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Lack of Motivation in VET Students: How to Avoid it

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Abstract

The present dissertation paper contains an original learning unit proposal, with its respective critical commentary. Said unit arises from the necessities observed in the EFL classroom of VET students, mainly due to the lack of motivation. In order to increase students' motivation, the present paper aims to replace the traditional approach of teaching and learning with two innovative teaching methods. Said methods were implemented in the classroom to assess motivation increase. These innovative methods are Cooperative Learning (CL) and Gamification. Throughout this proposal, a variety of activities which follow the Cooperative Learning and Gamification approaches will be found. The main purpose of this proposal is to reach an effective learning of the English language in the 1st year of Medium VET in Machining students by increasing their motivation towards the EFL subject. Furthermore, a formative assessment will be included as a method to assess students in a developed and complete way, fostering self-reflection and teacher feedback.

Keywords: Contingency contract, Cooperative Learning (CL), Gamification, Machining, Motivation, Socratic dialogue, Traditional Approach, Vocational Educational Training (VET).

1. Introduction

The teaching of English as a second language has increased in recent years as a result of several factors. The growth and advancement of technology has fostered globalization and interconnection among communities from different countries, cultures, and traditions. Because of this, a clear need has arisen to educate people to be able to communicate in a shared language in order to establish connections and grow as individuals and communities. This aspect can be seen not only in the institutional sectors of the country but also in entrepreneurial areas and in fields that were previously considered to have no need for English speakers. Another factor that highlights the importance of studying English as a second language is the job market, as nowadays most companies require at least an intermediate level of English to hire or promote their employees (Todorova, 2018)

However, even with all these factors taken into consideration, the teaching of English remains a topic of debate and disagreement. Even after years of instruction in the EFL classroom, students still obtain low results and are often unable to maintain a conversation or respond effectively to a challenge in the language that has been taught to them since childhood. This is largely due to the fact that teachers continue to favor traditional lessons over those that involve innovative processes. Nevertheless, the traditional method that focuses on a structuralist approach with teacher-centered instruction has been proven to be ineffective compared to other innovative approaches of instruction. (Freeman, D. et al., 2015)

The question is: considering that other teaching techniques have proven to be more effective, and research shows that learning becomes deeper and more long-lasting when students are active participants in their own process (Deslauriels, 2019), why do teachers still prefer to use the traditional method? The answer is simple: the traditional approach in English language teaching is easier and more comfortable for the teacher to deliver, as it follows a structuralist and teacher-centered instruction. Consequently, it does not require as much time to prepare.

However, this method has many disadvantages. Among them, the most common is the loss or lack of student attention (Bradbury, 2016), as a consequence of the teacher instruction in the form of a monologue, and students as passive participants in the learning. Research shows that students' learning acquisition is more effective when students are active participants in the process and, thus, when students feel engaged and included, attention tends to be preserved

(Freeman, S. et al., 2014). Therefore, it is mandatory to create innovative lessons to keep students engaged. However, these innovative and engaging methods require a greater degree of effort from teachers and an active involvement in students' learning. Additionally, it requires a genuine desire to see students learn, mature, and become successful. Therefore, achieving that purpose involves greater effort but, also, long-lasting advantages.

To exemplify the previous claim, a study was carried out in the field of Vocational Education and Training, where a behavioral pattern was observed. In the classes where textbooks were followed and teaching was based on the transmission of knowledge, the sessions were marked by boredom, apathy, and indifference. However, when the teacher proposed an alternative method, whether through recapitulative games (gamification) or group work (Cooperative Learning), two main reactions tended to appear: on one hand, there were students who responded positively to the change and the implementation of innovation, showing a genuine desire to learn. On the other hand, there were students who took advantage of the opportunity to disrupt the class, using that time to talk to their classmates and ignore the teacher's instructions. As a consequence of this behavior, the teacher tended to shift back to the traditional method, as it did not require as much effort to prepare and avoided the feeling of waste of time that student misbehavior provoked. On the other hand, regarding the students who genuinely wished to learn, when seeing their classmates disrupting the class and creating chaos, they gradually lost interest and returned to their initial state of apathy and boredom.

Thus, a circular pattern was observed: the teacher wanted to apply innovative teaching methods in class, which, although more demanding, promote deeper and more meaningful learning. However, students took advantage of the time dedicated to the accomplishment of activities regarding these innovative methods to disrupt the classroom. As a result, the teacher chose to go back to the traditional method, which, although it does not promote lasting or valuable learning, ensures a quieter classroom environment and requires less effort.

The question is: if there are qualified teachers capable of implementing the innovative learning techniques mentioned above, and who have a genuine desire to teach, what can be done to prevent behavior that goes against classroom order and ensure a positive learning and teaching experience for both teacher and student?

The problem that students of Medium VET faced was the lack of motivation. Students neither studied nor enjoyed learning because they suffered from a serious lack of motivation.

They had no interest in the content that was being taught, could not relate it to anything that might help them develop for the future, and saw it as a waste of time or simply a requirement they were forced to fulfill against their will. As a consequence of the lack of motivation, they tended to have a hostile attitude and disrupt the class. Therefore, a change was mandatory in order to increase student motivation. When students were given the opportunity to participate in cooperative projects and recapitulative games, the degree of interest increased, but in order to prevent the class from starting to talk and misbehave, a decision was made in order to combine two innovative teaching methods, that are Cooperative Learning and Gamification, with a formative assessment. If students were in a constant state of evaluation, they tended to be more careful with their attitude. That is the innovation of this project, to propose a didactic unit which attempts to offer a solution to the lack of motivation implementing Cooperative Learning and Gamification and using a formative assessment in order to prevent disruptive behavior in the class. Furthermore, the teacher will have an active role in the assessment of their students, giving therefore feedback to them after each task. Thus, students will learn to self-reflect on their attitude.

This dissertation is focused on the teaching of Technical English within the field of Vocational Education, to students that are coursing the first year of the Medium VET in Machining. It aims to demonstrate how the use of innovative teaching techniques, such as Gamification and Cooperative Learning, as mentioned in the introduction, alongside formative assessment and teacher feedback, can help prevent behaviors that disrupt the classroom and, instead, promote well-founded language learning and ensure an increase of motivation towards learning. This, in turn, will help form future leaders who are well-equipped to meet the demands of tomorrow.

In conclusion, this dissertation seeks to shed light on a possible solution to the lack of motivation in English learning within the first-year classroom of the Medium Vocational Education and Training in Machining. This solution is based on three main principles: the use of Gamification, Cooperative Learning and a formative assessment based on self-reflection and teacher feedback, that will give a greater importance to students as active agents in their own learning process.

2. Objectives

The expected outcomes that are meant to be achieved with the implementation of the project's active methodologies are as follows.

The general objective is to increase student motivation through learning methods such as Gamification, Cooperative Learning, combined with formative assessment, which will allow for more accurate and, therefore, more complete monitoring of students' learning progress. This is the primary goal, since, as mentioned in the introduction, the lack of motivation is the root cause of disruptive behavior in the classroom. Thus, once this issue is addressed, the resulting consequences discussed in the introduction will also disappear.

Consequently, another related objective is to prevent disruptive behaviors in English classes in the first year of Medium Vocational Education and Training in Machining. As previously mentioned, unmotivated students often react with defiance or cause disorder and chaos in the classroom. Understanding the need to end such behaviors, this proposal offers a viable solution to minimize, and even eliminate, disruptive behavior by increasing student motivation through innovative learning approaches like Cooperative Learning and Gamification.

A specific objective is to foster a pleasant and safe environment that supports personal development in the classroom. Achieving this requires a motivated student, not one that is indifferent and sees education as pointless. By implementing the aforementioned techniques, this environment can be cultivated, as disruptive behaviors would be significantly reduced.

Another specific objective is to promote an active role of students in their learning through group activities that encourage autonomy and responsibility. This goal stems from a wider educational purpose which is to shape future leaders who are capable of acting autonomously and responsibly. Therefore, it is essential to begin teaching students from an early stage how to manage and navigate their learning process by giving them more autonomy.

Furthermore, the aim of this project is to use gamification as a teaching method. This approach is fundamental because it does not impose limitations since it offers a variety of possibilities. Within the gamification framework, there can be included several resources to use, such as, academic materials, physical movement, individual tasks, pair work, or team-based activities. Furthermore, it can be implemented both inside and outside the classroom. Therefore, there is a great variety of options to work with when using the gamification

methodology of teaching and learning. In conclusion, it is a highly versatile method that supports teamwork, individual work, autonomy, and collaboration in a variety of social contexts.

Another specific objective is to encourage teamwork and the sense of belonging to a community where each opinion is valid as long as it aims to edify and produce growth. This is achieved through the use of Cooperative Learning as the methodology to teach and learn. This methodology encourages working in groups, where everyone can articulate their points of view. It also promotes respect and helps students improve their listening ability.

Lastly, the project aims to raise students' awareness of the importance of self-reflection. To achieve this, the formative assessment method has been proposed. This type of evaluation allows for closer and more specific monitoring of students and their learning progress, instead of mainly focusing on the final exam. It enables teachers to get to know their students, understand their strengths and weaknesses and design activities tailored to their needs.

In conclusion, these objectives are intended to be achieved through the use of the techniques mentioned above, along with a formative assessment system, with the purpose not merely of determining the level of EFL proficiency, but of encouraging meaningful learning and student self-assessment.

3. Contextualization

Regarding the contextual details of the high school, it is important to be familiar with its main features in order to get a comprehensive overview of the environment where the proposal will be implemented. This section will contain a description of socioeconomic and cultural characteristics that concern both families and the center, along with the organizational structure and educational options that the high school provides.

3.1. Characteristics of the school environment

The high school is located in a high populated city in the northeast of Spain. More specifically, in the highest populated neighborhood in terms of area. Therefore, with regard to population density, this area is greatly inhabited. This is evidenced in the several 15 to 20-storey apartment blocks that are found in the area. Another interesting geographical aspect to mention is the fact that the area is mostly flat and easy to access. However, there are some inconveniences in terms of traffic and parking lots, since, as it is a very crowded and compacted area, there is not much space left to park. Besides, during rush hour, traffic jams are unavoidable.

In terms of weather aspects, the only important aspect to mention is that this city is commonly known for its strong wind, which in more than one time has negatively affected the outdoors activities planned by the school center. However, at its time will be developed into more detail, the school is prepared to face these inconveniences as best as possible. The strong wind and the traffic crowd constitute the two main difficulties that usually affect the proper development of the classes. The reason for the statement is because these aspects produce noise that hinder the correct development of the teaching lessons. However, in its possibilities, the school is flexible in terms of class changes, in order to ensure the best learning and teaching experience for both students and teachers.

Regarding the environment where the school is located, it is important to mention that there are important places that also have an influence on the traffic and noise. A clinical hospital, the university campus, the police station and the train and bus station are institutional places located in the area. Consequently, these aspects contribute to the traffic congestion and loud noises that affect the development of the school courses. However, this aspect has also a significant advantage, because, in terms of infrastructure, the public transport is well connected

and frequent, with various and comfortable options, equipped to answer to different necessities that a person may find, such as, space for strollers, chairs for the elder and different handgrips to avoid instability. As for the socio-economic aspect of the neighborhood, it is relevant to mention that it is constituted by a predominantly working-class community, however, this specific area can be considered above the average, since it stands out for the social institutions that are found in the area.

Undoubtedly, these factors have a great influence on educational development. All geographical, social and economic aspects play an enormous role in the proper educational functioning. That is because the central and well-connected location encourages families to choose this institution for their children. On the other hand, socially, this area is more likely to be chosen, because it is an area with no crime, highly populated and where there can be found various public services. Finally, in terms of economy, it should not be a problem for families to afford the enrollment in this high school because, as has been previously mentioned, the neighborhood is constituted by working-class families with salaries above the average.

3.2. School

The school center in which the didactic unit is going to be implemented offers a wide variety of educational programs. These programs include levels and modalities such as Preschool, Primary, Secondary, *Bachillerato* and Professional Training.

The preschool stage in this school center starts with 3-year-olds and ends with 6-year-olds, which means that in this stage, children will cover three school years. This is a critical stage in education, as the bases of their emotional, affective, cognitive and psychomotor development are established in it. It is important to mention that the school introduces other languages (English) from the beginning. For this stage, the center counts with a specialized counselor and therapeutic pedagogy and speech therapy specialists that can detect and help solving possible difficulties that may affect the learning or the proper development of students. The primary stage is divided into six school courses for 6 to 12-year-olds. In this stage, as children are growing and gaining autonomy, teachers work as guides and mediators and facilitators of knowledge and learning. Regarding the secondary stage, it is worth noting that it is composed of four courses. At the end of this educational stage, students will be able to decide whether to take pre-university studies (*Bachillerato*) or training studies (Medium and Higher Vocational Education and Training). The stage of *Bachillerato*, which is a non-compulsory educational

stage, lasts two years. This stage gives the student access to superior education, such as university studies, Superior Vocational Education and Training, military studies or superior artistic studies.

The stage of Vocational Training is divided into three main categories. First, the Basic Vocational Education and Training (Basic VET), in which students can choose between two different paths: Electricity and Electronics or Informatics and Communication, and it lasts two academic years. In order to access this course, students have to be 15 or turn that age in that year, and no more than 17 years. Secondly, students can access a Medium or Intermediate Vocational Education and Training (Medium or Intermediate VET) of the following areas: Machining, Telecommunications Installations, Automotive Electromechanics, Electrical and Automated Installations, Microcomputer Systems and Networks and Electromechanical Maintenance. These studies last two years as well and can be accessed directly after finishing the Secondary Education or after passing an admission test. Finally, students may opt to course the Higher Vocational Education and Training (Higher VET). The options are the following: Production Planning in Mechanical Manufacturing, Industrial Automation and Robotics, Telecommunication and Computer Systems, Multiplatform Application Development, Electrotechnical and Automated Systems and, Automotive Technology. Students can also choose to course the VET in a dual program, which means that in the second year of both Medium and Higher VET, students are able to balance working in an enterprise, with their studies. It is a great option to get students in touch with the professional reality of their future. In addition, in Vocational Training Studies, children can also access the Erasmus Program.

In conclusion, the advantage of the school is that it has various educational programs that students can choose from. However, and as one of the reasons why this innovative project is proposed, it is a disadvantage to have such a wide variety of options to educate students when they cannot take full advantage of it as a consequence of misbehavior, lack of attention and lack of motivation.

3.3. Classroom

Regarding the Vocational Training area, the school has specific classrooms. For the Informatic specialty, there is a classroom with thirty computers equipped with the latest updates. In this class, there are long tables that form three rows (two tables per row) with a space in the middle and on the sides. There are five computers on each table. In the area of Machining, there is, as well, a workshop designed for the teaching and practice of mechanical manufacturing processes using specialized tools and machines, such as lathe, milling machine, drill press, CNC machine, and other clamping and measuring tools.

Regarding the design of the general classrooms, it is worth mentioning that the space is well organized, with big windows to take advantage of the natural light. The space is ample and well distributed; tables and chairs are placed individually and separated; however, they can be moved for team activities. The classrooms also count with a desk and chair for the teacher, a computer and a digital blackboard, which is useful in the EFL classroom. It is important to mention that the general classrooms do not have a decoration on the walls, which can be both an advantage and a disadvantage. The first because, having no decoration does not constitute a temptation for children to lose attention. However, the disadvantage is that, when students enter a place with little or no decoration, they immediately feel discouraged or bored. Furthermore, it is important to mention that, even though the school counts with specific classrooms for different subjects, there is no classroom that is specifically for the English subject, which is a disadvantage.

Regarding the teaching materials of the specialty, that is, English, in the area of Vocational Training, the school counts with textbooks for each course. For example, there is a textbook for introduction to Machining, Informatics, Robotics and Automative. These books are also digital and available for both students and teachers. That is why the correct functioning of digital tools in the classroom is mandatory.

In conclusion, the aspects previously mentioned, that are, human and material resources, all work together to ensure a correct functioning of the class when using the traditional method of teaching, however, these resources can perfectly function within the framework of Cooperative Learning and gamification methods.

3.4. Students

Regarding the students, there are several aspects that should be highlighted.

Firstly, it is important to note that, generally speaking, there are no problematic students, nor do they tend to create serious issues, beyond the typical situations that can arise in a school setting where teenagers coexist. These students are going through a stage of physical, hormonal, and psychological changes that often lead them to act impulsively or react inappropriately. However, despite these challenges, their behavior could be described as part of what is considered to be normal at their age.

In relation to the class where the innovation will be implemented, that is the first year of the Medium Vocational Education and Training program in Machining, it is important to note that the class consists of 28 students, 25 of whom are boys and 3 girls. These students are between 16 and 17 years old, except for two students who are 30 and 32 years old, respectively. Among the students, one has been diagnosed with attention deficit disorder, and another, though undiagnosed, tends to isolate himself and prefers to work independently. It is also worth noting that this student prefers having clear instructions in advance and enjoys individual classroom activities much more than lessons.

On the other hand, the students of 1st year of Medium VET in Machining can be grouped into three categories regarding their attitude towards the EFL subject. First, there can be found the “I’m here because I want to” students. These students show a genuine desire to learn. However, due to the disruptive behavior of some classmates, they often become frustrated and upset, feeling that their learning experience is being negatively affected by others who prevent them from enjoying the lessons. In the second group there can be found the “I’m here because I don’t know what to do” students. These students typically show signs of indifference and boredom. They did not have clear academic or professional plans, and therefore, enrolled in the course without being actively conscious. Many of them are likely to drop out eventually, as the program does not align with their expectations. They often remain passive, with little concern for what happens either inside or outside the classroom. Finally, the third category is constituted by the “I’m here because my parents forced me, and I don’t want to be” students. This third category is the primary target of this proposal, as these students are often the ones who disrupt the classroom environment. They usually feel frustrated and trapped in a place where they do not want to be, and therefore, respond with hostility or apathy, creating a negative environment.

in the classroom. This stems from a lack of motivation, as they see no purpose in being there and perceive the course content as irrelevant to their future. This is the reason behind this proposal: there is a genuine need to increase student motivation, and this proposal strongly believes that, through cooperative learning, gamification, and formative assessment, such motivation can be enhanced, even for students who feel that they do not belong to the course that they are studying. As a result, a more positive and productive classroom environment can be created: one that supports every student regardless of their category. In this way, by the end of the academic year, each student will be in a better position to decide whether to continue or leave but having acquired solid knowledge and valuable learning foundations.

4. Curricular Description

4.1. Subject or Area

Regarding the curricular description of the 1st year of Medium Vocational Education and Training in Machining program, it is important to mention that it is framed within the Spanish education system regulated by the Organic Law 3/2020, of December 29 (LOMLOE). The field of Vocational Training follows the *Real Decreto* 659/2023, which establishes the organization of the Vocational Education and Training system, as well as the specific curriculum for the Autonomous Community of Aragon, defined by Decreto 176/2022, of October 19, which regulates the qualifications of the Machining Technician in this region.

The Medium Vocational Education and Training in Machining belongs to the Professional Family of Mechanical Manufacturing and aims to provide students with the technical, personal and social skills necessary to enter the workforce or to continue their studies.

According to the curriculum, the subject of Inglés Profesional (0156) in Intermediate Vocational Education and Training comprises the following learning outcomes and evaluation criteria.

1. Understands information of a professional and everyday nature contained in simple oral discourse, delivered in standard language, by grasping the overall content of the message and linking it to the corresponding linguistic resources.
2. Understands professional information contained in simple written texts, comprehensibly analysing their content.

3. Produces simple, clear and structured oral messages, taking an active role in professional conversations.
4. Writes simple texts in standard language, linking grammatical rules to their intended purpose.
5. Applies professional attitudes and behaviors in communicative situations, describing the typical relationships of the foreign language's country.

It is important to note that the implementation of the innovation proposal is going to take place in the EFL class, which in this case is the subject of Professional English. In this specialty, students will learn to communicate in English within professional contexts related with the industrial sector and mechanical fabrication. It is, therefore, not a general English learning acquisition but a specific and technical English that is being taught and studied. In order for the learning to be acquired, students will need to be able to comprehend technical texts such as security instructions, technical sheets and machine instructions. Furthermore, they will be provided with specific vocabulary within the course, such as tools, machines, materials, machining processes and measurement vocabulary. In addition, students will need to be able to achieve a basic level of oral and written expression in the context of their workshop.

Taking into consideration the contents previously mentioned, it is therefore a necessity to implement the teaching methods of Cooperative Learning and gamification, along with the formative assessment method. The reason why is because the contents that students of 1st year of Medium VET in Machining have to be familiar with are complex contents that need more than just what can be achieved through the traditional method of teaching. Therefore, it is mandatory to count with teachers that are passionate and willing to make an effort in the implementation of innovative teaching methods so as to establish the foundations of knowledge of these students. As it has been previously mentioned, the contents are complex and cannot be learned just with the transmission of knowledge of the teacher in two classes a week, that the specialty is taught. However, through Cooperative Learning, students will become more engaged in their learning process and with gamification, students will strive to “win” the specifically designed games and competitions that will reinforce their knowledge of the subject. In order to do so, they will have to study the concepts and, along with the formative assessment method, students will have to be always prepared to be assessed, knowing that every little effort is worthy and will be praised.

4.2. Alignment with the Official Curriculum

Regarding the alignment with the general stage objectives and competencies established by the official curriculum of the Autonomous Community of Aragon, it is important to mention various aspects.

As it has been said, students will become familiar with the technical vocabulary of their field of study, in this case, the Intermediate VET in Machining. Therefore, English aligns perfectly with the Official Curriculum, because students will be reviewing the contents that they study in other subjects in detail, but a second time and in a more general way in the field of English.

Therefore, by the end of the course year, students will be able to interpret technical drawings, prepare and operate machining machines (manual and CNC), control chip removal, abrasion, and forming processes, perform measurements and testing, apply automated systems, use quality, safety, and sustainability protocols and promote employability, sustainability, and digitalization in the productive environment. These contents will be learned in depth in their mother tongue in the specific subjects of the course, however, after acquiring that knowledge, students will be able to have a stronger foundation of the knowledge by deepening it within the English subject, using gamification and cooperative learning, as well as the formative assessment method.

5. Design of the Teaching Innovation Project

5.1. Methodological Approach

The methodological approach that has been chosen for the work unit is Cooperative Learning along with gamification. The Cooperative Learning methodology is an active methodology based on working in small heterogeneous groups in order to achieve common goals. Furthermore, this active methodology requires that each member of the group is responsible for their own learning and the learning of their peers. Thus, Cooperative Learning works by giving autonomy and responsibility to the students. This is a fundamental aspect because teachers want to educate future leaders that will positively contribute to the society where they are living, and this is achieved by raising awareness and giving them responsibility and autonomy to organize their learning and respond to challenges. However, in order to achieve the purpose aforementioned, it is mandatory to allow students to develop themselves, their ideas and learning process in the safe environment of a group, as it is more comfortable and avoids students getting stuck or abandoning because of the pressure and stress that individual and thorough tasks usually imply.

The cooperative learning methodology has several key characteristics that are worth mentioning. It fosters positive interdependence, because students depend on each other to achieve success. Not only that, but it promotes individual responsibility since each student has to contribute to the final result of the task. This methodology also promotes peer interaction, since students will be able to help each other in their learning process. Furthermore, it will also contribute to the shaping of skills such as communication, leadership, and conflict resolution. (Fonseca, I. et al, 2023). In the Cooperative Learning methodology, the teacher works as a facilitator and guide in the learning process, being always prepared to answer questions or help overcome struggles that students may face in the learning acquisition.

Regarding the gamification approach, it is important to note that this methodology seeks to apply elements and dynamics of games in educational contexts in order to increase motivation, participation and engagement of students. Some aspects to take in consideration when speaking about gamification are that this approach tends to include points and levels, classification tables, missions and rewards. All these elements are included in the games created in order to promote the learning of the contents of the course. This methodology has several benefits, as it increases intrinsic motivation and stimulates the active participation of students. Furthermore, it promotes

student effort and perseverance and ensures a positive yet competitive environment. These approaches work together to ensure an effective learning experience since, through cooperative work, students can elaborate group projects to acquire the contents to be learned and be tested through recapitulative games that they can later use to self-assess.

Therefore, these methodologies are suitable in order to promote a fruitful learning experience that will increase students' motivation and participation and therefore will increase class disruption and indifference towards the subject.

Finally, these active methodologies will be combined with a formative assessment, as it will ensure a constant state of evaluation. This method seeks to avoid disruptive behavior in the EFL classroom, since, as it has already been explained in the introduction, students tend to disrupt the correct order of the class when they are given more freedom to perform activities in groups. In order to avoid that disruptive behavior, the formative assessment was chosen as a form of evaluation so as to have a closer insight of every student's work, in a deeper and, therefore, more careful way. In this way, research has been done to figure out whether motivation increases and disruptive behaviour in class decreases with the formative assessment, and what has been discovered in a study conducted with 72 Iranian EFL learners was that, even though students had a positive attitude toward both formative and summative assessments, the formative was more effective on academic motivation, test anxiety and self-regulation (Ismail, S. M. et al, 2022). More studies have determined that formative assessment helps students learn to self-regulate, which means that they learn to control their emotions and respond to challenges in a positive way, thus preventing the class from disruptive behavior. The formative assessment, therefore, will be carried out using a wide variety of instruments so that the aforementioned purpose is achieved. In order for the formative assessment to be done, the teacher must pay attention to students' needs, and in order for students to express their needs, the teacher must give them the tools to do so. Thus, observation grids, checklists, notes, constant feedback, learning rubrics, peer-assessment rubrics and self-rating scales are mandatory for the formative assessment to be carried out in the classroom. Furthermore, the teacher should encourage an environment of safety and comfort in order for students to have the courage to express themselves. A part of the formative assessment is redirection. This characteristic is mandatory as the teacher may find students that tend to relapse in their disruptive behavior. To those students, the teacher needs to separate those students and individually express their feelings towards the student's behavior. This can be done in a positive way through the following

strategies: the Socratic dialogue and a contingency contract. Through the first strategy, the teacher asks questions related to the student behavior so as for the student to critically reflect on it. Following this strategy, once the student is able to comprehend their behavior and how that behavior affects the rest of the students, the teacher can move on to the signing of a contingency contract where both teacher and student express in a clear way what the student is expected to do, how it should be done and the consequences that will happen if the students refuses to do so. It is important that this contract is marked by mutual agreement, so that the student leaves the conversation knowing that he has taken a decision to avoid disruptive behavior, knowing the impact and consequences of their actions.

In conclusion, this working unit will be carried out following the principles of Cooperative learning combined with gamification. However, in order to avoid the disruptive behavior that may appear when students work in groups, the teacher will conduct a formative assessment, evaluating each simple task that students carry out, giving them constant feedback through observation grids, rubrics, checklists and scales. If disruptive behavior persists, the teacher will draw students apart in order to follow two strategies to correct misbehavior, which will be the Socratic dialogue and the contingency contract. Thus, students will realize the impact of their actions in the class environment and improve their behavior. Therefore, these methodologies all work in order to improve student motivation towards the subject and avoid misbehavior in the educational context, ensuring that all students can have a positive and effective learning experience.

5.2. Description of Activities and Organizational Criteria

As the learning methodology chosen is cooperative learning, it is important to note that therefore, activities will take longer to develop, because the purpose is for students to acquire the concepts that they are learning, not to cover a variety of new content without internalizing it. Various activities will be taking place within the working unit. The working unit will consist of twelve sessions.

In the first session, the teacher will be organizing the teams that will be collaborating throughout the working unit. These teams will consist of 4-5 students and will work together for one month, time that is going to require to cover the working unit. In order to create the groups, the teacher can choose to let students make the groups, assign students to groups at random, or create the groups according to what the teacher considers to be more suitable for

each student and the general well-being of the class. After creating the groups, students are going to place themselves together in the corresponding groups and start an ice breaker activity. The purpose of the ice-breaker activity is that students get used to the participants of the group which they are going to be working with during a month. The activity proceeds as follows: once students are separated in groups, the teacher asks them to talk to each other in order to find five things that they have in common. These similarities can be related to any aspect of their lives, not necessarily education-related. Students will be given ten minutes to find the common features and then they will name them out loud. Finally, in the first session students will also create a name for their group so as the teacher knows how to refer to every specific group.

In the second session, students will start developing a vocabulary activity. This activity will need a total of five sessions as it will encompass the transmission of vocabulary, its acquisition and its representation on a group project. For that purpose, students will work with the vocabulary of machining tools. Each group will have to elaborate a glossary with the different tools that are used in the machining area. This glossary must include the word, pronunciation, definition and a picture. Therefore, using the three available sessions, students in each group will search for vocabulary used in the machining area, all that they consider to be important or relevant to the topic of machining (developing critical thinking and group conversation), and write it down. They will also have to search for the definition of each tool and its usage. Finally, the glossary must include the pronunciation, and a picture of each tool to serve as visual aid. This task is a cooperative task as students will search for the information required together. After compiling all the information necessary, students will carry out a poster including the vocabulary and the different characteristics. As for the gamified aspect of the task, this project will be rewarded for its creativity, meaning that, the more content included in the glossary the better rewarded it will be. Elements that can be added in the glossary are, a drawing of the tools made by them, simple instructions on how to use or other elements that they may consider creative. In this way students will work in groups and foster creative work and obtain a reward for that, through gamification. For the creation of the poster, students will have three sessions available. The fourth and fifth session will be used for each group to present their poster. Each group will carry out a presentation in front of their classmates explaining in detail what their poster includes, and their peers will evaluate whether it includes all the features that the teacher has instructed and to show the degree of creativity of the poster. This evaluation will contribute to a student's formative assessment as they will receive the feedback of their assessment in the form of a checklist. Finally, the teacher will use the last minutes of the session

to put in common the vocabulary that they will need to know by the end of the working unit. That means, the students were instructed to compile as much vocabulary as possible when searching for the glossary of the poster, however not all the vocabulary will be mandatory for them to acquire. This activity was used for students to have a glimpse of the vocabulary as a whole, however students will need to know less words than what they have in the glossary, so the teacher will use the last minutes of the session to tell them what those words are.

In session number six, the teacher will bring cards with names of the different machining tools that students must know by the end of the working session and will put them into practice with a recapitulative game. Taking into consideration that students have learned the concepts of the glossary as they have been working on them for five sessions, students will play a mimic game. One student from each team has to mimic the use of a Machining tool and the rest of the group has to guess the word. They get extra points if they are able to provide a definition for the tool they have guessed. To put it into an example, one student will draw a card and try to mimic what the tool is used for, and the rest of the group participants will have to guess the tool. As it has been said, the group that guesses the word and can explain the use gets extra points. Students will receive feedback on their performance in this activity as well, in the form of an observation grid made by the teacher.

During session number seven and eight, students will work on the script of a role play where they express the safety regulations that should be taken into consideration when using a machining tool. For this activity, each group will choose a machine or tool and will have to elaborate on the safety regulations for the use of the tool that they have chosen. After writing down the safety instructions, they will have to work on the script of the role play. Creativity is rewarded, so they should take that into account. Among the instructions of the activity, students should know that the role play must include someone warning another person of the safety instructions of the tool before using it. This activity will last two sessions, writing the script and memorizing each person's excerpt. In the next two sessions students will perform the role-play. They can bring costumes, materials, everything they need to make the role-play as creative as possible. Then, students will be evaluated by their peers again, but this time, each integrant of the group individually and then as a whole. This will be carried out in the form of a comment card where each student will write a few sentences on each student's performance. It is important to take into consideration that during these sessions the communicative function that will prevail is that of giving advice and orders, which grammatical structures such as "You

should/shouldn't/should not...”, “You must/mustn't/must not”, “You can/can't/cannot”, “You have to/need to/don't have to/don't need to” structures.

After these sessions, students will spend two more sessions using *Scratch*. They will use this tool to create a role play as well, however, a simpler one. This activity is meant for students to relax and enjoy within the educational context since it will allow students to develop their own game, with simple instructions. For this activity, students will create with the Scratch tool, a Machining workshop where the character will be developing an activity that they usually perform in the workshop. Each group is given free will to choose if they want to use Scratch to create a story, a game or an animation, but it has to be vocabulary related and within the context of Machining. Thus, students will use two sessions to relax and internalize the vocabulary that they have acquired until the moment.

Finally, the last activity that will be carried out is a Kahoot contest. In groups, students will have to do a number of Kahoots which will evaluate their learning. In this session, students will be divided in groups and will have to respond to the questions posed in the Kahoot. The team that finishes last is going to be eliminated, and the other teams will pass to the next round. The level of difficulty of the questions is ascending, which means that the first kahoots will be easier, and each round the complexity increases. Thus, they advance to the next level as they complete the kahoots, and in each round, the team that scores the least points is eliminated. This process will be followed until there is only one team, which will be the winner. This contest will foster positive competition and will ensure a pleasant time where students make an effort to learn and succeed. Regarding the questions that will be included in the kahoots, there is a wide variety, moving from pronunciation questions, to fill in the gaps' exercises, critical thinking activities and true or false questions. Furthermore, the kahoots will include questions of spelling, usage of grammatical structures and context-related activities. Thus, students will be in a learning environment where positive competition is promoted, which in turn, will ensure motivated students.

In conclusion, these activities cover the working unit, and by the end of this working unit, students will be able to recognize and name the tools of the machining workshop, as well as to explain their usage. Not only that, but they will also be familiar with the safety regulations of these machines and therefore, will know how to act when someone in the workshop is not using them correctly, by giving advice or orders depending on the situation. Something to take into consideration when performing this working unit is to keep record of the points of each

game and intentionally praise each student when given the situation of them expressing a creative thought or critical thinking, because it will help keep students engaged in the teaching and learning process and, thus, increase motivation. If a project is done creatively, the students that are spectators tend to feel more engaged and interested.

5.3. Required Materials and Resources

Regarding the materials and resources needed for the activities proposed in this didactic unit, it is essential to have two distinct types of learning spaces, each suited to the specific requirements of the planned activities.

Firstly, for the correct development of the working unit, it is mandatory to have a specialized machining classroom. This classroom should be equipped with the typical machines used in the field of study (such as lathes, milling machines, CNC equipment) as well as the necessary tools (drills, end mills, lathe knives). This classroom will be needed once students are introduced to the technical vocabulary in the EFL subject. Once students are familiar with the vocabulary, this classroom will be needed to carry out role-plays, for students to simulate real-life situations they may encounter in a daily life in the workshop. Thus, this space will allow learners to become familiar with a real work environment while developing language skills in a meaningful and contextualized way.

Secondly, a general or multipurpose classroom will be necessary. In this classroom there must be a flexible arrangement of tables and chairs, as students will be separated into groups, and they should have the possibility to move in order to be able to talk to each other and carry out the activities proposed. Therefore, this space is essential for carrying out cooperative learning activities, group dynamics, debates, games, and presentations. It should be large enough to allow free movement and interaction among students. In addition, students will need access to laptops or tablets with internet connection, as several of the activities will involve digital tools (such as videos, interactive exercises, online games and guided research tasks). These resources should be provided by the school. It is mandatory to have access to internet connection and laptops available provided by the school, as each group should carry out research together and online webpages such as *Scratch* and *Kahoot!* are also mandatory to carry out the assessment of the working unit based on each group's performance via these digital instruments.

Furthermore, basic classroom supplies will also be required, including poster board, paper, notebooks, pens, pencils, markers, scissors, glue, and other standard materials for group projects, poster-making, and visual presentations. As it has been previously mentioned, students will need to elaborate a glossary in the form of a poster, and creativity will be rewarded, therefore, all materials that are needed for the poster to be creative should be included.

Finally, for recapitulative games and physical gamified review activities, the use of simple physical resources such as cards for the games, costumes for the role-plays and other materials that help students be engaged in the activities will also be required, thus, encouraging active participation through play.

5.4. Justification of the Innovation

Regarding the justification for this innovation, I would like to emphasize that this working unit proposal goes beyond what is commonly implemented in classrooms today, precisely for the reasons mentioned in the introduction. Currently, many teachers, although aware of the limitations and disadvantages of the traditional teaching and learning approach, continue to rely on it as their main method for teaching English. This is mainly because, in contexts where students are unmotivated or display disruptive behavior, this methodology is easier to manage and control. However, this practical solution comes at a high cost since the content is not truly internalized by students but rather memorized superficially to pass exams, however it is quickly forgotten afterwards. This is evident in the fact that, despite studying English for many years, many students still feel insecure when speaking, get blocked easily, become nervous, and eventually give up. This highlights a disconnection between what is taught and what is learned.

On the other hand, educational research has clearly shown that learning becomes far more meaningful and long-lasting when students take an active role in their own learning process, when they enjoy the methodology being used, and when they feel free from the pressure of social judgment. For this reason, it is essential to create a safe environment where students can grow with confidence, feel free to make mistakes, and learn in collaboration with their peers. This kind of environment is effectively promoted through Cooperative Learning and gamification, the two active methodologies that have been developed throughout the working unit. These active methodologies not only enhance academic development but also foster social and emotional growth. This is evident in that students, when being part of a group, feel supported and more comfortable than when doing tasks individually and taking full

responsibility for their own work and mistakes. In a group, when one succeeds, the whole group succeeds and where there are many ideas and perspectives, the work is done more effectively.

Therefore, both methodologies enable learning to be associated with positive experiences, which, in turn, strengthens intrinsic motivation. Furthermore, by encouraging teamwork, mutual respect, and shared responsibility, they help create an inclusive and respectful atmosphere that benefits both students and teachers. Gamification, in particular, transforms the learning process into a playful and engaging experience, promoting attention, personal involvement and engagement in the activities, and a desire for self-improvement and growth.

It is also important to highlight the key role of positive reinforcement, through which the teacher acknowledges and values individual effort, participation, and progress. When provided authentically and consistently, this kind of feedback has a highly positive impact on students' self-esteem and their attitude toward learning. It is, therefore, an essential component of formative assessment. On the other hand, the Socratic dialogue and the contract of contingencies play an enormous role on the prevention of misbehavior, as these strategies draw students individually and help them recognize the impact of their attitudes toward the rest of the class, and this retrospection leads to improvement. Finally, it is necessary to mention that, these active methodologies combined with the formative assessment, help students pay more attention to their attitude as their mark is not only based on a final test, but each activity performed in class adds to the final mark. Therefore, the constant state of evaluation plays an enormous role on classroom proper development.

In conclusion, after analyzing the many advantages of active methodologies such as Cooperative Learning, gamification, and formative assessment, it can be concluded that implementing this proposal could have a profoundly positive impact on classroom dynamics. It would not only help reduce disruptive behaviors but also significantly increase students' motivation, engagement, and autonomy. This proposal, therefore, responds not only to an educational need but also to a broader social one: to educate students who are more competent, confident, and prepared to face the challenges of today's world.

6. Attention to diversity

In terms of attention to diversity, it is important to note that this teaching innovation project considers all students with their individual differences in order to ensure that all of them benefit from the innovation proposal.

First, it is important to consider that both active methodologies included in the proposal encompass all students with their differences. That is the reason why they were chosen, as said in the beginning, because, neither Cooperative Learning nor gamification have limits, and can work together as interconnected.

That being said, it can be argued that Cooperative Learning may hinder the learning process of those students that work better individually, such as students with learning difficulties, attention deficit or hyperactivity disorder or autistic spectrum disorder. However, Cooperative Learning does not necessarily require to always work within a group but to be able to count with the help of the classmates in the learning process. That is why this approach was chosen, specifically for students that experience difficulties in learning, so as to promote peer-work and help. The strategy, therefore, is to educate by making students conscious of the importance of peer-work, help and support. Sometimes, when teachers have a great amount of students in a group which also includes one or two students with specific needs, it is easy to forget of each student's need, so if peer-work and help are fostered in the classroom, those students that present difficulties will be better taken care of since they will not only be relying on the teacher instruction and guidance but on peers' support and help as well. In order to achieve the desired outcome, it is important to educate all students on the matter.

Regarding the gamification method, it is even more complete and better addresses all types of students since it can be directed towards different topics depending on the focus that the teacher wants to reinforce. The teacher can organize games according to the different specific needs. Among the options there can be found individual recapitulative games or in groups, games that can be carried out in one lesson or ones that can last more than two or four sessions. More options are games that include technological devices and those that require physical materials such as papers, pens and books. A lot of things can be done within the gamification framework as long as the classroom shows a competitive but positive environment and students are motivated.

On the other hand, the formative assessment method will benefit students as it will ensure a closer and more detailed evaluation of their learning, thus having a specific knowledge of

each student's strengths and weaknesses in order to create activities that will enhance and develop their skills. In addition, when evaluating their progress more thoroughly, the teacher will be able to identify specific flaws that can be corrected easily and therefore, avoiding what at the beginning could be considered a specific and non-important flaw to develop into a serious problem in the learning acquisition if not corrected. The strategies to correct those behaviors proposed in the learning innovation are the Socratic dialogue and the contingency contract. Thus, with this formative evaluation, the teacher will be able to help students focus on their performance day by day, focusing on the details that can be improved at the right time, so that students will not get lost in the learning process and thus, accomplish a proper learning experience for all students.

As it has been described before, in the 1st course of Medium VET of Machining there are two students with special needs, one of them that has been diagnosed with Attention Deficit and one that has not been diagnosed but presents signs of autistic spectrum disorder. Thus, in order to ensure the best possible learning experience for these students within the framework of the active methodologies that are implemented in this innovative proposal, several measures have been implemented.

Concerning both students, the teacher will give the instruction in a structured and clear way with visual support and will take the necessary time to repeat the instructions, if needed, or answer their questions. Furthermore, activities will be fragmented, meaning that, even though students will need to carry out time-consuming and demanding activities, these will be structured step by step in order for students to have short-term goals, and they will be praised for accomplishing them. For the instruction, the teacher will use simple and direct language, avoiding unnecessary verbosity. To the extent possible, the teacher will keep a routine, at least at the start and end of each session, for them to avoid overloading. It is crucial to take into account the placing of these students in the class. They should be seated close to the teacher so as to ensure that they have access to the teacher's help without requiring a significant effort.

Now, regarding each student's particular needs, there are some distinctions that should be considered. First, in order for the student diagnosed with Attention Deficit to enjoy the learning experience, the teacher should establish short and various challenges to overcome. There are some methods that can be used to avoid losing attention, such as setting a timer for the activities, including activities that require movement, using multisensory objects and using personal interests to keep attention.

On the other hand, for the student with autistic signs, the teacher should implement other measures. Among them are the setting of clear roles. The student must know what he must do, that is, his role in each activity. The teacher should give the instructions in a clear way and offer time for processing in order to avoid the sensorial overload. This student should have flexibility in terms of participation and, under no circumstance, the student must feel pressured or forced to perform an activity. Furthermore, as this paper promotes learning acquisition through Cooperative Learning and gamification, the student should have guided social interactions. In order to do so, the teacher should be able to teach him how to interact and at the same time, teach the rest of the class how to respond back.

In conclusion, these measures are implemented in order to respond to the educational needs of each student. As a consequence, they have a positive impact on the teaching-learning process because, as every student is important and taken care of, all students can enjoy a rich learning experience, with no altercations that could hinder the learning process. Not only that, but with these measures, all students can have insight on how they should respond in real-life situations with people that have specific needs, in this way, learning from school how to interact, guide and care for each person. Thus, a safe, inclusive and supportive society will be built.

7. Evaluation of Student Learning

Regarding the assessment of students in this innovative project, the aim is to implement a formative assessment approach in which students can have access to a close and ongoing monitoring of their learning. To achieve this, it is important to consider various aspects that will be developed progressively.

First, this project promotes formative assessment, which allows for a personal and close evaluation of each student. Various tools and instruments will be used, such as tracking rubrics, self-assessments and peer assessments, continuous feedback (oral and written), direct observation, comment cards and learning or reflection journals. Thus, formative assessment will be divided into three main categories: on one hand, the assessment carried out by the teacher, on the other hand, the assessment delivered to the student by the teacher or classmates, and finally, the assessment carried out by the students themselves in the form of self-reflection.

First, the assessment carried out by the teacher is a type of assessment that requires effort and dedication from the teacher, as it involves individual contact with each student, addressing their strengths and weaknesses, and proposing solutions and help tailored to each one in order

to improve and enjoy the learning experience. An example of assessment carried out by the teacher could be a tracking rubric for an oral presentation conducted in groups. Several criteria should be considered, such as: use of technical vocabulary, pronunciation and intonation, clarity of the presentation and preparation of the task.

The rubric would include four levels: excellent, good, needs improvement, and should be repeated.

Regarding the technical vocabulary usage:

1. Uses technical vocabulary correctly and with variety.
2. Uses technical vocabulary correctly, with few errors.
3. Uses basic technical vocabulary with some major errors.
4. Uses little or no technical vocabulary.

Regarding the pronunciation and intonation:

1. Clear pronunciation and appropriate intonation that facilitates comprehension.
2. Good pronunciation, some minor errors.
3. Pronunciation difficulties that affect comprehension.
4. Incorrect pronunciation that prevents understanding.

Regarding the clarity of the presentation:

1. Ideas are clearly explained with logical structure and coherence.
2. Presentation is mostly clear, though sometimes lacks coherence.
3. Difficulty organizing ideas clearly.
4. Confusing explanation, lacks structure and coherence.

Regarding the preparation of the task:

1. Clearly shows preparation and autonomous work.
2. Shows preparation, though with constant support.
3. Presents work with little visible preparation.
4. Shows no preparation or autonomous work.

Secondly, the assessment delivered to the student can be given by both teacher to student and peer to peer feedback. This feedback can be divided into two categories: On one hand, the

formative feedback that are small tips or advice from the teacher regarding how to approach a task, important aspects to consider, or other things to take into consideration. On the other hand, the post-task feedback which is recommended to be structured as follows: first, the teacher should mention a positive aspect, then something to improve, and finally, another positive point. It's important that feedback includes positive reinforcement, as one of the main problems of the group which this proposal is oriented towards is the lack of motivation, and it has been shown that receiving encouraging feedback can significantly increase their engagement in the activity.

Finally, the self-assessment and student autonomy. This type of evaluation can be done through self-assessment questionnaires, where students are asked to reflect on specific questions. Honesty is key, as these reflections are private and meant to strengthen self-criticism.

Example questions include:

1. What did I learn today?
2. What part of the activity was easiest for me? Why?
3. What part was the hardest? What can I do to improve?
4. Did I participate actively in class?
5. Did I work well alone or in a group?
6. Did I ask for help when I needed it?
7. What would I do differently next time?
8. Did I respect my classmates' opinions?
9. Did I contribute actively to the group work?
10. How do I feel about what I learned today?

These questions do not need to be answered as a written task, the only requirement is honesty and a willing self-reflection.

Setting aside the general aspects of evaluation that can be used for different activities throughout the school year, it is time to focus on the specific instrument for the evaluation of the activities proposed in the present working unit.

The first tool of assessment of the present working unit is the glossary in the form of a poster. It will be evaluated by the peers, therefore by co-evaluation and the instrument used will be a rubric, where the following criteria will be developed: glossary content, pronunciation, visual aids, definition and use, and creativity. The points vary from four being the highest mark to one

being the lowest. Another tool for evaluation is the mimic game where students will have to draw a cart with a tool from the workshop and they will have to mimic the usage in order for the rest of the group to guess what the tool is. The instrument for evaluation will be an observation grid made by the teacher and given to the student where there will appear a commentary regarding how each student works under pressure, their knowledge and development, therefore it will be hetero-evaluation. Another tool of assessment will be the role-play, in which students will evaluate their peers individually and reflect on their performance in front of the class. The instrument used for this evaluation will be a checklist that will include yes or no questions such as: speaks clearly, correct pronunciation, correct grammar, use of technical vocabulary, movement and gestures and creativity. Finally, students will self-reflect on their performance after the kahoot contest in which they will be able to see how they have performed and whether they have acquired the knowledge that was supposed to be learned in the working unit or not.

In conclusion, all these evaluation methods are used to help meet the goals established at the beginning of the project, among which we find the objective to increase students' motivation, to prevent disruptive behaviors in the English class and to foster a pleasant and safe environment that supports personal development in the classroom. As it has been explained in this section, some of the instruments developed are general and can be used in different activities to assess performance and give students the feedback they need in order to improve in their learning process.

8. Contribution to the SDGs

In regard to the contribution to the Sustainable Development Goals (SDGs) established by the United Nations 2030 Agenda, it is important to mention that this Teaching Innovation Project contributes to the achievement of various of them. First, it contributes to the achievement of quality education, because through the use of Cooperative Learning and gamification, this project ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all, at the same time as all students' necessities are addressed and taken care of. This project also contributes to achieving gender equality, as it seeks to give the same learning opportunities for both male and female students in order to avoid gender discrimination or establishing one gender over the other. Thirdly, it contributes to the achievement of decent work and economic growth. With the implementation of this Teaching Innovation Project, the foundations of valuable learning and knowledge will be established. Not

only that, but as it has been mentioned throughout the proposal, in the learning process students will be equipped with the necessary knowledge to be able to face the challenges that are unavoidable in life. Thus, this innovation proposal will work in the shaping and formation of behaviors that will be motivated for learning and eventually, motivated to build an inclusive, and sustainable society with economic growth, full and productive employment, and decent work for all, because the students of today will be the motivated leaders that will contribute to the society of tomorrow.

Finally, and related with the previous goal, this project will contribute to Industry, Innovation, and Infrastructure, because, thanks to this approach, students will finish their education being able to respond to challenges, promote teamwork and help improve society by building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.

9. Conclusions

In conclusion, taking into consideration every feature and characteristic that this teaching innovation proposal brings to the table, it can be argued that this teaching project can contribute positively to the teaching of technical English for 1st year students of Medium Educational Vocational Training in Machining, as it incorporates two innovative approaches: Cooperative Learning and gamification. These active methodologies have several advantages as they encourage teamwork, foster student engagement in the activities, and help in the development of a wide set of skills, such as communication, autonomy and responsibility. Moreover, they enable students to complete this stage of education with a strong learning foundation that will contribute to the improvement of the educational system and, ultimately, of the society.

As for the expected outcomes, the primary goal is to increase student motivation. As analyzed throughout this innovative teaching project, the objective was for students to rediscover the enthusiasm they may have lost during the lessons that were primarily based on the communicative teaching method. This proposal introduces a radical change, as students shift from being passive participants in their learning to taking on active roles. Therefore, they are more involved in and responsible for their own learning journey, however taking into account that the teacher works as a facilitator and a guide that will offer personalized guidance to each student. They will also gain the ability to track their progress and understanding through formative assessment, as well as developing skills for self-reflection and self-evaluation.

Another key outcome is the reduction of disruptive behavior in the classroom, ensuring a more pleasant and safe environment for both academic and personal growth. By encouraging student agency and responsibility, the project fosters a classroom environment that is based on collaboration, respect, and continuous improvement.

In terms of the lessons learned during the implementation of this project, one key insight is that student engagement and motivation significantly increase when they feel seen and heard in the learning process. That is why providing consistent and constructive feedback and allowing students to collaborate meaningfully in class activities enhances their confidence and sense of purpose and decreases class disruption. Moreover, it becomes clear that even students who initially showed little interest or motivation can thrive when given opportunities to take responsibility for their learning in a supportive and dynamic environment.

Regarding recommendations, in order to ensure a correct development of students in the classroom, it could be considered the presence of a supporting teacher or an assistant to help with the formative assessment, because it is true that offering continuous feedback to each student can be a demanding task and require too much effort from the teacher. However, having an additional educator involved could ease the workload and ensure that every student receives the support they need. It would also be beneficial to organize the groups for cooperative projects in advance and to promote regular team rotation, so that all students have the chance to collaborate with different peers and be able to face the challenges that may arise in the process.

Finally, it can be argued that the implementation of this innovative teaching approach could pave the way for the effective instruction of many other areas, including grammar, vocabulary, listening, reading, and writing.

As for my personal expectations for this project, I sincerely hope to implement it in the near future, as I am convinced of its potential benefits. As discussed throughout, it has the capacity to meet the initial goals, most notably, to increase student motivation and reduce disruptive behavior, while also supporting a deeper and more meaningful learning experience for all students.

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