



UNIVERSIDAD DE JAÉN
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Master's Dissertation/
Trabajo Fin de Máster

**“READY, STEADY...PLAY!”:
A DIDACTIC PROPOSAL
USING GAMIFICATION IN THE
EFL CLASSROOM**

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“We cannot change the cards we are dealt, just how we play the game.”

Randy Pausch

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Abstract

Games have played an essential role in our lives since we were children and so, they can be used in Secondary Education in order to foster students' motivation and engagement in the class. For this reason, this Master's Dissertation aims at fostering students' motivation in the class by means of the creation of a Didactic Unit in which gamification is employed so as to improve learning outcomes. In order to achieve this target, the dissertation is divided into two main parts. Firstly, a theoretical framework which includes relevant information about gamification, contrasting several authors. Secondly, the Lesson Plan which has been designed taking into consideration the current legislation in force for Compulsory Secondary Education in Spain. The Didactic Unit consists of seven sessions in which students will carry out a variety of communicative activities including games, which are expected to increase students' motivation in the English lesson.

Key words: gamification, TEFL, motivation, education, didactic unit, secondary education

Resumen

Los juegos han tenido un papel esencial en nuestras vidas desde pequeños y, por ello, también pueden usarse en Educación Secundaria para promover la motivación y el compromiso en el aula. Por este motivo, este Trabajo de fin de Máster tiene como objetivo fomentar la motivación de los estudiantes en clase a través de la creación de una Unidad Didáctica en la que se usa la gamificación para mejorar los resultados académicos. Para conseguir este objetivo, el trabajo se divide en dos partes principales. En primer lugar, un marco teórico que incluye información relevante sobre gamificación, contrastando varios autores. En segundo lugar, la Unidad Didáctica que se ha diseñado teniendo en cuenta la legislación vigente actual para Educación Secundaria Obligatoria en España. La Unidad Didáctica está compuesta por siete sesiones en las que los estudiantes llevarán a cabo varias actividades comunicativas que incluyen juegos y que se espera que aumenten la motivación de los estudiantes en la clase de inglés.

Palabras clave: gamificación, enseñanza de inglés como lengua extranjera, motivación, educación, unidad didáctica, educación secundaria

1. Introduction

Learning English as a Foreign Language (EFL) is a process which has always been influenced by a number of factors involving motivation, self-esteem, risk-taking or anxiety, among others (Brown, 1994). Thus, it is believed that the common factor between the learning of a foreign language and gamification is motivation (Figueroa Flores, 2015), since as claimed by Shcunk, Pintrich and Mercee, “when students reach their learning goals, the goal attainment conveys to them that they possess the capabilities for learning, which then motivates them to set new learning goals” (2014, p. 6).

It is a fact that every academic year, teachers need to accomplish a series of contents and competencies appearing in the curriculum which are mandatory. That is to say, they cannot change the main contents students have to learn, but they can try to change the way in which these contents are taught, so that students are more engaged and motivated in the lessons.

In this sense, it goes without saying that games have played an essential role in our lives since we were children and so, they have been present in our early education in one way or another. Taking this fact into consideration, a question needs posing: can games also be used to teach English in secondary education?

In this day and age, it is a fact that Information and Communication Technologies (ICTs) are widely employed in the education field and so, we can benefit from them in order to introduce gamification in the English lesson since, as declared by the NMC Horizon Report “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” (2014, p. 42).

In this respect, the main objectives of this work are:

- To offer a general overview about what gamification is about based on recent research on the topic.
- To design a Lesson Plan which encompasses a variety of activities to foster motivation by means of gamification.

Regarding its structure, this final dissertation is divided into two main parts. Firstly, a description of the theoretical framework is presented, which deals with several relevant aspects about gamification. Secondly, the focus will be directed towards the

creation of a didactic unit, in which the theory previously explained is going to be applied with the objective of using gamification in a real EFL classroom.

2. State of the art

To get started, the theoretical framework in this Master's Dissertation entails different sections in which relevant issues concerning gamification are going to be explained. First and foremost, the term gamification is going to be conceptualized and some characteristics of gamification will be provided, followed by an explanation of Lander's Theory of Gamified Learning (2014). Another aspect to be considered is the extent to which gamification affects motivation and students' engagement. Then, the benefits and drawbacks of using games in the EFL classroom will be highlighted and, last but not least, some tools for introducing gamification in the class will be described.

2.1. Conceptualizing gamification

The term *gamification* is a relatively recent one which first appeared in 2008 in the digital media industry, but it was not until 2010 that it began to gain momentum (Deterding et al., 2011). According to other authors, the term was originally employed in marketing, but later on it began to become more popular in other areas (Silva & Leal, 2019).

Gamification can be defined as “the use of game design elements in non-game contexts” (Deterding et al., 2011, p. 9). According to this definition, attention needs to be drawn to four different components: game, element, design and non-game contexts. To put it in other words, as explained by Sailer et al. (2013), any game involves a (or some) goal(s), limiting rules, a feedback system, and voluntary participation. In addition, gamification makes explicit use of certain elements, employing a determined game design in non-game contexts.

On a similar sort of fashion, as stated by Sailer et al. (2013), there are some elements which can be considered as components of gamification, which include points, badges, leaderboards, progress bars, performance graphs, quests, meaningful stories, avatars, and profiles developments. As Figueroa Flores (2015) proposes in his work, these

elements can be defined as follows:

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 graphs	Shows player performance.
Quests	Some of the tasks players have to fulfill in a game.
Levels	A section or part of the game.
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with other user through the game.
Rewards/reward system	System to motivate players that accomplish a quest.

Figure 1. *Table with game elements and definitions.* Retrieved from Figueroa Flores (2015, p. 39).

In order to properly contextualised the concept of gamification, it is necessary to establish the difference between gamification, game-based learning, serious games, and simulations. Meanwhile the definition of gamification proposed by Werbach & Hunter (2012) involves game elements and design techniques in non-game contexts, for Kapp “game-based learning is often used as a one-time instructional event to provide formal learning either online or within a classroom” (2014, p. 44). Regarding serious games, they are described by Deterding et al. (2011) as having non-entertainment purposes, whereas simulations need interaction so that the learner can practice (Kapp, 2012).

Be that as it may, a question needs raising, what is the main goal of gamification? According to Figueroa Flores, “the main objective of Gamification is to increase

participation and motivate users through the use of game elements such as points, leaderboards, and immediate feedback among other things” (2015, p. 37).

But, what do we need to apply gamification in education? As pointed out by Huang and Soman (2013), five steps need to be followed in order to achieve this objective:

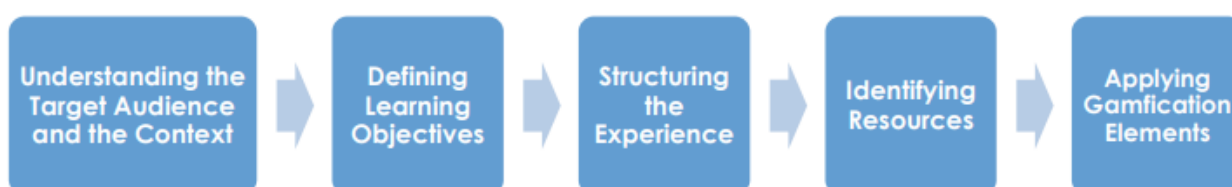


Figure 2. *Five steps to apply gamification in education.* Retrieved from Huang and Soman (2013, p. 7).

As explained by Huang and Soman (2013), the first step deals with the ability to recognise who the target audience is, i.e., the students in terms of age, learning abilities, motivation or skills, and to which extent the context that surrounds students can influence the teaching and learning process.

On a second step, both general and specific objectives need to be established from the beginning, so that students know what they are expected to achieved at the end of the learning program.

In the third step, it is paramount to make a breakdown of the different stages that students have to overcome, considering that “it makes the ultimate objective seem more achievable and measurable” (Huang & Soman, 2013, p. 9).

Once these stages have been identified, step four has to do with the act of deciding the parts which are suitable to be gamified, taking into account the resources that the instructor has at their disposal.

Finally, in step five the instructor has to select the gamification elements which could be applied in that particular learning context, considering that, as described by Huang and Soman (2013), game mechanics can be self-elements (e.g., points, badges or time restrictions) or social elements (e.g., leaderboards).

2.2. Landers' Theory of Gamified Learning

In order to assess how gamification can influence students' engagement in education, Landers (2014) developed a theory¹ in which he aimed at reframing the definition of gamification and finding shared features between gamification and serious games, taking into consideration Bedwell and colleagues' taxonomy (2012). In addition, Landers' objective was to create a theory that described the effects that gamification can cause on learning.

In this sense, both gamification and serious games have as their main goal to improve the learning outcomes, although they differ in the way to achieve them. As declared by Landers, "the goal of gamification is to alter a contextual learner behavior or attitude (e.g., engagement)" (2014, p. 759), whereas serious games, apart from affecting motivation or engagement, also do encompass instructional content. Accordingly, the following figure reflects how Landers' Theory of gamified learning works:

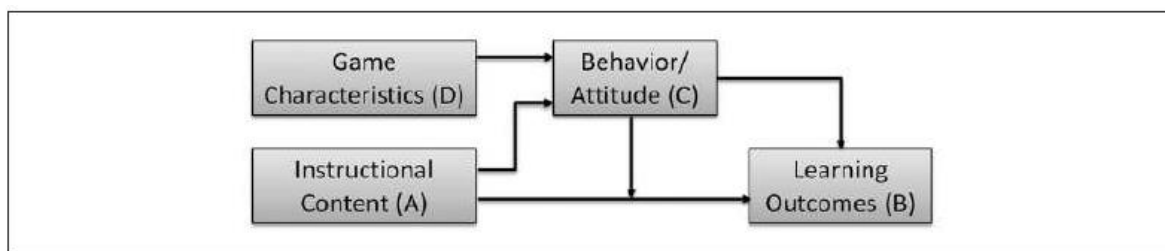


Figure 3. *Theory of gamified learning.* Retrieved from Landers (2014, p. 760).

As it can be observed in the figure, the most relevant connection in this theory has to do with the effects caused on behaviour and attitude, as well as on learning outcomes. However, the instructional content affecting this behaviour and learning may change from one context to another and, as a consequence, "the goal of gamification cannot be to *replace* instruction, but instead to *improve* it" (Landers, 2014, p. 760). In this way, an improved instructional content will trigger an enhancement in learners' attitude towards the learning process. As a consequence, if students change their attitude/behaviour, this variation can cause substantial benefits on the learning outcomes.

Moreover, the features of games should also be considered when measuring changes in learning outcomes. For instance, so as to have more motivated students in the class, Landers (2014) proposes to establish specific rules or goals in the game. On a

¹ See also Landers et al. (2017).

similar basis, it is necessary to adapt the level of a game to each individual student, taking into account their own learning abilities along with their cognitive strategies.

In a nutshell, Landers' theory of gamified learning (2014) concludes that the learning process can be affected by gamification in two different processes, explained as follows:

In both, gamification is intended to affect a learning-related behavior. In one, this behavior then moderates the relationship between instructional quality and learning. In the other, this behavior mediates the relationship between game elements and learning. Critically, one or both of these processes may be involved in any particular gamification effort. (Landers, 2014, p. 765)

2.3. Effects on motivation, students' engagement and learning outcomes

It is a must for teachers to motivate their students when it comes down to learn a new language in the class. In order to do so, teachers have to be aware of the existence of different types of motivation that can affect the learning of a second or foreign language. In order to exemplify some of these taxonomies of motivation, attention is going to be focused on intrinsic and extrinsic motivation.

On the one hand, intrinsic motivation has to do with internal satisfaction and with doing activities "for their own sake", as described by Ryan and Deci (2020). As a way of illustration, students may participate in the English lesson not just because they want to pass the subject, but because they simply love English and are motivated to learn and continue improving.

On the other hand, Ryan and Deci (2020) declare that extrinsic motivation appears when other reasons apart from just inherent satisfaction are the reason why a person is behaving in certain way or doing some activities. This is the case, for instance, in which students do their homework because they do not want to get a bad grade and not because they are actually enjoying the subject itself.

Overall, motivation is seen as a positive aspect affecting learning. According to McGonigal (2011), intrinsic motivation can be increased through gamification. Nevertheless, according to Deci et al., "tangible rewards tend to have a substantially negative effect on intrinsic motivation [...]. Even when tangible rewards are offered as indicators of good performance, they typically decrease intrinsic motivation for interesting activities" (1999, pp. 658-659).

Having described these two concepts, it can be assumed that both intrinsic and extrinsic motivation are present when dealing with gamification in the class. According to recent studies, a gamified environment helps to increase students' motivation (Hanus & Fox, 2015). In their research aiming at measuring the effectiveness of gamification in the classroom, they conclude that "it is possible that the incorporation of certain game mechanics with clear learning objectives in mind can create an engaging and meaningful experience" (Hanus & Fox, 2015, p. 160).

Regarding students' engagement, Kahu's framework (2013) attempts to depict possible factors which influence students' engagement taking into consideration several perspectives, such as the sociocultural context (Kahu, 2013), structural (Kahu, 2013) or psychological influences (Kahu, 2013). As a result, and taking into account Kahu's framework, Rivera and Garden (2021) propose that "it is possible to select a game attribute for employment in a gamification strategy by identifying the psychological domain shared between the learning outcome/educational objective and the desired, modifying the student experience of engagement" (2021, p. 1005), as it is exemplified in the following figure:

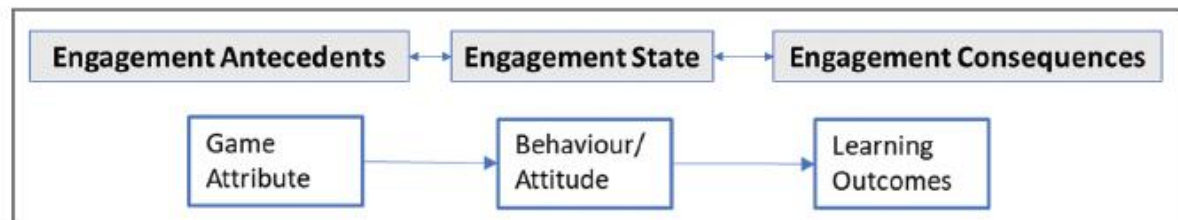


Figure 4. *Gamification for engagement framework.* Retrieved from Rivera and Garden (2021, p. 1005).

Consequently, it can be assumed that gamification has several positive effects on students' motivation and engagement, and therefore it benefits the learning outcomes since, as claimed by Lee and Hamer, "gamification can motivate students to engage in the classroom, give teachers better tools to guide and reward students, and get students to bring their full selves to the pursuit of learning" (2011, p. 4).

2.4. Benefits and drawbacks of using games in the EFL classroom

In this section, the different benefits and drawbacks affecting the use of games in the EFL classroom are going to be described, taking into consideration several perspectives from recent research.

According to Lee and Hammer (2011), gamification has a number of benefits including more motivated and engaged students in the classroom, and it provides teachers with better tools to reward students. For Barata et al. (2013), the challenges present in gamification can help to improve students' engagement in the lesson, at the same time that it boosts students' participation and learning outcomes.

Furthermore, according to Pérez Gallardo and Gértrudix-Barrio (2021), gamification stimulates not only the learning process, but also social and personal development, having positive effects on motivation, engagement, group dynamics, emotions, and academic performance in general.

Despite its multiple upsides, gamification can also cause some problems when considering the creation and application of certain games in the classroom. In addition, gamification sometimes may not be beneficial for the learner since, as stated by Conway, "it simply treats the user as a zombie: a mindless automaton devoid of innate psychological needs" (2011, p. 13).

Some other pitfalls highlighted by Lee and Hammer (2011) are that gamification could absorb teachers' resources or that students could think that they are only learning when they are provided with external rewards.

2.5. Tools for introducing gamification in the class

In his work, Figueroa Flores (2015) proposes some Apps which can be useful in order to introduce gamification in the language lesson. Particularly, he describes Duolingo, Edmodo, Class Dojo, Socrative, Brainscape, and Zondle.

Duolingo (<https://es.duolingo.com/>) is a language learning App launched in 2011 in which users can choose to learn over six languages including Spanish, English, Italian, French, Portuguese, and German. The platform allows the learner to practice listening, speaking, vocabulary, and grammar in the FL, providing immediate feedback and motivating the user by tracking progress.

Edmodo (<https://new.edmodo.com/>) is a social learning network with educational purposes launched in 2008 which includes gamification elements, such as quests and badges. In this platform, students can participate in discussions, submit assignments, play quizzes, practice grammar or vocabulary, and check their progress.

Class Dojo (<https://www.classdojo.com/es-es/?redirect=true>) can be considered a pure example of gamification, according to Figueroa Flores (2015). This platform can be really useful for teachers in order to manage students' behaviour, since it tracks and evaluates learners' participation providing immediate feedback. Additionally, it includes avatars, leaderboards, and points to motivate students in the learning process.

Socrative (<https://www.socrative.com/>) is a platform launched in 2010 which aims at engaging students in the lesson offering both summative and formative assessment. Its response system allows learners to answer the questions without feeling stress or thinking about errors. It also incorporates immediate feedback and live results.

Brainscape (<https://www.brainscape.com/>) is an educational app that allows students to track their progress by working with customizable flashcards and repetitions. In this way, students will learn vocabulary at the same time that they are motivated due to the automatic feedback they are provided with and the continuous reinforcement.

Finally, Zondle (<http://www.educational-freeware.com/online/zondle.aspx>) is a game-based website in which teachers can customise games, such as quizzes, which can be used as rewards for students. Learners are usually really engaged in these type of activities since they include gamification elements which foster motivation, like leaderboards or avatars.

3. Didactic transposition

3.1. Justification

Under the title “Ready, steady... play!”, this didactic transposition aims at promoting the use of games in the English lesson at Secondary Education. It is believed that gamification is mainly intended for lower levels, but it is also the case that students at Secondary Education can indeed benefit from games when it comes down to learn a foreign language.

Accordingly, the main objective of this proposal is to engage and motivate students in the learning process in order to obtain better learning outcomes in the English lesson. So as to achieve this purpose, gamification will be employed over 7 heterogeneous sessions in which students are expected to increase their knowledge about the target language by being involved in several meaningful activities.

3.2. Contextualization

This Lesson Plan has been designed for the 2nd year of Compulsory Secondary Education (CSE). The centre in which it will be carried out is called “IES Jabalcuz” and it is a State High School located in a lower-middle class area in Jaén, Spain.

In the classroom in which this Didactic Unit is going to be implemented, there are 28 students, 16 of them are girls and 12 are boys. Regarding special needs of educational support, there are three slow-learners with non-meaningful curricular adaptations and one highly gifted student in the class.

Taking into consideration the Common European Framework of Reference (CEFR), the average level of English in the class is A2. The Didactic Unit consists of 7 sessions of 55 minutes each and it will be developed during the 1st term of the academic year 2022/2023.

3.3. Objectives and key competences

This section is devoted to explain the didactic, stage and foreign language objectives, as well as the key competences which are included in the Lesson Plan.

The curricular particularization for this unit entails five didactic objectives. Taking into account that this didactic transposition is for the 2nd year of CSE, the stage objectives have been extracted from the Royal Decree 1105/2014, whereby the core curriculum corresponding to Statutory Secondary Education is established, and from the Decree 182/2020 (which modifies Decree 111/2016) whereby the arranging and the curriculum corresponding to CSE in Andalusia is established.

Regarding foreign language objectives, these have been taken from the Order of January 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students’ learning process is established and the transition process between different educational stages is ascertained.

Additionally, according to the Order of January 15th, 2021, the key competences that students are expected to develop in this didactic transposition are:

- Competence in Linguistic Communication (CLC), considering that students are expected to reflect about the language and to communicate their ideas in an effective way through reading, listening, speaking, and writing.

- Digital Competence (DC), since learners need to research, obtain and process information using communication technologies in order to carry out some activities.
- Social and Civic Competence (SCC), inasmuch as learners are intended to reflect upon health issues affecting the society in which they live.

The following table summarises all the objectives and key competences which are present in this didactic transposition:

DIDACTIC OBJECTIVES	STAGE OBJECTIVES	FL OBJECTIVES	KEY COMPETENCES
1. To work on activities dealing with healthy choices using technology. 2. To talk about health using modal verbs. 3. To identify the general and specific information from authentic recordings about health. 4. To produce brief written texts giving suggestions about health issues. 5. To be able to work in groups making a presentation related to the topic.	(RD 1105/14) b, e, i To convey and interpret messages appropriately in at least one foreign language (i)	(Order 15th Jan, 2021) 2, 3, 8, 9 To utilise learning strategies and every single means at their disposal, including the new technologies of information and communication and audio-visual means in order to obtain, select and offer oral and written information in the foreign language (9)	CLC DC SCC

3.4. Contents

The methodology implemented across the different sessions is the communicative approach, considering that the activities proposed in this Lesson Plan have been designed with the objective that students interact and communicate with each other.

Mainly, the contents included in this Didactic Transposition employ gamification techniques in order to check how games can impact the learning of a foreign language by engaging pupils in the lesson.

The table below displays the contents that are included in this didactic unit:

COMPREHENSION AND PRODUCTION STRATEGIES	COMMUNICATIVE FUNCTIONS
Block 1: Oral text comprehension - Listening and understanding oral texts related to health issues Block 2: Oral production - Expressing advices about health problems Block 3: Written comprehension - Skimming and scanning adapted texts from magazines related to the topic Block 4: Written production - Writing about health problems and giving suggestions	- Giving personal advices - Expressing suggestions and solutions to problems
SYNTACTIC-DISCURSIVE STRUCTURE	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS
- Modal verbs - Revision of <i>there is/there are</i> - Vocabulary related to health issues - Distinction between /s/ and /ʃ/ sounds	- Developing a concern about healthy habits in society

3.5. Transversality/ Cross-curricular elements

Every Didactic Transposition must include the so-called cross-curricular aspects by means of which students' personal growth is developed. In this respect, it is vital to consider that pupils do not only need to learn contents as such, but they also need to be educated in values so as to shape their ethics and morals.

Taking into consideration the current legislation (Royal Decree 1105/2014), the cross-curricular elements appearing in this Lesson Plan are:

- Information and communication technologies
- Health Education
- Audio-visual communication

3.6. Interdisciplinarity

As far as interdisciplinarity is concerned, this Didactic Transposition also includes the following curricular elements from other subjects:

- Technology
- Natural Sciences

3.7. Outline of the sessions

SESSION 1				
Activities	Timing	Interactive patterns	Skills practiced	Materials and resources
1. Warming-up	5´	WC	Speaking	
2. Vocabulary introduction	15´	GW	Listening and speaking	Projector & screen
3. Reading a magazine article	20´	IW/WC	Reading	Phones, projector & screen
4. Listening about health problems	10´	IW	Listening	Projector & screen

5. Homework explanation: Memrise	5´	WC		Projector & screen
SESSION 2				
1. Brainstorming health vocabulary	5´	WC/IW	Speaking	Projector & screen, Mentimeter
2. Taboo health game	15´	GW	Speaking and listening	Flashcards
3. Agony aunt to practice grammar	15´	WC/IW	Reading and speaking	Projector & screen, name wheel picker
4. Acting as doctors	15´	PW	Reading and writing	Flashcards
5. Differentiating /s/ and /ʃ/	5´	WC/IW	Listening	Projector & screen
SESSION 3				
1. Quiz about health	5´	IW	Reading	Projector & screen, phones
2. Memory game	15´	IW/WC	Reading and speaking	Projector & screen
3. Bingo modal verbs	10´	IW/WC	Speaking	Bingo cards
4. Listening about health problems	10´	IW	Listening	Projector & screen
5. Writing a prescription	15´	PW	Writing	Paper and pen
SESSION 4				
1. Kahoot: the human body	10´	IW	Reading	Projector & screen

2. Running dictation	20´	GW	Reading and writing	Excerpts, paper and pen
3. Role plays	10´	PW	Speaking	Excerpts
4. Phobias	20´	IW	Reading, speaking and writing	Projector & screen, paper and pen
SESSION 5				
1. Stations games	55´	GW	Reading, speaking, writing, listening	Flashcards, timer, letters game
SESSION 6				
1. Working on the final task	55´	GW	Writing, reading, listening and speaking	Digital resources
SESSION 7				
1. Final oral presentations	55´	GW	Speaking	Digital resources

3.8. Activities step by step

SESSION 1

Activity 1. Warming-up.

As a warming-up activity at the beginning of the lesson, the teacher makes students some questions in order to introduce the topic of health issues.

- *Do you think you have a healthy lifestyle?*
- *What are your favourite types of food?*
- *Are they healthy?*

Pupils are expected to volunteer answering these questions and to debate about the answers provided by their classmates. Participation and engagement in the activities will be one of the issues which will be taken into account for the final assessment in this unit.

Activity 2. Vocabulary introduction.

As a way of introducing the vocabulary of the unit, students will be divided into two teams. In the projector, the teacher will display the list of words that they need to learn:

<i>A balanced diet</i>	<i>Runny nose</i>	<i>Fracture</i>
<i>Vitamins</i>	<i>Dizzy</i>	<i>Wound</i>
<i>Junk food</i>	<i>Fever</i>	<i>Antibiotics</i>
<i>Processed food</i>	<i>Rash</i>	<i>Headache</i>
<i>Fitness</i>	<i>Swollen</i>	<i>Symptom</i>

The teacher will read out loud a definition for each word and students have to guess which word in the board the teacher is describing. If they are right, they win 10 points. If not, the other team can give a try for 5 points. At the end of the activity, the team with more points will be the winner and the total amount of points of each team will be distributed among the students using ClassDojo (<https://www.classdojo.com/es-es/>).

Activity 3. Reading a magazine article.

Using the educational tool Edji (<https://edji.it/#/home>), students will scan a code with their phone provided by the teacher and they will access a magazine article about food and famous people. By clicking on the words highlighted, students can add comments, answers to the different questions, or collaborate with other classmates in order to fulfill the task accurately.

This tool will allow the teacher to track students progress, at the same time that it increases students' engagement in the lesson.

Activity 4. Listening about health problems.

Students will listen to a record about four people describing some health problems they have (<https://english-practice.net/listening-exercises-a2-health-problems/>) and they need to tick the correct information regarding each people:

1. Patrick

What is the problem?	☐ a headache	☐ a stomachache
When did the problem start?	☐ this morning	☐ last night
Has he had this problem before?	☐ yes	☐ no
Has he taken anything for it?	☐ yes	☐ no
Has he seen a doctor for it	☐ yes	☐ no

Figure 5. *Listening exercise 1.* Retrieved from <https://english-practice.net/listening-exercises-a2-health-problems/>

2. Jenna

What is the problem?	☐ a sore arm	☐ a sore hand
When did the problem start?	☐ on Saturday	☐ on Sunday
Has he had this problem before?	☐ yes	☐ no
Has he taken anything for it?	☐ yes	☐ no
Has he seen a doctor for it	☐ yes	☐ no

Figure 6. *Listening exercise 2.* Retrieved from <https://english-practice.net/listening-exercises-a2-health-problems/>

3. Kenneth

What is the problem?	☐ an eye infection	☐ an ear infection
When did the problem start?	☐ last week	☐ last weekend
Has he had this problem before?	☐ yes	☐ no
Has he taken anything for it?	☐ yes	☐ no
Has he seen a doctor for it	☐ yes	☐ no

Figure 7. *Listening exercise 3.* Retrieved from <https://english-practice.net/listening-exercises-a2-health-problems/>

4. Alexis

What is the problem?	☐ food poisoning	☐ a stomachache
When did the problem start?	☐ two days ago	☐ two weeks ago
Has he had this problem before?		☐ no
Has he taken anything for it?	☐ yes	☐ no
Has he seen a doctor for it	☐ yes	☐ no
	☐ yes	

Figure 8. *Listening exercise 4.* Retrieved from <https://english-practice.net/listening-exercises-a2-health-problems/>

After that, they will listen a second time in order to complete some statements concerning each person:

- | | |
|--|---------------------------------|
| 1. If he's not better, he can't go to | a. play tennis. |
| 2. If she's not better, she won't be able to | b. play in a band. |
| 3. He has to | c. his friend's concert. |
| 4. She probably won't go to | d. her friend's party. |

Figure 9. *Listening exercise second part.* Retrieved from <https://english-practice.net/listening-exercises-a2-health-problems/>

Activity 5. Homework explanation: Memrise.

During the last 5 minutes of the lesson, the teacher introduces the Memrise App (<https://www.memrise.com/>) to the students, which will be used all through the unit in order to engage students in the study of the new vocabulary. Memrise is a language learning app in which the teacher will include the new words learnt in class every day so that student can revise them at the same time that they are playing. The app generates a weekly leaderboard in which both the teacher and the students can check their progress. This leaderboard is a really useful gamification asset to motivate students in the class and make them actually learn the required vocabulary. At the end of each week, the three students who are at the top of the leaderboard will receive a recompense (e.g., sweets).

SESSION 2

Activity 1. Brainstorming health vocabulary.

As a warming-up activity, students will use their phones to enter the Mentimeter app (<https://www.mentimeter.com/>) in order to create a word cloud related to health. In order to do so, each student has to type one word related to health that they remember from the previous lesson. Once it is finished, the word cloud should look like this one:



Figure 10. Word cloud example. Retrieved from <https://www.istockphoto.com/vector/health-care-gm524746923-51684454>

Activity 2. Taboo health game.

As a way of revising vocabulary from the previous lesson, activity 2 will include a “taboo” game in which students will be divided into four groups of seven pupils each. Taking turns, one pupil from each group will come to the front of the class and will be given a card with a word related to health that they need to describe to their classmates. Each card will contain three words that the student cannot mention when describing the word. If they guess the word, they will earn 1 point. At the end of the game, the team with more points will be the winner and the total amount of point from each team will be transfer to ClassDojo.

<u>Vomit</u>	<u>Fever</u>	<u>Tears</u>	<u>Headache</u>	<u>Cavity in a tooth</u>
Food	Temperature	Water	Pain	Sweets
Drink	Flu	Cry	Hangover	Pain
Hangover	Hot	Sad	Study	Black
<u>Eyelashes</u>	<u>Broken</u>	<u>Bacteria</u>	<u>Dehydration</u>	<u>Pain</u>
Over	Fall	Life	Water	Ache
Make up	Pieces	Disease	Drink	Ill
Wink	Plaster	Illness	Desert	Sick
<u>Ill</u>	<u>Diarrhoea</u>	<u>Toothache</u>	<u>Sore throat</u>	<u>Overweight</u>
Sick	Toilet	Pain	Neck	Fat
Bed	Stomachache	Mouth	Mouth	Calories
Doctor	Food poisoning	Teeth	Pain	Coach potato
<u>Skinny</u>	<u>Fist</u>	<u>Surgery</u>	<u>Medicine</u>	<u>Pill</u>
Thin	Punch	Operation	Aspirin	Tablet
Eat	Hand	Cut	Syrup	Headache
Ill	Raise	Surgeon	Ill	Ill
<u>Knee</u>	<u>Nails</u>	<u>Cough</u>	<u>Be fit</u>	<u>Vegan</u>
Middle	Fingers	Ill	Exercise	Vegetarian
Leg	Scratch	Cold	Gym	Meat
Round	Bite	Medicine	Run	Vegetables
<u>Anesthesia</u>	<u>Painkiller</u>	<u>Insomniac</u>	<u>Healthy</u>	<u>Calories</u>
Surgery	Pills	Sleep	Vegetables	Energy
Operation	Tablets	Tired	Be fit	Food
Unconscious	Medicine	Difficult	Ill	Heat

Figure 11. Taboo game. Retrieved from <https://en.islcollective.com/english-esl-worksheets/vocabulary/health-and-going-doctor/health-and-body-taboo/24053>

Activity 3. Agony aunt to practice grammar.

In order to introduce grammar in this unit in an inductive way, students will be shown several flashcards about people who have different health problems:



Figure 12. Flashcard 1 health issues. Retrieved from Sara Ruiz (2022).



Figure 13. Flashcard 2 health issues. Retrieved from Sara Ruiz (2022).



Figure 14. Flashcard 3 health issues. Retrieved from Sara Ruiz (2022).

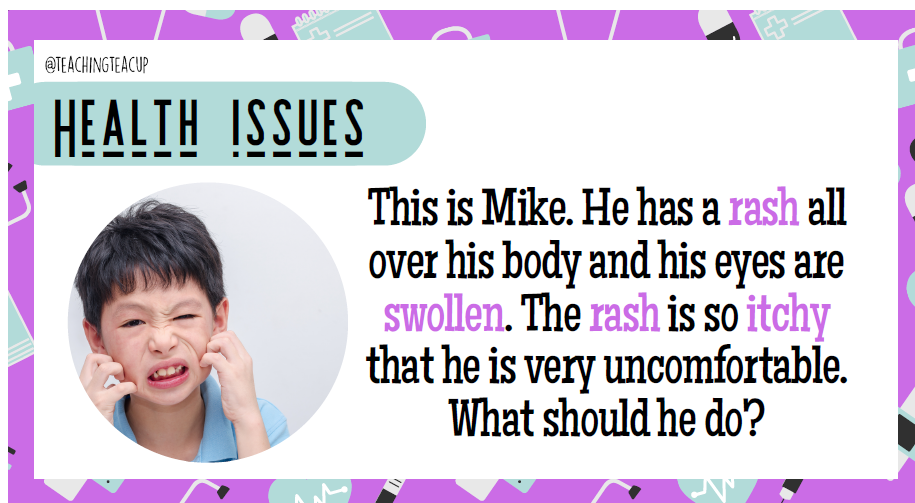


Figure 15. Flashcard 4 health issues. Retrieved from Sara Ruiz (2022).



Figure 16. Flashcard 5 health issues. Retrieved from Sara Ruiz (2022).

After reading each situation, pupils are expected to offer a piece of advice using modal verbs (e.g., *should*, *must*, *may*, *might*). So that all students participate, the teacher will use an online name wheel picker with the names of students and the selected one has to read the passage and give advice.

Activity 4. Acting as doctors.

In pairs, students will be provided with a piece of paper with hypothetical situations about health issues. Each pair has to write down a recommendation together with a possible solution to each situation using modals, and give the paper to the teacher. The teacher will evaluate each paper and take it into account for the final mark of each pupil.

1. Someone who has lost a very important person.
2. Someone who is experiencing lots of anxiety.
3. Someone who is having a bad moment with his/her couple.
4. Someone who is working very hard and feels stressed.
5. Someone who has problems with his/her family.
6. Someone who is trying to meet new friends and feels lonely.
7. Someone who, despite studying hard, doesn't get good results.
8. Someone who is a teacher whose students ignore him/her.
9. Someone who is scared of getting out of his/her comfort zone.
10. Someone who feels tired all the time.

Figure 17. Paper with hypothetical situation about health issues.

Activity 5. Differentiating /s/ and /ʃ/

Taking into consideration that students are expected to use the modal verb “should” during this lesson plan, it is required for them to know how to pronounce it accurately. For this reason, this activity is intended for the students to learn the difference between the sounds /s/ and /ʃ/.

Part 1. Students will listen to two words containing the sound /s/ (*see, sleep*) and two others with the sound /ʃ/ (*should, fresh*) and they have to repeat them.

Part 2. Students will listen to four sentences and they have to choose the words they hear:

1. *Maybe you should not / shouldn't eat that*
2. *I must not / musn't go to sleep late tonight*
3. *I cannot / can't stop eating sweets*

4. *I could not / couldn't get to the doctor yesterday*

Once they have selected the correct option, students have to listen again to the recording and repeat the sentences.

SESSION 3

Activity 1. Quiz about health

As a starter in this session, students have to scan with their phone a QR provided by the teacher in order to access a quizz from BuzzFeed webpage (<https://www.buzzfeed.com/josehernandez/whats-up-doc>) titled *If You Get More Than 10 Things Righth On This Quiz, You Should Be A Doctor*:



Figure 18. QR code to access the quizz.

After that, some difficult words appearing in the quiz will be explained so as to expand students' vocabulary on the topic.

Activity 2. Memory game

Students will be asked to visualise several images in the projector during 1 minute focusing on every detail. After that, they have to answer some questions about the pictures:

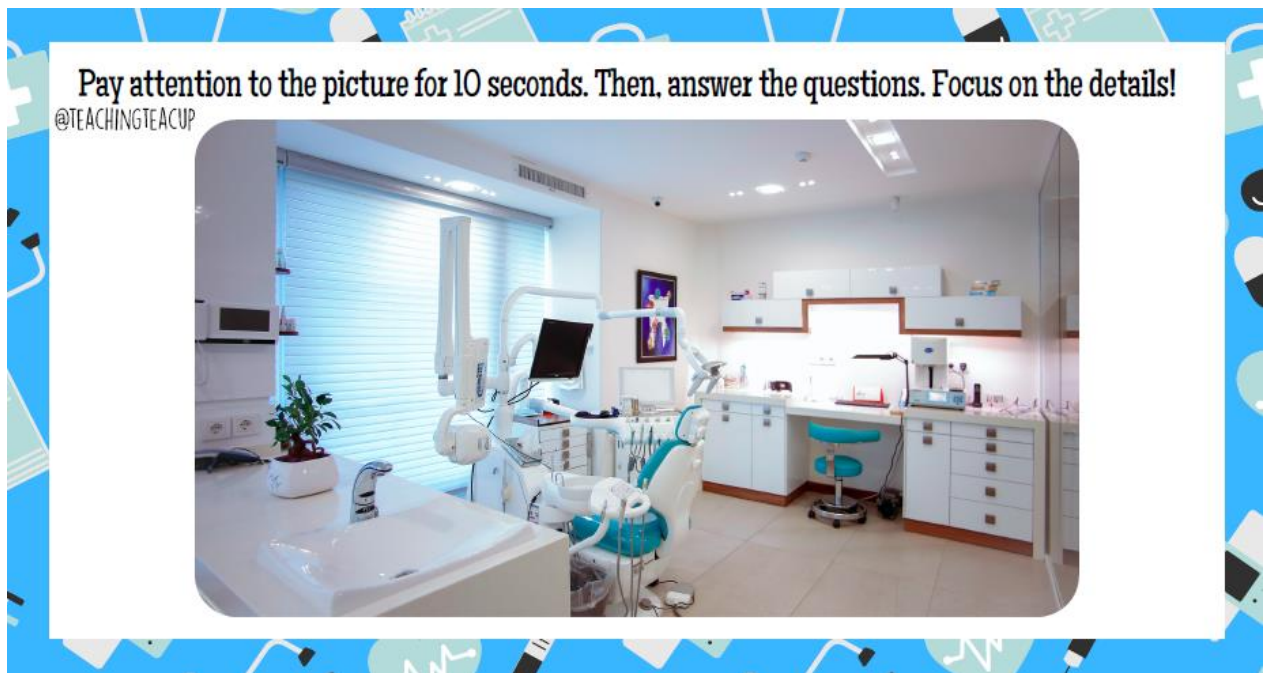


Figure 19. *Picture 1 memory game.* Retrieved from Sara Ruiz (2022).

Questions:

- *How many sockets can you see in the picture?*
- *What color are the chairs?*
- *Is there a sink in the picture?*
- *How many plants are there?*

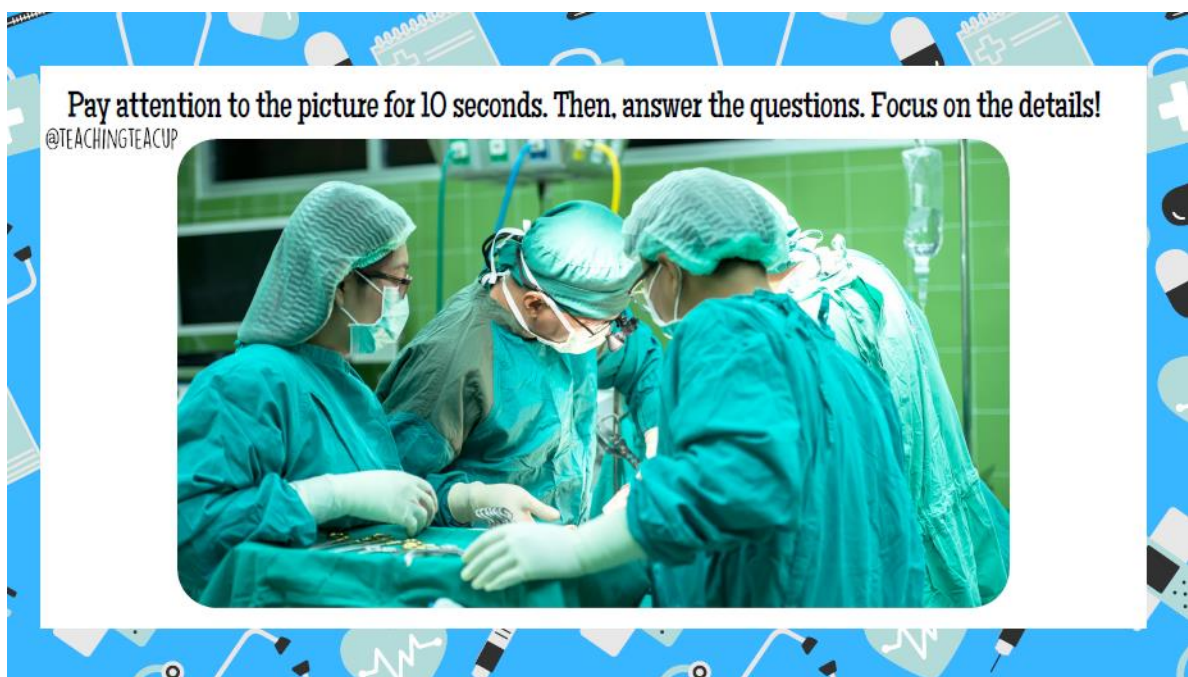


Figure 20. *Picture 2 memory game.* Retrieved from Sara Ruiz (2022).

Questions:

- *How many people are there in the picture?*
- *Are they wearing gloves?*
- *How many of them are wearing glasses?*
- *Is there a screen in the picture?*



Figure 21. Picture 3 memory game. Retrieved from Sara Ruiz (2022).

Questions:

- *What colour is the shirt of the pharmacist?*
- *Are the women wearing earrings?*
- *Is there a cash register in the picture?*
- *Which hand is the pharmacist using to hold the box?*

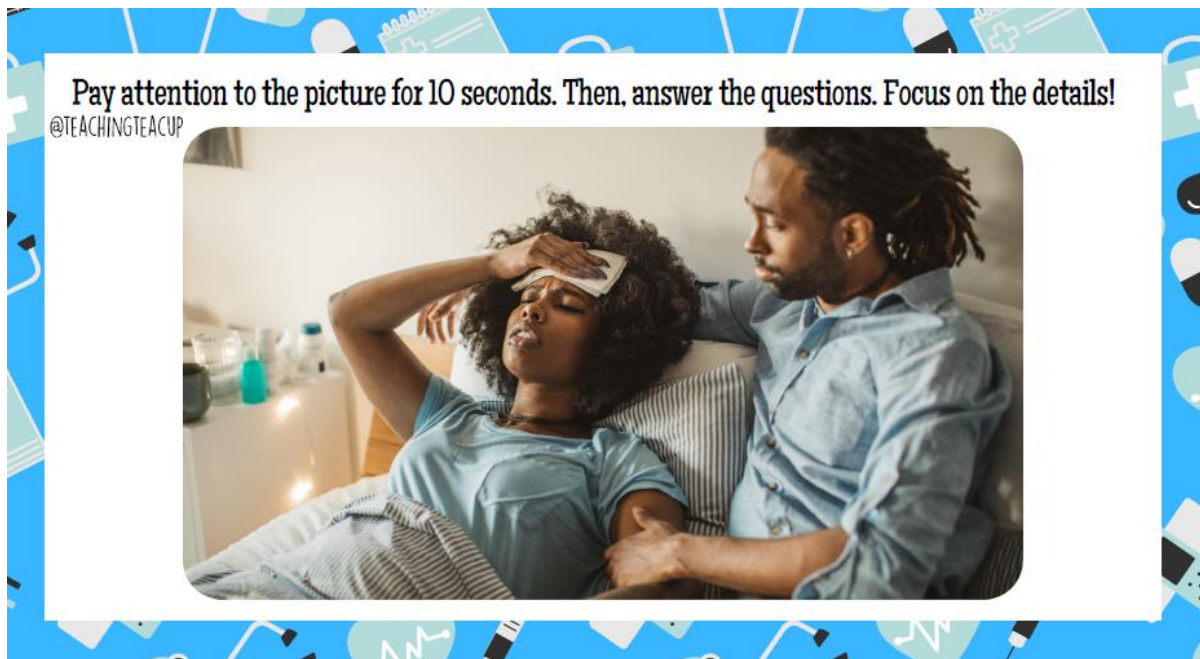


Figure 22. Picture 4 memory game. Retrieved from Sara Ruiz (2022).

Questions:

- *Are they wearing necklaces?*
- *Is there a glass with water on the nightstand?*
- *Does the girl have her eyes closed or open?*
- *Has the girl's pyjamas got a pocket?*

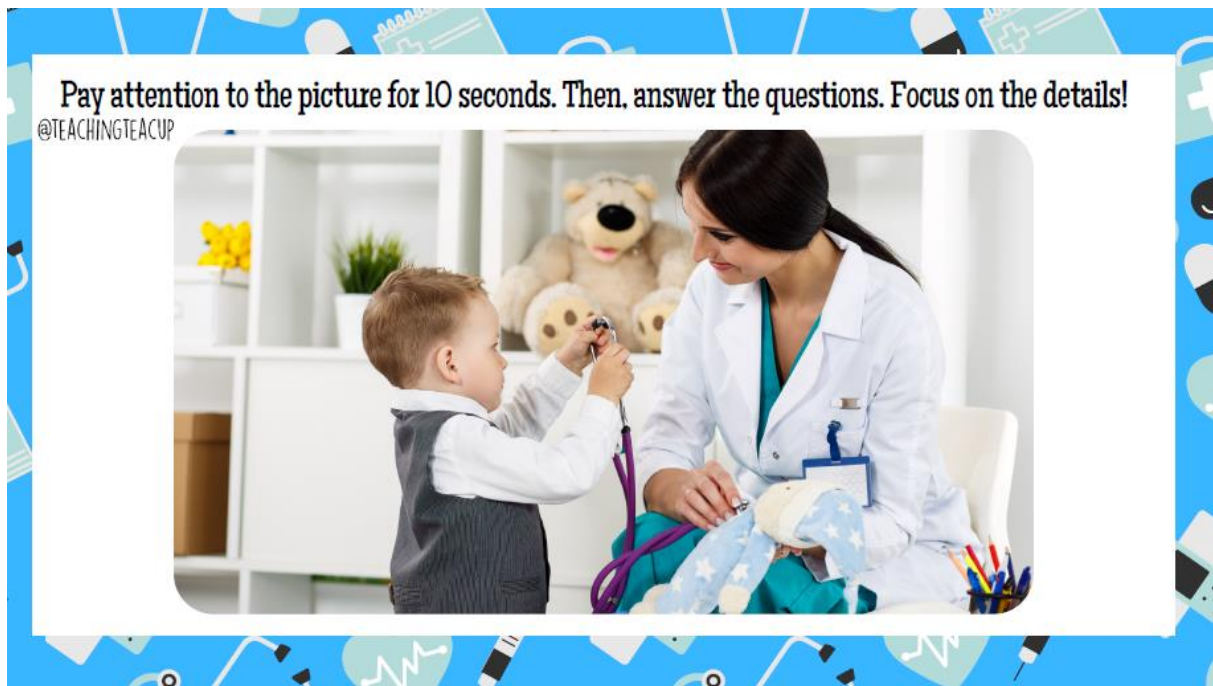


Figure 23. Picture 5 memory game. Retrieved from Sara Ruiz (2022).

Questions:

- *How many yellow pencils are there in the picture?*
- *Is there a teddy bear in the picture?*
- *What is the pattern of the clothes of the doll?*
- *Is the doctor wearing a ponytail?*

The aim of this activity is that pupils revise the structure *there is/ there are* from the previous unit and that they can train their memory skills. In order to make them being more engage in the exercise, the first person who answer correctly each of the questions will earn 1 point. At the end of the activity, each student will add to their record in ClassDojo all the points they have obtained in this game.

Activity 3. Bingo modal verbs

Each student will be given the following bingo card with modal verbs:

B I N G O

can plank for one min	can't eat with a chopstick	may study/work abroad in the future	can't sleep with the lights on	has to look after a relative(sibling etc.) sometimes
can say everyone's full name in the class	can't click his/her fingers	can run 5km	won't have any pets in the future	can stand on one foot for 1 min
can sing a song in front of the class	might go to the cinema this weekend	could read at the age of 5	can draw a circle and a square at the same time	will leave Macau this weekend
can ice skate	might become a teacher one day	couldn't swim 10 years ago	can spell the teacher's name	can cook 3 dishes
was able to sleep more than 8 hours last night	can name three HK / mainland singer	can name five cities in China	can drink 2L water per day	can twist his/her tongue

Figure 24. Bingo card. Retrieved from <https://bingobaker.com/view/4681434>

They have 10 minutes to ask their classmates about these activities, trying to complete most of them. They need to write in each box the name of the pupil who is able to do that activity. The teacher will be paying attention to the way in which students ask and answer, checking if they can use the different modal verbs correctly or not. At the end of the 10 minutes, the student who has completed more spaces will add 10 points to their ClassDojo profile.

Activity 4. Listening about health problems

Students are going to listen to a record in which people describe some health problems they are having. Meanwhile listening, pupils have to choose what is the problem of each person:

- | | |
|--------------------------------|-------------------------|
| 1. a. <i>an upset stomatch</i> | b. <i>the flu</i> |
| 2. a. <i>a sore throat</i> | b. <i>a headache</i> |
| 3. a. <i>a toothache</i> | b. <i>a cold</i> |
| 4. a. <i>a backache</i> | b. <i>a headache</i> |
| 5. a. <i>an upset stomach</i> | b. <i>a sore throat</i> |
| 6. a. <i>a cold</i> | b. <i>a backache</i> |

Then, they will listen to the record a second time to check with their classmates if they have the right answer. After that, the new vocabulary appearing in the listening will be explained by the teacher.

Activity 5. Writing a prescription

In pairs and taking into account the health issues described in the previous listening, students have to act as if they were doctors and write down a prescription explaining what these people can do to improve their health and using modal verbs to give recommendations. They have to write 6 prescriptions in total, one for each person speaking in the recording. At the end of the lesson, the teacher will collect all the papers and they will be taken into consideration for the final assessment.

SESSION 4

Activity 1. Kahoot: the human body

To begin session 4 and get students attention, they will start by completing a kahoot game having to do with interesting facts about the human body (<https://create.kahoot.it/details/e12b33f8-45b6-4be3-897c-765b756472fb>). Using their phones, students have to log in and answer the questions. The teacher will be directing the activity and explaining new vocabulary. At the end, the student in the 3rd position will add 3 points to their ClassDojo profile, the second one will add 5 points, and the first one will add 10 points.

Activity 2. Running dictation

The class will be divided into 4 groups of 7 pupils each. In the teacher's table will be 4 different papers with a dialogue between a doctor and a patient:

GROUP 1

Doctor: Good afternoon. How can I help you?

Patient: I don't feel well

Doctor: What's the matter?

Patient: I've got an earache and fever.

Doctor: Sit on the table please, so I can look in your ear. You have an ear infection.

Patient: What do I need to do?

Doctor: You need to put drops in your ear twice a day.

Figure 25. Dialogue for group 1. Designed with <https://www.canva.com/>

GROUP 2

Doctor: Good morning. How can I help you?

Patient: I don't feel very well

Doctor: What's the matter?

Patient: I've got a terrible sore throat.

Doctor: Sit on the table please, so I can have a look. I think it's tonsillitis.

Patient: What do I need to do?

Doctor: You should take two tablets every six hours.

Figure 26. Dialogue for group 2. Designed with <https://www.canva.com/>

GROUP 3

Doctor: Good afternoon. How can I help you?

Patient: My ankle hurts a lot.

Doctor: What's the matter?

Patient: I twisted it playing football.

Doctor: Let me have a look. It's broken.

Patient: What do I need to do?

Doctor: You have to wear a cast for three months.

Figure 27. Dialogue for group 3. Designed with <https://www.canva.com/>

GROUP 4

Doctor: Good morning. How can I help you?

Patient: I've got a problem with my eye.

Doctor: What's the matter?

Patient: It's itchy and swollen since yesterday.

Doctor: Let me have a look. It seems an eye infection.

Patient: What should I do?

Doctor: You need to have antibiotics for one week.

Figure 28. Dialogue for group 4. Designed with <https://www.canva.com/>

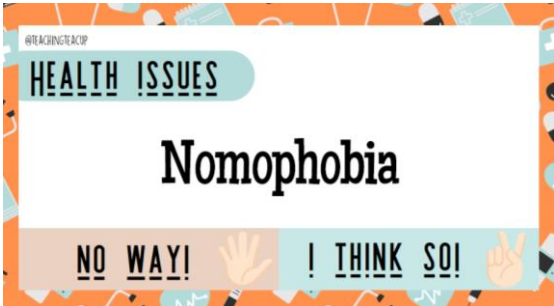
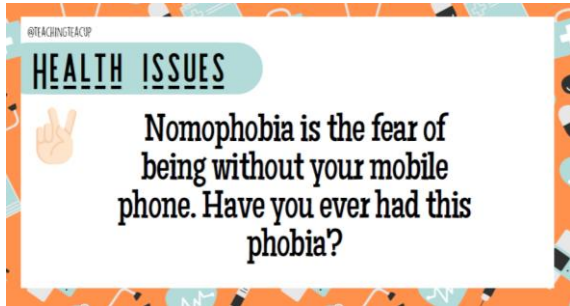
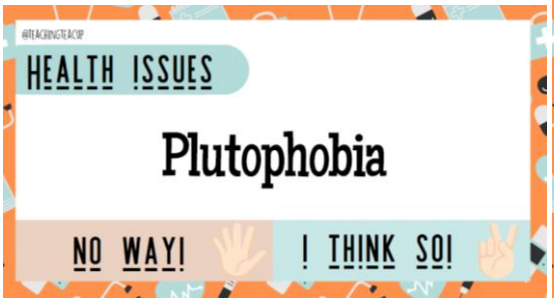
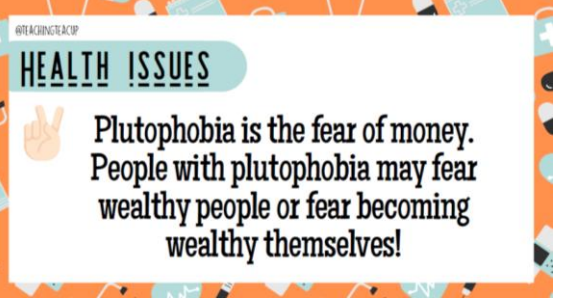
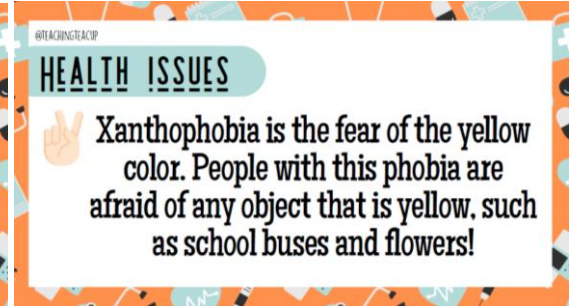
One pupil from each team goes to the teacher's table and tries to remember one sentence from the excerpt. When this pupil comes back, he or she has to write down the information correctly and then the next student goes and does the same, continuing with the next sentence. In total there are seven sentences in each dialogue, one for each student in the teams. The first group to complete the whole paragraph will add 10 points for each member of the group in their ClassDojo profile.

Activity 3. Role plays

Using the text from the dictation in activity 2, two pupils from each team has to perform in front of the class the dialogues. One will be the doctor and the other one will act as the patient.

Activity 4. Phobias

Part 1. The teacher will show in the projector some slides about different phobias and students have to guess if these phobias exist or not:

 HEALTH ISSUES Nomophobia NO WAY!  ! THINK SO! 	 HEALTH ISSUES  Nomophobia is the fear of being without your mobile phone. Have you ever had this phobia?
 HEALTH ISSUES Plutophobia NO WAY!  ! THINK SO! 	 HEALTH ISSUES  Plutophobia is the fear of money. People with plutophobia may fear wealthy people or fear becoming wealthy themselves!
 HEALTH ISSUES Corpusphobia NO WAY!  ! THINK SO! 	 HEALTH ISSUES  Totally invented!
 HEALTH ISSUES Xanthophobia NO WAY!  ! THINK SO! 	 HEALTH ISSUES  Xanthophobia is the fear of the yellow color. People with this phobia are afraid of any object that is yellow, such as school buses and flowers!



Part 2. Students have to invent their own phobia following the examples previously provided by the teacher. They will need to:

- Create a name for the phobia
- Describe which symptoms are typical of this phobia
- Provide suggestions using modals that could help to people suffering from this particular phobia.

SESSION 5

During this session, students are going to work in 4 groups of 7. The class will be distributed in 4 stations where pupils will play different games. Each team will begin the lesson in one of the stations and once they finish this game they will be moving to the next station, until the 4 groups have played in every station.

Station 1. Trivial game

The first station is a trivial game in which students will have to play with four categories, choosing one colour and answering the questions:

- Red: grammar questions
- Blue: vocabulary questions
- Yellow: general knowledge questions
- Green: true or false questions

For each correct answer, students will collect points that will be transfer to their ClassDojo profiles at the end.

Station 2. Just a minute

In this station students will find a timer and some pieces of paper with questions such as *Are you healthy or unhealthy? Why?* Each student has to pick one card and speak for one minute about that topic without stopping. If the pupil keeps speaking all the time until the minute is over, he or she will add 5 points to their ClassDojo profile.

Station 3. Charades

In station 3, students will find the following flashcards about health issues:



Figure 29. Charades flashcards.

Taking turns, pupils have to pick one card and act so that the rest of the members in the group can guess what they are performing. If someone guess it, both the pupil performing and the one guessing will add 5 points to their ClassDojo profiles.

Station 4. Word play

Using this letter game, in station 4 students are expected to form as many words as they can related to the vocabulary learnt in the unit. The student who manages to form more correct words at the end of the game will add 10 points to their profile in ClassDojo.

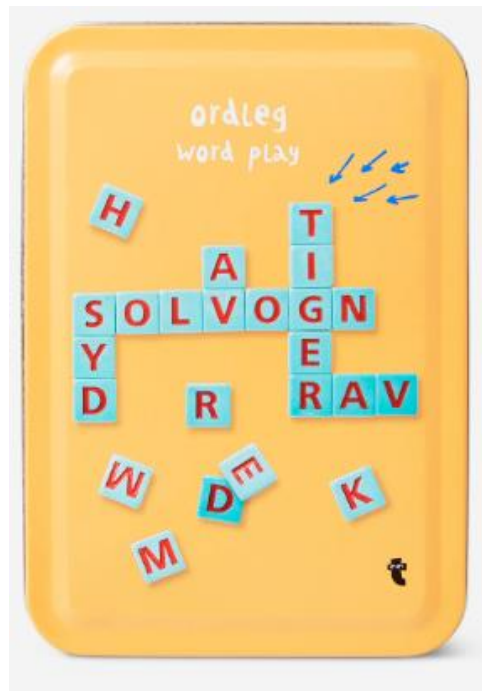


Figure 30. Word play game. Retrieved from <https://flyingtiger.com/products/word-play-3029097>

SESSION 6

The last session will be devoted to check the students' progress during the unit. In order to do so, pupils will be divided into 7 groups of 4 pupils. The teacher will explain the final task which consist of selecting one topic related to health (e.g., smoking, drinking, diet, diseases) and making a presentation in front of the class the following day.

The task consists of two parts:

- A written part that students have to send to the teacher via email.
- An oral presentation of 5 minutes about the topic.

So, students have this session to prepare their final task which they have to create using some technological support (e.g., PowerPoint) and which must include:

- A visual appealing title with the health-related topic they are going to research
- A description of this health problem and its possible consequences
- Some suggestions (using modal verbs) for improving the problem
- A short quiz or questionnaire at the end to check their classmates' understanding about the issue

SESSION 7

During this last session, students have to present their final task to the rest of the class. Each group has 5 minutes to show their work. While listening the presentations, the rest of the students have to write a suggestion to their classmates for improvement using a modal verb. For example: *You should include more details about that disease.* At the end of each presentation, the members of the group will collect the pieces of paper with their partners' proposals.

3.9. Diversity outreach

Attention to diversity is a paramount aspect to be considered in every single Didactic Unit. Taking into consideration that, as explained in the contextualization, there are three slow-learners and one highly gifted student, it is paramount to include in our Lesson Plan some extra activities suitable for these pupils.

Furthermore, it is necessary to consider as well that we may have fast-finishers in the class and we should plan beforehand some activities for them to do meanwhile the rest of pupils are still working. Accordingly, this unit includes the following reinforcement and extension activities to make everyone integrated in the lesson:

- Reinforcement activities
 - Remedial work for slow-learners to review modal verbs:
<https://en.islcollective.com/english-esl-worksheets/grammar/should-shouldnt/should-shouldnt/84426>
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal verbs - quiz_cm355id](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Modal_verbs/Modal_verbs_-_quiz_cm355id)
 - Revision of *there is/ there are*:
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/There is - there are/There is - there are_na601gy](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/There_is_-_there_are_na601gy)
- Extension activities
 - Extra vocabulary for fast-finishers and gifted student:
[https://www.eslprintables.com/vocabulary_worksheets/health/health_problems/Health Problems Advice_526849/](https://www.eslprintables.com/vocabulary_worksheets/health/health_problems/Health_Problems_Advice_526849/)
 - Extra reading about eating disorders:
<https://en.islcollective.com/english-esl-worksheets/vocabulary/health-and-going-doctor/eating-disorders/6785>

3.10. Evaluation

EVALUATION CRITERIA (Order of Jan 15 th 2021-CSE-)	ASSESSABLE LEARNING STANDARDS (RD 1105/2014)
1. To understand basic information about healthy choices out of technological means in oral productions about daily situations (1.1. CLC, DC) 2. To participate in oral interactions about health and to express suggestions using modal verbs (2.1. CLC) 3. To comprehend general and particular information out of authentic texts on health problems (3.2. CLC) 4. To produce brief written texts with the aim of giving suggestions about health (4.1. CLC, DC)	1. Understands basic aspects about healthy life out of technological means in oral productions 2. Participates in oral interactions and expresses suggestions about health issues with modal verbs 3. Comprehends general and particular details out of written texts about health issues containing modal verbs 4. Produces a short text aiming at offering suggestions on health issues
INSTRUMENTS OF EVALUATION AND MARKING CRITERIA	EVALUATION OF THE TEACHING PROCESS
• Daily observation 10% • Final project (rubrics²) ➤ Written part 30% ➤ Oral presentation 20% • Class activities 40% + ClassDojo points	• Coherence of curricular elements • Adequacy of attention to diversity • Questionnaires • Adequacy of materials

3.11. Resources and materials

In order to develop this Lesson Plan successfully, the following resources and materials are needed:

- Interactive whiteboard
- Projector & screen

² See Appendix, pp. 52-53.

- Internet connection
- Mobile phones
- Online worksheets
- ClassDojo
- Mentimeter
- Flashcards
- Name wheel picker
- Paper and pen
- Memrise

4. Conclusion

As mentioned in the introduction of this Master's Dissertation, there can be several aspects affecting the teaching and learning process. Among all of these factors, this dissertation focuses on motivation, since motivation is considered to be the link between gamification and the learning of a foreign language (Figueroa Flores, 2015). Taking this information into account, this research aims at engaging and motivating students in Secondary Education by the use of games.

The first objective of this of this Master's Dissertation was to offer a general overview about gamification by using recent research on the topic. This goal has been accomplished by contrasting information from different authors in order to describe relevant aspects having to do with gamification, such as Lander's Theory of gamified learning (2014), effects on motivation and learning outcomes, benefits and drawbacks of games, and some tools for introducing gamification in the class.

On a second stage, this final dissertation aimed at creating a Lesson Plan that fostered the use of games in the lesson so as to increase motivation and improve the learning outcomes. In order to achieve this objective, this Lesson Plan encompasses a variety of activities to foster motivation through the use of games, like taboo, board games, quizzes, Kahoot, or Memrise.

In this respect, after working on the Didactic Unit proposed, students in the 2nd year of Compulsory Secondary Education are supposed to be more motivated and engaged in the lesson. Therefore, the learning outcomes will improve as a consequence of students' change in their behaviour/attitude towards the learning process.

Finally, considering the aforementioned issues, it could be said that this work is relevant for education because it contributes to the improvement of the learning process by increasing students' motivation and introducing innovative strategies through the use of games. Furthermore, it not only takes into account the learning outcomes but also the way in which these outcomes have been achieved. In this sense, the lesson plan also includes different assessment tools to evaluate both the students' performance and also the teaching process.

According to the previous outcomes, one can conclude that the learners' engagement and motivation is of significant importance to achieve optimal results in the lessons. Accordingly, teachers should try to introduce contents in a way that they are meaningful and appealing for students since, as remarked by Horace Mann: "a teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron" (as cited in John and Shah, 2013).

5. References

Legislation:

Common European Framework of Reference for Languages: Learning, teaching, teaching, assessment (Council of Europe, 2001).

Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume (Council of Europe, 2020).

Royal Decree 1105/2014, (BOE number 3, of Jan 3rd) whereby the core curriculum corresponding to Statutory Secondary Education is established.

Order of Jan 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students' learning process is established and the transition process between different educational stages is ascertained.

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6. Appendix

- Rubric for the written part of the final task:

	3	2	1
Introduces topic	Topic is clearly introduced. Demonstrates strong understanding of topic.	Topic is mentioned. Demonstrates understanding of topic.	Topic is not introduced OR Does not demonstrate understanding of topic.
Uses facts and definitions	Supports topic skillfully with facts, definitions and details.	Supports topic with limited facts and definitions.	Uses no facts or definitions OR provides only opinions.
Organization	Organizes ideas and information into clear paragraph structure, Uses effective linking words to connect ideas.	Organizes ideas and information into incomplete paragraph structure.	No paragraph structure is evident.
Provides conclusion	Solid concluding sentence is present.	Weak concluding sentence is present.	No concluding sentence is present.
Grammar and Mechanics	Capital letters and punctuation are used correctly. Produces correct simple and compound sentences.	Capital letters and punctuation are mostly used correctly. Produces mostly correct complete sentences.	Capital letters and punctuation are not used correctly. Produces incorrect or incomplete sentences.

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- Rubric for the oral presentation of the final task:

SPEAKING - SELF ASSESSMENT CRITERIA		4 Excellent	3 Good	2 Sufficient	1 Insufficient
Knowledge of the Content					
1. Knowledge of the content	Has the student shown knowledge of the content?				
2. Preparation	Had the student prepared the presentation?				
3. Answers	Could the student answer the partner's questions?				
4. New information	Did the student give new information not present in the slides?				
Posture, voice and eye contact					
5. Body language	Did the student have a good posture and body language?				
6. Self-confidence	Was the student self-confident?				
7. Eye contact	Did the student keep eye contact with the whole class during the presentation?				
Voice					
8. Pronunciation and intonation	Did errors and pronunciation interfere with the message?				
9. Tone and volumen	Did the student have an appropriate voice tone and volume?				
10. Speed	Did the student talk too fast or too slowly?				
11. Fluency	Was the speech fluent?				
12. Silence	Did he/she use silences correctly?				
Language, grammar, vocabulary and register					
13. Grammar mistakes	Have the gramar mistakes complicated the comprehension? X3				
14. Vocabulary	Was the language clear and easy to understand? Was the vocabulary appropriate and varied? x2				