

TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY
MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

**Treating you well: Boosting fellowship in an EFL environment by
means of gamification principles implementation.**

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CHAPTER 1

CONTEXTUALIZATION AND RESEARCH PROBLEM

Along this chapter, the contextualization of the problem addressed will be depicted as well as relevant data regarding the population and the diagnosis conducted within 902 grade at Prado Veraniego School. Likewise, the reasons to carry out this proposal and the objectives aimed by the proposal designer will be portrayed.

Contextualization of the population

This project began at Prado Veraniego School, a public institution located in Suba locality, towards the North of the Capital District. This school runs 2 branches, A and B, Both branches are situated at Prado neighborhood which is known as a residential and commercial area, therefore, there are several housing stores and a considerable number of companies around the school (Monografía-Suba, 2018); however, the economy is mainly linked to the trade of different products related to automotive parts. Furthermore, on the outskirts of the school there is a health center, a police station and a couple of financial institutions, as well as some public parks and green spaces which are not well cared of.

On the other hand, Prado Veraniego School has approximately 1700 students in both branches, Branch A, which is meant to provide elementary education, while Branch B where students conclude their high school formation. The school offers two shifts, morning and afternoon, it is a mixed school whose education system offers primary, basic, intermediate, and intermediate vocational education. In term of infrastructure, the institution possesses two

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buildings in which there are multimedia rooms, a teacher's lounge, a school yard, physic and chemistry lab, an administrative area and a nursery.

Branch B, where the project is conducted, is a two story-building which has some classrooms equipped with a video beam, a computer and a television, the branch also has an English lab with technological gadgets at the disposal of the students and their English classes. Concerning 902's classroom traits, the room has armchairs for every student, a computer and a TV.

Participants.

This pedagogical proposal intended to be carried out with the class 902, in the morning shift, which was composed of 37 students, 19 girls and 18 boys, whose ages are between 14 and 15 years old. Students attended to three hours of English classes weekly. According to what the survey released (Annex #1), the participants belong to strata 1 and 2, furthermore, the group is a mixture of Colombian, Venezuelans and indigenous students.

Regarding the participants' social component, it was demonstrated that students live with some of their relatives, just a few live with people not related to them, also students claimed that people who look after them have a job, just a few are unemployed, likewise, participant said that they live nearby the school, consequently, they arrive there by walking. On the other hand, students expressed that they like challenging experiences and diverse kind of games, not only because they are fun, but also because games teach them and help improve several abilities (See Annex#1).

In relation to academic affairs, the diagnosis and other instruments demonstrated that

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students consider English as something needed for their life plans. However, the English class as such, is not something that they enjoy. Also, it was evinced that students have several inconveniences when English skill are needed, nonetheless, they struggle the most when speaking and listening. Apart from that, participants find their classmates bothersome people, in fact, they wish they had different classmates.

Contextualization of the problem

In order to frame students' features as English learners, a diagnosis and several observations were conducted at the time of class; throughout this process participants' weaknesses and strengths regarding their English proficiency were witnessed. Thanks to the diagnosis it was evinced, on the first hand, that students have several inconveniences when performing any of the English skills and on the other hand, that it turns worse off when they attempt to deploy social competences such as respect and fellowship.

The diagnosis aimed to disclose the degree of proficiency with which students developed certain tasks in English. Thereby, four skills were texted out: speaking, reading, listening and writing, as well as some aspects related to grammar. The test was conducted by pairs and students were asked to do it by not using any tool but their knowledge. Hereunder, the main traits of each section in this examination are laid out together with the results gathered.

In terms of grammar, the students were asked to answer 12 multiple-choice questions about topics like present simple, present continuous, simple past and future simple. By and large, students performed well, nevertheless, there were a few cases where students revealed confusion about topics such as conjugation of verbs for the third person in simple present and conjugation of irregular verbs in past. (See Annex #2)

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Regarding the Reading section students seemed doubtful when answering, mainly because of their lack of vocabulary, many of them indeed, acknowledged there were many unknown words in the reading “Artist Peter Fuller talks about his hobby”; consequently, there were several mark-down answers in the reading-comprehension exercise. This lack of vocabulary was also demonstrated when it came to writing, thus, the texts written by the students had a low degree of cohesion and coherence, besides, you could tell misspelt words and Spanish words. (See Annex 3)

In addition, students displayed the lowest performance in listening and speaking. When they had to give their opinion about the audio “Partnership for children”, they were not able to obtain the main idea from the material shown, in turn, their opinion about the audio was not clear. Moreover, orally speaking, students showed scarce repertoire of vocabulary and they also demonstrated to be unable to connect ideas, in other words, their speaking was no more than a few isolated sentences. (See Annex 4)

Finally, thanks to having students working in pairs, it was possible to evidence they possess several difficulties when getting along with their classmates, as a matter of fact, most of the times they addressed cursing words to them as though it were something natural and well received by everyone, as shown in the field notes (See Annex 5). Subsequently, the atmosphere in the class reflects isolated students, who struggle when working cooperatively and who ignore social principles and the importance of fellowship to live and build society.

Delimitation of the problem

According to the diagnosis, English skills in general required improvement, the major dilemma however, was found on the way students treat each other. Indeed, a high percentage of

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students do not care whether their classmates take a liking to them or not, thereby, it is noticeable how students clash among them while being in class and how deficient is the concept of fellowship within the classroom. 9th grade in particular possesses a not-high sense of partnership, neither respect for each other nor any will to help or work cooperatively. This fact develops into not-meaningful classes and consequently, into a failed attempt to successfully carry out their educative process, since both are being affected, the know-to-be competence and the English process learning. This is proven through the survey and the data collection instruments implemented, where students revealed deficient foundations on English skills and more important yet, the way they establish, strengthen and keep respectful, friendly and cooperative relationships with their classmates.

Inasmuch this situation, this proposal targets to lay some foundations to strengthen fellowship within 9th grades in public schools, having as reference 9th graders at Prado Veraniego School, without leaving aside the development of students' listening and speaking skills since they are paramount in the search of better treatment among the students (Garcia, 1995). Hence, the relation between language and fellowship will be crucial along this proposal in order to build up scenarios of good treatment and good relationships. All things considered, this proposal emerged as a likely solution to boost students' bonds and make of English teaching scenarios where language converge with teaching for living.

Finally, it becomes necessary to bring to light the fact that this proposal began as a research project and by virtue of this, a research question was stated which initially framed the researcher's intentions. Nevertheless, changes had to be made due to unexpected situations (Covid -19) that led to make of the project a pedagogical proposal for innovation.

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General Research Question.

- ❖ How might gamification principles implementation strengthen fellowship within EFL 9TH graders at Prado Veraniego School?

General objective.

- ❖ To determine how gamification principles implementation might foster fellowship in 9TH graders at Prado Veraniego School.

Specific objectives.

- ❖ To implement gamification principles in a non-gaming environment.
- ❖ To identify the role of gamification in the strengthening of students relations within an EFL environment.
- ❖ To examine the impact of a well-founded fellowship competence upon the process of learning English in an EFL classroom.

Rational of the study.

Along time, English has gained a high degree of importance at several fields, for instance, education and businesses. Its relevance is such, that it has become the most spoken language worldwide and the official one for international entities such as UNESCO, this is the

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reason why several countries (where English is not the mother tongue) strive towards the promotion and the development of English skills within the citizens (Suggested English Curriculum, 2016). Colombia, on its behalf, has sought to provide children access to global knowledge through English learning, to this effect, the “Colombia Bilingue” Program was designed and meant to strengthen English learning process in primary and intermediate education. Nonetheless, apart from English development, government education policies in Colombia also understands the relevance of forming upstanding citizens, whereby, it was suggested a curriculum in which not only is English fostered, but students are also educated on social and human components.

Among several other aspects, the curriculum proposed by the Colombian Education Ministry claims that English proficiency is a skill that students will manage well only if social interaction and principles of citizenship are well founded: “Learning, in general and particularly a foreign language, is done when individuals interact among each other and when they cooperate with others”. (p. 22). However, students will never be capable of either interact among them or work cooperatively if they do not reflect on the importance of basic concepts such as values, tolerance or fellowship, indeed, the construction of citizenship, democracy and peace are themes which have to be brought into the classroom in order to ponder on the importance of peaceful coexistence and ethical values.

Indeed, national education in Colombia fosters a set of citizen competences (Programa de Competencias Ciudadanas - PCC, 2011) in order to guarantee upstanding citizens capable to cohabite and meet their responsibilities as part of a society, thereby, the PCC convenes Colombian schools to offer a concrete, suitable and well-constructed plan to form students in

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competences such as ownership, civil participation, cohabitation, social relations and future projection. According to the PPC, a wise development of these competences within the classroom will not only assure social-deft citizens for the future, but it will also favor classroom environment and relation among students.

On the other hand, there are several authors who agree on scoping English education beyond a practice which aims to teach grammar structures, vocabulary, pronunciation and so on; for instance, Barriel and Beckless (2011) stated that English classes can be the perfect scenario to enhance and hearten students to work on unrelated English abilities or competences such as the laborious value, the collectivism and responsibility, due to the fact that when teaching English, teachers have at their disposal numerous possibilities to make students realize that an upstanding performance on competences suchlike fellowship is rather significant when living in society.

Consequently, Reyes and Ocampo (2013) stated that education on values is the key for children to learn how to perform well at any likely life scenario; besides, a proper education on values boosts better human beings in both, individually and collectively. In like manners, Johns, Crowley and Guetzloe (2005) claimed that education contexts must regard social skills as the foundation for having children who acknowledge, develop, stablish and maintain satisfactory relationships with their fellows and the members of their communities (p.2). That is why, it is vital that teenagers students understand that fellowship and other 21st century skills are crucial to perform effectively inside the classroom and out of it.

Summing up the previous ideas, it might be pertinent to state that English learning should no longer be considered as the appropriation of structural and systematic linguistic knowledge and language commands, but instead, English learning must become a mechanism by means of

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which students understand and learn how to live in society and how to thrive in it without affecting other people's community. In other words, Colombian English Education requires an updating-thought which includes not only the structural part of the language learning, but more important yet, a real use of the language which allows students to interact and realize by their own how significant fellowship becomes not only in a local context (Colombia) but also worldwide.

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CHAPTER II

STATE OF THE ART AND THEORETICAL FRAMEWORK.

Throughout this section, both, previous research related to gamification implementation as a strategy to foster students' fellowship competence, and the theoretical constructs which compound the bases of this pedagogical proposal will be presented.

State of the art

Hereunder, some research articles and previous studies will be reviewed as a background research support on the usefulness of gamification as a way to improve fellowship in an EFL classroom. Among these studies, international, national and local projects carried out on this matter will be presented.

The first study is titled "Supuestos teóricos para la gamificación de la educación superior" (Theoretical assumptions for gamification in higher education), written by Jimmy Ardila (2019), teacher from Universidad Pedagógica y Tecnológica de Colombia. This study focuses on developing an analysis of academic documents, channeling special attention on the categories "video games" and "gamification" which according to him, might be bring into the classroom as a way to earn and enhance loyalty and commitment among the students, turning them into the user-players while the teacher becomes a designer of playful activities.

By means of this article, Ardila sought to provide a more accurate idea on how video games and the concept of gamification are being implemented in education and whether these categories bring out advantages for students or if conversely, such implementation fosters distracting environments. Ardila claims that the gamification usage heartens the development of classroom activities which make more enjoyable the appropriateness of knowledge by the

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students; moreover, gamification allows in both, students and teachers, acknowledge the relevance of their formative development by understanding that in order to overcome the challenging path that education displays, it is required to go through several and demanding situations which always can be faced in amusing ways.

This study becomes an standing backing for this project, due to the fact that the data collected and the information provided by Ardila refer to the usefulness of gamification in educational contexts; besides, the study sets the opening-door to what it can be a new methodological conception in education, by assuming classes as scenarios where students have to be challenged and encouraged to face down difficult situations in order to learn, as it happens in video games or any other game, strengthening in this way, which is the thought proposed within this pedagogical proposal.

Additionally to what Ardila stated, Freddy Pardo (2018), from Javeriana University has claimed within his project “Video games as a pedagogical tool to strengthen the problem-solving competence” that education and technology must be bonded cooperatively in order to come out on top of traditional and perhaps old-fashion strategies to teach, that is why, video games should be considered not as distracting and harmful time-waster invention, but as a tool which might help in the search a better quality in education and suitable strategies to foster the problem-solving competence.

As a general objective, Pardo targeted the possibility of creating an innovative evaluation system for video games, which allows to provide a detailed description on the game in order to determine whether the video game selected by the teacher has enough cognitive content to benefit the development of the problem-solving competence in a classroom.

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Lately, Pardo stated that video games have a high potential if they are included in a methodical and structured way within the class lesson planning. Through video games, not only do teachers help to improve the problem-solving competence among the students, but students might also develop abilities such as critical thinking, cooperative work, among some others which are highly needed to perform an accurate role within their society.

Having this research as referential frame, it helps to reaffirm that video games and gamification in overall should be bear into consideration as an innovative and outstanding way to begin working on difficulties that have become the common denominator in several educational environments, such as lack of cooperative work, apathy towards the traditional teaching ways and more highlighting yet, problems related to fellowship, that is the base over which this proposal has been constructed.

Finally, in order to provide a local background on how gamification might highly benefit an EFL environment, it is needed to bring up the insight proposed by students from Universidad Pedagógica Nacional who believes, as in this project, that gamification and technology might grant a different vision of what Education is. Therefore, Laura Esquivel (2019) and her research project “Gamification: a mission to foster students’ engagement and interaction in the EFL classroom” become a very accurate example of how fruitful might be having gamified classrooms for today’s education, since Esquivel’s project attempted to determine the impact of gamification as a pedagogical strategy in the strengthening of interaction within an EFL environment.

Esquivel did a remarkable labor identifying the role of gamification when it comes to helping the strengthening of interaction among students and determining the types of interaction

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which emerged. This amazing job carried out in Fourth and Fifth grade showed that a well-constructed set of gamification principles might contribute to foster and strengthen engaging classrooms, where learning occurs in several aspect, emotional, knowledge and personal skills. Moreover, Esquivel depicts that isolated grammar lessons are far from crating experiences in which students are the core of the act, so that, it is compulsory to give students a real and appealing reason to learn English; in Esquivel´s case, communication was the core, and students understood that an effective communication process in other language (English) is the key for opening a door to the possibility of conceiving the world in different ways.

As the previous studies that underpin this project, the research effectuated by Esquivel contributes with this research inasmuch as the researcher provides a clear idea on how useful gamification can be in order to improve and develop different competences such as motivation and engagement, which are considered as some of the 21st century skills. Thereby, Esquivel´s research is a great guide in the path towards the strengthening of another 21st century skill like fellowship, which is the aim targeted by the present proposal.

Literature review

Through the whole of this section, the theoretical constructs that underpin the basis of the project will depicted. The constructs pointed out along this chapter are: 21st century skills, Soft skills, Fellowship in English Education and Gamification Principles implementation. Previous studies and diverse authors' thoughts will be bear into consideration when describing each construct and its pertinence towards the present project.

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21st century skills.

This pedagogical proposal embodies the idea that English education and EFL classrooms in general must ponder on practices which aim at developing and strengthening competences such as creativity, critical thinking, collaboration and fellowship rather than linguistic and formal matters of the language. In this regard, it is highlighting to consider Fandiños' view (2013) respecting the relevance of the 21st century skills upon Colombia education, who claims that EFL classrooms should ward off traditional practices center on language mastery, in order to begin integrating new approaches meant to foster culture, technology, lifelong skills and social competences. As Fandiño, a large number of studies and institutions have attempted to define what 21st century skills is about and what benchmarks must be bear into consideration when refereeing to the concept; in turn, Great school partnership stated that:

It should be noted that the “21st century skills” concept encompasses a wide-ranging and amorphous body of knowledge and skills, which is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations (The Glossary of Education Reform, 2016)

However, this proposal bases the understanding of 21st century skills on the consideration of Great School Partnership, where the concept is defined as a set of knowledge, skills, and character traits which are regarded as critically important to success in today's world. Consequently, when it comes to determining what is the repertoire of skills and competences needed to thrive in life, there is not yet such a consensus which frames a world-wide set of skills required to do so, nonetheless, Great School Partnership has gathered together a list of skills and

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competences which provides and overview of knowledge, skills, competences and character features associated with 21st century skills. The list contains among others: critical thinking, perseverance, creativity, team work, collaboration, cooperation, civic, ethical and social justice literacy, humanitarianism, problem solving, reasoning and so on.

The concept of 21st century skill becomes relevant to this project due to the fact that public education, nowadays, conveys the impression of being still submerged in 20th century practices, where collaboration, global connection, technology, creativity, innovation, collaboration, partnership cooperation and fellowship are skills that lag behind the needs of the actual world (Ghamrawi, Ghamrawi and Shal, 2017). Therefore, it is a priority to teach different skills which reflect the specific demands that will be placed upon the 21st century students by a complex, competitive, social and technological world. In turn, learning must prioritize a comprehensive development of future citizens in all aspects needed to reach success in a social environment, so that, future generations will be capable to sustain the improvement of the world and make of it a better place to live in.

Soft Skill.

As stated before, education requires deeper assistance on the consolidation of abilities needed to perform successfully in present-day world. Therefore, it becomes a priority to have a conjoined development of both, cognitive and 21st century skills; however, this project will not encompass the total set of them, instead, the project scopes a delimited group of abilities which are commonly known as Soft skills.

Soft skills might be understood in words of Cimatti (2016), as a term used when referring to “personal and transversal competences such as social aptitudes, language and communication

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capability, friendliness, ability to work in team and personality traits which features relationships among people in social contexts” (p.97).

As a complement of what was claimed by Cimatti, it becomes suitable to introduce Robles’ though (2012) who upholds that Soft skills are those which people label as interpersonal qualities; to Robles these skills allude to intangible personal attributes that people possess and require during social interaction in the society. Vijayalakshmi (2016), on the other hand, has attempted to cluster a set of skills which fit the Soft skills frame provided right above. To this author Soft skills include people’s ability to listen well, communicate effectively, approach positively, handle conflict, take responsibility, show respect, build trust, work well with others, accept criticism, be amiable to others and demonstrate good manners.

This proposal agrees on the relevance of enhancing within educative contexts the skills suggested by Vijayalakshmi; however, the gist of the pedagogical design targets to boost more than isolated skills independently, conversely, hereunder it is defended the idea of heartening competences, which means that “Skill” and “Competence” are understood as two related terms, with different implications though. In words of McNeill (2019) there is a real difference between Skill and Competence, the first one addresses the abilities leaned throughout lifetime needed to perform a task. A competence, instead, refers to a set of knowledge and behaviors that lead to success in life, thence, a Competence is more than just knowledge or skills, it involves the ability to meet challenging demands with a high degree of complexity, which conveys the need of implementing knowledge, cognitive and practical skills, as well as social components such as attitudes, emotions, values and motivations as part of a whole.

Speaking of competences and skills, it turns out essential to state that this project indeed

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attempts to strengthen fellowship, regarding the concept as a competence which requires though, a hand by hand improvement of skills such as speaking and listening; in turn, speaking and listening must be strengthen in tandem in order to successfully achieve a notorious improvement on the way students treat each other and their fellowship competences. In fact, Celik and Yavuz (2015) claim that listening skills and speaking skill should always be kept in coordination with another since their interdisciplinary nature allows to approach affairs such as phycology, sociology and education, and consequently a better understanding of concepts suck like interaction, integration, communication and education which are highly needed when improving and boosting fellowship.

In short, skill and competences, although have a narrow relation, both target different implications. Therefore, in this project Fellowship is assumed as a competence which requires strengthening on several skills such as polite and friendly language implementation, values practicing, feeling and emotions understanding, collaboration and willing to help among others.

Fellowship in English education:

Fellowship is one of those concepts which might vary drastically from one culture to another; for American culture for instance, the term refers to a economical aid given to students with educational purposes, even the same concept means a group of people or a formal organization that share interests in common (Birmingham University, 2009). Meanwhile, within Colombia culture, the concept is viewed as a “relation between fellows which seeks to enhance an emphatic attitude of comprehension, helpfulness and support in a selfless way” (Abardía, 2020).

On the other hand, concerns might emerge when thinking of another concept such as

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“Partnership” that might fit accurately onto the purposes targeted by this project; nonetheless, as well as “Fellowship” the concept of partnership differs from one place to another as consequence of cultural matters. Thus, “Partnership” has been wrongly incorporated into National Colombian education since the concept was meant to point out the relation between partners within a labor environment, thence some of the translations that pop up when searching the concept are: Asociación (Association), Colaboración (Collaboration) Alianza (Alliance) among others. Still none of those translations meets meaningfully the dimensions scoped by the concept Fellowship intended by this proposal. As well as Abardía, this project upholds the idea that Fellowship in Colombian education pursues an egalitarian, tolerant and inclusive society where everyone has a role in the attempt of changing positively the place where we live in.

To sum up, it is vital to understand that fellowship and partnership are concepts which lead to different connotations depending on the culture within the concepts are landed in, thereby, fellowship is the concept that suits better the purposes of the present project since Colombia understands Fellowship (Compañerismo) as a concept that is neither related to financial aids for education nor a skill that people must display particularly at working scenarios, but as competence needed to live in society, where values such as respect, collaboration, comprehension, love among other must be enhanced in order to make sense of the importance of people around.

Gamification.

Due to the fact that Gamification is a concept that has been defined from the perspective of different fields, its connotation fluctuates among marketing, business, education among others (Deterding, Khaled, Nacke, 2011). Nonetheless, for this project Gamification would be

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understood as “the use of game design elements in non-game contexts” (Chou, 2015, p. 46), more specifically in educational context. Gamification in education, therefore, seeks heartening motivation and engagement of students to participate actively in the learning process (Kiryakova, Angelova, Yordanova, n.d.). In turn, gamification as claims by Chou, is the result of crafting fun and engagement found in games and applying them into genuine-world experiences to make them more enjoyable and meaningful.

Unlike approaches like Game-based learning that fosters playfulness by playing different sort of games, Gamification in a pedagogical tool (Esquivel, 2014) that encourages gameful experiences whose ultimately aim is strengthening collaboration more than competitiveness. Moreover, people immersed in a gamified environments do not care about who wins or who loses since Gamification is common progress-oriented (Gende, 2019), in other words, gamification stands for group improvement rather than isolated individual advances.

How to gamify a classroom?

According to Chou (2015) gamification or the act of turning formal contexts into game-like scenarios, is not certainly new, people usually find out the way to turn duties and tasks somehow into more enjoyable, intriguing and fun. Just the fact of having students who compete against each other in writing fast, drawing better or merely begin keeping scores of daily activities like being on time for a class, are hints of non-conscious gamification principles implementation, which render account on the human brain’s nature of achieving goals “Our brains have the natural desire to achieve goals and to experience growth in order to feel that real progress in life is being made” (Chou, 2014, p. 92). In this extent, gamification takes from games some structures or principles which convey this sense of accomplishment and progress, for

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instance, Figueroa (2015) provides an account upon what gamification principles are present in nowadays games:

Points	Numeric accumulation based on certain activities.
Badges	Visual representation of achievements for the use shown online.
Leaderboards	How the players are ranked based on success.
Progress bars/Progression	Shows the status of a player.
Performance graph	Shows player performance.
Quests	Some of the tasks players have to fulfill in a game.
Levels	A section or part of the game
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with other user through the game.
Rewards/reward system	System to motivate players that accomplish a quest.

Figure 1 Gamification Principles

(Taken from: Using gamification to enhancing second language learning, Figueroa, p. 39)

The set of gamification principles stated by Figueroa, suits quite well the purposes of this proposal since they represent in a whole extension the principles that govern video games' progress, hence, the present proposal enhances the idea that gamify a classroom might benefit positively the fellowship competence of students, as long as, the gamification process brings into the class characteristics that only video games have such as quests or avatars.

Gamifying through video games traits.

According to Chou "Games have the amazing ability to keep people engaged for long periods of time, build meaningful relationships between people and develop their creative

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potential” (p.10). On top of that tough, video games are “the bread and butter of children’s entertainment” (Leigh, 2018) that foster and strengthen teamwork, social skills and sometimes specific knowledge on different fields; besides, according to Deterding, Khaled, Nacke (2011), video games can produce states of desirable experience, and motivate users to “remain engaged in an activity with a demanding intensity and duration” (P.3). Moreover, unlike any other type of game, video games serve as a learning scenario that situates the player in specific world, with a set of rules that force participants to understand each other and keep on advancing (Raventos, 2016, p. 9). In this extent, this project gamifies video games structure by grasping the elements listed up right below:

Points: “points work as a motivation system” (Chou, p.116). In games, Points work as way to keep control of progress, they allow “players” to know how close they are of winning-stages, and additionally they give players a feedback system that keeps them engaged and aware of their own improvement, “...showing people their score and how it changes based on small improvements often motivates them towards the right direction.” (p.116).

Notifications: When using notification as gamification element upon education context, basically what participants receive is direct feedback, this tool allows to give real-time updates on success or lack of success, so that, students student’s will of improving own game performance is boosted (Pointagram, s.f).

Rules: Setting rules or the “Onboarding” process as Chou calls this games’ characteristic is the stage where the players learn how they should play. When gamifying educational context, the process of setting rules allows teachers building up rapport among the participants and transmitting respect norms: “With the rules you set, you are establishing an interaction with the

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user and communicating your values” (p.118).

Leaderboards, is a game element where you rank players based on a set of criteria that is influenced by the players’ behaviors towards the ultimate goal” (Chou, p. 119). Leader boards are meant to motivate people and keep players engaged, besides, by using this tool in class, the sensation of transparent player progression will be given to students.

Group quests are very effective in activities that demand collaboration since it requires groups’ participation before any individual can achieve the win-state (Chou, p. 219).

Levels, according to Pointagram, (S.f) in games “levels are a way to qualify experience and mastery” which mean that level’s implementation in a gamified environment might be a way to show skills and competences improvement. As participants level up, they become social influencers due to their remarkable progress.

Rewards: Smith- Robbins (2011) claims that gamified environments are focused on specific objectives, which ultimately need from participants to go through a process of overcoming obstacles in pursuance of fulfilling a quest, thereby, it is needed to reward participants, somehow, awards of prizes are way to value participants progress, besides they “Promote additional commitment and engagement by the player” (Figuroa, p. 40).

By bringing these elements into the classroom, teachers will be able to give a more innovative and appealing approach to their classes, and students, therefore, will be more likely to regard learning as a purposeful and engaging practice. Furthermore, by gamifying the teaching practice, this proposal is portraying a group of students who will understand the importance of each other to reach a commom goal, who will need to work cooperatively and respectfully to

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perform a specific task and who will be likely to face down drawbacks that living in society is prone to present.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter presents highlighting aspects related to the teaching approach and the way that Tasked Based Learning is regarded by the proposal designer, likewise, a brief description upon the class stages bear into consideration when bringing into class the proposal.

Teaching through Task Based Learning.

The present project considers the Task based learning as this approach is consequent with the vision of language and learning assumed by this proposal (lately depicted). Task-based learning is defined as a different and more meaningful way to teach since it allows to place students in world-like situations, where language becomes a mechanism to carry out a specific task (p. 3). But, what does Task mean? Willis (1996) addresses the concept as “goal-oriented activity in which learners use language to achieve a real outcome” (p.36) in this regard, a task should accomplish a very specific aim. On the other hand, Zakime (2018) states that a task should give students opportunities to exchange information with a focus on meaning and avoiding judgments on language forms or structures; besides it should have clear purposes, relating student to real-world situations.

Furthermore, this proposal is highly in agreement with Willis (2007) who claims that “some of the most successful activities in the classroom involve the exchange of meaning” (P.8), therefore, the use of language should be considered as the means to fulfill a more deep and

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ambitious goal than just a flat use of language structures. In turn, when performing a task, students are granted the possibility of preparing and making use of the language, focusing their attention on language use rather than language form and, being engaged in real world activities that require an input that leads into an output (Bonces, 2010). In fact, this thought reflects the Task-based lesson model suggested by Willis (1999), which is the one adopted by the proposal designer when planning the classes that compound the instructional design suggested.

According to Willis, success in the Task depends on the rigor which the task framework is conducted with; also, the author states that a task is framed into three different stages: Pre-Task stage, where the class topic is introduced; Task cycle stage, where students work on the task, plan how to report outcomes and report outcomes; and finally the Language focus stage, where students analyze the outcomes obtained and rehearse the content learnt by practicing more.

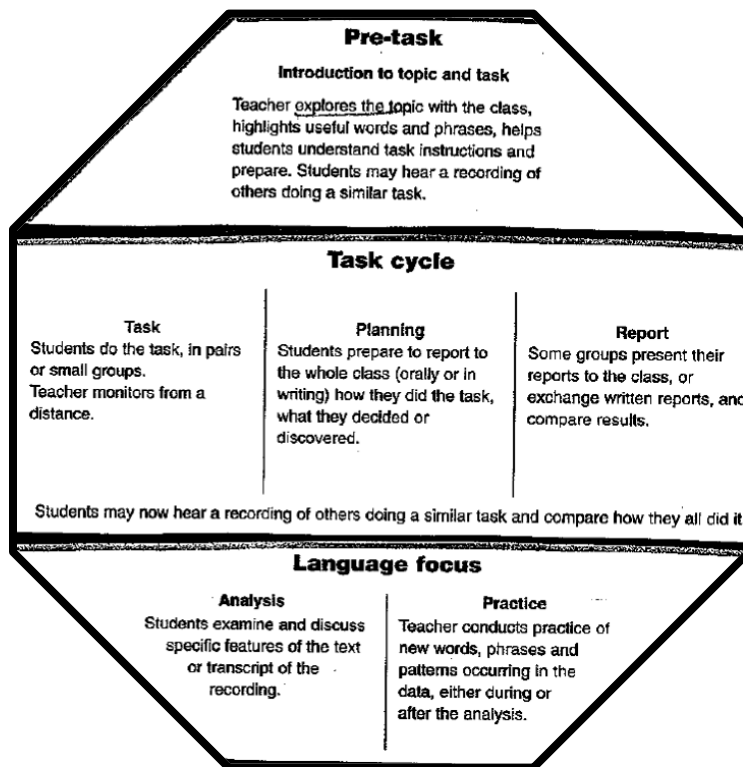


Figure 2 Task Stages

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(Taken from: A framework for Task-Based learning, Willis, p. 39)

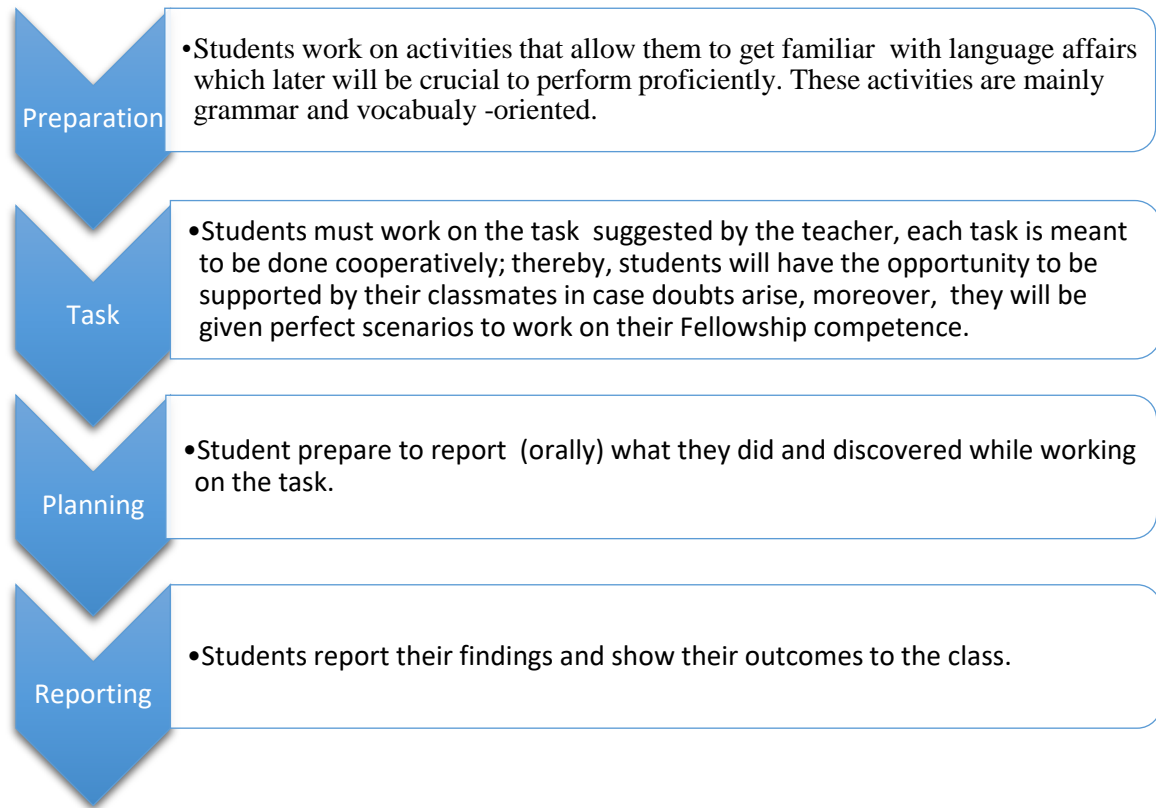
Hereunder, each of these stages will be depicted in detail as they are meant to be implemented in each class.

Pre-task: According to Willis, this stage is usually the shortest in the framework and its implementations targets to introduce the topic, identify the topic language and develop a language activity in order to give learners relevant exposure to the bases of the class. Therefore, each of the classes suggested for the instructional design will have a Pre-task stage where the students will be asked to carry out a warm-up activity by means of which some clues will be given in order to help them better understand the class's purpose. Indeed, these activities will be featured by their close relation to technology since most of them require a technological resource. Lately, students will be aware of the objectives for the session, such objectives will be explained in detail through questions by means of which students will be expected to use the language spontaneously.

Task Cycle: Following Willis' insights about appropriateness of implementing Task-based learning when teaching and learning, it turns out compulsory to emphasize that both, "exposure and use of the target language are vital to its acquisition" (p.53). Thereby, in the task cycle, students must be guided through activities in which they are enabled to use whatever language they can use, working cooperatively to begin developing the skills needed for achieving the task goals. Furthermore, in order to successfully go through the cycle task, teacher must guarantee that students well have fulfilled these sub-stages: Preparation, Task, Planning and Report. Unlike Willis' proposal, this proposal designer suggests adding Preparation as a sub-stage which might complete Willis' idea and enhance the results within the population where the project was meant

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to be implemented. Hence, the Task Cycle will be presented as shown here below:



Graphic 1 Task stages – class Implementation

On the other hand, each activity suggested for the task cycle will be gamified during the class. Along this stage students will have grammar review, conversation and listening activities which are meant to be scored based on attitude, degree of participation and fulfilment of the activities. In other words, students will receive points (See Lessons-plans) for their performance in class that will permit them to update and customize their avatars (See Instructional Design Section.)

Finally, as stated by Willis, the **Language Focus stage** is the last step when carrying out this approach in class; in this stage students reflect upon the work that has been done and the results

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obtained. In addition, students are asked to work on short activities that enhance the rehearsal of the content learned and teachers provide feed-back on affairs such as pronunciation, grammar, vocabulary as well as positive comments about performance and attitude during the class. In this extend, the language focus stage will be evinced in this proposal through the Assessment section, which is included in every class. At this point, students will be able to render account on the degree of accomplishment reached throughout the class, in tandem with a practice activity by means of which students will bring into practice what they have learned, along with this, teacher is expected to provide comments and recommendation upon those aspects that might ameliorate even more.

As done during the task cycle, the language focus stage will be gamified by the implementation of points, rewards and notifications. On top of that, teachers will be expected to record the points obtained in class by students through “Pointagram”. These processes will be done each class with slight variations depending on the instructional design instructions.

In short, task based learning approach allows students to explore and try out content learn in classroom, also It provides learner experiences of spontaneous interactions, which favor this proposal since interaction is needed when showing well conducted fellowship practices. Besides, it gives learners the opportunity to benefit themselves from sharing whit others, likewise, it engages students by using language purposefully and co-operatively. Bearing in mind the contributions granted by task based learning approach implementation, the instructional design will attempt to make the most of this approach in order to give students beneficial content in class that can guide them through the journey of living in society.

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CHAPTER IV

This chapter portrays the highlighting features of the pedagogical intervention proposed, illustrating how will be assumed the vision of curriculum, learning, language and classroom, likewise, the chapter contains a presentation with the intervention stages, the timetable with the project activities and the lesson planning model explanation.

Vision of curriculum.

Colombian Education Ministry has stated that a curriculum becomes an indispensable structure within educative institutions since it conveys the educative aims, the guidelines for action and the mechanisms to turn into reality their pedagogical proposals. In this regard, Sacristan (1998) defines curriculum as a construction in charge of connecting culture, society, education, knowledge, dreams and practices; thereby, the curriculum must be considered as a social expression and the succinctness of a cultural plan which involves teachers, culture, knowledge, students and their different needs.

Bearing this conception in mind, the vision of curriculum adopted in this proposal understands curriculum as an educative tool that defines the guiding path towards having students concerned about their communities' progress, capable of making use of their knowledge in pro of social development.

Vision of learning.

According to Fieldman (2006), the ability of learning is probably the main human being quality since it allows to turn experiences into the base for self-identity constructions. On the other hand, Dharmaraj (2015) claims that "Learning is an act of getting experience, knowledge,

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skills and values by understanding what to do and how to do any task by synthesizing the different types of information perceived” (P. 5) therefore, “Learning is a process which occupies an important role in molding our personality and behavior” (Dharmaraj, p. 8).

Considering the conceptions of learning shown before, this proposal has assumed Learning as a process where students will get, shape and enhance abilities, knowledge, behaviors and values necessary to live in society; in this sense, this proposal aims to foster scenarios where students will be able to acquire the competences they will need to build a clear representation of who they are and so that, they will understand how important becomes to display competences like fellowship proficiently when being part of a community.

Vision of language.

Language has been attributed with several connotations throughout the time, nevertheless, Chomsky and Hymes fulfilled to provide some accuracy definitions which involve a bunch variety of aspects concerned to Language. Originally, Chomsky (1965) stated that the language must be considered as competence, where people can distinguish between what the speaker knows about the language itself and what the speaker does with that knowledge. However, Hymes (1995), added to Chomsky’s claim that the language must be deemed as a social mechanism whose understanding implies to consider its social aspects and some variations provoked by the context.

Based on what was previously mentioned, in this pedagogical proposal language will be understood as a competence, therefore, language is not the ultimate goal, but a means to provide students different tools to comprehend the world. Language, on the other hand, will also have a

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tremendous role when performing good demonstrations of fellowship in class, thus, students will be taught language in terms of form, and more important though, students will be monitored on what they are able to perform by using that knowledge in their own communities. In brief, the use of language more than a skill, depicts a competence whose implementation might not only benefit the improvement of social affectations, but it also might reinforce friendly and familiar relations.

Vision of classroom.

This project understand the vision of classroom in regards to Vanderlick's insights (2005) who claims that a classroom must not be understood as physical space, but as the connection between a teacher and a group of apprentices, who together try to unscramble the secrets of the world where they live in. This thought implies assuming the classroom beyond its physical features and start thinking of it as the possibility to learn and display into practice necessary criteria to dwell in community.

Pedagogical approach.

This pedagogical proposal for innovation has been framed into the Social Constructivist Approach whose features are well developed by Dagar and Yadav (2016), who regard Social Constructivism as the idea of building up knowledge by enhancing social interaction through authentic tasks, that is to say, "learning from a social constructivist perspective in an active process involving other" (Jones and Brader-Araje, 2002, p. 6). In this regard, Social Constructivism will be understood as the process of knowing the world by means of interaction, where the knowledge is highly bound to personal experiences and mediated through the language and the need of interaction with others.

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This approach turns convenient upon this proposal aims, since the school where the project was meant to be implemented (Prado Veraniego School) stands for this approach as a the way of learning and teaching for communicating with high-quality thinking processes; forming students who be able to display social competences in order to solve social problems with a high degree of social awareness and encouraging students to enquire and reflect upon their own forming process (Prado Veraniego School, 2018). Likewise, this approach allocates the means required when trying to boost fellowship among a group of students whose personal experiences notoriously differ one from the other, as dialogue and interactions are paramount to successfully make students comprehend why a good treatment, solidarity, love, support become such important when living in society.

Instructional design.

The pedagogical intervention has been built around the implementation of gamification principles as a way of boosting fellowship within an EFL classroom. The planning of this proposal has been divided into three different cycles where students will have the opportunity to strengthen different competences and skills by carrying out specific tasks.

The planning of this instructional design has considered aspects such as: the educative goals of the school, the students' need to learn English as a foreign language in an appealing way, the slight sample of motivation shown from students when learning English and the low performance of the students when demonstrating competences such as fellowship within the classroom; because of this, through each cycle, students will have lessons and activities that mainstream these aspects, aiming to broaden in students their sense of living in society and strengthening their fellowship competence. In short, this instructional design is focused on

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enhancing the “How to be” competence, more specifically “Fellowship” on 9th graders, which means that Language is not the target, but the means. The classes will be framed by the Task based approach, therefore, each session of class will be divided into three moments; activation knowledge, implementation of knowledge and knowledge landed on students reality.

With this proposal, students will have three lessons during the first cycle; three lessons during the second one and four lessons during the last cycle. The time of each lesson can vary depending on either unexpected events or the proposal implementer’s consideration. Each of these cycles will be called a “Quest” which connotes that students will have to go through different missions (classes) in order to reach or obtained certain resources, knowledge or tools that allow them to move forward into the next mission. Each of these quests has an specific purpose, all of them though, target to consolidate a process by means of which students at the end of day understand that living in society requires a set of competences among which fellowship is partaker.

This proposal starts off with the quest called “Me as someone valuable”, which means to give students both, language and how-to-be guidance on how to recognize and talk about their qualities and the characteristics that make them unique, so that, they will be able to regard themselves as important member within the community they live in.

Once students successfully have gone through the missions that compound this first quest, they will enable the second quest “You, more than my classmate my friend” where students will learn that people around possess different traits that deserve to be stood out, moreover they will realize that success in society deeply lies upon union among community members. Hence, each mission in this quest has suitable content that will help them realize how

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alike they are, show admiration positively and give and receive advice positively in order to make progress cooperatively in society.

Lately students will face down the last quest called “The fellowship journey” which is when students bring into practice what they have learned previously and where they reinforce the importance of values such as respect, tolerance, love and solidarity when being part of a society. This quest is also a combination language knowledge and guidance for living. Right below there is a scheme where the proposal is better portrayed as well as the lesson plan for each class and the link where the classes design might be found.

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Table 1 Pedagogical Proposal's structure

	Missions	Objectives	Language and vocabulary	Skills and competences needed.
<p>Quest 1</p> <p>Me as someone valuable.</p>	Finding out who I really am.	<p>Goal: I am able to recognize myself and the characteristics that make me unique.</p> <p>Sub-goals:</p> <p>-To describe myself and my likes.</p> <p>- To talk to others about me.</p> <p>- To trust in myself and show it to others with confidence.</p>	<p>- Adjectives to describe appearance and personality.</p> <p>- Modals to express obligations and permissions. (Can, must, have to, may)</p> <p>- Verb to be (review)</p> <p>- Present simple.(Review)</p> <p>- WH questions</p> <p>- Be able to</p>	<p>Skills:</p> <p>- I use adjectives to describe myself</p> <p>- I use modals to talk about permissions and obligations I have at different places.</p> <p>- I use present simple to talk about my routines and things that I like</p> <p>- I use “be able to” to show the best of me.</p> <p>Competences:</p> <p>- I recognize myself as someone valuable.</p> <p>- I show good behavior and manners at different places.</p> <p>- I understand that I am able to do many valuable things as part of a society.</p>
	My rights and my duties.			
	Ready to show the best of me.			
<p>Quest 2</p> <p>You, more than my classmate my friend.</p>	Realizing how alike we are.	<p>Goal: I am able to recognize that people around me are special.</p>	<p>- Superlatives and comparatives.</p> <p>- Adjectives 2</p>	<p>Skills:</p> <p>- Use comparatives and superlatives properly.</p>

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	<p style="text-align: center;">What I admire from you.</p>	<p>Sub-goals:</p> <ul style="list-style-type: none"> -To compare other people to understand differences. - To make compliments about other people. - To talk about other people’s flaws. - To advice people on things that can be changed. 	<ul style="list-style-type: none"> - Connecting words to express cause effect. Due to, because of, consequently, Although, despite, however. - Modals should, could, must to give advice. 	<ul style="list-style-type: none"> - I use different kind of adjectives for descriptions. - I use connecting words to express cause effect. - I give advice using modals. -I use simple past to talk about events in the past. - I use WH questions when inquiring. <p>Competences:</p> <ul style="list-style-type: none"> - I understands descriptions as a way of valuing differences. - I foresee thoughtfully the effects of my actions. - I am able to make people feel better by giving advice. - I analyze the actions I did in the past and I express them effectively.
<p style="text-align: center;">Quest 3</p> <p style="text-align: center;">The fellowship journey</p>	<p style="text-align: center;">The lost treasure of the respect</p>	<p>Goal: I understand the importance of fellowship to live in society.</p>	<ul style="list-style-type: none"> - Simple past. - Present perfect. - Will and going to 	<p>Skills:</p> <ul style="list-style-type: none"> - I use the Past perfect structure to talk what I have done in life.

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			- Present Continuous.	
	Looking for the sword of tolerance.	Sub- goals: - To treat people well showing different values	- Vocabulary related to values.	- I use Will and “Going to” to talk about my friends’ future. - I use present continuous spontaneously.
	Gathering the 3 keys: - Love - Solidarity Understanding.	- To show opinion about anti-values		- I know vocabulary about values and anti-values. - I know when and how to use There is and There are.
	The final battle: Me against anti-values.			Competences: - I am able to treat other people by showing different values. - I understand the importance of displaying fellowship effectively at different scenarios in life.

Class development:

This proposal design scopes a whole of 11 classes which have as ultimate purpose to boost the fellowship competence of 9th graders in public schools without neglecting language’s skills. Therefore, each session will have a specific organization and a set of features in its implementations that will allow to ease the teaching practice and ensure more likely positive outcomes. The class sessions are meant to be brought into the classroom as shown here below.

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Table 2 Class development

			Pre task	Task cycle	Gamification	Language focus.	Gamification .
Quest 1	1 st mission	Class structure	- Warm up - Objectives	Preparation: - Language expansion. - Grammar review.	Points Rewards Contests.	Assessment and feedback	Points. Record the point (Pointagram) Notifications.
				<i>Task:</i> - Final task introduction			
				<i>Planning:</i> - Final task developing			
				<i>Reporting:</i> -Oral activity.			
	2 nd mission		- Warm up - Objectives	<i>Preparation:</i> - Language expansion. - Grammar review.	Points Rewards Contests.	Assessment and feedback	Points Record the point (Pointagram) Notifications.
				<i>Task:</i> - Final task introduction			
				<i>Planning:</i> - Final task developing			
				<i>Reporting:</i> -Oral activity.			

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				<i>Preparation:</i> - Language expansion. - Grammar review.			
	3th mission		- Warm up	<i>Task:</i> - Final task introduction	Points Rewards Contests.	Assessment and feedback	Points Record the point
		- Objectives	<i>Planning:</i> - Final task developing	(Pointagram) Notifications.			
			<i>Reporting:</i> -Oral activity.	Avatar updates.			

By and large, this structure remains the same throughout the proposal implementation, of course, content, activities and objectives will vary from one class to the other. However, unlike quest 1 and 2, the last quest will have 4 sessions of class, consequently the last avatar update will take place at the end of mission 4.

Avatars:

This proposal suggests the creation of avatars for the class as a way to keep students motivated and engaged with the class and the project. These avatars will be hand-made (See Lesson plan #1) and have an updating sequence as shown here below.

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Table 3 Avatar Updatind Sequence

Avatars Updating sequence			
1st class.	Avatars creation.	1 avatar per three students.	Students will create their avatars by the first time, these avatars shall meet the criteria stated on Lesson Plan # 1
1 Quest: 3 rd mission.	First avatar's update.	1 avatar per 6 students.	Students will update their avatar by joining another group. Appearance should be modified qualities of both avatars should be kept in only one.
2 Quest: 3 rd mission.	Second avatar's update.	1 avatar per 12 students	Students will update their avatar by joining another group. Appearance should be modified qualities of both avatars should be kept in only one.
3 Quest: 4 th mission.	Final avatar's update	1 avatar per class.	Students will update their avatar by keeping in one avatar the best qualities of the avatars in class.

The intention behind the avatars and the updating process is to make students reflect upon the importance of working cooperatively to become stronger, smarter and a better human being. By

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the time of the last update, students shall acknowledge that they can learn from other people and help others to grow up.

Pointagram.

Pointagram is the app where teacher will keep track of the points gotten by students along the go, this is a free-access app that allows the proposal implementer to add participants (in this case the class avatars), assign competitions, provide points, create quests and upload badges. With this tool, students and teachers will be able to trace the progress made any time they want. Moreover, this tool will grant students the sensation of being part of a competition which will lead into more participation and much more effort from them in class.

In addition, this app offers the possibility of motivating and encouraging participants to participate in daily-normal activities such as going to class with a higher degree of commitment, building great team spirit and setting on-the-go goals to keep participants focused the next step, thus, Pointagram turns out being a perfect mechanism that provides this proposal a cutting-edge and suitable form of gamifying any classroom. On the other hand, according to the lessons plans, points are meant to be updated on Pointagram once per class at the end of each session, hence, participant will see progress day by day.

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Lesson plans.

Lesson Plan # 1.

Teacher's name: Wilmer Riaño	Group : 9 th grade	Lesson length: 1 hour 30 minutes	Number of sessions: 1
# of students: 37		Age of students: 14 / 15	
<p>Let's gamify our class</p> <p>https://docs.google.com/presentation/d/1hr0xalTwPGOUTMMky2gJ99EXw5ktdvGDjUFOMOSjx4w/edit?usp=sharing</p>			
<p>Main Objectives:</p> <ul style="list-style-type: none"> - To start gamifying the classroom. <p>Specific Objectives.</p> <ul style="list-style-type: none"> - To present the project. - To set the class rules. - To set class pairs - To assign group names 			

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RESOURCES/MATERIALS		
<p>Presentation: First class : Getting to know the class</p> <ul style="list-style-type: none"> - Projector. - Computer. - White board. - Card board. - Colors, pencils, markets, tape. 		
Time	Teacher activities	Students Activities
<p>10 minutes</p>	<p>Warm Up:</p> <ul style="list-style-type: none"> • Getting to know the class <p>Teacher should:</p> <ul style="list-style-type: none"> . Ask students to introduce themselves by playing the wheel names picker (Slide 2) . Have students enumerating themselves. . Click on the blue tittle (Spin the wheel) . Spin the wheel and ask the person who has the number chosen by the wheel. . Ask question such us <ul style="list-style-type: none"> - What is your name? - Where do you live - Do you like English? <p>. Make sure you ask just two questions to each</p>	<ul style="list-style-type: none"> • Introduce themselves. <p>Students should:</p> <ul style="list-style-type: none"> . Enumerate themselves. . Introduce themselves if the wheel chooses their name. . Answer the questions made by the teacher.

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	student, name and something else (Vary the second question from one student to the other)	
30minutes	<ul style="list-style-type: none"> • Show students the project a give a rundown on the class development. (Let’s be the best version of me) <p>Teacher should:</p> <ul style="list-style-type: none"> . Have one student reading the objectives for the session. (Slide 3) . Make the question suggested on the presentation. (What do you expect from this English class) . Elicit the answer from 2 or 3 students . Then, Go through the presentation from slide 4 to slide 7. . Explain the class features by following each slide in the presentation. 	<ul style="list-style-type: none"> • Get to know the project. <p>Student should:</p> <ul style="list-style-type: none"> . Pay attention to the teacher’s explanation. . Ask any questions that arise as the teacher explains.
20 minutes	<ul style="list-style-type: none"> • Share the class rules. <p>Teacher should:</p> <ul style="list-style-type: none"> . Make students to read the instructions for activity on slide 8. . Have student working on the activity my rule is _____ 	<ul style="list-style-type: none"> • Understand the class rules. <p>Students should:</p> <ul style="list-style-type: none"> . Read the instruction on slide 8 . Work on the activity (My rule is) . Share the rule they came up with if the teacher asks so.

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	<ul style="list-style-type: none"> . Elicit some rules from 3 or 4 students. . Move on to tell students the class rules on slide 9 . Make students read the rules and elicit their opinions about them. 	<ul style="list-style-type: none"> . Pay attention to the class rules explained by the teacher.
30 minutes	<ul style="list-style-type: none"> • Create students avatars. <p>Teacher should :</p> <ul style="list-style-type: none"> . Guide students thought the avatar design. (Slide 10) . Make student to read the instructions to create those Avatar. . Make sure that student understand how to create their avatars. . Provide the material (Advisable Material: 1/8 white cardboard) . Once students finish, make student stick their avatar on one wall inside the classroom. 	<ul style="list-style-type: none"> • Create the class avatars. <p>Students should.</p> <ul style="list-style-type: none"> . Read the instructions on Slide 10 . Choose a partner. . Create their avatars (Meet the conditions to design the avatar) . Give the avatar a name. . paste the avatar where the teacher suggest

Lesson Plan # 2.

Teacher's name: Wilmer Riaño	Group : 9 th grade	Lesson length: 1 hour 30 minutes	Number of sessions: 1
# of students: 37	Age of students: 14 / 15	Linguistic aim: Verb To Be / adjectives vocabulary to	Know-to-be aim: self-confidence

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		describe people.	
<p>Quest 1: Me as someone valuable / Mission 1: Finding out who I really am.</p> <p>https://docs.google.com/presentation/d/11swbl6hPs9ZrLTvQt8-M5w01ZTLGcprANE2-EXSfyBs/edit?usp=sharing</p>			
Know-to-be Objectives.		- Linguistic Issue.	
Main objective: I am able to recognize myself and the characteristics that make me unique.		Main objective: To descriptive myself.	
<p>Specific objectives:</p> <ul style="list-style-type: none"> - To describe myself. - To identify who I am 		<p>Specific Objectives:</p> <ul style="list-style-type: none"> - To use the verb to be for descriptions. - To use basic adjectives for physical and personality descriptions. 	
<p style="text-align: center;">Know-to-be success indicators:</p> <ul style="list-style-type: none"> - Students describe themselves by bringing up traits that make them unique. - Students show a high degree of self- confidence when they talk about themselves. - Students show pride of the kind of person they are. 		<p style="text-align: center;">Linguistic success indicators:</p> <ul style="list-style-type: none"> - Students understand and use different adjectives to describe themselves. <p>Intelligent, Committed, Young, Attractive, Short / Tall and so on.</p> <ul style="list-style-type: none"> - Students show understanding in the usage of Verb to be when making questions and affirmative and negative tenses. 	
RESOURCES/MATERIALS			
<p>Presentation: Quest 1: Me as someone valuable / Mission 1: Finding out who I really am.</p> <ul style="list-style-type: none"> - Tv / Projector. - Computer. 			

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White board.

Time	Teacher activities	Students Activities
10 minutes	<p>Warm Up:</p> <p>Show students some pictures of themselves and invite them to say out what they see and answer the questions shown in the presentation.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> . Ask students to read the questions. (Slide 3) . Make sure that students understand the vocabulary used in the questions. . Encourage students to answer the questions by using English as much as possible. . Ask students to read the objectives for the class. (Slide 3) . Elicit previous information from students about the objectives by asking the guide questions. (Slide 3) 	<ul style="list-style-type: none"> . Describe themselves by using the verb to be and adjectives vocabulary they know. . Answer the questions asked by the teacher.

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<p>30minutes</p>	<p>Pre task: .</p> <ul style="list-style-type: none"> • Guide students through development of the activities suggested in the presentation to review adjectives vocabulary and the use of Verb To Be <p>Teacher should:</p> <ul style="list-style-type: none"> . Work on slide 4 (Vocabulary expansion) (Match the adjective with picture). (5 points activity) . Make sure students understand the adjectives vocabulary shown in the slide. . Hearten students to explain the reason they do the match. For example: <p>Alberts Einstein is intelligent because he knows lots of things and creates amazing things.</p> <p>. Make sure you record the points got by the students (If students complete the activity you should give them the 5 points star, they must paste it on their avatar drawing)</p> <ul style="list-style-type: none"> . Make students work on Slide 5: “Describing myself- 1 point activity” . Encourage students to use the adjectives learned previously in the description model. . Give an example of how to customize the description model. <p>Example “ I THINK THAT I AM INTELLIGENT AND RESPECTFUL, ALSO I AM TALL AND ATTRACTIVE”</p>	<ul style="list-style-type: none"> . Follow teacher’s instructions and carry out these activities: - Language expansion. Adjectives for description vocabulary. - Describing myself / Customize the description model shown in the presentation. - Analyzing the grammar chart (Verb to be) - Match the question with the answers.
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	<p>. Make sure you record the point got by the students (If students complete the activity you should give them the 1 points star, they must paste on their avatar drawing)</p> <p>. Elicit from student whether they know how to use the verb to be by asking questions such as:</p> <ul style="list-style-type: none">- Why did we say “I AM” in the previous description?- What is the name of that topic?- Do you know how to use this topic? <p>. Then, tell student to analyze the grammar chart on slide 6.</p> <p>. Give students some advice in order to analyze the information properly.</p> <p>For example: Pay attention to examples, the words in bold, the order of the words.</p> <p>. Then, make students practice individually what they’ve learned by carrying out the activity on slide 7. (Match the question with the correct answer – 3 points activity)</p> <ul style="list-style-type: none">. Let students compare and correct theirs answer. Give students the right answers. <p>Make sure you record the point got by the students (If students complete the activity you should give them the 3 points star, they must paste on their avatar drawing)</p>	
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<p>20 minutes</p>	<p>Task:</p> <ul style="list-style-type: none"> • Encourage students to listen and talk. <p>Teacher should:</p> <ul style="list-style-type: none"> - Make students to read the instructions for activity on slide 8. - Play the audio. - Elicit the answer for the question on the presentation (Who is in the photo) - Play the audio again to confirm students' answers. - Team up student in pairs. (Make sure they work with the partner they chose the first class) - Make the practice the conversation on slide 9 - Ask students to change the information underlined in the conversation. (2 points activity) <p>Make sure you record the point got by the students (If students <u>complete the activity you should give them the 2 points star, they must paste on their avatar drawing</u>)</p>	<ul style="list-style-type: none"> - Listen to the conversation and answer the question in the presentation. - Compare your answers to your classmates. - Listen again and confirm your answers. - Look for a classmate. - Practice the conversation - Custom the conversation by changing the underlined information with personal information.
<p>30 minutes</p>	<p>Post task.</p> <ul style="list-style-type: none"> • Enhance students to give a final description and opinion about themselves in the groups set. • Provide feed-back. <p>Teacher should :</p> <p>Final task: Finding out who I really am. (50 points activity).</p>	<p>First part of the task:</p> <p>Create a description of yourself, make sure that you answer the questions suggested in the presentation.</p> <p>Second part of the task:</p> <p>Team up with 3 more classmates.</p>

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	<p>First part of the task:</p> <ul style="list-style-type: none"> . Introduce the final activity. (Slide 10) . Make students to read the instructions. . Show students the questions they should answer in the description. . Give students 7 minutes to create their description. <p>Second part of the task:</p> <ul style="list-style-type: none"> . Make students read the instructions. (Slide 11) . Team up students in groups of 4 people. . Ask students to show with their team mates their introduction. <p>Assessment: (Slide 12)</p> <p>Ask students to ask and answer the question in the groups they are in.</p> <p>Choose students randomly and ask the same questions.</p> <p>Make sure you record the point got by the students (If students complete the activity you should give them the 50 points star, they must paste on their avatar drawing)</p> <ul style="list-style-type: none"> . Give general feedback on : <p>aspects students showed confusion</p>	<p>Introduce yourself by saying out you description.</p> <p>Assessment:</p> <p>Ask your groupmates the questions shown by the teacher.</p>
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	<p>Pronunciation mistakes Grammar mistakes. Vocabulary.</p> <p>. Record the point gotten by the students during the class on the Pointagram leaderboard. Click on the blue tittle "Leaderboard" (Slide 13)</p>	
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Lesson Plan # 3.

<p>Teacher's name: Wilmer Riaño</p>	<p>Group : 9th grade</p>	<p>Lesson length: 1 hour 30 minutes</p>	<p>Number of sessions: 2</p>
<p># of students: 37</p>	<p>Age of students: 14 / 15</p>	<p>Linguistic issue: Modals to express permission and obligation.</p>	<p>Know-to-be issue: Rights and duties understanding.</p>
<p>Quest 1: Me as someone valuable / Mission 2: My rights and my duties.</p> <p>https://docs.google.com/presentation/d/1q2_C9lky4r_zBOgi7pJyOguwcFcuFQDmBf3B7ga3XI/edit?usp=sharing</p>			
<p>Know-to-be objectives:</p>		<p>Linguistic Objectives:</p>	

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<p>Main objective: I understand my role as part of my community.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - To talk about my rights as human being. - To acknowledge my duties in society. 	<p>Main objective: To talk about rights, permissions, duties and obligations. .</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - To use modals to talk about permissions, rights, duties and obligations. - To review vocabulary about places of the city. - To review vocabulary about professions.
<p><i>Know-to-be success indicators:</i></p> <ul style="list-style-type: none"> - Students acknowledge their rights as human beings. - Students acknowledge their duties as members of a community. - Students show understanding on the importance of rights and duties in a society. 	<p><i>Linguistic success indicators:</i></p> <ul style="list-style-type: none"> - Students perform well when using modals to talk rights and duties. - Students handle a good repertoire of vocabulary about places of the city and professions.
<p>RESOURCES/MATERIALS</p> <ul style="list-style-type: none"> - Presentation: Quest 1: Me as someone valuable / Mission 2: My rights and my duties. - Tv / Projector. - Computer. - White board. 	

Time	Teacher activities	Students Activities
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10 minutes	<p>Warm Up:</p> <p>Introduce the meaning of both: Rights and duties</p> <p>Teacher should:</p> <ul style="list-style-type: none"> . Ask students randomly the question on slide 2 What is a right? What is a duty? (Hearten students to answer in English) . Ask students to read the instructions for the activity. (Slide 2) . Show students the “Unscramble activity” . Encourage students to work individually and unscramble the definition of Right and Duty. <p style="text-align: center;">Ask students to mention 1 right and 1 duty they have at different places such as: Home, Bank, Museum and School.</p> <ul style="list-style-type: none"> . Have students reading the objectives for the session. (Slide 3) 	<p>Student should:</p> <ul style="list-style-type: none"> . Unscramble the meaning of Rights and Duties. . Answer the questions asked by the teacher.
30minutes	<p>Pre task:</p> <ul style="list-style-type: none"> • Guide students through development of the activities suggested in the presentation to review modals and vocabulary about places of the city and profession <p>Teacher should:</p> <ul style="list-style-type: none"> . Work on slide 4 (places of the city) and add the questions suggested to a few students: What places of the 	<ul style="list-style-type: none"> . Follow teacher’s instructions and carry out these activities: <ul style="list-style-type: none"> - Places of the city <ul style="list-style-type: none"> - Answer the question made by the teacher. - Memory game about professions. - Analyzing the grammar chart (modals to talk about

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	<p>city do you know in English?</p> <ul style="list-style-type: none"> . Make sure to write on the board the places mentioned by the students. . Then, show then the image (The city) and ask the question given in the presentation (What places can you see in the picture). . Encourage students to speak English by asking questions such as: <ul style="list-style-type: none"> What is your favorite city? What is your favorite place in that city? Why do you like about that place? <p>Introduce the topic “Professions by asking” Who works in these places (Point the places said by the students, those places should be on the board)</p> <ul style="list-style-type: none"> . Tell students you will review some professions. . Show them the Slide 5 and play the game “Memory Game” <i>Click on the blue Tittle.</i> . Then, introduce the topic grammar (Modals to talk about right and duties) by asking the question on Slide 6. Remember you should complete the question by giving the information required in red. <p>Example: What rights and duties does a priest have in church? Ask the question a couple of times.</p> <ul style="list-style-type: none"> . Show students the question on slide 7: What grammar topic can use to talk about Rights and Duties? 	<p>rights and duties)</p> <ul style="list-style-type: none"> - Work on the activity (Slide 9) explained by the teacher. - Participate in the activity (Slide 10)
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	<p>. Encourage students to analyze the grammar chart on Slide 8. Give student to check the grammar chart.</p> <p>. Check students' understanding on the topic by doing the activity on slide 9 and 10.</p> <ul style="list-style-type: none"> - Slide 9 : Choose 2 students, one asks (orange rectangle) the other answers (Blue rectangle) <p>Give a students an example to do the activity.</p> <p>Example:</p> <p>1 student: What duties do you have at a museum</p> <p>2 Student: In a museum you should be silent.</p> <p>The teacher gives the place of the city for students to complete the conversation.</p> <ul style="list-style-type: none"> - Slide 1o: Ask students to say out loud the profession the see in the slide - Ask randomly the question shown in the slide (What obligations do you think that a FARMER has? <p>Make sure you take notes on any mistakes made by the students.</p>	
<p>20 minutes</p>	<p>Task:</p> <ul style="list-style-type: none"> • Encourage students to listen and talk. <p>Teacher should:</p> <ul style="list-style-type: none"> - Make students to read the instructions for activity on 	<p>Watch the video the question in the presentation.</p> <p>Ask as many question you have about the video's content.</p> <p>Look for a partner.</p>

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	<p>slide 11.</p> <ul style="list-style-type: none"> - Play the video “Rights and Responsibilities at school ” - Pause the video any time you consider necessary to make sure they understand. - Pair up students and ask them to come up with an answer for the question in the presentation. (What rights and responsibilities do they mention in the video) - Encourage student to speak in English in the groups by given them Useful phrases to interact among them. <p>For example:</p> <p>What do you think about the video?</p> <p>What responsibilities did you hear in the video</p> <p>What right did they say in the video?</p> <p>. Let them share their answer with the class.</p>	<p>Come up with an answer for the question asked by the teacher.</p> <p>Use English when talking in your group. Use the useful phrases given by the teacher to answer the question.</p> <p>Share your answer with the class.</p>
<p style="text-align: center;">30 minutes</p>	<p>Post task.</p> <ul style="list-style-type: none"> • Enhance students to create their ideal classroom. • Provide feed-back. <p>Teacher should :</p> <p>First part of the task:</p> <ul style="list-style-type: none"> . Introduce the final activity. (Slide 12) . Make students to read the instructions. . Pair up students and make sure they understand what they have to do. 	<p>First part of the task:</p> <p>With a partner, create your ideal classroom, make sure that you add the aspects mentioned by the teacher.</p> <p>Second part of the task:</p> <p>In the group, write the rights and duties that students and teachers have in that ideal classroom. (5 AND 5)</p>

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	<p>. Give students 7 minutes to create their ideal classroom.</p> <p>Second part of the task:</p> <p>. Ask them to come up with the rights and duties they have in those ideal classrooms. (Slide 12)</p> <p>. Give them 7 more minutes.</p> <p>Third part of the task: (Slide 13) The classroom gallery.</p> <p>. Make students read the instructions read the instructions for the activity</p> <p>. Make sure they understand the instructions.</p> <p>. Monitor the time that the team present their classroom.</p> <p>. Make sure students drop by different spots to see their classmates 'work</p> <p>. Change the roles after 7 minutes.</p> <p>Assessment: (Slide 12)</p> <ul style="list-style-type: none"> - Ask students to draw a conclusion by competing the conversation model. - Exemplify who to complete the Conclusion model. - Choose students randomly and ask them to give their 	<p>Third part of the task:</p> <p>Present your ideal classroom.</p> <p>You may use the conversation model shown by the teacher in order to present your ideal classroom.</p> <p>Change roles when the teacher asks so, and take a look at your classmates' ideal classrooms.</p> <p>Assessment:</p> <p>In groups, Draw a conclusion about the importance of rights and duties at the classroom.</p> <p>Share your conclusion with the class.</p>
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	<p>conclusion.</p> <p>. Give general feedback on :</p> <p>Aspects students showed confusion on Pronunciation mistakes Grammar mistakes. Vocabulary.</p>	
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Lesson Plan # 4.

Teacher's name: Wilmer Riaño	Group : 9 th grade	Lesson length: 1 hour 30 minutes	Number of sessions: 1
# of students: 37	Age of students: 14 / 15	Linguistic aim:.	Know-to-be aim:
<p>Quest 1: Me as someone valuable / Mission 1: Ready to show the best of me.</p> <p>https://docs.google.com/presentation/d/1uRAzr41Zn-HLWop9YIGnIJ6O8fhk6FqICdaffRwRv5k/edit?usp=sharing</p>			
Know-to-be Objectives.		- Linguistic Issue.	
Main objective: To show confidently how much I trust myself.		Main objective: to talk about likes, dislikes and routines.	
Specific objectives:		Specific Objectives:	

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<ul style="list-style-type: none"> - To talk to other about me <li style="padding-left: 20px;">- To provide a self/description. <li style="padding-left: 20px;">- To highlight 	<ul style="list-style-type: none"> - Simple Present.
<p style="text-align: center;">Know-to-be success indicators:</p> <ul style="list-style-type: none"> - Students describe themselves by bringing up traits that make them unique. - Students show a high degree of self- confidence when they talk about themselves. - Students show pride of the kind of person they are. 	<p style="text-align: center;">Linguistic success indicators:</p> <ul style="list-style-type: none"> - .
<p>RESOURCES/MATERIALS</p> <p>Presentation: Quest 1: Me as someone valuable / Mission 1: Finding out who I really am.</p> <ul style="list-style-type: none"> - Tv / Projector. - Computer. <p>White board.</p>	

Time	Teacher activities	Students Activities
<p>1o minutes</p>	<p>Warm Up:</p> <p>Show students some pictures of themselves and invite them to say out what they see and answer the questions shown in the presentation.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> . Ask students to read the questions. (Slide 3) 	<ul style="list-style-type: none"> . Describe themselves by using the verb to be and adjectives vocabulary they know. . Answer the questions asked by the teacher.

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	<ul style="list-style-type: none"> . Make sure that students understand the vocabulary used in the questions. . Encourage students to answer the questions by using English as much as possible. . Ask students to read the objectives for the class. (Slide 3) . Elicit previous information from students about the objectives by asking the guide questions. (Slide 3) 	
<p style="text-align: center;">30minutes</p>	<p>Pre task: .</p> <ul style="list-style-type: none"> • Guide students through development of the activities suggested in the presentation to review adjectives vocabulary and the use of Verb To Be <p>Teacher should:</p> <ul style="list-style-type: none"> . Work on slide 4 (Vocabulary expansion) (Match the adjective with picture). (5 points activity) . Make sure students understand the adjectives vocabulary shown in the slide. . Hearten students to explain the reason they do the match. For example: <p style="padding-left: 40px;">Alberts Einstein is intelligent because he knows lots of things and creates amazing things.</p> <ul style="list-style-type: none"> . Make sure you record the points got by the students (If students complete the activity you should 	<ul style="list-style-type: none"> . Follow teacher’s instructions and carry out these activities: <ul style="list-style-type: none"> - Language expansion. Adjectives for description vocabulary. - Describing myself / Customize the description model shown in the presentation. - Analyzing the grammar chart (Verb to be) - Match the question with the answers.

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	<p><u>give them the 5 points star, they must paste it on their avatar drawing)</u></p> <ul style="list-style-type: none">. Make students work on Slide 5: “Describing myself- 1 point activity”. Encourage students to use the adjectives learned previously in the description model.. Give an example of how to customize the description model. <p>Example “ I THINK THAT I AM INTELLIGENT AND RESPECTFUL, ALSO I AM TALL AND ATTRACTIVE”</p> <ul style="list-style-type: none">. Make sure you record the point got by the students (<u>If students complete the activity you should give them the 1 points star, they must paste on their avatar drawing)</u> <ul style="list-style-type: none">. Elicit from student whether they know how to use the verb to be by asking questions such as:<ul style="list-style-type: none">- Why did we say “I AM” in the previous description?- What is the name of that topic?- Do you know how to use this topic? <p>. Then, tell student to analyze the grammar chart on slide 6.</p> <p>.Give students some advice in order to analyze the information properly.</p> <p>For example: Pay attention to examples, the words in bold, the order of the words.</p>	
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	<p>. Then, make students practice individually what they've learned by carrying out the activity on slide 7. (Match the question with the correct answer – 3 points activity)</p> <p>. Let students compare and correct their answer</p> <p>. Give students the right answers.</p> <p>Make sure you record the point got by the students (If students complete the activity you should give them the 3 points star, they must paste on their avatar drawing)</p>	
<p style="text-align: center;">20 minutes</p>	<p>Task:</p> <ul style="list-style-type: none"> • Encourage students to listen and talk. <p>Teacher should:</p> <ul style="list-style-type: none"> - Make students to read the instructions for activity on slide 8. - Play the audio. - Elicit the answer for the question on the presentation (Who is in the photo) - Play the audio again to confirm students' answers. - Team up student in pairs. (Make sure they work with the partner they chose the first class) - Make students practice the conversation on slide 9 - Ask students to change the information underlined in the conversation. (2 points activity) 	<ul style="list-style-type: none"> - Listen to the conversation and answer the question in the presentation. - Compare your answers to your classmates. - Listen again and confirm your answers. - Look for a classmate. - Practice the conversation - Custom the conversation by changing the underlined information with personal information.

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	<p style="text-align: center;">Make sure you record the point got by the students (If students complete the activity you should give them the 2 points star, they must paste on their avatar drawing)</p>	
<p>30 minutes</p>	<p>Post task.</p> <ul style="list-style-type: none"> • Enhance students to give a final description and opinion about themselves in the groups set. • Provide feed-back. <p>Teacher should :</p> <p>Final task: Finding out who I really am. (50 points activity.)</p> <p>First part of the task:</p> <ul style="list-style-type: none"> . Introduce the final activity. (Slide 10) . Make students to read the instructions. . Show students the questions they should answer in the description. . Give students 7 minutes to create their description. <p>Second part of the task:</p> <ul style="list-style-type: none"> . Make students read the instructions. (Slide 11) . Team up students in groups of 4 people. . Ask students to show with their team mates their introduction. <p>Assessment: (Slide 12)</p>	<p>First part of the task:</p> <p>Create a description of yourself, make sure that you answer the questions suggested in the presentation.</p> <p>Second part of the task:</p> <p>Team up with 3 more classmates. Introduce yourself by saying out you description.</p> <p>Assessment:</p> <p>Ask your groupmates the questions shown by the teacher.</p>

TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>Ask students to ask and answer the question in the groups they are in.</p> <p>Choose students randomly and ask the same questions.</p> <p>Make sure you record the point got by the students (<u>If students complete the activity you should give them the 50 points star, they must paste on their avatar drawing</u>)</p> <p>. Give general feedback on :</p> <p>aspects students showed confusion Pronunciation mistakes Grammar mistakes. Vocabulary.</p> <p>. Record the points gotten by the groups during the class on the Pointagram leaderboard. Click on the blue tittle "Leaderboard" (Slide 13)</p>	
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Lesson Plan # 5.

TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION
PRINCIPLES IMPLEMENTATION.

Teacher's name: Wilmer Riaño	Group : 9 th grade	Lesson length: 1 hour 30 minutes	Number of sessions: 1
# of students: 37	Age of students: 14 / 15	Linguistic aim:	Know-to-be aim:
<p>Quest 2: You, more than my classmate my friend. / Mission 1: Realizing how alike we are.</p> <p>https://docs.google.com/presentation/d/1Q-rpKX1VPQGKTc-soCvzHDSZO_TVljmvOrLixlCkHZQ/edit?usp=sharing</p>			
Know-to-be Objectives.		- Linguistic Issue.	
Main objective: To understand how differences make us special.		Main objective: To make comparisons.	
Specific objectives: <ul style="list-style-type: none"> - To regard differences positively. - To recognize differences as a complement when living in society. - To understand the differences between comparisons and differences 		Specific Objectives: <ul style="list-style-type: none"> - To use Comparatives and Superlatives to make comparisons. 	
Know-to-be success indicators: <ul style="list-style-type: none"> - Students may compare themselves to someone else positively. - Students spot and speak respectfully about differences. - Students speak knowledgeably about Comparisons and Differences. 		Linguistic success indicators: <ul style="list-style-type: none"> - Students use “Comparatives” properly when making comparisons. - Students use “Superlatives” properly when making comparisons. 	

TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION
PRINCIPLES IMPLEMENTATION.

Time	Teacher activities	Students Activities	RESOURCES/MATERIALS
<p style="text-align: center;">10 minutes</p>	<p style="text-align: center;">Warm Up:</p> <p style="text-align: center;">Hearten students to stand out their classmates’ qualities by mentioning some positive adjectives.</p> <p style="text-align: center;">Teacher should:</p> <ul style="list-style-type: none"> . Project the presentation suggested. Ask students to read instructions on . (Slide 2) . Make sure that students understand what they have to do. . Click on the word underlined “<u>Picker</u>” . Choose four or five students by using the name picker (Teacher should set up the name picker by listing off students on the app before the class) . Once you have finished, Ask students to read the objectives for the class. (Slide 3) . Elicit previous information from students about the objectives by asking the guide questions. (Slide 3) 	<ul style="list-style-type: none"> . Read the instructions if asked to do so. . Participate by mentioning out loud one characteristic of the student chosen by the name picker. . Read the objectives if asked to do so. . Ask the questions is needed to do so. 	<p style="text-align: center;">Presentation: <i>Quest 2:</i> You, more than my classmate my friend. / <i>Mission 1:</i> Realizing how alike we are.</p> <ul style="list-style-type: none"> - Tv / Projector. - Computer. <li style="padding-left: 40px;">White board.

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PRINCIPLES IMPLEMENTATION.

30minutes	<p>Pre task: .</p> <ul style="list-style-type: none"> • Guide students through development of the activities suggested in the presentation to review adjectives vocabulary and the use comparatives and superlatives. <p>Teacher should:</p> <ul style="list-style-type: none"> . Work on slide 4, make one student read the question suggested on the slide (What can you say about these student) . Have students brainstorming adjectives they know in order to describe the students in the image. . Pay attention how much adjectives vocabulary they know. . Then, work on slide 5 (Vocabulary expansion) (Draw the adjective). (5 points activity) . Make sure students understand the adjectives vocabulary shown in the slide. . Hearten students to express why their drawing is the representation of the adjective given. For instance, <p style="text-align: center;"><i>“In my drawing we can see a boy very concentrated and he is reading, so he is very <u>Smart</u>”</i></p>	<p>. Follow teacher’s instructions and carry out these activities:</p> <ul style="list-style-type: none"> - Describing the students in the picture (Slide 4) - Language expansion. Drawing adjectives vocabulary. - Describing my classmate. (Customize the conversation model) - Recognize the differences between comparisons and differences. (Differences among my classmates - questions) - Analyzing the grammar chart (Comparatives and Superlatives) - Spot the differences among the classmates that stand out in front. 	
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>. Make sure you record the points got by the students (If students complete the activity you should give them the 5 points star, they must paste it on their avatar drawing)</p> <p>.Afterwards, make students work on slide 5 “Describing my classmate”</p> <p>.Teacher should let students talk to any partner they want in the group. Provide an example of what students should do.</p> <p>.Follow the conversation model :</p> <p>“I think you are _____, and _____ and _____”</p> <p>. Have students customizing the conversation model twist or three times. (Encourage students to use the vocabulary learned)</p> <p>. Make sure you record the point got by the students (If students provide a description as suggested, you should give them the 1 points star, they must paste on their avatar drawing)</p>		
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>. Then, make students aware of the difference between comparison and differences by asking the questions suggested on slide 7</p> <p>. Ask the question “What differences can you see between _____ and _____” . Complete the question by adding two students’ name.</p> <p>Students are likely to sat things such as : Pepito is more tall, Juanita is more good of Pepito</p> <p>. Use any of those mistakes to introduce the grammar topic, you may ask questions such as “Do you really say more tall, How do you say “Mejor que” in English”</p> <p>.Let students analyze the grammar chart on slide 8, clarify any questions students may have and have students practicing “Comparatives and superlatives” by carrying out the activity suggested on slide 9 (Let’s spot some differences among us)</p> <p>. Choose three student and make step up in front of the class and ask. “What differences may you mention among Pepito,</p>		
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>Juanita and Carlos”</p> <ul style="list-style-type: none"> . Encourage students to use comparatives and superlatives and the adjectives taught previously. . Then choose another three different students and start all over the activity <p>Make sure you record the point got by the students (<u>you should give the 3 points star to those students who participated and followed instructions. Have students pasting their starts on their avatar drawing)</u>)</p>		
<p>20 minutes</p>	<p>Task:</p> <ul style="list-style-type: none"> . Encourage students to listen and talk. <p>Teacher should:</p> <ul style="list-style-type: none"> . Show slide 10 of the presentation. . Have one student reading the instructions. . Emphasize on the fact that is a must to use comparatives and superlatives. . Remind them that as a groups every member should help building up the comparison. . Play the video twist and make sure there are not questions regarding vocabulary. 	<p>Listen to the conversation and with your classmates tell the classroom what are differences among the people shown in the video.</p>	

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	<p>. Let groups say out loud the comparison they have made.</p> <p>Make sure you record the point got by the students (If students complete the activity you should give them the 20 points star, they must paste on their avatar drawing)</p>		
<p>30 minutes</p>	<p>Post task.</p> <ul style="list-style-type: none"> • Enhance students to recognize the importance of people around them by identifying differences. • Provide feed-back. <p>Teacher should :</p> <ul style="list-style-type: none"> . Show students slide 11. . Have one student reading the instructions out loud. . Make sure they understand what they have to do. <p>. When setting teams, it is advisable to have groups of minimum three people, thereby, they have the change to interact with more people. (Use group generator)</p>	<ul style="list-style-type: none"> - Read instructions on the slide shown. - Use the conversation model suggested to talk about the differences between you and the classmates of your group. - Make sure to highlight positive aspects. - Join together with your classmates and let them know the differences you think you have by using the conversation model. 	

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	<p>Click on "Group Generator" and use the tool recommended.</p> <p>Show students the conversation model proposed for them to know what they are expected to say.</p> <ul style="list-style-type: none"> . Provide an example of the conversation and ask if questions need to be solved. . Give students time enough for them plan what they are going to say. . Then show students Slide 12 and have them joining together and telling each other the differences they found. . Walk around and make sure each group is working as expected. <p>Assessment: (Slide 13)</p> <p>Ask students to ask and answer the question in the groups they are in.</p> <p>Choose students randomly and ask the same questions.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> .Ask your groupmates the questions shown by the teacher. .Then, answer the questions asked by the teacher if needed to do so. 	
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION
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	<p>Make sure you record the point got by the students (If students complete the activity you should give them the 50 points star, they must paste on their avatar drawing)</p> <p>. Give general feedback on :</p> <p>aspects students showed confusion Pronunciation mistakes Grammar mistakes. Vocabulary.</p> <p>It is advisable to use the board to provide examples of the feedback given.</p> <p>. Record the points gotten by the group during the class on the Pointagram leaderboard. Click on the blue tittle "Leaderboard" (Slide 13)</p>		
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Lesson Plan # 6.

<p>Teacher's name: Wilmer Riaño</p>	<p>Group : 9th grade</p>	<p>Lesson length: 1 hour 30 minutes</p>	<p>Number of sessions: 1</p>
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION
PRINCIPLES IMPLEMENTATION.

# of students: 37	Age of students: 14 / 15	Linguistic aim:	Know-to-be aim:
<p>Quest 2: You, more than my classmate my friend. / Mission 2: What I admire about you.</p> <p>https://docs.google.com/presentation/d/1-eXonOSkltlgXI5UIwBB22XP7yTp_U4atK9bwfKkuHg/edit?usp=sharing</p>			
Know-to-be Objectives.		- Linguistic objectives.	
Main objective: To show admiration positively.		Main objective: - To use connecting words. - To use expressions to show admiration.	
<p>Specific objectives:</p> <ul style="list-style-type: none"> - To speak about what I like about other people. - To let people know about their qualities. 		<p>Specific Objectives:</p> <ul style="list-style-type: none"> - To get familiar with expressions to show admiration - To use linking words. 	
Know-to-be success indicators:		Linguistic success indicators:	
<ul style="list-style-type: none"> - Students show confidence when demonstrating admiration. - Students use positive vocabulary to regard people. 		<ul style="list-style-type: none"> - Students use connecting words to link their ideas. - Students show admiration by using phrases such as : - I love / I look up to the way you ... / I really like / What I like the most about you is 	

Time	Teacher activities	Students Activities	RESOURCES/MATERIALS
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION
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<p>10 minutes</p>	<p>Warm Up:</p> <p>Encourage students to begin showing admiration by their classmate for positive qualities.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> . Project the presentation suggested. Ask students to read instructions on . (Slide 2) . Make sure that students understand what they have to do by giving an example: "Look for a person in the classroom who draws very well" . Make sure students don't get hurt in the rush of looking for the people with those qualities. . Once you have finished, Ask students to get back to their spots and have one student reading the objectives for the class. (Slide 3) . Elicit from students previous knowledge related to the objectives by asking the guide questions. (Slide 3) 	<ul style="list-style-type: none"> . Read the instructions if asked to do so. . Look for the classmate you think that meet the criteria given by the teacher . Don't rush up, be careful while moving around. . Read the objectives if asked to do so. . Ask the questions is needed to do so. 	<p>Presentation: <i>Quest 2:</i> You, more than my classmate my friend. / <i>Mission 2:</i> What I admire about you.</p> <ul style="list-style-type: none"> - Tv / Projector. - Computer. <li style="padding-left: 40px;">White board.
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

<p>30minutes</p>	<p>Pre task:</p> <ul style="list-style-type: none"> • Guide students through development of the activities suggested in the presentation to learn linking words and expressions needed when demonstrating admiration. <p>Teacher should:</p> <ul style="list-style-type: none"> . Work on slide 4, make one student ask the question suggested on the slide to any partner <p>(Do you admire _____ ? Why ?)</p> <ul style="list-style-type: none"> . Have students completing the question by using the name of the celebrity shown in the image. . Teachers may change the images suggested based on students likes. . Pay attention to what they say to show admiration. (Vocabulary and expressions) . Then, work on slide 5 (Language expansion) (tell your partner why you admire him/her). (5 points activity) . Make sure students understand the expressions given 	<ul style="list-style-type: none"> . Follow teacher’s instructions and carry out these activities: <ul style="list-style-type: none"> - Ask and answer the question on Slide 4. Make sure you complete the question by using the celebrity shown in the image - Language expansion. Tell your partner why you admire him/ her (Use the expressions given by the teacher) - Then, pay attention to what the teacher says about linking word. - Work on the activity suggested on slide 7 “Showing admiration” - Follow the conversation model to express admiration. 	
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>. Hearten students to show admiration to different classmates. You may have students switching up partners from time to time.</p> <p>. Make sure you record the points got by the students (<u>Give students the 5 points star as you pay attention to what they say, <i>reward effort and commitment more than anything else</i>. Remember students must paste their point on their avatar drawing)</u></p> <p>.Afterwards, make students work on slide 6 “Showing admiration”</p> <p>Explained students, beforehand, that when speaking in English we should link our ideas to make our ideas clearer and communication more effective.</p> <p>Then, make students connect the ideas shown in the slide by using the connector given in the chart.</p> <p>Once finished, have students practicing by carrying out the activity proposed on slide 7 “Showing admiration”</p> <p>Have one student reading the instructions, make sure they understand what</p>		
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>they have to do.</p> <p>Then play the music (Hit the volume icon placed at the right-bottom side of the slide)</p> <p>Stop de music whenever you want and make them show admiration to first person they come across with one the music stop. Make sure they use the conversation model suggested.</p> <p>. Make sure you record the point got by the students in both activities The language expansion and Showing admiration. <u>(If students perform well while doing the activity, then give the five points star. They must paste on their avatar drawing)</u></p>		
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

<p>20 minutes</p>	<p>Task:</p> <p>Encourage students to listen and talk.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> . Show slide 8 of the presentation. . Have one student reading the instructions. . Emphasize on the fact that it is a must to use expressions to show admirations and linking words. . Remind them that as a groups every member should help building up the comparison. . Play video the video twist and make sure there are not questions regarding vocabulary. . Let groups say out loud what they admire about Nick Vujicic. <p>Make sure you record the points got by the students (If students complete the activity you should give them the 50 points star, they must paste on their avatar drawing)</p>	<p>Watch the video and with your group tell the class why you admire Nick Vukicic.</p> <p>Make sure you use expressions to show admiration and linking words.</p>	
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

<p>30 minutes</p>	<p>Post task.</p> <ul style="list-style-type: none"> • Motivate students to express with happiness admirations towards their classmates. • Provide feed-back. <p>Teacher should :</p> <p>Final task:</p> <ul style="list-style-type: none"> . Show students slide 9. . Have one student reading the instructions out loud. . Make sure they understand what they have to do. . Help students to choose a person who they really hardly ever talk to. . Give students some time to think what they are going to say. Give one example if needed. . Remind them they are expected to use expression to show admiration and linking words. . Then, have students joining their classmates. 	<ul style="list-style-type: none"> - Read instructions on the slide shown. - Choose a partner you hardly ever talk to. - Think of the thing you may highlight about that person and that can be a reason of admiration. - Join together with that person. - Show that person the thing you admire about him/her - Remember you should use expressions to show admiration and linking words. <p>Assessment:</p> <ul style="list-style-type: none"> .Ask your groupmates the questions shown by the teacher. .Then, answer the questions asked by the teacher if needed to do so. 	
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

	<p>. Walk around making sure each student is working as expected.</p> <p>. Provide help if needed.</p> <p>Assessment: (Slide 12)</p> <p>Ask students to ask and answer the question in the groups they are in.</p> <p>Choose students randomly and ask the same questions.</p> <p>Make sure you record the point got by the students (If students complete the activity you should give them the 50 points star, they must paste on their avatar drawing)</p> <p>. Give general feedback on :</p> <p>aspects students showed confusion Pronunciation mistakes Grammar mistakes. Vocabulary.</p> <p>. Record the points gotten by the groups during the class on the Pointagram leaderboard. Click on the blue tittle "Leaderboard" (Slide 13)</p>		
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TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION PRINCIPLES IMPLEMENTATION.

Lesson Plan # 7.

Teacher's name: Wilmer Riaño	Group : 9 th grade	Lesson length: 1 hour 30 minutes	Number of sessions: 1
# of students: 37	Age of students: 14 / 15	Linguistic aim:	Know-to-be aim:
<p>Quest 2: You, more than my classmate my friend. / Mission 3: Improving together and Becoming closer.</p> <p>https://docs.google.com/presentation/d/1a7L_7YeP4cozAjCSQ2mR6c9MHDXUEW5CG4q4es4Vo0s/edit?usp=sharing</p>			
Know-to-be Objectives.		- Linguistic objectives.	
Main objective: To help my classmate be a better person.		Main objective: - To use modals to give advice.	
<p>Specific objectives:</p> <ul style="list-style-type: none"> - To advice my classmate on how to become a better person. - To get closer to my classmates by helping them to improve. - To understand there is always room to improve. 		<p>Specific Objectives:</p> <ul style="list-style-type: none"> - To get familiar with Ought to, Had better and Should as ways of giving advice. 	
<p style="text-align: center;">Know-to-be success indicators:</p> <ul style="list-style-type: none"> - Students understand that Advising is a good way to help their classmates become better people. - Students advice sincerely and with good intentions. - Students highlight positive aspects from their classmates and 		<p style="text-align: center;">Linguistic success indicators:</p> <ul style="list-style-type: none"> - Students use ought to, had better and should properly when advising. 	

TREATING YOU WELL: BOOSTING FELLOWSHIP IN AN EFL ENVIRONMENT BY MEANS OF GAMIFICATION
PRINCIPLES IMPLEMENTATION.

advice on aspect that could be better.	
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Time	Teacher activities	Students Activities	RESOURCES/MATERIALS
10 minutes	<p>Warm Up:</p> <p>Encourage students to convey what their classmates do well and what they could do better.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> . Project the presentation suggested. Ask students to read instructions on (Slide 2) . Make sure that students understand what they have to do by giving an example: <p>“Play, rock, paper, scissors with a student. Ask one the questions in the presentation if you win. Make the student choose the question and ask if you lose, then answer the questions made by the student.</p> <ul style="list-style-type: none"> . Have students playing three times. . Then click on the tittle “Rock, Paper, Scissor” that is in blue and have them playing against the machine – You should ask the 	<ul style="list-style-type: none"> . Read the instructions if asked to do so. . Play Rock, Paper, Scissors with a partner, ask the question if you win, answer the question if you lose. . Play against the machine if the teacher asks for so. Answer the questions if you lose . Read the objectives if asked to do so. . Ask the questions is needed to do so. 	<p>Presentation: Quest 2: You, more than my classmate my friend. / Mission 2: Improving together and getting closer.</p> <ul style="list-style-type: none"> - Tv / Projector. - Computer. <p>White board.</p>

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	<p>questions if they lose.</p> <p>. Once you have finished, have one student reading the objectives for the class. (Slide 3)</p> <p>. Elicit from students previous knowledge related to the objectives by asking the guide questions. (Slide 3)</p>		
<p>30minutes</p>	<p>Pre task:</p> <ul style="list-style-type: none"> • Guide students through development of the activities suggested in the presentation to learn different ways to give advice. <p>Teacher should:</p> <p>. Work on slide 4. Remember you should add a group picture of your group, then ask the questions suggested.</p> <ul style="list-style-type: none"> - Are they bad? - Are they good? - Are they perfect? <p>. Encourage students to participate, Elicit information from 5 or 6 of them.</p>	<p>. Follow teacher’s instructions and carry out these activities:</p> <ul style="list-style-type: none"> - Answer the questions made by the teacher is chosen. - Work on slide 5 with a partner. Ask the question “What is your opinion 902 class”(Use the expressions given by the teacher) - Then, pay attention to the teacher’s opinion. - Analyze the grammar chart on slide 7 “ Ways to give advice” 	

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	<p>. Have students working in pairs for slide 5. Exemplify what they should do by asking one student this question.</p> <p>What is your opinion about 902 class? (Teacher may always change the class number) then, make sure the student replies by using the expressions suggested.</p> <p>In my opinion.... From my point of view... I really believe we are</p> <p>Then students should ask and answer that questions with their classmates.</p> <p>Then, transition by letting students know your opinion about the class (Slide 6) Teacher may modify the opinion at his better convenience, however, the words Should, had better and ought, must remain.</p> <p>Have one student reading the Teacher’s opinion and then ask “What is the meaning of these words?”</p> <p>Elicit the answer to that question from 2 or 3 students</p> <p>Then ask them “Do you know how to use this grammar?” and show them the</p>	<p>- Work on Slide 8 and follow the instructions.</p>	
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	<p>Grammar chart on Slide 7.</p> <p>Give students time enough to analyze and make questions related to the grammar.</p> <p>Dispel any doubt students may have by working on slide 8. Make sure student work in pairs with the people from their group, make students switch up partner when necessary. Walk around the classroom checking on the students and making corrections when needed.</p>		
<p style="text-align: center;">20 minutes</p>	<p>Task.</p> <ul style="list-style-type: none"> • Hearten student to improve their listening skills and advice positively. <p>Teacher should:</p> <p>Afterwards, tell students it is listening time and move on to Slide 9. Have one student reading the instructions. Make sure they understand what they should do.</p> <p>Play the video once (Activate subtitles). Make sure they understand the gist of the video and answer any questions related to vocabulary, then play the video once more.</p>	<p>Watch the video and take notes.</p> <p>Ask any question you have about the video itself or unknown vocabulary.</p> <p>Watch the video once more and based on what you understand, give some classmates a piece of advice that help them improve. (Follow the prompt given by the teacher)</p>	

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	<p>Show students the prompt on Slide 10 in order for them to provide good advice, then have students looking for the people they want to advice. Give them time enough for them to talk to as many people as they want.</p> <p>. Make sure you record the points got by the students (<u>Give students the 15 points star as you pay attention to what they say, <i>reward effort and commitment more than anything else</i>. Remember students must paste their point on their avatar drawing)</u>)</p>		
<p>30 minutes</p>	<p>Task:</p> <p>Encourage students advice their classmates on aspect they could perform better.</p> <p>Teacher should:</p> <p>. Show slide 11 of the presentation. . Have one student reading the instructions. . Emphasize on the fact that it is a must to use the expression seen in class to provide advice. . Remind them each advice must be different and they should also highlight</p>	<ul style="list-style-type: none"> - Read instructions on the slide shown. - Choose 5 different classmates you hardly ever talk to. - Think of some pieces of advice you may give those people to help them improved. - Join together with each of those people. - Tell them the piece of advice you have for them. - Remember you should use expressions to advice. 	

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	<p>important aspects as shown in the example (Red square on slide 11)</p> <ul style="list-style-type: none"> . Move on to slide 12 and have one student reading the instructions. . Check on students, make sure they are giving different advice to different people, be attentive to any question that might come up. <p>Make sure you record the points got by the students (If students complete the <u>activity you should give them the 50 points star, they must paste on their avatar drawing</u>)</p> <p>Assessment: (Slide 12)</p> <p>Ask students to ask and answer the question in the groups they are in.</p> <p>Choose students randomly and ask the same questions.</p> <ul style="list-style-type: none"> . Give general feedback on : <p>aspects students showed confusion Pronunciation mistakes Grammar mistakes.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> .Ask your groupmates the questions shown by the teacher. .Then, answer the questions asked by the teacher if needed to do so. <p>Avatars updates.</p> <ul style="list-style-type: none"> • Look for a group that can help you improve your avatar. • Combine your avatars in order to have a better one. • Qualities should be transfer to the updated avatar. 	
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	<p>Vocabulary.</p> <p>Allow students to work on their avatars 'updates (Slide 14). Guide the activity and make sure student follow the instructions.</p> <p>. Record the points gotten by the groups during the class on the Pointagram leaderboard. Click on the blue tittle "Leaderboard" (Slide 15)</p>		
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CHAPTER V

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

The fact of gamifying a classroom in order to boost the fellowship competence among students might have several implication on different scenarios, not only do project participants benefit from this implementation, but their communities, families, and the school community in general also turn out to be favored. Therefore, hereunder each of these implications will be depicted as long as the reasons which support the idea that this proposal might be considered as a sample of Innovation within the Education field.

Group population.

When thinking about implications stirred up upon students by this project's implementations, only positive outcomes might be brought forward. For instance, since students are learning how to develop their fellowship competence, they will have the possibility to reproduce real-life situations in class, which according to Gonzales (2001), leads to a more accurate preparation to confront life in society. Besides, bonds among participants will be positively strengthened, in turn, their academic performance will improve on different subjects since having a class environment where students display a good relation among them allows that classes be more enriching for both, teachers and students (Custodio and Melendez, 2009).

On the other hand, students will be granted the opportunity to improve their language level by means of the implementation of English as a tool to understand the importance of Fellowship when living in society, therefore, their perspective about the world will be broadened since the ability to effectively communicate in a different language permits to comprehend the diversity that comes of when being a social being (Miller, 20017).

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School community.

Regarding school community implications, it must be said that this proposal closely matches up the pedagogical approach held by Prado Veraniego School (Social- Constructivism) which highly benefit both, direct participants (Students directly involved in the project) and indirect participants (School community member who might be somehow benefited). The fact of striving toward forming students who know the world by means of interaction, having as reference personal experiences, allows to bring well to teachers and students as a whole, since interaction in the school is notoriously evident.

On the first hand, students must interact with all people who belong to the institution because of the space, generally schools have a sizeable number of students, and space sometimes turns not enough, especially during breaks and flag-raising ceremonies, and on the other hand, because of school's aims, they look forward to having students participating and getting involved in activities that facilitate scenarios of interaction and exchange of knowledge. In this regard, not matter what grade the project is carried out in since in the end students will bearer of fellowship principles within the whole institution when the times comes.

Families and society in general.

As stated before, direct participants in this project will be bearers of fellowship principles out of the classroom, this trait, therefore, also applies outdoors the school, which means that everyone who has contact with the participants will be somehow part of the project, "Good practices may be learned from someone else's experiences and learnings" (Universidad International de Valencia, 2015).

In this extend, this project targets to scoop a population that goes further the sheer

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classroom, and its implications will benefit families and society in general since the mere fact of getting in contact with someone who says “Please” “thank you” “I am sorry” and so on in daily activities such as taking the bus, going shopping, lining up at the back or just having breakfast with relatives, will be a way of teaching society little but significant practices that make society better.

Innovation when teaching.

From the standpoint at which it is reckoned that Education in Colombia shall assume the role of supporting and promoting positive changes in society, this paper stands for innovative practices that fit students’ needs as well as society requirements. Hence, in agreement with Kovacs (2017) “to do innovation is to simply apply a set of tools and techniques that make this change happen.” (pag.52). In fact, according to Kovacs, schools may nowadays be considered innovative if they display diverse sources to provide the acquisition of competences needed for the 21st century.

Having said that, this project embodies perfectly what innovations stands for inasmuch as its implementation allows teacher 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. On the other hand, this proposal might be found innovative since its target does not only scope language affairs but more importantly yet, it also attends to build up society through forming citizens who benefit and begin breeding a change. Moreover, innovation is evinced on the fact that no one ever had attempted to execute a project such as this one at Prado Veraniego School before, which might lead into the bases of a project whose implications might bring positive contributions locally and even nationally.

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Annexes.

Annex 1 Survey

COLEGIO PRADO VERANIEGO

Nombre: *Mastrin Blas Mojica*
Edad: *13 años*
Curso: *802*

La presente encuesta tiene como objetivo principal lograr caracterizar los estudiantes del grado 801 del *Colegio Prado Veraniego* y conocer entre otros tantos aspectos; cuál es su opinión con respecto al inglés, sus debilidades y fortalezas en el área y sus opiniones para tener la clase de inglés soñada.

1. ¿Con cuáles de las siguientes personas vi ves en tu casa? Marca con una "X" todas las opciones que correspondan.

Papá.
 Mamá.
 Hermanos.
 D: Primos.
 F: Tíos.
 G: Abuelos.

Otros. ¿Quiénes?

2. ¿Qué medio de transporte utilizas para llegar a tu colegio? Marca con una "X" las opciones que utilizas.

A: Bus.
 B: Caminas
 C: Bicicleta.
 D: Carro particular.
Otro ¿Cuál?

3. ¿Hay alguien esperándote en casa cuando llegas del colegio?

Sí
No:
¿Quién?
Mamá

Annex # 1.

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4. ¿Quién te ayuda a hacer tus tareas del colegio?

- A: Papás.
- B: Amigos.
- C: Vecinos.
- Nadie.

Otro ¿Quién?

5. ¿Las personas que te cuidan tienes algún trabajo?

- YES
- NO

Si tu respuesta es sí cuéntanos, ¿en qué trabajan?
Mis papás tienen empresa

6. ¿Te gusta asistir a tu colegio?

- YES
- NO

¿Por qué?
No me siento cómodo con mis profesores y compañeros

7. ¿Te gusta aprender inglés en tu colegio?

- YES
- NO

¿Por qué?
porque me parece interesante

8. ¿Cuáles de las siguientes actividades se realizan en tu clase de inglés? Marca con una X todas las que correspondan.

- A: Escribir.
- B: Buscar significados de palabras en el diccionario.
- C: Tener conversaciones en inglés con tus compañeros.
- D: Repasar gramática.
- E: Ver películas o escuchar canciones en inglés.
- F: Dibujar y crear cosas.
- G: hacer representaciones en inglés.
- H: Trabajar con algún tipo de libro de trabajo o copias.
- I: Jugar.

Otra ¿Cuál? _____



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9. ¿Cuál de las siguientes actividades te gustaría hacer en tu clase de inglés a diario? Puedes señalar más de una opción.

- A: Escribir.
- B: Buscar significados de palabras en el diccionario.
- C: Tener conversaciones en inglés con tus compañeros.
- D: Repasar gramática.
- E: Ver películas o escuchar canciones en inglés.
- F: Dibujar y crear cosas.
- G: hacer representaciones en inglés.
- H: Trabajar con algún tipo de libro de trabajo o copias.
- I: Jugar.

Otra, ¿Cuál?

10. ¿Por qué te gusta la actividad o las actividades que señalaste en la pregunta anterior?

Por que me atraen

- A: Porque eres hábil en ello.
- B: Porque es algo que haces en tu tiempo libre.
- C: Porque ganas notas o puntos extras fácilmente.

Otra razón ¿Cuál? _____

11. ¿Te gusta participar en clase de inglés?

YES

¿Por qué?

NO

la profe pone puntos

12. ¿Cuál es la habilidad o las habilidades en las que mejor te desempeñas en tu clase de inglés? Marca con una X.

- A: Hablar:
- B: Escribir:
- C: Escuchar:
- D: Leer:
- F: Entender

¿Por qué?

se me da

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13. ¿Cuál es la habilidad o las habilidades en las que no te va tan bien en tu clase de inglés? Marca con una X.

- Hablar.
- Escribir.
- Escuchar.
- Leer.
- Entender.

¿Por qué?

No se me da

14. ¿Qué te gustaría estudiar cuando te gradúes del colegio?

RTA: ing. sistemas

¿Por qué?

Me gusta la tecnología

15. ¿Consideras el inglés útil para esa carrera que desea estudiar?

- YES
- NO

¿Por qué?

En esa carrera hablas con personas extranjera y las APP o programas son en ingles

16. ¿Qué sugerencias tienes para hacer una mejor clase de inglés?

¿Por qué?

Mas dinamicas

17. ¿Te gustan los retos?

- YES
- NO

¿Qué tipos de retos?

los que me desafio a ser mejor

18. ¿Te gusta trabajar en equipo?

- YES
- NO

¿Por qué?

porque no

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19. ¿Qué piensas de tus compañeros de clase?

- A: Son divertidos
- B: Son molestos
- C: No te importan
- D: Te agradan
- E: Quisieras compañeros diferentes

¿Por qué?

Cada uno con su forma de ser y la de ellos me irritan

20. ¿Ayudas a tus compañeros en clase?

- YES
- NO

Sí, ¿Cómo los ayudas?

Cada uno con su tema

21. ¿Crees que le agradas a tus compañeros?

- YES
- NO

¿Por qué?

Porque no les gusta como soy pero no me interesa caerles bien o mal.
Naci solo muero solo :)

22. ¿Tratas a tus compañeros de clase con respeto?

- A: Always.
- B: Some times.
- C: Hardly ever.
- D: Never

¿Por qué?

A veces por se hacen caer fastidio

23 ¿Te gustan los video juegos?

- YES
- NO

¿Cuáles?

Free fire. Army of two
Call of Duty.

24 ¿Si respondiste que sí anteriormente, que es lo que te gusta de los video juegos?

- A: Son divertidos.
- B: Te enseñan
- C: Es una forma de hacer amigos
- D: Mejoras alguna habilidad.

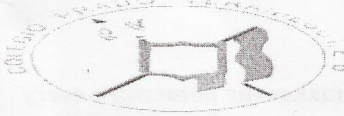
Explica tu respuesta.

Me divierten y me distraen. :)

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Annex #2

Annex 2 Grammar Diagnosis



Name: ^{Vanesa Martínez Gomez} Carol Ximena Pérez
Age: 16, 14
Grade: 902

Use of English Section

Complete the sentence by choosing the best option. (2 points each right answer)

1. I have studied at Prado Veraniego School.....

- A. since ten years.
- B. ten years ago.
- C. for ten years.
- D. ten years.

2. This is the exam in the world.

- A. harder
- B. hardest
- C. hard
- D. more hard

3. _____ you _____ the kitchen yesterday?

- A. Did - clean
- B. Do- cleaned
- C. will- clean
- D. Did - cleaned

4. If I don't pass my exam, I the course.

- A. will fail
- B. fail
- C. don't fail
- D. want to fail.

5. English is Spanish.

- A. easier than
- B. more easy
- C. the more easy
- D. the easiest

6. people like to eat vegetables.

- A. Very little
- B. Very less
- C. Very least
- D. Very few

7. We _____ to the school.

- A. told him coming
- B. told him to come
- C. told him he come
- D. told that he comes

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4. ¿Quién te ayuda a hacer tus tareas del colegio?

- A: Papás.
- B: Amigos.
- C: Vecinos.
- Nadie.

Otro ¿Quién?

5. ¿Las personas que te cuidan tienes algún trabajo?

- YES
- NO

Si tu respuesta es sí cuéntanos, ¿en qué trabajan?
Mis papas tienen empresa

6. ¿Te gusta asistir a tu colegio?

- YES
- NO

¿Por qué?
No me siento cómodo con mis profesores y compañeros

7. ¿Te gusta aprender inglés en tu colegio?

- YES
- NO

¿Por qué?
porque me parece interesante

8. ¿Cuáles de las siguientes actividades se realizan en tu clase de inglés? Marca con una X todas las que correspondan.

- A: Escribir.
- B: Buscar significados de palabras en el diccionario.
- C: Tener conversaciones en inglés con tus compañeros.
- D: Repasar gramática.
- E: Ver películas o escuchar canciones en inglés.
- F: Dibujar y crear cosas.
- G: hacer representaciones en inglés.
- H: Trabajar con algún tipo de libro de trabajo o copias.
- I: Jugar.

Otra ¿Cuál? _____



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Annex # 3

Annex 3 Reading Diagnosis

Reading section.

1. Read the article and choose the right option.

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

11 Peter enjoys mountain biking because

- A: it gives him the opportunity to enjoy the views.
- B: he can use the time to plan his work.
- C: he is able to stop thinking about his problems.
- D: it helps him to concentrate better.

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12 What does Peter say about cycling during his childhood?

- A: He is sorry he didn't take more care of his bike.
- B: His friends always had better quality bikes than he did.
- C: His bike wasn't suitable for the activities he was doing.
- D: He was more interested in designing bikes than riding them.

13 Peter says he returned to cycling after several years

- A: Because he had become unfit.
- B: so that he could enter races.
- C: in order to meet new people.
- D: to replace an activity he had given up.

14 How does Peter feel about cycling now?

- A: He is proud that he is still so fast.
- B: He is keen to do less now that he is older.
- C: He regrets the fact that he can no longer compete.
- D: He wishes more people were involved in the sport.

15 What can be a good introduction to this article?

A
For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why

B
Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

C
In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

D
After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

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Annex #4: Listening and oral diagnosis.

Annex 4 Speaking and listening Diagnosis

<https://docs.google.com/presentation/d/1S1PBcvpocehH9GRtirJOoMjujvYK2v5YDoEPJUeM2U0/edit?usp=sharing>

Annex # 5:

5 Field note

Universidad Pedagogica Nacional.		School: Prado Veraniego School.	
Field Note # 3		Class time: 1 hour and a half	Date: 10/ 28/ 2019
Population observed : Grade 902	Head teacher: Lany Avello.		Researcher Teacher. Wilmer Riaño

	Guiding question.	Observation	Analysis	Interpretation
1		Its 10 am and the class hasn't began yet, Head teacher is out the classroom, while SS are messing around, cursing, playing, hitting each other, shoving to each other, Ss seem to be used to having this sort of treatment, No one complains about being shoved or	Indeed, students do not display any	Students don't have any foundation on values such as respect or love. Furthermore, they
2				
3				
4				
5				
6				
7				
8				

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10	How do	insulted. There are many kids taking	intention of delivering	display poor social competences
11	students treat	pictures with their cellphones, There are	good treatment towards	when working cooperavely and
12	each other?	some other shouting and yelling.	their classmates, in fact,	there is no one who control
13		However there are some others who	they are violent and tease	violent and bullying situations in
14		stay still and quiet while the teacher is	each other with	class.
15		out.	inappropriate jokes or	
16			actions.	
17				
18	What sort	Hijueputa, marica, malparido,	Students address several	
19	of words do	and some other cursed word are the	cursing words to their	
19	students address	ones that students address to each	classmates, in fact, being	
20	to each other?	other.	in class, words like	
21			“Please” and “Thanks” are	
22		10:07 am and the teacher is still	never heard.	
23		out, the classroom is quite noisy, noise		
24	Is there	even goes further the corridor, though		
25	any way in class to	the teacher seems not to care about the		
26	control misbehave	situation.	Head teacher does	
27	students?		not take any actions on	
28		10: 08 AM The teacher comes in	misbehave students, in	
29		and the class starts.	fact, she just plays along	
30			with the class without	
31			demonstrating any sort of	
32		Venga a ver Sapa, Says one girl	authority.	
33		to a boy.		
34				
35		¿Quién hizo esa monda? Asks		
36		one girls when she sees a caricature of		
37		her.		
38	Is there			
39	any will to help			
40	and work	10:30 The teacher says “		
41	cooperatively	terminemos la página 45 en grupos de	Students hate to	

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42	among students?	tres “ and some replies to that	work cooperatively,	
43		instructions are:	thereby, they decide on	
44			working alone any time	
45		-No, qué pereza trabajar con la	that group activities are	
46		gorda	suggested in class.	
47				
48		-¿Otra vez con estos maricas,		
49		profe?		
50				
51		-Profe, yo no quiero trabajar		
52		con nadie, yo lo hago solo.		
53				
54				
55		Head teacher ended up etting		
56		students to work individually.		
57				
58		10: 38: The teacher sat down		
59		and it seems she is working on some		
60		reports, meanwhile students are		
61		working on the activity.		
62				
63		10:50: Students are messing		
64		around, listening to music, and chatting.		
65		Head teacher seems to be careless		
66		about the situation.		
67				
68				
69		11:20: The head teacher says:		
		Bueno, alístense porque se acabó la		
		clase” and one student says:		
		-¡Por fin se acabo está mierda!		

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