story-based games and fictional roles appears to be a promising strategy for supporting both language learning and socio-emotional development. Although my students are younger, gamification has the potential to foster a classroom environment where English learning is perceived as safe, enjoyable and meaningful.

The second one is *La gamificación como estrategia didáctica para promover una convivencia escolar pacífica en preescolar* by López, R. (2023). The project was developed in El Centro de Desarrollo Infantil del Sistema de Transporte Colectivo Metro 'Ing. Fernando Espino Arévalo (CENDI), which is in México, more specifically in Ciudad de México. In this study, children came from a complicated socio-economic background where there was a lack of parental support and unsafe environments that hindered their development. In terms of population, it was a third-grade group that was made up of 20 students (many of them had problems interacting respectfully with their classmates). To confront the problem, Lopez aimed to improve classroom coexistence through gamified activities. She designed specific goals and five didactic situations to promote emotional expression, establish rules, and accomplish respectful behavior. The results demonstrated enhancements in how students set boundaries, understood others' feelings, and interacted more positively. Also, they felt motivated because of the reward system (which was winning badges for participation and behavior).

This study offers valuable insights for my research, as it connects gamification not only with academic objectives but also with emotional development and values education. As mentioned in the statement, I have observed moments of verbal and physical conflict between students that clearly affect their motivation and participation. Lopez's work helps me understand how gamified dynamics can be adapted to children to reinforce values like the ones that I am working on. Also, her strategy demonstrates that gamification is not just about having fun but is a powerful method to create emotionally safe learning for the students and enable them to express their feelings and solve conflicts (objectives that are linked to my classroom needs).

Vocabulary Learning Strategies

In terms of vocabulary learning, two research works were considered. For example, *Vocabulary learning through activities framed within multimodality* by Cormane, S. (2021). The author developed this research project in Prado Veraniego School with a second-grade class of

thirty-three students. She used instruments such as surveys and interviews and found that children liked English, but they had difficulties learning and retaining vocabulary. Likewise, the students were motivated and enjoyed the classes where they drew or watched videos; the diagnostic test revealed gaps in basic word knowledge, pronunciation, and understanding, though. To solve this, Cormane implemented multimodal activities by using images, songs, stories, and videos to create connections between visual materials and language; these activities allowed students to better retain vocabulary by using familiar and concrete elements; they allowed pupils to use words like numbers, shapes, and colors successfully.

This investigation closely aligns with the context of my own research, as the student population and school setting are similar. These parallels confirm the importance of using dynamic and visual strategies to support vocabulary retention in young learners. In my case, I plan to combine these multimodal strategies with gamified elements and TPR to make vocabulary more tangible and memorable. The author focuses on using different senses to engage learners, which is helpful to me because it supports my approach of using physical responses, visual, and play to build meaning. To conclude, this work reinforces the idea that alternative methodologies are essential to move beyond traditional instruction and to support students' cognitive and emotional engagement in learning a new language.

The second study is *English as a Second Language Learners' Size of Receptive Vocabulary Knowledge and the Listening Comprehension Skill* by Arratia et al. (2023). This study was developed in the context of Chilean public education and analyzed the content of English textbooks used at a secondary level. The researchers found that these textbooks presented a lack of vocabulary learning strategies, especially metacognitive ones, which limited students' autonomy and the development of meaningful vocabulary. The authors used interviews and surveys and identified that there was a disconnection between the intended educational purposes and the design of the materials. Also, they emphasized the importance of incorporating vocabulary learning strategies

such as recycling, explicit instruction, and fluency development in connection with sociocultural theory, which underscores the links between the learner and its context.

Even though this project was developed with teenagers, the connections are relevant to my study. First, many public schools' students (like mine) face similar limitations: a lack of strategies and limited access to resources. This research encourages me to teach vocabulary strategies in my lessons rather than assuming students will get it naturally. I plan to apply strategies like repetition and collaborative games, which will help my students to build confidence and trust in their language learning process. To conclude, this research work reminds me to design activities that help pupils to develop autonomy in learning, which is essential when facing a new language.

English learning and teaching

The last study for this literature review is Total Physical Response as a Translanguaging Strategy for Vocabulary Acquisition in a 4th Grade Classroom by Basto, P. (2025). Basto explored the use of TPR and translanguaging to improve vocabulary learning in an English as a foreign language context at Liceo Femenino Mercedes Nariño with 28 fourth-grade female students between eight and ten years old. Basto implemented fourteen activities during three phases using different tools such as diagnostic tests, workshops, and field notes; the results showed a significant improvement in vocabulary recognition and production overall when pupils could compare English words with gestures and connect them to prior knowledge in their first language. Also, TPR helped students understand meaning through movement and physical actions, while translanguaging served to bridge gaps between English and Spanish. Furthermore, the research concluded that by combining these strategies, these strategies created an engaging environment where students-built confidence and motivation.

This study provides meaningful insights into working with a similar age group and shows how physical response can improve vocabulary learning while reducing frustration. In addition, the

use of TPR in my project provides cognitive benefits as well as serving as a behavioral management strategy (students stay engaged, focused, and active through movement). In classrooms like mine, where students most of the time struggle with English comprehension and present behavioral issues like verbal or physical conflict, TPR presents an ideal tool: it uses their physical energy and enhances comprehension without depending exclusively on verbal teaching. Therefore, this work validates my decision to use TPR as both a language development tool and a classroom harmony tool to encourage pupils to reflect by using vocabulary and promoting cooperation and participation.

This part of the chapter brought a lot of information to the researcher. It was taken into consideration to enhance student's understanding, motivation, and teamwork by using tools that allow the students to be more involved in the classroom and their learning process.

2.2 Theoretical Framework:

This section presents the theoretical foundations of this study, focusing on gamification, vocabulary learning, young learners, and total physical response. These concepts are essential to understanding how interactive methodologies can support language learning and the development of human values. By analyzing different perspectives from key authors, this framework will provide a solid basis for the implementation of gamification in third-grade English learning.

2.2.1 Gamification:

The importance of gamification has emerged through the years, and it has been adapted to pedagogical objectives, which is why gamification has gained increasing attention in education due to its ability to enhance student motivation and engagement. In the context of English as a Foreign Language (from now on, EFL) learning, incorporating game-based strategies can create a more dynamic and meaningful learning environment. This section explores key definitions of gamification, its benefits in language learning, and the challenges associated with its implementation.

Gamification is a tool that implements game elements in situations that are not considered properly enjoyable. In other words, gamification is defined by some authors as the use of game design elements in non-game contexts and focus on not being related to playfulness (Huseynil, B and Uslu, A. 2024, pg. 45). Thus, in an educational context, it means that gamification allows teachers to implement teaching and learning strategies based on game elements to enhance and improve the students' process by using new material by breaking the traditional aspects that may have made the pupils not feel comfortable in class. For that, gamification can be compared to an umbrella concept which can mix alike mainstays such as games and games-based learning (Tanouri, A et al. 2024, p.2122) to improve the practice of the teacher in the classroom and take advantage of the students' physical abilities, developing a pleasant area in the classroom.

In fact, gamification leads to enhancing students' motivation, which is also an important aspect in learning terms because it lets children be capable of participating actively and showing interest in the classroom, also being able to work in teams in a successful way. As a matter of fact, the use of gamification makes the process of communication among students easier and builds the self-confidence to face a new language; the interaction between students is obtained using this strategy in a place that is well adapted (Londoño, J, 2022, p.15). Indeed, thinking about making activities that excite the students is mandatory, as according to Filgona, J et al. (2020, p.1), motivation is important in getting students to engage in academic activities. It is also important in determining how much learners will learn from the activities. Letting the pupils be comfortable in the classroom will open their disposition to acquire a new language and develop their communication skills in a comfortable way.

On the other hand, while gamification enhances motivation, its success depends on structured implementation. Eser, Ç, and Fezile Ö (2017) highlight that without clear objectives, gamified activities can become mere entertainment rather than effective learning tools. Therefore, in this study, game elements will be carefully designed to align with curricular goals and maximize

student engagement in vocabulary learning; it is necessary to apply all the new instruments in a relevant relation with the school objectives and support it from the previous educators' perspective to make a satisfactory and meaningful class for the students and for the teachers as well.

In summary, gamification serves as an effective pedagogical strategy that fosters motivation, engagement and collaborative learning. By integrating well-designed game elements, educators can create meaningful learning experiences that enhance language learning in young learners. However, its implementation requires careful planning to ensure alignment with educational objectives. This study will explore how gamification can improve vocabulary learning while promoting social interaction and active student participation.

2.2.2 Enhancing vocabulary:

Vocabulary is a fundamental component of language learning, as it allows students to communicate effectively and develop their linguistic skills. In the EFL context, acquiring a sufficient vocabulary is often a challenge for young learners. This section explores the role of vocabulary in language development and discusses strategies that can enhance vocabulary learning, particularly through interactive and engaging methods such as gamification.

The second aspect to be defined is vocabulary enhancement; in fact, Susanto and Halim (2016) emphasize that vocabulary is essential for effective communication. In the context of this study, this highlights the need for engaging strategies that support vocabulary learning in young learners. Gamification provides an opportunity to integrate vocabulary practice into interactive activities, making learning more dynamic and memorable. For this reason, the enhancement of vocabulary becomes necessary to be implemented as a basic teaching strategy to avoid those walls that prevent children from developing their communication abilities, also, it is a primary aspect in students' learning process since childhood is the moment where they are better receptors of information. For example, John Carroll (1971) cited by McKeown, M; Curtis, M (2014 p.1) explained that a significant amount of vocabulary learning is linked with primary language learning

in the first years of life; the learning of the majority of adults started during their schooling days and one of the primary tasks at school is to teach vocabulary beyond language learning.

Therefore, enhancement of vocabulary must be considered as a fundamental topic to be developed in children's learning process to generate a correct appropriation of a foreign language and foster good abilities of communications to let the students express their ideas, comprehend others' messages to create a connection, regarding English language learning reading has proven to be one of the best ways to accomplish it due to this activity is the one that leads the students face new vocabulary and forces them to comprehend the meaning of the sentences by the context that is given in the book or making relationships with the other words that are in the same paragraph that according to (You, Y, 2011 p.46) 'as the frequency of exposure to the target words increased, a learner not only better retains the word meanings but also, more easily uses target words in speech'.

In summary, vocabulary learning is a crucial aspect of language learning, and young learners benefit from strategies that make word learning engaging and interactive. Research suggests that exposure to new words through meaningful contexts, such as reading and games, enhances retention and application. This study will explore how gamification can support vocabulary development by integrating playful activities that encourage students to actively engage with new words.

2.2.3 Young learners:

Understanding young learners is essential for designing effective language learning strategies. Children between five and twelve years old experience rapid cognitive and social development, which influences their ability to acquire a foreign language. This section explores the characteristics of young learners and the challenges they face in language learning, providing insights into how teaching strategies should be adapted to their needs. For that reason, a kid who is in their first years of education, more specifically formal education (from the age of six to twelve), is considered adequate to start their educational process in many countries around the world.

Around the age of twelve approximately they begin to experience important changes in both cognitive and emotional aspects (Cambridge Assessment English, n.d., p. 6).

Oktavia, D et al. (2022, p. 383) emphasize that many children sometimes tend to grow up faster than their peers, whether in their cognitive, emotional, or social development. This aligns with the present study's focus on gamification, as game-based learning provides an interactive environment where children can acquire vocabulary naturally while engaging in communication. Thus, in the young learners' learning process, it is mandatory to focus on how to apply the material, considering the students' reality more than focusing on rules that can generate problems for them. In fact, (Cahyaningrum, D., et al., Pg. 3. 2020) postulated that teachers are required to support the young learners' process using engaging and motivating lessons that will generate a rich content of possibilities to interact or discuss among partners. This gives a first chance to the idea of implementing educational learning strategies to motivate the students from an early age.

(Islahuddin, M. 2023, Pg. 506) affirmed that by fomenting a positive and encouraging environment in class, it is vital for children to feel comfortable and motivated to express themselves in class. For instance, there are situations that will generate barriers for their learning process, such as their context, their beliefs, and their motivation, that prevent them from facing new challenges in terms of acquiring knowledge. On the other hand, Deni, R, and Fahrianty (2020, Pg. 52) said that children 's world is their daily games, events of interest to them, new knowledge that may come across, and a question that their inquisitive minds may ask'. In other words, the students will answer in the right way according to what they know and how they believe they can perform it in every space they want. Above all, it is necessary to find the explicit idea to seek advantages that may appear in the achievements and mistakes that the students can commit during their exposure to a foreign language by showing them that there are no right ways, just enjoy their process of facing new challenges.

2.2.4 Total physical response:

One of the methodologies that aligns with gamification is TPR, a technique that integrates movement and verbal commands to enhance language learning. Given that gamification encourages active participation, TPR provides a complementary approach that allows students to interact with language engagingly and dynamically. This section explores the principles of TPR and its role in fostering language learning and motivation in the classroom.

Richards & Rodgers (2010) describe TPR as a method that engages students physically, reinforcing language comprehension through action-based learning. This approach aligns with gamification, as both methodologies emphasize interactive and participatory learning experiences. Furthermore, Palmer & Palmer (1959), quoted by Richards & Rodgers (2010) highlight the importance of students performing actions based on teacher commands, a principle that remains relevant in modern language teaching when combined with digital gamification tools.

For that reason, TPR serves as a pedagogical foundation for gamification, as both methodologies rely on active participation and engagement. By incorporating movement-based activities, gamified lessons can dynamically reinforce vocabulary learning. This approach helps create a classroom environment where students interact with the language in meaningful, hands-on experiences that align with their natural learning processes.

2.2.5. Constructivism and Educational models:

Understanding models that serve as frameworks for knowledge construction allows teachers to better identify effective strategies to enhance students' learning processes. Therefore, it becomes essential to examine different theoretical perspectives, such as those proposed by Vygotsky, Krashen, and Gardner.

To start with, it is essential to mention the socio-cultural theory which, according to Vygotsky (1978) as cited by Pathan et al. (2018), is divided into a stage called the *Zone of Proximal*

Development (from now on ZPD). This is defined as the gap between the current level of development, determined by autonomous problem solving, and the level of potential development that can be achieved through the guidance of an adult or collaboration with more competent peers. In addition, there are other stages called *mediation*, *scaffolding*, and *internalization*. Mediation refers to the tools that students use to find solutions to the problem or objective to be achieved. Scaffolding is understood as a crucial support structure that helps recognize learners' cognitive potential. Lastly, internalization represents the understanding of students' cognitive development in two dimensions: the social (developed through interactions with parents, teachers, or peers) and the psychological (developed within the individual). For this reason, it can be affirmed that students need someone knowledgeable and capable of guiding them until they reach autonomy, taking into account the tools and stages that lead them from the beginning of the process to its culmination.

Second, according to Krashen (1985), as cited by Harwar (2025), a hypothesis known as the *Affective Filter Hypothesis* postulates that a student or learner cannot fully develop their cognitive process if there are elements hindering or obstructing it. This is described as a potential mental block caused by external or affective factors that prevent learners from achieving the expected level of language acquisition. In this sense, addressing those barriers that inhibit learning becomes essential. When learners are in an environment where emotions and values are considered significant, they tend to perform better and improve their cognitive outcomes.

Third, Gardner (2001) proposed in his book *Frames of Mind* that there are eight types of intelligences, each developed depending on context. These eight intelligences help to understand the various ways in which knowledge can be constructed and provide opportunities for learners to interpret and engage with their world through their unique cognitive strengths.

In summary, the perspectives of Vygotsky, Krashen, and Gardner offer complementary insights into the learning process. Vygotsky emphasizes the social and guided nature of cognitive growth, Krashen highlights the importance of emotional and affective conditions for learning, and

Gardner focuses on the understanding of human potential through multiple intelligences. Together, these theories suggest that effective education should consider cognitive, emotional, and contextual dimensions to foster meaningful and holistic student development. On the other hand, the use of gamification linked with TPR enhances collaboration between peers when there is a common goal; in this case, it was to take care of their own characters through points, which also fostered autonomy and coexistence over individualism. The idea of a common goal emerges because children normally tend to be envious, so they must learn to work together to achieve that goal. Furthermore, the teacher's role shifts from being a knowledge transmitter to a facilitator and ethical guide, acting as a mediator within the ZPD. In this process, the teacher scaffolds both linguistic comprehension and moral reasoning by designing tasks that merge physical response, dialogue, and reflection.

3. Research Design.

This chapter presents the research design, including the paradigm and methodology that guide this study. Given that this work seeks to explore how gamification linked with TPR influences vocabulary learning and human values among third graders, an action research approach was selected. This methodology allows for direct intervention and continuous reflection, ensuring that strategies can be adjusted to meet the students' needs effectively.

3.1 Research Paradigm:

The present study's paradigm is action research, which is a social study that focuses on improving actions and the quality of the investigation in a specific context. Action research is particularly relevant for this study, as it allows the researcher to implement gamification strategies, observe their effects on vocabulary learning, and make real-time adjustments to improve the intervention. As Casey, M, and Coghlan, D. (2021) mentioned, it is a type of approach to research that mixes theory and practice by using research in action. It is primarily collaborative and

emancipatory. To complement, action research focuses on generating immediate explanations to those problems, being capable of adapting to the researcher's needs. As Tegan, G (2023) explains, action research is a research method that aims to simultaneously investigate and solve an issue. In other words, as its name suggests, action research conducts research and acts at the same time. To conclude, it is an important tool for those who want to identify a problem with their population and create a possible solution to that issue.

This research used a unique approach because its range considers qualitative areas. On one hand, it is described by Nassaji, H (2020, P. 427) as a data that is huge, well-filled, and deeply documented data. Although it is easy to interpret, like a quantitative process, qualitative research is systematic and involves a combination of processes of identification of the problem through collection, analysis, explanation, evaluation, and interpretation of the data. As mentioned before, by using good qualitative investigation, we as researchers can create a comfortable atmosphere where the students can express their perceptions, beliefs, problems, and other things to take advantage of that and enrich the information collected. In addition, students' perceptions are mandatory in this investigation due to their opinions contributing to seeking strategies to implement in the intervention. For that reason, Chai et al. (2021, P. 1) affirmed that 'qualitative research can provide depth and detail, create openness, simulate people's individual experiences and avoid pre-judgements.'

On the other hand, a qualitative approach is essential for this study, as it enables an in-depth exploration of students' experiences and perceptions regarding gamification. Vidhi (2021, Pg 21) highlights that qualitative research provides deeper insights into real-world problems, making it a suitable method for understanding how young learners engage with game-based strategies in language learning. Also, the qualitative approach focuses on the delineation of the person's perspective, process, and conceptual details of them (Sa'adah, S et al. 2023, Pg. 1). In fact,

qualitative research lets the researchers make their own conclusions about the data they collected to then make a contemplation to improve (in this case) the teaching work.

In summary, this study employs an action research approach within a qualitative framework to explore how gamification can enhance vocabulary learning and human values in third graders. The action research paradigm allows for continuous adaptation of teaching strategies based on student feedback, while the qualitative methodology provides a deeper understanding of students' experiences. These combined approaches ensure that the study not only measures the effectiveness of gamification but also captures the social and cognitive factors influencing its impact.

3.2 Data collection instruments and procedures:

To collect data for this research, a combination of qualitative instruments was selected: questionnaires, diagnostic tests, artifacts, and field diaries. These instruments were chosen to obtain a comprehensive understanding of students' learning experiences and progress. While questionnaires provided insights into students' perceptions, diagnostic tests assessed their language development, and field diaries captured classroom interactions and behavioral patterns, and finally, artifacts allowed students to make their learning process tangible.

3.2.1 Questionnaires:

The questionnaire was designed to gather information on students' socio-affective context, cognitive abilities, and perceptions of English classes. It included questions about their preferred learning activities, prior experiences with the language, and motivation levels. As Musaeva, F. (2021, P. 39) suggests that questionnaires can be a mainstay in searching to build a specific compilation of data with specific purposes. That is why it is mandatory to design the questions to get the most relevant information about the population that the researcher is going to work with. Thus, it brings opportunities to the researcher not only create a static objective to start searching but also creates variables to guide the investigation to adapt it to the new ways that may appear and

might be useful for the study, in this project's case, the questionnaire was applied at the beginning of the intervention to contrast pupils' answers to bring solid findings about the lesson plan application. This was only applied during one session to characterize the population.

The purpose of the questionnaire was to characterize the population involved in the study. It was composed of 16 questions, some of which focused on the students' socio-economic context. These included items such as: Who do you live with? What activities do you do in your free time? How many times a day do you eat? What type of housing do you live in? Other questions aimed to explore students' interests and aspirations, such as what they want to be in the future, whether they use mobile phones, and how much time they spend on them daily. The questionnaire was carried out by twenty out of the twenty-four students in the group during a single session dedicated to this purpose.

3.2.2 Diagnostic test and tests:

This tool brings a good way to discover the problems that students present in the school in terms of behavior, knowledge, etc. For example, Cohen L., et al (2007, p. 418) affirmed that 'the purposes of a test are several, for example to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program.' In fact, the test is a useful method to make a deeper characterization of the population that the researcher is going to work with. The test was applied at the beginning of the interventions to be more familiar with the students' level of English; then, it was applied halfway through the interventions to be accurate about their learning process, and lastly, at the end of the interventions to contrast their progress during all the sessions. This sequencing allowed for a more accurate understanding of each student's learning process throughout the sessions.

The first test, used as a diagnostic tool, consisted of five sections, each targeting a specific skill. The first part focused on vocabulary where students were asked to match five words with corresponding images; the second section involved writing where students had to color specific

areas of a geometric figure according to the given instructions; the third part was linked to grammar asking students to correctly spell the names of six scrambled animal words using a guided image; the fourth section tested listening comprehension requiring students to write the actions performed by a character in a video. Lastly, in the reading section, students had to read a daily routine and identify the actions performed each day. This initial test was completed by 21 out of 24 students.

The second test was administered halfway through the intervention and was aimed at measuring student improvement. Like the first, it was divided into five parts, the first required students to correctly label body parts based on adjacent images; the second asked them to circle the correct color of various objects based on the given statements; the third was a grammar activity in which students had to read statements in Spanish and decide whether the action described could be done or not by writing “can” or “can’t”; the fourth task involved identifying and writing the days of the week in English based on sentence context. This test was completed by 20 out of the 24 students.

The final test was applied at the end of the intervention to check the overall progress. It also consisted of five major tasks. First, students were asked to draw three different parts of a house and label them appropriately; the second activity focused on animals, the students had to read a description in Spanish and determine which animal was being referred to either by writing its name or selecting it from a group; the third section tested comprehension of the days of the week where students had to infer the correct day based on contextual clues; the fourth task focused again on body parts, requiring correct labeling from descriptions. Finally, the fifth section targeted adjective use by asking students either to identify adjectives from sentences or to list some as instructed. This final test was taken by twenty-two of the twenty-four students.

In conclusion, the application of these three tests was essential for tracking the students’ progress over time. It enabled the evaluation of whether the proposed strategies were effective or whether further support or alternative interventions were needed, all while staying aligned with the

project's primary objective of enhancing vocabulary and fostering meaningful engagement through innovative methods.

3.2.3 Field diary:

The following research instrument lets the researcher be closer to his population, seeking important information that can be missed in other instruments, such as (in terms of the school's context) behavior, relationships, and motivation. The field diary served as a qualitative tool to document students' classroom conduct, engagement levels, and interactions. It was used in almost every session to capture real-time observations that could not be recorded through other instruments. According to Dreer, B. (2020, P 678), field observations can guide the comprehension of motivation and learning processes. It also motivates the development of the use of instruments, supporting the crafting of need-fulfilling environments where practical and learning are the main factors. Above all, the use of this search tool will generate new perspectives that at the first time we, as researchers, skipped and may be meaningful for the investigation. On the other hand, "the field diary is a training instrument, which facilitates implication and develops introspection, and investigation, which develops observation and self-observation collecting observations of different nature" (Latorre, 1996, p. 56) quoted by Espinoza, R.; Higuera, M. (2017, p. 5). In fact, this instrument focuses on creating spaces where the researcher can reflect on the aspects that are relevant and significant for them. This reflection may appear using different applications such as writing, speaking, listening, and reading processes. To complement, this instrument lets the researcher discover behavior patterns in the students or other feasible categories that were significant, and it was applied during all the classes that were developed. This instrument was used on almost all the visits to the school.

To carry out the function of the field diary, I designed a template that included broad sections related to the contextualization of the school and the day of the implementation. Then, it was divided into three boxes: the first one contained a description of what was done that day and the

events that took place (this was filled out progressively, which means that right after each implementation day, I wrote the corresponding information). The second box was used to record the categories and subcategories that emerged and finally, the third box was meant for analyzing and systematizing the information obtained from the analysis of the recorded observations.

3.2.4 Artifacts

This instrument lets the students imagine and make it real through a process guided by the teacher, where they can put into function what they want and how they want. To better understand, this tool is defined by (Gagliardi, 2011. p 3) quoted by Roponen et al., 2024. p. 6) As products born from human activities that exist thanks to their creator, they are notable also; they should also have a purpose as they are labeled to find a solution for a specific problem or satisfy a need. In this case, the teacher should bring this tool to enable the students to express their ideas in different ways. Also, pedagogical artifacts can be important teaching tools, which, when worked into a contextualized and engaging manner, serve for the construction of knowledge. Considering the use of these pedagogical artifacts as an innovative and creative practice by teachers and teaching approaches (Souza et al., 2022). To summarize, pedagogical artifacts serve not only as a means for creative expression but also as an educational strategy to promote deeper and meaningful understanding, engagement, and problem-solving skills. Their integration into the classroom fosters a more active and focused learning environment, especially when it is aligned with meaningful topics like school values.

The artifacts were created after completing each stage related to school values (which are love, respect, honesty, and commitment). Students were given clear instructions on what they had to do, and the activities were carried out during the corresponding class sessions. It is also important to highlight that most of the materials used were provided by me, and a few were brought by the students themselves. All materials were easily accessible and included items such as tongue sticks, construction paper, blank sheets, glue, and colored pencils.

The first artifact focused on the value of love, to be more specific, love for our bodies and others' bodies. Students were asked to draw a character of their choice, color it, and label its body parts. This activity encouraged appreciation for diversity and individual differences reflected in each drawing. Out of 24 students, 18 were present and participated actively.

The second activity addressed the value of respect in everyday situations. This time, no tangible artifact was elaborated because the activity was carried out through oral interaction. Students engaged in discussions about respectful behavior in daily life, allowing them to reflect and express their thoughts verbally and helping each other to find a solution.

For the third stage, students created a curriculum vitae for a fictional character. They invented a name, age, and presented the character orally. They included three strengths and three weaknesses. This activity centered on the value of honesty, where students not only explored their character's attributes but also shared more about themselves with their classmates.

Finally, the fourth artifact was done in groups and focused on the value of commitment. Students collaborated to build houses using tongue sticks and labeled each part of the house. Each student had a specific role, reinforcing teamwork and responsibility within the group. This activity fostered a strong sense of collective effort and personal accountability.

3.3 Data Collection Procedures.

The data collection process was conducted in structured stages to ensure a thorough understanding of students' learning experiences. The study employed qualitative methods to access comprehensive data on third-grade students. Multiple instruments were used during the study. The first phase focused on gathering background information through a questionnaire, allowing for an initial characterization of the participants. This was followed by a series of diagnostic tests to assess students' English proficiency at different points in the intervention. Then, classroom observations were written in a field diary to document behavioral patterns and engagement levels. Finally,

artifacts served a tangible representation of what the pupils learned through the interventions. These steps provided a comprehensive data set that supported the research objectives.

First phase: Characterization questionnaire: A structured survey that was administered before the intervention to create a profile of the students' background. It provided demographic information (age, family members, etc.), preferences towards English and English class, activities, and future dreams and aspirations. This initial data helped to contextualize findings and connect them to students' needs.

Second phase: Diagnostic Tests and tests (pre, mid, post): Three DBA and Cambridge YLE-based tests were given to grade English proficiency and abilities at key points. The first diagnostic test (pre-test) established baseline skills by evaluating vocabulary and structures connected with third-grade standards (DBA guidelines). The second test (mid-test) revisited the topic used during the study to evaluate the progress and identify possible difficulties or improvements. The third test (post-test) administered similar content with modified questions to keep the core and evaluate the things they had been working on.

Third phase: Field Diary Throughout the intervention, the researcher kept a detailed field diary of classroom happenings. This qualitative instrument recorded students' participation, motivation, peer interactions, and reactions to the different stages that could appear during and after the interventions.

Fourth Phase: At the end of each stage, students created artifacts (such as projects or drawings) that incorporated learned vocabulary and human values viewed during the sessions. These physical works served different purposes: they illustrated each learner's progress in language and human values, and they gave the researcher additional data on student understanding.

Data analysis was conducted using a categorical approach, where findings from the questionnaires, diagnostic tests, and field diary were compared to identify common patterns and

themes. The triangulation process allowed for cross-validation of results, ensuring that trends observed in one instrument were corroborated by others. The main categories that emerged from this analysis included fellowship, TPR, and mastery of basic language skills.

To conclude, this chapter has outlined the research design that was used to explore the impact of gamification on vocabulary learning and human values in third graders. The action research approach allowed for continuous adaptation of strategies based on student feedback, fostering a dynamic and responsive learning environment. Meanwhile, the qualitative framework provided in-depth insight into students' experiences, perceptions, and engagement with gamified activities. Data collection instruments, questionnaires, diagnostic tests, artifacts, and field diaries ensured a comprehensive understanding of students' learning progress and social interactions. The triangulation of these instruments enabled a thorough analysis, strengthening the reliability of the findings. By systematically assessing students' initial abilities, tracking their progress, and observing classroom behaviors, the study effectively captured both cognitive and socio-affective dimensions of learning.



Figure 2. Instruments procedure.

4. Pedagogical Intervention.

Understanding learning is essential in this study, as it provides the foundation for implementing gamification strategies in the English classroom. Learning is not a passive process but an active construction of knowledge, where students engage with new concepts through meaningful experiences. This section explores different perspectives on learning and how they relate to the instructional design used in this research.

4.1 Visions:

4.1.1 Learning:

One of the primordial pillars to be defined is learning, which is a process where students are molding their knowledge through a procedure that intrinsically generates the necessity to answer questions that they ask to discover something that is of their interest, leading them to face new topics and enhancing their acquisition of wisdom. In fact, Faizah, S. (2020, P. 1) affirms that it is a conscious process started by individuals from start to end through training and experience that involves behavioral aspects such as cognitive, affective, and psychomotor.

On the other hand, it is important to mention that the internal process is developed by the teacher as well because he/she is the one who guides students' cognitive-processes and creates a connection between pupils and learning by implementing different teaching methods and tools such as gamification, that promotes a different aspect of reaching a good learning process through different strategies that can be well connected to students' individual preferences and be well adapted to their context, taking advantage of their physical and cognitive abilities.

In summary, learning is a dynamic process influenced by students' emotions, interests, and engagement with the subject matter. In the context of English as a foreign language, motivation plays a critical role in facilitating knowledge, retention, and application. Gamification, by incorporating interactive and enjoyable activities, has the potential to create an environment that

fosters meaningful learning experiences, allowing students to develop their language skills naturally and engagingly.

4.1.2 Language:

Then, the second fundamental mainstay was language, which, according to Tusón, J. (1989) ,cited by Cassany et al. (2003, p. 35), is “the symbolic instrument in which we organize our environment”. The language, under the authors’ perspective is seen as communication process which is an important foundation for the social life because it lets people connect with others through different ways of expression to share their beliefs and preferences according to their worldwide and behaviors, sharing context and promoting a space where there is a cultural exchange between peers that enhances not only the connection among them but also the appropriation of the language, being more familiar with the domain of an idiom. That is why Thompson (2012) quoted by Bessy, M, and Knouse, S (2024, p. 1), explained that the development of metacognitive skills in students enhances their autonomy in their learning process as language learners. In other words, by fostering skills in language learning, students develop their capacity to appreciate and acknowledge the importance of language learning.

Also, the education system is one of the entities that will take advantage of this tool to form students, developing in them students the idea of comprehending the world to which they belong and the aspects that compose it, understanding how language competencies work and applying them in their lives aspects creating and fostering systems of meaning that let children be more competitive and capable of reproducing a message in their mother language and in a foreign language as well.

In summary, language is not only a tool of interaction but also a crucial component in the learning process. In the context of this research, gamification provides an innovative approach for language learning by engaging students in interactive and meaningful communication activities. Understanding language as a dynamic and social construct reinforces the idea that learning a foreign

language is more effective when it is integrated into real-life interactions and engaging classroom experiences.

4.1.3 Curriculum:

The third mainstay that supports this research work's vision is curriculum, which is explained by El-Astal (2023), citing Graves & Carton (2017), who define curriculum as a structured plan that determines what is taught, who delivers the content, and who receives it. To complement the previous idea, Posner, G (2005) said the people conceive the curriculum in a more helpful way, they see it as opportunities, experiences or real learning situations rather than as planned goals. These perspectives highlight the importance of comprehending the curriculum as a way to recall the critical and autocratical use for teachers. In this case, both points of view let the researcher see the curriculum as an opportunity to reflect more than a chart where you fill the blank spaces. That's why the focus of this project was to design a curriculum that incorporates innovative teaching strategies, such as gamification, to enhance students' engagement and language learning. A well-structured curriculum not only focuses on academic content but also incorporates strategies that foster student motivation and education. Gamification, as an instructional approach, aligns with this vision by creating an interactive learning environment where students can develop linguistic skills while reinforcing human values. By designing curricula that integrate both academic and social competencies, educators can ensure that pupils become proficient in a foreign language while also developing essential interpersonal skills.

For that reason, the perception of curriculum becomes more important when human values are linked to it, for example; 'values are therefore conveyed through corresponding curricular educational goals at the macro level of the school system and hold a prominent and relevant position in the international education policy setting' (Oeschger, T, et al. 2022) this means that through curricular statements human values are required to be taught, helping to form pupils who will act according to what society requires and be functional in a modern world.

To conclude, the definition of curriculum provides new perspectives about the population, places, and strategies to be considered and then implemented in a classroom setting. Also, it leads to improvements in new topics such as human values by giving them their relevance in a learning environment such as the school.

4.2 Instructional design:

In this part of the project, the teaching method using gamification in the classroom is presented. Also, the activities that were designed to be applied in the classroom with their objectives and descriptions, are introduced.

4.2.1 Educational Scheme:

The research project was designed to develop students' language learning and school human values through gamification, with the main idea of engaging, teaching, and forming pupils by using a proper application. For that, this work used TPR as a teaching method as a successful way to achieve the principal objective. The instructional design was developed in four cycles, divided into four main school human values (love, respect, honesty, and commitment), and each of them had a brief description of what they meant in the school's vision. In addition, those values were linked to different activities that generated awareness in children and were designed with their topic, content, and objective.

4.3 Timetable

This educational scheme aims to enhance students' language learning and foster school values through gamification. To achieve this, the study incorporates TPR as a key teaching methodology, ensuring that students learn English in an interactive and dynamic environment. Additionally, the instructional plan is structured around four core school values such as love, respect, honesty, and commitment, integrating meaningful activities that connect language learning with ethical and social development.

Date	Stages	Resources	Objectives	Activities
Week 1: September 30 th and October 2 nd , 2024.	Love: The human body My own perception My partner as a similar one	<ul style="list-style-type: none"> • Board • Markers • Computer • Colors • Pencils 	To be familiar with the names of parts of the human body and to respect each one.	Students are going to watch a video about the parts of the body and acquire the corresponding vocabulary. Then, they will draw a character of their preference (superhero, villain or any other character) and label its parts of the body.
Week 2: October 14 th and October 16 th , 2024.		<ul style="list-style-type: none"> • Whiteboard • Computer • Pencils • Colors • Color markers 	To be familiar with the names' parts of the human body and respect each one.	Students will share their superheroes with all the classmates by telling specific aspects about their physical composition. Also, the students are going to identify the differences that may appear in the other's superheroes' physical appearance and learn to respect different bodies and ways of thinking.
Week 3: October 21 th and October 25 th , 2024.		<ul style="list-style-type: none"> • Autobiography cards • Color markers • Pencil • Sheets of paper • Whiteboard 	To be capable of recognizing the things that identify them as unique and original people.	The use of autobiography cards to describe themselves and then share them with classmates. For that, the students will create information cards about

				themselves focusing on the main aspects about them, their weaknesses and strengths.
Week 4: October 28 th and October 30 th , 2024.	Respect: The numbers Head or Mouth	<ul style="list-style-type: none"> • Whiteboard • Computer • Pencils • Colors • Color markers 	To be familiar with the numbers in English to foster their knowledge.	Students will recognize the numbers through activities. The first one is going to be about the numbers to identify them and then use a card of numbers where they will memorize them.
Week 5: November 4 th and November 6 th , 2024.		<ul style="list-style-type: none"> • Whiteboard • Computer • Pencils • Colors • Color markers • Craft Sheet • Pictures 	To be capable of recognizing the different situations that are related to respect.	Students will be divided into groups where they are going to relate images with the word “respect” for creating a collage. The main purpose is to identify situations where respect is the main solution.
Week 6: November 11 th and November 13 th , 2024.		<ul style="list-style-type: none"> • Pencil • Situations sheet • Markers • Computer 	To analyze and apply key considerations and appropriate responses in various scenarios.	The use of a table with situations where the students are going to be capable of recognizing what they have to keep in mind and what they should say. This will help them develop critical thinking and effective communication skills tailored to different contexts.

<p>Week 7: March 10th and March 14th, 2025.</p>	<p>Honesty: Animals and Verbs Snakes and Ladders Truth or Tale</p>	<ul style="list-style-type: none"> • Pencil • Situations sheet • Markers • Computer • Flash cards about animals 	<p>To identify the different types of animals that exist in our world.</p>	<p>Students will play hangman to put into practice the pronunciation of the vocabulary through this game. Also, they are going to make connections between the animal that they guessed and their specific characteristics.</p>
<p>Week 8: March 17th and March 21st, 2025.</p>		<ul style="list-style-type: none"> • Pencil • Markers • Computer • Snakes and Ladders game • Situations 	<p>To face situations where it is needed to bring a solution for them.</p>	<p>Students are going to play snakes and ladders per team in which, depending on the number they fall on, they will have some situations where they will prove their honesty and how they should act.</p>
<p>Week 9: March 24th and March 28th, 2025.</p>		<ul style="list-style-type: none"> • Pencil • Color sheet • Board • Colors • Markers 	<p>To recognize their weaknesses and strengths through a curriculum vitae.</p>	<p>Students will create a curriculum vitae about a fictional character that talks about their weaknesses and strengths, then they will share them with the classmates.</p>
<p>Week 10: March 31st and April 4th, 2025.</p>	<p>Commitment: Giving Directions Parts of the house and school Prado Clues Blind Trustiest</p>	<ul style="list-style-type: none"> • Pencil • Board • Colors • Markers • Images about parts of the topic 	<p>To memorize the parts of the house and parts of the school.</p>	<p>Students will match the vocabulary about these topics by using images and words that are related to them. They are going to practice their</p>

				listening and speaking by explaining how they get from their classroom to other places of the school.
Week 11: March 7 th and March 11 th , 2025.		<ul style="list-style-type: none"> • Pencil • Board • Colors • Markers 	To listen and repeat the topic about giving directions.	Students will draw their houses and their school including its parts and furniture, then they will explain to their classmates how to find some locations from their school.
Week 12: March 21 st and March 25 th , 2025.		<ul style="list-style-type: none"> • Pencil • Color sheet • Board • Colors • Markets • Tongue Stick 	To execute the topics viewed by building a house.	Students will build a house made of tongue sticks in teams. They will select who will build the house while their classmates design the furniture that will be into the house.

4.3.1 Cycle one (love)

The first cycle focuses on recognizing the parts of the human body and fostering a sense of self-awareness and respect for others' perspectives. Students engage in activities like depicting body parts by drawing, which helps them to familiarize themselves with the names and functions of body parts. Additionally, tasks such as writing letters about their abilities, strengths, and weaknesses encourage students to develop self-assessment while they are expanding their vocabulary. Another activity involves autobiography cards, where students describe themselves and share their cards with peers, promoting mutual respect and understanding within the classroom. For that reason, the first human value is love, which, according to the school's vision, is the “essence of solidarity and

justice”. It is a guarantee of inner transformation, strengthening of self-esteem, mutual help, progress, well-being, security, and support for all.

To evaluate this first cycle, some rubrics will be applied to grade their vocabulary obtained through the creation of drawings and their corresponding parts of the body, and the creation of cards about their weaknesses and strengths.

4.3.2 Cycle two (respect):

The second cycle integrates the theme of respect with the learning of numbers in English. Through interactive activities, students recognize and memorize numbers while associating them with scenarios where respect is essential. For instance, ‘Head or Mouth’ is an activity that uses a table of scenarios to help pupils discern what thoughts should be shared with peers versus what should be kept private, emphasizing emotional intelligence and communication skills. For that reason, the second human value is respect, which, according to the school's vision, “foundation of healthy and peaceful coexistence. It is sustained by the recognition and appreciation of human dignity. It becomes visible through tolerance. Each person is a special member of the Educational Community.” The connection with English is that children learn the numbers through interactive activities and videos, reinforcing their pronunciation and visual production. Respect is encouraged through teamwork, where the main creation is a game with those scenarios to solve problems. The evaluation method is a collaborative teamwork where they will list situations where respect is important in different school contexts.

4.3.3 Cycle three (honesty)

In the third cycle, focus is on expanding vocabulary related to animals and verbs, with the main purpose theme of honesty. Songs and dances are used as engaging tools to enhance students' familiarity with animals and verbs. Classic games are adapted to include scenarios where students must apply honesty to solve problems. For example, “Truth or Tale” involves students writing one

truth and one lie about themselves, with classmates guessing which is which. This exercise fosters self-expression and cultivates honesty in interpersonal interactions. In accordance, the third human value is honesty, which, according to the school's vision, is the 'Exercise of work in accordance with ethical and moral principles that facilitate the realization of human possibilities, preserving the integrity of every person'

Also, in this third cycle is done with the vocabulary related to animals and verbs is covered, It promotes self-expression and critical thinking in English. Its main relation with the language is that there are songs and games, such as 'Old McDonald', to reinforce vocabulary in a playful way. This activity lets the students practice their oral expression when they need to make dictions between truths and lies. The evaluation method is an activity where the students have to create a curriculum vitae and give them three different weaknesses and strengths. After that, they shared their characters with their classmate, showing a good acceptance of their reality.

4.3.4 Cycle four (commitment):

The fourth cycle introduces awareness and trust-building activities centered on learning about parts of the house and school, as well as giving directions. Using maps and images, students become familiar with different places and practice applying this knowledge in classroom scenarios. Games such as 'Prado Clues', which involve following directions to find a hidden treasure, emphasize collaboration and trust. In 'Blind Trust', students go deeply into trust and rely on their classmates' guidance. This activity aims to build confidence and attentive listening among peers. Indeed, the fourth human value is commitment, which, according to the school's vision, is the 'sense of freedom responsible in the face of the ideal of the person that one wishes to form and of the society that one intends to build'.

The last cycle is focused on commitment, and it relates to learning the parts of the house, and school, and giving directions vocabulary. It is focused on the idea of reinforcing trust and cooperation between students. The connection to English is the use of games called 'Prado Clues'

and 'Blind Trustiest' where they learn to follow and give instructions in English, enhancing their listening comprehension and communicative skills. A list of goals is used to evaluate the accuracy of the indications in English, participation in activities of trust, and the ability to work in team groups.

To execute the cycles successfully, it was important to design lesson plans whose main function was to serve as guidance for the teacher. They were applied during classes of about one and a half hours on Mondays (from 3:00 to 4:30 p.m.) and on Wednesdays (from 12:30 to 2:00) with the third grade. The main purpose of this idea was to link the use of gamification to development of school values and vocabulary in English class; all the activities planned were designed considering the characterization survey, where most of the students were more familiar with non-technological activities. Also, every cycle reinforces a human value while students develop their English proficiency, achieving integrating learning that combines personal growth and linguistic development.

5. Chapter Five: data analysis and findings.

This chapter focuses on the analysis of the information obtained during the full implementation to answer the research question: How does gamification foster the recognition of the school's human values and enhance English vocabulary learning among third graders at Prado Veraniego School? The data was gathered through different data collection instruments and followed a rigorous process called triangulation, where all the results were compared across instruments to identify valuable findings. This led to the emergence of three different categories, such as motivation, human values, and language learning, each linked to a specific objective of the investigation and defined to represent all the results that emerged during the investigation process with third-grade students and their language learning.

5.1 Data analysis.

The research was designed to implement a new classroom perspective in Prado Veraniego I.E.D School with the students of third grade (304) by using gamification as a teaching tool during several class sessions, where the session served both as a space to collect relevant data and as the implementation of the project. The results were obtained by using different data collection tools such as questionnaires, tests for students (applied at different times throughout all the visits), artifacts, and field diaries. For that reason, this study followed a qualitative data analysis approach described by Khandkar (2009) as a non-linear recursive process, where researchers keep collecting information and considering new aspects to reflect on them. Also, it consists of three stages: noticing, collecting, and thinking about valuable aspects. In my case, this process was developed by noticing in the classroom students' performance, behavior, and performance almost right after collecting that data in some instruments and finding valuable information through triangulation process.

To analyze data, it is important to understand that Békés, G., & Kézdi, G. (2021) consider analysis as a process that brings context to the results [...] by assessing the importance of details. This enhances the researcher's productivity and confidence, allowing them to interpret with better precision and trust their analytical process, enabling them to be more accurate. This improves productivity and allows the researcher to be more conscious in observations and findings. Indeed, according to Békés, G., & Kézdi, G. (2021) a 'correct interpretation and effective presentation of the results are crucial' because they can lead researchers to produce new high-quality findings and robust analyses that offer powerful insights.

5.2 Categories of analysis.

The analysis followed the open coding process, which is an important procedure that allows researchers to build concepts and categories. Also, it allows coding information at broader levels,

such as a sentence, paragraph, or chapter, etc. Khandkar (2009). For that reason, the data examination was developed by reading the results obtained from the instruments and the important information presented in the classroom through a triangulation process. Subsequently, the tools showed some meaningful patterns in the students in terms of behavior, results, and task, etc., which led to some categories that will be part of the analysis.

In fact, the categories were divided into three main groups, and each one was linked according to the objectives of the research project. For example, there are three big categories such as:

Learning is my new superpower! This captures the interest in learning English among the students. This category name refers to motivation, observed in students' participation, willingness to engage in gamified activities, and their attitude towards learning English.

Great Players, Better Friends: It emphasizes the emotional and personal growth fostered through the implementation. This category title refers to human values, reflected in classroom interactions, teamwork, and students' ability to express values such as respect and honesty during tasks.

Treasure Words: My English Adventure: This relates to how vocabulary feels like a quest or discovery for kids. This name represents the category of vocabulary learning, which focuses on students' progress in identifying and using English words effectively in different activities.

To achieve the highest ethical standards in this study, children's identities were carefully protected at all stages of the research process. As a way of explanation, all the participants were assigned with pseudonyms to protect their anonymity and prevent any association with their real names. Also, all the visual material collected such as photographs were edited by blurring students'

faces in order to ensure that nothing could be disclosed. These were made with the purpose of protecting pupils' integrity and promoting a space where they can participate without any risk.



Figure 3: Categories of analysis.

5.2.1 Learning is my new superpower!

This category was born with the idea of facing new challenges as a superhero would; the students were the ones who, through learning, defeated their fears of learning a foreign language, such as English. As mentioned before, this category was linked to the objective of the investigation: to enhance students' motivation and engagement in English learning by integrating teamwork and creativity into game-based tasks. For that reason, it was necessary to consider pupils' points of view about the English class and keep monitoring whether it changed or not during the interventions. For that reason, this category emphasized how their performance was before, during, and after the English sessions that they took. As a reminder, from this work's literature review, Filgona, J. et al.,

(2020, p.1) affirmed that motivation was an important element that led the students to engage in academic activities. Also, it could determine how long and how many pupils attained knowledge from the exercises.

Subcategory 1: Vocabulary Retention and Active Participation

Following the idea, the problem was made evident when they answered things such as “learning” and “the words” instead of mentioning other meaningful topics when they were asked about the class (while they affirmed, they liked English the most). To better understand, the next topic was personal pronouns, and I asked them which ones were in Spanish; no child knew. Well, they said "respect" (Taken from Appendix, field diary #2), showing a lack of command of the basic vocabulary.

6. ¿Te gusta el inglés? (1 No me gusta- 5 Si me gusta)
 1 2 3 4 5
 7. ¿Qué es lo que más te gusta de la clase de Inglés?
 las Palabra

Extract 2: Sunflower’s questionnaire. (This response showed a lack of connection to truly learning experiences)

6. ¿Te gusta el inglés? (1 No me gusta- 5 Si me gusta)
 1 2 3 4 5
 7. ¿Qué es lo que más te gusta de la clase de Inglés?
 Aprender

Extract 3: Amapola’s questionnaire. (She responded with unrelated terms like learning, showing a disconnection with the language).

These new findings highlighted the importance of creating a safe and supportive learning environment where students felt comfortable taking risks and making mistakes. For that reason, it was necessary to highlight the value of incorporating strategies that built confidence and demonstrated the real-life relevance of English to increase motivation and shift their negative

perceptions. For instance, motivation helped guide the progress of interventions in learning spaces with the idea of improving positive aspects such as students' well-being, achievement, and retention. (Kotera et al., 2021).

As Chavez (2022) did, I decided to implement game-based learning by using TPR and Gamification to encourage my pupils to participate and be more active in class. This idea was based on Lopez's research (2023) as well because it connected joy with pedagogical objectives to support both learning and social-emotional processes. To achieve this, it was important to talk about the definition of gamification derived from all the researchers quoted before in this research work, which was the use of game elements with a pedagogical purpose and basis to enhance students' understanding and motivation. That was why some dynamics based on gamification and TPR activities were applied among the designed ones, including words to indicate a game and commands that connected the physical movement with the learning of the vocabulary.

To exemplify, during the interventions the students played different games such as hangman, blind trust, Jenga, stop etc. (connected with the vocabulary of the class's topic). For example, we played a game to label the body parts when I named them (taken from appendix, field diary #11) then, I asked the kids to make some drawings about a fictional character of their preference and then to identify and label the body parts. This activity not only allowed us to evidence their progress in retention of vocabulary, but also their motivation to participate in class.

Teacher: Qué juegos han sido los más interesantes para usted?

Student1: Simon Says and Hangman.

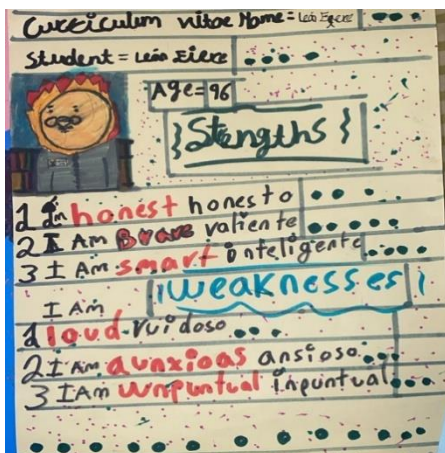
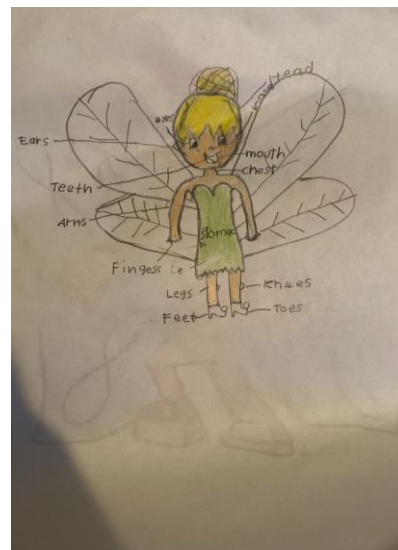
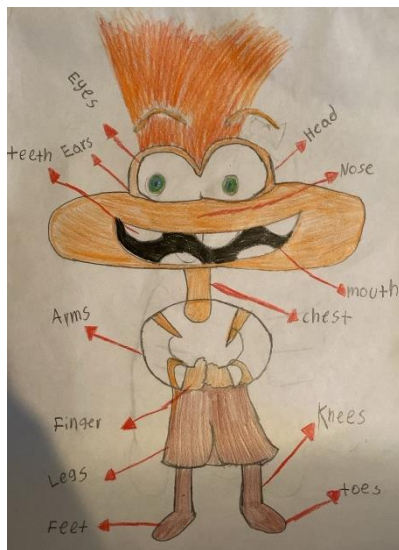
[Extract 4: from an activity in class about their final perceptions]

Teacher: ¿Cómo le gusta aprender inglés?

Student2: Jugando.

[Extract 5: from an activity in class about their final perceptions]

Following the implementation of gamified activities, students started to show more engagement towards the English class, concluding that when the learning process was carried out through dynamic activities, students were more motivated and had a better willingness to perform and face different challenges that appeared. Reciprocally, these activities were designed to generate a meaningful connection between the language and the promotion of a positive learning environment of learning. This aligned with Shrestha (2020), who stated that motivation played a crucial role in fostering engagement and interest in language learning.



Extract 6: Rose, Broom, Bouvardia, and Orchid's drawings. (Illustrations of the labeled body parts of fictional characters, showing not only retention but participation. Also, demonstrated increased autonomy and interest in working)

This strategic integration not only improved vocabulary retention but also helped to rebuild the emotional disconnection that students had with English learning. They showed a better disposition to actively participate, they did their homework, and they started to show better self-confidence when facing a new vocabulary. They requested me a lot of times to play games. Also, some students affirmed that the English class was enjoyable, they liked the things that were applied, which increased their motivation to learn new things that came from a foreign language through different and meaningful activities. (taken from appendix, field diary #14).

Teacher: Por favor, agreguen un comentario final sobre la clase de inglés

Student 3: Sí me gustó mucho la clase que nos dan a todos.

[Extract 7: from an activity in class about their final perceptions]

Teacher: Por favor, agreguen un comentario final sobre la clase de inglés.

Student 4: Me gusta demasiado.

[Extract 8: from an activity in class about their final perceptions]

They still had a low level of comprehension, but they remarked how they enjoyed the class. The instruments showed a good acceptance from students towards English as a foreign language; they proved that with motivation and joy, the learning process could be more meaningful through activities that let them develop their skills. These changes highlighted the effectiveness of integrating motivational strategies such as gamification and TPR into the English learning process. To conclude, this understands the importance of designing classes that prioritize active participation and socio-emotional safety.

Subcategory 2: The evolution of English perception.

Since the beginning of the interventions, the students showed low self-efficacy when facing English, and they preferred to avoid answering questions or participating in class. For example, when I arrived at the classroom, some of the students were excited about having a new English teacher, but when I asked them if they liked the English class, fifteen out of twenty-three answered no, because it was too difficult, and that was why they preferred other subjects (Taken from Appendix, Field diary #9).

Kids did not answer anything because they did not know the names of the body parts in English (Taken from Appendix, Field diary #5). In the same vein, there was a contradiction in some of the answers. To exemplify, although ninety percent of students affirmed that they liked English, their answers were less significant or pointed to a lack of basic knowledge.

7. ¿Qué es lo que más te gusta de la clase de Inglés?
 NO ME GUSTA INGLÉS

11. ¿Qué materia es la que menos te gusta?
 INGLÉS Y ESPAÑOL

Extract 9: Flowers' questionnaire 1. (revealed less care for what is being taught in English class)

The data obtained throughout the interventions revealed a meaningful process of transformation in students' perception of the English class. First of all, most of the learners showed their frustration because English was too hard for them, which led to a lack of engagement, motivation, and participation, as mentioned in the instruments. Additionally, their contradictions

when asked about English showed a little interest in any topic related to the subject. This reflected a superficial relationship with it, where, in this case “liking” could be interpreted to avoid involvement or knowledge regarding English.

Teacher: ¿Cómo se siente cuando comete errores en la clase de inglés? ¿Por qué?

Student 3: Mal porque pienso que todo lo hice mal.

Student 8: Mal porque me da pena.

Student 11: Me siento enojada porque me toca echarle correcto.

[Extract 10: from an activity in class about their final perceptions]

For that reason, it was mandatory to recall the definition of TPR aligned with gamification, given in the theoretical framework, as a tool to improve pupils’ English perception. TPR was a technique that engaged students through physical activities and improved language comprehension by using movement-based learning (Richards & Rodgers, 2010). In the same vein, Basto (2025) in his research work showed an important finding about the use of gestures to compare words and match those actions with language learning processes through TPR, emphasizing the significance of using movement and physical actions.

Also, playful approaches included possibilities for participants to practice courage, to stand in the open, and to be involved in processes where the outcome was unknown (OECD, 2018, quoted by Jørgensen et al., 2023). That said, the main aspect used was TPR linked to gamification to enhance motivation and learning of English as a foreign language. For that reason, some activities with commands were applied. As an example, we played Prado Clues, a game where listening and following commands were mandatory. Students needed to focus on what their partners said and physically take the steps to reach the unknown place. Most of the students did well, and they showed a lot of confidence when performing (Taken from Appendix, Field diary #11).

Teacher: ¿Le ha gustado la clase de inglés? Sí o no, ¿por qué?

Student 4: Los juegos porque nos enseña y nos divertimos

Teacher: ¿Cómo le gusta aprender inglés?

Student 4: Jugando

[Extract 11: from an activity in class about their final perceptions]

As observed, most of the students started to show a better understanding and confidence towards English. They manifested at different points that they enjoyed the class because they played a lot of games. It was notable that when I started applying my interventions, almost none of the students raised their hands to participate (Taken from Appendix, Field diary #6). After the playful scenarios, almost all the students raised their hands to participate and showed their encouragement to talk and speak in English. They started to focus on speaking another language besides Spanish to show their abilities. It was hard to let all of them participate because I wanted to give the opportunity to everyone (Taken from Appendix, Field diary #15).

Thanks to the data obtained, it was evident how learners increased their confidence in English. For example, the documented written aspects in field diaries showed this change through different and specific class moments, such as students voluntarily raising their hands, engaging, manifesting motivation in game activities, and expressing orally that they enjoyed the learning process through play. In fact, the use of gamification with TPR provided improved learning spaces where students were not afraid to make mistakes and felt motivated to participate and express themselves in another language.

To conclude, pupils' perception of English led to meaningful learning through the interventions with game-based learning. At the beginning, they showed low self-security, disinterest, and a preference for other subjects. However, after the implementation of gamification

linked with TPR strategies, students participated more actively in class, enjoyed the process, and eventually showed more motivation to speak English on their own. Their answers and behavior also revealed that the use of gamification was essential to foster their confidence and to change their perspective about learning vocabulary as a fun and engaging process rather than something challenging.

5.2.2 Great players, better friends!

This category emerged during the observations and experiences in which the class's context was complicated due to the strained relationships between students. Also, the school included some values in its curriculum that were necessary to align the activities with the school's vision for them. In addition, Rani et al. (2022) emphasized that value education was essential for fostering peaceful coexistence. This was evident in the classroom when students initially talked about verbal conflicts, and then gradually learned to express themselves more respectfully through structured activities.

Subcategory 1: Cooperative work

Before the interventions, verbal altercations among students were frequent in the classroom. Also, conflicts often arose when classmates made noise, spoke out of turn, or expressed ideas that others considered as 'dumb', an example came from Field Diary #4, where one student stated that all his classmates hated him for being mischievous and the rest of the class openly confirmed it. This toxic environment made it difficult for them to work as a team and hindered meaningful learning for pupils. Additionally, responses from the activities revealed that many students found it challenging to show or receive respect in class. They acknowledged how this lack of mutual respect negatively impacted both their social relationships and academic performance. For instance:

Teacher: ¿Cuál suceso ha sido lo más desafiante en la clase de Inglés?

Student 10: El vocabulario, la pronunciación, el respeto porque ha sido muy difícil pero puede ser divertido.

Student 1: Aguantar a [Nombre del compañero de clase/ Classmate's name]

[Extract 12: from an activity in class about English and teamworking]

As seen in these extracts, students often refused to work in pairs or groups with classmates they disliked. Some even used the activity to place an emphasis on their frustrations rather than address the intentions of the questions. Also, in today's class, while I was asking something, there was an unexpected and rude word exchange between two students because one of them was trolling his mate with a paper ball (Taken from appendix, field diary # 7). These interactions reflected significant obstacles to developing social and collaborative skills, which were key elements for successful foreign language learning. As Toker, A. p. 3 (2021) mentioned, teaching a set of values was needed for a democratic community to create desired habits and virtues of citizenship. For that, the presence of conflict highlighted the necessity of incorporating socio-emotional learning into the class sessions.

To address the problem, I kept in mind what Lopez (2023) and Chavez (2022) did. For example, they used various game-based learning strategies through gamification by implementing specific goals, making rules, and creating steps to reach good behavior. In this case, school human values played an important role in the interventions because they were linked to the lesson plans and they were divided into four stages, in which the main idea was to develop each school's human values, which were respect, love, honesty, and commitment. For example, they had to form a team while playing Snakes and Ladders, where they had to come up with solution to different situations (see Appendix #5, situations). 'The students showed good teamwork when they were selected to roll the dice, each student respected each classmate's turn, and they brought solutions together' (taken from appendix, field diary #13).

Extract 14: Sample of the results of teamwork activity (they could work together in order to make a successful activity).

To conclude, the use of gamified activities led students to set aside personal differences and difficulties to create an environment where gaming and the learning process were the main factors for them. Also, it showed that this strategy supported the development of cooperative work among pupils, which promoted a positive class context where human values could be practiced in different stages and moments. Indeed, the intervention helped to reduce conflicts and encourage the students to search for respectful interactions. For example, they began to value one another's presence and contributions to their group.

Subcategory 2: Emotional abilities and school human values development.

As mentioned before, the students showed a lot of frustration, low tolerance, and even cried when they did not complete the activities or did not understand what they had to do. For example, when the students took some of the tests or tasks, they manifested their discontent towards the activity because they felt that they would fail all of them. Also, some of them started to cry because they did not comprehend anything, and they thought that they would fail the grade' (Appendix, data triangulation). Also, frustration and negative emotional reactions often appeared when students did not get good points because they failed.

Teacher: ¿Cómo se siente cuando comete errores en la clase de inglés?

Student 13: Mal porque pienso que todo lo hago mal.

Student 12: Mal porque me da pena.

[Extract 15: from an activity in class about thoughts on English]

Due to these types of behavior, the English learning process started to be something unenjoyable for the students. They preferred to do other things than something related to that class, a problem that increased the gap between English, values, and motivation. For example, I asked

them about labeling the parts of the body that I mentioned as a strategy to memorize it. Then, I chose some students to go in front of the others to do the same; some of them were doing the activity while others were focusing on making mocks or just laughing at the classmate who was performing” (taken from appendix, field diary #10).

To carry on with the problem, it was mandatory to remember what was defined about the vision of young learners in this paper. It said that according to Cahyaningrum et al. (2020, p. 3), teachers should support young learners by designing engaging and motivating lessons that offer opportunities to develop interaction and discussion with classmates. In the same vein, Islahuddin (2023, p. 506) emphasized the idea of fostering a positive and encouraging classroom environment as essential for children to feel comfortable and motivated. Likewise, Deni and Fahrianty (2020, p. 52) highlighted that children’s world is about daily games, events of personal interest, new knowledge they found, and questions that emerged from their minds. These elements, defined by several authors, helped to design activities where emotions and values were the main aspects. As an example, the educational scheme focused on developing activities linked to the four main school’s human values to generate consciousness in students about:

Love: fostering self-esteem and appreciation of everyone’s way of thinking.

Respect: recognizing appropriate ways to express opinions and interact with others.

Honesty: creating solutions for social situations based on their beliefs.

Commitment: reinforcing responsibility towards themselves and teamwork.

Teacher: ¿Por qué es importante la honestidad en el colegio?

Student 16: La honestidad en el colegio es importante porque los que son

deshonestos son: groseros, le pegan a los demás y son groseros con los profes.

Teacher: ¿Por qué es importante el compromiso en el colegio?

Student 9: Es importante el desarrollo y también ser responsables con nuestros trabajos personales.

[Extract 16: from an activity in class about the importance of school human values]

Students' answers showed a progression that indicated that emotional abilities and school human values were learnt by heart and internalized in their minds. Also, this revealed an important impact in the use of well-structured, playful, and reflective activities to address this consciousness in pupils. They not only showed maturity but also social empathy and responsibility in the classroom and with classmates. In fact, this supported the idea of integrating values in the language learning process, which benefited not just the socio-emotional aspect but also the academic as well.

Teacher: Para usted, ¿el trabajo en equipo le ayudó a mejorar su aprendizaje y su convivencia escolar?

Student 12: Sí porque así aprendemos todos y mucho más.

Student 20: Sí porque me divierto mucho

Teacher: ¿Cuáles fueron los valores vistos en clase? ¿Cuáles de ellos considera que son más importantes para usted?

Student 5: Compromiso, amor, respeto y honestidad.

Student 10: El respeto y honestidad.

Student 2: Amor, porque hay personas que no tienen amor.

[Extract 17: from an activity in class about the importance of school human values]

In this extract, the students' reflections showed that teamwork not only supported academic progress but also reinforced emotional abilities through the practice of values in different contexts. As it was shown, several students emphasized the idea of working in groups because they learnt a lot, they associated it with enjoyment, showing a positive face of working with someone else. Also, the students could recognize what the most important school values were for them; some provided

reflection about why they were important, which indicated a good internalization of them. Indeed, the recognition of these topics in different activities and scenarios lets students develop their socio-emotional awareness and put it into practice. To exemplify, when performing, students tried to help each other to get the prize, they were motivated to win, and they did everything possible to generate a collaborative work; they forgot about their differences, their barriers were broken (Appendix, field diary #12).

To conclude, the findings demonstrated that integrating emotional abilities and school human values into the English learning process could have a positive effect on students' attitudes, behavior, and beliefs. Initially, frustration, low tolerance to mistakes, and lack of motivation were a big barrier and created a negative perception towards the subject and between students. However, the implementation of playful, well-structured and reflective activities that promoted values fostered emotional growth and a collaborative and empathetic classroom environment. As a matter of fact, students started to show better self-esteem, mutual respect and responsibility with all the activities and events in the classroom.

5.2.3 Treasure words: My English Adventure:

This category emerged from the necessity to see how well their process was during all the applications. For that, it was necessary to implement three tests to diagnose them, then to see how they were appropriating the words given and last, to see how the process progressed. To complement, some vocabulary [...] was necessary for any kind of language use and so it was worth the effort of teaching and learning explicitly' (Schmitt, N, 2008. p 345) which, in other words, meant that it was necessary to have constant exposure to new words to be familiar with the foreign language in an educational context. Also, implementing support, practice, or feedback mechanisms helped students achieve higher scores.

Subcategory 1: Vocabulary learning and appropriation

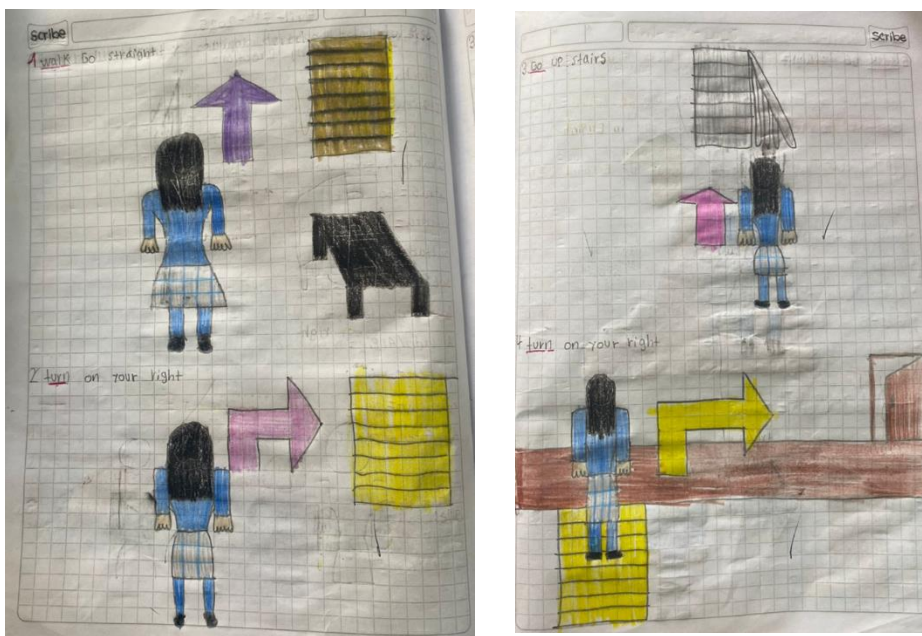
As was mentioned, the results of this initial assessment showed a low score. Approximately seventy percent of the students scored only ten points and fifteen percent of them achieved twenty points; these outcomes reflected their limited command of basics English. This also highlighted a substantial gap between the expected and actual language proficiency of the students. This data was supported by classroom evidence. For example, when I gave them the instructions for the activity, they had difficulty understanding what they had to do even when I explained the instructions in Spanish because they did not remember anything about the class topic (Taken from Field Diary #9). These observations showed that the students frequently asked the teacher for clarification and needed to have the instructions repeated to complete even simple tasks. Their difficulties working independently underscored not only a lack of prior knowledge of English but also their struggle with work autonomy when the instructions were given.

Points obtained.	
Over 40 points	0%
Over 30 points	0%
Over 20 points	15%
Over 10 points	75%

Extract 18: Tests' results #1

According to these results, there was an urgent need to seek strategies that prioritized vocabulary development through structured and engaging support. Once the initial diagnostic revealed significant gaps in vocabulary knowledge, a series of instructional strategies were implemented to support and enhance students' English language learning. These techniques were aligned with TPR, game-based learning, and collaborative tasks aimed at fostering both engagement and retention in an interactive environment. One of the core strategies involved body-based learning, where students connected physical movement with vocabulary. Activities like "Simon

Says” were used to introduce and reinforce action verbs, while a specially designed game, Prado Clues, required students to listen carefully and follow verbal instructions to find hidden places in the classroom. These activities created a connection between language and action while improving both comprehension and memory.



Extract 19: Calceolaria’s drawn and written sample of Prado Clues activity.

To maintain interest, a huge variety of games were introduced. For example, students played hangman to practice spelling and reinforce vocabulary knowledge, the telephone game to improve listening and pronunciation, and snakes and ladders, adapted with vocabulary tasks and to support teamwork with their classmates. These activities promoted a learning environment, where making mistakes was part of the fun. Students were also asked to create and draw original characters, labeling parts of the body and incorporating newly learned words. This creative task connected artistic expression with cognitive processing, encouraging students to learn vocabulary.

Extract 21: Group's scoreboard.

The implementation of these gamified strategies significantly contributed to students' growth in vocabulary by combining linguistic objectives with movement, creativity, and play. The classroom became a space of exploration and experimentation, which are key conditions for effective language learning.

To evaluate the effectiveness of the strategies implemented during the interventions, various tests were administered throughout the study. These tests were used as a checkpoint to monitor the students' progress in language learning, as well as to assess the meaningful impact of the different methodologies applied, such as TPR, games, and collaborative tasks.

Points obtained.		Points obtained.	
Over 40 points	25%	Over 40 points	27%
Over 30 points	45%	Over 30 points	32%
Over 20 points	25%	Over 20 points	27%
Over 10 points	5%	Over 10 points	14%

Extract 22 & 23: test #2 and #3 results.

As shown, in the first test, the results revealed a significant vocabulary deficiency, as the table indicated seventy percent of students scored just over ten points, while only fifteen percent reached over twenty points, and none exceeded thirty points. These results confirmed an urgent need for strategies to build better vocabulary and boost confidence in using English.

After the introduction of TPR activities, listening games, and engaging dynamics, there was a notable improvement. In fact, the second test showed a better student performance, forty-five percent of the students scored over thirty points, and twenty-five percent exceeded forty points, showing good learning of the vocabulary introduced in class. But only five percent of the students remained in the lowest bracket, with several improvements from the initial seventy percent.

By the third and final evaluation, the positive trend continued, twenty-seven percent of students scored over forty points, and thirty-two percent achieved over thirty points, continuing with the improvement process. Meanwhile, only twenty-seven percent and fourteen percent remained in low brackets. This confirmed significant progress in students' progress, learning a foreign language. Overall, the combination of physical, visual, and collaborative learning techniques helped close the gap and promote a more participatory and motivated learning environment.

6. Chapter Six: Final thoughts.

The main purpose of this chapter is to present the conclusions drawn from the entire research process, highlighting the key findings and insights obtained. In addition, it discusses the limitations encountered throughout the study and offers recommendations for future research aimed at deepening and expanding the understanding of the topic.

6.1 Conclusions

The study aimed to answer the following question: *How does gamification foster the recognition of the school's human values and enhance English vocabulary learning among third graders at Prado Veraniego School?* To achieve this, a general objective was established: to examine how gamification promotes the recognition of human values and enhances English vocabulary learning among third graders at Prado Veraniego School. Likewise, three specific objectives were formulated to support the general objective and to provide a meaningful, thorough, and comprehensive answer. The first specific objective was to enhance students' motivation and engagement in English language learning by integrating teamwork and creativity into game-based tasks.

The second was to promote the recognition and practice of human values—such as respect, honesty, love, and commitment—through collaborative and playful classroom dynamics. Finally, the third

specific objective focused on fostering English vocabulary learning through the design and implementation of gamified activities.

The results of the project showed that gamification linked to TPR can be a meaningful and effective tool for pedagogical purposes. In fact, it could be a good strategy to foster students' motivation and participation in the classroom, as seen in the implementation of game-based activities, pupils demonstrated higher levels of engagement, creativity and cooperation in pairs which changed the traditional dynamics of the way of teaching in class, and turned the class into a more enjoyable space for them.

Regarding the first specific objective, which aimed to enhance student's motivation and engagement in English learning by integrating teamwork and creativity into game-based tasks, the findings indicated that students participated actively in the activities that were proposed showing their interest and enthusiasm throughout the lessons. Indeed, playful and collaborative gaming strategies allowed pupils interact, share ideas and support each other to achieve their common goals. These results demonstrate that learning can be introduced in different ways, in this case as a game element, it can be more engaging and let students be more focused, motivated and willing to learn - in this context- a foreign language.

In relation to the second specific objective, which aimed to promote the recognition and practice of human values such as respect, honesty, love, and commitment through collaborative and playful classroom dynamics, it was observed that students developed a clearer understanding of the school's values. For example, almost all the activities allowed them to reflect on their own personalities and actions and how they should react or respond in cooperation with others. Following the idea, gamification contributed to creating a positive atmosphere where emotional growth and coexistence were a pillar of their learning process.

About the third specific objective, which focused on fostering English vocabulary learning using designed of gamified activities the data analysis confirmed a huge improvement in children's vocabulary retention and use. As a matter of fact, learners were able to identify, pronounce and apply new words more confidently both in oral and written modes. The combination of visual and physical elements combined with gamification and TPR helped them to internalize fresh vocabulary as a meaningful way and to recall it with a better understanding in activities.

To conclude this part of the chapter, this research affirms that gamification combines learning, emotions and human values in a very meticulous and special pedagogical process. Certainly, its implementation in the English language classroom not only enhanced students' linguistic skills but also promoted attitudes of respect, empathy and teamwork. On the other hand, the connection between TPR and gamification proved highly effective, and provided different opportunities for interaction, movement, thinking and creativity which are essential in young learners' learning processes.

6.2 Limitations

Although the results of this study were very positive, several limitations emerged during its implementation. For example, the first one was the absence of teachers with a professional degree in English teaching which affected the process because of the lack of exposure to a foreign language thereby limiting the possibility of reinforcing the gamified approach after the intervention ended.

Secondly, the classroom experienced multiple changes of head teacher (approximately four throughout the academic period) which generated problems in the students' processes. By way of example, these frequent changes caused decontextualization as each new teacher had to adapt to the pupils' realities and to the pedagogical methodology that was already underway, this situation sometimes delayed sometimes the intervention process and occasionally students' learning rhythm.

The last limitation was related to students' mobility and attendance. Some of them had to leave the classroom during the development of the study due to family circumstances such as schedule changes or parents returning to their home country. New students also joined the group during the process which slowed down the overall progress and affected the consistency of the results (as shown in the last two charts of the middle and final tests). These changes in the student population made it more difficult to maintain a stable learning process.

Despite these limitations, the study was able to demonstrate the relevance of innovative methodologies in promoting both linguistic and socio-emotional learning among young students.

6.3 Recommendations for Further Researchers

I encourage future research to continue exploring the use of gamification for pedagogical purposes, and to continue exploring the relationship between human values and English learning with a more diverse population. Also, it would be valuable to involve digital tools and online platforms to expand student's exposure to language and foster a more autonomous learning. Additionally, combining gamification with other innovative approaches such as storytelling and cooperative learning, project-based learning could enhance both linguistic outcomes and the development of human values

Finally, this research invites future educators to view gamification not simply as entertainment but as a pedagogical bridge that connects cognitive, emotional, and social learning. By playing, students not only acquire knowledge but also build empathy, respect, and commitment and some other values that are essential for forming responsible and sensitive citizens.

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Appendix:

Annex 1: Test #1.

Diagnostic Test

Nombre/Name: _____
 Grado/Grade: _____
 Fecha/Date: _____

1 Una con una línea de diferente color las imágenes con su respectivo nombre en Inglés/ Match the images with its name in English using different colors.

Bathroom

Bedroom







Kitchen

Livingroom


Garage


2 Pinta las siguientes figuras en el espacio en blanco con su color correspondiente de acuerdo a las instrucciones/ Paint the next figures in the blank space according to its corresponding color following the instructions:


1. Paint the circle blue
2. Paint the square red
3. Paint Triangle green
4. Paint the rectangle purple
5. Paint the Oval brown
6. Paint the Star Yellow










3 Escribe la forma correcta del nombre de los animales que aparecen, los nombres están desordenados. / Write the name of the animals in the correct order, as they are disorganized.



Hsif =



= Tac


God =


= Gpi


Rogf =


= Woc


mseou =

4 Complete los espacios en blanco teniendo en cuenta la información que aparece en el video / Complete the blank spaces taking into account the information that appears in the video.

1. I get up at _____
2. I have _____
3. I brush my _____
4. I wash my _____
5. I get _____
6. I go to _____
7. I play with my _____
8. I do my _____
9. I have _____
10. I take a _____

Video Link: https://www.youtube.com/watch?v=qD1pqkN_DM

5

IT'S TIME TO READ!

She is Anna.

On Monday, she reads books.

On Tuesday, she writes stories.

On Wednesday, she studies English.

On Thursday, she plays with the ball.

On Friday, she goes to the park.








On Saturday, she eats pizza.

On Sunday, she sleeps all day.

1. Drag and drop to complete the table about Anna's routine.

Arrastra sus imágenes y vértelas al lugar correcto para completar la tabla sobre la rutina semanal de Anna.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Annex 2: Test #2.

Part 1: Body Parts (10 points)

1. Escribe correctamente las partes del cuerpo señalada en emojis.

- a) 🗨️ _____
 b) 🍷 _____
 c) 🍷 _____
 d) 👂 _____
 e) 🍷 _____

Opciones:

1. Mouth
2. Nose
3. Hand
4. Ear
5. Eyes

Part 2: Colors (10 points)

2. Encierra con un círculo el color que caracteriza al objeto mencionado en cada oración:

a) El kiwi normalmente es de color:	<ul style="list-style-type: none"> • Blue • Green • Yellow
b) Una fresa es de color:	<ul style="list-style-type: none"> • Red • Yellow • Purple
c) Una rana normalmente es de color	<ul style="list-style-type: none"> • Pink • Green • Orange
d) El huevo frito normalmente es de color:	<ul style="list-style-type: none"> • Red • Blue • White
e) Los troncos de los árboles son de color:	<ul style="list-style-type: none"> • Orange • Red • Brown

Part 3: Geometric Shapes (10 points)

3. Dibuja correctamente el nombre de la figura geométrica en inglés.

a) Circle=

b) Square=

c) Triangle=

d) Oval=

e) Rectangle=

Part 4: Can vs Can't (10 points)

4. Llena los espacios en blanco con "can" or "can't":

- a) Los pajaros _____ volar.
- b) Los peces _____ caminar.
- c) Yo _____ correr como Flash.
- d) Los elefantes _____ trepar árboles.
- e) Nosotros _____ comer en clase.

Part 5: Days of the Week (5 points)

5. Llena en los espacios en blanco, los días correspondientes de la semana (los nombres de los días deben ir en inglés)

Nombres de los días en inglés: Monday, Sonda, Saturday, Wednesday, Friday, Tuesday, Thursday

- a) El primer día de la semana es _____.
- b) El día antes de miércoles es _____.
- c) El primer día del fin de semana es _____.
- d) _____ Viene después del lunes.
- e) El día antes de sábado _____.

Bonus Question (2 points)

Dibuja y escribe el nombre de tu figura geométrica favorita, coloréalo. (El nombre debe ir en inglés).

Name/Nombre:

Grade/ Curso:

Date/ Fecha:

Parte 1: Lea las preguntas del 1 a la 15 y conteste la respuesta correcta. Sea paciente y subraye con un color la respuesta que crea que es la correcta.

Human Body

1. ¿Qué parte del cuerpo usas para ver?
 - a) Nose
 - b) Eyes
 - c) Ears
2. ¿Qué parte del cuerpo usas para caminar??
 - a) Arms
 - b) Legs
 - c) Hands
3. ¿Dónde queda tu corazón?
 - a) In your foot
 - b) In your chest
 - c) In your head
4. ¿Qué usas para oler?
 - a) Mouth
 - b) Nose
 - c) Eyes
5. ¿Que te ayuda a sostener o alzar cosas?
 - a) Feet
 - b) Ears
 - c) Hands

Days of the Week

1. ¿Que día viene después de Monday?
 - a) Sunday
 - b) Tuesday
 - c) Friday
2. ¿Qué día es el primer día de la semana?
 - a) Saturday
 - b) Sunday
 - c) Monday
3. ¿Qué días son los días del fin de semana?
 - a) Monday and Tuesday

- b) Saturday and Sunday
- c) Friday and Saturday
4. ¿Qué día viene antes de Friday?
 - a) Wednesday
 - b) Thursday
 - c) Sunday
5. ¿Qué día viene después de Sunday?
 - a) Monday
 - b) Thursday
 - c) Sunday

Animals

1. ¿Qué animal dice "meow"?
 - a) Dog
 - b) Bird
 - c) Cat
2. ¿Cuál de estos animales puede volar?
 - a) Fish
 - b) Bird
 - c) Snake
3. ¿Cuál de estos animales vive en agua (solo en agua)?
 - a) Lion
 - b) Frog
 - c) Dolphin
4. ¿Cuál de estos animales tiene una larga trompa?
 - a) Elephant
 - b) Monkey
 - c) Zebra
5. ¿Cuál de estos animales ladra?
 - a) Cat
 - b) Dog
 - c) Cow

Parts of the House

Parte 3: Las preguntas están en inglés, por lo tanto deben fijarse bien en los verbos para poder relacionar la parte de la casa. **IMPORTANTE:** A cada pregunta le debe hacer un dibujo sobre el lugar por el cual se está preguntando. Así mismo, le agregan el nombre de ese lugar al lado.

1. Where do you sleep?	
2. Where do you cook food?	
3. What room do you use to take a shower?	
4. Where do you eat meals?	
5. What room do you sit in to watch TV?	

Annex 4: Situations

At School

1. You find a wallet in the hallway.
2. Your friend asks you to lie to the teacher about why they are late.
3. You see someone cheating on a test.
4. You forget to do your homework but consider saying you lost it.
5. The teacher asks if you read the assigned book, but you didn't.
6. You break a classmate's pencil but don't want to admit it.
7. A friend copies your homework and asks you not to tell.
8. The cafeteria worker gives you too much change.
9. You accidentally see test answers before the test starts.
10. A teacher mistakenly gives you extra points on a quiz.
11. A classmate steals something and asks you to stay quiet.
12. You see a student taking food without paying.
13. You didn't study and considered pretending to be sick on test day.
14. You are working on a group project, but one member isn't helping.
15. You borrow a library book and accidentally damage it.
16. A friend asks you to lie about where they were during class.
17. A teacher assumes you completed an assignment you didn't do.
18. You find an answer sheet on the floor before an exam.
19. You forget your homework at home and consider saying your dog ate it.
20. You overhear a classmate planning to cheat.

With Friends

21. Your friend asks if you like their new haircut, but you don't.
22. A friend breaks the rules and wants you to cover for them.
23. You see a friend shoplifting at a store.
24. A friend takes credit for something you did.
25. A friend shares a rumor about someone else.
26. You break something at a friend's house.
27. A friend asks you to sign their parent's name on a permission slip.
28. You accidentally send a mean message about a friend.
29. A friend asks if you copied their idea for a school project.
30. Your friend asks you to lie so they can stay out late.

At Home

31. You break a dish and don't want to tell your parents.
32. Your sibling blames you for something you didn't do.
33. Your parents ask if you did your chores, but you haven't.
34. You take money from your sibling's piggy bank.
35. You forget to feed your pet but say you did.
36. You take the last cookie and blame it on someone else.
37. You say you finished your homework, but you haven't.
38. You spill juice on the carpet and try to hide it.
39. Your parents ask if you're done with screen time, but you're not.
40. You secretly read your sibling's diary.


In Public Places

41. You see someone drop their phone.
42. A cashier gives you too much change.
43. You find a lost puppy but don't know who owns it.
44. You witness someone damaging a park bench.
45. You take an extra sample at a store even though it's one per person.

Annex 5: Field Diary sample

Diary Field		
Name:		
Date:		
School:		
Adrees:		
Grade:		
Number of students:		
Time:		
Teacher's name:		
Objective:		
Observation:	Data analysis.	General conclusions

Annex 6: Informed consent

	FOMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES MAYORES DE EDAD		
	<small>Resolución T/1 de 18 de junio 2018</small>		
FOR099GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

Ciudad y fecha: _____, identificado con C.C. C.E. No. Yo, _____ expedida en _____, declaro que he sido informado por LA **UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la UPN), identificada con NIT: 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tratadas a través del e-mail: quejas@recursos@pedagogica.edu.co

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar mis datos personales de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Annex 7: Artifacts



Curriculum Vitae

Name=Rosita
estudent=



Age=112

Strengths

- 1 I am Tall
- 2 I am skinnx
- 3 I am Loud


Weaknesses

- Am talkative
- am anxious

I am Rude
I am GOSSIP

Curriculum Vitae

NAME
STUDENT



Age=

Morty and
RICKY 1:38 iam

2es, lo co crazy
aim

3. le ~~greta vito~~
aim

Weaknesses

1. alcoholic
aim
2. Dangerous
aim
3. ~~_____~~
hazy
aim

Curriculum Vitae

Name=not. Age=220

Student



Strengths

- 1 truntnx
- 2 Perty
- 3 Peri

Weakness

- 1 mi pena
- 2 alleba
- 3 allami