Gamification and Motivational Videos to Foster Students' Motivation in SLA

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ABSTRACT

This project is aimed at finding the influence of gamification and the use of videos on students' motivation in the classroom context. To determine its influence, a didactic unit will be implemented. This didactic unit will be conducted with 18 participants. Some participants present different cultural backgrounds and all of them are studying 1st ESO in a Spanish public school. It is possible to see that some students present a lack of interest when it comes to studying languages, such as English. This paper displays diverse engaging activities such as games, and videos with the aim of improving their learning process, creating meaning and fostering their engagement, motivation, and success.

Key words: motivation, English, didactic unit, motivational videos, gamification

RESUM

Aquest projecte té com a objectiu trobar la influència de la gamificació i l'ús de vídeos sobre la motivació dels estudiants en el context de l'aula. Per determinar la seva influència s'implementarà una unitat didàctica. Aquesta unitat didàctica es realitzarà amb 18 participants. Alguns participants presenten diferents antecedents culturals i tots ells estudien 1r ESO en una escola pública espanyola. És possible veure que alguns estudiants mostren una manca d'interès a l'hora d'estudiar idiomes, com ara l'anglès. Aquest article mostra diverses activitats atractives, com ara jocs i vídeos, amb l'objectiu de millorar el seu procés d'aprenentatge, crear significat i fomentar el seu compromís, motivació i èxit.

Paraules clau: motivació, anglès, unitat didàctica, vídeos motivacionals, gamificació

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1. INTRODUCTION

This paper will be invested in motivation and how it can be optimized in regards to second language acquisition. This work evolves around the implementation of gamified digital activities and the use of videos in the classroom context with the intention of motivating their behavior towards acquiring second languages and allowing them to experience growth in autonomy, competence and relatedness. Thus, the thesis of this paper resolves that gamification and the implementation of videos within the class context are powerful sources and enhancers of students' intrinsic levels of motivation.

Motivation is a very recurrent theme nowadays, and important as well. Everything is fueled through motivation. There are many things that can be done, starting a new business, getting the career of your dreams, or even learning a new language. They are great things, but sometimes it is hard to take action and get the work done. Human beings sometimes show resistance to effort and prefer the easy route, which ultimately ends up in an avoidance of progress.

Research has shown that this situation can be seen in the education field when it comes to second language acquisition. Learners, especially students in the high school setting, might not see the benefits of learning a new language, they sometimes describe it as boring or uninteresting, this is an issue that should be addressed in order to promote success in the acquisition of foreign languages and open new worlds of opportunities to students.

But are second languages so important and how can high school students immerse themselves in the acquisition process and get motivated? Acquiring a new language can be very beneficial in so many ways, it opens new doors and opportunities and lets people from diverse countries to be able to communicate with each other. Not only communication but also an enrichment of the mind and growth of knowledge, an individual can get to see how other communities think and learn about their culture just through language. Many students, miss out from enriching their minds with the acquisition of new languages because motivation and the will to take action are missing. However, with the application of gamification and motivational videos, motivation enhancement towards second language learning can be achieved.

In regards to the structure, this work is based on a theoretical and a practical section. The first one will introduce all the necessary elements that must be known to know how gamification and videos affect and shape motivation towards the learning of a second language. Aspects such as the Self-determination theory, types of motivation, motivation and the L2 self, goal orientedness, competence, relatedness and cooperation. All these elements will lay the foundation necessary that will show the existent relationship between motivation and the use of digital gamified activities and motivational videos.

Later the practical section will provide an insight on how different activities can be applied into practice through the creation of a didactic unit, and finally, the results of this dissertation will uncover the real influence of gamification and the use of videos, and reveal if they are truly a force that leads towards a path of success.

2. THEORETICAL BACKGROUND

This section will provide an insight of different theories and sources with the objective of demonstrating and showing how motivational videos and digital gamified activities can promote motivation in SLA. The theoretical background includes important theoretical sources like the self-determination theory along with intrinsic motivation and extrinsic motivation by Ryan and Deci, the flow theory by Csikszentmihalyi, important notions about motivation in second language learning provided by Dörnyei and Ushioda, as well as pedagogical techniques such as gamification and the use of videos in the classroom setting. All these aspects will lay the foundation of motivation and its relation with gamification and the use of videos in the classroom in second language acquisition.

2.1 Introduction to gamification and the use of videos in ESL

Gamification is a recent pedagogical technique that enhances motivation in learning. It is a pedagogical aspect that has grown rapidly in the educational setting, and it is an essential motivational factor for success in second language acquisition (Azzouz Boudadi & Gutiérrez-Colón, 2020). Gamification refers to the use of game techniques in non-game contexts, games made for educational and instructional purposes (Figueroa Flores, 2015). This means that gamification is used with the purpose of gamifying activities in the academic context; educational gamified activities in a context where games are not very common, such as the academic context. Gamification is also related to the field of computer assisted language learning (CALL), this field is based on activities that involve technology. CALL provides so many opportunities for language teaching, it motivates students and it offers rich input and feedback (Azzouz Boudadi & Gutiérrez-Colón, 2020).

The use of videos in the classroom context is also an educational source that started being implemented more often in the educational setting. It is a new effective approach and measure aimed at improving education, a new approach that works as the solution to pedagogical problems and challenges (Pisarenko, 2017). Moreover, videos are considered to be authentic resources that bring reality into the classroom; sources that serve a real world communicative purpose and provide all the paralinguistic features of language that can't be provided only by audio (Oleg Vladimirovich, 2015). Not only that but it provides visual means that help to generalize and remember the content promoting easy reproduction and remembrance (Pisarenko, 2017). It is also regarded as the preferred leisure activity that plays a big role in people's everyday life (Perez & Rodgers, 2019).

The implementation of videos within the classroom context is categorized under the umbrella of Foreign Language enjoyment (FLE), "which can be conceptualized as the state of experiencing enjoyment in learning L2" (Lee & Lee, 2021, p.358). Moreover, it

is also under the influence of Informal Digital Learning of English (IDLE), an element that contributes "positively to enhancing EFL (…) students' enjoyment in learning English" (Lee & Lee, 2021, p. 359). IDLE activities can be activities that consist on watching YouTube videos in English in class or out of class assignments (Lee & Lee, 2021). IDLE is also related to the L2 motivational self-system, the Informal Learning of English produces enjoyment, and the latter generates further motivational behaviors towards the learning of a second language. IDLE activities can promote ideal L2 self-images, and the use of video causes interest and shapes motivation (Oleg Vladimirovich, 2015).

But most importantly, both, gamification and the use of videos in the class have motivating effects that can influence students' motivation positively. Games enhance and intensify motivation (Werbach, 2012). As well as videos, which play an important role in the intensification of motivation (Bravo et al., 2011). Having introduced the world of digital games and the usage of videos the following section will provide a detailed insight on the way the previous aspects enhance learners' motivation.

2.2 The influence of gamification and videos on students' motivation

2.2.1 Defining motivation

Students' motivation when learning a second language is a central and important topic, different theories and perspectives about motivation exist, but most researchers would agree that motivation is the phenomenon that concerns the direction and magnitude of human behavior (Brophy, 2010). It is responsible for why people decide to take action, for how long they can perform the activity, and how hard are they willing to work to achieve an outcome.

Motivation research has evolved and developed in many ways. During the second half of the 20th century the science of motivation started focusing more on conscious and cognitive behaviors like the expectancy value theory, which is based on the expectation of success and the value attached to the final goal. Another one is the attribution theory, which relies on the causes of achievement as the main motivational cause, the goal theory is also based on cognitive behavior and deals with the persistence of accomplishment of goals (Safdari & Maftoon, 2017). The previous theories are related with elements such as goals, expectations, beliefs, etc. However, during the first decade of the 21st century the focus shifted to the emotions' role within motivation. The conscious processes are still important but the objective now is to create a theory that would include both variables (Dörnyei & Ushioda, 2013). Self-related theories emerged, here the main focus is the self, "the self lies at the very core of human experience and must be part of any theoretical formulation in the field of human motivation" (Weiner, 1985, p. 286). A process where social variables are transformed into personal values.

Motivation evolves gradually "through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation" (Dörnyei & Ushioda, 2013, p.6). This means that from the goal setting to the implementation of action there is a progress regarding motivation. However, motivation does not remain constant. For example, when learning a second language, this is a long-term activity and in this case, motivation fluctuates and is not always constant during the course of the second language acquisition (Dornyei & Otto, 1998). The motivation flows in different directions and is influenced by internal and external factors. Judit Heitzmann mentioned in her study that students' motivation is determined by their experience of success or failure and by their self-perceptions of their development, consequently their goal aspirations change through the different stages of their second language learning (Horváth & Medgyes, 2014). Therefore, motivation can be defined as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes" (Dornyei & Otto, 1998, p.65). Dornyei and Otto (1998) also agree on the fluctuation and variation of motivation defining it as "dynamically changing" depending on students' experiences and their social environment.

2.2.2   Social context and autonomy

Having defined motivation and mentioned its characteristics and the main different theories, it is also necessary to introduce the social context in order to understand better the use of gamification and videos as a source of motivation. The social context has a significant influence on motivation. Humans are social creatures and their actions are always related to their proximate context, which affects their cognitive processes, behaviors and outcomes. Ryan and Deci (2000b) identify the social context as the cause that can induce humans to reject responsibility and lack motivation and will for progress.

Passive behavior is more influenced by the social context rather than biological reasons. Social environments can influence motivation and growth, people can either experience a boost of motivation or feel a lack of energy depending on their social environment. It should be noted that the social context can have a big influence on students' motivation, especially the way teacher facilitate autonomy for students. "More precisely, it is possible that the influence of the social context is an indirect one, resulting primarily by the facilitation of students' perceptions of competence and autonomy" (Guay & Vallerand, 1996, p.215). This means that when the social context generates the ability for students to feel competent and autonomous, their motivation for academic success increases considerably. The social agents need to provide students with sufficient support for their autonomy, and the autonomy support consists on the techniques used by people to encourage school participation in the classroom activities (Guay & Vallerand, 1996). As a result, the context that surrounds students is fundamental because when techniques are used to foster student's autonomy, there is also an increase of their motivation because there is a positive impact on students' perceptions of academic competence and autonomy (Guay & Vallerand, 1996).

Gamified activities and the use of videos within the classroom setting will allow the social context to have a positive influence on students' motivation because the gamification and the usage of video techniques are elements that incentivize students' autonomy. "It has been suggested that gamified resources, based on game principles but adapted to the educational setting, could be ways of fostering more autonomy in a language class by giving students more choice and agency" (Reinhardt & Sykes, 2012). Authors like Reinhart and Sykes (2012) defend the benefits gamification can provide for learners autonomy and encourage educators to use them, other authors such as Leventhal (2018) also affirms gamification as a good technique for autonomy enhancement by stating that the psychological needs that gamification fulfills are not only competence but also autonomy and the inclusion of "autonomy in gamification should foster engagement, enjoyment, and better performance" (Leventhal, 2018, p.4).

The use of videos also induces to an enhancement of autonomy. The new technology offers students the opportunity to learn from a vast repertoire of resources, and they can easily learn without the constant presence of the teacher. It also encourages students to be more receptive for autonomous learning, videos offer a rich visual input that keeps students entertained and eager for more, which enhances their autonomy and their sense of self sufficiency, which is a motivator element rooted in the social context (Rahayu, 2020). Oleg Vladimirovich (2015) also agrees on the potential of videos as the means for productivity and autonomy enhancement. The dynamic information generated by videos "increases the productive aspect of learning, increases the density of communication in class, and improves the efficiency of educational activities. Dynamism and emotion of material introduction contribute to retention of information" (Oleg Vladimirovich, 2015, p. 153). Videos are a great component to magnify learners' autonomy and self-sufficiency in the acquisition of second language.

Motivation is highly valued nowadays, and in order to become motivated it is necessary the fulfillment of innate psychological needs, such as being competent and autonomous (Ryan & Deci, 2000b). "Any motivated behavior, either preparatory or consummatory, must be understood to be a channel through which many basic needs may be simultaneously expressed or satisfied" (Maslow, 1943, p. 370). Consequently, motivation is generated thanks to the fulfillment of needs, thus, having knowledge on human motivation and the necessary social environments that can generate autonomy lead to an optimization of people's performance (Ryan & Deci, 2000b).

2.2.3   Motivation and the Self-determination theory

Knowing how the social context can influence students' motivation is important, however knowing the self and the ways gamification and videos can improve the self and self-efficacy in regards to second language acquisition is a primordial matter. Motivation and the notion of the ideal self refers to the self of the future and what an individual might become and would like to become. If there is a clear image of the future self, it can be imagined in realistic situations. Successful individuals usually imagine themselves

winning and achieving the things they want, which helps to increase their motivation (Dörnyei & Ushioda, 2013).

In the education field, the ideal self refers to the traits that someone would like to possess such as aspirations, goals and dreams. "If someone has a powerful ideal self – for example a student envisions him/herself as a successful businessman or scholar – this self-image can have considerable motivational power, because we would like to bridge the gap between our actual and ideal selves" (Hadfield & Dörnyei, 2014, p. 3). Another important concept is the ought-to self, which refers to the attributes that an individual thinks ought to have. This concept is linked to social duties and obligations, this happens when students feel the obligation of honoring their family.

An explication of each one of the previous concepts will provide a better understanding of students' drive and motivation to learn a second language:

- The ideal L2 self, a term that is related to visualization of one's ideal self as competent in the target L2. This element has a big impact within motivation and lessen the gap between the actual self and the ideal one. Normally, internalized motives belong to this category (Hadfield & Dörnyei, 2014).

- The Ought-to L2 self, a concept that refers to the attributes that one ought to own to acquire a second language and avoid negative results, and it is not related enough to their preferences nor desires (Hadfield & Dörnyei, 2014).

Related to the ideal L2 self and the ought-to L2 self, another major third component exists: the L2 learning experience. This term is related to the students' direct learning context and experience, such as the enjoyment of a language course. The teacher, the group and the curriculum can influence student's motivation. "Indeed, for some language learners the initial motivation to learn a language comes not from internally or externally generated self-images but rather from successful engagement with the actual language learning process" (Hadfield & Dörnyei, 2014, p.4)

Gamification within the class can generate engagement and prompt students to feel competent and achieve a positive vision of their L2 self (Azzouz Boudadi & Gutiérrez-Colón, 2020). The use of videos can also develop the same purpose, implementing videos in the classroom setting, motivational videos and cultural videos can inspire students and generate a positive self-image of their future self and their competence in the L2 (Dörnyei & Ushioda, 2013).

Overall, there are three primary sources of motivation when learning a second language, which are based on the learner's ideal vision of herself or himself, the attributes that a learner ought to possess, and the enjoyable learning experiences. The use of videos and gamification can aid to create and intensify a positive ideal L2 self. "Gamification also creates dynamic environments in which people can feel the sense of progress" (Azzouz Boudadi & Gutiérrez-Colón, 2020). Not only progress, but when students can visualize themselves as competent and efficient it has a big impact on their motivation, and this can be achieved through the use of games and videos when learning a second language.

Based on motivation and the self, Ryan and Deci (2002) created a theory named the Self-determination theory, and also established different types of motivation distinguishing between extrinsic and intrinsic motivation. It is necessary to understand the self-determination theory and the different types of motivation in order to understand the influence of the use of videos and gamification in class.

According to the self-determination theory, which was created by Ryan and Deci (2000), human beings have innate needs for autonomy, competence and relatedness. Autonomy is related to behaviors that are self-regulated with no reliance on external sources, competence refers to the efficacy and achievement, and relatedness is associated with the feeling of being connected to a community. The satisfaction of those needs generate motivation in learners (Azzouz Boudadi & Gutiérrez-Colón, 2020).

2.2.4 Intrinsic and extrinsic motivation

Ryan and Deci (2000) also made a distinction between extrinsic motivation and intrinsic motivation. There are two types of motivation: intrinsic and extrinsic motivation, and both of them can have significant consequences. "The term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself" (Ryan & Deci, 2000, p.71). Thus, people act by different factors and reasons, they can act because of their internal drive to succeed, the value they place on an activity or simply because of fear. This shows how different type of motivations exist, intrinsic motivation, which requires doing something out of one's interest or extrinsic motivation that is fueled by external reasons, people can have the same capabilities but according to Ryan and Deci (2000) when the motivation is intrinsic and authentic, people have more chances to succeed, more interest and confidence, "therefore conscious, specific, local-cultural desires are not as fundamental in motivation theory as the more basic, unconscious goals" (Maslow, 1943, p. 370). The intrinsic drive of students is fundamental and understanding it can lead to an improvement of students' motivation and academic achievement.

Humans are born with intrinsic motivation tendencies; however the maintenance requires certain conditions (Ryan & Deci, 2000b). The right circumstances will allow the intrinsic motivation to grow. There are several factors that facilitate self-motivation, intrinsic motivation, and these elements can have a big impact on important domains such as the education field. "Social-contextual events (e.g., feedback, communications, rewards) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action. Accordingly, optimal challenges, effectance-prorooting feedback, and freedom from demeaning evaluations were all found to facilitate intrinsic motivation" (Ryan & Deci, 2000, p.70). However, the intrinsic motivation won't be intensified if individuals do not perceive a sense of autonomy, it is not enough to only feel competence but it is also necessary to feel that their behavior is self-determined. Intrinsic motivation can be diminished by extrinsic elements such as rewards, deadlines, pressured evaluations and imposed goals. Choices, feelings and opportunities are the type of variables that enhance intrinsic motivation because in this case people can have more autonomy, and as a result, students end up learning more because learning requires creative processing. There is a strong link between motivation and satisfaction of the needs of autonomy. The intrinsic motivation "is highly autonomous and represents the prototypic instance of self-determination" (Ryan & Deci, 2000, p.72).

Moreover, intrinsic motivation is also related to the concept of Flow created by Mihaly Csikszentmihalyi. Flow happens when people are usually very active and involved in challenging but also approachable tasks that improve their mental abilities. This experience counts with different characteristics: the activity has clear goals and provides immediate feedback about the action effectiveness, the ability to act effectively is increased, the skills are matched to the activity challenges, only concentration on the task exists, worries and concerns disappear, a sense of great control exists, sense of growth and being part of a bigger entity, time seems to pass faster, and the activity becomes worth doing (Brophy, 2010). Flow is experienced when people become absorbed in their tasks. "We focus completely on meeting the challenges that the task offers, refining our response strategies, developing our skills, and enjoying a sense of control and accomplishment. We are most likely to experience flow when engaged in hobbies or recreational activities (e.g., artistic endeavors, sports, or computer games), but we may also experience it on the job, in the classroom, or in any other activity setting" (Brophy, 2010, p.11). People reach the Flow state and engagement when the activity brings enjoyment and gratification. Games can provide that satisfaction and it correlates to the variables of the Flow theory (Azzouz Boudadi & Gutiérrez-Colón, 2020).

Intrinsic motivation is very important but it is not the only type of motivation, extrinsic motivation can also generate self-determination. Sometimes it is hard to perform tasks that are not interesting. Sometimes an external factor is needed such as a teacher, a coach, someone that motivates others to take action and achieve active personal commitment. There is a process of internalization, the expected behavior is internalized and integrated, so it emerges from the sense of self (Ryan & Deci, 2000b).

Extrinsic motivation is externally regulated. It is considered less autonomous, and they are carried out to satisfy something external. The individuals that experience this type of motivation are controlled. However, externally regulated motivation can be internalized and assimilated to the self. "As people internalize regulations and assimilate them to the self, they experience greater autonomy in action (…) Nonetheless, the range of behaviors that can be assimilated to the self-increases over time with increased cognitive capacities (…) and there is evidence that children's general regulatory style does tend to become more internalized or self-regulated over time" (Ryan & Deci, 2000, p.73).

Students are externally regulated by the teacher or parents, they do not show interest nor effort. Moreover, they tend to not show responsibility for the negative consequences that might arise and blame others such as the teacher. In contrast, when the regulation is identified and the motivation more internalized students tend to show more interest and enjoyment of school along with better coping styles and more effort (Ryan & Deci, 2000b). Positive outcomes are more associated with internalized motivation, when there is interest, awareness and satisfaction.

Extrinsic motivated behaviors are not interesting for students, they usually take action because it is valued by significant others, but when the feeling of belongingness is dominant, an internalization of the extrinsic motivation takes place (Ryan & Deci, 2000a). The students that experience the internalization of extrinsic motivation are usually those who feel more connected to their parents or the teacher. Not only that, but the principle of autonomy, when the person feels related and competent enough to accomplish an activity, the extrinsic motivation also becomes internalized and the students start showing agreement and conceive the extrinsic motivation as part of themselves. For this purpose, the context also needs to be autonomy supportive. Students are given choice, they are not pressured to think a certain way, as a result, the values are transformed into their own (Ryan & Deci, 2000b). Extrinsic motivation can also become self-determined when students identify with it and assimilate it.

The SDT suggests turning first to individuals' immediate social contexts and then to their developmental environments to examine the degree to which their needs for competence, autonomy, and relatedness are being or have been thwarted. The fact that extrinsic motivation can be internalized is a predominant matter, because when the social context and the teacher allow students to experience autonomy, competence and relatedness, which are the main needs that need to be fulfilled to activate motivation, students are able to increase their motivation and get engaged (Ryan & Deci, 2000b).

Banfield and Wilkerson (2014) also distinguish between intrinsic and extrinsic motivation and agree with the necessity of the internalization of the extrinsic motivation. "The problem of education is that we must convert student extrinsic motivation (EM) into intrinsic motivation (IM) in order to increase student self-efficacy (SE) to

explore, participate and to reach true knowledge gain and nurture new innovative thought" (Banfield & Wilkerson, 2014, p. 292). For learning and engagement to be achieved it is required for the extrinsic motivation to be internalized and foment the intrinsic motivation because extrinsic motivation can cause drawbacks, minimal effort, less cooperative behavior and hinder the learning process (Banfield & Wilkerson, 2014). Furthermore, intrinsic motivation is seen as an element that generates satisfaction and allows students to participate for pleasure. "IM increases, self-efficacy (…) active processes begin which lead to deeper understanding and the creation of aptitude" (Banfield & Wilkerson, 2014, 292). Bandura (1994) has expressed that self-efficacy correlates with the perception of one's own capability to attain the set goals. Moreover, self-efficacy is highly correlated with students' intrinsic motivation (Schunk & Zimmerman, 1997). The more self-efficacy is perceived the more intrinsically motivated students are.

In order to generate intrinsic motivation through techniques that can promote self-efficacy, autonomy, relatedness and the enjoyment of the activities, videos and games are elements that enhance the power of intrinsic motivation, that it is why it is necessary to include them in the classroom context. Intrinsic motivation is the one that provides enjoyment and interest, and gamification can lead to an optimization of the intrinsic motivation of students (Azzouz Boudadi & Gutiérrez-Colón, 2020). Moreover, gamers are driven and sustained by intrinsic motivation (Bartle, 1996). Regarding the use of videos and the Motivational self-system introduced previously, digital materials such as the usage of videos in class can impact positively students' second language acquisition and their enjoyment in learning English (Lee & Lee, 2021). "Teachers can design and integrate IDLE-embedded activities (eg, watching YouTube clips in English or chatting with others in English via social media) into in-class or out-of-class assignments that can enhance a sense of enjoyment in learning English" (Lee & Lee, 2021, p.359). Activities related to digital input through videos such as YouTube videos can be a great asset, which brings enjoyment and aids the growth of intrinsic motivation.

Addressing gamification again, as commented previously, it can generate a sense of progress that creates self-efficacy, and as Ryan and Deci (2000) stated the satisfaction of needs such as competence and autonomy improves students' motivation. This means that positive results and feelings of achievements improve intrinsic motivation (Bandura, 1994). Gamifying activities create engagement and lets students feel accomplished and successful when overcoming challenges (Figueroa Flores, 2015). All of this is achieved through game activities with a progressive system that permits students to navigate through different levels and keep advancing (Azzouz Boudadi & Gutiérrez-Colón, 2020). Similarly, the implementation of videos and authentic input can also create a sense of progress and achievement; it is seen as a great tool to increase students' competence in the second language and students demonstrate greater confidence (Weyers, 1999). As indicated by Ryan and Deci (2000) the fulfillment of needs such as competence produce motivation in students.

2.2.5   Enjoyment and interest

A study carried out by Oxford examined the variables that generate demotivation among students. More than 200 American students were interviewed and the results indicated that the nature of the class activities; the repetitiveness and the irrelevance, was one of the principal factors of demotivation (Oxford, 1998). To revive students' motivational disposition, the curriculum needs to include enjoyable L2 activities that are not evaluated by the teacher nor by exams or essays, the activities can consist on watching films, listening to the radio or playing games (Dörnyei & Ushioda, 2013). Games in the class context are needed to enhance students' motivation and they aid to the diversification of the curriculum. The way gamification intensifies motivation is through reinforcement elements such as levels so users feel more engaged. It gives students rewards and feedback in order to enhance second language acquisition and motivation (Werbach, 2012).

In contrast to traditional games, the use of ICT in games within a class environment is superior because it improves the learning quality and engagement rate (Metruk, 2018). Technological development and the internet provoked changes in society including the education field, which is undergoing innovations and necessary reforms. Moreover, the new ICT resources and the internet provide an opportunity for learning a language in a new and engaging and enjoyable way (Metruk, 2018).

Hanus and Fox (2015) indicated the benefits of gamification within the classroom and the different studies that resulted in positive outcomes.

> Using games in education has a variety of benefits, and several
>
> game design mechanics demonstrated success in educational
>
> environments (…) one study found that students who were given
>
> feedback on their course progress in the form of a competitive
>
> game enjoyed the experience more, learned more, and had lower
>
> rates of failure than previous classes (…) Another reported
>
> higher student interest and engagement after gamifying an
>
> entrepreneurship course using leaderboards, competition, and
>
> serious games to teach course concepts (…) gamified an e-
>
> learning platform by applying competition, trophies, rewards, and
>
> leaderboards and found that students in the gamified class
>
> scored higher overall and were more motivated (p.153).

Some research might suggest that teachers need to be careful with the implementation of gamification because the rewards and the competition might decrease students' motivation (Hanus & Fox, 2015). However, it is clear that gamification provides the entertainment and enjoyment feature necessary for students to engage in second language acquisition. Moreover, gamification traits generate intrinsic motivation, which is primordial for success. As a result, including game elements within the classroom ends up in a high growth of students' intrinsic levels of motivation (McGonigal, 2011).

It increases students' intrinsic levels of motivation and also foments the enjoyment of the classroom activities (Figueroa Flores, 2015). Jere Brophy (2010) also emphasized on the importance of the meaningfulness and enjoyment of the classroom activities:

> Flow experiences and other manifestations of intrinsic motivation are usually considered ideal and thus held up to teachers as goals to achieve with their students. I agree that these motivational states should be developed in the classroom when it is feasible to do so. However, the goal of achieving sustained intrinsic motivation is not realistic as a basis for planning your all-day, everyday motivational strategies, because classroom learning requires students to try to master a largely imposed curriculum while often being observed by peers and evaluated by teachers. It is realistic, however, to expect (and help) your students to experience classroom activities as meaningful and worthwhile, and to try to get the intended learning benefits from them. You can encourage this by stimulating students to engage in classroom activities with motivation to learn (…) developing your students' motivation to learn involves socializing it as a general disposition as well as stimulating it situationally in the process of implementing lessons and learning activities (p. 23).

In order to make the learning experience more enjoyable and increase student's motivation and engagement, it is necessary to break with the monotony of the learning process. It is necessary to present the sequence of tasks in a different way and diversify the materials, and games can achieve that purpose (Figueroa Flores, 2015).

Another important element, in regards to motivation for learning a second language, is the creation of interesting tasks. Relating the tasks to the learner's natural interest can boost their motivation in beneficial ways. Students are more motivated to learn when they regard the material as relevant and worth learning. "If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities. If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them" (Chambers, 1999, p.37). Informal digital activities such as the visualization of YouTube videos or the participation in digital games are of greater interest for students and they are even performed outside the class context (Lee & Lee, 2021).

As Brophy (2010) indicated students usually have to learn a very extensive curriculum, and the best way to foster their motivation is by finding student's interest and building part of the curriculum related to their interests. However, the activities must also be educational so student's development can be guided in the right directions.

In regards to the use of other digital elements, such as videos. Data has demonstrated that the activities that students partake most in out of school contexts are activities that involve watching videos in a foreign language, it is a very popular activity especially for young learners, and students are intrinsically motivated to do it (Perez & Rodgers, 2019). As a result, the implementation of videos in the EFL class can influence motivation positively. A study revealed that "participants' general opinion stresses that videos are innovative teaching tools that have a positive effect on student motivation" (Bravo et al., 2011, p.3). There is more evidence on the efficacy and motivational enhancement of the use of videos, "most of the students admit YouTube as the source of media because of its easy access (…) Videos become students' favorite media to learn English because watching video is interesting and it does not make them bored, as compared to other activities" (Rahayu, 2020).

Oleg Vladimirovich (2015) also emphasizes on the importance of the use of videos in the English class, defining them as potential enhancers of intrinsic motivation and a source of enjoyment. The author states that most students are visual learners and that the use of videos is very effective and interesting for students. Videos alongside with gamifications are also regarded as interesting and capable of increasing the engagement rate in the class. Lee and Lee (2021) agree on that matter, they classify the usage of videos in the class as part of the Foreign Language Enjoyment (FLE), which enhances motivation, not only that but it can also be used to capture students' attention (Oleg Vladimirovich, 2015).

2.2.6 Confidence

Confidence can also be achieved thanks to the implementation of digital elements in the classroom. Sometimes the classroom setting can generate great anxiety to students. The classroom is full of different participants and sometimes they lack the sufficient resources in the L2, which causes fear of embarrassment. However, confidence can be increased and protected (Dörnyei & Ushioda, 2013). Teachers have the power to implement confidence within their students by providing them with experiences of success and making them believe in their capabilities, which will enable them to participate more and decrease their fear. The previously reviewed self-determination theory states that autonomy and competence are needs that need to be satisfied in order to generate motivation (Ryan & Deci, 2000a). In this case interesting activities for students related to gamification can improve their confidence because students can perceive themselves as competent (Azzouz Boudadi & Gutiérrez-Colón, 2020). Students' levels of self-confidence increase when they have the opportunity to engage in a matter that is of their interest, when the task format is interesting for learners, they are more willing and have higher chances to succeed, and results in a self-esteem and self-confidence growth, which ultimately will make students more competent in the target second language.

When students feel like they have an important role to play, they are more willing to participate and get more interested in the language learning process. Even the less interested students when they feel like they are making useful contributions their confidence and performance improves. This is achieved when situations are created with the purpose of allowing students show their strengths, so they can feel good about themselves and their performances in second language learning. The classroom anxiety can also be reduced when the learning context is less stressful and enjoyable. Not only that, but the words of praise by the teacher also encourage and motivate students (Dörnyei & Ushioda, 2013). Games can raise students' self-confidence by giving them a main role and the chance to be able to contribute positively within the learning environment. In addition, the stress that students might feel disappears because they are not going to be evaluated on the outcomes of the games, which at the same time encourages students to participate even more and do not be afraid of the possible mistakes they might produce (Dörnyei & Ushioda, 2013).

With respect to videos, authentic video materials have a great effect in the educational setting because they are capable of creating "an atmosphere of real linguistic communication and are able to ensure the successful perception of foreign speech by non-native speakers, and increase the motivation of students to study a foreign language" (Oleg Vladimirovich, 2015, p.154). Thanks to the internet and the availability of videos, students can retain more information and elevate their motivational levels. This aspect is primordial because is closely tied to confidence, the environment and atmosphere formed by the real input generates a rise in learners confidence. (Oleg Vladimirovich, 2015). The authenticity and realness of the input when it is perceived by the learners, it increases their confidence.

2.2.7 Cooperation

Another element that is related to gamification and videos is the cooperation among learners. Cooperative environments do not only increase self-confidence but also generate more positive attitudes towards second language learning. Moreover, when learners work cooperatively towards a goal, their chances of succeeding are higher. Working cooperatively on the completion of a digital game in class or the completion of activities related to the visualization of videos can also serve that purpose. Students are dependent on each other, and this causes more cohesiveness within the group. There is also a sense of belonginess and students feel the obligation and responsibility to cooperate. Cooperation is also beneficial because students feel less anxiety, and this way of learning increases their satisfaction (Maset & Pere, 2008).

There are different ways to organize a class that can be based on individualism, competitiveness or cooperativeness. The cooperative way is far superior than the other ones because it empowers the learning of all students, the ones that struggle the most, and the ones that are more advanced. The previous ones have the opportunity to learn more and the latter ones are able to consolidate and expand their knowledge by helping out others (Maset & Pere, 2008). The teacher also needs to show enthusiasm and transmit it to their students, this will generate motivation within students and incentive their engagement, not only the right attitude by the teacher is necessary but the right atmosphere also has a big impact, students need to have shared values and know how to work together in order to achieve a healthy and successful community (Maset & Pere, 2008).

Furthermore, cooperative learning grants students with the opportunity to consolidate and develop the basic competences established in most curriculums, and learn how to work in groups. There is a positive interdependence among students, they can get to higher levels of success within their second language acquisition if they are part of a cooperative team. Thus, a learning community will be created, which will affect positively students' motivation (Maset & Pere, 2008).

Basic motivational conditions such as proper teacher behaviors, supportive environment within the classroom, and united group with clear group norms are needed (Dörnyei & Ushioda, 2013). Working in groups produces feelings of belongingness and the responsibility to engage within the learning course in order to help their teams. Moreover, their learning experience is enhanced when working in teams, thus creating a positive learning community where students can have an active role and enjoy their learning simultaneously, and it also generates motivation. As stated previously, in the self-determination theory, the fulfillment of needs such as relatedness can have a big positive impact on motivation (Ryan & Deci, 2000b). Taking that premise into account, if students participate in gamified activities or complete activities related to videos, within the class in groups, they can experience higher levels of motivation.

2.2.8 Goal orientedness

Dörnyei and Ushioda (2013) indicate that classroom activities such as playing films, videos or engagement in cultural activities in class can aid students to keep the vision of their goals alive, and serve as reminders of the ideal self. Hence, students will stay motivated and will be more engaged to pursue their goals related to second language learning. It is also interesting how cultural elements, and playing cultural videos in class related to the culture surrounding the target L2 language can also provide learners with a clear vision of their ideal L2 self and motivate them to keep learning the language. It provides "an engaging framework that keeps the enthusiasts going and the less-than-enthusiasts thinking" (Dörnyei & Ushioda, 2013, p.132).

Videos related to goal orientedness and inspirational motivational talks from successful figures are a great source of motivation. They sustain the L2 self-vision, which is a great technique to enhance performance. Besides that, showing "successful role models to class can send the powerful message to students that, although everybody faces certain hurdles in reaching their ideal selves, it can be, and has been, done" (Dörnyei & Ushioda, 2013, p. 132). The use of video material in class has been reviewed as a positive element that motivates students (Perez & Rodgers, 2019). Thus, using videos to introduce motivational elements such as cultural elements related with the L2 speaking country and culture, goal orientedness and motivational talks can have a greater motivational effect (Dörnyei & Ushioda, 2013). Oleg Vladimirovich (2015) emphasizes on the use of videos as a means of visual information with the presence of figurative models, this will produce an emotional perception. The use of video gifts the effect of empathy and complicity with the characters presented, and as a consequence, motivation is created (Oleg Vladimirovich, 2015).

It has been indicated that videos on goal orientedness can improve student's motivation, and an introduction to goal setting and goal orientedness is necessary to understand how it can have a positive impact on motivation. Teacher's behavior and classroom setting are influential motivational factors that aid the goal orientedness process. This is a very important factor when learning a second language because as Brophy (2010) indicated:

> Setting specific goals helps learners in at least three ways: The
>
> goals focus attention on important aspects of the task; they help
>
> motivate and sustain task mastery efforts; and they serve an
>
> information function by arming learners with criteria that they can
>
> use to assess and if necessary adjust their strategies as they
>
> work (…) students should see the goals as helpful guides to their

learning efforts, not as externally imposed hoops that they must

jump through (p.69).

In a very diverse class, there is diversity of goals, and it is beneficial to increase the group's goal orientedness, which is the extent to which the group is willing to achieve their common goal, the L2 learning. The best way to achieve this is by creating discussions in class that emphasize on generating group goals, let students define their own criteria for success, and identify the features that increase students' performance (Dörnyei & Ushioda, 2013).

The establishment of goals can affect students' outcomes in many ways. First, they direct attention to the important activities which are related to their goals instead of the distracting ones. It also encourages persistence in order to accomplish their goals, and it promotes the use of the proper task strategies.

Individual goal setting is also fundamental. "Individual goal setting is one of the most effective methods to enable students to experience a sense of control over their own learning and perceive themselves as mastering material while incorporating their own interests" (Dörnyei & Ushioda, 2013, p.119). This is very important for language learners because setting proximal subgoals can have a big influence on motivation, and provide learners with immediate feedback about their second language acquisition process. It is important to set distant goals but proximal ones are also prominent. Goals need to be clear and specific, challenging but inside students' capabilities, and the teacher needs to give feedback and information on their performance in order to raise students' commitment.

Alongside setting goals another predominant aspect are self-motivating strategies for learners. Teachers can raise students' awareness on how to implement useful strategies that can regulate their performance and learning process. Strategies that can increase the learners' commitment, concentration, boredom or emotions are as essential as goal orientedness, and they have a great effect on motivation. Self-evaluation completes the goal orientedness process. The level of satisfaction students might experience when they evaluate themselves towards their goal completing journey will determine their motivational attitude towards their future learning. Self-evaluation procedures are also useful to help students determine the aspects that need improvement (Brophy, 2010). In general, the use of digital elements such as videos, as seen previously, can have a positive influence on learners' motivation. Moreover, it has also been demonstrated how goal orientedness can have the same positive effect, and both elements combined can have even a greater impact on students' motivation and acquisition of the second language.

Videos do not only generate motivation but also great results in language learning. "General findings of several studies indicate that using subtitles and captions when watching videos or TV programs is a powerful instructional tool in relation to learning vocabulary and enhancing reading and listening comprehension skills of L2 learners" (Metruk, 2018, p. 2546). Videos can be implemented to teach the content of the curriculum as well as an element to promote positive motivational behavior. "Video can be a powerful motivator and context setter for student learning, citing examples of Martin Luther King's 'I have a dream' speech (…) Moreover, most educational experts agree that video is best shown in short segments so as to maximize learners' concentration" (Bravo et al., 2011)

Concerning gamification, it is also influenced by the goal setting process. Gamification has emerged as a promising way of enhancing people's motivation and engagement with activities (Tondello et al., 2018). The goal setting theory is used to motivate people to perform better by setting goals and monitoring them, and when combined with gamified activities, it improves the game design and the participants will to achieve a better performance in goal-oriented activities (Tondello et al., 2018). Moreover, goals, are present in most digital gamified sources. "In summary, many gameful applications and systems are based on setting specific and difficult goals. Thus, it is logical to conclude that goal-setting theory can explain why gamification can lead to improved performance in these cases" (Tondello et al., 2018, p.1121). Goal orientedness alongside gamification is also a powerful manner to boost performance and motivation.

All in all, videos and gamified activities serve the purpose of developing an action plan and keep the L2 self-vision alive. Not only that but they also provide an extensive opportunity to lean a second language in an engaging way that promotes students' motivation.

3. PRACTICAL APPLICATION

This section will establish a connection with the previous literature review and will put into practice the motivational strategies previously discussed all encompassed in the implementation of a didactic unit that combines the gamification aspect with the visualization of motivational videos in an aim to intensify students' motivation in acquiring a second language.

3.1 Context

This didactic unit was implemented with a group of students from a high school called Institut Joan coromines located in Pineda de Mar. The Joan Coromines high school is a public and secular center, and the first high school build in Pineda de Mar in 1996. The location of this high school is pretty accessible, it is close to the city center and to the train station. Pineda de Mar is very close to the sea and it belongs to the region of the Maresme. This village attracts many tourists every year and has experienced a demographic growth due to the new construction of houses. The center is named after the philologist Joan Coromines who settled in that municipality in 1967, where he finally passed away. Mos of his work was written in this village near the sea, and this high school decided to commemorate his dedication to the Catalan language.

New migration waves have been arriving to Pineda de Mar, which caused a growth in the population. Newcomers mostly from Africa, China, Pakistan, India and East of Europe. The Maresme region has changed a lot during the last years due to new cultural and socioeconomic variables. In the schools it is also possible to notice the change, there is a nice variety of different cultures and the language that is mostly used in public high schools is Spanish (*Projecte Educatiu de Centre*, 2019).

The Joan Coromines center offers different kinds of education, such as ESO and Baccalaureate studies during the morning, and also offers formative cycles in the evening. Baccalaureate students have different options to choose from, they can decide to partake in the humanities, the social o the scientific branch. Regarding formative cycles, the school offers varied options as well, such as training classes in electrical installations, courses destined to mentorship in the health and sports field, social integration and early childhood education. This high school counts with three lines for ESO, two for Baccalaureate and finally fourteen for formative cycles (*Projecte Educatiu de Centre*, 2019).

The majority of students enrolled in this public high school come from middle class or low-class backgrounds. A lot of students enrolled in ESO, the compulsory secondary education can be considered to come from low class families. Many of the families living in that area live off the hotel industry and the tourism that attracts the town every year (*Projecte Educatiu de Centre*, 2019).

Generally, most of the students enrolled in this center were born in Catalonia, bilingual students with Spanish and Catalan as their native language. The rest of students that come from other countries have lived in the area for a very long time and can understand the language and communicate perfectly. However, the language that is used the most in this public high school is Spanish, this might be due to the internal and external immigration. It is a school that presents an atmosphere of varied ethnicities and cultural backgrounds; most of the students show great cooperation and empathy. Healthy relationships can be noticed, which shape a nice environment where the respect is predominant and the cultural differences are accepted.

3.2 Challenges and needs

There might be a nice ambiance in the Joan Coromines high school but when it comes to the acquisition of languages some students present demotivation and do not give importance to the power that a second language can offer. Demotivation is a main issue in the class of English. The didactic unit was used in the module of *Pràctiques II* and applied to a 1st of ESO group composed of 18 students, a united group that presents different cultural backgrounds. There is a good relationship among the students within the class, the students respect each other and offer their help when it is necessary. Some students present a high level of English, however the majority of the class can be classified in A1-A2 level range of English. Their low level of English can be caused due to their demotivation, or lack of resources to afford extracurricular classes of English. All of them are exposed to the English language three hours per week in the school.

A few students present a lot of difficulties when it comes to learning the English language. It is very hard for them to produce sentences or understand the meaning of the content presented. These students follow an adapted content that allows them to be able to acquire the second language according to their capabilities and level.

Usually, their classes consist on the completion of exercises determined by the book they use. All the 1st of ESO groups of the center learn from the same book which is the *1st of ESO Mosaic Student's Book* and *1st of ESO Mosaic Workbook* by the Oxford Company. All the English classes are conducted through the previous mentioned books; classes based on the completion and corrections of the exercises that the books contain.

Moreover, it is not possible to deviate from the contents established in the book, all the students of the same year need to undergo the same type of learning following the already established content of the books.

The teacher has a book with all the keys and answers, and each student disposes of a student's book and a workbook, however students do not have access to internet nor digital devices such as laptops, phones or Chromebooks in class. In contrast, the teacher has access to a laptop, internet and also a projector that is often used to display the contents practiced in class and the correction of activities in order to provide visual support.

A general demotivation exists in the English class. The monotony caused by the often focused completion and correction of the book activities causes distraction and lack of attention by the students. Another reason that might intensify demotivation is the frustration that some students experience when trying to communicate in the English language. Some of them haven't had the opportunity to practice enough and the challenges they experience decreases their interest for the English language. Some students are very used to express their thoughts in Spanish or Catalan in the English class and do not try to communicate in the target second language. The reason for this might lay behind the fact that the tasks set might be challenging for its realization or not related to students' interest, a situation that leads to disconnection and bad behavior. The learning process is generally seen as dull and tiring, not enjoyable or interesting enough to motivate them to succeed further.

Many teachers struggle to motivate their students, it is one of the main problems in the classroom and it requires the use of effective teaching methods and knowledge of the matter, and with this group in particular motivational strategies are required. The previous problem related to demotivation can be tuned into motivation if new motivational elements are introduced within the second language acquisition class such as gamification and the usage of video materials. Ryan and Deci (2000) indicated that motivation can only be possible when certain needs such as autonomy, relatedness and efficacy are satisfied. This didactic unit will evolve towards the satisfaction of those needs and the eradication of the challenges.

3.3 Behind the design

In order for students' intrinsic levels of motivation to be intensified the activities need to be carefully designed and include all the necessary aspects to improve the motivational pupils' motivational behavior in regards to second language acquisition.

The group that participated in this didactic unit presents a very strict and rigid schedule and it is not possible to deviate from it. They use the Mosaic 1st ESO Student's Book and the Workbook. The use of this books and the realization of the corresponding tasks from the previous mentioned books is obligatory. As a result, this didactic unit is based on the use of those books in class and the respective unit of the curriculum, which is unit three: *Live and Learn*. However, the didactic unit includes new elements such as educational digital games that include the content of the curriculum, and motivational videos based on goal-orientedness and cultural elements, in order to avoid the monotony and repetitive activities, which are factors of demotivation, and increase students' motivation through the new implemented elements.

This section gathers the explication and reasons behind the design of the activities establishing connections with the arguments included in the theoretical section. As seen previously in the theoretical part, motivation is fueled by the social context, self-sufficiency and autonomy, the ideal L2 self-vision, enjoyment of the class activities and the interest for them, confidence, cooperation among learners and the goal orientedness aspect. All these features should be taken into consideration when designing activities, especially if the activities are destined to increment pupils' motivation for language learning. Hence, meaningfulness is achieved and motivation is improved.

Some of the lessons contain digital gamified activities, such as the jeopardy game, the hot seat, and interactive gamified quizzes made with the *Genially* editor. All these games were created from scratch including and taking into account the unit and the content that the pupils should acquire, and they were created with a double effect purpose, the positive influence on motivation and the improvement of vocabulary and grammar structures remembrance.

In the first section of this work, gamification was introduced as big influence on motivation (Azzouz Boudadi & Gutiérrez-Colón, 2020). One of the ways it exercises the influence is through the social context and the autonomy generated. Ryan and Deci (2002b) state that the social context is the reason for progress or the refusal of responsibility because the context can facilitate the perception of autonomy, the context generates the ability for students to feel competent (Guay & Vallerand, 1996). As a result, motivation for success in the second language increases. That is why it is necessary to set the right context by the creation of materials which are proved to intensify motivation, materials that are challenging but adequate, without forgetting the importance of a motivated attitude by the teacher (Dörnyei & Ushioda, 2013).

The games created for this unit take into consideration the content and the curriculum that needs to be taught, the games were created also considering the English level of

the participants, but avoiding the incorporation of too easy components in order to avoid boredom and create the desired effect of perceived self-competence. This is an essential matter because through the perception of competence motivation can be achieved (Ryan & Deci, 2000b).

The need of autonomy also needs to be satisfied in order to escalate the intrinsic levels of motivation (Ryan & Deci, 2000b). If this statement about autonomy is carried out, digital games in the EFL class serve that purpose and satisfy the need for autonomy. This is achieved through gamification because gamified resources are able to foster autonomy when students are given choice and agency (Reinhardt & Sykes, 2012). The digital games included in this didactic unit give students a big role to play, these games were designed with the purpose of giving students control to succeed.

Hence, including games in students' context is a favorable manner to improve the self-perception of competence and autonomy, context is used to foster motivation (Guay & Vallerand, 1996). Laventhal (2018) also agrees on the fact that autonomy and competence are important variables in the motivation field because it is possible to enhance engagement, enjoyment and better performance through gamification. Moreover, competence and autonomy is also linked to the fact that when gamification allows students to feel competent, a positive vision of their L2 self is achieved (Azzouz Boudadi & Gutiérrez-Colón, 2020)

Other important aspects that were also taken into account in the design of the gamified activities are the enjoyment and interest of the tasks. McGonigal (2011) stated that games provide the enjoyment aspect necessary to engage students and increment their intrinsic levels of motivation, which is a very important aspect because efficacy is correlated with intrinsic motivation (Banfield & Wilkerson, 2014). Figueroa Flores (2015) also agrees with this matter and declares that games foment the enjoyment of the classroom activities. For this purpose, games were included in the didactic unit and designed with attractive images and sounds to promote their enjoyment and interest. Interest is also a primordial aspect because as Chambers (1999) stated pupils need to see a relationship between the activities and their real world. Moreover, digital activities, such as digital games or the visualization of videos are of great interest to students (Lee & Lee, 2021).

The interest for the activities conducts students to feel a sense of confidence, which is another reason for including gamified tasks in the acquisition of second languages. When activities are interesting, students can perceive themselves as competent and powerful (Azzouz Boudadi & Gutiérrez-Colón, 2020). Not only their intrinsic levels of motivation increase but also their confidence levels thanks to the implementation of

interesting tasks. Learners are more willing to participate and their chances of succeeding are greater, and their self-esteem and confidence when using the target language is also greater, which ultimately will end up in competence and the satisfaction of the necessary needs that activate motivation (Ryan & Deci, 2000b).

But most importantly, Ryan and Deci (2000b) showed how it is also primordial to fulfill the need of relatedness in order to ultimately activate motivation towards learning and the greater increment of confidence. That is why all the digital games included in the didactic unit need to be completed with the cooperation of all the students. The games were designed with the intention of being easily completed in groups, such as the jeopardy game or the hot seat, or even the Genially quizzes, which require the discussion and determination of the right answers through team work. Cooperative environments create a sense of relatedness and belongingness, and students have higher chances of succeeding when they work cooperatively. As a result, their satisfaction, competence and motivation increase (Maset & Pere, 2008).

Regarding the inclusion of videos for motivational purposes in second language acquisition, three different videos were implemented because they can have a great effect on motivation (Bravo et al., 2011). Two were included with the purpose of goal orientedness and another one evolved around cultural aspects of American life. Videos were included in this didactic unit because they are seen as solution for new pedagogical problems (Pisarenko, 2017). Videos are great indicators of enjoyment, and it is the preferred leisure activity for a lot of students, students are motivated to watch videos, and they do it often during out of school contexts (Perez & Rodgers, 2019). Similarly, to gamification, videos create interest and also enjoyment, they are categorized under the Foreign Language Enjoyment theory (Lee & Lee, 2021).

In addition, when they evolve around goal setting, model figures and cultural aspects, videos can work as great enhancers of intrinsic motivation (Dörnyei & Ushioda, 2013). For that purpose, a video extracted from YouTube based on Cristiano Ronaldo's journey in the second language acquisition of English was included. In the video it is possible to see the struggles he had to go through and motivational strategies are also shared. When stories of well-known figures are shared, they can have a big impact on pupils' motivation due to an emotional connection (Oleg Vladimirovich, 2015).

This is closely related to the ideal L2 self, introduced in the theoretical part. When there is a clear image about the future and what an individual can achieve, more chances of succeeding are present (Dörnyei & Ushioda, 2013). When someone has a powerful ideal L2 self-vision, this self-image has a motivational power (Hadfield & Dörnyei, 2014). Another video that was included is about a motivational talk, related to the requirements

that a dedicated and successful student needs to possess. A video that incorporates strong images and talks of success that make the ideal L2 self-vision easier to imagine and reach.

The previous two videos are great facilitators of the creation of the ideal L2 self-image. But only the vision is not enough, goals must also be set in order to completely magnify motivation. Videos maintain students' visions of their goals, which helps them to be willing to pursue them and stay focused to reach their ideal selves (Dörnyei & Ushioda, 2013). As Brophy (2010) indicated goal orientedness improves students' motivation and it is highly beneficial to increase the group's goal orientedness, which is the pursue of the L2 acquisition. The establishment of goals directs students' attention to the accomplishment of important tasks and the avoidance of resistance to work, and the best way to achieve goal orientedness in the class is by creating discussions among the students and let them collectively define their goals and identify the ways that can help them progress and gain competence in the L2 (Dörnyei & Ushioda, 2013).

In order to achieve goal orientedness through the videos and also satisfy the need of belongingness defined by Ryan and Deci (2000b) to improve motivation, it is necessary to work on the activities related to the videos in groups. Moreover, all the videos will be worked through with pre activities before the videos and post ones after the visualization. Oleg Vladimirovich (2015) informs that important stages need to be completed when implementing videos in second language acquisition. Questions on the video should be provided before its visualization, so they serve as a warm up. Finally, after playing the video, the answers to the questions can be discussed with the whole class. Working cooperatively is also an efficient way to create belongingness, the learning experience is enhanced creating a positive learning community where students can have an active role (Maset & Pere, 2008). Oleg Vladimirovich (2015) also mentions that the preferred duration of videos should be around two or five minutes, that is the sufficient time to obtain the necessary information.

Dörnyei and Ushioda (2013) contemplated that the inclusion of films or videos related to cultural elements can have a positive influence on motivation when acquiring a second language. Due to this matter, a video on the topic of high schools in American culture was included. The topic related to high schools was chosen, because the content of the unit is based on sports and school life. This video is also a short clip with a duration of three minutes.

Apart from enhancing motivation, videos also bring reality to the classroom and the authenticity of the materials results in an enhancement of learners' competence. (Oleg Vladimirovich, 2015). Furthermore, similarly to games, videos also enhance autonomy,

videos allow students to learn without constant guidance, which enhances their autonomy (Rahayu, 2020). As indicated before competence and autonomy also end up with an improvement of confidence. A rise of confidence through the information perceived by the learners thanks to the authenticity of the materials (Oleg Vladimirovich, 2015).

To sum up, this section provided an insight on how the games were designed and why those specific videos were chosen, always drawing back and relating it to the arguments set in the theoretical part. Digital games and videos are great originators of motivation and when they are optimized with cooperative work, enhancement of confidence, competence and autonomy, they have a beneficial and efficacious effect on motivation towards second language acquisition.

3.4 Didactic unit

3.4.1 Content

Field: Languages	Subject: English	Grade: 1st ESO	Teacher: Abir Talibi Frar	2020- 2021
Didactic Unit: Live and learn: School life and sports				

Key contents	Curricular contents
Transversal areas that are worked on in this unit	Area being worked on in this unit
CC1. Oral comprehension: global, literal and interpretive, from adapted or authentic sources.

CC2. Oral comprehension strategies: identification of key words and expressions; anticipation and formulation of hypotheses based on prior knowledge of the situation, selection, interpretation, inference, retention.

CC4. Oral interaction strategies: formulas for starting, maintaining and ending the conversation; formulas of courtesy, agreement and discrepancy, supply and demand, of clarifications, confirmation of information and understanding, collaboration, self-correction, mutual correction. | Oral comprehension: global and specific. Topic and main idea. (CC1)

Oral comprehension strategies: identification of key words and expressions, anticipation and formulation of hypotheses based on previous knowledge about the situation, selection, interpretation, inference, retention. (CC2)

Oral interaction strategies: beginning, maintenance and end of the conversation; formulas of courtesy, agreement and discrepancy, of offering and demanding clarifications, of confirming information and understanding, collaboration, self-correction and mutual correction. (CC4)
Rules of respect in oral interactions: basic linguistic formulas of courtesy, agreement and discrepancy. (CC4) |

CC20. Pragmatics: Genres of text in oral format narrative, descriptive, expository, argumentative, instructive, predictive, literary and conversational. Organization of the text, paragraphs, introductions, conclusions. Gestures, use of complementary visual support.	Written comprehension: global, literal and interpretive. Recognition of the type of text, written or multimedia, the topic, main idea and secondary ideas. (CC7)
CC22. Lexis and semantics: Usual and specific vocabulary from the academic field, and from topics of personal and general interest.	Search and management of information and linguistic consultation (CC9): Information processing: underlining, organization in simple tables, brief diagrams, summaries, concept maps.
CC23. Morphology and syntax: Connectors, textual markers, punctuation marks. Sentence structure.	Strategies for the production of texts written in foreign languages: ordering of paragraphs, expansion of texts, connection of ideas ... (CC12)
CCD1. Communication systems and digital work environments for collaborative and lifelong learning, with courtesy forms. (CCD20, CCD21, CCD22, CCD24)	Adequacy, coherence, cohesion, correction and presentation. (CC12)
	Strategies for planning: generation (brainstorming), organization (concept maps ...) and selection of the main ideas. (CC11)
CC7. Written comprehension: global, literal, interpretive and evaluative, from adapted or authentic sources. Recognition of various text genres. Topic, main idea and secondary ideas.	Creative production based on one's own experiences. (CC15)
	Common expressions and basic phrases. (CC22)
CC9. Search and management of information and linguistic consultation (CCD12, CCD16, CCD17): Location, selection and organization.	Frequently used everyday vocabulary on topics of personal, general and academic interest. (CC22)
CC11. Strategies for planning: generation (brainstorming), organization (concept maps, scripts ...) and selection of the main ideas.	Language functions: personal information, permission, tastes, feelings. (CC20)
CC12. Adequacy, coherence and cohesion for the production of written texts.	Texts in various formats and supports: oral, written, hypertext, audiovisual. (CC20)
	Gestures, use of complementary visual support. (CC20)

CC15. Creative production based on one's own experiences and unreal situations. CCD8. Projection systems. CCPS5. Attitude of self-improvement. CCPS6. Learning habits. CCPS14. Skills and attitudes for group work. (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	Communication systems and digital work environments for collaborative learning (CCD1) All these personal skills must allow the student to develop positive, active and entrepreneurial attitudes in all areas of his life. This entrepreneurial attitude can be reflected in actions that, in accordance with motivation and personal effort, allow to acquire social commitments, deploy creative skills, promote personal and collaborative projects that help you build personal, satisfactory social and professional life models. (CCPS5, CCPS6, CCPS14). (*Competències Bàsiques de l'àmbit Lingüístic*, 2015)

Table 1. Key and Curricular contents

3.4.2 Competences, objectives and assessment

Dimensions and competencies of the **linguistic** field *The realization of the activities of this didactic unit favors the acquisition of the following competences of the field.*	Learning objectives *At the end of this teaching unit students should be able to answer the following questions.*	Evaluation criteria *During this teaching unit it is necessary to check if students are able to achieve the following aspects.*	Evaluation indicators *To what extent is each evaluation criterion met?*			Activities
			Level 1 satisfactory achievement	**Level 2** notable achievement	**Level 3** excellent achievement	
Oral communication dimension **C1.** Obtain information and interpret oral texts from everyday life, the media and academia. (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	The student should be able to interpret the different oral texts about the world of sports and the school life in order to understand close and significant situations in real life.	Capture the global meaning of narrative, descriptive and conversational texts about facts of everyday life and extract concrete information, written in a simple language. (CA1) (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	Identify the topic, obtain literal information and identify the main purpose of oral texts in close and familiar communicative situations on topics from personal and academic fields.	Understand the global meaning of oral texts and distinguish between main and secondary ideas in close communicative situations, on topics from personal and academic fields.	Interpret explicit and implicit information from oral texts in familiar communicative situations on topics related to various types of areas.	1.5, 2.4, 2.6, 2.7, 3.2, 4.1, 4.6, 7.1

Oral communication dimension **C3**. Use oral interaction strategies according to the communicative situation to start, maintain and end the speech. (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	Students should also be able to use oral communicative strategies to be able to hold conversations on everyday topics.	Know how to initiate and hold informal conversations about familiar topics / situations in communicative situations. (CA3) (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	Use strategies to initiate, maintain and end the conversation, and employ oral communicative strategies to solve simple and usual communicative tasks.	Apply strategies for starting, maintaining and ending conversations. Also employ communicative strategies to solve communicative situations that might arise when travelling.	Apply strategies for starting, maintaining and ending the conversation, and employ communicative strategies to solve tasks and be able to communicate in situations that require of greater cognitive complexity.	1.1, 1.2, 2.2, 2.5, 2.7, 3.1, 3.6, 4.2, 4.5, 4.7, 5.1
Written expression dimension **C7**. Plan different type of written texts using the elements of the situation. (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	The student should be able to plan and write texts about their school life to develop their ability to argue and express themselves.	Student has to know how to write simple, informal texts, taking care of adequacy, coherence and cohesion and attending to the purpose and context. (CA10) (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	Plan the production of simple written texts with a frequent lexical repertoire, based on the communicative situation.	Plan the production of simple written texts, structured based on the organization of ideas according to the communicative situation.	Autonomous planning of the production of well-structured written texts depending on the communicative situation.	4.4, 8.1

Reading comprehension dimension **C4.** Apply comprehension strategies to obtain information and interpret the content of written texts. (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	To know how to apply strategies to understand texts related to sport or school in order to develop reading comprehension and knowledge about the topic of the unit.	Understand the general and specific information of messages and adapted documents, including those from different types of texts, on topics of interest in the personal and academic fields. (CA6) (*Competències Bàsiques de l'àmbit Lingüístic*, 2015).	Obtain global information and recognize the purpose and main ideas of a short-written text containing frequent and everyday vocabulary.	Obtain literal information from simple written texts distinguishing the main and secondary ideas and contribute with some personal reflection.	Obtain information from simple written texts that contain specific vocabulary of the topic interpreting the main and secondary ideas, and contribute with various personal reflections.	1.1, 1.2, 1.5, 1.7, 7.1

Table 2. Competencies, objectives and assessment of the linguistic field

Dimensions and competencies of the digital field	Learning objectives	Evaluation criteria	Evaluation indicators			Activities
The realization of the activities of this didactic unit favors the acquisition of the following competences of the field.	At the end of this teaching unit students should be able to answer the following questions.	During this teaching unit it is necessary to check if students are able to achieve the following aspects.	To what extent is each evaluation criterion met?			
			Level 1 satisfactory achievement	Level 2 notable achievement	Level 3 excellent achievement	
Interpersonal communication and collaboration dimension **C8.** Carry out group activities using virtual tools. (*Competències Bàsiques de l'àmbit Digital*, 2015)	Develop the ability to use virtual tools such as digital games and know how to work with classmates to improve digital knowledge and knowledge about the subject.	To know how to use different online applications that facilitate group activities, know how to create shared documents and be part of discussion groups for the exchange of ideas.	Participate in collaborative activities in virtual environments.	Participate in collaborative activities and aid its development while selecting the basic tools convenient in each case.	Participate, develop, organize and manage a collaborative work environment, and perform collaborative activities.	1.8, 4.3, 4.8, 5.5

Table 3. Competencies, objectives and assessment of the digital field

Dimensions and competencies of the **personal and social** field *The realization of the activities of this didactic unit favors the acquisition of the following competences of the field.*	Learning objectives *At the end of this teaching unit students should be able to answer the following questions.*	Evaluation criteria *During this teaching unit it is necessary to check if students are able to achieve the following aspects.*	Evaluation indicators When evaluating tasks, it will be necessary to indicate the observed frequency for each indicator (almost never, sometimes, often, very often).	Activities
Learning to learn dimension **C2**. Practice strategies that intervene in one's own learning. **C3**. Develop skills to face the challenges of life (*Competències Bàsiques de l'àmbit Personal i Social*, 2018).	Develop skills to implement strategies to improve learning. Acquire a disciplined attitude to be able to face future challenges.	To know how to set and maintain their goals when learning a second language Overcome the different challenges with a positive attitude.	Shows a positive attitude when facing tough situations.	2.7, 4.1, 4.2, 4.6, 6.3
			Considers the error as an opportunity to learn.	
			Assessment of one's own abilities and, when appropriate, implements improvement measures.	2.7, 4.1, 4.2, 6.3
			Assessment of one's own weaknesses and implements elements of improvement.	
			Achievable challenges are posed.	

Table 4. Competencies, objectives and assessment of the personal and social field

There are three different types of assessment: final assessment, continuous assessment, and self-assessment. It is important to mention that the content learned through the gamified activities such as vocabulary or grammar content is tested through a test, and the elements and habits practiced through videos such as goal setting, improvement of confidence and cultural aspects are part of Informal Digital Learning of English (IDLE), necessary informal aspects such as watching YouTube videos in the class in order to increase motivation, as Dörnyei and Ushioda (2013) mentioned the display of films or videos in class without having the necessity of evaluating it, eases students from anxiety, boots motivation and increases interest for the target language. The participation in the class activities related with the games and the discussion of videos is part of the continuous assessment, the continuous assessment will consist more on an informal way of assessment. The teacher will observe and determine their levels of participation and effort during the didactic unit.

The final assessment is done through a final exam, this test assesses the following areas: grammar, vocabulary, reading comprehension and writing. Two versions of the final exam will be supplemented because within the group different levels of English exist, and students need an evaluation that is appropriate to their capabilities. Moreover, students also will have the opportunity to self asses themselves to track their progress and reinforce the aspects that need to be improved.

3.4.3 Methodology

An appropriate approach would be a task-based unit, where all the tasks allow the students to produce their own meaning and not simply repeat what they have been told by someone else. In task-based units, what is important is to achieve an outcome, engage learners' interest, focus on meaning, and relate their activities to the real world (Willis & Willis, 2007).

However solely task-based activities are not possible to implement within this didactic unit, because the students are supposed to follow the content of their book, but new elements such as gamified activities and the implementation of videos alongside discussions were included to intensify motivation but also bring more meaning to their learning. It is important to include activities like the previous ones with a task based approach to induce engagement, because without engagement, there is no genuine interest nor focus on meaning (Willis & Willis, 2007).

The digital games and the activities related to the videos give students enough opportunities to be able to produce output in the target language. Students will have a lot of opportunities to express their beliefs and their opinions in different activities, talking to their classmates about certain topics will make the activities more important and

meaningful to them, and will be able to improve their competence regarding their speaking abilities.

Furthermore, it is necessary to provide help for dyslexic students or students that struggle a lot with second language acquisition. A lot of visual support is provided, from the presentations created to the games and videos, all the material used is hyperlinked. This will aid students to have a clearer vision of the contents. This aid is intensified even more with the cooperative work and the different versions of the final test.

3.4.4   Phases and sequence of activities

<table>
<tr><th colspan="7">Sequence of activities</th></tr>
<tr><th>nº</th><th>Activities</th><th>Grouping</th><th>Attention to diversity</th><th>Materials

(See Appendix)</th><th>Assessment</th><th>Time</th></tr>
<tr>
<td>1</td>
<td>

1. Lesson 1

1.1 Students are shown a picture with different words, they have to recognize the words they know and make sentences with these words. They also need to pick their favorite one and say why they like that word.

1.2 Warm-up before doing a reading activity. Students use their Student's Book and look at the pictures of the reading on pg. 34 of their Student's book, so they can guess what the reading will be about. The picture is about a school that specializes in sports, SS will also have to argue if this picture looks like their school.

1.3 SS will proceed to learn the new vocabulary on pg. 34. The digital book is used in this case and SS have to match the
</td>
<td>Class divided in three groups for the last activity.</td>
<td>Provide forms of support when necessary, some students may need more support in their first language.

Visual presentation to support struggling</td>
<td>Canva presentation

Digital book of the unit. (Oxford Premium)

Jeopardy game</td>
<td>The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the class.</td>
<td>1) 7 min

2) 3 min

3) 10 min</td>
</tr>
</table>

	vocabulary with the right picture. They also need to state if there's any of those items in their school.		students.		Class feedback.
	1.4 Some grammar aspects that will help SS understand the reading will also be taught. The teacher shows the students how to use these expressions: *There aren't any/ There isn't a.* They will also have to create sentences so they can practice in context.		The last game will be done in groups of three, cooperative work is also a way of giving the opportunity for all the SS to learn together.		There will be 3 types of assessment: final assessment, continuous assessment, and self-assessment.	4) 10 min
	1.5 Students read while listening to the audio of the reading.					5) 3 min
	1.6 After reading the text SS will proceed to work on an activity of their student's book. Pg. 34, ex. 3, which is a true/ false activity.					6) 5 min
	1.7 SS still need to learn some words, now they will focus on the highlighted words of the text and guess the meaning, in order to complete this they will work on another activity from the book, pg. 34, ex.6.					7) 10 min
	1.8 Finally, students finish the class playing a game. The class is divided in three teams, they have to play the jeopardy online, so they can practice the vocabulary presented in this lesson.					8) 10 min
	1.9 SS are expected to complete some homework for the next class: Workbook, pg. 24.					9) 2 min
						Total 1h

2	2. Lesson 2	No groups required for this session, individual work.	Teacher's help, the teacher helps all the students that struggle to complete the activities, such as defining words, or showing pictures.	Digital book (Oxford Premium)	The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the class.	1) 10 min
						2) 5 min
	2.1 Homework correction: pg. 24					
	2.2 Student's book, pg. 36: SS will work on a warm up activity and focus on the title of the page "I'm crazy about". The teacher will ask for the meaning and ask them what are they crazy about, the teacher will always provide an example first.					
	2.3 Student's book, pg. 36. The vocabulary of this page will be presented with the digital book, an interactive activity with visual representations of the vocabulary. After this, SS have to work on ex. 1 of the same page, this activity is related to the vocabulary they have previously learned.		Moreover, an implicit type of help is also provided, so they can still learn while the teacher is helping.	Motivational video	participation and effort during the class.	3) 15 min
	2.4 Listening activity: pg. 36, ex. 2. SS listen to a conversation and write down the different sports and equipment mentioned.			Presentation video	Class feedback.	4) 5 min
	2.5 SS move onto performing the following exercise: pg. 36 ex 3. They have to fill a table using words to express their likes and dislikes, such as can't stand, I hate, I love, etc. It is also expected from them to create sentences using those expressions.		Visual support to help dyslexic learners or learners that need more support. The grammar		There will be 3 types of assessment: final assessment, continuous assessment, and self-	5) 10 min
	2.6 Student's Book, pg. 37, ex. 5. This is a listening activity. SS listen to the audio and guess the character. This listening activity consists on sports and dedication, and it will be linked to the first three minutes of motivational video, which relates to the topic of school and sports.					6) 5 min

	2.7 The teacher plays in class a motivational video in English with subtitles also in English, but before SS will warm up and get prepared for it. After watching it, students will discuss the video together. The aim is to get students more motivated and practice the content. No homework is set during this session.		explanations will be more understandable for everyone.		assessment. 7) 10 min Total 1h
3	**3. Lesson 3** 3.1 Students look at a presentation made by the teacher. This presentation contains the new vocabulary with translation and images for the students that need more support. The aim is to familiarize them with the new vocabulary. SS will also have to come up with sentences using the new words, and repeat what a classmate has just said so they can also practice the third person. 3.2 After that SS work on pg. 37, ex 6 of their Student's Book. They have to listen to an audio track and complete some sentences. 3.3 Student's Book, pg. 37, ex. 6. This exercise will be accompanied by some grammar explanations so SS can complete the activity successfully, and SS will be encouraged to use the expressions represented in the exercise.	Two teams for the final game activity.	Teacher's help, the teacher will help all the students that struggle to complete the activities, such as defining words, or showing pictures. Moreover, an implicit type of help is also provided, so	Digital book Presentation Countdown online timer Online word generator	The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the class. Class feedback.	The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the class. Class feedback. 1) 10 min 2) 5 min 3) 20 min

	3.4 Student's Book, pg. 37, ex 7, this exercise consists on constructing questions and providing the answer. 3.5 Set the homework: Workbook, pg. 26, ex. 4, 5 and pg. 27 ex, 2 and 3. 3.6 Finish the class playing the hot seat so they can revise the vocabulary practiced. The hot seat consists on creating two teams, one member from each team comes to the blackboard, they sit opposite to the blackboard, and for each team a word is given with the online generator. The remaining team has to define the word in English to the student that is sitting opposite to the blackboard and can't see the word. An online timer is also set for each team, they have 30 seconds.		they can still learn while the teacher is helping. Visual support to help dyslexic learners or learners that need more support. This way, the grammar explanations will be more understandable for everyone. Cooperative work among teams.		There will be 3 types of assessment: final assessment, continuous assessment, and self-assessment.	4) 10 min 5) 5 min 6) 10 min Total 1h

| 4 | **4. Lesson 4**

This session is aimed at setting goals and present students the unit in a different and interesting way in order to get them motivated.

4.1 SS will start the class by watching the first few minutes of a video from YouTube on Cristiano Ronaldo's journey on learning English. Since a part of the topic of this unit is about sports, this video is a good option because it is related to the topic and is ideal for setting goals. Before watching the video, SS will warm up with some questions.

4.2 After watching the video, SS have to comment on what Cristiano did to improve, the reasons why they are learning English and their goals.

4.3 SS will proceed to state different techniques they can use to improve their learning experience. All answers will be collected through Padlet.

4.4 The topic of this unit is also about schools, SS have to think and write about the schools in their county. They can state the clothes, clubs, sports, subjects, etc.

4.5 After that they need to express what comes to their mind when they think about an American high school. | Two teams for the final game. | Teacher's help, the teacher will help all the students that struggle to complete the activities, such as defining words, or showing pictures.

Moreover, an implicit type of help is also provided, so they can still learn while the teacher is helping.

Visual support to help dyslexic learners or | Google drive presentation

Padlet

Video on setting goals

Video on American high schools.

Game created with Genially | The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the class.

There will be 3 types of assessment: final assessment, continuous assessment, and self-assessment. | 1) 5 min

2) 15 min

3) 10 min

4) 5 min

5) 5 min |

	4.6 SS share their ideas and the teacher proceeds to show them a presentation with different interesting facts and a video on American schools. The purpose of this is to get them more interested and motivated on the unit. 4.7 They also need to talk about the differences and similarities of their school versus American schools. 4.8 Finally, they will play a digital game created with Genially to test the new knowledge they have acquired.		learners that need more support. This way, everything is more understandable for everyone. Cooperative work among teams.			6) 10 min 7) 5 min 8) 5 min Total 1 h
5	**5. Lesson 5** 5.1 Using an already prepared presentation by the teacher SS will learn more about practical English and how to make suggestions. The presentation will be ideal as visual support so SS can understand better. They are also expected to provide different examples, create new sentences using the new expressions, and have conversations with their classmates. 5.2 Student's Book, pg. 40, ex. 3. SS will proceed to work on an activity of their book, which consists of a listening comprehension. When correcting the activities, the digital book	Two teams for the final game.	The teacher will help all the students that struggle to complete the activities, such as defining words, or showing pictures. Moreover, an	Digital book Presentation Game created with Genially	The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the	1) 20 min 2) 10 min

is always used.	implicit type of help is also provided, so they can still learn while the teacher is helping.		class.	
5.3 SS will move on to working on their Workbook, pg. 92. The vocabulary of the whole unit will be completed all together as a class.				3) 15 min
5.4 Set homework for next session: Workbook, pg. 94			Class feedback.	4) 5 min
5.5 SS will be divided in two teams and play a revision game created with Genially.	Visual support to help dyslexic learners or learners that need more support. This way, everything is more understandable for everyone.		There will be 3 types of assessment: final assessment, continuous assessment, and self-assessment.	5) 10 min
	Cooperative work among teams.			
	Revision game.			Total 1h

| 6 | 6. **Lesson 6**

6.1 The class will start with homework correction, which was set during the last class. The correction of the activities will be done through a presentation made with Google drive.

6.2 Afterwards students will work on their Workbook, pages 30 and 31. The completion of both pages will serve as a revision activity before the exam, which takes place in the next session. The correction will be made through the digital book.

6.3 Finally, the students will work on a self-evaluation worksheet, this will help them see their weaknesses and what they need to improve. | No groups required for this session. | The teacher will help all the students that struggle to complete the activities, such as defining words, or showing pictures.

Moreover, an implicit type of help is also provided, so they can still learn while the teacher is helping.

Visual support to help dyslexic learners or learners that need more support. This way, grammar explanations | Presentation

Self-evaluation worksheet

Digital book | The activities done will be part of the continuous assessment. The teacher also takes into account students' participation and effort during the class.

Class feedback.

The self-evaluation worksheet is part of the self-assessment.

There will be 3 types of assessment: final assessment, | 1) 20 min

2) 30 min

3) 10 min |

			are more understandable for everyone. Revision activities.		continuous assessment, and self-assessment. Total 1h
7	**7. Lesson 7** 7.1 This session will be dedicated to the realization of the exam, which consists on grammar, reading and vocabulary.	No teams required for this session.	Two versions of the exam: A and B. The option B is made for struggling students taking into account their level of performance. Option A is for the advanced students. The teacher will explain the instructions for the exam.		Final test, which is part of the final assessment. Total 1 h

8	8. **Lesson 8** 8.1 This session will be dedicated to the writing part of the exam. 8.2 SS will fill in a questionnaire about the didactic unit.	No teams required for this session.	The writing part also consists of two versions; however, the topic is the same one for both exams. The teacher will explain how students need to perform the writing.	[Questionnaire](#)	Final test, which is part of the final assessment. Questionnaire	1) 45 min 2) 15 min Total 1h
Durada prevista de la unitat didàctica						8 sessions

Table 5. *Sequence of activities*

3.4.5   Evaluation of the results of the implementation of the proposal

In the introduction of this work a claim was stated, which sustains that gamification and the implementation of videos within the class context are powerful sources and enhancers of students' intrinsic levels of motivation, and in this section, the results of the implementation of the didactic unit will dictate and determine the fate of this thesis.

As described in the context of the center, the students that participated in this work were not used to play digital games nor watch videos often with an educational purpose. The gamified activities and the implementation of videos were completely new elements to them, that could result in a big benefit or simply contribute to their fear and anxiety due to not being familiar to it.

By spending a lot of time with the students during the period of observation and having informal conversations with them, it was possible to guess their likings and interests. The information gathered was used to with the intention to create games and provide videos of interest to the students.

The digital games were a success, they were used to enhance vocabulary and grammar structures retention. Students showed great participation and liked it, often times it was the first thing they asked about when entering the room and they used to wait anxiously for it. When working cooperatively for the completion of the games, students showed great enjoyment, and the students that did not use to participate often were willing to participate because they were given a bigger role which determined their team success. This proves how digital game activities are of great interest for students, which at the same time engages them even more and allows them to enjoy, and work cooperatively while feeding their motivation, and growing their autonomy and competence abilities.

In regards to the use of videos, the videos that allowed them to set goals and rethink their position in terms of second language acquisition were of great benefit. Most students realized that they truly wanted to learn the language to be able to travel and discover the word, make new friends and improve their career prospects. They realized that they did not dislike the language, bur that probably their demotivation came from their proximal context and the way language was approached regularly. The video on culture was also a success, using videos to show them other students of their age living in other countries, and their cultural aspects awakened their curiosity for the language and interest by showing great interest in the discussions related to the video on culture.

A questionnaire (see Appendix E) was also supplied to determine the power of gamification and the use of motivational videos. Eighteen students answered the questionnaire, only three students didn't feel motivated by gamification and videos. The remaining students considered the games and the different videos as great motivators which helped them get more engaged in the pursue of second language acquisition. The pink part of the sphere signifies the students that did not feel motivated, meanwhile the white section indicates the percentage of students that felt more motivated to continue progressing in their second language learning journey thanks to gamification and motivational videos.
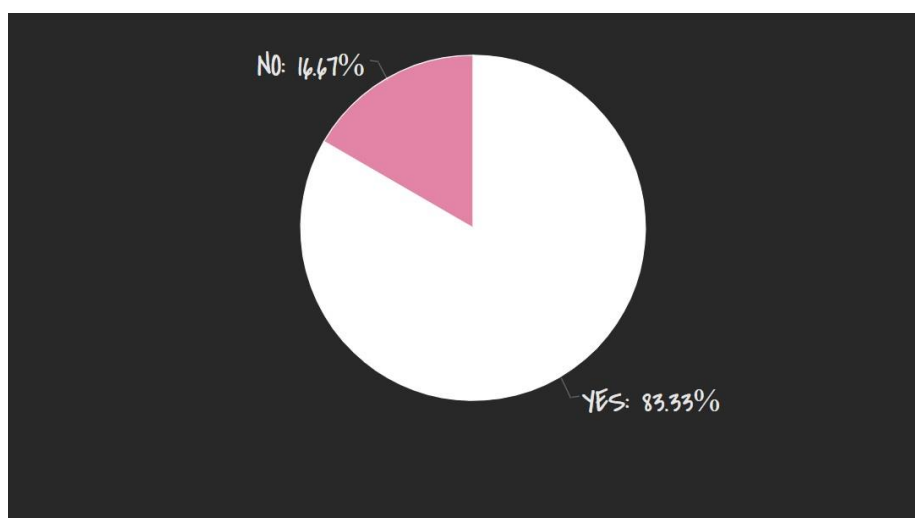
Illustration 1. Pie chart indicating students answers towards the motivating power of gamification and videos

3.4.6 Evaluation of the intervention

In this section, I have the opportunity to evaluate myself and my intervention as a teacher during the implementation of this didactic unit, and express the elements that helped me succeed and state the matters that need improvement.

All the games and activities were designed with the intention of boosting pupils' motivation, I took the time to get to know them better and establish a connection with them in order to facilitate my process of creating the right activities, the ones that can engage their interest. It was not an easy task and the activities that can bring favorable results require a lot of time and preparation. However, I feel that this challenging process allowed me to improve my abilities and acquire new skills.

During the conduction of the didactic unit, I always showed a positive attitude towards the teaching of the content with the aim to impact students positively and spark their interest. Not only my efforts but also the gamified digital activities and the videos helped

me to motivate my students. The goal setting activities related to the videos helped students be more conscious of their behavior and the actions that they need to act upon in order to achieve an improvement in the second language knowledge, and the games facilitated their enjoyment and interest.

Moreover, I have also made sure to include a lot of visual support during my explanations in an attempt to help students with dyslexia or struggling students in order to avoid frustration and allow them to enjoy the language learning process. I also gave a lot of opportunities for students to be able to participate and feel a sense of belonginess to the groups, an aspect that also helps them to raise their confidence and motivation. Also, the final exam was adapted respecting each student's capabilities.

Something that was inconvenient is that I could not establish cooperative work very often, but sometimes teams were created with the right distances and respecting Covid-19 measures. Cooperative work as indicated by Ryan and Deci (2000b) is a necessary element for the satisfaction of relatedness and the boost of motivation. Another inconvenient is that students did not have access to laptops or digital devices in class, the effects of gamification and videos could have been intensified even more. However, all the students worked collaboratively through the teacher's digital devices.

All in all, the intervention was a very enriching experience that allowed me to learn more about motivation, and it was also enriching for students, it allowed them to discover new ways of learning and new ways of challenging themselves towards the completion of their goals and the accomplishment in second language learning while improving their competences and motivation at the same time.

3.4.7 Continuity proposal in the center

The inclusion of gamification and motivational videos showed significant success within the duration of this didactic unit, and it should continue being implemented in future lessons. Gamified activities can always be created in accordance to the content that needs to be taught, and it is easy to implement them in the class context. Videos are also very easy to implement, thanks to the media and big platforms such as YouTube, it is possible to find videos that can fit any purpose towards motivational attitudes in language learning.

However, more time is needed to see the effects of the videos on goal setting. In order to see if students are really determined to accomplish their goals with the pass of the months. But generally, this is a practice that should be continued, most students showed favorable attitudes towards the use of gamification and motivational videos.

4. CONCLUSION

Motivation was introduced as a very important aspect when acquiring a second language, which is true, because without motivation, there is no competence and no progress. The demotivation observed in high school students is what aimed and shaped the design of this didactic unit, a unit that attempts to bring a solution to students' demotivation towards the learning of a second language, and the proposed solutions are gamification and the use of motivational videos in the classroom context. That is why, the thesis of this paper states that gamification and the use of motivational videos are powerful sources for the enhancement of students' motivation in the second language acquisition journey.

It has been stated that in order to produce motivation, a satisfaction of students' needs must happen, and those needs are based on competence, autonomy and relatedness (Ryan & Deci, 2000b). The didactic unit has been created respecting those premises, all the activities were created with the intention of intensifying students' motivation through cooperative work that will allow pupils to feel a sense of relatedness, which increases confidence at the same time, and confidence also increases autonomy and perceived competence. All the concepts are related and work harmoniously together when they are targeted and approached with the right measures and activities, which in this case are gamified digital activities and motivational videos.

Some opposing viewpoints may consider that gamification and the use of videos are more related to entertainment rather than education and motivation (Oleg Vladimirovich, 2015). However, the participation and interest displayed by the students alongside with the results of the questionnaire show favorable results and prove the thesis to be correct and true.

The beneficial outcomes in regards to students' motivation suggest more research on this area. It has been proven that gamification and motivational videos can enhance students' motivation and predisposition, but it would also be interesting to see results in the long term, and see to what extent competence correlates with the perceived motivation.

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# 6. APPENDIX A: DIGITAL GAMES

Jeopardy game
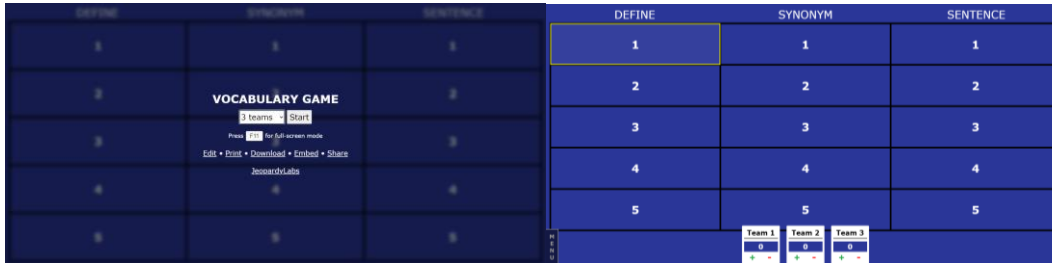
Figure 1. A.1 Lesson 1: Jeopardy Game

Countdown online timer Online word generator

Figure 2. A.2 Lesson 3: Hot seat game using online digital resources

Game created with Genially

Figure 3. A.3 Lesson 4: Quiz game created with genially

[Game created with Genially](#)

Figure 4. *A.4 Lesson 5: Digital game created with Genially*

7. APPENDIX B: VIDEOS

Motivational video

Figure 5*. B.1 Lesson 2: Motivational video extracted from YouTube*

Video on setting goals

Figure 6*. B.2 Lesson 4: Motivational video and goal orientedness extracted from YouTube*

Video on American high schools.
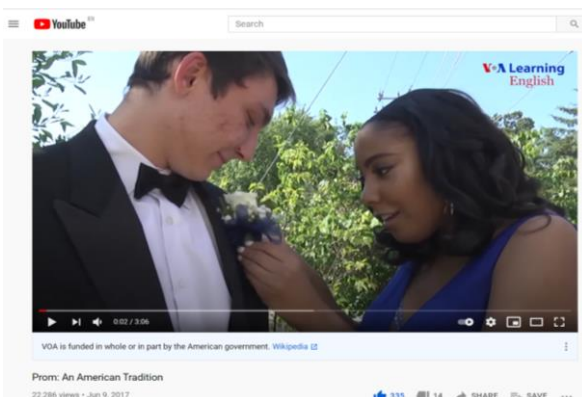
Figure 7. *B.3 Lesson 4: Video on American culture extracted from YouTube*

8. APPENDIX C: PRESENTATIONS AND OTHER DIGITAL RESOURCES

Canva presentation
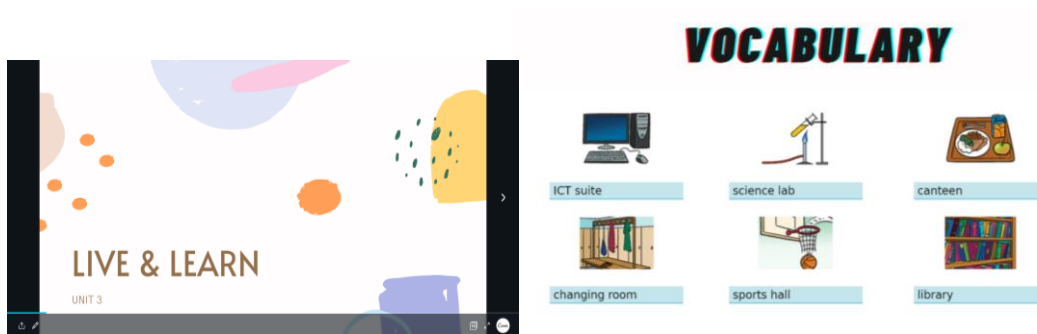
Figure 8*. C.1 Lesson 1: Presentation created with Canva*

Digital book of the unit. (Oxford Premium)
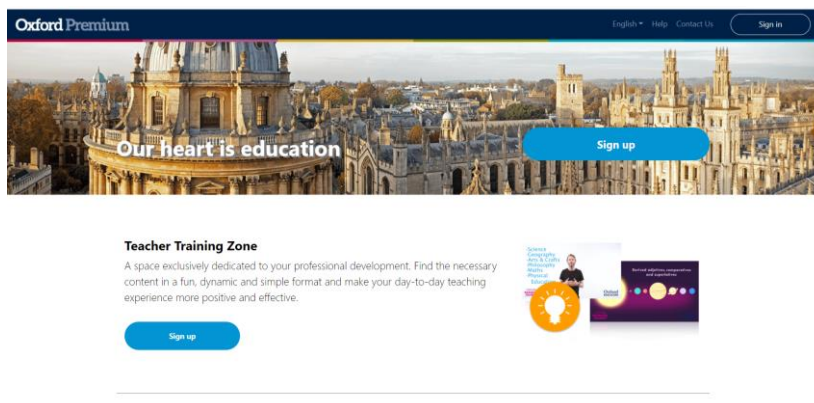
Figure 9*. C.2 Digital book*

Presentation video
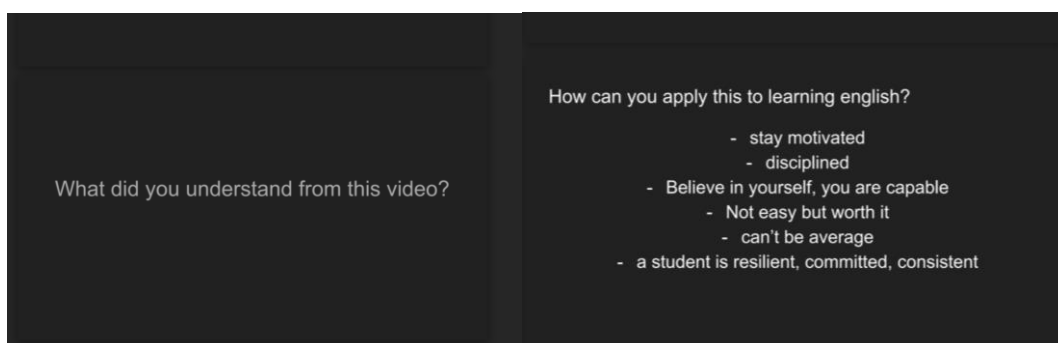
Figure 10*. C.3 Lesson 2: Presentation on motivational video created with Google Drive*

Presentation

Figure 11. *C.4 Lesson 3: Presentation created with Google Drive*

Google drive presentation on motivational video

Figure 12. *C.5 Lesson 4: Presentation on goal orientedness video and culture*

Padlet

Figure 13. *C.6 Lesson 4: Padlet containing students' answers*

Figure 14. *C.7 Lesson 5: Presentation created with Google Drive*

Figure 15. *C.8 Lesson 6: Presentation created with Google Drive*

9. APPENDIX D: SELF-EVALUATION

Self-evaluation worksheet

Name:_____

Date:_____

Self assessment
1. Circle how much you know. (1: low - 5: high).

SPEAKING

I can talk about likes and dislikes

1   2   3   4   5

READING

I can understand the texts

1   2   3   4   5

LISTENING

I can listen for key phrases and identify suggestions in a dialogue

1   2   3   4   5

PRACTICAL ENGLISH

I can make suggestions and give opinions.

1   2   3   4   5

2. Complete the form:

Write words that you remember

_____

One thing I need to improve

_____

What did you do in English outside class? Mark the ones you did.

__ Do homework
__ Learn new words
__ Revise before a test
__ Listen to music
__ Read
__ Watch TV series or movies
__ Look at web pages
Other activities: _____

Figure 16. D.1 Self-evaluation handout

10. APPENDIX E: QUESTIONNAIRE

Questionnaire

Questionnaire about the unit:

- Did you like learning with games? Why? Would you like to do this in future lessons?

- Did you like learning with videos? Why? Would you like to learn with videos in future lessons?

- Did you like learning about American culture?

- Was it useful to set goals and strategies to learn english?

- Do you feel more motivated? If so, what helped you to get more motivated?

- Give your personal opinion.

Figure 17. E.1 Questionnaire