

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
FACULTAD DE FILOSOFÍA Y LETRAS
ÁREA DE ESTUDIOS DE POSGRADO



GAMIFIED TECHNOLOGICAL TOOLS AS A STRATEGY TO PROMOTE ORAL
PARTICIPATION: AN ANALYSIS OF SIOP MODEL PROPOSAL FOCUSED ON A
LANGUAGE CENTER IN THE NORTH OF MEXICO

PRESENTA

CAROLINA LUNA VALLEJO

COMO PRODUCTO INTEGRADOR DE APRENDIZAJE PARA OBTENER EL GRADO DE
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE LENGUAS
EXTRANJERAS.

DIRECTORA: DRA. ELIZABETH ALVARADO MARTÍNEZ

OCTUBRE 2023



ACTA DE APROBACIÓN

(De acuerdo al RGSP aprobado el 12 de junio de 2012 Arts. 77, 79, 80,104, 115, 116, 121,122, 126, 131, 136, 139)

Producto Integrador de Aprendizaje

GAMIFIED TECHNOLOGICAL TOOLS AS A STRATEGY TO PROMOTE ORAL PARTICIPATION: AN ANALYSIS OF SIOP MODEL PROPOSAL FOCUSED ON A LANGUAGE CENTER IN THE NORTH OF MEXICO

Comité de evaluación

Dra. Elizabeth Alvarado Martínez
Directora

Mtro. Juan Rafel Cervantes López
Lector

Mtra. Perla Alicia Bueno Reyna
Lectora

San Nicolás de los Garza, N.L., octubre de 2023
Alere Flammam Veritatis

DR. FELIPE ABUNDIS DE LEÓN
SECRETARIO DEL ÁREA DE ESTUDIOS DE POSGRADO

Acknowledgements

This master's degree has not been an individual journey; without even noticing, it involved very important people around me. That is why I would like to show my sincere appreciation to all of them. First and foremost, I would like to thank God for the opportunity to conclude this incredible stage as a postgraduate student by surprising me with unexpected things that made me happier than I originally had expected.

My gratitude also extends to my family and close friends to whom I am indebted for their constant support in numerous ways. It would have been very difficult for me to finish my studies without their understanding and encouragement throughout the last two years. Most importantly, thank you Mom for your infinite patience and for inspiring me to finish what I began. Special thanks to Jorge for all his support, caring, and understanding on the path. I am very thankful for having them with me and I hope they share this achievement, so they can be proud as well.

Last but not least heartfelt thanks I wish to express to the director of the postgraduate school, my thesis advisor, my teachers, my readers, and my synodals for the institutional support and your valuable supervision, support, and patience without whom this project would not have been possible. A special thanks to my colleagues from the master's degree in applied linguistics for foreign language teaching, in whom I found so much support and understanding to complete this project within the required deadline.

I am indefinitely thankful.

Abstract

Despite oral participation complexity, most EFL students desire to be able to communicate with others inside or outside their classrooms. As a matter of fact, Yükselir and Kömur (2017) mentioned that the acquisition of speaking skills has generally been regarded as the most critical ability to obtain nowadays. For this reason, the present action research project focuses on studying gamified technological tools to promote oral participation in learning English as a foreign language. This action research objective aims to evaluate the effectiveness of gamified technological tools used to boost students' oral participation through the didactic proposal on a language center in the north of Mexico.

In addition, the SIOP model sought to improve planning to achieve the mentioned objective; it has an essential role in this research as the model used for lesson preparation through the didactic proposal. The mentioned evaluation was done by applying and analyzing data collection instruments before and after the proposal's implementation. In summary, it demonstrated that using ClassDojo as a gamified tool within the SIOP model, along with analyzing student perceptions, boosting participation, utilizing effective tools, and designing a comprehensive didactic proposal, has the potential to enhance EFL students' oral participation and overall language proficiency at the A2 level.

However, it is important to maintain a balanced approach that combines technology with pedagogy and addresses all language skills to achieve success in EFL teaching and learning, that is, a takeaway from this investigation is the imperative need for a harmonious balance between technology and pedagogy within the educational landscape.

Index

<i>Acknowledgements</i>	3
<i>Abstract</i>	4
<i>Index</i>	5
1. Introduction	10
1.1 Previous Studies	11
1.1.1 Perceptions of Oral Participation	11
1.1.2 Oral Participation Struggles	13
1.1.3 Correct Lesson Planning for Oral Participation.....	16
1.1.4 Teaching Resources for Oral Participation	17
1.2 Problem Statement	18
1.3 Justification	19
1.3.1 Practical Justification	19
1.3.2 Theoretical Justification.....	20
1.4 Objectives	21
1.4.1 General Objective	21
1.4.2 Specific Objectives	21
1.5 Research Questions	21
2. Theoretical framework	22
2.1 English as a Foreign Language	23
2.1.1 English Language Skills	24
2.1.2 Speaking Skills	27
2.2 Speaking Difficulties Perceptions	33
2.2.1 External Linguistic Difficulties.....	34
2.2.2 Internal Psychological Difficulties	37
2.3 Effective Teaching Tools	40

2.3.1 Sheltered Instructional Observation Protocol (SIOP) Model	40
2.3.2 Gamification	42
2.4 New Educational Tools	44
2.4.1 Technological Tools	45
2.4.2 Digital Gamification	47
2.4.3 ClassDojo as a Gamified Technological Tool.....	50
3. Methodology.....	52
3.1 Research Design	52
3.2 Context.....	53
3.3 Participants.....	54
3.4 Data Collection	54
3.5 Instruments.....	55
3.5.1 Semi-structured Interview.....	55
3.5.2 The 3-Point-Likert-Type Scale.....	55
3.5.3 Open-Ended Questionnaire.....	56
3.6 Research Procedure	56
3.7 Findings and Interpretations of Data.....	57
3.7.1 Semi-Structured Interview	57
3.7.2 Observations of 3-Point-Likert-Type Scale	58
3.7.3 Open-Ended Questionnaire Observations.....	65
4. Didactic Proposal.....	72
4.1 Didactic Proposal General Description.....	72
4.2 Didactic Proposal	73
4.2.1 SIOP Lesson Plan Template 1	86
4.2.2 SIOP Lesson Plan Template 2.....	91
4.2.3 SIOP Lesson Plan Template 3.....	96
4.3 Didactic Proposal Evaluation Instruments.....	100

4.4 Results	103
4.4.1 Evaluation of the Didactic Proposal	103
4.4.2 Conclusion of the Didactic Proposal.....	120
5. Conclusion.....	121
5.1 Limitations.....	122
References	124

Table Index

Table 1 English language teaching methods/strategies	66
Table 2 Students' speaking skills	67
Table 3 Classroom strategies	67
Table 4 Games for participation	68
Table 5 Gamification	68
Table 6 Apps/platforms	69
Table 7 Lesson planning key factors	70
Table 8 Lesson planning description	71
Table 9 Participation through activities.....	105
Table 10 Voluntary participation	107
Table 11 Boosting participation through classroom habits	110
Table 12 Difficulty with fluency, pronunciation, and turn-taking in class interaction.....	112
Table 13 Difficulty with vocabulary.....	113
Table 14 Oral participation progress	114
Table 15 The SIOP model outcomes	119

Figure Index

Figure 1 Previous studies' main ideas	18
Figure 2 Theoretical framework scheme.....	22
Figure 3 The four basic language skills connection.....	25
Figure 4 The teaching speaking cycle.....	30
Figure 5 The SIOP model components	41
Figure 6 Education gamification five-step model.....	49
Figure 7 ClassDojo Demo Class	51
Figure 8 Action research cycle.....	53
Figure 9 Personality	59
Figure 10 Motivation	60
Figure 11 Attitude.....	61
Figure 12 Anxiety.....	62
Figure 13 Attribution.....	63
Figure 14 Practice	64

Figure 15 Materials	65
Figure 16 Self-assessment workshop participation.....	113
Figure 17 Digital activities as helpful tools	115
Figure 18 Oral participation improvement while using ClassDojo	116
Figure 19 Oral participation motivation while using ClassDojo	116
Figure 20 ClassDojo as an active and dynamic learning tool	117
Figure 21 <i>ClassDojo easy use</i>	117

Appendices Index

Appendix A Work schedule	129
Appendix B Consent Letter	130
Appendix C Semi-structure interview transcription	131
Appendix D 3-point-Likert-type scale	134
Appendix E Open-ended questionnaire	136
Appendix F 3-point-Likert-type scale in Spanish.....	137
Appendix G Open-ended questionnaire in Spanish.....	139
Appendix H MAXQDA Analysis	140
Appendix I Worksheet 1	142
Appendix J Presentation, session 1	143
Appendix K Worksheet 2.....	144
Appendix L Presentation, session 2.....	145
Appendix M Worksheet 3	146
Appendix N Worksheet 4	147
Appendix O Presentation, session 3	148
Appendix P Criteria determining level of classroom participation	149
Appendix Q Self-assessment in determining level of classroom participation	150
Appendix R Students' perceptions of the use of digital activities to enhance oral participation	152
Appendix S Teacher personal journal reflection questions.....	153

1. Introduction

In the current research context, EFL students are facing different learning challenges as a result of being in distance learning which was an alternative during the Covid-19 pandemic. Additionally, the frequency of physical or face-to-face interactions between people in their daily routines must have decreased significantly and taken on a new reality known as the new normal (Lestari & Noer, 2021). Undoubtedly, the pandemic has affected students' academic education as technology has become necessary to facilitate their remote learning experience (Aristovnik et al., 2020). However, teaching English through technology is not a recent innovation in the educational field, as EFL teachers have been incorporating technological games into their teaching methodology for many years.

Therefore, Herrera (2018) mentioned that EFL teachers have realized that incorporating games into their teaching can efficiently and straightforwardly give motivation to students. Nevertheless, games can serve not only as motivational tools but also as adaptable and effective means for students to learn the necessary content. As a great significance being proficient in a foreign language carries significant importance as it implies the mastery of all skills associated with it. As a matter of fact, the most crucial aspect of learning a foreign language is often considered to be speaking fluently, which is closely associated with having a conversation in that language. In relation to the objective of this research project, it has been found that students faced obstacles when attempting to engage in oral participation. As a result, they preferred to use their mother tongue despite comprehending the foreign language being studied.

For this reason, the current research aims to create a didactical proposal that helps EFL teachers and students overcome these oral communication difficulties. Improving oral participation is a significant aspect of teaching English as a foreign language; however, teaching approaches aimed at enhancing oral participation have not yet been adequately addressed (Coskun, 2016). To achieve the main objective, the research conducted action research to find a solution to the problem statement found these days. Therefore, the structure will be structured as follows: First, chapter 1 introduces previous studies about the main problem. Furthermore, there is a description of the problem of this study and the justification for the project's significance, followed by research questions that will guide its development.

The following section, chapter 2, presents the theoretical framework, which involves an in-depth reading of several authors in order to compile a glossary of ideas from different articles.

This aimed to support the research objectives based on the different investigations discussed. Moreover, the third chapter explains the action research design and methodology, including looking for answers to the research questions and selecting survey items based on previous studies. It also discussed the selected sample type and population for data collection. Finally, the last chapter describes the didactical proposal developed as well as the application process, and it illustrates the analysis and conclusion of the results of this action research project.

1.1 Previous Studies

Developing the capacity to communicate has been a fundamental skill in acquiring proficiency in the English language as a non-native speaker. As a matter of fact, the mentioned fundamental skill has proven to be advantageous for students throughout their academic, professional, and life journey. Nevertheless, one of the principal difficulties EFL students encounter is acquiring proficiency while communicating. According to previous studies, their research papers have revealed many oral barriers, such as the absence of opportunities to practice speaking outside the classroom, declining motivation, and psychological factors. In addition, earlier research has highlighted several key factors that impact the oral participation and development of English-speaking skills, including the lack of exposure to English in students' leisure time, anxiety when speaking in English, and the use of students and teacher's mother tongue in EFL classes.

Furthermore, this research project has identified teaching resources to improve oral communication. Regarding the following previous studies, it has been well known that knowing a language is frequently related to communicating in that language; in other words, there is a strong association between language proficiency and the ability to speak it fluently. In fact, it is commonly believed that the primary purpose of learning a foreign language is to facilitate successful communication and exchange of information. Unfortunately, many EFL students can understand English but need help with oral participation, negatively impacting their academic performance.

1.1.1 Perceptions of Oral Participation

As previously stated, it is a reality that communicating in a foreign language has become an essential aspect for EFL students in Mexico. According to Cantú (1998), English communication is the most valuable skill for professionals, given that Mexico shares the border with an English-speaking nation whose language is the international language for different domains, including

science, technology, business, and diplomacy. Regarding the study's main problem, Cantú research illustrated the situation of undergraduate students at the Monterrey Campus, and, despite the year of this study, the problem stated still highlights a current issue where teachers face challenges in ensuring adequate oral participation among their students due to the large number of students that can be found inside the classrooms.

The research developed by the mentioned author, which used an accurate experimental research method, required two groups: one had extra oral activities, and the other did not have those kinds of activities. Additionally, various activities were carried out during the study, and the assessment tools utilized included a background data collection instrument, oral evaluation instruments, a student survey, and a survey to evaluate the professor's teaching. Furthermore, a comparison was made between the scores of the first monthly exam and the final TOEFL evaluation. The findings indicated that students should be motivated to use English during different activities and should be provided with opportunities to participate in both in-class and out-of-class activities.

Many research papers have highlighted the speaking difficulties faced by EFL learners; however, Amoah and Yeboah (2021) have focused on EFL learners' motivation to speak English. The study aimed to evaluate the main factors influencing the speaking skills of Chinese EFL learners, explore the onset of motivation, and identify ways to enhance EFL proficiency during learning. The research problem centered on the perception of speaking skills as challenging in foreign language acquisition. Data were collected by observing students from the foreign language department at Nanjing Tech University, using two survey questionnaires and an interview item. Seventy-five participants were included in the questionnaire survey, and inhibiting factors for speaking skills were categorized as either linguistic or psychological.

In addition, Amoah and Yeboah (2021) uncovered that the challenges Chinese students encounter in speaking English are primarily psychological in nature, such as anxiety, apprehension about making errors, and the fear of being evaluated, as opposed to linguistic factors such as vocabulary, grammar, pronunciation, reading, and oral presentation abilities. Moreover, the researchers observed that the participants' level of motivation for speaking English played a critical role in attaining oral proficiency, with instrumental motivation being more important than integrative motivation. They recommended that teachers create a supportive environment to reduce anxiety levels and employ appropriate strategies.

Over the years, numerous investigations have explored factors affecting oral performance. Alrasheedi (2020), however, examined specific psychological factors that influence students' progress in developing their speaking skills. The research problem focused on how students deal with the absence of foreign language circumstances that facilitate language improvement. The study had three goals: to investigate learners' strategies for improving their speaking skills, to identify the various obstacles faced by students during the expansion of their speaking skills, and to suggest practical recommendations for acquiring English speaking skills. The research was a quantitative study that utilized various survey questionnaires.

Alrasheedi (2020) utilized a survey questionnaire, originally proposed by Soomro and Farooq (2018), to collect data from 100 male and female undergraduate students from various disciplines. The questionnaire was adjusted to meet the requirements of the study, and the data collected was analyzed utilizing SPSS software. The findings were then presented through descriptive tables. The study found that affective factors, such as fear of errors and apprehension, negatively impacted speaking skills. Vocabulary delay was also identified as a contributing factor to speaking difficulties. Additionally, lack of exposure to the target language and limited opportunities for practicing speaking outside the classroom were identified as important factors. Overall, Alrasheedi's (2020) study highlights the affective factors that influence speaking performance in Arabic-speaking EFL students.

1.1.2 Oral Participation Struggles

For many years, the oral difficulties faced by young EFL students have been viewed as a significant disadvantage. Günes and Sarigöz (2021) investigated how EFL students struggle to develop their oral participation despite starting their English learning at a young age. The study aimed to identify the causes of oral difficulties among EFL students, which hinder their ability to express themselves spontaneously and fluently in foreign language contexts. The study further aimed to propose recommendations to improve the oral participation of EFL students. Günes and Sarigöz's research involved 88 fourth-grade students in a quantitative study to explore the factors causing oral difficulties and delays among EFL students.

For this reason, the speaking delay inventory items for a foreign language had been designed and registered to specifically target factors that could influence and affect oral abilities and lead to delayed speaking. Regarding the speaking delay inventory for a foreign language, Günes and Sarigöz (2021) aimed to obtain information about EFL students' beliefs, attitudes, and conditions

related to delay in a foreign language. The study employed convenience sampling, which means that researchers chose the participants based on their availability, accessibility, and willingness to participate. The participants' sample had an A1 level proficiency in English. As a result of the mentioned instruments, the study revealed negative beliefs about speaking skills in a foreign language, problems with language use, and negative attitudes towards language learning were among the factors contributing to speaking delay in EFL students.

Alternatively, Al-Sobhi and Preece (2018) have highlighted some problematics in teaching and learning speaking skills in a foreign language in a place where English has been laboriously used as a second language and looked for solutions. The research problem focused on how most of the students had not demonstrated intrinsic motivation, and they had an absence of fundamental skills regarding language that did not let them express themselves in their classroom environments in the most uncomplicated way possible. As the aim of Al-Sobhi and Preece's paper, the authors had expected to examine the principal problems that influenced in a negative way the teaching of English regarding speaking skills to Arab EFL students. Additionally, it aimed to explore the different difficult areas which did not let EFL Arab students develop their speaking skills in their classes.

Moreover, the qualitative study collected data through observations in classrooms and interviews that had been face-to-face. The sample consisted of four English teachers and four students purposively designated. Some of the interviews' results incorporated areas like teaching and learning awkwardness. As an implementation, Al-Sobhi and Preece (2018) constructed interview questions carefully, and their evaluation was conducted in alignment with the research objectives, catering to the perspectives of both teachers and students. Furthermore, the study was overseen at a school called Saudi School in Kuala Lumpur, where four English teachers from various countries teaching different levels of students participated. In addition, there were included four Arab secondary school students. In summarizing, Al-Sobhi and Preece (2018) mentioned that students felt animated and stimulated by good feedback and rewards.

For this reason, students felt motivated to carry through the best grades. However, through the scores and assessment fields, when skills like listening a speaking, were disregard or they did not receive a correct assessment, EFL students' motivation in relation to speaking skills diminished, therefore, the speaking ability declined, and students did not notice on time. Al-Sobhi and Preece (2018) have recommended several techniques in order to enhance teaching standard and

empower students to get the best of their oral participation deficiency such as used communicative approach in English classes.

Additionally, Wahyuningsih and Afandi (2020) have conducted research that builds on previous studies on English speaking problems but from a new perspective. More specifically, they investigated specific challenges faced by students in the English language education department at the State Islamic Institute of Kudus and derived insights to enhance the speaking curriculum in the department. Their qualitative study utilized semi-structured interviews with 30 students, each of whom focused on different English-speaking challenges encountered during their time at the institute. The study followed a descriptive approach and collected data through recorded and transcribed interviews, as well as through monitoring and discussion focus groups.

In summary, Wahyuningsih and Afandi's (2020) analysis discovered that current students in the English language education department encounter various challenges when it comes to speaking English. These difficulties encompass a limited vocabulary, weak grammar proficiency, pronunciation issues, a lack of practice outside the classroom, low confidence, and shortcomings in the English-speaking curriculum. Through interviews and observations, the researchers identified that most students faced these obstacles. Consequently, they proposed the need for enhancements in the English-speaking curriculum at the State Islamic Institute of Kudus to address these concerns. Their recommendations included employing innovative teaching strategies for speaking skills, integrating technology, and fostering student motivation to engage in English conversations during classes actively.

In the following research, the paper highlights a psycholinguistic difficulty that hinders the improvement of speaking skills in EFL learners. Al-Khotaba et al. (2019) conducted a study on the impact of anxiety in foreign language speaking on the progress of EFL students learning English in Saudi Arabia. The goal of the study was to examine how anxiety acts as a psychological obstacle that hampers the improvement of speaking skills in students learning English as a foreign language. The data was collected through surveys and speaking achievement tests, and the study sample comprised 100 preparatory EFL students from Northern Border University. The data was analyzed using statistical techniques such as Spearman's correlation, descriptive statistics, and coefficients in the Statistical Package for the Social Sciences (SPSS) version 25.

To summarize this study, Al-Khotaba et al. (2019) conducted a quantitative analysis on how anxiety in foreign language acts as a psycholinguistic barrier that negatively affects speaking achievement among foreign language students. The study showed a negative but significant correlation between Saudi EFL preparatory students' achievement in speaking and their anxiety level while speaking in the classroom. Specifically, the study identified various types of foreign language anxiety, including personal and interpersonal anxiety, student beliefs, language testing anxiety, and classroom procedures anxiety, as suggested by Horwitz (2001).

1.1.3 Correct Lesson Planning for Oral Participation

Unfortunately, EFL students face different kinds of barriers in their oral participation. Coskun (2016) analyzed multiple causes of EFL students who can understand English but cannot participate orally. Therefore, Coskun's research problem was that despite the efforts and resources invested in improving the field of EFL education, students had not spoken English fluently. Due to this reason, as the primary objective of the research, Coskun (2016) expected to find the main reason for failure or success in oral participation. To achieve this, a quantitative methodology was employed, and, as a collecting data tool, there was a five-point Likert-type instrument. During the research, students identified their beliefs by self-evaluating their oral participation ability. Additionally, students shared their different perspectives about it.

Coskun (2016) conducted this study on EFL university students in Turkey aged between 14 to 19 years old. The participants were high school students who had been learning English since the fourth grade of primary school, like students who had studied English for more than five years. In particular, this research identified various factors contributing to EFL students' success and failure in oral participation. These factors included an excessive focus on grammatical rules in English classes, limited exposure to English-speaking environments abroad, minimal opportunities for speaking practice outside of the classroom, anxiety during oral participation, the utilization of students' and teachers' native language in the classroom, as well as the reliance on textbooks that lack real-life conversational English language.

In conclusion, this study proposes that the identification of the factors contributing to the students' syndrome, where they comprehend English but struggle to connect knowledge to their oral participation, can help prevent its occurrence. To achieve this, as a recommendation, developing a well-structured lesson plan and organizing classes to address problem areas perceived by EFL students in similar studies is necessary. Coskun (2016) suggests that

longitudinal studies incorporating qualitative and quantitative data collection instruments should be carried out in the future.

The following previous study focused on the pandemic situation, which let the study analyze the actual panorama students are facing nowadays after the pandemic. According to Ulfa, Surahman, and Octaviana (2020), an effective design is necessary to acquire speaking skills in junior high schools when shifting to a different learning mode. The research conducted by them centered on utilizing a learning framework that implements a seamless approach to language learning based on language learning theory. The seamless language learning approach described in their study incorporated all aspects of mobile seamless learning, except for the across-location dimension, owing to the restrictions on in-person classroom interactions caused by the pandemic.

In summary, the authors' definition of Seamless Learning refers to an educational approach that prioritizes the smooth and connected use of technology throughout the learning process. Wong (2012) also defined seamless learning as an approach that combines various fields of learning theory (as mentioned in Ulfa et. al., 2020). The definition provided by Ulfa et al. (2020) went on to describe Seamless Language Learning (SLL) as the integration of both language learning theory and the various dimensions of seamless learning theory. SLL emphasizes the connection between language learning activities that take place across different learning environments.

1.1.4 Teaching Resources for Oral Participation

Alkan and Bümen (2020) conducted an action research study that explored the use of asynchronous online learning for developing English speaking skills, which is considered the most challenging skill to improve in English preparatory schools of universities. The study found that speaking anxiety was the primary issue observed in the classroom while learning English. The research aimed to develop an action plan to address this anxiety issue and improve speaking performance. Collaborative action research was utilized, and a combination of qualitative and quantitative data was gathered. The study primarily concentrated on the limited opportunities available for students to actively engage and enhance their English-speaking abilities within the classroom setting.

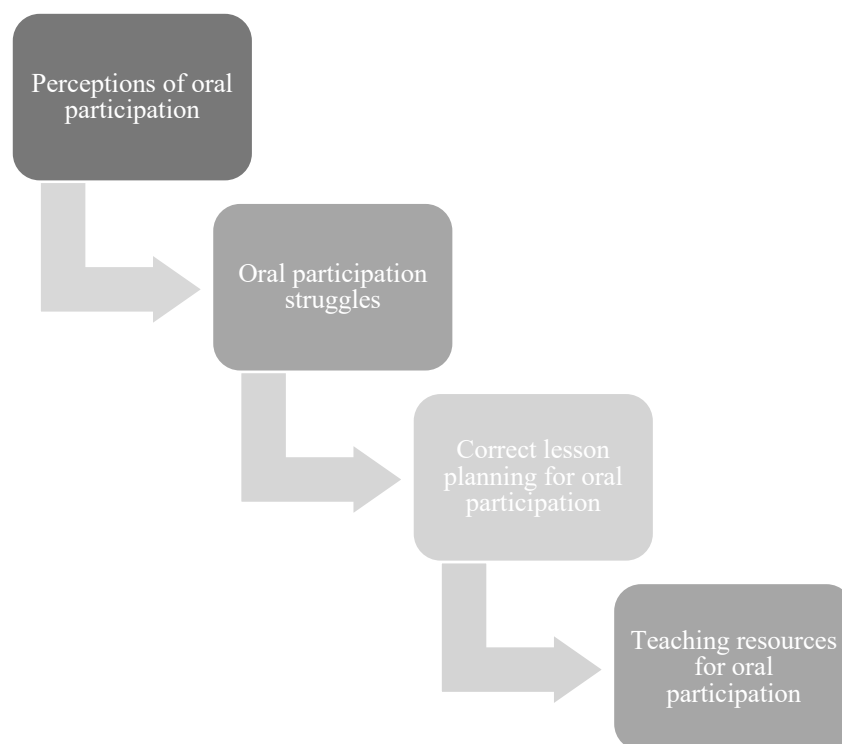
Alkan and Bümen (2020) selected 19 Chemical Engineering students at an A1 level according to CEFR for their research. To collect data, they employed the Second Language Speaking Anxiety Scale (SLSAS) created by Woodrow (2006), in addition to analyzing speaking

exam results and conducting semi-structured interviews with the students. Furthermore, they utilized the Wilcoxon signed-rank test to demonstrate a reduction in students' anxiety levels when speaking in English. The qualitative data complemented the quantitative data, showing that asynchronous online groups were effective in reducing anxiety and improving speaking performance. These findings are particularly relevant in the context of the pandemic.

In conclusion, the researchers mentioned different reasons and even solutions about how to handle oral participation. Nevertheless, there is no research that explains how to execute the process of boosting oral participation in English. For this reason, this project intended to explain step by step with lesson planning and gamified technological tools how to do it.

Figure 1

Previous studies' main ideas



1.2 Problem Statement

The purpose of the forthcoming action research study is to create a didactical proposal that can improve the comprehension of one of the EFL students' principal obstacles, which is their limited involvement in oral communication, that is, lack of oral participation. This current situation does not allow EFL students to practice or improve their speaking skills and cause consequences in their learning process. Furthermore, EFL students show a lack of interest in

improving their oral participation by not actively participating in their classes. In addition, they do not take advantage of the tools provided by their teacher to improve their oral participation. Therefore, EFL students present these problems while acquiring knowledge through their English classes.

At this stage in the research, there is a classification for participation. Fritschner (2000) classified individuals' participation in the classroom into two groups: talkers, who actively engage by speaking up, and non-talkers, who prefer to participate through alternative means (Crosthwaite, Bailey & Meeker, 2015). Moreover, Dancer and Kamvounias (2005) mentioned that including participation as a requirement for assessment is believed to motivate students to enhance their ability to communicate verbally and display skills such as collaborating and engaging with their classmates and teacher (Crosthwaite, Bailey & Meeker, 2015). According to Heyman and Sailors (2011), class participation is defined as a type of engaged learning where students engage in public discussions about the content covered in the course.

On the other hand, another aspect related to the principal problem (lack of oral participation of EFL students) is that most of the students can understand the foreign language learned, but they cannot have a conversation. According to Zhang (2009), the majority of English learners struggle with effectively communicating orally in English, and Ur (1996) mentioned four factors that contribute to that difficulty which can be summarized as follows: inhibition, lack of motivation, limited participation, and mother tongue influence. Most students tend to find it more comfortable to use their mother tongue during the process of learning a foreign language, as opposed to practicing the foreign language itself. Learners who share the same native language tend to rely on it while communicating in English because it is easier for them, and they feel less exposed when using their mother tongue. As a main concern, the excessive use of the mother tongue contributes to the addressed problem in this study. Nevertheless, regulated mother tongue use is also functional in other studies.

1.3 Justification

1.3.1 Practical Justification

This research is aimed directly at EFL students (level A2) from a language center at a public high school in the north of Mexico who want to boost their oral participation through an English course and the use of tools provided by the teacher. In addition, it can be aimed at teachers because they will apply the didactical proposal in order to analyze the results and observe the

advantages or disadvantages of the proposal. Furthermore, teachers can complement their classes and satisfy students' needs and desires.

1.3.2 Theoretical Justification

Constant communication is essential in every human being's life. As a matter of fact, through communication, we acquire knowledge, we understand people's ideas, and we participate in our community. Therefore, the acquisition of a foreign language provides many opportunities in different contexts. Moreover, we open new doors to a different culture that helps us grow as human beings. In fact, it is widely acknowledged that learning English as a foreign language is necessary in numerous regions across the globe. Unfortunately, there are students who present difficulties while acquiring speaking skills, and they do not develop them in a foreign language. This situation does not let EFL students express their thoughts and ideas in this new language, and, as a result, EFL students prefer to drop their language courses. In Mexico, grammar rules dominate EFL education. For this reason, EFL students do not feel prepared to practice their speaking skills.

Even though language centers or public schools use the best books and materials, they provide time for each topic is not enough to develop every single skill, or even teachers do not identify students' necessities. Therefore, when teachers identify those speaking skills problems, they do not modify their lesson plans to help students to acquire those skills. Instead, as nowadays we have several activities to improve English classes, teachers use different kinds of interactive and dynamic activities without considering the purpose of those activities. Furthermore, the creation of a didactical proposal will have many benefits for English teachers at different schools and will let them understand the importance of identifying specific necessities in their students and applying correct activities that let them improve their knowledge while enjoying the process.

In fact, the implementation of this teaching approach was carried out in a language center located in a public high school in northern Mexico. will open new doors of interest that help teachers focus on that specific area of development of speaking skills, and more research will be implemented. Azar & Tan (2020) mentioned that future English teachers should seek out and implement innovative teaching methods in the teaching and learning process, especially in the context of a pandemic. In other words, the old teaching methods mechanism is no longer beneficial to the students, and something must be done. For this reason, it is important and beneficial to implement this didactical proposal. In addition, this topic is relevant in EFL

contexts because there are not enough studies developed that demonstrate an evident improvement in speaking skills or at least a solution to avoid using their mother tongue students without giving them negative feedback.

1.4 Objectives

1.4.1 General Objective

- To design a didactic proposal through the SIOP model and gamified technological strategies that help EFL students (level A2) to enhance their oral participation in their English classes.

1.4.2 Specific Objectives

- To analyze EFL students' (level A2) perceptions towards their oral participation.
- To describe how teachers boost EFL students' (level A2) oral participation.
- To examine what tools are useful to increase EFL students' (level A2) interest in their oral participation during class.

1.5 Research Questions

1. What are EFL students' (level A2) perceptions towards their oral participation?
2. How do teachers boost EFL students' (level A2) oral participation?
3. What tools are useful to increase EFL students' (level A2) interest in their oral participation during class?
4. How do the SIOP model and gamified technological strategies help EFL students (level A2) to enhance their oral participation in their English classes?

2. Theoretical framework

Through previous studies, it has been demonstrated how EFL students developed their listening, reading, and writing skills easily, but they have shown obstacles while acquiring their speaking skills. Moreover, society keeps moving forward with communicative language teaching, which is an important skill. For this reason, English skill inclination has encouraged researchers to carry out research and make recommendations and implications about it. Therefore, the following theoretical framework illustrates how speaking skills become a difficulty among EFL students who face different amusing situations in their daily English classes.

Furthermore, one of the theoretical concepts emphasizes the use of the mother tongue, not as something teachers must not use but as an interference for students that have intermediate English knowledge. There has been a lot of research on using the mother tongue as a method while learning English, but there must be more research about negative consequences among students whose level is intermediate. Moreover, the theoretical framework shows effective teaching tools such as the Sheltered Instructional Observation Protocol (SIOP) Model and Gamified Technological Tools as a Strategy, which have provided a wide benefit for today's EFL students and could be used as a benefit for oral participation enhancement.

In the same way, innovative tools are mentioned too in order to have a guide for the stated action research problem (as shown in Figure 2). Finally, technology became an important section of this theoretical framework as it has taken an important role in education nowadays; that is, it is not enough just to know how to use technological tools; teachers and students must learn how to take advantage and learn from them to improve their knowledge in every field.

Figure 2

Theoretical framework scheme

English as a Foreign Language	English Language Skills	Speaking Skills
Speaking Difficulties Perceptions	External Linguistic Difficulties	Lack of Exposure Lack of Input Outside the Classroom Use of Mother Tongue

	Foreign Language Anxiety
Internal Psychological Difficulties	Lack of Motivation Lack of Confidence
Effective Teaching Tools	Sheltered Instructional Observation Protocol (SIOP) Model Gamification
New Educational Tools	Technological Tools Digital Gamification ClassDojo as a Gamified Technological Tool

Note. This figure is own creation obtained from the analysis of different research.

2.1 English as a Foreign Language

To begin with, recognizing the significance of English as a foreign language is crucial to improve a specific aspect of the language. Cabrera (2020) asserts that English serves as a global language for communication that fosters connections between individuals across the globe. Lewandowska (2019) acknowledges that English has become an indispensable tool for various reasons, including economic, cultural, and social factors. Moreover, Melitz (2016) supports this idea by stating that English is currently the most-used language globally, which supports this notion (as cited in Cabrera, 2020). In addition, Firth (1996) argues that people who lack a shared mother tongue or national culture have utilized English as a medium of communication (as cited in Cabrera, 2020). Overall, this paragraph underscores the universal importance and widespread utilization of English as a language that facilitates communication and establishes connections between diverse communities.

Furthermore, English is regarded as an essential means of communication for both individuals who are native English speakers and those who are non-native speakers, especially in domains such as international business, politics, technology, and media (Seidlhofer, 2012 as cited in Cabrera, 2020). English has gained recognition as the predominant means of international communication, given its status as the primary medium for storing and disseminating information in contemporary society (Alptekin, 2002 as cited in Cabrera, 2020). In the same way, Subandowo (2017) similarly notes that the evolving global landscape necessitates a fundamental need for individuals to study English as a foreign language. Essentially, English is indispensable for effective communication and information exchange in various personal and professional settings, making it imperative for people around the world to learn and comprehend the language.

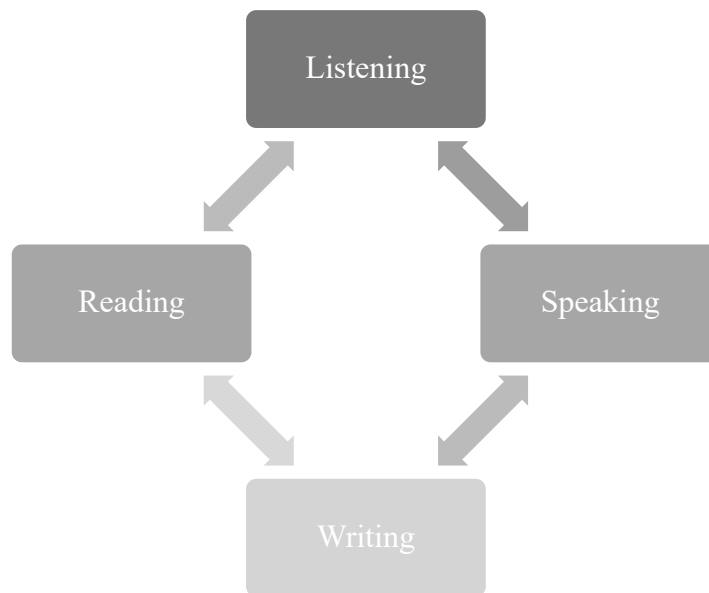
2.1.1 English Language Skills

As a matter of fact, English has grown widely as an international language, and people all around the world know it; for this reason, it has different functions in communication, such as business, travel, or studies without the country (Subandowo, 2017). However, English has become a subject in most schools, and students tend to have some problems articulating different English sounds due to phonological interference (Carlos & Karina, 2016 as cited in Subandowo, 2017), which is nowadays students' difficulties while learning English as a foreign language.

In order to understand students' difficulties while mastering English, the system of English Language Skills must be mentioned. According to Nan (2018), the four essential language abilities (listening, speaking, reading, and writing) are interconnected and interdependent elements of language proficiency (as shown in Figure 3). Nan (2018) stated that the improvement of one basic language skill is dependent on the development of the other three, which ultimately leads to the enhancement of language proficiency. Therefore, English teaching should be based on the principles of system theory to ensure more integrated and comprehensive learning, utilizing the positive transfer between the four language skills.

Figure 3

The four basic language skills connection



Note. This figure is own creation obtained from the analysis of “Implications of Interrelationship among Four Language Skills for High School English Teaching” by C. Nan, 2018, *Journal of Language Teaching and Research*, 9(2), 418-423.

In order to comprehend each important skill and their connection, Nan (2018) described them as follows:

a) Listening:

This skill is considered as the first skill acquired in the acquisition process. As a matter of fact, Nan (2018) mentioned that in language acquisition, listening is regarded as the process of receiving input, while speaking is seen as the process of producing output. As a result of this connection, Nan acknowledged that the output would be more accurate, more fluent, and more varied if there was more input of linguistic material and linguistic knowledge. Therefore, a student's vocabulary proficiency level plays a crucial role in the advancement of all four language skills. In other words, inadequate vocabulary knowledge is a significant factor contributing to the insufficient development of language skills (Nan, 2018).

According to Nan (2018), reading can aid in the development of vocabulary, which, in turn, can enhance listening comprehension. Therefore, increasing the

amount of listening practice can assist learners in acquiring and retaining new words and information more quickly, ultimately leading to the more effective development of the four language skills. Additionally, listening can serve as a means of checking and correcting pronunciation, which is crucial for improving both speaking and listening abilities (Nan, 2018).

b) Speaking:

According to Nan (2018), speaking is a multifaceted ability that encompasses the utilization of vocabulary, grammar rules, rhythm, and intonation, all of which demonstrate the linguistic and pragmatic competence of learners. These competencies must be used quickly and appropriately, especially when under pressure. According to Nan (2018), speaking and writing are related and can have a positive impact on each other. He argued that speaking indirectly activates writing and that improving writing skills is not solely dependent on the development of writing skills.

In fact, Zhu (1997) mentioned that improvement in writing could also be facilitated by the acquisition of language through oral means (as cited in Nan, 2018). For this reason, Nan (2018) mentioned that effective cooperation between different language skills could lead to improvement in certain language skills. By practicing speaking more, students become more familiar with the linguistic material, which can lead to more fluent writing.

c) Reading:

Furthermore, Nan (2018) stated that reading is a complex cognitive process that requires active and deep-thinking activities and creative abilities. He suggested that incorporating more reading materials in class and after class could aid in the development of other language skills. Purposeful reading can stimulate thinking and assist in learning other language skills. By reading, English learners can gain an understanding of language and culture, which is crucial to mastering linguistic knowledge, acquiring information, and improving language proficiency (Nan, 2018).

d) Writing:

From the viewpoint of the process approach, reading entails the interaction between the reader's mind and the text, resulting in the formation of new interpretations, reorganization of thoughts, and acquisition of new knowledge

(Langer, 1986 as cited in Nan, 2018). Teaching writing is an integral aspect of English language education, and there are two approaches to enhance it, increasing the number of writing lessons or incorporating writing skills in classes dedicated to other language skills (Nan, 2018). In order to achieve effective writing, Nan (2018) affirmed that incorporating writing skills into other parts of language teaching, such as combining writing with textual reading, is an effective approach to enhancing writing proficiency.

The four basic language skills understanding becomes an opportunity to understand which fields teachers and students are missing while learning English. It lets them analyze the main reasons they face several obstacles in their English learning process. Mastering speaking is a highly demanding skill and poses the main challenge in the context of the present study, particularly when it comes to oral participation. For this reason, the following section focuses on the understanding of this essential skill and how it is related to participation.

2.1.2 Speaking Skills

Generally, speaking is defined as the act of using spoken language to convey a message or ideas to others (Fulcher, 2003 as cited in Coskun, 2016). Regarding Foreign Language Learning, Kaçar and Zenginit (2009) mentioned that it has been noted that speaking skills serve as a primary motivational factor for many individuals who choose to learn a foreign language (as cited in Coskun, 2016). As a matter of fact, speaking is widely recognized as one of the most vital language skills to cultivate when learning English as a foreign language (Leong, 2017 as cited in Cabrera, 2020).

Moreover, knowing a language is usually related to the idea of having a conversation in the target language; that is, the ability to speak the language is regarded as the most crucial aspect of making progress in learning a foreign language (Nunan, 1991 as cited in Coskun, 2016). Furthermore, Mauranen (2006) said that among the four fundamental language skills, speaking is often regarded as the most challenging one (as cited in Coskun, 2016), and it is typically the last one that foreign language learners are able to master (Richards & Renandya, 2002 as cited in Coskun, 2016). In addition, Al-Sobhi and Preece (2018) mentioned that speaking is often viewed as the initial measure to determine someone's language proficiency.

Ur (1996) stressed that the significance of speaking in language acquisition is widely recognized, and learners are frequently identified as language users who can speak the language.

Many language learners prioritize speaking as their main goal (as cited in Al-Sobhi & Preece, 2018). Roughly speaking, success in language learning is assessed by one's capacity to hold a discussion or dialogue in the language learned (Nunan, 1991 as cited in Al-Sobhi & Preece, 2018). Furthermore, Al-Sobhi and Preece (2018) emphasized that language learners tend to prioritize speaking over other language skills due to this factor.

Speaking enables individuals to convey their thoughts and ideas through verbal communication (Fauzan, 2014 as cited in Cabrera, 2020). However, despite its importance, Fauzan (2016) emphasized that many learners believe that speaking English as a foreign language is complex and requires considerable effort to communicate effectively in real-time situations (as cited in Cabrera, 2020). Furthermore, EFL learners frequently face additional obstacles in their language acquisition journey, including the need to negotiate meaning, engage in meaningful conversations, and speak spontaneously (Fauzan, 2016 as cited in Cabrera, 2020). Cabrera (2020) cited Nunan (1999), who asserted that speaking is a crucial objective in communicating in the target language, given the aforementioned reasons.

Thuy and Hung (2021) reference Brown's (2004) theory on the complexity of speaking skills, which includes four components: vocabulary, grammar, fluency, and pronunciation (as cited in Thuy & Hung, 2021):

a) Vocabulary

According to Thuy and Hung (2021), the vocabulary remains a crucial measure of language proficiency, and therefore, students put in considerable effort to enhance it. Bohari (2020) defined vocabulary as the complete set of words that comprise a language (as cited in Thuy & Hung, 2021). Nagy et al. (2000) expressed a similar viewpoint to Bohari (2020) that vocabulary acquisition involves memorizing individual word meanings and comprehending sentences by combining the meanings of those words in a bottom-up manner (as cited in Thuy & Hung, 2021).

b) Grammar

Grammar is commonly perceived as a set of language rules that apply to both written and spoken forms of communication, and its adherence can impact the accuracy of speaking or writing (Thuy & Hung, 2021). Larsen and Freeman (2001) argued that although many teachers focus on teaching language rules and providing students with grammatical exercises to improve accuracy in speaking and writing, grammar involves

more than just form. They suggested that students may not benefit from only being given rules (as cited in Thuy & Hung, 2021). As a result, Thuy and Hung (2021) mentioned that a communicative approach is commonly adopted by teachers to teach grammar in a more effective manner. Nunan (1998) argued that without providing learners with the opportunity to explore grammatical structures in context, teachers hinder the development of technical skills (as cited in Thuy & Hung, 2021).

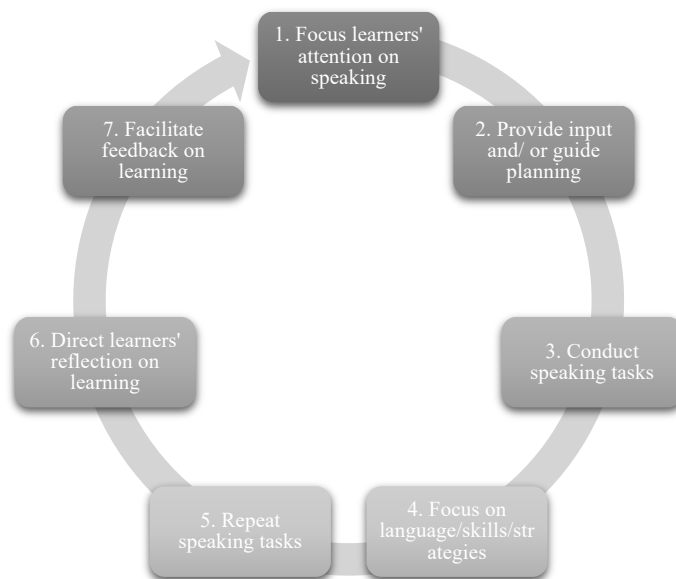
c) Fluency

According to Hedge (2000), fluency is defined as the capacity to produce a coherent response by connecting words and phrases together, articulating sounds distinctly, and employing appropriate stress and intonation (as cited in Thuy & Hung, 2021). Fluency refers to the ability to communicate a message coherently and continuously, despite any linguistic obstacles that may arise, and is considered a fundamental aspect of speaking proficiency (Thuy & Hung, 2021). As a result, to be fluent in a language, speakers must communicate without worrying about language components, speaking at a fast pace with minimal delays, as fluency signals suggest (Lackman, 2010 as cited in Thuy & Hung, 2021).

d) Pronunciation

Pronunciation pertains to the way sounds are utilized in the process of communication (Goh and Burns, 2012 as cited in Thuy & Hung, 2021). Improving pronunciation is challenging for both native and non-native speakers and requires regular vocabulary practice, making it the most challenging aspect of speaking (Thuy & Hung, 2021). Thuy and Hung (2021) suggested that students should have knowledge about different sounds, word stress, and when to use rising or falling intonation, as these factors play an essential role in enhancing their communication skills.

Finally, a teaching speaking cycle (Goh and Burns, 2012 as cited in Burns, 2019) is shown in Figure 4. The subsequent framework intends to emphasize various fundamental ideas that educators can utilize to direct their pupils when they are developing their speaking abilities:

Figure 4*The teaching speaking cycle*

Note. From “Concepts for Teaching Speaking in the English Language Classroom” by A. Burns, 2019, *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1-11.

a) Stage 1: Focus learners’ attention on speaking

The initial stage emphasizes the promotion of metacognitive awareness related to speaking and serves two primary objectives:

1. In the initial stage, a primary goal is to inspire learners to actively participate in planning their speaking development. This is accomplished by offering prompts that encourage them to contemplate the demands of speaking and how they can effectively prepare themselves for it (Burns, 2019).
2. The second objective of the first stage is to ready learners for a particular speaking task. Prompts provided to learners’ center on the planned speaking task for the teaching cycle, and learners are guided to acquaint themselves with the task's objectives and contemplate the strategies necessary to accomplish it. (Burns, 2019).

b) Stage 2: Provide input and/or guide planning

According to Burns (2019), EFL learners can experience high levels of anxiety when speaking English. Therefore, providing support to learners during speaking tasks is vital,

and one-way teachers can do this is by allowing them sufficient time to plan their thoughts and determine how they want to express themselves.

According to Burns (2019), the preparation stage has multiple objectives which include the following aspects:

1. Teaching or introducing a new language.
2. Helping learners to rearrange and solidify their developing linguistic knowledge.
3. Activating prior knowledge of the language.
4. Reviewing specific language elements and reducing cognitive load.
5. Encouraging learners to approach tasks in more complex and demanding ways.

As mentioned by Burns (2019), this stage involves helping learners in preparing themselves to meet the demands of the speaking task. Maybin, Mercer, and Steirer (1992) define scaffolding as a form of support given to learners, enabling them to successfully complete a task that would have been challenging for them without such assistance. The goal of providing assistance is to help the learner become more competent in completing the task, eventually enabling them to complete it independently. (Burns, 2019).

c) Stage 3: Conduct speaking tasks

The following stage aims to create an environment where learners can engage in communicative tasks to practice their speaking skills. The primary objective is to encourage learners to effectively convey meaning by utilizing their existing linguistic knowledge, skills, and strategies, as explained by Burns (2019). In simpler terms, this stage emphasizes the development of fluency in expression rather than placing excessive emphasis on grammatical accuracy.

d) Stage 4: Focus on language/skills/strategies

According to Burns (2019), the purpose of this stage is to offer learners opportunities to enhance their language accuracy as well as their effective utilization of skills and strategies. During this stage, the teacher concentrates on specific aspects of the fluency task that require improvement, such as pronunciation, grammar, text structures, and vocabulary, and directs learners' attention towards these areas. The aim is to help learners become more aware of these linguistic elements and to provide guidance on how to enhance their performance in these areas. By addressing these specific language features,

learners can refine their speaking abilities and ultimately become more proficient in expressing themselves accurately and effectively.

e) Stage 5: Repeat speaking tasks

As noted by Burns (2019), stage 5 provides learners with the opportunity to delve into and practice specific language elements or skills that were selected during stage 4. This stage allows learners to apply their knowledge and improve their overall performance. The practice of repetition is employed through various techniques, including repeating sections of the initial task, repeating the entire task, rearranging groups or partners, and introducing a similar task that allows learners to practice the procedural genre once again. For instance, instead of making their favorite food as the task, learners could be given the task of providing instructions on a topic of their choice. This repetition and practice enable learners to consolidate their understanding and proficiency in the targeted language elements or skills, further enhancing their ability to communicate effectively.

f) Stage 6: Direct learners' reflection on learning

Furthermore, as outlined by Burns (2019), the sixth stage of the Teaching Speaking Cycle emphasizes the importance of self-regulated learning. In this stage, learners are encouraged to assess and review their progress and achievements from the previous stages. This reflective process can be conducted individually, in pairs, or in small groups, allowing learners to share their experiences and support one another. By engaging in this practice, learners not only gain a deeper understanding of their own learning journey but also find solace in knowing that they are not the only ones facing challenges or experiencing stress and anxiety. Burns (2019) emphasized the positive impact of this stage of reflection, fostering a feeling of comfort and companionship among learners.

g) Stage 7: Facilitate feedback on learning

During the final stage of the Teaching Speaking Cycle, the teacher gives feedback to the students about their progress in the previous stages of the cycle (Burns, 2019). Speaking, as a basic language skill, has become an essential tool among people around the world. Nevertheless, there must be special attention to this important skill since there are many aspects teachers and students are not understanding. In fact, the teaching speaking cycle should be considered an essential tool to understand how to address the teaching process of this skill. For this reason, the following section focuses on speaking

difficulties that have been part of students' English learning journey for several generations.

2.2 Speaking Difficulties Perceptions

Currently, as previously mentioned, there exist young learners of English as a foreign language who encounter challenges in speaking, which may impede their active participation in oral activities. Difficulties related to students' perceptions, Budiman (2019) mentioned that perception refers to the capacity to visually perceive, hear, or comprehend something. Furthermore, in an oral class, students' perception relates to how they observe, listen to, and understand their teachers in teaching speaking. Budiman (2019) said that if students have a negative perception of their teachers/classmates' role in speaking, it can impact their ability to communicate negatively.

In fact, it should be noted that the speaking abilities of EFL learners are impacted by a combination of internal and external factors (Nuraini, 2016 as cited in Günes & Sarigöz, 2021), as illustrated in the following sections. This suggests that multiple elements can influence the process of language learning, encompassing factors such as attitude, aptitude, anxiety, motivation, beliefs, learning styles and strategies, the learning environment, the EFL teacher, educational materials, learner personality, and cultural background (Gardner, 1990 as cited in Günes & Sarigöz, 2021) moreover, the affective, sociocultural, and educational factors have a significant impact on speaking skills and should be considered since they determine the extent of interaction (Jackson, 2012 as cited in Günes & Sarigöz, 2021).

According to Günes and Sarigöz (2021), the existence of multiple factors influencing speaking skills creates numerous challenges for learners. The difficulties that students face in speaking English can come from different sources. One reason is the language itself, as learners may struggle with understanding and using new vocabulary and grammar rules. Another factor is their tendency to rely too much on their native language, which can hinder their progress in English speaking. Moreover, teachers' beliefs about how to teach speaking can contribute to the challenges. The strategies they use, the curriculum they follow, and even the activities they plan outside of regular class time can affect students' ability to speak confidently. Additionally, the methods teachers use to evaluate students' speaking skills can create inhibitions and make students feel self-conscious. All of these aspects play a role in the difficulties students encounter when trying to improve their English-speaking abilities (Al Hosni, 2014 as cited in Günes &

Sarigöz, 2021). In addition, Günes and Sarigöz (2021) identified factors that hinder students from speaking up in the classroom, including but not limited to the fear of being ridiculed by classmates, cultural differences, articulation problems, scoring systems, lack of motivation, lack of confidence, fear of making mistakes, shyness, and anxiety, along with the teacher's impact on the learning environment.

2.2.1 External Linguistic Difficulties

Regarding Amoah and Yeboah (2021), linguistic competence refers to a Foreign Language Learner's capacity to use a language and its components, which includes linguistic factors such as grammar, pronunciation, and vocabulary. In addition, proficient use of language forms, including grammar, pronunciation, and vocabulary, is essential for learners to achieve good oral proficiency (Saunders & O'Brian, 2006 as cited in Amoah & Yeboah, 2021). Bygate (2005) argued that EFL learners face greater difficulty than native speakers when it comes to using pronunciation, grammar, and vocabulary correctly (as cited in Amoah & Yeboah, 2021).

On the other hand, Burnkart (1998) argued that in order to speak a language effectively, language learners must have knowledge of three different areas, with the mechanics of language elements, including pronunciation, grammar, and vocabulary, being the most important (as cited in Amoah & Yeboah, 2021). Learners of English often find themselves in a predicament of determining the appropriate usage of words or phrases during their speech, causing them to be hesitant in expressing themselves (Amoah & Yeboah, 2021). As a result, the following concepts explain external linguistic difficulties which EFL learners face today that evoke the use hesitation in their speaking skills:

a) Lack of Exposure

According to Al-Sobhi and Preece (2018), the setting in which a learner is significantly placed influences the progression of their language skills. To summarize, when a learner is consistently exposed to a foreign language and engages in communication with individuals in the surrounding area, there is a considerably higher likelihood of them acquiring the target language. The social context plays a vital role in shaping various learning factors, including a learner's motivation, goals, and proficiency (Beebe, 1985 & Kumaravadivelu, 2006 as cited in Al-Sobhi & Preece, 2018). Nevertheless, in nations where English is not the predominant language, students often struggle to develop their oral participation because they lack opportunities to communicate in English both inside and outside of school (Al-Sobhi & Preece, 2018).

In fact, the lack of ample opportunities to use and encounter English in daily life is a significant aspect that adds to the challenges of acquiring English as a non-native language. This limitation is recognized as a language obstacle that impedes students from attaining advanced levels of fluency and proficiency in English (Alrashidil and Phan, 2015 as cited in Al-Sobhi and Preece, 2018). Gençoğlu (2011) research found that success in speaking English is dependent on various factors such as motivation, practice opportunities, classroom atmosphere, and teaching methods (as cited in Coskun, 2016). Similarly, Toköz-Göktepe (2014) argues that factors such as ineffective teaching methods, inadequate language proficiency, and limited exposure to English outside of the classroom can lead to poor English-speaking abilities and lack of oral participation (as cited in Coskun, 2016).

Moreover, insufficient exposure to English beyond the classroom is a significant challenge when it comes to speaking English (Lightbown & Spada, 2006 as cited in Coskun, 2016). This phenomenon is particularly evident in contexts where English is taught as a foreign language, as students may share a common native language but have limited chances to utilize the target language outside of the classroom environment (Bresnihan & Stoops, 1996 as cited in Coskun, 2016); therefore, the limited chances to practice speaking English can be considered a contributing factor to inadequate English-speaking proficiency.

b) Lack of Input Outside the Classroom

Exposing students to English input is considered to have a more favorable influence on enhancing their English proficiency, encompassing their speaking, listening, reading, and writing abilities (Liontas & Siegel, 2018 as cited in Wahyuningsih & Afandi, 2020). Indeed, linguistic input refers to the various components of a language, such as sounds, words, phrases, sentences, and more (Troike, 2006 as cited in Wahyuningsih & Afandi, 2020). According to Wahyuningsih and Afandi (2020), students' English-speaking development may not improve due to a lack of exposure to English outside of the classroom, where their chances to listen to and utilize English are restricted. The authors also highlight the significance of social experiences in enhancing students' English-speaking abilities. Moreover, the origins of input in their first language and interpersonal communication can vary due to a range of social and cultural influences (Troike, 2006 as cited in Wahyuningsih & Afandi, 2020). Students learning English as a foreign language may vary in their exposure to linguistic inputs.

c) Use of Mother Tongue

According to Ngoc and Yen (2018), code-switching, which refers to the use of the mother tongue or another language in EFL classrooms, is a widespread occurrence in countries where bilingualism or multilingualism is present. Multiple researchers have offered various interpretations of code-switching; for instance, Weinreich (1953) defined code-switching as the act of changing or alternating between two languages (as cited in Ngoc & Yen, 2018). Furthermore, teachers may use code-switching as a convenient tool to explain new vocabulary and encourage students to speak English while also making it easier for learners to express themselves in English (Cipriani, 2001 as cited in Ngoc & Yen, 2018). Moreover, Bergsleithner (2002) contends that code-switching can enhance the understanding of grammar among learners in an EFL classroom at the pre-intermediate level (as cited in Ngoc & Yen, 2018).

In addition, recent research suggests that code-switching can be advantageous for language learners during the language-learning process (Ngoc & Yen, 2018). Noori and Rasoly (2017) found that teachers use code-switching as a strategy to clarify complex concepts and grammatical points, as well as to provide instructions and explanations (as cited in Ngoc & Yen, 2018). Recently, Leoanak and Amalo (2018) stated that code-switching had been used by EFL teachers to facilitate explanations of challenging vocabulary, manage, and organize the classroom effectively, and encourage student participation (as cited in Ngoc & Yen, 2018). However, it is important not to disregard the drawbacks of using code-switching. Malik (2010) asserted that it is imperative to raise awareness among teachers and learners about the drawbacks of code-switching (as cited in Ngoc & Yen, 2018). Ngoc and Yen (2018) contended that overusing code-switching could have adverse effects on the acquisition of the target language by foreign language learners. The authors emphasized that a proper understanding of code-switching and bilingualism could lead to positive outcomes when developing bilingual education plans (Ngoc & Yen, 2018).

Furthermore, in certain situations, using the mother tongue in an EFL context has been viewed as a form of interference for students. According to Coskun (2016) identified various elements that may hinder English speaking proficiency, which encompass the employment of L1 in classroom settings, an excessive emphasis on grammar, cultural and phonological contrasts between L1 and L2, anxiety, and insufficient exposure to English in non-academic environments. As argued by Ur (1996) and Harmer (1991), students often find it more natural and convenient to use their mother tongue when communicating in the classroom (as cited in Coskun, 2016).

According to Tang (2002), many teachers hold the belief that using L1 in the classroom is more advantageous in terms of clarifying the meanings of words, providing guidance on how to complete tasks, teaching complicated grammar concepts, and maintaining order in the classroom (as cited in Coskun, 2016). This belief is shared by students as well, who are inclined to believe that using their native language is more natural and convenient when communicating in the classroom. Conversely, Awang and Begawan (2007) have contradicted the idea and claimed that the use of L1 in the classroom negatively impacts students' capability to speak English proficiently (as cited in Coskun, 2016). Moreover, Matsuya (2003) proposed that a lack of communication skills and an excessive emphasis on conventional grammar knowledge in English language teaching programs could also lead to the inability to participate orally (as cited in Coskun, 2016).

2.2.2 Internal Psychological Difficulties

According to Brown (2001), various psychological factors, including shyness, anxiety, and fear, are the underlying reasons for students' reluctance to participate (as cited in Amoah & Yeboah, 2021). In the same way, Dil (2009) mentioned that two of the most significant obstacles that contribute to the speaking difficulties of EFL learners are anxiety and a lack of willingness to speak during the English-speaking process; the mentioned author suggested that anxiety and unwillingness when speaking English are caused by the fear of being negatively evaluated, particularly in front of peers, which leads to the reluctance to make mistakes (Amoah & Yeboah, 2021).

Amoah and Yeboah (2021) reported that Gebhad (2000) affirmed that anxiety and shyness are the primary factors that lead to challenges in speaking among learners. Additionally, Heron (2005) stated that anxiety can have a detrimental impact on the learner's ability to acquire a skill, including speaking in a foreign language (as cited in Amoah & Yeboah, 2021). Therefore, the following concepts explain internal psychological difficulties which EFL learners face today that scare students while using their speaking skills:

a) Foreign Language Anxiety

According to Horwitz and Cope (1986), Foreign Language Anxiety was identified as a type of anxiety that learners experience, which negatively impacts their speaking abilities in the target language (as cited in Alrasheedi, 2020). Furthermore, Goh and Burns (2012) observed the adverse effects of anxiety on learners' stress levels (as cited in Alrasheedi, 2020). In addition,

Learners who experience anxiety may find it challenging to participate in speaking activities. Moreover, among several reasons, Savaşçı (2014) investigated the causes of EFL learners' resistance to speaking English, including foreign language anxiety, fear of negative evaluation, and cultural differences (as cited in Coskun, 2016).

According to Al-Sobhi and Preece (2018), the anxiety and nervousness experienced by students can impact their ability to speak the target language. Gog and Burns (2012) conducted research indicating that language anxiety negatively impacts the learning process. Learners who experience language anxiety perceive speaking a foreign language as a stressful and challenging experience (as cited in Al-Sobhi and Preece, 2018). This often leads to avoidance or withdrawal from active oral participation and interactions (Al-Sobhi and Preece, 2018). Moreover, the mentioned anxiety also causes speakers to worry about how listeners perceive them. As a result, students may choose to refrain from participating in activities or situations that make them feel uncomfortable or embarrassed (Al-Sobhi and Preece, 2018). Alhmadi (2014) proposed that anxiety is an internal factor that has a notable impact on the development of oral communication and speaking abilities (as cited in Al-Sobhi and Preece, 2018). Meanwhile, Asif (2017) indicated that EFL students, in particular, experience anxiety when it comes to developing their speaking skills (as cited in Al-Sobhi and Preece, 2018).

b) Lack of Motivation

Learning a foreign language proficiency can be significantly improved by motivation (Al-Sobhi & Preece, 2018). The motivation of learners in foreign language learning is primarily influenced by two factors: their inclination to communicate and their attitudes toward the target language (Lightbown & Spada, 2006 as cited in Al-Sobhi & Preece, 2018). When learners have a practical need to communicate in a foreign language, such as in social or professional contexts, they tend to recognize the significance and worth of acquiring the language, leading to increased motivation to speak and participate (Al-Sobhi & Preece, 2018). Likewise, learners who possess a positive perception of the culture and individuals associated with the foreign language are more inclined to be motivated in their communication efforts using the target language (Al-Sobhi & Preece, 2018).

Furthermore, numerous studies have concurred that motivation plays a vital role in the process of acquiring a new language (Al-Sobhi & Preece, 2018). Moreover, Ausubel's cognitive theory of learning (1968) has a mutual connection between motivation and education, in which

motivation can encourage learning, and in turn, understanding can stimulate motivation (Hong & Ganapathy, 2017 as cited in Alrasheedi, 2020). Gardner and Lambert (1972) distinguished between instrumental and integrative motivation in language acquisition. Instrumental motivation refers to the desire to acquire the L2 for practical purposes, such as getting a better job or earning more money; integrative motivation, on the other hand, refers to the aspiration to learn the L2 to understand and appreciate the culture of the language community (Mahadi & Jafari, 2012 as cited in Alrasheedi, 2020).

Thus, motivation for learning a foreign language arises from both internal and external factors. This motivation can be categorized into two types, instrumental and integrative. Both types of motivation are based on two key factors: the learner's desire to communicate and their perception of the target language (Lightbown & Spada, 2006 as cited in Alrasheedi, 2020).

c) Lack of Confidence

According to Al-Sobhi and Preece (2018), building confidence is essential for improving students' speaking proficiency. It is important for students to possess self-confidence in order to enhance their speaking abilities (Wahyuningsih & Afandi, 2020). Regarding the concept of self-confidence, Alvarado and Sandoval (2017) mentioned that self-confidence is a particular aspect of psychology that has a direct connection to the development of language learning. In an English as a foreign language classroom, learners often face situations that can seriously hinder their progress in the learning process (Alvarado & Sandoval, 2017). In general, Krashen (1982) contends that learners who exhibit high motivation, confidence in their abilities, positive self-concept, and low anxiety levels are more prone to succeed in attaining a foreign language. Thus, having self-confidence is a crucial aspect for students to enhance their speaking proficiency since self-assured learners tend to learn more efficiently (Al-Sobhi & Preece, 2018). As an outcome, Al-Sobhi and Preece (2018) mentioned that a student's lack of confidence could impede their progress in speaking.

According to Harmer (2007), students may be hesitant to speak as they feel self-conscious about expressing their thoughts and ideas in front of others, especially if they must provide personal views or information (as cited in Al-Sobhi & Preece, 2018). Krashen (1982) proposes that language instructors can support the development of students' self-confidence by offering them appropriate language for social contexts, ample opportunities to engage in the speaking

practice, and creating a comfortable and engaging learning environment (as cited in Al-Sobhi & Preece, 2018).

Even though there are several struggles for EFL students while mastering speaking skills, there are studies that give effective teaching tools to help EFL students process while learning English, and that could be essential tools to improve speaking skills.

2.3 Effective Teaching Tools

As stated by Pardede (2019), technological progress has facilitated globalization, leading to increased interaction and integration of ideas, businesses, individuals, and cultures. Moreover, advancements in transportation, information, and communication technology have further enhanced global connectivity and interdependence among people and nations (Pardede, 2019). The field of education has encountered fresh challenges as a result of globalization, including the growing diversity among students, the emergence of new cognitive and learning approaches, and the need to impart new skills that prepare students for an ever-evolving world (Pardede, 2019).

EFL teachers in English classrooms encounter various possibilities and difficulties as a result of the availability of technological devices, including digital texts, audio-visual products, multimedia, visual materials, and software. This requires them to create a diverse learning environment that addresses the unique needs of individual students (Pardede, 2012 as cited in Pardede, 2019). Considering the vital role teachers play in delivering high-quality education, the transformations have generated an immediate requirement for educators to adopt effective teaching strategies.

Darling-Hammond (1998) suggested that in order to respond to this challenge, teachers need to continuously improve their skills and knowledge to facilitate effective teaching, which fosters significant learning outcomes and cultivates students who possess the ability to make a positive impact on the world (as cited in Pardede, 2019). Teachers have various methods at their disposal to enhance their skills and knowledge and elevate their teaching practices (Pardede, 2019).

2.3.1 Sheltered Instructional Observation Protocol (SIOP) Model

Regarding effective teaching tools, Solodka, Zaskatela & Demianenko (2021) mentioned that for English language learners (ELLs), comprehending the subject matter is a crucial aspect. Various approaches recommend effective techniques for facilitating the clarity of teachers' instruction and highlight the significance of instructors' competence in supporting linguistically and culturally diverse students (Calderon & Zamora, 2011 as cited in Solodka, Zaskatela &

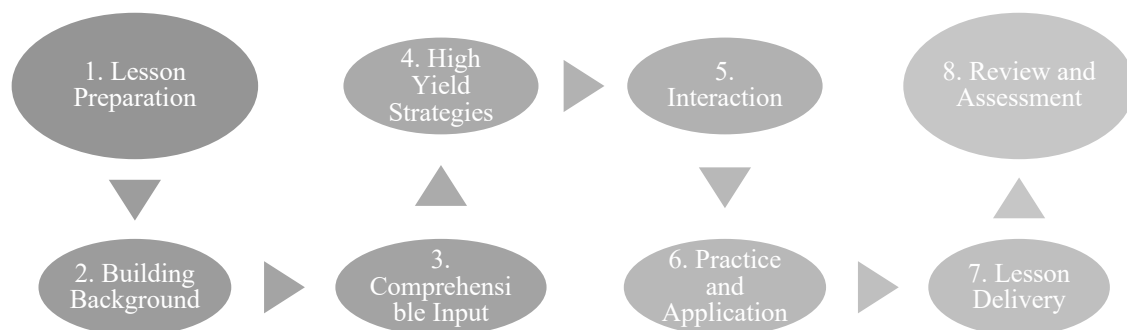
Demianenko, 2021). Therefore, the Sheltered Instructional Observation Protocol model is founded on the principle that language acquisition involves using and learning a language in meaningful contexts (Kareva & Echevarria, 2013 as cited in Solodka, Zaskatela & Demianenko, 2021).

According to Solodka, Zaskatela & Demianenko (2021), integrating the four essential language skills of listening, speaking, reading, and writing should be an integral part of learning a foreign language. The model entails interweaving the language and content of the subject matter (Muhanna, 2019 as cited in Solodka, Zaskatela & Demianenko, 2021). Additionally, the model considers the distinctive requirements of learners in language acquisition, and instructors employ methods such as modeling, tutoring, incorporating multicultural content, and using students' native language to make the subject matter more comprehensible (Cisco & Pardon, 2012 as cited in Solodka, Zaskatela & Demianenko, 2021).

Furthermore, Solodka, Zaskatela, and Demianenko (2021) mentioned that it is crucial for educators to establish a conducive atmosphere in which students feel at ease to explore and experiment with language. The learning environment comprises contexts where students acquire a new language via content-based instruction and where the language of instruction differs from the student's mother tongue. Furthermore, instructors employ various effective pedagogical techniques, enabling learners to practice using the target language. They also establish explicit connections between the subject matter, students' backgrounds, and prior knowledge, emphasizing the expansion of learners' vocabulary (Solodka, Zaskatela & Demianenko, 2021).

Figure 5

The SIOP model components



Note. This figure is my own creation obtained from the analysis of “Sheltered Instructional Observational Protocol Model in Digital Teaching EFL Students in Ukraine” by A. Solodka, S.

Zaskaleta, T. Moroz, & O. Demianenko, 2021, *Arab World English Journal (AWEJ) Special Issue on Covid, 19*.

This practice demands considerable participation and interaction from students, leading to comprehensive discussions and critical thinking. Students acquire practical language skills, including clarification of meanings, exposition, confirmation of information, debate, persuasion, and disagreement. By engaging in meaningful activities and learning conversations, students can put their newly acquired knowledge of language and content into practice. The model incorporates eight dimensions of lesson design and implementation: lesson planning, providing comprehensible input, implementing strategies, promoting interaction, offering practice opportunities, delivering lessons, reviewing progress, and assessing outcomes, as illustrated in Figure 5 (Short & Himmel, 2013 as cited in Solodka, Zaskatela & Demianenko, 2021).

2.3.2 Gamification

Moreover, through several studies, gamification is an effective teaching tool nowadays. Figueroa (2015) stated that the use of games in educational institutions for foreign language learning involves pedagogical approaches, methodologies, and strategies. Regarding practical teaching tools, Gamification emerges as a concept, which is relatively new, and Werbach and Hunter (2012) define it as the integration of game design techniques and elements in situations that are not related to games (as cited in Figueroa, 2015). Essentially, gamification is founded on the accomplishments of the gaming industry, social media, and extensive investigations into human psychology. It can be applied to a wide range of tasks, assignments, processes, or theoretical contexts to enhance their appeal and engagement (Figueroa, 2015).

The primary aims center on enhancing an individual's involvement, commonly referred to as a user, through the integration of game elements and techniques, such as leaderboards and prompt feedback, to promote motivation (Figueroa, 2015). Through this approach, users can experience a feeling of authority and investment in the way they navigate processes and complete tasks. Furthermore, a fundamental comprehension of gaming principles is crucial when implementing gamification as a strategy (Figueroa, 2015). Before considering the motivational aspects associated with this concept, Figueroa (2015) emphasized the need to reassess the four elements comprising its definition, which encompass games, features, design, and non-game contexts.

In recent times, both adults and young people have shown an increasing interest in using games, and this trend has attracted the attention of educators, academics, and practitioners. The

concept of gamification, which involves using games to enhance learning, has gained popularity in teaching English due to its innovative and engaging approach. Research on gamification has revealed that it can boost students' enthusiasm and motivation while they strive to improve their English language proficiency (Redjeki & Muhajir, 2021).

According to Landers (2014) the concept of gamification in learning refers to the incorporation of game elements, including action-based language, assessment mechanisms, challenges, control, immersive game environments, human interaction, and defined rules and goals, with the aim of facilitating learning and attaining specific educational objectives (as cited in Thuy & Hung, 2021). Incorporating game elements into classroom activities can prove to be highly effective in establishing an engaging learning environment and fostering students' motivation. When it comes to gamification tools, game elements play a crucial role in supporting learning motivation and managing students' speaking practice to enhance their fluency (Thuy & Hung, 2021):

1. **Badge:** One of the gamification tools commonly used in online platforms is the badge, which is an icon or logo displayed on a webpage to represent a user's achievement in a specific activity, like finishing a project.
2. **Compensation structure:** Rewards can be structured in various ways, such as awarding points when students complete tasks or providing badges as students reach certain levels or achieve specific accomplishments.
3. **Characters:** Avatars are characteristic of video games and are used to depict the user's character. Employing them as a teaching tool for young learners can pique their interest since children are typically fond of animated imagery.
4. **Scoreboards:** Students can monitor their progress by viewing the top-performing players. This fosters a sense of competitiveness and motivation, encouraging them to engage in more practice. As a result, they can attain fluency in English speaking (Bunchball, 2010 & Educause, 2011 as cited in Thuy & Hung, 2021).

In general, gamification tools can be employed flexibly either as a classroom activity for giving students a chance to deliver speeches or as self-study activities at home to extend their learning time. It is crucial to instruct the learners on the usage of these tools and attract them through the game element systems before asking them to use such tools (Thuy & Hung, 2021).

2.4 New Educational Tools

Additionally, the present era presents fresh challenges and responsibilities for teachers, whereby technology has fundamentally altered the landscape of conventional English instruction. Furthermore, Yordming (2017) mentioned that technology offers numerous opportunities to enhance the appeal and efficacy of teaching by facilitating the adoption of contemporary techniques. It is employed to promote innovative methodologies and caters to the visual and auditory faculties of students.

In the current century, technology has gained significant traction as a crucial instrument in the English language teaching domain. Solanki (2012) It has been proposed that the rapid advancement of science and technology has enabled the emergence and development of multimedia technology, which, with its utilization of audio, visual, and animated effects, can play a vital role in English language instruction (as cited in Yordming, 2017). This presents an opportune platform for reforming and exploring English teaching models in the contemporary era (Yordming, 2017).

In addition, Khasawneh (2021) claimed that play is a fundamental aspect of human life and has significant benefits for individuals of all ages. Playing is beneficial for children as it helps them learn and grow mentally. It is also a valuable educational tool that lets children interact with their surroundings and communicate with others, even if they have different languages or cultures (Khasawneh, 2021). In addition, play enables children to personalize their learning experience, emphasizes their internal motivation to learn, and provides a chance for social interaction.

According to Khasawneh (2021), one of the notable projects during the technological revolution was Schrand's initiative that concentrated on utilizing language games for teaching English as a foreign language. Schrand conducted an analysis of English language curricula in Britain during the late 1980s and discovered a lack of language games in textbooks. These games were identified as essential for engaging students' interests and facilitating effective learning during the foundational education stage. The study recommendations for using language games to train specific skills, such as comprehension and developing questioning abilities, and suggests implementing games for cooperative group learning or bilateral work (Nimrat, 2005 as cited in Khasawneh, 2021).

2.4.1 Technological Tools

Regarding the subject of acquiring language skills, the integration of technology can be traced back to the 1960s (Fithriani et al., 2019 as cited in Fithriani, 2021); Nevertheless, in the 1980s, the term computer-assisted language learning (CALL) was introduced, and it has been continuously developing ever since. Initial investigations have indicated that the inclusion of technology in English as a Foreign Language (EFL) instruction provides several benefits, such as increased exposure to genuine materials in the target language and enhanced learning outcomes (Fithriani & Alharbi, 2021 as cited in Fithriani, 2021). In conjunction with the increasing prevalence of mobile gadgets like smartphones, tablets, and e-readers, a novel adapted approach known as mobile-assisted language learning (MALL) was established to reflect the advanced utilization of technology more accurately in language education (Fithriani, 2021).

Additionally, MALL is distinct from CALL in that the latter pertains to the application of language learning theories and methodologies utilizing desktop and laptop computers for language instruction and acquisition, whereas the former is accomplished through handheld devices (Hazaea & Alzubi, 2018 as cited in Fithriani, 2021). Furthermore, MALL offers more impromptu and individualized learning opportunities that can occur both inside and outside of traditional classroom settings (Zain & Bowles, 2021 as cited in Fithriani, 2021). Since its inception, the employment of MALL has experienced a substantial expansion.

Concurrently, it has also emerged as a burgeoning area of investigation and one of the most hotly debated subjects among language educators, researchers, and other interested parties (Wu, 2019 as cited in Fithriani, 2021). Consequently, over the last decade, the realm of language teaching and learning research has been largely influenced by MALL-focused inquiries that aim to devise and scrutinize novel approaches for more effective integration into classroom methodologies across diverse environments, including those within the context of English as a Foreign Language (EFL) (Namaziandost et al., 2021. as cited in Fithriani, 2021). According to Fithriani (2021), a prevalent method of incorporating educational technology into language education is through the utilization of digital game-based learning (DGBL).

Moreover, digital games have been integrated into language education methodologies over the past few decades, coinciding with their extensive adoption as a form of entertainment (Yang et al., 2020 as cited in Fithriani, 2021). Studies have presented proof that digital games provide benefits for language learners in multiple aspects of language abilities (Zou et al., 2019 as cited

in Fithriani, 2021). By integrating features such as points, leaderboards, and rewards into digital games, a competitive atmosphere is created, and the application of such games for educational objectives is frequently referred to as gamification or gamified language learning. To put it differently, gamification differs from Digital Game-Based Language Learning (DGBL) in that it employs game mechanics and dynamics in non-game contexts to produce enjoyable, captivating, and stimulating learning experiences (Dehghanzadeh et al., 2019 as cited in Fithriani, 2021).

As stated by Gilakjani (2017), technology plays a vital role in enabling suitable learning activities for students and has an impact on the teaching methods employed by educators. The development of the English language and advancements in technology are intertwined and have transformed the ways of communication. Neglecting technological advancements in the classroom will lead to a lack of proficiency in keeping up with modern technologies. Thus, teachers should be well-informed about the latest technological equipment and possess comprehensive knowledge about their usage in various contexts. It is imperative for both teachers and learners to be acquainted with new technologies, which are constantly changing and spreading, exerting a substantial influence on the processes of teaching and learning (Solanki & Shyamlee, 2012 as cited in Gilakjani, 2017).

Bahadorfar and Omidvar (2014) have stated that technology can enhance learners' playfulness and enable them to immerse themselves in various scenarios, allowing for self-directed actions, self-paced interactions, privacy, and a secure environment in which errors can be corrected and precise feedback can be provided. Moreover, with the advent of new technological tools, feedback can be given through machines, which can help in tracking errors and directing students towards exercises focused on specific errors, providing additional value (Bahadorfar & Omidvar, 2014).

Dockstader (2008) has presented some significant justifications for incorporating technology into classrooms, as cited in Gilakjani (2017). They are as follows:

1. By incorporating technology, it is possible to delve deeper into the content of the syllabus for a particular subject area.
2. In today's age of information, acquiring knowledge of technology has become imperative.
3. Technology serves as a motivator for learners, leading to increased engagement in academic pursuits.

4. By acquiring a deeper comprehension of the content, learners can advance beyond mere knowledge and understanding and delve into the practical implementation and analysis of information.
5. Learners develop the capacity to navigate in a world abundant with information and utilize technology to find pertinent and valuable information.
6. Teaching computer skills in isolation is insufficient.
7. Through engaging in the learning process, learners acquire computer literacy by utilizing various computer skills.

According to Billings and Mathison (2011), educational technologies contribute to the improvement of learners' performance for two primary reasons (as cited in Gilakjani, 2017). Firstly, they effectively engage learners with the material, and secondly, they generate excitement among learners to participate in educational tasks (Gilakjani, 2017). When technology is integrated effectively, one of the main benefits is that it can enhance the enjoyment of learning for students (Gilakjani, 2017). When learners are provided with engaging resources, they become more actively involved in the lesson, resulting in a deeper comprehension of the learning materials.

Furthermore, when lessons are enjoyable for learners, their enthusiasm and willingness to participate increase. To successfully incorporate technology, educators need to possess a thorough understanding of how to effectively utilize these tools and teach students how to use them proficiently (Gilakjani, 2017). Oliver, Osa, and Walker (2012) suggest that the integration of technology empowers learners to develop proficiency in various aspects of information technology. This includes their ability to use technology tools effectively, seek and evaluate information, analyze problems, make informed decisions, creatively utilize technology, communicate efficiently, and collaborate with others (as cited in Gilakjani, 2017).

2.4.2 Digital Gamification

In this section, gamification possesses a significant advantage of using games in a technological capacity. Fithriani (2021) indicates that over the past few decades, game-based technologies have been employed in the educational context, leading to the active evolution of research exploring their potential for educational purposes. However, these studies are continuously presenting new emerging aspects that require further exploration. Grounded on experiential learning theory that emphasizes learners' autonomy in developing knowledge and

skills through direct experiences beyond traditional academic settings, games have been utilized as a tool to support teaching and learning since at least the 1970s (Raitskaya & Tikhonova, 2019 as cited in Fithriani, 2021).

As stated by Fithriani (2021), in the EFL setting, games, particularly digital ones, have been integrated into various language skills classes catering to diverse age groups of learners. For young learners, digital games are not only entertaining but also engaging and create an environment that promotes their learning motivation and fosters metacognitive achievement (Mahayanti et al., 2020 as cited in Fithriani, 2021). Similarly, the use of digital games in language classes for adult learners enables them to experience learning in a dynamic yet non-stressful manner with an emphasis on both the message and the language (Fithriani, 2018 as cited in Fithriani, 2021).

The advancement of advanced technologies has contributed to the increasing popularity of incorporating games into language education. This has led to the emergence of innovative learning models and environments, such as gamified language learning or gamification (Fithriani, 2021). Recently, there has been a growing interest in exploring the educational possibilities of gamification in the field of EFL education. Many studies have been conducted to examine the pedagogical benefits and potential of gamification in different areas of language skills. Among these areas, vocabulary learning has garnered significant attention (Fithriani, 2021).

Gamification is an approach that utilizes specially designed digital and non-digital games to foster language learning. By incorporating elements reminiscent of games or playful elements into the learning environment, gamification aims to boost student engagement and active involvement in the learning process (Maloney, 2019 as cited in Rahmani, 2020). The fundamental essence of gamification is expected to increase students' motivation and commitment, as well as promote positive and competitive behaviors among them (Marczewski, 2013 as cited in Rahmani, 2020). Educators and scholars have extensively employed and researched the integration of games in language learning (Hung, 2018 as cited in Rahmani, 2020).

Hung et al. (2018) conducted a comprehensive review to explore the use of digital games in language education. The review highlighted the wide range of game types utilized, such as immersive games like massively multiplayer online role-playing games, tutorial games,

exergames, simulation games, and adventure games, all of which have been effectively employed for language learning purposes (as cited in Rahmani, 2020). Rahmani (2020) conducted a study and found that the implementation of game-based language learning resulted in positive outcomes, particularly in relation to the emotional well-being and psychological state of students, as well as their overall achievements in language learning. According to Hung (2018), the integration of technology-enhanced board games in the flipped classroom setting was implemented and yielded positive results. The gamified flipped classrooms were found to effectively facilitate English language learning among university students by boosting their motivation to engage in class activities and reducing their anxiety when it comes to speaking (as cited in Rahmani, 2020).

Figure 6

Education gamification five-step model



Note. From *The Benefits of Gamification in the English Learning Context* by E. Rahmani, 2020, *Indonesian Journal of English Education*, 7(1), 32-47.

Nevertheless, research has demonstrated that inexperienced teachers expressed anxiety regarding the effective engagement of students and utilizing the additional class time available, while students may perceive in-person teaching as less structured when the teacher adopts a facilitative role rather than being the primary source of instruction (Zack et al., 2015 as cited in Rahmani, 2020). In conclusion, it is important to understand the step model that Gamification provides us to not hesitate in using it, as is shown in Figure 6. In addition, comprehension of the excessive use mother tongue can help foreign language learners improve their speaking skills in a beneficial environment without anxiety or other negative situations. Moreover, technological and innovative tools awareness lets teachers decide which tool is the best according to their students' profiles and possibilities.

The concept of integrating gamification into language learning involves utilizing different tools to enhance the language-learning process and motivate learners. In a gamified classroom

setting, language apps are used to meet the specific needs and preferences of the learners. Several popular gamification apps commonly used in foreign language learning include Class Dojo, Edmodo, and Classcraft. Therefore, the upcoming section provides a brief description of these gamification apps aimed at motivating and improving foreign language learning:

a) ClassDojo

According to Prathyusha (2020), Class Dojo is an app designed to inspire and engage elementary-level language learners. It incorporates different strategies such as avatars, leaderboards, and points to motivate students. The app serves as a tool for teachers to manage learner behavior effectively. Teachers can encourage students by acknowledging and praising their skills or values, such as hard work, kindness, or helpfulness toward others. Furthermore, students can showcase and share their learning experiences and ideas by adding photos and videos to their personal portfolios.

b) Edmodo

As stated by Prathyusha (2020), Edmodo serves as an extension of the traditional classroom and incorporates gamification elements like badges and quests. It provides a platform where learners can actively participate in discussions by commenting on posts, submitting assignments, and conveniently tracking their progress. The interface of Edmodo resembles that of Facebook, allowing for a familiar and user-friendly experience for students.

c) Classcraft

As Eugenio and Ocampo (2019) explain, the aim of the Classcraft game design model is to encourage active participation, engagement, and collaboration among learners. The design of activities begins with the introduction of quests through visual storytelling, which is facilitated by the teacher. Learners are motivated to establish their goals and objectives as they solve problems within defined time frames and quantities. Throughout this phase, the design strategy emphasizes the promotion of exploration and discovery.

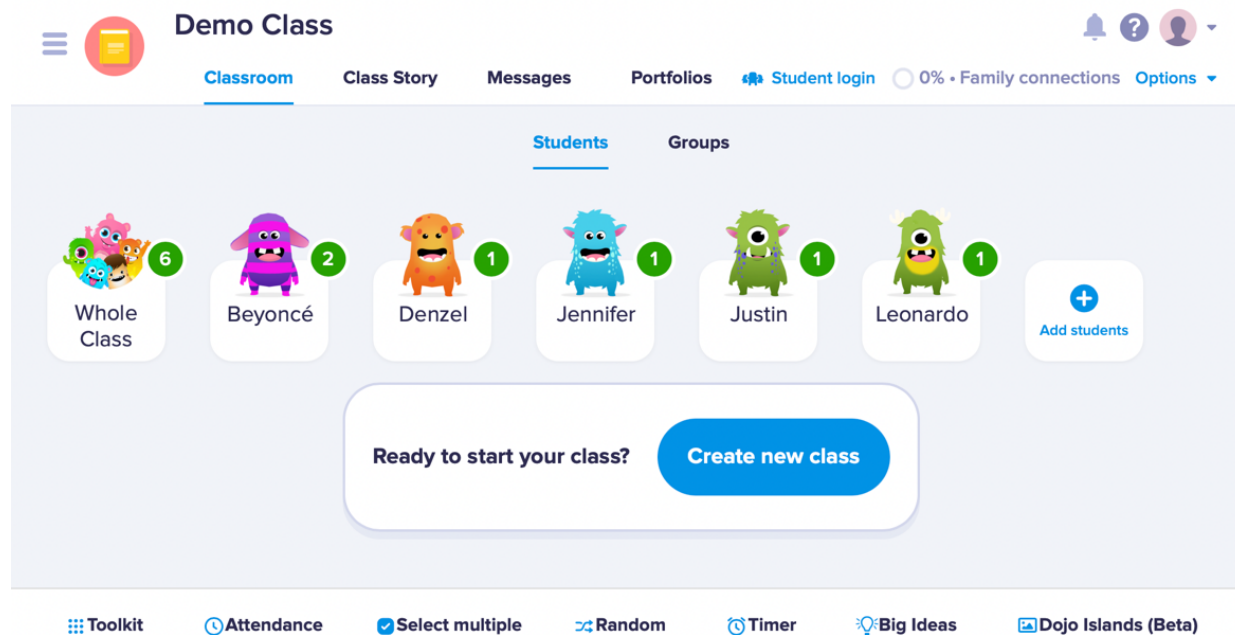
2.4.3 ClassDojo as a Gamified Technological Tool

ClassDojo is an online classroom management system that integrates elements of gamification. This platform utilizes virtual points as a means of rewarding students for demonstrating positive behavior in the classroom. The process commences with teachers creating a class and enrolling all their students in it. Each student is then assigned an avatar, which can be personalized according to their preferences. Once these initial setup steps are accomplished, the

application is ready for utilization (dos Santos & Vélez, 2021). Figure 7 provides a visual representation of a class within the application.

Figure 7

ClassDojo Demo Class



Note. From ClassDojo website

According to Sandler (2019), ClassDojo supports the holistic development of students, encompassing their social, emotional, and academic growth. The application offers teachers a wide range of resources and content to facilitate effective learning throughout the academic year. Additionally, ClassDojo empowers students to express themselves through digital portfolios, where they can share photos, videos, and written text. These portfolios enable file sharing with teachers and parents, as well as features like image annotation and interactive elements. Students can showcase their completed tasks by uploading photos or videos to their individual profiles, which can be viewed by their classmates within the app. Furthermore, ClassDojo encourages student communication by promoting open-ended questions, critical thinking, and meaningful discussions.

3. Methodology

The present study arises from the need to learn more about English as a Foreign Language field; this current study focuses on identifying if the didactic proposal that will be designed and applied may have a positive impact on A2 English learners' oral participation. Therefore, this chapter outlines the methodology employed in the study, which consists of four sections. Firstly, the methodology utilized for conducting the research is described, followed by an explanation of the contextual focus of the investigation in the second section. The third section identifies the population that contributed to the research, while the fourth section provides a detailed description of the various data collection instruments employed. According to Hernández Sampieri, Fernández, and Baptista (2014), research is a systematic, empirical, and critical process employed to examine a phenomenon or problem.

In every research, there must be a specific approach; Creswell and Creswell (2018) mentioned that research approaches encompass a set of plans and techniques for conducting research, which include the initial presumptions, methods for data collection, analysis, and interpretation. The selection of a specific research approach depends on various factors, such as the nature of the research problem, the researcher's personal experiences, and the targeted audience for the study (Creswell & Creswell, 2018). In the same way, Creswell and Creswell (2018) mentioned three approaches to research: qualitative, quantitative, and mixed methods. Regarding the described elements related to the different approaches, the research design (methodology and approach selected), the context, and the sample population will be addressed in the following section.

3.1 Research Design

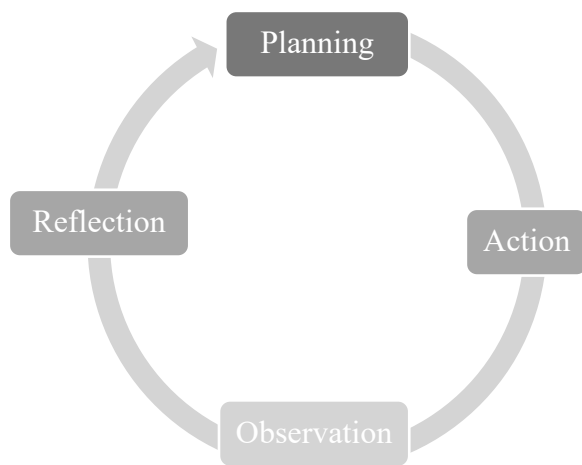
This study aims to examine if a teaching method can boost oral participation among EFL students. To achieve this, the methodology will use a qualitative approach and action research. Qualitative research is an investigative method that seeks to comprehend the meanings assigned by individuals or groups to a human or social issue, as described by Creswell and Creswell (2018). In addition, Latorre (2015) suggests that action research is a broad term that encompasses various strategies aimed at enhancing educational and social systems. Following up on this type of research, Latorre (2015) shares a series of characteristics mentioning that action research follows an introspective spiral that leads to cycles of planning, action, observation, and reflection.

Several action research models (such as Lewin, Kemmis, Elliot, and Whitehead's proposals) share a similar structure and process, all of which are inspired by the Lewinian matrix model. In

this research, the Kemmis model was selected, which is organized into two dimensions: a strategic dimension that involves action and reflection and an organizational dimension that comprises planning and observation. Kemmis stated that these two dimensions are in constant interaction, creating a dynamic that aids in problem-solving and understanding the practices in the current research context. The process consists of four interrelated phases: planning, action, observation, and reflection, each involving a retrospective and prospective perspective that creates a self-reflective spiral of knowledge and action (see Figure 8).

Figure 8

Action research cycle



Note. From *La investigación-acción: Conocer y cambiar la práctica educativa* by A. Latorre, 2005, *Graó*, (Vol. 179). 32-34.

3.2 Context

The study was conducted in a language center from a public educational high school in Monterrey, Nuevo León which has been interested in preparing its students for their higher education by giving them many opportunities of learning English as a foreign language. In the mentioned public high school, there is an English Laboratory called “Centro de Auto-Aprendizaje de Idiomas” (CAADI). Regarding the CAADI, it is one of the academic resources learners have in this public institution. It has computers and multimedia programs, as well as a wide variety of books focused on learning English and French. It provides the necessary tools for learning the English and French languages in an autonomous way, emphasizing personal communication needs

according to the interested party. In the facilities of the English Laboratory, students can develop the skills of writing, reading, speaking, and listening comprehension and pronunciation.

Regarding the learning opportunities mentioned above, the institution wanted to offer another academic resource. For this reason, this current research context focuses on the institution's language center, which is a recent academical resource. As an extracurricular activity, this language center offers English, French, German, and Korean to students from this institution as well as to external people (children, teenagers, adults) who are interested in joining it. Furthermore, the main objective of the language center is to develop the four skills looking to improve their ability to communicate in English (or in another language). In addition, each level (A1, A2, B1, and B2), according to the Common European Framework of Reference for Language (CEFRL), finishes every six months. English levels are held once a week (4 hours every Saturday) or twice a week (2 hours each class).

3.3 Participants

The researcher utilized convenience sampling to select the participants based on factors such as their English level, availability, accessibility, and willingness to participate. The sample consisted of 10 female and 7 male participants aged between 12 to 17 years old, all of whom had Spanish as their first language and began learning English at level 1 in the institution's language center. As per the language center's curriculum, the participants were considered to possess the characteristics of A1 level students, as they were part of the first sample in this study.

Moreover, the didactic proposal and the instruments selected for the analysis of the results were applied to 13 students because the research followed the same sample of students that continued to the next level (except for the students who did not continue in the language center or change their classes schedule). The main reason is that the purpose of this research is to examine oral participation among EFL students' level A2 according to the CEFRL.

3.4 Data Collection

Regarding action research methodology, a combination of different data collection methods was deemed necessary to obtain specific information required for the analysis of the present research. As a result, it was deemed appropriate to utilize a 3-point Likert-type scale and an open-ended questionnaire for data collection. The instruments implementation let researchers collect information required about students' perceptions towards their speaking skills, students' perceptions towards teacher's support among their oral participation and discover different tools

teachers use to increase EFL students' interest in their oral participation while using English during class (aspects that aim to obtain valuable information for this research.). To conduct these methods of gathering data, a 3-point Likert-type scale and an open-ended questionnaire were prepared for the research participants, which made it feasible to solicit and gather data. The instruments' answers were recollected and analyzed for the didactic proposal.

It is important to note that a consent letter (Appendix B) was provided to the institution where the study was conducted before using the data collection tools. The institution acted as a representative of the students and confirmed their consent for the researcher to utilize the information derived from the questionnaires. However, it should be emphasized that before administering the instrument, the students were informed about their participation in the study, and it was clarified that their involvement was voluntary.

3.5 Instruments

3.5.1 Semi-structured Interview

For this research, three instruments were used. To begin with, a semi-structured interview (see Appendix C) was conducted with a group of students before the course. According to Merriam and Tisdell (2015), interviews are essential for capturing personal experiences and emotions that cannot be observed otherwise or for recalling past events that cannot be replicated (as cited in Boudadi, 2021). Therefore, interviews are used to analyze and identify personal aspects that cannot be captured by a Likert scale.

3.5.2 The 3-Point-Likert-Type Scale

After conducting a thorough review of the existing literature on foreign language speaking, a 3-point Likert-type scale was developed with the assistance of the Foreign Language Speaking Delay Inventory. This scale, presented in Appendix D, was designed to assess specific aspects related to the delay in foreign language speaking (Günes & Sarigöz, 2021). The inventory was created with the aim of identifying factors that may contribute to a delay in speaking skills and gaining insights into the conditions and attitudes of language learners. Its purpose was to shed light on the various aspects that could affect the development of speaking abilities in language learners. The scale consisted of 43 statements and was designed in the participants' mother tongue. The standard Likert scale was modified to include three options: "yes," "no," and "not sure." consisting of 43 statements, it was created in the participants' native language and required responses on a 3-point Likert scale (see Appendix F).

The purpose of the inventory containing 43 statements was to obtain an understanding of how seven various factors impact speaking in a foreign language. The inventory consisted of two main categories: personal and affective factors, which consisted of 39 statements covering multiple aspects like personality (2 statements), attitude (3 statements), motivation (3 statements), anxiety (10 statements), attribution (6 statements), and practice (15 statements). The second category, environmental factors, consisted of 4 statements focusing on materials. Moreover, participants were requested to provide demographic details, including age and gender, and their English proficiency level was assessed based on the language center's criteria. To ensure the clarity and comprehensibility of the inventory items and instructions, a pilot test involving two students was carried out. This test aimed to confirm that the respondents correctly understood and interpreted the items in line with the inventory designer's intentions.

3.5.3 Open-Ended Questionnaire

Finally, the effectiveness of SIOP in improving limited English proficiency was evaluated using an open-ended questionnaire. The questionnaire was answered individually by two teachers, and it is included in Appendix C. Before answering the questionnaire, the nature and objectives of the study were explained, and the questions were conducted in Spanish. The participants were assured that their responses would be kept confidential. The open questionnaire was selected as the instrument because it is a reliable resource for exploring the opinions of EFL teachers. The open-ended questionnaires were in Spanish, and they were collected in different papers in which two selected EFL teachers answered eight questions honestly providing their answers; the main reason for this is to provide real data for this investigation.

The collected data was introduced in the MAXQDA program. The participant's answers were analyzed to give categories, subcategories, and codes and view how many times they have the same answers. The role of a researcher will not influence any of the obtained results.

3.6 Research Procedure

For the purpose of this study, two learners were chosen to take part in a semi-structured interview. During the interview, they were asked about their personal experiences and preferences regarding game-based learning in the classroom. Both learners displayed a high level of enthusiasm and actively engaged in the discussion. As they were at a basic level of English, they were asked to answer in Spanish. The interview was recorded and transcribed for further analysis. The collected data was categorized, and learners' opinions and personal observations were

extracted from the transcriptions. The data were then analyzed to identify similarities and differences and to draw general conclusions.

Furthermore, a 3-point-Likert-type scale (see Appendix D) was developed to assess factors contributing to delayed speaking skills. Prior to administering the scale, permission was obtained from the learners, who were informed that their responses would be used for research purposes. All participants provided signed consent. During the first session, the scale was administered to the cooperative students, and the teacher provided support throughout the process. The collected data was analyzed, leading to the identification of various factors that could potentially lead to delayed speaking skills.

Moreover, an open-ended questionnaire (see Appendix E) was applied to teachers to analyze different strategies they are using with their groups and how they have been applying gamification during their lessons. During this questionnaire, both teachers talked about their teaching experiences and their preferences while giving their classes. They were willing to answer the questionnaire with many details.

3.7 Findings and Interpretations of Data

This section presents the examination of the information collected through the application of the data collection tools, including the 3-point Likert-type scale, semi-structured interview, and open-ended questionnaire. The results obtained from each of these tools were analyzed and classified into different categories to determine whether gamified technological tools have a positive impact on and improve the oral participation of A2 English learners at a public high school language center. The first category focuses on how various factors influenced the students' perceptions of their English-speaking abilities.

3.7.1 Semi-Structured Interview

This first instrument explains the information that was collected during the analysis of the semi-structured interview, which can be found in Appendix C.

3.7.1.1 Games Preferences.

Students exhibit diverse game preferences, particularly in board games and cell phone games. For board games, some prefer strategic challenges that demand critical thinking and decision-making skills, while others enjoy cooperative or competitive gameplay. Regarding cell phone games, students' preferences span various genres, including puzzle games that stimulate cognitive abilities, action-packed adventures, and simulation games for virtual world creation.

It's crucial to acknowledge that individual preferences differ, and educators should respect and incorporate these preferences to promote engaging game-based activities that enhance students' learning experiences. They concluded that structure and instructions are essential in both games.

3.7.1.2 Perceptions towards Learning English.

The category discussed how students perceive their English learning process, emphasizing its significance in opening doors to new opportunities. In today's world, students utilize English not only for completing homework but also for downloading and using new applications in the language. This highlights the practical relevance of English in their daily lives and their recognition of its value in accessing various resources and expanding their skillset.

3.7.1.3 Challenges while Learning English.

In the third category, both participants talked about the difficulties they faced in improving their speaking skills while learning English. They shared the challenges and struggles they encountered in expressing themselves verbally in the language. This highlights the common obstacles that language learners often face when trying to engage in spoken communication. By acknowledging and discussing these challenges, it becomes clear that addressing and enhancing speaking abilities is a vital component of the language learning journey.

3.7.1.4 Overcome Challenges Students' Beliefs.

In the fourth category, the students emphasized a key technique to overcome challenges, which is practicing. They mentioned this technique multiple times as the essential code to improve their English skills. According to their answers, they believe that practice is crucial, and the more they practice, the better they become. This highlights the students' recognition of the importance of consistent and repeated practice in enhancing their language abilities.

3.7.1.5 Digital Gamification.

Lastly, the students revealed that their teacher utilizes technology in their classes, and they enjoy it. They expressed that this approach has a positive impact on their learning because it allows them to both learn and have fun at the same time. The integration of technology has made their learning experience more engaging and enjoyable, highlighting the benefits of incorporating technological resources in the classroom.

3.7.2 Observations of 3-Point-Likert-Type Scale

The subsequent paragraphs describe the findings obtained from the analysis of a 3-point Likert-type scale that aimed to gather information on why young EFL learners encounter

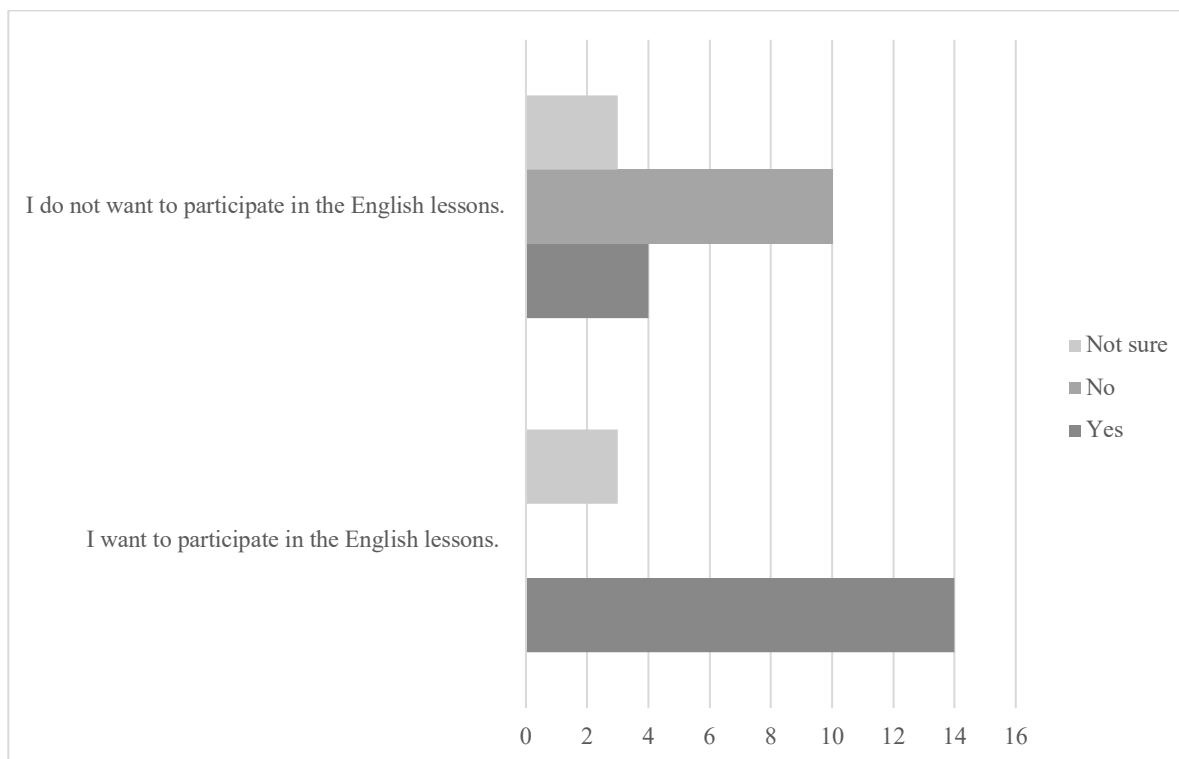
difficulties in speaking, particularly their perceptions of English learning and the causes of delayed speaking. The survey was conducted with 17 EFL students, and the outcomes of each of the seven factors studied are presented individually.

3.7.2.1 Personality

In the context of this study, the term "personality" pertains to the impact of an individual's distinct blend of traits and qualities on their level of engagement in an English classroom setting. Specifically, participants were categorized as having either an active or passive state of participation. The results of the 3-point Likert-type scale (see Figure 9) indicated that 82% of the students expressed a desire to participate in their EFL classes, suggesting that most participants have an active state of participation. Therefore, personality is not considered a negative factor that affects speaking performance in this study. Indeed, a positive attitude and disposition towards active participation in the classroom can contribute to a greater inclination to engage and participate in speaking activities. This positive outlook may facilitate the development of speaking skills, reducing the need to rely on the use of the learners' native language.

Figure 9

Personality



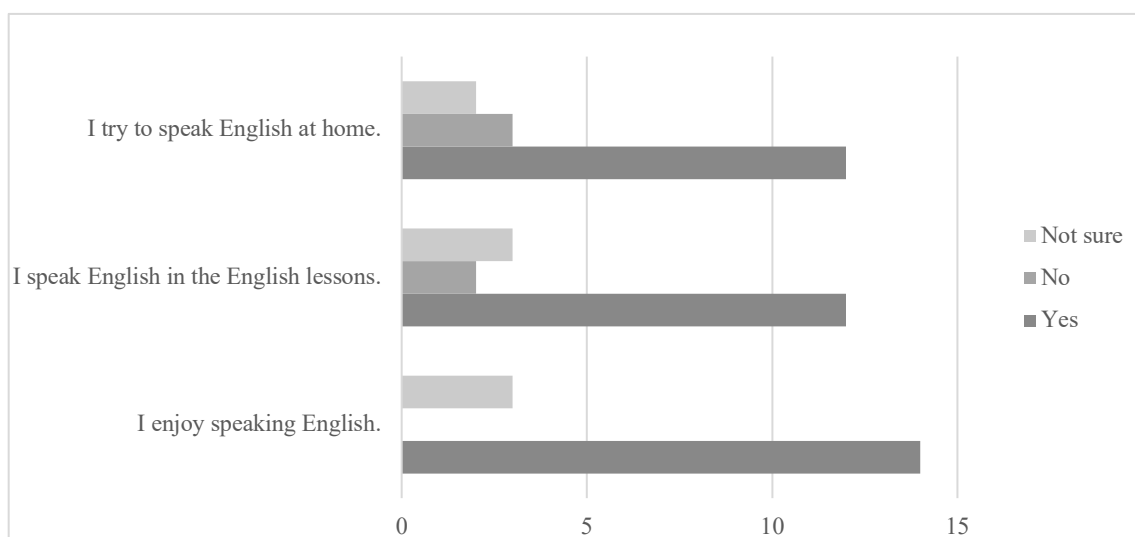
3.7.2.2 Motivation

Moreover, the results (see Figure 10) indicated that 82% of the participants found happiness in speaking English, while 18% were unsure about this preference. There are two main areas in which students practice English: English lessons and at home. On one hand, 71% of the participants stated that they speak English during English lessons. In contrast, 18% of them needed clarification about this daily activity during English lessons, and 12% mentioned that they do not participate in English during their English classes. As a matter of fact, there are two scenarios in which 30% of participants choose to do instead of using English: they do not speak at all, or they use their mother tongue to participate.

On the other hand, as well as in the practice of speaking English during English lessons, 70% of the participants try to speak English at home. Moreover, 12% of them needed clarification about their intention of speaking English at home, and 18% mentioned that they do not try to practice it at home. Although 70% try to speak English at home, there should be an analysis of how they try to practice it, and 30% should be motivated to find extra resources outside the English lessons. Based on these findings, it appears that the participants showed motivation to use English for speaking purposes in two primary domains. This is a significant aspect in the development of English-speaking skills. As a result, participants' motivation while speaking English is high.

Figure 10

Motivation

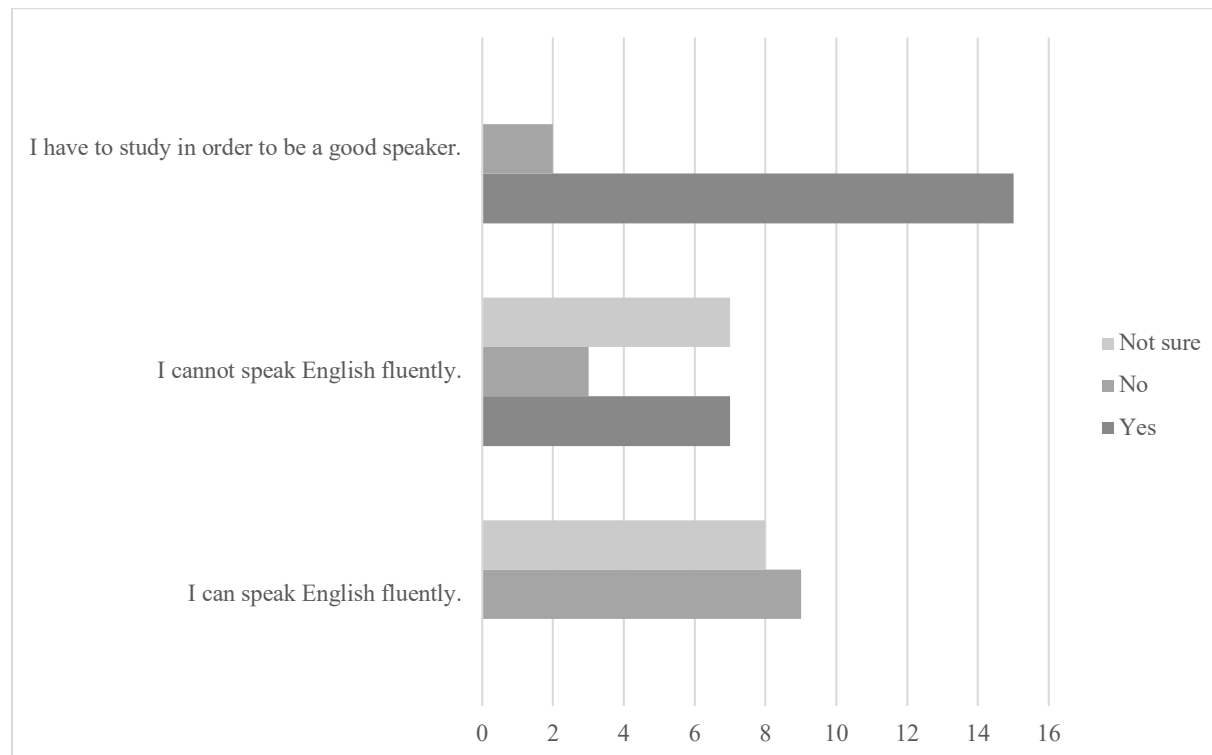


3.7.2.3 Attitude

Furthermore, the outcomes (see Figure 11) demonstrated that participants' speaking own perceptions are negative since 53% of them mentioned that they disagree with the statement 'I can speak English fluently, and 47% disagree about this statement. In addition, 41% of the participants confirmed that they could not speak English fluently. In the same way, 41% of them were not sure about the statement, and 18% of the participants disagreed with this statement. This revealed how learners' perceptions are negative towards their current English-speaking skills, contributing as an obstacle to their speaking learning progress. Despite of participants' negative perceptions, 88% stated that they must practice to be a good speaker.

Figure 11

Attitude



3.7.2.4 Anxiety

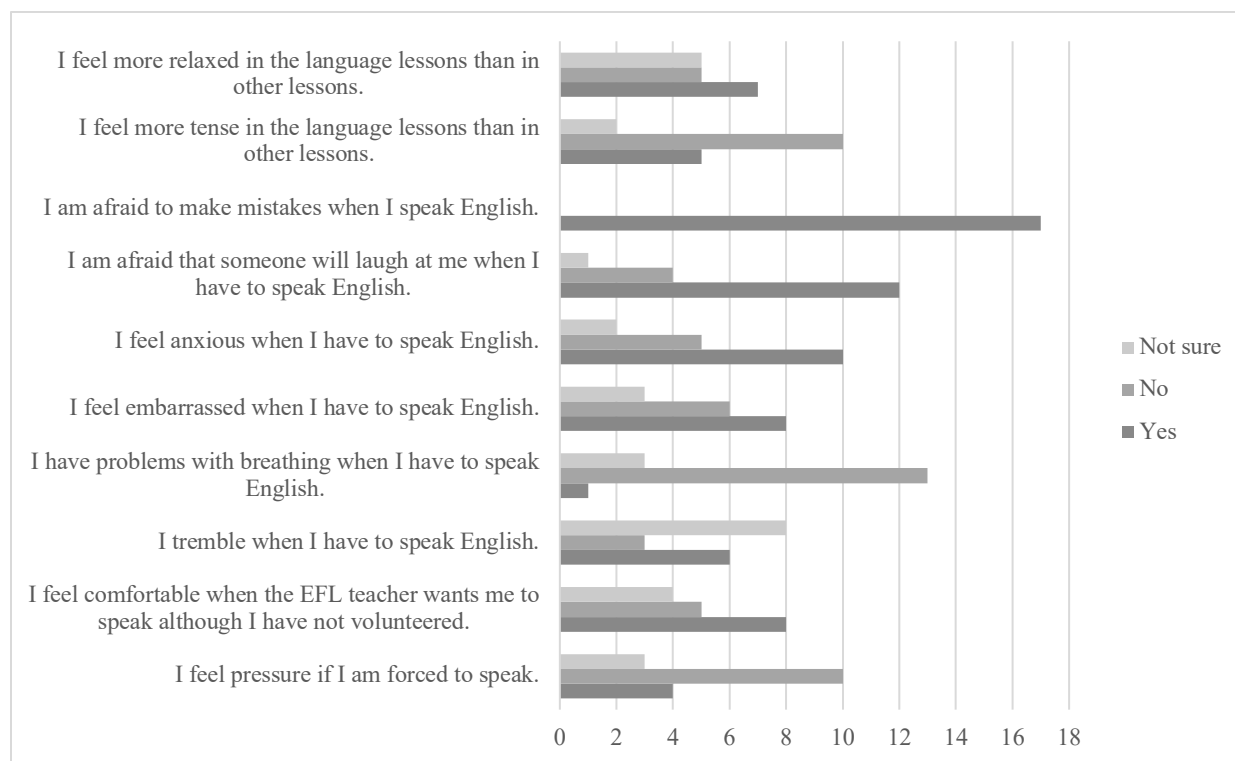
The following outcomes (see Figure 12) revealed that anxiety is one of their biggest obstacles while trying to speak English in their English lessons. Initially, every participant (100%) expressed apprehension or fear when it came to making errors while speaking English. In addition, the results (Figure 5) indicated that 71% of participants experience fear that others will mock them when speaking English, 59% reported feeling anxious, 47% feel embarrassed, and

35% have tremors when speaking English. The majority (76%) did not experience breathing difficulties, and 59% reported feeling no more tense in English lessons than in other classes. However, 47% felt at ease when their EFL teacher asked them to speak, even though they had not volunteered, and 41% felt more relaxed in English lessons than in other classes.

Based on the findings, it can be inferred that speaking anxiety among participants could potentially hinder the improvement of their speaking skills. However, the results also suggest that the EFL teacher and classroom environment may play a significant role in enhancing speaking skills despite anxiety-inducing situations during English lessons.

Figure 12

Anxiety



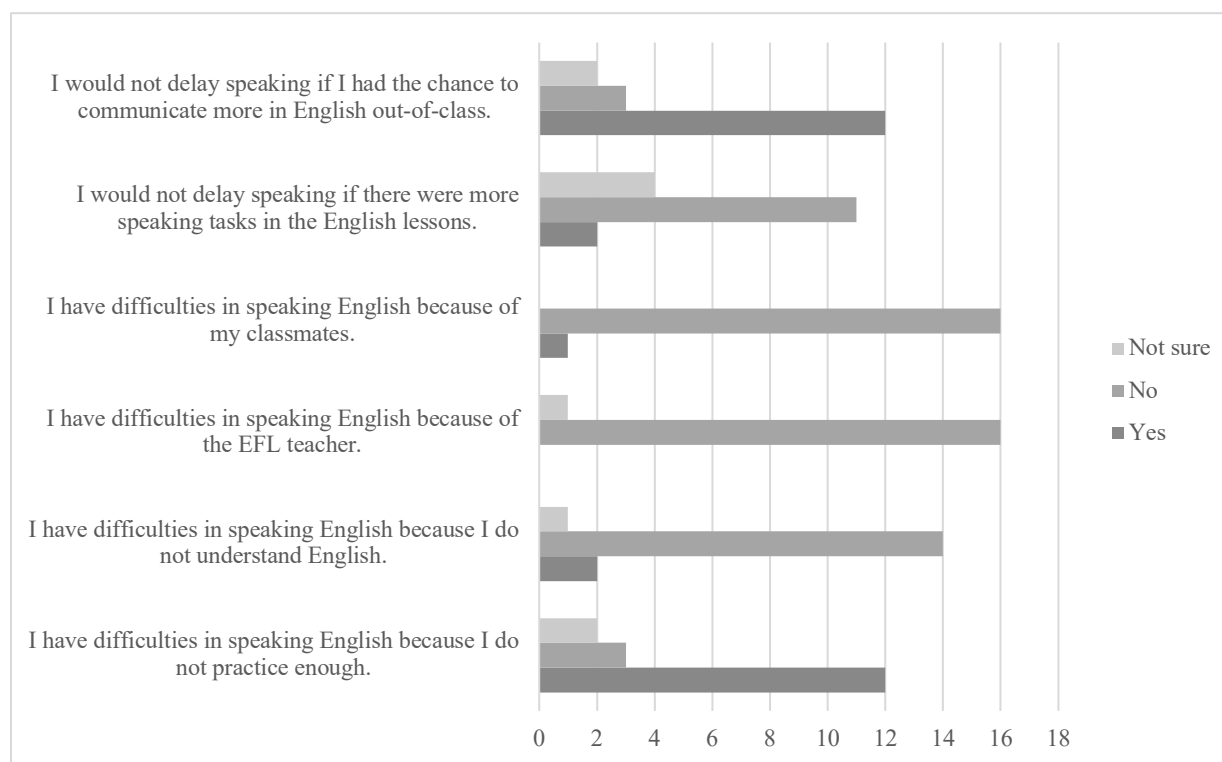
3.7.2.5 Attribution

The results (Figure 13) revealed that a majority of participants (71%) reported experiencing difficulty in speaking English due to lack of practice. Moreover, participants (82%) disagree about having problems in speaking because they do not understand the language, the EFL teacher (94%), or their classmates (94%). In addition, participants (65%) considered it unnecessary to have more speaking tasks in their English lessons to enhance their speaking skills. Nevertheless, 71% of the participants indicated that they would have the opportunity to engage in more English

communication if it were outside of the classroom; they could enhance their speaking skills. As a result, participants did not consider that factors such as the teacher or classmates are obstacles to improving speaking skills, but their practice is important to progress in their speaking goals (out-of-class activities).

Figure 13

Attribution



3.7.2.6 Practice

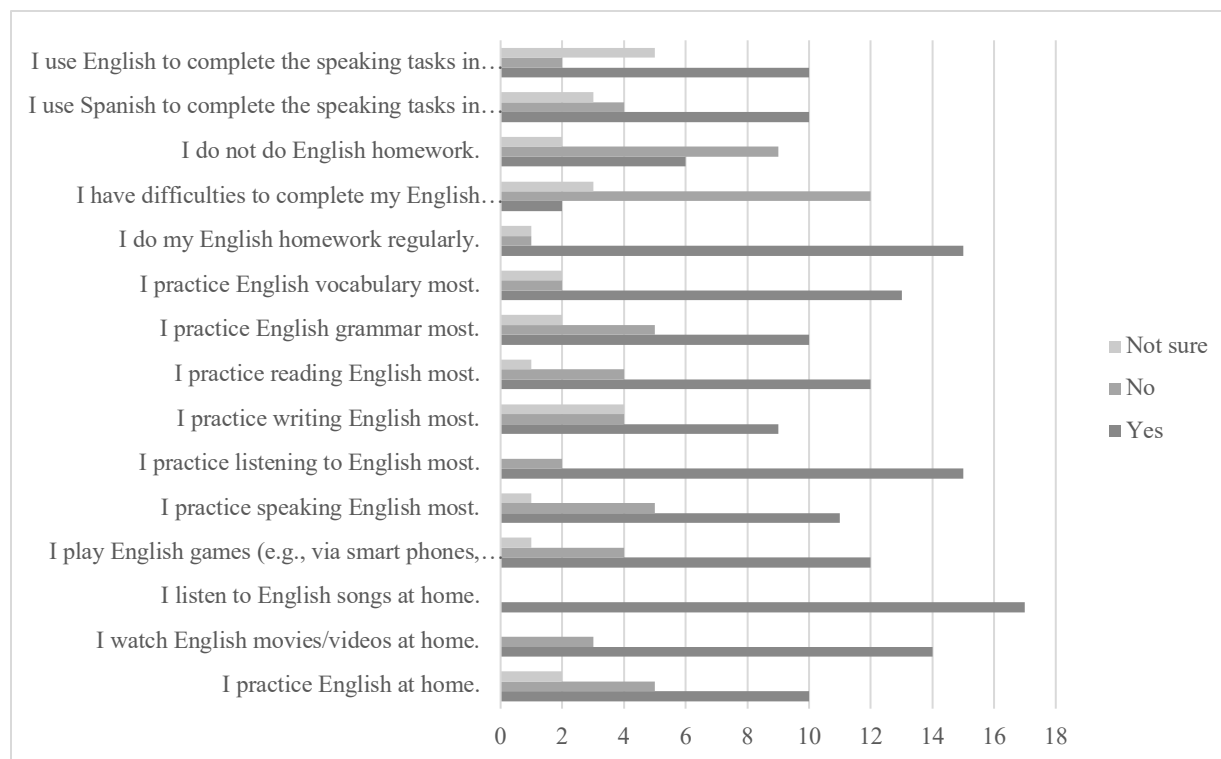
Regarding the main resources participants use to practice English, the outcomes (see Figure 14) clarified that they practice by themselves at home (59%) and among home activities, they watch English movies/videos (82%). All of them listen to English songs (100%). Further, they do their homework regularly (88%), and they do not have difficulties completing them (71%). In addition, 71% said they played English games via smartphones or computers.

Moreover, there was a section in which the four language skills and grammar and vocabulary were mentioned. Participants stated that they practiced speaking (65%), listening (88%), writing (53%), and reading (71%) in different manners, but they agreed they practice these skills. In addition, they worked on English grammar (59%) and vocabulary (76%). Last but not least, an important point to mention is that participants use both Spanish (59%) and English (59%) to

complete their English tasks. Regarding the use of the mother tongue, participants should be aware that abuse of Spanish (as the mother tongue of participants) can cause delay in their speaking skills.

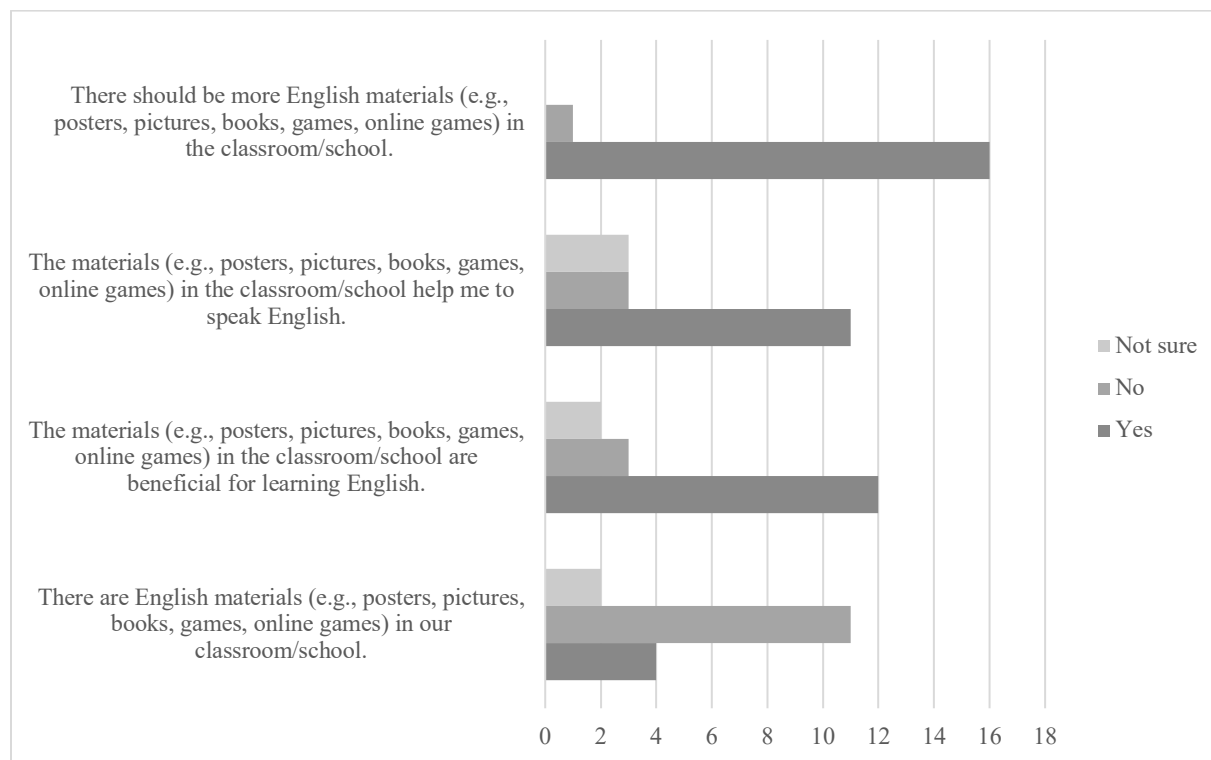
Figure 14

Practice



3.7.2.7 Materials

According to the results presented in Figure 15, most participants (65%) reported a lack of English material in their school, even though the English book was considered as such. Additionally, 71% of participants recognized the benefits of materials for learning English, and 65% reported that materials in the classroom/school helped in their English-speaking skills and oral participation. Most participants (94%) expressed a desire to increase the number of materials used. Hence, it can be deduced that the participants were discontented with the materials employed in their English as a Foreign Language (EFL) lessons and held the belief that additional materials would be beneficial in enhancing their speaking proficiency. Consequently, it was concluded that, in these instances, the utilization and quantity of materials had an adverse effect on the learners' ability to speak the language.

Figure 15*Materials***3.7.3 Open-Ended Questionnaire Observations**

Finally, an open-ended questionnaire was applied to EFL teachers (see Appendix E) whose primary purpose was to examine what tools teachers use to increase EFL students' interest in their oral participation in English during class. The collected data from the questionnaires applied to the two EFL teachers provided the necessary information to obtain eight categories which revealed different subjects such as ELT Teaching Methods/Strategies, Speaking Skills, Classroom strategies, Games to promote participation, Gamification, Apps/Platforms, Lesson Planning Key Factors, and Lesson Planning Description.

3.7.3.1 English Language Teaching Methods/Strategies

Regarding the first category, called 'English Language Teaching Methods/Strategies' (see Table 1), teachers shared the different methods or strategies that they were familiar with. Further, the outcomes demonstrated that, in the first code, both teachers (Participants 1 and 2) have used Task-Based Language Teaching (TBLT), which is the main purpose of strengthening EFL

students' capacity to communicate and obtain a specific result. Moreover, in the second code, participant 2 said that she is familiar with gamification. On the other hand, some methods or strategies have not been used in class, as Participant 1 mentioned, "I know some; however, I have not applied them in my classes yet". For this reason, there were just two subcategories in the analysis: theoretical knowledge and knowledge by practice; both subcategories are essential to choosing the correct tools for English lessons to improve a specific skill.

Table 1

English language teaching methods/strategies

Category. English Language Teaching Methods/Strategies						
Subcategory. Knowledge by Practice		Subcategory. Theoretical Knowledge				
Code 1.	Code 2.	Code 3.	Code 4.	Code 5.	Code 6.	Code 7.
TBLT	Gamification	CLT	Structural Approach	TPR	Suggestopedia	Situated Learning
2	1	1	1	1	1	1

3.7.3.2 Students' Speaking Skills

In the second category, 'Students' Speaking Skills' (see Table 2), both teachers agree about how well their students are doing and working with their oral practice. However, they mentioned two perspectives: strengths and weaknesses. For instance, participant 1 mentioned, "I think it is good because most of the group has no difficulty expressing themselves in the language, although sometimes they make grammatical mistakes..." regarding the strength perspective, teachers must observe and analyze how they can implement an excellent strategy to improve students' speaking performance even though students do not present concern about their speaking errors.

Moreover, participant 1 added, "...on the other hand, the rest of the students have difficulty in structuring their ideas correctly, but they manage to communicate, so I consider that their oral ability is regular" through the analysis, it is observed how willingness appears and helps students in their oral practice rather than giving up which might be an essential factor to take advantage and enhance speaking skills during English lessons. On the other hand, participant 2 added that when her students learned new vocabulary, they worried about pronunciation (even though they

are in level 2). This demonstrated how students' initiative is active in the other group. In conclusion, teachers' awareness of students' strengths and weaknesses will help students' goals.

Table 2

Students' speaking skills

Category. Students' Speaking Skills							
Subcategory. Strengths					Subcategory. Weaknesses		
Code 1.	Code 2.	Code 3.	Code 4.	Code 5.	Code 6.	Code 7.	Code 8.
Vocabulary	Correct Pronunciation	English Level	Structure Ideas	Good Oral Expression	Regular Oral Expression	Difficulties	Grammar Errors
1	1	1	2	2	1	2	1

3.7.3.3 Classroom Strategies

Following the next category, 'Classroom Strategies' (see Table 3), both teachers try to create an attractive environment for their students by using intrinsic and extrinsic motivation. For instance, they use different platforms with interactive activities, games, or videos. Both teachers expected to receive a positive interaction after those strategies. Nevertheless, there should be activities related to students' main necessities rather than just students' preferences, although it is a critical factor so learners keep their attention and improve their performance. In addition, participant 2 mentioned, "It also works as motivation to receive extra points if they participate," which could be an essential factor in fulfilling students' needs while they participate in all kinds of activities, looking for extra points and learning simultaneously.

Table 3

Classroom strategies

Category. Classroom Strategies				
Subcategory. Intrinsic Motivation			Subcategory. Extrinsic Motivation	
Code 1. Motivation	Code 2.	Code 3.	Code 4.	Code 5.
	Participation	Contextualized	Platforms	Games
2	1	1	1	2

3.7.3.4 Games for Participation

In addition, the category ‘Games for Participation’ (see Table 4) demonstrated how games help to promote participation with collaborative work, which also helps to increase students’ confidence as Participant 1 stated: “I use games in which my students can work in teams and thus feel more motivated”. Moreover, participant 2 shared that her students liked any dynamic that incited them to compete, which is interesting how the competition helped these students to reinforce and practice their daily English activities. Finally, both teachers mentioned using games in every lesson to activate students' minds and moods while enhancing their English skills.

Table 4

Games for participation

Category. Games for Participation					
Subcategory. Interactive Activities		Subcategory. Good Environment			
Code 1. Games	Code 2. Practice	Code 3. Motivation	Code 4. Enhance	Code 5. Competition	Code 6. Teamwork
3	1	1	1	1	1

3.7.3.5 Gamification

As a matter of fact, teachers mentioned they used games in their lessons. For this reason, the following category refers to how the use of gamification can help students develop their English-Speaking Skills (see Table 5). Participant 1 insisted on how games help students work collaboratively, and they have to communicate orally to carry out any task and practice as much as possible. As a result, some of the advantages that were analyzed by Participant 2 were: Students forget they are in class and enjoy participating, they feel more confident, and they feel motivated to speak English as a goal and not as a school rule.

Table 5

Gamification

Category. Gamification						
Subcategory. Practice				Subcategory. Advantages		
Code 1. Participation	Code 2. Teamwork	Code 3. Tasks	Code 4. Interactive Activities	Code 5. Confidence	Code 6. Goal Achievement	Code 7. Speaking Skills
1	1	1	1	1	1	1

3.7.3.6 Apps/Platforms

Furthermore, the category ‘Apps/Platforms’ gave more alternatives to help EFL students speaking skills. In this analysis, there were two subcategories: Speaking Purpose, which referred to apps or platforms with speaking practice, and Dynamic Purpose, which referred to apps or platforms with different academical purposes (see Table 6). Regarding the first subcategory, participant 1 shared two interesting apps: Italki and Hello Talk, where students can interact with other people around the world who also want to practice speaking skills. Both apps are used at home and not school. Moreover, Italki could be considered an academic app, and Hello Talk could be regarded as a general tool that is not necessarily used for academic purposes but for meeting new people around the world.

On the other hand, participant 2, who shared two platforms and a teaching resource, said that she used platforms like Kahoot or Word Wall, and she used the book's editorial as they needed to discuss possible responses and participate in teams. All the academic resources mentioned have the academic profile but most of the time, they are used to practice other skills rather than speaking skills. It is essential to mention that they can be adapted for speaking purposes.

Table 6

Apps/platforms

Category. Apps/Platforms				
Subcategory. Speaking Purpose		Subcategory. Dynamic Purpose		
Code 1.	Code 2.	Code 3.	Code 4.	Code 5.
Italki	Hellotalk	Kahoot	WordWall	Book
1	1	1	1	1

3.7.3.7 Lesson Planning Key Factors

Regarding the next category, which is the critical factor in lesson planning, there were observed three subcategories according to the teacher’s personal experiences: methods, group background, and dosage (see Table 7). First, both teachers mentioned considering students’ backgrounds, so they can analyze the topic’s most complex parts to learn and adapt them to students’ reality and abilities. Moreover, time and topic extension is important to look for the best strategies and teaching resources that will be applied in their lessons regarding students’

primary academical necessities. In addition, the key factor would be thinking about students' reality and how the resources would be adapted to them so they can reach the primary goal.

Table 7

Lesson planning key factors

Category. Lesson Planning Key Factors					
Subcategory. Methods		Subcategory. Group Background		Subcategory. Dosage	
Code 1. Strategies	Code 2. Teaching Resources	Code 3. Difficulty Level	Code 4. Group Skills	Code 5. Time	Code 6. Topic Extension
1	1	1	2	1	1

3.7.3.8 Lesson Planning Description

Finally, there is the last category which is about the lesson planning teachers follow in the current research context (see Table 8). First, neither Participant 1 nor Participant 2 mentioned a specific planning model. As a starting point, both participants mentioned how the first step they follow is considering the main lesson's topic and analyzing how it will be applied to the student's context. Furthermore, time was important for planning and preparing the topic, so students easily understood grammar and vocabulary. Consequently, the mentioned codes were subcategorized as lesson preparation. As a second subcategory, there is the comprehensible input in which Participant 1 mentioned that it is essential to think about a Warm-up activity related to the subject for every class. Moreover, the mentioned Warm-up helped to active students; in addition, the following activities must be organized by skills.

Furthermore, the following subcategory, 'Strategies', was mentioned in both teachers' answers. First, participant 1 said that one of her strategies was to diversify the remaining time for activities based on the textbook, which is one of her main teaching resources. On the other hand, participant 2 mentioned that she usually prepares a PowerPoint Presentation with pictures that help students connect with the content. In addition, the second participant used her primary strategy to follow the book's structure. Following the next subcategory, 'practice and application', participant 2 shared that after explaining the grammar, it was necessary to practice through activities that got students' attention, so they enjoyed and learned simultaneously.

Finally, the subcategory 'review and assessment' showed how, once again, both teachers follow the book, and through the grammar, vocabulary, reading, listening, and speaking

activities, they assess what students have learned. In order to create a dynamic environment with their students, participant 2 mentioned how she usually alternates the explanations with some dynamic or exercise of the book so that the class is not tedious, and they are able to practice constantly. From this category, ‘lesson planning description’, 5 out of 8 components from the SIOP model were found, which is interesting because the teachers just mentioned how they focused on the book's structure and extra activities. In conclusion, it can be inferred that there could be better performance from students and a better environment inside the classroom by adding more components to the participants’ lesson planning.

Table 8

Lesson planning description

Category. Lesson Planning Description								
Subcategory. Lesson Preparation		Subcategory. Comprehensible Input		Subcategory. Strategies		Subcategory. Practice and Application	Subcategory. Review and Assessment	
Code 1. Time	Code 2. Topic	Code 3. WarmUp	Code 4. Activities by skills	Code 5. Interactive Activities	Code 6. Teaching Resources	Code 7. Practice	Code. 8 Book	Code. 9 Understanding
3	2	1	1	1	2	1	3	1

At this point, students’ perceptions showed a positive overview of their speaking skills even though insecurities were presented through their answers on the 3-Likert scale. They mentioned how they felt during their English classes and how teachers and many resources are factors that contribute to their learning and speaking process. In addition, they seemed to be aware of how the practice would help them to improve in their English classes. Moreover, in the open-ended questionnaire, teachers shared how they applied all their strategies and how they organized them to reach the language center goals. As a matter of fact, a teacher’s methodology and strategies knowledge are essential points to success. All the mentioned results from these instruments would be an important point to consider for the didactic proposal development, which main goal is to consider these results.

4. Didactic Proposal

In the context of English as a foreign language (EFL) acquisition, students encounter several obstacles, and one of the most significant challenges for young EFL learners is active oral participation in the classroom. Speaking up in class appears to be the most arduous task for them. Therefore, this action research project aimed to achieve four objectives: analyzing EFL students' perceptions of their oral participation, describing the techniques used by teachers to enhance students' oral participation, exploring the tools that can increase students' interest in speaking during class, and designing a didactic proposal that aligns with the research results.

The current chapter centers around the description of a didactic proposal that was created and executed to achieve predetermined objectives. The proposal aims to improve EFL students' oral participation in English classes by implementing the SIOP model and gamified technological tools. The next section will concentrate on the didactic proposal titled "Gamified Technological Activities in an A2 English Class." The following information will outline the specifics of a workshop conducted in an English language center, focusing on the final unit speaking project. Additionally, a collection of carefully chosen and modified strategies and activities will be presented, aimed at facilitating smoother execution of speaking tasks for learners.

4.1 Didactic Proposal General Description

The objective of this study is to explore the effectiveness of the SIOP model and gamified technological tools in improving oral participation among A2 English language students at a public high school language center in northern Mexico, specifically in the context of a final unit speaking project workshop. According to Solodka, Zaskatela, and Demianenko (2021), the SIOP model takes into consideration the unique needs of students in language development, and teachers use techniques such as modeling, tutoring, multicultural content, and native language to make the content more understandable. The SIOP model may be utilized in the classroom to improve oral participation, along with gamified technological tools as a supplementary strategy.

The primary goal of the workshop is to enhance students' oral engagement in their English classes by providing them with opportunities to practice speaking skills in a modern learning environment. As noted in earlier chapters, speaking is widely recognized as a crucial aspect of learning English as a foreign language (Cabrera, 2020, citing Leong, 2020). Consequently, learners must have access to diverse academic resources and speaking opportunities to enhance

their oral participation. Integrating new technology in the classroom enhances students' sense of connection and involvement.

4.2 Didactic Proposal

This section provides comprehensive information on the didactic proposal, encompassing its broad objective, planning, activities, and the virtual resources utilized in the ultimate speaking project workshop. Moreover, it delineates the assessment instruments used to measure participants' oral performance and advancement and their responses regarding the execution of this pedagogical approach.

Title:	“Gamified Technological Activities in an A2 English Class”
Proposal description	<p>This proposal focuses on implementing the SIOP model and gamified technological activities with EFL students in an A2 English class at a public high school in northern Mexico. The objective is to enhance their oral participation at the end of each unit in their English course. The SIOP model encompasses various components of lesson design and delivery, including lesson preparation, building background knowledge, providing comprehensible input, utilizing strategies, promoting interaction, facilitating practice and application, delivering lessons effectively, conducting review activities, and assessing student progress. Additionally, gamified technological strategies will be incorporated to complement the lesson plan and further enhance oral participation.</p>
Objectives	<p style="text-align: center;">General objective</p> <p>To enhance oral participation through practices carried out with gamified technological strategies through the SIOP model.</p> <p>Specific Objectives</p> <ol style="list-style-type: none"> 1. To have a conversation by comparing two things while playing a card game and asking a classmate which he/she prefers. 2. To have a conversation of people based on descriptions of someone they know.

	<p>3. To have a conversation about things they can do in town and where they can do them.</p>
<p>Content</p>	<p>Description: Final unit speaking project workshop – gamified technological tools as a strategy through SIOP model</p> <p>The didactic proposal is divided into 3 sessions in which students through gamified technological strategies practice their oral skills and improve their oral participation in English. On the other hand, teachers follow the SIOP model to boost their classes and help their students’ oral participation.</p> <p>This workshop aims to enhance students' speaking skills and boost their oral communication abilities. The goal is to enable students to express themselves effectively in various situations and contexts by encouraging their active participation in English language activities at school.</p> <p>Contents:</p> <p>This proposal outlines a final unit speaking project workshop that spans over 6 hours, divided into three sessions of two hours each. Each session focuses on everyday activities that teenagers commonly engage in and aligns with the content covered in the book.</p> <p>The CEFRL established that learners from A2 (Breakthrough) level:</p> <ul style="list-style-type: none"> - Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (Council of Europe, (2001). - Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has (Council of Europe, (2001).

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (Council of Europe, (2001).

Therefore, the topics selected to be discussed during the conversation sessions to enhance their speaking skills are:

1. Comparative adjectives
2. Be like and look like / present continuous
3. Can and Can't

According to SIOP model, the sessions are structured in eight components and have a pre-established order and time.

1. Lesson preparation
2. Building background
3. Comprehensible input
4. Strategies
5. Interaction
6. Practice and application
7. Lesson delivery
8. Review and assessment

By incorporating instructional strategies associated with each of these components, educators have the ability to create and present lessons that cater to the academic and language requirements of English learners. Studies indicate that English learners demonstrate enhanced academic performance when teachers fully embrace the SIOP Model. To ensure the smooth execution of the workshop, each session should include a facilitator who guides the development of conversations, activities, and the dissemination of information. It is crucial to consider several significant aspects when planning and implementing the workshop, which are elaborated upon below:

- To identify and engage learners.
- To establish a schedule.

	<p>- To create academical resources for the development of the workshop.</p> <p style="text-align: center;">Project Contents</p> <p style="text-align: center;">“I want to participate!”</p> <p>The following contents and objectives are going to be addressed using ICTs</p> <table border="1" data-bbox="636 520 1308 1459"> <thead> <tr> <th>Topics</th> <th>Objectives</th> <th>ICTs</th> </tr> </thead> <tbody> <tr> <td>“Which one is cheaper?” (comparative adjectives)</td> <td>To choose two things and ask a classmate which he/she prefers.</td> <td>Canva presentation, ClassDojo platform.</td> </tr> <tr> <td>“They’re very friendly” (Be like and look like/ present continuous)</td> <td>To describe someone they know.</td> <td>Canva presentation, ClassDojo platform.</td> </tr> <tr> <td>“You can visit the zoo” (Can and can’t)</td> <td>To choose a city. To tell your classmate what he/she can do there.</td> <td>Canva presentation, ClassDojo platform.</td> </tr> </tbody> </table>	Topics	Objectives	ICTs	“Which one is cheaper?” (comparative adjectives)	To choose two things and ask a classmate which he/she prefers.	Canva presentation, ClassDojo platform.	“They’re very friendly” (Be like and look like/ present continuous)	To describe someone they know.	Canva presentation, ClassDojo platform.	“You can visit the zoo” (Can and can’t)	To choose a city. To tell your classmate what he/she can do there.	Canva presentation, ClassDojo platform.
Topics	Objectives	ICTs											
“Which one is cheaper?” (comparative adjectives)	To choose two things and ask a classmate which he/she prefers.	Canva presentation, ClassDojo platform.											
“They’re very friendly” (Be like and look like/ present continuous)	To describe someone they know.	Canva presentation, ClassDojo platform.											
“You can visit the zoo” (Can and can’t)	To choose a city. To tell your classmate what he/she can do there.	Canva presentation, ClassDojo platform.											
<p>Area/Competences/ Standard/achievements</p>	<p style="text-align: center;">EFL Students</p> <table border="1" data-bbox="526 1570 1412 1898"> <thead> <tr> <th>AREA</th> <th>COMPETENCES</th> <th>STANDARD</th> <th>ACHIEVEMENT</th> </tr> </thead> <tbody> <tr> <td>ENGLISH Comparative adjectives – “Which</td> <td>Can provide a straightforward explanation of an object or image</td> <td>Learners can utilize their existing knowledge</td> <td>Learners talk about clothes.</td> </tr> </tbody> </table>	AREA	COMPETENCES	STANDARD	ACHIEVEMENT	ENGLISH Comparative adjectives – “Which	Can provide a straightforward explanation of an object or image	Learners can utilize their existing knowledge	Learners talk about clothes.				
AREA	COMPETENCES	STANDARD	ACHIEVEMENT										
ENGLISH Comparative adjectives – “Which	Can provide a straightforward explanation of an object or image	Learners can utilize their existing knowledge	Learners talk about clothes.										

	<p>one is cheaper?"</p>	<p>by utilizing basic vocabulary, phrases, and established expressions, as long as there is time for preparation beforehand.</p> <p>Can generate basic, primarily standalone statements about individuals and locations.</p> <p>Can provide a self-description,</p>	<p>of words to greet or bid farewell to others.</p> <p>Learners utilize their prior knowledge and are able to identify their own pronunciation errors, as well as correct the errors made by their peers.</p>	<p>Learners use comparative adjectives.</p> <p>Learners understand comparison of different clothes.</p>
--	-------------------------	---	---	---

	<p>Be like and look like / present continuous – “They’re very friendly”</p>	<p>talk about their occupation, and share information about their place of residence.</p> <p>Can depict basic elements of their daily routine through a sequence of uncomplicated sentences, utilizing straightforward vocabulary and elementary expressions, given that they can prepare in advance.</p> <p>(CEFR, 2018)</p>	<p>Learners employ vocabulary and phrases to provide and inquire about personal information.</p> <p>Learners utilize the words and expressions they have learned in the session to identify pronunciation, stress, tone, or fluency errors. They then proceed to correct the errors made by their peers.</p>	<p>Learners describe appearances and personalities.</p> <p>Learners use be like and look like for descriptions.</p> <p>Learners understand short descriptions for people.</p> <p>Learners understand short descriptions of friends.</p>
	<p>Can and can’t – “You can</p>		<p>Learners grasp the usage of select</p>	<p>Learners talk about tourist sites.</p>

	visit the zoo”		English verbs. Learners examine and contrast the various applications of these verbs.	Learners use can and can’t. Learners understand descriptions of tourist attractions.
Activities	<p style="text-align: center;">TOPIC 1: “Comparative adjectives – “Which one is cheaper?”</p> <p>Aim</p> <ul style="list-style-type: none"> • To have a conversation by comparing things while playing a card game. <p>Language focus</p> <ul style="list-style-type: none"> • Comparative adjectives. <p>Lesson link</p> <ul style="list-style-type: none"> • Apply what has been learned by the end of the unit. <p>Materials</p> <ul style="list-style-type: none"> • Each pair of students receives one set of cards. <p>Customize your worksheet by:</p> <ul style="list-style-type: none"> • Changing the words and photos to include things that are of particular interest to your students. • Replacing the photos with your own or “local” photos of the same items. • Create cards for any extra vocabulary items that your students have acquired. <p>Set-up</p> <ul style="list-style-type: none"> • Divide the students into pairs by using ClassDojo. Give each pair a set of cards (See Appendix I). Ask the students to 			

spread the cards out on the desk, face down. Go to one pair's desk and draw two cards at random. Write the two items on the board. Write a sentence about the two items using a comparative adjective on the board.

- Elicit two more sentences from the class; at least one sentence should be in not as ____ as form. If the students are struggling, write the simple adjective forms on the board as prompts. If needed, brainstorm a list of adjectives that describe clothing (baggy, colorful, nice, expensive, cheap, old, new, stylish, dark, interesting, etc.) prior to the activity.

Procedure

- Have the students play a concentration game. Student A draws two cards at random and says two comparing sentences about the items on the cards. One sentence should contain an -er or more ____ comparative adjective; the other should use the not as ____ as form. Student B then does the same. If the student can produce two correct sentences within 10 seconds, they get to keep both cards. If not, the cards must be returned to the table. Student B then draws two cards.
- When all cards have been taken, the student with the higher number of cards is the winner.

Lesson Delivery

- Write an adjective (cheap, expensive, good, cool, etc.) on the board. In pairs, have each student choose two cards at random. Student A tries to make a sentence about the items using the adjective on the board in the comparative form.
- If the sentence is correct and makes sense, Student A gets to keep the cards. If not, the cards must be returned to the table. Student B does the same. When all the cards have been taken, the student with the higher number of cards is the winner.

Review and Assessment

- Ask students to divide the cards (9 cards each student) and create their own sentences by using comparatives.
- Post in ClassDojo Work Wall the following instructions:
- Record yourself by showing the different cards you obtained in class and say one sentence with comparative adjectives per each pair of cards.

TOPIC 2: Be like and look like / present continuous

– “They’re very friendly”

Aim

- To have a conversation and draw pictures of people based on descriptions.

Language focus

- Be like and look like; Present continuous to describe what people are doing.

Lesson link

- Use after Language Practice.

Materials

- Each student receives one picture sheet.

Customize your worksheet by:

- Replacing the pictures with photographs of students, teachers, or notable individuals.
- Replacing pictures with photos of people doing different activities.

Set-up

- Review the present continuous. Mime the following actions for students and ask: “What am I doing?” – cooking, playing basketball, talking on the phone, painting, reading, listening to music, playing computer games. Have students say full

sentences using the present continuous: “You’re playing computer games.”

- Give one picture to each student (see Appendix K). Half the students get the Student A picture, and the other half get the Student B picture. Select one student to come forward with their picture at the front of the class. Ask the student to look at the person on the left-hand side of the picture (Jessie or Sarah). Write the following on the board:
- What does ... look like? What is ... like? What is ... doing?
- Ask questions: “What does she look like? Is she tall? What is she like? Is she serious? What is she doing? Is she cooking?”
- As the student describes the person, draw the person on the board.

Procedure

- Divide the students into pairs with ClassDojo. Ask each student to take out a blank sheet of paper. Student A describes one person on the card to Student B, who draws the person on the blank sheet of paper. (If they don’t have blank sheets of paper, they can use the reverse side of the picture sheet.) Then they compare the picture and the drawing to see how similar they are.
- Student A and Student B take turns drawing pictures based on each other’s descriptions.

Lesson Delivery

- Student A and Student B create sentences by describing a family member (mother, father, etc.) OR a famous person to each other.
- They can choose to imagine their family member/famous person doing something, or they could just focus on what they look like and what they are like.

- Have them draw their partner’s family member/famous person based on the descriptions given.
- Students check each other’s drawings to see how accurate they are.

Review and Assessment

- Post in ClassDojo WorkWall the following instructions:
- Student A post a video by describing a new person, just like in class he/she did.
- Student B looks for his/her classmate video and post a drawing about their partner’s family member/famous person based on the descriptions given.
- Student B posts a video as well and Student A follows the prior instructions as well.

TOPIC 3: “Can and can’t – “You can visit the zoo”

Aim

- To have a conversation about things we can do in town and where we can do them.

Language focus

- Tourist sites; questions and answers with can +

Lesson link

- Apply what has been learned by the end of the unit.

Materials

- One story sheet per student.

Customize your worksheet by:

- Replacing the pictures with images of students, teachers, or celebrities.
- Modifying the dialogue to incorporate diverse activities, locations, and interests.

Set-up

- Distribute a story sheet to each student (Appendix M). Allow the students a minute or two to review the sheet.
- Randomly select a student to come to the front of the class with their story sheet (choose aleatory by ClassDojo). Address the student by saying, "I'm Ali. Let's read together." Proceed to perform the first five lines of the dialogue, with you reading the lines for the Visitor and having the student read the lines for "You".

Procedure

- Ask them to look at each person (Ali, Tony, and Grandma) and think about what kind of things/activities each one likes to do, e.g. find out about local history, look at paintings, play soccer, look at beautiful buildings, take photos, meet people, etc.
- Utilize ClassDojo to divide the students into pairs. Assign one student to play the role of Ali. Instruct them to engage in the dialogue together. The student portraying Ali should envision the type of questions she would ask, while the other student suggests different places.
- Encourage the students to repeat the dialogue twice, with the student who portrayed Ali assuming a different role. Afterward, have the students switch places and perform the dialogue two more times.

Lesson Delivery

- Instruct the students to perform the dialogue two additional times, where they ask real-life questions based on their personal preferences and interests. After completing the task, have them switch roles.
- If there is sufficient time, students can share with the class what their partners expressed as their preferences for eating,

	<p>seeing, buying, and doing, as well as the recommendations they received regarding places to visit.</p> <p>Review and Assessment</p> <ul style="list-style-type: none"> • Post in ClassDojo WorkWall the following instructions: • Write <i>What can you do at the beach?</i> and a blank list from number 1 to number 5. • Ask the class, “What can you do at the beach?” Have students take turns giving answers in ClassDojo WorkWall (<i>You can play volleyball, You can go swimming, You can get a suntan, etc.</i>). • Ask the students, “What can you do on an airplane?” Have them think of as many responses as possible. Student writes their answers on the <i>airplane</i> section of the sheet and report it orally in a video. • Ask each group to write five things they <i>can’t</i> do on an airplane. <p>Customize worksheet 4 by:</p> <ul style="list-style-type: none"> • Replacing the photos with your own “local” photos of the same places. • Changing the words and photos to include places that are of particular interest to your students. • Creating additional sheets for more variety. Incorporate any additional vocabulary items that your students have acquired .
Evaluation	<p>The project will be evaluated though the students’ oral participation in class who followed the guidelines stated in the workshop, and the specifications of the teacher.</p>

	<p>Videos products are required but as there is a possibility in which the mentioned products are not delivered, they are not essential for the evaluation.</p> <p>An oral participation rubric used at the beginning of the workshop is used at the end of the workshop to evaluate the progress.</p>
Webography	<p>ClassDojo https://www.classdojo.com/es-mx/?redirect=true</p> <p>References: Council of Europe. (2018). Common European framework of reference for languages: Learning, teaching, assessment. France: Council of Europe.</p>

4.2.1 SIOP Lesson Plan Template 1

To ensure students' successful oral participation, it is crucial that classes are adequately prepared. In this regard, the first lesson plan focuses on revisiting and reinforcing the concept of comparative adjectives, incorporating the SIOP components and employing activities that encourage active engagement and verbal interaction. By revising comparative adjectives, students gain a deeper understanding of how to express comparisons between two or more objects, people, or ideas. Throughout the lesson, students are provided with opportunities to utilize comparative adjectives in constructing simple sentences, both individually and in collaborative settings such as pairs or teams. Through interactive tasks, role-plays, and discussions, students actively practice using comparative adjectives to express comparisons and engage in meaningful conversations.

This not only enhances their understanding of the grammatical concept but also develops their speaking skills, confidence, and fluency in the target language. By incorporating the SIOP components, the lesson plan takes into account the importance of building background knowledge, providing comprehensible input, employing strategies for interaction and practice, and fostering a supportive learning environment. Additionally, the activities are designed to cater to different learning styles and preferences, promoting inclusivity and engagement among all students. Overall, this well-prepared lesson plan aims to create a dynamic and interactive

classroom environment that fosters students' oral participation and facilitates their mastery of comparative adjectives.

LESSON PLAN 1		
Topic: “Which one is cheaper?”	Grade: Level 3 (A2)	Date: March 18 th , 2023
<p>Content Objective(s):</p> <ul style="list-style-type: none"> - Listening Comprehension: Recognize thematic vocabulary and use comparative adjectives. - Reading Comprehension: Demonstrate comprehension of general and specific information in the activities’ instructions. - Oral Expression: Using the vocabulary of the unit and comparative adjectives to compare different themes. - Written Expression: Using the vocabulary of the unit, comparative adjectives to compare different themes, and use of capital letter, dots, interrogation and exclamation signs and coma in their notes or activities. 	<p>Language Objectives:</p> <p>Conversation: Create a conversation comparing things while playing a card game.</p> <p>Grammar: Make sentences about items using the adjective on the board in the comparative form.</p> <p>Reading: Read sentences of the different activities and any other information given by them or the teacher in the whiteboard.</p> <p>Vocabulary: Use unit’s specific vocabulary in sentences to express ideas.</p> <p>Writing: Write notes or sentences during the class and specific activities.</p>	
<p>Materials (including supplementary and adapted):</p> <p>Computer, Internet, Projector, Screen, Speakers, Whiteboard, Marker, Worksheet, Pencil.</p>		
<p>Teacher Activities</p> <p><i>Building Background</i></p> <p>Links to Students’ Past Experience:</p> <p>Ask students if they remember the topic that they saw in the previous class.</p> <p>What was the topic about? / What was the vocabulary? / What was the most interesting ideas learned in that class?</p>		

Comprehensible input

This aspect encompasses several characteristics that distinguish SIOP instruction from simply good instruction. Mark the applicable ones and provide descriptions below. Include the selected characteristics in the lesson sequence section.

Speech appropriate for students' proficiency level

Clear explanation of academic task

Techniques used to make content concept clear for:

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced

Scaffolding

Modeling

Guided Practice

Independent Practice

Verbal Scaffolding:

- Purposefully using comparative adjectives
- Clear enunciation and articulation by teacher, slow when appropriate
- Follow oral text with written text and express ideas.
- Elaboration and expansion of student response.

Procedural Scaffolding:

- Activating prior knowledge
- Cooperative group techniques

Instructional Scaffolding:

- Using visuals and imagery
- Making a variety of resources available in the classroom, projector, computer, whiteboard

Interaction

Whole class

Small group

Partners

<p>_____ Independent</p> <p>Every pair of students will make different sentences according to their cards which those sentences will help each pair to clarify their questions about the vocabulary and comparative adjectives.</p>		
<p>Practice/Application <u>X</u> Hands-on <u>X</u> Meaningful <u>X</u> Linked to objectives <u>X</u> Promotes engagement</p> <p>Integration of Processes <u>X</u> Listening <u>X</u> Speaking <u>X</u> Reading <u>X</u> Writing</p> <p>Description of Hands-on activity:</p> <ul style="list-style-type: none"> - Compare sentences about the items on the cards. - Create one sentence with an -ed or more _____ comparative adjective. - Get to keep both cards if the student can produce two correct sentences within 10 seconds. - Win with the higher number of cards. 		
<p>Lesson Delivery <u>X</u> Pacing <u>X</u> Student engagement <u>X</u> Content objectives <u>X</u> Language objectives</p> <p>Description of Lesson Delivery Components:</p> <p>The teacher presents to the students' information about vocabulary of the unit and comparative adjectives which is presented in a Canva presentation.</p>		
Lesson sequence		
Stage	Time	Teacher
Introduction and motivation	10'	-divides the students into pairs by using ClassDojo. Give each pair a set of cards (see Appendix I). Asks the students to spread the cards out on the desk, face down. Go to one pair's desk and draw two cards at random. Write the two items on the board. Writes a sentence about the two items using a comparative adjective on the board.
	15'	-elicits two more sentences from the class; at least one sentence should be in not as _____ as form. If the students are struggling, writes the simple adjective forms on the board as prompts. If needed, brainstorms a list of

		adjectives that describe clothing (baggy, colorful, nice, expensive, cheap, old, new, stylish, dark, interesting, etc.) prior to the activity.
Presentation	15'	-duplicates her screen in the projector for students to be able to watch a Canva presentation (see Appendix J) that contains vocabulary about clothes and comparative adjectives explanation.
	10'	-asks the students to complete sentences in their book according to the topic.
	10'	-has the students play a concentration game. Student A draws two cards at random and says two comparing sentences about the items on the cards. One sentence should contain an -er or more ____ comparative adjective; the other should use the not as ____ as form. Student B then does the same. If the student can produce two correct sentences within 10 seconds, they get to keep both cards. If not, the cards must be returned to the table. Student B then draws two cards. When all cards have been taken, the student with the higher number of cards is the winner.
Practice/ Production	30'	-writes an adjective (cheap, expensive, good, cool, etc.) on the board. In pairs, has each student choose two cards at random. Student A tries to make a sentence about the items using the adjective on the board in the comparative form. -if the sentence is correct and makes sense, Student A gets to keep the cards. If not, the cards must be returned to the table. Student B does the same. When all the cards have been taken, the student with the higher number of cards is the winner.
Culminating activity	30'	-asks students to divide the cards (9 cards each student) and create their own sentences by using comparatives.

		<p>-posts in ClassDojo WorkWall the following instructions:</p> <ul style="list-style-type: none"> • Record yourself by showing the different cards you obtained in class. • Say one sentence with comparative adjectives per each pair of cards.
--	--	---

4.2.2 SIOP Lesson Plan Template 2

Furthermore, the second lesson plan incorporates the revision of two distinct grammatical structures that students can utilize in combination to express a range of ideas. Firstly, students will revisit the Be Like and Look Like structure, which enables them to describe individuals' personalities and physical appearances in a nuanced manner. This empowers students to convey rich descriptions of people they encounter or know. Secondly, the lesson plan emphasizes the application of the present continuous tense to provide additional details about ongoing actions and activities performed by individuals. By employing the present continuous, students can enhance their descriptions of people's behaviors and actions, thereby enabling them to communicate more dynamically and vividly.

Through a variety of engaging activities, such as role-plays, group discussions, and writing tasks, students will have ample opportunities to practice and consolidate their understanding of these grammar structures. This integrated approach not only reinforces grammatical concepts but also encourages students to express themselves more confidently and fluently in English. Furthermore, the lesson plan incorporates authentic materials, such as photographs or short videos, to provide real-life contexts for applying the target language structures. By engaging with these materials, students can develop their comprehension skills and gain insights into how language is used in natural settings. Overall, this comprehensive lesson plan aims to foster both accuracy and creativity in students' language production, enabling them to convey their thoughts and ideas with precision and depth effectively.

LESSON PLAN 2	
Topic: "They're very friendly"	Grade: Level 3 (A2) Date: March 25 th , 2023
Content Objective(s): <ul style="list-style-type: none"> - Listening Comprehension: Recognize vocabulary and use be 	Language Objectives:

<p>like and look like structure and present continuous.</p> <ul style="list-style-type: none"> - Reading Comprehension: Demonstrate comprehension of general and specific information in the activities' instructions. - Oral Expression: Using the vocabulary of the unit and be like and look like structure and present continuous to describe personality, appearance and actions. - Written Expression: Using the vocabulary of the unit be like and look like structure and present continuous to describe personality, appearance, and actions, and use of capital letter, dots, interrogation and exclamation signs and coma in their notes or activities. 	<p>Conversation: Create a conversation and draw pictures of people based on descriptions</p> <p>Grammar: Make sentences about items using the be like and look like structure and present continuous.</p> <p>Reading: Read sentences of the different activities and any other information given by them or the teacher in the whiteboard.</p> <p>Vocabulary: Use unit's specific vocabulary in sentences to express ideas.</p> <p>Writing: Write notes or sentences during the class and specific activities.</p>
<p>Materials (including supplementary and adapted): Computer, Internet, Projector, Screen, Speakers, Whiteboard, Marker, Worksheet, Pencil.</p>	
<p>Teacher Activities</p> <p><i>Building Background</i></p> <p>Links to Students' Past Experience:</p> <p>Ask students if they remember the topic that they saw in the previous class.</p> <p>What was the topic about? / What was the vocabulary? / What was the most interesting ideas learned in that class?</p>	
<p><i>Comprehensible input</i></p> <p>This aspect encompasses several characteristics that distinguish SIOP instruction from simply good instruction. Mark the applicable ones and provide descriptions below. Include the selected characteristics in the lesson sequence section.</p>	

<input checked="" type="checkbox"/> Speech appropriate for students' proficiency level <input checked="" type="checkbox"/> Clear explanation of academic task <input checked="" type="checkbox"/> Techniques used to make content concept clear for: 1. Beginning <input checked="" type="checkbox"/> 2. Early Intermediate 3. Intermediate 4. Early Advanced
<p>Scaffolding</p> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice
<p>Verbal Scaffolding:</p> <ul style="list-style-type: none"> - Purposefully using be like and look like structure and present continuous. - Clear enunciation and articulation by teacher, slow when appropriate - Follow oral text with written text and express ideas. - Elaboration and expansion of student response.
<p>Procedural Scaffolding:</p> <ul style="list-style-type: none"> - Activating prior knowledge. - Cooperative group techniques.
<p>Instructional Scaffolding:</p> <ul style="list-style-type: none"> - Using visuals and imagery. - Making a variety of resources available in the classroom, projector, computer, whiteboard.
<p>Interaction</p> <input type="checkbox"/> Whole class <input type="checkbox"/> Small group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent
<p>Every pair of students will make different drawings according to their partner's descriptions by listening about the person's appearance, personality, and activities that they could be doing.</p>

Practice/Application X Hands-on X Meaningful X Linked to objectives X Promotes engagement

Integration of Processes X Listening X Speaking X Reading X Writing

Description of Hands-on activity:

- Describe people's actions, appearance, and personality.
- Create sentences with be like, look like or present continuous.
- Draw partner's descriptions.
- Demonstrate understanding by showing drawings.

Lesson Delivery X Pacing X Student engagement X Content objectives X Language objectives

Description of Lesson Delivery Components:

The teacher presents to the students' information about vocabulary of the unit and grammatical structure be like/ look like/ present continuous which is presented in a Canva presentation.

Lesson sequence

Stage	Time	Teacher
Introduction and motivation	10'	-mimes the following actions for students and asks: "What am I doing?" – cooking, playing basketball, talking on the phone, painting, reading, listening to music, playing computer games. Has students say full sentences using the present continuous: "You're playing computer games."
	15'	-gives one picture to each student (see Appendix K). Half the students get the Student A picture, and the other half get the Student B picture. Has one student come to the front of the class with his/her picture. Asks the student to look at the person on the left-hand side of the picture (Jessie or Sarah). Write the following on the board: <ul style="list-style-type: none"> • What does ... look like? What is ... like? What is ... doing?

		<ul style="list-style-type: none"> • Ask questions: “What does she look like? Is she tall? What is she like? Is she serious? What is she doing? Is she cooking?” • As the student describes the person, draw the person on the board.
Presentation	15’	-duplicates her screen in the projector for students to be able to watch a Canva presentation (see Appendix L) that contains vocabulary about people descriptions and be like/look like and present continuous explanation.
	10’	-asks the students to complete sentences in their book according to the topic.
	10’	-divides the students into pairs with ClassDojo. Asks each student to take out a blank sheet of paper. Student A describes one person on the card to Student B, who draws the person on the blank sheet of paper. (If they don’t have blank sheets of paper, they can use the reverse side of the picture sheet.) Then they compare the picture and the drawing to see how similar they are. Student A and Student B take turns drawing pictures based on each other’s descriptions.
Practice/ Production	30’	-asks Student A and Student B to create sentences by describing a family member (mother, father, etc.) OR a famous person to each other. They can choose to imagine their family member/famous person doing something, or they could just focus on what they look like and what they are like. Have them draw their partner’s family member/famous person based on the descriptions given. Students check each other’s drawings to see how accurate they are.
Culminating activity	30’	-posts in ClassDojo WorkWall the following instructions:

		<ul style="list-style-type: none"> • Student A post a video by describing a new person, just like in class he/she did. • Student B looks for his/her classmate video and post a drawing about their partner’s family member/famous person based on the descriptions given. • Student B posts a video as well and Student A follows the prior instructions as well.
--	--	---

4.2.3 SIOP Lesson Plan Template 3

The final lesson plan incorporates the revision of the modal verb "can" as a means to facilitate a conversation about the abilities and possibilities individuals possess in the context of a town setting. The aim is to encourage students to discuss various activities and locations within the town where they can engage in these activities. By revisiting the usage of the modal verb "can," students will reinforce their understanding of expressing capabilities and options. Through interactive exercises and dialogues, students will actively participate in conversational scenarios related to town-related activities, enabling them to develop their speaking skills and expand their vocabulary pertaining to places and actions within a town.

The lesson plan provides opportunities for students to engage in pair and group discussions, allowing them to practice using the target language in meaningful and contextually relevant ways. Additionally, through the integration of visual aids and real-life examples, students will enhance their comprehension and fluency while gaining insights into the practical applications of the modal verb "can" in everyday conversations about town-related experiences.

LESSON PLAN 3	
Topic: “You can visit the zoo”	Grade: Level 3 (A2) Date: April 1 st , 2023
Content Objective(s): <ul style="list-style-type: none"> - Listening Comprehension: Recognize vocabulary and use can/can’t. - Reading Comprehension: Demonstrate comprehension of 	Language Objectives: Conversation: Create a conversation about things people can do in town and where they can go in them.

<p>general and specific information in the activities' instructions.</p> <ul style="list-style-type: none"> - Oral Expression: Using the vocabulary of the unit and can/can't to talk about things people can do in a town. - Written Expression: Using the vocabulary of the unit and modal verb can/can't to talk about things people can do in a town, and use of capital letter, dots, interrogation and exclamation signs and coma in their notes or activities. 	<p>Grammar: Make sentences about tourist sites using the modal verbs can/can't.</p> <p>Reading: Read sentences of the different activities and any other information given by them or the teacher in the whiteboard.</p> <p>Vocabulary: Use unit's specific vocabulary in sentences to express ideas.</p> <p>Writing: Write notes or sentences during the class and specific activities.</p>
---	--

Materials (including supplementary and adapted):

Computer, Internet, Projector, Screen, Speakers, Whiteboard, Marker, Worksheet, Pencil.

Teacher Activities

Building Background

Links to Students' Past Experience:

Ask students if they remember the topic that they saw in the previous class.

What was the topic about? / What was the vocabulary? / What was the most interesting ideas learned in that class?

Comprehensible input

This aspect encompasses several characteristics that distinguish SIOP instruction from simply good instruction. Mark the applicable ones and provide descriptions below. Include the selected characteristics in the lesson sequence section.

 X Speech appropriate for students' proficiency level

 X Clear explanation of academic task

 X Techniques used to make content concept clear for:

1. Beginning X .

2. Early Intermediate

3. Intermediate

4. Early Advanced

Scaffolding Modeling Guided Practice Independent Practice**Verbal Scaffolding:**

- Purposefully using the modal verb can/can't.
- Clear enunciation and articulation by teacher, slow when appropriate
- Follow oral text with written text and express ideas.
- Elaboration and expansion of student response.

Procedural Scaffolding:

- Activating prior knowledge.
- Cooperative group techniques.

Instructional Scaffolding:

- Using visuals and imagery.
- Making a variety of resources available in the classroom, projector, computer, whiteboard.

Interaction Whole class Small group Partners Independent

Every pair of students will complete and practice a dialogue according to their own thoughts, they will be free to complete the dialogue as they wish.

Practice/Application Hands-on Meaningful Linked to objectives Promotes engagement

Integration of Processes Listening Speaking Reading Writing

Description of Hands-on activity:

- Describe tourist sites.
- Create sentences with can/can't.

<ul style="list-style-type: none"> - Complete dialogues about a specific situation. - Demonstrate understanding by performing the dialogue. 		
<p>Lesson Delivery <u>X</u> Pacing <u>X</u> Student engagement <u>X</u> Content objectives <u>X</u> Language objectives</p> <p>Description of Lesson Delivery Components:</p> <p>The teacher presents to the students' information about vocabulary of the unit and grammatical structure can/can't which is presented in a Canva presentation.</p>		
Lesson sequence		
Stage	Time	Teacher
Introduction and motivation	10'	-gives one story sheet to each student (see Appendix M). Gives the students a minute or two to look the sheet over.
	15'	-has one student come to the front of the class with his/her story sheet (Choose aleatory by ClassDojo). Says to the student, "I'm Ali. Let's read together." Performs the first five lines of the dialogue; read the Visitor lines and have the student read the You lines.
Presentation	15'	-duplicates her screen in the projector for students to be able to watch a Canva presentation (see Appendix O) that contains vocabulary about the modal verb can explanation.
	10'	-asks the students to complete sentences in their book according to the topic.
	20'	-asks them to look at each person from the prior story sheet (Ali, Tony, and Grandma) and think about what kind of things/activities each one likes to do, e.g. find out about local history, look at paintings, play soccer, look at beautiful buildings, take photos, meet people, etc. -divides the students into pairs (ClassDojo). Has one student play the role of Ali. -asks them to perform the dialogue together. The student playing the role of Ali imagines what type of questions she would ask. The other student should suggest places.

		-has the students repeat the dialogue twice, with the student who played Ali going on to play one other role. Then have the students change places and perform the dialogue two more times.
Practice/ Production	20'	-has the students perform the dialogue two more times, with the students asking real-life questions based on their own preferences and interests. When they finish, have them switch roles. -If time allows, students can report to the class what their partners wanted to eat, see, buy, and do and where they were advised to go.
Culminating activity	30'	-posts in ClassDojo WorkWall the following instructions: <ul style="list-style-type: none"> • Write What can you do at the beach? and a blank list from number 1 to number 5. • Ask the class, “What can you do at the beach?” Have students take turns giving answers in ClassDojo WorkWall (You can play volleyball, You can go swimming, You can get a suntan, etc.). • Ask the students, “What can you do on an airplane?” Have them think of as many responses as possible. Student writes their answers on the airplane section of the sheet and report it orally in a video. • Ask each group to write five things they can’t do on an airplane. • See Appendix N to complete the activity.

4.3 Didactic Proposal Evaluation Instruments

This section contains precise details about the assessment tools employed to oversee the learners’ progress toward achieving predetermined goals during the implementation of verbal exercises. It was also employed to ensure that the teaching and learning process was being executed effectively. The criteria were formulated based on the behaviors exhibited by students

while engaging in English communication with their classmates. The rubric furnished data that helped the teacher comprehend the students' sentiments when utilizing these tactics in their verbal exchanges on ClassDojo and during classroom interactions. In a study of classroom interaction, that is, participation, Dancer and Kamvounias (2005) employed five indicators to assess classroom engagement: preparedness, active participation, group collaboration, communication abilities, and attendance. These criteria were graded on a five-point scale ranging from very good to poor.

Furthermore, the instrument mentioned above was utilized in the study conducted by Crosthwaite, Bailey, and Meeker (2015) to explore the effects of teacher-led assessment on students' classroom participation. The study aimed to investigate the effectiveness and fairness of this assessment method and examine its influence on language test scores and actual engagement levels. Hence, except for attendance, their study incorporated criteria 1, 2, 3, 4, 5, 7 (for L1), 8, 9, and 10. However, due to the EFL orientation of their research, they included an additional criterion, i.e., criterion 6, and introduced L2 provisions in criteria 2, 4, and 7, considering them appropriate for EFL environments. In particular, criterion 6 (using English at all times) can be unique in an EFL teaching environment.

This is due to the fact that any verbal communication in the target language is considered an integral part of the course expectations, with the exception of instances where the native language (L1) is utilized to support others through scaffolding, as stated in criterion 7. According to Kim and Lee (2012), certain situations limit explaining complex concepts or words using other difficult L2 terms, and that knowledge can be conveyed in the L1 if it leads to meaningful L2 production. Even though the L1 can complement L2 acquisition in a classroom, Crosthwaite, Bailey, and Meeker (2015) included criterion 6 among the total criteria with conditions. Many educational institutions still have an English-only policy for L2 classroom settings. In addition to the ten criteria adapted from the mentioned instrument (Appendix P), previous research suggested that including a participation score in the assessment rubric leads to a rise in participation rates (Dallimore et al. 2004).

Moreover, the following instrument (see Appendix Q) is based on de Saint Léger (2009) article; The objective of the article was to analyze the level of participation of learners in class discussions and examine their attitudes towards the Self-Assessment (SA) process. The data was collected through questionnaires that included multiple-choice items, self-rating scales, and

open-ended questions. To assess the learners' class participation and oral proficiency during classroom interaction, numerical scales from 1 to 10 (with 10 being the highest) were used. Learners also rated their perceived difficulty on Likert scales ranging from "very hard" to "very easy.". For this study purpose, the self-assessment level of the classroom participation instrument would be used at the end of the three sessions of the didactic proposal to have students' perceptions of their oral participation in the course.

The following instrument was selected (see Appendix R) because it was diagnosed that students needed to boost their oral participation, and, in addition, it was demonstrated from results of previous studies, surveys, interviews, etc., that most of the students have a preference in digital platforms and games for academic purposes. The instrument's main goal is to analyze the way in which students perceive the utilization of digital activities. To boost oral participation. The mentioned instrument conformed to 5 criteria that connect with both characteristics discussed above. The evaluation document comprised each standard along with a five-point evaluation system: strongly agree, agree, neutral, disagree, or strongly disagree.

Furthermore, the ClassDojo platform was used to engage students' participation through online activities that could enrich their progress. According to Guetl et al. (2013), incorporating technology in the classroom can enhance the learning environment, but it is essential to have a solid educational foundation, such as the integration of gamification techniques (Simões, Redondo, & Vilas, 2013), which is integrated into the didactical proposal (see Appendix R). Last but not least, the following evaluation instrument was a personal journal (see Appendix S); this kind of instrument has valuable data sources. Anderson et al. (1994) identified personal journals as a narrative tool for recording essential classes and thoughts (as cited in Collins, 2009).

Additionally, as noted by Cochran-Smith and Lytle (1993), journals can help teachers monitor, analyze, and evaluate their experiences over time (as cited in Collins, 2009). The journal served as an essential tool for achieving the goal of applying one English lesson per week during the workshop. At the end of each workshop day, the researcher composed a detailed reflection on the day's lessons using a written reflection template (see Appendix S). This reflection method allowed the researcher to examine each class from concept to execution, identifying successes and challenges along the way, which is crucial for action research.

4.4 Results

Following the completion of the three workshop sessions, held on March 18th, March 25th, and April 1st, 2023, the results obtained from the final assessment were assessed. As mentioned before, this proposal was about using the SIOP model and gamified technological tools as a strategy among EFL students from an A2 English class from a public high school in the north of Mexico to enhance their oral participation at the end of every unit in an English course. The mentioned model covered eight aspects of lesson design and delivery: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review, and assessment. In addition, gamified technological tools, such as ClassDojo, helped to complement the lesson plan and improve oral participation.

4.4.1 Evaluation of the Didactic Proposal

The didactic proposal emerged as the outcome of the action research process, along with the results obtained from data collection instruments. It considered general and specific objectives to create a sequence of different activities whose main objective was to achieve the objectives mentioned. Moreover, the didactic proposal intended to analyze what tools are helpful to increase EFL students' (level A2) interest in their oral participation in English during class, which response to the third research question of the present action research project. Once the didactic proposal had been implemented, the current section of the chapter evaluated it. According to Dallimore et al. (2004), the level of participation in each student increased when it was a component of the grading criteria (as cited in Crosthwaite, Bailey, and Meeker, 2015).

The principal evaluation instrument (see Appendix P) was based on five measurement criteria with a five-point rating scale. Its main purpose was to determine the level of classroom participation of each participant and, at the end, analyze the progress of it. There were three categories in the mentioned evaluation instrument: participation through activities (3 statements), voluntary participation (3 statements), and boosting participation through classroom habits (4 statements). Regarding the general didactic proposal evaluation, each participant was evaluated by this instrument in the first application and in the second application. Both outcomes of the first application, along with the second one, are shown in the next section analyzing participants' workshop achievements.

Regarding the first category, "participation through activities" (conformed of items 1, 4 and 5), it is visible in the first application that 28% of the participants' participation in the course

content activities was not appropriately or pro-actively (criteria: poor and fair). Some of the activities in which they do not perform well were in individual activities, peer activities, class discussions, role plays, or even group participation in general. In addition, none of the participants had very good participation. The rest of the group demonstrated an average (36%) and good (36%) participation through the activities. Moreover, after the didactic proposal, there is a significant improvement in the second application. Now, 64% of the participants reflected a very good participation through the last activities, they showed self-confidence and demonstrated a good understanding of what they needed to do as part of the workshop. Furthermore, the rest of the participants demonstrated their intentions of participating in an appropriately and pro-actively way (22% evaluated as good, 14% as average).

Then, the item 4 outcomes showed another perspective of students' participation through activities in which the evaluation was based on following teacher's instructions or even give/share instructions to others (in the L2). In the first application, more than half of participants had a good performance (57%) either following teacher's instructions or helping classmates by giving instructions to them. In the second application that percentage was in the very good criterion which means that more than half of participants felt great while the didactic proposal was applied in their group. Moreover, the results from the first application covered an average (29%) and fair (14%) criterions considered as good criterions. As a matter of fact, the three percentages remained the same in other applications but advanced each of them one positive criterion.

Lastly, the outcomes of item 5 illustrated that during the initial implementation, participants made efforts to complete in-class activities promptly, enabling them to participate towards the conclusion of the activities actively. Their level of participation was generally good, with some variations falling within an average range (both criteria had 43% of coincidence) and the rest of the participants had a fair performance (14%). There was a substantial increase in the second application, half of the participants performance was very good (50%) at completing in-class activities in a timely manner. In addition, 29% was good which means that after different activities of previous sessions now they had the intention of finish on time. The rest of the participants (7%) had an average performance in this criterion.

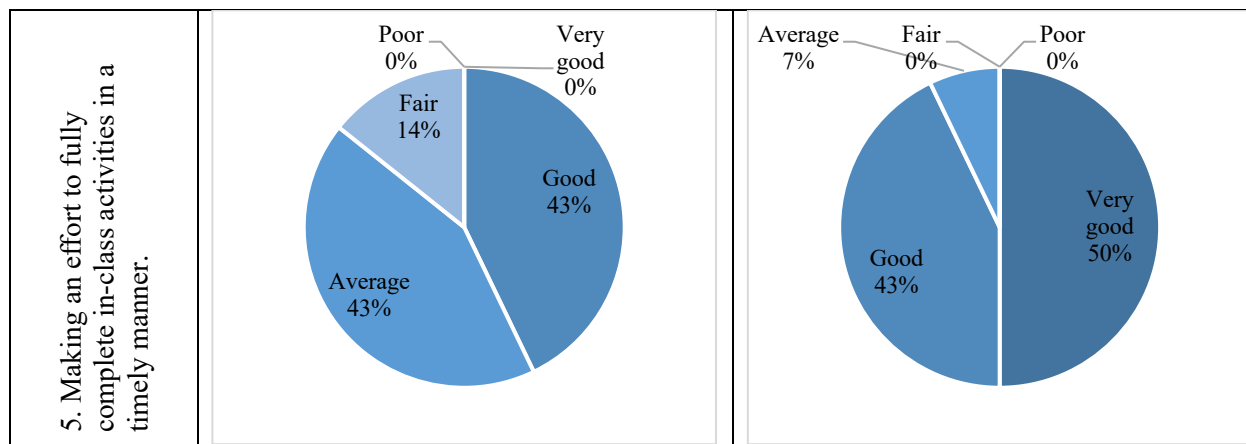
In view of the results obtained in this first category (see Table 9), it can be said that the didactic proposal helped participants to increase participation through the promoted activities

during each workshop session. Some of the promoted activities were enhancing participation through peer work by completing conversations, creating new sentences according to pictures or drawings, and recording themselves after the prior practice. Dallimore et al. (2013) study illustrated that there was a rise in the number of students' participation who were selected at random to participate in classroom discussions and experienced a sense of unexpectedness (as cited Crosthwaite, Bailey, and Meeker, 2015). Regarding this prior idea, ClassDojo allowed that participation had that effect on participants who, even though the workshop finished, asked if they could continue using this tool.

Table 9

Participation through activities

	First application	Second application																								
1. Participating in course content activities appropriately and pro-actively, according to type (e.g. pair/group/ class discussions, role plays, presentations etc.)	<table border="1"> <caption>Data for First application of activity 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>0%</td> </tr> <tr> <td>Good</td> <td>36%</td> </tr> <tr> <td>Average</td> <td>36%</td> </tr> <tr> <td>Fair</td> <td>14%</td> </tr> <tr> <td>Poor</td> <td>14%</td> </tr> </tbody> </table>	Category	Percentage	Very good	0%	Good	36%	Average	36%	Fair	14%	Poor	14%	<table border="1"> <caption>Data for Second application of activity 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>64%</td> </tr> <tr> <td>Good</td> <td>22%</td> </tr> <tr> <td>Average</td> <td>14%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Very good	64%	Good	22%	Average	14%	Fair	0%	Poor	0%
Category	Percentage																									
Very good	0%																									
Good	36%																									
Average	36%																									
Fair	14%																									
Poor	14%																									
Category	Percentage																									
Very good	64%																									
Good	22%																									
Average	14%																									
Fair	0%																									
Poor	0%																									
4. Following teacher's instructions or giving instructions to others (in the L2).	<table border="1"> <caption>Data for First application of activity 4</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>0%</td> </tr> <tr> <td>Good</td> <td>57%</td> </tr> <tr> <td>Average</td> <td>29%</td> </tr> <tr> <td>Fair</td> <td>14%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Very good	0%	Good	57%	Average	29%	Fair	14%	Poor	0%	<table border="1"> <caption>Data for Second application of activity 4</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>57%</td> </tr> <tr> <td>Good</td> <td>29%</td> </tr> <tr> <td>Average</td> <td>14%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Very good	57%	Good	29%	Average	14%	Fair	0%	Poor	0%
Category	Percentage																									
Very good	0%																									
Good	57%																									
Average	29%																									
Fair	14%																									
Poor	0%																									
Category	Percentage																									
Very good	57%																									
Good	29%																									
Average	14%																									
Fair	0%																									
Poor	0%																									



Following with the next category (see Table 10), “voluntary participation” (conformed of items 2, 3, and 6), it is noticed how in the first application of item 2, there were some participants who did not volunteer to answer teacher questions about course content neither in L2 nor in Spanish which was represented as a poor criterion (21%). Moreover, other participants showed interest in participating in both languages; some of the participants tried to be volunteers just by moving their heads to answer yes/no questions (their voluntary participation was considered Fair, 7%). On the other hand, the voluntary participation of 43% of the participants was considered average. In that criterion, participants tried to answer yes/no questions orally and tried to create complete short sentences. The rest of the participants were evaluated as good voluntary participation (29%); they demonstrated insecurity while participating but created complete sentences to the teacher's questions and activities in general.

Regarding the second application, there was a significant difference in which more than half of the participants were evaluated with very good (65%) voluntary answers to teacher questions about the course content. Most of them showed self-confidence and good participation with different tools used in class by participating when asked individually or in different activities. In addition, 14% of participants continue with good voluntary participation as well as average participation from other participants. The same number of participants from the first application demonstrated fair voluntary participation (7%) while trying to answer questions related to the content learned in class.

On the other hand, item 3 was about asking the teacher course content questions in a foreign language. In contrast to item 2, there was poor participation among participants (29%); they demonstrated fear of participating, so they preferred to ask in their L1 to different classmates and

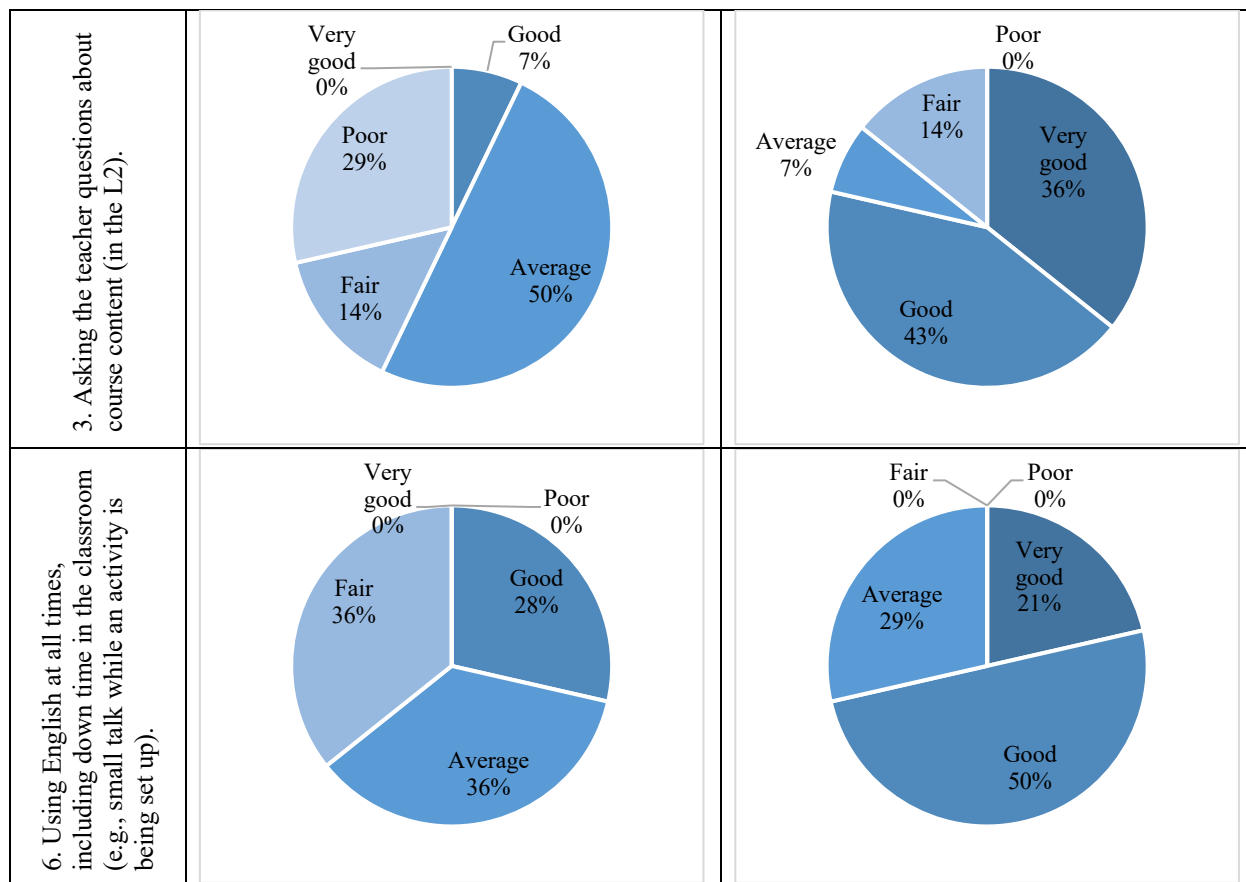
avoid asking the teacher. For this reason, the instructor insisted on promoting this kind of oral participation, and, as a result, 50% of participants (evaluated as an average participation) tried to ask at least one or two questions. In addition, 14% of participants asked one question, such as: “Like this?” to confirm what they were doing in the activity; just 7% of the participants felt confident to ask as many questions as they had. In the second application, there was a noticeable improvement in which participants had very good (36%) and good (43%) participation asking about vocabulary, grammar, and instructions. However, there were some participants (14%) that just asked once or twice during the whole session, and the rest of them were evaluated as average (7%).

Moreover, the final criterion consistently emphasized the importance of speaking in English, encompassing moments of downtime in the classroom, such as engaging in small talk while setting up an activity. One of the rules inside the classroom is to always speak English; both applications showed that students tried their best to speak just in English. In the first application, their participation was good, but they showed no interest in sharing their ideas at every opportunity. In the second application, they continued sharing their ideas in English as much as they could. In addition, they continued with small talks while short activities were taking place in the classroom. However, if some participants did not feel confident while those short talks in English, the rest of the participants explained to them or just switched languages to explain them.

Table 10

Voluntary participation

	First application	Second application																								
2. Volunteering answers to teacher questions about course content (in the L2).	<p>Detailed description: A pie chart titled 'First application' showing the distribution of participation levels. The segments are: Very good (0%), Good (29%), Average (43%), Fair (7%), and Poor (21%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>0%</td> </tr> <tr> <td>Good</td> <td>29%</td> </tr> <tr> <td>Average</td> <td>43%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Poor</td> <td>21%</td> </tr> </tbody> </table>	Category	Percentage	Very good	0%	Good	29%	Average	43%	Fair	7%	Poor	21%	<p>Detailed description: A pie chart titled 'Second application' showing the distribution of participation levels. The segments are: Poor (0%), Fair (7%), Average (14%), Good (14%), and Very good (65%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>0%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Average</td> <td>14%</td> </tr> <tr> <td>Good</td> <td>14%</td> </tr> <tr> <td>Very good</td> <td>65%</td> </tr> </tbody> </table>	Category	Percentage	Poor	0%	Fair	7%	Average	14%	Good	14%	Very good	65%
Category	Percentage																									
Very good	0%																									
Good	29%																									
Average	43%																									
Fair	7%																									
Poor	21%																									
Category	Percentage																									
Poor	0%																									
Fair	7%																									
Average	14%																									
Good	14%																									
Very good	65%																									



Regarding the results of this second category, Crosthwaite et al. (2015) described classroom participation as a game where students actively engage in various activities within the classroom. This description helped us to comprehend the voluntary participation category as something that students enjoy doing as if it were a game. Despite the evaluation of answers, questions, and the use of the foreign language at all times, students should feel positive and engaged throughout every moment of the EFL class. For this reason, it is important to create meaning lesson plans where students feel good and enjoy doing every detail, even raising their hand.

Finally, the last category from the instrument that evaluated participants' participation that is called "boosting participation through classroom habits" demonstrated how the didactic proposal helped students to create new habits that boost participation in their classes (see Table 11). The first item (item 7) outcomes showed how 29% of participants did not have the habit of helping others who are having trouble with course content, either in their L1 or in the L2. Half of the participants showed as fair (14%) and average (36%) participation in this classroom habit. The rest of them (21%) tried to do it but just if the activity required that kind of participation.

On the other hand, in the second application, more than half of the participants (57%) had a good performance in this habit, which helped them to speak more with their classmates as well as in different activities that were required during the workshop. Moreover, there were some participants who had a significant improvement (evaluated as a very good participation, 14%), the teacher did not need to tell them to help their classmates, and they did it automatically. In addition, 29% of the participants continued with their regular habits. In some cases, they help other students, or they receive help from others.

Regarding the next item 8 outcomes, which referred to active listening, there was an important finding. In the first application, some participants did not show interest in listening to the explanation or activities (they were evaluated with the poor criterion, 7%), which prevented them from carrying out activities or having any kind of participation during the workshop. Nevertheless, that percentage improve at the end of the workshop. More than half of the participants (57%) showed active listening at the end of the workshop, which helped them to continue with the different activities; other section of participants (29%) tried to practice that habit and were evaluated with good participation through the active listening, and the rest of the participants (14%) kept going with the active listening practice and paid more attention.

Another item that helped to evaluate participation improvement was item 9, which consisted in coming prepared with the necessary materials. One of the most common habits of young EFL students is that they forget about their class materials which could be considered as an obstacle if you must follow activities with those materials, such as books, notebooks, homework, and more. The results obtained from both applications are similar; in the first application, half of the students (50%) seemed to be prepared for any kind of activity, and as a result, they could practice and raise their hands to participate if they wanted and share with their classmates' ideas according to what it was required in the activities.

Moreover, 43% were evaluated as average because they forgot one or two things of their materials, and 7% were evaluated as fair because they brought at least two or more things that were necessary in class. In the end, in the second application, the good criterion improved to 57%, but 36% of the participants brought all their materials in order to continue with the workshop, and just 14% forgot some materials. Last but not least, in the last item 10, it was considered how many students forget about taking notes while listening to their classes nowadays, and that represents an obstacle to their participation. In the first application, 21% of

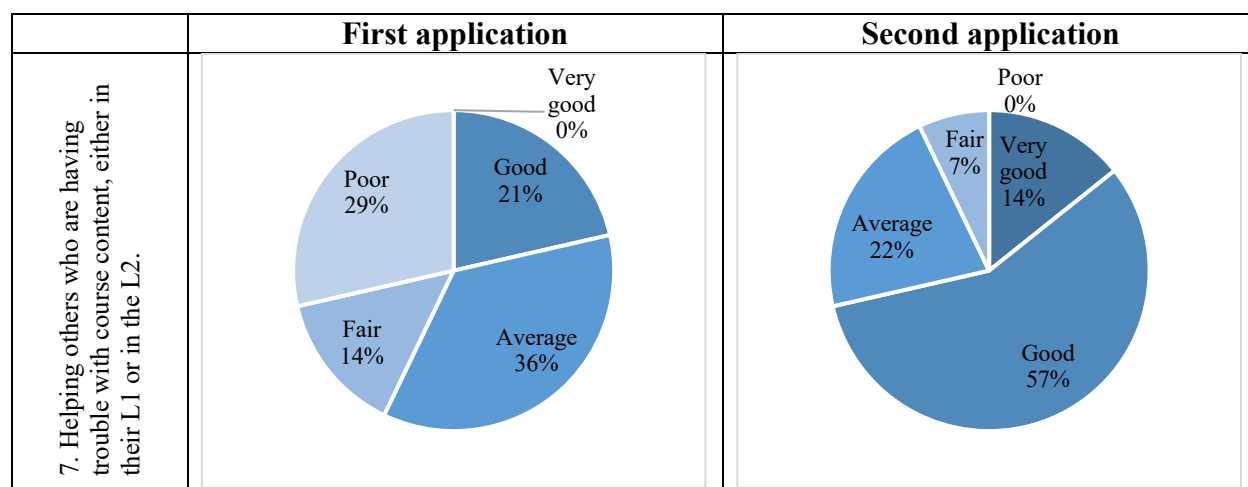
the participants did not take notes in the whole session, which was an obstacle for them because they did not remember the instructions or examples mentioned.

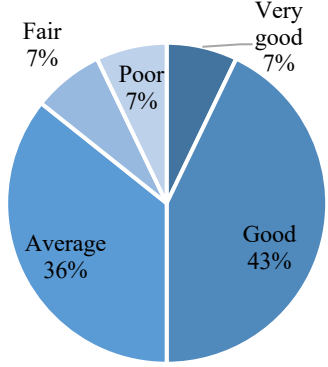
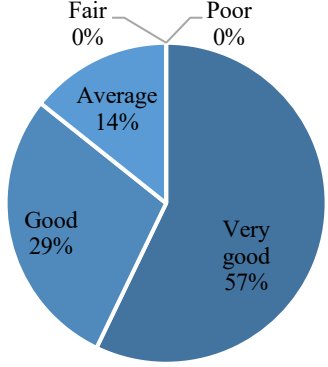
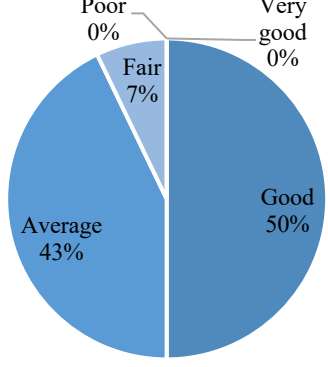
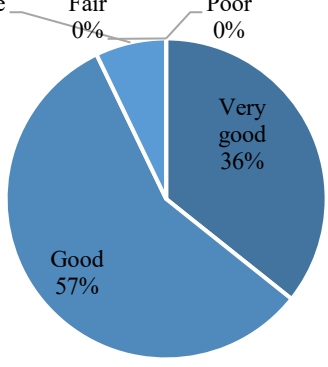
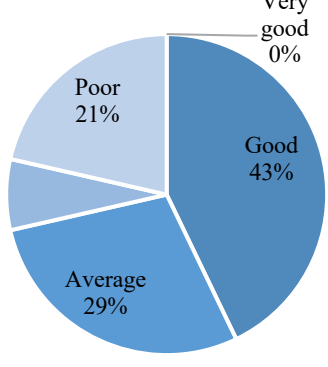
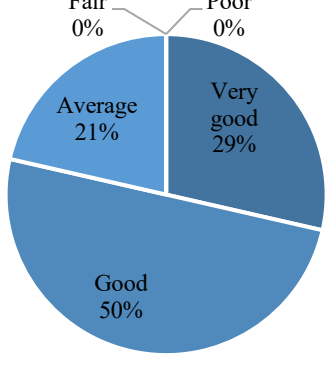
Moreover, 36% had the intention of taking notes (considered fair and average). However, they just started writing and did not finish the complete ideas. On the other hand, 43% of participants who took notes could help the rest of the participants with complete ideas or even help the teacher to explain some activities according to what they had in their notebooks, books, etc. Finally, in the second application, most of the participants started to take notes as they saw how it was helpful for their knowledge and participation during the workshop (29% evaluated in very good criterion). In the end, half of the participants continued this habit (50%), and the rest of the participants at least started to take some ideas as notes (21%).

To analyze the findings in this particular category, it is possible to refer to Crosthwaite et al.'s (2015) research. They evaluated students' oral participation by identifying certain classroom habits that support learning. Therefore, Crosthwaite et al.'s study can serve as a basis for examining the collected results in this category. According to Kim and Lee (2012), using complex terms in L2 to explain a difficult word or concept may not always be effective (as cited in Crosthwaite et al., 2015). Instead, they suggest that utilizing one's existing knowledge in L1 can be beneficial if it results in meaningful production in L2. Furthermore, the remaining criteria do not involve evaluating a person's L2 proficiency. Instead, participation is usually assessed as a whole, considering non-linguistic criteria. For this reason, it is important that teacher's explore different types of assessment that help students' oral participation performance.

Table 11

Boosting participation through classroom habits



8. Active listening (when required) during lectures (can have points deducted for mobile phone use, sleep, non-pertinent chatter during teacher talk).	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>36%</td> </tr> <tr> <td>Good</td> <td>43%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Poor</td> <td>7%</td> </tr> <tr> <td>Very good</td> <td>7%</td> </tr> </tbody> </table>	Category	Percentage	Average	36%	Good	43%	Fair	7%	Poor	7%	Very good	7%	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>14%</td> </tr> <tr> <td>Good</td> <td>29%</td> </tr> <tr> <td>Very good</td> <td>57%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Average	14%	Good	29%	Very good	57%	Fair	0%	Poor	0%
Category	Percentage																									
Average	36%																									
Good	43%																									
Fair	7%																									
Poor	7%																									
Very good	7%																									
Category	Percentage																									
Average	14%																									
Good	29%																									
Very good	57%																									
Fair	0%																									
Poor	0%																									
9. Coming prepared with the necessary materials (e.g., textbooks, homework (if given), preparatory materials required to complete in-class activities).	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>43%</td> </tr> <tr> <td>Good</td> <td>50%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> <tr> <td>Very good</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Average	43%	Good	50%	Fair	7%	Poor	0%	Very good	0%	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>7%</td> </tr> <tr> <td>Good</td> <td>57%</td> </tr> <tr> <td>Very good</td> <td>36%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Average	7%	Good	57%	Very good	36%	Fair	0%	Poor	0%
Category	Percentage																									
Average	43%																									
Good	50%																									
Fair	7%																									
Poor	0%																									
Very good	0%																									
Category	Percentage																									
Average	7%																									
Good	57%																									
Very good	36%																									
Fair	0%																									
Poor	0%																									
10. Taking notes about course content.	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>29%</td> </tr> <tr> <td>Good</td> <td>43%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Poor</td> <td>21%</td> </tr> <tr> <td>Very good</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Average	29%	Good	43%	Fair	7%	Poor	21%	Very good	0%	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>21%</td> </tr> <tr> <td>Good</td> <td>50%</td> </tr> <tr> <td>Very good</td> <td>29%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Average	21%	Good	50%	Very good	29%	Fair	0%	Poor	0%
Category	Percentage																									
Average	29%																									
Good	43%																									
Fair	7%																									
Poor	21%																									
Very good	0%																									
Category	Percentage																									
Average	21%																									
Good	50%																									
Very good	29%																									
Fair	0%																									
Poor	0%																									

From the prior analysis, it can be stated that there is a visible improvement between the first and the second application; that is, the didactic proposal accomplished the objectives of this project. In the following category, there are instruments that evaluated each of the tools used in the didactic proposal, such as a self-assessment (see Appendix Q), in determining the level of classroom participation. That mentioned self-assessment was applied to participants to analyze their perceptions and evaluate their progress in relation to their oral participation proficiency

during the workshop; it is important to mention that this instrument was applied just at the end of the workshop (See Table 12).

On the last day of the didactic proposal application, participants shared how hard or easy it was for them to express themselves fluently, with little hesitation and pauses, and through the analysis, it is perceived that they did not consider fluency as the most difficult part of their participation. In fact, the same number of participants (23% in both criteria) considered that is hard but also easy to be fluent while expressing themselves. Most of the participants (46%) mentioned that it was neither hard nor easy; their own perception was in the middle and just 8% of the participants mentioned that it was very easy for them.

Nowadays, EFL students' main concern is their pronunciation, but in this research, 23% of the participants mentioned that it was easy for them to talk in a clear and easily understandable manner, and another 8% considered that it was very easy. Nevertheless, 15% considered it as a very hard and hard experience, and 54% were in the middle; they considered themselves as participants in the progress of acquiring good pronunciation to continue with the oral participation. Another factor considered in their class interaction was the turn-taking in different discussions, most of the participants (46%) considered it as an easy practice, but another 31% considered it as a hard activity to do in which, 23% participated any time they had the opportunity according to what they had learned.

Regarding the

Table 12

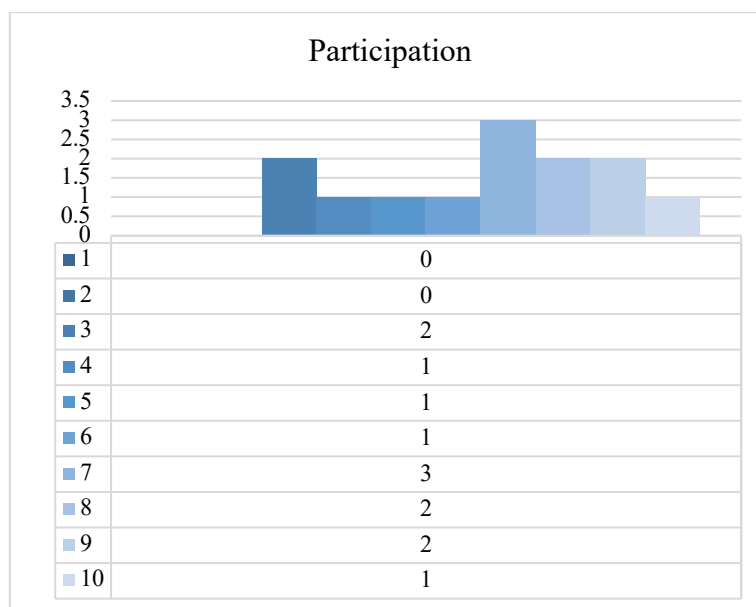
Difficulty with fluency, pronunciation, and turn-taking in class interaction

Difficulty with Fluency, Pronunciation, and Turn-Taking in Class Interaction					
	Very hard	Hard	Ok	Easy	Very easy
Difficulty expressing yourself with little hesitation and few pauses (fluency).					
N=13	0%	23%	46%	23%	8%
Difficulty talking in a clear and understandable manner (pronunciation).					
N=13	7%	8%	54%	23%	8%
Difficulty taking turn in a discussion.					
N=13	0%	31%	23%	46%	0%

Table 13*Difficulty with vocabulary*

Difficulty with Vocabulary				
	Almost always	Often	Sometimes	Never
Difficulty knowing English words to say what you want to express (vocabulary)				
N=13	0%	38%	62%	0%

Moreover, another factor evaluated in the self-assessment was the difficulty with vocabulary (see Table 13) in which more than half of the participants (62%) thought that, sometimes, they did not know enough English words to say what they wanted to say concisely and adequately and the 38% considered it as an often perception in the oral participation. Overall, those factors analyzed gave a new panorama to the participants to evaluate their participation during the workshop (see Figure 16), in which 1 was the lowest, and 10 was the highest rate. Regarding Figure 1, it is observed how 9 of 13 participants evaluated themselves at the highest rate (6-10) according to the prior analysis in their class interaction, while the rest of the participants still considered that they could have participated more, some of the extra comments that were shared in the instrument mentioned how they wanted to participate but they preferred to remain in silence.

Figure 16*Self-assessment workshop participation*

After the analysis of their participation, another section from the instrument asked about the participants' progress during the workshop (see Table 14). As a matter of fact, 84% of the participants who completed the instrument declared having made some progress over the classes in this project workshop. The rest of the participants were between two answers: participants who considered they did not have any progress (8%) as well as participants who did not know if they had progress (8%). Regarding the 84% of participants with progress, they considered that they improved their self-confidence and pronunciation and got more vocabulary. The rest of the participants did not share any comments.

According to de Saint Léger (2009), the use of self-assessment appears to be a useful strategy for supporting learners in establishing suitable objectives and keeping track of their advancement. Once participants finished the workshop, they felt confident enough to participate and ask for more activities. Consequently, it is recommended to regard self-reflective tasks not as the ultimate phase of the learning process but rather to self-regulate and monitor one's progress. For this reason, for future research, it would be beneficial to consider self-assessment as a means of enhancing participation during class, especially regarding improving oral participation.

Table 14

Oral participation progress

Do You Feel That You Have Made Some Progress in Relation to Your Oral Participation During the Workshop?		
	Frequency	Percent
Yes	11	84%
No	1	8%
Don't know	1	8%
Total	13	100%

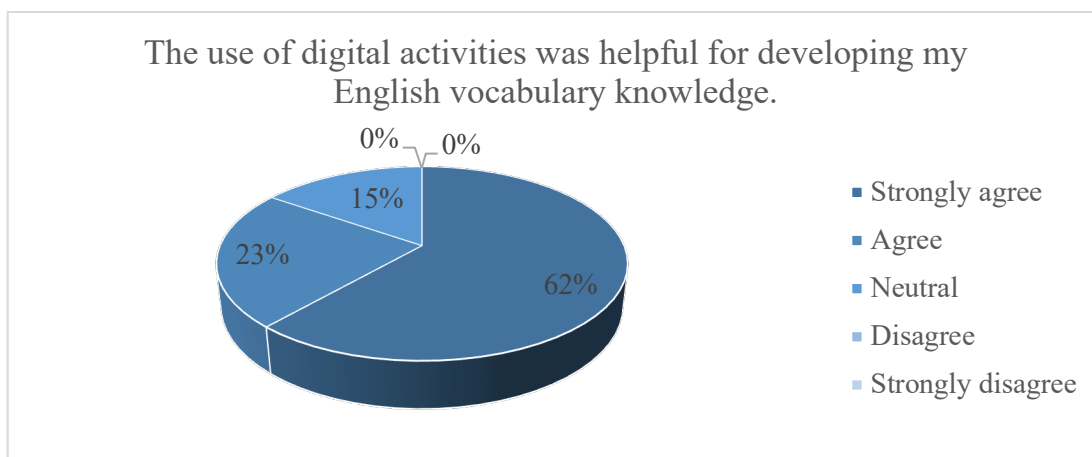
In addition, there were two effective tools used in the didactic proposal: Digital gamification and SIOP model, which were evaluated with two different instruments. The first instrument (see Appendix R) purpose was to analyze students' perceptions of the use of digital activities to enhance oral participation, and there were five categories identified to create the final analysis: digital gamification as a helpful tool (1), as a tool to improve interest (2), as a tool for participation motivation (3), as an active and dynamic learning tool (4), and as an easy tool to

use (5). Regarding the mentioned instrument, most of the answers were positive towards ClassDojo use while improving oral participation.

According to the first category results (see Figure 17), most of the participants strongly agree (62%) about how the utilization of digital platforms proved beneficial in enhancing English vocabulary knowledge. Most of the activities developed were through Canva presentations that were later posted on ClassDojo's wall and could be used as a tool to remember the content for the next class. 23% of the participants agreed with the statement, and 15% were neutral. None of the students disagreed about it.

Figure 17

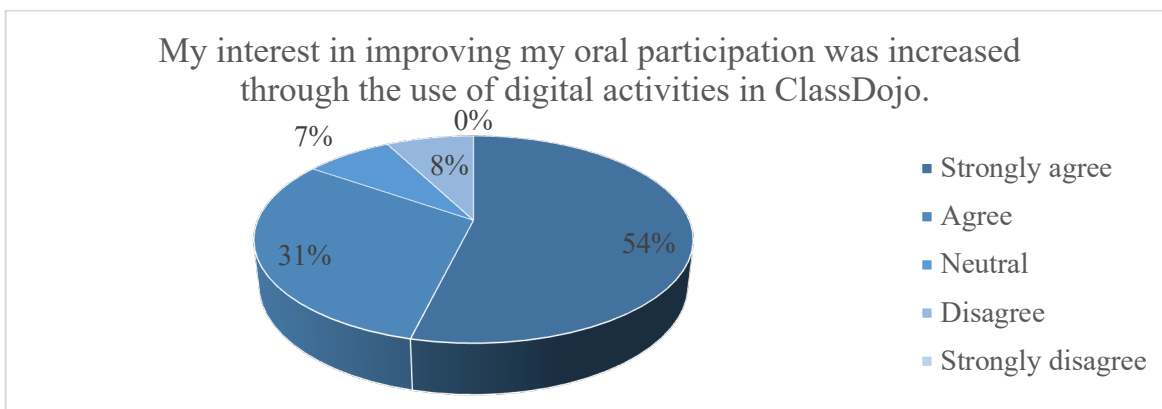
Digital activities as helpful tools



The following category (see Figure 18) demonstrated how there was an improvement in participants' interest in their oral participation in class interaction regarding the digital activities that were used in this research (ClassDojo). More than half of the participants (54%) strongly agreed with the statement, and 31% of participants continued with the same agreement. Some of the techniques implemented in ClassDojo were the random (aleatory) selection of students for their participation and participation points as a reward for their oral participation. Few students were neutral (7%) about this statement, and another 8% mentioned that they disagreed with the idea of ClassDojo as a new extra academical tool to increase their interest in improving their oral participation.

Figure 18

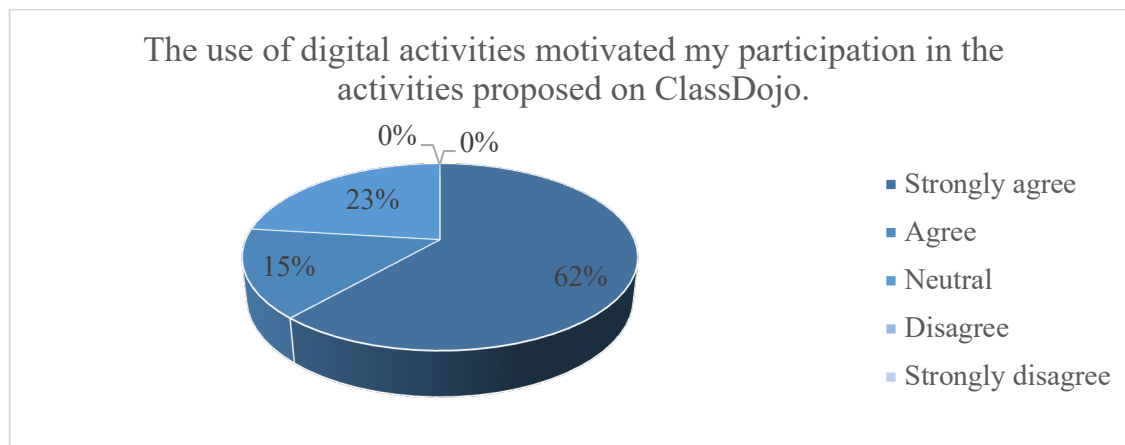
Oral participation improvement while using ClassDojo



The third category (see Figure 19) illustrated how ClassDojo helped participants' oral participation while doing their digital activities during classes. During the activities, students presented difficulties in uploading their activities to ClassDojo, and during the different weeks of the workshop, they did not upload them at home. However, they strongly agreed (62%) that the use of these digital activities increased their participation. In addition, 15% agreed with this statement, and the rest of the participants (23%) were neutral about it.

Figure 19

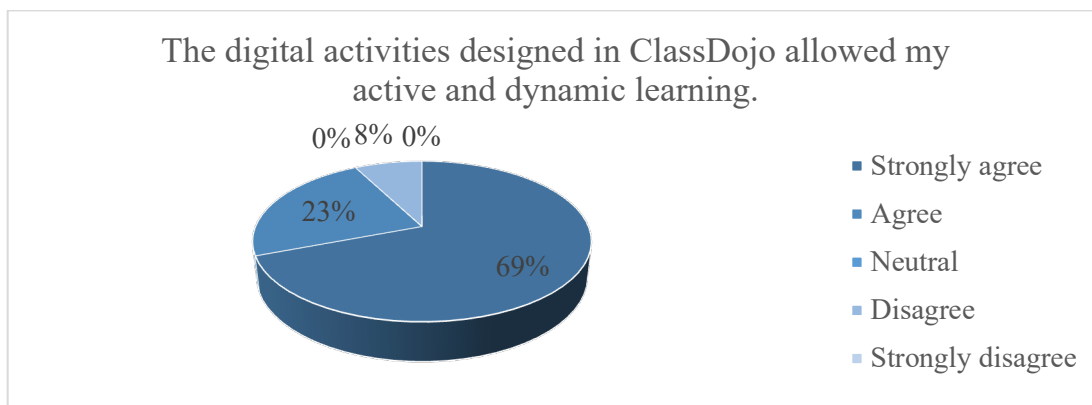
Oral participation motivation while using ClassDojo



Regarding the following category (see Figure 20), it demonstrated how the digital activities designed in ClassDojo allowed their active and dynamic learning (92%). After the first session, students were excited to demonstrate their knowledge through their oral participation. 8% disagree with this statement.

Figure 20

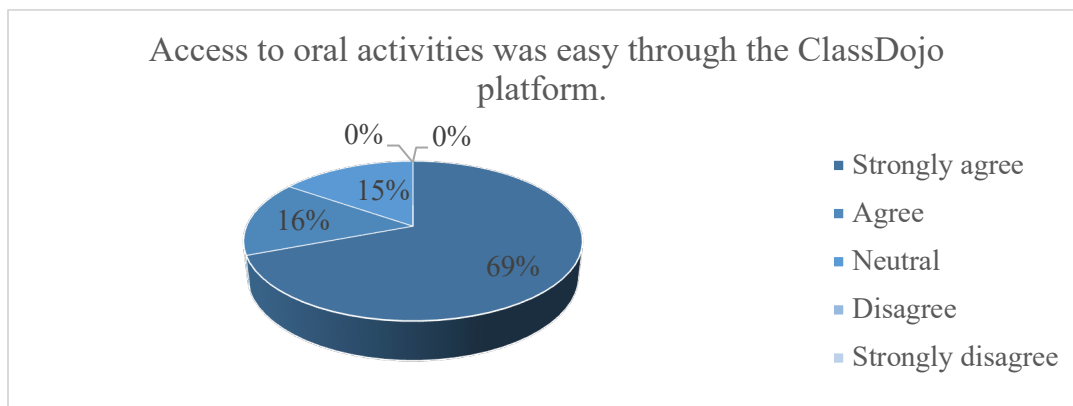
ClassDojo as an active and dynamic learning tool



Finally, the fifth category (see Figure 21) showed how students agreed that access to oral activities through ClassDojo platform was easy (69%). However, 15% of the participants were neutral to this statement. As mentioned before, they could not upload activities in real time. Even so, the access to modify their character in which they received different rewards, ClassDojo's wall to see content was considered easy to use.

Figure 21

ClassDojo easy use



Last but not least, in order to evaluate if the SIOP model was essential for this didactic proposal there was used a personal journal (see Appendix S) with specific reflection questions that help to analyze the final results. From the personal journal, the last item 6 is the essential result to create the analysis because it was necessary to provide a concise overview of the lesson's outcome after the whole analysis of content and language objectives, different strategies used, SIOP features, etc. As a matter of fact, the SIOP model consists of eight components:

lesson preparation, building background, providing comprehensible input, employing strategies, encouraging interaction, facilitating practice and application, delivering the lesson, and conducting review and evaluation. Each of these components was followed to get the following lessons' outcomes.

First, the lesson preparation was essential to start thinking about the outcomes. Clear content and language objectives had to be written explicitly for the students, that is, to define what "students will be able to". During the lesson preparation, it was necessary to choose appropriate content concepts according to the objectives as well as the material to use while teaching, so the planning becomes meaningful that integrates the four skills in order to get oral participation. Then, the second component of SIOP, "building background," referred to preparing participants from this workshop for what they were about to learn; in other words, to start where the participants were, not where they weren't (connection with past and present learning).

Furthermore, the third component, "comprehensible input," encouraged to give clear instructions. This was reflected in the Canva presentations with illustrations and steps to follow in any activity. Then, the "strategies" component considers three main features: provide as many strategies as you can, use scaffolding techniques in those strategies, and use questions that promote participants' thinking. Moreover, the following component, "interaction," was the opportunity to start highlighting the lessons' outcomes before finishing it; that is, there was an opportunity in the lesson in which interaction and discussion were among participants, and by giving enough time, they started to demonstrate their acquired knowledge, and also, if they still had questions, other participants could help them.

In addition, the following component, "practice and application," allowed participants to fulfill the objectives of the lesson (after their interaction with classmates to clarify their questions with teacher monitoring). In that component, different materials and activities were used (manipulative or digital ones). After the practice and application, it is crucial to take into account the component of "lesson delivery". The mentioned component lets the teacher think if the activities are prepared to motivate and engage participants while they are trying to accomplish the main objectives of the supervised activities. So, it is important to determine if the activities carried out are the most effective and most efficient.

In the end, the "review and assessment" component was important because feedback was given on their learning progress which empowered participants in many ways. As a result of

those eight components, students had good oral participation, which was evaluated with the first instrument. At the end of the workshop, they were aware of their progress and even felt confident enough to ask for another workshop.

Regarding the lesson's outcomes with prior research, Solodka, Zaskatela & Demianenko (2021) mentioned that to learn a foreign language effectively, engaging in tasks that incorporate the four fundamental language competencies of reading, writing, listening, and speaking is essential. For this reason, it can be said that participants practice every skill through lesson plan that gave them the opportunity to feel confidence and have oral participation. The content added in this lesson plan connected with the vocabulary of the book and different topics which let students discover new content every lesson. According to Solodka, Zaskatela & Demianenko (2021), there is an emphasis on expanding learners' vocabulary by making clear links between the subject matter, students' backgrounds, and prior knowledge.

In addition, the authors also stress the importance of establishing explicit connections between those elements. In other words, these connections allow participants to explore their knowledge and try to share it orally while participating as demonstrated in Table 15.

Table 15

The SIOP model outcomes

Lessons' outcomes		
First Session	Second Session	Third Session
Participants had a conversation by comparing two things. This result was illustrated while playing a card game and asking a participant about their preferences. Participants demonstrated that they understood how to use comparative adjectives to do the different activities.	Participants had a conversation about people's descriptions. In this lesson, they had the opportunity to draw pictures so different participants guess a famous person or just give the descriptions of someone they already know. In this lesson, participants had the opportunity to mix two different grammatical structures in their oral participation: be like/look like and present continuous.	Participants had a conversation about things they could do in town and the different place in which they could do that activity. At the end, they had this oral participation and used the modal verb can or can't.

4.4.2 Conclusion of the Didactic Proposal

According to the analysis of the didactic proposal, the use of ClassDojo as a gamified tool to enhance oral participation through the SIOP (Sheltered Instruction Observation Protocol) model was a beneficial approach for promoting student engagement and language development. By integrating gamification elements into the classroom, ClassDojo offered opportunities to create a dynamic and interactive learning environment that fostered oral communication skills. On the other hand, the SIOP model, which focuses on providing English language learners with comprehensible input and scaffolding, aligned well with ClassDojo's features. ClassDojo allows teachers to track and reward student participation, which could motivate students to engage in oral communication activities actively. Through the gamified system, students could earn points, badges, or other incentives, which reinforced positive behaviors and encouraged their active involvement.

By incorporating ClassDojo alongside the SIOP model, the teacher could design activities that target specific language objectives and provide students with opportunities to practice oral skills. For example, it was possible to create discussion boards or virtual classrooms where students could engage in meaningful conversations, express their ideas, and receive feedback from both peers and teachers. ClassDojo's features, such as video recording or audio messaging, could also facilitate the development of oral communication skills by allowing students to practice and reflect on their own speaking abilities.

In conclusion, the use of ClassDojo as a gamified tool within the SIOP model can be a valuable approach to enhance oral participation and language development. By leveraging the features of ClassDojo, teachers can create an engaging and interactive learning environment that promotes active communication, provides feedback, and involves both peers and teachers in the process.

5. Conclusion

In conclusion, the use of ClassDojo as a gamified technological tool within the SIOP model, supported by action research and a didactic proposal, has proven effective in boosting oral participation among EFL students at the A2 level. As previously stated, the development of speaking skills is widely acknowledged as crucial in the context of English as a Foreign Language Learning. It is widely recognized that effective communication through spoken language is of utmost importance in this learning process (Leong as cited in Cabrera, 2020). Therefore, the main concern of this action research and objectives placed a significant emphasis on oral participation as the initial step in the process of enhancing students' speaking skills. The objectives of the research revolved around analyzing students' perceptions, describing effective strategies to boost participation, and identifying tools that increased students' interest in oral communication.

By focusing on those objectives, the study aimed to provide a strong foundation for designing and implementing instructional approaches, such as the SIOP model and gamified strategies, to enhance EFL students' oral participation and overall language proficiency. Firstly, it sought to analyze EFL students' perceptions of their own oral participation. Through the analysis, it was noticed that students' perceptions were about how they needed a strategy to start feeling comfortable and confident to participate in a foreign language. As a result, by incorporating ClassDojo, students' attitudes, and beliefs about their oral participation can be assessed in the future by providing valuable insights into their confidence levels and areas for improvement.

Secondly, the use of ClassDojo allowed teachers to boost EFL students' oral participation actively. The gamified features of ClassDojo, such as points, badges, and rewards, can serve as incentives for students to actively engage in oral communication activities and contribute to classroom discussions. Additionally, it was demonstrated that gamified technology was a helpful tool in order to boost oral participation. For this reason, the main tools used to increase EFL students' interest in their oral participation were the technological gamified strategies through ClassDojo. It provided teachers with tools to increase EFL students' interest in their oral participation during class. The platform's interactive features, such as video recording or audio messaging, can capture students' attention and provide them with opportunities to practice and reflect on their speaking abilities in an engaging and supportive environment.

Among the results found from this app, students' perceptions showed they liked to work with it and asked researchers to continue using it for the rest of the course. Lastly, through the integration of the SIOP model and gamified technological strategies, a comprehensive didactic proposal was designed to enhance EFL students' oral participation. The SIOP model's focus on providing comprehensible input and scaffolding, combined with ClassDojo's gamification elements, can create a dynamic learning environment that encourages students to participate and develop their oral communication skills actively. Overall, the use of ClassDojo as a gamified tool within the SIOP model, along with a focus on analyzing students' perceptions, boosting participation, utilizing effective tools, and designing a comprehensive didactic proposal, holds great potential to enhance EFL students' oral participation at the A2 level in English classes.

However, it is essential to note that while ClassDojo can be an effective tool, its implementation should be balanced with other instructional strategies and methods. Gamification should not overshadow the pedagogical goals of the SIOP model but rather complement and enhance them. The proposal analysis led lecturers to analyze that utilizing technology alone is inadequate for enhancing foreign language teaching and learning. It is crucial to create a conscious lesson preparation strategy to achieve success. As Nan (2018) emphasized in the research, the development of one fundamental language skill is reliant on the progress of the other three, resulting in improved language proficiency. This contributes to reinforcing the SIOP model goals of utilizing all language skills to attain a high level of English proficiency.

In addition, the success of students' oral participation was greatly influenced by Goh and Burns' (2012) speaking cycle, as revealed by the results. The seven steps of the speaking cycle were instrumental in enhancing the model, along with gamified technological tools. It is important to mention that the teaching speaking cycle aims to help students get better at speaking by giving them many chances to think about their speaking and use different speaking strategies. Its goal is to make students better at speaking (Gallo, 2021). Teachers are advised to combine the speaking cycle with technology-based platforms to bring innovation to typical classroom activities while simultaneously improving oral skills.

5.1 Limitations

Attendance posed as one of the significant obstacles while implementing the didactic proposal. It is essential to consider that various factors, such as peers or teamwork, will modify each session depending on attendance. Furthermore, as students lacked internet connectivity on

their cellphones, it was not feasible for them to share activities and evidence on the ClassDojo wall to continue with other exercises. For this reason, alternative activities were done during the workshop to finish the sessions in the stipulated time.

Furthermore, after accomplishing students' oral participation, Brown's theory on the complexity of speaking skills, which includes four components: vocabulary, grammar, fluency, and pronunciation, would be a significant theory to improve speaking skills in future investigation.

References

- Al-Khotaba, H.H.A., Alkhataba, E. H. A., Abdul-Hamid, S., & Bashir, I. (2019). Foreign Language Speaking Anxiety: A Psycholinguistic Barrier Affecting Speaking Achievement of Saudi EFL Learners. *Arab World English Journal*, 10 (4)313- 329.
- Alkan, H., & Bümen, N. T. (2020). An action research on developing English speaking skills through asynchronous online learning. *International Journal of Curriculum and Instruction*, 12(2), 127-148.
- Al-Sobhi, B., & Preece, A. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1-11.
- Alrasheedi, S. (2020). Investigation of factors influencing speaking performance of Saudi EFL learners. *Arab World English Journal (AWEJ) Volume*, 11.
- Alvarado, E., & Sandoval, O. (2017). A Quantitative Study of Self Confidence in Learning English as a Foreign Language. *Exploratoris: Revista de la Realidad Global*, 6(2).
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1).
- Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective. *Sustainability*, 12(20), 8438. doi:10.3390/su12208438
- Azar, A. S., & Tan, N. H. I. (2020). The Application of ICT Techs (Mobile-assisted Language Learning, Gamification, and Virtual Reality) in Teaching English for Secondary School Students in Malaysia during COVID-19 Pandemic. *Universal Journal of Educational Research*, 8(11C), 55-63.
- Bahadorfar, M., & Omidvar, R. (2014). Technology in Teaching Speaking Skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9-13.
- Budiman, W. (2019). Students' Perception Of Lecturers' Role In Enhancing Efl learners' Communication Ability (A Study At Eight Semester On Academic Year 2018 In IAIN Curup) (Doctoral dissertation, IAIN Curup).
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1-11.

- Cabrera, P. (2020). The Use of Digital Portfolios to Enhance English as a Foreign Language Speaking Skills in Higher Education. *International Journal of Emerging Technologies in Learning (iJET)*, 15(24), 159-175. <https://www.learntechlib.org/p/218569/>.
- Cantú, I. (1998). The Importance of Interactive Activities Designed to Enhance Oral Communication Production Skills Among Groups of More than 25 EFL (English as a Foreign Language) Students, Both Inside and Outside the Classroom-Edición Única.
- Castillo-Cuesta, L. (2020). Using digital games for enhancing EFL grammar and vocabulary in higher education. *International Journal of Emerging Technologies in Learning (iJET)*, 15(20), 116-129.
- Collins, J. (2009). What's good for the goose is good for the gander: Implementing the SIOP model into an urban elementary classroom of African American students. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.
- Council of Europe. (2018). Common European framework of reference for languages: Learning, teaching, assessment. France: Council of Europe.
- Coskun, A. (2016). Causes of the " I Can Understand English but I Can't Speak" Syndrome in Turkey. *Journal on English Language Teaching*, 6(3), 1-12.
- Creswell, J., & Creswell, J. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
- Crosthwaite, P. R., Bailey, D. R., & Meeker, A. (2015). Assessing in-class participation for EFL: considerations of effectiveness and fairness for different learning styles. *Language Testing in Asia*, 5, 1-19.
- Dallimore, E., Hertenstein, J., & Platt, M. (2004). Classroom participation and discussion effectiveness: student-generated strategies. *Communication Education*, 53(1). doi:10.1080/0363452032000135805
- Dallimore, E., Hertenstein, J., & Platt, M. (2013). Impact of cold-calling on student voluntary participation. *Journal of Management Education*, 37(3), 305-341.
- Dancer, D., & Kamvounias, P. (2005). Student involvement in assessment: a project designed to assess class participation fairly and reliably. *Assessment & Evaluation in Higher Education*, 30(4), 445–454. doi:10.1080/02602930500099235
- de Saint Léger, D. (2009). Self-assessment of speaking skills and participation in a foreign language class. *Foreign Language Annals*, 42(1), 158-178.

- dos Santos, J., & Vélez, M. (2021). Using ClassDojo to motivate kids participation in the English as Foreign Language online classes during the Covid-19 pandemic: a case study. *Atoz: Novas Práticas Em Informação E Conhecimento*, 10(2), 58-65.
- Eugenio Jr, F., & Ocampo, A. (2019). Assessing Classcraft as an effective gamification app based on behaviorism learning theory. 8th International Conference on Software and Computer Applications (pp. 325-329).
- Figueroa, J. (2015). Using Gamification to Enhance Second Language Learning. *Digital Education Review*, (27), 32-54.
- Fithriani, R. (2021). The Utilization of Mobile-Assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefits. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(3), 146-163.
- Gallo, F. (2021). Effects on the teaching speaking cycle on the level of student's engagement with oral tasks at university level. (Master's thesis, Universidad Alberto Hurtado). Retrieved from <https://repositorio.uahurtado.cl/handle/11242/26204>
- Gilakjani, A. P. (2017). A Review of The Literature on The Integration of Technology into The Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95-106.
- Guettl, C., Chang, V., Edwards, A., & Boruta, S. (2013). Flexible and affordable foreign language learning environment based on Web 2.0 technologies. *International Journal of Emerging Technologies in Learning*, 8(2), 16-28.
- Günes, Ç., & Sarigöz, I. H. (2021). Speaking Struggles of Young EFL Learners. *International Journal of Curriculum and Instruction*, 13(2), 1267-1308.
- Herrera Rodríguez, T. (2018). Gamification and Game-based Learning as Methods to Motivate Students learn English Vocabulary (Master's thesis, Laguna University). Retrieved from <http://riull.ull.es/xmlui/handle/915/11550>
- Khasawneh, M. A. S. (2021). The Relationship between The Acquisition of Language Patterns and Oral Expression Skills among Students with Learning Difficulties in The English Language during the Covid-19 Pandemic. *Science and Education*, 2(5), 490-499.
- Kim, H. K., & Lee, S. (2012). Teacher's use of funds of knowledge to promote class participation and engagement in an EFL context. *Teachers' roles in second language learning: Classroom applications of socio-cultural theory*, 121-134.

- Latorre, A. (2005). La investigación-acción: Conocer y cambiar la práctica educativa. *Grao*. (Vol. 179). 32-34.
- Lestari, B. D., & Noer, S. H. (2021). The Learning Strategy of The Flipped Classroom with Gamification as an Alternative Learning Solution During The Covid-19 Pandemic.
- Nan, C. (2018). Implications of Interrelationship among Four Language Skills for High School English Teaching. *Journal of Language Teaching and Research*, 9(2), 418-423.
- Ngoc & Yen. (2018). The Frequency and Functions of Teachers' Use of Mother Tongue in EFL Classrooms. *European Journal of English Language Teaching*.
- Pardede, P. (2019). Action research in EFL Learning and Teaching.
- Prathyusha, N. (2020). Role of gamification in language learning. *International Journal of Research and Analytical Reviews (IJRAR)*, 7(2), 577-583.
- Rahmani, E. F. (2020). The Benefits of Gamification in the English Learning Context. *Indonesian Journal of English Education*, 7(1), 32-47.
- Redjeki, I. S., & Muhajir, R. (2021). Gamification in EFL Classroom to Support Teaching and Learning in 21st century. *Journal of English Educators Society*, 6(1), 68-78.
- Sandler, D. (2019). ClassDojo: Helping students, teachers & parents embrace the new school year.
- Sangaji, S. (2019). A Study on the university students' speaking difficulties. *Langua—Journal Linguist. Lit. Lang. Educ.*, 2(1), 1-8.
- Solodka, A., Zaskaleta, S., Moroz, T., & Demianenko, O. (2021). Sheltered Instructional Observational Protocol Model in Digital Teaching EFL Students in Ukraine. *Arab World English Journal (AWEJ) Special Issue on Covid*, 19.
- Simões, J., Redondo, R., & Vilas, A. F. (2013). A social gamification framework for a K-6 learning platform. *Computers in Human Behavior*, 29(2), 345-353.
- Subandowo, D. (2017). The Language Interference in English Speaking Ability for EFL Learners. *Proceedings of ISELT FBS Universitas Negeri Padang*, 5, 205-210.
- Thuy, N. T., & Hung, L. N. (2021) Teachers' Perceptions of using Gamification Apps in Teaching Speaking Skill to EFL Young Learners. *International Journal of Science and Management Studies*, 4(5).
- Ulfa, S., Surahman, E., & Octaviani, H. I. (2020). Mobile Seamless Language Learning Framework to Improving Students' Speaking Skills for Junior High Students during

- Pandemic Covid-19: A Case Study in Indonesian Context. 1st International Conference on Information Technology and Education (ICITE 2020) (pp. 497-500). *Atlantis Press*.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research, 9*(3), 967-977.
- Yordming. R. (2017). Teachers' Perspective towards Digital Teaching Tools in Thai EFL Classrooms. *International Journal of Languages, Literature and Linguistics, 3*(2), 45-48.
- Yükselir, C., & Kömür, S. (2017). Using Online Videos to Improve Speaking Abilities of EFL Learners. *Online Submission, 3*(5), 255-266.
- Zou. (2020). Gamified Flipped EFL Classroom for Primary Education: Student and Teacher Perceptions. *Journal of Computers in Education, 7*(2), 213-228.

Appendices

Appendix A

Work schedule

Semester Activity	August- december 2021	January-june 2022	August- december 2022	January- june 2023
Abstract				
Index				
Introduction				
Problem statement				
Previous studies				
Justification				
Objectives				
Research questions				
Theoretical Framework				
Methodology design				
Instruments				
Instruments application				
Results				
Results Analysis				
Discussion				

Appendix B**Consent Letter**

A 28 de septiembre del 2022

Lic. Carolina Luna Vallejo

Ing. José Antonio Pagaza González

Coordinador de la Preparatoria 2

Por medio del presente le envío un cordial saludo y al mismo tiempo me permito hacerle llegar este escrito. Con el objetivo de externarle mi solicitud de autorización para realizar una investigación relacionada a mejorar las habilidades de expresión oral en estudiantes que estudian inglés como Lengua Extranjera.

Actualmente curso la maestría en Lingüística Aplicada en la Enseñanza de Lenguas Extranjeras, en la cual se me ha requerido hacer dicho proyecto de investigación. Por lo tanto, debido a que mi principal área laboral en la que me desempeño es la Preparatoria 2 y su Centro de Idiomas, he creído conveniente trabajar este tema e introducir una propuesta que mejore los procesos de enseñanza-aprendizaje llevados a cabo en el Centro de Idiomas de la Institución.

Por lo anterior, se tomarán las medidas éticas y de confidencialidad de la información recabada de los alumnos a quienes se aplicarían cuestionarios. Adicionalmente, se analizarían documentos oficiales como dosificaciones y demás recursos didácticos que se usan en el Centro de Idiomas de la Preparatoria 2.

Sin más por el momento y agradeciendo las atenciones brindadas a la presente, quedo en espera de su respuesta y a su disposición para cualquier información que pueda requerirse al respecto.



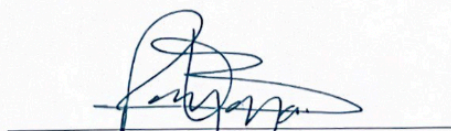
A t e n t a m e n t e

Lic. Carolina Luna Vallejo

PREPARATORIA No. 2

28 de Septiembre, 2022

Fecha


Ing. José Antonio Pagaza González

Coordinador de la Preparatoria 2

Firma de autorización



DIRECCIÓN

Appendix C

Semi-structure interview transcription

Symbols

I: Interviewer P1: Participant 1 P2: Participant 2

Interview #1

Time	Speaker	Text
00'03''		Bueno, como les comenté no se deben de preocupar por el video. No sale nada, solo aparecen una parte de los pies de ambas.
00'13''	I	Bueno, me gustaría iniciar esta entrevista conociendo sus nombres, Participante número 1, ¿Cuál es su nombre?
00'19''	P1	Eh..Lluvia.
00'21''	I	¿Lluvia...?
00'22''	P1	Lluvia Guadalupe.
00'24''	I	Ok, Lluvia Guadalupe ¿Y la participante número 2?
00'26''	P2	Valeria Pérez.
00'27''	I	Ok, Valeria Pérez. Muy bien, ok. ¿Están listas?
00'30''	P1/P2	Sí (se ríen).
00'31''	I	La entrevista no es en inglés, yo creo que ya quedó claro desde que inicié hablando español, entonces siéntanse con la libertad de extenderse cuanto quieran en las preguntas o bien cuando quiesieran contestar rápidamente también es posible.
00'45''	I	La primera pregunta sería, ¿Si ustedes actualmente juegan diferentes juegos, o sea, tanto tecnológicos como juegos normales de mesa etc?.
00'58''	P1	Eh.. bueno, yo juego más juegos de mesa.
01'02''	I	Juegos de mesa, ok.
01'06''	P2	¿Tienen que ser juegos de mesa?
01'08''	I	No, puede ser en general.
01'10''	P2	Yo juego más juegos con mi celular.
01'16''	I	Ok, bueno ya comentaron que tipos de juegos. Es decir, me mencionan que en el juego de mesa, en el celular. ¿Qué les gusta más de estos juegos? O sea, hay algo que digan “Ay es que a mi me gustan este tipo de retos, a mi me gusta esto, aquello...”
01'34''	P1	A mi me gustan mas, este...pues, este..., los juegos estructurados. O sea, es que, en el celular, aparte de que gastas ahí la vista y todo eso pues es más complicado los juegos, o sea no tanto como usarlo si no que tiene más ciencia el estar entendiendo como se juegan los juegos y aca en los juegos de mesa, pues no. Ya vienen las instrucciones y puedes preguntar tambien.

- 02'03'' P2 **A mi me gusta leer más y también estar como pensando que tengo que hacer, cosas así.**
- 02'16'' I Bueno esto era una pequeña introducción para ver si si estaban relacionadas o no con los juegos.
- 02'30'' I Vamos a orillar un poco más al idioma.
- 02'34'' I Y quisiera preguntarles ¿qué opinan ustedes acerca de aprender el idioma inglés? En específico el idioma inglés.
- 02'45'' P1 Bueno, pues yo creo que el idioma ingles **es importante** porque, pues, hay informaciones que vienen más estructuradas en el idioma inglés que en el español, viene mas estructura la información que en el español. Viene mejor la información que en el español, dicen que los mejores libros estan en inglés y algunas instrucciones de juegos o libros, revistas vienen en inglés.
- 03'16'' P2 Pues para mi **aprender ingles es como más oportunidades** ya sea en trabajo ya sea en la escuela también, para entender cualquier cosa.
- 03'33'' I Ahora, ¿para que utilizan ustedes el inglés?
- 03'38'' P1 Para libros, **también lo utilizamos en la vida cotidiana, no tanto pero más o menos poquito. Eh... clases, juegos, tareas.**
- 03'53'' P2 Más que nada **para hacer tareas y ya, este, si descargas una aplicación en inglés** y más o menos le entiendes, o sea, por ese medio, bueno entiendo yo lo que quiere decir.
- 04'06'' I **¿Qué retos han ustedes experimentado al aprender inglés? y ¿Por qué?**
- 04'22'' P2 Pues... pues ninguno, porque, a mi ninguno porque siempre me ha gustado el inglés. Desde chiquita entendía muchas palabras y trataba de buscar significados y pues nunca fue un obstaculo ni nada, yo siempre quise aprender el inglés.
- 04'49'' P1 Bueno, **yo siempre me he batallado con el inglés**
- 04'50'' I ¿Usted siempre ha batallado con el inglés?
- 04'54'' P1 Peleando, o sea no me gusta, o sea si me gusta pero no me gusta, porque es como que...yo, casi no he llevado mucho inglés y todos “Ay que el inglés esta muy difícil, que no se que” y yo “no, se ve que es fácil” y la gente me dice “no, es que debes de aprender ingles...” y yo, “no, es que no me gusta. Bueno intentaré llevarmela bien”.
- 05'45'' I ¿Hay alguna dificultad dentro del inglés hayan hayan identificado? Este, por ejemplo, en dentro de las habilidades tenemos la escritura, la lectura... también tenemos el listening que es escuchar, el speaking, hablar.
- 06'03'' P2 **A mi se me complica el speaking y el listening.**
- 06'12'' P1 **A mi se me dificulta más, bueno no, se me dificulta más escribirlo y poquito pronunciarlo.**
- 06'26'' I **¿Cómo creen que podrían superar esos retos?** Por ejemplo que acaban de mencionar el speaking, el listening, este..., la

		pronunciación dentro de su aprendizaje del idioma inglés. ¿Alguna idea? ¿Alguna vez se lo habían preguntado?
06'43''	P2	Practicando más esa dificultad.
06'46''	P1	Practicarlo mas lo que se me dificulta pero para, tener un mejor resulta y para seguir este... haciéndolo y aprendiéndolo.
07'02''	I	¿Ustedes que creen que se puede hacer en las clases de ingles para ayudar a los estudiantes a mejorar en esa dificultades que ustedes ya identificaron? Dentro de los cursos.
07'18''	P1	Pues... Tener mas prácticas , bueno, si tiene practica pero poquito más de práctica para que los estudiantes aprendamos más sobre el idioma ya que pues, practicando se aprende más que cuando solo te dan la clase y ya.
07'41''	P2	Practicarlo más.
07'50''	I	¿En este semestre su maestro ha utilizado utilizados recursos tecnológicos dentro del aula?
07'58''	P1	Sí
07'59''	P2	Sí
08'00''	I	¿Qué piensan acerca de eso?
08'03''	P1	Ay, perfecto porque yo aprendo más con los juegos, pues ahí buscando la solución para como resolver el juego.
08'17''	P2	Sí, es más divertido el juego y creo que es una mejor forma para aprender.
08'24''	I	¿Han visto estos juegos tecnologicos antes?
08'28''	P1	No
08'29''	P2	No
08'32''	I	¿Cómo creen que estos juegos tecnológicos impactarían o ayudarían en el aprendizaje del idioma inglés?
08'42''	P1	Pues ayudarían mucho para las personas que les gusta no solo que les den la clase sino que esten practicando juego y obviamente si ayuda bastante juntan para el inglés.
08'55''	P2	Pues creo que como es divertido, o sea, vas aprendiendo más porque estas en si jugando y aprendiendo en el proceso.
09'10''	I	Ok, pues con esta pregunta finalizariamos la entrevista. Agradezco su participación.

Appendix D

3-point-Likert-type scale

Dear participants:

This questionnaire will analyze the different perspectives and ideas students have about the technological tools and games used to improve English language learning. For this reason, your valuable participation in this activity is required. The information collected will be confidential with the intention that the answers given here will be as honest and reliable as possible. Thank you in advance for the time and dedication devoted to this instrument.

Please indicate (✓) if you want to participate in this survey by completing the following consent form.

I want to _____ / I do not want to _____ take part in the survey

Participant information:

Age:

Genus: M / F

Instructions. Read carefully and mark the appropriate box for each statement.

No.	Statement	Yes	No	Not sure
1	I want to participate in the English lessons.			
2	I do not want to participate in the English lessons.			
3	I enjoy speaking English.			
4	I speak English in the English lessons.			
5	I try to speak English at home.			
6	I can speak English fluently.			
7	I cannot speak English fluently.			
8	I have to study in order to be a good speaker.			
9	I feel pressure if I am forced to speak.			
10	I feel comfortable when the EFL teacher wants me to speak although I have not volunteered.			
11	I tremble when I have to speak English.			
12	I have problems with breathing when I have to speak English.			
13	I feel embarrassed when I have to speak English.			
14	I feel anxious when I have to speak English.			
15	I am afraid that someone will laugh at me when I have to speak English.			
16	I am afraid to make mistakes when I speak English.			
17	I feel more tense in the language lessons than in other lessons.			
18	I feel more relaxed in the language lessons than in other lessons.			

19	I have difficulties in speaking English because I do not practice enough.			
20	I have difficulties in speaking English because I do not understand English.			
21	I have difficulties in speaking English because of the EFL teacher.			
22	I have difficulties in speaking English because of my classmates.			
23	I would not delay speaking if there were more speaking tasks in the English lessons.			
24	I would not delay speaking if I had the chance to communicate more in English out-of-class.			
25	I practice English at home.			
26	I watch English movies/videos at home.			
27	I listen to English songs at home.			
28	I play English games (e.g., via smart phones, computers).			
29	I practice speaking English most.			
30	I practice listening to English most.			
31	I practice writing English most.			
32	I practice reading English most.			
33	I practice English grammar most.			
34	I practice English vocabulary most.			
35	I do my English homework regularly.			
36	I have difficulties to complete my English assignments.			
37	I do not do English homework.			
38	I use Spanish to complete the speaking tasks in the English lessons.			
39	I use English to complete the speaking tasks in the English lessons.			
40	There are English materials (e.g., posters, pictures, books, games, online games) in our classroom/school.			
41	The materials (e.g., posters, pictures, books, games, online games) in the classroom/school are beneficial for learning English.			
42	The materials (e.g., posters, pictures, books, games, online games) in the classroom/school help me to speak English.			
43	There should be more English materials (e.g., posters, pictures, books, games, online games) in the classroom/school.			

Appendix E

Open-ended questionnaire

Dear participants:

This questionnaire will analyze the different perspectives and ideas teachers have about gamified tools used to improve English language learning. For this reason, your valuable participation in this activity is required. The information collected will be confidential with the intention that the answers given here will be as honest and reliable as possible. Thank you in advance for the time and dedication devoted to this instrument.

Please indicate (✓) if you want to participate in this survey by completing the following consent form.

I want to _____ / I do not want to _____ take part in the survey

Thank you for your cooperation.

Teacher's background

1. Gender: _____ Male _____ Female
2. Age: _____ years old
3. Teaching experience: _____ years
4. Education:
 - Bachelor's degree (majoring in) _____
 - Master's degree (majoring in) _____
 - Doctoral degree (majoring in) _____
 - Other(s) please specify _____

Instructions. Read carefully and answer the following questions

1. Which English Language Teaching methods are you most familiar to?
2. How do you consider the speaking skills of your students?
3. What methods/strategies have you used to promote student participation in English?
4. Have you ever tried using games to promote students' participation in your classes?
5. How do you think Gamification use may help students to develop their speaking skills?
6. What apps or platforms, from your point of view, can be useful to create didactic activities to develop speaking skills in your students?
7. What are the key factors when you plan your lesson?
8. Describe how would you plan your lesson.

Appendix F

3-point-Likert-type scale in Spanish

Estimado(a) participante:

En este cuestionario se analizarán las diferentes perspectivas e ideas que los estudiantes tienen sobre las herramientas y juegos tecnológicos utilizados para mejorar el aprendizaje del idioma inglés. Por esta razón, se requiere su valiosa participación en esta actividad. La información recopilada será confidencial con la intención de que las respuestas dadas aquí sean lo más honestas y confiables posible. Gracias de antemano por el tiempo y la dedicación dedicados a este instrumento.

Favor de indicar (✓) su deseo de participar en esta encuesta completando el siguiente formulario de consentimiento.

Quiero ____ / No quiero _____ participar en la encuesta

Información del participante 1:

Edad:

Género: M / F

Instrucciones. Lea atentamente y marque la casilla correspondiente para cada declaración.

No.	Declaración	Sí	No	No estoy Seguro(a)
1	Quiero participar en las clases de inglés.			
2	No quiero participar en las clases de inglés.			
3	Me gusta hablar inglés.			
4	Hablo inglés en las clases de inglés.			
5	Intento hablar inglés en casa.			
6	Puedo hablar inglés con fluidez.			
7	No puedo hablar inglés con fluidez.			
8	Tengo que estudiar para ser un buen hablante del inglés.			
9	Siento presión si me veo obligado a hablar en inglés.			
10	Me siento cómodo cuando el profesor de inglés quiere que hable, aunque no me he ofrecido.			
11	Tiemblo cuando tengo que hablar inglés.			
12	Tengo problemas para respirar cuando tengo que hablar inglés.			
13	Me da vergüenza hablar inglés.			
14	Me siento ansioso cuando tengo que hablar inglés.			
15	Me temo que alguien se reirá de mí cuando tenga que hablar inglés.			
16	Tengo miedo de cometer errores cuando hablo inglés.			
17	Me siento más tenso en las clases de idiomas que en otras clases.			
18	Me siento más relajado en las clases de idiomas que en otras clases.			

19	Tengo dificultades para hablar inglés porque no practico lo suficiente.			
20	Tengo dificultades para hablar inglés porque no entiendo el inglés.			
21	Tengo dificultades para hablar inglés debido al profesor de inglés.			
22	Tengo dificultades para hablar inglés debido a mis compañeros de clase.			
23	No me demoraría en hablar inglés si hubiera más tareas en las clases de inglés.			
24	No me demoraría en hablar inglés si tuviera la oportunidad de comunicarme más en inglés fuera de clase.			
25	Practico inglés en casa.			
26	Veo películas/videos en inglés en casa.			
27	Escucho canciones en inglés en casa.			
28	Juego juegos en inglés (por ejemplo, a través de teléfonos inteligentes, computadoras).			
29	Practico más hablando el inglés.			
30	Practico más escuchando el inglés.			
31	Practico más la escritura en inglés.			
32	Practico más la lectura en inglés.			
33	Practico más la gramática en inglés.			
34	Practico más el vocabulario en inglés.			
35	Hago mi tarea de inglés regularmente.			
36	Tengo dificultades para completar mis tareas de inglés.			
37	No hago la tarea de inglés.			
38	Uso el español para completar las tareas de habla en las clases de inglés.			
39	Uso el inglés para completar las tareas de habla en las clases de inglés.			
40	Hay materiales en inglés (por ejemplo, carteles, fotos, libros, juegos, juegos en línea) en nuestro aula/ escuela.			
41	Los materiales (por ejemplo, carteles, fotos, libros, juegos, juegos en línea) en el aula/escuela son beneficiosos para aprender inglés.			
42	Los materiales (por ejemplo, carteles, fotos, libros, juegos, juegos en línea) en el aula/escuela me ayudan a hablar inglés.			
43	Debería haber más materiales en inglés (por ejemplo, carteles, imágenes, libros, juegos, juegos en línea) en el aula/escuela.			

Appendix G

Open-ended questionnaire in Spanish

Estimado(a) participante:

En este cuestionario se analizarán las diferentes perspectivas e ideas que los docentes tienen sobre las herramientas tecnológicas gamificadas utilizadas para mejorar el aprendizaje del idioma inglés. Por esta razón, se requiere su valiosa participación en esta actividad. La información recopilada será confidencial con la intención de que las respuestas dadas aquí sean lo más honestas y confiables posible. Gracias de antemano por el tiempo y la dedicación dedicados a este instrumento.

Favor de indicar (✓) su deseo de participar en esta encuesta completando el siguiente formulario de consentimiento.

Quiero _____ / No quiero _____ participar en la encuesta

Información del docente

1. Género: _____ M _____ F
2. Edad: _____
3. Experiencia docente: _____ years
4. Educación:
 - Licenciatura (especialización en) _____
 - Maestría (especialización en) _____
 - Doctorado (especialización en) _____
 - Otros(s) por favor especifique _____

Instrucciones. Lea atentamente y responda las siguientes preguntas

1. ¿Con cuales métodos de enseñanza/estrategias de inglés está familiarizado?
2. ¿Cómo considera la habilidad de expresión oral de sus estudiantes en la clase de inglés?
3. ¿Cuáles métodos/estrategias ha utilizado para promover la participación en inglés de los estudiantes en sus clases?
4. ¿Alguna vez ha intentado utilizar juegos para promover la participación de los estudiantes en sus clases?
5. ¿Cómo cree que el uso de gamificación puede ayudar a los estudiantes a desarrollar sus habilidades para hablar en inglés?
6. ¿Qué aplicaciones o plataformas, desde su punto de vista, pueden ser útiles para crear actividades didácticas para desarrollar habilidades de expresión oral en tus alumnos?
7. ¿Cuáles son los factores clave a la hora de planificar la lección?
8. Describa cómo planea su lección.

Appendix H

MAXQDA Analysis

Open-ended Questionnaire			
Category	Subcategory	Code	Repetition
English Language Teaching Methods/Strategies	Knowledge by Practice	TBLT	2
		Gamification	1
	Theoretical Knowledge	CLT	1
		Structural Approach	1
		TPR	1
		Suggestopedia	1
		Situated Learning	1
Students' Speaking Skills	Strengths	Vocabulary	1
		Correct Pronunciation	1
		English Level	1
		Structure Ideas	2
		Good Oral Expression	2
	Weaknesses	Regular Oral Expression	1
		Difficulties	2
Grammatical Errors		1	
Classroom Strategies	Intrinsic Motivation	Motivation	2
		Participation	1
		Contextualized	1
	Extrinsic Motivation	Platforms	1
		Games	2
Games for Participation	Interactive Activities	Games	3
		Practice	1
	Good Environment	Motivation	1
		Enhance	1
		Competition	1
		Teamwork	1
Gamification	Practice	Participation	1
		Teamwork	1
		Tasks	1
		Interactive Activities	1
	Advantages	Confidence	1
		Goal Achievement	1
		Speaking Skills	1
Apps/Platforms	Speaking Purpose	Italki	1
		Hellotalk	1
	Dynamic Purpose	Kahoot	1
		WordWall	1
		Book	1
Lesson Planning Key Factors	Methods	Strategies	1
		Teaching Resources	1
	Group Background	Difficulty Level	1
		Group skills	2
	Dosage	Time	1

		Topic Extension	1
Lesson Planning Description	Lesson Preparation	Time	3
		Topic	2
	Comprehensible Input	WarmUp	1
		Activities by Skills	1
	High Yield Strategies	Interactive Activities	1
		Teaching Resources	2
	Practice and Application	Practice	1
	Review and Assessment	Book	3
Understanding		1	

Appendix I*Worksheet 1*

Appendix J

Presentation, session 1

Making Comparisons

Ms. Luna

Comparatives

Adjectives

We want to compare only **two things or actions**.

Comparatives

Comparison between two

We use the **comparative** form of adjectives to compare **two things or actions**.

- Greta is **taller than** Lorna.
- I can drive **faster than** you.
- She looks **happier than** before.
- A hotel is **more comfortable than** a tent.

Examples

1. Complete the sentences. Use the adjective in parentheses.
1. Regular jeans **are cheaper than** designer jeans. (cheap)
2. Old shoes **are more comfortable than** new ones. (comfortable)
3. Her sweater **is more colorful than** your black one. (colorful)
4. This scarf **is more beautiful than** that old one. (beautiful)

Forms

Comparative	1 syllable	2 syllable ending in -y	1 syllable ending in -e	1 syllable ending consonant-vowel-consonant	2 or more syllables	Irregular good/better/bad/worse/far/older
	-er	-ier	-er	double consonant + -er	more...	better/worse/further/further/older

*Some two-syllable adjectives can take both forms (adding -er or more): narrow - clever - simple - cruel - common - likely - gentle - common.

*Adverbs ending in -ly always add more

**Old has a regular form (older) and an irregular one (older) when describing people's ages, especially when they are family members.

Vocabulary

- a. a dress
- b. a white shirt
- c. biggy pants
- d. a nice jacket
- e. a colorful sweater
- f. shoes
- g. a scarf
- h. a tie
- i. jeans
- j. a dark suit
- k. a T-shirt
- l. sneakers

List of adjectives

1. big **bigger**
2. hot **hotter**
3. colorful **more colorful**
4. famous **more famous**
5. old **older**
6. expensive **more expensive**
7. new **newer**
8. crowded **more crowded**
9. interesting **more interesting**
10. easy **easier**
11. good **better**
12. beautiful **more beautiful**

Other types of clauses

to make comparisons

Other expressions

- (not) as/so ... as

A bike **isn't as fast as** car.

Happy learning!

Appendix K

Worksheet 2

Draw This!
Student A



Jessie
(friendly, intelligent)



Ron
(relaxed, unhealthy)



Tommy
(athletic, confident)



Draw This!
Student B



Sarah
(messy, funny)



Anita
(smart, serious)




Eddie
(quiet, shy)

Appendix L

Presentation, session 2

Be like & Look like



Be like

To ask about personality, we use **who + be + like**.

To answer, we use **be + personality adjectives**.

• **Who's Paulo like?** → **She's smart and serious.**

• **Who's James like?** → **He's funny and sweet.**

Personality

Look like

To ask about appearance we use:

1. **what + do + look like**

To answer, we use **be + adjective for size or have + word for physical features (eyes, hair, beard, etc.)**

• **What does Jim look like?** → **He's tall and heavy.**

• **What does Mia look like?** → **She has blue eyes.**

2. **who + do + look like**


To answer, we use **look like + a person**.

• **Who does he look like?** → **He looks like Matt Damon.**

• **Who do they look like?** → **They look like their mother.**

Appearance

Describe her




Wanda Maximoff

1 Think in the adjectives to describe her appearance.

2 Think in the adjectives to describe her personality.


Personality

<ul style="list-style-type: none"> Patient Confident Intelligent Sensible Charming Hardworking Sociable Generous Honest Cheerful Down-to-Earth Brave Creative Friendly Independent Enthusiastic Polite Modest 	<ul style="list-style-type: none"> Impatient Ambitious Arrogant Aggressive Envious Grumpy Impulsive Irresponsible Lazy Pessimistic Stoic Cruel Compulsive Intolerant Rude Unpredictable Selfish Possessive
---	--



Appearance

<ul style="list-style-type: none"> good-looking handsome attractive beautiful pretty ugly short tall thin curvy heavy well-built 	<p>HAIR</p> <ul style="list-style-type: none"> brown dark red blond curly straight short long 	<p>EYES</p> <ul style="list-style-type: none"> brown blue green big small
--	--	---



How to form a present continuous tense?

I	am (not)	verb-ing
he		
she	is (not)	
it		
we		
you	are (not)	
they		

To form a present continuous tense, the verb "to be" must be conjugated in the present tense, followed by the main verb with the -ing ending.

am/is/are + verb-ing

Present Continuous

English Workshop

Ms. Luna



What is present continuous tense?


The present continuous tense (also known as the present progressive tense) is used to talk about **actions or events that are happening now, at the moment of speaking**.

It is formed by combining the present tense of the verb "to be" with the present participle of the main verb (the form of the verb that ends in -ing).

Examples:

- He is fixing the light.
- She is holding the ladder.
- They are working together.

What other present continuous sentences can you create from the image?



Appendix M

Worksheet 3




A visitor!



- You** Welcome to _____! How are you?
- Visitor** Good, thanks. But I'm really hungry! Where can I get something to eat?
- You** You can go to _____.
- Visitor** OK. Also, I want to go shopping. Where can I buy _____?
- You** You can _____.
- Visitor** Thanks. Oh, and where can I _____?
- You** _____.
- Visitor** What else can I see and do here?
- You** _____.
- Visitor** Wow! Everything sounds really fun! Thanks!
- You** You're welcome!


Appendix N

Worksheet 4

A	B	C
<p style="text-align: center;">What can you do...</p>  <p>on an airplane?</p> <ol style="list-style-type: none"> 1. You can <u>read a book</u> _____. 2. You can _____. 3. You can _____. 4. _____. 5. _____. 6. _____. 7. _____. 	<p style="text-align: center;">What can you do...</p>  <p>at the park?</p> <ol style="list-style-type: none"> 1. You can <u>play basketball</u> _____. 2. You can _____. 3. You can _____. 4. _____. 5. _____. 6. _____. 7. _____. 	<p style="text-align: center;">What can you do...</p>  <p>at the train station?</p> <ol style="list-style-type: none"> 1. You can <u>read books</u> _____. 2. You can _____. 3. You can _____. 4. _____. 5. _____. 6. _____. 7. _____.

Appendix O

Presentation, session 3

can + subject + verb **subject + can + verb**

- Where **can I** go in Mexico city?
- What **can I** do there?
- What else **can I** do there?
- **Can I** buy interesting things there?

- **You can** go to the Zona Rosa.
- **You can** buy nice things.
- **You can** eat good food.
- Yes, **you can**. No, **you can't**.

You Welcome to _____! How are you?

Visitor Good, thanks. But I'm really hungry! Where can I get something to eat?

You You can go to _____.

Visitor OK. Also, I want to go shopping. Where can I buy _____?

You You can _____.

Visitor Thanks. Oh, and where can I _____?

You _____.

Visitor What else can I see and do here?

You _____.

Visitor Wow! Everything sounds really fun! Thank!

You You're welcome!

A visitor!



Who is your visitor?

Ali Tony Grandma

Appendix P*Criteria determining level of classroom participation*

1. Participating in course content activities appropriately and pro-actively, according to type (e.g. pair/group/ class discussions, role plays, presentations etc.)
2. Volunteering answers to teacher questions about course content (in the L2)
3. Asking the teacher questions about course content (in the L2)
4. Following teacher's instructions or giving instructions to others (in the L2)
5. Making an effort to fully complete in-class activities in a timely manner
6. Using English at all times^a, including down time in the classroom (e.g., small talk while an activity is being set up)
7. Helping others who are having trouble with course content, either in their L1 or in the L2
8. Active listening (when required) during lectures (can have points deducted for mobile phone use, sleep, non-pertinent chatter during teacher talk)
9. Coming prepared with the necessary materials (e.g. textbooks, homework (if given), preparatory materials required to complete in-class activities)
10. Taking notes about course content

^a Only if/when 'L2 only' policy is enforced

Appendix Q

Self-assessment in determining level of classroom participation

1. Reflecting on the three sessions accomplished, how difficult/easy was it for you to participate in the following activities:

a. first session

very hard hard OK easy very easy

b. second session

very hard hard OK easy very easy

c. third session

very hard hard OK easy very easy

2. Reflecting on your oral production over the three sessions, rate your speaking skill according to the following criteria:

a. How hard/easy is it for you to express yourself fluently, with little hesitation and pauses?

very hard hard OK easy very easy

b. How hard/easy is it for you to talk in a clear and easily understandable manner?

very hard hard OK easy very easy

c. How hard/easy is it for you to take turns in participation?

very hard hard OK easy very easy

d. How often do you think you don't know enough English words to say what you want to say concisely and adequately?

Almost always often sometimes never

e. Overall, how would you rate your level of proficiency in English (1 being the lowest and 10 the highest)?

1 2 3 4 5 6 7 8 9 10

3. Class participation is defined as your level of input (acquired knowledge) in English, in class discussion, small group discussions, and other oral activities, regardless of your proficiency level in English.

Reflecting on the three sessions, how would you rate your participation in class (1 being the lowest and 10 the highest)?

1 2 3 4 5 6 7 8 9 10 Comment:

4. Do you feel that you have made some progress in relation to your oral proficiency during the semester?

yes

no

don't know

If yes/don't know, what aspects do you think (might) have improved (i.e., vocabulary- building, increased confidence, accuracy of pronunciation, increased fluency, oral participation, etc.)?

If not, why not? ...

de Saint Léger, D. (2009). Self-assessment of speaking skills and participation in a foreign language class. *Foreign Language Annals*, 42(1), 158-178.

Appendix R

Students' perceptions of the use of digital activities to enhance oral participation

N°	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The use of digital activities was helpful for developing my English vocabulary knowledge.					
2	My interest in improving my oral participation was increased through the use of digital activities.					
3	The use of digital activities motivated my participation in the activities proposed on ClassDojo					
4	The digital activities designed in ClassDojo allowed my active and dynamic learning.					
5	Access to oral activities was easy through the ClassDojo platform.					

Appendix S*Teacher personal journal reflection questions*

1. What curriculum strand and specific lesson did I teach?
2. What were the content and language objectives?
3. What strategy/strategies did I use in today's lesson?
4. Which SIOP features were implemented in today's lesson?
5. Give a brief description of the lesson.
6. Give a brief description of the outcome of the lesson.