

**CONSTRUCTING SELF-AWARENESS THROUGH GAMIFIED ACTIVITIES: AN  
INTEGRATED SKILLS APPROACH IN AN EFL CLASSROOM**

**Gerson Alexander Atara Luna**

A thesis submitted as a requirement to obtain the degree of B.A Education Major in English  
and foreign languages teaching.

**Universidad Pedagógica Nacional**

**Faculty of Humanities**

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## **Abstract**

This document presents the proposal of an action research project that examines the impact of implementing a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated. The participants of this project were seventh-grade students between 11 and 13 years old from Lorencita Villegas De Santos school in Bogotá, Colombia. The data collected through surveys, artifacts and field notes was gathered during the pedagogical intervention of the pre-service teacher. Thus, three cycles of intervention were designed for the proposal. In addition, through a triangulation process, the findings were analyzed, leading to the formulation of conclusions, implications, and limitations of the project. The results demonstrated the effectiveness of providing gamified activities with content related to self-awareness construction to enhance language skills as integrated in an EFL class.

Key words: Gamified activities, self-awareness, EFL skills as integrated.

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## CHAPTER I

### CONTEXTUALIZATION AND RESEARCH PROBLEM

#### **Context**

This research was developed in the public female school Lorencita Villegas De Santos located in the Gaitan neighborhood in the northwest of Bogota. The institution is close to two important streets which are Calle 80 avenue and Carrera 30 avenue where there are Transmilenio and Sitp stations. Therefore, there are multiple transportation options for students to arrive there. In terms of socioeconomic status, the neighborhood belongs to stratum 3, which indicates that residents live in average economic conditions. Moreover, there are other public educational institutions such as Rafael Bernal Jimenez and Eduardo Carranza school which with Lorencita Villegas de Santos are the most important of the zone.

The institution was founded on February 12th in 1962 by Rosa Maria Garcia and Gonzalo Tobon; it started with a total of 110 students. Furthermore, the name of the school refers to the civil leader and first lady Lorenza Villegas Restrepo. In addition, the school has 3 locations: primary school, high school and administrative headquarters. The high school building has 3 floors and a soccer field, but it does not have a restaurant, hence students have lunch in the classroom. Additionally, in 2016 the school got an average of 64,76 in the Icfes test becoming one of the best feminine schools on the English area. However, the level of English in the school started to decrease in 2017 but in 2023 it increased again. That is why the intention of administrators has been to improve and keep a high position every year.

In relation to the population of the institution, the total number of students in 2024 was 625: 321 in primary school and 304 in high school. Furthermore, the institution only has a single school shift that goes from 6:30 am to 2:00 pm. Moreover, they have 1 break of 40 minutes in the middle of the journey and 45 minutes to take lunch after the classes. Additionally, it is important to mention that high school students have 4 hours of English every week and use a platform to develop activities and practice their English as an extracurricular activity.

It is relevant to highlight that according to the school 's official web page, the Proyecto Educativo Institucional (PEI) is defined as: *Educar en la vida y para la vida, con calidad y proyección comunitaria*. Therefore, it is centered on the education of girls as future leaders that participate and act in society. In addition, the school mission is to train intellectually competent, committed, ethical, creative, critical, autonomous, and knowledge-building people, capable of structuring and developing life projects to grow, interact, understand, transform and transcend positively in society. Moreover, in a democratic space,

it builds from the recognition of others, the other, and the different ways of being, feeling, thinking and acting. With regards to the vision of the school, it sees itself in 2025 as a school that is recognized for its high standards in the integral education of girls with a clear projection that allows them to face the demands and challenges of a globalized world, contributing to the construction of inclusive spaces and being women managers of peace.

## **Participants**

This research project was conducted with a 7th grade group (702) which was composed of 31 girls with an average age of 11 and 13 years old. In relation to the EFL class, they had two classes every week; each one took two hours. Based on the survey applied to students (See Appendix A) most of them resided in Salitre, 12 de Octubre, and San Fernando neighborhoods which belong to the locality of Barrios Unidos. In terms of socioeconomic status, most students came from stratum 3, indicating that they lived in average economic conditions. Additionally, all participants had access to the internet, and they had at least one electronic device in their homes.

It is important to highlight that, according to the survey, a single girl studied English at an institute; hence most students only had an approach to the foreign language at school. Additionally, in their free time they preferred doing different activities such as playing video games, practicing some sports or browsing their social networks. Furthermore, most of them mentioned practicing English through apps, series, films and books, this showed that they had interest in studying the foreign language as an extra-school activity. Finally, in terms of family composition some students lived only with their mothers or brothers, but the absence of a father was the main aspect found in their family group.

## **Statement of the problem**

Considering the diagnosis held during the first semester of 2024 which was carried out through a survey, an entrance test, field notes, and observations in the class (See appendices); it was possible to determine that most students experienced difficulties communicating effectively in both spoken and written English, showing noticeable accuracy issues. Moreover, they struggled to comprehend what was being said to them during different interactions. According to the National Education Standards, students of seventh grade should have A2.2 basic level and in compliance with the CEFR (Common European Framework) learners with that language proficiency must be able to understand and produce simple expressions and communicate personal information.

Furthermore, A2 English learners must have the capacity to describe characteristics of people, objects, places, and express aspects of their daily routines. However, bearing in mind the results of the entrance test (See Appendix E) and the observations held during the class, students of 702 grade did not meet the requirements for that level. They faced challenges expressing themselves when writing and speaking, showing limited vocabulary to structure simple sentences, and had trouble understanding elementary reading and listening content. Consequently, most of them could be classified at the A1 proficiency level.

This problem might be caused due the fact that English was being conceived primarily as an academic subject, where the focus was to achieve a final grade rather than being recognized as a tool for effective communication and interpersonal relations. Moreover, most of the activities addressed in the class were about completing activities of textbooks with a lot of grammatical information and completing sentences that the teacher wrote on the board. As a result, the environment of the class was not attractive for students, causing many of them to become bored and easily distracted. This seemed to be affecting their learning process, as learners lacked interest and motivation to participate in the class and even to engage in learning the foreign language. In addition, it was evident the absence of strategies and activities that allow learners to develop different skills in a communicative way because they are working on these abilities separately rather than in an integrated and contextualized way.

Additionally, EFL classes traditionally placed emphasis on the foreign language as an end goal rather than as a means. Although the curriculum aimed for students to learn and practice their English skills, they gave special attention to grammar aspects. Furthermore, there was no interest in using the language to explore other topics that could be meaningful for learners to approach in their daily lives. According to Sapir (1949), “Language is a guide to social reality, it powerfully conditions all our thinking about social problems and processes. The ‘real world’ is unconsciously largely built up on the language habits of the group” (as mentioned in Kramersch, 2014, p. 32). Therefore, English as a foreign language could be applied to develop students communicate competence but also to promote their self-awareness. This is particularly relevant, as it allows them to acknowledge their own value as individuals with a unique identity and as active members of society.

All in all, it is necessary to implement a proposal in which it could be possible to apply different dynamics in the EFL class with the aim of providing students with spaces to develop their language skills in an integrated, contextualized and attractive way. Additionally, it is essential to promote a classroom environment that captures learners'

attention and encourages them to actively engage and interact in their learning process while promoting a sense of self-awareness. Therefore, incorporating gamified activities in the EFL class could be a proper alternative to address this challenge.

### **Rationale of the study**

English has taken an important role in our society in the last few years. Nowadays, it has become a necessary tool to travel, have more opportunities to work, study, and communicate in general. Many countries, including Colombia, have determined that this language is one of the most important subjects at schools and its teaching must be mandatory in the educational system. Besides, the new generations live in a globalized world where the relations between cultures from different countries are stronger every day. Furthermore, English has become a universal language in that connected world since it is being spoken in many places. Consequently, learning this language is not merely a privilege but an essential competence for students of this generation, enabling effective communication with others.

In addition, one of the problems in the learning process of English is that most of the time the activities carried out in class are not contextualized and addressed in an integrated approach. In many cases, the components of grammar are presented in one way and those of writing or speaking in another completely different (Hinkel, 2018). Hence, there is not an appropriate connection in the development of skills in the target language. Moreover, students are usually provided with exercises from textbooks and worksheets, which often fail to stimulate interest during the learning process. As a result, learners struggle to find motivation to become involved with it. Therefore, it is essential to implement alternative strategies in the classroom that foster engagement and encourage students to actively use the target language.

Additionally, the implementation of this pedagogical proposal is necessary for different reasons. Firstly, it seeks to work on the abilities of the target language in an integrated way. Furthermore, it is crucial as effective real-life communication in daily life situations requires the simultaneous use of all four language skills: Listening, reading, speaking and writing. By fostering this integration, students will be better prepared to engage in meaningful interactions with other people (Pardede, 2020). Considering this, implementing integrated skills in the EFL class enhances not only linguistic competence but also students' confidence and motivation, creating a dynamic and attractive learning environment.

Secondly, applying gamification principles through different activities will be essential for capturing students' attention and motivating them to take an active role in their

learning processes. When teachers create a game environment in the class, students' engagement and participation levels increase significantly (Topîrceanu, 2017). Moreover, the use of gamification in a non-technological manner demonstrates that there are diverse alternatives to make language learning processes more appealing. As a result, by fostering gamified activities in the EFL class it is possible to enhance learning experience, making it more enjoyable and effective while promoting interest in the language acquisition process.

Ultimately, when teaching English as a foreign language, it is possible to address different topics beyond grammatical structures. Thus, language learning can serve as a tool for students to cultivate consciousness about themselves, the world and the environment where they live. Based on this idea, the current proposal aimed to promote Self-awareness in the EFL class. According to Khanukaeva (2020), "Self-awareness refers to a perspective of oneself regarding beliefs, performance, behaviors, and evaluation" (p. 3). Therefore, fostering self-awareness in the classroom enables students to recognize their role within a community and their responsibilities as members of society. Furthermore, this proves that EFL class is not only about teaching English but also about fostering personal growth and self-discovery.

### **Research question**

What is the impact of using a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated in seventh grade?

### **Objectives**

#### **General objective**

To analyze the impact of using a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated in seventh grade.

#### **Specific objectives**

To identify the role of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated.

To describe students' responses towards the use of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated.

## **CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

In this chapter, the theoretical framework and the state of the art that support this study are introduced. Firstly, in the state of the art some studies that are relevant because of their relation to the objective of the current research are reviewed. Secondly, there is a definition and characterization of the theoretical constructs that underpin the study: *Gamification in an EFL classroom, Gamification with EFL young learners, Integrated skills, and Self-awareness construction in EFL class.*

### **State of the art**

This section presents a review of five national and international research projects that study the influence of using gamified activities in an EFL class to enhance students' level and the importance of working on skills in an integrated way.

The first project to support this research is titled *Improving Integrated Skills Through Gamification In The EFL Classroom* (Díaz, 2021). The objective of this work was to design a pedagogical and didactic proposal by applying gamification principles and using the concept of Role-play to improve students' integrated skills. The project was divided into three cycles. In the first one, the idea was that students had a first approach to gamification concepts through a brief explanation about them; in the second one, there was a focus on game dynamics applying the characteristics of role-play; in the third one, students worked with the four integrated skills through the dynamics of the game using technology as the main tool to developed it. Finally, this proposal proved that the principles of gamification could be used to improve students' integrated skills in an EFL class and motivate them to participate in different challenges and activities.

The pedagogical proposal mentioned above is relevant to the current project because it showed the implications of using gamification to enhance integrated skills in an EFL class and its importance in the learning process of a foreign language. However, it differs from the current project in different ways. First, this pedagogical proposal was an action research study, intended for being implemented in the classroom to determine its validity. Second, it looked for employing other dynamics different from role play. Third, it attempted to employ face to face classroom strategies to follow the principles of gamification instead of only using technology. Finally, the context of this project was different given that it was applied in a female school in a seventh-grade class.

The second project is titled *Using rewards as a Gamification Strategy Inside The English Classroom* (Robles, 2019). The objective of this qualitative research was to design a pedagogical proposal based on the use of rewards as a strategy of gamification to engage students in the class. It was implemented for a period inside the classroom to verify if it increased the level of students' motivation and engagement. The researcher divided students into two groups, one being taught with the gamification strategy and the other one without it. After the development of the project, the experimental group showed a better performance in all the activities when they received a reward for their work. This proved that Gamification creates a relaxed environment that helps increase students' interest, motivation, performance, and active participation in the class.

This research provided different elements that support the relevance of fostering gamification in the EFL class and the importance of applying different strategies to engage students. Nevertheless, Robles focused on the influence of using rewards to increase the level of learners' motivation by dividing the class into control and experimentation groups. Hence, not all the participants had the opportunity of being taught under gamification principles, different from the current project which worked with all the participants. Moreover, it aimed to prove the influence of gamified activities in the development of English skills as integrated and not only to motivate students.

The third project is titled *An evaluation of Cooperative Learning through Content Gamification in EFL classes in Cundinamarca*. (Carranza, Candil & Gomez, 2022). The population of study was a group of 6th-grade students in a private school in Bogota. The main objective of this research was to analyze the impact of content gamification in the cooperative learning process and the way it contributes to overcoming social interaction and confidence in students. Moreover, it is important to mention that content-gamified activities allow learners acquire knowledge on their own and may supply them with the main skills in the language. Furthermore, there were satisfactory results when performing cooperative learning activities because each student had a role in a specific group, which motivated them to be more participative and engaged in the class.

In addition, the results showed that this approach has a problem while working in groups, which is that probably some learners would not want to participate. Moreover, it is essential to consider the way they feel with different methodologies because it has an influence on the students' cognitive process. This research gave to the current project several elements in relation to the relevance of different aspects of gamification in the learning of English such as content learning. Nonetheless, it differed in relation to the approach

implemented because researchers are determined to work only with cooperative learning. However, this proposal looked for following tasks-based approach and content-based language instruction for integrated skills, with the objective of taking the best elements of each of them.

The fourth project that contributes to the development of this study is titled *Gamifying the EFL Classroom: Understanding the Power of the Gamification of Education* (García, 2020). This project was ethnographic research developed in the city of Puebla in Mexico. The main objective was to analyze the effects of gamifying EFL classes in both teachers and adolescent students, considering their experiences in the class and how the elements of games could be effective in teaching and learning. The project showed that there were positive results when following principles of gamification due to there was a significant improvement in students' writing skills, in teamwork because of the use of cooperative learning and in the ability to concentrate on a task rather than on a final grade. Moreover, by using the principles of gamification they felt more engaged and motivated in the class due to this dynamic, which caught their attention and made them participate in an active way.

The project was relevant to the current research because it provided more elements in relation to the benefits of applying gamification principles in the EFL class. It highlighted its influence in the relation between learners, the improvement in writing skills and the change of the perception about the importance of learning English. However, it focused on understanding the experiences of both teachers and students, the relation between them and how the design of a gamified class generates a comfortable environment for them. Finally, the current project worked on the language skills as integrated instead of as separated, different from the research that sought to develop only writing.

The last project is titled *Treating you well: Boosting fellowship in an EFL environment by means of gamification principles implementation* (Riaño, 2020). The main objective of this proposal was to determine how the implementation of gamification principles might foster fellowship in a non-gaming environment, identifying its role in the strengthening of students relations and the impact of a well-founded relationship competence upon the process of learning. The results showed that the implementation of gamification principles allowed teachers to use a combination of technological, pedagogical and methodological resources that will grant students the possibility to reflect upon Fellowship competence and its implications when living in society.

Therefore, this project was relevant to the current proposal due to it explained the impacts of implementing gamification in an EFL class in different contexts. This showed that

it has effects not only on participants but also on other aspects of society such as community and family. Eventually, this proposal had the objective to foster the connection between students when they were involved in competitions, emphasizing the importance of partnership at the same time they were learning English. Likewise, they could use appropriate vocabulary when communicating with people in different circumstances.

### **Theoretical framework**

The following paragraphs present the main constructs of this research based on theory and through a literature review: *Gamification in an EFL classroom*, *Gamification with EFL young learners*, *Integrated skills*, and *Self-awareness construction in EFL class*.

#### **Gamification in the EFL class.**

As stated by Kiryakova (2014), “Gamification is the use of game thinking, approaches, and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal conditions” (p. 1). Accordingly, this concept follows the principles of video games which are employed in different fields such as economic, social, and educational. In addition, it refers to the application of these dynamics in different environments that foster interaction and improve the relations between people (Yaroshenko, 2022). Considering this, gamification is more than a strategy to promote spaces following game principles, it also looks to enhance human relationships and build a sense of community.

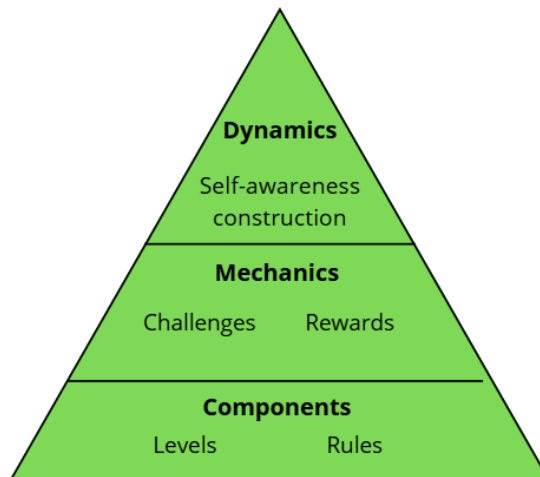
Regarding the main objective of this research, the notion of gamification is being analyzed only in the academic field. Therefore, it is important to consider its relevance in education in terms of motivation, interest, and engagement in the class. Likewise, it generates an opportunity for students to practice the language in a different way from traditional methods that foster them to solve tasks in various situations (Figuerola, 2015). It shows that the use of gamification promotes spaces for learners to approach the language in an interactive and attractive way. This is particularly important because it provides another alternative to learn a foreign language. Besides, gamification generates a space in the classroom which allows learners to interact, communicate in a natural way and improve their social skills (O’Brien & Toms, 2008). In line with this, it is relevant to apply gamification principles in the current research since it promotes the active participation of pupils in their learning process while they improve their language skills in an integrated way.

Bearing in mind what was previously stated, gamified activities in the EFL class follow the main principles of gamification: dynamics, mechanics and components (Robson, 2015). Firstly, dynamics refer to the big picture of the gamified system, it could be an emotion, narrative or progression that will drive students' engagement and motivation. In this proposal, the dynamic applied was the narrative “Self-awareness construction in the EFL class”, this was the background lead through this project. Secondly, the mechanics indicate the actions that drive the action forward, it means, the processes that drive engagement and shape learners' behavior. For this study, challenges and rewards were applied to support the main dynamic of the gamification system. Finally, components refer to the specific features that represent the dynamics and mechanics to work accordingly, these are the specific elements that students could interact with. For this project, levels and rules were applied, they are the tangible elements that created an engaging and interactive experience in the gamified system.

Furthermore, gamification was used in class to increase and foster motivation, interaction and interest in the class. The fact of including rewards when students complete a task stimulates them to be more participative and attentive in the development of different activities that are not usually fun. Moreover, it seeks to involve learners in achieving an objective and purpose, even those who do not usually participate (Marczewski, 2013). In this way, generating a gamified environment in the class where students find a purpose to be engaged and committed is useful for them to recognize their own process, enhance their skills, learn to share the space with their classmates and be more involved. Consequently, the activities used in a gamified class environment might have an important role in the learning process of a foreign language.

The next figure represents the gamification principles applied in the current proposal. They are organized into three categories: In the first one there are the dynamics, for this proposal, it was the narrative “Self-awareness construction in the EFL class”. In the second one, there are the mechanics that support and define how dynamics were used; they are: challenges and rewards. Finally, in the last part of the pyramid there are the components; they are in the last part because they contribute to the implementation of mechanics and dynamics. For this proposal, levels and rules were the main components.

*Figure 1. Visual representation of Gamification in The EFL class*



### **Gamification with EFL young learners**

The students in an EFL class have different particularities that are necessary to consider when the principles of gamification are going to be applied as proposed by (Tuan, 2011). First, it is important to acknowledge that not all people learn in the same way and time. In education, especially if it is related to young people, it is necessary to consider different methodologies of teaching, given that children do not learn in the same way as adults. Therefore, the implementation of a variety of dynamics in the class, above all if it is of a foreign language, will be effective in the learning process of students. Second, lack of attention and interest is one of the most evident problems in an EFL class. The methodologies implemented are usually related to textbooks or work guides where the teacher is the center of the class, and as a result, they lose the attention and get distracted easily. This is very constant in young students' classes if the environment is not attractive for them. In summary, learning style is a relevant component to consider when implementing strategies or dynamics to promote when teaching a foreign language to young learners.

Additionally, there is another perspective in relation to the learning process of young learners proposed by Çakır (2004). Firstly, it is easy to teach young learners if the environment of the class is enjoyable for them. This can be obtained when pupils have more participation and interact with others in an active way. Secondly, the application of physical activities will promote a better understanding of the topic for students given the fact that they could remember the information and understand its meaning. Thirdly, the application of activities supported visually such as drawings, posters, colorful pictures or even toys will allow them to process the information easily. Furthermore, young students learn better by

seeing and doing what other people around them do. Consequently, the attitude of teachers and their way of expressing and communicating information will influence their learning process. In conclusion, those elements provide a vision about young learners that are very relevant when implementing gamified activities in an EFL class.

Considering this, young learners need a dynamic and attractive learning environment for them to feel more comfortable. As the population of study of the current proposal are young English learners, it is necessary to apply activities in which they can use the foreign language in a communicative way. Additionally, it could be relevant to foster a variety of dynamics where they could practice the main skills (Listening, writing, speaking, and reading) exploring different topics that are related to their daily lives and even their realities. Therefore, they will use English not only to communicate with others but also to acknowledge themselves and the world around them. This is an important element to explore in young learners due to the fact they might go further with this knowledge at the same time as they are growing up and recognizing their role in society.

### **Integrated skills**

Integrated skills are considered as a learning approach that includes the four main skills of language (writing, listening, reading and speaking). Its main objective is to generate spaces where students can use them in different ways but not separately during the activities of the class. According to Pardede (2020), “Integrated skills look to develop students' communicative competence and their ability to use English to gain access to social, vocational, educational, or professional opportunities” (p. 2). Considering this, fostering integrated skills in an EFL class contributes not only to enhance students' English proficiency but also to promote the use of the language in communicative situations that reflect real-life contexts. Hence, this approach enables interaction and fosters social relationships among learners, enabling them to develop meaningful language skills and express themselves effectively.

Furthermore, it is important to mention that there are two types of methodologies to approach Integrated skills in EFL class: Content-based language instruction and Task based instruction. In the first one, students enhance language skills while they are learning the topics of different subjects. Besides, the content that is presented to learners seeks to foster a process of communication while using the language, its complexity depends on the level of each student (Cenoz, 2015). In the second one, the purpose of the class is to follow some procedures to complete a task. In this approach, “the task is considered as a unit of analysis

and emphasizes on meaning without any prior attention to forms. Thus, learners can use any strategies to perform the task and achieve the task goal” (Willis and Willis, 2001 as mentioned in Seyyedi, & Ismail, 2012, p. 2). In view of this, developing integrated skills in an EFL class, learners can effectively use the foreign language in different communicative situations, whether to explore content or complete a task.

In addition, content-based language instruction was applied when the dynamic of the current gamification system was followed. As students were improving their skills in the foreign language, they explored different topics related to self-awareness associated with their daily lives and the reality of their socio-cultural contexts. Accordingly, this project aimed to follow some principles of task-based approach as most of the gamified activities were designed to engage students in accomplishing some tasks such as answering questions, organizing words in a correct order and participating in role play scenarios.

Additionally, the Integrated skills approach has different advantages that shows its effectiveness in the learning process suggested by (Rebecca, 2001). First, it approaches learners to authentic use of the language in communicative circumstances of daily situations. Second, it allows learners to be more natural and express their ideas in a spontaneous way using English. Third, students can rapidly understand the complexity and richness of the language used in the process of communication. Fourth, this approach proves to children that English is more than just a subject to obtain a grade and it is useful for other aspects such as interaction and socialization with others. Besides, teachers can be conscious of the learning process of the class since they are enhancing all the skills. Ultimately, following gamification principles, this approach helps students to be more involved, participative and engaged in the class.

### **Self-awareness construction in an EFL class**

The construction of self-awareness in an EFL class is an important element to consider when self-identity recognition in students is approached for the first time. Thus, “self-awareness involves an individual's assessment of their beliefs, values, internal mental states, physiological reactions, personality characteristics, motives, behaviors, and how others perceive them” (Carden 2022, as mentioned in Salimi & Najjarpour, 2023, p. 2). Based on that, when students acknowledge the characteristics that represent them such as their likes, attitudes, traditions and even in their physical appearance they can be more self-confident. Therefore, they will have the security to accept themselves as they are without worrying

about what other people could think about them. That is why it is necessary to generate spaces where it could be possible to promote self-awareness since they are children.

Furthermore, English could be used to foster self-awareness construction in the class, generating opportunities in which students can be aware of different aspects that characterize themselves in an implicit way. Moreover, they can acknowledge that their own identity is also related to their family, traditions and forefathers, features that should be respected and appreciated. Therefore, they have an impact on their beliefs, behaviors and ways of acting in different situations and in their daily lives. Through school, they can be able to recognize these elements and understand their influence in their lives and how this can represent them (Salimi & Najjarpour, 2023). Thus, they can also be able to perceive the people around them and the space where they live, generating a sense of belonging not only in their school or family but also as part of a community.

The development of self-awareness in the EFL class in this proposal considered different aspects: Firstly, the way students recognize themselves, the characteristics that represent them and make them unique, special and different from others. Therefore, they could respect the differences between people around them. These components allow students to consider the importance and the value that they have as human beings. Secondly, the consciousness that they belong to a community where they share and interact with other people; fostering a recognition of the value of being part of a social group such as the family, school or group of friends and the necessity to follow and respect its rules and principles. Finally, students can acknowledge that they are part of a society that has different cultures, traditions, norms, ways of acting and being that should be respected and accepted.

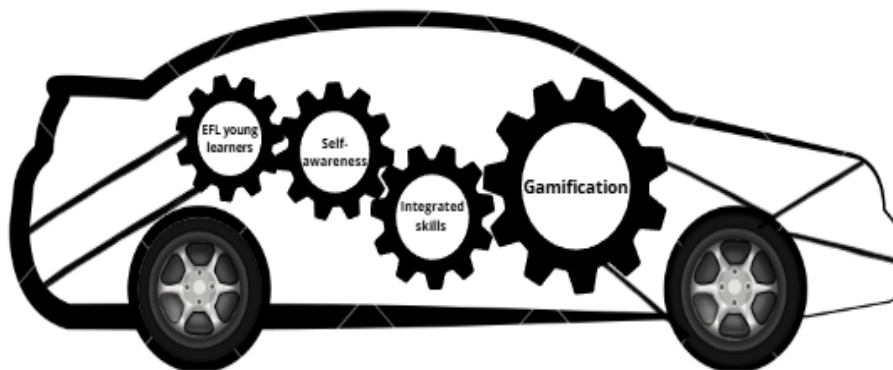
Additionally, the foreign language could be used as a tool that allows students to recognize all these aspects considering English as a means instead of an end. In the classroom and through different activities such as listening recordings, watching videos and reading different texts they can explore the sense of self-awareness in a dynamic way. Therefore, the main components of the language such as phonetics, verb tenses and other grammatical structures will not be the only topics to explore. This shows that the most important thing in an EFL class is not necessarily to learn the main features of a foreign language but how students can use it to communicate. Furthermore, it is relevant to highlight that the development of self-awareness corresponds to the dynamic of this gamified system. Thus, all the activities were designed to explore this topic.

Moreover, promoting self-awareness in the EFL class involves recognizing the relevance of offering learners with several opportunities to develop skills that extend beyond

the academic field and that contribute to their personal advancement. As stated by Banks (2024), “One effective strategy is to cultivate self-awareness among students. Activities such as journaling, mood tracking, or self-reflection exercises help students identify and understand their emotions. Creating a classroom environment that encourages self-awareness leads to better emotional regulation and academic engagement” (p. 1). In line with this, EFL lessons can incorporate various strategies that enable learners to explore different aspects of themselves, fostering both personal and emotional development while contributing to their overall integral growth.

The next visual representation corresponds to a car which shows how the construct of *Gamification*, that is the biggest gear, boosts and activates the other constructs to start the car and make it move forward. In the context of this project, this interaction is reflected in the development of *Integrated skills* within the classroom, the promotion of *self-awareness* as a key topic to be explored, and the enhancement of *EFL young learners’* learning processes. Thus, the car symbolizes language as a means rather than an end, functioning as a vehicle to achieve boarder goals beyond language acquisition itself. Ultimately, since this was an action research project, its main purpose was to generate a transformation in the way students learn English by stablishing connections between the constructs mentioned above.

*Figure 2. Visual representation of the constructs of this proposal*



### CHAPTER III RESEARCH DESIGN

This chapter describes the research design that was used in this project. Moreover, it presents a description of the research paradigm, the type of research, its characteristics, and its importance in the proposal. Also, it shows the different instruments that were applied and the procedures for data collection.

## **Research paradigm**

The research paradigm that was used in this project is qualitative research. According to Merriam & Tisdell (2016) cited in Kamal (2019), “in conducting a study qualitatively, researchers are concerned with identifying how people describe their own experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 2). Using this paradigm, the researcher can get information about people in relation to their feelings, behaviors, opinions and perception of reality. This allows the researcher to acquire deeper information about the aspects that are being studied and provides more elements to analyze in relation to the participants and the population of study. The current project uses a qualitative paradigm because it seeks to describe a phenomenon which is the development of language skills as integrated in a gamified environment considering students’ self-awareness, attitudes, perceptions, abilities and experiences.

Besides, qualitative research is more subjective than objective, different from quantitative research it entails a descriptive analysis instead of a numeric or measurable process (Merriam, 2002). It is important to mention that there are four main features in qualitative research. First, it seeks to understand the perceptions of people about their world and the experiences they have had in certain situations. Second, the researcher is the main instrument for data collection because of its facility of being responsive and adaptive which contributes to the analysis, exploration and interpretation of the information. Third, the process in this research paradigm is inductive, which means that it makes a generalization based on the observation of facts or phenomenon of study. The hypothesis, concepts or theories are built through the information collected. Finally, it is very descriptive due to the instruments used such as field notes or interviews that allow the researcher to make a deeper explanation about the context and the population.

## **Type of research**

The type of research that framed this project is action research. Barcelona (2020) states that, “Action research is a cyclical process that may be used to improve instructional practice, assessment tools, and students' outcomes with focus on specific problems which usually take place in the natural setting of a classroom, laboratory or school” (p. 1). Therefore, it permits researchers to reflect on the educational practice to improve it. They follow a procedure in accordance with a situation to implement positive changes considering the context and the population in which it is developed. Hence, this current project was action

research because it sought to act on a problem evidenced in a school, in this case, the need to improve integrated skills in an English seventh grade class while fostering self-awareness.

Moreover, action research is a process that follows a cycle that repeats to improve practice, acting in a context where researchers monitor the effects of each cycle and its sequence (Tripp, 2005). This cycle is divided into different moments. First, the researcher makes a process of observing the population and the context using different instruments such as field notes. Second, there is a moment of reflection about the aspects evidenced in the classroom to determine the main problem. Third, the researcher begins to design the proposal to solve the problem or to improve the practice in relation to the class. Furthermore, the plan is implemented in a specific context. Finally, there is a process of evaluating the effectiveness of the proposal, recognizing positive and negative aspects to improve and consider for further research.

All in all, through the development of this project all the steps mentioned previously were followed with the aim of offering a suitable alternative for achieving the objectives of the proposal. This was relevant since it permitted the researcher to have a clear idea about the aspects to be implemented to act on the issue. Firstly, by observing students and gathering data through surveys, field notes, an entrance exam, and recordings it was possible to acknowledge the problem in the classroom to be solved. Secondly, by using this information the plan of the proposal was designed and applied in the context, in this case, in the seventh-grade class. Finally, through the information collected the results were evaluated to determine if the objectives were accomplished. Moreover, the evidence demonstrated the effects of the implementation and supported the changes that occurred in the class. All this process contributed to the development of the proposal and to acknowledge its impact on the context of study.

### **Data collection Instruments**

In this project different instruments were used to provide validity and reliability to the data analysis, within a triangulation process. Thus, triangulation is understood as a method that helps the researcher to explore and explain the concept or ideas that are being investigated, using a variety of perspectives to offer a balanced explanation to readers which provides credibility of the data (Noble, 2019). In this study, surveys, interviews, an entrance test, recordings and field notes were used. These instruments were necessary in the current proposal as they allowed the researcher to have different data considering several participants

and media where they were applied. Moreover, they provided a better overview of the problems evidenced in the context and determined the most relevant findings to be analyzed.

**Survey.** A survey is a method of collecting data, it allows the researcher to have a specific perspective about the information that is being analyzed. According to Taherdoots (2021), “surveys are conducted to explore the populations' attitudes, the differences between different populations' behavior and discover the possible changes over time by repeating them in regular time intervals” (p. 25). This instrument is very important to gather information when it comes to field data collection, especially in qualitative research. In this study, two surveys were carried out. The first one, applied in the first semester of 2024, was used to characterize the population of study in terms of socio-economic conditions, level of English and personal attitudes in relation to the class (See Appendix A), and the second one was conducted in the first semester of 2025, with the objective of evaluating the effectiveness of the proposal and implement changes if necessary. (See appendix G).

**Interview.** The interview as a data collection instrument consists of a set of questions drafted by an interviewer, in this case the researcher. Its objective is to collect information about a person or a group of people through different questions. There are three types of interviews in research: structured, semi-structured and unstructured; for this project a semi-structured interview was applied. This kind of interview is organized in a set of open-ended questions determined by the researcher with other questions that emerge from the dialogue between interviewer and interviewee(s) (DiCicco-Bloom & Crabtree, 2006). It is different from a survey in terms of the nature of its answers, since it provides qualitative data and allows the researcher to make a subjective interpretation of it. The interview was applied to the English teacher of the seventh grade with the aim of acknowledging her perspective about the students' learning processes and the class dynamics. Therefore, this information was used to determine the specific problem of the population of study (See Appendix B).

**Field notes.** Field notes are a data collection tool that allows the researcher to have specific information about the population based on the observation. It provides confidence, precision and important aspects of the context to the research for the data analysis. It is an instrument that contains descriptions and interpretations about the phenomenon that is being studied and works as a tool that provides a deeper perspective about the main elements to analyze (Van Gog, 2008). It also permits to identify the process of students, their attitudes, behaviors and performance during the English class and it helps the researcher to identify the research problem. Moreover, field notes were taken during the observation process to determine the problem to be solved and during the implementation to acknowledge the

changes while the proposal was being applied. Furthermore, they were completed in all the sessions along the three cycles, following a format to register the relevant information of each class. (See Appendix C).

**Recordings.** In qualitative research, recordings are an important instrument for data collection, and presentation of data. It gives validity and confidence in the information that is being presented (Penn-Edwards, 2004). It means that this instrument provides objectivity to the proposal because it complements the process of observation and generates security in terms of the details and specific elements of the information. The focus of this project was to work on students' integrated skills while fostering self-awareness, that is why recordings were very important because they gather oral interaction between the participants. By using this instrument, it was possible to register the development and improvement of participants' speaking skills during different class activities where they had to share their opinions and perspectives about specific topics. In addition, the researcher wrote the transcription of all the recordings gathered during the implementation process. (See appendix H).

**Diagnostic test.** Diagnostic tests in qualitative research allow teachers to recognize students' problems and needs in a specific subject. Using this instrument, it is easy to acknowledge the aspects to work on in the classroom and determine objectives of study (Esomonu, 2020). In this proposal, an entrance test was applied to identify the strengths and weaknesses of the participants in the use of English. The type of questions used were determined considering the level that learners should have in that grade based on the curriculum of the school. The entrance test included the four language skills. (See Appendix E).

**Artifacts.** According to Braida (2023), "artifacts are products resulting from actions of making something from something else (...) every artifact is a product of an action that takes something to perform a function or have a role in the course of an action". In this sense, artifacts may include drawings, texts or pictures taken during class (See annex 1). They are relevant to the current proposal because they reflect the creations produced by the participants during the development of the activities. Drawings, main maps, and written pieces demonstrate how learners used English to express their ideas and communicate in different situations. Moreover, they enable the researcher to analyze the collected information and verify if the objectives of the project were achieved or not.

### **Data collection procedures**

The data collection process of this research started on April 3rd, 2024, by sending the consent form (See appendix D) to the participants' parents to inform them about the project and the treatment of the information collected during the development of this study, as well as to ask for their formal permission to allow girls to participate. Subsequently, the observation process started on April 10th of 2024. In every class a field note was completed to register students' performance, attitudes and behaviors throughout the class (See Appendix C). Likewise, during that period a survey was applied to students on April 15th of 2024 regarding their interests, contexts and their relationship with the target language (See Appendix A). Moreover, the teacher's interview was applied in April of 2024 to obtain information about the population of study in relation to their skills and needs in the learning process of the foreign language. (See Appendix B).

Additionally, the implementation of the cycles of the pedagogical proposal began on August 27th of 2024 and concluded on May 28th of 2025. The intervention of the first cycle was developed during the second semester of 2024, while the second one and the first part of the third one were carried out in the first semester of 2025. Throughout this period, various data collection instruments were employed to gather information for subsequent analysis. Field notes, surveys, and recordings were collected across the three cycles as several activities were conducted in the classes.

### **Ethical considerations**

Bearing in mind that the participants in this study were underage, it was necessary to send a consent form to the parents, as mentioned in the previous section, with the purpose of obtaining their permission for each student. This allowed girls to be part of the current study and permitted the researcher to use their information to support the project. Moreover, the identities of learners were anonymous in the survey, and all their answers were kept confidential. As well as in the entrance test, the researcher was the only person that reviewed the information. Besides, some sessions were audio recorded and transcribed, and the transcriptions were used only for academic purposes.

## **CHAPTER IV PEDAGOGICAL AND DIDACTIC PROPOSAL**

In this chapter, the pedagogical and didactic proposal will be presented. First, the visions of curriculum, learning, language, and EFL classroom that support the instructional design are defined. Furthermore, the instructional design and the cycles of implementation of the current proposal are introduced.

### **Vision of curriculum**

The concept of curriculum is usually related to the organization of topics and contents that are established in a class, likewise it is understood as the program planification for a specific subject of a school or university. Nevertheless, there are other social and cultural elements that shape the curricular vision and influence its structure in terms of goals, objectives and students' learning process. Furthermore, the curriculum is designed according to the philosophy, objectives and principles of education that seek adequate human construction. Additionally, it provides a variety of learning activities and experiences in the broadest possible way (Luke, Woods & Weir 2013). Following this idea, the curriculum in this project could be categorized as a social construction that attempts to recognize students' interests and needs in a specific context to structure the learning process. Therefore, self-awareness could be explored as relevant content to be developed throughout EFL classes.

### **Vision of learning**

The current proposal seeks to implement gamified activities with content related to self-awareness construction to develop language skills as integrated. Subsequently, learning is conceived as a process in which experience and interaction with other people in daily life situations take a relevant role. In terms of the learning of a foreign language, context is a relevant aspect to consider due to the way people relate to each other in certain circumstances and influences the accuracy in the communication process (Reese, 2011). Accordingly, the implementation of gamified activities in an EFL class where students can practice English constantly while they enhance language skills as integrated, contributes to the effectiveness of the learning development. Additionally, such activities help students become more aware of their social roles, encouraging them to recognize their contexts and value as individuals, all while they are actively using English.

### **Vision of language**

The concept of language has been explored from different perspectives of analysis in the social and cultural dimensions. In relation to the social component, language is more than

a set of grammatical structures that people must follow to express an idea. In addition, the use of the same language allows people to communicate in an effective way, this fosters the integral construction of human beings (Romaine, 2000). Considering this, language could be understood as a means of interaction in which people relate with each other. Consequently, this concept is relevant to the current project due to it seek to implement gamified activities with content related to self-awareness to develop language skills as integrated. Therefore, the way students perceive themselves and society is a relevant component to consider in this research. Furthermore, language and culture are two phenomena that cannot be separated, they have a direct relation to the construction of people in society (Risager, 2005). Accordingly, language is an elemental feature of culture due to it has been present in humans' life for a long time and has determined the development of individuals in society.

### **Vision of classroom**

Based on the main characteristics of this proposal that follows the principles of gamification, the classroom is perceived as a safe environment that allows students to interact with each other while they are playing and learning the foreign language. Likewise, it is necessary to mention that gamified activities need an environment where students could interact with others and use a variety of tools to improve their English level. Therefore, learners can participate in different activities such as competitions, challenges, cooperative work, and complete physical tasks in a dynamic way. As this pedagogical proposal does not use technology, it is necessary to employ other alternatives for students to achieve specific goals using tangible materials, the environment of the classroom is the perfect space for them to do it. Additionally, Classroom allow not only teachers but also students to learn more about people around them and recognize diversity in a specific context (Goethe, 2018). This is very important for the current proposal since in the classroom students could become aware not only of themselves but of the people around them.

### **Instructional design**

The pedagogical intervention of this research project aimed to follow the principles of gamification in the EFL class to promote the development of language skills as integrated while fostering self-awareness. In accordance with these elements, each lesson plan (See appendix F) designed for this project incorporated activities that engaged students in all four language skills (reading, listening, speaking and writing). Therefore, the proposed tasks included listening to audio recordings, watching videos, writing a variety of sentences to

express ideas and participating in oral production tasks. Furthermore, each lesson plan was structured around fundamental gamification principles such as rewards, challenges and competitions. Moreover, all the lessons addressed topics related to self-awareness construction, particularly the recognition of oneself as an individual and the sense of belonging to a community and society.

In addition, it is necessary to highlight that this proposal was divided into three cycles of implementation (See table 1). Each of them had the objective of providing more participation of students in the classes through the gamified activities. To achieve this purpose, first, students expressed characteristics of themselves and recognized the elements that make them unique and different from others. Then, they acknowledge the importance of teamwork and being part of a community such as family and school. Finally, they shared information about the culture and traditions of their country. In each cycle there were implemented one or more gamified activities in order that students could enhance integrated skills in a dynamic and attractive way, reinforcing their role as humans, as part of a community and of a country. Table 1 displays an overview of the pedagogical intervention implemented in this proposal, considering the lesson plans per cycle, as well as the corresponding objectives, suggested language according to the grade and the skills worked as integrated.

	<b>Lesson</b>	<b>Objectives</b>	<b>Suggested language and expressions</b>	<b>Integrated skills</b>
<b>Cycle 1: The awakening (Each lesson has 2 sessions of 2 hours)</b>	-My avatar: An attractive presentation about me.	-I am able to introduce myself and show the characteristics that make me different and special.	-I live... I have...  -This is my avatar, it is.....	-Writing -Speaking
	-Who am I? I want to know what makes me different from others.	-To recognize who I am and share different aspects of my life. -To determine what makes me special and unique.	-My avatar has these powers...  -My avatar is tall...he/she is shy...He she is interesting.	-Writing -Speaking -Reading

	-What is my objective? I want to know the role I have in this life.	-To learn about different professions/occupations that exist. -To recognize the role I have in my life.	-I want to be a doctor.  -My avatar wants to be an astronaut.	-Listening -Speaking -Reading
Data collection Instruments: Field notes, Survey 1, Recordings, Artifacts.				
<b>Cycle 2: The fellowship</b> (Each lesson has 2 sessions of 2 hours)	-My team: Is It necessary to work with other people?	-To acknowledge the role I have in a team. -To learn the importance of teamwork.	-The elephant and the monkey worked together because..... -The advantages/disadvantages of working in a group are....	-Reading -Listening
	-My school: A second home.	-To determine the significance of school in my life. -To identify the role I have in my school.	-At school students can, could, may, can't  -My school is....	-Reading -Listening -Writing
	-The importance of my family in my life.	-To recognize the role I have in my family. -To identify different kinds of families that exist.	-My family members are .....  -My father is an engineer ....	-Reading -Speaking -Writing
Data Collection Instruments: Field notes, Survey 2, Recordings, Artifacts.				
<b>Cycle 3: The fusion</b> (Each lesson has 2 sessions of 2 hours)	-Let's learn more about the city where I live.	-To discover different tourist places in my city and its importance. -To acknowledge all that my city can offer to me.	-My city is...  -We can find different tourist places such as ...	-Reading -Speaking -Listening
	-What makes my country a special	-To recognize the importance and the	-People there prefer to ...	-Writing -Speaking

	place?	value of the country where I live. -To acknowledge how culture builds identity.	-In Colombia, it is normal ...	
	-The last level: Recognize elements of my own culture and its importance in my life.	-To learn about the culture of my country and its influence in my life.	-They used to .... -We never.... -At Christmas we .... -We can find different	-Reading -Listening -Speaking -Writing

**Table 1. Pedagogical intervention proposal**

### **Cycle I. The Awakening.**

First, this cycle was named *The awakening* because its objective was to generate in students a consciousness about themselves, fostering self-awareness construction in the EFL class. Thus, the main purpose was to generate spaces for students to recognize different elements that make them special, unique and different from others. They could reflect on their role as human beings and the importance and value of themselves. This cycle had three main lessons called: *My avatar: An attractive presentation about me*, *Who am I?: I want to know what makes me different from others*, and *What is my objective? I want to know the role I have in this life*. (See appendix F).

In the first lesson, students created their own avatars that represented them in each of the classes. They had the opportunity to design them as they wanted, and then they made an oral presentation introducing them to the class. They provided to their avatars some characteristics such as powers, strengths, weaknesses, likes, and dislikes that made them different and unique. In addition, students had the chance to ask their classmates some questions related to the main characteristics of their avatars and the reason why they designed them in that way. Finally, students voted for the best avatar in terms of creativity, originality and how attractive each avatar was.

In the second lesson, students provided some information related to their avatars, answering some questions such as: Does your avatar have a family? Where does your avatar live? What can your avatar do with its powers? Does your avatar have an enemy? Why? Moreover, they determined some similarities and differences between their own avatars and those of their classmates. In this exercise they reflected about the importance of being unique,

special and the reason to respect the differences of others. They participated in some activities such as watching a video about professions and their characteristics, reading a text about the need to feel special, and playing a game using flashcards about this topic. Lastly, they wrote the differences and similarities of their avatars and themselves to recognize their own value as human beings.

In the third lesson, students learned about different jobs and professions that exist and their importance in our society. They developed different activities such as listening to audio, completing a crossword and playing a Bingo Game in which they practiced vocabulary about this subject. In addition, they had the opportunity to write about the relevance of different jobs in our lives and what could happen if they did not exist. These activities generated spaces for students to think and reflect about the necessity of some specific roles that people could have in their lives. Furthermore, they chose one profession for their avatars and through a role play they could make the representation of a specific situation where that job was evident. Finally, they had an opportunity to think about the importance of the profession that they chose to their avatars.

## **Cycle II. The Fellowship.**

This cycle was called *The Fellowship* since its main objective was to generate consciousness in students about the importance of belonging to a community and its implications. It is relevant to mention that students recognized the necessity of relating and sharing with other people around them in different environments such as school and home. Based on that, this cycle was composed of three lessons called: *My team: Is It good to work with other people?*, *My school: A second home*, and *The importance of my family in my life*. In the first lesson, students learned about the importance of teamwork. As they are part of a community it is necessary to know how to interact but above all, to respect others.

Additionally, they recognized the advantages and disadvantages of being part of a team. In the second lesson plan, students thought about the influence and importance of their schools in their lives. They recognized that being part of a school means fulfilling some rules that are necessary not only for themselves but also for the people around them. Moreover, through different activities such as videos, texts and oral activities they explored the importance of school in their present and future. Finally, in the third lesson, students reflected on the relevance of their family, its importance and value. They acknowledged the role of each integrant and how they are an important component in the construction of their own development as human beings.

### **Cycle III. The fusion.**

Finally, the last cycle was named *The fusion* because its main purpose was to build on the elements students had explored in the previous cycles, fostering the development of self-awareness, particularly regarding their role as part of a community that shares some traditions and a culture. According to that, this cycle had three lessons called: *Let's learn more about the city where I live*, *What makes my country a special place?*, and *The last level: Recognize elements of my own culture and its importance in my life*. In the first lesson, students learned about different tourist and popular places in their city. They acknowledged that each of them has a story about the main features that represent them and that is related to their culture.

Additionally, in the second lesson, students acquired skills about the most important and significant places in their country. Understanding that one country might have several traditions and cultures that are different according to a specific territory, but all of them are important, and for that reason we need to respect them. In the third lesson, students were able to understand the impact and influence of the culture of their city and country, and its impact on their lives and in the self-construction of human beings. The relevance of them as part of a specific society and recognize the variety of them in different parts of the world. Finally, they could recognize themselves based on all these elements that they have explored in all cycles with the aim of fostering a sense of self-awareness.

## **CHAPTER V**

### **DATA ANALYSIS AND FINDINGS**

This chapter displays the procedures followed for the purpose of analyzing the data collected through the research process of the current proposal. Additionally, it shows the categories of analysis and its due explanation.

#### **Procedures for Data Analysis**

Firstly, it is essential to clarify that in the current proposal the grounded approach was used for data analysis. This method permits us to interpret the data collected and discover the emerging categories. Thus, the information collected systematically is organized to provide an explanation of the phenomena or the problem identified in the field of study. Harris (2015) states, "The term grounded theory reflects the way that the explanation or theory which emerges from the research is grounded or justified by the data collected" (p. 3). Therefore,

the categories of analysis appeared from data itself rather than from the researcher's prior assumptions. As a result, the main categories of this project were determined and defined after gathering the data throughout the process of implementation.

Additionally, this project holds an emic perspective of analysis. This view entails the researcher's active engagement with the participants and their sociocultural contexts, considering the researcher's role not only as an observer but also as a participant. This immersion permits the investigator to accomplish a deeper description in the details of observable actions or events that occur in the classroom (Chapman & Kinloch 2011). In this regard, it was possible to capture the participants' perspectives, actions, and beliefs as essential elements in both data collection and interpretation.

Moreover, it is relevant to highlight how the data collected was organized and distributed during the implementation of this proposal. In the early stage, during semester 2024-1 the information obtained from the students' diagnostic test, the students' first questionnaire, the teacher's interview and the researcher's field notes were organized into different folders. Thereafter, the pertinent data collected in the semesters 2024-2 and 2025-1 was divided according to the different cycles of intervention. They were structured into folder 1: Cycle #1 The awakening, folder 2: Cycle #2 The fellowship, folder 3: Cycle #3 The fusion. Each of them included the data and information collected along the implementation process to be analyzed.

In addition, it is relevant to mention that the process used to gather and analyze the information was inductive. Data analysis following an inductive process allows researchers to identify codes to name what is happening to the data (Wuest, 2012). Therefore, this process involves moving from specific observations to broader generalizations, enabling patterns and themes to be constructed based on participants' responses rather than preconceived frameworks. Eventually, this approach facilitated the systematic organization of the collected information and the establishment of different categories for subsequent analysis and interpretation of the findings.

Ultimately, as the categories of analysis for this project research were stated based on different instruments utilized during the implementation process, it was essential to organize the most relevant findings using the strategy of coding and coloring. Therefore, classifying and coding qualitative data permits us to capture, describe and organize clearly the information that has been collected, reducing ambiguity and redundancy. (Seale, 2004). Hence, to code the information adequately for further analysis, as previously highlighted, in this proposal the data was organized in three folders, each of them corresponding to the three

cycles of intervention. Furthermore, the data collected from the artifacts, recordings, surveys, field notes, questionnaires and interviews was classified inside envelopes and allocated in the corresponding section of the cycle.

Regarding the coloring strategy, this permits the researcher to assign and differentiate categories by using different colors to distinguish them (Clarke & Costall, 2008).

Nonetheless, for this project research, this tool was used to underscore ideas, phrases, concepts, terms, and topics that were repeated in the evidence collected. This process was conducted in the following way: concerning interviews and questionnaires, red highlighter was used to underline students' opinions and points of view in reference to the development of integrated skills in the EFL class, a green highlighter was implemented to select the phrases in which students expressed their perspectives about the gamified activities implemented during the classes. Concerning the artifacts and recordings, the fragments in which pupils evidenced awareness about themselves and their communities expressing their importance and value for them were highlighted with a blue color.

### **Categories of Analysis**

The main objective of the current proposal was to analyze the impact of using a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated in seventh grade. Accordingly, the progress of students and the way they developed the main language skills in the class, applying gamification principles and exploring topics related to self-awareness construction were the main goals of this project research. All in all, based on the analysis of the data collected different categories emerged, and they were organized according to the objectives of this study.

The first category called, *Gamified activities as a pedagogical strategy to foster language skills as integrated*, and the second category named, *the assisting role of gamified activities to construct self-awareness*, both resulted in relation to the first specific objective which was to identify the role of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated. The third category, titled *Influential factors in the implementation of gamified activities in the EFL classroom*, was developed regarding the second specific objective which was to describe students' responses towards the use of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated.

In this manner, for the first category, two subcategories emerged: *Expressing myself by speaking and writing* and *Understanding meaning by reading and listening*; for the second

category, two subcategories were carried out: *Establishing self-understanding of my value as a human being* and *Cultivating a sense of belonging to a community*; and finally, for the last category, two subcategories were also formulated: *Gamified activities: an enriching experience to promote in the language process of a foreign language* and *Class arrangement advantages and drawbacks*.

With the aim of providing a comprehensive account on how the data was analyzed, the following table shows the hierarchical organization of this information.

<b>RESEARCH QUESTION</b>		
What is the impact of using a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated in seventh grade?		
<b>RESEARCH OBJECTIVE #1</b>		<b>RESEARCH OBJECTIVE #2</b>
To identify the role of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated.		To describe students' responses towards the use of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated.
<b>CATEGORY #1</b>	<b>CATEGORY #2</b>	<b>CATEGORY#3</b>
Gamified activities as a pedagogical strategy to foster language skills as integrated.	The assisting role of gamified activities to construct self-awareness.	Influential factors in the implementation of gamified activities in the EFL classroom.
<b>Subcategory #1</b> Expressing myself by speaking and writing.  <b>Subcategory #2</b> Understanding meaning by reading and listening.	<b>Subcategory #1</b> Establishing self-understanding of my value as a human being.  <b>Subcategory #2</b> Cultivating a sense of belonging to a community.	<b>Subcategory #1</b> Gamified activities: an enriching experience to promote in the language process of a foreign language.  <b>Subcategory #2</b> Class arrangement advantages and drawbacks.

*Table 2. Visual representation of the categories resulting from data analysis*

### **Category#1: Gamified activities as a pedagogical strategy to foster language skills as integrated.**

This category explains the assisting role that gamified activities had when helping students to enhance the four English skills as integrated (listening, reading, writing, and speaking). In broad terms, following gamification principles, pupils could participate in different activities where it was necessary to utilize various language skills to complete the task that was proposed to them. Moreover, according to Figueroa (2015) “Gamification learning is basically new but its success in other disciplines made it adaptable to the objectives towards the development of foreign language acquisition” (p. 33). Hence, data showed that providing gamified activities in the EFL class was an appropriate strategy to enhance students' English level and adjust the accomplishment of different tasks to be achieved using language skills as integrated.

This proposal not only enhanced students' acquisition of a foreign language, integrating all abilities, but also provided meaningful opportunities for them to be immersed in the context where it is used. In this regard, Pardede (2020) states, “integrated-skill approach stresses that English is not just an object of academic interest, it becomes a real means of interaction and sharing among people” (p. 8). Therefore, the importance of fostering English skills in an integrated rather than in a separated way lies in the fact that students approach language learning not as an end but as a means. Therefore, they can be able to express their ideas, perspectives, understand meaning in real-life situations and participate in communicative and meaningful contexts.

Thus, to display the data analysis considering the role of gamified activities when fostering language skills as integrated, the following subcategories emerged: *Expressing myself by speaking and writing* and *understanding meaning by reading and listening*.

**Expressing myself by speaking and writing.** This subcategory particularly focuses on students' advancements in speaking and writing production. In this regard, data evidenced that the implementation of gamified activities throughout the classes contributed significantly to the pupils' learning process. Hence, when learners' attention is directed towards contextualized and specific tasks, it can enhance their linguistic knowledge and, consequently, their language production (Gass & Varonis, 1994). Accordingly, the use of diverse gamified activities within the EFL classroom permitted students to strengthen their language skills when completing specific assignments. Moreover, by incorporating tasks with

varying levels of difficulty, learners could practice constantly, which facilitated progress in both speaking and writing production, as noted in the following excerpts:

T-Do you think it is important to respect the differences of other people?  
S#1- Is important because we respect the difference of other peoples.... porque uh we live tog...ether juntos, uhhh we are happy, and we live peace.  
S#2 is important because we have right to be uhhh we want and other people not .... have to attack we.

[Recording #3. First cycle: September 11th, 2024. Lines 1-5]

S#1 I think is important to have good relations in the classroom because this is a second home and we share time with ..nuestros .. our friends and classmates.  
S#2 Tambien...also to live in harmony... we have to respect the classmates if we want that they respect we, working together and collabo...rating in all the activities we not have a reason to fight it is the importance of respecting we classmates in the classroom.

[Recording #5. Second cycle: April 9th, 2025. Lines 2-7]

(.....) It seemed that learners felt more comfortable when speaking, considering the first classes when they had to talk, some of them appeared nervous and made a few grammar mistakes. However, in today's class they demonstrated more confidence in expressing themselves, even though they had some pronunciation mistakes, they were able to delve deeper into their ideas.

[Fiel note #16. Second cycle: March 12th, 2025. Lines 12-16]

The first two samples correspond to recordings taken in an activity in which learners were divided into different groups and the first to answer a question related to the topics of the class could obtain a star. Then, on the board they had to choose a chart with a hidden statement and provide a positive or negative opinion about it, students from the other groups gave points from 1 to 5 to their answers and the group with the highest score won. The teacher addressed these gamified activities to motivate learners to participate in the classes with the aim of obtaining a reward while practicing their speaking. Data illustrated that pupils were able to construct short sentences. However, they had some pronunciation mistakes, they sometimes used words in Spanish and demonstrated insecurity when talking.

Moreover, the previous fragments reflected the advancement that students had in their speaking, particularly comparing their performance from the first to the second cycle. Data proved that learners were able to delve deeper into the ideas and perspectives they have about

different topics instead of just giving a simple answer. Additionally, fostering these activities they had the opportunity to talk about subjects associated with their contexts, for instance, the importance of respecting their partners in the class and accepting other's differences. As these topics were closer to their realities, contexts, and experiences they expressed their ideas with greater assurance.

Furthermore, the tasks proposed in each activity encouraged students to actively engage in the classes, both by obtaining a reward and by assuming a more participative role. As the class environment provided pupils with the space to express their opinions, most learners felt more confident in stating their points and developing them. Additionally, they had the opportunity to start speaking in little groups and then to the whole class. This helped them to lose the fear of talking in front of many people. Likewise, they could be more fluent and were able to construct more phrases, even though they keep some grammar and pronunciation mistakes, there was progress in their performance when speaking as it could be proved in the next fragment:

S#1 Family is important for we lives because parents give money, love and education. We can share special moments, live together and we help, without parent we be alone and sad. For that is important for children to have a family, we have to value and respect them.  
S#2 S#2 Is important necessary because if we, if humans not have family they be alone and they dont have love, parents give all of that for that they are important in humans lifes.

[Recording #8. Second cycle: March 26th, 2025. Lines 1-4]

The previous recording was collected in the last gamified activity of the second cycle in which pupils were guessing who was the classmate of her group that was talking, they had to provide their perspectives about the importance of the family in humans' lives. As evidenced in data collected, learners kept having problems following grammar rules but comparing their performance during the first cycle, at this point they were able to speak with greater clarity and fluency.

Regarding writing, data demonstrated an advancement not only in the amount of information provided by learners but also the way they develop ideas and their English level, as might be appreciated in the next pieces of evidence:


Facts about my avatar 😊	
Does your avatar have family? Who are they? 😊	Mother, father and brother (is so heroes)
Where does your avatar live? 😊	In the castle
What can your avatar do with its powers? 🦸	Help people, is so nice
Does your avatar have an enemy? Why? 😊	Yes, bad boys, she scold

[Artifact #3. First cycle. September 4th, 2024. Student#8.]

Name of the team: Mean girls

Name of the school: Montessori institute

School mascot:



Rules of the school:

- Students might use make up
- Students must dress the uniform
- Students may participate in clubs
- The students might use the (self phone) cellphone
- The students may use accessories with the uniform
- The students can't miss the violence

[Artifact #4. Second cycle. April 23th, 2025.

Group#3.]

- The role of school is to educate humans and prepare them to live in society.
- Yes, we agree, because this will prepare us to have a good future in different aspects, for example, it helps us foster the lifestyle we will have outside of school, another could be to prepare us for university, such as the schedule and organization.

[Artifact #6. Second cycle. May 21st, 2025.

Group#1.]

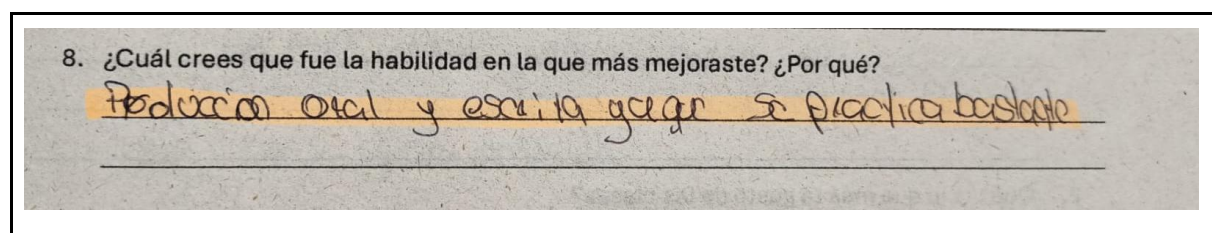
(...) During the activity, some students asked questions about vocabulary, but most of them did not require support with grammar. After reviewing their texts, it is evident that they are now able to structure sentences with specific ideas and connect them in a coherent way. This demonstrates noticeable progress in their writing. Nevertheless, they still need to continue practicing in order to strengthen these skills.

[Field note #18. Second cycle: May 21st, 2025. Lines 14-17]

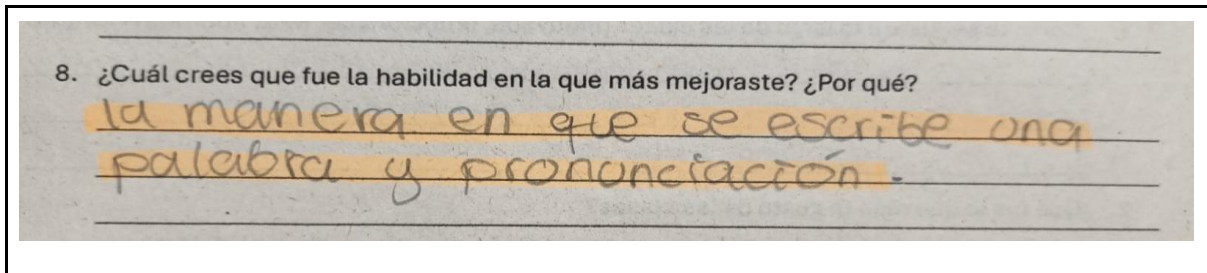
The preceding section exhibited some activities students developed while practicing their writing. In the first sample, corresponding to an artifact taken in an activity from the first cycle in which they had to complete a format to answer some questions related to the facts about the avatar they designed in the class, most of them only wrote short sentences and specific words without details and with grammar inaccuracies. For instance, “help people, is so hero”. In the next assignment, pertaining to the second cycle, they had to propose some rules for their imaginary schools in different phrases to win a start for the most creative idea. In this activity, they were able to construct longer sentences following grammatical structures properly. Finally, in the last section of the second cycle, the first group in connecting different ideas and wrote a short paragraph exploring the topic of the importance of school in society won coins. In this assignment, pupils demonstrated an improvement not only structuring ideas but integrating them in a short paragraph.

Furthermore, these excerpts illustrated the advancements learners achieved in their writing performance when completing tasks throughout gamified activities. Data revealed that learners primarily constructed short sentences without following the proper structure of simple present sentences. Nevertheless, they had continuous opportunities to practice and engage in varying writing activities following gamification principles while addressing topics where they could share interesting facts about themselves. Therefore, they were able to formulate longer and more sentences, demonstrating consistent use of grammar and vocabulary. Additionally, the teacher provided constant feedback, highlighting aspects that required adjustment or correction, which contributed to the improvement of their written production. Although pupils had some grammar inaccuracies, by the end of the second cycle they could compose short and coherent paragraphs, exploring specific topics, following correct structures, and effectively developing their ideas.

Ultimately, the information collected revealed that when implementing continuous activities where learners practiced their writing and speaking constantly and in an attractive way for them, they could be aware of significant progress in their learning processes. These appreciations might be seen in the following part of the second survey:



[Survey #2. Second cycle. May 28th, 2025. Student#12.]



[Survey #2. Second cycle. May 28th, 2025. Student#19.]

These excerpts showed students' responses collected in the second survey addressed to them with the objective of recognizing their perspectives and opinions about their own progress in their writing and speaking when promoting gamified activities. Data proved that most students felt they had significant advancement in these skills.

**Understanding meaning by reading and listening.** This subcategory presents data collected concerning learners' advancements in their reading and listening skills when providing a set of gamified activities in the EFL class. Data showed that learning a foreign language not only enables students to communicate but also allows them to interpret and construct meaning behind what they are engaging with. In this respect, comprehension is necessary for learning processes as it provides bases of construction, reconstruction and changes of understanding (Zapata, 2024). Therefore, by practicing constant listening and reading actively by the gamified activities, learners not only enhance their English skills but also can acquire knowledge and delve into the topics they were exploring.

On the one hand, the next pieces of evidence displayed some examples of the progress learners had in their reading comprehension through the implementation of the cycles of intervention:

**What Makes Us Unique?**

Imagine a world where everyone looked, thought, and acted the same. It would be pretty boring, right? Thankfully, we all have different qualities that make us special and unique! But what exactly makes each of us different? Let's explore!

**1. Our Looks**

One of the first things people notice about us is how we look. Some of us are tall, some short. We all have different skin tones, hair colors, and eye shapes. These differences make us special! Even our fingerprints are unique—no one else in the world has the same fingerprints as you.



**2. Our Personality**

Some of us are talkative and love being around people, while others may prefer quiet time to think and relax. Some people are very adventurous, always looking for new things to try, while others like sticking to what's familiar. Our personalities—whether we are shy, funny, serious, or energetic—make us one of a kind.



**3. Our Talents and Interests**

Each of us has different talents. Maybe you're great at sports, drawing, playing an instrument, or solving puzzles. We also have different hobbies that make us happy. Whether it's reading, dancing, cooking, or gaming, what we love to do helps shape who we are.



The text is an example of how we know the importance of be unique and special to other people and explore our looks, our personality and our talents and interests.


[Artifact #8. First cycle. October 23rd, 2024. Student #8.]

(...) On the other hand, during the writing activity, students were asked to express the main idea of the text they had read. However, some of them simply copied sentences directly from the passage instead of formulating the idea in their own words. This shows that they still struggle to identify and clearly state the central point of a text.

[Fiel note #11. First cycle: October 23rd, 2024. Lines 8-12]

**The Monkey and the Elephant in a Jungle**

In a jungle, there lived two friends: the monkey and the elephant. On an unusual day, there was a little discussion between them about who was better. While the elephant said that it was better to be strong, the monkey considered that being fast and agile was better.



Getting stuck in solving this matter, they went to the wise owl and asked the same question to him. The owl accepted to answer the question only if they accomplished a challenge.

He said that in the challenge they needed to bring a fruit hanging on a tall tree that is far away across the river. This task seemed to be impossible for them, but the owl would answer the question only when he had the fruit.

What happened next was that the monkey and the elephant started their journey to bring the fruit to the intelligent owl. When the monkey reached the river, he discovered that the river was too deep and difficult to cross the powerful currents of water. The elephant saw his friend and asked the monkey to ascend on his back and in this way, they passed the river together. When they reached the tree, the elephant attempted to descend the tree. But the tree was strong and won't shake so the monkey climbed up the tree and obtained the fruit.

He climbed down, lay on the elephant's back and they returned to the intelligent owl with that golden fruit.

The owl then asked, "Who between you both brought the fruit for me?" The monkey said he did it because he climbed the tree and got the fruit, and the elephant said that it was possible because he helped his friend to reach the other side of the river.

The wise owl at this point interrupted in between the argument and said, you both have your abilities and strengths and you both could achieve the objective together.

**Moral of the story** - no one is superior to the other, individually we are not very effective. However, collectively as a team, we can achieve the impossible. All because you used unity at the right time to do the right thing.

**The Monkey and the Elephant in the jungle**

Name of the team: Marvel team

What was the main problem of the story? Explain it.  
the elephant and the monkeys are looking to who are better

What did the owl want to answer the question?  
The elephant and the monkey have to get the golden fruit of the tree

How did the elephant help the monkey?  
To pass the river

How did the monkey help the elephant?  
To climb the tree and get the fruit




What is the lesson of this story?  
together a group can work better but individually is not very effective

Change the end of the story as you prefer. If you want, you can add another character.  
a snake steal the golden fruit but the elephant and the monkey have to work together to recover the fruit and go to the intelligent owl.

[Artifact #5. Second cycle. May 7th. Student#3.]

The first data sample corresponds to an artifact derived from an activity in which students had to read a short text and write the main idea of it in short pieces of paper that were given to their classmates to obtain a start. Nevertheless, as stated in the field note, they only copied the titles of the main sections and combined them in a sentence without indicating the main idea by themselves. This showed that in the first cycle, pupils could not determine the sense of a text and consequently its meaning. In addition, in the second sample corresponding to an artifact obtained during a reading activity developed in the second cycle, data proved that pupils could state that the lesson of the story they read was that when people work in a group it is more effective than individually. This demonstrates their capacity to answer comprehension questions, developing their ideas according to the information provided and understanding the content they were reading.

Moreover, the next evidence illustrated pupils' reading progress in an activity where they had to present their opinions based on a text:

<p><b>The Importance of School in Society</b></p> <p>Hello everyone! Today, I want to talk to you about why school is so important, not just for us as students, but for our whole society.</p> <p>First, let's think about what school really is. School is a place where we learn new things, meet new people, and prepare for our future. It's where we get our education, and education is one of the most powerful tools we have. When we learn in school, we're not just filling our heads with facts; we're also developing skills that will help us in life.</p>  <p><b>Learning and Growth</b></p> <p>In school, we study a variety of subjects—like math, science, history, and language arts. Each of these subjects teaches us something different. For example, math helps us think critically and solve problems. Science teaches us to explore the world around us and understand how things work. History gives us insight into our past, helping us learn from the mistakes and successes of those who came before us. And language arts improve our communication skills, which are essential for sharing our ideas and expressing ourselves.</p>  <p>But school isn't just about academics. It's also a place for personal growth. We learn to work with others, manage our time, and overcome challenges. Group projects teach us teamwork, while presentations help us build confidence. These skills are crucial, not just for school, but for any job we might have in the future.</p> <p><b>Building a Community</b></p> <p>School also plays a vital role in building our community. When we attend school, we come together with students from different backgrounds, cultures, and experiences. This diversity enriches our learning and helps us understand and appreciate each other. It's in school that we make friends, learn to respect one another, and develop empathy. These relationships are important because they create a sense of belonging and support, both in school and in the larger community.</p>  <p>[Artifact #7. Second cycle. May 21st, 2025. Group#3.]</p>	<p>S#1 Humm schools is important for lives because we can share with our friends, learn about many things of life uhhh and explore many things of science and things in general.</p> <p>S#2 I... we consider that schools is important in... building aaa community because we study with others girls in the same class and we learn to ... to respect others.</p> <p>[Recording #8. Second cycle: March 26th, 2025. Lines 1-4]</p>
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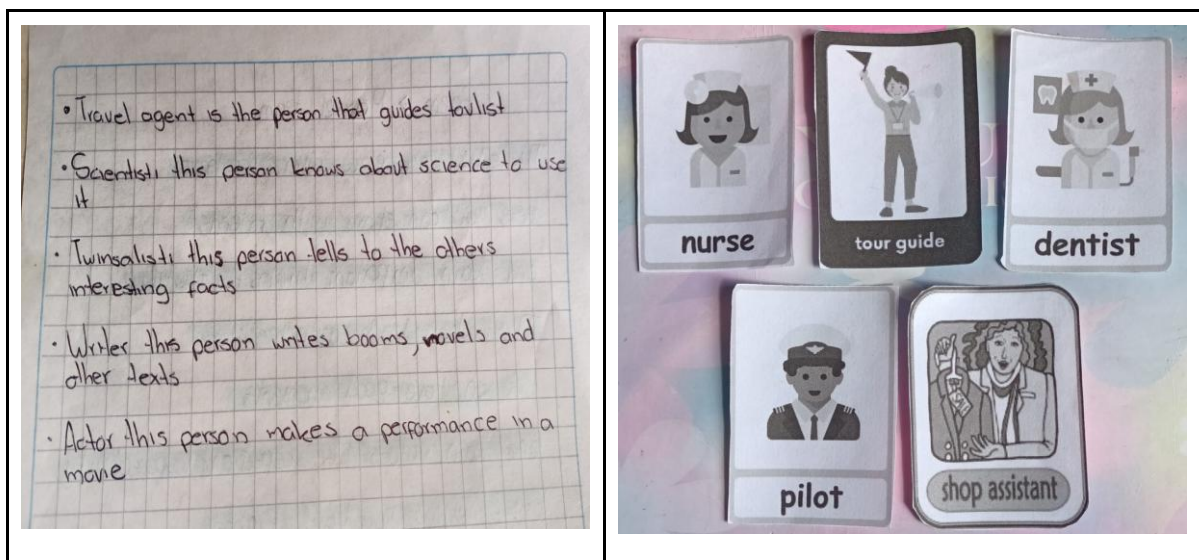
These pieces of data revealed the capacity of students giving an opinion based on the information provided by a text. In this sample, corresponding to an artifact produced as part

of an activity in which learners read about the importance of school in society, some of them expressed their agreement about the fact that school brings benefits for their education. Moreover, they highlighted that it contributes to their social lives and permits them to learn about different things of life in general. Consequently, they demonstrated the ability to understand the content of the text and take a position about it. Ultimately, it is relevant to state that this evidence proved the advancement learners had in their reading, considering their performance from the first to the second cycle. As well, data revealed that gamified activities motivated learners to give better and longer answers with the objective of advancing to the next level.

On the other hand, considering the listening comprehension, data revealed a significant advancement in learners' ability to understand different recordings and watching videos as can be seen below:

(...) During the development of this activity, learners show to have adequate listening comprehension. They proved to be able to understand most of the recording, however they experienced difficulties following connecting speech and recognizing certain vocabulary due to its pronunciation.

[Fiel note #12. First cycle: May 8th, 2024. Lines 11-14]



[Artifact #9. May 21st, 2025. First cycle. Student #11]

This artifact is the result of an exercise in which students listened to a recording about the description of different professions. They were provided with several images of each job, and they had to organize them in the order they were presented. In addition, they had to write

each description on a piece of paper according to the information given. Data revealed that most learners were able to provide a brief description of each profession based on the audio and organize the images in the corresponding order. Here below are some excerpts that showed learners' progress in this skill:

Team's name: Manel team

Based on the video and according to your own opinion, what is teamwork?  
A teamwork is a group of persons that distribute the work in the same part for make a goal

Provide three examples of teamwork, different from those of the video and explain them.  
Doctors, when they do specific works  
firefighters, they need teamwork for save lifes  
in a restaurant for cook a delicious food

What are the main advantages/benefits of teamwork? Explain them.  
Achieve a comun goal with for have a better communication and cooperation, make more easier the works

How do you evidence teamwork in your daily life?  
In the family for clean the house and in school in activities like this

[Artifact #8. Second cycle. May 7th, 2025. Group #4]

Teams' name: Trululu

**The importance of school in society**

Education plays a crucial role in shaping society around the world. It serves as a foundation for personal growth, economic development, and the advancement of civilization. By imparting knowledge, skills, and values, education empowers individuals and communities to thrive. Let's explore why education holds such significance in society.

Firstly, education equips individuals with the knowledge and skills needed to succeed in various aspects of life. From basic literacy and numeracy to specialized fields of study, education provides a diverse range of learning opportunities. This knowledge helps people make informed decisions, solve problems, and contribute in team to their communities.

Furthermore, education promotes social unity. It allows people from different backgrounds to rise above their circumstances and pursue their dreams. Through education, individuals can access better job opportunities and break the cycle of poverty. This not only benefits individuals but also strengthens the economy and reduces inequality within society.

Education also fosters critical thinking and creativity. Students learn how to analyze information, question assumptions, and generate good ideas. These skills are essential for addressing complex challenges and driving progress in various fields, from science and technology to the and humanities.

In addition, education nurtures social cohesion and cultural understanding. As people from diverse backgrounds come together in educational institutions, they learn to appreciate different perspectives and build relationships based on mutual respect. This contributes to a more humanities and inclusive society.

In summary, education is a cornerstone of society. It empowers individuals, fuels economic growth, recognites critical thinking, and promotes social harmony. By recognizing the importance of education, societies can invest in a best future for all.

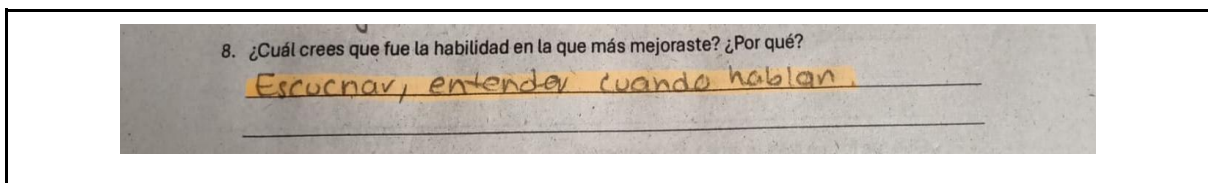
[Artifact #9. Second cycle. May 21st, 2025. Group # 3]

The first sample is an artifact collected in a session in which pupils watched a video about the importance of teamwork. The challenge was to understand it without subtitles, and they had to complete some comprehension questions. Data demonstrated that learners could understand the idea of the video and provide answers according to the information given. For instance, they expressed that one of the benefits of teamwork is that it makes difficult tasks easier and people can achieve specific goals if they work together. Additionally, in the second sample, data showed that students could recognize most of the words that they listened to from an audio, writing them properly and using them in context.

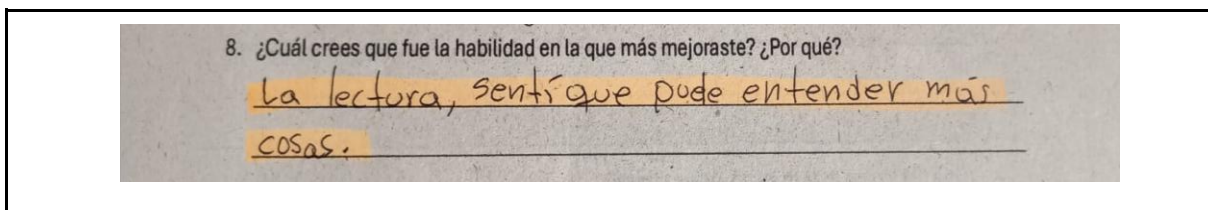
In accordance with that, it is possible to state that learners had an advancement in their listening during the development of this proposal. According to data, in the first cycle pupils could understand most of the content of a recording and provide more information about it. As the gamified activities of those assignments were designed for learners to expand

their ideas more and advance to the next level, most of them were motivated to achieve this objective. Additionally, in the activities of the second cycle, they could answer comprehension questions and take a position based on the topic. This demonstrated their capacity not only to listen to information but comprehend and explore its content.

Finally, as students were immersed in a gamified environment, they were encouraged to enhance their language skills. This claim could be supported by the next fragments that displayed students' responses related to their own progress in both reading and listening:



[Survey #2. Second cycle. May 28th, 2025. Student#12.]



[Survey #2. Second cycle. May 28th, 2025. Student#12.]

These fragments above belonged to learners' answers collected in the second survey where some of them expressed that their listening or reading was the English skill which they improved the most. In the same way, they highlighted the fact of understanding more content at the end of this proposal.

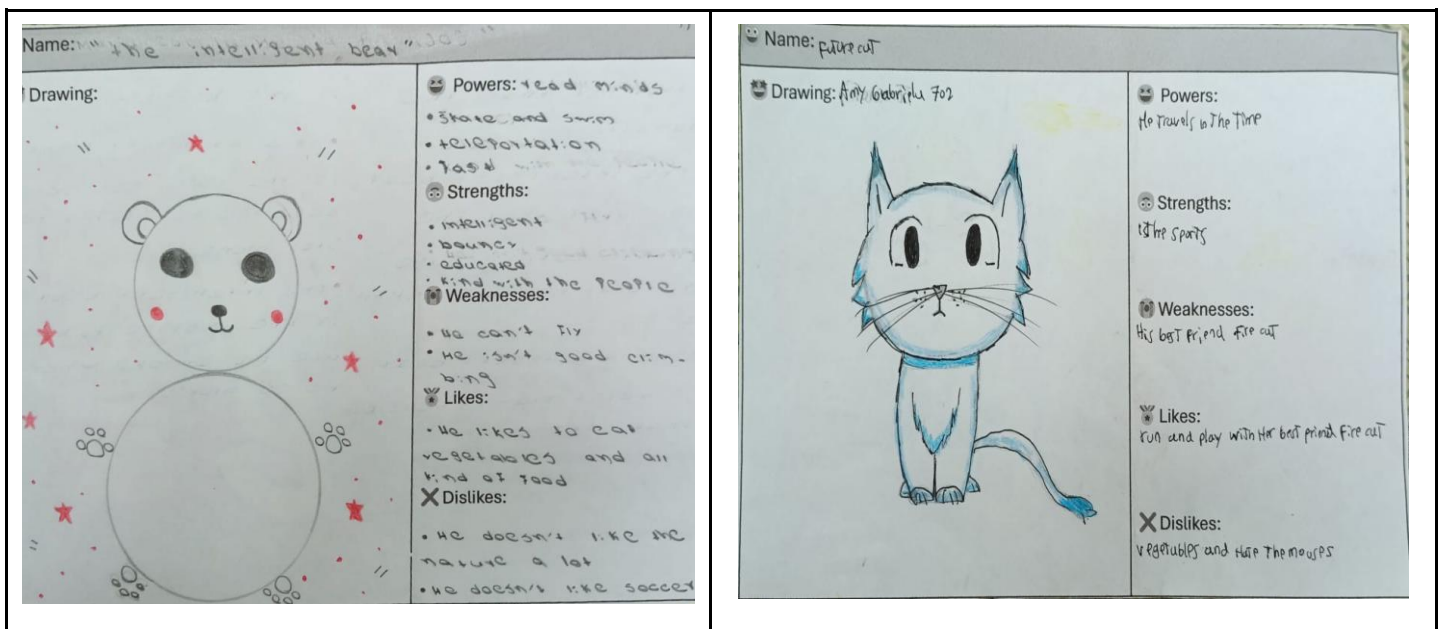
### **Category# 2: The assisting role of gamified activities to construct self-awareness.**

This category presents the assisting role of gamified activities to construct self-awareness in the EFL class. This, regarding all the assignments and tasks learners completed, data showed that gamified activities permitted pupils to recognize the value of themselves as human beings and the relevance of belonging to a community. Moreover, during the implementation of this proposal students had the opportunity to explore different aspects of their own lives, personalities and realities while developing English skills in an attractive way. Additionally, providing gamified activities with deep content during the whole sessions encouraged learners to be engaged and actively participate, giving the opportunity for every student to share their experiences, perspectives and opinions related to the topic of the class.

According to Kim and Takeuchi (2020), “the development of self-awareness is an important issue in any society, because it is relevant to individuals’ subjective well-being. A lack of self-awareness, which is caused by various factors, often results in a reduced quality of life” (p. 6). In agreement with this idea, data proved that the importance of exploring self-awareness in the English class is valuable because it enables learners to reflect about their own lives, appreciate their identity and recognize what surrounds them. In addition, this permits them to use English as a vehicle for personal growth rather than an academic subject to obtain a grade.

Thus, to display the data analysis considering the assisting role of gamified activities to construct self-awareness, the following subcategories emerged: *Establishing self-understanding of my value as a human being* and *Cultivating a sense of belonging to a community*.

**Establishing self-understanding of my value as a human being.** This subcategory presents the findings related to the reflection students made regarding their own personalities, likes, dislikes and attitudes that construct their identities. This to acknowledge the importance and the value they have as human beings. Therefore, when learners are aware of their own identities, behaviors and contexts it is possible to promote the ability of recognizing and respecting those of others (Zacharias, 2010). Considering this, when pupils understand their own value as humans it is possible to foster a sense of mutual respect within their social environment, particularly, with their classmates. Eventually, the information gathered revealed students engaged in self-reflection, as evidenced in the following excerpts:



[Artifact #3. First cycle. September 4th, 2024.  
Student #7]

[Artifact #4. First cycle. September 4th, 2024.  
Student #18]

S#1 My avatar has the power of be invisible hummm and he can travel to all the places that he want hummm also, he are... he is fast an can visit many places. He help people that is poor

[Recording #1. First cycle. September 4th, 2024. Student #1]

These pieces of evidence correspond to artifacts that derived from the first gamified activity of this proposal in which students designed an avatar that represented them in the development of some assignments during the first sessions. The idea was that pupils provided them with some qualities such as powers, strengths, weaknesses, likes and dislikes that constructed their personalities. In addition, they were completely free to create their characters as they wanted. Thereafter, in the last part of the activity, they had the opportunity to introduce them to their classmates and ask some questions about them. Subsequently, pupils further explored the features and interesting information of their avatars with the aim of reflecting on themselves, as can be seen here below:

Facts about my avatar 🤖 Pingu_110?	
Does your avatar have family? Who are they? 😊	No, he is alone because he doesn't like to live together
Where does your avatar live? 🌍	We live in the saturn, mars and mercury
What can your avatar do with its powers? 🦸	Use your powers to conquer the universe
Does your avatar have an enemy? Why? 😡	My enemy is Conny-290? since he prevents me from conquering the universe

[Artifact #5. First cycle. September 4th, 2024.  
Student #7]

My avatar 🤖 and Me 😊	
Name: Sara Agatha Rodriguez #22	
Similarities	he doesn't know how to distinguish bad people well
Differences	He is too affectionate and I am affectionate but not on many occasions

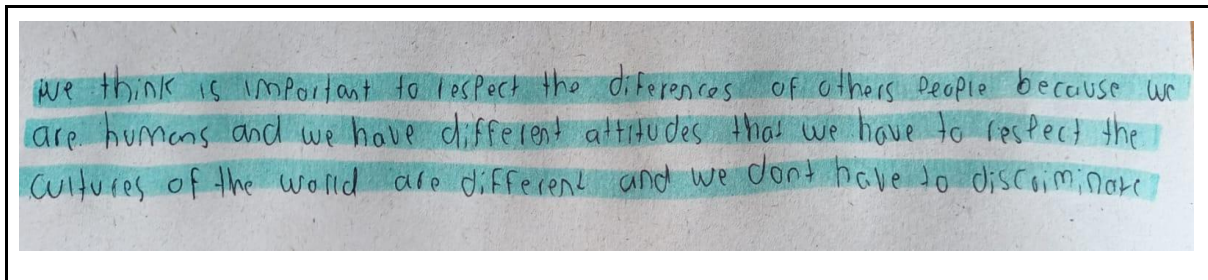
[Artifact #7. First cycle. September 11th, 2024.  
Student #7]

(...) During the development of this activity where students share the similarities and differences between them and their avatars, they could recognize the features that distinguish them from others and acknowledge the importance of valuing their own identities.

[Fiel note #14. First cycle: September 11th, 2024. Lines 7-9]

The previous samples correspond to artifacts collected in some activities conducted after pupils designed their avatars. In the first one, students provided personal information and interesting facts about their characters. In the second one, they determined similarities and differences between them and their avatars, focusing on aspects such as personalities, abilities, preferences and behaviors. In view of that, these activities enabled learners to engage in self-exploration and the main features that represent them while fostering a sense of uniqueness. Hence, designing an avatar was an opportunity for them to reflect on the traits that characterize them and makes them feel different from others. In addition, some of the more reserved learners were able to use the avatar as a medium to express their real selves without exposing their identities or feeling embarrassed about that.

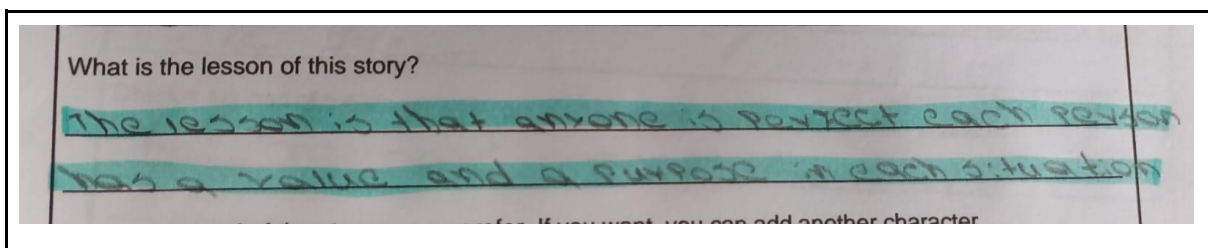
Additionally, students could recognize the diversity of personalities, attitudes and behaviors among people, and the importance of accepting and respecting such differences as a fundamental component of being human. The previous statement can be seen in the next fragments:



[Artifact #10. Second cycle. May 7th, 2025. Student #7]

S#1 I have some behaviours and uhhhh attitudes but ... I... I respect them and I want that other peoples respect my attitudes .. to live good an in peace.

[Recording #4. First cycle. September 18th, 2024. Student #7]



[Artifact #12. Second cycle. May 14th, 2025. Student #11]

The first and second samples showed artifacts obtained from different exercises in which students expressed their opinions about the importance of respecting others. During some activities, they had to share their perspectives about this topic to provide points to their groups. Data suggested that learners perceived mutual respect as essential given that we live in a diverse world where people possess distinct identities that must be acknowledged and respected to foster harmony. Moreover, in the third sample, pupils read a short story about discrimination at school, they had to state the lesson of the text. In addition, data illustrated that students recognized the idea that, as human beings, we are not perfect and, consequently, we should not judge other people. Furthermore, they emphasized that everybody has a purpose in life and a significant value.

Ultimately, these excerpts demonstrated that when learners acknowledged their worth as humans regarding the construction of their own identity, they simultaneously developed an awareness of others' value and the importance of respecting them. Additionally, when learners explored their own qualities, flaws, and different elements that contribute to the construction of their identities, they were encouraged to reflect on themselves and the value they have.

**Cultivating a sense of belonging to a community.** This subcategory displays findings about the reflection pupils made considering the significance of being part of a community. This, to acknowledge the importance of living in society and building relationships with those that surround them. Additionally, when fostering a sense of collectiveness, learners appreciate being part of a group while they acknowledge community benefits for human growth and progress (Trofymenko, 2000). In this sense, when learners reflect on the importance of living in society, they might become aware that other people contribute to the construction of their own identities. Likewise, the data collected demonstrated that students explored the relevance of belonging to social environments that are closer to them, particularly their school and friendship groups. These insights are illustrated below:

The school is a place where you learn  
 here you can share with friends  
 and learn important things for the life.  
 The teachers teach with his lifes  
 You can have good moments  
 and learn values like respect and responsibility  
 but sometimes you have fights  
 but you can, with teachers help you can solve them  
 the teachers are usually able to help.  
 concluding it's a place not only to study  
 assignments  
 it's a temple of the knowledge.

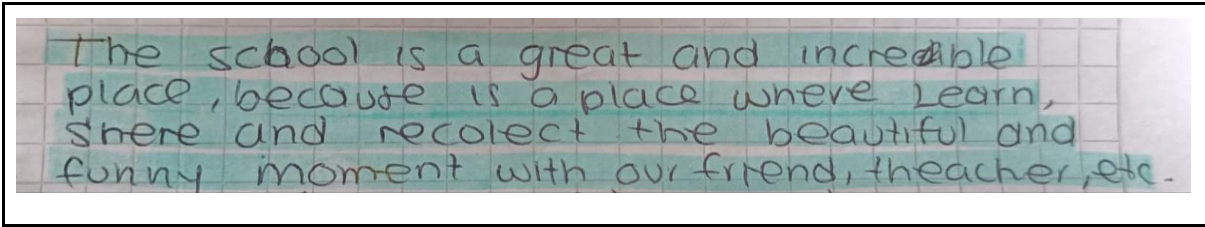
[Artifact #14. Second cycle. May 14th, 2025.  
 Student #9]

School is a place,  
 where we learn and play  
 we go to classes  
 every single day.  
 Our Teachers helps us  
 to read and write,  
 we make new friends,  
 And I have to take a Break.  
 The school is big  
 with room and halls,  
 we run and play  
 in the playground walls.  
 I Love the School.

[Artifact #15. Second cycle. May 21st, 2025.  
 Student #14]

These fragments derived from artifacts obtained during two activities in which students reflected about the role of school in their lives. In the first sample, learners wrote a short paragraph where they had to provide their opinions about the importance of school for them, they had to defend their ideas to not lose a star. During the development of this exercise, most students were not completely sure about how to formulate their answers. Hence, they asked the teacher to give them some suggestions for guiding him. Consequently, they started to articulate their ideas and share some experiences they had in their school and how it has had an influence on their lives. For instance, they expressed that teachers help them to learn different things while they build friendship, enjoy time with their classmates, and explore different values.

In the second sample, pupils participated in a funny competition for the best poem dedicated to their school. Most of them expressed admiration and gratitude for everything they have learnt and lived with their classmates. Then, they read it in front of the whole class with a poetic and romantic tone, this generated an attractive and funny environment for them while expressing their feelings towards their school. Furthermore, the next pieces of evidence illustrated learners' responses regarding the importance of school not only for their lives but for society in general and how it constructs a sense of community:



[Artifact #10. First cycle. May 25th, 2024. Student #18]

S#1 uhh schools is important for lives because we can share with our friends, learn about many things of life uhhh and explore many things of science and ...things in general.

S#2 I... we consider that schools is important in.. building aaa community because we study with others girls in the aaa misma-same class and we learn to ... to respect others.

[Recording #9. Second cycle. May 21st, 2025. Student #12]

In the first sample, corresponding to an artifact collected in an activity in which pupils had to write a sentence describing what school represents for them, some learners used adjectives such as incredible, great and funny to describe it. In the second sample belonged to a recording obtained in an activity where learners expressed their opinions about the relevance of the school for them. The data gathered demonstrated that students acknowledged the importance of school for building a community given that it permits them to interact with other people and learn to live in society. Considering that, it is important to mention that data collected showed the process through which students reflected on the significance school has held in their lives. In addition, throughout the gamified activities, they felt encouraged to complete the tasks assigned to the sessions.

Thus, students could write a text providing their opinions about their school and its relevance for their lives. Additionally, they could acknowledge its role not only for their academic progress but also for their personal growth. As well, they recognized the relevance of sharing the classroom with contemporaries and developed some values such as responsibility and respect among people. Eventually, the activity of the poem permitted them to appreciate special moments, learnings obtained, and relationships they have settled in the classroom. All in all, learners recognized the relevance of being part of a school, understanding its influence on their personal and social lives.

Moreover, during the gamified activities students explored the relevance of teamwork for cultivating a sense of belonging to a community. This concept was addressed to understand the necessity of learning to interact with other people while living in society. This assertion is illustrated in the next excerpts:

S#1 We say together that teamwork is an exclusive for the team Doreen. And teamwork team is essential for staying in connection.

S#2 Maybe when there is a group, in that case all of the people have to participate because it's a grade, it's a grade all of the group.

S#3 Because I better work with others together, when I am in a group.

[Recording #10. Second cycle. May 7th, 2025. Student #21]

What are the main advantages/benefits of teamwork? Explain them.

Benefits help us with communication as well as having various ways of thinking and learning to be more comprehensive

[Artifact #16. Second cycle. May 7th, 2025. Student #13]

What is the lesson of this story?

together a group can work better but individually is not very effective

[Artifact #17. Second cycle. May 7th, 2025. Student #17]

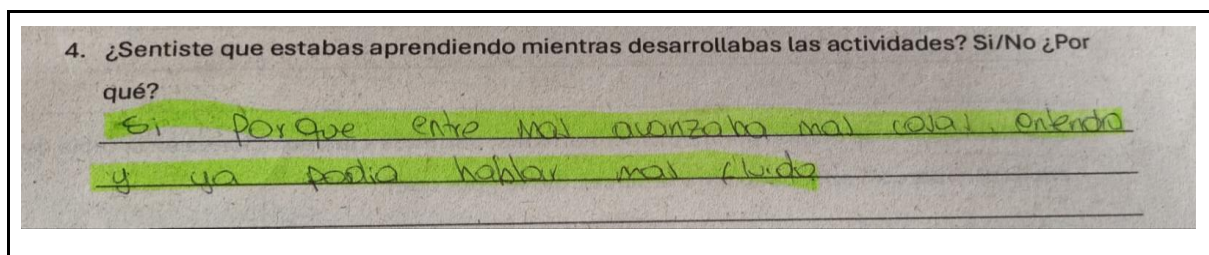
The samples above correspond to artifacts collected in activities in which pupils were provided with different stories and scenarios about bad teamwork and how this affected all the members of the group. Then, they reflected on these situations and shared their perspectives on how to handle situations where it is necessary to manage collaboration and set aside differences to obtain a common goal. Additionally, they expressed that teamwork is more beneficial than working individually, since building positive relationships helps people to achieve specific goals. Moreover, they underlined the need for clear communication and mutual respect in a successful work group.

These pieces of evidence demonstrated that learners acknowledged the importance of teamwork. Through different gamified activities in which students had to work together to complete a task, they had to reinforce different skills such as cooperation, communication and connection with their peers to achieve their objectives. Ultimately, they were asked to apply these principles of teamwork for all the activities where they had to work in groups.

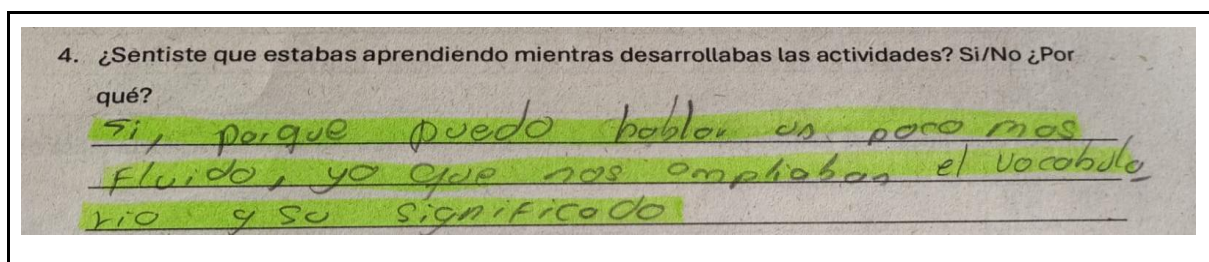
### Category #3. Influential factors in the implementation of gamified activities in the EFL classroom.

This category examines the key factors that affected the implementation of gamified activities in the EFL classroom. The data collected showed students' responses and receptions when developing such activities throughout the foreign language learning process. Additionally, providing a gamified environment in non-game educational contexts generates successful communication between learners while also increasing their participation and motivation to learn (Redjeki, 2021). Accordingly, applying gamification principles together with the incorporation of diverse and engaging components in classroom activities encourages learners to take an active and participative role in the sessions. Ultimately, two subcategories emerged from these assumptions: *Gamified activities: an enriching experience to promote self-awareness in an EFL classroom* and *Class arrangement advantages and drawbacks*.

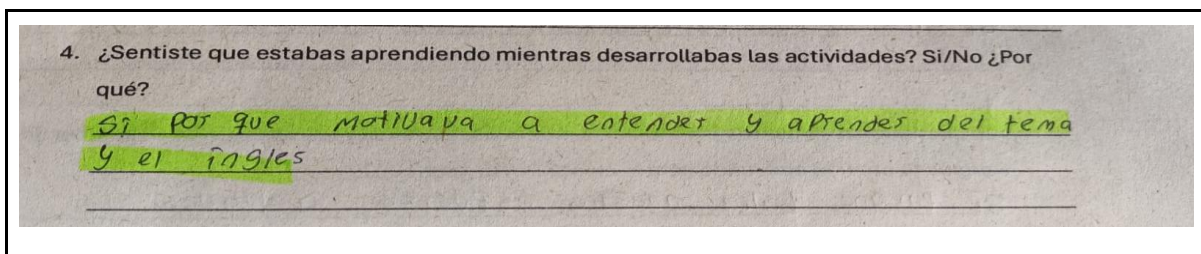
**Gamified activities: an enriching experience to promote in the language process of a foreign language.** This subcategory explores the students' responses concerning their experiences along with the implementation of the proposal. Therefore, it is essential to acknowledge the reception of learners regarding the structure of these activities themselves and the way they supported their academic progress. In addition, it is possible to recognize the significance of such practices within the process of foreign language acquisition. The next fragments illustrated learners' responses about their performance all along the proposal:



[Survey #2. Second cycle. May 28th, 2025. Student#4.]



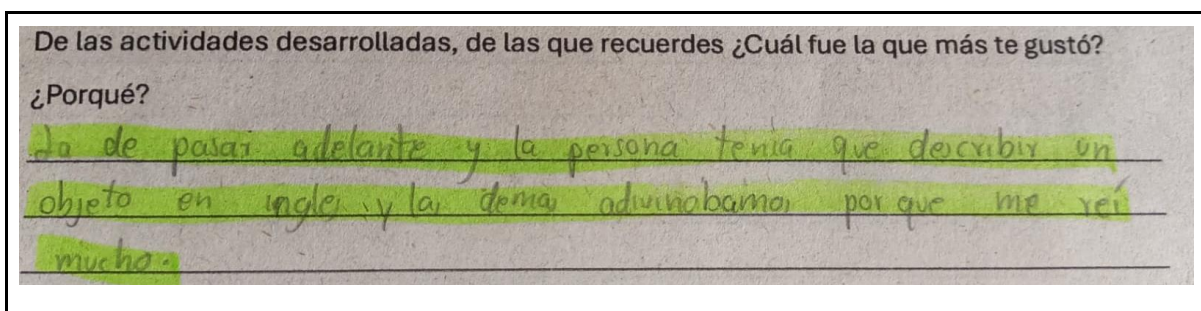
[Survey #2. Second cycle. May 28th, 2025. Student#21.]



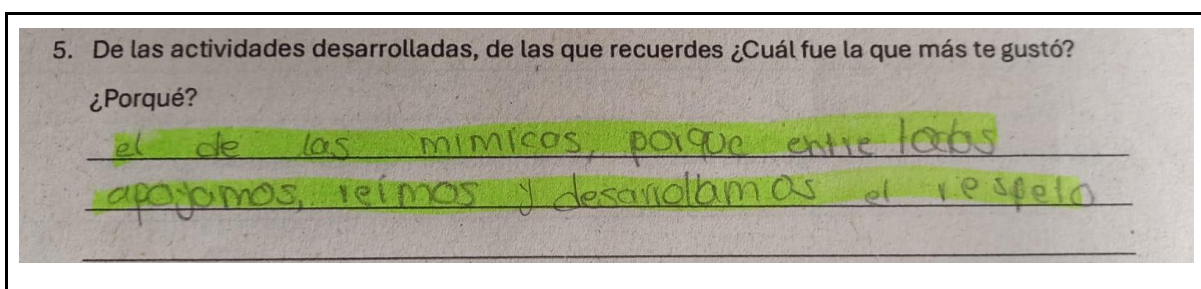
[Survey #2. Second cycle. May 28th, 2025. Student#24.]

These excerpts obtained from learners' responses gathered in the second survey presented their reflections upon their own processes throughout the implementation of the pedagogical proposal. As data showed, most students felt they were improving their English while they were participating in the gamified activities. This proved its effectiveness when enhancing learners' language skills as integrated. In addition, they mentioned that during the sessions they felt more confident when speaking, expanding their vocabulary, and understanding content. Finally, pupils recognized that the more they engaged in the sessions the more they were able to learn and progress.

Likewise, the next fragments illustrated pupils' perception considering the activities themselves:



[Survey #2. Second cycle. May 28th, 2025. Student#7.]



[Survey #2. Second cycle. May 28th, 2025. Student#12.]

5. De las actividades desarrolladas, de las que recuerdes ¿Cuál fue la que más te gustó?  
¿Porqué?

La actividad en la que el nos daba 2 palabras  
y nosotras creabamos las historias

[Survey #2. Second cycle. May 28th, 2025. Student#19.]

These pieces of evidence collected from the second survey displayed learners' responses regarding the assignments that some of them liked the most. Moreover, data proved that learners preferred dynamic and interactive activities where they had fun while they were learning. For instance, student #7 expressed that in her favorite activity some students made the description of an object using the foreign language and her classmates competed to guess it. Hence, in this task they could practice their speaking and listening while using enough vocabulary and appropriate grammatical structures for their classmates to understand them. Ultimately, the activities learners found most engaging followed gamification principles such as competitions, challenges and rewards. As a result, students were more engaged in the classes while learning English in a dynamic and entertaining way. This claim can be supported in the next pieces of evidence:

(...) At the end of the activity some students expressed that they were enjoying the gamified activities and that they would like to have more classes with such dynamics for their learning process in an entertaining way.

[Fiel note #14. First cycle: September 4th, 2024. Lines 9-12]

S#1: I like the classes because they were fun and I ...was learn..learning with many activities. Me reí mucho en algunas clases y a la vez aprendí.

[Recording #11. Second cycle. May 28th, 2025. Student #1]

These fragments were taken from recordings that illustrated learners' perceptions regarding the structure of the sessions implemented throughout this pedagogical proposal. The data revealed that when students were participating in these activities they were learning as they enjoyed the classes and felt engaged.

**Class arrangement advantages and drawbacks.** This subcategory explores the main advantages and disadvantages of providing gamified activities in the EFL class. Thereby, data revealed the benefits of these activities in the learning process of a foreign language according to students' performances. Furthermore, the information collected permits to assess the influence of different components that contributed to the effectiveness of this project including materials, activities and organization. Finally, data showed some limits and drawbacks throughout the proposal.

The next excerpts showed students' feedback on their own process during the implementation of this proposal and their progress in the classes:

Name: <u>Isabella Garcia Argote</u>			
Stage 8 05-02-25 my grade today is 5.0	Stage 9	Stage 10 nota final: 4.5	FINISH
Stage 7 4.0	Stage 6 4.8	Stage 5 4-04-2025 4.5	Stage 4 2-04-2025 4.6
START	Stage 1 5-03-2025 4.5	Stage 2 12-03-2025 5.0	Stage 3 20-03-2025 4.0

[Artifact #17. Second cycle. May 28th, 2025.

Student #18]

Name: <u>Nicolle Shamara Jimenez Rodriguez</u>			
28/05 Stage 8 4.5 good communication and good speaking	Stage 9	Stage 10	FINISH
21/05 Stage 7 3.0 Because no good communication and good lecture	23/04/2025 Stage 6 5.0 good communication in the group	19/04/25 Stage 5 4.0	31/01/25 Stage 4 3.5 pay attention
START	21/05/2025 Stage 1 4.0 Because I managed to understand many things and the situation at the moment of	18/05/2025 Stage 2 4.2 I was able to understand the method because my delay better and pay more attention	26/03/2025 Stage 3 4.3 I liked this order was no longer the last to answer

[Artifact #18. Second cycle. May 28th, 2025.

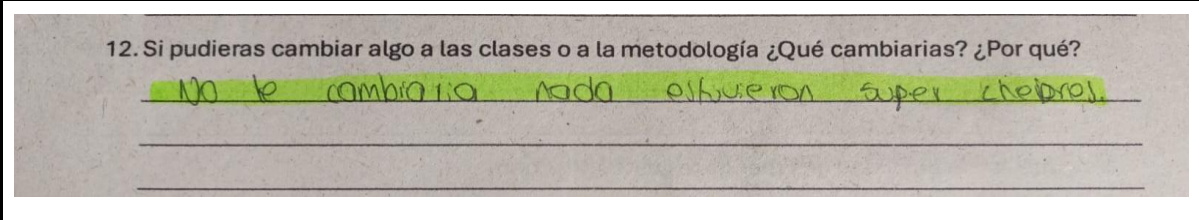
Student #24]

These pieces of evidence taken from an artifact exhibited the self-evaluation format students had from the first day of the proposal to the last one. At the end of every class, they had to provide themselves with a grade for their participation during the activities and write a short reflection about their strengths and features to improve throughout the class. Data revealed that some students could reflect briefly about their own performances during the sessions. For instance, some of them expressed that they must pay more attention to the class and participate frequently. However, there were certain learners that only determined a grade to themselves without giving a specific reason for it.

The activity of the self-evaluation format was relevant in terms of providing learners with the opportunity to reflect about their own development in the class and evaluate themselves. As they had to complete this format at the end of each class, they could

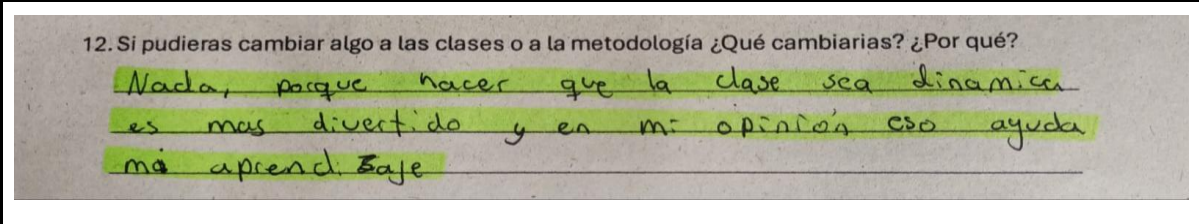
acknowledge the elements to change or improve when participating in the activities. Therefore, the fact that they provide the grade to themselves follows a gamification principle in which individuals receive feedback on their own progress, in this case, of themselves. This fosters autonomy and permits pupils to be aware of their own learning process.

The next samples demonstrated learners' feedback regarding the methodology applied in the activities:



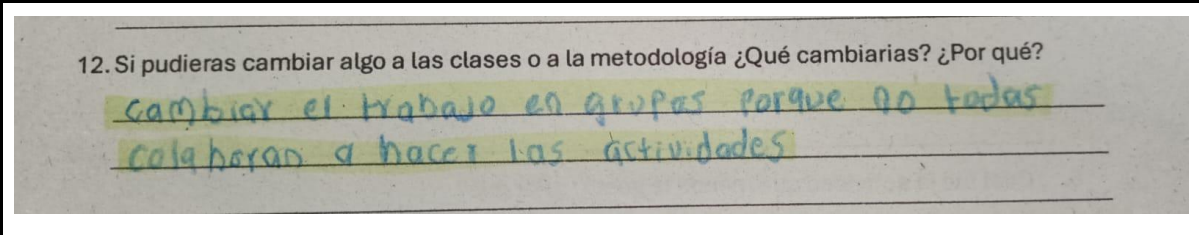
12. Si pudieras cambiar algo a las clases o a la metodología ¿Qué cambiarías? ¿Por qué?  
No le cambiaría nada estuvieron super chéberes.

[Survey #2. Second cycle. May 28th, 2025. Student#14.]



12. Si pudieras cambiar algo a las clases o a la metodología ¿Qué cambiarías? ¿Por qué?  
Nada, porque hacer que la clase sea dinámica es más divertido y en mi opinión eso ayuda más a aprender. Bye

[Survey #2. Second cycle. May 28th, 2025. Student#27.]



12. Si pudieras cambiar algo a las clases o a la metodología ¿Qué cambiarías? ¿Por qué?  
Cambiar el trabajo en grupos porque no todas colaboran a hacer las actividades.

[Survey #2. Second cycle. May 28th, 2025. Student#7.]

These statements belonged to learners' responses gathered in the last survey addressed at end of the second cycle of intervention. In these fragments, learners shared their views on the methodology of the proposal and the components they would have changed. On the one hand, data reveal that most pupils would not have modified any aspect of the classes, as they found them enjoyable and dynamic. On the other hand, some students suggested adjusting specific elements of the class structure, particularly the organization of groups in different assignments, since not all members collaborated to complete the activities.

The next pieces of evidence illustrated learners' opinions regarding the materials implemented in the proposal, particularly the use of rewards such as stars, coins and bills during the activities of the classes:



11. ¿La distribución de puntos por medio de monedas, estrellas y las posiciones en la tabla de equipos te pareció adecuado para la clase? Si/No ¿por qué?  
 Si, porque dependia de que tanto habian aprendido los grupos

[Survey #2. Second cycle. May 28th, 2025. Student#13.]

11. ¿La distribución de puntos por medio de monedas, estrellas y las posiciones en la tabla de equipos te pareció adecuado para la clase? Si/No ¿por qué?  
 Si, pone una meta para cada clase, actividad y para todo.

[Survey #2. Second cycle. May 28th, 2025. Student#16.]

These fragments taken from the second survey displayed learners' opinions regarding the use of rewards during the activities. Over the course of this proposal, when students completed a specific task they received coins, bills or stars according to the activity. Additionally, the progress of each pupil and group was registered in a table position that was adjusted according to the performance of each participant. Data revealed that students considered these components as appropriate for the proposal as they motivated them to achieve a goal and accomplish the activities in an attractive and engaging way.

In this chapter, the analysis of the data and the findings collected in the implementation process of this proposal were defined. The main categories referred to Gamified activities as a pedagogical strategy to foster language skills as integrated, the assisting role of gamified activities to construct self-awareness and influential factors in the implementation of gamified activities in the EFL classroom. These categories were explained and supported with fragments and pieces of evidence taken from the data collected through the instruments applied during the intervention process of this proposal. This demonstrates the effectiveness of providing gamified activities in the EFL class with content related to self-awareness to enhance learners' language skills.

## **CHAPTER VI**

### **CONCLUSIONS AND IMPLICATIONS**

This chapter presents first, the conclusions of the current study that emerged from the data analysis procedures conducted; second, the implications for the school, the English teachers, the participants, and the pre-service teacher and novice teacher who led this project, that arose from the implementation of the proposal. Finally, limitations, and the components to consider for further research will be presented.

#### **Conclusions**

The current pedagogical proposal was a qualitative study whose main objective was to analyze the impact of using gamified activities with content related to self-awareness construction to approach EFL skills as integrated in seventh grade. Thus, this study was guided by the following research question: What is the impact of using a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated in seventh grade?

Considering the general objective and the research question established, two specific objectives were stated. The first one was to identify the role of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated. The second one was to describe students' responses towards the use of a set of gamified activities with content related to self-awareness construction to approach EFL skills as integrated.

As a respond to the first specific objective, data revealed that gamified activities with content related to self-awareness construction was a pedagogical strategy to foster English language skills as integrated in an EFL class. The information collected revealed that

providing the EFL class with gamified activities enhanced learners' language competences. Thus, each activity was designed for students to complete a specific task using language skills as combined rather than in a separate way applied in real-life scenarios. In addition, they could explore a variety of topics related to their contexts and realities. This enabled them to be confident and better express themselves when writing, talking with others, and sharing their perspectives about a topic, aspect which was evidenced throughout pupils' artifacts and recordings.

Moreover, data revealed that learners felt encouraged to actively participate during the classes, recognizing the importance of learning English not only to obtain a grade but to use it in different communicative situations throughout their lives. In connection with this, most students were able to achieve the goals proposed in each activity, progressively practicing and improving their language proficiency to obtain significant advancement. This demonstrated the relevance of addressing these kinds of activities in English teaching while promoting the interconnected development of linguistic skills, fostering its application in authentic and meaningful contexts.

Additionally, data suggested that the use of gamified activities promoted in students a deeper sense of self-awareness as individuals, as part of a community, and as members of a society. The information gathered showed that learners had the opportunity to reflect about their purpose in life and the features that made them different from others. Thus, they acknowledged their strengths and weaknesses, which encouraged them to reflect about what they can change to become a better person. Moreover, data showed that as they developed all the activities in the same groups throughout the sessions, they could recognize the importance of working together with other people to achieve a specific objective. This experience showed them the value of living in a society where people become stronger when they collaborate with each other. Lastly, students learned the significance of being part of a society that shares different traditions, behaviors and attitudes that represent them and construct their identity.

In response to the second specific objective, the information collected demonstrated that students' responses towards the use of a set of gamified activities with content related to self-awareness to foster language skills were both positive and negative. Considering the positive perspectives, data showed that learners perceived these activities very useful, dynamic, engaging and necessary for their learning process. Hence, following gamification principles while addressing topics related to self-awareness was relevant since it permitted them to acquire meaningful learning not only of the target language but of themselves. In

addition, they were encouraged to use English in different situations to complete the tasks proposed in the classes. Regarding the negative perspectives, some learners disagreed with the fact of working most of the time in groups since not all students collaborated in the development of the classes. However, they appreciated the organization of points using coins, bills and stars because data proved that learners enjoyed this approach and encouraged them to participate.

Finally, this pedagogical proposal not only aimed to enhance students' skills as integrated through the implementation of gamified activities in the EFL class; it also promoted learners to recognize different features that contribute to the construction and recognition of themselves. Furthermore, following gamification principles, it was possible to apply a different pedagogical strategy in the teaching process of a foreign language. This allowed pupils to take an active role in the classes and in their own educational advancement. Considering the main language skills, students had the opportunity to practice them throughout the activities in a contextualized and unified way. Furthermore, during the pedagogical intervention learners demonstrated to have progress in their learning process, as classes continued, they became more confident to speak and active to participate. This proved the effectiveness of providing gamified activities in the EFL class to enhance learners' language skills while learning in a dynamic and attractive way.

### **Implications**

During the implementation and development of the current project research there were several implications that emerged in the process. First, for the institution where the proposal was applied. Second, for the participants who were part of the project. Finally, for me as a researcher and pre-service teacher who implemented this proposal.

Firstly, it is necessary to describe the implications for the school where this project took place. To start, it is important to highlight that the use of a set of gamified activities as a strategy to develop integrated skills with a construction of self-awareness in an EFL class entails having technological instruments to use in different classes. Therefore, the use of certain devices such as a computer, a sound player, a tv and a video projector were necessary to carry out some of these activities. However, the school did not provide all these resources during several classes as they were used by other teachers. Consequently, the school needs to ensure complete provision of technological resources in an EFL class environment to effectively supply students' learning processes.

Another significant implication that emerged during the implementation of this project was the scheduling of class hours and lesson planning. Throughout the intervention period of this proposal, the school organized different activities for special events that required students' attention and participation which included Language week and English day, among others. Consequently, in many classes students were distracted as they were focused on preparing tasks for those celebrations. In addition, as a pre-service teacher, I had to re-structure the topics to be covered and the time of the classes correctly since learners required additional class time to plan and complete their activities for those events. Therefore, class time and the appropriate organization of schedule during important school events need to be taken into consideration.

Moreover, it is relevant to describe the implications related to head teachers at the school because during the observation process it was evident their preference for traditional teaching methods focused on grammar, most of them relied on gap-filling exercises and mechanical learning. This finding suggests the need for continuous reflection in three key aspects: first, about the incorporation of alternative pedagogical approaches in the process of foreign language acquisition that fosters interaction and active participation of learners; second, the recognition that English class environment could be used not only to learn the language itself but to promote cultural and self-awareness construction; and third, the considerations of alternative strategies that enable learners to take an active role in their learning process.

Furthermore, there are some implications for the participants in this project which should be examined. First, it is essential for students to recognize that learning a foreign language requires constant practice and self-discipline. Since they are not immersed in an environment where English is used, it becomes crucial for them to engage regularly with the language to enhance their communicative skills. In addition, they should be familiar with the wide range of technological tools available to support language learning in a dynamic and engaging way, such as watching videos, series, listening to music, and using interactive platforms that simulate real-life situations, among others. Furthermore, they need to understand that the learning process cannot be achieved only by the teacher, it entails individual commitment, responsibility for completing tasks, and active participation during the classes.

In addition, the development and implementation of this project carried several implications for me both as a researcher and as a pre-service teacher. First, integrating gamification principles within the classes to generate an attractive environment for learners

required maintaining the academy training of the subject matter. Thus, all the activities and games had to be designed not merely for entertainment, but to guide learners to accomplish specific tasks using English. Moreover, the structure of the classes needed to promote active participation, providing opportunities for students to express their ideas, share opinions with peers, and allow them to take ownership of their learning processes. Therefore, every assignment was developed considering the large number of students in the classroom and the limited time available in each session.

Furthermore, a key implication for me was becoming actively involved in monitoring the progress of each student. As there were more than 30 pupils, I had to plan the activities, design the materials and organize sessions with the aim of creating diverse opportunities to observe, provide feedback, and support each learner's instructional process. This entailed appropriate organization of the classes as well as the classroom environment. Moreover, I arranged the class into different groups for every class to acknowledge the individual progress of each student, considering their progress into the groups.

All in all, for the success of a proposal as the current one, it is necessary that all the people immersed in the context be open and eager to improve EFL learning processes.

### **Limitations**

Throughout the implementation of the different cycles of this proposal, several limitations emerged in this process. The first limitation was that the development of many activities took more time than was expected, this required a reorganization of the lesson plans and a redistribution of the instructional hours of the different topics to be explored. As a result, it was not possible to accomplish the hole last cycle of the project. However, I adapted certain lessons by integrating multiple activities within a single session to ensure the complete implementation of the cycles.

The second limitation was related to head teacher at the school because at the beginning of the proposal she expressed notable disagreement with the implementation of gamified activities applied in the EFL class. Moreover, she highlighted the importance of demanding learners to be responsible and do not distract during the development of the assignments. As the activities provided interactive dynamics where students participated in different games and the sessions were not grammar center, the teacher expressed her indifference. However, as the proposal was addressed, the head teacher acknowledged the approach followed by the pre-service teacher to enhance learners' language skills while applying gamified activities.

The third limitation was the attitude of some students during the sessions. As the class environment was reduced in terms of learners' positions, some of them started to talk with their classmates while the teacher was explaining the activity or the topic. Consequently, I had to make several calls for attention and manage the environment of the class when they were not paying attention to the sessions' topics. In addition, during the period pupils were working in groups, some of them did not collaborate with their classmates to complete the assignment. This generated a little inconformity in some students as the grade obtained was determined to be the same for the whole group.

Ultimately, there was a lack of support from the school in assisting me with the preparation of class materials. I supplied physical resources for the sessions such as flash cards, worksheets, letters soup, crosswords, and other activities. Therefore, I had to cover the costs of these materials, which was a little bit difficult for me as there were many students, and I did not have enough economic resources to provide all of them. Nonetheless, these challenges reinforced my adaptability and problem-solving skills. In addition, I had to learn how to manage limited resources creatively and prioritize the most relevant elements for each session.

### **Further research**

This project research aimed to accomplish a general objective which was to analyze the impact of using gamified activities as a strategy to develop integrated skills with a construction of self-awareness in an EFL class. This aim was assumed to enhance learner's integrated skills with self-recognition, following gamification principles during each class. Furthermore, along this research project, I seek to minimize technological tools throughout the gamified activities such as apps and interactive platforms. Therefore, it would be interesting to expand this proposal by using technological tools for creating the gamified environment of the class. Additionally, exploring different topics related to cultural awareness would be an attractive project to implement while looking to enhance learners' integrated skills.

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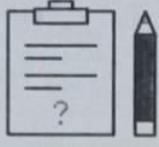
# APPENDICES

## APPENDIX A: Students' survey

 UNIVERSIDAD PEDAGÓGICA NACIONAL

### Encuesta

Buen día, soy Gerson Atara estudiante de la Universidad Pedagógica Nacional. Me gustaría que me ayudaras a responder las siguientes preguntas las cuales serán de gran importancia para mi proyecto de investigación. Es importante mencionar que solamente yo voy a ser el encargado de revisar esta encuesta por lo que todas las respuestas se mantendrán bajo confidencialidad.



1) ¿Qué edad tienes? 12

2) ¿Dónde naciste? Bosota D.C

3) ¿Con quién vives? Papá/mamá / 2 hermanos mayores

4) ¿Dónde vives? Modelo Norte

5) ¿Tienes acceso a internet en casa? Marca con una x la respuesta  
Si  No

6) ¿Con quién pasas la mayor parte del tiempo en casa? mamá/papá/ hermanos

7) ¿Te gusta el inglés? Si  No  ¿Por qué? Porque es importante

8) ¿Realizas alguna actividad en la que hagas uso del inglés? Puedes marcar más de una opción.  
Leyendo textos/libros \_\_\_\_\_  
Escuchando música   
Viendo videos/Películas/series \_\_\_\_\_  
¿Otra?   
¿Cuál? Ciertos videos de shorts

9) ¿Consideras importante aprender inglés?  
Si  No   
¿Por qué? Para abrirme Puertas a Posibilidades de Estudiar / Trabajar

10) ¿Has tomado clases de inglés fuera del colegio?  
Si  No   
¿Dónde? \_\_\_\_\_

11) ¿De las siguientes actividades en inglés en cual te consideras buena? Puedes marcar más de una opción.  
Escribiendo  Hablando  Escuchando \_\_\_\_\_ Leyendo \_\_\_\_\_  
¿Por qué? CREO QUE ES lo más importante

12) ¿De las siguientes actividades en inglés, en cuales no te consideras tan bueno?  
Escribiendo \_\_\_ Hablando \_\_\_ Escuchando  Leyendo \_\_\_

¿Por qué? la Pronunciacion de otros no la entiendo

13) ¿Qué actividades realizas en la clase de inglés? Puedes marcar más de una opción

Desarrollo de guías de gramática \_\_\_  
Actividades con videos \_\_\_  
Sopas de letras \_\_\_  
Actividades con libros \_\_\_  
Juegos \_\_\_  
Otro

¿Cuál? oraciones con reglas

14) ¿Qué otras actividades te gustaría hacer en la clase de inglés?

aprender  
Palabras

15) ¿Qué materiales utilizan en la clase de inglés?

Guías de trabajo \_\_\_  
Videos \_\_\_  
Recursos en línea \_\_\_  
Recursos digitales \_\_\_  
Textos \_\_\_  
Otro

¿Cuál? cuaderno y lapiz

16) ¿Cómo prefieres trabajar?

Individualmente   
En parejas \_\_\_  
En grupos \_\_\_

¿Por qué? me gusta como lo trabajo

17) ¿Consideras que tienes buena relación con tus compañeros?

Si  No \_\_\_

¿Por qué? nadie se mete conmigo

18) ¿Qué te gusta hacer en tu tiempo libre?

escuchar musica y  
jugar volea

19) ¿Te gusta hablar en inglés en la clase?

Si  No \_\_\_

¿Por qué? es chevere

GRACIAS POR TU  
PARTICIPACION



## APPENDIX B: Teacher's interview



### Proyecto De Investigación Entrevista docente

- 1) ¿Cuánto tiempo lleva enseñando inglés ?
- 2) ¿Cuanto tiempo lleva trabajando en la institución?
- 3) ¿Qué tipo de actividades lleva trabajando en la institución?
- 4) ¿Qué materiales utiliza en sus clases de inglés?
- 5) ¿Cómo considera que es la relación entre las estudiantes? ¿Positiva/negativa?  
¿Porqué?
- 6) ¿Cuales considera que son las fortalezas de las estudiantes en el área de inglés?
- 7) ¿Cuales considera que son las debilidades de las estudiantes en el área de inglés?
- 8) ¿Cómo trabajan mejor las estudiantes: en grupo o de forma individual?
- 9) ¿Cuál considera que es el mayor reto de las estudiantes en este curso?
- 10) ¿Existe algún proyecto que se maneje en el área de inglés? ¿En qué consiste y cómo fue su proceso?


## APPENDIX B: Teacher's interview sample

<b>Teacher's interview</b> <b>Teacher's name:</b> Adriana Chacon <b>Date:</b> May 27th, 2024	
Questions	Teacher's answer
1	Llevo alrededor de 25 años enseñando inglés. En mi formación hice un pregrado en licenciatura en inglés y una maestría en la enseñanza de la lengua extranjera en la universidad distrital.
2	Llevo alrededor de un año trabajando en esta institución, sin embargo al inicio de este año tuve un accidente del cual recibí una incapacidad de 3 meses en los cuales me desconecte del proceso de las niñas, el año pasado estuve en el área de español y este año estoy en Inglés.
3	En las clases de inglés suelo implementar actividades de Listening, Reading donde les doy a las niñas textos informativos y narrativos. Siempre he tratado de desarrollar las 4 habilidades durante la mayoría de las clases.
4	El material principal que utilizo en la clase son textos de guías de los cuales obtengo la mayoría de las actividades de lectura y escritura. Los temas de los libros suelen estar relacionados con temas como el cuidado del medio ambiente o la importancia del trabajo en equipo.
5	Considero que la relación entre las estudiantes es positiva, la mayoría de ellas se tratan con cordialidad aunque eso sí es algo que varía de cada grupo, cada una se junta con las suyas y en sus propios grupos se relacionan de diferentes maneras.
6	Considero que la lectura es el punto más fuerte, es la habilidad en que las chicas demuestran tener mejor nivel no solo en términos de la lengua sino también de confianza, algo que se ha evidenciado mucho en las actividades que les dejé en la clase.
7	La habilidad en que las chicas presentan más dificultades es en la comprensión oral, cuando les pongo algunos audios de conversaciones las chicas demuestran no tener el nivel adecuado para comprender oraciones y frases por lo que considero es importante trabajar más en esta habilidad.
8	Considero que las estudiantes trabajan mejor en grupo ya que aquellas que presentan más dificultades reciben el apoyo de las que tienen mejor desempeño, incluso he evidenciado que varias alumnas entienden mejor un tema cuando se los explica alguna compañera.
9	Creo que el principal reto que presenta este curso es desarrollar adecuadamente las 4 habilidades del inglés, es de gran importancia poner más en práctica el desarrollo del inglés, por ello es de gran importancia implementar más actividades lúdicas en vez de que las estudiantes solamente copien frases de textos y guías.
10	En esta institución los profesores de inglés planearon una actividad llamada "Spelling B" que consiste en hacer concursos de pronunciación de ciertas palabras donde chicas de varios cursos compiten por obtener un premio.

## APPENDIX C: Field notes sample

<b>Field note:</b> #16 <b>Date:</b> 26/03/25	<b>Time:</b> 2 hours. 11:40 am- 2:00 pm
<b>Resources:</b> Use of the board / format to answer questions.	
<b>General objective:</b> To recognize the importance of being part of a community	
<b>Description:</b> The teacher started the class by asking the students the following questions: Do you think it is important that a human goes to school? Why? What do you think is the relation between education and school? The teacher asked students to organize the teamworks and he will provide them with a text titled "The importance of school in society". They had 10 minutes to read it. Then, the teacher asked students the following questions in different rounds: what are the 3 reasons why school is important presented in the text? Why is school important for learning and growth? Why is school important for building a community? Why is school important for preparing for the future? It seemed that learners felt more comfortable when speaking, considering the first classes when they had to talk, some of them appeared nervous and made a few grammar mistakes. However, in today's class they demonstrated more confidence in expressing themselves, even though they had some pronunciation mistakes, they were able to delve deeper into their ideas. Finally, the teacher provided students with a format, and he made a brief explanation of the use of modal verbs. Then he asked students to create a list of rules that they would implement if they were teachers in a school and then they had to explain to their classmates why they chose them. They used one modal verb in each sentence.	
<b>Commentary / interpretation:</b> During this class, it was possible to state that students had shown to have had progress in their speaking and reading skills. In the section where they had to answer some questions, they felt more comfortable, sure and motivated to participate. This proves that when there is a topic that permits students to reflect about something that is close to them, such as their lives and relations at school, it motivates them to participate and take an active role in the whole session.	

## APPENDIX D: Consent form

 UNIVERSIDAD PEDAGÓGICA NACIONAL	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

### AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

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](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, 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 sensibles<sup>2</sup> 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.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamamos@pedagogica.edu.co](mailto:quejasyreclamamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los 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.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, 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 los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

## APPENDIX E: Diagnostic test

Sara Sofia Herberta Segovia 702 /06/03/2024

### Diagnostic test

#### Reading 😊

1) Read the next text and answer the following questions:

##### An email from a friend

Hi Gregor,

Just a quick email to say that sounds like a great idea. Saturday is better for me because I'm meeting my parents on Sunday. So if that's still good for you, why don't you come here? Then you can see the new flat and all the work we've done on the kitchen since we moved in. We can eat at home and then go for a walk in the afternoon. It's going to be so good to catch up finally. I want to hear all about your new job!



Our address is 52 Charles Road, but it's a bit difficult to find because the house numbers are really strange here. If you turn left at the post office and keep going past the big white house on Charles Road, there's a small side street behind it with the houses 50–56 in. Don't ask me why the side street doesn't have a different name! But call me if you get lost and I'll come and get you. Let me know if there's anything you do/don't like to eat. Really looking forward to seeing you!

See you soon!

Samia

#### Questions

1) What day does Samia prefer for the visit and why?

- a) Sunday, because they have plans with their parents on Saturday.
- b) Saturday, because they are free and available.
- c) Sunday, because they have plans with their friends on Saturday.
- d) Saturday, because they have plans to go out of town on Sunday.

2) Where is Samia's new flat located?

- a) On Charles Road
- b) Next to the post office
- c) On a side street behind the big white house
- d) On the main street with house numbers 50–56

3) What activity does Samia suggest for the visit?

- a) Going to watch a movie

- b) Having a dinner at a restaurant
- c) Taking a walk in the afternoon
- d) Visiting a museum

4) According to Samia's email, what do you think about her relationship with Gregor and her attitude towards hosting him to her new flat?

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### Grammar 😊

1) Fill in the gap according to the question.

Who	Where	When	What	Which	Why	How
-----	-------	------	------	-------	-----	-----

A who is he?  
She is the new student.

B how old are you?  
I am 20 years old.

C where are you crying?  
Because the film was so sad.

D what is your favorite singer?  
It is Shakira.

E why is your favorite sport  
Soccer or Basketball?  
It is Basketball.

F how many students are there?  
There are 30 students.

2) Complete the text with the past of the verbs in brackets.

#### My last vacations

My last vacations out of the city how (are) pretty cool. I  
where (travel) with my mother and my brother in our car. I  
remember that I why (go) to the cinema and how  
(eat) delicious popcorn and not to mention the really cold drinks that I  
where (drink). In the morning I when (be) most of the time in  
the pool with my brother and in the afternoon I why (watch)  
movies at home because I when (be) very tired. I also what (play) video  
games with my brother on an old computer that we how (find) in a box. Those  
days and (are) amazing. I hope to have another vacation like this.



## Listening 🎧

1) Choose the correct answer according to the conversation

1) When will the meeting be?

- a) Monday
- b) Thursday
- c) Tuesday

2) What time can Lucy be at the meeting?

- a) 7 o'clock
- b) 9 o'clock
- c) 10 o'clock

3) Did Lucy receive the agenda of Anna?

Yes  No

4) Is Lucy ready to present the report?

Yes  No

5) What Anna is going to send to Sven and the others?

- a) An email
- b) A letter
- c) A telegram

## Writing 📝

1) In a short paragraph describe what you did on your last vacation.

MY vacation is Amn, because was travel Airplane and  
with MY family in whachung

## Speaking 🗣️

*Ready to participate in class?!*

1) Answer the following question: what is your favorite movie or tv show and why?

**APPENDIX F: Lesson plan.**

<b>Lesson plan 2: Who am I? I want to know what makes me different from others.</b>	
<p><b>Institución:</b> IED Lorencita Villegas De Santos.  <b>Level:</b> Seventh grade  <b>Number of students:</b> 30  <b>Number of sessions:</b> 2  <b>Duration:</b> 120 minutes each session</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To provide information about my avatar.</li> <li>- To recognize the elements that make me different from others.</li> <li>- To determine what makes me special and unique.</li> </ul>	
<p><b>Language content</b></p> <ul style="list-style-type: none"> <li>- Present simple.</li> <li>- Vocabulary of adjectives.</li> <li>- Use of comparatives and superlatives.</li> </ul>	
<p><b>Integrated skills</b></p> <ul style="list-style-type: none"> <li>- Writing</li> <li>- Speaking</li> <li>- Listening</li> <li>- Reading</li> </ul>	
<b>Session 1</b>	
<b>Procedure</b>	<b>Time</b>
The teacher will start the class by giving a format to students (See annex 1) in order to gather some information related to the avatars. The students will write sentences in which they need to answer the following questions: Does your avatar have a family? Who are they? Where does your avatar live? What can your avatar do with its powers? Does your avatar have an enemy? Why?	<b>15m</b>
The teacher will check the answers of students while all of them finish. If they do not have grammar mistakes, they will receive 2 coins.	<b>10m</b>
The teacher will organize students in different groups in order that they can share the information they wrote about the avatars. The other students could ask questions if they want with the objective of clarifying the information.	<b>25 m</b>
Challenge time: In the same groups students will complete a word search about adjectives in order that they can improve their vocabulary (See annex 2). The first group that completes it, each member will obtain 2 coins.	<b>10m</b>
The teacher will make a brief review about the use of comparatives and superlatives; he will provide the students with some examples in the class in order	<b>15m</b>

they could remember this topic. (See annex 3).	
The teacher will present a video about the use of comparatives and superlatives with the aim students could practice with other adjectives. (See annex 4)	<b>10 m</b>
Challenge time: The teacher will divide the class into two groups. By turns, one integrant will receive a flashcard of an animal or food (See annex 5). The idea is that this student will make a description using comparatives and superlatives in order that her classmates guess which object or animal is, they have 3 minutes and 2 opportunities to answer. If the group answers correctly they will receive one star. The group with more stars, each of its members, will receive 2 coins.	<b>25m</b>
Students will have the opportunity to count their coins and if they have enough, they can exchange them for bills and ask the teacher to buy some benefits for future sessions.	<b>10m</b>
<b>Session 2</b>	
The teacher will start the class by asking students the next questions: Do you think your avatar is special? Do you think it is important to feel special and unique? Why? Why is it important to respect the differences of others?	<b>10m</b>
The teacher will organize students in different groups, and they will read one text titled “What makes us unique? (See annex 6).	<b>15m</b>
Challenge time: In the same groups students have to answer the following questions according to the text: What are the six things that make us different? What makes us different in our looks, personality, talents and interests, background, thoughts and ideas, and our experiences? If one student knows the answer she will raise her hand, if the answer is correct the group will obtain 1 star. At the end, the group with the most stars all the members will obtain 2 coins.	<b>20m</b>
The teacher will organize the class in groups of 3 students, and they will make comparisons between their own avatar and that of their classmates. They need to write 6 sentences using comparatives and superlatives.	<b>20m</b>
The teacher will ask students to share the sentences they wrote using comparatives and superlatives between their avatars, if they do not have grammar mistakes, they will receive 2 coins.	<b>25m</b>
The teacher will provide students with a format (See annex 7) in which they need to write the similarities and differences between their avatars and themselves in relation to the main characteristics that define them as human beings. They need to consider behaviors, attitudes, likes and dislikes.	<b>15m</b>
Some students will have the opportunity to share their answers to the rest of the class.	<b>10m</b>

Students will have the opportunity to count their coins and if they have enough, they can exchange them for bills and ask the teacher to buy some benefits for future sessions.	5m
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**Session 1**

**Annex 1**

Facts about my avatar 🧐	
Name:	
Does your avatar have family? Who are they? 😊	
Where does your avatar live? 😊	
What can your avatar do with its powers? 🧛	
Does your avatar have an enemy? Why? 😬	

**Annex 2**

T	N	A	S	A	E	L	P	L	L	W	R	L	T
R	N	S	A	F	E	Y	E	L	U	Y	S	A	E
E	R	E	B	M	E	M	E	R	F	D	L	D	R
I	A	W	R	E	A	E	E	E	W	T	L	A	D
B	A	D	B	M	P	A	T	I	A	A	A	P	L
S	O	S	T	H	I	C	K	E	L	C	Z	A	B
R	E	C	W	E	A	K	W	P	A	A	Y	T	M
L	I	G	H	T	H	S	G	R	R	A	A	I	E
G	F	A	F	R	A	A	F	A	P	A	M	E	S
L	L	H	C	B	P	M	E	F	E	S	A	Y	A
F	L	R	D	E	P	E	D	L	R	T	G	L	B
B	A	E	H	E	Y	T	C	B	T	O	H	G	N
E	T	A	A	C	A	E	W	O	L	S	P	U	A
E	L	L	W	L	T	D	L	G	R	E	A	T	T

HOT  
EASY  
DEAD  
TALL  
SLOW  
LAZY  
UGLY  
THICK  
SAME  
GREAT  
AWFUL  
HAPPY  
BAD  
WEAK  
FAR  
REAL  
LIGHT  
PLEASANT  
SAFE

**Annex 3**

**Comparatives**

- We compare only two nouns and add **-er** to the adjective
- We always use **than** to make two comparisons

Examples:

- Tom is **taller** than Jerry
- Brasil is **bigger** than Colombia




- If the adjective is long we add **more** in front of it

Examples:

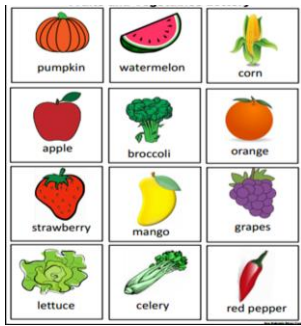
- Barbie is **more beautiful** than Princess Peach
- A Nintendo Switch is **more expensive** than a Xbox




**Annex 4**

Youtube video: <https://www.youtube.com/watch?v=i9D71Wyc6RU>

## Annex 5



## Annex 6

### What makes us unique?

Imagine a world where everyone looked, thought, and acted the same. It would be pretty boring, right? Thankfully, we all have different qualities that make us special and proud. So what exactly makes each of us different? Let's explore!

#### 1. Our Looks

One of the first things people notice about us is how we look. Some of us are tall, some short. We all have different skin tones, hair colors, and eye shapes. These differences make us special! Even our fingerprints are unique—no one else in the world has the same fingerprints as you.



#### 2. Our Personality

Some of us are talkative and love being around people, while others may prefer quiet times to think and relax. Some people are very adventurous, always looking for new things to try, while others like sticking to what's familiar. Our personalities—whether we are shy, funny, serious, or energetic—make us one of a kind.



#### 3. Our Talents and Interests

Each of us has different talents. Maybe you're great at sports, drawing, playing an instrument, or solving puzzles. We also have different hobbies that make us happy. Whether it's reading, dancing, cooking, or gaming, what we love to do helps shape who we are.



#### 4. Our Background

Our families and cultures also make us unique. We may celebrate different holidays, eat different foods, and speak different languages. These traditions help tell the story of who we are and where we come from.



#### 5. Our Thoughts and Ideas

The way we think and solve problems is special to each of us. We all learn our own lessons, opinions, and ways of seeing the world. Putting our thoughts with others helps us learn and grow, but it's not always easy. Working together—and that's a great thing!



#### 6. Our Experiences

Everything we go through in life—whether it's happy or challenging—teaches us something and shapes who we are. The experiences we have, like moving to a new place, making friends, or learning something new, all add to what makes us unique.



#### Why Being Unique is Awesome!

Being unique means there's no one else like you. Imagine a world where everyone's differences are celebrated! When we accept what makes us special, we can also appreciate the uniqueness of others. Our differences don't divide us; they make the world more colorful and exciting.

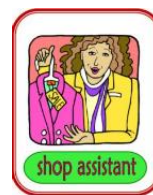
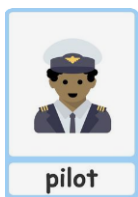
Remember, what makes you YOU is something no one else can be. So embrace it! Be proud of your uniqueness, and always be yourself—because the world needs someone just like you.

## Annex 7

Name:	My avatar  and Me
Similarities	
Differences	

## Session 2

### Annex 1



## Annex 2

**Transcript**

**A**  
I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

**B**  
I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

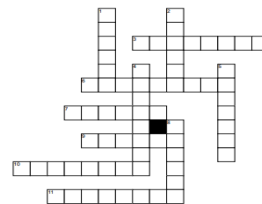
**C**  
I like my job, but lots of people don't like coming to see me because they hate dentists. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so important to look after your teeth.

**D**  
My job is very difficult, but I like it because I love flying. I fly planes that take people to different places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

**E**  
I work in a hospital in the city centre. It's a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night.

## Annex 3

Complete the following PROFESSIONS crossword.



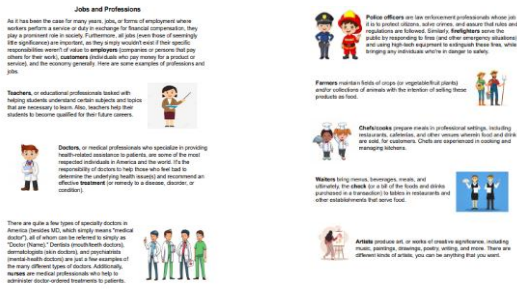
#### Across

- He or she fixes people's teeth.
- A person who takes pictures professionally.
- The word for ACTRESS in Spanish is...
- A person who works in a factory.
- He repairs cars.

#### Down

- A person who flies a plane.
- A person who paints pictures or walls.
- A person whose profession is cooking.
- A person who extinguishes fire.
- A health care professional.

## Annex 4



## Annex 5

<https://www.youtube.com/watch?v=ugsRzHMIF2o>

## Annex 6



### Description:

- Travel agent:** This person helps tourists to plan their trips
- Doctor:** This person saves the life of the others
- Tour Guide:** This person guides the tourists in a place
- Scientist:** This person knows about science and uses it for good reasons.
- Nurse:** This person takes care of others that are sick
- Journalist:** This person tells to the others news and interesting facts
- Waiter:** This person brings food to the table in a restaurant
- Librarian:** This person organizes and borrows books in a library
- Writer:** This person writes books, novels and other kind of texts
- Pilot:** This person drives a plane
- Vet:** This person takes care of animal's health
- Businesswoman:** This person does business and makes money
- Security guard:** This person controls the entry and exit of people in a place
- Designer:** This person designs objects, images and other elements
- Farmer:** This person works in a farm, raises food and feeds animals.
- Flight attendant:** This person attends the passengers in an airplane.
- Receptionist:** This person manages the front of a desk of an organization
- Driver:** This person drives a car or a bus
- Mechanic:** This person inspects and repairs vehicles
- Photographer:** This person takes pictures of people, objects or places

## APPENDIX G: Second student's interview

A continuación vas a encontrar una serie de preguntas relacionadas con las clases de inglés. Puedes responder con total libertad y sinceridad. Todas las respuestas se van a mantener bajo confidencialidad.

1. ¿Cómo te sentiste a lo largo de las clases (Motivada, emocionada, feliz, aburrida) Por qué?

me sentí feliz a veces porque me emocionaba cuando  
hacer una competencia entre grupos demostrando lo  
mejor de cada uno

2. ¿Qué fue lo que más te gustó de las clases?

las actividades sobre pasar al tablero o resolver  
un problema actuando

3. ¿Qué fue lo que menos te gustó de las clases?

cuando teníamos que escribir ya sean poemas  
o cuentos

4. ¿Sentiste que estabas aprendiendo mientras desarrollabas las actividades? Si/No ¿Por qué?

si porque aprendí mejor vocabulario y palabras  
que no conocía

5. De las actividades desarrolladas, de las que recuerdes ¿Cuál fue la que más te gustó? ¿Por qué?

la que más me gustó fue cuando pasábamos al  
tablero nos daban una palabra y la  
teníamos que escribir bien

6. ¿Cuál fue la actividad que menos te gustó? ¿Por qué?

la que menos me gustó fue cuando hicimos  
el poema ya que no fue tan divertido

7. ¿Sientes que con las actividades desarrolladas lograste mejorar tus habilidades en inglés (Lectura, escritura, producción oral, producción escrita)? Si/No ¿Por qué?

si mejora por ejemplo en la lectura y producción oral porque al tener alguna que me ayuda me concentro más

8. ¿Cuál crees que fue la habilidad en la que más mejoraste? ¿Por qué?

la lectura y pronunciación por los ejercicios y actividades

9. ¿Qué fue lo que más aprendiste a lo largo de las clases?

vocabulario y nuevas palabras

10. ¿Cuál es tu opinión frente a la distribución de las clases por medio de equipos de trabajo?

¿Te gustó? Si/No ¿Por qué?  
si pudieran distribuirnos con las personas que queremos

11. ¿La distribución de puntos por medio de monedas, estrellas y las posiciones en la tabla de equipos te pareció adecuado para la clase? Si/No ¿por qué?

si y no porque algunas veces las monedas no se daban al que lo dijo bien y primero

12. Si pudieras cambiar algo a las clases o a la metodología ¿Qué cambiarías? ¿Por qué?

no cambiaría nada ya que todos los trabajos son didácticos.

**MUCHAS GRACIAS POR TU PARTICIPACIÓN**

## APPENDIX H: Recordings

**Date:** April 9th, 2025

**Grade:** 702

**Recording# 3**

**Teacher:** Do you think is it important to have good relationships in the classroom? Why?

**Student#1** I think is important to have goods relations in the classroom because this is a second home and we share time with ..nuestros .. our friends and classmates, if we have good relation we can be here in a nice way.

**Student#2** Tambien...also to live in harmony we have to respect the classmates if we wanted that they respect we, working together and collabo...rating in all the activities we not have a reason to fight it is the importance of respecting we classmates in the classroom.

**Comments:**

**Student #1:** The student used different words in Spanish. However, she was able to recognize this and remember how to say the corresponding statement in English. In addition, she made some grammar errors, particularly related to the use of singular and plural forms.

**Student#2:** The students demonstrated to formulate different sentences and speak fluently. However, she made some errors related to the use of personal pronouns and the present simple.