


Computer-Assisted Language Learning (CALL) and multiple intelligences theory: Curricular design in vocational formation in Spain

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ABSTRACT

This study aims to design a class proposal to improve student motivation in English as a foreign language in vocational formation in Spain through computer-assisted language learning (CALL) and gamification. Our main objective is to ensure that through this project, they not only gain a series of new tools, but that they can also learn both specific contents of the target subject: English as a foreign language in vocational formation in Spain. For this last objective, the use of multiple intelligences (MIs) in teaching can serve to destigmatize atypical intelligences. Atypical intelligences are understood as profiles that have historically stood out less in classic intelligence tests, which mainly measure logical-mathematical intelligence. This is because of the strong presence of this type of test throughout the 20th century and early 21st century that culturally more value has been given to individuals who stood out in types of intelligence like those rewarded by these IQ tests. Gardner (2011) noted the problem of putting the education system and MIs on the same plane: the fact that the education system primarily rewards linguistic and logical-mathematical skills, leaving the others in the background. As far as gamification is concerned, we could say that it is apparent that teaching-learning processes benefit from elements common to games, such as rewards, incentives, and social and individual reinforcement.

Keywords: CALL, gamification, multiple intelligences, English for specific purposes, English as a second language, curricular design

INTRODUCTION

Gamification and multiple intelligence (MI) theory are the two main elements of this project. Gamification is used as a vehicle to implement the positive use of MIs in the classroom because of the great positive effect that gamification has on the motivation of the students (and often also on the teacher). The use of MIs in teaching can destigmatize atypical intelligences. Atypical intelligences are understood as those profiles that have historically stood out less in the classic intelligence tests, which mainly measured logical-mathematical intelligence. It is due to the strong presence of this type of test throughout the 20th century and early 21st century that culturally more value has been given to individuals who stood out in types of intelligence like those rewarded by these IQ tests.

Gardner (2011) himself noted the problem with putting the education system and MIs on the same plane: the fact that the education system primarily rewards linguistic and logical-mathematical skills, leaving the others in the background.

However, many of these other intelligences are useful in the non-academic professional field: interpersonal intelligence, due to the need to carry out collaborative work (Perea, 2014).

The teaching-learning processes benefit from elements common to games, such as rewards, incentives, and social and individual reinforcement. This favors an increase in student motivation (González, 2019). Play is inherent to the human condition; Huizinga (1955) himself defines us as *homo ludens* and affirms that a good part of human competitiveness is also born from this interest in play. Caillois (1967) begins his reflection on play by mentioning its gratuity, the idea that it has a certain component of an equalizing element, being inherently attractive to all human beings, regardless of gender, social class, or ideology.

According to Caillois (1967), the mere fact of playing is a tabula rasa for its participants; in the first instance, it is an equalizing process. The fact that the game involves an abstraction of the reality in which it works means that it has an absorbing component.

At each new game, even if they played all their lives, the players found themselves back at zero and in the same

conditions as at the very beginning [...] This fundamental gratuitousness of the game is clearly a characteristic that most discredits it. It is also one that allows it to be indulged in carefree and keeps it isolated from fruitful activities (Caillois, 1967, p. 44).

In a study at University of Cordoba for computer engineering students, 'gamification combined with virtual electrical instrumentation web training experimental physics in engineering degree', by Aparicio Martínez et al. (2020), learning accompanied by questionnaires using the Kahoot learning tool was put into practice. The questionnaire submitted after the study found that 96.94% of the students found the Kahoot tool useful and/or fun, 97.8% of the students found the methodology useful when calculating measurements, and 77.8% of the students understood the results obtained (Aparicio Martínez et al., 2020).

Some gamification options are not globally adapted to students' tastes and preferences. Despite their position as innovative elements, or perhaps precisely because they are innovative, these methods may only apply a short-term solution to improve the learning process. That is, learners may find it difficult to recreate these learning systems in the future once they leave the classroom. A problem faced in almost all areas of gamification applied to courses with students who are either in their teens or are already adults is the fear on the part of teachers that their students may label gamification activities as childish (Rivera Trigueros & Sánchez-Pérez, 2020).

Regarding Classcraft application, users have identified problems whose solutions could lead to a more effective application of the previously mentioned gamification tools. They speak of a low degree of automation of the tool and that the teacher still must be very attentive to it; therefore, for practical purposes, it may not be a tool that is easy to use for teachers who are taking their first steps in the world of gamification. Finally, some students perceived the theme as either childish or niche in the sense that by using a medieval fantasy theme, the target with which that theme can resonate is limited (Lynch, 2022).

An important social factor to consider in terms of the advantages of gamification is that, owing to the potential of gamification to modify negative behaviors, it can help learners cooperate in solving various problems (Aris Redó, 2020). Therefore, gamification improves the classroom environment by enhancing group participation and reducing exclusion risk. Moreover, by training students in the types of intelligence and learning methods that they may prefer, it can have a transversal value: they can apply what they learn to different areas of life, such as the mere fact of learning non-academic content throughout their daily lives using tools that facilitate their learning processes according to the types of MI that are most prevalent in students.

Part of the aim is to prevent the use of a learning system such as Classcraft; when it is no longer used and the students must continue learning, they may have developed a dependence on it, and the learning results may worsen. Broadly speaking, it relies on learners' ability to adapt, as well as their capacity for self-assessment, so that they can

determine over time which learning systems might work best for them (Mora Márquez & Camacho Torralbo, 2019).

The work is primarily based on providing students with tools from the outset to recognize which modes of learning are most helpful to them. Hence, the main aim of this study is to design a new system that combines the general structure of Classcraft tool in a simplified form with Gardner's (1983) theory of MIs. To determine the types of intelligence that are most present in each student, a test will be used: multiple intelligences test (Guerra, 2022), which is used for an initial diagnosis, but the system offers alternatives as seen in the "powers and abilities" section below, as well as the possibility for the teacher in agreement with the student to allow a change of classification. Consequently, to take advantage of gamification in the classroom, we would seek to find more global methods and/or platforms or directly design systems based on other existing methods:

1. Design a new system such as Classcraft based on the theory of MIs. In this way, students were classified according to the psychoactive test (Guerra, 2022). Their classification was revised throughout the course according to their results.
2. To consolidate the knowledge obtained about MIs and to select the types of learning that best adapt to the different types and reflect on them.
3. Correlating types of intelligence with the "powers" that would form part of the gamification system and promote the variety of types of intelligence in the classroom, rewarding collaboration between different profiles.

However, this project aims to design a project whose general aim is to improve student motivation. However, although most of the project focuses on designing a 'skeleton' applicable to different subjects and classrooms, it does not neglect learning objectives directly related to the students. In other words, the aim is also to ensure that through this project, they not only gain a series of new tools, but that they can also learn both specific contents of the target subject (English language) as well as some more miscellaneous knowledge:

1. To make students aware of the existence of cognitive differences between them, ways of thinking, and diversity of skills. Additionally, they can be provided with tools to exploit these types of learning on their own.
2. Teaching with percentages and quantifiable data that may have different degrees of affinity with different types of intelligence, not to pigeonhole students.
3. Give students a more active role in managing their learning through the proposed gamification system. Motivating students to improve their academic performance.
4. Training students to learn English discourse markers.
5. Training students to effectively acquire simple and compound tenses of English language.
6. To encourage the use of information and communication technologies (ICTs) in the classroom to carry out tasks.

LITERATURE REVIEW

Gamification can be defined as “a methodology that consists not only in the inclusion of games but also in the use of some of their elements, such as mechanics, aesthetics or strategies, to engage participants, enhance learning and problem solving and motivate action” (Deterding et al., 2011, p. 2). In general, gamification is a response to the growing need to enhance the motivational factors in the classroom to reach students, improve their performance, and keep them engaged. It can be effective as the behavioral theories of conditioning, both the classical one led by Pavlov (1907) and Watson (1913), and the operant one by Ray Guthrie (1952) and Skinner (1938) have proven to be key in shaping and reinforcing behaviors (Torres-Toukoumidis et al., 2018).

One of ICTs that can be useful in this regard is the implementation of Classcraft tool, which consists of forming teams and making the class a kind of simulation of a video game or role-playing game. It is a cooperative game in which the teacher creates the game and has direct control over the content and rewards to be awarded based on participation and academic performance during the sessions. In addition, parents can register to monitor their children’s progress (Llanova Uribealrrea & Méndez Carrillo, 2012). The degree of parental involvement does not have to remain solely in the role of supervisors: the system allows for the creation of “a code for parents who want to get involved in the development of the classes, favoring the application of an active teaching-learning methodology.” (Ferriz-Valero et al., 2019, p. 1044) It is, basically, a token economy system, which, according to Jurado López (2009), can be particularly useful in combating disruptive behavior. Experience is gained by handing in assignments, helping classmates complete assignments, answering class questions correctly, and anything else the teacher wants to add. The system includes a series of “powers” with tangible effects on the student’s daily life: having a few extra tenths in the next exam, being able to leave five minutes earlier for recess ... the teacher can add or subtract as he/she sees fit.

Classcraft follows a classic RPG structure in terms of character classes, concepts of which are easy to understand. Each character has health points, points for spending powers and skills, experience, and coins. These points depend directly on the classes or professions (warriors, mages, and healers) of the characters chosen by the students and their performance and collaboration with others. These points, together with the academic performance of the students themselves, facilitate their progress through the game and make gamification possible. It is a token-economy system with an intuitive system, especially for new generations. Classcraft tool has already been used in a variety of educational settings, with studies verifying its effectiveness in fostering student motivation.

A study that used Classcraft tool, which considers Gardner’s (1983) theory of MIs (specifically, it establishes a connection between these types of intelligence and key competences, as established by European Union guidelines), was conducted during the 2018-2019 academic year during the development of the optional subject of the primary and infant

teaching syllabus at University of Alicante. According to the study, 105 university students belonging to one of the two groups participated in teaching this subject. The inclusion criteria were, as follows:

- (1) regular class attendance (>80%) and, consequently, being evaluated through continuous assessment and
- (2) adequate completion of the motivation questionnaires.

Ultimately, 57 participants met the different criteria for participation in the study, with a total of 48 students excluded from the study:

They divided the participants into two groups, one group used Classcraft to work, and the other did not. After finishing the sessions, they used the Mann Whitney U statistical test, the results of which indicated that “the group that did not use the gamified teaching technique of learning through ICT presented higher levels of demotivation than the group gamified with Classcraft” (Ferriz-Valero, 2019, p. 1048).

In Almeria and Granada, during the 2019-2020 academic year, gamification proposals were carried out in foreign language classrooms followed by an analysis of the results and a satisfaction survey of higher-education students. The results indicate that the proposal was well received. There were initial concerns about using these methods with adult learners, who might have considered the techniques used to be childish. However, the results were positive and once again there was a significant effect on student motivation, as well as an increase in student participation and academic performance.

Overall, the ratings of Classcraft tool are positive, and there is consensus that gamification has a positive effect on student motivation. However, it is also noted that the tool, owing to a certain degree of complexity in some respects, is not for everyone:

[T]he teacher needs to have time to understand the use of the platform and to know all its functions. At the same time, they must have time to design a game board in line with the curriculum and tasks that are accessible to students. The teacher’s mastery of the platform should be excellent since, whether using a mobile device, tablet, or web, he/she must deliver different rewards to the students quickly and efficiently, so that the game is dynamic at all times (Garcia i Grau et al., 2018, p. 14).

They also pointed out the absolute necessity of continuous training for teachers in the use of the tool, and that, although gamification helps with motivation, it is not enough on its own; it helps but does not improve performance. Other educational actions are necessary to achieve this (Garcia i Grau et al., 2018). Therefore, the didactic proposal is based on finding a middle ground and combining MIs. The aim was to preserve the motivational aspects of gamification by:

1. Facilitating the work of teachers in their role as an arbiter of gamification.
2. Provide students with learning tools that are not inherent in gamification and are compatible with their mental structures.

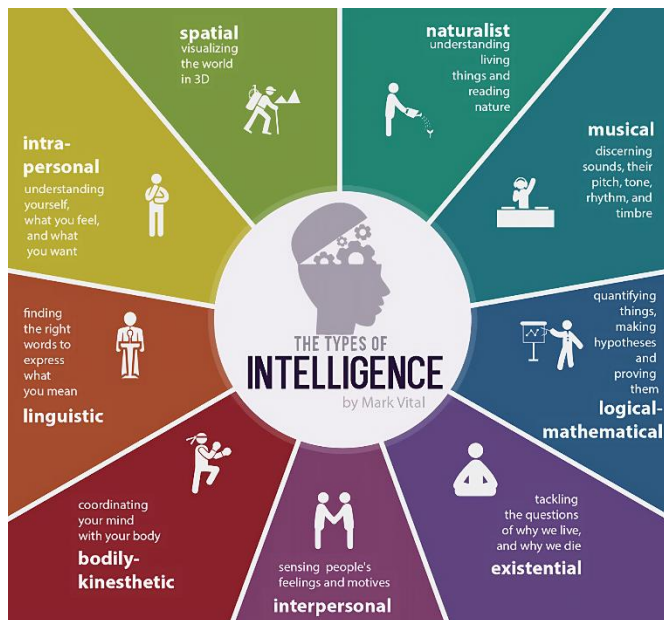


Figure 1. Infographic material for multiple intelligence theory (<https://www.wrschool.net/>)

On the other hand, the theory of MIs, proposed by Gardner (1983), contemplates that “intelligence cannot be seen as something unitary, but that it concentrates different specific capacities with different levels of generality, multiplicity and independence” (Conterón Toapaxi & Salazar Carranco, 2022, p. 118). Gardner (1983) identified eight types of intelligence: logical-mathematical, bodily kinesthetic, spatial, musical, interpersonal, intrapersonal, naturalistic, and linguistic. **Figure 1** shows infographic material for MI theory.

Gardner (1983) insists that there is not, and never will be, a list of intelligences that can be endorsed by all researchers, and that the cause of this is the fact that the very definition of ‘intelligences’ can be controversial. Gardner (1983) himself distinguishes between intellectual competencies and intelligences per se and establishes some prerequisites that help to distinguish between them, namely that they must master a series of problem-solving skills as well as provide the tools to encounter or create such problems. Finally, he also speaks of a general consideration for the creation of a theory of MIs, which is that it “should encompass a reasonably complete range of abilities that human cultures value. We should account for the abilities of a shaman and a psychoanalyst as well as those of a yogi and a saint” (Gardner, 1983, p. 62).

This observation by Gardner (1983) serves as a central approach to the link between using tools that favor motivation, as in the case of gamification, with enhancing the valuation of the different virtues of each student that may differ from what has been considered in the past as ‘traditional intelligence,’ which according to Gardner (1983) would fall into the category of logical-mathematical intelligence. Considering the variety of abilities of everyone, the awareness of MI in the classroom goes a step further by putting into practice the interrelation of individuals with different abilities or MIs and how they interact with each other. In this manner, a miniature simulation of a future working or social adult environment was achieved.

The following is a summary of the definitions of the eight MIs (Gardner, 1998):

1. **Musical:** Gardner (1998) indicates that musical talent is the first gift that becomes apparent in human beings. The most important components are the pitch and rhythm.
2. **Bodily kinesthetic:** This involves hand-eye coordination and a high degree of effectiveness in using tools, but also in being expressive using one’s own body as a tool. Generally, everything related to motor skills is represented by this type of intelligence.
3. **Interpersonal:** Interpersonal intelligence is used to detect and interpret the relational networks existing between different individuals. The capacity for empathy is one of the skills belonging to this type of intelligence: knowing how others feel and being able to infer moods and possible problems through aspects that go beyond what is evident through the ordinary senses.
4. **Linguistic-verbal:** This is the ability to master language and communicate with other humans. It encapsulates different types of communication: oral, written, and gestural communication.
5. **Logical-mathematical:** This ability deals directly with logical reasoning and the ability of everyone to solve various mathematical problems, as well as their effectiveness in doing so. Historically, this type of intelligence has received much attention in determining the “general” intelligence of each person.
6. **Naturalistic:** Naturalistic intelligence is directly related to the environment, and everything related to it, such as detecting the different animal and plant species and their characteristics, although climatic and geographical phenomena are also encapsulated.
7. **Intrapersonal:** In contrast to interpersonal intelligence, intrapersonal intelligence is understood as understanding oneself, knowing how to regulate the flow of emotions. Therefore, they are particularly useful for good mental health.
8. **Visual-spatial:** This is an intelligence that allows one to observe the world and its characteristics, specifically its visualization from different angles without having to alter one’s position and allows one to access different perspectives with ease.

The idea of study is to combine two concepts to create a gamification system that is not necessarily codified by aspects directly related to popular culture, as there are students who may not be interested in or who may directly feel a certain rejection of the aspects: simply, although it may be fashionable today to define geek culture, not all students identify with it. It has been observed that it is possible to use systems with the concepts successfully, as in the case of Ortega and Chacón Borrego (2022), when using gamification systems related to the Harry Potter universe. However, use of a non-coded gamification system can make the experience more universal and provide more equal motivation for all students regardless of their personal interests, considering only their cognitive differences and seeking to get the most out of them.

Nowadays, language teaching is directly linked to essential competencies. When teaching a foreign language, the main communicative language competences are usually phonetic, grammatical, lexical, pragmatic, and intercultural competence (Ruiz de Zarobe & Ruiz de Zarobe, 2019).

According to Martín Sánchez (2009), the beginnings of studies on the methodology of foreign language teaching can be traced back to humanism between the 15th and 16th centuries, although he recognizes that the real awakening of the methods era would not come until the 20th century, accompanied by a process of full-scale globalization.

For practical purposes, the path of the various methods (starting in the 18th and 19th centuries), is the type of doctrine most like how language teaching works today, distancing itself from the techniques employed during humanism. Martín Sánchez (2009, p. 62-64) between the traditional or Prussian method (19th century, originally designed for the teaching of Latin as a cultured language, its characteristics included deductive analysis of grammar, lexical memorization, and contrastive analysis), the direct method (this method gives prominence to the facet of oral communication, taking some ground away from the field of grammar teaching).

Fries' audio-oral method (based on structuralism and behavioral psychology, using the repetition of patterns and models for the student to memorize), the situational method or oral approach (behavioral method centered on imitation and reinforcement, again giving importance to grammar, which is taught progressively, structuring the order according to its complexity and relation to the contents worked on), and finally arriving at the era of the cognitive revolution. The cognitive revolution, in opposition to behaviorist methods, arose and propagated a series of home-grown methods. Some of the best known are total physical response method, natural approach, suggestopedia and communicative approach.

INNOVATION PROJECT: GAMIFICATION IN ENGLISH FOR SPECIFIC PURPOSES A CURRICULAR INNOVATIVE DESIGN

Legal Framework for Proposal

Royal Decree 127/2014, of 28 February regulates what refers to the official curriculum of basic vocational training at state level, specifically, Annex II deals with the curriculum of the basic vocational title in electricity and electronics, a course to which basic vocational training students belong. The subject in which the study of English language is taught is communication and society module I and communication and society module II, a subject in which history, Spanish language, and social sciences are also taught.

The subjects communication and society I and II (together with applied sciences) account for 35-40% of the total duration of the cycle. They refer to the curriculum of the subjects of compulsory secondary education (educación secundaria obligatoria or ESO, according to its Spanish initials) according to the corresponding block.

Place of the English language within the qualification is reflected in Annex II of Royal Decree 127/2014 of February 28:

The general competence of this qualification consists of carrying out auxiliary operations in the assembly and maintenance of electrical and electronic elements and equipment, as well as in electrotechnical and telecommunications installations for buildings and groups of buildings, applying the required techniques, operating with the indicated quality, observing the corresponding occupational risk prevention and environmental protection regulations and communicating orally and in writing in Spanish and, where appropriate, in the co-official language, as well as in a foreign language.

The competencies of the degree directly related to the study of the foreign language are also included:

1. Communicate clearly, precisely, and fluently in different social or professional contexts and through different media, channels, and support within their reach, using and adapting oral and written linguistic resources of the Spanish language and, where appropriate, of the co-official language.
2. Communicating in everyday situations both at work and in personal and social situations using the basic linguistic resources in foreign languages.

In the case of communication and society II, students must study the grammatical resources:

1. Simple and compound tenses and verb forms.
2. Communicative functions associated with common situations.
3. Fundamental linguistic elements.
4. Discourse markers.
5. Subordinate sentences of low complexity.

Because of the practical factor of foreign language learning in this module, particular importance is given to the acquisition of discourse markers and written expressions in general, so the efforts of the sessions would focus on both discourse markers and simple and compound tenses and verb forms.

The use of the gamification system can be fed back into the objectives of taking discourse markers and the use of simple and complex verb tenses, as learners can be asked to write about their experiences with the gamification system in an orderly fashion and in English, as if they were writing a letter or email to an acquaintance explaining their experience in parallel to the academic course. In this way, the system can be used in a cross-cutting manner and serves as a practice for foreign language subjects.

To meet the objectives we set, and to be able to teach everything they need to know about discourse markers and simple and compound tenses, it was determined that six sessions would be necessary. As the subject communication and society II is a core subject in the field of VET, and every day they have at least one hour of this subject, it is foreseen that in a week and a half, all the content could be taught, and an exam could be held the following week. This is because the different parts of the subject (including foreign language: English) are divided into blocks and there are usually at least two exams per term.

Table 1. Sessions: Content & objectives

Session	Contents & resources	Objectives
1 50'	Introduction to concept & procedures of gamification in class.	-To introduce new gamified & MIs class system.
2 50'	Gamified verb tenses session 1 simple tenses: Online quizzes & Kahoots. Teacher may reward with experience & positive/negative points in Classcraft.	-To learn & practice content grammar explained (simple tenses). -To earn game points (introducing multiple ways of learning).
3 50'	Gamified verb tenses session 2 continuous tenses: Online quizzes & Kahoots. Teacher may reward with experience & positive/negative points in Classcraft.	-To learn & practice content grammar explained (continuous tenses). -To earn game points (introducing multiple ways of learning).
4 50'	Gamified verb tenses session 3 perfect tenses: Online quizzes & Kahoots. Teacher may reward with experience & positive points in Classcraft.	-To learn & practice content grammar explained (perfect tenses). -To earn game points (introducing multiple ways of learning).
5 50'	Gamified discourse markers: Speaking practice with selected cohesive & connective devices. Experience, positive, & negative points awarded based on students' performance.	-To identify basic cohesive & coherence textual devices in written & spoken English.
6 50'	Gamified & ICTs conclusive session: Using <i>Memr.tv</i> students should create a video presenting a speech in which elaborate on studied content. Final positive, experience, & negative points awarded. Final points exchange: Students can use positive & experience points to earn extra points in their final assessment. Negative points translate into extra activities.	-To put in practice all grammar content explained during previous 5 sessions. -To test to what extent gamified class has been beneficial for students (points recollection).

Each session lasted 50 minutes, and each session was divided into five or six sections. In classic English language sessions, activities include writing, reading, listening, and speaking. The newly designed gamification system described above is presented as a supporting element and a secondary factor for motivating learners. In order to avoid interruptions throughout the class, and only in the case of not having a software element that could act as an “online shop” so that the students can directly see the experience points they have, as well as the options they have to buy, the last five minutes of each class are used for the students to declare their purchases so that the teacher can take them into account in the following sessions. If a dedicated application is available, the Google Classroom board function is used for students to post their purchase requests (using the keyword ‘Buy’ X, where X is the number of the skill they want to buy), as well as their skill requests (using the keyword ‘Use’ X, where X is the number of skills they want to use). As students have access to Google Classroom from home, they can also declare the use of any non-instant skills in advance.

Beyond simply being a way for learners to describe what they have done throughout the sessions, the aim of this journal (which should be no longer than 400-500 words) is to build on the themes that are studied throughout the sessions: simple and compound tenses, and discourse markers. The diary simply consists of writing down what has been done during the sessions (in the target language: English) using what has been studied during the sessions, that is, simple and compound tenses and discourse markers. The aim, in addition to mentioning what has been done in the classroom itself, is to narrate one’s experience with the gamification system. Therefore, part of the process would be to tell individually what IM the learner did in the test, whether he/she feels identified with it, how he/she was able to benefit from the gamification system, and a conclusion that communicates his/her opinion about it. **Table 1** shows the sessions together with contents and objectives.

For the methodology of the six sessions that are proposed, we start from the previous organizers, which can be defined as the elements that favor that the students can “structure the

different ideas of a specific topic [...] in such a way that the new lesson is connected with knowledge that they have previously acquired, in order to facilitate their organization and attention” (Cabrera Rivero et al., 2022, p. 7). As previously explained, each session builds on what has been previously worked on, so that learning is sequential to avoid large clusters of content in a few sessions.

Because the gamification system fosters collaboration and students benefit from helping each other, a collaborative learning model is used (Mallart, 2009), that is, classrooms in which the teacher shares authority with students in various ways, in some cases “defining specific objectives within the subject matter being taught, providing options for activities, and [...] encouraging students to evaluate what they have learned” (del Valle, 2014, p. 73). Mallart (2009) indicates that the didactic act is “the intentional action of the teacher’s person at the moment when he or she establishes an active bipolar relationship, which is actualized in a personal dialectical process, beginning with the transient magisterial stimulus (teaching) to end in the immanent assimilative response of a truth (learning) on the part of the learner” (Titone, 1976, p. 22). Although the teacher takes on the role of the game master this does not imply that he or she takes on a ‘dirigiste’ role as might be inferred from the term. Unlike the traditional learning model, students remain the protagonists of their own learning.

Creativity in the classroom is also a fundamental aspect of the effectiveness of gamification, as it allows for the creation of meaningful learning experiences and seeks to connect teachers, students, and subject matter (Arís Redó & Orcos, 2017). One of the main characteristics linking the concept of creativity to the learning process in the classroom is the idea that creativity is the ability to discover new and unexpected connections. This idea is reminiscent of Ausubel’s meaningful learning, which is precisely learning based on previously acquired knowledge, causing a restructuring of ideas and, therefore, of relationships between ideas. Guilford (1967) points out four key factors that contribute to creativity: originality, fluency, flexibility, and elaboration. Of them, flexibility factor resonates most strongly in proposed project

Table 2. General assessment rubric

Criteria	(5 points)	(4 points)	(3 points)	(2 points)	(1 point)
Accuracy	The verb tenses used are accurate and appropriate for the context.	The verb tenses used are mostly accurate and appropriate for the context.	The verb tenses used are somewhat accurate and appropriate for the context.	The verb tenses used are mostly inaccurate and inappropriate for the context.	The verb tenses used are completely inaccurate and inappropriate for the context.
Clarity	The output is clear, concise, and easy to understand.	The output is mostly clear, concise, and easy to understand.	The output is somewhat clear, concise, and easy to understand.	The output is mostly unclear, wordy, and difficult to understand.	The output is completely unclear, overly wordy, and impossible to understand.
Grammar	The output demonstrates proper grammar and syntax.	The output demonstrates mostly proper grammar and syntax.	The output demonstrates somewhat proper grammar and syntax.	The output demonstrates mostly improper grammar and syntax.	The output demonstrates completely improper grammar and syntax.
Creativity	The output is creative and demonstrates a unique approach to the task.	The output is somewhat creative and demonstrates some unique aspects to the task.	The output is not particularly creative and lacks unique aspects to the task.	The output is uncreative and lacks unique aspects to the task.	The output demonstrates no creativity or unique aspects to the task.
Gamification	The gamification elements are well-integrated into the output and enhance the learning experience.	The gamification elements are mostly well-integrated into the output.	The gamification elements are somewhat well-integrated into the output and enhance the learning experience.	The gamification elements are mostly poorly integrated into the output and detract from the learning experience.	The gamification elements are completely poorly integrated into the output and detract from the learning experience.

because it seeks to change focus and allow students with different types of MIs to respond differently to same question.

The inevitable regulatory value of the school does not necessarily mean that the process ends up with a ruling that an answer to a particular question is wrong; in fact, naturalizing mistakes is one of the most important values of the educational institution as such; therefore, after the mistake, a process of transformation must take place and, if possible, activate the flexibility of the learner's thinking. This is why the idea behind the project is not necessarily to circumnavigate the obstacles that learners may face and to facilitate the use of the mechanism of learned helplessness (the fact that they simply refuse to carry out an activity because they assume they are not capable of doing it) but to expose them to the fact that everyone has strengths and weaknesses and that there is not always a single answer to solve a problem.

Assessment: Assessing the Learners, Project, and Executioners or Teachers

At the beginning of the course, a diagnostic assessment was necessary to determine the extent to which there were learning deficits in terms of the basic concepts of the target language. Taking advantage of the initial level test questionnaires that would be implemented, multiple intelligence test would be added so that the teacher would have data on the distribution of MIs in the classroom, which would be key when determining the activities to be worked on.

Continuous assessment throughout the academic year is necessary, as it is the model to which students are accustomed and improvements have been seen compared to not using continuous assessment. On the other hand, the privilege of continuous assessment is accompanied by the rules of the center: in the event of accumulating five or more unexcused absences from class, the student loses the right to continuous assessment. This continuous assessment makes it possible to determine the individual cases of the students, the difficulties

that may arise, and the need more accurately for individual curricular adaptations.

Between formative and summative assessments, the school has historically opted for summative assessments, especially in the case of VET. There is one main factor that makes this type of assessment the most prominent: the simple fact that passing this cycle awards the student an ESO diploma. The number of equivalent subjects in the ESO was considerably reduced. This is only fair, as this cycle compensates for this concentration and the reduction of material with the existence of other subjects of technical nature. When receiving an official ESO diploma together with the VET qualification, it is necessary to justify the attainment of a certain range of knowledge according to a pre-established standard and in a percentage manner, unlike, in most cases, what happens with formative assessments. In the sixth session, the evaluation of the subtitled video activity using *Memr.tv* and the co-assessment technique is proposed. The learners themselves assess each other to determine whether the message of the task has been correctly grasped, as well as the related grammatical elements.

Order ECD/65/2015 contemplates the following key competencies for ESO: linguistic communication, mathematical competence and basic competencies in science and technology, digital competence, learning-to-learn, civic and social competences, sense of initiative and entrepreneurship, and cultural awareness and expressions. Mathematical competences and basic competences in science and technology are the least worked on because of the almost purely humanistic approach of the subject and the sessions proposed, but the rest of the competences are worked on in detail. **Table 2** shows the general assessment rubric.

The same procedures were followed as those to which the students were already accustomed to in their previous assessment systems in various subjects; for their marks to average out, they needed a minimum mark of four.

With respect to timing aspect, considering the number of sessions planned for a specific teaching project, it is estimated that the project can be carried out in a week and a half. As far as the specific teaching project is concerned, the work proposal deals with the acquisition of specific knowledge on the subject of foreign languages. In general, the implementation of the new classroom methodology is a long-term project that can become an integral part of everyday classroom life.

DISCUSSION

The first objective was to make students aware of the existence of cognitive differences between them, of ways of thinking and various skills, and to give them tools to be able to exploit these types of learning on their own. From this objective, it is hoped that through the tests and their own results in the classroom, students will be able to identify each other's strengths and help each other. The pupils also sought a greater degree of independence. They learned to use the tools suggested in the classroom to improve their learning in different areas and subjects. In addition, what they learn about themselves in relation to the types of MIs that are most relevant to them can serve outside the educational environment and gamification systems in the future. It is most likely that if they continue their academic lives, they will not have gamification systems throughout their entire process, which is why the aim of this system is to make them aware of their own abilities.

The second objective is to teach students with percentages and quantifiable data that can have different degrees of affinity with different types of intelligence. Throughout the course, it is emphasized that knowing what one excels at does not mean focusing on only one thing. Classifying students based on their MI does not mean forcing them to follow only one path but giving them the tools to economize their time and effort and to experiment with other types of learning related to other MIs with which they may have fewer affinities. It is about defining their hybrid cognitive profile so that they know which strategies work best for them.

It is necessary to insist on something regarding the average profile of the VET student regarding their motivation in the subjects of communication and society I and II: they are leftovers from ESO. In many cases, these are the subjects that are of least interest to them, and yet they are evaluated because of these subjects, as many of the students themselves report. Therefore, it is important to find ways to motivate them and provide tools that allow them to express themselves in their own ways, showing that they are learning in the process.

The third, and perhaps most important, objective in enhancing students' academic resilience is to give students a more active role in managing their learning through the proposed gamification system. Motivate students to improve their academic results. This objective is closely related to the previous objective for the same reasons. In addition, by providing a more active role to students, the possible loci of external control are mitigated to a certain extent. It is the learners who can exercise greater control over the way in which they are assessed. If they try on a daily basis, they have the advantage of having better grades or alternatives for the

presentation of tasks that may lead to greater mental fatigue and, thus, greater enjoyment in carrying them out. Reducing this antagonistic factor in their academic lives increases their motivation and, consequently, their academic performance.

The fourth and fifth objectives were directly related to the academic content of the sessions. The fourth objective was to train the students to learn English discourse markers. It is hoped that the study of discourse markers will improve the oral competence of students. With a view to the future, to help with the transversality of the curriculum, since the preparation of CVs, as well as job interviews and project presentations, form part of the assessable tasks of the intermediate and higher-level training cycles to which many of the VET students aspire. The fifth grammatical objective is to train students to effectively acquire the simple and compound tenses of the English language. Due to the types of activities planned for the acquisition of verb tenses, it is expected that teamwork will be encouraged to achieve cooperative learning. The students' ability to synthesize is also an objective to be achieved, since verb tenses form the backbone of the didactic unit.

Finally, the sixth and last objective was to encourage the use of ICT in the classroom to carry out tasks. Although within the learning reality of the school it is already common for pupils to use a variety of ICT in the classroom, it is possible to expand the variety of such ICT. The use of ICT is often limited to theoretical reviews and studies. By using ICT, such as memr.tv (the video subtitling site described as part of the tasks in the lesson unit), it is expected that ICT will play a direct role in the completion of assessable tasks. By using an attractive format, the aim is to improve the level of participation, as non-completion of tasks is commonplace (Bates, 2022).

CONCLUSIONS

This study focuses on two parts: the creation of a novel gamification system based on Gardner's (1983) theory of MIs, and the design of a didactic unit with this active system, the subject of this didactic unit being simple and compound English verb tenses, as well as discourse markers. The content itself is relevant to students and applicable, particularly the discourse markers, to other areas of their future academic and working life. One of the main reasons for opting for a gamification system in the classroom was to try to combat the high degree of demotivation among students in everything related to the study of English. Supported by studies such as that of Arís Redó (2020), which in turn considers the need to modify negative behaviors and how gamification can improve the chances of achieving this (Kaap, 2012), gamification was chosen because of quantitative data that this and other studies have provided in terms of increasing student motivation.

Overall, the chances of success of the system were positive, its implementation was simple, and the positive effects of gamification on student motivation were visible and factual. It is not an ambitious project to the point of being utopian, although its design does not specifically consider the group chosen for the good practice. Due to their characteristics, problems, and abilities, it is believed that it would have a high success rate, both with them and with other groups as it is a general system.

One of the most important points on which the success rate and the potential increase in student motivation depend, to a large extent, on the fact of giving them a more active role in their learning and assessment process. In the sense that it is together with the learners, alternative tasks are worked out, and therefore, how they should be evaluated. Self-assessments and mixed assessments are tools at the disposal of the proposed gamification system that coexist with other assessment processes. The process of creating the gamification system itself involves simplifying similar gamification systems and adding the concept of the theory of MIs, resulting in a mixed system that presents a range of theme-neutral “powers and abilities,” so that no student needs a preconceived rejection of such a system; at the same time, the teacher, as he/she gets to know more about his/her students, by not starting from a specific theme, can end up adding one according to the preferences he/she has observed in their classroom. Vocational training classrooms are not necessarily considered above any other type of classroom such as *ESO* (secondary education abbreviation in Spanish) or *bachillerato* (baccalaureate); in that aspect, the system is versatile, so it can be applied to practically any type of center. Thus, the system has a place in the current education system.

The results are satisfactory. Its main benefits lie in its versatility, adaptability, and possible positive effects on students once the work in the classroom is finished. However, the biggest problem is not having a digital application specifically dedicated to this system, nor relying on alternatives via Google Classroom. This is because of an understandable lack of financial and technical resources and the lack of time to carry out such a design.

The area of gamification in the classroom is a field of study that still has a lot of potential and obstacles to face, making students both players and designers of the game itself one of the most important aspects that this system offers and should be a constant in the future. This type of gamification does not take a step back and has the teacher as a mere master of ceremonies but can also get involved in the game and use the imagination of their students for the benefit of all restructuring systems to achieve better results.

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