

**ESCUELA NORMAL SUPERIOR  
DEL ESTADO DE MÉXICO**



**The use of gamification as a ludic  
strategy to improve oral production in  
third grade secondary school**

## **INFORME DE PRÁCTICA**

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PRESENTA

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— | DICTAMEN

## DEDICATIONS

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## 2.0 INTRODUCTION

The objective of this writing is to evaluate and prove the strategy to the problematic observe during the trainee periods in the secondary school, the impact that the strategy has in student's work, and the improvement in the trainee teacher work.

The following research was conducted in the secondary school 28 "Agustin Melgar", located in Rancho "La Mora" with the third grade group "A" with a total of 46 students between 14 to 15 years old, where students have an elementary level of English, and it is difficult for them to understand and follow instructions, exercises, activities and Teacher's comments, it is a characteristic of this group that students with a high level of English help other students to participate in English lessons, but the oral production and participation during the lessons is low or null. Some students have extra English courses out of the school, and it helps to improve English lessons in the secondary school.

The problematic observed and detected in the third-grade group "A" was the lack of oral production and motivation during English lessons, students of third grade used to learn English in a traditional way, so it was a problem when they need to use the language to communicate in oral way. The instruments applied to identify the problematic was a measurable instrument, a questionnaire, it helps to evaluate the way in that students are learning English, and some strategies applied by the trainee teacher to implement ludic strategies to improve English teaching, is for that it was proposed to use the games as a ludic strategy to improve oral production, because it helps to motivate and involve students in English lessons, and it creates in them a meaningful learning to use the language in future events.

The objective of this work is to improve oral production in students of third-grade group "A" using games as a ludic strategy to involve and motivate then in English lessons, one of the main purpose is to create a meaningful learning between the language and student's context to generate in students a bond to use the language, the main purpose of the trainee teacher is to convey their practice in a communicative and meaningful teaching, taking away the traditional instruction.

In this research, the action research was the methodology applied to investigate and improve the problematic described by the trainee teacher, action plan helps teacher to observe, analyze and improve their trainee period focused in evaluate the strategy to be applied in the secondary school, in this process, the self-evaluation of the teacher work is fundamental, because teacher was involving and in contact with the develop of the research process.

This work describes the action plan, the observation, analysis and evaluation of the strategy applied of the trainee period, the identification of the problematic founded in the secondary school and the solution that the trainee teacher created to solve it. The description of the planning, describes the intention and purpose of this research, the diagnostic applied to found find the strategy, the strengths and weaknesses found in teacher teaching and students learning process, and the instrument applied to evaluate the problematic founded into the classroom and English lessons, then it describes the competences to improve during the practice period, the competences to improve in the teaching process and the purposes to improve in the learning process.

The work describes the contextualization of the place where the research was applied, the secondary school, to evaluate the characteristic that helps the investigation. Then the theoretical background, where the research of different authors that helps the purpose strategies and solutions of this research can be found. In the part of the action plan, the strategies to implement games into the classroom created to achieve the main objective of the research to improve students' oral production are described; in the development we can find an analysis of the application of the strategies created in the action plan, and an evaluation of the work of the trainee teacher during the application of the strategies. Finally, in the conclusions and recommendations there is a description of the final process of the applications of the strategies, what changed, improved, or continued doing to implement the games as a ludic strategy to improve oral production.

## 3.0 PLANNING

### 3.1 INTENTION

The importance of improving my teaching practice within second language teaching is to inspire my students to look for a better world. In my role as a future teacher, the observation, study, reflection, and analysis of the social situation that is presented in the classrooms of secondary schools, our workplace, and space to transform minds, allows in my teaching work an approach to the search for educational improvement, aiming at the quality of my teaching practice, a process of reflection and continuous improvement in my role as a teacher having as a priority at all times the students.

I always try to include all my students in the teaching and learning process, since they should be the center and objective of my teaching vocation, pursuing that with the tools provided by the teacher, they can build their perception of learning, seeking to use it in their environment, in the teaching of a second language, our goal with our students, is that they can use English to communicate, to convey ideas and to interact with their context using the language.

In my family, we always say "When someone works for a vocation, he does it with dedication", when we enjoy what we do, in this case, teaching, we have the responsibility to strive and to ensure that continuous improvement in our role in that area, all the above refers to the reason why the practice report was chosen, it allows us to reflect on the teaching practice in the classroom and environments related to the teaching of students will help improve teaching skills such as reflection, analysis, problem-solving, argumentation, innovation in the action of the teaching and learning process. Reflection as a teaching skill is necessary, all the time we are in a process of practice and error, and after this process, reflection is necessary for the improvement of teaching practice, always looking for the improvement of our students, seeking to generate a change through what is observed, intervene in the classroom, analyze and improve, a reflective teacher influences the daily lives of their students and their way of seeing the world through the power of words, experience, analysis, and example.

Within secondary schools in Mexico, there are learning barriers that sometimes prevent us from developing our teaching practice properly or as we usually plan it, but a skill that every

teacher should develop is innovation with their environment, looking for a goal for teaching with the resources and tools available to them, it is true that there are barriers to be a quality teacher, but it is also our job to strive for the improvement of the education of students.

## 3.2 PLANNING

The following paper describes a way to teach a second language to elementary school students in a didactic way, the implementation of the game in English classes in secondary schools allows students to learn a second language to communicate their ideas without fear of mistakes and with the sole purpose of transmitting their ideas.

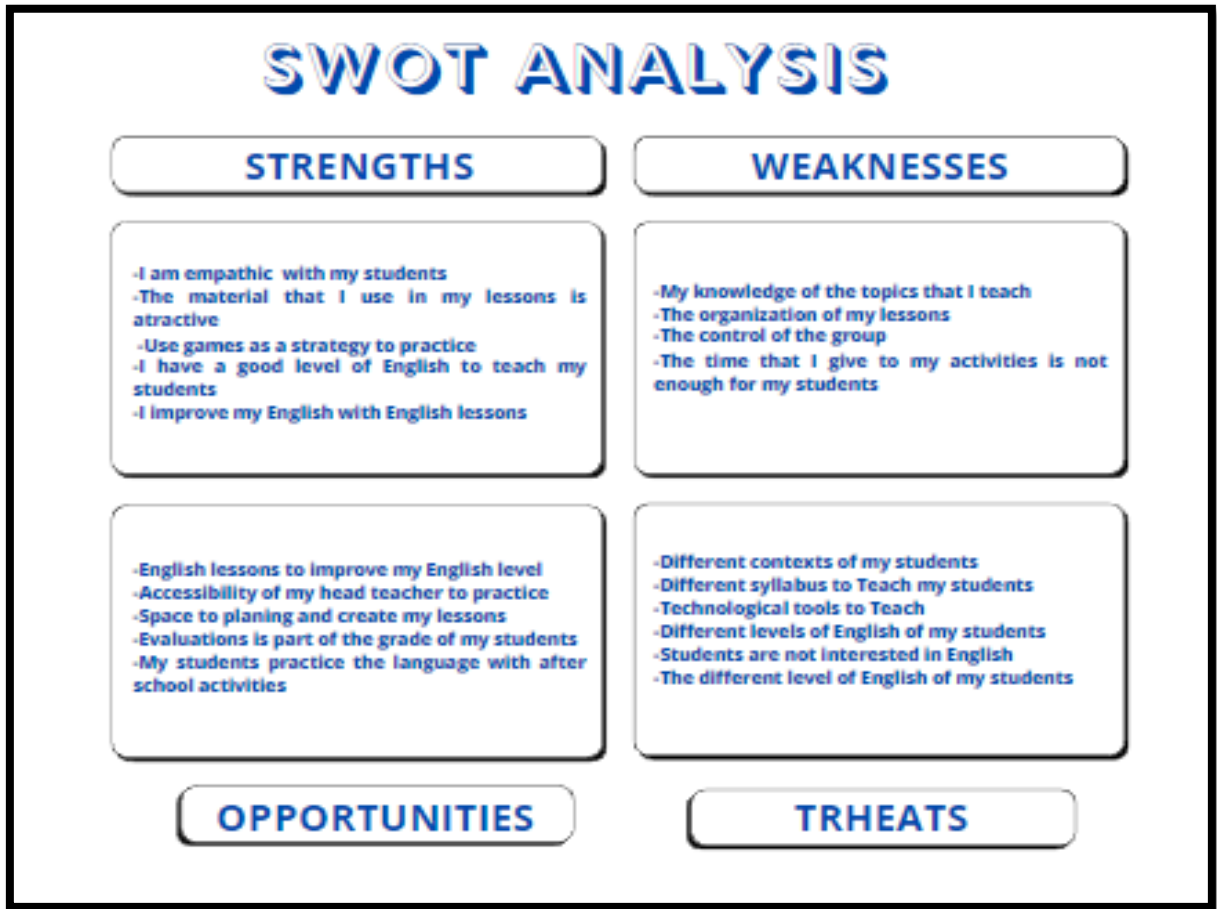
In the following lines information about the strengths, opportunities, threats, and weaknesses that the trainee teacher has as an English teacher will be found; besides that, the reasons that led to the selection of the use of gamification to improve the communication of students as the focus of this intervention. The diagnosis made to the group and its results are also included. Moreover, in this section, the purposes, justification, and context of the project can be found.

### 3.3.1 AUTODIAGNOSTIC

During my career, I have been practicing in different secondary schools, I have done different planning and interventions in the classroom where I have noticed some problems that affect my teaching practice, and some diagnostics were made to identify the problems that increase the barriers to teaching and learning in my practice.

The following chart shows a SWOT diagnostic that help trainee teacher to does a diagnostic about their teaching work.





*Imagen 1. SWOT analysis.*

The strengths that have been identified in the teaching practice period, according to table 1, are the empathy and communication that the teacher has with the students, a learning environment based on respect and trust has been developed for participation and interaction in the classroom, the teacher influences how everyone communicates in the classroom, the presentation of the practicing teacher and the attitude of the students to participate in the classroom, another strength is the use of games in the planning for the sessions and the attractive material for the activities, these motivated the students and they saw it as an innovation in the English classes, helping them to be interested in the activities to be carried out, in the same way, the use of English for the interaction with the students since it helps the students to become familiar with the language and begin to recognize some words.

The weaknesses that were identified in the teaching practice of the trainee teacher are the knowledge of the topics to be taught in the classrooms of the secondary school, it was

necessary to analyze, study, and in some cases learn the topic to be taught because of the level of English that the teacher has. The control of the group is affected by the use of the English language when the teacher is giving explanations, since they do not understand what the teacher explains in a second language, the students lose interest, and distractions by other situations cause a loss of group control, the organization of the sessions also affected how the knowledge of the students was connected, and at the time of the evaluation the time lost and the disorganization of topics and activities taught was noticed.

The opportunities that the trainee teacher found during the internship period are the improvement of the use of language in each of the interventions in the classroom, each time improving and gaining more knowledge to improve teaching practice, the opportunity provided by the head teacher to practice, intervene, plan and make teaching materials within their workspace and time helped the practicing teacher in their teaching practice process, the opportunity provided by the head teacher to practice, intervene, plan and make didactic material within her workspace and time helped the practicing teacher in her teaching practice process, as well as to include as part of her work with the students to include my planning and evaluations for the grades and evaluations of the students, helped the students to show interest in the activities proposed by the practicing teacher.

The threats found in the teaching practice are the different contexts and levels of English that the high school students present, this affects when unifying the sessions, since they do not have the same level to give an equal class, in addition to the fact that most students are not interested in learning a second language, the program established by the head teacher, different topics without coherence, affect the student not to follow a sequence in what they learn and not to take relevance in their learning.

At the time of my training period in the seventh semester and to be more involved in the teaching and learning process of students, I found some difficulties in my process, I began to speak in my classes using the language, English, with the objective that my students were getting involved in the language, however, when I wanted the students to answer or participate using the English language, I despaired because they did not have the tools to speak, so I tended to give them the answers and they did not like to imitate or repeat the

words, they moved further away from the use of the language, and the activities became in Spanish. According to Plan de Estudios de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria 2018, the trainee Teacher must graduate with certain competencies: generic, professional, and disciplinary. The competency I must develop for the improvement of my teaching practice is: " Diseñar procesos de enseñanza y aprendizaje de acuerdo con los enfoques actuales de la lengua inglesa considerando el contexto y las características de los estudiantes para lograr un aprendizaje significativo". (Orientaciones curriculares para la formación inicial, 2018, p.116). I want my students to communicate orally using the English language, and to involve it in their learning process in a meaningful way so that they can use the language as a tool in future contexts.

### 3.3.2 TOPIC SELECTION

To select a research topic in the federal secondary school number 28 "Agustin Melgar", with group 3° B, an investigation was carried out, the detected problem was the little oral participation on the part of the students to interact in the English sessions, most of the teachers are concerned about why their students do not use English during their classes or why they do have many problems with pronunciation or following a conversation, but the interaction that the students have is usually minimal, and is given only in the English sessions with the teacher, so the listening comprehension of the language and tools to produce in English decreases., and this is due to the fear of making mistakes by not having developed the ability to speak in a second language, the lack of vocabulary to use as a tool for speaking, and the motivation or effort they have to get involved in using a second language.

Similarly, it was noted a lack of interest in the programmed activities, which were mostly written exercises, readings, written exams, or questions from the teacher, where students only answered exercises and that was the production and interaction they had with the language, likewise a low performance in the results of the grades in the subject of English was identified, due to the little understanding that students managed to obtain because of the strategies implemented by teachers for teaching the language.

To define the research topic, a measurement instrument, a multiple-choice questionnaire, was applied to the students of the "Agustin Melgar" high school in third grade B with an enrollment of fifty students. The questionnaire has eight questions, all of them oriented to

analyze their listening comprehension and the way they prefer to learn and carry out their English classes.

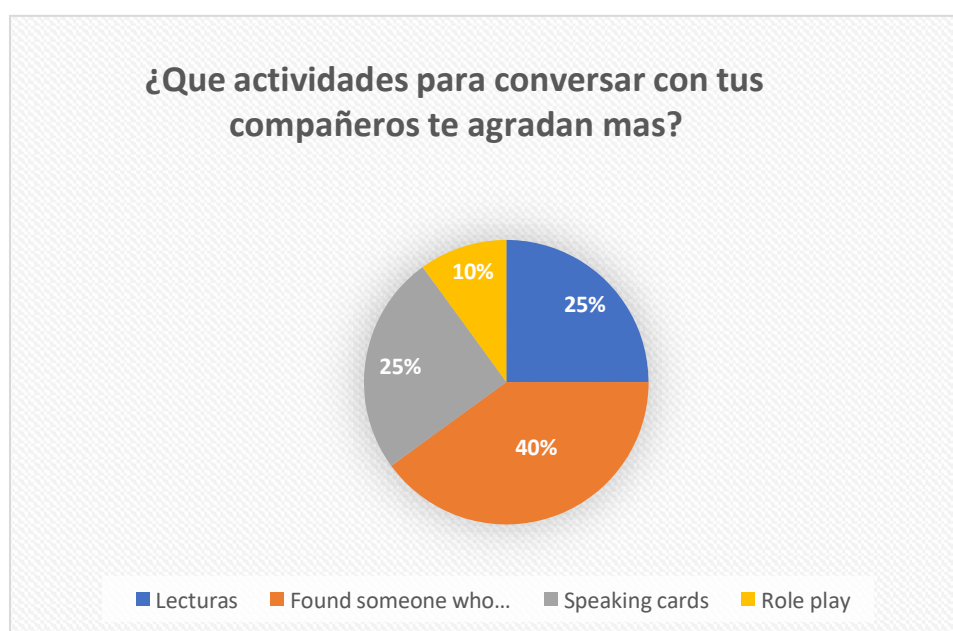
According to the results of question 1 (graphic 1), *¿Que se te complica mas aprender en la clase de Inglés?*, almost 40% of the students of 3rd grade A (20 students) consider that the most complicated skill to learn and practice in an English class is the speaking skill, Another difficulty is observed in the listening skill, with 24%, there is a difficulty on the part of the students to understand what is being said either by the teacher, audios or songs presented, and 22% in the reading skill since they are related to understand or read in a second language what is being spoken. For example, when answering or participating in English classes, and students need to use the English language to interact in the sessions, they find it difficult to use it; when reading, the same situation is reflected because they do not know the pronunciation of the words and there is fear or problems to speak in English.



[Graphic 1](#)

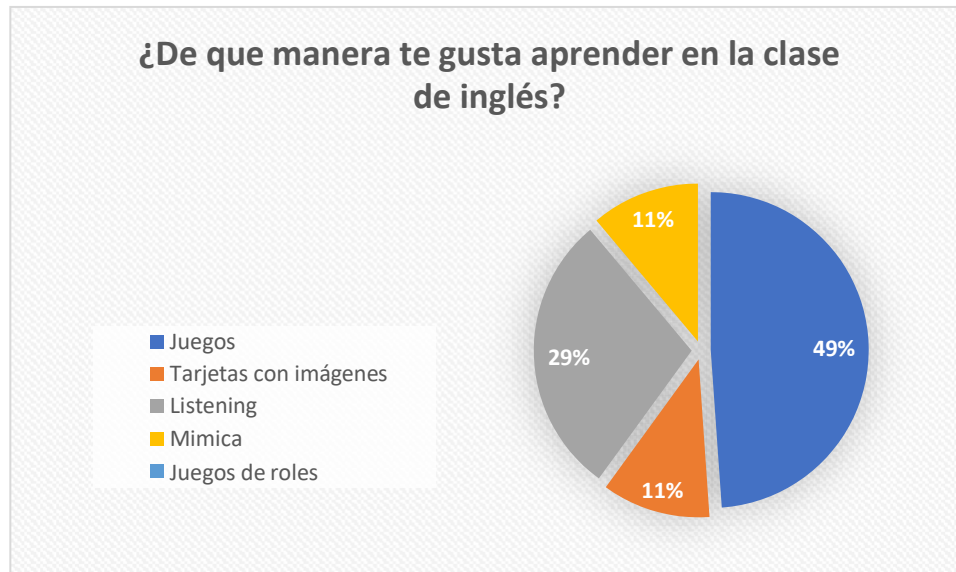
According to question 2 (graphic 2), *“¿Qué actividades para conversar con tus compañeros te agradan mas?”*, 40% of 50 students in 3°A (20 students) prefer guided activities and

examples where the interaction to use the language is with trusted classmates since they are not afraid of making mistakes or corrections, in addition to the fact that they rely on the examples given in the activity and the corrections are group-based. Similarly, group activities have a 25% preference among students, since group activities, corrections, examples of pronunciation, and participation are general, and students participate for pleasure.



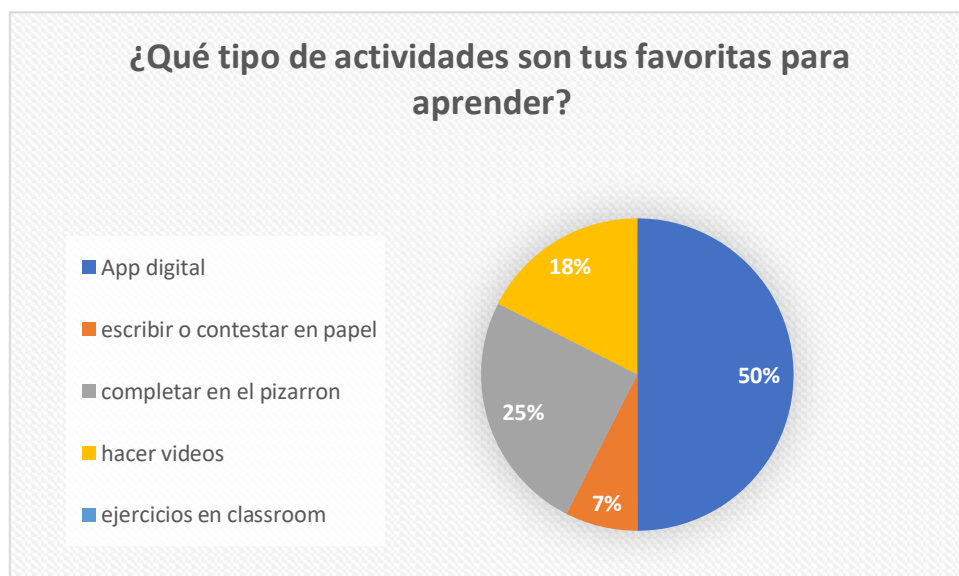
[\*Graphic 2\*](#)

According to question 3 (graphic 3), "*¿De que manera te gusta aprender en la clase de Inglés?*", 49% of the students of 3° A (25 students), prefer to learn with games and playful activities, thus reducing the stress that students have when interacting with a second language, and find attractive the activities and explanations for the class. Also, the listening applied, usually, songs, are of interest to them, since they are regularly audios that they know and are familiar with.



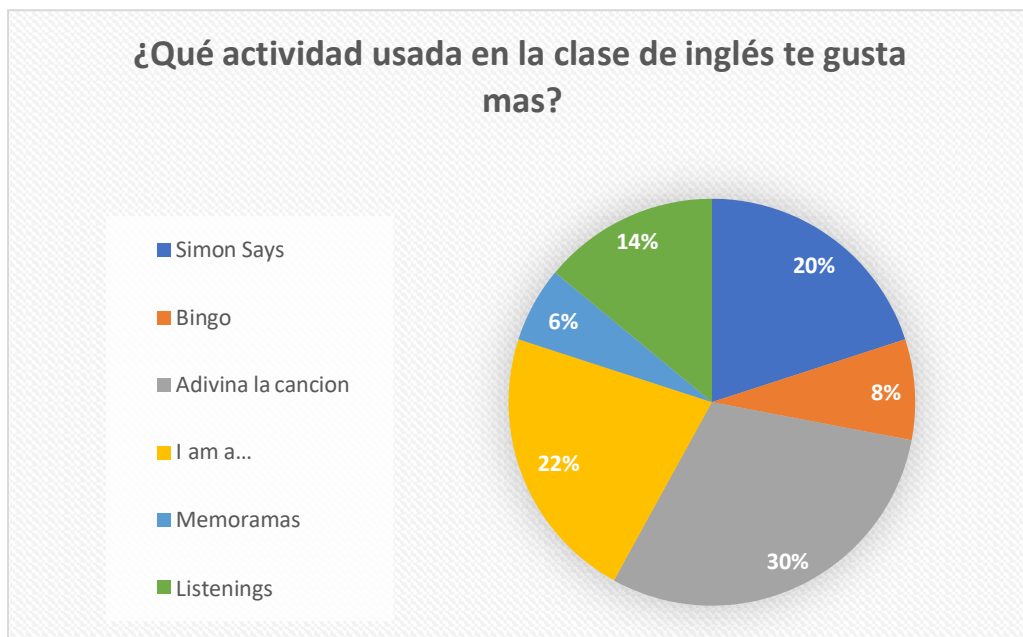
[Graphic 3](#)

In relation to question 4 (graphic 4), “¿Qué tipos de actividades son tus favoritas para aprender?”, 50% of the students in 3° A (25 students) prefer activities that include the use of digital tools, since they are tools that they use daily, and by involving them in their learning process, they are more interested in relating both. Thirty percent of students are more interested in doing complementary activities on the blackboard since they can participate as a group and expose their participation in general.



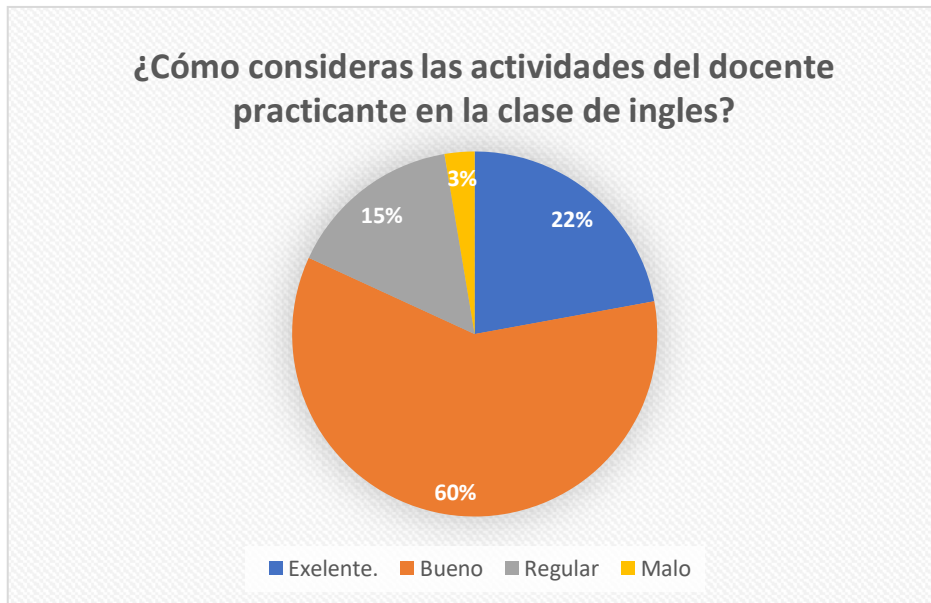
[Graphic 4](#)

According to question number 5 (graphic 5), “¿Qué actividad en la clase de inglés te gusta más?”, 30% of the 50 students of 3°A (15 students) prefer activities that involve competitions, such as guessing the song, since it implies a challenge for them and generates them to try to get the answers, besides being team activities where they use the English language freely and with partners they trust.



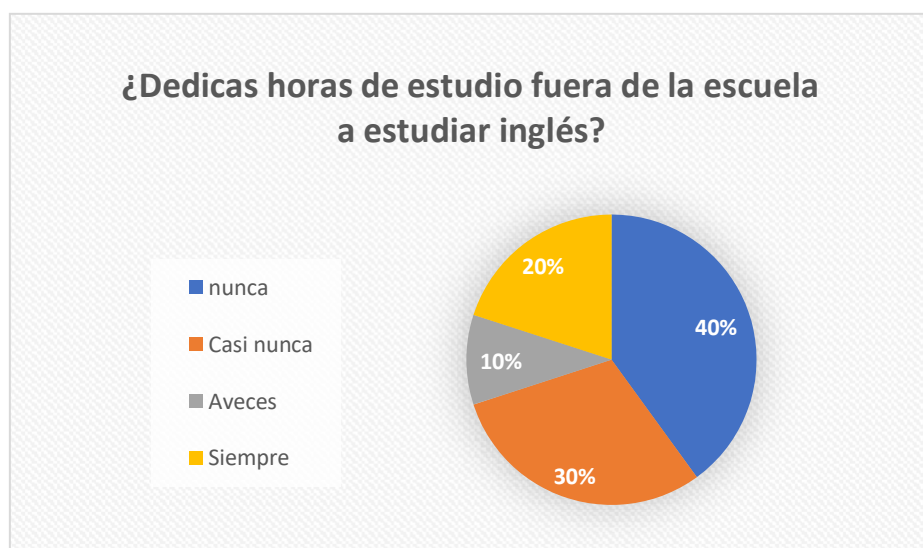
[Graphic 5](#)

In question 6 (graphic 6), “¿Cómo considers las actividades del docente practicante en la clase de Inglés?”, it can be seen in the graph that 60% of 50 students in 3°A (30 students) like the ideas and activities proposed by the trainee teacher, and students are involved in carrying out such activities, even if the use of the English language is spoken.



[Graphic 6](#)

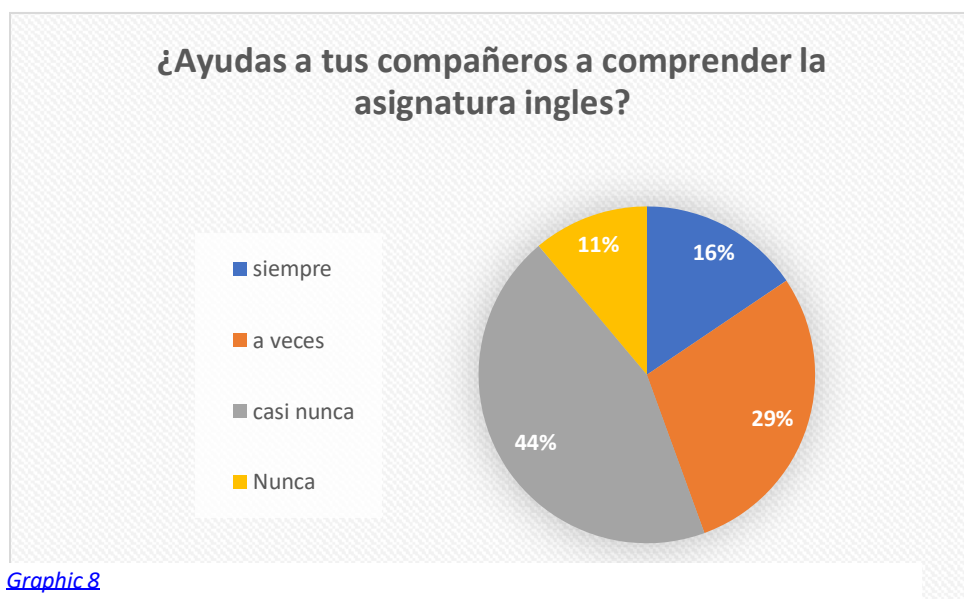
According to question 7 (graphic 7), “¿Dedicas horas de estudio fuera de la escuela a estudiar Ingles?” is related to the use of the language in the activities, it can be observed that 40% of 50 students in 3° A (20 students) do not have contact with the language outside of their English sessions, this affects when the teacher includes the students in activities where the use of the language is necessary, it can also be seen that 20% of students in this group do dedicate study hours to study English, and when developing activities in the English class, these students support or direct their classmates in the activities.



[Graphic 7](#)



According to question 8 (graphic 8), “¿Ayudas a tus compañeros a comprender la asignatura Inglés?”, is based to teamwork that is handled in the activities carried out in the classes, the support that is provided among classmates. It is seen that 40% of the students prefer to perform individual activities, however, there 29% of a group of fifty students (14 students) are involved in supporting their classmates who need to understand the subject, the teams are usually formed with students who support the other students.



Based on the results obtained in the questionnaire applied to the 3rd B students of the federal secondary school number 28 "Agustin Melgar", the students have to improve their oral production skills, speaking to improve the use of the English language, that is why the proposal for the research work is “How to improve oral production in third grade secondary school through using games as a ludic strategy?”

### 3.3.3 PROPOSES

The general purpose of this research is:

- Teacher use gamification as a ludic strategy to help students to improve their oral production.

The specific goals are:

- Implement gamification as a strategy to generate learning environments of trust and respect for the oral production of students.
- Improve the students' oral production through activities that include games as a ludic strategy.
- Use of games to create challenging activities for learners and involve the students in the search for information to complete the activities.
- Use of the game to improve classroom strategies to increase students' oral production.
- Use of the English language during English classes to improve the input students receive.

### 3.3.4 JUSTIFICATION

One of the reasons why it was decided to implement the game in secondary education classrooms as a strategy to improve oral production in students is because gamification gives students the opportunity to interact and communicate using a second language in a fun way, in a learning environment based on trust and feedback from the people who interact in the activities. It helps students to be interested in participating using English since they are presented with a challenge to solve in each of the activities and the student strives to get the information to solve the assigned task.

One of the biggest concerns of English teachers is that students do not use the language to communicate within the classroom sessions, however as teachers in front of a group, we must

have as an objective, that the learning that is experienced in the classroom, takes to higher contexts, in this case, to use the language to communicate ideas outside the classroom, to be a tool to interact. In the classroom, the skill with which students have more interaction is listening, since most of the time they are exposed to listening to English, however, there are few moments in which they have a production of the language, using the tools that as teachers we give them to communicate in their environment, whether the classroom, school, or different contexts.

The students lived through a stage of the pandemic, where for two years the only interaction they had with English was through activities on digital platforms or translators that helped them to understand the language, now they face English classes where the programs and suggested vocabulary is at an advanced level for them, and in the oral skills they must develop, they face the difficulty to understand the input they may have of the language, fear to communicate in English, lack of vocabulary and it is a learning barrier for the English teacher in front of the group. Nowadays, and after a long time due to the SARS-COV2 pandemic, classes are face-to-face, however, English teachers come to their classrooms looking to interact with their students in English and most of the students do not understand them. Students often know how to spell a word in English, but not how to pronounce it..

Students in secondary schools are involved in using a second language during English classes, however, they do not have the tools to help them get involved in the use of the language, students were in contact with the language in their high school career, but virtually, where the interaction was three hours a week and with activities that responded using translators or digital tools that provided them with the information, Now, during their English classes to use the language, it is required to generate a learning environment based on trust, where the teaching and production that students have is inductive, slightly modify the way in which they were taught the language so that the oral production they have using English, is spontaneous. The use of gamification in the classroom provides the teacher with strategies for inductive teaching and gives the student tools for spontaneous production.

### 3.3.5 CONTEXTUALIZATION

#### SOCIAL CONTEXT

The federal high school no.28 "Agustin Melgar" with C.C.T 15DES0028Y located on Blvd. Lic. Adolfo Lopez Mateos, Rancho La Mora, C.P 50020, Toluca Mexico.

Around the area, you can find a lot of services such as shopping malls, pharmacies, bakeries, pizzerias, parks, water, and sanitation offices, and bus stops, plus the area is an area of several schools.

#### SCHOOL CONTEXT

The secondary school has all the public services (water, electricity, gas, public lighting, and school transportation), and the office of the supervision is located in the school, so the school has economic funds for the activities and structure that the school requires. The school has a total of three buildings divided into twenty-four classrooms, eighteen classrooms for the three grades (6 classrooms per grade), a natural science laboratory, a library, USAER offices, restrooms, basketball and soccer fields, a warehouse for sports equipment and the school administration and supervision.

In the morning shift there are 630 students in total, in third grade the enrollment is 207 students, and they have a total of 27 teachers for that grade, two of them are English teachers, each grade has a rector, who is responsible for the organization of each grade, the school has a counselor and psychologist to assist students with problems in school or with learning in general.

#### GROUP CONTEXT

The third grade, group A, which is the focus of this research, has a total of 50 students, 31 female students, and 19 male students; it is a classroom with an Elementary English level, according to a diagnosis made previously (Annex 1), and with a visual and auditory learning style. Because of the pandemic, the students are working at school; however, if there is any contagion, they work from home and deliver activities through a classroom platform, attendance depends on the activity they deliver.

### 3.3.6 THEORETICAL BACKGROUND

#### 1. Oral Production

##### 1.1.1 What is oral production?

According to Mendieta Lira, K. A. (2021). “Oral production is a linguistic skill that allows the speaker to express their to establish interaction with their peers, facilitating the communication process in a given context”. (p. 12)

Brown and Yule (1983), which considers that “oral production is an interactive process where meaning is constructed that includes producing and receiving, as well as processing information. The form and meaning depend on the context in which the interaction takes place, including the participants, their experiences, the environment, and the purpose of communication.” (p. 34)

Oral production in second language classrooms is one of the most difficult skills to develop in students. It consists of students interacting with each other to communicate and exchange ideas; however, it is difficult for students to do this if they see it as just another task to solve, but when students are presented with a reason to communicate, such as solving problems through games, they look for strategies and tools to solve them.

##### 2.1.2 Oral production in English lessons

One of the most complex skills to develop in second language learners is oral production for communication. For a student to be motivated to communicate orally in his or her environment, it is necessary to be motivated, to reach a goal and to have the basic elements or tools to use when producing words in English.

According with Consejo de Europa (2001), (introduction to oral production, para. 2) The oral production in English lesson is:

- ‘Oral production’ (speaking),’ that is producing an oral text for one or more listeners, for example giving information to an audience in a public address. This may involve reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously, and improvising.

-‘Spoken interaction,’ that is ‘the language user acts alternately as speaker and listener with one or more interlocutors to construct conjointly, through the negotiation of meaning conversational. Reception and production strategies are employed constantly during the interaction.

The interaction of the students before the English language in an oral way, not necessarily must be a fluent conversation, it can be the interaction of ideas or words to give a message, to obtain this, the students must have the necessary tools and a related context where they can use them to share ideas in an oral way.

The teaching of a second language should be spontaneous, trying to propose a challenge to the student and providing resources and contexts so that he, out of necessity seek the tools and strategies to use the language, the games is a playful strategy that I decide to use so that through playful environments of interaction, the student, when presented with a challenge to achieve, is motivated and seeks to strive for results, in this case oral production.

### **2.1.3 Oral production, L1 (Spanish) and L2 (English)**

The acquisition of a second language is a challenge for students who have no contact with the language, since the only interaction they have with the use of the language is through formal classes, however they are never involved or with the need to use the language to communicate in a real context to learn it naturally and practice it at the same time they learn it. According to Illich, I., & Sanders, B. (1989): “The acquisition of the mother tongue depends on the person’s nationality, region, ethnicity, family and background” (p. 17). When learning a second language in schools, it is important to recognize that the interaction will be academic, where the practice will be through exercises, exhibitions or school work, and we will not need to use the language in a contextualized way, with a practice and use of the language, orally, in real situations, which is why the teaching of a language, where the place where you learn is not the native language, should involve students to use the language, present them with a challenge where they see themselves in the need to use the language.

According to Moeller, A., & Catalano, T. (2015):

“A language is considered foreign when it is learned in a community context where that language is not spoken. It is a language that is not native for the person who is

trying to learn it. Unlike the first language, in which the person must reach a full proficiency, foreign language students may not be able to reach that level. Everything will depend on the time expended practicing the language. (p. 52).

Students in secondary schools are not involve in a context where they need to use the language to communicate with others, the interaction that they have with the language is only academic, because of the traditional method of teaching English through the years was grammatical focus only in the structure of the idiom, but students need a strategy to use the language to produce ideas and communicate with others, hardly ever, teachers focused on the produce that students have in the language, the common preoccupation when teach a language is to give students tools to use the language without considering the production that students have with that tools that teachers gives, the oral production is an example of that.

#### **2.1.4 Factors that affect oral production.**

Oral production, being one of the skills to use the language to communicate, must be accompanied at the moment of developing it, that is to say, it must be guided by a teacher, motivated and exemplified, so that the students at the moment of producing and communicating orally can develop this skill with less complexity.

Méndez (2016), the causes that most influence the emotions of language students come from the learning environment: the teacher (teaching, feedback) and classmates (reactions to errors). (p.72)

When learning a second language, it is logical that factors are generated that prevent the correct development of communication skills, in this case oral production, as they affect the way you learn, the person who teaches it, the practice you have using the language, and the environment, in this case that the country where you learn does not speak the language, so the interaction with the language is only academic, that is why to generate interest in the student and motivate him to use the language it is necessary as a teacher, to exemplify, accompany and involve the student in situations where he uses the language, besides motivating him and teaching him to respect and learn from the mistakes that occur at the time, because the emotions that the student presents at the time of learning a language, will affect the interest he shows to use it.

According to Dulay, H., Burt, M. & Krashen, S. (1982):

Interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. The language learner's L1 affects the learning of the L2, meaning that the learners tend to use aspects of the first language like grammar, vocabulary, accent, spelling, and others. (p.85)

When we learn a second language we tend to compare it with the L1, looking for similarities to learn it in an easier way to compare, however when making transfers, we generate a structural language learning, where we need to compare or create structures to use the language, which is why the production and "spontaneous" communication is left aside, which makes it more complicated to communicate and use the language in a natural way, since we require a structure, rules or comparisons to produce, in this case orally, before communicating with clear ideas.

According to Manrique, C. (2013) the most common errors are mispronunciation and grammatical errors between the mother tongue and the target language. (p. 18)

One of the most complicated skills when learning a second language is the oral ability, when trying to communicate in an L2, students try to generate a transfer from their L1, follow grammatical patterns or translate words, which creates an impediment to communicate in a fluent or natural way. The contact that students have with the language, being a country where the L2 being learned is not spoken, is only academic, so the teaching of this tends to be traditionalist, following grammatical patterns, which are fine to teach the language, but when students use the language to produce ideas, they tend to follow these patterns and generate confusion between the two skills, making them complex for the person who is learning the language, which is why when learning languages should be inductive prioritizing communication.

Del Castillo (2010): "Points out that English students of the first levels are usually more motivated to acquire the language, since they are attracted by culture, music, customs, among other aspects"



When teaching a language it is important to recognize that in order to motivate and involve students with the language, it is necessary to generate significant learning in them, relate the language to its context, aspects that they know and can use to generate connections between what is learned and what is known, when aspects such as culture, music, cultural aspects are involved in teaching the student manages to memorize and contextualize learning, and thus achieves creating a meaningful learning process to use what is learned, in this case manages to obtain tools to be able to communicate using the language.2.1.5 Micro and Macro skills in oral production

According to Addin. R. (2004):

- Macro skills are more complex than micro-skills. Macro skills focus more on fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options, like Appropriately accomplish communicative functions according to situations, participants, and goals. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language, Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understands you.
- Micro skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units, like Produce reduced forms of words and phrases, produce differences among English phonemes and allophonic variants, Monitor one's oral production and use various strategic devices: pauses, fillers, self-corrections, and backtracking to enhance the clarity of the message.

When learning a second language, you must learn by steps, start with small aspects of the language, "micro skills", go recognizing the language and being able to obtain tools to later produce, after that, you can perfect these aspects that were already obtained to perfect the use of the language, it is similar to learning to walk, first you learn to stand up, The same thing happens when communicating orally in an L2, we learn small aspects of the language, words, phrases, sounds, then sentences and conversations with other

people, that is why we must first provide and obtain tools to be able to use them correctly when communicating.

## **2. Gamification**

### **2.1.1 What is gamification?**

Through the years, many researchers have defined gamification as a playful teaching strategy, according to Kapp (2012), gamification is “using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems. Using game mechanics improves motivation and learning in formal and informal conditions”(p. 10).

Gamification is a technique that uses the game as a strategy to carry out processes in an inductive and motivating way for the people in charge of such tasks, in addition to presenting them with a challenge to complete, generating interest in those who perform the activities, changing the focus of how the tasks and activities assigned in the process are solved.

Kapp (2012) mention that:

A gamification is a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often eliciting an emotional reaction, gamification uses some game elements, but it is not limited by a period of time” (p. 7)

According to Arnold. J. (2014):

Gamification is “the process of game-thinking and game mechanics to engage users and solve problems, it’s not about developing full-on games, but rather it’s about using gaming attributes to drive engagement, strengthen skills or behavior changes.”  
Gamified activities keep students engaged for a longer time. (p.3)

Gamification is a strategy that helps to incorporate the game as part of a work process or development of activities, it means to take the game to areas where it is not commonly used, to improve the process and performance where gamification is being used, such as the classroom.

Groos (1901) defines gamification:

Gamification is a way of using play as a way of exercising or practicing instincts before they are fully developed. Play would consist of a preparatory exercise for the development of functions that are necessary for adulthood (p19).

Dixon, Khaled & Nacke (2011) carefully define gamification as “the use of design elements characteristic for games like challenges, time and defined rules”.(p. 53)

The use of gamification is a form of learning practice for later use, at the time of implementing the game as a practice, it is carrying out an inductive exercise of what has been learned, in addition to integrating the challenge as part of the process, which makes the participant in such games to overcome and motivate to achieve proposed goals.

### **2.1.1 Gamification in Education**

Gamification is a strategy to implement the game in the development of activities, but in the educational environment, it is productive now of practicing what has been learned.

According to Arnold. J. (2014), “When the concept of gamification is applied to education, the opportunities for experiential, self-paced and lifelong learning expand exponentially. Learners are hooked by fun and then rewarded with knowledge and skills.” (p3)

Gamification is a learning technique that transfers the mechanics of games to the educational-professional field to achieve better results, either to better absorb some knowledge, improve some skill, or reward specific actions, among many other objectives. Using games in the classroom generates playful learning environments for students, the game involves the challenge as part of the teaching process and will help students to generate competition to obtain results and motivation to reach the goal.

Fardo (2014) mentions that “Gamification of education is a strategy to increase engagement by incorporating game elements into an educational environment, the goal is to generate levels of involvement or challenge equal to those typically produced by games”.

The gamification in the classroom presents students with challenges to solve using the game as a means to use what they have learned through practice, the game presents students with

practice with an objective to obtain in each challenge that is presented, the challenges can be carried out by topic, practice or activity, this will generate interest in students to be involved in the activity and motivation to want to get the desired results.

Hunicke, LeBlanc, & Zubek (2004) describe gamification, “Games contains three basic principles of gamification as mechanics (goals, rules, rewards), dynamics (player response to mechanics), and emotions (how players feel about the experience)” (p.42). The games in the classroom must obtain the principles of gamification to obtain the desired objective, the challenges for the students, motivation, and interest of the student and how the student faces the challenge, for this the teacher must take into account that in each activity that the challenge is presented as a strategy in the classroom, this must maintain the interest and verify that these principles are met to succeed in the development of the activities where the challenge is presented.

### **2.1.2 Gamification in English Learning**

According to Hart and Risley (1995):

Differences between L1 and L2 strive because L1 occurs naturally and perhaps without any formal instruction by children being constantly exposed to language-rich environments over the course of many years. On the other hand, L2 most of the time depends heavily on learning experiences in more constricted environments associated with the classroom or some other formal setting. In these settings, a major goal frequently is to formally teach children the elements of language that are learned much more informally in their native language.

The teaching of a second language is a challenge that teachers face since the student does not learn English as he learned Spanish, with his mother tongue, Spanish, the student is involved and forced to use and interact with the language all the time, however, with English, students only face the language in an academic way, where they only have contact with the language with what they hear with the teacher, read in school situations or produce in an academic way, which implies difficulty for the teacher and student when they want to have an oral production.

English teaching, in general, tends to be grammatical and structural, where the student only follows established patterns to imitate with their ideas.

According to Prator and CelceMurcia (1979): “The method for learning included teaching in the mother tongue with little active use of the target language, vocabulary lists, long and elaborate grammar explanations, little attention to the content of text, no attention to pronunciation, everything explained using the mother tongue, and plenty of memorization”. (p. 27)

Prator and Celce-Murcia (1979), explain:

The grammatical method follow a structural pattern with repetitive drills, plenty of tapes, language labs and visual aids, very little tongue by teachers is permitted, there is a great effort by learner to produce error-free utterances, and grammar is taught following inductive analogy rather than deductive explanations. (p. 27)

The teaching in the classroom of a second language tends to be traditionalist and grammatical, where the student is presented with a pattern to imitate and copy with their ideas to reach the learning, and is a way to acquire the language, but does not leave us the certainty of being able to use it to communicate, especially orally, When students are involved in the language, they should look for ways to use the language for future contexts, for this, it should be taught in a way that presents the student with challenges and objectives to achieve to complete challenges using the language and that they can communicate in a spontaneous and natural way.

Krashen (1982), “Communication as the most important function of language, the important thing in the classroom is listening and reading and then the conversation emerges on its own”. Game elements such as points, badges, leaderboards, progress bars/progression charts, performance graphs, missions, levels, avatars, social elements, and rewards will help to make the incorporation of the game into the teaching and learning process effective.

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

*Image 1. Elements of game (2015)*

According with image 1, Figeroa Francisco (2015):

Each game element used in Gamification automatically enhances the teaching and learning process of L2. Most of the games the public knows have these elements nowadays, but all of them follow a systematic plan. Every game integrates three basic elements: meta-centered activities, rewards, and progression. (p.39).

Smith-Robbins (2011) mentions that “all game activities are meta-centered and have activities of this kind because they are oriented towards a specific objective which ultimately focuses on winning by defeating obstacles and other conditions, in order to achieve or complete a quest”.

When incorporating the game in the activities of a class, it is important to emphasize that these must have a specific objective, since each challenge that we want to apply to the students will develop in them an objective to achieve, during which they will develop skills to reach it.

Horizon Report (2014), “Gamification is building support in teachers. The Gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners.”

### **2.1.3 Types of games**

When teachers use games into a classroom, it is necessary to consider the type of activity to create, the characteristics of students, level of English and the meaningful learning that students need to complete, is for that, at the moment to involve games as strategy, to consider the propose of the use and create the strategy based on that.

According to Instituto Europeo de educación (2018):

Play in the infant stage is a fundamental and key activity for the child's development. It is the perfect scenario for them to practice experience and measure their own possibilities. By putting his cognitive skills into action, the child is able to understand his surroundings and develop his own thinking.

- Functional play: consists of repeating an action for the mere fact of achieving an immediate result or reward.
- Symbolic play: when the child simulates situations, objects or characters that are not present at the time of the game. Thanks to this, they understand and assimilate the environment, learn knowledge about established roles and develop language.
- The game of rules: they are used to carry out other types of regulated games, with or without adult participation. The child knows at all times what to do. The prize is something individual and winning only means resuming the game. On the other hand, in the older ones, the team is organized to be able to win together.
- Construction games: they help to enhance creativity and body control. In addition, it increases the ability to concentrate and visual memory, developing analytical and synthesis skills.

### **2.1.4 Behaviourism as a Technique in English classrooms**

When implementing the games within the classroom, a stimulus-response is sought, for this, this theory is described as:

P. Pavlov (1849-1936) describe behaviorism as:

The study of observable behavior to control and predict it. Its objective is to achieve a certain behavior. Describes an association between stimulus and contiguous response, so that if we know how to set the appropriate stimuli, we will obtain the desired response, instrumental and operant conditioning, pursues the consolidation of the response according to the stimulus, seeking the necessary reinforcers to implement this relationship in the individual. learning is defined as the acquisition of new behaviors or behaviors.

One way to motivate students to participate in activities where the game is used as a strategy is the reward-punishment, this generates competition among students to excel and reach the goal, when rewards are added to the challenges posed to students through the game, students seek to win the largest number of rewards in order to overcome or excel in the group

### **2.1.5 Motivation using games.**

Marczewski (as cited by Azzouz N. 2021) defines two types of motivations:

The motivation in game-like environments: intrinsic and extrinsic motivation. Extrinsic motivation occurs when the student wants to reach an external reward, whereas intrinsic one refers to doing an activity for the inherent satisfaction of completing game challenges successfully. (p20)

Vygotsky (1991) says that “what fundamentally characterizes the game is that it is the beginning of conceptual or idea-driven behavior”.

Motivation, by incorporating the game in the classroom will affect the way in which students see the challenge they face, when the teacher presents a challenge to the student through games, the student is motivated to complete the challenges and reach the goal, thus surpassing their achievements, either to excel in comparison to their peers, or to improve their professional and academic performance. Motivation is closely intertwined with anxiety, and both can be referred to as basic constructs that can strongly interfere with the willingness to speak a second language.



Brown (1994) refers motivation in games as:

Instrumental motivation refers to the motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. On the other hand, Integrative motivation is employed when learners wish to integrate themselves within the culture of L2 group to identify themselves with and become part of society.

## 4.0 ACTION

This section describes the strategies used to implement the action plan based on "gamification" to help third-grade students to develop oral production, therefore the purpose of the following strategies is to improve oral production in students with games and games in the classroom.

To solve the research problem, it is proposed to implement gamification in three different moments of teaching a topic in the English language, when teaching vocabulary as an introduction to the topic, when performing exercises as practice and at the end of the topic with a final activity as a review of a topic, in the same way a formative evaluation of the teacher's work will be performed, for which the teacher's diary will be used, quantitative instruments to evaluate the implementation of the strategy and improvement of the research problem and teacher's self-evaluation.

The strategies implemented in the action plan will be carried out during the teaching practice period from February 20 to March 31, 2023, in the 3°A classroom, applying two strategies approximately every fifteen days.

The first strategy to be implemented is a "memory game" ([annex 1](#)), which will be done on February 21st as a starting game and as an introduction to the new vocabulary that the students will use throughout the sessions, this will be implemented in session number 1. For this week they will see "My perfect house" using demonstrative adjectives. For the activity, the teacher will place on the blackboard the images with vocabulary on one side and the English words and their meaning in Spanish on the other side the students will participate and will discover word by word relating the image with its meaning. At the end of the game, the students who match the word and the image will win a participation. During the activity, the students who are not participating, will make a chart with the words and their image, later, as a reinforcement activity and evidence of what they have learned in class, the students will make a worksheet of image-word relationship, as a feedback of what was proposed in the memory game.

**OBJECTIVE:** To use the memory game to teach vocabulary, the student by means of cards with words in English and Spanish and images, generate a relationship between the word with the illustration and use it in the following activities.

**POSSIBLE RESULTS:** By relating the Spanish word with the English word and the image, students are expected to generate the relationship between image and word and acquire new vocabulary to use in future exercises. The student will use the words used in the activity as they are discovering and relating to learning that they already have from their environment, in this case, their home.

**TIME OF APPLICATION DURING THE SESSION:** The activity will be carried out during the development of the session, with an estimated time of 30 minutes approximately, in which the activity and its work for continuous evaluation will be carried out.

**NECESSARY RESOURCES:** Game cards will be implemented as didactic material for the memory game (cards with images and cards with words in English and Spanish), the blackboard to carry out the game, the activity carried out by the students.

**PRODUCT TO EVALUATE THE APPLICATION:** During the "memorama" game activity on the blackboard, the students who are not participating will make a comparative chart in their notebook with the image and the word. The activity will be part of their summative scale as a daily activity.

For the second strategy to be implemented, which will take place on March 2, in session number 4, is a feedback strategy of the topics seen, for it is intended to develop in students the oral production using a gamification using "snakes and ladders" strategy ([Annex 2](#)) using demonstrative adjectives and vocabulary about "furniture", The activity is based on the fact that the students, in pairs, will roll the dice, in the corresponding game square, they will have to form the sentence to say the object and indicate if it is far or near, if it is plural or singular. In pairs they will form the sentence and say it to their classmates and teachers. The students who are not participating in the activity, will have to write down the sentences that they manage to understand, the pairs with more sentences corresponding to the game, will win a participation and these will be part of their continuous evaluation of the session.

**OBJECTIVE:** Through the game "snakes and ladders" the third-grade students will have to mentally formulate and orally produce sentences using demonstrative adjectives and vocabulary previously seen, based on the game boxes that will indicate image, proximity, and number of objects.

**POSSIBLE RESULTS:** With the game of snakes and ladders and with a collaborative work it is intended that the students develop an oral production now of formulating sentences based on the images and previous knowledge they have.

**TIME TO APPLY DURING THE SESSION:** The activity will be carried out during the development and closing of the session, with a time of 30 minutes, in which the game will be played, and the students' product will be evaluated as the activity is carried out.

**NECESSARY RESOURCES:** Game boxes will be used as didactic material, where the image, quantity and proximity of objects will be indicated, as well as the instruments to carry out the game (dice, tokens, indicators), the blackboard to carry out the game and the activity in pairs for evaluation.

**INSTRUMENT TO EVALUATE THE APPLICATION:** As the game is played, the pairs of students who are not participating should listen to the sentences that are formulated and write them in their notebook, this will be part of the product of the session and will be graded as part of their summative scale and continuous evaluation.

For the third strategy to be executed on March 7 in session number 7, a "Word search puzzle" will be used at the beginning of the session, as a feedback game to the vocabulary that was given in the first session through a memory game. In this activity, by means of a worksheet, students will look up the word in the "Word search puzzle" based on images and then relate the word found with the image (annex 3). The vocabulary to be used will be about "furniture" since we will continue working with the theme "My perfect house". The worksheet with the activity will serve as a continuous evaluation in its summative scale. At the end of the worksheet, as a fourth strategy of the research work, the activity will be complemented with a game of "Hang man" as closure of the session and feedback of the vocabulary seen using the words found in the worksheet, where students will spell the words using the vocabulary

that has been seen in class, to improve oral production in 3A students. To evaluate the activity, students will be given a worksheet where they will complement the words as the game progresses.

**OBJECTIVE:** With the implementation of a "Word search puzzle", it is intended to make vocabulary feedback where students remember, memorize, and acquire the words and use them in future activities in written and oral form.

**POSSIBLE RESULTS:** With the application of vocabulary feedback games, it is intended that students memorize and acquire the words and that they can produce them orally by repeating sounds.

**TIME TO APPLICATION DURING THE SESSIONS:** The first strategy will be developed at the beginning and development of the session, with an approximate time of 20 minutes, for the second strategy, an estimated time of 15 minutes will be used at the end of the session.

**NECESSARY RESOURCES:** For the first strategy the teacher will use the worksheet and flashcards with images and meaning of the vocabulary to be used. For the second strategy the teacher will use the blackboard and markers to play the game, students will use their worksheets to guess and write the words.

**PRODUCT TO EVALUATE THE APPLICATION:** As an evaluation of the activities to be carried out during the session, the students should hand in their two worksheets as evidence of their work and as part of their continuous evaluation and summative scale, the first worksheet of the "Word search puzzle" and the second worksheet of the "hang man".

For the fourth strategy to be implemented in the third grade, a lottery will be used (annex 4), this activity will be developed on March 14, in session number 10, it is a practice activity on the topic "My perfect house", using demonstrative adjectives and vocabulary on "furniture", which will include the review of vocabulary, sentence formation and oral production. The activity consists of a traditional lottery game, it is intended to improve oral production and listening in students, it will be divided into two stages, during the first stage (input) the teacher gives the sentences using the adjectives and vocabulary on the topic, ex. In the second round (output), the students say the sentences according to the cards using the adjectives and

vocabulary about the topic, ex. There is a desk, there are two chairs; and the teacher becomes part of the game and listens to the participations of the students. At the end of the activity, students will write their examples based on the images of the lottery in their notebook as evidence of their work and as part of their summative scale.

**OBJECTIVE:** It is intended that with the lottery activity, students will use the tools provided, vocabulary and sentence exemplification to generate their own ideas based on examples and produce them orally.

**POSSIBLE RESULTS:** It is expected that with the use of the lottery as a playful teaching strategy, third grade students will be able to have an oral production based on images to generate ideas and share them with their classmates.

**TIME TO APPLY DURING THE SESSION:** The activity will be implemented during the development of the session, using an estimated time of 30 minutes for the game and 10 minutes for the realization of their sentences.

**NECESSARY RESOURCES:** We will implement the use of a lottery as didactic material, and the use of the blackboard to write examples of the cards that come out.

**PRODUCT TO EVALUATE THE APPLICATION:** As part of their continuous assessment and summative scale, students will make examples based on the images of the worksheets used in the lottery.

In the fifth strategy implemented to solve the research problem, which will be carried out on March 16 in session number 11, a "treasure hunt" is proposed ([Annex 5](#)), where students following clues using examples with demonstrative adjectives and vocabulary about "furniture", should look for places around their school, they are examples based on their context, where they have to use previous knowledge and apply it in their high school making it meaningful in the implementation of the game in the activities. The activity of the treasure hunt consists in that in pairs, the teacher will give the students a worksheet with indications to find places around their school, using vocabulary and demonstrative adjectives seen in class, then the students will look for the places, and in each place they will find stickers that they must collect to indicate that they arrived at the right place. Upon returning to the

classroom, students give the correct answer to the teacher about the places they found in the school and describe the places orally and in writing as evidence of daily work.

**OBJECTIVE:** With the "treasure hunt" activity, it is expected that students, by following clues based on examples with the topics and vocabulary to be addressed, will be able to identify the use of the elements in the examples and repeat them in future activities orally.

**POSSIBLE RESULTS:** By conducting the scavenger hunt, students will identify the elements of demonstrative adjectives and vocabulary about "My perfect house" and then use them in oral expression.

**TIME TO APPLICATION DURING THE SESSION:** The activity will be carried out during the session, with an estimated time of 20 minutes for the scavenger hunt and 10 minutes to identify the elements in the examples.

**NECESSARY RESOURCES:** Worksheets, three different ones, with clues to find various places, stamps indicating the place, flashcards on the vocabulary to help students guide them in the activity.

**PRODUCT TO EVALUATE THE APPLICATION:** the worksheet given to the students contains spaces for them to put the name of the places they reach, it will help the students to describe the place orally and in writing, the worksheet will serve as evidence of the continuous evaluation work and as part of their summative scale of the students.

The sixth strategy that will be implemented on March 21 in session 13, will be a game that will be played at the beginning of the session to introduce new vocabulary to the students, where oral production will be reviewed through the repetition of sounds, the activity is called "Guess what", the game consists of the students taking a card with a different skill (running, dancing, swimming, jumping) and imitating it using mime, the other students will guess the activity and the teacher will write the vocabulary on the blackboard, all the students, while the activity is being carried out, will be making a mental map with the new vocabulary. The activity seeks that the students discover and generate a meaning by themselves of the new vocabulary to be implemented through their interpretation by guessing the activity and representing it in a mind map through their ideas.

**OBJECTIVE:** It is intended that with the implementation of the game, students interpret the meaning and acquire the vocabulary of the unfamiliar words they are given, in addition to generating an oral production through the repetition of sounds.

**POSSIBLE RESULTS:** It is expected that with the activity the students will discover, use, and orally produce the vocabulary in order to acquire it and use it in future sessions.

**TIME TO APPLICATION DURING THE SESSION:** The activity will be developed during the beginning and development of the session as an introduction to the new vocabulary, with an approximate time of 20 minutes to play the game and 20 minutes to produce the product of the session.

**NECESSARY RESOURCES:** In order to develop the activity, we will need worksheets with different skills as didactic material, the blackboard to write the new vocabulary and the participation of the students.

**PRODUCT TO EVALUATE THE APPLICATION:** after the development of the session, students will make a mind map containing illustrations and the words seen in the vocabulary, this product will be part of their summative scale and continuous evaluation.

For session number 14, and seventh strategy, which will be held on March 23, will be an activity through a game of vocabulary practice and introduction to the exemplification of exercises with modal verbs, in teams of three students, using the activity "guess who", the activity is based on the names of different celebrities, The teacher guides the activity by reading some examples and writes examples on the blackboard. Afterwards, the students read the clues to describe their celebrity and their classmates guess. The worksheet they complete will serve as evidence of their daily work.

**OBJECTIVE:** It is expected that with the reading of the use of modal verbs and the vocabulary already learned, the students will be able to repeat orally and listen to examples of the topic to be addressed and to detect

**POSSIBLE RESULTS:** It is expected that with the application of the game, students 'will have an INPUT to rely on when developing an oral production based on the repetition of written patterns.



**TIME TO APPLICATION DURING THE SESSION:** The activity will be carried out during the development of the session with an estimated time of 30 minutes, in which the students will make the worksheet and the oral presentation of their characters.

**NECESSARY RESOURCES:** The activity will require worksheets with different characters and photographs of the characters as didactic material, as well as the blackboard as didactic support.

**PRODUCT TO EVALUATE THE APPLICATION:** Students will read and answer the "guess who" worksheet as part of their continuous evaluation and summative scale.

The eighth strategy to implement will be a PUZZLE GAME to be held on April 25, in session number 1 of the second day of intervention, the theme of the day will be "Historical events" talking about monuments in the world, using past tense verbs, the activity will consist of students in teams of 3 during the development of the session, will solve a puzzle with an image to discover, then answer questions orally (What do you see in the image?, Where do you think it is?, How old do you think it is?), then, the teacher gives them a reading that describes the image, after the reading, the students will answer a questionnaire based on the image and the reading that has already been done (What monument is it?, Who is it for?, How old is it?, What is its name? Where is it?), the worksheet will be part of their continuous evaluation, and as evidence of the work done, with this activity it is proposed that students inquire about what they can see in the image, relate it in the reading and can express themselves orally to explain what was analyzed in the activity.

**OBJECTIVE:** Students are expected to relate what is observed in an image, what they understand in a reading, to generate an explanation and express it orally.

**POSSIBLE RESULTS:** Students are expected to be able to express themselves orally to describe ideas about reading comprehension and images presented to them.

**TIME TO APPLY DURING THE LESSON:** The activity will be carried out during the session with a total time of approximately 30 minutes for the puzzle, the reading and the activity.

**NECESSARY RESOURCES:** A puzzle about monuments in the world will be used in teams of three students as didactic material, in addition to their individual worksheet.

**PRODUCT TO EVALUATE THE APPLICATION:** The worksheet with readings and questions about the puzzle that was solved in teams, this will count as evidence of the work in their continuous evaluation on the summative scale.

The ninth strategy to implement in session number 4 during the second day of intervention will be a **CROSSWORD** (Annex 6), which will be carried out on May 2nd, at the beginning and development of the session, where students, after reviewing the English verbs in class and as homework, must answer a crossword with verbs that will be used in the development of the following sessions, The activity is a vocabulary feedback game, it consists in that after a "hangman" that will be used as a vocabulary review, the students will answer a crossword with verbs that will be used in the development of the following sessions, in their worksheet, As the vocabulary is seen in most of the sessions, participations will be given to the first three students who finish, to later review the activity in group repeating pronunciation of the verbs with the help of the teacher to perform a reading with the verbs reviewed in the crossword, the next activity will consist of using the verbs to answer questions and share their answers orally, the activity will be evaluated with a worksheet as evidence of work in their summative scale.

**OBJECTIVE:** Students will be expected to review, orally repeat, and memorize the verbs in the activity and be able to use them in future oral activities.

**POSSIBLE RESULTS:** The activity will review the verbs, so that students will be able to use them, after reviewing them in writing (activity) and orally (repetition of words).

**TIME TO APPLICATION DURING THE LESSON:** The activity will be developed in the development and beginning of the session, with an approximate time of 20 minutes, including the starting activity (hangman) to continue with the closing of the session.

**NECESSARY RESOURCES:** The worksheet will be used as didactic material, the whiteboard, and markers for vocabulary doubts and to guide the activity.

**PRODUCT TO EVALUATE THE APPLICATION:** The worksheet with the worksheet will be used as evidence of the work as part of their continuous evaluation in their worksheet. The

participations that will be given to the students who finish first, will be an extra grade on their summative scale.

The tenth and last strategy applied in the session number 6 of the second day of intervention on May 8, a "guess the word" will be implemented during the development of the session, it is an activity that will be implemented as a review of the vocabulary and that students orally produce the word, to know its pronunciation and correction of the same. It is reflected in the same competition between teams, since with it, they can get participations to improve their final grade. The activity consists of teams of four, while jumping rope, students will answer the meaning of the vocabulary words on "Historical events", one of the teammates will evaluate the number of correct words that the team has. The team with the most correct answers will win a participation.

**OBJECTIVE:** Through a game of competition and vocabulary review, students will review and memorize vocabulary to use in future situations.

**POSSIBLE RESULTS:** Students will memorize and orally express vocabulary to use in future situations.

**TIME TO APPLY DURING THE LESSON:** To be carried out during the session, after a quick review of vocabulary pronunciation for approximately 30 minutes.

**NECESSARY RESOURCES:** To carry out the activity, jump ropes, flashcards with the vocabulary and a record of the students' correct answers will be needed.

**PRODUCT TO EVALUATE THE APPLICATION:** Students will be asked to fill in record sheets for each correct word, at the end of the activity it will count as evidence of work and part of the summative scale and the team with the most correct words will win an extra participation.

The following chart shows the organization of implementation of the designed strategies.



# TIME TABLE

Gamification as a ludic strategy to improve oral production

TAREAS	FEBRUARY 20TH TO 24TH	FEBRUARY 27TH TO MARCH 3RD	MARCH 6TH TO 10TH	MARCH 13TH TO 17TH	MARCH 20TH TO 24TH	MARCH 27 TO 31ST	APRIL 24TH TO 28TH	MAY 1ST TO 6TH	MAY 8TH TO 12TH
MEMORY GAME	Yellow	Red							
LEADERS AND SNAKES		Yellow	Blue						
WORD SEARCH PUZZLE			Yellow	Red					
LOTERY GAME				Yellow	Blue				
TREASURE HUNT GAME					Yellow	Red			
GUESS WHAT GAME						Yellow	Blue	Red	Green
PUZZLE GAME							Yellow		
GUESS WHO GAME								Yellow	Red
CROSSWORD									Yellow
									Red

**School suspension vacation**  
**Civic ceremonies**



**Strategies to be applied**



## 5.0 DEVELOPMENT, REFLECTION, AND EVALUATION

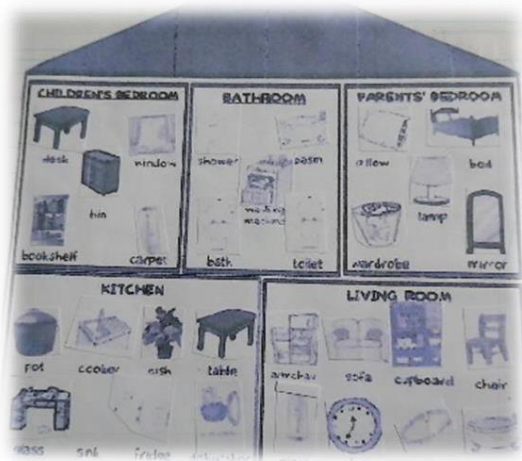
The following section will describe the analysis, reflection and evaluation of the results of the strategies described in the action plan to solve the problem posed at the beginning of the research, to use games to improve oral production, which were carried out with group A of third grade at Federal High School No. 28 "Agustín Melgar", and which will be evaluated with the work, evaluation results, corrections and modifications to the planning based on the research process.

The development of strategies for the proposed problem was carried out during two trainee periods of teaching intervention, from February 20 to March 31 and from April 24 to May 26, during which various strategies were applied to carry out the use of games to improve oral production in third-grade students, it should be noted that the intervention was difficult to carry out due to various educational factors, since the educational practice not only involves the teacher, it is also affected by suspensions, vacations, decisions of management staff and pace of work and motivation of students towards the proposed activities. All the activities proposed in this work were planned to be carried out according to the school calendar; however, due to the aspects, they suffered some modifications and unfortunately, not all of them could be carried out.

During the first period of practice, from February 20th to March 31st, seven strategies were implemented using gamification, the purpose of these was that through the games, the student was provided with tools and their way of pronouncing it, and that through the implementation of challenges, competition and objectives to be achieved, the student was motivated and interested in using the tools and produced orally to communicate and achieve the challenges expected in the day of practice.

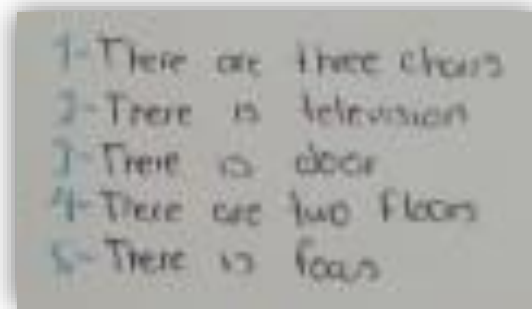
The first strategy implemented was a "memory game" to introduce new vocabulary to the students and teach the correct pronunciation of the words, it was expected that during this session, the students would pronounce the new words correctly, since oral production is one of the skills that the students reviewed the least. After the new words were presented to the

students, they could review the learning through practice by playing games, the teacher, using flashcards, exposed the words about "furniture" to the students highlighting their pronunciation, the students made a chart where they placed the vocabulary, then, the "memory game" was organized (one card contained the drawing and the other the word in English), they had to say the correct pronunciation of the word (the word in English was written on the cards) and the meaning in Spanish (they were supported by the images on the card), each card obtained by the students was equivalent to a participation, if the partner who obtained the card did not know the pronunciation of the word or did not want to pronounce the word, So this activity went according to plan, since the students paid attention to the explanation at the beginning, took notes and were able to participate, at least most of them in the "memory game" activity and in the competition among them. The teacher gave the information and tools to the students before developing the strategy; afterwards, during the game, the teacher only guided the activity and the students always participated, even to correct or complement the ideas of their classmates. With the activity, it was observed that the students remembered the words used in the "memory game", since after the class they continued to pronounce them, and the activity developed adequately since the students were motivated to participate and complete the challenge by competence that had been set for them [\(ANNEX 7\)](#). At the end of the activity, the students were evaluated with an activity, where they had to place the image of the vocabulary in the corresponding words, the activity had the format of a house to give context to the vocabulary. The students used the comparative table that they made during the activity to complete the exercise.



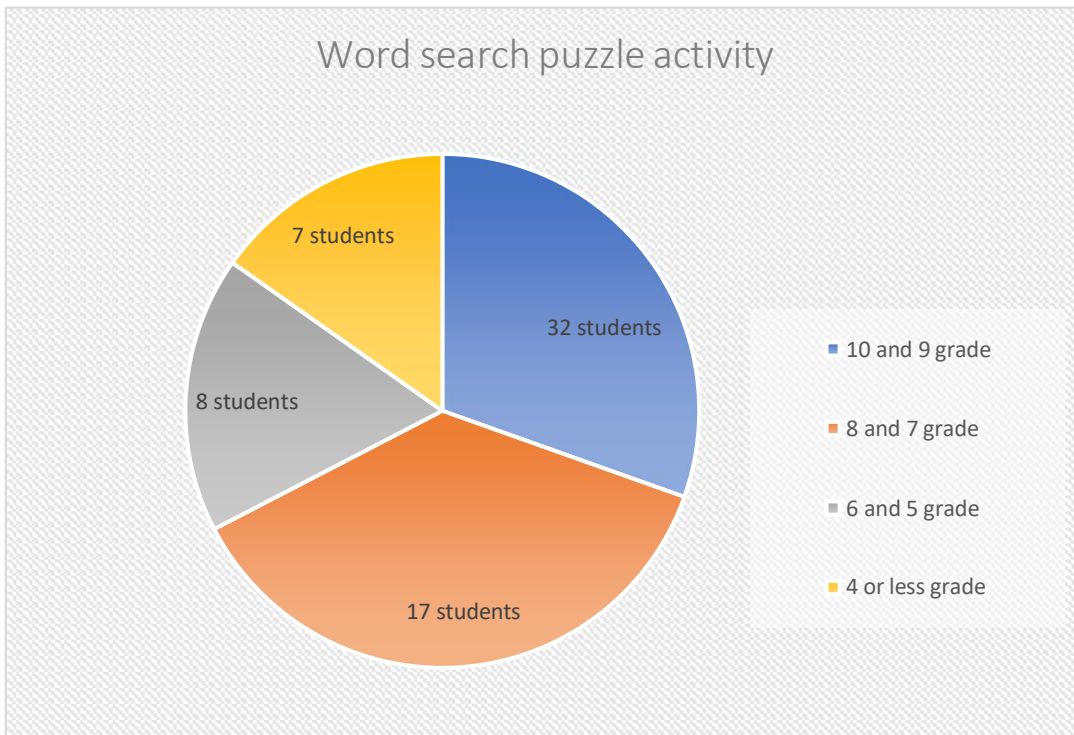
The second strategy was a “leaders and snakes”, the purpose of the session was that students, after a written production, begin to formulate clear ideas orally through games, considering that students had already seen and practiced pronunciation of vocabulary about “furniture” and having already analyzed the use of demonstrative adjectives, it was proposed to perform a strategy where they had to produce orally the use of demonstratives and vocabulary. Before implementing the strategy, the teacher, one session before, presented the topic of demonstrative adjectives, emphasizing their pronunciation (This, That, These, Those), besides giving examples using the vocabulary previously seen about “furniture”, subsequently, the day the strategy was implemented, the teacher began the session with examples of statements that the students would produce in the strategy, then began the dynamics, the students in pairs (one plays and the other speaks) go to the blackboard, throw the dice and advance the squares, The students had to formulate the correct sentence for each one using the previously analyzed topics, then orally presented their answer (*There is a table*), each correct sentence (use of the language and pronunciation) earned a participation. A disadvantage of the activity was that the students who did not master the English language or did not know the topic due to different situations, did not participate or simply were not interested in the activity. In this strategy the students played the role of protagonists of the activity since they identified the elements to formulate their ideas and presented them orally, for those students who were involved in the activity, the game was productive, since through the game, they put into practice and used what they had seen in class to communicate, it was observed that the use of didactic material helps a lot to motivate students to participate, since besides being a visual resource to help students to generate and clarify ideas, it is used to interest the student in the dynamics. This activity was evaluated with student’s sentences, each time that they participate, they want to write their correct sentences on their notebook, as evidence that they work and participate in the activity. Through the game "Leaders and snakes" the students were able to practice and express themselves orally with confidence, since at the beginning of the game rules of respect are established, where the classmate who makes a mistake in the formulation of ideas can ask for help from other classmates, although the classmate who answers correctly keeps the participation. This activity motivated the student to excel and compete to win participations, but it discouraged those classmates who

have almost no command of English, so a strategy to make these activities work better is that the teacher generates teams to make the situation equitable.



The third strategy applied was a "Word search puzzle", an activity carried out as a review of the vocabulary seen, it was intended that with this activity the students would review and memorize the vocabulary previously seen, and that they could learn and use the words orally. Before applying the strategy, the teacher reviewed the words with the students, and the students were given time to review the words in pairs, although at the time of the activity the grade was individual, this activity consisted of finding words on a sheet of paper and then relate it to their drawing, to explore oral production, At the end of the worksheet the students had to mention the words in English to the teacher, the number of correct words they had was the number of grade they would receive at the end for their summative scale, including a score for each word, the students sought to learn the largest number of words in order to achieve a 10 in their grade, this generated competition and improvement in the classroom to achieve the maximum result of qualification. The teacher in this activity worked as an evaluator, while the students practiced the pronunciation of words through the game. At the end of the activity the teacher concluded, with respect to the students' grades, the learning achieved with respect to a graph.





[Graphic 9](#)

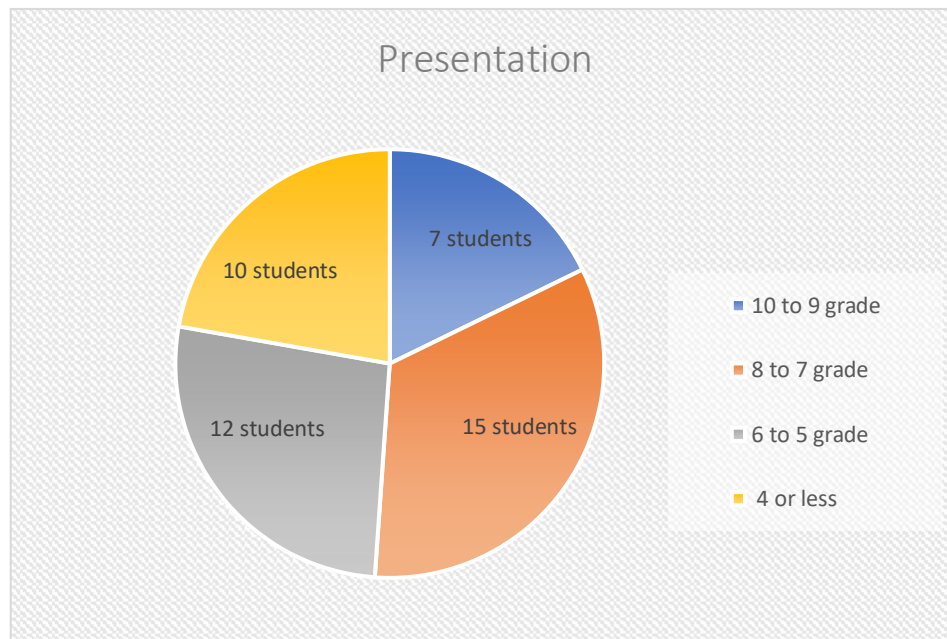
In the graph it can be seen that when incorporating the competence and score by qualification in the students, they sought to improve and memorize words to reach the highest achievement in their summative scale, of 46 students in total in the 3rd grade group "A", it can be seen in the graph that the qualification or score that predominates in the students is 10 and 9 words learned, Then the 8 and 7 scores with 17 students, 14 students with 7 and 6 words learned and finally 12 students with a score of 5 or less, so it can be concluded that most students achieved the objectives set at the beginning of the activity.

The fourth strategy implemented in the third grade, group "A", was a "Lottery game" the objective of this activity was that students listen and identify sentences through a lottery, and then they visualize and produce sentences with the same lottery, before the strategy, the teacher simply asked about what was seen before in class using realia to review the vocabulary on "furniture" and demonstrative adjectives, the strategy was done in two moments, the first part, the teacher gave the sentences and the students in teams of three (the teacher generated the teams according to the characteristics of the students) when they identified the sentences, they had to look for the image in their lottery, this depended on the image and the number of objects, the team that won, obtained a participation and now it was their turn to play the lottery and say the words, so the students when observing the images gave the words to the other teams, and the team that won, continued with the activity and so on. This strategy was useful, since students created their ideas to produce sentences with vocabulary and demonstrative adjectives that had been previously analyzed and practiced in class, so based on an image, students generated their own ideas to produce orally (There is a bed, There two chairs, There is a sofa) ([Annex 8](#)) The teacher's role at the beginning was to give examples of the activity to students, then the teacher was moderator of the activity and the student became the protagonist to produce orally. With this activity, through observation, it was possible to notice that the students were already generating their own ideas and that they could produce orally without fear of error, since the same topic had been practiced in different ways using challenges so that they would seek to improve themselves and learn what was necessary to obtain the rewards of the activities, and because of this, the students already had the necessary tools to start producing without fear of making mistakes, since it was something they already knew, teamwork was a factor that helped the students to generate

confidence to communicate orally, since they all generated ideas and contributed to the activity and all of them were able to participate.

Evidence of Lottery game. <https://youtu.be/dQthWatv-S0>

The fifth strategy implemented was a "Treasure Hunt", this activity was carried out in two sessions where students in teams of four had to look around the school for specific places after reading a description of them, the objective of this activity was for students to identify places with respect to the description of the places they were given, the descriptions contained vocabulary that they knew and used as keywords for it. Each team had a sheet of paper with different places (schoolyard, library, cafeteria, teachers' room, computer room) and based on the demonstrative adjectives and vocabulary about "furniture" they had to identify the places around the school, go and pick up a sticker that was in the place and that indicated to the teacher that they had finished the activity. After that, in the classroom, the students read aloud with their classmates and said the places they had to go, with these examples, the students had as homework and final project of the topic to produce written descriptions of three rooms in their house, which they would share with their classmates through an oral presentation. In the next session, with the students' homework, an oral presentation was made, where they had to describe orally and in writing three different rooms, the students participated individually and were graded with a rubric that the teacher assigned with a value of 10 points, analyze, this rubric was considered as part of their evaluation in their summative scale. The teacher in this part gave the students an example of how they should make their presentation, both orally and in writing, and the students made their presentation with respect to their ideas and what they had seen in their context ([ANNEX 9](#)), it could be observed that the oral production of the students was more spontaneous than the one made in the diagnostics and the application of strategies, since at this point in the process, the students already had tools and bases to be able to express themselves orally in a second language, and since they had already had practice during other sessions, it was less complicated for them to express themselves orally in front of their classmates, since it was an exercise that had already been done and practiced, the results in their presentations were generally positive to support the research work, since the results and percentages in the rubrics in most of the students were approximately close to eight.



[Graphic 10](#)

The graph shows the results of the rubric applied to students in the third grade group "A", with a total of 46 students, and it can be seen that the strategy applied helped the performance of oral production in students to be effective, the evaluation predominated in a total of 10 points, most of the students, 15 in total, obtained a score of 8 and 7 on the rubric, 12 students a total of 7 and 6, 10 students a total of less than 5 and 7 students a total of 10 and nine, so for the oral production that my students had at the beginning of applying certain strategies was almost null, until this point of the research project the students already began to have ways to communicate orally, and although the grades are not 10 or close to it, the oral production is improving.



- Evidence of oral presentation.

[https://drive.google.com/file/d/1oPoyuIU6LmgSIP6PeY\\_9aa2OU9KyS6u/view?usp=sharing](https://drive.google.com/file/d/1oPoyuIU6LmgSIP6PeY_9aa2OU9KyS6u/view?usp=sharing)

The sixth strategy was implemented with a new theme, so the teacher's task was to provide students with new tools to be able to produce orally, the activity "Guess what" consisted of the students, through mime, representing different skills (running a marathon, jumping rope, cooking, speaking languages), the purpose of this activity was for students thought the game to identify and relate movements of the action with the word and could produce orally its meaning in English, The purpose of this activity was for the students to identify and relate movements of the action with the word and to orally produce its meaning in English, pronounce the word with the help of the teacher, a student came to the front, voluntarily to represent the skill, and his classmates guessed the action, then the teacher said the skill in English, and asked the students to pronounce it and repeat it several times, with the words studied, the students made a mind map with images and the words analyzed as a product of their evaluation and summative scale. At the end of this activity the teacher placed different flashcards with images of the actions, the students voluntarily went to the front, re-enacted the activity to their classmates and said the word in English, if the mimicry or meaning and the word in English were correct, the students obtained a participation for their qualification, if they did not know one of the two, another classmate could take the participation and win the participation. The competition involved in this activity demotivated the students, as some of them did not seem to act, were afraid or embarrassed to act and speak. The activity was modified to the way it was planned in the action plan, since there was little time to apply it, and there was no oral production by the students as planned, so the practice of pronunciation of new vocabulary was included and the competition among classmates was included to motivate them to try in the activity. The teacher's role was to provide the information at the beginning, after that, in the practice and game, the teacher became the moderator of the activity, and the students became the protagonists of the implemented strategy. During this activity, the results were good in the sense that some students were motivated to participate through competition, but in some cases, it discouraged other students in the sense of fear, sorrow, or lack of interest to participate in the activity.



The seventh strategy to be applied is a "Guess what", where students, using the vocabulary on "skills" practiced in previous sessions, will describe characteristics to find and guess different celebrities, the objective of this session was that through oral production the student could describe different people using the vocabulary previously seen and practiced. Before the session, students in pairs were assigned two different characters, and with the vocabulary previously seen, the students described personalities of the other partner with the purpose of guessing the character that their partners have, the partner who guessed the character first won a point in the game, at the end the students who described more characters, won a participation. The teacher's role was that of guide and observer in this stage, and the student was the one who guided, interacted, and participated in the activity. This activity did not support the intervention strategy for the purpose of the research, since the students used few vocabulary words, made use of the Spanish language, and the activity and the group got out of control, at the end of the evaluation of the activity it was not possible to keep track of student participation in a quantifiable way, It was only evaluated with the interaction and observation of the teacher in the activity, and it could be noted that the activity did not turn out as planned, the students reached the objective, but the process that was to use the vocabulary to communicate orally, was not productive for the main research project.



For the second period of intervention from April 24 to May 26 of the current year, the last three strategies for the research question were implemented in the third grade group "A", for this point a new topic was to be introduced to the students, "Historical events", which involved improving the ability of "reading" in students, and was used as a strategy for students to obtain tools at the time of oral production. Again, we started by giving the students vocabulary, readings and examples as a basis and tools.

The eighth strategy to implement was a "puzzle game", where the objective was that students, after putting together a puzzle about monuments of the world, could induce what it would be about and after a reading, answer questions about it orally, based on the images, readings and prior knowledge of the student. The activity was done in teams of four, which was not exceptionally good for the strategy, since not all the students participated in the activity, the students had to put together the puzzle while answering some questions (What do you see in the image? How old do you think it is?), the teacher went to each team, asked the questions and the students answered, some using English and others using Spanish but answering the questions that the teacher asked, at the end of the game, the teacher gave the students a reading with the information of the monument that was in their puzzle, the students read the activity and answered the questions on their notebook (What monument is it?, Who is it for?, How old is it?, What is its name? Where is it?), the students answered the questions and later, the answers were shared orally in a presentation to present each team's puzzle. The activity was effective for some students, since others did not comply with the activity, the way in which the teams were made to perform the activity affected the development of the same, because they left the work to the responsibility of a partner and the others did not work, however at the time of oral participation, students were enthusiastic to share their answers to the questions (What do you see in the image?, Where do you think it is?, How old do you think it is?), since they shared information they had based on their context, and although they used some words in Spanish, the teacher helped as a translator to complete the sentences that the students wanted to communicate. The teacher fulfilled the role of guide in the activity but should have intervened more to prevent the activity from losing direction and ensure that all students participated, the students were protagonists in the activity, and thus achieve meaningful learning by linking it to their context. The game in this strategy worked as a way to reach the learning and production of students, through the puzzle, students discovered the

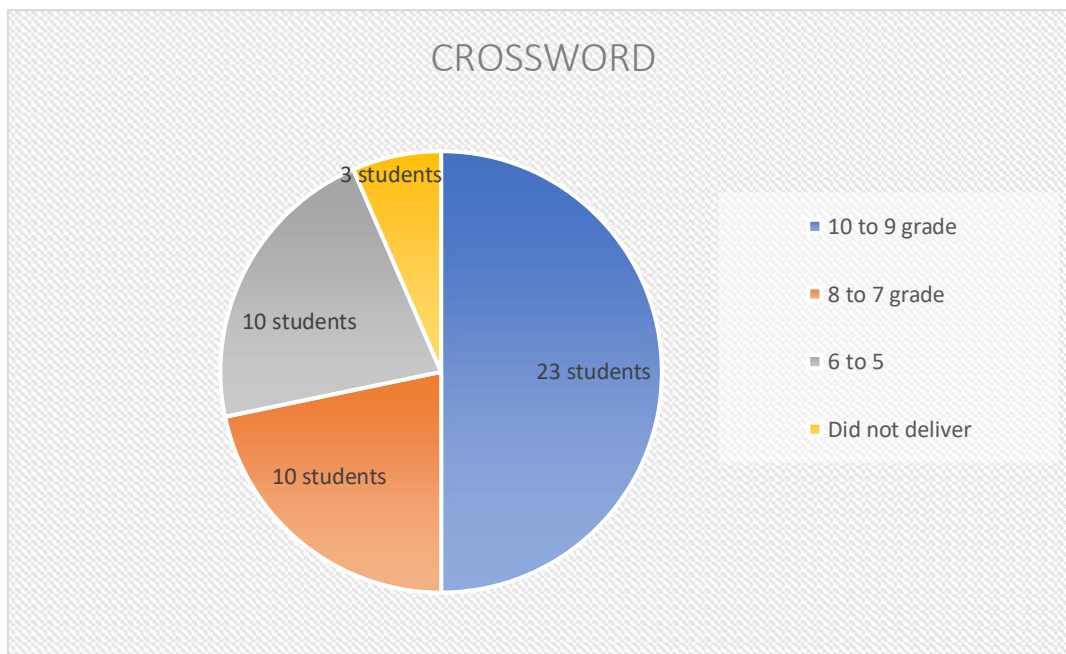
image while answering questions about what they analyzed in the activity, there was no competitiveness only to discover the learning. As evidence of work and evaluation, the questions and participation of the students in the presentation were recorded as part of their continuous evaluation.



The ninth strategy implemented was a "crossword" where the students had to answer the activity using verbs in the past tense, the purpose of the activity was that the students, through the crossword, would review the verbs in the past tense for future activities, before starting the session, the teacher made a "hang man" with the verbs that would come in crossword, the students guessed the verb on the blackboard and after that the teacher gave the pronunciation of the verb and the students repeated it, then the teacher gave the students the worksheet with the crossword, where they only had to guess the verb according to the images, it was indicated to the students that there would be a reward equivalent to a participation to the first 3 students who completed the activity, however in the development of the activity, there was an error when the teacher gave the students the worksheet with the crossword, where they only had to guess the verb according to the images, it was indicated to the students that there would be a reward equivalent to a participation to the first 3 students who completed the activity, however in the development of the activity, There was an error when the teacher gave the



vocabulary about verbs to the students (in previous practice days) and the worksheet that was applied that day, when most of the students finished the activity they commented to the teacher that there was a word that did not fit with the vocabulary (call changed by phone), so the teacher revised the activity and gave the correct word to the students which caused that all students finished the activity at the same time and could not give the promised rewards, After that, the teacher improvised an activity and gave a review on the pronunciation of the words to the students, using flashcards with images representing the verbs, asked the students to guess the verb in English and pronounce it, the students who had the words correctly were assigned a signature on their scale, the students could participate voluntarily, since it was a review activity. The teacher's role was that of a guide, and the student had to carry out the activity in order to achieve learning. The evaluation at the end of the activity was recorded on the summative scale with their worksheet, however not all students answered the activity correctly, so they were assigned a value according to the correct words.



[Graphic 11](#)

In the graph we can see that out of a total of 46 students in the third grade group "A", 23 students finished the activity satisfactorily with a grade of 10 and 9, 10 students finished the activity with a total of 8 and 7, answering only some words and with errors in the grammar of the words, 10 students finished the activity with a grade of 6 and 5, having grammatical errors in the words and the meaning of the images, finally 3 students did not submit the activity.



The tenth activity to be implemented would be a "Guess the Word", where students were supposed to guess the action through the mimicry of other classmates and say it to practice pronunciation, however, the purpose of this activity was for students to remember the vocabulary, both the word and the pronunciation, but due to the schedule of activities in high school, where the "week against drugs" was to work, the teacher planning was interrupted and the last strategy could not be applied.

## 6.0 CONCLUSIONS AND RECOMMENDATIONS

Oral production is not usually one of the most practiced and taught skills in high school classrooms to improve communication and use of the English language, which is why this document was based on the improvement of oral production in third grade students group "A", through the use of games in the classroom. Since the students were used to a traditional language teaching, they were not motivated, interested, and involved in learning a language,

however by involving the game as a strategy in the activities proposed to the students, an interest was awakened in them, since in addition to being presented with a challenge, it was an innovative way to teach languages. Similarly, during this research, it was possible to improve the teacher's professional competence: "Diseñar procesos de enseñanza y aprendizaje de acuerdo con los enfoques actuales de la lengua inglesa considerando el contexto y las características de los estudiantes para lograr un aprendizaje significativo". (Orientaciones curriculares para la formación inicial, 2018, p.116), since at the moment of introducing gamification as a learning strategy, the teacher was able to generate significant learning in the students when the curricular content was related to the contexts, characteristics, skills, interests, English level and didactic resources of the students and was applied in the teaching of a language, giving the teacher another vision for her teaching practice.

The incorporation of gamification in the classroom to improve oral production was implemented because during the process of diagnosis, observation and search of the problem, the trainee teacher was able to analyze that students did not have the basis to produce in the language, and that there were factors that discouraged their interest in the language (fear, teasing, lack of knowledge). The purpose of the research was that through the use of games in the classroom, oral production could be improved in third grade students, generating in them a communicative teaching and seeking to leave aside the learning barriers that prevent them from having the confidence to communicate orally in a second language, during the – periods of practice that the strategy was implemented, it was possible to notice the development of the strategy, that at the moment of involving the activities, the students noticed an innovation to the traditionalist teaching to which they were accustomed, it began with the implementation of imitation games, introduction of vocabulary, to move on to practice games and finally production games focused on oral communication, Since the activity was implemented only in one group, the strategies were applied during the first two days of intervention, and on the third day the strategy was evaluated to obtain results. It can be concluded based on what was observed and analyzed during the the trainee period by providing vocabulary, examples, strategies and activities to build on, ensured that the students were able to produce inductively, leaving aside the factors that at some point generated barriers for them to feel confident to use the language and communicate orally, the

teacher, by providing vocabulary, examples, strategies and activities to build on, Similarly, fear, embarrassment, or lack of material to produce orally, remained in second place, since the learning environment generated in the classroom was one of respect for the participation of any person, and that from this they could learn to improve.

When involving gamification in the classroom, students were also presented with a challenge, for which they had to compete and surpass themselves in learning to subsequently reach the goals set by the teacher in the activities, so this made the students strive to obtain the rewards and objectives proposed at the beginning of the activities. Teamwork was a skill that students developed inductively during the development of the strategies, since at the time of the activities, there were some that had to be done as a team, and the factors that were expected to affect the activities (different levels of English, lack of collaborative work, divided groups of students) helped the development of the strategies, improving these skills in the classroom for future practices.

The use of games in the third grade classroom was effective, since the results obtained were according to plan, the students were able to have an oral production with fluency and proper pronunciation, they were able to acquire the tools that the teacher provided to use them when practicing the language and to communicate, the factors that were intended to affect the development of the strategy (fear, lack of tools to communicate, lack of interest, motivation towards the language) were eliminated in the performance of the strategy and the students with the language, teamwork improved, they developed this skill, the students had contact with the language in an inductive way, in addition to managing a communicative approach, the rewards as part of the strategy helped the students to be motivated to obtain objectives and achieve goals.

During the development of the intervention, some recommendations for aspects that can be upgraded when implementing the game to improve oral production are the control of the group during the development of the activities, since at the moment of incorporating gamification in the classroom, students tend to confuse learning by playing with just playing, and if the teacher does not maintain a good group control and strategies to maintain order in the classroom, the objective of the activity is lost, another improvement to apply can be the organization of the teams, this is a strategy that favors at the time of the strategies and helps

all students to support each other when performing the activities, However, factors that affected this are the number of people participating in the team, the level of language proficiency of the team members, the relationship of the members, since it will depend on the development of the activity that the members will have, in the same way, in the oral production, it is important to establish rules based on respect and learning from mistakes in the classroom, since factors such as fear, lack of tools, motivation, poor pronunciation, increase when there is no learning environment and established rules to control respect in the classroom and discourage students to continue interacting in the sessions.

The use of games in the classroom is a strategy that did improve the performance of third grade students in oral production, in the teaching task, this skill is something that should be improved and practiced at all times, it is true that the student requires tools to communicate orally, but implementing games, challenges to students, ways to communicate in another language, and providing practice to the student of the language, you can get this to engage and produce in the language. However, it is still necessary to improve the "follow-up" of this process, after giving the student the tools, oral production is a skill that should be practiced frequently to improve it, since it is a production skill, it is important to emphasize that we are teachers and there is always something to improve, we must be reflective people, not only to know where the problem is but also to know how to recreate new scenarios and how to improve in teaching our students.

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# 8.0 ANNEX

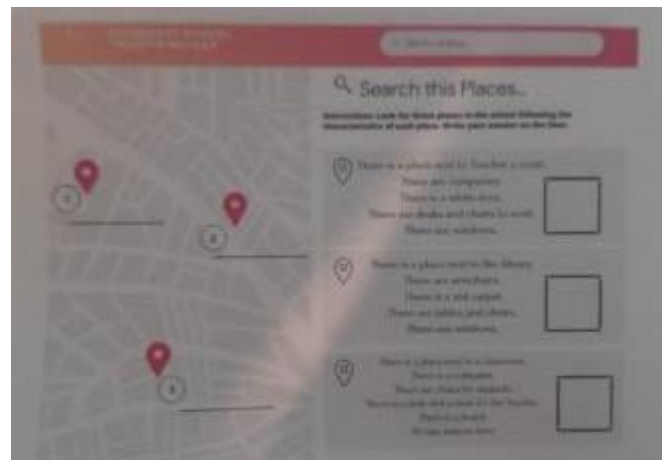


**FURNITURE VOCABULARY WORD SEARCH PUZZLE!**  
Find and circle the words in the word search puzzle and number the pictures.

u	r	w	a	r	d	r	o	b	e	p	a	b	e	d
b	e	d	s	i	d	e	t	a	b	l	e	u	r	i
d	r	e	s	i	n	g	t	a	b	l	e	t	h	
k	x	m	w	f	t	j	e	s	o	f	a	k	c	a
o	m	r	o	z	a	c	a	b	i	n	e	t	e	t
t	p	p	u	k	b	b	c	j	c	a	r	p	e	t
e	t	e	p	c	l	a	h	p	v	y	c	f	t	o
l	u	i	n	u	e	e	a	r	m	c	h	a	i	r
e	d	k	s	s	x	y	i	z	b	u	a	c	r	v
v	k	r	j	h	y	j	r	c	t	r	i	f	v	n
i	c	k	k	i	q	m	o	o	g	t	y	f	e	r
s	u	o	c	o	f	f	e	e	t	a	b	l	e	v
i	y	m	v	n	y	d	h	r	y	i	y	k	x	v
o	g	d	e	s	k	n	v	y	o	n	s	u	i	s
n	b	o	o	k	c	a	s	e	o	s	y	k	x	i

1. armchair
2. television
3. sofa
4. chair
5. table
6. bed
7. bedside table
8. wardrobe
9. bookcase
10. coffee table
11. carpet
12. cabinet
13. desk
14. cushions
15. dressing table
16. curtains

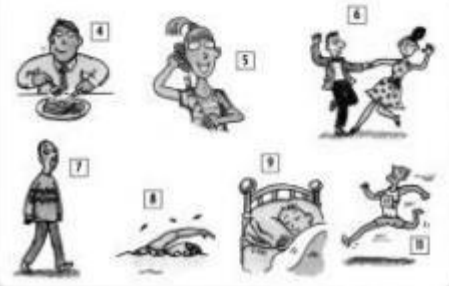
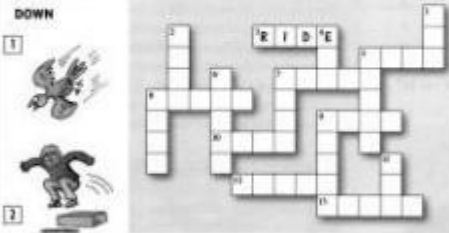
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# Vocabulary

## 7 Verbs

Look at the pictures and complete the crossword. All the answers are verbs.



ASUNTO: Carta de liberación de trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023

ANA ELENA ALVAREZ CARRILLO  
ESTUDIANTE DEL OCTAVO SEMESTRE DE LA  
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL  
INGLÉS EN EDUCACIÓN SECUNDARIA  
PRESENTE

Quien suscribe, María de Jesús Benítez Medina, en su calidad de asesora, y en atención al cumplimiento en tiempo y forma de los procedimientos de construcción, asesoría, dictaminación y acreditación de su trabajo de titulación que la normatividad vigente marca, se dirige a usted, con respeto, para expedirle la presente


### **CARTA DE LIBERACIÓN DE SU TRABAJO DE TITULACIÓN**

en la modalidad de Informe de prácticas profesionales que lleva por título: The use of gamification as a ludic strategy to improve oral production in third grade secondary school.

Por lo anterior, se le informa que, puede continuar con los trámites correspondiente para la programación de su examen profesional.

Sin otro particular, le desea éxito.

ATENTAMENTE



Mtra. María de Jesús Benítez Medina

c.c.p. Mtro. Inocencio Montoya Escobar. Responsable del Área de Exámenes Profesionales.  
c.c.p. Lic. Cindy Yareli Gaxiola Camacho. Jefa del Departamento de Control Escolar

ASUNTO: Se asume responsabilidad del trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023.

MTRA. MARÍA DEL SOCORRO ARREDONDO ZÁRATE  
DIRECTORA DE LA ESCUELA NORMAL SUPERIOR  
DEL ESTADO DE MÉXICO  
PRESENTE

Quien suscribe Ana Elena Alvarez Carrillo, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, en atención a la normatividad vigente para el proceso de titulación, se dirige a su persona con respeto, para informarle que asume plena y conscientemente la responsabilidad total en la autenticación, originalidad, estructura y formato del trabajo de titulación que presentará en su examen profesional, en su modalidad de Informe de prácticas profesionales, con el título The use of gamification as a ludic strategy to improve oral production in third grade secondary school, para proceder al trámite correspondiente.

Asimismo, le refiere que se han atendido las recomendaciones realizadas por el asesor y las sugerencias de los dictaminadores asignados; por lo que asume el compromiso de llevar a cabo el proceso de réplica establecida en el protocolo conveniente.

Sin otro particular por el momento, le envía un cordial saludo.

ATENTAMENTE

  
Ana Elena Alvarez Carrillo



**ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO**

SECCIÓN: SUBDIRECCIÓN ACADÉMICA  
No. DE OFICIO: DIR/SAC/AEP/0349/2022-2023  
ASUNTO: Se autoriza la edición de trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023

ANA ELENA ÁLVAREZ CARRILLO  
ESTUDIANTE DEL OCTAVO SEMESTRE DE LA  
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN  
SECUNDARIA  
PRESENTE

La Dirección de la Escuela Normal Superior del Estado de México, se dirige a usted, respetuosamente, en atención al cumplimiento en tiempo y forma de la normatividad vigente del procedimiento de elaboración, construcción, dictaminación, liberación y acreditación del trabajo de titulación en su modalidad de INFORME DE PRÁCTICAS PROFESIONALES, con el título: "THE USE OF GAMIFICATION AS A LUDIC STRATEGY TO IMPROVE ORAL PRODUCTION IN THIRD GRADE SECONDARY SCHOOL", asesorada por la MTRA. MARIÁ DE JESÚS BENÍTEZ MEDINA; para informarle que se le AUTORIZA la edición correspondiente.

Sin otro particular, le exhorta a dar continuidad al procedimiento para el logro de su examen profesional respectivo.



MSA/2023/06/0349/2022-2023

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