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GAMIFICATION: A TOOL FOR BOOSTING MOTIVATION AND VOCABULARY ACQUISITION

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Abstract

The main aim of this dissertation is to consider the importance of incorporating gamification techniques in the field of foreign language teaching in high schools to improve language learning and motivation. To do so, by incorporating data from a varied range of surveys and articles, the concept of *gamification* as well as aspects such as motivation in vocabulary learning will be considered. Moreover, considering that theoretical framework, five empirical studies will be presented to show gamification in real context and to draw a conclusion on its effectiveness. Finally, a didactic unit based on the use of gamification in the field of English language teaching has been devised for the 4th year of 28 students at IES *Nuestra Señora de Alharilla*, in Porcuna (Jaén).

Key words: Gamification, motivation, high schools, vocabulary learning, Apps.

Resumen

El principal objetivo de este Trabajo Fin de Máster es analizar la importancia de la gamificación en el ámbito de la enseñanza de lenguas extranjeras con el fin de incrementar la adquisición del vocabulario y motivación en alumnos tanto de secundaria como de enseñanzas post-obligatorias. Para ello, tras incluir los datos obtenidos en diferentes estudios y artículos sobre el tema en cuestión, se han analizado tanto el concepto de gamificación, como la motivación en la enseñanza de vocabulario. Teniendo en cuenta el marco teórico analizado, se presentan cinco estudios empíricos para demostrar la técnica de gamificación en contextos reales y para finalizar con una conclusión sobre su efectividad. Finalmente, se desarrolla una unidad didáctica del uso de la gamificación en la asignatura de inglés para 28 estudiantes de 4º de Educación Secundaria Obligatoria en un centro llamado *Nuestra Señora De Alharilla*, situado en Porcuna (Jaén).

Palabras clave: Gamificación, motivación, instituto, aprendizaje de vocabulario, aplicaciones.

1.Introduction

The term *gamification* has been recently coined as a result of the constant development of language learning. Education is constantly affected by changes in society and, in the 21st century, new approaches are necessary to satisfy the new educational needs. Society is demanding these changes, which bring about the constant modification of educational laws, therefore, in order to train students, new methodologies have been created to meet their necessities. One of them is *gamification*. Its implementation, which is undoubtedly linked to the widespread use of technologies, is said to improve the acquisition of foreign languages.

According to the Common European Framework of Reference (2001), English must be taught according to some competences that students need to acquire to be competent communicators in the target language. These competences are combined with the competences that the National Education Law in Spain proposed and they are compulsory aspects in the syllabus of Secondary Education. To acquire these competences, students need to fulfil the necessary objectives, which according to many studies, can be more easily achieved thanks to new strategies, such as gamification, once again.

Therefore, this research is going to focus on the implementation of gamification through the use of different applications in order to learn vocabulary, as well as the analysis of some of its advantages and disadvantages.

Bearing these ideas in mind, this project is going to be divided into two main parts. The first one is mainly theoretical since reading and analysing different sources related to the issue of *gamification* is the basis of this dissertation. In this sense, we will deal with the concept of *gamification* itself, what it entails, as well as its evolution throughout history. Some definitions such as that of *digital natives* or *serious games* will also be given. Moreover, we will discuss the importance of motivation in relation to gamification and how motivation can be improved by using it. After that, the relevance of vocabulary in foreign language teaching is going to be analysed, as well as the way in which some researchers have been investigating the implementation of gamification in this field. In connection with that, the main ideas of five empirical studies exemplifying how to implement gamification through the use of different applications have been included. Their positive and negative aspects, together with the reviewed literature, will let us consider the advantages and disadvantages of this methodological strategy, the reasons

for the use of interactive materials in language acquisition and their effectiveness in vocabulary learning.

Finally, after drawing a conclusion which outlines the key aspects of gamification and the consequences of its implementation in educational environments, the second part of paper will follow, with the design of a teaching unit with special focus on teaching vocabulary through gamification.

2. Literature review

2.1. What is *gamification*? Definition and historical background

Many different authors have tried to give a definition for the term *gamification*. According to Karimi & Nickpayam (2017), *gamification* could be defined as making use of rules and techniques of games in order to incorporate them to a context that has nothing to do with games, for example language learning. In this sense, for example, as Lee and Hammer (2011: 4) point out,

Gamification can motivate students to engage the classroom, give teachers better tools to guide and reward students, and get students to bring their full selves to the pursuit of learning. It can show them the ways that education can be a joyful experience.

A crucial aspect of these authors' contribution could be *motivation*. Motivation is a key aspect to take into account when we talk about gamification for several reasons that are going to be discussed in the next section of this paper.

Figeroa (2015) states that the gamified process is based on the participation of a person or "user" and the importance of motivating this user by inserting elements of a game such as techniques, mottos or feedback to achieve certain goals. Apart from that, this author points out that a crucial aspect of gamification is that it is not game-based, it is game designed, which implies the implementation of the mechanics or the appearance of a game to make an activity more entertaining, that is to say, gamification uses elements of games such as rules or goals. He also includes in his research (2015: 39) some definitions for game elements that could also be applied to learning. These elements are:

Points	This refers to the accumulation of objectives expressed numerically
Badges	Or mottos given for accumulating achievements
Leader boards	Ranking of users
Progression	Status of the user, how he/she is doing something
Performance	Fulfilment of the user
Quests	Different challenges to achieve goals
Levels	Set of parts that the game contains
Avatars	Or gamified characters which represent visually the user
Social elements	Relationship with members of the game
Rewards	To motivate players through the different quests they are facing.

Figure 1. Gamification elements

As Mayo (2009) claims, games allow students to have a better performance because they increase the levels of dopamine, which promotes a better understanding as well as better attention and, thus, learning.

As previously mentioned, Deterding et al. (2011) explain that *gamification* uses elements of games in “non-game environments”. So, when talking about the concept of *gamification*, a distinction needs to be done between *educational games* and *real games*. Moreover, a definition of *Game Based Learning* (GBL) is also essential (Deterding et al. 2011).

Bruder (2015) makes a distinction between *game* and *gamification* by saying that *gamification* is known to be a “non-game activity” that uses game principles so, it is not the same or should not be confused with *real games*.

On the other hand, the website called *Teachthought* (2019) suggests making a distinction between *gamification* and *game based learning* because game based activities involve “simply learning with playing and by playing”. *Game-Based Learning* “repackages academic content”, boosts the critical and strategic thinking of students and it helps students who have learning difficulties and talented ones. In contrast, *gamification* is mainly concerned with “the mechanisms providing and supporting learning”.

The difference that *Teachthought* proposed is that “gamification is first and foremost about encouragement mechanics and the system that promotes them, while game-based learning is first and foremost about the game and its cognitive residue”. In gamification, you can create the game and add elements related to the content of your course, while *in game based learning*, the learning occurs from playing the game.

Additionally, Bruder (2015) mentions the idea that gamification should be an activity that has to make use of those elements previously mentioned in figure 1 to make valid the situation in which it is being used.

As Game Based Learning (GBL) is concerned, Kim, Park and Baek (2009) explain that, in GBL, students make use of games to accomplish goals and that the word ‘playing’ is the key aspect for the acquisition of information. After all, in gamification the learning process is not replaced by games, games are only used to make the task more appealing to learners as well as engaging (Codish and Ravid, 2014).

We can say that, by using gamification in educational contexts, the activity is embellished because the use of points or badges can be included in the learning environment to engage students.

Finally, this section can be concluded by saying that, when implementing gamification in class, students’ interest will be increased, their spirit of competition will emerge so, they will be involved in the learning progress. Gamification elements such as rewards are linked with positive attitudes in the class environment, successful completion of homework as well as active and regular participation. To preserve those beneficial situations, the teacher has to establish clear evaluation structures before the learning task. Once these evaluation procedures are clarified, rewards, points or prizes are given to evaluate favourable environments (Deterding, Dixon, Khaled, & Nacke, 2011).

2.1.1. *Serious games and games with a purpose*

Karimi & Nickpayam (2017), as well as Deterding, Dixon, Khaled, & Nacke (2011) mention other concepts that should be considered when we think of gamification, such as *serious games* and *games with a purpose*.

Serious games, as Michael & Chen (2006: 287) put it, are games whose goal is educational instead that of entertainment, although Zyda (2005) claims that entertainment should be first, and then comes the learning process. But the crux of the matter is not which comes first, if the learning process or the entertainment, the important goal of these games is that they prove to be successful. (Baek, Ko, & Marsh, 2014).

On the other hand, Ahn (2006) created a type of game called *games with a purpose*, or GWAPs, in which people, while playing, perform tasks computers are unable to perform. For instance, computers cannot determine the content of photos so, while playing the game, users need to provide information of the photos. That is to say, while players are enjoying themselves, they give information about the photos the game displays, and this information, for instance, may help to solve computer problems such as “improving web search, text summarization or even language translation” (2006: 97).

2.1.2. Historical background

Now, after having introduced the definition of *gamification*, it is necessary to consider why this term was created. As some researchers coincide, this term was introduced in 2008 in the media industry (Deterding, Dixon, Khaled & Nackle, 2011) but it was not developed until the second half of 2010. Lee & Hammer (2011) maintain that *gamification* was primarily used for other purposes, such as maintaining healthy lifestyles or in the area of marketing.

Later, with the inclusion of technologies in the field of education, there is necessarily a new path in order to implement games to complement teachers’ strategies. In fact, a type of learners that appear in the 21st century are called *Digital natives*, as Prensky (2001) states. These students have the need to include new learning methods to meet their educational necessities. However, there are authors that do not agree with the term *Digital Natives*. Brown and Czerniewicz (2010) see the idea of *Digital Natives* as an erroneous concept because there needs to be a distinction between people who were born in that digital era and those who do not belong to the digital era as these groups do not share similar features. Another term to refer to those who were born in the digital era is *Millenials*, as Howe and Strauss (2000) note. *Millenials* are those students who were

born between 1980 and 2000 and who were the first ones who have direct contact with technologies since the beginning of their lives. Because of this, they show confidence in using technologies. Therefore, the most appropriate term to refer to those people belonging to the digital era should be *Digital learners*, as a Gallardo-Echenique, Marqués-Molías, Bullen & Strijbos (2015) estimate, because this term encloses all the characteristics that previous authors concluded.

In summary, the term *gamification* was not previously coined to be used in educational environments, but thanks to the widespread use of technologies and their implementation in education, students could benefit from the advantages that gamification brings about.

2.2. Motivation and gamification

2.2.1. Definition of motivation

In connection to gamification, there is an essential element and it is motivation, as, in general terms, motivation is a direct consequence of well-planned gamified activities.

There are several ways of defining the concept of *motivation*. According to Tohidi and Jabbari (2012: 820), *motivation* can be defined as “powering people to achieve high levels of performance and overcoming barriers in order to change”. Gopalan, Bakar, Zulkifli, Alwi & Mat (2017: 3) define *motivation* in connection to education because motivation is “the force that encourages students all the through and challenge circumstances”. Thus, motivation helps students to be successful in order to complete a goal. Brophy (2004: 3) claims that *motivation* is a “theoretical concept that is used to explain the beginning, direction, force and insistence of goal-oriented behaviour”.

Another definition given by Brown, underlines the idea that *motivation* is “a star player in the cast of characters assigned to second language learning scenarios around the world” (2007: 168). So, motivation may be considered as a key element in order to learn a second language (L2) and it is closely connected to gamification.

2.2.2. Types of motivation

Two types of motivation can be identified:

On the one hand, *intrinsic motivation* is defined as the personal interest or desire to complete the task without the necessity of getting an external reward. As Tohidi and Jabbari (2012) explain, students are motivated intrinsically when they “believe they can be

effective agents in reaching desired goals (i.e. the results are not determined by luck), they are interested in mastering a topic, rather than just rote learning to achieve good grades” (2012: 821).

On the other hand, *extrinsic motivation* occurs when the driving forces are caused by an external reward such as money or avoiding to be punished for their behaviour. (Tohidi and Jabbari, 2012).

By using gamification, we are combining both types of motivation because, in gamification, not only extrinsic rewards are used in order to make the task appealing, but also the idea of improving self-determination to fulfil a task, which is a feature of intrinsic motivation (Karimi and Nickpayam, 2017).

2.2.3 Gamification to increase motivation

As previously stated, by using gamification, both types of motivation are fostered. However, a teacher could find difficulties in using gamification because not all the students can be extrinsically or intrinsically motivated. I agree with authors such as Hanux and Fox (2015) or Landers and Landers (2015) when they say that students should not be motivated only for the external reward but for their own benefit. Thus, motivating students extrinsically could be less beneficial for the teacher, as well as for the students, than motivating them intrinsically, although both have their benefits and disadvantages.

Lepper (1988) claims that the performance of students is much better when they are intrinsically motivated as those students are more willing to put significant mental effort in performing the task, to engage in richer and more elaborate processes and they tend to use more effective learning strategies. As for Hanux and Fox (2015), those activities based on extrinsic motivation are less successful to increase motivation in gamification. That is because students play to get badges as well as other motives instead of learning. Landers and Landers (2015) state that extrinsic motivation should be avoided in class, nonetheless they propose to add it to increase student’s intrinsic motivation as well as behaviour. Likewise, they believe that when you want to implement gamification in class, you have to do it carefully to influence attitudes and behaviour in order to achieve a beneficial repercussion regarding intrinsic motivation.

Dörnyei (2014: 523) mentions three motivational principles in second language learning:

1. There is much more to motivational strategies than offering rewards and punishments

2. Generating student motivation is not enough in itself- it also has to be maintained and protected.
3. It is the quality (not the quantity) of the motivational strategies that we use that counts.

What he intends to explain is that teachers should not use punishments or prizes in order to motivate students in class, teachers should work on maintaining motivation through the process of second language learning and not by using plenty of techniques will students be more motivated than by using only one which is effective and consistent.

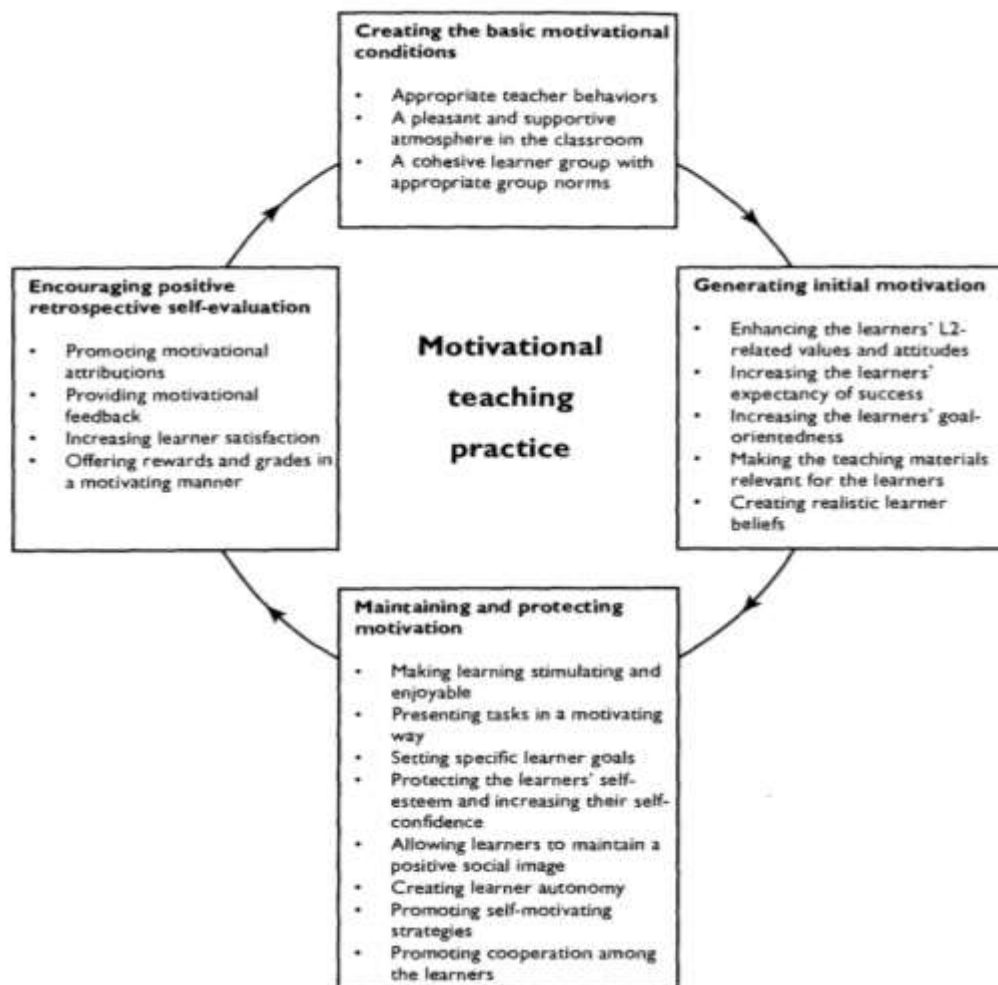


Figure 2. Motivational components in L2 classroom according to Dörnyei (2014: 523)

2.3 Vocabulary learning and technology

Having considered the main aspects of motivation, the aim here is to explain how technology can also be beneficial in language acquisition, especially in the field of vocabulary learning, and may contribute to motivating students.

Nowadays, Deng & Hu (2007) claim that it is difficult for a teacher to instruct vocabulary because it is a complex task. Consequently, teachers should develop new methods to facilitate language acquisition among their students. Nagy & Anderson (1984) underline that there are 88,500 word families that one teacher in the final year of secondary school cannot cover, thus, by providing extra material, the level of vocabulary could increase. Parry (1993) indicates that, as opposed to those theories based on grasping meaning of new words just from context, the context alone could not give the meaning of the word because context does not provide the sufficient information needed to guess the definition. According to him, apart from context, other mechanisms are to be used in class to help students grasp the meaning of new words and gamification can be a good option. According to Tschirner (2004), to achieve L2 reading proficiency, an excellent level of vocabulary is required. Read (2004) also states that when a learner is aware that the more vocabulary they know, the better they advance in the L2 language and they will feel satisfied using the language.

There have been several methods in order to increase the level of vocabulary. Day, Omura, & Hiramatsu, (1991) or Xu (2010) claim that learning new words can be perfectly done by reading independently, although Schmitt (2008) does not perceive this theory. However, a correlation was found by Anderson, Wilson and Fielding (1998) in the time spent reading autonomously and the vocabulary taken. When a person spends more time reading, their reading skills will improve as well as their vocabulary.

Deng & Hu (2007) estimate that, vocabulary learning is a difficult part for most students who are learning a foreign language. They see vocabulary as a crucial element in acquiring any language because it can determine the proficiency of a student in that language, so vocabulary is “the foundation of a language” (2007: 55). Moreover, they add that most students encounter difficulties to guess the context of a task or test and that is due to their lack of vocabulary. Hence, vocabulary knowledge is a crucial part of any language learning so, games provided to benefit student’s learning can increase the result and reduce the effort (Hu & Deng 2007). When the student has an outstanding level of vocabulary, he or she would become successful in the comprehension of a text or listening skills. As Newton, Padak and Rasinski (2008: 15) state:

An extensive vocabulary helps us share our thoughts and feelings more effectively with others. Not surprisingly, an extensive vocabulary is also central to reading comprehension. The more words a reader is familiar with, the easier it is for him or her to understand the meaning of the text.

Zimmerman (1997) claims that the process of learning vocabulary should be varied. Thus participation, vocabulary knowledge experiences, different information about words, words and their context and different tasks should be taken into account.

As far as the Communicative Approach is concerned, real language fosters communication and learners acquire the language by using it. Wilkins (1972), who was one of the founders of this approach, underlines the idea that grammar and vocabulary acquisition are equally important and the level of vocabulary implies the level of proficiency in a language. Later approaches such as the one by Allen (1983) also highlighted the idea that communication was not successful when people are not able to use the correct words so, in an educational environment, the same occurs. In addition, teachers can demand their pupils to read and listen while they are not in the school to boost their vocabulary.

Graves (2008) maintains that, in vocabulary activities, it is really useful for students to relate words and the variety of meaning that a word may have depending on the situation. Myers and Chang (2009) demonstrate that those high school students who acquire vocabulary with meaningful contexts performed better than those who not. Apart from that, Pearson, Hiebert & Kamil (2007) note that vocabulary learning is individualized, that is to say, each person has a different amount of vocabulary which is based on their experiences and prior knowledge. Graves (2008) as well as Phythian-Sence & Wagner (2007) and Young (2005) coincide that vocabulary learning concerning definitions and words is a crucial element which permits vocabulary acquisition.

Technology may contribute to a great extent to vocabulary learning. Several schools of thoughts such as Gagnon (2010) and Roy & Frandy (2013) coincide that taking advantage of this virtual era would be ideal to create a realistic approach in teaching by augmented reality thanks to devices such as mobiles or computers.

Ching, Shuker, Lewis & Levine (2009) pointed up that it is important to get the benefits that mobile devices give us to bring new chances for learning because mobiles “can help advance the goal of achieving digital equity because of their ubiquity, low cost and familiarity” (2009: 28). As Gee (2008) mentions, mobile devices allow the student to have control of their time and the quantity of information they want to study. In this sense, according to Chen (2016: 41), an application specifically designed to learn a

language would “provide legitimate and comprehensible input of the target language in order to help language learners in acquiring a second language”. As children need to have contact with the language when they are learning to speak, the same situation occurs with language learners. Therefore, those educative applications need to have elements or activities that imply real interaction with the language. These features provide the learner with stimulation to engage them in the application. Furthermore, Fox (2010) explains that mobile devices are really useful in the classroom because these devices can be incorporated to search for information in the library, for instance.

Moreover, as Whitaker (2008) reports, students who learn new words by mobile devices tend to gain more vocabulary than those who are taught directly (e.g. in class). Each student has a different level and this has to be taken into account when teachers select the game they want to use.

Lee and Hammer (2011) estimate that by implementing gamification through the use of new technologies, students will benefit from acquiring problem-solving abilities because to reach the next level of a task, they should deal with difficult activities that need to be solved in order to get the next level. Another important factor they point up is that they will learn from failure, which some students find frustrating and difficult, as they consider that failure does not induce learning.

Feedback is another important component of an application as it permits students to correct their mistakes and know about their achievements. Chen (2006) also emphasizes that motivation is a crucial aspect in the evaluation of mobile applications to learn a language because motivation leads the student to participate in the task.

All in all, Kapp (2012) suggests that the implementation of gamification has been useful not only to all the ages but also in a variety of topics. By combining gamification and excellent learning materials, the student will be more engaged in the learning process, as well as excellent material for those students with learning difficulties, talented ones or any student with special needs (Kittl, Edegger & Petrovic, 2008).

Nguyen & Khuat (2003) claim that the game should permit student’s interaction to achieve a pleasant atmosphere for learning. Apart from that, it is important to note that when the game is realistic or well contextualized, vocabulary is easier to remember (Yip & Kwan, 2006). Gamification allows to elaborate different activities such as giving synonyms of words to let the students have access to the different meanings of words (Higgins & Hess, 1999) and it has been proved that children who were taught vocabulary by using interaction tend to boost their vocabulary knowledge (Zimmerman, 1997).

Having all these ideas in mind, the difficulties in teaching language teachers face and the different methods that have been used to overcome them, I could conclude by saying that gamification through electronic devices could be implemented in class as extra material which facilitates vocabulary acquisition as long as the applications display features such as motivating and diverse activities, real interaction with the target language, clear inputs and context to avoid misunderstanding and last, but not least, instant feedback.

2.4. Gamification and language learning: Applications

Having reviewed the main aspects of gamification and motivation, as well as different approaches to success in teaching new vocabulary, this section will focus on five empirical studies in which gamification has been used to foster new vocabulary acquisition in real educational contexts.

2.4.1 *ClassDojo*

A research carried out by Gooch, Benton, Khaled, Lukeš, & Vasalou (2016) underlines the idea that dyslexic students, due to the difficulties they present regarding reading skills, have to be motivated by other methods such as gamification. These authors maintain that those students are less motivated. Thus, through gamification, teachers could try to solve, or at least, improve the problems they might face. To do so, they used in class the application *classDojo* in a teaching session dedicated only to dyslexic students in order to improve their level of vocabulary. As this tool represents an intrinsic motivational approach that could be applicable to dyslexic students.

Gooch et. al (2016) also select *classDojo* because it is an application that permits to customize badges for students' achievement. Moreover, this tool allows the teacher to give badges in an easy way by simply tapping in the tablet or computer. The teacher can use this feature to record data effortlessly.

The *classDojo* system permits the teacher to select the contents they want to work and the students immediately appear as avatars. The teacher simply taps the avatar, which represents the students he/she wants to reward, and gives him or her a badge, which could be a negative or positive one.

The second component of the tool deals with the record of badges that provides information about the student's performance, which can be available not only for parents but also for teachers. The teacher sends an email to the parents to provide them with a

record of their children's progress and comments about each badge given. The huge importance given to badges in dyslexic students is due to the fact that constant feedback to these students increases their production.

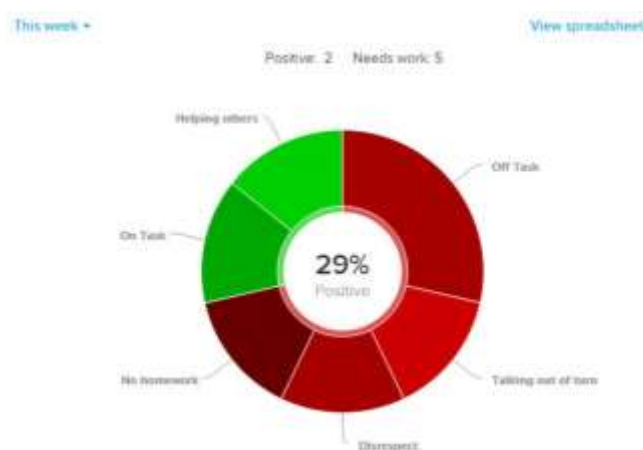


Figure 3. Example of badges in *classDojo*. (Gooch et al.,2016)

Students involved in the research showed curiosity about their achievement because they had the possibility to check their badges when they were at home and they found *classDojo* really useful by linking learning with badges. By presenting this research, Gooch et al. (2016) want to show how beneficial gamification can be for students with learning problems.

2.4.2 Adventure

Zhou, Yu, Liao & Shi (2017: 270) carried out a research called *What's your aim and objective for learning?* The results estimated that 60 % of students want it for job prospects or academic qualifications, while 40% learn English as personal motivation. So they created *Adventure*, an application for smartphones to learn a second language. This application combines language learning and gamification in the following way:

This application is based on storytelling. A character appears in a story which has some challenges that need to be completed. The application includes images to make it appealing and help the students with its understanding. A dictionary is also available to look up unknown words. Users need to interact with the second language, which makes them to improve their writing and speaking skills while using the game. Depending on the user's effort, the program itself decides the development of the story. The application also includes also levels, missions and rewards while students complete the fragments of the story to see how it ends. When the story finishes, a movie is displayed. In addition, the

application includes the narratives that the learner has created while he or she was playing. In the application, the user has to associate images and phrases or words which helps him/ her in learning new vocabulary. Moreover, the application gives instant feedback when the user is doing it right or not. An excellent aspect that the application includes is that the user can record their voice reading the narratives that they are creating and the game gives them quick response about pronunciation. The information is kept in the cache to allow the user to revise it whenever they want. (Zhou, Yu, Liao & Shi, 2017).



Figure 4. *ADVENTURE* application (Zhou et al., 2017)

2.4.3 Quizziz

Hamid, Jabu & Salija (2019: 1-19) carried out a research to implement in class the so-called *face-to-face driver model* or *online driver model* to discover if students prefer the combination of traditional method and digital tools or the online one. Moreover, they wanted to prove how both methods work to acquire new vocabulary. There were ten students from a senior secondary school in Indonesia involved in the research. Interviews, class notes and tests were provided to the students and they were the basis to collect the information for the research. Hamid, Jabu & Salija divided the research into two sections:

a) Students' preference towards the type of hybrid English vocabulary learning program

In the interview, researchers found out that students tend to prefer using online tools rather than use the traditional model.

Quizizz was one of the online tools selected for those students who were involved in the research. Those students were enthusiastic about using mobile phones or other electronic devices such as computers to complete the tasks. Moreover, they welcomed receiving instant feedback as well as getting to know their position in the ranking among their classmates.

The class notes provided more information for the research. For instance, those students who were instructed only with online tools were more concentrated on completing the activities than those who were not using this method. The reason given to this fact could be because the time given to complete the tasks was limited and they could not use a dictionary. Conversely, those students who were taught vocabulary according to *the face-to-face driver model* were calmer in completing the tasks thus, they achieved better marks.

Both models enhanced students' participation and motivation to learn new vocabulary but the online driver model increased to a greater extent student's motivation because of the time limit students had to finish their activities and the use of technologies.

Nevertheless, there were several handicaps in both methods. Regarding the digital method, some students forgot the password to enter the site or they were not accustomed to some features of the applications used. Besides, the internet connection was not accessible for the students and they had to buy a quota to have internet access in their devices. As for material content, some students had problems in forming the words or they made mistakes in deciding the word class of some words in both methods. Students working with *face-to-face driver model* found problems in pronouncing the new words and they needed the teacher's attention to help them.

As both models seem to have positive features in learning new vocabulary, there were different reasons to express the preferences. For instance, the interaction with the teacher was an advantageous point in *the face-to-face driver model*. While in the online model, students enjoyed the modernized approach because it was similar to playing video games. This model "boosted their curiosity to always want to learn" (2019: 8). Furthermore, as the application gave the students immediate feedback, they were able to know their results.

The online method proved to be advantageous when students had to use and understand vocabulary because, with this method, students were able to use the new words in different contexts because the application promoted the students' practice "using the words in sentences" (2019: 9).

b) *The students' Vocabulary achievement*

The *face-to-face driver model* was found to be more successful in achieving better grades as well as a positive method to boost students' vocabulary. The students following this method were able not only to improve their marks but also their vocabulary knowledge. This data was provided by the *pre-test* and *post-test* that students had to take. One reason could be because they were calmer and they had dictionaries and additional help from the teacher or their peers.

With the *online driver model* students' scores also increased and they improved their vocabulary skills. It is crucial to mention that both groups had the same vocabulary knowledge after the research.

Another fact that Hamid, Jabu & Salija (2019) noted was that the score achieved in the test was higher in the *face-to-face driver model*. That could be due to the familiarization of students with the method and the ability to interact with their peers and the teacher who could help them if they had any problem with the technologies used in class. The *online driver method* was not so familiar to students. They had to work without the teacher's help so it increased the doubts among students, they did not know how to complete certain tasks. Thus, Hamid, Jabu & Salija (2019) estimated that, to avoid those drawbacks, the teacher should instruct their students on the use of educative applications to practise the language through digital programmes.

Hamid, Jabu & Salija (2019) underlined the necessity to research more into the implementation of those models of teaching. That is because both methods have proved to be successful in increasing the student's level of vocabulary. Additionally, they claimed that *the face-to-face method* is more appropriate to boost students' level of vocabulary because the mixture of traditional teaching with additional tools as mobile phones, iPods or computers improves learning.

2.4.4. The Challenge

During 2011-2012 school year, Sandra S. Abrams and Sara Walsh (2014) wanted to see if they could improve high school student's level of vocabulary by gamification. Their interest arose from the question: "what role does gamification have in adolescents' vocabulary development and their attitude towards learning vocabulary?" (2014: 49) Therefore, they separately decided to incorporate in their lessons the website *Vocabulary.com*.

They called it *The Challenge*. This online resource has several characteristics that benefit vocabulary learning and it is not focused on giving long word definitions. The students, as well as the teacher, can create and adapt their own list of words. Moreover, the site allows users to check the different lists that the webpage incorporates as well as to use the dictionary that is implemented in the website.

To learn new words, the website releases multiple choice questions. These questions give four possible answers to them. When the questions are answered, an explanation is provided to the user. Together with the options, the site incorporates a link in which students can check the words in a dictionary, listen to them or add the words to a list to practise them later.

Some beneficial aspects this application offers are feedback and progression. The student will see their ranking and the number of badges they have achieved.

Words are displayed and mixed as the student completes the tasks so the level of proficiency changes as he or she progresses. The site provides the user with a variety of photos, audios as well as explanations to get all the information about the vocabulary they are practising. In addition, the student can find the same words but in different contexts, which helps them to have a higher level of knowledge of the words.



Figure 5. Snapshot multiple choice questions in *Vocabulary.com* (Abrams & Walsh, 2014)

Sara worked with fourteen native English students from private and public schools from 11th grade but only nine of them were authorized to take part in the research. Those students were attending after school classes or free courses available in their schools to improve their vocabulary learning to prepare for their University entrance exam. The fourteen students were tutored by undergraduate students from the University in which Sara was working. The data collected by their tutors, the progress made by using the website and the students' interviews provided Sara with the information for the research.

Sandra incorporated *The Challenge* to her literature classes with students of 11th grade whose second language was English. As their students had many assignments to complete and little time remained to teach them vocabulary, Sandra decided to create lists in *Vocabulary.com* with vocabulary for each unit. The website was harnessed in the classroom as a tool to enhance students' vocabulary. As well as Sara, Sandra collected the data by herself, listening to her student's conversations and collecting data from the site.

Both teachers focused on: "competition", "point accumulation", "feedback" and "public recognition of improvement" (2014: 54) but in different situations: university exam entrance (SAT) and literature vocabulary.

Both teachers received positive comments from their students in the use of the website to increase vocabulary knowledge. For instance, one student from Sandra's class commented that the site offered an interactive environment. In Sara's class, one student who was half-asleep during the classes was eager to respond *The Challenge* questions while in previously classes in which the site was not used, he had never participated.

The Challenge allowed students to be more autonomous in their vocabulary learning process because they could get from the site information about their own progress without expecting teacher's feedback. The progress of each student was built by the time they spent playing the game so students felt motivated by increasing it.

Positive comments about the way word definitions were given were made. As one of the students alleges, when she uses the vocabulary learned in everyday situations, she feels victorious because she realizes she has truly understood the definition of the term as a result of using the online site.

Abrams and Walsh (2014) wanted to show that including gamification elements in the curriculum was beneficial not only for them but also for their students. *The Challenge* enables students to be more autonomous and motivated. Moreover, what students enjoyed the most was to get constant feedback about their progress and develop their own rank. Those features allowed them to be autonomous vocabulary learners.

Moreover, this digital resource enabled the student to be “at the centre of learning” (2014: 57)

2.4.5. Duolingo

Duolingo is a free language learning tool which does not offer grammatical explanation but direct contact with the language by practising through exercises. (Nushi and Egbali, 2017). According to Bende (2017) the application mainly focuses on translation but it also has other functions which are useful. It is used to learn grammar, vocabulary, practise listening and pronunciation. Bende suggests it can be defined as a *gamification tool* because it includes points, badges, and progress bars. As the application contains the option of instant feedback, *Duolingo* serves as a positive tool for teachers to increase self-directed learning and autonomy (Bende, 2017).

Bende made a study which attempts to show how effective *Duolingo* is “as a part of gamification in learning English” (2017: 57) as well as an advantageous material to increase independence in learning English as a foreign language (EFL).

She carried out her investigation in a Hungarian grammar school with children who were 14-15 years old. Classes were divided into groups according to the level of English each student had. The class involved 16 students whose first foreign language was English. Five of these students had learnt German in primary education but then, they had to learn English in high school as it was compulsory there.

In order to get better understanding of the research problem, Bende carried out a “pre-task questionnaire, experimental teaching and post-task interviews” (2017: 57). Nevertheless, my attention will focus on the experimental teaching in which she used *Duolingo*.

The project lasted 2 weeks. Students needed to complete a set of homework by using the application. It allowed the teacher to collect information about the progress of each student and how many times each student had accessed to the task, the lessons they had completed, how their progress was and how many points they had acquired in completing the task. (Bende, 2017)

When she examined the results, she found some problematic elements. For instance, students had problems in completing the tasks, some of them felt frustration in how to get points or there were some problems in checking their own progress (Bende, 2017).

Another problematic factor was related to the memorization of vocabulary and grammar on each of the lessons that *Duolingo* contained. The time they spent using the app was not realistic because it did not reflect the performance of the students nor their knowledge. (Bende, 2017)

Regarding autonomy, the students were frustrated and unmotivated because those tasks that included translation were out of context and they needed the teacher's support to complete them. They only focused on completing the tasks that the teacher had assigned to them, without using all the resources that *Duolingo* offered to do each activity correctly. This problem could have appeared because the student's autonomy was not as high as Bende had expected. (Bende, 2017)

On the contrary, the EFL teacher who was interviewed claimed that she will use *Duolingo* when she has to assign homework to elementary and beginners' students. In contrast, beginners denied/did not like *Duolingo* in order to learn by themselves. One of the reasons was due to the fact that it was not as joyful as they had expected and tasks were repetitive. Another influential aspect was that the use of *Duolingo* was not obligatory for the students so they did not take the activities seriously enough (Bende, 2017).

2.5. Advantages and disadvantages of gamification

Research on gamification reveals some benefits, as well as drawbacks in the learning process, as authors such as Furdu, Tomozei, & Köse (2017) claim.

On the one hand, gamification pros are the following ones:

- The learning experience obtained by students is better because it is combined with entertaining aspects.
- All the activities involved in gamification allow to have instant feedback in order to make learners aware of their achievement or failure and make improvements.
- Better learning environment: gamification provides learners with an individualized learning experience where students could evolve at their own pace in tune with their level.
- Gamification strategies make students active participants and increase their engagement with the learning process.
- Gamification is a versatile strategy because it fulfils many learning needs.

As for Peterson (2010), since users have to make active use of the language to accomplish tasks or interact with other users, those situations create a deep immersion in the target language. Therefore, they are in direct contact with the language which makes students be aware of the real use of the language. So, users can be connected not only linguistically, but also culturally, and that will not be found in the classroom or activity books. Kramsch (2009) estimates that language learners need to have the same opportunities as native speakers in order to get all the benefits involved and, with gamification, this goal can be achieved.

Normally, games tend to repeat some activities or tasks in which the context is more complex than in previous tasks to provide the user with “a reinforcement of earlier introduced vocabulary and language structures” (Godwin-Jones, 2014: 10), which is a great asset.

Apart from that, some important aspects that Gee (2012) indicates are that, in games, words are related to photos or sounds rather than simply giving the users synonyms or definitions, which benefits vocabulary building. Moreover, Gee (2003) notes that games allow students to have more autonomy and self-sufficiency. The process of the creation of the game is also an important feature because games allow students to boost their creativity in developing their own game, which may increase their attention because they have contributed directly in the design of the game adding their own ideas, audios, photos or videos (Godwin-Jones, 2014). Boyle & Conolly (2008) estimate that using online materials and teaching how to navigate through the internet enable students to boost their digital competence.

Martí-Parreño, Seguí-Más, D., & Seguí-Más (2016) carried out a research in which teachers of Secondary Schools were asked some questions about introducing gamification in their classes and they found out that:

- Gamification increases the level of motivation in the students;
- Enjoyment: they considered it intrinsic because all the entertainment is related to the learning task, which is crucial to the learning environment;
- Regarding interaction, gamification makes classes more dynamic;
- It makes the learning process effortless.

On the contrary, Furdu, Tomozei, & Köse (2017) claim that gamification also contains negative aspects such as the following:

- Students see the mistakes that they make as a negative aspect and feel frustrated instead of learning from them.

- When teachers turn the task into a compulsory one, students will link games to boring activities developed in class.
- The design of the activities as well as their context should be carefully planned and innovative to avoid making students feel bored.
- Introducing motivators decreases motivation in particular circumstances.
- Lack of time
- Lack of training
- Lack of economic support.

In relation to the negative implications of using gamified tasks in class, Martí-Parreño, Seguí-Más, D., & Seguí-Más (2016) found that they lack some resources such as time, economic support as well as training to complete successfully the implementation of gamification in class. Some students do not see gamification as a way of learning and entertainment at the same time. Apart from that, some subjects could benefit from the aspects of gamification but not all. Finally, the environment created when implementing gamified activities is, on many occasions, noisy and you may disturb the classes that are close by. Calogne and Hiles (2007) point out that the creation of virtual spaces consumes time and they are expensive.

Moreover, according to Godwin-Jones (2014), there are some difficulties in incorporating games into language acquisition. For instance, there should be a thorough reflection on issues such as which game should be used or invented, the exact moment when the game should be used or how to introduce the game in the curriculum. He also points out that a careful planning of the game, basic training of the users and appropriate context can create beneficial language learning situations.

Nevertheless, it is necessary to highlight the fact that many students do not like game environments. Moreover, age and gender are aspects that the teacher should take into account. Prensky (2001) also adds that the teacher's role and the number of people involved in the game should be taken into account when we plan to introduce gamification in our teaching method.

According to Godwin-Jones (2014), gamification is considered an 'isolated activity' because teachers do not recognize games as appropriate activities to insert them in the curriculum.

Moreover, digital games, as Gentile, Choo, Liau, Sim, Li, Fung & Khoo (2011) claim, are not always successful materials to include in education as they see that children can become hooked to them. Besides, some games are not educational at all. Nonetheless, this affirmation can be contrasted with a research made by Sylvén and Sundqvist (2012) in

which they found out that those student who learned vocabulary through games achieved higher marks in a vocabulary test because they were familiar with digital games than those who did not play digital games so constantly, what is to say that games could facilitate the learning process.

More research has to be done in order to allow game creators to contrast data to fulfill the necessities of learning through games and create games appropriate to Educative environments. (Sasidharan & Tan,2017).

3. Conclusion

This research aimed to identify the implementation of gamification to teach vocabulary in the subject of English as a foreign language in high schools. First of all, a theoretical framework has been provided from different bibliographical sources in order to understand some concepts such as *gamification* and *motivation* to fully understand their applicability in language learning courses and how they can help to increase students' level of vocabulary.

Some theories about gamification and motivation have been considered first, as well as some theories in favour of using gamification to boost vocabulary learning. Once the theoretical framework has been evaluated, various empirical studies have been included in order to present real situations in which gamification has been implemented in the classroom to enhance students' lexicon. The empirical research has shown how gamification can benefit, or not, language acquisition in high schools.

As for the different applications used, we considered the most commonly exploited in class:

ClassDojo research was used to increase the level of vocabulary in dyslexic students. The application provided instant feedback which helped to increase the level of vocabulary of those students thanks to the intrinsic motivational approach that can be achieved by the application. The educational tool allowed the teacher to record the progress of their students depending on their production as well as to maintain contact with parents. What is more, the application was easy to use for teachers, parents as well as for students thus, it is appropriate for its inclusion in the class. Moreover, the system permitted to create and customize each student's avatar or monster, what makes the application original and appealing for scholars. Finally, it was proved that the time spent using the application was beneficial for some students as those who devoted more time using the application, achieved better grades in exams.

Adventure allowed the user to record his/her own progress and to revise it whenever necessary. The design of the application is original and included photos to achieve a better understanding of the story that the students create. The inclusion of interactive patterns promoted interaction with the target language because writing and speaking skills are involved throughout the game to complete the tasks and develop the story.

Likewise, *quizziz* permitted improvements in language acquisition. Students were enthusiastic in using the language through electronic materials. The inclusion of *quizziz* allowed vocabulary mastery. It is valuable to mention that technologies in combination with traditional teaching surpassing the *online method*. Those students who were taught according to the *face- to- face method* sharpened in the exams as it was a great idea to combine traditional classes and applications.

The website *Vocabulary.com (The Challenge)* allowed the student to learn more vocabulary by introducing it in different class environments. In both situations, the site helped to increase the level of vocabulary. The student was at the centre of learning what made it possible for them to become more autonomous in their learning. Students were also motivated because they could use smartphones or computers in class. Therefore, student's motivation arose. The interactive situations that the application created aided student's language acquisition because they were practising language in real settings. The fact of being able to check their own progress was a positive aspect, as well students' motivation to learn new words.

Duolingo, by contrast, was not as positive as the other ones. Firstly, students needed the teacher's support to complete the tasks and the teacher's help was not available. They were frustrated because they did not complete the tasks as the time given to finish them was limited. The application was not clear enough or students were not trained to use the app, hence, problems arose from not having received basic training or teacher's lack of experience on how to use the application. Finally, as the activities were not mandatory, some students did not complete them.

Empirical studies contributed to get more realistic information concerning vocabulary acquisition in real situations. In addition, those applications improving students' autonomy and motivation to participate in class gave instant feedback to the user, the teacher could control the production and improvement of their students and they were accessible materials for teachers, parents and pupils.

Notwithstanding, there were obstacles that have to be taken into account when teachers want to include gamification in class. Those obstacles are, for instance, problems

in authentication, some students did not have access to the internet and had to buy an internet quota, thus, making gamification expensive. Moreover, students' lack of familiarity with the use of those applications can prevent them from completing the tasks. Teacher's lack of time in including gamification techniques can, as well, influence its inclusion in class. Moreover, basic training needs to be done for students and teachers to get all the benefits of the applications they might use in their class, which could be time-consuming.

From my standpoint, I will use gamification in my teaching unit, as this method works in the learning process because it enhances motivation in studying a foreign language. However, several factors have to be considered before its application as I have previously explained. I will use it as a complementary tool in my lessons to help students learn new words because, if it is used correctly, pleasant atmospheres can be achieved. Moreover, as mobile devices are ground-breaking devices, they can serve as crucial tools in training high school students. It stems from the fact that those students commonly use them every day so, educational applications might be profitable in their learning development. Last but not least, I will not finish this conclusion without mentioning that more research has to be done about the inclusion of applications in the curriculum to improve vocabulary learning as few studies can be found to support the inclusion of gamification in the language acquisition process. That is due to the fact that I found some difficulties in finding experimental studies to support my dissertation. Furthermore, those investigations can serve to improve and develop language learning applications.

1. Didactic unit

4.1 Introduction

The didactic unit I have designed is called *Catch up the train!* and it is mainly focused on the issue of *travelling*, although other aspects related to grammar and functional language will also be covered. It has been devised for students at their 4th year of Compulsory Secondary Education and it is intended to cover seven sessions of approximately 55 minutes each.

First of all, we are going to justify the lesson plan according to the current legislation. Then, a description of the school and the group of students will be provided. After that, the objectives, competences, contents as well as methodology are going to be considered in detail. A reference will also be made to interdisciplinary and cross-curricular issues. Later, we will describe the diversity found among students and the measures to be

taken. Last but not least, the step-by-step account of activities that will be followed in each session, the time devoted to each task, all the material used in their development and the corresponding evaluation will be considered.

The majority the activities in this didactic unit contain elements of gamification to enhance vocabulary acquisition and to motivate students to learn new vocabulary. Therefore, the following didactic unit tries to integrate the theoretical review that corresponds to the first part of this Masters' dissertation.

4.2. Justification. Legal framework

The following lesson plan has been devised in tune with what is specified in the Royal Decree 1105/2014, in which the general Objectives of Compulsory Secondary Education are developed, as well as the Order of July 14th, 2016. The objectives intended for this unit are related to the following ones, which appear in the art. 11 of the above-mentioned Royal Decree:

- b) To develop and consolidate discipline habits, working individually or in groups to fulfil successfully learning tasks and develop personally.
- e) To develop basic skills in the use of sources of information to acquire new knowledge in a critical manner and acquire the basic preparation in the field of information and communication technologies.
- g) To develop an entrepreneurial spirit, self-confidence, participation, critical thinking, initiative and the capacity of learning to learn, to plan, to take decisions and to assume responsibilities.
- i) To comprehend and express oneself in one or more foreign languages in a correct way.
- j) To know, to value and to respect the basic aspects of their own and others' culture and history, as well as artistic and cultural heritage.
- l) To appreciate the artistic creation and understanding of the language of different artistic expressions, using various means of expression and representation.

The specific objectives of the first foreign language in Compulsory Secondary Education connected to this unit as they appear in the order of July 14th, 2016, are:

1. To listen and understand specific information in oral texts in varied communicative situations, displaying a respectful, tolerant and cooperative attitude.
2. To express oneself properly and interact orally in habitual communicative situations in a comprehensible and appropriate way and to solve peacefully conflicts by the use of dialogue.
3. To read and understand different texts according to the level and interests of the students to get specific and general information from different sources.
5. To produce written texts with different purposes using cohesive and coherent resources in an appropriate manner.
8. To develop the ability of working in teams, to reject the discrimination of people in terms of sex, or any other condition or circumstance, strengthening social abilities and affective capacities which are essential to solve conflicts and rejecting stereotypes and prejudices of any kind.
9. To use adequately learning strategies as well as all the resources available, including information and communication technologies and audio-visual aids to obtain, select and display information both in the oral and written form in the foreign language.
10. To value and appreciate the foreign language as a useful tool to communicate, cooperate and understand people from different cultures and to promote solidarity and respect towards human rights.
11. To appreciate the foreign language as a tool to acquire information and develop the competence of learning to learn.
14. To recognize the importance of tourism in Andalusia and develop the entrepreneurial spirit of knowing, valuating and transmitting the basic aspects of the culture and history, using the foreign language.

4.3 Background and contextual information

The school *Nuestra Señora De Alharilla* is located in Porcuna (Jaén). All the students in the class have a medium socio-economic level and their mother tongue is Spanish. The high school offers the four levels of Compulsory Secondary Education and the two levels of Non-Compulsory Secondary Education. The majority of students live in Porcuna, although there is a small percentage of students coming from the two nearby villages –Valenzuela and Lopera, who come to this school to start their studies in Upper Secondary Education or Vocational Training.

This school offers different options adapted to the peculiarities of its students. There is a *Programa de Compensación Educativa*, for students from ethnic minorities having problems at different levels and with risk of social exclusion. Apart from that, there are different plans and programmes which make this school a great option to develop students' abilities and interests, such as *Proyecto TIC*, which is going to be a great asset for the development of this lesson plan, *Plan de Igualdad*, *Bilingüismo* or even *Erasmus +*.

The students for whom the lesson plan has been devised correspond to the 4th year of Compulsory Education (Group C). There are 28 students, 14 girls and 14 boys. Broadly speaking, their curricular level is B1, according to the Common European Framework of References for Languages (CEFRL). In general terms, students are motivated in class and most of the time, they concentrate on what we are doing. Nevertheless, when students have class on Fridays after the break, they are usually absent-minded and more talkative so, the activities prepared for Fridays are more dynamic. In the class, there are two gifted boys, with a B2 level, and a short-sighted girl thus, it is necessary to adapt the materials to them.

As rules and regulations are concerned, mobile devices are not allowed in the high school unless the teacher informs the head teacher as well as the parents that those devices are needed to fulfil some activities. Moreover, a note signed by the teacher and by the students' family is required.

Fortunately, English classes take place in big rooms with interactive boards, multimedia projectors and the teacher can ask the department for the use of tablets to carry out the activities. Previously, the teacher has to inform the department about the use of these devices and book them in advance.

English classes last 55 minutes approximately and they take place on Tuesdays, Wednesdays, Thursdays and Fridays.

TIMETABLE					
Hours	Monday	Tuesdays	Wednesday	Thursday	Friday
8-8:55		ENGLISH			
9- 9:55				ENGLISH	
10- 10:55			ENGLISH		
10:55- 11:55	B	R	E	A	K
12:00-12:55					
12:55-13:55					ENGLISH

This lesson plan corresponds to the seventh unit of the year so it will be developed in the first weeks of May.

4.4. Objectives

The following didactic objectives which are going to be covered in this lesson plan have been devised, as previously stated, in tune with what is specified in the Royal Decree 1105/2016 and in the Order of July 14th, 2016:

- To recognise and use vocabulary related to *travelling*.
- To create and design cooperatively a blog.
- To use modal verbs properly both in the oral and written register.
- To understand oral conversations and fragments related to travelling.
- To produce written texts according to the required register.
- To understand the general and specific ideas of texts related to the issue of travelling.
- To describe personal preferences and express agreement or disagreement.
- To understand and create a dialogue and perform a role-play in groups.
- To use new technologies properly to foster their learning process.

4.5. Key competences

According to the article 2.1 and 2.2 Royal Decree ECD/65/2015, competences are defined as “the capacities to apply in an integrated manner the contents belonging to each teaching and educational stage, so as to be able to do adequately activities and efficiently solve complex problems”

The key competences that will be exploited in this lesson plan are established in Boletín Oficial del Estado, Orden ECD/65/2015 Artículo 2-5 (Official State Bulletin Order ECD/65/2015, Articles 2 to 5, pages 6988-6989):

Competences		Competences	
Linguistic communication competence	CLC	Digital competence	DC
Initiative and entrepreneurship competence	IE	Learning to learn competence	LL
Cultural expression and linguistic awareness competence	CEEA	Social and civic competence	CC

- **Linguistic communication competence.** Students will be working in developing their linguistic skills while interacting with their teacher or their classmates in class.
- **Initiative and entrepreneurship.** Students are going to work individually and in groups so they are going to be able to work on their own as well as helping others when they are in groups. Moreover, some activities require student’s participation so they would have the chance to share their ideas with the class.
- **Cultural expression and artistic awareness:** Students will learn about other cultures different from their own and they will learn about remarkable landmarks.
- **Digital competence.** Students will be using electronic devices to complete the activities
- **Learning to learn competence:** Students will be able to favour their own progress developing their knowledge and overcoming adversities while working individually or in groups.

- **Social and civic competence:** Students will learn personal, interpersonal and intercultural abilities that will help them to become better citizens in our society.

4.6 Contents

The contents of this lesson plan cover the contents of the specific stage as stated in the Order of July 14th, 2016, which sets the official curriculum in Andalusia. Moreover, the contents are connected with the Common European Framework of Reference for Languages (CEFR) in which there is explicit reference to the importance of developing the four major skills of listening, reading, writing and speaking.

CONTENTS

Communicative functions

Having an informal conversation.

Sharing experiences with others individually or in groups.

Giving directions

Making predictions

Linguistic awareness

Grammar Modal verbs

Vocabulary Means of transport; geographical situations; collocations related to travelling; phrasal verbs.

Sociocultural & sociolinguistic aspects

Getting to know other cultures and respect their traditions.

Interacting with people from other countries.

Comprehension/Production strategy

Understanding the main idea of a written text.

Recognizing vocabulary related to travelling

Listening and identifying information from videos or recordings.

Producing informal writing

4.7 Methodology

Regarding methodology, the didactic unit allows the students to develop their vocabulary knowledge through the use of applications. Several applications such as *Mentimeter* or *Quizziz* are implemented in the lesson plan to motivate students and to make the activities more appealing to them. Moreover, in some of the activities, they will get constant feedback, so they can check their production to see their progress in mastering the language. It is also crucial to mention that due to the constant change of educational needs, it is necessary to take advantage of the uses that technologies offer.

The vocabulary studied will be considered in context as it will be effortless for students to get the meaning of the words. Varied activities will be introduced to promote motivation among our students, who will work at different levels, when necessary, to cope with the diversity found in class.

Students will work individually and in teams and oral communication will be constantly fostered. They will have to speak in English the whole time. The teacher's role will change according to the situation. For example, the teacher will have to provide the students with the necessary input to complete the task. Then, the teacher, as a facilitator, will solve the doubts that might occur during the tasks. In teaching grammar, the teacher will use the flipped classroom method in which students will watch a video and then, they will have to complete the grammar activities. If doubts arise, the teacher will complement the explanation with an interactive presentation.

4.8 Interdisciplinary elements and cross-curricular issues

This lesson plan is related to learning English as a foreign language, but it is also connected to other interdisciplinary areas such as Geography. Students will learn about other countries and languages.

Furthermore, students will have to produce a video in which they will include dialogues in order to give and follow instructions. Thus, this lesson plan could also be linked to the area of Art.

As Music is concerned, students have to complete several activities based on recordings as well as videos.

This lesson plan will also be in consonance with Computer Sciences as students will work on tablets and computers to complete the activities assigned as well as to create the blog and to design the *Plotagon* video.

In this lesson plan, fostering the cultural, social and civic values will be crucial in the development of the lesson plan as the students have to interact with other students in the class.

Apart from that, the didactic unit covers the cross curricular issues developed in the art. 6 of the Decree 11/2016, 14th June:

- b) The development of the personal competences and social abilities to participate benefit from the knowledge of the values that sustain freedom, justice, equality, political pluralism and democracy.
- g) The development of the basic skills for interpersonal communication: active listening, empathy, rationality and agreement through dialogue.
- h) The critical use and self-control in the use of information and communication technologies and audiovisual media, the avoidance of risk situations derived from its inappropriate use, their contribution to teaching, learning and students' work, and the process of transforming information into knowledge.

4.9 Attention to diversity

In this particular group, there are two gifted boys with B2 level, according to the Common European Framework of Languages, and a short-sighted girl.

The two gifted boys are going to work on the following reinforcement/extension materials as well as extra activities:

Should, must and have to.

https://learnenglishteens.britishcouncil.org/sites/teens/files/gs_must_have_to_should_-_exercises_2.pdf

May and might.

<https://www.englishforeveryone.org/PDFs/Modal%20Auxiliary%20verbs%20-%20May%20and%20Might.pdf>

Modal verbs revision and extension.

<http://www.academiacae.com/apuntes/VERBOS%20MODALES.pdf>

Vocabulary: travelling

<https://quizizz.com/join/quiz/5ac2f3af1de20b0019c64fd2/start?from=soloLinkShare>

The short-sighted girl will get her worksheets in a larger printed material in A3 paper size. As some activities are going to be carried out in computers or tablets, she can adjust the zoom to work comfortably. Moreover, she will sit at the front part of the class, in the first row, to avoid problems while watching the different materials such as videos or presentations that are going to be projected on the digital board. The teacher will participate in meetings with Once organization to be informed about all the resources available and to keep a record of her performance in class

4.10 Materials

The following materials are going to be needed to fulfil this lesson plan:

- Digital board.
- Tablets.
- Digital projector.
- Headphones
- Web applications: *The rebus club, Mentimeter, edpuzzle, Prezzi, Plotagon, BlogSpot.com, Quizziz, Vocabulary.com and ClassDojo, Google forms.*
- Worksheets.
- Paperboards.
- Flashcards and post-its.
- Digital materials: recordings and videos.

4.11 Lesson plan: step-by-step account.

SESSION 1

ACTIVITY	DESCRIPTION	TIMING	GROUPING	SPACE	RESOURCES	COMPETENCES
WARM-UP ACTIVITY	Brainstorming. Students give ideas related to the world of travelling.	5'	Individually & Group work	Computer room	Internet & <i>Mentimeter</i> webpage	DC IE
ACTIVITY 1	Creation of a blog. Students are going to design and use a blog in which information related to the world of travelling will be included.	35'	Groups of 4	Computer room	Internet & Blogger.com	DC IE CLC
ACTIVITY 2	Collocations. Students have to work individually on some collocations that deal with means of transport.	15'	Individually Pair work	Computer room	Worksheet	LL IE
HOMEWORK	Practise the vocabulary learned in class.	5'	Individually			

- ✚ **Warm up activity:** *New topic, new opportunities to learn vocabulary!* We are going to use the webpage *Mentimeter* to carry out our brainstorming. Students have to search for the page www.menti.com and they have to enter the code given by the teacher.
Timing: 5'

Here is an example:



Figure 6. Snapshot Mentimeter

- ✚ **Activity 1: Create a blog!** The whole class is going to work together to create a blog. Students are divided into 7 groups of 4 members and they will be supervised by the teacher, who will monitor this decision-making activity. First, they have to agree on the content they would like to find in the blog.

Then, each group will invent the title of the blog using phrasal verbs related to travelling that they will find in the internet. After that, titles are going to be written on the blackboard and each group needs to vote to select the title. Finally, as I have said, each group will write on a piece of paper what they expect to find in the blog. These ideas will be collected by the teacher who is going to be the responsible to complete the blog. **Timing: 35'**

Link to the blog: <https://travellingwithme4eso.blogspot.com/>

Activity 2: This exercise involves two tasks. The first one is to learn some collocations. The teacher will ask the students to guess which verbs collocates with the means of transport. These are some examples:

1. *Take/get the bus/ the train/ the underground*
2. *Go on foot.*
3. *Miss the bus/ your train/ your plane*
4. *Go by bike/ car/ train/public transport*

Consequently, they will practise while doing some exercises. The following exercise will be used to practise these collocations. They have to complete the rebuses in order to guess which collocation each represents. These rebuses were created using this webpage: <https://rebus.club/es>. **Timing: 15'**

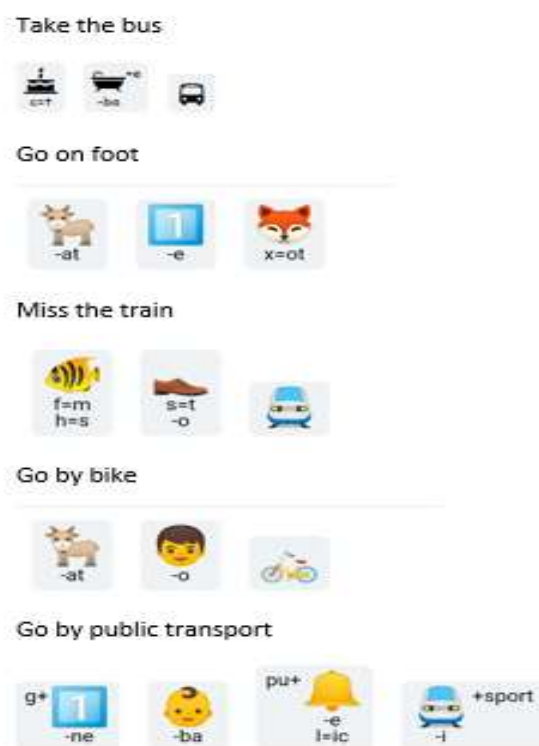


Figure 7. Rebuses examples

Homework. The homework for this session is not compulsory. If students are willing to practise the vocabulary learned in class, they will use the website Vocabulary.com.

They will have one exercise: doing a rapid quiz. **Timing: 5'.** If they complete the task, they will receive 2 points in *ClassDojo*.

SESSION 2

ACTIVITY	DESCRIPTION	TIMING	GROUPING	SPACE	RESOURCES	COMPETENCES
WARM-UP ACTIVITY	Matching flash cards. Students will be given the two parts of collocations that they have to connect.	10'	In pairs	English classroom	Flash cards	CLC SCC
ACTIVITY 1	Predictions. Students will learn how to make predictions by using <i>will</i> , <i>may</i> and <i>might</i> . Then, they will do some exercises.	30'	Individually	English classroom	Worksheets, videos & prezzi presentation	DC DC LL
ACTIVITY 2	Watching videos. Students will watch a video. While they are watching it, some questions will appear on the screen to answer them.	10'	Individually	English classroom	Internet, Edpuzzle, headphones & tablets	DC LL
ACTIVITY 3	Discussion: means of transport.	5'	In pairs	English classroom		CLC SCC

- 🚦 **Warm up activity: Matching flash cards.** Students will be given collocations and they have to match the verb with the means of transport that each corresponds to. Here is an example. **Timing: 10'**



Figure 8. Flashcards examples (created with *Genial.ly*)

- 🚦 **Activity 1: Predictions: The use of *will*, *may* and *might*.** **Flipped Classroom.** Students are going to watch a *YouTube* video about the use of *will*, *may* and *might*. If students have any doubts, the teacher will clarify these doubts by using a *Prezzi* presentation.



Figure 9. Snapshot from *YouTube*

<https://www.youtube.com/watch?v=BQst3M6S6KI>



Figure 10. Snapshot *Prezi* presentation

<https://prezi.com/rdhhef3h-p6m/predictions-with-will-may-and-might/>

After the explanation, students will do a series of exercises to practise what they have learnt. **Timing: 30'**

1. Add the correct modal to the prediction:

People_____ develop telepathy in the future(impossible)
The space explorers _____find water on Mars(probable)
Regular trips to space _____be available in the next century(possible)
One day they _____find life on other planets(possibly possible)
We _____ever know everything(impossible)
It_____ be sunny tomorrow(probable)
It_____ be cloudy in June(possible)
It _____ rain in May(possibly possible)

Retrieved from:

https://www.eli.es/uploaded_files/practice/t4/exercises/oldt4predict/oldt4predict.htm

2. Rewrite the sentences using will, might and may.

It is impossible to finish the homework by lunch.

It is possible that Mark will visit Rome next month.

Perhaps they are flying to the United States.

I'm sure I will win the prize.

Jane is certain to pass the airport control.

 **Activity 2: watching videos.** Students are going to be given tablets to carry out this activity. They have to search for the blog that we all created in session one and there, they will find the link for the video. They will individually watch it and answer the questions that will appear while they are watching it. **Timing: 10'**



Figure 11. Edpuzzle activity

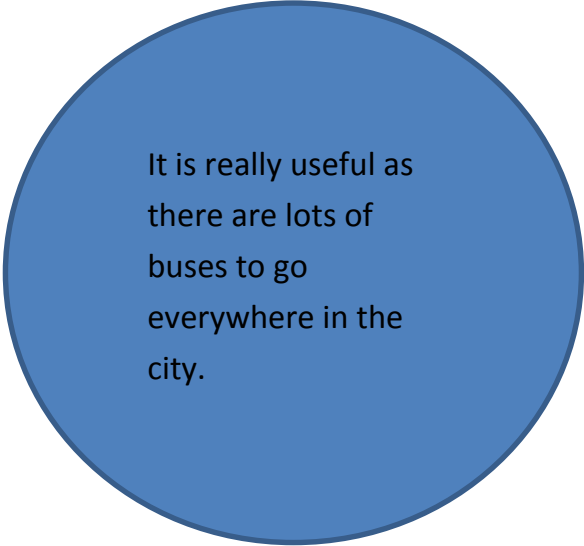
<https://edpuzzle.com/open/mocmeze>

Activity 3: Discussion. Timing: 5'

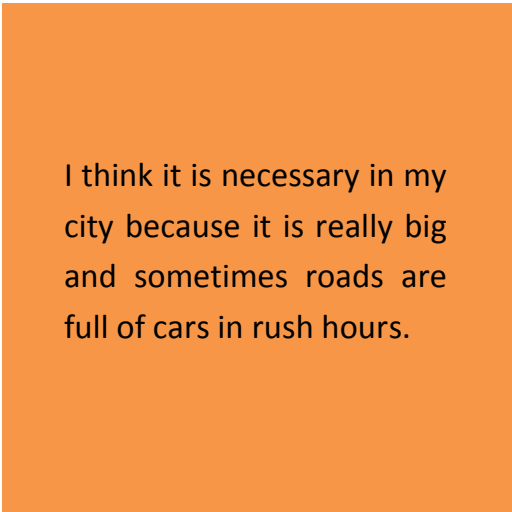
Students will work in pairs and will ask each other:

How efficient is the public transport in your city? Do you usually use it?

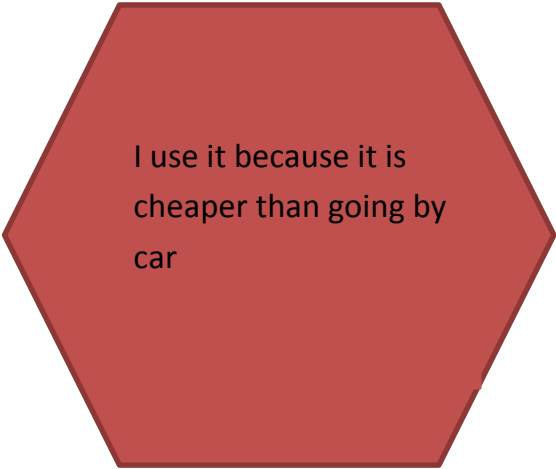
Here, there are possible answers to the questions.



It is really useful as
there are lots of
buses to go
everywhere in the
city.



I think it is necessary in my
city because it is really big
and sometimes roads are
full of cars in rush hours.



I use it because it is
cheaper than going by
car



**I don't use it as I
prefer to go on foot.**

Finally, some of them will volunteer and express their preferences to the whole class.

SESSION 3

ACTIVITY	DESCRIPTION	TIMING	GROUPING	SPACE	RESOURCES	COMPETENCES
WARM-UP ACTIVITY	Bingo time. Revision of vocabulary.	5'	Individually	English classroom	Worksheet, pencils	LL IE
ACTIVITY 1	Reading comprehension. Students will read a text about the different activities that they can do depending on the type of holidays they choose.	20'	Individually	English classroom	Worksheet, pencils	LL CLC IE
ACTIVITY 2	Debate. Students will answer some questions related to the previous text.	5'	In pairs	English classroom	Worksheet	CLC LL SCC CEEA
ACTIVITY 3	Dream holidays. Students have to decide which holiday they want to take from the reading activity and plan what they will need to do before the trip and during the trip.	15'	Individually	English classroom	Notebook & pencils	IE LL CLC
HOMEWORK	Students comment in the blog if they have been abroad.	5'	Individually		Internet	

✚ **Warm up activity: Bingo time!** Students will be given a worksheet like this one. Vocabulary learned in class will appear in the worksheet. The teacher will pick cards from a bowl. These cards contain words, expressions and collocations related to travelling. **Timing: 5'**

BINGO

LUGAGGE	VISIT A MUSEUM	GO ON FOOT	BUS FARE
JOURNEY	PASSPORT	GET A TAXI	LOCAL PEOPLE
LEAVE A TIP	TAKE PHOTOS	SLEEPER TICKET	HIRE A CAR
COUNTRY	GET A TOUR	PUBLIC TRANSPORT	GO SIGHTSEEING

Figure 11. Bingo board

✚ **Activity 1 : Reading comprehension: *Time for an adventure?* Timing: 20'**

Before reading, they will complete the following activity:

BRITISH COUNCIL **LearnEnglish teens**

Reading skills practice: Adventure travel – exercises

Check out this brochure with some of the most exciting adventure holidays around the world and improve your reading skills. Are you ready for this?

Preparation
Write the correct words in the boxes below the picture.

kayaking	white water rafting	desert	snowboarding	ancient ruins	trekking
					
					

Figure 12. Snapshot reading activity one

Then, students read the following text and they will look up in a dictionary those words that they do not know.

Adventure travel
Time for an adventure?
Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.
Activity holidays
Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sand boarding (the desert version of skateboarding) or camel safaris.
Polar expeditions
Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!
Cultural journeys
Our cultural journeys will help you discover ancient civilisations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins – just remember to bring

your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.

Trekking tours

We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!

Wildlife holidays

We organise small-group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.

Retrieved from:

<https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/adventure-travel>

After finishing reading, they will proceed to do these activities:

BRITISH COUNCIL

LearnEnglish Teens

1. Check your understanding: grouping

Write the activities under the correct holiday.

visit the South Pole see lions try different local food follow a local guide visit Scotland

go kayaking learn about foreign cultures climb mountains see whales try different sports

Activity holidays	Polar expeditions	Cultural journeys

Trekking tours	Wildlife holidays

Figure 13. Snapshot reading activity two

2. Check your understanding: multiple choice

Circle all the holidays that answer the question.

1. On which holiday(s) can you see animals?
Activity holidays Polar expeditions Cultural journeys Trekking tours Wildlife holidays
2. On which holiday(s) do you need to be reasonably fit?
Activity holidays Polar expeditions Cultural journeys Trekking tours Wildlife holidays
3. On which holiday(s) can you meet local people?
Activity holidays Polar expeditions Cultural journeys Trekking tours Wildlife holidays
4. On which holiday(s) can you go camping?
Activity holidays Polar expeditions Cultural journeys Trekking tours Wildlife holidays
5. On which holiday(s) might you go up a mountain?
Activity holidays Polar expeditions Cultural journeys Trekking tours Wildlife holidays
6. On which holiday(s) might you need special clothes or shoes?
Activity holidays Polar expeditions Cultural journeys Trekking tours Wildlife holidays

Figure 14. Reading activity three

Retrieved from: <https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/adventure-travel>

Activity 3: Vocabulary and speaking:

Students will discuss in pairs these two questions. The teacher will listen to all of them.

Timing 5'

Discussion

Which of these holidays would you be interested in?

What's the best holiday you've ever had? Where did you go? What did you do?

Figure 15. Discussion activity

Retrieved from: <https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/adventure-travel>

After finishing the discussion, they will select one of the holidays we saw in the reading and write on a paper what they would do before and during one of these trips. **Timing: 15'**

 **Homework:** This is a non-compulsory task. They will comment on the blog if they have been abroad, where did they go and how enjoyable the trip was. They will get 2 points in *ClassDojo*.

SESSION 4

ACTIVITY	DESCRIPTION	TIMING	GROUPS	SPACE	RESOURCES	COMPETENCES
WARM-UP ACTIVITY	Sharing experiences. Students will tell about their experiences abroad.	5'	Individually	English classroom		CLC IE LL
ACTIVITY 1	Flipped classroom. Learning how to use <i>should</i> and <i>shouldn't</i> and activities.	15'-20'	Individually	English classroom	Worksheet, Digital projector, video, Prezzi presentation , worksheets & pencils.	CLC DC LL IE SCC
ACTIVITY 2	Airports time! They will listen to airport announcements .	20'-25'	Individually	English classroom	Worksheet, Digital projector, recording, worksheets & pencils.	CLC DC LL IE
ACTIVITY 3	Students will work on the webpage Vocabulary.com in order to revise the new vocabulary.	5'-10'	In pairs	English classroom	Tablet & internet	C LC SCC DC LL

🚦 **Warm up activity:** Sharing experiences: those students who wrote in the blog could read their experiences in front of the class. **Timing: 5'**

🚦 **Activity 1:** *Should, must and have to.* **Timing: 15'-20'**



Figure 16. Snapshot Youtube video

Retrieved from:

<https://www.youtube.com/watch?v=R856ynuiE50>

Consequently, they will answer the following questions:

Rewrite using Must, Should, or Have to:

1. In many states and countries it's illegal to feed wildlife (Must)
2. Do not photograph people without permission. (Should)
3. Do not buy from abroad, be sure you are supporting the local Economy. (Should)
4. Do not exploit people. (Do not have or must not?)

If they have doubts, the teacher will complement the explanation with the following *Prezzi* presentation:



Figure 17. Snapshot *Prezzi* presentation

Retrieved from:

https://prezi.com/bvhpmn_-cchq/should-must-and-have-to/

🎧 **Activity 3: Listening. Airports!** They will listen to fragments related to airports announcements. Then, they will complete the worksheet. **Timing: 15'-20'**

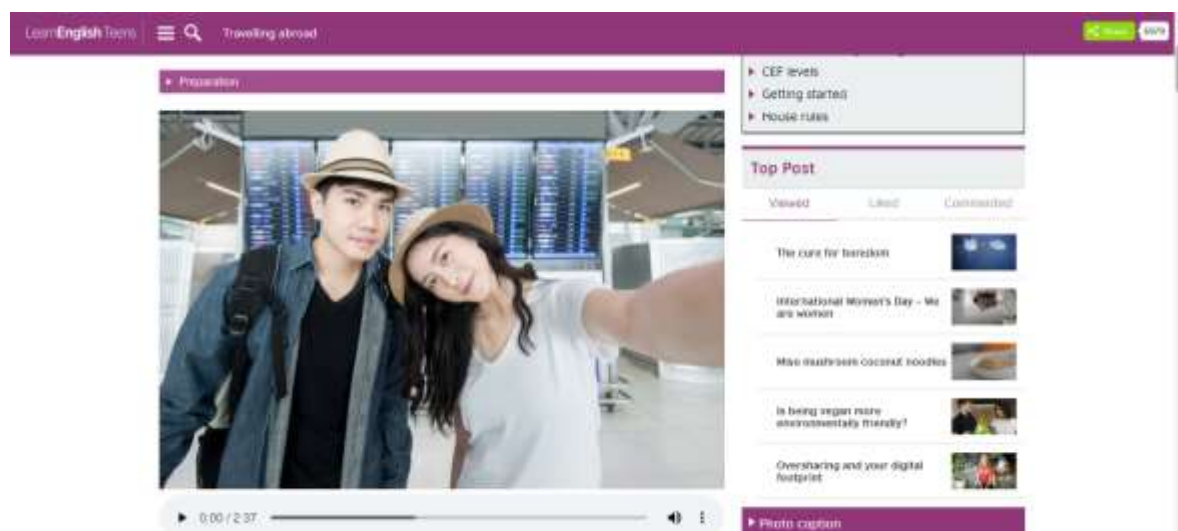


Figure 18. Listening activity

Retrieved from: <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/travelling-abroad>

Preparation

Do this exercise before you listen. Write a number (1-6) to put these sentences in order.

.....	Wait at the boarding gate
.....	Go to the checking-in desk.
.....	Board the plane.
.....	Go through immigration.
.....	The plane takes off.
.....	Arrive at the airport.

1. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with a word from the box.

New York	Athens	Amsterdam
Rome	Tokyo	

1. Speaker A: The plane is going to _____.
2. Speaker B: The plane is going to _____.
3. Speaker C: The plane is going to _____.
4. Speaker D: The plane is going to _____.
5. Speaker E: The plane is going to _____.

2. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps.

1. The 9.25 flight to Rome is delayed by _____ hours.
2. Passengers going to Tokyo should go to boarding gate _____.
3. Passengers going to Athens should go to boarding gate _____.
4. The flight number of the plane going to Amsterdam is _____. It will leave from gate _____.
5. The time in _____ is 18.30.
6. The temperature in New York is _____ °F.

Figure 19. Listening task

Retrieved from: <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/travelling-abroad>

SESSION 5

ACTIVITY	DESCRIPTION	TIME	GROUP	SPACE	RESOURCES	COMPETENCES
WARM-UP	Finger twister. Students will revise the different structures of informal and formal letters.	10'	Individually	English classroom	Worksheets	CLC SCC LL
ACTIVITY 1	Writing. Your Indian best friends wants to visit Andalusia. 1. <i>When and which city should he visit?</i> 2. <i>Why?</i> 3. <i>What activities can he do there?</i>	5'	Individually	English classroom	Worksheet	CLC SCC IE CEECA
ACTIVITY 2	How to check into a hotel. They will watch a Plotagon video in which they will listen to a conversation in the reception of a hotel.	5'	In pairs	English classroom	Tablet & internet	CLC LL DC SCC
ACTIVITY 3	QUIZZIZ. Students will revise the new words that appear in this session.	5'	Individually	English classroom	Tablet & internet	LL IE DC

 Warm up activity: Finger twister! Timing: 10'

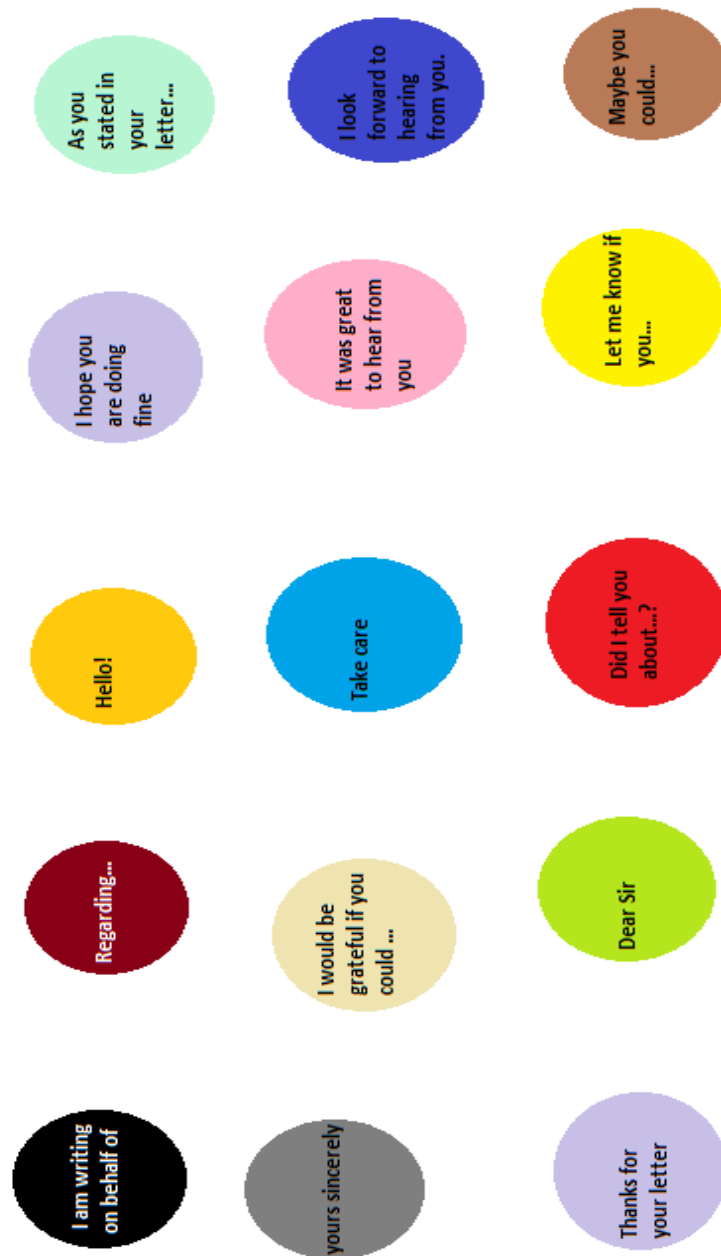


Figure 20. Finger twister board

Students will work in groups of three. They will be given this worksheet in which they will revise some elements that they have to include in formal or informal letters. While playing, they will have to complete the following chart:

Formal letter		Informal letter	
Beginning	Dear Sir,	Beginning	Hello!
Reasons why you are writing	I am writing on behalf of	Greetings/opening	1. Thanks for your letter 2. I hope you are doing fine 3. It was great to hear from you
Asking questions	I would be grateful if you could	Make suggestions/recommendations	Maybe you could
Referring to the previous letter	As you stated in your letter... Regarding	Giving information	Did I tell you about...?
Closing	I look forward to hearing from you	Invitations	Let me know if you...
Farewell	Yours sincerely	Closing	Take care

INSTRUCTIONS:

These instructions are going to be given by the student number 3:

Right hand (student 1)

Put the pinky finger in one way to refer FORMALLY to the previous letter.

Put the Ring finger in one way to make INFORMALY suggestions or recommendations.

Left hand (Student 2)

Put the middle finger in one way to close FORMALLY our letter

Put the thumb finger in one way to make an invitation INFORMALLY

PAUSE TO CHANGE HANDS

Left hand (student 1)

Put your index in one way to farewell FORMALLY

Put your ring finger in one way to greet INFORMALLY

Right hand (Student 2)

Put your thumb in one way to give reasons why you are writing FORMALLY

Put your index finger in one way to referring to the previous letter FORMALLY

PAUSE TO CHANGE HANDS

Right hand (Student 1)

Put your index in one way to close the letter INFORMALLY

Left hand (student 2)

Put your middle finger to Begging the letter FORMALLY

Those words that do not appear in the instructions have to be included. Thus, all the students together have to decide where they will be located. The teacher will help them if they have doubts while completing the charts.

Activity 1: Writing. Timing: 25-30'

Your best friend from India wants to visit Andalusia. He has asked you if you could provide him some relevant information.

1. *When and which city should he visit?*
2. *Why?*
3. *What activities can he do there?*

You should write about **150** words.

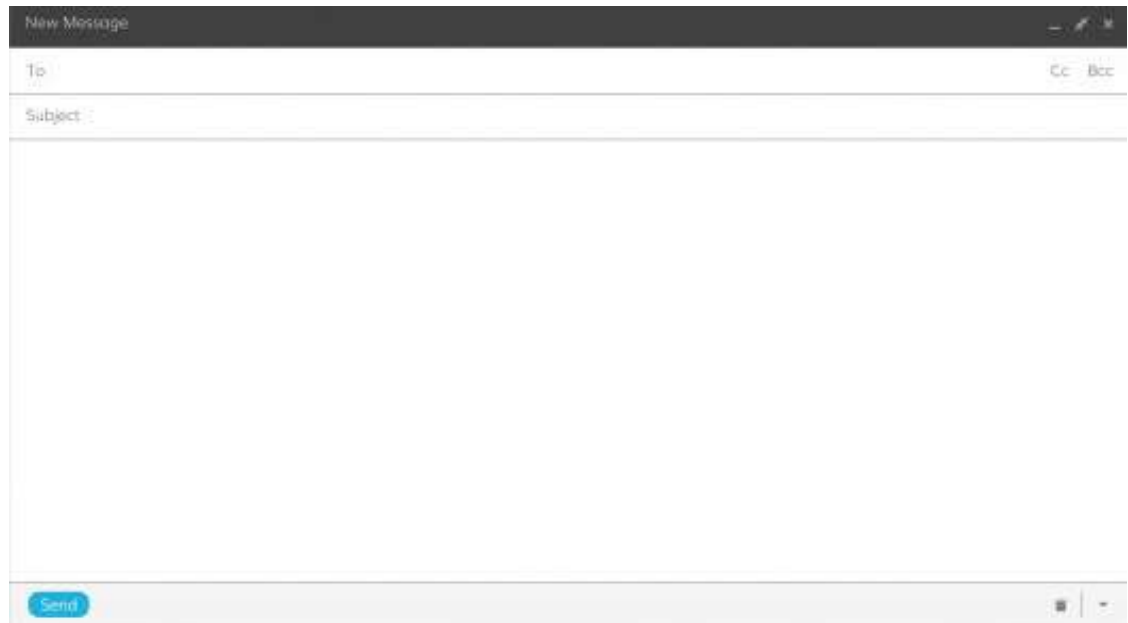
A screenshot of a 'New Message' email composition window. The window has a dark header bar with the title 'New Message' and standard window controls (minimize, maximize, close). Below the header, there are three input fields: 'To:', 'Cc:', and 'Bcc:' on the right, and a 'Subject:' field. The main body of the window is a large, empty white area for writing the email. At the bottom, there is a blue 'Send' button and a small icon for attachments.

Figure 21. E-mail example

Activity 2: Learning how to check into a hotel!

Students will watch a set of conversations to learn how to do the check-in when they arrive into a hotel. Those videos will be posted in the blog with the conversations. Then, they will practice in pairs. Moreover, they will find other conversations such as “At the train station” and “At the airport control”. **Timing: 15’**

Publicado por Catch up your train! en 7:57 No hay comentarios: 



Check into a hotel.



Publicado por Catch up your train! en 7:46 No hay comentarios: 



[Página principal](#)

Suscribirse a: [Entradas \(Atom\)](#)

Figure 22. *Plotagon* video

Activity 3. Quick revision.

Students will work individually on *Quizziz* platform. They will revise some of the difficult words they have learned in this session. **Timing: 5'**

<https://quizizz.com/admin/quiz/5eae994e2414d8001bc4d1cd>

SESSION 6

ACTIVITY	DESCRIPTION	TIMING	GROUPS	SPACE	RESOURCES	COMPETENCES
WARM-UP ACTIVITY	Revision. Students will complete a 'mini-test' in Google Forms. After complete it, there will be a discussion.	10' 10'	Individually	Computer classroom	Computer	DC LL IE
ACTIVITY 1	Creativity boasting! Students now have to create their own Plotagon video	25'	In pairs	Computer classroom	Computer	CLC DC LL SCC IE
ACTIVITY 2	Time to revise and solve doubts about the videos that are going to be displayed in the next session	5'		Computer classroom		

 **Revision. Modals review and vocabulary:** We are going to work individually. Students have to complete this 'mini - test' in which they could find multipl- choice questions and short answers. It will provide the teacher with instant feedback about student's progress. The time to complete the task will be 10 minutes. The time left will be devoted to give students an overall impression of the grammar and vocabulary learned and solve the doubts they may have. **Timing: 20'**

<https://forms.gle/NrGXzfCtcgr1vpRc6>

- ✚ **Activity 1: Creativity boasting!** Students will create their own Plotagon video. The videos will last no more than two minutes. They could prepare one of the three dialogues that were explained in the previous class. Moreover, they can modify and create their own dialogue. They also have these dialogues in the blog. **Timing: 25'**

Revision time! Students will have 10 minutes to solve doubts and ask questions about the videos. Timing: 10'

- ✚ **Activity 2: Doubt solving.** The last five minutes will be devoted to solve doubts and to check that all the materials (projectors, computers...) needed for the next day are ready to be used.

SESSION 7

ACTIVITY	DESCRIPTION	TIMING	GROUPS	SPACE	RESOURCES	COMPETENCES
WARM UP ACTIVITY	Students will create a mural in which they have to use post-its.	15'	Individually	English classroom	Post-its Pasteboards	CLC SCC IE
FINAL TASK	Students will watch the Plotagon activity that students have to do as a final task. They have to use the vocabulary given in class as well as the grammar. Creativity is crucial here.	40'	Individually	English classroom	Video projector & digital board	DC CLC SCC IE

✚ Warm up activity: Impressions! Timing: 15'

Students will create a mural in which they have to use post-its. They can include the following information:

1. What they have learned.
2. Whether the vocabulary given was useful.
3. What activity they enjoyed the most.
4. What activity they hated the most.
5. Where they want to travel in the future and why.

✚ Activity 1: Role play!

Now, students will watch the *Plotagon* activity that students have to do as a final task. They have to use the vocabulary given in class and the grammar. Creativity it is crucial here. **Timing: 40'**

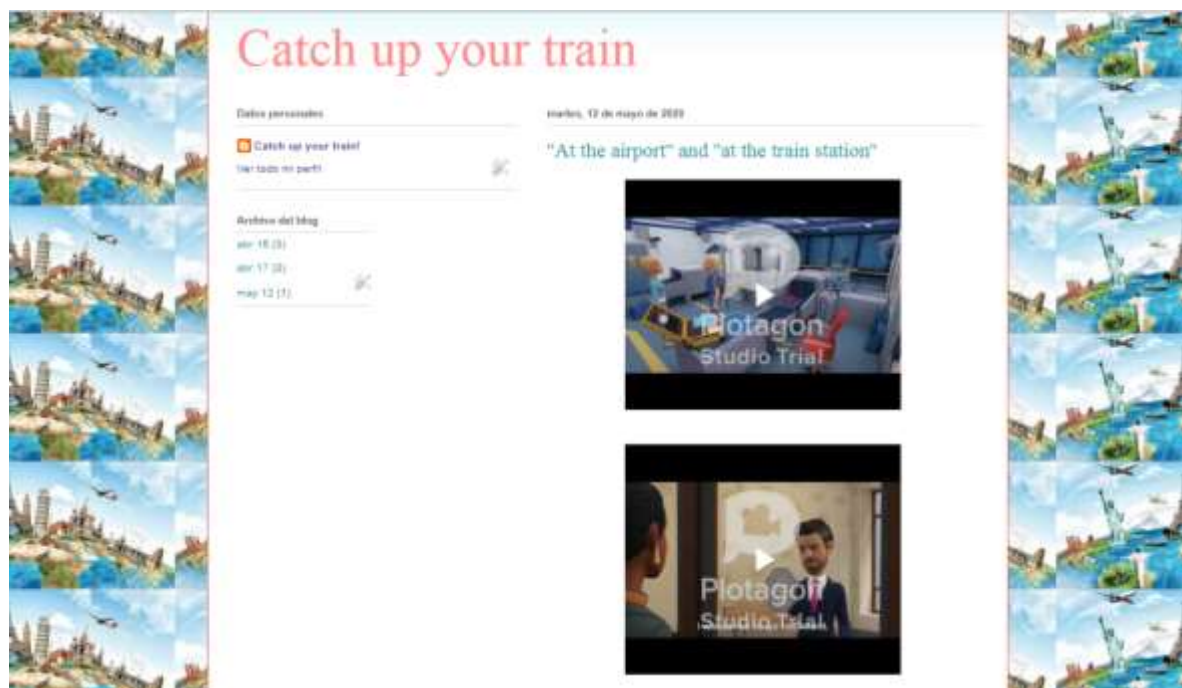


Figure 23. Student's videos

4.12 Evaluation

The following chart includes the evaluation criteria considered in this unit in connection to the ones in the R.D. 1105/2014, and specified in the corresponding indicators. They have been taken as the reference for the design of this unit.

EVALUATION CRITERIA		EVALUATION TOOLS	INDICATORS
LISTENING 15%	To understand and identify the main information and details in longer and short texts.	Eddpuzzle & Worksheets	1.1 understands the main and minor details from recordings or spoken conversations. 1.2 understands what other people say in transactions and arrangements in daily activities such as those developed in hotels, restaurants, and means of transports. 1.6 identifies the main ideas, with visual or written support, of presentations related to the educational environment.
SPEAKING 25%	To develop communicative functions.	Rubric	2.2 takes part in in situations that could occur while travelling. 2.3 participates in informal and formal conversations in daily activities or less usual activities in which information is exchange and describe situations that are real or invented.
READING 10%	To identify the main topic of a text.	Worksheet	3.2 understands the main ideas and relevant information of written texts related to personal interests. 3.3 understand information given in blogs in which people exchange information
WRITING 20%	To write short and longer text in different registers.	Rubric	4.3 takes notes that include essential information. 4.4 writes emails in which information and opinion is transmitted.
Plotagon video 20%		Rubric	

Participati on 10%	Participates in non- compulsory activities developed in class or at home.	ClassDojo	
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Therefore, the assessment of this lesson plan will consists on a variety of tools. Rubrics were created to evaluate the written production, the Plotagon video and the speaking interaction.

In the writing production, special attention will be paid to the format of the writing, the beginning and the end of the letter, the presence of the letter, the grammar and vocabulary used, if the main ideas were included and finally the division of paragraphs.

The Plotagon video will be evaluated according to the quality of the video, the point of view, dialogues and images.

In the speaking interaction, the understanding of the topic and the arguments given to complete the discussion will be assessed.

The listening and reading skills will be evaluated through the worksheets they have to complete.

In the case of the listening activity, students will have to answers the questions that will be displayed while they are watching the video in the Eddpuzzle application. They will get instant feedback after finishing it. The second listening will be made in paper form so the teacher will collect the worksheets and grade them.

Participation and attendance is going to be evaluated too. It will be devoted to a 10% of the mark and if students are willing to participate in the non-compulsory activities.

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APPENDIX

Letter-Writing : Informal e-mail.

Teacher Name: GEMA JUÁREZ DELGADO

Student Name: _____

CATEGORY	4	3	2	1
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.

Figure 24. Rubric one

Digital Storytelling : Plotagon

Teacher Name: Gema Juárez Delgado

Student Name: _____

CATEGORY	4	3	2	1
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Soundtrack - Originality	All of the music is original.	Most (over half) of the music is original.	Some of the music is original.	None of the music is original.
Voice - Conversational Style	Uses a conversational style throughout.	Uses a conversational style the majority (85-95%) of the time	Uses a conversational style most (70-84%) of the time.	Presentation style is primarily monologue.
Dialogue	The dialogue was created by the group and does not contain errors.	The dialogue was created by the group but contains some errors.	The dialogue was partially created by the group and there are some important mistakes.	The dialogue was not created by the group.
Images	Images create a distinct atmosphere or tone that matches different parts of the video.	Images create an atmosphere or tone that matches some parts of the video.	An attempt was made to use images to create an atmosphere/tone but it needed more work.	Little or no attempt to use images to create an appropriate atmosphere/tone.

Figure 25. Rubric two

Class Debate : Discussion

Teacher Name: GEMA JUÁREZ DELGADO

Student Name: _____

CATEGORY	4	3	2	1
Use of Facts/Statistics	Every major point was well supported with several relevant facts and/or examples.	Every major point was adequately supported with relevant facts and/or examples.	Every major point was supported with facts and/or examples, but the relevance of some was questionable.	Every point was not supported.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant

Figure 26. Rubric three