

Pontificia Universidad Católica de Valparaíso
Facultad de Filosofía y Educación
Instituto de Literatura y Ciencias del Lenguaje



Decreasing the impact of negative affective factors of the pandemic that would potentially affect students' motivation towards English learning by using gamification.

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
el grado de Licenciado en Educación

Bastián Fernando Morales Valenzuela

Tutor: Pablo Pérez.

Julio, 14 2020

Table of Contents

I.	Acknowledgement	3
II.	Contextualisation	4
III.	The Puzzlement	5
IV.	Swot Analysis.....	6
V.	Literature review	7
VI.	Objectives	12
VII.	Action Plan	12
VIII.	Data Collection.....	16
IX.	Reflection	16
X.	Conclusion.....	18
XI.	References.....	19
XII.	Appendixes	22

I. Acknowledgement

The road to get up to this point of my life has not been easy. I have had to face many difficulties along the way, even having to fight for my life. Therefore, my debts and gratitude to the people who have been supporting me during all this time will never be enough.

First, I would like to express my sincere gratitude to my guide teacher Prof. Pablo Pérez who has been a great support during this semester as it has been due to his guidance and advice that I could carry on with this research. Also, I would like to thank him for trusting in my ideas for this proposal and for being an empathic tutor, who has been able to understand the situation that we are living right now.

Second, I am extremely thankful and pay my gratitude to my committee, Prof. Ricardo Benítez and Dr. Millaray Salas, who have been my teachers for many courses during this long and arduous journey. From them, I have had the fortune to acquire valuable knowledge and educational values that will be essential for my future as a teacher of English.

Third, I think that there are not existent words to describe the gratitude that I feel for the support of family. I could not appreciate more the effort they have put on my education and their trust in my success. Even if I have failed before in my life, they have always believed in me, and now I am finally demonstrating that it was not in vain. Thus, this accomplishment is completely dedicated to them, because they have been my only unconditional support during my entire life. Also, I would like to thank my inseparable friends who were always there for me when I needed them, being a priceless company along this learning process.

Finally, I would like to thank God for giving me a second opportunity in my life, allowing me to follow my dreams and work for a better future for our society.

II. Contextualisation

For this Pedagogical Proposal, I have been working with 12th-grade students from a mixed-income Catholic school in Viña del Mar. This institution educates learners from preschools until 12th grade. Although it is not a public school, it is essential to bear in mind the significant number of vulnerable students who belong to this educational community. According to the administration, around 70% (414 out of 589) of the students live in vulnerable conditions. It means that their socio-economic background makes them prone to be negatively affected by the pandemic, even in their learning process. Consequently, according to the *School Administration*, since students are not allowed to attend face-to-face lessons, the school has provided them with access to the internet and electronic devices for educational needs, so that all students have access to education.

Regarding the class, it consists of 29 students, 15 males and 14 females. From what I could observe and the information gathered from interviews, students were very proactive, trying to participate as much as possible during all the lessons, being highly motivated to learn English as a foreign language most of the time. Nonetheless, there are concerns about the students' potential and motivation towards learning as it could be affected by external factors due to the Coronavirus such as depression, anxiety, hunger, overcrowding, or domestic violence, which have been increasing according to El País (May 12, 2020). Nevertheless, as reported by the MIME (n.d), the educational centre has created some participation programs involving the whole family of the students in their learning process. These programs consist of activities assigned to each student's family, such as group or individual games, having as a goal to build a sense of belonging for the parents and children in the educational community.

III. The Puzzlement

Learning a second language gives students a helpful tool to achieve many goals that they could set for their future. Lately, programs to learn English has been expanding and getting more relevant over time. In many cases, the biggest motivation was to travel or business expectations for the adults and even high-school students, who were aware of the importance of learning a second language. Nevertheless, those motivations have been vanishing due to the pandemic caused by a new Coronavirus. The situation in Chile is critical at the moment. CIPER (2020) affirm there are more than 5,000 deaths caused by the virus. Besides, there are 167,000 confirmed cases reported by the Chilean Ministry of Health (June 13, 2020), which means that the country has a record of more positive cases per million inhabitants; therefore, the status of the virus in Chile is out of control.

Consequently, one of the main effects that could be caused by the problems of the pandemic and the lack of access to education is school desertion. Concerning this situation, Raúl Figueroa (as cited in Meganoticias, June 9, 2020) estimates that around 80,000 students may desert from education due to the Coronavirus and the prolonged suspension of face-to-face lessons. This situation is a threat for the future of those students who are in a vulnerable condition.

Lastly, according to a survey (see appendix 1) that I conducted in my previous practicum, 57% of the student stated that they would attend the school if they had the choice to decide, showing that there is an existing intrinsic motivation to learn English. It should be considered by the teacher when analyzing motivational aspects that could affect students' willingness to learn due to the pandemic. Additionally, this survey has shown that students have different preferences when it comes to the activities that they want to do to learn English. In the first place, 18 of the students would like to learn through games; in second place, 16 of them would like to have group and collaborative activities during the lesson;

and in third place, 9 of them would like to have reading and listening activities. Therefore, I have decided to focus my proposal on gamification activities to decrease the impact of negative affective factors of the pandemic that would potentially affect students' motivation towards English.

IV. Swot Analysis

<p>Strengths</p> <ul style="list-style-type: none"> ● An above-average students' level of English will help to implement more challenging activities. ● A respectful attitude of the students towards the lesson would help students to learn better what the teacher has to explain in a synchronous lesson. ● As students are about 17-18 years old, they know how to use technology properly (in most cases). 	<p>Weaknesses</p> <ul style="list-style-type: none"> ● Not all students live in proper conditions to learn online (access to the internet, lack of working devices, and overcrowding). This could affect their attendance and concentration towards learning any subject. ● Too many students per lesson make it impossible to address each case.
<p>Opportunities</p> <ul style="list-style-type: none"> ● As in-classroom overcrowding will be not possible due to COVID-19, teachers will not be expecting to work with too many students in face-to-face lessons. Not only this situation could open more job opportunities for new 	<p>Threats</p> <ul style="list-style-type: none"> ● Uncertainty of the future situation that could boost the growth of mental issues among students. ● Inequality as not every student would have the same opportunities to learn from home.

<p>teachers, but also it can be beneficial for learners as there would fewer students per teacher.</p> <ul style="list-style-type: none"> • The development and adaptation of new strategies, techniques, and technologies to teach and learn effectively from home. • The lack of evaluation instances could affect the keep of track in students' learning progress. This could be palliated by doing formative assessments. 	<ul style="list-style-type: none"> • The lack of official evaluations could mean a lack of interest in the subject. • The quality of education given through online lessons might not be enough to improve students' skills.
--	--

V. Literature review

Due to the context, teachers will still have to teach students through remote lessons for the several months coming, trying to adapt themselves and students to this situation, trying to get the best learning progress out of their students regarding the circumstances. Therefore, in this literature review, I will be explaining and defining the different concepts, strategies, and techniques that are useful and necessary to develop this pedagogical proposal.

First, the predominant concept that I will be working with in this pedagogical proposal is motivation because it focuses on how students' motivation will be affected due to pandemic. Dornyei (2001) states that for understanding motivation, we have to perceive this concept as a 'complex and important human characteristic that is easier to explain than define, and it refers to the causes and origins of an action'. In the case of this study,

I will use this concept as it is what antecedes the will of my students to keep doing activities and learning English during the suspension of face-to-face lessons. Marques (2014) explains that it is essential for the teacher to maintain a safe environment and effective leadership to motivate students to accomplish their tasks or goals. I think that students must have as a teacher someone who they could rely on because the pandemic has forced families to struggle to survive under poor conditions; consequently, it ends up affecting students' emotions, which is detrimental to their learning process.

The second concept that is relevant for this research is 'affective filter'. Krashen (1982) raised a hypothesis for second language acquisition success, which consists of 5 elements, which *are the Acquisition-Learning hypothesis, Monitor hypothesis, Natural Order hypothesis, Input hypothesis, and Affective Filter hypothesis*. According to Krashen's *Affective Filter Hypothesis* (1982), emotional factors might be critical when students attempt to learn a second language as students could lose their desire to participate or to achieve L2 goals. Moreover, students could get distracted by their problems, not being able to concentrate on the lesson and learning from what they are being taught by the teacher. To prevent this, Shincke-Llano & Vicars (1993) suggest applying games, songs, and films during the sessions as these activities could help the teacher to manipulate the affective filters of the students, that could decrease their motivation towards the class and their willingness to learn English as a second language.

The *Affective Filters hypothesis* appears to be very useful and pertinent to be used for this proposal because the pandemic has affected students' mental health and their socio-economic background, a situation that could eventually trigger a massive school desertion among vulnerable or affected students as it has been mentioned by the Ministry of Education Raúl Figueroa (June 2020). Also, as Krashen (1982) points out, 'allowing students to take risks and make mistakes lower the levels of anxiety and increase the motivation of the students to participate more during the lessons.' Therefore, to keep students motivated towards learning any subject, including English as a foreign language, teachers must be aware of students' emotions, interests, and problems.

The third concept that I think that it is essential to be defined is 'gamification in learning' because it is the primary technique that I will be using to enhance students' motivation towards learning English. Deterding, Dixon, Khaled & Nackle (2011) define gamification as 'the use of game design elements in non-game contexts', which today is seeing as a powerful tool to engage and motivate students into the lesson. According to Lee & Hammer (2011), teachers have seen to be prompt to introduce games into the lessons, because some of the schools' common problems are the lack of compromise and willingness to learn any subject. Nevertheless, it is hard, time-consuming, and it requires in some cases spending money on materials for the class (Kapp, 2012). Although, it could be worthwhile as you can recycle game-materials for upcoming years. Thus, it is better to be seen as an inversion in the long term as it is suggested by Dichova, Dichev, Agre & Angelova (2015).

Furthermore, many motivational strategies and techniques are useful for enhancing students' engagement during the lessons. According to Marques (2014), there are different techniques to motivate students:

- *Promote meaningful participation:* It refers to the idea of promoting freedom of choice by taking into account learners' interests, trying to be more flexible with the curriculum if necessary, and defining the learning objectives considering students' opinions.
- *Engaging and maintaining the interest of the students:* Teachers should try to propose activities that are reasonably challenging for the students, be enthusiastic, vary the teaching style or pace, give clear instructions, expectations, and relevance for each task done by the students.
- *Consider affective variables:* Teachers should create a safe environment, quick feedback, and students' progress recognition.

Also, Dornyei (2001) adds more conditions to have in mind when generating motivation, suggesting that teachers should behave properly and build rapport with students, be

supportive, and generate some norms with them to keep the cohesion of the class. Hence, I will approach students bearing in mind these techniques as I see that the essential issue right now is to keep them attending the lessons and completing the tasks rather than demanding results. The reason is that during a crisis is very tough to be concentrated and focused on the studies; therefore, as a teacher, I should show myself as an empathic figure concerning whatever issues they have been going through.

Moreover, among the many motivational strategies proposed by Dornyei (2001), I will focus on the ones that I think are necessary for the context of a pandemic that we are going through. First, to make the curriculum and teaching materials relevant to the students, finding out their interests, needs, and goals and then incorporate them into the curriculum, and relate the subject to everyday experiences and backgrounds of the students. Second, to break off a normal lesson routine by using more fun and engaging activities, doing dynamic and varied activities focusing more on the motivational aspects rather than the grammar-related tasks. Third, to explain and guide the different tasks motivating the students by providing appropriate strategies to carry out the work. Fourth, to set up goals for each lesson with the students to make them take responsibility for achieving those goals, but also relying on their capability. Teachers have to be very conscious that learning any subject in such a hard time - in this case, due to the pandemic - could mean that it would be impossible to expect the same achievements from every student, if they do not have the tools to do so.

Furthermore, 'Extrinsic Motivation' is going to be present during my proposal as students are going to be rewarded with medals, each one of these medals will have a value regarding the results obtained by the students in some tasks. These results are going to be added and gathered in a scoreboard published by the teacher; hence, the teacher will grant some extra points for the next summative assessment to the students who accomplish to get a certain amount of score. Extrinsic motivation is defined as the external sources of students' motivation when learning a new language is just done for the reward or praise given after accomplishing a certain goal (Fen Ng & Kiat Ng, 2015), in this case,

gamification. Nevertheless, according to Bandura (1997), the impact of the extrinsic motivation is only going to be successful if the experience for the students is enjoyable and meaningful for them because they would have the determination to accomplish the tasks.

Another concept that I will be working with during my pedagogical proposal is 'Distance Learning'. Huang, Yang, Chiang, & Su (2016) define this concept as the action of 'learning with mobile devices, such as smartphones, tablets, laptops, digital pens and wearable devices like smartwatches, AR and VR'. Also, Moore (1990) defines distance learning as 'all deliberated and planned learning that is directed or facilitated in a structured manner by an instructor, separated in space and/or in time from the learners.' Therefore, during this pedagogical proposal distance learning will be implemented because of the pandemic context due to the Covid-19, using different applications and devices as long as they are required in order to achieve the objectives and cover the key aspects and topics of this semester. Besides, there are remarkable advantages of implementing distance learning such as their accessibility, the support for different learning styles and it complements the contents with more dynamic activities (Subramanya, 2014).

Finally, regarding evaluation, Dornyei (2001) suggests that the idea is to foster learners' motivation, increasing their satisfaction towards the lesson; therefore the teacher should elaborate material in order to monitor students' progress and achievement -always celebrating their victories according to the context - these achievements should be also measured in grades, however, they should be applied to motivate, but not to demotivate students due to the results, trying to incorporate transparent methods and their own views about their performance even promoting self-assessment.

VI. Objectives

The following objectives will be set according to Bloom's Taxonomy, considering the Cognitive Domain (Anderson et al., 2001) and the Affective Domain (Krathwol et al., 1964).

General Objective: To decrease the impact of negative affective factors that could affect the motivation towards L2 using gamification during the pandemic.

Specific Objectives

- Students will identify their interests regarding the topic being taught by the teacher, focusing on the tasks and goals that they have assigned.
- Students will relate their own experience during the pandemic in order to be considered by the teacher when teaching the contents.
- Students will apply the contents that they have been studying by performing game-based tasks in order to be motivated to achieve the goals proposed by the teacher.
- Students will assess themselves from the work they have been able to complete according to the circumstances.
- Students will perceive their emotions regarding their experience of having online English lessons during the pandemic.

VII. Action Plan

Under the circumstances that our country and the world are going through today due to the havoc produced by the pandemic, which has forced the different countries to implement different safety measures such as distance learning and the suspension of face-to-face lessons, our Ministry of Education has elaborated on a plan called *Priorización Curricular* granting a supporting tool for the schools to confront and reduce

the negative consequences that may appear due to the Coronavirus crisis (Unidad de Currículum y Evaluación, 2020).

Accordingly, due to the uncertainty of the context and the reduction of the school period, schools will only have to cover essential and integrative learning objectives in different areas of knowledge, helping educational centres to organize themselves and make decisions regarding the needs and real possibilities to teach contents, in regard to the situation. Therefore, the action plan designed will be addressing the issue stated in the previous section by covering the unit of 'The Arts and Their Influence' alongside the future tense as I am considering my students interest towards music, which was pointed out through the survey that I applied during my practicum, and this unit - that is supposed to be covered in 12th grade - fits to what they want to learn during the lessons.

To apply this action plan, I will use a strategy based on gamification in order to motivate my students using ludic techniques for an online educational context, considering their interests. The purpose of using this strategy, incorporating some elements that we can usually find in different addictive games to increase or keep the motivation of the students towards learning English during the pandemic or in future crisis situations, such as the use of scoring boards, medals and rewards as I explained in detail in the literature review. Hence, this action plan will be implemented during 5 sessions of 60 minutes, which is the time set for the school to teach online lessons. These interventions are going to be short, meaning that they will not take the whole-lesson time as the time is too limited and other contents should be taught as well. In the next paragraphs, I will describe the action plan for each session, giving an overview of the activities that are going to be implemented to measure students' motivation.

Session 1: This session is going to be introductory; I will explain to students what my action plan is going to be about. First, I will send them a link with a short survey (see appendix 2), where I will ask them some personal questions about their current situation and their feelings towards learning English remotely during the pandemic. Second, using

discord - for its reliability, its options and my personal knowledge about the use of the application - I will send an excel document (see appendix 3) for the students, where they can see their stats through the sessions. In each session, I will explain the scoring rules, the badges and their purpose, and last but not least, what are the rewards for accomplishing the different achievements. Finally, students will have to play with *Kahoot!* (see appendix 3) as an introductory activity for the unit of 'The arts and their influence'.

Session 2: In this session, I will implement the gamification strategy in a pre-listening activity (see appendix 4) where I will ask students to create an information bank about the music topic. Students will have to find (individually) at least 5 different musical genres, describe them and find at least 3 singers related to those genres. Then, they will have to share their findings with the rest of their classmates, using another colour to write the missing genres. The students who have gotten more genres will be awarded with the 'gold medal'; those who complete the task will be awarded with the 'silver medal'; those who do not commit any spelling mistake will be awarded with the 'bronze medal'.

Session 3: In this session, after viewing the uses of the 'Past Tense', the teacher will propose a list of 3 different songs where it is possible to find verbs in their Past tense. From those songs, students will have to vote online which song they would like to work with, to finally choose the 2 most popular ones after everyone has voted. Through the *Discord Platform*, the teacher will play both songs twice and will ask students to identify (according to the chosen song) verbs in their past tense, writing them in a blank piece of paper. Then, students will receive a copy of the lyrics of these songs (see appendix 5) in which they will have to fill in the gaps (Scrivener, 2011) with the verbs they identified while listening to the song and wrote in the blank piece of paper, after finishing this, they will have to send the document to the teacher. Those students who finish the task and do not commit any mistakes will receive the 'gold medal'; students who commit few mistakes will be awarded with the 'silver medal', and those who commit many mistakes, but hand in the task will receive the 'bronze medal'.

Session 4: In this session, students are going to be working on poetry as Scrivener (2011) states that 'it stimulates, wakes us up to see things in new ways, hear things in new ways, think of things in new ways (...) To remember something, we need to be surprised by an odd idea or use of words'. Using poetry will help students to go deep in themselves and find ways to express their emotions through language. Therefore, students will be working on a *Facts to Metaphor* activity (Scrivener, 2011). Students will have to write at least 5 phrases with different actions that they regularly do or see while being at home, and then add a metaphor to that phrase (see appendix 6). If students write more than 5 phrases with no mistakes they will be awarded with a 'golden medal', a 'silver medal' if they write more than 5 phrases having some mistakes or just 5 phrases with no mistakes, and a 'bronze medal' if they accomplish to hand in 5 phrases with some mistakes.

Session 5: In this session, the activity implemented will be about drama, which is closely related to the topic of the unit '*The Arts and Their Influences*', based on the textbook granted by the Ministry of Education to 12th graders. According to Scrivener (2011), *drama games* 'are usually short games that involve movement and imagination, and this is a good way to get students using the language', these games also help students to develop themselves in personality and attitude towards life, which in the end would help them to leave and destroy some barriers - for instance, anxiety or attitude - that do allow them to use their English. As it is known, most of the students use *TikTok* during their leisure time, which is an application to edit, create and share videos with friends or other users, thus, for this activity, they will have to create a short video no longer than one minute, in which they will have to dramatize the lyrics of a song of free choice (they will have to ask for permission to use that song). The teacher will do a formative assessment, using a checklist (see appendix 7) to see if students have accomplished the task, and will ask students to vote for the most creative video. The students whose video is elected as the most creative one will be awarded with a 'gold medal', the ones who achieve to obtain full marks in the checklist will receive a 'silver medal', and the ones who just send the video will obtain a 'bronze medal'.

VIII. Data Collection

As this is a potential pedagogical proposal, once the intervention has already been fully implemented, I will analyse if there is a visible impact on the motivation of my students towards learning English as a Foreign Language during the pandemic, using the gamification strategy. In order to have a clear insight of the results, I will collect the data from two different sources, according to the circumstances: a one-minute voice recording where the students will express in L1 how they felt participating of the activities, and completing a survey with only scales (see appendix 8). Finally, I will compare the results I obtained from the survey applied before the intervention and the ones that I obtained after the intervention; therefore, I will be able to know if it is beneficial to use gamification to keep or increase students' motivation during the pandemic in online lessons.

IX. Reflection

When I ask myself 'why do I teach the way I do?' It is not hard for me to find an explanation since I believe that interpersonal relationships and building rapport on the students will help them to accomplish whatever goals they set for their learning expectations. As a teacher, during my previous practicum experiences, I have tried to be as empathic as possible with my students, always trying to get to know them as much as I could to identify which were the students who needed me the most as a teacher and who were most capable ones to motivate them further on. It is reflected in my seated values as my belief about the role of the teacher not only is going to a classroom teaching some contents that are required by the curriculum, but also assuming that in many cases - since I dream to be a teacher in a school, hopefully in a vulnerable or rural one - I am going to be the adult that my students will be spending more time with. Hence, I think that my students' motivation for learning English will always rely on how well is the relationship built between the teacher and the pupils.

Regarding my teaching, I firmly believe that it can facilitate student learning by motivating learners to attend my lessons with enthusiasm. From my point of view, if there is not a harmonious relationship between the teacher and the students it would probably arouse their level of anxiety, creating a perception of an unsafe learning environment from the students causing a decrease in the motivation towards learning any subject. For instance, I remember when one of my students, during the intermediate practicum, told me that she was very motivated to learn English until she had a new teacher that did not build the necessary rapport to engage her during the lessons. However, as I know that my biggest strengths are to be capable of developing a safe environment for learning, be creative to solve problems and be empathic to understand their needs and problems, I will always keep pushing them forward to learn a second language believing in what they can achieve no matter how difficult it might appear. Even if learners are not able to achieve the most ambitious objective proposed by the teacher, all the progress they have made to get to it can count as a win since they are putting effort to learn, which must be recognised to keep motivating them.

Nevertheless, this year has been different due to the pandemic, forcing teachers to adapt themselves to distance teaching. They have been required to implement new strategies and techniques to keep students learning under these circumstances, which are far from easy. Although my proposal is only potential because I was not able to do my practicum during this semester, adjusting my proposal to this new teaching experience has been a challenge since I think that it has not been a situation that I was prepared for or that I had not acquired the necessary tools to approach it. Consequently, it has been of huge importance to take into consideration students' interests and raise a sense of belonging to the class by building a democratic and safe environment to foster their motivation towards learning English learning. Therefore, I have been trying to find a way to potentially overcome the issues of distance learning, enduring a lockdown and the lack of opportunities to develop a rapport with students to achieve the goals for this year, by proposing engaging, motivating and dynamic activities for the students.

X. Conclusion

Throughout the realization of this research, I have been able to learn how to approach an online lesson as a teacher. Before starting to work on this pedagogical proposal I thought about retiring myself from this program for at least during this semester because I thought that I did not have the tools to approach an online lesson, neither there were suitable conditions to focus on a project that would demand a lot of effort and concentration. However, I realised that if I was going through this problem with a lot of difficulties, it would have been even harder for my students and that was the reason that inspired me to come up with this pedagogical proposal and keep on working on this research, staying on the program. To conclude with this research, I think that it will be very interesting to see how it works when implemented in a real situation as I believe in the potential that the proposal has to foster students' motivation towards English learning as it focuses on their interests, engaging students to get involved in the lesson, pushing them to participate, and consequently learn by achieving the different tasks given by the teacher.

XI. References

- Anderson, L. W., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman,.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman.
- CIPER. (June 2020). Minsal reporta a la OMS una cifra de fallecidos más alta que la informada a diario en Chile. Retrieved from: <https://ciperchile.cl/2020/06/13/minsal-reporta-a-la-oms-una-cifra-de-fallecidos-mas-alta-que-la-informada-a-diario-en-chile>
- Deterding, S., Dixon, D., Khaled, R., & Nackle, L. (2011). From game design elements to gamefulness: defining gamification. Lugmayr, A.; Fransila, H.; Safran, C.; Hammouda, I.(Eds), *Proceedings of the 15th International Academic MindTrek Conference* (pp. 9-15). Tampere, FI: ACM, New York, NY
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A systematic mapping study. *Journal of Educational Technology & Society*, 18(3).
- Dörnyei, Z. (2001). *Motivation strategies in the language classroom*. Ernst Klett Sprachen.
- El País. (May 2020). “Me da más ansiedad la universidad que la pandemia”. Retrieved from: <https://elpais.com/sociedad/2020-05-11/me-da-mas-ansiedad-la-universidad-que-la-pandemia.html>
- Gobierno de Chile. (June 2020). Plan de Acción por Coronavirus. Retrieved from: <https://www.gob.cl/coronavirus/plandeaccion/>
- Huang, C. S., Yang, S. J., Chiang, T. H., & Su, A. Y. (2016). Effects of situated mobile learning approach on learning motivation and performance of EFL students. *Journal of Educational Technology & Society*, 19(1), 263-276.
- Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.

- Krashen, S. (1982). Principles and practice in second language acquisition.
- Krathwohl, D. R. (1964). Taxonomy of educational objectives: The classification of educational goals. *Affective domain*.
- Lee, J., & Hammer, J. (2011). Gamification in Education: What, How, Why Bother? *Academic Exchange Quarterly*, 15(2), 146.
- Marques, R. (2014). *Profesores Muy Motivados: Un liderazgo positivo promueve el bienestar docente*. Narcea Ediciones.
- Meganoticias. (June 2020). Mineduc por posible deserción escolar: Podríamos llegar a tener 80,000 alumnos fuera del sistema escolar. Retrieved from: <https://www.meganoticias.cl/nacional/304287-clases-presenciales-coronavirus-desercion-escolar-ministro-educacion-raul-figueroa-80-mil-estudiantes.html>
- MIME. (n.d). Síntesis del proyecto educativo institucional: Colegio Excmo. Cardenal Raúl Silva Henríquez. Chile. Retrieved from: <http://www.mime.mineduc.cl/mime-web/mvc/mime/ficha>
- MINEDUC (Ministry of Education). (June 2020). Apoyos del Mineduc Durante la Pandemia del Covid-19. Retrieved from: <https://www.mineduc.cl/apoyos-del-mineduc-durante-la-pandemia-del-covid-19/>
- MINSAL (Ministry of Health). (May 5, 2020). Resumen cifras oficiales COVID-19. Retrieved from: <https://www.gob.cl/coronavirus/cifrasoficiales/>
- Moore, M. (1990). Recent contributions to the theory of distance education. *Open Learning: The Journal of Open, Distance and e-Learning*, 5(3), 10-15.
- Ng, C. F., & Ng, P. K. (2015). A review of intrinsic and extrinsic motivations of ESL learners. *International Journal of Languages, Literature and Linguistics*, 1(2), 98-105.

Schinke-Llano, L., & Vicars, R. (1993). The affective filter and negotiated interaction: Do our language activities provide for both?. *The Modern Language Journal*, 77(3), 325-329.

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*. Macmillan Education.

Subramanya, S. R. (2014). Toward a more effective and useful end-of-course evaluation scheme. *Journal of Research in Innovative Teaching*, 7(1).

Unidad de Curriculum y Evaluación. (2020). Priorización Curricular Covid-19: 5° básico a 4to medio. Retrieved from: https://curriculumnacional.mineduc.cl/614/articles-177928_archivo_01.pdf

XII. Appendixes

1. Intermediate-practicum survey

Getting to know you

Read the questions and choose an answer (or more). **There are no wrong answers.**

1. What is your name?

2. Which skill do you consider the hardest? (choose one alternative)

- a. Reading
- b. Listening
- c. Speaking
- d. Writing

3. Which skill do you consider the easiest? (choose one alternative)

- a. Reading
- b. Listening
- c. Speaking
- d. Writing

4. From 1 to 10, being 1 the lowest and 10 the highest, how would rate your English level? Make a cross (X). (choose one number)

1	2	3	4	5	6	7	8	9	10

Bad

Good

5. Do you like sports? which ones? (choose one or more alternatives)
 - a) Football
 - b) Basketball
 - c) Tennis
 - d) Judo
 - e) Karate
 - f) Cheerleading
 - g) Dancing
 - h) Other: _____
6. What do you like to do in your free time? (choose one or more alternatives)
 - a) Read
 - b) Listen to music
 - c) Play games
 - d) Study
 - e) Check social media
 - f) Hang out with your friends
 - g) Sleep
7. If you had a choice to come to school, would you come? (choose one alternative)
 - a) Yes
 - b) No
8. What activities would you prefer to do during the lesson? (choose one or more alternatives)
 - a) Games
 - b) Listening and reading activities
 - c) Grammar activities (emphasis on the language structure= subject+ verb+ object)
 - d) Group activities (speaking)

- e) Individual activities
 - a) Suicide in adolescents
 - b) Eating disorders in adolescents
 - c) Our duties and rights
 - d) Other: _____
9. Is there anything you would like to share with us? (for example: suggestions, concerns, feedback)

Data Collection

<https://drive.google.com/file/d/1i36HFSvdKO-fj-DgPUXW-o8XbUk2clqz/view?usp=sharing>

2. Pre-Pedagogical Proposal survey

Encuesta previa a la intervención de la propuesta pedagógica

Nombre: _____.

Fecha: _____.

Curso: _____.

A través de esta encuesta se busca obtener información relevante respecto a la situación motivacional de cada estudiante respecto a la asignatura de Inglés, previo a la intervención pedagógica.

- No existen respuestas erróneas, todas son correctas.
- Responder con sinceridad, las respuestas serán confidenciales.
- Por favor, antes de responder, lea con atención cada pregunta.

A continuación responda las siguientes preguntas:

1) ¿Si la educación fuera una opción, decidirías seguir estudiando? Marca con una 'X'.

Sí_____ No_____

2) ¿Has sentido que la pandemia a afectado tu salud mental y las ganas de seguir aprendiendo? Marca con una "X" la casilla correspondiente.

Nada	Poco	No lo sé	Bastante	Completamente
1	2	3	4	5

¿Por qué?

3) ¿Has tenido problemas con el acceso a Internet, ya sea por conectividad o la falta de dispositivos?

Sí_____ No_____

¿Qué tipo de problemas?

4) ¿Qué tan importante crees que será el aprendizaje de una segunda lengua como el Inglés para tu futuro? Marca con una 'X' en la casilla correspondiente.

Nada	Poco	No lo sé	Mucho	Esencial
1	2	3	4	5

5) ¿Qué tan motivado te sientes hacia el aprendizaje del Inglés? Marca con una 'X' la casilla correspondiente

Motivación: Def. Cosa que anima a una persona a actuar o realizar algo

Nada	Poco	No lo sé	Mucho	Esencial
1	2	3	4	5

6) ¿Cuáles de los siguientes pasatiempos son tus favoritos? Enuméralos del 1 al 7, siendo 1 el de mayor preferencia y 7 el de menor.

Deportes Música Pintura y/o Dibujo Naturaleza
 Literatura Vida Social Películas y/o series
 Otro: _____

7) ¿Te gustaría participar de la elección del contenido a pasar en clases?

Sí _____ No _____

Sugerencia de contenido: _____

8) ¿Qué tan dinámicas son las clases de Inglés que has tenido hasta ahora? Marca con una "X" la casilla correspondiente.

Rutinarias		Balanceadas		Dinámicas
1	2	3	4	5

9) ¿Crees que te motivaría que se hicieran más actividades lúdicas durante la clase?
 Marca con una "X".

Sí_____ No_____

¿Por qué?

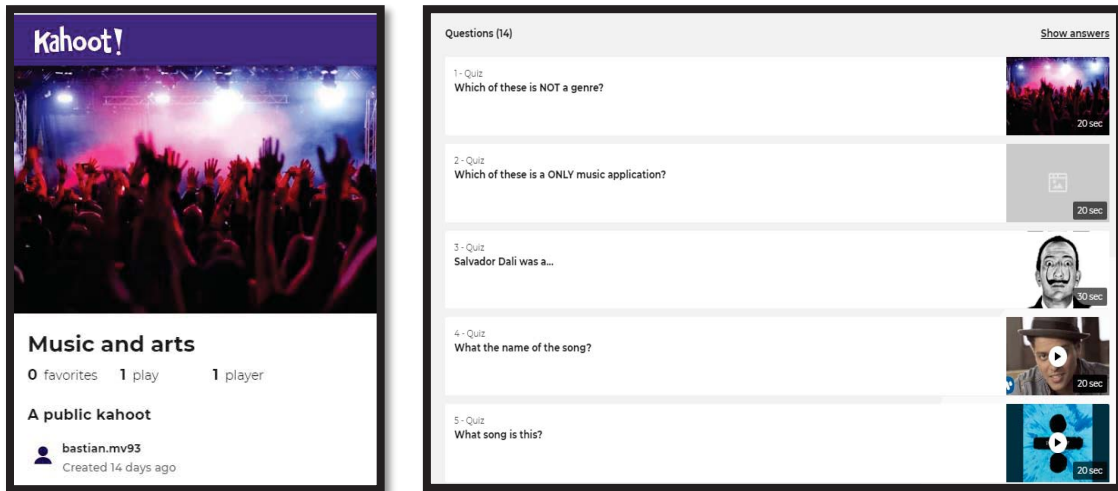
10) ¿Crees que la opción de obtener recompensas por realizar las actividades por entregadas por el profesor, ayudarían a mejorar tu motivación? Marca con una "X"

Sí_____ No_____

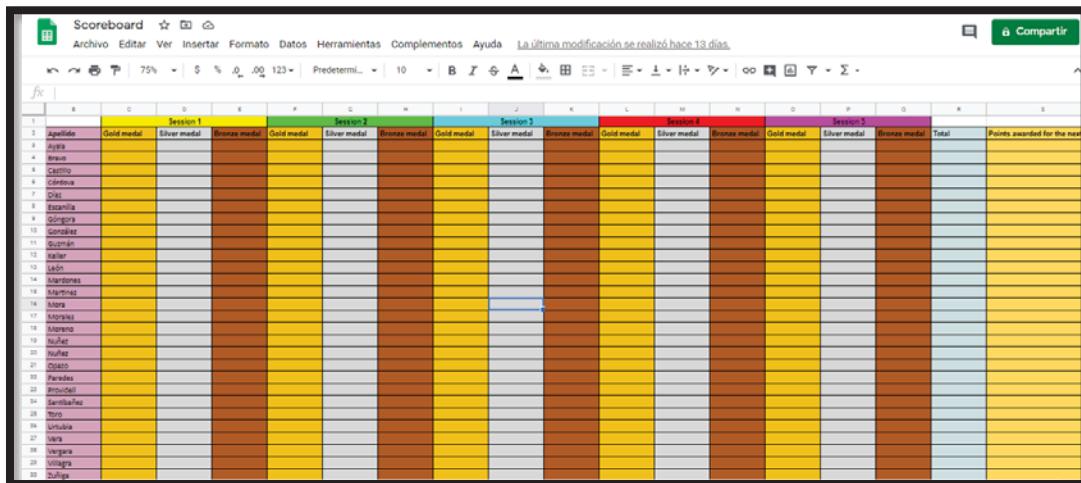
11) ¿Deseas entregar alguna sugerencia o información necesaria para que el profesor tome en consideración? (opcional)

3. Session 1 sample: Kahoot! and Scoreboard

<https://create.kahoot.it/share/music-and-arts/22fb407c-0aea-4fbc-8b9a-8a650b6d0499>



<https://docs.google.com/spreadsheets/d/1dEBEsPw3nJEaG2IEHZvHapixsVOoB66cE4qDrRFCIAU/edit#gid=0>



	Session 1			Session 2			Session 3			Total	Points awarded for the week			
1														
2	Aguiñade	Gold medal	Silver medal	Bronze medal	Gold medal	Silver medal	Bronze medal	Gold medal	Silver medal	Bronze medal	Gold medal	Silver medal	Bronze medal	
3	Ayala													
4	Breus													
5	Castro													
6	Cabrera													
7	Chil													
8	Escarilla													
9	Órtega													
10	González													
11	Guzmán													
12	Keller													
13	León													
14	Magister													
15	Mora													
16	Morales													
17	Morales													
18	Morales													
19	Morales													
20	Morales													
21	Osato													
22	Parales													
23	Pineda													
24	Santillana													
25	Toro													
26	Urbina													
27	Vera													
28	Vergara													
29	Villagra													
30	Zúñiga													

4. Session 2 sample:



Music Chart

Genres	Description	Artists
	This genre is characterized by...	
	This genre is characterized by...	
	This genre is characterized by...	
	This genre is characterized by...	
	This genre is characterized by...	

5. Session 3 sample:

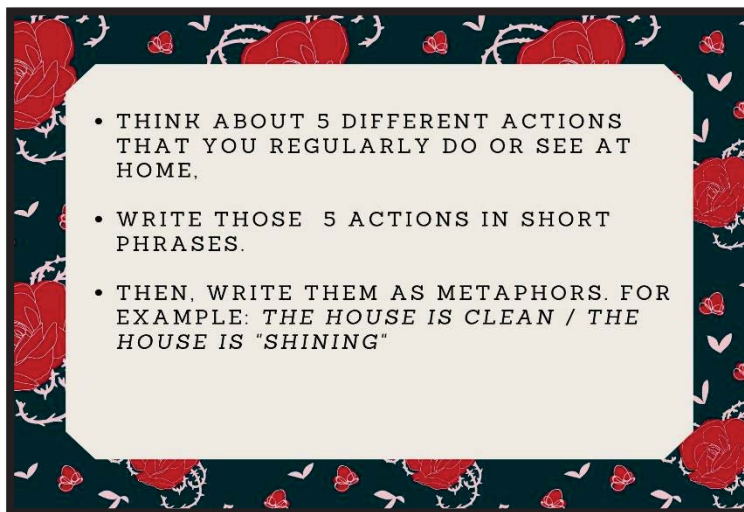
Call me Maybe

Listen to the song and fill in the gaps with the correct verb

I _____ a wish in the well
 Don't ask me I'll never tell
 I _____ at you as it fell
 And now you're in my way
 I'd trade my soul for a wish
 Pennies and dimes for a kiss
 I _____ for this
 But now you're in my way
 Your stare _____
 Ripped jeans, skin _____
 Hot night, wind _____
 Where you think you're going baby?
 Hey, I just _____ you and this is crazy
 But here's my number, so call me
 maybe
 It's hard to look right at you baby
 But here's my number, so call me
 maybe
 Hey I just _____ you and this is crazy
 But here's my number, so call me
 maybe
 And all the other boys try to chase
 me
 But here's my number, so call me
 maybe
 You _____ your time with the call
 I _____ no time with the fall
 You _____ me nothing at all
 But still you're in my way
 I beg and borrow and steal

At first sight and it's real
 I _____ I would feel it
 But it's in my way
 Your stare _____
 Ripped jeans, skin _____
 Hot night, wind was blowin'
 Where you think you're going, baby?
 /Hey, I just _____ you and this is crazy
 But here's my number, so call me
 maybe
 It's hard to look right at you baby
 But here's my number, so call me
 maybe/ x2
 Before you _____ into my life
 I _____ you so bad / x3
 Before you _____ into my life
 I _____ you so bad
 And you should know that
 I _____ you so so bad
 It's hard to look right at you baby
 But here's my number, so call me
 maybe
 Hey, I just _____ you and this is crazy
 But here's my number, so call me
 maybe
 And all the other boys try to chase me
 But here's my number, so call me
 maybe
 /Before you _____ into my life
 I _____ you so bad /x3 /x3

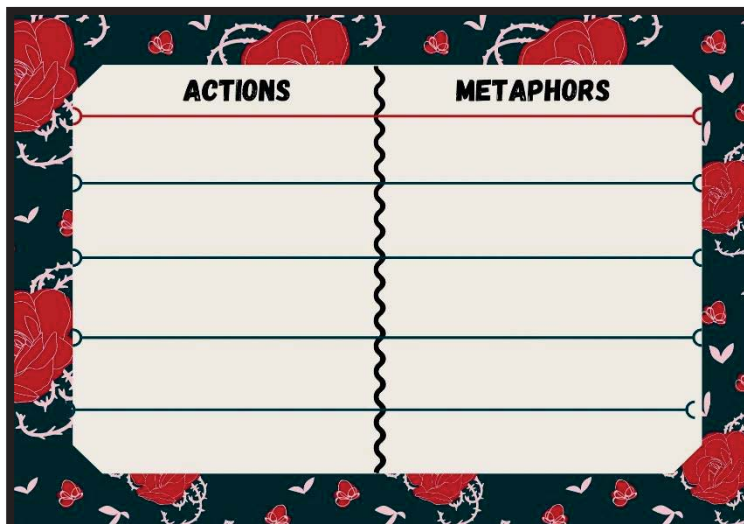
6. Session 4 sample:



• THINK ABOUT 5 DIFFERENT ACTIONS THAT YOU REGULARLY DO OR SEE AT HOME.

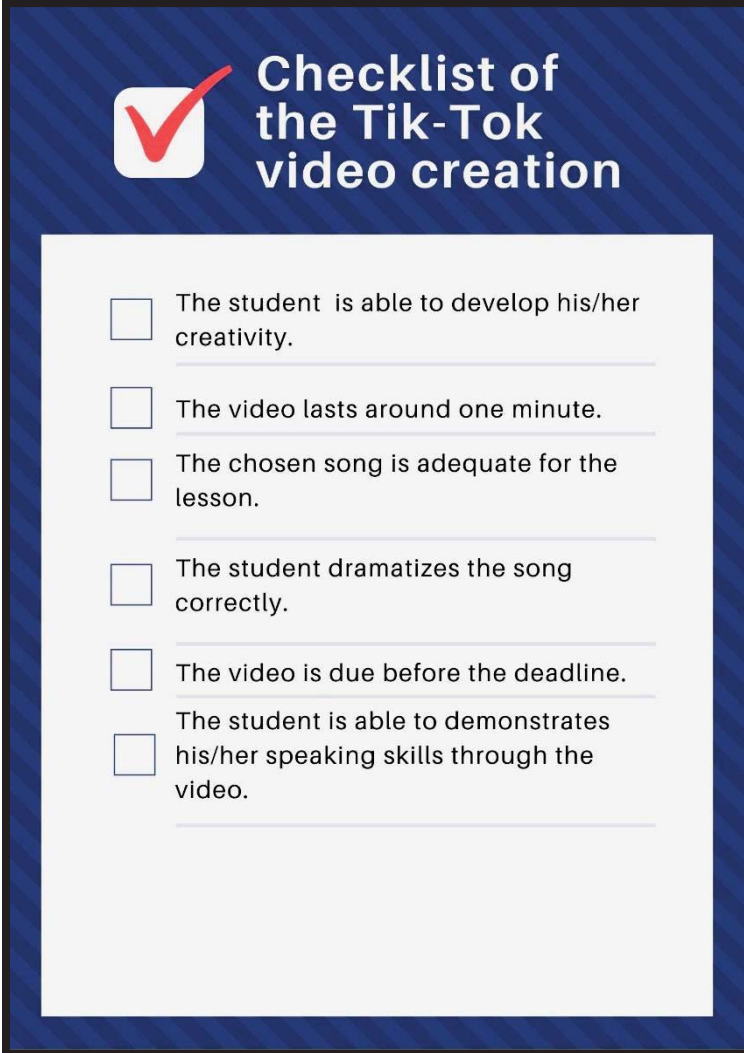
• WRITE THOSE 5 ACTIONS IN SHORT PHRASES.


• THEN, WRITE THEM AS METAPHORS. FOR EXAMPLE: *THE HOUSE IS CLEAN / THE HOUSE IS "SHINING"*



ACTIONS	METAPHORS

7. Session 5: Checklist.



 **Checklist of
the Tik-Tok
video creation**

- The student is able to develop his/her creativity.
- The video lasts around one minute.
- The chosen song is adequate for the lesson.
- The student dramatizes the song correctly.
- The video is due before the deadline.
- The student is able to demonstrates his/her speaking skills through the video.

8. Data-collection instrument:

Encuesta posterior a la intervención de la propuesta pedagógica

Nombre: _____.

Fecha: _____.

Curso: _____.

A través de esta encuesta se busca obtener información relevante respecto a la situación motivacional de cada estudiante respecto a la asignatura de Inglés, posterior a la intervención pedagógica.

- No existen respuestas erróneas, todas son correctas.
- Responder con sinceridad, las respuestas serán confidenciales.
- Por favor, antes de responder, lea con atención cada pregunta.

A continuación, responda las siguientes preguntas:

1. ¿Cuánto sientes tú que las actividades propuestas durante la intervención pedagógica han influido en tu motivación hacia el aprendizaje de la lengua inglesa? Marca con una 'X' la casilla correspondiente.

Nada	Poco	Moderadamente	Mucho	Completamente
1	2	3	4	5

2. ¿Piensas que es posible aprender Inglés o practicarlo de forma efectiva a través de la educación a distancia? ¿Qué problemas has tenido?

Sí_____ No_____

3. ¿Qué tan accesible (conexión a internet y manejo de aplicaciones) te resultó participar durante las sesiones?

Nada accesible				Completamente accesible
1	2	3	4	5

4. ¿Piensas que deberían haber una mayor cantidad de actividades dinámicas en el transcurso de una clase? ¿Cuántas?

Sí_____ No_____

Número de actividades por clase: 0_____ Solo 1_____ 1+_____

5. ¿Sientes que te ha sido más fácil aprender inglés gracias a las actividades lúdicas propuestas para las clases?

Sí_____ No_____

6. ¿Te gustaría seguir teniendo este tipo de sesiones, con propuestas más democráticas? ¿Por qué?

Sí_____ No_____

7. ¿Crees que la introducción de la ‘gamificación’ (uso de medallas y listas de puntajes) con el fin de ofrecer una recompensa te han motivado a realizar las actividades propuestas por el profesor? ¿Por qué?

8. ¿Hubieses realizado de la misma forma las actividades sin algún tipo de recompensa?

Sí_____ No_____

9. ¿Tienes alguna sugerencia y/o problema para poder afrontar el aprendizaje del inglés durante tiempos de crisis?
