

**GAMIFIED COMMUNICATIVE ACTIVITIES: THE IMPACT OF VIDEO-GAME
DYNAMICS IN EFL STUDENTS' COGNITIVE ENGAGEMENT.**

ACTIVIDADES COMUNICATIVAS GAMIFICADAS: EL IMPACTO DE LAS
DINÁMICAS DE VIDEOJUEGOS EN LA PARTICIPACIÓN COGNITIVA DE LOS
ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA.

**BARRERA BARRERA STEFANY
BIRKIGT CLAVIJO LISSY VIVIANA
GÓMEZ MARÍN PAULA ALEJANDRA**

**UNIVERSIDAD EL BOSQUE
SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAM IN BILINGUAL EDUCATION
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Abstract

The aim of this study was to identify the impact of implementing Gamified Communicative Activities (GCAs) in students' Cognitive Engagement. The participants were 18 Eighth graders (7 boys and 11 girls), from a public non-bilingual school in Bogotá, Colombia. Their answers on questionnaires, together with video recordings and field notes were validated through data triangulation. Afterwards, we analyzed the gathered data following the Grounded Theory methodology. Findings evidence that students enhanced their communicative processes in EFL and therefore their Cognitive Engagement when applying GCAs.

Keywords: Cognitive Engagement, English as a Foreign Language (EFL), Gamified Communicative Activities (GCAs), Learning, students.

Resumen

Este estudio tuvo como propósito identificar el impacto de implementar Actividades Comunicativas Gamificadas en la Participación Cognitiva de los estudiantes. Los participantes fueron 18 estudiantes de octavo grado (7 niños y 11 niñas), de un colegio público no bilingüe en Bogotá, Colombia. Sus respuestas en cuestionarios, junto con las grabaciones de video y notas de campo fueron validadas a través de la triangulación de los datos. Después de esto, nosotras analizamos la información recolectada al seguir la metodología de la Teoría Fundada. Los resultados evidencian que los estudiantes mejoraron sus procesos comunicativos y por lo tanto su Participación Cognitiva cuando se aplicaron ACGs.

Palabras clave: Actividades Comunicativas Gamificadas (ACG), aprendizaje, estudiantes, inglés como Lengua Extranjera (ILE), Participación Cognitiva.

Chapter I: Introduction

One of the main issues in teaching a group of teenage students from a public non-bilingual school in Bogotá, Colombia is their lack of Engagement. According to The Glossary of Education Reform (2016) “In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning” (p.1). Likewise, Davis, Summers, and Miller (2012) describe three types of Engagement: relational, behavioral and cognitive; the last one being the focus of this research, which they define as “the student’s completion of academic tasks and monitoring of his or her own learning habits” (p.31). In this respect, Cognitive Engagement plays a major role in students’ learning process.

Furthermore, new ways of teaching such as Gamification have shown a direct connection to students’ Cognitive Engagement; understanding Gamification as “the use of game design elements in non-game contexts” (Kingsley & Grabner-Hagen, 2015. p.2).⁶ To illustrate the close relation between these concepts, Davis, Sridharan, Koepke, Singh, and Bioko (2018) carried out a study to investigate the effects of Gamification in learners’ Cognitive Engagement, where they found “positive trends with respect to students’ perceptions of Gamification which impact on their learning, achievement, and engagement in the course material” (p.3). Therefore, Gamification could be a tool to address students’ lack of Cognitive Engagement. Consequently, this study aims to identify the impact of implementing Gamified Communicative Activities in a group of teenage students’ Cognitive Engagement in English as a Foreign Language (EFL) context. In this document, you can find first, the statement of the problem; second, the literature review; third, the research design which includes the type of study, instruments, instructional design, and the population. This study guided us through data analysis and identification of some

categories, in order to determine key information and find the answer to the research question. Finally, the pedagogical dimensions and implications are presented, as well as the general conclusion of our study.

Statement of the problem

Identifying the aspects that must be improved in English as a Foreign Language (EFL) class is key when considering different approaches to engage students. For instance, non-gamified activities fail to engage teenage students in the EFL class, as stated by Barkley (2009): “creating conditions in which students interact with each other as members of the learning community promote student engagement” (p.27). An approach that enhances those characteristics is Gamification, understanding it as the use of video game elements in the class. Moreover, Davis et. al (2018) carried out a study to investigate the effects of Gamification in learners; they found a “positive impact on their learning, achievement, and Engagement in the course” (p.3). This section explores the needs of a group of EFL students from a public non-bilingual school in Bogotá, Colombia; correlated to their Cognitive Engagement and a possible strategy to implement Gamification in order to foster their communicative skills. The statement of the problem displays the following aspects: first, context, population, and needs analysis; second, main problem; third, the strategy that we propose and finally, the main question, objective and rationale.

First, this research took place in a public non-bilingual school in Bogotá, where the participants were eighth grade students. They showed some difficulties that we identified through observational and non-observational techniques. We used audio recordings, transcripts, and field notes to determine the general difficulties of teenage students; it allowed us to make key annotations about class development. Throughout the observation,

learners seemed more engaged during competition activities. We implemented students' journals, which included open-ended questions that allowed us to establish connections between learners' insights and their demeanor. Those three instruments were essential to detect the difficulties of teenage students from a public non-bilingual school in Bogotá.

Based on the collected information and analysis, we identified students' lack of Cognitive Engagement during the English class. In this respect, Rotgans and Schmidt (2011) defined Cognitive Engagement as "the extent to which students' are willing and able to take on the learning task at hand." (p.467). In order to foster this willingness, the teacher should propose interesting activities to students, including aspects from their context and day to day lives. Taking into account the information collected through the needs analysis, it was evident that the use of traditional methods, such as non-gamified and game-based learning activities contributed to the lack of Cognitive Engagement. Additionally, learners' absence of confidence was an obstacle for them to express their ideas. On the other hand, they showed interest in activities that required them to communicate with their peers while competing against each other, which is a specific characteristic of Gamification. Deterding, Dixon, Rilla, and Lennart. (2011) defined it as "the use of game design elements in non-game contexts". (p.10) This explains that when referring to game design or gamification in general, it must be understood as elements taken from video games brought into non-gaming environments. In this way, the collected information was key to identify the elements (use of traditional methods, activities that did not address their interests and needs, and learners' lack of confidence) that caused students' lack of Cognitive Engagement.

Therefore, we propose the use of Gamification along with Communicative Language Teaching (CLT) to impact students' Cognitive Engagement and help them

enhance their learning process. Applying this method addresses students' needs through the use of video game elements, as well as highlighting the importance of communicative activities. To illustrate, Khan, Farzana, and Malik (2017) performed a study in which they integrated Gamification to analyze its effect on students' Cognitive Engagement. They found that the application of the method, specifically the use of "Gamification elements such as progress tracking system, points, feedback/help, challenge, audio, visuals, interactivity, goal/objective, and content presentation resulted in a significant gain in learning outcomes" (p.29). On the other hand, Ochoa, Cabrera, Quiñónez, Castillo, and González (2016) developed a study where they applied communicative activities such as discussions, role-plays, storytelling, interviews among others, which they defined as "activities that involve learners in authentic communication" (p.42). After applying those activities, they found that 80% of students were cognitively engaged. Since both of these studies target engagement, the combination of both might be innovative and fruitful in the classroom. Hence, it is essential to take into account that Students' Cognitive Engagement could be stimulated by Gamification through communicative activities.

Consequently, in an attempt to find a possible strategy to solve the problem, we formulate the following research question and objective: What is the impact of implementing Gamified Communicative Activities in Students' Cognitive Engagement? This question would lead us to our general research objective, be it: to identify the impact of implementing Gamified Communicative Activities in Students' Cognitive Engagement. To achieve this, we propose three specific objectives being them: to describe how students respond to Gamified Communicative Activities (GCAs); to analyze whether or not students are cognitively engaged while working on GCAs; and, to verify students' Cognitive Engagement after applying GCAs. Thus, we would demonstrate whether implementing

Gamification could be a possible strategy to impact Students' Cognitive Engagement in class.

All in all, after analyzing the previous information, Cognitive Engagement could be impacted through Gamification and the application of communicative activities in EFL (English as a Foreign Language) teenage students from a public non-bilingual school in Bogotá, Colombia. Undoubtedly, students seem to be more cognitively engaged when the proposed activities encourage and challenge them to use their communicative skills. Accordingly, the application of different approaches, such as Gamification through communicative activities in EFL contexts could be a possible way to improve students' Cognitive Engagement. The evidence suggested that Cognitive Engagement was a crucial aspect, which could be promoted through Gamified Communicative Activities in EFL teenage students from a public non-bilingual school in Bogotá, Colombia.

Rationale

Researchers such as Ochoa et. al (2016), Khan et. al (2017) and Davis et. al (2012) have found the influence of applying Gamification on learners' Cognitive Engagement through communicative activities in their EFL classes. In this section, we display the importance of implementing Gamified Communicative Activities (GCAs) in teenage students' Cognitive Engagement from a public non-bilingual school in Bogotá, Colombia. Towards this end, this essay explains the relevance of GCAs for not only students and pre-service teachers, but also the ELT context in Colombia.

First, Cognitive Engagement requires commitment from the students in EFL classes. Strategies such as Gamification are key to create an environment that allows students to be engaged and reinforce their communicative skills. Additionally, students feel

more confident to share their ideas and opinions. Barkley (2009) stated that it is highly appropriate to incorporate active learning among a group of learners, promoting collaborative work so they can help each other to achieve their goals; as it happens in a class where Gamification is applied. For this reason, students are more involved in their own learning process, not only within the classroom but also at home, which makes a massive difference in their educational outcomes. As a result, students are encouraged to be autonomous while learning a foreign language; thereby, building on their Cognitive Engagement.

Second, we as researchers in the educational field consider the implementation of innovative approaches in EFL learning environments, which can enhance students' Cognitive Engagement. We, researchers and pre-service teachers believe that implementing methods that encourage students' communicative skills is essential to build a more successful learning process and develop a class with better Cognitive Engagement than those that stick to non-gamified activities. Regarding this, Khan et al. (2017) found that “learning through Gamification developed for the students of a secondary school have a significant positive influence on their engagement in contrast to conventional teaching” (p.26). For this reason; we decide to implement Gamification through communicative activities with teenagers to analyze the possible implications in learners' Cognitive Engagement.

After researching recent studies, it is noticeable that most of the teaching approaches such as gamification come from foreign countries. One of them being Kapp (2012), who suggests that teachers implement Gamification in their curricula with the objective to create a fun environment for all students in the classroom, which allows students to learn in a better way. The study demonstrates how learners become more self-

conscious, independent, and acquire life-long learning skills. We consider that teachers and our students would benefit from those acquired skills. That is why this project complements previous research from other countries about Gamification including Cognitive Engagement in the Colombian context.

During the last few years, teachers and academics have noticed a concerning need for applying new approaches that involve and foster learners' Cognitive Engagement. Studies have shown that learners' Cognitive Engagement is enhanced when applying innovative activities such as Gamified Communicative Activities (GCAs). It is valuable for us researchers to implement the Gamification approach in the EFL Colombian context as a way of improving student's performance. This last part provides the teaching community with enough data to support Gamification as one of the effective approaches for ELT. For those reasons, it is important for students, educators and the EFL context in Colombia to implement Gamification as a possible approach that fosters students' Cognitive Engagement.

Chapter II: Literature Review

Before developing our research project, it was important for us researchers to know the current state of the concepts we wanted to apply. In the past decade, researchers in the educational field have developed different concepts, strategies and methods to guarantee a possible teaching-learning experience for students. Therefore, through a needs analysis, we found students' difficulties regarding lack of engagement, poor attitude towards the class and lack of confidence when communicating in a Foreign Language. Consequently, we thought about the possibility of applying the following constructs: Gamification, Communicative Activities and Cognitive Engagement, all of them are relevant in the educational field. In this way, we shall elaborate on the constructs that we included on our research.

To begin with, we introduced a brief overview of the current definition of Gamification, Communicative Activities, and Cognitive Engagement. Although the definition of Gamification has fluctuated over the years, Kapp (2012) stated that implementing Gamification is not only about giving points or praising the students but also about rethinking the learning design to make it more accurate, appropriate and useful for both the teacher and the students. Additionally, when encouraging learners to communicate in a foreign language, it is relevant to remark on the usefulness of said communication. In this respect, Ali, Joshi, and Hareesh (2018) stated that "in communicative activities, students will find themselves in various real-life situations where the target language must be used." (p. 64). Thus, when students become aware of the real use of the target language, they could be cognitively engaged in the class. Huang, Hew, and Lo (2018) stated that

Cognitive Engagement “concerns students’ willingness to exert effort to understand the content and master skills.”(p. 3). The definition of Gamification, Communicative Activities and Cognitive Engagement were key to start our research study.

After analyzing the previous constructs, we decided to connect them and create a new concept called Gamified Communicative Activities or GCAs. This technique took communicative activities that targeted English language skills (speaking, writing, reading, and listening) and enhanced them with video-game elements. This chapter aims to show the current state of our selected constructs as well as the connection among them. Here, we present the two constructs that guide this research, which are Gamified Communicative Activities and Cognitive Engagement in students’ learning process, and finally how they can work together.

Gamified Communicative Activities and students’ learning process.

According to Laskaris (2014), almost 80% of the learners’ state that they would be more productive if their institution was more game-like. The world is changing constantly, which is why it is highly important that the educational field analyzes and understands how to adapt the teaching methodologies that are applied within the classroom. Deterding, et. al (2011) define Gamification as “the use of game elements in non-game contexts” (p.10). Additionally, the activities -especially Communicative Activities- that teachers perform during the lessons are essential in order to promote collaborative work and effective communication inside and outside the classroom. The aim of this essay is to provide insights on Gamification and Communicative Activities, their definitions and various characteristics, as well as an introduction to the concept of Gamified Communicative Activities, and their impact on the students’ learning process and on the teachers’ role. Here

you find first, the definition and characteristics of Gamification and Communicative Activities; second, the connection between those two concepts; third, an introduction and explanation about the concept of Gamified Communicative Activities; and finally, the connection among them.

Implementing the Gamification method adequately may promote learning inside the classroom. According to Benedict (2019) “Gamification is the process of incorporating game elements into non-gaming activities to trigger certain user behaviors. The game elements may include a range of gaming mechanics and dynamics” (p.2). Additionally, Huang, Hew, and Lo (2018) suggest “that goals, access, feedback, challenges, and collaboration are five motivating elements that should be considered when designing a gamified course.” (p.4). Thus, Benedict (2019) explains how game mechanics are the core of gamification including “Score, Ranks, Levels, Badges, Trophies, Team, Individual Tasks, Unlocks, Visualized dashboard or progress bar” (p.4) on a non-gaming environment. Nevertheless, in order to avoid a predictable development, including game dynamics such as “Achievement, Progress, Collaboration, Surprise, Collection, Competition” (p.4) are key to obtain a quantifiable outcome, which means that teachers are able to grade learners by giving students points and badges that represent their achievements and grades. Therefore, Gamification can be a powerful method if implemented appropriately.

In addition, the incorporation of game mechanics usually has a positive effect on students' engagement. The self-awareness that learners achieve when they “experience a sense of accomplishment when they progress in the game” is clear evidence that “when gaming elements are combined with education, it facilitates both fun and learning at the same time.” (Benedict, 2019, p.2). By doing so, engagement is evident and a core element

for the success of gamification in non-gaming environments. In support of this, Caponetto, Earp, and Ott (2014) state that the “enhancement of Engagement in learning tasks is the main driver for the adoption of Gamification techniques” (p.1). Therefore, the implementation of Gamification can have a positive impact on learners’ engagement.

This educational strategy has several advantages, which tend to make the learning process a more successful and fruitful one. Some of these benefits are directly connected to the students’ intrinsic motivation, which is an essential factor within an educational context. It provides a greater sense of creativity, choice, freedom, and responsibility; it makes students feel more socially connected and provides a sense of belonging; finally, it provides a greater sense of meaning and purpose regarding the activities and tasks that the teacher proposes. In this respect, Davis, et. al (2018) performed a study to investigate the effects of Gamification in learners; they found a “positive impact on their learning, achievement, and engagement in the course” (p.3). Therefore, students are usually more engaged since they feel that the lesson is related to what they need and like.

On the other hand, Communicative Activities give benefits to the students and those gains are connected with Cognitive Engagement to fulfill the learning process. Around the world, teachers constantly implement Communicative Language Teaching (CLT) as an approach with the objective of interacting in the target language and keep students motivated during classes. But most importantly, to engage them cognitively; in this respect, Rotgans and Schmidt (2011) describe this concept as "the extent to which students’ are willing and able to take on the learning task at hand." (p.467). Additionally, CLT highlights the communicative competence in non-bilingual students who have been learning English as a Foreign Language (EFL) with traditional methods. In support of this, a study by Ochoa

et. al (2016) state a relation between communicative activities and Students' Cognitive Engagement to learn English as a Foreign Language (EFL); the study was led by 8 EFL teachers with 180 senior high school students from the Amazon region of Ecuador; they found that learners felt highly motivated when teachers used communicative activities because those activities enhance fluency, pronunciation, and the use of English through meaningful experiences. Therefore, communicative activities are associated with Cognitive Engagement to have a successful learning process.

Finally, Gamified Communicative Activities are connected with the development of communicative skills. The use of these activities helps students to accomplish a real development of their skills and learn in a playful environment which at the same time enhances their Cognitive Engagement. Gamified Communicative Activities or GCAs are then created to upgrade Communicative Activities through the use of video-game elements in the classroom. We include some elements of gamification mentioned by Huang et al. (2018) as "Badges, goal-related activities, progress tracker" (p.5), along with specific gamification dynamics suggested by Benedict (2019) such as "achievements, progress, collaboration and competition" (p.5). In this way, students follow their learning process in a more self-conscious way, since they know beforehand what is expected from them at the end of the activity (goal), what they have to do to accomplish it, and what they need to improve. Therefore, we aim to enhance the concept of communicative activities with three Gamification principles categorized by Brand (2018) as rewards, levels of progress, and instant feedback. We put together the concepts provided by Huang (2018), Benedict (2019) and Brand (2018) in order to guarantee a gamified environment and communicative experience that would guide students' intellectual growth. For this reason, Gamified

Communicative Activities (GCAs) are useful resources to enhance Cognitive Engagement and develop students' communicative skills.

The ultimate goal in education, in general, is to make the learning process as enriching as possible. In order to achieve this, it is essential that we, as teachers, identify what students need, their strengths and flaws and what motivates them to learn. Following this idea, the lesson plans, the activities that we propose within the classroom and the way we decide to perform them represent a great influence on students' outcomes and our role as educators. For this reason, all of these elements must connect accordingly that the teaching-learning process reflects what we aim to achieve. Therefore, by making the lessons fun, interesting and meaningful, students' Cognitive Engagement improves significantly, and we can reach our objective as teachers.

After all, Gamified Communicative Activities are helpful to build up communicative competence in learners who are studying English as a Foreign Language (EFL). Communicative Activities and Gamification enhance Students' Cognitive Engagement and motivation during their learning process. Additionally, students can practice different skills such as speaking and listening in order to develop their communicative competence, not only within the classroom but in real-life situations as well. As a result, it is key that teachers are aware of students' needs and interests; in that way, Communicative Activities that apply during the lessons promote learning and help students achieve a high level of proficiency in a foreign language. As a result, Gamified Communicative Activities (GCAs) are a highly recommended way to impact Students' Cognitive Engagement.

Cognitive Engagement in the light of Gamified Communicative Activities.

Recently, researchers in the educational field have been concerned about the intricacy of students' lack of Cognitive Engagement, which is defined by Barkley (2009) as learners' capability to be invested in all areas of their own learning process. Furthermore, Davis et al. (2012) suggest that students' engagement encompasses "three interconnected dimensions: behavioral engagement, Cognitive Engagement, and relational engagement" (p.21). Particularly in our research, we decide to focus on Cognitive Engagement, defined by Huang, et. al (2018) as "psychological investment in learning" (p. 4) because we want to understand how the implementation of innovative techniques can have an effect on the intellectual growth of the learners who are part of this research. This essay aims to show the relationship between Cognitive Engagement and Gamified Communicative Activities correlated to students' learning process. First, we explain the researchers' current definition of Students' Engagement and Cognitive Engagement; second, we explain the relation between Cognitive Engagement and Gamified Communicative Activities; lastly, we show the connection to our research and the final remarks.

First, it is essential to mention the current definition of students' Engagement and Cognitive Engagement. Students' Engagement is currently defined as students' "active participation in instruction and other school activities, desire to succeed, willingness to expend effort to achieve, and persistence in the face of obstacles" (Davis et al., 2018, p. 500). These aspects are key to determine whether or not students are engaged in class. Hence, in an article regarding students' cognition, Tomporowski (2015) refers to Cognitive Engagement as "the allocation of attentional resources and effort that is needed to master difficult skills" (p. 52). Consequently, teachers can identify students' level of Cognitive Engagement when analyzing students' results on summative or formative assessment. In

brief, understanding the most recent definition of Students' Engagement and Cognitive Engagement is crucial for our research.

Second, we explain the relation between Cognitive Engagement and Gamified Communicative Activities. Huang et al. (2018) developed a study in which they aimed to test whether or not Gamification had any effect on Students' Cognitive Engagement. They selected two classrooms with 48 students each, where one class would have Gamified Activities while the other one would only have non-gamified activities. After applying, analyzing and comparing the post-course test, researchers found that students from the gamified course scored higher than those in the non-gamified classroom. This suggests that students in the gamified classroom were clearly more cognitively engaged than those who learned in a non-gamified environment. Likewise, Benzing, Kamer, and Schmidt (2016) developed a similar study in which students had physical breaks and activities and demonstrated to be cognitively engaged since they were able to "perform fast mental operations and react with an appropriate motor response" (Benzing et al., 2016, p. 4). In this way, students show a higher Cognitive Engagement after being part of a gamified environment, considering that it fosters problem-solving skills, attention and competitive behavior. Clearly, Cognitive Engagement seems to be a pivotal element in the Gamified Communicative Activities.

Finally, we show the connection between the theory and our research. Through Communicative Activities, students have meaningful experiences that promote a successful learning process. As Barkley (2009) mentions in her book, there are many tips, strategies, and techniques that help teachers to engage their students inside the classroom. Those elements can be used within a gamified environment as well. It is remarkable to say that, when students are cognitively engaged while learning in a gamified environment, they are

constantly acquiring knowledge and perfecting their communicative skills, which result pivotal to their progress and performance. As it is proven in Huang et al.'s study (2018), encouraging students to participate, express their views, linking and sharing ideas “helped promote students’ sense of competency.” (p.17). Thus, we can infer that applying strategies that focus on Cognitive Engagement may enhance students’ learning. In this way, it is evident how previous researches are related to our research.

Thus the connection between Cognitive Engagement and Gamified Communicative Activities (GCAs) results crucial for our research. Accordingly, in order to have a successful GCA experience students need to be cognitively engaged, which essentially means that students’ monitor themselves with the intention of improving their learning process (Huang et al, 2018). Thus, when students participate in GCAs, they understand their mistakes as aspects to be improved in their journey of achieving a better communicative performance while using each English skill (speaking, reading, listening and writing). Subsequently, understanding the close relation between GCAs and Cognitive Engagement is fundamental to develop our research.

Chapter III: Research Design

Qualitative action research has been chosen by most teachers' researchers as a method to improve their performance as well as students' learning experience; since according to Creswell (2012), this type of research has allowed educators to identify challenges, plan, apply and adjust possible ways to solve them. Likewise, we intended to conduct our study with a group of eight grade students between 13 and 15 years of age who disclose a lack of Cognitive Engagement. In this way, we planned to implement Gamified Communicative Activities (GCAs), understood as Communicative Language Teaching (CLT) activities enhanced with video game mechanics as a tool to foster Students' Cognitive Engagement. This chapter aims to display the characteristics of how we designed and conducted our research study. Hither, you can find the type of study, population, instruments, and procedures for data collection, and instructional design.

Type of Study

To conduct our research project; first, we became familiar with the definition of qualitative research. We understand Qualitative Research (QR) as the process of "collecting primarily textual data and examining it using interpretative analysis" (Heigham and Croker, 2009, p.5). In this way, we undertook our study around analyzed data, considering that QR "focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives" (University of Utah, 2019, p.1). Since we would like to understand why students presented lack of Cognitive Engagement and how Gamified Communicative Activities might help them to improve their learning experience, this research method was suitable for what we

aimed to explore. Identifying the definition of qualitative research was pivotal to determine it as the chosen approach for our study.

This research study was undertaken using the principles of action research. This type of research is defined as “a process in which teachers investigate teaching and learning so as to improve their own and their students' learning.” (BBC, 2014, p.1). It is relevant to mention the four stages of action research shown by Laitsch (2019) as planning (identifying a problem), acting (trialing possible solutions), observing (analyzing the results after applying the said solution) and reflecting (evaluating and learning from the findings) (Figure 1).



Figure 1. The cycle of Action research. Taken from Laitsch, (2019)

In this respect and following the proposed cycle of Action research, we identified a problem regarding students' lack of Cognitive Engagement, after that we collected and analyzed evidence that suggested ways of improvement. Thus, we implemented a possible

solution be it Gamified Communicative Activities; in this way, we reflected upon the current EFL teaching process in our context. Consequently, we chose Action Research because it was fitting to the particularities of our research study.

Population

The school we were working with was a non-bilingual public school, located in Bogotá, Colombia. It provides an education program to students from 6th to 11th grade. The group of selected students that were part of our inquiring process were eighteen teenagers from 8th grade, they were between 13 and 15 years old, they were 7 boys and 11 girls. An important majority of the learners liked traveling, playing sports, going out with friends, and watching movies; most of them did not like the English class. Therefore, these diverse characteristics allowed us to study and analyze the class in great depth during our research exercise.

The process to select the participants was based on class observations and various experiences that we shared with our population. Throughout this process, we realized that teenagers were the ones who encounter more difficulties in regard to Cognitive Engagement during the lessons. One of the biggest challenges for teachers that work with teenagers is to make the lessons appropriate and attractive to students, so they become interested and participate actively. In this respect, Burns and Richards (2012) stated that “a priority for teachers is understanding the specific characteristics and dispositions of one's learners and making them the focus of teaching” (p.9) To sum up, it was essential to take into account not only the context but also their ages, interests, and needs in order to plan, propose and perform attractive lessons for students.

After all, the students must be willing to contribute with information regarding the topic that would be used in the research project. The learners, who agreed to participate in our research project, were teenagers between 13 and 15 years old; due to this situation, each student should have their parents' permission. According to the (ICBF) Instituto Colombiano de Bienestar Familiar (2006) "Abstenerse de entrevistar, dar el Nombre, divulgar datos que identifiquen o que puedan conducir a la identificación de niños, niñas y adolescentes... En cualquier otra circunstancia, será necesaria la autorización de los padres o, en su defecto, del Instituto Colombiano de Bienestar Familiar" [Refrain from interviewing, giving the name, disclosing data that identify or that may lead to the identification of children and adolescents... In any other circumstances, the authorization of the parents or, failing that, of the Colombian Family Welfare Institute, will be necessary]. (p 31 - 32). The parents or tutors' students had to sign a consent form, which notified them about the instruments used such as video recordings, checklists, and field notes; whereby we as researchers collected all the data needed for our research project. In the consent signed by students', parents and the school (see Appendix 1), both would be informed that the confidential information gathered through the instruments would be used in slide presentations, and publications in order to present our final project. After the study has been completed, the information would be eliminated. Briefly, the school and parents' permissions were essential to use all the data collected in the research project.

Instruments for data collection

There are different instruments to gather data in the action research approach, we selected a few that were of relevance to our study. The process of designing the instruments led us, as researchers, to draw final interpretations and conclusions from primary sources of

data. By using observation checklists and field notes as well as comparing and contrasting this information with video recordings, transcripts, and questionnaires, we were able to collect all the information that we need in our research. The selected instruments were significant in gathering the required data for our study.

Subsequently, we used observational checklists and field notes (Appendix 2) to keep a record of what happened in the classroom. The observational checklist instrument allowed us to gather unbiased information since we could “focus on what actually occurs, rather than trying to capture everything that happens” (Kawulich, 2012, p.160). Afterward, we complemented the checklist with factual and objective field notes which “involves writing or taking notes while the research is taking place” (Clarke, 2016, p.11). Overall, these two instruments should be considered as one, since they were (useful) to keep a record of what occurred in the classroom.

Additionally, we used the video recording technique, as an observational technique, which enables us to record all that happens in the classroom. This technique allowed us to capture in detail interactions among the students during the development of Gamified Communicative Activities in the classroom (Appendix 3). According to Kilburn, (2014), this is a “method of capturing the fullest-possible range of actions and interactions” (p.3); therefore, video recordings showed the students’ participation in the Gamified Communicative Activities and their interactions using the Foreign Language. As expressed, video recordings were a useful technique to gather information about the students’ learning process.

Finally, we decided to use an instrument that could educate us on students’ perceptions and results. In this respect, the questionnaires (Appendix 4) allowed us to collect key information and insights on students’ thoughts and responses towards the

Gamified Communicative Activities that we aim to implement within the lessons. The questionnaires consist of open and close-ended questions which took into account different aspects of the class and its dynamics. In this way, after each session, we were able to identify and analyze students' responses to our proposal and see if students were cognitively engaged and if they experienced an enriching learning process. Therefore, with this information, we were able to analyze the impact of Gamified Communicative Activities on students' perceptions and results.

Data analysis procedures

Hence, after selecting our instruments we planned our data analysis procedures. As Kte'pi (2020) says data analysis "is the examination, exploration, and evaluation of information (data) with the goal of discovering patterns." (p.1). Thus, following the order previously mentioned, we decided to analyze our data shortly after each session that it was collected from. In this way, we were able to discover the patterns at an early stage of our research, which helped us identify whether or not GCA's engaged the students in their foreign language learning process. In brief, following a system was key for a precise analysis of our data.

Therefore, we identified patterns through the triangulation of our instruments. Understanding it as the use of "more than one method to collect data on the same topic (...) to capture different dimensions of the same phenomenon." (Kulkarni, p.1,2013). The use of triangulation not only helped us discover important patterns that we had expected to see, but also we identified unique bearings from the participants of the study that resulted beneficial for our inquiry and opened space for further research. On the whole, triangulation was key in order to identify patterns after the data collection.

Here we presented the way we researchers planned to codify the data to be collected. Correspondingly, to each instrument we gave a specific code: Checklists (ChL), which had six different aspects, and field notes (FN), which described the development of the classes; video recordings and transcripts (VRT1:(since-until)), where English words were typed in red, and context was highlighted in blue; and Questionnaires (Q) that had three closed and three open-ended questions. After that, we added the class number (#) and question number along with the student's code (St1); for example, (VRT1 :(2:30-3:00) St3). As a result, we then knew exactly where the information was coming from.

As mentioned before, the last step on our data analysis procedure was categorization. In order to demonstrate the findings of our research we filtered depending on whether or not students were cognitively engaged when participating in the Gamified Communicative Activities (GCAs). To do so, we designed a matrix that included the three main constructs that guided our research be them, Cognitive Engagement, Communicative Activities and Gamification; as well as the instruments that we used (Checklists and field notes, video recordings and transcripts, and questionnaires). In the matrix, we kept a record of when and how the class met our expectations; we were able to highlight unique patterns that would later become the categories that led our data analysis. In other words, the matrix creation was fundamental in order to categorize the information.

Instructional Design

Furthermore, Communicative Language Teaching or CLT is an approach which emphasizes on communication to get a high proficiency in a Foreign Language. According to Dörnyei (2010) "CLT methodology was centered around the learner's participatory experience in meaningful L2 interaction in (often simulated) communicative situations,

which underscored the significance of less structured and more creative language tasks.” (P. 1); Hence, Communicative Language Teaching is an approach, which helps students learn to improve the four English skills taking into account that a learner produces through speaking and writing and receives input from reading and listening. As a result, the CLT approach has been implemented in Foreign Language instruction for high proficiency learning through communicative activities.

After defining the approach being CLT, we decided to implement an original technique as we named it Gamified Communicative Activities or GCAs. When creating GCAs, we took into account Communicative Activities (CAs) which according to Ochoa (2016) “include pair work, group work, and role plays, which have been considered essential exercises that [...] promote a motivating classroom environment” (p.45). Furthermore, we took the elements of Gamification provided by Huang (2018) as goals (badges), access (levels or tasks), feedback (personal and group progress tracker), challenges (Competition, improving previous tasks) and collaboration (teamwork, cooperation, and communication). Subsequently, we merged these two concepts, Gamification and CAs, resulting in GCAs, which are communicative activities enhanced with video game elements. Thus, we established to use Gamified Communicative Activities or GCAs as our technique inside the classroom.

Consequently, we displayed our proposed model for Gamified Communicative Activities (GCAs). First, students were divided into teams, in this way they were involved in a video game-like setting from the beginning. Second, we presented students the badges (the communicative goal of the class) that they needed to achieve during the lesson, so students had a clear idea of what they were supposed to accomplish during the course. Next, intending to foster the same sense of autonomy a student would get when playing a

video game, the teacher provided different options of activities and tasks that students could choose from (role-plays, find someone who, compare pictures, among others). During the activities, the teacher gave constant feedback so that learners could know the state of their progress and improve promptly. Afterward, teachers challenged students to prove their knowledge by creating a competitive environment among the teams. Nevertheless, students were encouraged to have a sense of collaborative behavior while working with or against other teams to achieve their common goals. On that account, when implementing the proposed model, we make sure GCAs are carried out successfully.

There are different types of lesson plans according to the teachers' and students' needs and objectives; one of the most common is the Presentation, Practice, Production (PPP) method. The PPP method is a quite effective and appropriate way of organizing the lessons and the activities that the teachers aim to propose and perform. As Harmer (2009) states, "in this procedure, the teacher introduces a situation which contextualizes the language to be taught" (p.80). This type of lesson consists of three stages: presentation, practice, and production. The presentation stage is where the topic is introduced by using exercises and games in order to identify what students know about the topic and to give them insights on it. During the practice, students perform tasks along with the teacher's guidance. Finally, the production stage focuses on allowing and encouraging students to develop and do freer activities where they can be more creative and independent. However, this type of lesson plan also involves a warm-up stage, where teachers usually do short activities to set the mood of the lesson; and an evaluation stage, where students are encouraged to apply and demonstrate their understanding of the topic. In this way, by working with this format, the teachers are able to plan the lessons in an efficient and organized way.

Moreover, the type of lesson plan that we chose to develop is as important as the activities that we aimed to implement throughout this study. We decided to use PPP for various reasons: it allowed us to include all the necessary information about the lessons; it is very specific and organized in such a way that we, teachers, felt confident about the tasks that we wanted to perform; the different stages provided us with a sense of management that the class dynamics and transitions happen in a smooth way for both the teacher and the students. This was key to implementing Gamified Communicative Activities because we could identify when, where and how to include our proposal within the lessons in order to achieve our main goal. In this respect, we considered that the most suitable stages to apply Gamified Communicative Activities were practice and production. During these stages, teachers were able to observe and analyze how students respond and behave, and the impact that this type of activities had on their Cognitive Engagement and learning process. As a result, the PPP type of lesson plan gathers all the necessary characteristics that allowed us to implement Gamified Communicative Activities and reach our objective.

The topic chosen to develop our research project was *Traveling Around the World*. Students went on a pretended trip around the world following an itinerary which was created to be developed through 8 classes. From London to Mexico, learners were supposed to explore the culture in each country they visited, expecting that it may provide them with meaningful experiences that stayed with them throughout their lives. Across the classes, they acquired the knowledge about the activities that they could do in each nation, objects to pack, means of transportation, and typical meals from each one of those places, among other key elements to consider before traveling. Thus, students could learn more about countries around the world.

The traveling plan created for this program was intended to create a sense of global citizenship in students. First, we took the definition of global citizenship from Oxfam (n.d), who stated that it “is all about encouraging young people to develop the knowledge, skills, and values they need to engage with the world” (p.1). Consequently, we created a travel plan for students where they were supposed to visit one country per class and two nations from each continent departing from their home country, in this case, Colombia, and starting the simulated trip in London and ending it back in Colombia (See Table 1). By the end, students could compare and contrast the different cultures with their own. This would help learners build a global perspective and thereby become global citizens understanding that concept as people who are “aware of and understands the wider world - and their place in it.” (Oxfam, n.d, p.1). In other words, by following the travel plan students would become global citizens.

Finally, we designed Gamified Communicative Activities (GCAs) to be applied to this qualitative research project. After identifying students’ characteristics and selecting the instruments for data collection, we created Gamified Communicative Activities, hoping that they would have an impact on students’ Cognitive Engagement. In the next chapter we show the analysis of the data collected after applying GCAs.

Table 1. Lesson plans: timetable

Lesson Plan # Date Instruments	Topic/Stages	Research Objective	Learning objective	GCA’s in this lesson
1 Sept 9th	Topic: First stop, London + sentence order. Warm-up: Whatcha packing? (Weather, clothing, seasons)	In this lesson we aim to: -To describe how students	At the end of the lesson students will be able to:	Mission Goals: X - Finish the writing format and the short

<p><u>Checklist and field notes,</u> <u>video recording</u></p> <p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>Presentation: “How do I get there?” (Students will be given different transportation, currency, landmarks, hotels, and B&B; options they can choose from) Practice: Writing task in which students must provide the information about their money, transportation, etc. As a check-in requirement. Production: “Checking in a hotel” Role play in pairs. Evaluation: “What type of clothing is best, how’s the weather, what places can you visit, what can you do there, what’s the culture and extra points for random facts”</p>	<p>respond to GCAs.</p> <p>- To analyze whether or not students are cognitively engaged while working on GCAs</p> <p>- To verify students’ level of improvement after applying GCAs</p>	<p>- Students will be able to have a short conversation about themselves with the hotel receptionist.</p> <p>-Students will be able to introduce themselves to a hotel.</p> <p>-Students will be able to provide personal information.</p>	<p>dialogue in less than fifteen minutes</p> <p>X - Perform their dialogue in front of the class</p> <p>Badges: Pen magic (writing skill), and Brave fire (speaking skill)</p>
<p>2 Sept 16th</p> <p><u>Checklist and field notes.</u></p> <p><i>(ONLY DURING</i></p>	<p>Topic: Second stop, France Warm up: How can we travel from London to France? Presentation: French cuisine + Countable and uncountable nouns Practice: Students describe their visit to France in a recipe sequence using a</p>	<p>In this lesson we aim to:</p> <p>-To describe how students respond to GCAs.</p> <p>- To analyze whether or not students are cognitively</p>	<p>At the end of the lesson students will be able to:</p> <p>-Students will be able to compare countable and uncountable noun</p>	<p>Mission Goals:</p> <p>X - Write sentences by using countable and uncountable nouns</p> <p>X - Create a shopping list</p>

<p><i>PRACTICE AND PRODUCTION STAGES)</i></p>	<p>comic strip. Individual work.</p> <p>Production: Students get together in their groups and share their stories.</p> <p>Evaluation: Check the lesson's progress and process and provide the stars that they won</p>	<p>engaged while working on GCAs</p> <p>- To verify students' level of improvement after applying GCAs</p>	<p>-Students will be able to identify countable nouns from pictures.</p> <p>- Students will be able to identify uncountable nouns from cards</p> <p>- Students will be able to write sentences by using countable and uncountable nouns.</p>	<p>for the supermarket</p> <p>X - Say the list aloud correctly.</p> <p>Badges: Pen Magic (writing skill), and Brave Fire (Speaking skill)</p>
<p>3 Sept 25th (See Appendix 5)</p> <p><u>Checklist and field notes, and questionnaire.</u></p> <p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>Topic: Third stop, Egypt</p> <p>Warm up: How can we travel from France to Egypt? list 10 useful things for traveling.</p> <p>Presentation: Important places of Egypt and cultural information + quantifiers.</p> <p>Practice: Students should use the hieroglyphics in order to discover the hidden-message and write it.</p> <p>Production: Students will be given a sentence, they will have to write it in code</p>	<p>In this lesson we aim to:</p> <p>-To describe how students respond to GCAs.</p> <p>- To analyze whether or not students are cognitively engaged while working on GCAs</p> <p>- To verify students'</p>	<p>At the end of the lesson students will be able to:</p> <p>-Students will be able to use quantifiers properly.</p> <p>-Students will be able to understand the use of quantifiers in a text.</p>	<p>Mission Goals:</p> <p>X - Finish the reading comprehension task in less than ten minutes</p> <p>X - Finish the writing task in less than fifteen minutes</p> <p>X - Say the sentences aloud correctly.</p>

	<p>or “hieroglyphics” after that students will exchange their drawings with a friend and try to guess where in Egypt they are and what they are doing. Evaluation: Check the lesson’s progress and process and provide the badges and Extra points that they earned</p>	<p>level of improvement after applying GCAs</p>	<p>-Students will be able to write short sentences by using quantifiers.</p>	<p>Badges: Laser Vision (reading skill), Magic Pen (writing skill), and Brave Fire (speaking skill).</p>
<p>4 Oct 2nd (See Appendix 6)</p> <p><u>Checklist and field notes, and questionnaire.</u></p> <p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>Topic: Forth stop, India Warm up: How can we travel from Egypt to India? Choose the best medium of transport. Presentation: Explanation about the different deities on the Indian culture + How much/ how many Practice: Each student will have a picture of a Hindu Deity and its description, using these information students should write two how much and two how many questions. Production: Students will have to prepare a description of their given god and have a short discussion with their classmates explaining the characteristics of it. Evaluation: Check the lesson’s progress and process and provide</p>	<p>In this lesson we aim to:</p> <ul style="list-style-type: none"> -To describe how students respond to GCAs. - To analyze whether or not students are cognitively engaged while working on GCAs - To verify students’ level of improvement after applying GCAs 	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> - Students will be able to use how much and how many questions in order to describe deities from the Indian culture and hold a short discussion with their classmates. <p>-Students will be able to write how much and how many questions.</p> <p>-Students will be able to identify</p>	<p>Mission Goals:</p> <p>X - Write questions and answer them by using how much and how many questions.</p> <p>X - Participate in the discussion and answer all the questions proposed by the teacher.</p> <p>Badges: Magic Pen (writing skill) and Brave fire (speaking skill)</p>

	the badges and Extra points that they earned		the differences between dirties from the Indian culture.	
<p>5 Oct 16th</p> <p><u>Checklist and field notes, and questionnaire.</u></p> <p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>Topic: Fifth stop, Japan.</p> <p>Warm up: How can we travel from Egypt to Japan? Ask to find 3 stops on the map to get to Japan's port.</p> <p>Presentation: Things Japan is famous for + Some / any</p> <p>Practice: Students will have fragments of an article about a person's review of their visit to japan. In groups they will have to piece the information together in the right order</p> <p>Production: Students need to create a list on their notebooks in which they should write specific elements that they can buy on a shopping center in Japan</p> <p>Evaluation: Check the lesson's progress and process and provide the badges and Extra points that they earned</p>	<p>In this lesson we aim to:</p> <ul style="list-style-type: none"> -To describe how students respond to GCAs. - To analyze whether or not students are cognitively engaged while working on GCAs - To verify students' level of improvement after applying GCAs 	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> -Students will be able and use Japan's information in order to use some and any -Students will be able to understand a short reading (article) about a person's visit to Japan - Students will be able to use some and any in the creation of a list to buy things. 	<p>Mission Goals:</p> <ul style="list-style-type: none"> X - Read and organize a paragraph in less than 5 minutes. X - Share the understanding information with their classmates orally X - Create a list of things to buy in Japan <p>Badges: Laser vision (reading skill), and Brave fire (speaking skill)</p>
<p>6 Oct 23th</p>	<p>Topic: Sixth stop, U.S.A</p> <p>Warm up: How can we travel from Japan</p>	<p>In this lesson we aim to:</p>	<p>At the end of the lesson students will be able to:</p>	<p>Mission Goals:</p>

<p><u>Checklist and field notes, and questionnaire.</u></p> <p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>to the United States of America? Create the correct travel route on the map.</p> <p>Presentation: Famous places of the USA + Prepositions of place and time.</p> <p>Practice: Students are going to listen to an audiotape, in order to fill the gaps with the correct prepositions of place and time in a format.</p> <p>Production: Complaint letter to the hotel or restaurant.</p> <p>Evaluation: Check the lesson's progress and process and provide the badges and Extra points that they earned</p>	<p>-To describe how students respond to GCAs.</p> <p>- To analyze whether or not students are cognitively engaged while working on GCAs</p> <p>- To verify students' level of improvement after applying GCAs</p>	<p>- Students will be able to foster their writing and listening skills through U.S.A's information.</p> <p>- Students will be able to identify specific information when listening to audio.</p> <p>-Students will be able to use the preposition of place and time to write a complaint letter to a hotel or restaurant.</p>	<p>X - Listening to the audiotape and filling the gaps.</p> <p>X - Write a complaint letter using prepositions of place and time.</p> <p>Badges: Sound effects (Listening skill), and Magic Pen (Writing Skill)</p>
<p>7 Oct 30th (See Appendix 7)</p> <p><u>Checklist and field notes, questionnaire</u></p>	<p>Topic: Seventh stop, Mexico.</p> <p>Warm up: How can we travel from the U.S.A. to Mexico? Create their own route to arrive at it.</p> <p>Presentation: Famous celebrations (the Day of the Dead) + adjectives for physical description</p>	<p>In this lesson we aim to:</p> <p>-To describe how students respond to GCAs.</p> <p>- To analyze whether or not students are cognitively</p>	<p>At the end of the lesson students will be able to:</p> <p>-Students will be able to describe a relative on a written paper.</p> <p>-Students</p>	<p>Mission Goals:</p> <p>X - Listening to the video and highlight the adjectives for physical description.</p> <p>X - Write a short paragraph using adjectives</p>

<p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>Practice: Write a letter to one member of their family who has passed away. Production: Report the previous exercise to an assigned classmate Evaluation: Check the lesson's progress and process and provide the badges and Extra points that they earned</p>	<p>engaged while working on GCAs</p> <p>- To verify students' level of improvement after applying GCAs</p>	<p>will be able to identify specific information such as adjectives for physical description when listening to an audio.</p> <p>-Students will be able to use the adjectives for physical description to write a paragraph in which they describe that person.</p>	<p>for physical description.</p> <p>Badges: Laser vision (Reading skill) and Magic Pen (Writing skill)</p>
<p>8 (To check student's learning) Nov 6th</p> <p><u>Any instrument was applied.</u></p> <p><i>(ONLY DURING PRACTICE AND PRODUCTION STAGES)</i></p>	<p>Topic: Back home Colombia Warm up: How can we travel from Mexico to Colombia? Through a map, students can see and decide the best route and medium of transportation. Presentation: General Review Practice: Develop short exercises per grammar topic seen in the English class. Production: Each one of the students receive and develop an evaluation format Evaluation: The teacher corrects the</p>	<p>In this lesson we aim to:</p> <p>-To describe how students respond to GCAs.</p> <p>- To analyze whether or not students are cognitively engaged while working on GCAs</p> <p>- To verify students' level of</p>	<p>At the end of the lesson students will be able to:</p> <p>- Students will be able to evaluate their progress and knowledge acquired during the English class.</p> <p>-Students will be able to use the knowledge acquired in</p>	<p>Mission Goals:</p> <p>X - Write correctly all the answers according to the grammar topic seen in class.</p>

GAMIFIED COMMUNICATIVE ACTIVITIES

	<p>exam with the whole class, by asking one student to go to the whiteboard and write the answers that they have, based on those answers, the teacher provides feedback and corrects the exam.</p>	<p>improvement after applying GCAs</p>	<p>the English class to answer simple questions.</p> <p>-Students will be able to select the best option according to topics learned in the English class.</p>	
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Chapter IV: Data Analysis and Findings

The main objective of this research study was to analyze the effects of implementing Gamified Communicative Activities or GCAs, on 8th graders' Cognitive Engagement from a public non-bilingual school in Bogotá, Colombia. In order to achieve the goal of this investigation process, the researchers designed 8 lesson plans, following a model proposed by Harmer (2009), be it PPP (presentation, practice, production). Additionally, the use of three data collection instruments, which were: checklists and field notes, video recordings and transcripts, and questionnaires; facilitated the analysis of the information and in this way, the accomplishment of the purpose of the research study.

We researchers decided to implement GCAs as a tool because students showed lack of interest in non-gamified activities, which resulted in learners being uncommitted during the class activities. Moreover, when students asked questions or communicated among them, they used their first language (Spanish). Nevertheless, students tried to use English when talking to the teacher as much as possible. Taking into account the previous information, researchers implemented GCAs to foster students' Cognitive Engagement, and through these activities, promote their communicative competence in English as a Foreign Language (EFL) class.

Accordingly, we analyzed the gathered information, looking for patterns in order to establish categories that were relevant to answer our research question. We took into account a data analysis method suggested by Creswell (2014) called Grounded Theory, which includes data collection of a specific context where researchers analyze it in a precise way. In order to answer the research question: "What is the impact of implementing Gamified Communicative Activities on Students' Cognitive Engagement?" We implemented GCAs, collected data through the three instruments mentioned before,

analyzed data, and finally, we identified similarities on it to establish categories that contributed to the development of this chapter.

Furthermore, to illustrate in a transparent manner the data collected, the researchers codified each kind of excerpt, according to the type of instrument in the following way: Checklists (ChL) and field notes (FN), video recordings and transcripts (VRT1:(since-until)) and Questionnaire (Q). After that, we added the class number (#), and question number (Q#) along with the student's code (St1). For example, (VRT1:(2:30-3:00) St3). So that we could know exactly where the information was coming from.

After reading and analyzing the data collected, we identified some patterns that guided us to organize them into categories. This information helped us to make connections between data and our constructs in order to analyze the impact of implementing GCAs in Students' Cognitive Engagement. Likewise, the aim of this chapter is to address the analyzed data as well as the categories that researchers identified, in order to answer the research question, and present the outcomes. Hence, this paper proposes three categories based on the data collected and its analysis process; first, students' communicative process in EFL to evidence their Cognitive Engagement; second, commitment to game dynamics as evidence of students' Cognitive Engagement; and third, cooperation as an indicator of students' Cognitive engagement.

Students' communicative process in EFL to evidence their Cognitive Engagement.

In a context where English is learned as a Foreign Language (EFL), it is very difficult to have students communicating in languages other than their mother one. As Vargas (2015) explains, "an aspect which affects EFL learners' fluency is the L1 influence or language interference. Similar to the learning environment, EFL students face the

problem of learning a foreign language in an L1 context" (p. 226). Certainly, that was the case of the participants of this research, who struggled to use English as a means of communication, since they had little to no contact with the foreign language. That is precisely why Cognitive Engagement was pivotal to determine the success of students' communication process. Nevertheless, they were not cognitively engaged during the non-gamified activities proposed in their EFL classes, which directly affected their performance. After Implementing GCAs, researchers discovered that students used the Foreign Language when participating in Communicative Activities, as evidence of students' Cognitive Engagement. The following paragraphs provide concrete examples of students communicating in EFL in a gamified context. They used language to the best of their ability to communicate with their teacher and peers in English.

Since the very beginning, researchers observed students' effort to communicate in EFL, while participating in Gamified Communicative Activities (GCAs), during practice and production stages. When we started to implement this project, students were afraid of making mistakes in front of their classmates. However, learners were receptive to teacher's corrections throughout the use of Communicative Activities; as it was evident in excerpt 1, the teacher and students were learning how to use *a*, in the context of countable and uncountable nouns, also in excerpt 2 is perceptible that these students felt engaged in the class.

Excerpt 1: (VRT4 (5:37-5:55))

TIME		OBSERVATIONS
START	FINISH	PRACTICE
5:38		75. UEB-T1: Ok, Manzana es Apple y si yo quiero decir, ¡tengo una manzana!
		76. SS: I have ...
		77. UEB-T1: I have
		78. SS: Apple
		79. UEB-T1: ok Apple
		80. St16: Puedo decir one o a
		81. UEB-T1: Ahh ¡Muy bien! ¿Por qué puedo decir a ?
		82. St16: Porque significa un o una.
		83. UEB-T1: Muy bien! Puedo decir a o puedo decir one , si ven que ¿Aquí hay otras formas de contar, que
		84. no son solo los números?
	5:45	

Excerpt 2:Q1Q6St6

4. ¿En qué tipo de actividades te sentiste más conectado e interesado en aprender inglés? ¿Por qué?

*en todas me gusta participar porque la profes
explican muy bien*

(Question 4: In what type of activities did you feel connected and interested in learning English? Why? Student's Answer: In all [the classes] I like to participate since the teachers explain [the topics] very well)

It is important to remember that these students have no interactions with the English language in their context; that is why they did not have a positive attitude towards communicating at the beginning of the course. In this way, creating a meaningful environment where each accomplishment mattered, helped them develop a different attitude towards EFL and consequently, it made the learning ideal for CLT activities, since those tasks “help maximize students’ opportunities to speak, encourage practice in the target language and provide benefits of student-student interaction, and so enhance the oral proficiency of the students”. (Owen and Razali, 2018, p. 47). Before implementing GCAs students were apprehensive to speak in English, nevertheless, during the research, it was evident how students’ fear of participation in class decreased, even if they were making a

mistake or saying something wrong. Thus, when the teacher applied GCAs inside the classroom, students showed better results when communicating in EFL.

On the same note, students also started to improve their oral interventions as evidence of their Cognitive Engagement. We could see how students' started to share meaningful comments in class as it was evident in findings below (see excerpt 3). For instance, in the following excerpt we could see how learners "offer insightful comments, pulling information from the content they previously learned." (Fulton, 2019, p.2), which according to this author is one indicator of students' Cognitive Engagement.

Excerpt 3: (VRT12 (0:01-0:49))

TIME		OBSERVATIONS
START	FINISH	PRESENTATION
0:01	0:09	1. UEB-T1: <i>chairs are in this room?</i> y la segunda dice <i>does the book cost?</i> ¿cual es
		2. <i>how many?</i>
0:15		3. UEB-T3: cinco, cuatro, tres, dos, uno
		4. UEB-T1: La primera cuál es?
	0:26	5. SS: <i>How many</i>
0:27		6. UEB-T1: Ok, como saben que es <i>how many?</i>
		7. St18: Porque las sillas se pueden contar
		8. UEB-T1: Gracias, porque las sillas se pueden contar
0:38		9. UEB-T3: Y la segunda?
0:40		10. St18: <i>how many</i>
		11. St20: <i>how much</i>
		12. UEB-T3: Y como sé que es <i>how much?</i>
		13. St18: Porque los libros...
		14. UEB-T3: No
		15. St18: cuanto cuestan los libros
	0:49	16. UEB-T3: Exacto! estamos hablando de precios

(Teachers and students were drilling when to use *How Much* and *How many*, in the context of countable and uncountable nouns.)

The previous information showed how students go "beyond the basic requirements and do what will best enable them to complete their assignment" (Fulton, 2019, p.2). This had to do with students' development of speaking skills and cognitive process; in a way that helped them remember the topics learned before and share their ideas with the class. In this

way, remarking the students' oral interventions was relevant to verify whether or not they were cognitively engaged.

Furthermore, the GCAs design was key for students' active use of the English language as an example of Cognitive Engagement. It is important to remember that the English classes focused on *Traveling Around the World* that help set students up for real-life situations, which facilitated the connection between class' topic and the use of language -in both- inside and outside of the classroom. This idea was also explained by Owen and Razali (2018), mentioning that "communicative activities encouraged language practice, which leads to developing speaking performance" (p.55). This can be seen in the following excerpts, where students describe their ability to use the English Language in different contexts.

Excerpt 4: Q5Q6St4

6. ¿Crees que las estrategias usadas en clase te han ayudado en otros aspectos de tu vida? (En el colegio, en casa, con amigos, etc.) ¿Cómo?

Si, porque algunas palabras las puedo decir en la casa y en otros lugares.

(Question 6: Do you think that the strategies used in class have helped you in other aspects of your life? (at school, at home, with friends, etc.) How?

Student's Answer: Yes, because I can say some [English] words at home and in other places)

Excerpt 5: Q1Q6St17

6. ¿Crees que las estrategias usadas en clase te han ayudado en otros aspectos de tu vida? (En el colegio, en casa, con amigos, etc.) ¿Cómo?

Si puedo decir algunas palabras en ingles

(Question 6: Do you think that the strategies used in class have helped you in other aspects of your life? (at school, at home, with friends, etc.) How?

Student's Answer: Yes, I can say some words in English)

Given the fact that English as a Foreign Language (EFL) was used in a daily life context such as registering in a hotel, complaining, travel directions, and some others; learners were able to remember words that helped them communicate with others in any of those situations, and allowed us to detect Cognitive Engagement. Having this in mind, the activities implemented in class through GCAs were key for students in order to use the English language, as part of Cognitive Engagement.

Overall, the Gamified Communicative Activities (GCAs) enabled students' communicative process and therefore Cognitive Engagement. In this manner, Owen and Razali (2018) mention that CLT encourages students to speak in a Foreign Language (FL). Likewise, the constant use of GCAs had a positive effect on learners' oral interventions, and using of the EFL in different contexts, given the fact that learners would not self-restraint when using the FL as they did at the beginning of the course. Evidently, the use of GCAs had a positive impact on students' Cognitive Engagement regarding communication through a Foreign Language (FL).

Commitment to game dynamics as evidence of students' Cognitive Engagement.

When students are part of a non-gamified context, it is common to obtain scores from one to five or one to ten that evaluate their performance. According to Harvard Business School (n.d) "Student performance [...] may be assessed along a variety of dimensions including class participation, individual written work on papers and exams, and group activities" (p.1). Equally, Li, Qi, Wang, and Wang (2014) mention, giving a grade in

the form of a number or a letter may interfere with students' learning development; and thus, the previous authors suggested that by simply adjusting the grading system for one that incentives students' learning, their performance may improve. Thereby, including game dynamics by giving a name, a purpose and a clear objective to each English skill, was relevant to cognitively engage students in the classroom; we proposed the use of game mechanics such as badges that we called Laser Vision (Reading), Brave Fire (Speaking), Magic Pen (Writing), and Sound Effect (Listening) to enhance communicative activities. In this way, it was clear to learners that they had to earn the badges since their communicative and learning process was being graded and not only their product. Therefore, when applying GCAs elements, we identified that students' commitment to their learning process- and overall Cognitive Engagement- was promoted when incorporating physical badges and extra-points. The coming paragraphs bring specific illustrations of using the badges mentioned before, that we created exclusively for this research project, in a gamified context (see Figure. 2), how students responded to said badges and how learners' performance in the English class improved.

Each badge equals a grade of 5.0 on the activity.



Figure 2. Badges used in the research project (Created exclusively for the study by Lissy Birkigt).

As we mentioned before, game mechanics had an effect on students' Cognitive Engagement while implementing GCAs. At the beginning of the research project, students were quiet during the English class and seemed to be bored; nevertheless, after presenting game mechanics such as badges and extra points, along with the importance of recognizing and correcting their own mistakes, students were drawn to be part of the Gamified Communicative Activities (GCAs). In the findings below we can see how “game design elements can yield different motivational functions” (Deterding, Roy and Zaman, 2019, p. 63) such as confidence and intrinsic motivation.

Excerpt 6: Q1Q5St7

5. ¿Consideras que incluir cosas como niveles, insignias y puntos durante las lecciones te incentiva a aprender inglés? (especialmente a comunicarse en situaciones de la vida real) Explica:

Si, por que me hace sentir mas confianza en mi y a sentir motivacion

(Question 5: Do you consider that including things like levels, badges and points during the lessons, encourages you to learn English (especially to communicate in real-life situations) Explain.

Student's Answer: Yes, because it makes me feel more confident in myself and makes me feel motivated)

Excerpt 7: Q1Q4St5

4. ¿En qué tipo de actividades te sentiste más conectado e interesado en aprender inglés? ¿Por qué?

en las dinamicas porque uno resibiendo puntos y cosas se inspira a aprender

(Question 4: In what type of activities did you feel connected and interested in learning English? Why?

Student's Answer: On dynamic ones since when one gets point and things one gets inspired to learn)

Excerpt 8: (FN4)

→ A student points to the board "teacher le falta la u en CoUntable" the teacher looks at the board and corrects the mistake. "1 extra point in reading" she says to the student who notices the mistake

A student points to the board "teacher le falta la U en coUntable" the teacher looks at the board and corrects the mistake "1 extra-point in reading" she says to the students who notices the mistake.

Here we can see how students themselves recognized the positive effect that these badges had on their performance. For instance, in the Excerpt 6 one of the students answered the question number 5 from the questionnaire, where he/she expressed that badges and points made him/her felt more confident and encouraged to learn English. As you could see in Excerpt 7, which is the question number 4 from the questionnaire, a student indicated that when he/she got points they felt inspired to learn. Finally, in the Excerpt 8, the observer teacher described how a student helped the teacher and participated during the class.

Evidently, learners put all their effort in order to achieve the goals of the activities proposed and consequently earn a badge. Bearing this in mind, it was evident that students' Cognitive Engagement improved after implementing game mechanics in the class.

Additionally, the use of progress trackers was key for students to truly commit to the tasks; that is how Cognitive Engagement was evident. As suggested by Huang et al (2018) “Progress trackers were used to indicate the activities they [students] completed.” (p.8); hence, before providing the first badges, learners were asked to draw the outline of a chart on their notebooks so that they could paste the badges earned after completing an activity correctly (see Image 1). In the data below (excerpt 9) it is evident that after learners *earned* their badges “they felt good to receive those recognitions, and hence many of them continued to work harder on the pre-class and post-class activities afterward” (Huang, 2018, p.16).

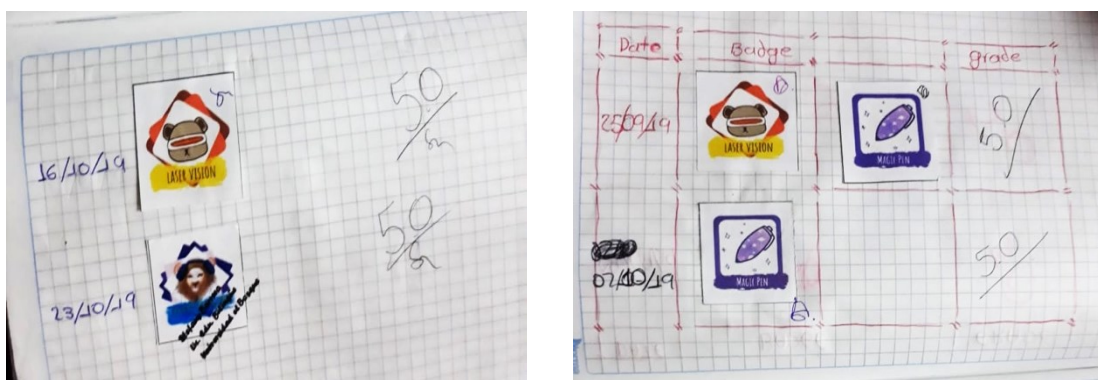


Image 1. Students' progress tracker (The image was taken from the St6 notebook.)

Excerpt 9: (FN4)

- ⇒ Students participate consistently and ask "extra point" after they answer teacher question
- ⇒ The teacher explains the next activity and explains that they will get a badge for reading and writing at the end of the activity IF it is done correctly.

>> *Students participate constantly and ask "extra-point" after they answer the teacher's question.*

>> The teacher explains the next activity and explains that they will get a badge for reading and writing at the end of the activity IF it is done correctly.

With the use of their own tracker students could see if they had achieved the goals of all the activities proposed for the class or not, if not, they were given many opportunities to drill, practice and deliver the task until they did it correctly, at the end they would always obtain a reward. After allowing learners to try again when they made a mistake, and not giving them a failing grade after the first attempt, we could see how “these badges (...) are a symbol of status in gamification. And users can exhibit these badges on their profile to show off their feats.” (Benedict, 2019, p.1). By being encouraged to improve, and being able to see their own and their classmates’ process and progress, learners were eager to focus on the tasks and earn the badges, since they liked to “demonstrate their competence by progressing and scoring more just like one does in games.” (Benedict, 2019, p.1); that commitment was key to identifying students’ Cognitive Engagement. Consequently, the implementation of progress trackers was pertinent for students to invest themselves and engage cognitively to the tasks.

Subsequently, students’ will and effort to learn triggered by game dynamics was an indicator of Cognitive Engagement during the course. Students were able to track their progress on their notebooks, just like a player would on a video game with the use of a chart. As stated by Benedict (2019) in his article about *Gamification in Education*: “the grading system can be based on these rewards where the learner is rewarded for every effort made (...) when they [students] give the right answers, a small reward such as XP [Extra Point] is provided for the efforts.” (p.1). We need to recall that, we had two types of rewards, badges that worked as the great reward, and extra-points that were earned when learners went beyond expectations to get better results, as it is evident in the following data

(see Image 2). Both of the rewards could only be earned if the students were cognitively engaged, committing to their own process and correcting themselves. |

SKILLS	#	BADGE	EXTRA POINT	TOTAL
SPEAKING		♥	+5 +5 +5	
READING		📖	+5 +5	
LISTENING		🎧	+5	

Not a student of the school

Image 2. Student's extra point tracker (The image was taken from St6 notebook)

Excerpt 10: (FN4)

"There are 31 days in January" — two students reply and the teacher gives them 5 extra points in the Speaking section.

"There are 31 days in January" — Two students reply and the teacher gives them 5 extra-points in the speaking section.

Excerpt 11: (FN4)

➤ During the first activity, students start working — few students ask "¿la actividad tiene puntos?" the teacher tells them that the activity will have extra points. afterward students sit down and start writing on their notebooks

During the first activity, students start working - few students ask "la actividad tiene puntos" the teacher tells them that the activity will have extra-points afterward students sit down and start writing on their notebooks.

As seen in the previous excerpts, students were motivated to put into practice their EFL knowledge on the activities and share their ideas frequently in order to earn an extra- point, it was evident how “this way of cumulative rather than reductive grading proves to be efficient as each evaluation and tests feel rewarding and not discouraging.” (Benedict, 2019, p.1). Identifying those indicators was key to determining whether students were cognitively engaged or not.

Overall, game dynamics and mechanics from GCAs were effective strategies to promote students’ Cognitive Engagement. With this in mind, the use of badges to evaluate students’ performance after practice and production activities had a great impact on their learning process which is closely connected to Cognitive Engagement. Likewise, the use of extra-points encouraged students to be aware of their learning process during the English class. As mentioned before by Deterding, Roy and Zaman (2019), those strategies helped students to be engaged and therefore partake in the activities proposed. As a result, the use of game dynamics and mechanics as part of GCAs endorsed students’ Cognitive Engagement in the English class.

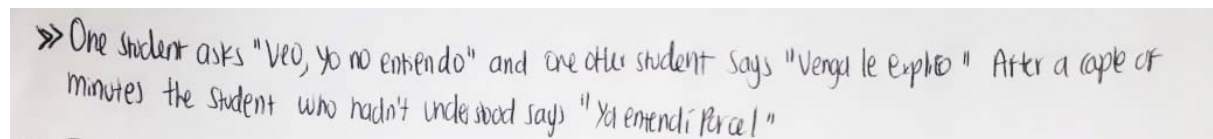
Cooperation as an indicator of students' Cognitive Engagement.

In the specific case of the 8th-grade students we were working with, it was evident that they were intrinsically motivated to not only learn inside the classroom but also to practice their skills in other non-academic environments. That bearing was a characteristic of students’ Cognitive Engagement; as Ibrahim (2017) explains: “Cooperation and exchange mechanisms had been put into practice by means of awarding "helpful" badges to students who created a common output in a writing exercise (...) or helped a friend in class.” (p. 3). Consequently, when students were using English as a foreign language (EFL)

to help others, we determined that situation as an indicator of Students' Cognitive Engagement inside and outside the classroom. The consecutive paragraphs provide specific information on how students' Cognitive Engagement facilitates their ability to help their peers while learning to communicate in EFL; as well as learners' willingness to share their knowledge in non-academic contexts.

First, Cognitive Engagement was evident when students helped their classmates achieve the goals proposed in class. During the whole semester, we could notice students' spontaneous will to help one another. According to Rotgans and Schmidt (2011), "being in the position to identify one's own learning goals in collaboration with peers fosters a feeling of autonomy, agency, and empowerment." (p.466). This was evident in most of the classes, the following excerpt is one example of this constant situation in the classroom.

Excerpt 12: (FN5)



» One student asks "Veo, yo no entiendo" and one other student says "Venga le explico". After a couple of minutes the student who hadn't understood says "Ya entendi parce!"

>> One student asks "veo, yo no entiendo" [Meaning "hey I do not understand"] and one other student says "venga le explico" [Meaning "Come on, I explain it to you"] After a couple of minutes the students who hadn't understood says "ya entendi parce!" [Meaning "I understood"]

OBSERVATIONAL CHECKLIST AND FIELD NOTES N° 2
 Date: 16/04/2019

This format is to be filled in during the practice and production stages of the lesson.

Observation check	Yes	No	Some
Students listen to instructions given by the teacher and follow them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are using English as best as they can while communicating their ideas to their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students ask questions and seek clarification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students connect their previous knowledge to the new information during the activities and share their relevant ideas on the topic with the class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students work as a team and are involved in the competition.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are drawn to be part of the gamified activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General observation notes:
 Class starts at 12:45m // and finishes at 1:25pm
 the activities proposed are not carried out completely, ~~the last~~
 teacher needs to cut her class short

Adapted from Johnson, A. (2012) Action Research: Methods of Collecting Data. A Short Guide to Action Research (4th ed). (p.p. 6-10). Minnesota State University, Mankato. Pearson Education.

The previous image is a sample of the checklist that we implemented.

After analyzing all the data collected through this instrument, we concluded that most of the students were involved in the activities while working on a team and supporting their classmates. Specifically, on Question 5 we could see that in the majority of classes students were working in teams and involved in the competition. On the other hand, in most of the video recordings, it was evident how students were helping each other; one remarkable moment was a writing exercise (See Excerpt 13) when St20 was explaining to St14 how to create sentences with *some* and *any*.

Excerpt 13: (VRT12 (4:33-5:27))

TIME		OBSERVATIONS
START	FINISH	PRESENTATION
		60. UEB-T3: Sencillo, escribir una frase utilizando some y otra utilizando any eso ya
		61. lo habíamos hecho, cuando vimos el tema en la clase
4:37		62. UEB-T1: una utilizando some y otra utilizando Any... acuerdense que some
		63. para afirmativas Any para negativas o preguntas... una y una
	4:51	64. UEB-T3: una y una.... una con some y una con any
4:52		Students were writing 2 sentences with some and any on their notebooks,
	5:26	also we can see that St20 was helping St14.
5:27		65. UEB-T3: Listo?

Thus, learners were more cognitively engaged when working by themselves and in groups, which consequently led them to improve their communicative skills. Identifying those recurrent patterns was key to demonstrate how students' Cognitive Engagement was promoted inside the classroom.

Second, the teamwork evoked by the gamified environment was an essential indicator that learners were cognitively engaged. It is important to mention that students had to work together in teams most of the time (See Excerpt 14), since English was taught through Gamified Communicative Activities (GCAs). Said activities were designed for students to share their previous or recently acquired knowledge (See Excerpt 15), once they did that we were able to “promote interaction inside and across groups, and encourage peer-learning” (Huang et al, 2018, p.5), as it is evident in the following excerpts.

Excerpt 14: Q4Q6St1

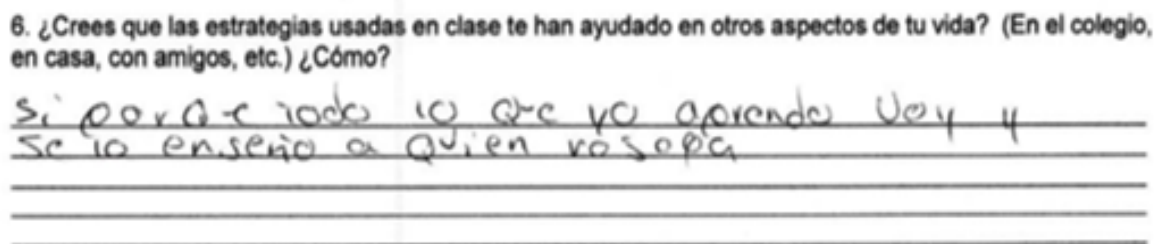
6. ¿Crees que las estrategias usadas en clase te han ayudado en otros aspectos de tu vida? (En el colegio, en casa, con amigos, etc.) ¿Cómo?

si porque cuando nos arman en grupo me dan la oportunidad de trabajar con mis compañeros en equipo

(Question 6: Do you think that the strategies used in class have helped you in other aspects of your life? (at school, at home, with friends, etc.) How?

Student's Answer: yes, because when we get in groups I am given the chance of working with my classmates in teams)

Excerpt 15: Q3Q6St14



(Question 6: Do you think that the strategies used in class have helped you in other aspects of your life? (at school, at home, with friends, etc.) How?

Student's Answer: Yes, because everything I learn, I go and teach it to whoever doesn't know)

In this way, we were able to see how students' cooperative practices and investment on GCAs clearly evidenced their Cognitive Engagement. Thus, students' will to help each other to build the needed knowledge for the English class was an indicator of Cognitive Engagement.

Third, we could see how learners go beyond the classroom to help others and practice what they learned in English class. It is pivotal to remark that students put into practice the knowledge acquired in the classroom with the people around them, which is evident in the data below; as Rotgans and Schmidt (2011) mention, learners' "perceived relevance of school" (p.467), which would be evident when learners take their knowledge

home to help their relatives and friends or when they reflect upon the impact of education in their future.

Excerpt 16: Q4Q6St13

6. ¿Crees que las estrategias usadas en clase te han ayudado en otros aspectos de tu vida? (En el colegio, en casa, con amigos, etc.) ¿Cómo?

Si porq' le puedo ayudar a mis
a amigos y familiares q' lo necesitan

(Question 6: Do you think that the strategies used in class have helped you in other aspects of your life? (at school, at home, with friends, etc.) How?

Student's Answer: yes, because I can help my friends and family with whatever they need)

Excerpt 17: Q1Q6St11

6. ¿Crees que las estrategias usadas en clase te han ayudado en otros aspectos de tu vida? (En el colegio, en casa, con amigos, etc.) ¿Cómo?

Si en mi casa entendiendo series en
ingles

(Question 6: Do you think that the strategies used in class have helped you in other aspects of your life? (at school, at home, with friends, etc.) How?

Student's Answer: Yes, because at home I can understand [TV]series in English)

Excerpt 18: Q1Q5St5

5. ¿Consideras que incluir cosas como niveles, insignias y puntos durante las lecciones te incentiva a aprender inglés? (especialmente a comunicarse en situaciones de la vida real) Explica:

Si porque a mi me gustan aprender ingles porque
algun dia me quiero ir a otro pais

(Question 5: Do you consider that including things like levels, badges, and points during the lessons, encourages you to learn English (specially to communicate in real-life situations) Explain.

Student's Answer: Yes, because I like to learn English for one day I want to go to another country)

After analyzing the answers given by students, we could see how some of them wanted to help others as well as practice their communicative skills aside from school (As seen on excerpt 16); while some others simply because they wanted to be better (As seen on excerpt 18). In the examples provided before, we could evidence how students' need to help others is not confined to the school.

In summary, using English as a Foreign Language (EFL) to help others was an indicator of students' Cognitive Engagement. For us researchers, when students were able to explain an English topic to their classmates, it was a clear signal of learners' commitment to their own learning process. Taking this into account, we could discern through the check lists, field notes, and video recordings that our students have been using the content taught, and their EFL knowledge to help their teammates, especially when they had problems understanding a specific activity. On the other hand, some of them exposed in the questionnaires that they used EFL at home with their relatives and friends, and that showed us that learners were aware of the importance of learning a foreign language. Evidently, the use of the Foreign Language during the English class and in non-academic environments for helping others was a signal of students' Cognitive Engagement.

All things considered, the data collected showed that the implementation of Gamified Communicative Activities or GCAs had an impact on students' Cognitive Engagement. As seen in the repetitive patterns found in the data collected and analyzed, it

was noticeable that students' communicative process in EFL, commitment to game dynamics, and cooperation was clear evidence of their Cognitive Engagement. After all, the implementation of GCAs had a positive impact on students' Cognitive Engagement during the English class.

Chapter V: Conclusion and Implications for further research

Understanding that the participants who were part of this research had previously shown lack of Cognitive Engagement during the English class, we decided to implement Gamified Communicative Activities (GCAs). It is important to mention that even though GCAs are something new in the English as a Foreign Language (EFL) field, our bases came from Gamification defined by Benedict (2019) as “the process of incorporating game elements into non-gaming activities to trigger certain user behaviors. The game elements may include a range of gaming mechanics and dynamics” (p.2). Nevertheless, all we had seen related to gamification is usually intended for online platforms, but not usually intended for physical contexts.

Moreover, the other half of our theoretical support came from Communicative Language Teaching (CLT), which is an approach that according to Dörnyei (2010) “CLT methodology was centered around the learner’s participatory experience in meaningful L2 interaction in (often simulated) communicative situations, which underscored the significance of less structured and more creative language tasks.” (P. 1). When implementing GCAs we did not intend to change the way communicative activities were already designed; rather, we were making said activities more attractive for students. We were combining different constructs with the purpose of bringing video game mechanics that were originally thought for exclusive online use into the real-life classroom. Considering the previous information, the purpose of this chapter is to present the conclusions reached based on the research findings regarding the impact of implementing Gamified Communicative Activities (GCAs) in students’ Cognitive Engagement. The following paragraphs are connected to the specific objectives of this research and present first, how students respond to Gamified Communicative Activities (GCAs); second,

student's improvement through game dynamics as a sign of Cognitive Engagement; third, helping others as a way of verifying students' Cognitive Engagement after applying GCAs; and finally, the general conclusion of this research, and challenges that emerged during its implementation, as well as options for further research.

First, students' enhanced their communicative processes in EFL and therefore their Cognitive Engagement increased when applying GCAs. Learning a Foreign Language is hard on its own, now having a two-hour class a week where L1 is expected to be the source of information, makes it even more difficult. We researchers understand that it is almost impossible to teach a language without sharing important information regarding culture, since when communicating you cannot remove the cultural aspects from the language or vice versa. That is why when we implemented GCAs, students were committed to partake in activities where the language taught could be used not only in the classrooms, but on other natural environments. Even though the badges were designed so that they had a clear name and purpose, they were similar to a grading system. We were required to give a grade and we could only do that by counting students' achievements. Nevertheless, when we gave the power to students by allowing them to track their own learning process, it helped them develop a sense of ownership and awareness that directly impacted students' cognitive engagement. Evidently, the use of GCAs had a positive effect on students' Cognitive Engagement while communicating in EFL.

Second, another evidence of learners' Cognitive Engagement was observable when using game dynamics and mechanics. The concept of "golden stars" is very common in the classrooms. Nevertheless, we took the said concept and adapted it to the EFL context. With the purpose of cognitively engaging EFL students, we gave each badge (game mechanic) a specific name related to one of the four English language skills (reading, writing, listening,

speaking). Later on, while students participated in communicative activities, we made sure they were working in groups when needed, participating in class, using the English language properly, carrying out the activities proposed, and finally, self-correcting. After that, learners would receive a badge that not only represented a grade, but also was a marker of their efforts to master an English skill. Thus when students noticed they could track their own progress, they developed a sense of accomplishment, responsibility and engagement towards their own learning process. As a result, the implementation of game dynamics and mechanics was key on students' Cognitive Engagement.

The third and last evidence of pupils' Cognitive Engagement was the use of EFL to help others. Despite the fact that GCAs encouraged students to work together, we never gave students a badge or an extra point for teamwork. That is why it was such a pleasant surprise to evidence how all students guided their peers simply because they wanted to help them learn. This happened frequently inside and outside the classroom, and we could notice how the game dynamics encouraged learners to see themselves as a group, and therefore as a small community where students developed a sense of leadership and cooperation that facilitated their learning with nobody left behind. Evidently, the use of EFL in academic and natural environments for helping others was a signal of students' Cognitive Engagement.

After analyzing the results, we could see how quickly students responded to the implementation of GCAs to enhance their cognitive engagement. Remembering that our students' context had little to no English on a daily basis, the fact that they recognized the importance of learning a second language and they used it with their peers was particularly special since we could notice their will to learn. We could see that when students were committed to participating in the GCAs, they were cognitively engaged, and thus they were

less likely to give up and abandon a simple task, since they were willing to demonstrate their understanding of the content. After all, GCAs proved to have a positive impact on student's Cognitive Engagement.

Finally, with the determination of contributing to further research in this field, in this part we disclose some challenges that we encountered when developing our research as well as suggestions for further studies. Some challenges that we saw on the implementation of our research study were, first working with a population who had no access to computers for the English class. Their limited access to digital platforms made it perfect for us researchers to bring the game mechanics into a real-life environment; that is why we decided to design, create, and print out the game mechanics (GCA Badges and extra points). Nevertheless, we encourage EFL teachers who have access to Information and Communications Technologies (ICTs), to include GCAs on an online platform and see if they obtain the same or better results. Second, game dynamics are not for everyone, two students who were part of this research, never really seemed to be involved, to want to learn or be part of the communicative activities no matter what the dynamics were. Third, our students had only a two-hour EFL class a week, but sometimes the class would get canceled due to riots in the city or even school activities, making the two-hour class on Wednesdays change to a 45 minutes' class on a Monday. Even though these kinds of complications happened only three times, it made it especially difficult for students to remember the topic learned in the previous class. So we believe that in a school where the schedule is much more demanding and has at least four hours of English lessons a week, the implementation of GCAs could have a greater impact on students' cognitive engagement. Despite the fact that we encountered some difficulties during the implementation of game dynamics, we are

eager to see the effects that GCAs could have in other students' learning processes and overall help to the improvement of education.

All things considered, the process of planning, designing and applying a research project while teaching was enriching for us researchers and pre-service teachers. We had very different assumptions on how the process was going to be, we did not know if it was going to be fruitful for either us or the learners. However, we could have never imagined the impact that GCAs had on our students. We encountered a classroom with clever, eager to learn and committed participants who made the project successful. Perhaps other teachers might consider the process of gamifying a class challenging, and it is, it requires a lot of patience and creativity. But, we consider it to be worth it once you realize your class is more engaged even if students make mistakes; solely, because they understand them as part of the process of learning and in this way they are closer to mastering whatever challenge they encounter, which is something that will stay with them for life. That is why we encourage teachers to listen to students' needs, be creative, design and apply any project they might have in mind, because it might enhance not only your students' learning process but also your teaching experience.

Appendices

Appendix 1. Consent forms

Bogotá, Agosto de 2019

Señores

A quien corresponda

Bogotá.

Nosotras, Lissy Viviana Birkigt, Paula Alejandra Gómez y Stefany Barrera, estudiantes de noveno semestre de la Licenciatura en Educación Bilingüe de la Universidad El Bosque, debemos cursar durante este semestre la asignatura Project II (Proyecto 2).

De acuerdo con el programa debemos desarrollar nuestro proyecto de investigación **“Implementing gamified communicative activities to foster students’ cognitive engagement”** (implementar actividades comunicativas gamificadas para fomentar el compromiso cognitivo de los estudiantes) con el fin de enriquecer nuestro proyecto de grado y formación profesional.

Solicitamos su amable colaboración y autorización para llevar a cabo diferentes actividades con los estudiantes del grado **solicitado** en sus instalaciones educativas.

Para la realización de este proyecto se aplicará nuestro aprendizaje en la enseñanza del inglés como lengua extranjera, por medio de 10 clases que serán programadas según se convenga, para esto debemos usar diferentes técnicas e instrumentos (grabación de vídeo, observaciones, cuestionarios) con el fin de recolectar la información necesaria, la cual va a ser utilizada con fines académicos, respetando la confidencialidad del colegio, los estudiantes y padres de familia. Además, solicitaremos autorización a los padres de familia para la realización del documento, teniendo en cuenta que los estudiantes son menores de edad.

Agradecemos su valiosa colaboración y apoyo.

Cordialmente

Stefany Barrera Barrera
C.C.

Paula Alejandra Gómez
Viviana Birkigt
C.C.

Lissy
C.C.

UNIVERSIDAD EL BOSQUE
PERMISO DE PADRES PARA LA PARTICIPACIÓN DE MENORES DE EDAD EN LA
INVESTIGACIÓN

Apreciados padres de familia

Nosotras, Lissy Viviana Birkigt, Paula Alejandra Gómez y Stefany Barrera, estudiantes de noveno semestre de la Licenciatura en Educación Bilingüe de la Universidad El Bosque, debemos cursar durante este semestre la asignatura Project II (Proyecto 2). Para lograr que el proyecto de investigación **“Implementar actividades comunicativas gamificadas para fomentar el compromiso cognitivo de los estudiantes”** sea exitoso, se le pide que su hijo/a sea parte de este estudio.

Este proyecto se basa en uno de los problemas que la mayoría de los maestros deben enfrentar en el aula de clases, el cual es la falta de participación en el aprendizaje del inglés como lengua extranjera. El propósito de este estudio es identificar el impacto que tiene la implementación de actividades comunicativas gamificadas en un grupo de estudiantes adolescentes para fomentar su compromiso cognitivo. El proyecto está diseñado para enseñar inglés como lengua extranjera a través de técnicas y metodologías innovadoras que amplían el conocimiento de los estudiantes del colegio.

1. Su hijo/a responderá algunos cuestionarios hechos por las investigadoras; los cuales contienen preguntas abiertas y cerradas que tienen en cuenta diferentes aspectos de la clase y su dinámica.
2. Los maestros tomarán notas a través de la lista de verificación, observación y las notas de campo durante el desarrollo de las actividades en el aula.
3. Grabaremos en video las interacciones de su hijo/a en las actividades, con el fin de analizar con precisión toda la información.
4. El/La estudiante no recibirá ningún beneficio monetario por participar en este estudio, no obstante, su participación generará valiosa información para el enriquecimiento de nuestro proyecto de grado y del rendimiento académico de su hijo/a.
- 5 Su participación y/o la autorización para que participe un hijo/a menor de edad a su cargo son absolutamente voluntarias, tendrá la libertad de retirar su participación en cualquier momento y/o ser retirado por parte de la docente.
6. Ustedes como padres de familia, pueden estar al tanto del proceso que se está llevando con su hijo/a a través del cuaderno de la asignatura de inglés, donde se verán las evidencias del trabajo en clase.

.....
 Teniendo en cuenta la información anterior, por favor complete los siguientes datos:

Yo _____ identificado con C.C. _____ de
 _____ acudiente de _____ identificado con T.I número
 _____ de _____ autorizo a mi hijo (a) a ser participe como voluntario de la
 aplicación del proyecto de grado **“Implementar actividades comunicativas gamificadas para
 fomentar el compromiso cognitivo de los estudiantes”** . Habiendo entendido todos los
 componentes de la investigación, permito que las docentes encargadas recopilen información por
 los medios mencionados anteriormente.

Appendix 2. Checklist and field notes format**OBSERVATIONAL CHECKLIST AND FIELD NOTES N° _____****Date: ____/____/2019**

This format is to be filled in during the practice and production stages of the lesson.

Observation check	Yes	No	Some
Students listen to instructions given by the teacher and follow them.			
Students are using English as best as they can while communicating their ideas to their classmates.			
Students ask questions and seek clarification			
Students connect their previous knowledge to the new information during the activities and share their relevant ideas on the topic with the class.			
Students work as a team and are involved in the competition.			
Students are drawn to be part of the gamified activities.			

General observation notes:

Adapted from Johnson, A. (2012) Action Research: Methods of Collecting Data. A Short Guide to Action Research (4th ed). (p.p. 6-10). Minnesota State University, Mankato. Pearson Education.













Appendix 3. Video recording format

Video Recording Format			
Place			
Grade			
Date			
TIME		OBSERVATIONS	
START	FINISH	PRACTICE	PRODUCTION

Appendix 4. Questionnaire Format**CUESTIONARIO N°__**

T.I: _____ Curso: _____ Edad: _____

Las siguientes preguntas están relacionadas con su rendimiento y el desarrollo de las clases de inglés. Se le pedirá que exprese su acuerdo sobre cada declaración y que responda tres preguntas abiertas. Elija la opción más apropiada para usted. Recuerde responder con la mayor honestidad posible.

	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
1. Las actividades propuestas me animan a participar en clase				
2. Siento que los temas vistos me dieron información que puedo usar en mi vida diaria y en el futuro				
3. Considero que los materiales me incentivan a ser creativo y a aprender más sobre el tema propuesto.				

4. ¿En qué tipo de actividades te sentiste más conectado e interesado en aprender inglés? ¿Por qué?

5. ¿Consideras que incluir cosas como niveles, insignias y puntos durante las lecciones te incentiva a aprender inglés? (especialmente a comunicarse en situaciones de la vida real) Explica:

6. ¿Crees que las estrategias usadas en clase te han ayudado en otros aspectos de tu vida? (En el colegio, en casa, con amigos, etc.) ¿Cómo?

Appendix 5. Lesson plan 3



TEACHING PRACTICE 3

LESSON PLAN No. 3

Pre-service teacher's name	Paula Alejandra Gómez & Stefany Barrera Barrera
Date	September 25th, 2019
Institution	Public non bilingual school
Course/group	Eight graders
Lesson Number	3
Class time	90 minutes
Topic	Travel to Egypt + quantifiers
Main learning objective	Students will be able to use quantifiers properly.
Specific learning objectives	Students will be able to understand the use of quantifiers in a text. Students will be able to write short sentences by using quantifiers.
Personal objective(s)	Paula: To provide individual feedback to students during the class activities. Stefany: To be dynamic in the development of activities.
Materials and resources	<i>Annex 1: Format to write on the whiteboard with markers as a guide for students.</i> <i>Annex 2: Video about the most important places in Egypt and quantifiers in hieroglyphics</i> <i>Annex 3: Quantifiers used for countable and uncountable nouns.</i> <i>Annex 4: Worksheet hieroglyphics.</i> <i>Annex 5: Writing Format hieroglyphics.</i> <i>Annex 6: Badges</i>

Warm-up
<p>Teachers will start the class by calling attendance, and explain and model the first activity. Students will make a list of their notebooks with ten objects that they will need in order to travel to Egypt by using the countable and uncountable nouns that they learned in the previous class. The teacher will write on the whiteboard the format (Annex1) that they will need for avoiding misunderstandings. In case students will not understand the activity, the teacher will provide an example on the whiteboard. After that, the first 3 students who finish the activity will be selected to share their list with the whole class. The student who completes both tasks will have two extra points for writing and two extra points for speaking.</p> <p>Interaction pattern: Teacher<- ->Complete class. Time: 10 minutes</p>
Presentation
<p>Teachers will help students remember what they know about Egypt by showing them a short video (Annex 2) about specific important places in that country and key information about the culture and how they write. By using this information, the teacher will explain the use of <i>hieroglyphics</i> and quantifiers for doing this, the teacher will show the alphabet with <i>hieroglyphics</i> and paste some posters on the wall which have the quantifiers used for countable and uncountable nouns (all, enough, more/most, less/least, not any, a lot of, lots of, plenty of) written through <i>hieroglyphics</i> (Annex 3). Then, the teacher will explain when and how to use each one of the quantifiers. Before continuing, the teacher will ask for questions or doubts and answer them.</p> <p>Interaction pattern: Teacher<- ->Complete class. Time: 20 minutes</p>
Practice
<p>The teacher will provide students a worksheet (Annex 4) where students will have two activities in order to improve their reading and writing skills. In both of them, students should apply the same process.</p> <p>The teacher explains what students must do. Students should use the <i>hieroglyphics</i> from the box in order to discover the hidden messages; then, they must write the message in the lines and answer the multiple-choice question for improving reading comprehension. the teacher will go around the classroom, answering questions and doubts. At the end of this stage, the teacher will correct the exercise on the whiteboard.</p> <p>Interaction pattern: Student, Student, Student; Teacher<- ->Complete class. Time: 20 minutes</p> <p>[Research Information: during this part of the lesson, the observer takes a video of the participants of the research project. The observer also fills in the checklist and</p>

field notes format. The video is taken in order to gather data that might not be registered on the checklist format. This gives insights on the effectiveness of the activities proposed. Likewise, the checklist and field notes format, provide us with data we assume we are going to get as well as allowing the teacher to make comments on students' participation and engagement.]

Production

The teacher will organize students in pairs and provide a writing format (Annex 5) for each one of the students, with two exercises where they should follow the same process. First, they will have a space in which through *hieroglyphics* they should write a sentence by using Egypt information and quantifiers; second, they should exchange the paper with their classmate and he/she should discover the hidden message and write it on the format; finally, the same student should say the sentence out loud to the teacher in order to have her approval and continue with the next exercise by following the same process. If the students have problems at the moment to speak out loud, teachers will support and correct them. The teacher will be monitoring the activity and providing feedback to the students.

Interaction pattern: Student<- ->Student; Student<- ->Teacher

Time: 30 minutes

[Research Information: during this part of the lesson, the observer takes a video of the participants of the research project. The observer also fills in the checklist and field notes format and by the end the observer will hand out a questionnaire to the participants for them to fill in, those questionnaires provide insightful information about the participants and how they feel when involved on the activities proposed]

Evaluation

The teacher is going to ask two students how to use lots of, a lot of, plenty of, and enough. Then, the teacher will evaluate the lesson's progress and process and provide the badges that students won, one badge (Annex 6) per each aspect. First, reading comprehension task; second, creating a text with hieroglyphics; Third, report the information. Students will earn extra points for their participation, teamwork, cultural fact, and use of language. If the students obtain 3 badges, they will obtain a grade of 5.0, and so on.

Interaction pattern: Teacher<- ->Complete class.

Time: 10 minutes

Notes :

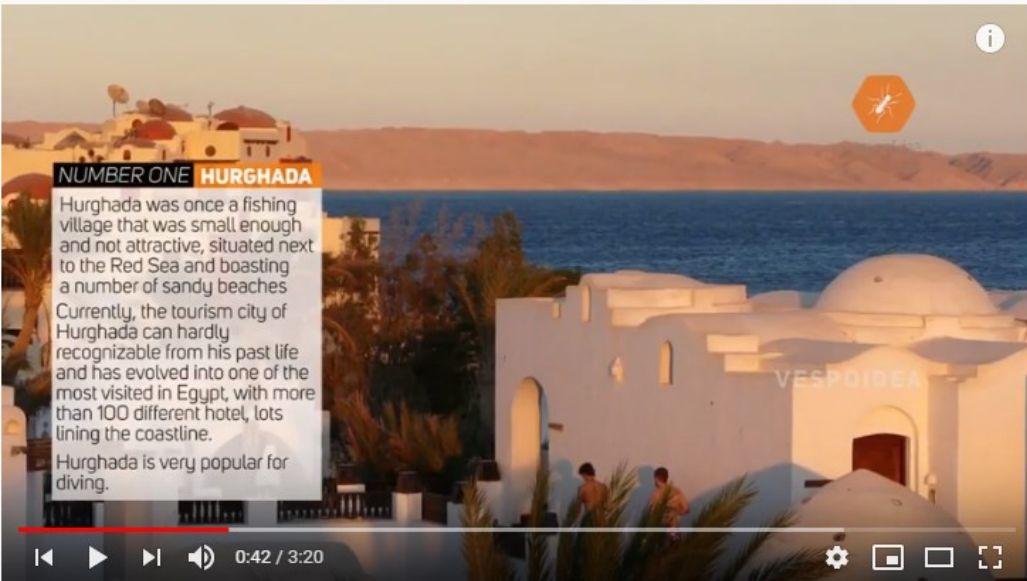
Teacher`s signature

ANNEXES

Annex 1: *Format to write on the whiteboard with markers as a guide for students.*

TRAVEL TO EGYPT	
1. You are going to travel to Egypt, but you can take with you 10 things . You have to choose your things using quantifiers, countable and uncountable nouns. <i>Vas a viajar a Egipto, pero solo puedes llevar 10 cosas contigo, tienes que elegir tus cosas usando cuantificadores, contables y no contables.</i>	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____
.	

Annex 2: *Video about the most important places in Egypt.*



NUMBER ONE HURGHADA

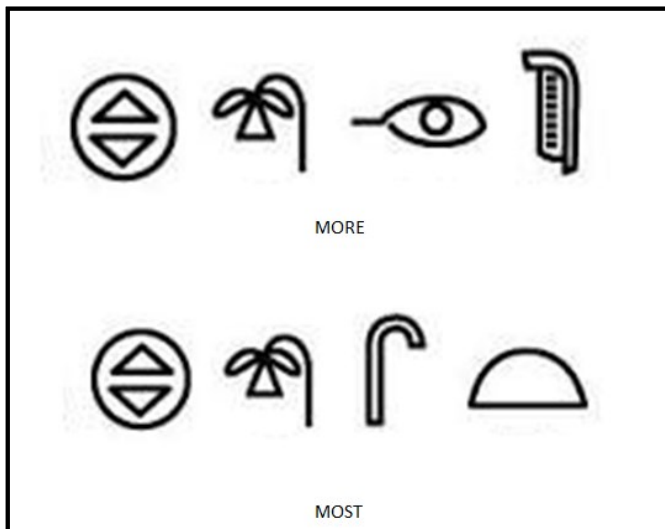
Hurghada was once a fishing village that was small enough and not attractive, situated next to the Red Sea and boasting a number of sandy beaches. Currently, the tourism city of Hurghada can hardly be recognizable from his past life and has evolved into one of the most visited in Egypt, with more than 100 different hotels, lots lining the coastline. Hurghada is very popular for diving.

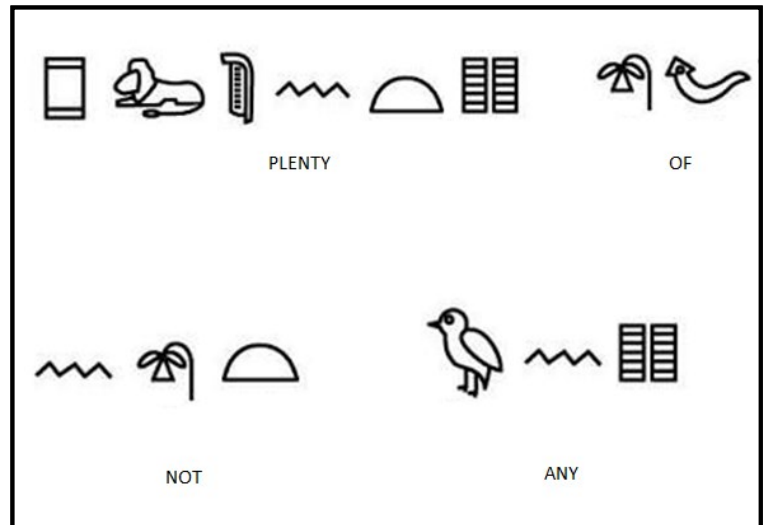
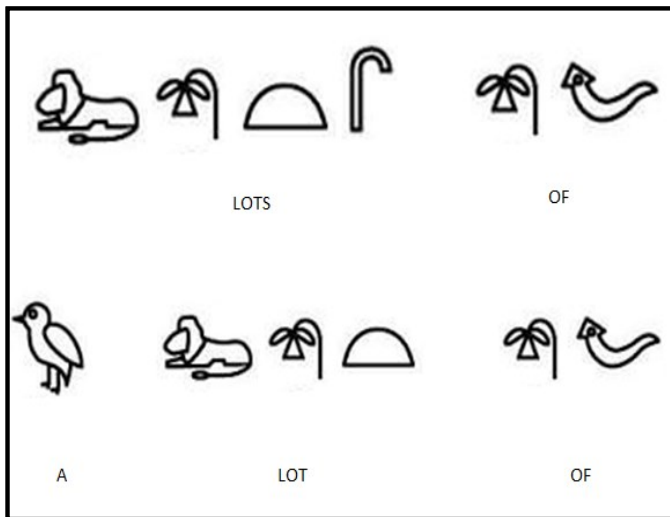
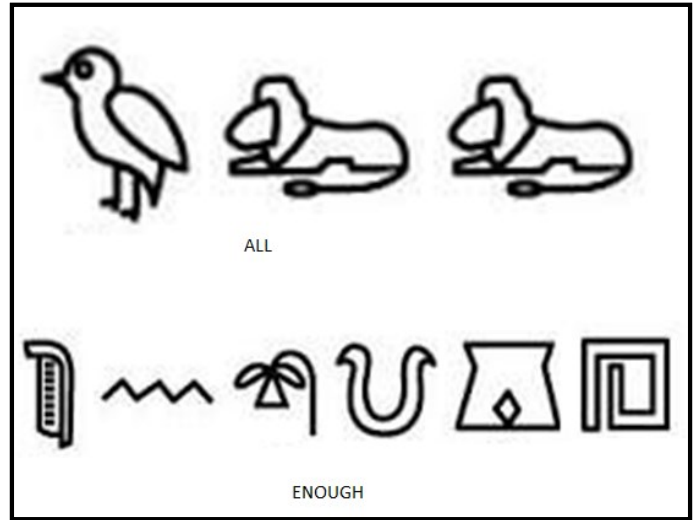
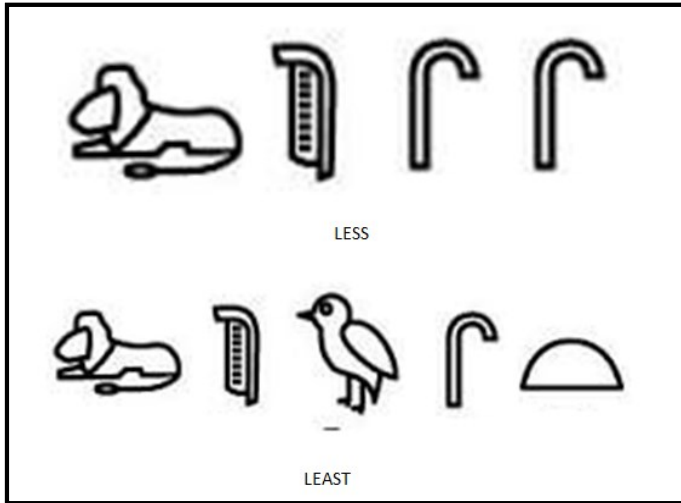
5 Best Places in EGYPT - You must visit.

823 views

85 0 SHARE SAVE ...

Annex 3: quantifiers in hieroglyphics





Annex 4: *Worksheet hieroglyphics*

IED SIMÓN BOLÍVAR
ENGLISH CLASS
GRADE 802

TRAVELLING TO EGYPT

1. You have to find the hidden message in the hieroglyphs and answer the question.

Descubre el mensaje oculto en jeroglíficos y responde la pregunta.



Hidden message:

What A.E. built as tombs for pharaohs?

- a) Houses b) Pyramids c) castles d) Palaces



Hidden message:

What each city believes in one?

- a) religions b) emperors c) gods d) kings

Annex 5: Writing *format hieroglyphics*

IED SIMÓN BOLÍVAR
ENGLISH CLASS
GRADE 802

WRITING IN HIEROGLYPHS

1. You have to write 2 sentences in hieroglyphs related to the Egyptian culture using quantifiers. *Escribe 2 frases en jeroglíficos relacionado con la cultura Egipcia, usando cuantificadores.*



Dibuja aquí tu jeroglífico /draw here!

Hidden Message

Dibuja aquí tu jeroglífico/ draw here!

Hidden Message

Now, change your paper with your partner, found the hidden message, write it, and say it aloud to the teacher!

¡Ahora!
Intercambia tu hoja con tu compañero, encuentra el mensaje oculto, escríbelo y dílo en voz alta a la profesora.

Annex 6: Badges**References**

Garcia, S. (n.d). Ancient Egypt hieroglyphics. [Image]. Retrieved from

<https://co.pinterest.com/pin/456693218455102229/>

MyEnglishPages.com. (n.d). Quantifiers. Retrieved from

https://www.myenglishpages.com/site_php_files/grammar-lesson-quantifiers.php

Vespoidea Production. (2018). 5 places in Egypt - you must visit. [Video]. Retrieved from

https://www.youtube.com/watch?v=9HHQz_RrK9c&list=LLTD6J6UM-612CILFbh6EuMA&index=2

Appendix 6. Lesson plan 4



TEACHING PRACTICE III

LESSON PLAN No. __4__

Pre-service teacher's name	Paula Alejandra Gómez & Stefany Barrera Barrera
Date	October 2nd, 2019
Institution	Public non bilingual school
Course/group	Eight graders
Lesson Number	4
Class time	90 minutes
Topic	Travel to India + How much/ How many
Main learning objective	Students will be able to use how much and how many questions in order to describe deities from the Indian culture and hold a short discussion with their classmates.
Specific learning objectives	Students will be able to write how much and how many questions. Students will be able to identify the differences between deities from the Indian culture.
Personal objective(s)	Paula: To promote students' speaking interaction. Stefany: To assist students in the activities' development.
Materials and resources	<i>Annex 1: Map of trip from Egypt to India.</i> <i>Annex 2: Slides "Hindu Deities" and explanation How much? - How many?</i> <i>Annex 3: Flashcards of Hindu Deities with descriptions</i> <i>Annex 4: Badges</i>

Warm up

Teacher will start by calling attendance and explain the first activity, which is related to How can we travel from Egypt to India? Students are given a chart (Annex 1) with two ways to get to India. Students are asked to choose the transportation they want to take. Once they have selected one, in pairs they'll have a few minutes to discuss why they chose

the flight they did. Then, they should answer the following questions in their notebooks “What do you know about India? What places would you like to visit?”. Teacher will write those questions on the whiteboard in order to avoid confusion.

Interaction pattern: Teacher<- ->Complete class; Student<- ->Student

Time: 15 minutes

Presentation

Teacher will use a PowerPoint Presentation displayed on the TV for the explanation about the different deities on the Indian culture and the correct use of How much and How many questions, in case the TV will not work, the teacher will have the presentation printed in order to explain the topic. The teacher will explain ten deities one by one, using examples; the teachers explain who the deity is and what they mean in the Hindu culture. After that, the teacher will help students to remember the use of much and many and how they can create questions properly, the teacher will provide one example of each question by using deity’s information written on the whiteboard.

Interaction pattern: Teacher<- ->Complete class.

Time: 15 minutes

Practice

The teacher will provide a flashcard (Annex 3) to each student which has a picture of a Hindu Deity and its description. Students must paste this flashcard on their notebooks. Individually, students must read the paragraph description and create two questions either with *how much* or *how many*, afterwards, in pairs students should switch their notebooks with their partner who should answer their partner's questions based on the information of the flashcard. At the end, the teacher will check all the answers and verify if they are correct or not.

Interaction pattern: Student, Student, Student; Student<- ->Student

Time: 20 minutes

[Research Information: during this part of the lesson, the observer takes a video of the participants of the research project. The observer also fills in the checklist and field notes format. The video is taken in order to gather data that might not be registered on the checklist format. This gives insights on the effectiveness of the activities proposed. Likewise, the checklist and field notes format, provide us with data we assume we are going to get as well as allowing the teacher to make comments on students’ participation and engagement.]

Production

For this stage, students will have to prepare a description of their given god and have a short guided discussion with their classmates explaining the characteristics of it.

Students are going to use the flashcards of a Hindu Deity that they had from the previous exercise, they can either write down or memorize the description. The class is organized on two round tables in order for all students to be able to share their ideas with the class.

Once it is students' turn, learners can look at their notes but not read them in order to check their ability to communicate their ideas on the topic.

To moderate the discussion the teacher asks each student the following questions:

Who is your deity? How many arms does he or she have? How much do you like them? Which of the other deities you like and why? Before moving on to the next student the teacher will ask if there is something else they would like to add to promote students speaking interaction.

Interaction pattern: Teacher<- ->Complete class; Student, Student, Student

Time: 30 minutes

[Research Information: during this part of the lesson, the observer takes a video of the participants of the research project. The observer also fills in the checklist and field notes format and by the end the observer will hand out a questionnaire to the participants for them to fill in, Those questionnaires provide insightful information about the participants and how they feel when involved on the activities proposed]

Evaluation

The teacher is going to Choose three students: one who writes one how much question, another one who writes one how many question, and finally one who answers both questions. Then, the teacher will check the lesson's progress and process and provide the badges (Annex 4) that they won. one badge per each aspect. First, write questions and answer them by using how much and how many questions. Second, participate in the discussion and answer all the questions proposed by the teacher. Students will earn extra points for their participation, teamwork, cultural fact, use of language. If the Students obtain 2 badges, they will obtain a grade of 5.0, and so on.

Interaction pattern: Teacher<- ->Complete class; Student, Student, Student

Time: 10 minutes

Notes :

Teacher's signature

ANNEXES

Annex 1. Maps of a trip from Egypt to India.

Entornos Digitales | Resultados de | Lesson Plan 10 | Lesson plan 5 | WhatsApp | Lesson plan 10 | travel from m | Cairo to Mumbai

https://www.rome2rio.com/map/Cairo/Mumbai

Rome2Rio Transport Tickets Hotels Cars Travel Guides More ... USD / EN SIGN IN

FROM Cairo, Egypt TO Mumbai, India

Fly • 9h 29m \$137 - \$357 →

Drive • 3 days 6h \$600 - \$900 →

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11:24 a. m. 6/05/2019

Entornos Digitales | Resultados de | Lesson Plan 10 | Lesson plan 5 | WhatsApp | Lesson plan 10 | travel from m | Cairo to Mumbai

https://www.rome2rio.com/map/Cairo/Mumbai

Rome2Rio Transport Tickets Hotels Cars Travel Guides More ... USD / EN SIGN IN

FROM Cairo, Egypt TO Mumbai, India

Fly • 9h 29m \$137 - \$357 →

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Mumbai Accommodation Best Price Guarantee

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emirates.com Emirates Airline - Bogota to Mumbai

Book on the official website. Check-in & select your seat online. Online Check-in. Manage A Booking. Book A Flight Options: Return, One Way.

THE NEW YORK PASS

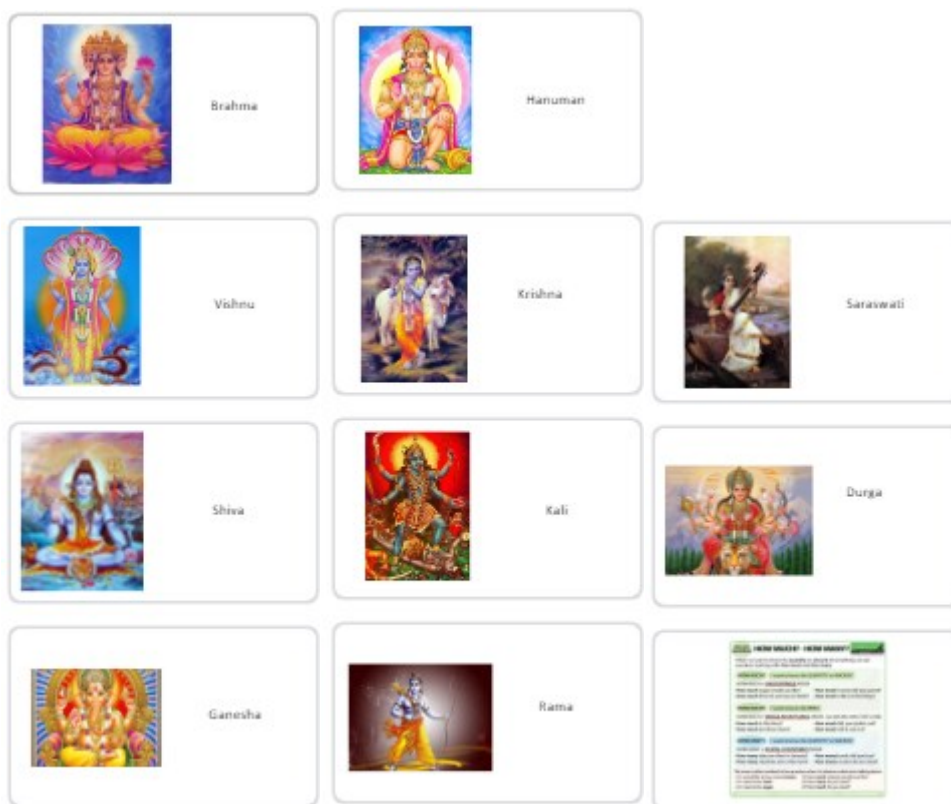
Planee su viaje: NY Pass®

The New York Pass

Emplee a planeear su itinerario y vea +99 atracciones. Guía de viajes gratis con NY Pass®.

11:26 a. m. 6/05/2019

Annex 2: Slides “flashcards Hindu Deities” and explanation *How much? - How many?*



ENGLISH GRAMMAR **HOW MUCH? - HOW MANY?** *Woodward*

When we want to know the **quantity** or **amount** of something, we ask questions starting with *How much* and *How many*.

HOW MUCH? I want to know the **QUANTITY** or **AMOUNT**

HOW MUCH + **UNCOUNTABLE** NOUN

- **How much** sugar would you like?
- **How much** money did you spend?
- **How much** time do we have to finish?
- **How much** milk is in the fridge?

HOW MUCH? I want to know the **PRICE**

HOW MUCH + **SINGULAR OR PLURAL** NOUN (or with the verb **COST** or **BE**).

- **How much** is this dress?
- **How much** did your jacket cost?
- **How much** are these shoes?
- **How much** will it cost me?

HOW MANY? I want to know the **QUANTITY** or **AMOUNT**

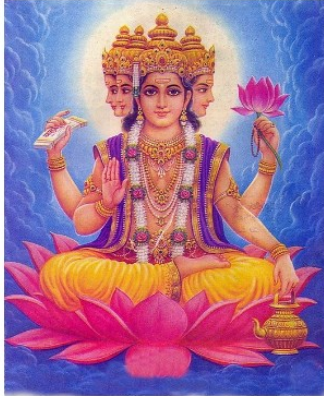
HOW MANY + **PLURAL (COUNTABLE)** NOUN

- **How many** days are there in January?
- **How many** books did you buy?
- **How many** students are in this room?
- **How many** cousins do you have?

The noun is often omitted in the question when it is obvious what we're talking about.

- A: I would like to buy some **cheese**. - B: **How much** (cheese) would you like?
- A: I need some **coins**. - B: **How many** do you need?
- A: I need some **sugar**. - B: **How much** do you need?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Annex 3: *Flashcards of Hindu Deities with descriptions*

The first deity of the Hindu trinity, Lord Brahma is considered to be the god of Creation, including the cosmos and all of its beings. Brahma also symbolizes the mind and intellect since he is the source of all knowledge necessary for the universe. Typically you'll find Brahma depicted with four faces, which symbolize the completeness of his knowledge, as well as four hands that each represent an aspect of the human personality (mind, intellect, ego and consciousness).



The second deity of the Hindu trinity, Vishnu is the Preserver (of life). He is believed to sustain life through his adherence to principle, order, righteousness and truth. He also encourages his devotees to show kindness and compassion to all creatures. Vishnu is typically depicted with four arms to represent his omnipotence and omnipresence. It is also common to see Vishnu seated upon a coiled snake, symbolizing the ability to remain at peace in the face of fear or worry.



The final deity of the Hindu trinity is Shiva, also known as the Destroyer. He is said to protect his followers from greed, lust and anger, as well as the illusion and ignorance that stand in the way of divine enlightenment. However, he is also considered to be responsible for death, destroying in order to bring rebirth and new life. Shiva is often depicted with a serpent around his neck, which represents Kundalini, or life energy.

GAMIFIED COMMUNICATIVE ACTIVITIES



One of the most prevalent and best-known deities is Ganesha, easily recognized by his elephant head. Ganesha is said to bestow wisdom and good fortune, remove obstacles, and is associated with the arts and sciences. It is especially common to pray to Ganesha before any big venture, such as a wedding or new project. There are many myths and stories that explain how Ganesha came to have an elephant head, but it is typically thought that the humorous image stills the rational mind and its doubts while encouraging believers to look beyond outer appearances and form.



Another easily distinguishable god is Hanuman, the deity depicted as a monkey. Hanuman represents the ideal devotee of god and is worshipped as a symbol of strength, perseverance and devotion. Hanuman is often called upon in times of trouble as he teaches the unlimited power within each of us when we direct all of our energies to God, specifically shown in the epic tale Ramayana.



Lord Krishna is one of the most powerful incarnations. He is kept very near to many Hindus' hearts, as he is not only viewed as a hero and leader but also as a teacher and a friend. Krishna is said to be the embodiment of love and divine joy and destroyer of all pain and sins. If you have read the Bhagavad Gita then you are likely already familiar with Krishna as he is the main hero in the epic and has a lot to say about yoga, using the term over 100 times!

GAMIFIED COMMUNICATIVE ACTIVITIES



Perhaps one of the fiercest deities is Kali, also known as the Dark Mother. Kali is known for her tongue protruding from her mouth, her garland of skulls, and her skirt of bones. This is to symbolize the death of ego and remind worshippers that the human body is only a temporary condition. Contrary to what her image might suggest, she is not actually responsible for human mortality.



Rama is the model of reason and virtue, and is often considered to be the ideal man due to his compassion, courage, devotion and adherence to dharma. His bow and arrow symbolize his readiness to destroy evil and protect righteousness. Rama is also known for his role as the protagonist in the Ramayana.



Saraswati is the goddess of learning, music, art and wisdom. She is typically worshiped when devotees desire knowledge or understanding. Most often she is pictured as a beautiful woman playing a lute, seated upon a white lotus or a swan.



The goddess Durga is an important representation of the Divine Mother, also known as 'the Invincible'. She is said to protect mankind from evil and misery, and does so as the destructive force of jealousy, prejudice, hatred and ego. Durga is depicted with eight arms holding a myriad of weapons to show that she is always protecting mankind in every direction of the world.

Annex 4: Badges**References**

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Appendix 7. Lesson plan 7**TEACHING PRACTICE III****LESSON PLAN No. __7__**

Pre-service teacher's name	Paula Alejandra Gómez & Stefany Barrera Barrera
Date	October 30th, 2019
Institution	Public non bilingual school
Course/group	Eight graders
Lesson Number	7
Class time	90 minutes
Topic	Travel to Mexico - Adjectives for physical description
Main learning objective	Students will be able to describe a relative on a written paper.
Specific learning objectives	Students will be able to identify specific information such as adjectives for physical description when listening to an audio. Students will be able to use the adjectives for physical description to write a paragraph in which they describe that person.
Personal objective(s)	<i>Paula: To provide appropriate and positive feedback to my students. Stefany: To get the best out of my students through different strategies during the class.</i>
Materials and resources	<i>Annex 1: Map from the USA to Mexico and routes with prices Annex 2: Video about The day of the dead Annex 3: Poster with the physical description vocabulary Annex 4: Paragraph with physical description adjectives Annex 5: Badges.</i>

Warm-up

The teacher starts the class by calling attendance; then, the teacher provides a picture of a map (Annex 1) with some options on how to travel from the United States of America to

Mexico? The teacher is going to provide a specific quantity of money and asks students to create their own route and decide how much money they will spend on the trip. In this way, students should mark with a green color which should be the travel route and write how much it will cost. At the end, the teacher asks two Students to share their answers and verifies the exercise with the whole class.

Interaction pattern: Student, Student, Student; Teacher<- ->Complete class.

Time: 10 minutes

Presentation

The teacher talks about holidays in Mexico and explains that there are many different special days. One of them is The Day of the Dead, the teacher shows a video (Annex 2) about that holiday with images and subtitles explaining what the Mexicans celebrate on that day. After that, the teacher pastes a poster (Annex 3) on the whiteboard that includes adjectives for physical description in order to explain how and when to use it. The teacher provides examples and clarifies questions or doubts.

Interaction pattern: Teacher<- ->Complete class.

Time: 20 minutes

Practice

Students should write a short paragraph where they describe a member of their family who has passed away in their notebooks while they are working on that, *the teacher provides appropriate and positive feedback*. On the description, they should include as many details as possible, taking into account adjectives for the physical description, their family member's preferences, favorite food, etc. After that, the teacher provides a white billboard in which students should create a poster for that special member of their family including his/her favorite food, activities, and all the information that they wrote in the previous exercise. It will be a tribute for that relative and a way to apply what they learned from the Day of the Dead in Mexico. The teacher will give an extra point for the most creative and attractive poster.

Interaction pattern: Student<- ->Student; Teacher<- ->Complete class.

Time: 20 minutes

[Research Information: during this part of the lesson, the observer takes a video of the participants of the research project. The observer also fills in the checklist and field notes format. The video is taken in order to gather data that might not be registered on the checklist format. This gives insights on the effectiveness of the activities proposed. Likewise, the checklist and field notes format, provide us with data we assume we are going to get as well as allowing the teacher to make comments on students' participation and engagement.]

Production

Then the teacher organizes students in pairs by giving each student a letter either A or B. Afterwards the teacher will give 5 minutes for students A to talk to student B about their family member. Once time is up, is turn of student B to talk about their family member,

for 5 minutes. After the time is over, the teacher asks the pairs to tell the class one particular characteristic they remember of their partner's relative description.

Interaction pattern: Student, Student, Student; Teacher<- ->Complete class.

Time: 30 minutes

[Research Information: during this part of the lesson, the observer takes a video of the participants of the research project. The observer also fills in the checklist and field notes format and by the end the observer will hand out a questionnaire to the participants for them to fill in, those questionnaires provide insightful information about the participants and how they feel when involved on the activities proposed.]

Evaluation

The teacher asks one student to describe one of his/her partners. Then, the teacher checks the lesson's progress and process and provides the badges (Annex 6) that they won. One badge per each aspect. First, listening to the audiotape and highlight the adjectives for physical description. Second, write a short paragraph using adjectives for physical description. Students earn extra points for their participation, teamwork, cultural fact, and use of language.

If the students obtain 2 badges, they will obtain a grade of 5.0, and so on.

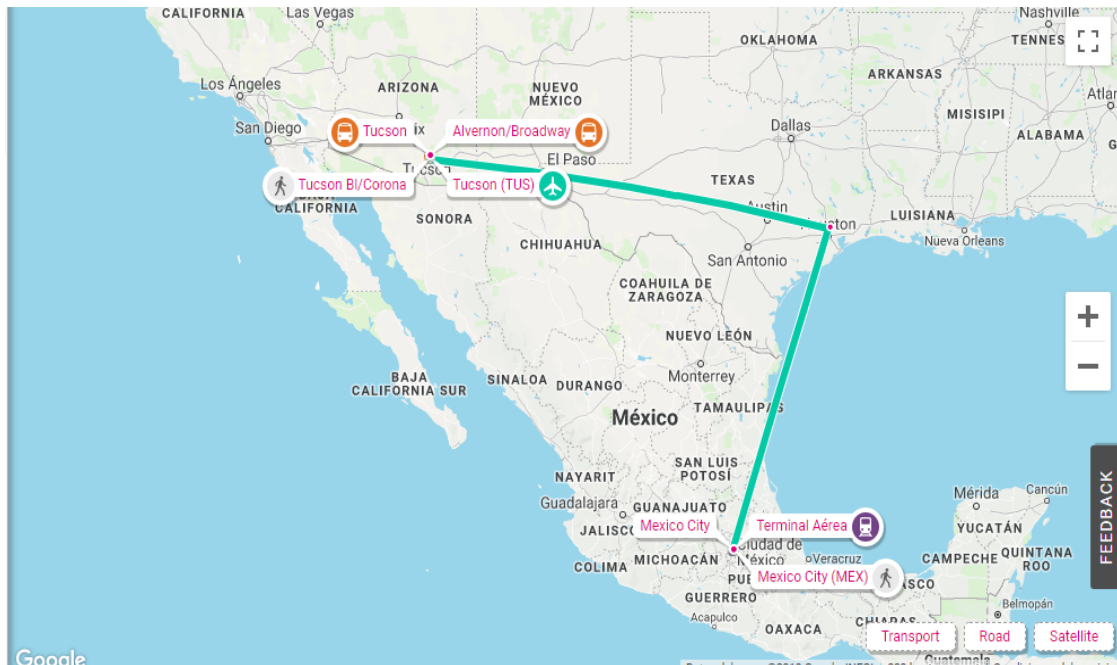
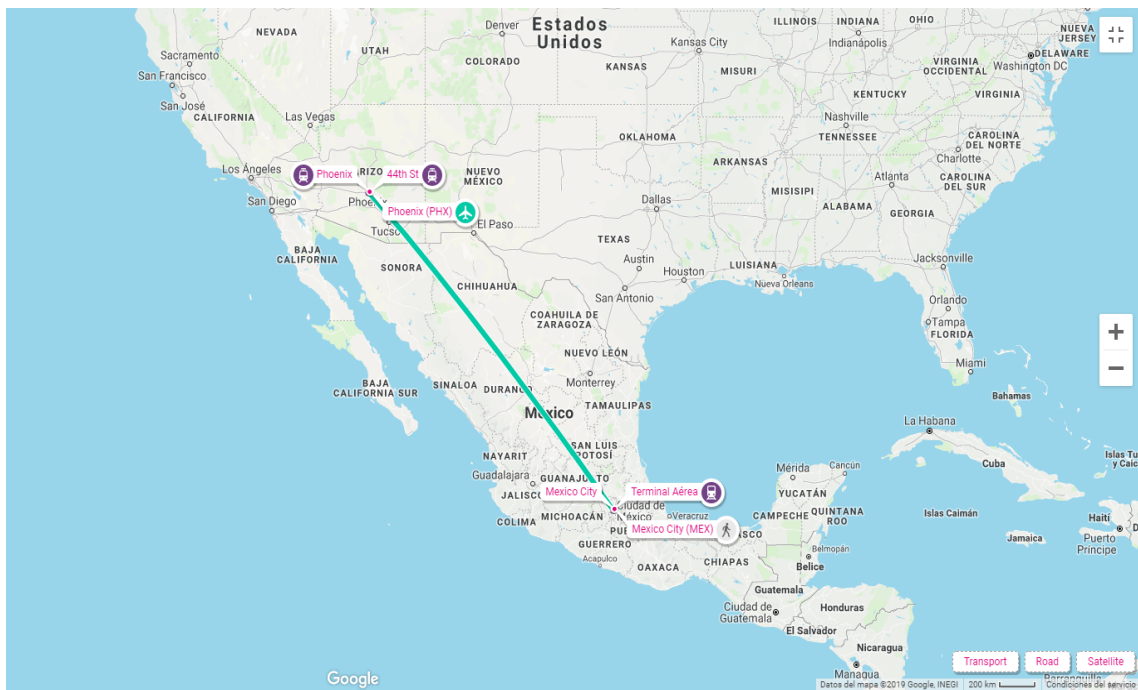
Interaction pattern: Student; Teacher<- ->Complete class

Time: 10 minutes

Notes :

Teacher's signature

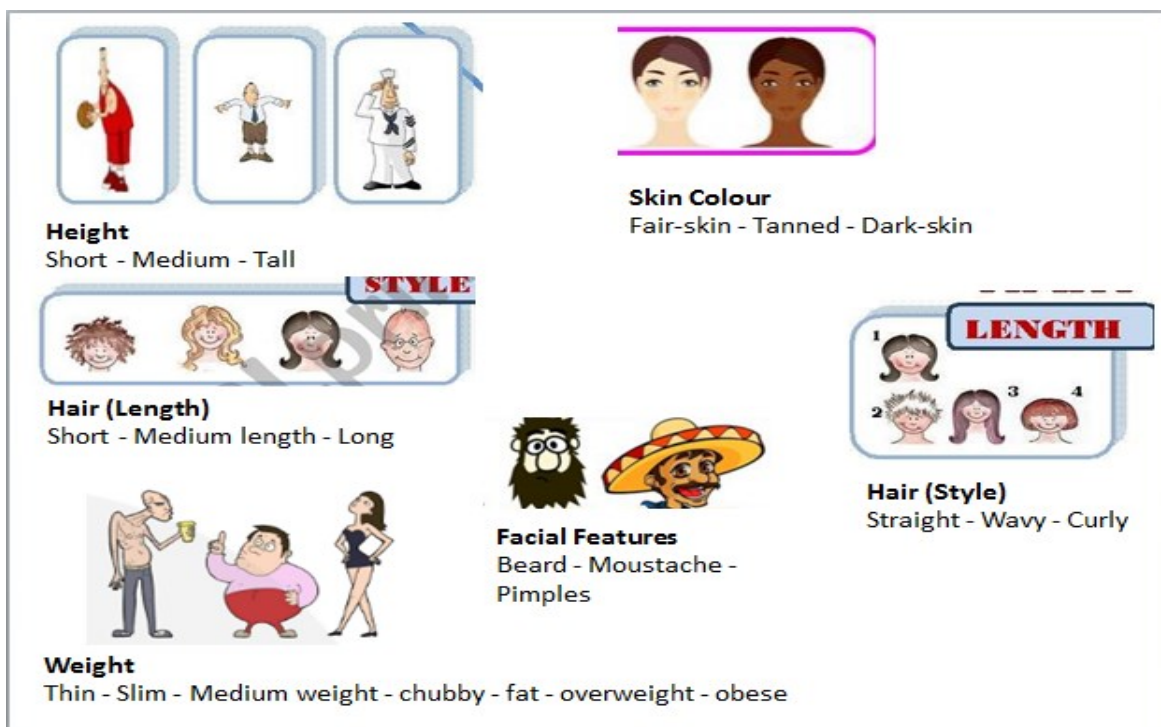
ANNEXES

Annex 1: Map from the USA to Mexico and routes with prices*Annex 2: video about The day of the dead*

https://www.youtube.com/watch?v=_sSawpU81cl



Annex 3: poster with the physical description vocabulary



Annex 4: Paragraph with physical description adjectives

Miguel is a twelve-year-old boy with short, messy black hair and brown eyes. Though in the movie his height is not explicitly stated, he is about at his grandmother's height (medium height). He is tanned, has a big nose, and big ears. He appears to be thin and doesn't have any pimples on his face.

**Annex 5: Badges****References**

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