

**Gamification, a strategy to enhance speaking skills in a blended learning environment.**

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### **Abstract**

Due to it was not possible to do the research in a presential way for the pandemic COVID-19, documentary resources were used to collect information about the problems most students face when learning EFL, so it was possible to determine that they have difficulties in all language skills, especially when expressing themselves orally because they feel inhibited for fear of making pronunciation mistakes and being mocked by their classmates. For that reason, this pedagogical proposal intends to promote ninth graders' speaking skills by using gamification as a pedagogical strategy in a blended learning environment. The context in which this proposal could be implemented is a group of ninth-grade students in public and private schools in Colombia. The pedagogical proposal embodies two main topics related to environmental issues; two cycles, with a total of 7 lesson plans of 90 min each, were designed to foster fluency and accuracy in students' oral productions through gamified activities.

*keywords:* gamification, speaking skills, blended learning, fluency, accuracy.

### **Resumen**

Debido a que no fue posible realizar la investigación de manera presencial por la pandemia del COVID-19, se utilizaron recursos documentales para recopilar información acerca de los problemas que enfrentan la mayoría de los estudiantes al momento de aprender inglés como lengua extranjera, por lo que se pudo determinar que presentan dificultades en todos los aspectos. habilidades lingüísticas, especialmente a la hora de expresarse oralmente porque se sienten inhibidos por miedo a cometer errores de

pronunciación y ser objeto de burla por parte de sus compañeros. Por ello, esta propuesta pedagógica pretende promover la expresión oral de los estudiantes de noveno grado mediante el uso de la gamificación como estrategia educativa en un ambiente de aprendizaje semipresencial. El contexto en el que se podría implementar esta propuesta es un grupo de estudiantes de noveno grado de colegios públicos y privados de Colombia. La propuesta pedagógica plasma dos temas principales relacionados con la temática ambiental; Se diseñaron dos ciclos, con un total de 7 planes de lecciones de 90 min cada uno, para fomentar la fluidez y precisión en las producciones orales de los estudiantes a través de actividades gamificadas.



**Palabras clave:** gamificación, habilidades para hablar, aprendizaje mixto, fluidez, precisión.

## **CHAPTER 1: contextualization of the problem**

### **Target Population**

Considering that ninth-grade students at public schools in Bogotá constitute the target population for this proposal, this chapter attempts to characterize them. In this study, the purpose was to explain why it is important to transform EFL instruction into a meaningful and interactive experience. This statement is based on the Basic Standards of Competency in Foreign Languages from the Program Nacional de Bilinguismo (2021) and on the Basic Learning Rights for English as a Foreign Language proposed in the program Colombia Bilingue (2020). It is the Colombian Ministry of Education (MEN) that produces both legislative documents.

Due to a change in the project topic, it was not possible to present the complete observations for this pedagogical proposal. This was due to the pandemic being the cause of this. Therefore, as previously mentioned the problem was examined through documentary research. Also, the lesson plans for the pedagogical proposal are intended to be applied at the IPN school (Instituto Pedagógico Nacional) to ninth-grade students. Most of the students live far away from the school, so they can take SITP or scholar buses to get to it. The school is located on 127 Street in the Usaqué neighborhood of Bogotá.

This school has one branch. It has three floors with more than 15 classrooms. Classrooms have resources that help develop interactive classes, such as TVs, books, and an internet connection. There are 2 multimedia classrooms, 2 laboratories, a library, an immersion room, and a music classroom. In the English area, there are more than five graduate teachers who teach both in the classroom and in the immersion room. This is a space meant to develop students' communication skills. It has a television, a projector, a sound system, and 25 computers. These technological facilities are linked to the school's science and technology emphasis, and for this reason, they are not always available. The students' residences share the same socioeconomic status, being located at a socioeconomic level

between 3 and 4. It is estimated that the majority of students are between twelve and thirteen. There were several technological activities that they enjoyed:

chatting, using the internet, and watching videos, TV, and movies. With these remarks, students seem to depend on cell phones for translation support.

### **Statement of the Problem**

Considering that ninth-grade students at public schools in Bogotá constitute the target population for this proposal, this chapter attempts to characterize them. In this study, the purpose was to explain why it is important to transform EFL instruction into a meaningful and interactive experience. This statement is based on the Basic Standards of Competency in Foreign Languages from the Program Nacional de Bilinguismo (2021) and on the Basic Learning Rights for English as a Foreign Language proposed in the program Colombia Bilingue (2020). It is the Colombian Ministry of Education (MEN) that produces both legislative documents.

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residences share the same socioeconomic status, being located at a socioeconomic level between 3 and 4. It is estimated that the majority of students are between twelve and thirteen. There were several technological activities that they enjoyed, including chatting, using the internet, and watching videos, TV, and movies. With these remarks, students depend on cell phones for translation support.

Additionally, the tenured professor who was the same course director affirmed that students need to develop their speaking skills in a deeper way since English classes have been mostly focused on reading and writing activities and that, in addition, many times the class schedules were not conducive to speaking since they intersected with extracurricular activities proposed at school.

Following the aforementioned, this text presents the problem that serves as the basis of this pedagogical proposal and some literature to understand it.

First of all, during the pandemic, the learners' emotional well-being has a tremendous impact on their academic performance, as the learners' positive feelings towards their studies are directly connected to their levels of "attention, concentration, engagement, and persistence in learning activities" (Camacho-Zuniga et al., 2021, p. 1); this is evident when students had to spend long periods in front of a screen with no possibility of interacting physically with their classmates, also when there was a lot of work to do which required more time than the one they used to spend in the face to face classes, students tended to lose motivation rapidly and felt stress, anxiety, and low self-esteem.

Data from the Sistema Integrado de Matricula (SIMAT) in Colombia indicate that approximately 9'395,018 students are enrolled in the education system in public and private schools in 2020. However, it was found that between March (the beginning of the health emergency) and August of the same year, 102,880 of them withdrew; these numbers demonstrated the high number of students who did not have access to education during that year. In MEN's (2020) study, the main reason for this phenomenon is the move from educational institutions to home settings, which brings different problematic situations that affect academic performance and dropout rates.

Secondly, MEN states that the importance of learning a foreign language relies on the fact that it is a vehicle of communication, generation of opportunities, and development for children, girls, adolescents, and young people in the educational system, as far as for their communities and regions; that is why, learning it should be part of their integral information. However, according to the new bilingual program created by MEN, "Colombia does very well", "Private schools perform better than official schools" (2014, p.5), and "60% of students in official schools have results equivalent to those of someone who has had no exposure to the language" (2014). This means that students have not been able to demonstrate the language level stated in English legislative documents.

As stated by the Common European Framework of Reference (CEFR) (2022), learners at the A2 level are expected "to understand sentences and frequently-used expressions related to the areas of experience most immediately relevant to him/her" (p.1); they must be able to build up and make connections between sentences with words related to basic knowledge of vocabulary for topics like personal information, and description of images. However, according to standardized tests such as Prueba Saber, Colombian students have not been able to demonstrate the aforesaid language level in reading, writing, and listening. Nonetheless, speaking is the ability students have the most difficulty with.

Additionally, Torres (2016) emphasizes how difficult it is for learners to meet the established requirements of the Ministry of Education and the National Bilingualism programs. She highlights that not all of the four skills are addressed on the same level, meaning that speaking skills are often the least used in EFL classes. Public school EFL teachers tend to prioritize reading, grammar, and writing activities rather than direct language contact. However, students still face problems structuring sentences orally, which causes shyness and nervousness when speaking in front of the class. In addition, they lack the proper vocabulary to use for oral activities. For instance, although institutions and teachers attempt to develop an English course to build students' communicative abilities, the actual class content for ninth graders still draws attention to mainly linguistic aspects and fails to engage students in more conversational, expressive, and situational environments.



Moreover, Torres (2018) claims that “ninth graders lack previous preparation when accomplishing specific speaking tasks.” (p.8) The author highlights the need to provide some guidelines that students could apply in their tasks; instead, students read the information by using their phones instead of saying it for themselves, and with this, the teacher does not emphasize the proper use of cell phones, which is a determinant factor that inhibits students from developing their ability to speak in EFL. Another problem the author mentions is when working in groups. Students tend to work with their close friends and complain when teachers organize them differently. Therefore, students' comfort with always interacting with the same classmate leads to them avoiding speaking in the target language but in their native language. This gives the illusion that they are engaged on the activities proposed in class. It has to do with working in a group. Added to this is the fact that some students opt for intimidating behavior in which, with inappropriate words, they provoke their classmates' freedom to express themselves in English. Many reasons influence the lack of these two communicative abilities: the repetition of traditional strategies, the lack of technological resources, or that simply as the speaking skill is not officially required in the test "Prueba Saber", it is not relevant for schools' foreign language teaching processes. As a result, communicative learning is notoriously unbalanced.

Based on the description of the problem and its possible causes, it is worthwhile to explore and describe innovative strategies teachers could implement to support student interaction. In this case, how gamification could be incorporated into classes as a strategy to make students feel confident. In addition, there may be effects on students' speaking skills development. And willing to learn since they are motivated to receive a reward while learning and accomplishing speaking tasks.

One of the major issues presented by the pandemic was the lack of an appropriate environment for speaking activities. This is related to the struggle to build meaningful phrases and communicate messages effectively due to isolation and social distance. This causes negative reactions such as lack of motivation and shyness. However, there was a lack of methodological tools that promoted speaking skills. It means that this strategy allows teachers to track students' progress toward more meaningful interaction within blended learning. This is the reality most schools experience.

## **Rationale**

A number of countries have been locked down due to the COVID-19 pandemic during critical periods for the education sector.

It will become evident to students that learning a language does not have to be strictly grammar-based but is a process that requires patience and can be used for creating, solving, or sharing experiences. Furthermore, because "gamification is based upon the argument that many traditional activities (such as school activities and conventional learning) are not intrinsically interesting" (Moreno et al, 2019), students may realize that this strategy can be an engaging method of learning a language. Gamification could also enhance learners' autonomy by empowering them to make their own decisions when communicating and leading their learning journey.

This pedagogical innovation can help teachers to review their practices, providing them with new ideas that may foster the acquisition of EFL, showing that gamification seems to be "the solution to an unsuccessful and passive learning environment as it is beneficial to assist teachers in creating a more exciting and meaningful learning experience for students" (Rahmani, 2020, p. 14). So, promoting gamification experiences in the EFL classroom could help teachers to innovate their teaching practice while expanding learning barriers; that is why designing gamified activities is relevant in this area of expertise, not only for the groundbreaking proposal, but also for how teachers are constantly updating the twenty-first-century generation's challenges, offers, and demands.

Altuzar (2020) says "gamifying the classroom improved students' ability to concentrate on the actual tasks rather than on a grade that needs to be obtained." (p.36). The use of gamification in EFL classes can also improve students' performance since it integrates motivational functions to make students concentrate better on doing a task or project.

To design gamified classes focused on enhancing speaking skills it is a necessity to gather material that covers the main aspects of this specific skill. This includes working on

listening, fluency, and accuracy. And how teaching dynamics transcend beyond sharing information, since not always teachers are guides, instructors, advisers, and examiners. Now that multiple social, cultural, and even environmental contents are spread through social networks, students might have the opportunity to develop speaking skills focused on one of these contents above mentioned; in such a way that they can present a final product or spoken presentation and performance. With this, gamification was chosen as a motivational strategy to implement this pedagogical proposal.

Finally, the implementation of gamification in EFL classes is intended to make it clear that English is a means of experiencing language in a different culture and code. As cultural and social content is spread through social networks, real-life scenarios, and videos, resources may be used for a variety of purposes, including cultural exchange, self-expression, and exploration. Additionally, EFL classrooms must promote students' oral production and engagement. As ninth-grade lessons are primarily based on sharing of information, they cannot be arranged so that students can learn in context, such as from topics related to the environment. Teaching English as a foreign language from a non-common topic such as the environment is challenging, but it is certainly an innovative approach to teaching.

Furthermore, using game-based learning techniques could certainly transform how EFL is taught and learned, finding more innovative ways to approach English classes in terms of innovation, creative thinking, and autonomy. To foster a sense of oral expression in terms of language, it is necessary to gather material that integrates elements that shape speaking skills. These elements include pronunciation, expression, fluency, accuracy, etc. Therefore, working on speaking skills within a blended learning environment will consider students' likes and interests as a starting point, which might help with the continuous improvement of fluency and accuracy, since gamification could be a good approach for enhancing students' interaction as they will have the possibility of developing listening activities and oral presentations and performances.

**General objective**

-To offer useful resources to take advantage of the potential of gamification as an innovative instrument in the classroom.

**Specific objectives**

-To promote ninth graders' speaking skills by using gamification as a pedagogical strategy in a blended learning environment.

-To foster the development of fluency and accuracy in students' oral productions through gamified activities.

## **Chapter II: Literature Review and Theoretical Framework**

In this chapter, the literature review and the theoretical framework will be addressed. First, there is a review of relevant national and international studies related to the three constructs that support this pedagogical proposal. Second, in the theoretical framework, the main constructs will be explained: speaking skills, gamification, and blended learning.

### **Literature review**

The first quantitative and qualitative study considered pertinent for this proposal is named: “*Effectiveness of Gamification Elements in Blended Learning Environment*” and it was carried out by Mese and Dursun (2019). This research aimed to determine the effectiveness of gamification in blended learning environments with a group of 63 students, who were randomly divided into control and experimental groups. For the application of the study, several online resources were used: Web 2.0 tools, MOOCs, and Learning Management System (LMS). Regarding the research process, firstly they designed all the preparation material, which included gamification images, instructional design, and a pre-test. In the second step, they collected data using the community inquiry data collection tool, academic achievement test, Instructional Materials Motivation Survey, experience activity, semi-structured interviews, and focus group interviews. The results showed that the participants’ views towards gamification elements increased the motivational aspect under the use of the codes of a badge, experience point, and activity completion. However, it had some negative reactions too, since some students felt disappointed when they had some restrictions with the game rules, which made it demotivating.

Another qualitative study called “A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction”, carried out by Kırkgöz (2011), implemented different instruments and procedures to examine the impact of the blended approach on promoting a group of Turkish student teachers’ speaking proficiency. The data collection instruments were recordings of a pre-post-course speaking task, students’ video recordings of speaking tasks, informal weekly interviews administered with

the students, and a written end-of-year course evaluation survey to analyze learners' experiences. As for the methodology, the students were asked to record audio from which the researcher featured five categories: fluency, pronunciation, vocabulary, accuracy, and task accomplishment, as well as scoring each student using a system called "rating scale". Likewise, the researcher interviewed students using a semi-structured interview, whose purpose was to evaluate students' present level of speaking ability, elicit their perceived difficulties in speaking, and their expectations from the speaking course. The findings resulted positively since students found the use of video-enhanced tasks as an innovative way to address speaking skills, they considered the video recordings as an opportunity to enhance collaboration and it turned out to be useful for its ease of learning. Also, it gave students opportunities to prepare better presentations and recognized the benefits of scaffolding when receiving proper feedback.

Next, an action research study was conducted by Al-Thani (2017), who implemented gamification strategies and electronic aids in EFL classes to determine whether gamification teaching style improves the speaking ability of 50 Saudi female students in the third level EFL at Saudi Electronic University (SEU). The data for the analysis were collected through pre- and post-interviews, observation notes, a questionnaire, and a test. Regarding the methodology, this study implemented the "CAR" model, which is a systematic inquiry designed by the researcher in a university environment to gather information about how EFL classes are conducted, how they teach, and to what extent their students would improve their speaking skills using a gamification approach. Moreover, the researcher implemented game elements such as points, badges, and leaderboards. It is important to highlight that this project used game apps and websites such as Tiny Spy, Escape Haunted House, Hidden Objects, and ClassDojo.com. The found results showed a great impact of gamification on students' speaking skills especially because students were not worried about committing mistakes and they felt free when speaking.

A participatory action research "*Fostering communicative competence and EFL acquisition through songs*" by Fernández (2018) was implemented at the Universidad Pedagógica Nacional Language Center with 22 students from 7 to 9 aged with intermediate English level. This study aimed to analyze the influence of songs on the promotion of intermediate

students' communicative competence and EFL acquisition. Based on this, the researcher set a plan of activities regarding the elements that music exposes about real context such as sociocultural issues, stereotypes about physical descriptions, healthy food as well as health and mood states, animals' treatment, life before and after technology, and so on. The first unit was about "*Strengthening of communicative competence*". Within this unit, the researcher focused on vocabular, and grammar aspects. Followed by this, the second category worked on the target language acquisition using songs, including listening, speaking, and motivation to listen. Finally, the third category meant to work on the "*adoption of a culture of communication in the classroom through the use of songs*". Here, the students were supposed to shape their perceptions about the cultural background and themes in songs. The results showed that these activities allowed the students to use their speeches concerning the realities that they and the entire world have been facing; it was evident how the students enhanced their communicative competence by appropriating each one of the events or situations expressed in the songs in a natural environment. Also, they showed themselves comfortable by communicating their opinions about the topics in discussion.

The next action research project is called "*Shaping oral interaction in an EFL classroom: a proposal based on the multiliteracies pedagogy*" and was carried out by Cruz (2020) a pre-service teacher in the Pedagógica Nacional University. The main objective was to identify the impact of the Multiliteracies Pedagogy when implemented in a conversation club to shape verbal interaction in tenth graders. The instruments selected to collect data were field notes, audio recordings, and semi-structured interviews. The study presented four cycles related to the Multiliteracies Pedagogy; the cycles finished with a conversation club. The activities focused on processing and communicating messages, activities reflected all dimensions of communication, authentic material, and communication strategies. Moreover, she implemented six elements of meaning-making which are visual design, audio design, linguistic design, spatial design, multimodal design, and gestural design. These designs of meaning are presented to learners through four components of pedagogy. The study presented a positive impact because tenth graders were able to reflect critically on the topics discussed through the sessions, and also, to feel their opinion was being valued and mattered to others. Despite the limitations such as distractions inside the class,

or events that prevented implementation of the activities in the established time, it was successfully committed, and students were able to address complex topics related to war, or even share personal experiences.

In addition, the qualitative action research, “boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities”, conducted by Vanegas (2020), where the population was a group of nine graders at a Prado Veraniego public school. The main purpose of this study was: “to identify how the use of ludic activities might boost argumentative speaking skills and cultural awareness in a tenth grade EFL classroom” (P. 16). For the pedagogical intervention, in the first section the main topics for the proposal were based on: contamination, feelings, and habits; students were supposed to observe their realities, other peoples' realities, and how they perceive their cultural practices. In the second section, students had to reflect upon those perceptions. Finally, in the third section, students had to describe their social problems and their position, but also, they had to listen to and comprehend the ideas of others. The researcher increased the level of difficulty by using competition. It showed that students were able to develop more arguments according to the statements proposed by the preservice teacher. Finally, she concluded that although she had good results in the implementation of the study, it would be even better if learners could interiorize and reflect further upon their own culture and context. Finally, another aspect she would like to keep exploring is to deepen students' argumentative competencies to develop critical thinking.

“Situated projects in an EFL classroom: maximizing oral practices through ICTS”, a proposal of pedagogic and didactic innovation, based on the Project-Based Learning (PBL) approach and the Web 2.0 tools, was carried out by Gomez (2021). The study aimed to propose social network projects and design situated speaking activities for fourth graders from a public school in Bogotá Colombia, through five phases: initial research, planning, implementation, analysis, and presentation. The researcher initially meant to have students educate their relatives on the pros and cons of the use of social media, as well as develop critical thinking regarding its use. The next cycles were meant for students to collect data using Kahoot, Mentimeter, google forms, and Wordwall about how families use social networks. In the final phase, students could organize their thoughts based on the data



collected and as a final presentation, they had to create a project exposing all the processes developed from the previous activities implemented by the preservice teacher. The author concludes that implementing the Project-based learning approach requires an understanding of the context of the students, their likes, and their needs. Also, with the use of wWeb2.0 tools, they will be able to reinforce the language as it is used in an authentic and meaningful way.

Finally, the last qualitative action research, “Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities”, was conducted by Vanegas (2020) at Prado Veraniego public school. The main purpose of this study was “to identify how the use of ludic activities might boost argumentative speaking skills and cultural awareness in a tenth grade EFL classroom” (P. 16). For the pedagogical intervention, in the first section the main topics for the proposal were based on contamination, feelings, and habits; students were supposed to observe their realities, other peoples' realities, and how they perceive their cultural practices. In the second section, students had to reflect upon those perceptions. Finally, in the third section, students had to describe their social problems and their position, but also, they had to listen to and comprehend the ideas of others. The researcher increased the level of difficulty by using competition, showing that students were able to develop more arguments according to the statements proposed by the preservice teacher. Finally, she concluded that although she had good results in the implementation of the study, it would be even better if learners could interiorize and reflect further upon their own culture and context. Finally, another aspect she would like to keep exploring is to deepen students' argumentative competencies to develop critical thinking.

The previous research projects contribute to the present proposal due to the insights obtained on the effectiveness of gamification activities when applied in EFL classrooms. Moreover, the gamified activities implemented technological tools, so they integrated a blended learning environment as it is planned in this proposal since wweb tools might facilitate students' and teachers' interaction and provide significant outcomes from a more technological perspective. Likewise, the projects detail the positive outcomes that gamification causes in students' motivation, which is one of the main issues found in EFL

classrooms. Moreover, it proves how these kinds of activities allow students to develop partnerships and strengthen social interactions, which attempt to promote their awareness of social concerns and the cultural values expressed in their oral arguments. Finally, the researchers involved students' social context and interests instead of the traditional non-contextualized practices in students' speaking activities that also can be developed outside the class and can involve relatives and enrich the study.

## **Theoretical Constructs**

### ***Speaking Skills***

In defining speaking skills, it is necessary to start by detailing how speaking and EFL speaking are understood in this project. According to Brown (1994, as cited in Burns & Joyce, 1997), speaking means “an interactive process of constructing meaning that involves producing and receiving and processing information” (p. 67). Also, Torkey (2006) defines speaking as “the production of auditory signals designed to produce differential verbal responses in a listener. It is considered systematically combining sounds, according to language-specific principles, to form meaningful utterances” (p. 33).

It means that speaking is essentially a systematic process that requires more than only the production of sounds but also demands the ability to express one's ideas and thoughts in more coherent and organized ways. So, for this proposal speaking will be understood as a series of actions that speakers execute so that they might build meaning and express themselves in structured sentences. In this sense, speaking involves decision-making regarding how, what, and when to deliver the message in a structurally coherent way, as “oral expression involves not only the use of right sounds in the right patterns, of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning” (Baygate, 1987, p. 26).

Additionally, Brown (2001) indicates that spoken language has the following features: clustering, redundancy, performance variables, colloquial language, delivery rate, interaction, stress, rhythm, and intonation; and some micro-skills such as pronunciation, fluency, and accuracy, that help the speakers to have a clear speech when talking with

others. For this proposal, fluency and accuracy will be developed, since working on these two features of the language will help students be understood while producing a continuous speech without comprehension difficulties for the listener or audience, maintaining the ideas clear and effectively for having a successful communication.

**Accuracy.** According to Brown (2000), accuracy “is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output” (p.268), having “precision and linguistic acceptability of the language” (Torres, 2000, P. 97). However, it is necessary to conceive speaking not as the mere utterance of already established and grammatically correct sentences, but as an experience of spontaneity, having in mind that mistakes are part of the process of learning, as “students’ speaking proficiency is not determined solely by the amount of output produced, but also by a satisfactory command of spoken language (the use of language) in a social context” (Chen, 2016, p.3).

**Fluency.** This concept is defined by Maret (2012) as “the natural ability to speak spontaneously, quickly, and comprehensively with few numbers of errors that may distract the listener from the speaker’s message” (p.2). For instance, fluency is related to the length of words someone can produce in a continued string of speech without hesitation or pauses. Moreover, Jones (2007) explains that “the opposite of fluency is being tongue-tied and embarrassed when speaking English – or not speaking at all. Fluency goes hand in hand with confidence, and it takes time to develop. Fluency means speaking slowly and clearly, not speaking fast and unclearly” (p.18).

This author highlights the importance of expressing meaning in simple words and not worrying too much when students make mistakes. For this reason, “fluency involves using hesitation expressions like uh, um, well, or you know” (p. 18), to take time to think about the organization of ideas. Jones (2007) also concludes that “fluency is being able to express yourself despite not knowing all the vocabulary you need, and despite making mistakes” (P. 18).

This process of working on fluency certainly requires strengthening confidence. Brown (2001) suggests that it is best achieved by “allowing the stream of speech to flow, that means, speaking is not just grammar and syntax application, but a compilation of processes

that take place in the author's mind and that constantly overlap while speaking" (p. 255). On the other hand, the same author (2001) claims that to carry out a successful speaking practice, it is fundamental to integrate listening skills as well. In his words, "from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined" (p.267).

To conclude, it is important to highlight that both, accuracy and fluency, are key features of the language, as their practice "leads learners to the last and most important language component which is the comprehension or the ability learners have to decode, transmit, share and negotiate information" (Torres, 2000, p. 97), making them some of the most important aspects for the development of students' oral speaking skills.

### **Gamification**

Gamification refers to a developing approach for increasing learners' motivation and engagement through the implementation of game design elements in educational contexts (Dichev & Dicheva, 2017). These authors claim that the great acceptance of gamification in the population arises from the conviction that it potentially enhances motivation, behavioral changes, and friendly collaboration. Due to there are different dimensions in which gamification can be conceived and applied, the general idea for teachers is to explore how game design activities might be adapted into educational contexts by creating a meaningful learning environment. In a few words, gamification contributes significantly to the emotional support in the English language acquisition process, but it requires to be applied according to the student's interests and needs with the appropriate tools. As gamification might be a recent strategy in the education field, some trending games are being used such as Minecraft, Portal to teach languages and arts, Kahoot, Pinturillo, Foldito, Duolingo, Credly, and TopHat among others that appear to foster motivation, engagement, and provides a meaningful learning environment.

In addition, according to Khyne (2011), "A game can facilitate the flow experience if the challenges that the game offers are up to par with the skills of the player" (p. 32). This highlights the importance of establishing a goal to get to the next level and then creating a plan that helps students to get there. On the contrary, if the game is too easy according to their skills, this does not represent any kind of challenge for the student, which can lead to

boredom quickly. Additionally, Altuzar (2020) affirms that gamification is a strategy that should include specific features such as goals, experience points, levels, skills, challenges, quests, competition, cooperation, feedback, and rewards; however, it could vary according to teachers' objectives for the class.

Moreover, as gamification is related to a game-based learning strategy, both make the class environment funnier as well as promote friendly collaboration and engagement. The main purpose of a game-based learning experience is to engage students in something they are interested in. According to the British Council (2021) "When students play a game, they have clear goals, and a set of rules to follow to reach those goals, which give students both structure and motivation" (p.1). It refers to designing learning activities but also, implementing game characteristics while it becomes a practice.

Furthermore, Sepulveda et al (2020) argue that "the game-based form allows one to gain the necessary experience, explore the limits of the possible and make mistakes as one can always start the game over" (p.10). Its results are particularly valuable because the game-based principle fosters the development of a conscious learning experience among students, which enables them to concentrate and dedicate more effort to the activities proposed for the learning outcomes without distractions. Nevertheless, it is necessary to highlight that implementing gamified activities is not complete work; the teacher should give clear direction toward a clear goal and should consider the following components:

Interaction (a wide range of techniques ensuring social interaction between users), dynamics (using a captivating plot that would attract users and elicit a real-time response), mechanics (using virtual awards, statuses, points, levels, and other elements typical of the gaming process) and aesthetics (creating the general atmosphere of the game that ensures emotional engagement. (Sepulveda et al, 2020, p. 11).

Another aspect that might contribute to the efficiency when implementing games in language teaching is how teachers make use of the resources they have at hand; it means that not always teachers will have the technological resources for the purposes it makes part of being creative and recursive when it comes to achieving the specific goals in EFL classes.

In summary, this section has detailed how gamification has been addressed and researched

by some authors and how those concepts are integrated into this pedagogical proposal to attain an innovative design that might promote students' interest and impact their speaking skills positively.

### **Blended Learning (BL)**

According to Innes & Wilton (2018) blended learning is “the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course” (p. 1). Moreover, Cronje (2020) states that the definition of blended learning “should be built around learning theory and should refer to a blend of direct instruction and learning by doing” (p.1). Further, Tomadaki (2020) defines blended learning as “the combination of multiple approaches to pedagogy or teaching, e.g., self-paced, collaborative, tutor-supported learning or traditional classroom teaching” (p.39).

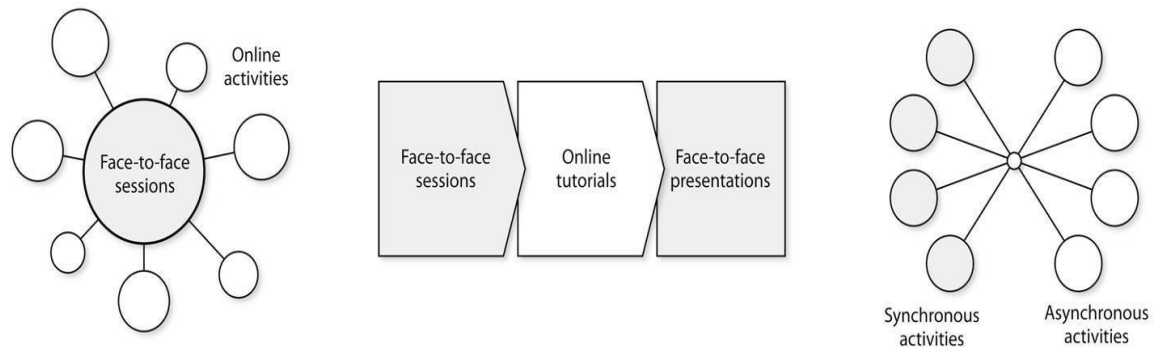
In the face-to-face classes, the learning environment tends to prior human interaction but in the BL, it seems that both strategies complement each other and cannot achieve the same goals separately. However, it is important to mention that BL is not the mere addition of some technical elements to a specific course but rather an integrated plan utilizing the best face-to-face and online tools to accomplish the learning outcomes.

Other features of the use of BL in the EFL classroom are related to how the students may benefit. Tomadaki (2020) highlights that “BL offers several possibilities such as it can be set at any time anywhere until they reach their learning goal. In contrast, in-classroom training this would be impossible” (p.42). Also, students could learn without the barriers of time and location but with the possible support of in-person engagement. Therefore, BL improves commitment and helps students achieve higher and more meaningful levels of learning which is very similar to the benefits of gamification.

Innes & Wilton (2018) affirm that there are three different ways of carrying out a blended learning class:

### **Figure 1**

### *Models of Blended Learning*



*Note.* The figure represents the three main models into which blended learning can be divided:

The first model is called “*Blended presentation and interaction*” and it combines face-to-face sessions with online activities altogether; classroom management is the primary component because both, the online activities and face-to-face ones, complement each other and in this way, there is a deeper understanding of concepts, promoting a self-paced practice since students can control how fast or slow, they need to go through a lesson.

The second model is the “*Blended block*”. The activities are divided into phases, which makes students limit themselves in terms of time but it focuses more on the face-to-face sessions. There are structured online tasks such as tutorials or complemented activities but the final products are presented in face-to-face sessions.

Finally, the third model is the “*Fully online*” model and it is carried out through synchronous and asynchronous activities but there are no face-to-face meetings; the pandemic Covid-19 best exemplifies this model as some educational practices were developed using it. Still, some institutions opt to deliver courses using it, which results in a convenient and comfortable route to teach and learn.

For this pedagogical proposal, the “*Blended presentation and interaction*” model will be implemented since it is an opportunity for collaboration at a distance, increasing flexibility

and interaction to become virtual citizens (Innes and Wilton, 2018), being able to learn everywhere and anywhere, so that students apply the knowledge taken from virtual tools in the classroom.

That being said, the experience that students will have will not only be in using different strategies in order to deliver a message, but it will also increase a sense of proximity to the message: as gamification is not just a strategy, but a very complex artifact, to apply since it boosts the real communicative interaction experience, in which learners find themselves in a very rich, dynamic environment to express themselves, in this case, in the foreign language.

The three constructs described in this chapter are related to one another and support the designing of the pedagogical proposal that will be explained in the next chapters. The first construct, Speaking Skills, deals with the definition of this ability and the two specific features that will be considered when planning the lessons. The second construct, Gamification presents this education strategy and its main characteristic. Finally, the third construct, Blended Learning, describes the way a teacher could combine face-to-face activities with online resources.

In chapter three, the methodological design, the vision of language and learning will be presented as well as the role of learners and technology in the pedagogical proposal.



### Chapter III: Methodological Design

Recent studies like the ones carried out by Rahmani (2020), Camacho-Zuniga et al. (2021), and Torky (2006) have shown the need to propose new teaching strategies in EFL classrooms since traditional methods tend to restrict students' creativity, motivation, and engagement, a proposal of didactic innovation points to offering new ways to approach EFL teaching and transform the traditional classes methodologies and their outcomes.

As stated by Becharad (2000, cited in Walder, 2014), pedagogical innovation means “an intentional action that aims to introduce something original into a given context, and it is pedagogical as it seeks to substantially improve student learning in a situation of interaction and interactivity” (p. 2). Hence, teachers start innovating when they rigorously find evident or implicit issues which they seek to change or improve. Then, they do a process of reflection, analysis, and research, to build a plan to accomplish students' needs, which might contribute to their learning success. For instance, this pedagogical proposal seeks to promote ninth graders students' speaking skills, specifically accuracy, and fluency, using gamification as a strategy, taking into account blended learning principles.

To show the aspects that were kept in mind when designing the pedagogical proposal, some elements of *The Complex Adaptive Blended Learning System (CABLS)* (Innes & Wilton, 2018, p. 10) will be described, “as this adaptive system of blended learning emerges from the relationships and the effects of each element acting with and on the other elements” (Innes & Wilton, 2018, p.10). To have a clear understanding of its components, they will be defined:

**Learners.** In this pedagogical proposal, the learners' role should be active, considering that BL requires autonomous work, so “the role of learners changes, or adapts, as learners engage for the first time or in new ways with the elements in the system.” (Innes & Wilton, 2018, p.11). So, learners must engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Likewise, they must understand and interpret information about topics related to environmental aspects, so that they can present

them around a competitive and engaging environment given throughout the gamification strategy. Also, they learn to work cooperatively as “each group member is dependent upon every other group member in their quest for achieving individual and group goals” (Doolittle, 1995, p. 13).

**Teachers.** The role of a teacher within a blended learning environment is still new since this methodology of learning is new in many academic institutions. As Innes & Wilton (2018) state “teTeachersngaging in blended learning will adapt to pedagogies appropriate not only for blended learning but for learners preparing to engage productively in 21st-century societies” (p.21)

**Content.** “The subject matter is one of the most relevant choices for the classes, this has a deep relationship with the materials to carry out the content. In Innes & Wilton’s (2018) words “The interactive, dynamic, media-rich materials available online create opportunities for teachers and learners to add content before, during and even after the course experience”.

**Technology.** In Innes & Wilton’s (2018) words, it refers to “any equipment or mechanism that extends the human capacity to get things done, the creation and use of technical means, and their interrelation with life” (p.2)

**Learner support.** Wang et al. (2015, cited by Innes & Wilton) affirm that learner support means “academic support focusing on helping learners to develop effective learning strategies in a more advanced guiding practice such as and technical support aiming to help students improve their knowledge of the technological tools and the fluency with which they use the tools to complete specific learning tasks” (p.384).

**Institution.** To have a successfully blended learning environment, a flipped classroom will be considered as “direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and

engage creatively in the subject matter” (Innes & Wilton, 2019, p. 16). So, students can find online resources provided by the teacher and work with them independently.

These six elements present a more accurate understanding of the dynamics, and adaptive system, which allows a more interactive as well as flexible learning process. Hence, the following section attempts to show the design, and implementation of the lesson plans, including the previous components aforementioned.

#### **Chapter IV: Pedagogical Proposal**

This innovative pedagogical proposal consists of a series of gamified activities in which students start a journey in an imaginary “space shift” given created by the teacher. This imaginary tool is the one that makes students feel the learning experience not only different but encouraged to achieve with the missions established by the content learning created by the teacher. As this will help students dive into the gamification environment, they start the first lesson by recognizing how their identity is built from the past, specifically about their grandparent’s story, connected to the second-class topic “proverbs” so they could practice fluency and accuracy. Thus, it includes a set of classes in which learners may review the grammar, vocabulary, and expressions necessary to communicate orally and effectively. The pedagogical proposal is mainly focused on speaking skills as stated previously, therefore, the teacher will encourage students to autonomously practice on their own with the use of the app “ELSA”, along with the missions and challenges proposed in class and outside of it.

High School students are expected to work collaboratively on activities whose content is related to cultural backgrounds, predictions, recalling important events, and becoming aware of the current issues in their cities. The next table details how the lesson plans are designed and the activities that compound each one of them. It also contains the objectives, materials and the gamification aspect.

<p><b>Description of Lesson 1</b></p>	<p>This lesson is intended to draw students’ attention to several gamification strategies created by the teacher. Using the "space shift" as an imaginary tool. This will make students more comfortable and intrigued about why this strategy is being used. Their first mission is to equip the space shift to answer the best questions possible about the past tense. They cannot proceed with the journey if they don’t have more than half of the answers correct.</p> <p>Upon completion of the space shift, students will embark on a journey to the past, where they will discuss their grandparents' lives and most memorable events. Through guided practices on this topic, students will be able to develop some challenges that will help them accomplish their first mission, which is to create a video that discusses their grandparents. Also, the students will be playing a game to release tensioning tense when speaking using past simple tense.</p>
<p><b>Description of Lesson 2</b></p>	<p>The second lesson plan “<i>Going back to my grandparent’s life</i>” of this proposal consists of a set of activities where students learn about proverbs, its meaning, examples, and how it reveals a specific cultural environment, and how it differentiates from other places of the world. They also review basic grammar patterns, vocabulary, perceptions and beliefs in some situations in life. In this lesson plan, students will be guided to accomplish the second mission, which is the creation of a podcast about their grandparents and how their memories influence their lives. In addition, students will be able to illustrate their understanding of proverbs by sharing a personal experience and</p>

	explaining how the proverbs can be applied to those circumstances.
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<b>Description of lesson N.3</b>	<p>Students embark on a second journey to the present in the third lesson plan, "My city, my home.". Students review vocabulary for life events in this lesson and develop their awareness of the present. Following that, they will review the rules and structures of the simple present tense. By doing so, they would be able to convey their thoughts clearly and identify the most significant aspects of their lives. To invite local and foreign visitors to the city, they will brainstorm a variety of ideas or expressions. Additionally, students will be taught how to give directions through a speaking practice activity. Students are also required to complete a third important mission for their speaking improvement process, which is to create a reel or video clip illustrating the diverse places located throughout the city. They will use expressions learned in class to invite locals and foreigners to visit. In this mission, students will not only be assessed for fluency and accuracy but</p>
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	creativity when developing this task
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<b>Description of lesson N. 4 “Water conservation”</b>	For this lesson “Water conservation”, students start the class practicing fluency through tongue twisters, here, they will compete in groups to earn points, students not only improve their fluency but also will feel a comfortable environment to make mistakes, remove fairness and feel motivated.
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	<p>Moreover, the class is intended to help students accomplish the next crucial mission in which they will act as little heroes of the city since the mission is connected to environmental purposes, specifically about water conservation. To do so, students will learn vocabulary, listening as guided practice, repetition of dialogues and finally they will create their dialogues related to the water care.</p>
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<p><b>Description of lesson N. 5</b></p> <p><b>Let's learn about recycling!</b></p>	<p>This lesson attempts to continue with the environmental concern; at this time, students will learn vocabulary about recycling, and the concepts of RRR reuse, recycle, and reduce. Also, they will learn about modal verbs, practice listening comprehension, and finally, the idea is they make a radial wedge in which they promote, and give tips and advice on why the upcoming generations should start recycling. Lastly, the teacher encourages students to do their best since they are about to finish the process and are about to travel to the future.</p> <p>Students mustn't forget to doing the speaking practice on ELSA app to</p>
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	track student's progress in their autonomy work.
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<b>Description of lesson N.6 Getting Closer to the Future</b>	This lesson is designed to get students farther, which means that the difficulty level will increase and so will the final mission. Furthermore, students will recap vocabulary and grammar tenses previously learned. Students are expected to fully understand the difference between simple future tense, and future continuous.
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<p><b>Description of lesson N.7</b></p> <p><b>What makes a smart city</b></p>	<p>For this lesson, students will learn about technology vocabulary associated with predictions and future tenses. The idea is that in the final mission, students can debate an environmental or social issue in their neighborhood or school. This issue could benefit from smart technology. They can express what they think the city will be like in the upcoming years and why.</p> <p>With this lesson, students will have completed the whole learning process.</p> <p>They will have the opportunity to express their thoughts, feelings, opinions, or even complaints during the lessons.</p>
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**Lesson No. 1****Topic: Going back to my grandparent's life****Time:** 1h and 30 minutes**Lesson objectives:**

- To recognize the elements that build my own story and my identity as an individual throughout my parents and grandparent's life.
- To identify the physical and personality traits that characterize me as a family member.
- To recall a memorable event that marked my relationship with my grandparents and present it through a video recording.

**Language focus:** simple present.**Table 2.**

Lesson No. 1			
Stage	Time	Description	Materials
Warm-up	18 minutes	The first class concerns life events, memories, and the past expressed in time. The teacher will first tell the students they will be part of a crew that will embark on a journey into the past. Their first mission is to fix the spacecraft's mechanical issues by expressing in the past correctly with the following link which has different points per answer:  Once they have repaired the machine, they can start the journey to	<a href="https://www.baamboozle.com/game/163508">https://www.baamboozle.com/game/163508</a>

the past. While they go back, the teacher asks students questions about where their parents and grandparents lived. In addition, the teacher will ask if they know or remember where their great-grandparents lived, so they can participate. These questions are:  
¿When and where were your grandparents and great-grandparents born? During their childhood, where did they grow up, and did they study or work?

Afterward, the teacher introduces the topic through posters depicting some of her grandparents' most memorable life events. She tells us where their grandparents were born, lived, grew up, and how they married. The teacher then asks students to identify verbs in the past tense. Then the teacher clarifies what the past verbs explain with some expressions.

Followed by this, the teacher tells the crew they are about to arrive, then the teacher plays a video with sound-off in which students have to work in pairs and pay careful attention, the instruction is to write the story with the sequence of actions as coherent as possible. Once they have finished, students have to read their writings in front of the crew. If most of them do well, with few grammar errors, they can get 10-20-30 points (depending on the number of errors) and benefits like finishing class five minutes before

As for the guided practice, students will watch a video called “6 Lessons My Grandparents Taught Me | Grandparents' Day Special | Channel News Asia Connect”. This will guide them on how and what to discuss when creating their videos. Students will have at least three opportunities to watch the video since the speakers speak fast. Then, they will answer some questions based on the video

<https://www.youtube.com/watch?v=f869I2kBcOY>

- What connections do you perceive between the grandparents' video and your relationship with your grandparents?
- What advice did Andreas Chong's grandparents give her?
- What is Mr. Mohammed's perception of his grandparents?

Also, the teacher informs students about the video presentation requirements. It must take about 7-10 minutes. The video must include who the grandparents are or where they were born. It must also include the date and place of their birth, the most significant events in their lives, and how they got married. The video should have a conclusion that explains how they perceive their relationship with their grandparents.

Speaking practice game: 20 min

The teacher gives each student a balloon with a question inside. Students then attach their balloons to their ankles with a rubber band. Next, students try to stamp on another student's balloon. When a balloon is popped, everyone stops moving. The student who popped the balloon then asks the question to the student who had

their balloon popped. If the student answers the question correctly, they try to break other balloons. If not, the student is out of the game. The game continues until everyone has their balloon popped. The remaining players in the game are the winners. They will gain a large number of points and get a badge.

- What do you remember most about your grandparents?
- What are your earliest memories of your first home? What about other homes and places you have lived?
- Where did you grow up? What was your neighborhood like?
- What is your full name and why were you named that? Did you have a nickname growing up?
- What were the full names, dates of birth, and places of birth of your parents and grandparents?
- What were your grandparents' occupations?

Individual practice: 18 min

For this part of the class, students will start writing drafts or scripts to create videos which must be posted on Padlet. Since speaking is considered a cognitive process, they can brainstorm, plan, and design the video structure:

1. Choose the most memorable grandparents' life events (2 or 3). For them to be coherently sequenced, they should be presented from

		<p>the oldest to the most recent event.</p> <p>2. Mention the date and place of birth of the grandparents and parents.</p> <p>3. In conclusion, they must discuss the most relevant experiences or learnings from their grandparents.</p> <p>During this drafting activity, the teacher suggests some corrections and provides feedback regarding past tense sentences and life events.</p>	
<b>Homework</b>		<p>ELSA speak is an app that students will download, and they will practice revisiting dialogues in the past tense to improve speaking fluency, and they will take a screenshot once they have completed the modules.</p>	



**Lesson No. 2****Topic:** *Cultural Understanding of Proverbs***Time:** 1h and 30 minutes**Lesson objectives:**

At the end of the class students will be able to:

- use proverbs in their communicative speech
- To recognize the most common proverbs with their meanings for specific cultural contexts
- To identify the most common sayings by their parents or grandparents
- To be able to give examples, and opinions about proverbs.

**Language focus:** clichés, culture, beliefs.**Table 3.**

Lesson No. 2			
Stage	Time	Description	Materials
Warm-up	10 minutes	In the second class, the teacher starts a warm-up activity by telling students they will go to an unknown planet called “proverbs”, then she asks what are proverbs and why we use them. The teacher clarifies that proverbs are short sayings used to describe general truths. She explains that is usually given as advice to someone. Although every language has its sayings and expresses its view of the world, many cultures share the same	Proverbs cards, proverbs concepts, and meaning list.

		<p>proverbs. Teaching proverbs expands students' vocabulary knowledge and familiarizes them with English culture. Later, the teacher will ask students what proverbs they remember from their parents and grandparents. If they do not know them in English, they can translate them even if it sounds fun. It will make the class feel like a comfortable environment to make mistakes when speaking. Then, she splits students into pairs and gives them a few minutes to guess and match.</p>	<table border="1"> <tr> <td>1. Never judge a book:</td> <td>A. for tomorrow you die.</td> </tr> <tr> <td>2. Beware of Greeks:</td> <td>B. come in small packages.</td> </tr> <tr> <td>3. Eat, drink:</td> <td>C. lie.</td> </tr> <tr> <td>4. All work and no play:</td> <td>D. has a silver lining.</td> </tr> <tr> <td>5. Let sleeping dogs:</td> <td>E. in the mouth.</td> </tr> <tr> <td>6. The bigger you are:</td> <td>F. is worth two in the bush.</td> </tr> <tr> <td>7. Never look at a gift horse:</td> <td>G. on the other side of the fence.</td> </tr> <tr> <td>8. A bird in the hand:</td> <td>H. makes Jack a dull boy.</td> </tr> <tr> <td>9. Silence is:</td> <td>I. but it pours.</td> </tr> <tr> <td>10. It never rains:</td> <td>J. bearing gifts.</td> </tr> <tr> <td>11. Every cloud:</td> <td>K. golden.</td> </tr> <tr> <td>12. Good things:</td> <td>L. the harder you fall.</td> </tr> <tr> <td>13. A fool and his money:</td> <td>M. and be merry.</td> </tr> <tr> <td>14. Time and tide:</td> <td>N. are soon parted.</td> </tr> </table>	1. Never judge a book:	A. for tomorrow you die.	2. Beware of Greeks:	B. come in small packages.	3. Eat, drink:	C. lie.	4. All work and no play:	D. has a silver lining.	5. Let sleeping dogs:	E. in the mouth.	6. The bigger you are:	F. is worth two in the bush.	7. Never look at a gift horse:	G. on the other side of the fence.	8. A bird in the hand:	H. makes Jack a dull boy.	9. Silence is:	I. but it pours.	10. It never rains:	J. bearing gifts.	11. Every cloud:	K. golden.	12. Good things:	L. the harder you fall.	13. A fool and his money:	M. and be merry.	14. Time and tide:	N. are soon parted.
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<p><b>Putting objectives clear</b></p>	<p><b>8 minutes</b></p>	<p>The teacher congratulates the great participation of the whole group and states the purpose of the class at the same time she explains the next activities. Once students have done it, the teacher provides the right answers. For this practice if they have only six correct answers they get 10 pts, for ten correct answers they receive 20 pts, and for more than this 30 pts.</p> <p>These are the corresponding correct answers.</p> <p>1-O, 2-J, 3-M, 4-H, 5-C, 6-L, 7-E, 8-F, 9-K, 10-I, 11-D, 12-B, 13-N, 14-A, 15-G, and the teacher explains the corresponding meanings. Also, she</p>																													

		shows graphically in front of the class some of them with explanations.	
		For this part, the teacher prepares students for the next activity in which they will have to play while learning. Therefore, Students are divided into pairs again: One student will create an imaginary concept/problem and the other student will have to answer using a proverb that most appropriately suits the concept. Students are encouraged to create dialogues and use as many as they can.	
<b>Main Activity</b>	<b>35 minutes</b>	Initially, the teacher divides the students into pairs again and informs them that this is essentially a guessing game. Student A should choose one of the proverbs and write it down (their partner should not see it). In addition to this, the teacher instructs Student A to explain the meaning of the proverb. She also instructs Student A to give one or two examples of situations in which one might use it. Student B has to guess which proverb Student A meant. If they do, Student A scores a point because they explained it well. This activity helps improve students' fluency and accuracy, while they are also enriching their cultural knowledge.	

<b>Homework</b>		<p>Students will work in groups of three, they create a podcast on “Google Podcast”, “Anchor” or any other free platform for it. The topic will be about a past experience in which they would have used one or more proverbs. The podcast should last no more than 8-10 min.</p> <p>Additionally, students will continue individual practice on the ELSA app. Again, if they do not do it, they cannot progress and they will not get points nor badges.</p>	

**Lesson No. 3****Topic:** *My city, my home***Time:** 1h and 30 minutes**Lesson objectives:**

-To detail the main features of my city and some solutions to its prominent issues.

-To give locations and directions

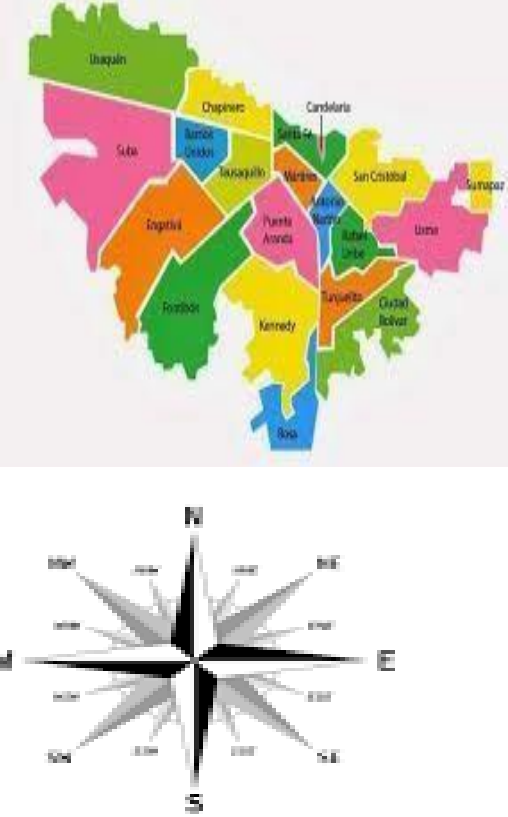

- To highlight the most attractive activities in my city.

-To use the expression to give locations to foreign and local people

**Language focus:** -comparatives, places in the city or neighborhood Geographical locations, adjectives for places, and issues in the city. There is/ are 2. Prepositions of place, adjective placement, Simple past and simple present (affirmative and negative).

**Table 4.****Lesson plan 3.**

Lesson No. 1			
Stage	Time	Description	Materials

<p><b>Warm-up</b></p>	<p><b>15 minutes</b></p>	<p>Initially, the teacher will start the lesson by showing on TV or showing an updated picture of Bogotá city, along with a map of cardinal points; she will ask students where some localities are on the map. Students will say:” Engativá is situated in the Northwest of the city, San Cristobal is located in the Southeast of the city” etc. After having explained the pronunciation and the corresponding meaning, the teacher will then write on the board the most visited places in Bogotá. The teacher also has students give examples. Later, the teacher goes through basic directions such as: “Turn left, turn right, go straight on, it is between, get off, get on, go past, etc. Once they have covered all basic directions, students work into pairs and hand out a map of Bogotá city, which are free from sky train stations, and have all the places of interest on them. Followed by this, the teacher acts as if she were a visiting tourist who wants to go from “Place A to Place B”. Then asks them to tell her how to get there. Students have to include more details about the transport way.</p>	
<p><b>Guided practice</b></p>	<p><b>15 minutes</b></p>	<p>These giving directions game provides students with practice at giving and following directions. To begin with, the teacher divides the class into three teams. In this game, students follow directions to hidden gold stars that have been placed throughout the classroom and building. Students begin by following directions and locating stars hidden inside and outside the classroom. Afterward, they...</p>	

		<p>teams hide a gold star somewhere in the building and write directions from the classroom to the location of their star. When the teams come back, they challenge another team to find their gold star by following their directions. The idea is that students be as creative as possible, and a team that follows the instructions the fastest and finds the stars wins.</p>																							
<p><b>Guided practice II</b></p>	<p><b>20 minutes</b></p>	<p>The second main activity deals with the description of the city and its most recognized tourist places. Students might know some common adjectives but the idea is to expand their vocabulary for non-common ones.</p> <p>Students will make two lines, one in front of the other so they can face each other. They must try to invite their partners to their city by using participle adjectives and expressions to make invitations as below. To help students understand how they will invite their partners, the teacher will model the activity. They can also convince them to come. After two minutes, students rotate so that everyone talks. This activity does not have points since it is only as a guided practice. As aforementioned, students will have a mission to create a captivating reel on Instagram speaking in English about what people and foreigners can do when visiting Bogota city. As this is an individual mission, students should</p>	<table border="1"> <thead> <tr> <th colspan="2">ADJECTIVES FOR DESCRIBING PLACES</th> </tr> </thead> <tbody> <tr> <td><u>Ancients</u></td> <td>A place that has a long history; historic</td> </tr> <tr> <td><u>Beautiful</u></td> <td>Very pleasing on the eye; attractive, lovely</td> </tr> <tr> <td><u>Boring</u></td> <td>Dull and not very interesting, uninteresting</td> </tr> <tr> <td><u>Bustling</u></td> <td>A crowded, busy place ; hectic</td> </tr> <tr> <td><u>Charming</u></td> <td>Nice and very pleasing place, delightful, quaint</td> </tr> <tr> <td><u>Contemporary</u></td> <td>Modern, very up-to-date</td> </tr> <tr> <td><u>Compact</u></td> <td>Not very big</td> </tr> <tr> <td><u>Cosmopolitan</u></td> <td>With a rich and varied mix of cultures and languages</td> </tr> <tr> <td><u>Crowded</u></td> <td>Very full of people, busy, bustling</td> </tr> <tr> <td><u>Exciting</u></td> <td>Lively and thrilling with lots of enjoyable things</td> </tr> </tbody> </table>	ADJECTIVES FOR DESCRIBING PLACES		<u>Ancients</u>	A place that has a long history; historic	<u>Beautiful</u>	Very pleasing on the eye; attractive, lovely	<u>Boring</u>	Dull and not very interesting, uninteresting	<u>Bustling</u>	A crowded, busy place ; hectic	<u>Charming</u>	Nice and very pleasing place, delightful, quaint	<u>Contemporary</u>	Modern, very up-to-date	<u>Compact</u>	Not very big	<u>Cosmopolitan</u>	With a rich and varied mix of cultures and languages	<u>Crowded</u>	Very full of people, busy, bustling	<u>Exciting</u>	Lively and thrilling with lots of enjoyable things
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		<p>record the reel after describing using the main adjectives previously mentioned, and the reel will also be evaluated by the rubric. The rubric details the requirements for the final product of the lesson and the criteria for assessment.</p>	<ul style="list-style-type: none"> <li>■ Are you free Tuesday night?</li> <li>■ Are you doing anything Friday night?</li> <li>■ Would you like to join me for lunch?</li> <li>■ D'ya wanna grab a coffee after class?</li> <li>■ Let me check my calendar.</li> <li>■ Do you wanna see a movie?</li> <li>■ Would you like to join me for dinner?</li> <li>■ How about a game of football on Monday?</li> <li>■ Would you like to have breakfast with me tomorrow?</li> <li>■ Would you like to come to the theater with me tonight?</li> <li>■ Will you join me for tea?</li> <li>■ I've got two tickets for a cinema on Saturday. Would you like to come?</li> <li>■ Would you like to have dinner with me tonight?</li> <li>■ How about coming to the picnic at the football club?</li> </ul>
<p><b>Homework</b></p> <p><b>Online activity</b></p>	<p><b>12 minutes</b></p>	<p>As aforementioned, students will make a reel on Instagram of five minutes, and if they do not have Instagram, they can create a short video clip to post on Padlet. The evaluation criteria consist of all the requirements for the speaking focus, plus the edition and creativity of the video.</p> <p>Furthermore, students keep practicing speaking in the</p>	



		ELSA app.	
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#### Lesson No. 4

**Topic:** *Water conservation*

**Time:** 1h and 30 minutes

#### Lesson objectives:

Students Will be able to:

- Create and utter a dialogue completely.
- Students will be able to: -Improve fluency and accuracy through the repetition of the dialogues.
- Clarify the meaning and ask for confirmation for their understanding.
- Describe the importance of water conservation through role plays.

**Language focus: environment, water conservation,**

**Table 5.**

Lesson No. 1			
Stage	Time	Description	Materials

<p><b>Warm-up</b></p>	<p><b>16 minutes</b></p>	<p>For this lesson, within the gamification environment, students are still living in the present, but the teacher tells them that they will have two important challenges to do something meaningful for their home city and because the space shift needs extra fuel to keep traveling over time, since the following trip will be to the future. For instance, students need to work hard to contribute to two crucial missions: 1, save water and recycle.</p> <p>As the class focuses on enhancing speaking skills (fluency and accuracy), the teacher shows different tongue twisters. The idea is to divide into groups of three students. They have to practice tongue twisters and the group that can correctly and fluently pronounce them wins the corresponding points. All groups must participate; this is a useful breaker activity where students not only improve fluency but also pronunciation and feel comfortable making mistakes to correct them.</p>	<p><a href="https://www.baamboozle.com/game/985370">https://www.baamboozle.com/game/985370</a></p>
<p><b>Listening guided practice II</b></p>	<p><b>20 minutes</b></p>	<p>After the tongue twisters activity, the teacher asks students the following question to present the water conservation topic: ¿What are the possible ways to save water at home? The teacher writes the ideas on the board. Then, the teacher instructs what students will do. First, the teacher picks students to read the conversation questions aloud, then students listen a maximum of three times. Moreover, the teacher will give a piece of paper to each student.</p>	<p><a href="https://www.esl-lab.com/intermediate/water-conservation/">https://www.esl-lab.com/intermediate/water-conservation/</a></p> <p><a href="https://docs.google.com/document/d/1VHw7iWYO6UmNtD-VBpBtFZqVD44dO3BUhXabpNXJFnw/edit?usp=sharing">https://docs.google.com/document/d/1VHw7iWYO6UmNtD-VBpBtFZqVD44dO3BUhXabpNXJFnw/edit?usp=sharing</a></p>

<b>Main Activity</b>	<b>25 minutes</b>	<p>As part of this guided practice, the teacher will first make the students listen attentively to the dialogue between each group. By listening to all this, students will know how to act and play with their fellow beings. Furthermore, the teacher will ask about learners' experiences while communicating with others in a specific situation. This guided practice also aims at helping students complement the previous exercise about fluency and accuracy in conversations. The teacher divides the class into groups of 3 and gives short conversations. Each group reads the short conversations aloud so that students can comprehend each situation and work on pronunciation and fluency. The teacher corrects or explains.</p> <p>For this activity, the teacher keeps the same group of three students and assigns different role plays to the groups. Additionally, · Students should develop greater concern for local waters and understand that we are all partially responsible for water pollution. Solutions will require many groups working together.</p> <p>See the following link for roles. Moreover, the teacher presents the main aspects to consider when creating a</p>	<p><a href="https://www.canva.com/design/DAFLBvRXink/1xEZ02Tkyf-cg9Q8e0-JBw/edit">https://www.canva.com/design/DAFLBvRXink/1xEZ02Tkyf-cg9Q8e0-JBw/edit</a></p>

	<p>role-play conversation.</p> <p>-The speakers must be fluent and accurate, which means previous practice</p> <p>Conversations should last 5-8 minutes.</p> <p>-students' tone of voice should be loud enough to be heard by the whole class.</p> <p>-The conversation must include expressions and vocabulary learned in previous classes.</p> <p>Conversations must relate to the topic.</p> <p>For students to succeed in oral presentations, the teacher gives them some strategies:</p> <p>Create a mind palace.</p> <p>Practicing, practicing, and more practicing will help them memorize the dialogue.</p> <ul style="list-style-type: none"> <li>· Just practice some simple phrases and improvise later</li> <li>· Prepare six ideas in case you forget some of the 3 required ideas.</li> </ul> <p>Finally, the whole class discussed how they felt. ¿Do students know the different ways water is polluted? ¿Can you describe who is responsible for water</p>	
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		<p>pollution? Is every type of pollution equally dangerous? ¿Can students invent pollutants categories?</p>	
<p><b>Homework</b> <b>Online activity</b></p>	<p><b>20</b> <b>minutes</b></p>	<p>Finally, to make sure that students watched the “radial wedge”, they will have to write an opinion about them on a padlet.</p> <p>palletudent that does not write an opinion won't be able to advance to the next level.</p> <p>20 water points will be given for each group work.</p>	<p><a href="https://padlet.com/luisagc113/v5hdwksq1znsi42g">https://padlet.com/luisagc113/v5hdwksq1znsi42g</a></p>

**Lesson No. 5****Topic: Let's learn about recycling!****Time:** 1h and 30 minutes**Lesson objectives:**

By expressing one's thoughts through oral expression, students will be able to:

- create a radial wedge that promotes recycling
- explain reduce, reuse, and recycle concepts
- classify recycled and non-recycled objects through the "bingo recycle" game
- modify sentences into modal verbs regarding modal verbs

**Language focus:** Recycling vocabulary, Modal verbs, present simple, past simple tense.

**Table 6.****Lesson plan 1. Topic: Let's learn about recycling!!**



Lesson No.			
Stage	Time	Description	Materials
Warm-up	10 minutes	Environmental concerns are an important mission for students. It is intended that students will act as massagers in this lesson to inform the community about the importance of recycling. As a result of playing bingo, they will gain a comprehensive understanding of the subject matter. By doing so, they will be fully prepared for their final mission, which is the radial	<a href="https://www.youtube.com/watch?v=DTFDPnrZlZE&amp;t=129s">https://www.youtube.com/watch?v=DTFDPnrZlZE&amp;t=129s</a>

wedge.

The teacher pastes three pictures on the board (a plastic bottle, a newspaper, and an empty glass of wine). Afterward, she asks students what they would do with these objects, and they write on the board what they think they would do with them. Following this. For this, the teacher starts by explaining the definition of recycling through a video, and also she provides examples and other definitions. Along with this, she presents recycling's benefits: Reduces the amount of waste sent to landfills and incinerators

- Conserves natural resources such as timber, water, and minerals
- Increases economic security by tapping a domestic source of materials
- Prevents pollution by reducing the need to collect new raw materials



















<p><b>Warm-up 2</b></p>	<p><b>8 minutes</b></p>	<p>To start with vocabulary practice, students have to find the following words in the alphabet soup.</p> <p>rubbish- resources- conserve-products- recyclable- fertilizer- dump-toxic- containers- energy- paper-waste- composting- landfill-scrap- storage. After this, the teacher shows definitions and provides examples if necessary.</p> <p>After that, the teacher explains how people can divide the recyclable materials with different bin colors, and give some examples from daily usage. Also, the teacher clarifies doubts that students might have.</p>	 <p>A 15x15 grid of letters for a word search. The letters are: Row 1: F I Y F I W R C B H V C A G M A D T; Row 2: D U R S T O C U A L I H O T K G D X; Row 3: F C E C Y R T Q J H K C O Y B E C R; Row 4: H W C R S F T A M S R U B B I S H X; Row 5: H N Y A X U F E R T I L I Z E R U A; Row 6: N K C P M S U K E C W F D R L E A F; Row 7: C I L U Q Q O I P B W E A O K P J L; Row 8: P B A D T G Q N A T U S V K E I R O; Row 9: S C B T R C B G P F O F T Q W S E J; Row 10: R G L W P V H N R W L D P H S O S F; Row 11: E R E L R D F I J D L U C G P T O Y; Row 12: N W G O O N Q T I P I M K B I Y U Y; Row 13: I U A L D O E S W K F P R X G P R F; Row 14: A M R P U U J O U E D U Q V Y R C M; Row 15: T F O B C N P P H K N I H B A K E I; Row 16: N R T D T B B M T W A S T E B E S D; Row 17: O R S T S A K O G R L G M Y B L M Y; Row 18: C O C I T M S C O N S E R V E T P R</p>  <p>An illustration titled "Recycle Bins" showing five bins: a yellow bin for "PAPER", a green bin for "ORGANIC", a red bin for "PLASTIC", a blue bin for "GLASS", and a brown bin for "BATTERIES". The background is light blue with stars and the Learning Mole logo.</p>
<p><b>Gamified activity</b></p>	<p><b>35 min</b></p>	<p>Students will play the game “Bingo recycling” to learn to classify waste to avoid pollution and environmental changes, the winner will be the one who first covers the entire board and shouts “BINGO·”. The group that</p>	



































































































finishes to complecompleting with the correspondent bin chart wins 15 points and badges.

 Incandescent light bulb	 Flosser	 Broken tools	 Soiled paper towel
 Greasy pizza box	 Soiled clothes	 Broken bottle	 Diaper
 Old shoe	 Styrofoam container	 Torn ball	 Plastic hangers
 Broken glasses	 Broken glass plate	 Bandage	 Metal bottle cap

 Broken tool	 Candle	 Metal cap	 Styrofoam egg container
 Old toy	 Plastic hangers	 Broken bottle	 Old brush
 Soiled paper towel	 Candy wrap	 Vinyl recording	 Bandage
 Flosser	 Old shoe	 Incandescent light bulb	 Broken glass plate

 Apple core	 Bone	 Egg shells	 House plant
 Nut	 Leftover pasta	 Coconut shell	 Branch
 Mukly food	 Corn cob	 Banana peel	 Flower
 Leaf	 Tea bag	 Stale bread	 Pine cone



		<table border="1"> <tbody> <tr> <td> Candy box</td> <td> Old magazines</td> <td> Milk carton</td> <td> Plastic cup</td> </tr> <tr> <td> Bone</td> <td> Pop can</td> <td> Banana peel</td> <td> Toothpaste tube</td> </tr> <tr> <td> Shopping bag</td> <td> Coconut shell</td> <td> Old cell phone</td> <td> Paper gift bag</td> </tr> <tr> <td> Apple core</td> <td> Plastic bottle</td> <td> Gift box</td> <td> Egg carton</td> </tr> </tbody> </table>	 Candy box	 Old magazines	 Milk carton	 Plastic cup	 Bone	 Pop can	 Banana peel	 Toothpaste tube	 Shopping bag	 Coconut shell	 Old cell phone	 Paper gift bag	 Apple core	 Plastic bottle	 Gift box	 Egg carton	<table border="1"> <tbody> <tr> <td> Newspaper</td> <td> Envelope</td> <td> Baby powder bottle</td> <td> Egg carton</td> </tr> <tr> <td> Cereal box</td> <td> Scrap of paper</td> <td> Gift box</td> <td> Gift bag</td> </tr> <tr> <td> Moldy food</td> <td> Plastic cup</td> <td> Banana peel</td> <td> CD case</td> </tr> <tr> <td> Leaf</td> <td> Shopping bag</td> <td> Empty tin</td> <td> Empty Kleenex box</td> </tr> </tbody> </table>	 Newspaper	 Envelope	 Baby powder bottle	 Egg carton	 Cereal box	 Scrap of paper	 Gift box	 Gift bag	 Moldy food	 Plastic cup	 Banana peel	 CD case	 Leaf	 Shopping bag	 Empty tin	 Empty Kleenex box
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<p><b>Final speaking activity</b></p>	<p><b>20 minutes</b></p>	<p>For independent practice, the teacher gives a list of tips related to reducing plastic use. The idea is that students turn these sentences into modal verbs worked in the previous activity.</p> <ul style="list-style-type: none"> <li>• Animals get sick after mistaking them for food. Instead, carry your own paper straw or reusable version.</li> <li>• Drink out of a reusable water bottle instead of a plastic version. That way you won't be buying one of the nearly one million plastic drink bottles sold every minute around the world.</li> <li>• Grab a parent and pick up the trash that you find</li> </ul>	<div style="border: 2px solid #d9ead3; padding: 10px;"> <p style="text-align: center;"><b>COULD-PUDE</b></p> <p style="text-align: center;">general ability in the past</p> <p style="text-align: center;">I could read when I was five.</p> </div> <div style="border: 2px solid #d9ead3; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>SHOULD/DEBERÍAS</b></p> <p style="text-align: center;">giving advice</p> <p style="text-align: center;">You should/ought to/had better study more.</p> </div>																																


in your local creek or river. But be careful: Never grab anything that looks sharp or dangerous.

- Don't fill your birthday goodie bags with plastic yo-yos and other trinkets for your friends. Instead, give them homemade treats or coupons to a local bakery.
- No matter your favorite ice cream flavor, always choose to have it in a cone. Who needs plastic spoons

**BE ABLE TO-SER CAPÁZ DE**  
general ability in the present or future  
I will be able to speak five languages next year.

**NEED TO/ HAVE TO-  
NECESITAR/TENER QUE**  
expressing necessity  
You have to talk to the principal about that.

**COULD-PUDE**  
general ability in the past  
I could read when I was five.

		<p>Following this model activity, the teacher checks and corrects the students' work. As a next step, she will present students with a list of questions that they will be responsible for answering in groups of three. The purpose of the exercise is to practice speaking and using the vocabulary that has been taught in class while simulating an interview.</p>	 <p><b>LET'S INTERVIEW YOUR PARTNERS...</b></p> <ul style="list-style-type: none"> <li>• <b>Do you ever buy or recycle products? what are they?</b></li> <li>• <b>What are some reasons why people should reuse and recycle?</b></li> <li>• <b>Is recycling popular in your neighborhood or school?</b></li> </ul> <ul style="list-style-type: none"> <li>• What do you usually do with old clothing that you no longer need or want?</li> <li>• What are some things that are difficult to recycle?</li> <li>• Do you ever buy or use recycling things?</li> <li>• What is the most recycled thing you have ever seen?</li> <li>• How long do you think it takes for plastic to decompose?</li> <li>• Do you reuse bags when you go shopping? or do you always get new ones?</li> </ul>
<p><b>Homework</b></p> <p><b>Online activities</b></p>		<p>The teacher will post some videos about future tenses. (simple future, future continuous tense), and they will practice in the ELSA app</p>	<p><a href="https://www.engvid.com/english-lessons/">https://www.engvid.com/english-lessons/</a></p> <p><a href="https://www.engvid.com/future-simple/">https://www.engvid.com/future-simple/</a></p>

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### Lesson No. 6

**Topic:** “Getting Closer to the Future”

**Time:** 1h and 30 minutes

**Lesson objectives:**

- Comprehend the structure of future continuous tense.
- Understand the difference between future tense and future continuous  
(Will be) + ing verb.
- Use future continuous correctly in oral statements and conversations.

**Language focus:** future continuous, technology,

**Table 7.**

**Lesson plan 2.**

Lesson No. 2			
Stage	Time	Description	Materials
Warm-up (25 min)	10 minutes	In this lesson, students are supposed to reach a higher level, meaning that they were able to accomplish all the missions, and challenges and developed significant orals skills especially in	

fluency and accuracy. This lesson involves the future continuous tense as the grammar component, vocabulary regarding technology, and last but not least speaking practice with gamification.

Further, the teacher explains the negative and question forms in terms of their common use: for questions regarding offers and requests that are formal and polite. It might be a tough topic for them, but the teacher emphasizes that speaking politely in English is necessary to function correctly in the language.

Followed by this, the teacher lets students offer their examples writing them on the board, and they will get participation badges and points to level up their grades.

Here is a work-themed future continuous worksheet for upper-intermediate students. Students start by completing sentences about four workers' shifts using verbs in their future continuous form. After that, students match the sentences to jobs on a table. Students then match sentence halves to form sentences about a day in the life of a teacher. They then complete them with verbs in the future continuous form. Following that, students complete future

### Future continuous with *still*

We use the future continuous with *still* to describe an event that is happening now and that will continue some time into the future.

'I'm sorry, but I can't meet with you today. I'm at the office now and I'll still be working at 7pm this evening.'

'He keeps talking about the same thing, over and over again. I'm sure he'll still be talking about it in ten years!'

'Grammar is difficult. I'll still be making the same mistakes in ten years!'

You can also use the adverbs of probability with *still*.

I'll probably still be working at 10 o'clock tonight.

I'll definitely still be writing that report tomorrow.

### Future continuous to refuse an offer

We often use the future continuous in its negative form to refuse or to turn down an offer or request. We use *can't* in this way.

I can't come to the concert because I've got too much work to do.

I won't be coming to the concert because I've got too much work to do.

We use the future continuous with *again* when we make statements about unpleasant experiences.

That staff member was so rude. I won't be shopping there again!

The teacher was terrible. I'm not attending that class again.

The buttons fell off my shirt after three weeks. I won't be buying that brand again!

[file:///C:/Users/Usuario/Downloads/Documento%20sin%20t%C3%ADtulo%20\(3\).pdf](file:///C:/Users/Usuario/Downloads/Documento%20sin%20t%C3%ADtulo%20(3).pdf)

		<p>continuous questions about a business trip with verbs in their correct form. Lastly, students think of a job and imagine themselves as someone who does that job. Students then construct future sentences describing their work day. After that, students read their sentences to a partner who guesses the job.</p>	
<p><b>Gamification and speaking practice</b></p>	<p><b>30 minutes</b></p>	<p>Students ask and respond to questions regarding a scheduled day trip in this entertaining future-continuous exercise. Students first review the schedule for the day trip scheduled for next Saturday. Students should practice recalling the schedule by answering future continuous questions. For example, "What will you be doing at half past one on Saturday?" Each student then creates their itinerary for a day trip. Students work in pairs to exchange timetables and use the future continuous to quiz one another on their memories. Pupils who correctly respond to every question win.</p>	
<p><b>Explanation of the homework 10 min</b></p>	<p><b>20 minutes</b></p>	<p>To conclude this lesson, the teacher explains what will students need to do to advance and successfully finish whole levels. Students will be required to do some practice in the platform classspoiiclass pointe grammar topic (future</p>	

		continuous), this is also mandatory due to they can advanceton the next level	
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**Lesson No. 7****Topic:** “What makes a smart city”**Time:** 1h and 30 minutes**Lesson objectives:**

At the end of the lesson students will be able to:

- Utilize the future simple and future continuous tenses
- Identify the proper context for the use of this tense

**Language focus:** Future continuous, future simple, modals verbs, technology, and environment**Table 8.**

Stage	Time	Description	Materials
Warm-up	10 minutes	<p>Students are responsible for ensuring the space shifts correct functioning and maintaining it by completing the missions in the last lesson</p> <p>The class gets started with this interactive and fun speaking practice where students answer individually. The idea is that they respond to questions about their lives, families, and friends so it is easier for them to answer. Then they can level up with points and badges. If they accomplish the following three elements, they can get a badge and 20 bonus points.</p>	<a href="https://wordwall.net/es/resource/35013079/present-continuous-questions-revision-pre-inter-1">https://wordwall.net/es/resource/35013079/present-continuous-questions-revision-pre-inter-1</a>

		<ul style="list-style-type: none"> <li>• Grammar (FUTURE &amp; CONTINUOUS)</li> <li>• Vocabulary, noncommon words like verbs or adjectives,</li> <li>• Fluency: Students show confidence and do not hesitate when answering questions</li> <li>• Accuracy: Students answer coherently according to the corresponding question</li> </ul>	
<p><b>Guided listening practice</b></p>	<p><b>15 minutes</b></p>	<p>Later, the teacher instructs students to watch the following video but first, they answer these questions as a pre-listening exercise: 1). name two cities or towns in your country, what are some of the challenges that they are currently facing today? ¿If you could redesign one of these cities, what would you do, and how would you change things? Also, students look at the title and infer what they think makes a city smart? W. What are the advantages of a smart city? After watching, students check if their prediction was correct.</p> <p>Followed by this, students answer the following questions:</p> <ul style="list-style-type: none"> <li>- What do you understand by "infusing technology" in every aspect of something?</li> <li>- According to the video, when did Singapore start its smart city program? ¿ What three activities were they</li> </ul>	<p><a href="https://www.youtube.com/watch?v=bANfnYDTzxE">https://www.youtube.com/watch?v=bANfnYDTzxE</a></p>

		<p>able to monitor using smart technology?</p> <ul style="list-style-type: none"> <li>- Explain how Dubai now works</li> <li>- What are the benefits of the automated garbage collection system in Barcelona?</li> </ul> <p>After students answered the previous questions, the teacher played Kahoot as a complementary practice for the video.</p>	
<b><i>Main Activity</i></b>	25 min	<p>Finally, students identify an environmental or social issue in their neighborhood or school that could benefit from 'smart' technology. Next, they summarize the problem they have found and explain how they will implement the solution. Some important things to consider are the grammar and vocabulary previously learned from the previous lessons to help them formulate their suggestion. It is then presented to the class as a suggestion.</p>	<p><a href="https://play.kahoot.it/v2/lobby?quizId=47f9d77d-32eb-4c08-a44c-08733c387108">https://play.kahoot.it/v2/lobby?quizId=47f9d77d-32eb-4c08-a44c-08733c387108</a></p>

		<p>If time allows, there could be a time to share students' perceptions, feelings, ideas, recommendations, or thoughts about the whole learning experience.</p>	
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## Chapter V: Conclusions and Implications

The implications and conclusions of implementing this type of didactic and pedagogical proposal are discussed in this section, which covers both teachers who might be able to implement this proposal in their EFL teaching, students who might be a part of each lesson, the Colombian EFL teaching community, and integrating technology.

Using a blended learning approach, this innovative pedagogical proposal sought to improve speaking skills in EFL classrooms. From a cultural perspective, it promoted interaction with the target language through gamification. To that end, this proposal aimed to design an innovative pedagogical proposal for promoting speech skills. The enhancement of speaking within a blended learning environment occurred as the classroom dynamics were set to see, understand, and communicate about different topics involving the past, present, and future tenses which implied the use of oral production as part of a broader sense of expression in terms of language, as it is language as a performance, which includes self-expression, pronunciation, expression, fluency, accuracy, images, body language, etc.

To begin with, in the listening-speaking classroom, teachers can wrongly believe that class time is an opportunity for students to listen and for a teacher to talk; once teachers change this mindset, other variables might make teachers feel their class is interactive, but it is not. For example, when students work in groups but do not often talk about the topic the teacher gave them. On the other hand, some students speak in their native language, illusionizing they communicate in English.

A further challenge is to ensure that everyone's voice is heard. The listening and speaking classroom is, therefore, a place where learners must overcome challenges, and teachers must overcome obstacles. This is directly related to large class sizes. Moreover, traditional classrooms where a teacher controls most conversations can be particularly troubling because of class size effects on student talk time. Certainly, speaking to many people is the most difficult linguistic skill because of the limited cognitive resources students have to perform in real-time.

Furthermore, teachers might find speaking difficult to assess since they are generally required to create rubrics that contain some of the many possible categories that speaking

entails. Teachers must decide: ¿Does speaking include the use of body language? Does speaking include the use of visual aids? Does the speaker use the proper vocabulary? Other similar questions demonstrate the multiple things students must accomplish. Another important aspect that is little mentioned in academic contexts is how speaking practice becomes very hard to manage due to the speaker's emotions that are influenced by others; in other words, some environmental factors might influence how easily the speaker feels to express ideas with their receiver.

Additionally, it is important to design the teacher's material taking into account that it must be aligned with the objectives and the technological resources. In other words, it is important because teachers can explore the student's contexts and their personal stories, needs, and experiences to make materials memorable, usable, and durable. Teachers could approach their lessons based on what students are struggling with the most; by seeking the most common patterns among students. It might help teachers to organize many lessons into activities that will help students move gradually from simple to complex tasks.

On the other hand, the challenges for the design and application of the present project involved several aspects to take into account. For example, the class time, student's language level, technological resources, and the theme since it is an innovative proposal the author's idea was to link environmental topics, blended learning, and gamification. As aforementioned, some students from the IPN school have a good English level but also, but other students lack the same proficiency; there were clear shreds of evidence of notorious gaps among students, therefore it was challenging for the teacher. Each lesson plan is intended to precisely address speaking skills related to environmental issues to make this project innovative and scaffold students' knowledge and grammar tenses.

Another challenge has to do with the design of the overall project in such a way as to be coherent, connected, and relevant. It means linking gamified classes, the topics related to the environment, and the design of gamified activities within face-to-face classes within a blended learning environment.

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## Annexes

### a. Assessment criteria

The assessment criteria are used for each one of the students' oral productions. It was designed not only to evaluate the results, but also each student's processes and some guided activities. Moreover, the evaluation criteria chart has self-evaluation since for the present project it is important to reflect upon one's performance.

**Table 9.**  
**Rubric for speaking assessment.**

CRITERIA	FAIR (1,5-2,9)	GOOD 3,0-3,9	EXCELLENT (4,0-5,0)	SCORE
<b>FLUENCY</b>	There is evidence of little practice and no use of strategies provided by the teacher. For example, visual aids, and notes. Frequent errors, as well as many hesitations, are present during the dialogues.	There is evidence of practice, repetition, and use of strategies provided by the teacher. Still, there are some errors that are not corrected.	The student is able to speak coherently, without needing to stop and pause a lot. Even if errors are present the student corrects them immediately.  There is evidence of a lot of practice, and use of strategies given by the teacher.	
<b>ACCURACY</b>	Frequent errors in terms of inappropriate words, make it difficult to understand and follow the ideas.	There is a lack of preparation, there is also evidence of repeated errors in terms of the use of the right words, however, the general ideas are still	The student is able to deliver the message in an understandable, clear way, he or she makes correct use of grammar tenses along with the appropriate	

			understandable.	words that demonstrate the message makes sense with the topic and ideas.	
<b>VOCABULARY</b>		There is evidence of precarious use of vocabulary and expressions seen through group and individual activities in class.	There is a wide range of vocabulary and expressions related to the content topics, which makes activities fit into the established goals in the classroom.	Large production and recognition of vocabulary expressions. Shows appropriation when using them in the proper contexts and sentences.	
<b>NON VERBAL COMMUNICATION</b>		Students don't make use of body language, and gestures, which makes the interaction difficult	Students use Little body language no gestures or facial expressions to have a better interaction	Students are able to communicate their ideas through body language, gestures, and even mimics.	
<b>SELF-EVALUATION ACCORDING TO THE NUMBER OF BADGES</b>					

### **b. Lesson plan implementation**

In the beginning, most students actively participated in the questions regarding their grandparent's lives and memories. Likewise, students attentively watched the video about the most important grandparents' events. At the end, a few students made some questions regarding the vocabulary and grammar questions, especially for the use of was/ were. After the teacher explained the key concepts and the main challenges they would be performing, the students answered correctly in the model and instruction activity. Students wanted to keep doing the activity, at this point, students were making the class very noisy so the teacher spent longer than expected trying to organize the class again. After this teacher-centered explanation, students started the speaking practice. In this activity, the students were expected to ask and answer in English, however, many of them did not understand the meaning of the questions, so several of them used their cell phones to translate the questions. Moreover, the students showed motivation for the topic itself about their grandparents, but also when the teacher offered 25 water pts for the first group to finish. The answers were supposed to be written in the notebook but to fully gain the points each member had to answer orally, some members of the group could not answer in English, which demonstrates the big gap in terms of English level between some students and others. Hence, this pedagogical proposal was designed based on gamification, particularly on speaking skills. It would be important to implement this proposal in action research to seek for example teacher's perspectives on the use of gamification in the EFL classes. Therefore, it might be useful for them or they might use it differently, not only for speaking skills but in integrated skills. Also they might change the class content but remaining the main game features; in this way, the language teaching practice could be seen as a transformative experience for students, institutions and teachers.

C, material for lesson 2-proverbs



“Accusation always follows the cat.”  
(Iraqi proverb)

@chapmangamo

Meaning: It's easy to blame someone who can't argue back



“Leave it to Batman.”  
(Filipino proverb)

@chapmangamo

Meaning: Some problems require superheroes to solve



“There's a bad potato in every sack.”  
(Welsh proverb)

@chapmangamo

Meaning: There's a bad influence in every group of people.



“He who digs a pit for others will fall in it himself”  
(Romanian proverb)

@chapmangamo

Meaning: What goes around, comes around



*"To live with wolves, you have to howl like a wolf"*

(Russian proverb)

@chapmangamo

Meaning: In dangerous situations, try and blend in



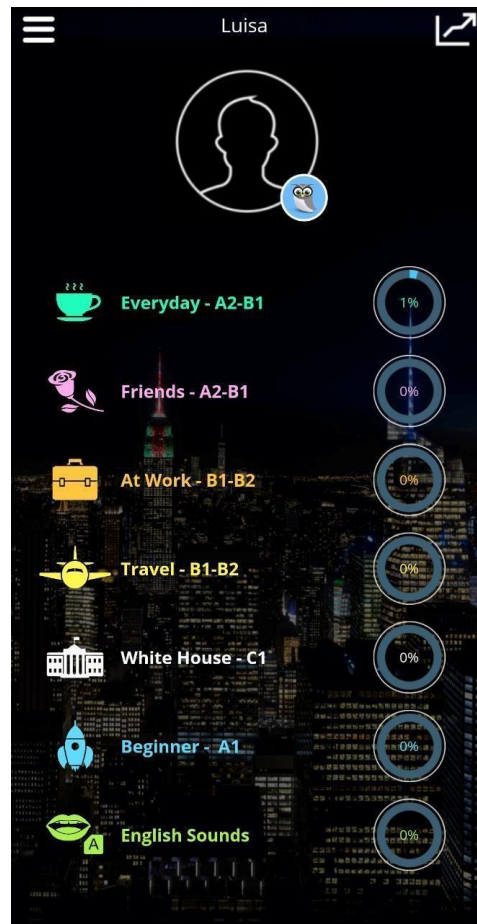
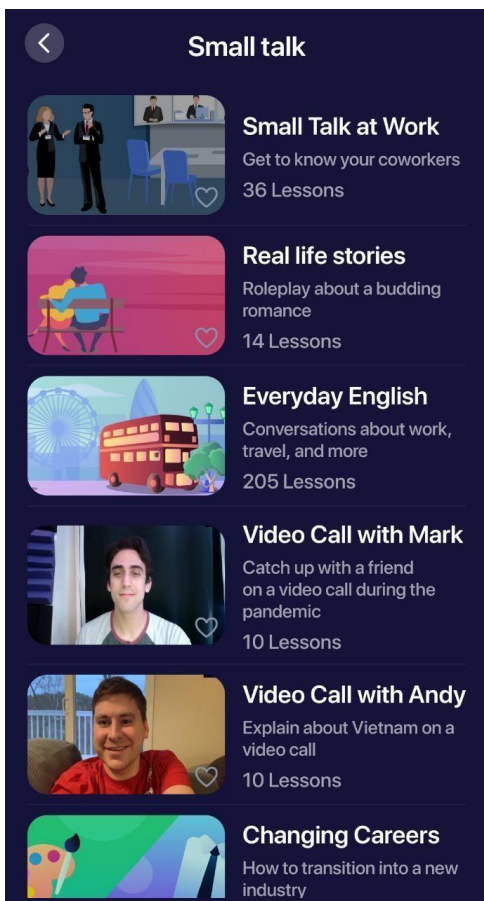
*"He who has a head of wax must not walk in the sun"*

(Italian proverb)

@chapmangamo

Meaning: Know your weaknesses

Activities students will be doing on the ELSA app to practice pronunciation, fluency, accuracy, and short conversations.





# Low-Hanging Fruit S...

Ending Sounds & Schwa: /ə/

🔥 n 

0/5

**Day 3**

 Getting in a groove  
0/5

**Day 2**

 Warming up  
0/5

**Day 1**

 Introduction to the Sounds 03:47  
0/5