



SYSTEMATIZING GAMIFIED EFL TEACHING 1

Working paper

Systematizing Gamified EFL Teaching During the Practicum: Toward More Effective and Engaging Learning Experiences

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Abstract

This working paper examines how the systematization of a gamified teaching experience contributes to improving pedagogical practices in English as a Foreign Language (EFL) during the teaching practicum. Using a qualitative and interpretive approach based on the systematization of educational experiences, the study reconstructs and critically analyzes the implementation of gamified lessons with fifth-grade students at Metropolitano del Sur public school in Bucaramanga, Colombia. Documentary sources, reflective journals, mentor observations, and classroom artifacts were used to understand the pedagogical process. Findings indicate that gamification can enhance students' participation, motivation, and willingness to communicate in English when game elements are aligned with communicative objectives and supported by formative feedback. The study highlights the importance of reflective practice and contextual adaptation, showing that systematization transforms lived experiences into professional knowledge that can guide future EFL teaching practices.

Keywords: Gamification, English as a Foreign Language (EFL), Teaching practicum, Reflective practice, Systematization of experiences.



Resumen

Este documento de trabajo examina cómo la sistematización de una experiencia docente gamificada contribuye a mejorar las prácticas pedagógicas en la enseñanza del inglés como lengua extranjera (EFL) durante las prácticas docentes. Mediante un enfoque cualitativo e interpretativo basado en la sistematización de experiencias educativas, el estudio reconstruye y analiza críticamente la implementación de lecciones gamificadas con alumnos de quinto grado en la escuela pública Metropolitano del Sur de Bucaramanga, Colombia. Se utilizaron fuentes documentales, diarios reflexivos, observaciones de mentores y artefactos del aula para comprender el proceso pedagógico. Los resultados indican que la gamificación puede mejorar la participación, la motivación y la disposición de los estudiantes para comunicarse en inglés cuando los elementos del juego están alineados con los objetivos comunicativos y respaldados por retroalimentación formativa. El estudio destaca la importancia de la práctica reflexiva y la adaptación contextual, mostrando que la sistematización transforma las experiencias vividas en conocimiento profesional que puede guiar futuras prácticas de enseñanza de EFL.

Palabras clave: Gamificación, inglés como lengua extranjera (EFL), Prácticas docentes, Práctica reflexiva, Sistematización de experiencias



Introduction

English as a Foreign Language (EFL) teaching has faced increasing demands for pedagogical innovation, learner engagement, and context-responsive instructional practices. Low student participation, uneven motivation, limited communicative use of English, and weak connections between instructional design and learners' experiences have remained persistent challenges in many EFL classrooms. Within this context, gamification emerged as a pedagogical approach that integrated game design elements into educational settings to promote engagement, participation, and goal-oriented learning (Deterding et al., 2011; Hamari et al., 2014). Previous research suggested that its effectiveness depended largely on instructional design quality, contextual adaptation, and pedagogical mediation (Sailer & Homner, 2020; Zhang & Hasim, 2023).

Previous studies associated gamification with higher learner motivation, greater classroom engagement, improved oral performance, reading comprehension, formative assessment, and more positive attitudes toward language learning when game mechanics were aligned with pedagogical objectives (Dehghanzadeh et al., 2021; Vergara-Pareja et al., 2021; Chan & Lo, 2024; Zhang & Crawford, 2024; Cheng et al., 2025).

Nevertheless, researchers also reported important limitations related to excessive competition, weak alignment with linguistic goals, technological constraints, and insufficient teacher preparation (Luo, 2024; Li et al., 2025). Consequently, further analyses of authentic classroom experiences remained necessary.

This working paper systematized a pedagogical experience developed during the teaching practicum. Systematization was understood as a process of critically reconstructing and interpreting educational practice to identify its internal logic, tensions, decisions, and learning outcomes rather than merely evaluating results. According to Jara Holliday (2018), systematization focuses on understanding the meanings generated throughout an educational experience and transforming them into knowledge that informs future pedagogical action. This perspective was particularly relevant in practicum settings, where professional knowledge was



constructed through planning, implementation, reflection, and adaptation rather than through instructional outcomes alone.

The study was guided by the following research question:

How could the systematization of a gamified teaching practicum contribute to the development of more effective pedagogical practices in the teaching of English as a Foreign Language?

The pedagogical experience analyzed in this study took place during the teaching practicum at Metropolitano del Sur, a public school located in Bucaramanga, Colombia. The intervention was implemented with one group of fifth-grade students who were beginning their English as a Foreign Language learning process. A pre-service English teacher designed and implemented the gamified lessons under the guidance of a mentor teacher who supervised and supported the pedagogical process.

Rather than attempting to demonstrate that gamification was universally effective, the study sought to understand the pedagogical conditions under which gamified strategies became meaningful, the challenges that emerged during their implementation, and the professional learning generated through reflective practicum experience. This perspective was consistent with research showing that reflective practice enables pre-service teachers to interpret contextual demands, question instructional assumptions, and transform classroom experiences into professional knowledge (Farrell, 1999; Castañeda-Trujillo & Aguirre-Hernández, 2018).

Methodologically, the study adopted a qualitative and interpretive approach based on the systematization of educational experiences. The methodological framework was interdisciplinary because it integrated theories of gamification, EFL pedagogy, learning assessment, and reflective teacher education. The study followed the stages proposed by Jara Holliday (2018): defining the point of departure, reconstructing the pedagogical process, critically interpreting the experience, and communicating the lessons learned. This approach was particularly appropriate because it allowed the analysis to focus not only on the instructional products of the intervention but also on the reasoning, adaptations, and contextual factors that shaped the teaching process.

The originality of this working paper lay in two complementary aspects. First, it examined gamification from the perspective of a lived teaching practicum rather than from an experimental or technology-centered approach. Second, it connected gamification with the



Latin American tradition of systematization, emphasizing pedagogical processes instead of isolated learning outcomes. Although empirical evidence on gamified EFL instruction has

increased considerably, relatively few studies have explored how pre-service teachers reconstruct and reinterpret gamified interventions as sources of professional knowledge, particularly in authentic school contexts where classroom decisions are made continuously (Chan & Lo, 2024; Hong et al., 2025).

This study was relevant from both theoretical and practical perspectives. Theoretically, it contributed to understanding gamification as a situated pedagogical strategy rather than merely a motivational resource. Practically, it provided insights for planning, implementing, and improving gamified EFL lessons through reflective practice. In addition, it offered guidance for future pedagogical decision-making concerning student engagement, scaffolding, formative feedback, and the responsible use of competition and rewards in language classrooms (Sailer & Homner, 2020; Li et al., 2025).

The paper was organized into four sections. Following this introduction, the state of the art reviewed the principal conceptual and empirical discussions on gamification, EFL learning, and reflective practicum-based inquiry. The methodological section described the research design, the institutional context, the participants, the sources of information, and the stages of the systematization process. Finally, the references section compiled the scholarly sources that supported the study. This submission therefore presented the project structure, the theoretical framework, and the methodological development required for the partial report.



Objectives

General objective

To examine the role of the systematization of a gamified teaching experience in understanding and pedagogically projecting English as a Foreign Language (EFL) practices during the teaching practicum with fifth-grade students at Metropolitano del Sur public school in Bucaramanga.

Specific objectives

- To describe the pedagogical underpinnings and game components that underline gamification in EFL teaching.

- To determine what contributions and tensions are being reported in the literature about motivation, participation and language development in gamified EFL settings.

- To rebuild and critically analyze the practicum experience using a route of systematization that links planning, implementation, reflection, and improvement proposals.



State of the Art

Recent research on gamification in English as a Foreign Language (EFL) education has increasingly focused on understanding how game elements can contribute to student engagement, motivation, and language development in real classroom settings. Since 2016, the literature has moved beyond defining gamification in general terms and has instead explored how specific game mechanics influence pedagogical processes, learner participation, and instructional design in EFL contexts.

Gamification is commonly understood as the application of game design elements in non-game contexts (Deterding et al., 2011). Although this definition remains foundational, more recent studies have expanded the discussion by examining how elements such as points, badges, leaderboards, missions, feedback systems, and narrative structures function pedagogically in language learning environments. Their educational value depends largely on their alignment with learning objectives, assessment strategies, interaction patterns, and students' needs (Sailer & Homner, 2020; Chan & Lo, 2024).

Current evidence on gamification in education presents a moderately positive but context-dependent panorama. Sailer and Homner (2020), through a meta-analysis, found that gamification can positively influence cognitive, motivational, and behavioral learning outcomes, although these effects are generally small to moderate and highly dependent on instructional design quality. Similarly, Zhang and Hasim (2023), in a systematic review of empirical studies on EFL/ESL instruction, reported that gamification has been associated with improvements in learner engagement, language performance, and emotional involvement across different educational settings.

In language teaching specifically, recent studies have shown that gamified instruction may support more meaningful and participatory learning experiences. Dehghanzadeh et al. (2021) concluded that digital gamification can contribute positively to English language learning when it is purposefully integrated into classroom practice. Chan and Lo (2024) further argued that gamification becomes more effective when it is understood as a pedagogical design strategy rather than merely a motivational supplement.



Motivation and engagement remain central analytical categories in recent EFL research. Zhang and Crawford (2024) found that gamified formative assessment tools such as Quizizz can increase students' willingness to participate through immediate feedback, competitive dynamics, and challenge-based activities. Likewise, Li et al. (2025) emphasized the importance of visible progress, continuous feedback, and low-stakes assessment activities in sustaining learner engagement over time. These findings are especially relevant in teaching practicum contexts, where pre-service teachers must balance participation, classroom management, and language development simultaneously.

Another important area of recent research concerns language development outcomes. Vergara-Pareja et al. (2021) reported improvements in oral English performance among young learners through gamified educational activities, particularly in vocabulary, pronunciation, fluency, and grammar. Similarly, Cheng et al. (2025) demonstrated that gamified interventions positively affected reading comprehension and language enjoyment among Chinese undergraduate EFL students. Maimaiti and Hew (2025) also found that gamified self-regulated learning environments improved students' reading comprehension, motivation, self-regulation skills, and engagement patterns.

Recent literature also highlights important limitations and challenges associated with gamification. Luo (2024) demonstrated that teachers' acceptance of gamified EFL tools depends strongly on perceived usefulness and ease of use, suggesting that teacher agency and digital confidence are essential for successful implementation. In addition, Hong et al. (2025) found that students demonstrate differentiated preferences regarding game elements, meaning that gamified instruction should respond to diverse learner profiles rather than relying on uniform motivational assumptions.

Overall, recent studies suggest that gamification can contribute positively to EFL learning when implemented with clear pedagogical intentionality, meaningful communicative tasks, formative feedback, and contextual adaptation. However, the literature also indicates the need for more reflective and process-oriented studies that examine how pre-service teachers experience, interpret, and redesign gamified pedagogical practices during their teaching practicum.



One of the common weaknesses in the literature is the possibility of overestimating novelty effects. Zhang and Hasim (2023) found technical issues, the temporary nature of certain motivational benefits, and the potential adverse impact of too much competition to be significant disadvantages. Dehghanzadeh et al. (2021) also observed that even though gamification can create positive experiences, it can yield uneven results when technological access, quality of feedback, or pedagogical coherence is low. This is why the literature focuses more on calibrated gamification: the selective application of mechanics that facilitate communication, autonomy, and long-term engagement without substituting learning goals (Chan and Lo, 2024; Li et al., 2025).

Another theoretical axis that can be applied to the current working paper is reflective practicum-based learning. Farrell (1999) claimed that reflective practice in EFL teaching is only meaningful when teachers critically analyze their beliefs, instructional choices, and classroom experiences rather than merely accumulating techniques. Practicum reflection has been identified as one of the most important spaces for developing contextual awareness, professional identity, and pedagogical reinterpretation in teacher education. Likewise, Castañeda-Trujillo and Aguirre-Hernández (2018) demonstrated that the written reflections of pre-service English teachers throughout the practicum reveal a growing awareness of classroom realities and the importance of mentorship and situated interpretation. Together, these studies suggest that pedagogical innovation becomes professional knowledge only when it is critically processed through reflection.

In the context of systematization, Jara Holliday (2018) proposes the historical reconstruction, critical interpretation, and transformation of educational experiences into communicable knowledge that informs future action. This perspective is particularly valuable for research on gamification during the teaching practicum because most published studies focus on learning outcomes, technological resources, or motivational effects, whereas comparatively fewer studies examine the lived pedagogical experience, including how teachers designed the intervention, how students responded, what challenges emerged, what adaptations were required, and what lessons informed future practice. Consequently, a gap remains between evidence demonstrating that gamification can be effective and understanding how pre-service teachers construct professional knowledge through its implementation in authentic EFL classrooms.



The current working paper addresses this gap. Rather than validating the already well-documented motivational benefits of gamification, it seeks to integrate three perspectives that have often been examined separately: gamification as pedagogical design, EFL teaching as communicative classroom practice, and systematization as a critical approach to transforming classroom experiences into professional learning. This articulation provides a process-oriented perspective that may contribute to both teacher education and pedagogical innovation.



Methodological Route

The proposed methodological development for this working paper was a qualitative study based on the systematization of educational experiences. It adopted an interpretive and critical design because it sought to understand the pedagogical meanings, decisions, tensions, and transformations that emerged throughout the implementation of gamified EFL lessons. This methodological choice was aligned with the research question, which focused on reconstructing and interpreting a lived pedagogical process rather than experimentally verifying predetermined outcomes (Jara Holliday, 2018; Castañeda-Trujillo & Aguirre-Hernández, 2018).

The experience systematized was the implementation of gamification as a pedagogical approach during an EFL teaching practicum. Operationally, the unit of analysis was the pedagogical process through which a pre-service English teacher planned, implemented, reflected on, and refined a sequence of four gamified lessons. The intervention took place at Metropolitano del Sur, a public school in Bucaramanga, Colombia, and involved one group of 25 fifth-grade primary-school students, one pre-service English teacher, and one mentor teacher. The instructional sequence consisted of four lessons designed under different pedagogical approaches: (1) a Presentation–Practice–Production (PPP) lesson, (2) an Experiential Learning lesson, (3) a Flipped Classroom lesson, and (4) a Gamification lesson plan that integrated game mechanics throughout the instructional process. This participant profile and instructional sequence defined the scope of the systematized practicum experience and situated the pedagogical intervention within a specific school-based EFL context.

Since the aim of the study was to gain an in-depth understanding of a pedagogical experience, the sampling strategy was purposeful rather than probabilistic. Participants and documents were selected because they were directly involved in the gamified teaching process and therefore constituted information-rich sources. The documentary corpus consisted of the four lesson plans, reflective journals written throughout the practicum, mentor observation reports, classroom artifacts, assessment rubrics, photographs of classroom activities, and post-lesson reflections. Together, these materials provided the evidence required to reconstruct and critically interpret the pedagogical process.

The logic of the systematization followed the stages proposed by Jara Holliday (2018). The first stage consisted of defining the point of departure by identifying the experience, its participants, and the central research question. In this study, the focus was placed on the



implementation of the four gamified EFL lessons and the pedagogical decisions that shaped their development. The second stage involved reconstructing the lived pedagogical process chronologically. This reconstruction included the contextual conditions, instructional objectives, selection of game elements, classroom activities, students' responses, challenges encountered, adaptations introduced, and the outcomes observed throughout the intervention. A chronological matrix was used to organize the planning, implementation, and reflective stages of each lesson.

The third stage involved the critical interpretation of the experience. Rather than merely describing the intervention, the analysis examined it through conceptual categories derived from the literature. The preliminary analytical categories included: (a) pedagogical purpose of gamification, (b) learner motivation and participation, (c) language learning opportunities, (d) classroom management and interaction, (e) formative feedback and assessment, and (f) tensions, limitations, and redesign decisions. These categories remained open to refinement throughout the analysis as new themes emerged inductively from the data. The final stage focused on drawing conclusions and identifying lessons learned that could inform future implementations of gamified EFL instruction. The primary data collection techniques were documentary and reflective. First, all available pedagogical records generated during the four instructional sessions were collected and organized. Second, reflective narratives produced during and after the intervention were analyzed to identify pedagogical reasoning, perceived successes, emerging concerns, and instructional adjustments. Third, mentor observations provided an additional perspective for understanding classroom events and validating interpretations. If considered methodologically appropriate by the research advisor, a short semi-structured interview with the pre-service teacher or the mentor teacher could also be conducted to clarify critical incidents, instructional decisions, and retrospective interpretations. This additional technique would broaden the explanatory scope of the systematization without altering its qualitative nature.

Data analysis was conducted through thematic analysis supported by chronological reconstruction matrices and category coding. The first analytical step involved organizing the documentary evidence according to the successive stages of the practicum and the four gamified lessons. The second step consisted of open coding to identify recurring themes, critical incidents, students' responses, and pedagogical decisions. Finally, the emerging codes were



grouped into broader interpretive categories connected to the theoretical framework. This analytical process allowed the study to move beyond describing what occurred toward explaining why the pedagogical process unfolded as it did and what implications could be drawn for future EFL teaching practice (Farrell, 1999; Jara Holliday, 2018).

To ensure methodological rigor, several quality criteria associated with qualitative research were considered. Credibility was strengthened through the triangulation of multiple sources of evidence, including lesson plans, reflective journals, mentor observations, and classroom artifacts. Dependability was addressed by maintaining a transparent audit trail documenting the organization of the evidence, coding procedures, and analytical decisions. Confirmability was promoted by grounding interpretations in documented evidence rather than subjective impressions. Although statistical generalization was not intended, transferability was supported through a detailed description of the educational context, the participants, the four instructional sessions, and the conditions under which the gamified intervention was implemented. Ethical considerations guided the entire research process. The confidentiality of participants and the integrity of the school context were protected through the use of pseudonyms or identification codes whenever necessary. Images or visual materials were included only with prior authorization, and no identifying information about minors or the educational institution was disclosed without permission. Because this working paper emerged from a teaching practicum, the ethical perspective also emphasized the formative nature of the experience. The purpose was not to evaluate individual performance but to critically learn from the pedagogical process in order to improve future teaching practice. The methodological pathway was expected to generate three complementary outcomes. First, it would provide a chronological reconstruction of the four gamified EFL lessons implemented during the practicum. Second, it would offer a critical interpretation of the pedagogical value, challenges, and limitations of gamification within a real school context. Third, it would generate practical recommendations for redesigning future gamified lessons, particularly regarding the selection of game mechanics, language scaffolding, formative assessment, and the balance between student engagement and language learning objectives. In this way, the methodological process remained consistent with the purpose of educational systematization: transforming lived pedagogical experience into practical knowledge capable of informing and improving future educational practice.



Results and Discussion

Recovery of the Lived Process

The pedagogical experience systematized in this working paper took place during the teaching practicum at Metropolitano del Sur, a public school in Bucaramanga, Colombia. The participating group consisted of fifth-grade primary school students who were in an early stage of formal contact with English as a Foreign Language. Throughout the process, a pre-service teacher designed and implemented a sequence of gamified EFL lessons, with the guidance of a mentor teacher who observed and provided ongoing feedback on the intervention.

The development of the experience unfolded across three interconnected moments: lesson planning, classroom implementation, and post-session reflection. From the very beginning, it became evident that the pre-service teacher needed to navigate a dual challenge designing activities that would genuinely capture students' attention while ensuring that the game elements chosen actually served the linguistic objectives of each lesson. This tension is not foreign to the literature: as Chan and Lo (2024) have argued, the most encouraging results in gamified EFL settings emerge when game mechanics are treated as pedagogical spaces rather than motivational add-ons layered onto otherwise unchanged instruction.

The activities designed and implemented during the practicum included point systems for oral participation, team-based vocabulary missions, visible progress boards accessible to all groups, and immediate feedback delivered through symbolic badges. Each session opened with the activation of a daily mission that situated the class within a broader narrative framework centered on solving English-language challenges. This type of narrative structure has been identified by Dehghanzadeh et al. (2021) as one of the gamified elements with the greatest potential to generate positive learning experiences, provided it is coherently integrated with the communicative tasks at hand.

During the first sessions, student participation was hesitant but gradually increasing. Many students showed noticeable insecurity when speaking English in front of their peers, which constrained the natural flow of the oral interaction activities that had been planned. However, as sessions progressed, a meaningful shift was observed: teams began to take more ownership of the activities, more attempts at communication in the target language were heard



across the room, and students who had previously avoided participating started to engage more actively when the gamified format reduced their individual exposure to making mistakes in public. This pattern aligns with what Vergara-Pareja et al. (2021) documented in their research on the strengthening of oral English skills in young EFL learners through gamification: collaborative game structures tend to reduce linguistic anxiety and create more favorable conditions for oral production.

A particularly significant moment occurred during the third session, when a vocabulary challenge, activity was introduced in which teams had to name classroom objects in English under time pressure. The moderate competitive dynamic generated by the format triggered a level of participatory energy that had not been achieved through more conventional activities. However, a tension also surfaced: students with a stronger command of English tended to dominate the turns, while less confident peers chose to remain silent. This difficulty prompted a redesign in subsequent sessions, incorporating rotating roles within each team to ensure that every student had equitable opportunities to use the language. As Luo (2024) warns, teacher agency is irreplaceable in gamified processes: even a pedagogically appealing design can fall short when it is not adjusted in real time to the actual dynamics of the classroom.

The documentary sources used to reconstruct this process included the four lesson plans, the mentor teacher's observation reports, students' written products, classroom assessment records, and photographs documenting the implementation of the gamified activities. These complementary sources strengthened the credibility of the interpretation through data triangulation, as they provided different perspectives on the same pedagogical process (Jara Holliday, 2018).

In-Depth Reflections

The reflective analysis of the experience made it possible to identify several significant pedagogical learnings that go well beyond a simple description of what took place. First, it became clear that gamification does not produce its effects automatically or merely by introducing playful elements into the lesson. The pedagogical value of the strategies implemented was proportional to the degree of coherence between the game mechanics chosen and the communicative objectives of each session. When that coherence existed, students showed greater willingness to take linguistic risks; when it did not, the game became an end in



itself and the actual use of English receded into the background. This finding is consistent with the caution raised by Sailer and Homner (2020), who found that the positive effects of gamification are small to moderate and depend heavily on the quality of the instructional design behind them.

Second, the reflection on the process revealed that student motivation was a dynamic and uneven phenomenon rather than a uniform response. While most students reacted positively to the gamified formats, some children responded with indifference or even mild frustration toward the competitive elements. This motivational variability had already been anticipated by Hong et al. (2025), who demonstrated that EFL learners hold differentiated preferences regarding game elements, implying that gamified design cannot generically assume which mechanic will work for every student. This realization led the pre-service teacher to diversify participation formats, incorporating both individual and collaborative challenges to accommodate different learner profiles within the same group.

Third, the experience highlighted the importance of formative feedback as a central articulator of the gamified process. The sessions in which the pre-service teacher provided immediate and specific feedback on English language use not just on performance in the game were precisely those in which students showed greater linguistic awareness and stronger readiness to self-correct. This finding resonates with the results reported by Zhang and Crawford (2024), who found that integrated immediate feedback in gamified environments reinforces learners' desire to stay engaged with English learning, and with Li et al. (2025), who identified visible progress and continuous feedback as core components for sustaining student commitment over time.

The reflection also brought to surface tensions inherent to the practicum context itself. Curricular time constraints, the school's technological limitations, and the need to manage both the game and classroom discipline simultaneously represented real obstacles that theory does not always anticipate. These challenges are coherent with what Dehghanzadeh et al. (2021) noted in their systematic review: when technological access, pedagogical coherence, or feedback quality are insufficient, the outcomes of gamification are likely to be uneven. Acknowledging these limitations does not invalidate the experience quite the opposite. It is



precisely in the friction between an idealized design and the realities of an actual classroom that situated pedagogical knowledge is built (Farrell, 1999).

Key Findings

The results derived from the systematization of this experience point in three complementary directions. The first concerns the impact of gamification on students' oral participation. Across the sessions, a progressive increase was documented in both the frequency and the quality of students' attempts to communicate in English, particularly during those activities in which the gamified format reduced individual exposure to error and encouraged collaborative interaction. This change was especially visible among students who, at the beginning of the intervention, consistently avoided speaking English in front of the group. Team-based formats and progressive challenges appear to have functioned as both affective and linguistic scaffolding, a condition that Vergara-Pareja et al. (2021) have identified as a determining factor for the strengthening of oral competence in school-based EFL contexts.

The second direction points to pedagogical coherence as a non-negotiable condition for effective gamification. The data analyzed suggest that not all game elements introduced the same value into the learning process: those directly linked to real communicative tasks, such as contextualized vocabulary missions or team-based oral production challenges, generated more meaningful opportunities for English use than those primarily oriented toward competitive performance. This distinction between gamification as pedagogical design and gamification as surface-level motivation, emphasized by Chan and Lo (2024), proved to be one of the most productive interpretive axes throughout the analysis.

The third direction relates to the professional learning of the pre-service teacher herself. The systematization of the process did not merely document what students did, but also illuminated the decision-making journey of the one who taught: what was assumed during planning, what had to be adjusted during implementation, and what was understood differently upon reflecting on what had been lived. This kind of situated professional learning is precisely what Jara Holliday (2018) considers the central purpose of systematization: not to evaluate final results, but to understand the internal logic of the process so that it can meaningfully guide future action. In keeping with Castañeda-Trujillo and Aguirre-Hernández (2018), the



experience confirms that reflective teaching practice remains one of the most fertile spaces for the construction of pedagogical knowledge among pre-service EFL teachers.

Taken together, these findings support the argument that gamification, when implemented with deliberate pedagogical intentionality, can make a meaningful contribution to strengthening the teaching of English as a Foreign Language. This is not a claim for a universal solution or an infallible formula, but rather a recognition of a strategy with genuine potential to transform classroom dynamics, increase student participation, and create more favorable conditions for the development of communicative competence in English. This conclusion is supported by evidence gathered throughout the intervention, including the four lesson plans, mentor observation reports, students' learning products, classroom assessment records, and photographs documenting the implementation of the gamified activities. Together, these sources provide a consistent reconstruction of the pedagogical process and strengthen the credibility of the findings.

Based on these results, the first proposal is the systematic integration of gamification into the primary school English curriculum, not as a closing activity or occasional motivational resource, but as an organizing axis of instructional design. This integration must ensure that the game mechanics selected respond to clear linguistic objectives, accommodate inclusive participation formats for different learner profiles, and embed formative feedback cycles that keep the focus on English use rather than solely on game performance. This recommendation aligns with the conclusions of Li et al. (2025), who propose that gamified formative assessment should be articulated with visible progress strategies, continuous feedback, and low-stakes activities in order to sustain student engagement over time.

The second proposal is the design of structured reflection protocols for pre-service teachers who implement gamified strategies. Since gamification requires constant adjustments in response to how students are engaging, the ability to critically observe one's own practice and adapt the design in real time is essential. Tools such as lesson analysis protocols, chronological reconstruction matrices, mentor feedback, and classroom observation records can strengthen this reflective process and transform each teaching session into an opportunity for professional learning (Farrell, 1999; Jara Holliday, 2018).

The third proposal calls for greater attention to the individual and contextual variability of learners when selecting and calibrating game elements. As Hong et al. (2025) make clear,



EFL learners' preferences regarding gamification mechanics are not uniform, which means that teachers must develop a diagnostic sensitivity that allows them to identify what kind of challenge, what level of competition, and what form of recognition is most motivating for a given group. That sensitivity is not acquired theoretically; rather, it is built through the process of implementing, observing, reflecting, and adjusting teaching practices.

This interpretation was supported by the reflective field journal written during the practicum. After the fourth gamified session, the following observation was recorded:

"Students showed greater enthusiasm when they worked collaboratively than when they competed individually. Several learners who had participated only occasionally in previous lessons became more willing to answer questions and interact with their classmates during the team challenges. However, some students focused more on earning points than on using English accurately, suggesting that game mechanics should always remain aligned with the language-learning objectives."

This reflection illustrates that students responded differently to the gamified activities and reinforces the importance of continuously adapting instructional decisions according to learners' needs, participation patterns, and classroom dynamics.

In sum, the present systematization contributes to the field of EFL education by providing a type of knowledge that experimental research rarely produces: an understanding of the pedagogical process from the inside, including its tensions, adjustments, and unexpected learning opportunities. The conclusions presented in this study were supported by multiple sources of evidence, including the lesson plans, students' learning products, photographic records, mentor teacher observations, and the reflective field journal. Together, these sources made it possible to reconstruct the pedagogical experience critically and identify lessons that may guide future classroom practice.

When communicated with honesty and analytical rigor, this knowledge has formative value not only for the pre-service teacher who experienced it but also serves as a practical and theoretical reference for other teachers in training who face similar challenges in their own EFL classrooms.



Conclusions

The central objective of this working paper was to examine how the systematization of a gamified teaching experience could contribute to understanding, improving, and projecting pedagogical practice in the teaching of English as a Foreign Language during the practicum. Looking back at the full arc of the process from the initial planning of the gamified lessons to the reflective reconstruction of what was lived it is possible to affirm that this objective was not only met, but that the very process of meeting it generated a kind of learning that goes beyond what any lesson plan or outcome measure could have captured on its own. Systematization, as Jara Holliday (2018) argues, is not about judging whether something worked or did not work; it is about understanding why the experience unfolded the way it did, and what that understanding means for the future.

Figure 1. Students participating in the Presentation-Practice-Production (PPP) lesson.



Source: Author's own photograph.

The conclusions drawn here emerge directly from the evidence gathered throughout the intervention: the pre-service teacher's reflective journals, the mentor's observation reports, the lesson plans and their real-time adjustments, and the documented responses of fifth-grade EFL students at Metropolitano del Sur. Each of these sources contributed a different layer of meaning to the overall picture. What the reflective journals captured in terms of uncertainty, decision-making, and gradual pedagogical clarity, the observation reports confirmed or complicated from an external perspective, and the student artifacts and participation patterns gave concrete shape to what had otherwise been impressionistic assessments of engagement



and language use. Together, they validate the core finding of this study: that gamification, when designed with pedagogical intentionality rather than deployed as a motivational shortcut, creates conditions in which EFL learners are more willing to take communicative risks, more responsive to formative feedback, and more actively involved in their own learning process.

This finding enriches the existing conversation in EFL education in at least two ways. Theoretically, it adds weight to the position held by Chan and Lo (2024) and Sailer and Homner (2020) that the value of gamification is not intrinsic to its game mechanics but is produced through the quality of the pedagogical design surrounding them. Points, badges, and leaderboards do not teach English but when they are coherently tied to oral production tasks, collaborative vocabulary challenges, and low-stakes communication activities, they can lower the affective barriers that often prevent young learners from engaging with the foreign language. Methodologically, the study demonstrates that systematization is a rigorous and accessible tool for pre-service teachers to make sense of their own practice, not as a bureaucratic exercise, but as a genuine mode of professional inquiry. The analytical categories developed throughout the process pedagogical coherence, motivational variability, formative feedback, and real-time adaptation offer a conceptual vocabulary that other practitioners can adapt and apply in their own contexts.

In terms of practical implications, the experience points toward several concrete actions that could improve EFL teaching in similar school settings. The first is to treat gamified design as a planning commitment rather than an improvisation: the pre-service teacher's most successful sessions were those in which game elements had been thought through in relation to specific communicative objectives, not added to the lesson after the fact. The second is to build structured reflection into the practicum routine from the beginning, not as a requirement to fulfill but as an actual working tool. The moments of deepest professional learning in this experience did not occur during the lessons themselves, but in the written reflections that followed them particularly when those reflections were guided by questions about what students were actually doing with English, rather than just whether the activity went well. The third practical implication concerns equity of participation: any gamified activity that relies on competitive speed or individual performance will systematically disadvantage less confident or less proficient learners, and this needs to be addressed through intentional design choices such as rotating roles, team-based accountability, and varied formats for language production.



figure 2. Students completing activities during the Experiential Learning lesson.



Source: Author's own photograph.

It would be dishonest, however, to present these conclusions without acknowledging the limitations that shaped them. The experience documented here involved a single group of students, one pre-service teacher, and a specific institutional context defined by its own material conditions, scheduling pressures, and pedagogical culture. The findings are not statistically generalizable, nor were they intended to be. What they offer is a thick, contextualized account of how one gamified EFL intervention was lived, adjusted, and understood and that kind of knowledge, while bounded, carries genuine transferability for practitioners who recognize their own situation in it. It is also worth noting that the scope of the systematization was limited by the duration of the practicum itself, which meant that some of the redesign decisions made toward the end of the intervention could not be fully implemented or assessed within the time available.

These limitations, rather than closing the inquiry, open it up toward future directions that deserve serious attention. Future research could expand the systematization of gamified EFL experiences to other educational levels particularly secondary school and higher education contexts where the linguistic demands and motivational dynamics differ substantially from those of primary school. It would also be valuable to conduct comparative systematizations across different institutional settings, including private schools, rural schools, and urban public schools, to understand how contextual factors shape both the design and the reception of gamified strategies. Another productive line of inquiry would involve the voices of students more explicitly: the present study relied primarily on the pre-service teacher's perspective and



the mentor's observations, but a systematization that incorporates structured student reflections on their own learning process would produce a considerably richer interpretive picture.

Figure 3. Students participating in the vocabulary challenge during the Flipped Classroom lesson.



Source: Author's own photograph.

What this experience ultimately leaves behind is not a checklist for gamifying English lessons, but something more durable: a way of looking at teaching practice as something worth understanding carefully, not just performing efficiently. The pre-service teacher who documented, adjusted, and reflected on this intervention did not emerge from the practicum simply with more techniques she emerged with a different relationship to her own pedagogical decisions. That shift, from unreflective execution to critical awareness, is what Farrell (1999) and Castañeda-Trujillo and Aguirre-Hernández (2018) have long argued is the true outcome of a meaningful practicum. And it is, in the end, what systematization makes possible.

Figure 4. Students participating in the final gamified English lesson.



Source: Author's own photograph.



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SYSTEMATIZING GAMIFIED EFL TEACHING 27

Annex's

Anex's A. Presentation–Practice–Production (PPP) Lesson Plan

PRESENTATION-PRACTICE-PRODUCTION LESSON PLAN	
Lesson Number: 1 Institution: Colegio Metropolitano del Sur Sede B Pre-service teacher's name: Anyel Yurani Rivera Rodriguez Grade/ Level: 5° Date of implementation: 14/03/2025 Duration: 2 hours	
Learning objective: By the end of the lesson, students will be able to identify and name parts of the body in English through individual and group activities.	
Learning outcome: Students will be able to use descriptive phrases correctly in sentences, such as "It is a small head," to describe the parts of their monster.	
Warm up	Time
Procedure In class, the teacher begins by presenting two videos of animated songs that deal with body parts. While the videos are playing, students are invited to move to the rhythm of the music, thus promoting mobility and active participation of all. As the music plays, the teacher instructs students to sing the body parts that are mentioned, for example, when the song says "shoulders," students should touch their shoulders at the same time as naming them. Not only does this dynamic make learning more fun, but it also helps students associate words with corresponding actions. Video #1  Video #2 	30 minutes

PRESENTATION-PRACTICE-PRODUCTION LESSON PLAN	
Stage 1: Presentation	
Procedure The teacher begins by introducing the vocabulary of the parts of the body: eyes, ears, mouth, hand, feet, head, nose, legs, shoulders, knees. Vocabulary Presentation: Show pictures for each part of the body.  Guided Repetition: Invite students to repeat phrases such as "They are ears," "It is a mouth," and "They are hands" after the repetition. Active Practice: Students repeat the phrases to become familiar with the vocabulary and use of the verb "to be". Action Commands: After this, the teacher introduces the vocabulary by having the students pay attention to commands such as "touch your eyes", "touch your mouth", "touch your shoulders", among others. This allows them to identify and point out body parts while following instructions. Review of Pronouns: Before moving on, the teacher makes a brief review of the pronouns that will be used when describing the parts of the body. Explains when to use "they" to refer to plural parts (e.g., "They are shoulders") and "it" to refer to a single part (e.g., "It is a mouth"). This review ensures that all students understand the difference and correctly use pronouns in their sentences. Link Flashcards: https://goo.gl/sja2D5f (Own creation)	Time 30 minutes
Stage 2: Practice	
Procedure Activity # 1: In this part of the lesson plan, the teacher organizes a game of Bingo to reinforce the vocabulary of the parts of the body. The steps of the activity are described below: Game Explanation: The teacher explains to the students that they will be playing Bingo using pictures of the body parts. It tells them that they must be attentive to the instructions and that the goal is to be the first to complete a line. Card Delivery: The teacher gives each student a sheet with images of different parts of the body. Each Bingo card has a unique arrangement of these images.	Time 35 minutes



- **Development of the Game:** The teacher begins to name the parts of the body out loud, for example, "head" or "hands". Students should check to see if they have the body part mentioned on their card.
- **Marking the Images:** If a student has the corresponding image on their card, place a small bean grain on it as a marker.
- **Bingo Winner:** The first student to complete a line, whether horizontal, vertical, or diagonal, must shout "Bingo!" to indicate that they have won. The teacher checks your card to confirm the winner.



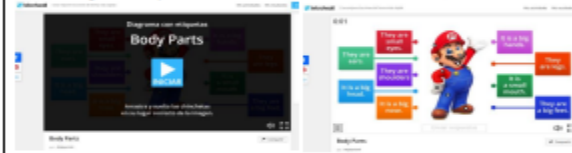
Link Bingo: <https://goo.gl/9UW3DV> (Own creation)

Activity #2:

The teacher presents an image of Mario Bros on the board and asks the children who want to participate in labeling Mario's body parts to come to the front. It also offers them the option of doing so from their seats.

- **Image Presentation:** The teacher shows the image of Mario Bros, capturing the attention of the students.
- **Invitation to Participate:** She encourages children to come to the board if they wish to participate. Those who prefer to stay in their seats can also participate by raising their hands.
- **Body Part Labeling:** Students who approach the board can label Mario's body parts using phrases such as:
"It is a big head".
"They are small ears".
"It is a big nose".

While labeling, students practice the structure of the verb 'to be' in a fun, visual context.



Link wordwall: <https://wordwall.net/es/resource/79062613/body-parts> (Own creation)

Stage 3: Production

Procedure

In the production part, the teacher organizes the students into five groups. The steps of the activity are detailed below:

- **Delivery of the Sketch:** The teacher gives each group a sketch of a blank monster, which will serve as a basis for the students to draw.
- **Creating the Monster:** Students should use their creativity to draw the body parts they have learned, such as the head, eyes, ears, nose, etc. Each group will work together to design their own monster, incorporating the body parts in a fun way.
- **Oral Presentation:** Once the groups finish their drawings, each group will come to the front to present their monster. During the presentation, students will be required to orally name body parts using phrases such as: "It is a big head", "They are small ears", "It is a long nose".

Time
45 minutes

Assessment and evaluation (How the student will be evaluated through the activities proposed)

In the lesson on body parts, formative and summative assessment strategies will be used to ensure that students achieve learning outcomes. During the warm-up, a formative assessment will be applied using a checklist to observe the active participation of the students as they sing and touch the body parts. In the presentation of vocabulary, guided repetition with immediate feedback will be encouraged to assess pronunciation and comprehension. In the Bingo activity, the performance of the students in the identification of the parts of the body will be observed, also as a formative evaluation. In Mario Bros. tagging, immediate feedback will be provided to assess accuracy and engagement, ensuring the correct use of the verb "to be." Finally, in the group production, a summative evaluation will be applied through a rubric that will evaluate creativity, collaboration and use of vocabulary during the presentation of their monsters.

REPORT RUBRIC					
ASSESSMENT CRITERIA	EXCELLENT (5.0)	GOOD (4.0)	SATISFYING (3.0)	NEED IMPROVE (2.0)	UNSATISFYING (1.0)
CORRECT USE OF PHRASES (E.G. "IT IS A BIG HEAD")	ALL PHRASES ARE CORRECT AND APPROPRIATE.	MOST OF THE SENTENCES ARE CORRECT.	SOME SENTENCES HAVE ERRORS, BUT YOU UNDERSTAND THE MEANING.	SEVERAL SENTENCES HAVE ERRORS THAT MAKE IT DIFFICULT TO UNDERSTAND.	MANY PHRASES ARE INCORRECT AND THE PHRASE IS NOT UNDERSTOOD.
CLARITY AND FLUENCY IN PRESENTATION	THE PRESENTATION IS VERY CLEAR, FLUENT AND EASY TO UNDERSTAND.	THE PRESENTATION IS NICELY CLEAR AND FLUENT.	THE PRESENTATION HAS SOME INTERRUPTIONS, BUT IT IS UNDERSTANDABLE.	THE PRESENTATION IS CONFUSING AND HAS MANY INTERRUPTIONS.	THE PRESENTATION IS VERY CONFUSING AND DIFFICULT TO FOLLOW.
CREATIVITY IN MONSTER DESIGN	THE MONSTER IS VERY CREATIVE AND ORIGINAL.	THE MONSTER IS QUITE CREATIVE.	THE MONSTER HAS SOME CREATIVE ELEMENTS.	THE MONSTER IS NOT VERY CREATIVE.	THE MONSTER LACKS CREATIVITY AND ORIGINALITY.



Anex's B. Experiential Learning Lesson Plan



LESSON PLAN EXPERIENTIAL LEARNING

Teacher's name: Anyi Yurani Rivera Rodríguez
Institution's name: Metropolitano del sur – Sede B
Topic: Present continuous
Date: march 28th
Students: 5th grade

1. Objectives

Learning objective:

Students will be able to use the present continuous tense (be + -ing) to describe actions happening in real-time. They will practice vocabulary related to various actions such as watching TV, cooking, climbing, and more.

Example Sentence: "I am watching TV right now".

2. Reflective questions (Write the reflective questions you will ask during the experience)

- What are you doing right now?
- How do you feel while doing it?
- What is your friend doing?
- Why is using the present continuous tense important?

3. Phases (Describe the activities you will during each phase of the experience. Be very descriptive)

Warm up activity:

The teacher begins the class with the activity "Simon Says." She explains the rules of the game and instructs the students to perform the action she mentions only if she says "Simon says." She uses the following action verbs in the present continuous, encouraging full sentences:

- Simon says: "Start jumping!" (Students jump and say: "I am jumping!")
- Simon says: "Pretend you are cooking!" (Students pretend to cook and say: "I am cooking pasta!")
- Simon says: "Act like you are playing!" (Students pretend to play basketball and say: "I am playing basketball!")

The teacher continues with various actions, ensuring that all students participate and use the correct present continuous structure in full sentences.

Phase 1: Experience a situation in a real context:

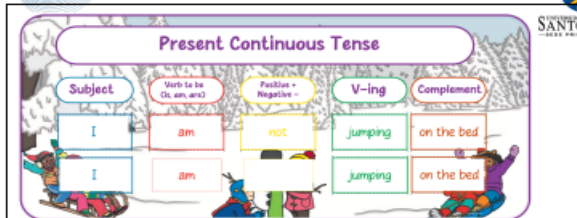
Introduction to Present Continuous

The teacher will provide a brief presentation on the structure of the present continuous tense. This presentation will include:

Explanation of Structure:

The teacher will explain that the present continuous tense is formed using the verb "to be" (am, is, are) followed by the action verb in its -ing form. For example:

- Subject + am/is/are + verb-ing



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https://edit?utm_content=DAGlmv24eNA&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Action Verbs Overview:

The teacher will introduce a variety of action verbs that will be used later in the activity.

Visual Presentation with Context

Image Display:

The teacher will display random pictures related to each action verb and its complement in a real-world context. Each image will be revealed gradually to encourage students to guess the action before seeing the complete image. For example:



<https://docs.google.com/presentation/d/1tozTRt-2dwhTFKJted-1HJJoohrFUd4e/edit?usp=sharing&mid=10017975653563346548&rtpdf=true&trued=1>





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Guessing Game:
As each image appears on the screen, students will have a chance to guess the action before the full sentence is revealed.
After some guesses, the teacher will present the complete sentence associated with the image. For instance:

- "The children are reading a book."

Once the presentation is complete and students have had a chance to engage with the content and practice guessing the actions, the teacher will transition to the miming activity.
This comprehensive approach ensures that students have a solid understanding of the present continuous tense and the action verbs they will use, setting the stage for an engaging and educational experience!

Miming Exercise Instructions
In this activity, the teacher will provide each group with a slip of paper containing a complete sentence in the present continuous, which they will then act out. Here are sentences for all the action verbs listed:

1. They are watching TV.
2. They are cooking pasta.
3. They are climbing a tree.
4. They are jumping on the trampoline.
5. They are running in the park.
6. They are walking to school.
7. They are swimming in the pool.
8. They are drawing a picture.
9. They are playing Football.
10. They are singing a song.
11. They are sleeping on the bed.
12. They are eating an apple.
13. They are drinking water.
14. They are doing homework.
15. They are reading a book.
16. They are studying for a test.
17. They are riding a bicycle.
18. They are dancing at the party.

- **Distribution of Sentences:**
The teacher gives each group a slip of paper with one of the above sentences. (Three sentences per group)
- **Miming Performance:**
One student from the group will act out the action described in the sentence while the other group members guess the action.
- **Response Requirement:**
Once a student guesses correctly, they must respond with the full sentence, for example, "They are cooking pasta."
- **Winning Criteria:**
The group that guesses correctly raises their hand. Both the guessing student and the performing group earn points for using the correct present continuous structure.



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Phase 2: Error reflection and understanding the topic, creating new experiences:
Group Discussion:
After the miming activity, the teacher will facilitate a group discussion where students can reflect on any errors they made during the activity. The teacher encourages students to share:
What they found challenging about using the present continuous tense.
Common mistakes they noticed among their peers, such as forgetting to use "am," "is," or "are" correctly.

Feedback Session:
The teacher will provide constructive feedback on common errors, reinforcing the correct structure of the present continuous tense. Students will have the chance to ask questions and clarify their understanding.

Creating New Experiences
The teacher will organize a scavenger hunt where students will search for specific actions represented by images. This activity will help them practice using the present continuous tense while engaging with their classmates and surroundings.
The teacher will prepare a set of 8 images that depict various actions related to the present continuous tense. For example, the images might include:

- A person **reading**
- A person **writing**
- A person **playing**
- A person **eating**
- A person **running**
- A person **drawing**
- A person **singing**
- A person **dancing**



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Instructions to the Students:
The teacher will explain the rules of the scavenger hunt to the students. They will be divided into small groups and given the images to look for around the classroom or school.
Each group will be tasked with finding people or objects that match the actions shown in the images.

Recording Findings:
As students find each action, they will write a sentence in the present continuous tense to describe what they see. For example:

1. She is reading a book.
2. He is writing in his notebook.
3. They are playing football.
4. The dog is eating.
5. She is running in the park.
6. He is drawing a picture.
7. They are singing a song.
8. She is dancing to the music.

Phase 3: Acting in a practical context:
Worksheet Activity: Present Continuous Tense
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This worksheet is designed to help students practice the present continuous tense through three engaging sections.
Section 1: Look at the Pictures and Answer the Questions
Instructions: Look at the images provided and answer the questions below each picture using the present continuous tense.

2. Look at the pictures and answer the questions.
 - What is James doing?

 - A. He is flying a plane.
 - B. He is driving a car.
 - C. He is riding a skateboard.
 - D. He is riding a bike.
 - What is Nina doing?

 - A. She is eating food.
 - B. She is sleeping.
 - C. She is drinking water.
 - D. She is riding a bike.

Section 2: Write the Sentences in the Correct Order
Instructions: Unscramble the words to form correct sentences in the present continuous tense.

3. Write the sentences in the correct order.
 - 1. is/what/doing/Nico?
 - 1. sleeping/Nico/is
 - 2. Peter/doing/Valentina/and/what/are?
 - 2. playing/They/are/game/board/is



Section 3: Look at the Pictures and Write Sentences About What the People Are Doing
Instructions: Look at the images and write a complete sentence in the present continuous tense for each picture.

4. Look at the pictures and write sentences about what the people are doing.
 - 
What is Veronica doing?
 - 
What are they doing?

Assessment and feedback:
Exit Tickets with a Traffic Light Theme
Traffic Light Concept:

- **Green Light:** "I Can Do It!"
Students who feel confident in their understanding of the present continuous tense can write a sentence using this tense on their index card.
- **Yellow Light:** "I'm Almost There!"
Students who feel they are close to understanding but may need a little more practice can write a sentence and perhaps a question they still have.
- **Red Light:** "I Need Help, Please!"
Students who are struggling can express their need for assistance and write a sentence or a specific area where they need clarification.

**How Do You Feel about Today's Lesson?**

**I Can Do It!**

**I'm Almost There!**

**I Need Help Please!**



Ane'x C. Flipped Classroom Lesson Plan

LESSON PLAN
FLIPPED CLASSROOM

Teacher's name: Anyi Yurani Rivera Rodríguez
Institution's name: Metropolitano del sur – Sede B
Course: 5th grade
Topic: What time is it?
Date: April 4th

1. Learning objectives:

Learning outcome:

Students will be able to tell time in English using analog clocks and will be able to ask and answer questions about time.

2. Students activities at home:

Pre-class activities: "Teacher assigns a video, reading activity etc, that students have to watch and take notes about the main topic, to participate in class"

Video Assignment



<https://www.youtube.com/watch?v=3cwzRNZf0w0>

In the previous class, the teacher assigned a video from YouTube that focuses on how to tell time in English. This video is designed to help students grasp essential concepts related to telling time, including:

- How to ask for the time (e.g., "What time is it?")
- How to read the time on both analog and digital clocks.
- Key phrases for different times, such as:
 On the hour (e.g., "It's 3 o'clock.")
 Half past (e.g., "It's half past 2.")



Quarter past (e.g., "It's quarter past 4.")
Quarter to (e.g., "It's quarter to 5.")

Students were instructed to watch the video at home and take detailed notes on these key phrases and how to express different times in English. This preparation will enable them to actively participate in class discussions and activities related to the topic. By focusing on these foundational elements, students will build their confidence in using time-related vocabulary in English.

Drawing Assignment:



<https://acortar.link/m0vHSD>

Additionally, students will be provided with a guide image of an analog clock that they need to either draw or print. They should then paste this clock in their notebooks. This clock will serve as a template for them to practice their skills and visualize how to tell time effectively.

3. Classroom activities:

Opening activity: (Engaging activity to catch the attention from the students)

Activity: What's the Time Mr. Wolf? Game O'Clock



<https://www.twinkl.com.co/qaresource/tq-ga-178-whats-the-time-mr-wolf-game>



The teacher will explain to the students that they are going to play "What's the Time, Mr. Wolf?" The objective of this game is to help Mr. Wolf reach his dinner. Each clock along Mr. Wolf's path will show a different time. The children will need to choose the correct option to clear the path and allow Mr. Wolf to get closer to his dinner. This interactive game will enable them to practice and reinforce their ability to tell time in a fun and dynamic way.

Recap the topic assigned as a homework: (Explain the topic in a general way, answer the possible questions or doubts from the students)



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The teacher will present a PowerPoint presentation that explains how to tell time in English. This presentation is designed to help students review the topic assigned as homework and ensure they have a clear understanding of it. In the presentation, the teacher will introduce the basic components of a clock. Students will learn that the big hand is called the minute hand, while the small hand is the hour hand. The big hand points to the minutes, and the small hand indicates the hour. The teacher will explain that a full circle on the clock represents 60 minutes, and there are 60 minutes in an hour. Additionally, students will discover that there are 30 minutes in half an hour. When it is 30 minutes past the hour, the teacher will clarify that we say it is "half past" that hour. For example, if the small hand is on the 3 and the big hand is on the 6, the correct expression would be, "It's half past 3."



To reinforce their learning, the teacher will include practical activities in the PowerPoint. One activity will involve students looking at a clock and stating the time displayed. For instance, if the clock shows 4:30, students will practice saying, "It's half past 4."

Lesson activity to practice in class: (Present the main activity to be developed by the students in class, it must be a production activity)

Worksheet #4

Name _____ Grade _____ Date _____

Teacher's name: Angélica Rodríguez

Telling the Time

Write down the time each clock is showing on the line underneath.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

https://www.canva.com/design/DAGQHRHDT82AO8GCEpQ1HORQ1N2-pQ/edit?utm_content=DAGQHRHDT8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

The teacher will provide each student with a photocopy that contains several clocks, each indicating a different time. Below each clock, there will be a line where students are instructed to write down the time that the clock shows.



This activity is designed to reinforce their understanding of how to read analog clocks. As students observe the clocks, they will practice identifying the positions of the hour and minute hands. For example, if a clock shows the small hand on the 2 and the big hand on the 12, students will write "It's 2 o'clock" on the line below. By completing this exercise, students will enhance their ability to tell time in English and gain confidence in expressing it accurately. The teacher will circulate around the classroom to provide assistance and answer any questions that may arise, ensuring that all students feel supported during the activity.

4. Assessment and feedback

Role-Playing Activity: Asking and Telling Time

The teacher will organize a role-playing activity focused on asking and telling the time. This exercise will help reinforce students' understanding of the topic while enhancing their speaking and listening skills in English.

The teacher will prepare a bag containing slips of paper, each with a different time written on it, along with a drawing of a clock showing that time (e.g., 5:30, 7:45, 2:15, etc.). Students will be divided into pairs. Each student will take turns drawing a slip of paper from the bag.

After drawing a slip of paper, the first student will ask their partner, "What time is it?" The partner will respond with the time indicated on their slip, for example, "It's 5:30." Then, the partner will ask, "What time is it?" and the first student will respond with their time. This exchange will continue for a few rounds, allowing each student to practice both asking and answering.

Feedback: After the activity, the teacher will provide feedback to each pair, highlighting strengths and areas for improvement.

RUBRIC FOR ROLE-PLAYING					
ASSESSMENT CRITERIA	EXCELLENT (5-5)	GOOD (4-4)	SATISFACTORY (3-3)	NEED IMPROVE (2-2)	INSUFFICIENT (1-1)
FLUENCY	Speaks smoothly and confidently with no pauses.	Speaks fluently with occasional pauses.	Speaks with some hesitation but communicates clearly.	Frequently hesitates, making communication difficult.	Struggles to speak, with many pauses and unclear communication.
ACCURACY	Correctly tells the time without any mistakes.	Correctly tells the time with one minor mistake.	Tells the time with some errors that affect understanding.	Frequently makes mistakes that hinder communication.	Makes numerous mistakes that prevent understanding.
ENGAGEMENT	Actively participates and shows enthusiasm throughout.	Participates willingly and shows positive engagement.	Participates but shows limited enthusiasm.	Participates but shows limited enthusiasm.	Does not participate or shows no interest at all.
INTERACTION	Asks and responds appropriately, encouraging conversation.	Asks and responds appropriately with some detail and interest.	Asks and responds, but lacks depth in conversation.	Struggles to ask or respond appropriately.	Does not ask or respond appropriately, hindering interaction.



5. Resources/materials

Resource #1: Video Assignment

<https://www.youtube.com/watch?v=3cwvBNZ0w0>

Resource #2: Drawing Assignment

<https://acortar.link/m0vH5Q>

Resource #3: What's the Time Mr. Wolf? Game O'Clock

<https://www.twinkl.com/go/resource/tg-ga-178-whats-the-time-mr-wolf-game>

Resource #4: Presentation: Telling the time

https://docs.google.com/presentation/d/1eCwB7-HVJ_5G7cilaBfAeCJb8o0eEV/edit?usp=sharing&ouid=100179767635635316548&rtop=true&sd=true

Resource #5: Worksheet #4

https://www.canva.com/design/DAGiQHRHDT8/2A08GCEpiQ1HORQ1N2-piQ/edit?utm_content=DAGiQHRHDT8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Extra resources that you can use to understand how to create a lesson using flipped classroom.

<https://www.youtube.com/watch?v=BCIxiQ73Q> (What is flipped classroom and how to use it)

<https://www.youtube.com/watch?v=tsCIHskKcc0> (Flipped classroom learning, concepts, ideas and examples)

<https://www.youtube.com/watch?v=yzMFdDT6FSA> (Differences from traditional and flipped classroom)



Ane'x D. Gamification Lesson Plan



Gamification – lesson plan



Institution's name:	Metropolitano del sur – Sede B	Date:	April 25th
Teacher's name:	Anyi Yurani Rivera Rodríguez	English course:	5th grade
Topic:	Professions		
Learning objective:	By the end of the lesson, students will be able to identify, describe, and orally present different professions using target vocabulary (e.g., firefighter, teacher, doctor), workplace prepositions (in a hospital, at school), and sentence structures ("He/She is a...", "I wear/use...") through collaborative gamified missions.		
Design engaging content for the game			
Introduction to the game:	Attention, future professionals! You have been selected for Mission: "Career Galaxy", a journey through the Planet of Professions where every job is essential to keep the universe running. But there's a problem: all the tools and job descriptions have been scattered across different planets! Your mission is to: - Recover lost details - Decipher career clues to earn your Expert Badge. - Build your dream profession and present it to the class. Only the most dedicated teams will complete all challenges and become Guardians of the Career Galaxy! Ready for liftoff?" 		
Link Planet of Professions: https://view.genially.com/680337576de68ed5f2037506/interactive-content-planet-of-professions			



		
Set the rules for the game:	1. Teamwork is Key!: -Work in your assigned teams (4-5 students). -Everyone must participate in each mission to earn points. 2. Complete Missions to Advance. 3. Respect the Time & Space: -Listen for the teacher's timer (e.g., 25 or 35 minutes per mission). -No shouting-use team whispers to discuss answers.	
Points and Rewards:	Points: • Warm-Up (Hot Potato): 5 points • Mission 1 (Worksheet): 10 points • Mission 2 (Maze): 15 points • Mission 3 (Cone Craft): 20 points Bonus Points: • Creativity: +5 points • Teamwork: +3 points • Speed Bonus: +5 points (if finished early) Rewards (Printable Diplomas): • Galaxy Champions– Highest total points • Most Creative Crew – Best-designed cone craft • Super Team Players – Most teamwork points	
Development of the game		
Gamified warm up activity:	Hot Potato Career Launch: The teacher organizes students in a circle and introduces the "Hot Potato" game using a ball that will be passed while music plays. When the music stops, the student holding the ball picks a random flashcard featuring a profession (e.g., doctor, chef, police officer) and must: • Name the profession in English and Spanish (Doctor / Médico). • Construct a sentence using "He is..." or "She is..." + workplace (He is a doctor. He works in a hospital.).	Time: 10 minutes



The teacher can prompt students with guided questions (Is she a teacher? Where does she work?) to expand responses and reinforce vocabulary. The game repeats for multiple rounds, combining quick thinking, sentence structure, and fun.

SANTOTOMÁS
—BESSE PRINCIPAL BUDGET—

Link Flashcards: <https://acortar.link/uZKIFK>

Level/mission 1: Planet Rescue (Group Worksheet)

The teacher divides the class into small groups of 4-5 students and assigns each team a different profession (e.g., doctor, teacher, police officer, chef). Each group receives a specialized worksheet titled "When I Grow Up..." tailored to their assigned profession. For example, the firefighter team's worksheet includes prompts like: "Firefighters wear _____," "They use _____," "They drive a _____," and "They help _____," accompanied by a word bank with relevant vocabulary (uniform, helmet, hose, etc.) and corresponding images.

Critical Rule: All team members must accurately complete the information in their notebooks, copying the filled-out worksheet answers. The teacher verifies each member's notebook before allowing the group to advance. If even one member hasn't finished correctly, the entire team must review and correct their work before progressing. This ensures collective accountability and reinforces learning. The first team to complete the task error-free and have all notebooks approved earns priority passage to Mission 2.

Gamified practice:

Time:
25 minutes

When I Grow Up...

When I grow up, I'd like to be a _____.

Firefighters wear _____.

They use _____.

They drive a _____.

They help _____.

Word Bank

When I Grow Up...

When I grow up, I'd like to be a _____.

Musicians make _____.

Musicians play _____.

They perform at _____.

Word Bank



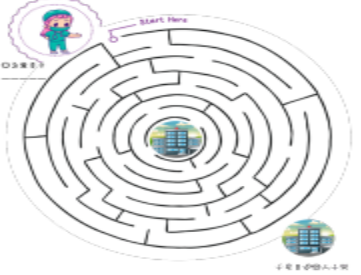


SANTO TOMÁS
DECE PRINCIPAL

When I Grow Up...  When I grow up, I'd like to be a _____ Scientists wear _____ They go to _____ They travel to _____ They explore _____ Word Bank      	When I Grow Up...  When I grow up, I'd like to be a _____ Scientists wear _____ Scientists work in a _____ Scientists sometimes use _____ Scientists do _____ Word Bank      
When I Grow Up...  When I grow up, I'd like to be an _____ Athletes wear _____ and _____ They take part in _____ They compete with _____ Word Bank      	When I Grow Up...  When I grow up, I'd like to be a _____ Vets wear _____ They use _____ They help _____ Word Bank    
Link Worksheet: https://acordar.link/wUtydA	
Level/mission 2: Maze of Workplaces In the next mission, the teacher will provide each team with a symbol-decoding challenge and maze worksheet. Each profession and workplace is hidden behind coded symbols, where every letter of the word is represented by a unique symbol (e.g., ★=D, ▲=o, ■=c, ●=t, ◆=o, ◆=r → ★▲■◆◆= Doctor).	
Time: 25 minutes	

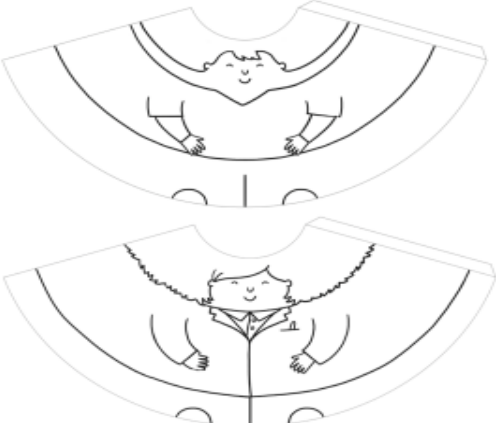


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DECE PRINCIPAL

Teams must: - Decode the Symbols to reveal: - Their assigned profession (e.g., teacher) - Its correct workplace (e.g., school) Using a provided symbol-key poster. Solve the Maze: Draw a line connecting the decoded profession to its workplace. Grammar Practice: All members write in their notebooks: - He/She is a [decoded profession]. - He/She works in a [decoded workplace]. Critical Rule: The teacher checks all notebooks for perfect spelling and grammar. If one member has errors, the team must collaborate to fix them before advancing. Labyrinth of professions Each letter is represented by a symbol. Replace them in the text and discover the secret word. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9 	Time: 25 minutes
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	Labyrinth of professions Each letter is represented by a symbol. Replace them in the text and discover the secret word. ABCDEFGHIJKLMNOPQRSTUVWXYZ 4 5 6 7 8 9 1 2 3 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26  Link Labyrinth: https://goo.su/K6jVH	 SANTO TOMÁS UNIVERSITY
	Level/mission 3: Build Your Career Cone For the final mission, the teacher provides each student with a cone-shaped template representing a generic human silhouette. The students will personalize it to depict their dream profession as adults. Each student will: • Select their dream profession (e.g., firefighter, doctor, chef, astronaut). • Decorate the cone to transform it into a professional figure by: -Painting characteristic outfits (e.g., helmet and yellow jacket for firefighters, white coat for doctors, chef's hat). -Drawing or gluing key objects that identify the occupation: Firefighter example: Draw a hose in the hand or glue a paper axe to the belt.	Time: 25 minutes

	 Cone template: https://goo.su/MwGRiC Result: 	 SANTO TOMÁS UNIVERSITY
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Gamified assessment and feedback:	For this interactive assessment, students will present their profession cones while demonstrating mastery of target vocabulary and grammar. Each learner has 60 seconds to: • Present their cone using the required structure: "When I grow up, I want to be a [profession]. I wear [clothing]. I use [tool]." • Display their cone's key features (pointing to drawn/glued elements as visual aids). • Each student has 1 minute to present their work done in class. Example: A student presents a doctor cone: I want to be a doctor. I wear a white coat. I use a stethoscope. Assessment Rubric <table><tr><th colspan="5">RUBRIC</th></tr><tr><th>CRITERION</th><th>EXCELLENT</th><th>WELL</th><th>NEEDS IMPROVEMENT</th><th>IMPROVEMENT</th></tr><tr><td>Creativity in design</td><td>Very original and colorful design</td><td>Colorful and attractive design</td><td>Basic and uninspired design</td><td>No effort in design</td></tr><tr><td>Clarity of presentation</td><td>Clear pronunciation and a lot of confidence</td><td>Some difficulty in pronunciation, but understandable</td><td>Unclear pronunciation, low confidence</td><td>Very difficult to understand</td></tr><tr><td>Vocabulary</td><td>Uses many profession-related words without errors</td><td>Uses correct terms, with 1-2 minor errors</td><td>Several mistakes, but the meaning is understood</td><td>Serious mistakes that make it difficult to understand</td></tr><tr><td>Collaboration in the group</td><td>Excellent teamwork</td><td>Good collaboration</td><td>Little collaboration</td><td>No collaboration</td></tr></table> Closing Note: At the end of the session, the teacher will carefully tally all the points accumulated by each team throughout the different missions. The winning team will receive the prestigious "Guardians of the Career Galaxy" diploma, recognizing their outstanding performance. Additional special diplomas will be awarded for "Most Creative Team" (best cone designs) and "Super Collaborators" (best teamwork). This closing ceremony serves to celebrate students' achievements, reinforce the lesson's learning objectives, and motivate continued participation in future gamified activities. The brief awards moment -	RUBRIC					CRITERION	EXCELLENT	WELL	NEEDS IMPROVEMENT	IMPROVEMENT	Creativity in design	Very original and colorful design	Colorful and attractive design	Basic and uninspired design	No effort in design	Clarity of presentation	Clear pronunciation and a lot of confidence	Some difficulty in pronunciation, but understandable	Unclear pronunciation, low confidence	Very difficult to understand	Vocabulary	Uses many profession-related words without errors	Uses correct terms, with 1-2 minor errors	Several mistakes, but the meaning is understood	Serious mistakes that make it difficult to understand	Collaboration in the group	Excellent teamwork	Good collaboration	Little collaboration	No collaboration	 UNIVERSIDAD SANTO TOMÁS DE LA ORDEN DE SANTO DOMINGO Time: 35 minutes
	RUBRIC																															
CRITERION	EXCELLENT	WELL	NEEDS IMPROVEMENT	IMPROVEMENT																												
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