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The importance of the understanding and application of gamification in lesson planning

Trabajo de investigación para optar al Grado Académico de Licenciatura en Educación

Estudiantes:

Branchadell Núñez Consuelo Ignacia

Ferrer Ibarra Bárbara Scarlette

Garrido González Javier Iván

Guzmán Carrera Katia Elizabeth

Profesor guía:

Dr. Miquéias Rodrigues

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## RESUMEN

Este trabajo busca explorar y analizar la estrategia de Gamificación dentro de las clases en el contexto chileno de pandemia. Para este estudio se utilizó un enfoque cuantitativo debido a que se debía recolectar información numérica y un foco cuantitativo fue seleccionado a fin de aproximar datos realistas de Chile en tiempos de pandemia. El instrumento seleccionado fue un cuestionario realizado a través de Google Forms. Los resultados mostraron principalmente que los participantes se encontraron de acuerdo con la importancia de la Gamificación en la sala de clases. Dentro de las conclusiones en este estudio, se ha concluido que la estrategia de Gamificación en las salas de clases puede resultar beneficiosa para los estudiantes, así como a su vez siendo una ayuda para el aprendizaje de estos, añadiendo el hecho de que los profesores tendrán una nueva forma de realizar clases con el fin de variar, motivar a sus estudiantes y a su vez crear un ambiente óptimo para el aprendizaje.

**Palabras clave:** Gamificación, Inglés como Lengua Extranjera, Clases Didácticas, Planificación, Pandemia.

## ABSTRACT

This research seeks to explore and analyze the gamification strategy within classrooms in the Chilean context of the pandemic. A quantitative approach was used for this study since numerical data had to be collected and a quantitative focus was selected in order to approximate realistic data from Chile in times of pandemic. The instrument selected was a survey applied through Google Forms. The results mainly showed that the participants agreed with the importance of Gamification inside the classrooms. It has been concluded that the gamification strategy inside the classrooms can be beneficial for students while at the same time being helpful for their learning. Additionally, teachers might benefit from this study by getting to know new ways of teaching classes, with the purpose of varying, motivating students, and creating an optimal learning environment.

**Keywords:** Gamification, English as a Foreign Language, Didactic classes, Planification, Pandemic.

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## **INTRODUCTION**

### **1.1 STATE OF THE ART**

A gamified class application in second language classrooms could be an opportunity to awaken interest in the students during the online format. According to Garland (2015), the use of gamification typically attempts to increase learners' extrinsic motivation. Following this concept, motivation could provide a better understanding during the learning process. By gamifying the second language classroom, teachers can enhance the learning process of writing, speaking, and reading and motivate collaboration and interaction inside and outside the classroom (Flores 2015; Alomari & Al-Samarraie, 2019), creating a meaningful experience for learners. At the same time, gamification helps the L2 learner in some personality factors: the learner moves forward from an introverted mode of shyness to a more motivated personality based on positive feedback through games (Figueroa, 2015).

In addition to what has been explained above, and in line with Hayley (2019), gamification can be a valuable addition to designing effective learning. Students tend to enjoy the format of the activities; it can motivate and improve learner performance. However, it is important to emphasize the design of gamification and how it is incorporated into a lesson. In addition, it is essential to know the student's interests, so the design of the classes reaches the goals of the learning process in a second language.

### **1.2 STATEMENT OF THE RESEARCH PROBLEM**

Through this new social context – the Covid-19 pandemic that started around the end of 2019 –, many areas have been challenged such as health, economy, and education, among others, exposing certain shortcomings in our system. In the case of education, most classes are using an online methodology and not all the teachers are

trained in this kind of modality. Therefore, this study seeks to verify how important the training of teachers is for this new online modality, the importance of didactic classes (with the use of gamification) to have positive effects on the learning process of the students, and also if teachers believe that gamification is a good teaching strategy.

### **1.3 SIGNIFICANCE OF THE STUDY**

The Covid-19 pandemic is a situation where there was a sudden change from studying at school to studying from home. It was an emergency, so education practitioners could not prepare learning systems and online learning materials maturely and systemically (Hermanto & Srimulyan, 2021). The findings of this study will identify the possible benefits of the use of gamification in Chilean EFL classrooms. The role of the teachers has been challenged due to the pandemic; the modality of the classes has been changed to an online format, which presents difficulties during the lessons and directly affects the learning process of the students and also lesson planning.

In order to improve this new style of classes, it is important to have the knowledge of a diverse field of alternatives that can help and make easier access to information during the lessons. According to Zhukova (2018), good lesson planning is the art of mixing methods, activities, and resources in the way that an ideal balance is created for the class. Due to what was described, we consider that the use of gamification is relevant to the lesson planning of a class because it involves and helps the students to develop different skills such as speaking, listening, writing, and reading. Also, a gamified class will help with the motivation and interest of the pupils in the EFL classroom, Huang and Soman (2013) conclude that gamification serves the purpose of minimizing negative emotions that students usually experience in traditional forms of education suggesting that a well-applied gamified task can improve since it involves a method encounter on game-like environments, which is the method of learning by failure technique. This method avoids the embarrassment factor that is usually seen during lessons. Finally, it is important to mention that gamifying a classroom could be helpful to the teachers since it provides a wide range of forms and adapts to different contexts. This method could make the

students enjoy an otherwise tedious activity. It seems to be well-known that the presence of social networks has made it more difficult to keep students engaged during classes and it is important to know how to use these tools to our advantage, for instance, with games

## **1.4 RESEARCH OBJECTIVES**

### **General objective**

To unveil teachers' understanding and application of gamification in lesson planning.

### **Specific objectives**

1. To determine the importance of teacher training in gamification for online classes;
2. To find out the importance of didactic classes using gamification;
3. To throw light into how teachers perceive the role of gamification in the EFL classroom.

## **1.5 RESEARCH QUESTIONS**

1. What is the importance of teacher training in gamification for online classes?
2. How important are didactic classes using gamification?
3. How do teachers perceive the role of gamification in the EFL classroom?

## 1.6 THEORETICAL FRAMEWORK

### 1.6.1 GAMIFICATION

During the last decade, there has been a transcendent change in the form of communication; moreover, the educational system has seen new methods emerge. As a result of this development, educational centers have not been excluded from the modifications that have taken place in the past few years where the lessons begin to innovate new learning, which we can call gamification. We can assume the definition of gamification as a method that involves games when learning in the activities taught by a teacher, focusing on the active participation of the student during a lesson. Nevertheless, it is important to go further to understand the deeper meaning of this term.

In agreement with Dixon, Khaled, and Nacke (2011), gamification is the use of elements of game design in non-game contexts. This differentiates it from serious games and is designed for playful interactions. Along with their definition, the authors mention that gamification emphasizes certain qualities of a regular game such as badges, levels, or leaderboards. This definition separates and clarifies the extent of perception of game and gamification. On the other hand, there are several aspects that help to identify gamification. Hunicke, LeBlanc, and Zubek (2004) described three principles for gamification referred to as Mechanics, Dynamics, and Aesthetics (henceforth, MDA), which we will explain in more detail for better understanding. There are distinctive features involving a gamified class, and the authors express diverse elements that contribute to this process. We will begin with Mechanics, which includes goals, rules, and rewards. Dynamics involves a player responding to the mechanics mentioned and, last but not least, Emotions that focus on the experience and feelings of the player (Healey, 2019).

As was mentioned before, there have been recent technologies approaching society, and our forms of communication, information, and perspective on how we acquire knowledge have changed. According to Johnson, Becker, Estrada, and Freeman (2014), gamification is identified as one of the emerging technologies that will have a significant



impact in schools of the most technologically advanced countries in the world; therefore, including this new system in the learning process of the students will make a unique experience during the lessons approaching diverse aspects of the school children.

### **1.6.2 THE FUNCTIONS OF GAMIFICATION**

Learning a new language could be a challenging task for a lot of students and maintaining the motivation to do so even more. There is a saying, “If there is a will, there is a way,” that can be applied to the learning scenario. In case students do not feel motivated to take part in activities or just listen to the class, teachers should take action and try to encourage them. In an example of gamification, Rahmar and Asrifan (2018) discussed the use of Chinese pantomime games in an EFL classroom; in this study, students of a seventh grade showed a significant improvement in the learning of vocabulary as well as their motivation to learn English through the use of Chinese pantomime.

Gamification can be used in other scenarios besides education; Volkswagen and their videos about the “Fun Theory” between 2009 and 2011 in Stockholm, Sweden, showed that people are willing to do more things if they are having fun while doing it. Using stairs that produced music when stepped on, recycling while winning or losing a game if you did not put the garbage in the correct bin and driving safely so that you can win a lottery were the prime examples of common things that people started enjoying more because of the gamification in these regular activities. Gamification could be used in a variety of situations and, as such, it can make even the most tiresome and uninteresting tasks an enjoyable experience for students.

### **1.6.3 TYPES OF GAMIFICATION**

Gamification can be defined as an emerging technique with which we can fuel the motivation and engagement of those involved in it, be it students in a learning scenario, or employees in an enterprise scenario. Educational gamification can be understood as

“using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems” (Kapp, 2012, p. 10). In short, gamification in education is “a tool to increase student motivation and engagement” (Dominguez, Saenz-de-Navarrete, de-Marcos & Pages, 2013, p. 380). Nowadays the concept of gamification is divided into distinct types. Kapp (2013) explains that “gamification, on its own, comes in two types: Structural and Content gamification. It is important to note that the two types are not mutually exclusive; both can exist in the same course. In fact, taken together, they are most impactful” (p. 93).

According to Kapp (2013), Structural gamification means that the structure around the content becomes game-like to motivate users to go through the content. Exemplary elements of structural gamification can be points, badges, or leaderboards. The application of structural gamification in the classroom, according to Hallifax, Serna, Marty, and Lavoué (2019), allows adapting game elements without changing the educational content or altering the functioning of the learning environment. In order to motivate students to participate in class through a competitive learning activity, Caton and Greenhill (2013) have designed a structural gamification framework that is used around positive and negative reinforcement, thus rewarding, or punishing students during group work.

Kapp (2013) defines content gamification as the application of game elements and game thinking to alter content to make it more game-like. For example, adding story elements to a compliance course or starting a course with a challenge instead of a list of objectives. There are diverse ways to use content gamification like adding a story, curiosity, and characters related to the challenge. Besides that, making students play roles in the context of a story promotes more active participation. This kind of gamification is based on self-determination theory, which explains the human motivation to do an activity as being internally driven (Ryan & Deci, 2000).

According to Kapp (2013), the combination of both structural and content gamification is the most effective way to increase the users’ motivation.

#### **1.6.4 GAMIFICATION AND EFL GAMIFICATION IN CHILEAN CLASSROOMS**

The concept of gamification is something relatively new today, so there seem to be few studies that can be found, or at least within Latin America, as it has not been fully implemented in the classroom because not all teachers have the time to do this. However, according to what has been investigated in other studies (Kapp, 2012, p. 10), it can be seen that this has a positive impact on students since it helps them to feel more motivated in the development of the class.

Regarding Chile, one study (Araya, Arias, Bottan & Cristia, 2019) shows positive results regarding the use of gamification in the classroom. The findings indicate positive statistically significant effects on two areas that are well aligned to prior expectations. To start with, the basis of gamification involves producing a more engaging and attractive experience, and indeed 79 percent of students in the treatment group report preferring doing math sessions in the computer lab instead of in the regular classroom. In contrast, only 59 percent of students in the control group report preferring doing math sessions in the computer lab. The second effect is on math self-concept or the self-perception that students hold of their own abilities to solve math exercises. Thanks to this, Conectaldeas (year) produced large increases in math achievement.

Finally, in the Chilean context, the use of gamification is found implicitly in the resources shown in the “Curriculum Nacional” (Mineduc, N.D.) since gamification is not directly mentioned as a concept, but there are suggestions of different websites or game ideas to implement in the classroom. Therefore, given an apparent lack of studies on gamification in Chile, it is important to do more research on this topic.

#### **1.6.5 GAMIFICATION AND EFL TEACHER TRAINING**

According to the European Commission (2013), this is a challenge for educators, and it forces us to rethink the goals of education. Nowadays, it is a fact that technology and gamification need to have a place inside the classroom. In order to implement gamification and technology, teachers must have corresponding preparation and training. Russell , Bebell, O'Dwyer, and O'Connor (2003) state that teacher preparation may be

enhanced by creating opportunities for teachers in training to see and experience the positive effects of technology on teaching and learning.

New teachers may be more comfortable with the technology itself, but they require further training on the value and uses of technology as an instructional tool (Russell et al, 2003). Due to the 2019 pandemic, the modality of teaching was challenged and had to change to adapt to this new context by using technology and implementing new strategies in the online classrooms. According to Cozár, Moya, Hernández, and Hernández (2016), initial teacher training programs must adapt to the challenges and demands of today's society, by taking into account emerging trends now present in professional settings and soon can be present in the future. It is a challenge to maintain interest and motivation inside the classroom; students recognize that to do several tasks, they need to use various tools that will help them learn the L2 easily and effectively (Ybarra & Green, 2003). According to Flores (2015), educators had understood that they are not the only source for language information and the need for training in emergent technologies is necessary in order to use multimedia and gamification appropriately and accurately.

## **2. METHOD**

### **2.1 METHODOLOGICAL DESIGN**

To carry out this research, a quantitative approach was chosen to achieve the results of our study since it involves the process of collecting numerical data and the search for patterns and averages in the data (Creswell, 2009). For this research, a quantitative focus was selected in order to approximate realistic data in the context of Chile during the pandemic. To accomplish this objective, it was necessary to employ an instrument that allowed the researchers to obtain essential information focusing on the realization of gamified classes and their benefits for application in Chilean classrooms.

Additionally, the scope chosen was a correlational one, as the research seeks to find out the relation between didactic classes and the use of gamification and to determine the importance of teacher training in gamification for online classes.

Finally, the research design used is a non-experimental cross-sectional approach to obtain the data needed.

## **2.2 POPULATION AND SAMPLE**

The population chosen for the study was EFL teachers in training from Santiago and, to develop this study, a convenience sample (Sampieri, 2018) was chosen given the difficulty to find participants for the study during the current pandemic. Fifteen English teachers in training participated in the study. This sample was chosen because these people are facing the reality of teaching in the context of a pandemic, which seems to be that not all the teachers know or are trained on how to be dynamic through online classes. In addition, the participants would demonstrate if they had knowledge of an EFL gamified class or worked with dynamic activities to engage their students during the classes. The study did not take the gender of trainee teachers into account.

## **2.3 CONTEXT**

This study was carried out with trainee teachers of English Pedagogy from Santiago. All of these teachers are students at a private university located in the Providencia district. The trainee teachers participating in this research had been working in an online mode as the pandemic – which started around the end of 2019 – had schools closed because of the quarantine.

## **2.4 DATA COLLECTION INSTRUMENTS**

To conduct this research, a survey (see Appendix A for a sample) with a total of eighteen psychometric and dichotomous questions was selected to be applied to fifteen teachers in training that were having online classes in the context of the pandemic. This survey was validated by a professor at the same private university with a Master in TEFL and a Master in English in Education. The application protocol of the survey took place

between June 8th and August 19th, and it lasted approximately 20 minutes. Each participant received an informed consent letter which ensures the anonymity of each person. The survey provided the research knowledge that the participants had about gamification in EFL classrooms, and their opinion about the topic focusing on their practicums, in this case, online classes.

## **2.5 RESEARCH ETHICS**

This research applied the permissions necessary to carry out the study. Every participant involved in the research received institutional permission in which they accepted to answer the survey (see Appendix C for a sample of the letter of informed consent that all participants signed).

## **2.6 ANALYSIS PLAN**

The information was collected through an online survey directed to trainee teachers. For a better understanding of the data, the results were treated statistically and were presented in terms of percentages.

## **3. RESULTS**

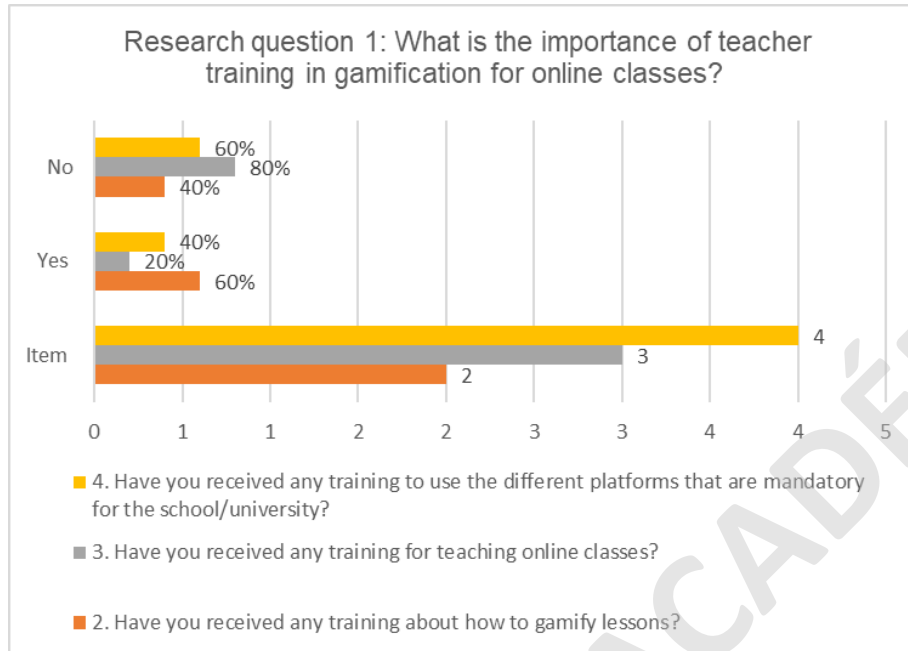
This section presents the results and analysis of the data collected. Charts are used to summarize the results, followed by a description of the information. Next, the results are discussed in terms of the research objectives that they answer.

### **3.1 PRESENTATION OF RESULTS**

**RESEARCH QUESTION 1:** What is the importance of teacher training in gamification for online classes?

The figure below shows the results regarding the answers to the closed-ended questions related to research question 1:

**Figure 1**

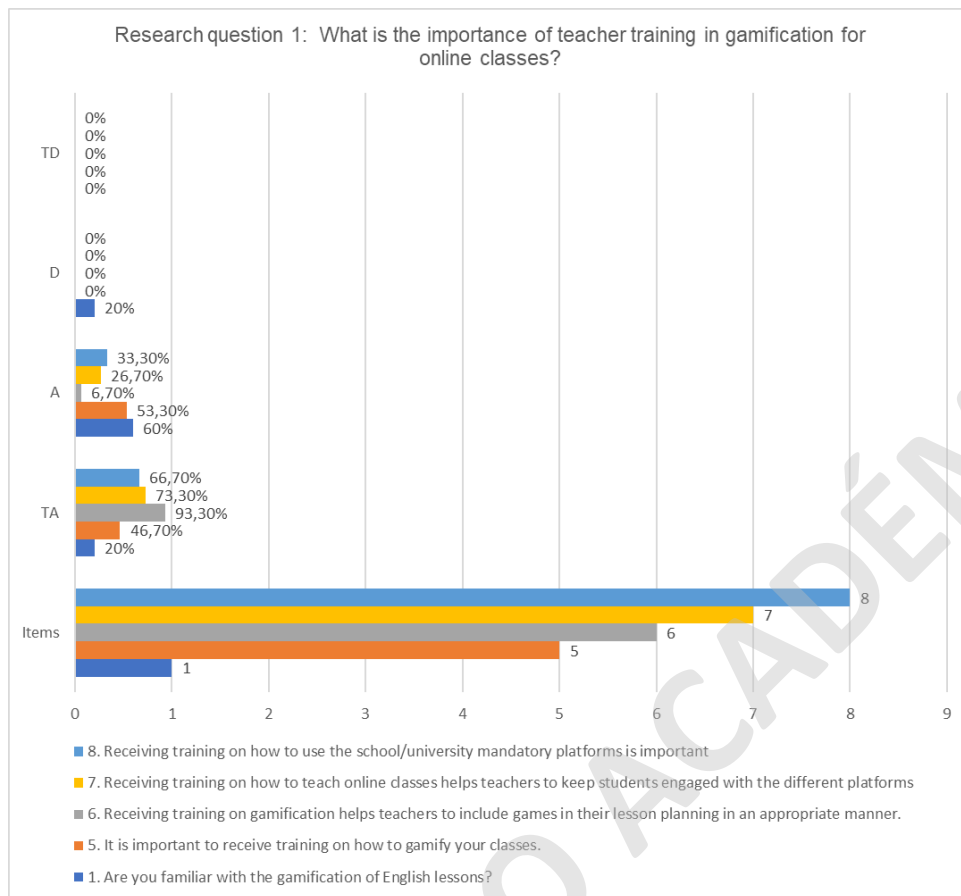


The importance of teacher training in gamification (Closed-ended question).

As it can be seen from Figure 1 above all participants showed a variety in their levels of agreement and disagreement regarding items 2, 3, and 4. In the case of item 2 (“Have you received any training about how to gamify lessons?”), the majority of the participants (60%) agree and the rest of them (40%) disagree. Meanwhile, in items 3 and 4, most of the participants (80% and 60%, respectively) disagree and the rest (20% and 40%, respectively) agree. In sum, most of the participants have not received any training related to gamification nor have they been trained for teaching online lessons using the mandatory platforms.

The following Figure (see p. 16) depicts the results regarding the answers to the Likert-type items related to research question 1:

**Figure 2**



The importance of teacher training in gamification (Likert-type items).

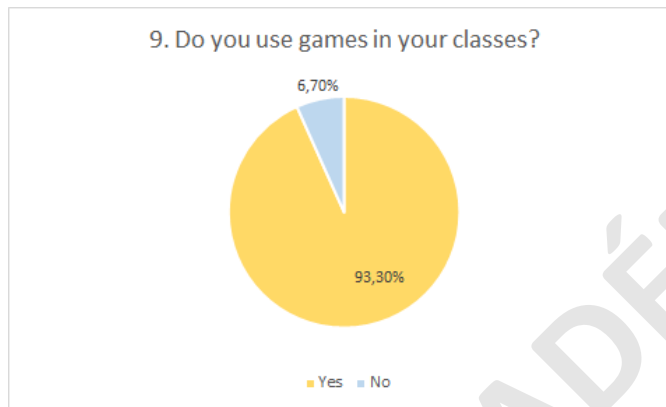
As it can be seen from Figure 2 above, the majority of the participants (93,3%) totally agree with statement 6 ("Receiving training on gamification helps teachers to include games in their lesson planning in an appropriate manner.") while 6,7% of them show agreement. No participant selected the answers Disagree or Totally Disagree for this item. On the other hand, there is some level of disagreement regarding statement 1 (Disagree: 20%); nonetheless, all the other participants showed agreement with that statement (Totally Agree: 20%; Agree: 60%). As regards, items 5, 7, and 8, the totality of the participants showed agreement (either Totally Agree or Agree), which amounts to saying that all the participants see it as important to receive training on gamification to include games in their lessons.



**RESEARCH QUESTION 2:** How important are didactic classes using gamification?

The following figure shows the results regarding the answer to the closed-ended question related to research question 2:

**Figure 3**

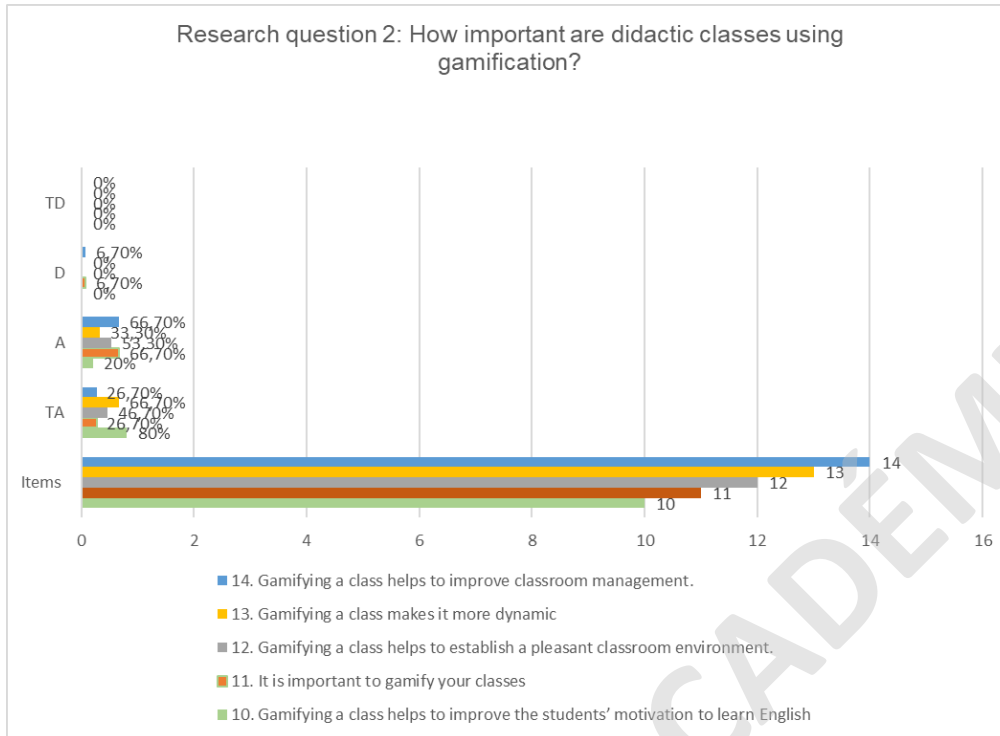


The importance of didactic classes with games (closed-ended question).

As it can be seen from Figure 3 above, the majority of the participants (93,3%) answered item 9 ("Do you use games in your classes?") positively while 6,7% of the participants disagree, which amounts to saying that the majority of the participants use games in their classes.

Figure 4 (see p. 18) shows the answers to items 10-14 related to research question 2:

**Figure 4**



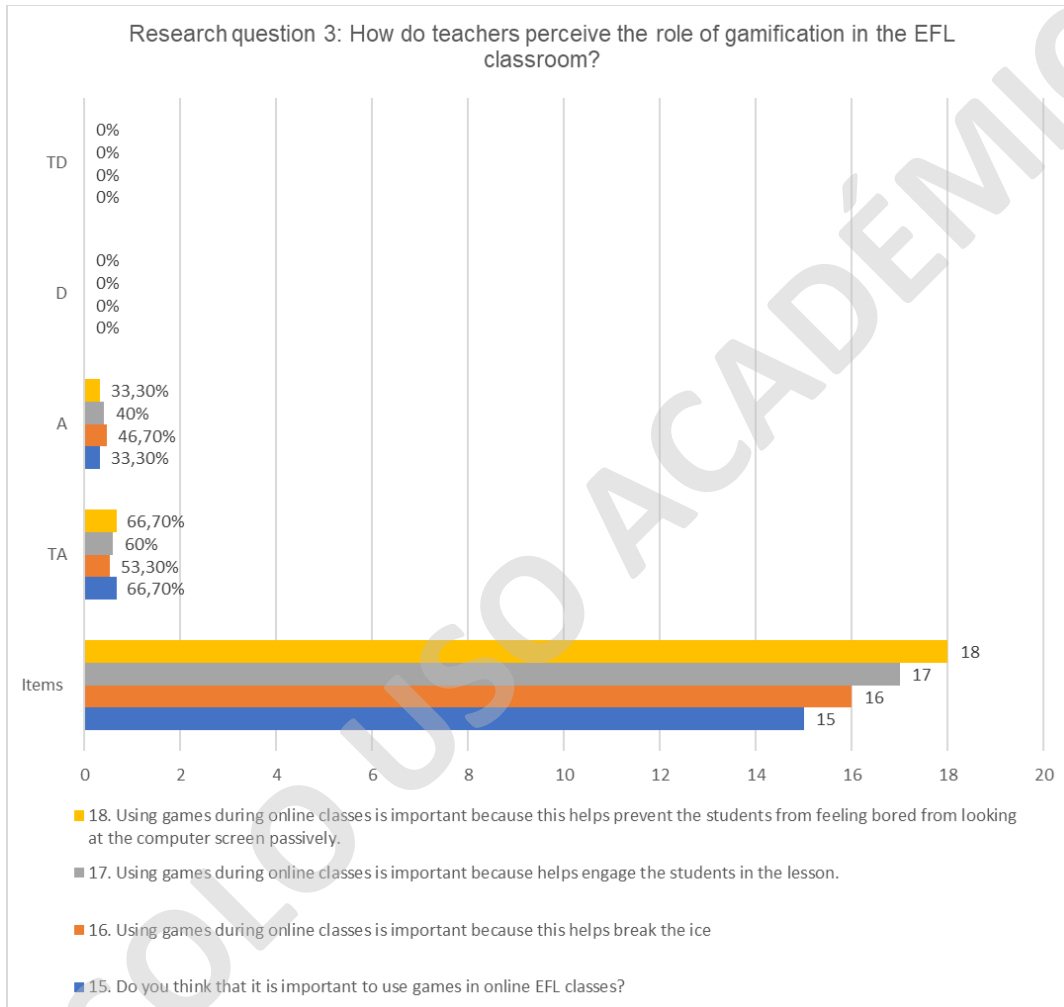
The importance of didactic classes using gamification (Likert-type items).

As can be seen from Figure 4 above, the majority of the participants (93,3%) totally agree with statement 11 ("It is important to gamify your class.") while 6,7% of them show normal agreement. One participant (6,7%) selected the answer Disagree while no participants selected Totally Disagree, which amounts to saying that most of the participants are aware of the importance of gamifying classes. Furthermore, there is some level of disagreement regarding statement 14 (Disagree: 6,7%). Nevertheless, all the other participants showed agreement with that statement (Totally Agree: 26,7%; Agree: 66,7%). As regards, items 10, 12, and 13, the totality of the participants showed agreement (either Totally Agree or Agree). These results suggest that all the participants see the importance of didactic classes using gamification.

**RESEARCH QUESTION 3:** How do teachers perceive the role of gamification in the EFL classroom?

The figure below shows the results regarding the answers to items 15-18 related to research question 3:

**Figure 5**



Teacher’s perception of gamification in the classroom.

As can be seen from Figure 5 above, the majority of the participants (66,7%) selected the answer Totally Agree for item 15 (“Do you think that it is important to use games in the EFL classes?”) while 33,3% of them showed normal agreement. No

participant selected the answer Disagree or Totally Disagree. Furthermore, concerning statements 16, 17, and 18, most of the participants showed agreement (either Agree or Totally Agree), which amounts to saying that all the participants see the use of games as something important in the EFL classroom.

#### 4. DISCUSSION

During the investigation, different topics were discussed in order to evaluate the information about gamification, its advantages, and disadvantages, and how it can be applied. In what follows, a brief discussion is presented of the findings of this research and what they could mean. Each objective is discussed along with the relevant findings.

**OBJECTIVE 1:** To determine the importance of teacher training in gamification for online classes.

According to the results of the analysis of the data collected, the participants see it as important to receive appropriate training, due to the pandemic context where the online system is predominant. The online classes led to a decline in the communication between students and teachers and with that the interest in participating during lessons was directly affected. Considering the results of the investigation, most of the teachers in training do not seem to know how to apply gamification in online classes and, although most of them indicate that they have received training in gamification. In addition, they indicate that they have difficulty using the platforms that are mandatory in the schools where they teach, or even in their university. In other words, it is necessary to receive training to improve the participation and motivation of the learners during classes; therefore, the teachers should be able to keep their students engaged with numerous platforms that are available nowadays and avoid the monotony of the classes. These results agree with Russell et al. (2003) who state that teacher preparation may be enhanced by creating opportunities for teachers in training to see and experience the positive effects of technology on teaching and learning.

**OBJECTIVE 2:** To find out the importance of didactic classes using gamification.

Based on the results of the data collected, most trainee teachers that participated in the study believe it is important to implement didactic classes by using gamification because this helps to improve classroom management by making the class more dynamic and less monotonous for students. According to Mee et al. (2020), learners have a greater interest in lessons that utilize games as part of the learning experience and those games manage to give learners the motivation they need when carrying out learning activities during lessons. Additionally, most of the participants showed agreement with the idea that the use of games in a lesson helps them to maintain the motivation of the students in the classroom as well as to establish a pleasant classroom environment to engage them appropriately in an L2 learning scenario. Students recognize that to do several tasks, they need to use various tools that will help them learn the L2 easily and effectively, which corroborates the findings of Ybarra and Green (2003). As was mentioned before, a positive example could be fun theory, which consists in increasing the interest and engagement of the participants while they are entertained by doing an activity, in this case, the recycling game: the participants win or lose depending on whether they put the recycle items in the right bin. Gamification can be used in different contexts where the learners can engage with new topics that motivate them to actively participate in a task.

**OBJECTIVE 3:** To throw light into how teachers perceive the role of gamification in the EFL classroom.

According to the results of the data collected, the teachers' perception of gamification in an EFL classroom is positive, that is, all the participants believe that games play a significant role in the EFL classroom. Teachers in training should adopt new learning strategies due to the pandemic context to keep students engaged, as Cozár et al. (2016) argue, taking into account emerging trends in the present that could be there in the future. Gamification is one of these current trends that teachers in training think are

important in the EFL classroom because they help a lot to break the ice in classes and, at the same time, keep students entertained and interested in the class. In addition, a class where gamification is involved could increase participation, which is difficult to reach in an online system since the social context of the students could provoke a disadvantage in its daily development during classes. Equally important is the role of the teacher regarding gamification, considering the results that this method may have and how a teacher can perceive the process of the students; however, it is important to acknowledge the personal interest of the class to implement a meaningful learning experience and substantial communication.

### **SUGGESTIONS FOR FUTURE RESEARCH**

It is recommended that future research consider teachers of all ages, not just trainee teachers since there are many areas of the education field that changed and keep changing throughout the years, new methods are being implemented and are relevant to get a full overview of how teachers manage their classes, as well as how much importance and time they dedicate to the use of games in the classroom, and the environment that surrounds the classrooms which can also stimulate a certain predisposition to participate actively during the tasks. Thanks to what was mentioned, it is essential to contemplate several factors that can affect the learner's performance.

At the same time, it should be taken into account the different contexts and knowledge of the background of the students so the tasks can be designed according to their necessities and interests to perform a class with the use of gamification. In addition, it is important to keep in mind that despite the fact there are schools with different availability of resources for the teachers and learners, it is still possible to use games or diversify activities that do not need technological tools since it is important to acknowledge the context of the school. As it was mentioned before, the social reality can vary; still, gamification can be implemented throughout the lessons to facilitate the enhancement of participation to motivate students during their learning process without the need of expensive tools which not all teachers and students have access to. According to Huang

and Soman (2013), to apply gamification is important to understand the audience and the context of the audience that is being involved through a gamified activity in order to help students and the teachers to achieve their objectives and obtain feedback. Secondly, it is significant that other subjects should be acknowledged to provide more information about varied aspects and possible applications that gamification can have in different backgrounds.

Thirdly, there should be at least a certain number of gamification activities within the semester, as there is currently no limit to this. Ideally, this could appear in the curricular bases of the subject, since these present what should be taught within the year, adding suggestions of activities with gamification, thinking that not all the schools have access to many resources. In this way, teachers would be able to implement, little by little, gamification within the lesson plans.

Finally, it should be noted that it is difficult to find information about gamification in our country, so it should be taken into account that it is not always presented explicitly but refers to certain activities or games and not to the term "gamification". Therefore, if we need to have references, we have to search for what the national curriculum requires, and in turn, search for studies related to Latin American countries, as we can find similar cases to those of Chile.

## **LIMITATIONS OF THE STUDY**

This study was severely limited by the context of the Covid-19 pandemic that we had to face during the research process, which affected the selection of the population and sample; in other words, it limited the opportunities to contact trainee teachers that would participate in this research.

Moreover, another limitation for this study was that there does not seem to be enough information about the use of gamification in Chilean classrooms, causing limitations for understanding different points of view of the Chilean context and how other

teachers make use of this new method since the Chilean curriculum does not have topics requesting gamification throughout the academic year.

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## APPENDICES

### APPENDIX A: SURVEY



Title of the research: *The importance of the understanding and application of gamification in lesson planning.*

This survey contains eighteen questions and each one of them must be answered. The answers will be used in an investigation project which seeks to gather information about gamification in EFL classrooms through the current context of pandemic (covid-19). Data will be treated confidentially.

Instructions: To answer the questions below, choose the alternative that shows your level of agreement with the statements or questions. Please be as objective as possible in your choice of answers.

1. Are you familiar with the gamification of English lessons?
  - a) Totally agree.
  - b) Agree.
  - c) Disagree.
  - d) Totally disagree.
  
2. Have you received any training about how to gamify lessons?
  - a) Yes

b) No

3. Have you received any training for teaching online classes?

a) Yes

b) No

4. Have you received any training to use the different platforms that are mandatory for the school/university?

a) Yes

b) No

5. It is important to receive training on how to gamify your classes.

a) Totally agree.

b) Agree.

c) Disagree.

d) Totally disagree.

6. Receiving training on gamification helps teachers to include games in their lesson planning in an appropriate manner.

a) Totally agree.

b) Agree.

c) Disagree.

d) Totally disagree.

7. Receiving training on how to teach online classes helps teachers to keep students engaged with the different platforms

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

8. Receiving training on how to use the school/university mandatory platforms is important:

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

9. Do you use games in your classes?

- a) Yes
- b) No

10. Gamifying a class helps to improve the students' motivation to learn English.

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

11. It is important to gamify your classes.

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

12. Gamifying a class helps to establish a pleasant classroom environment.

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

13. Gamifying a class makes it more dynamic.

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

14. Gamifying a class helps to improve classroom management.

- a) Totally agree.
- b) Agree.
- c) Disagree.
- d) Totally disagree.

15. Do you think that it is important to use games in online EFL classes?
- a) Totally agree.
  - b) Agree.
  - c) Disagree.
  - d) Totally disagree.
16. Using games during online classes is important because this helps break the ice.
- a) Totally agree.
  - b) Agree.
  - c) Disagree.
  - d) Totally disagree.
17. Using games during online classes is important because this helps engage the students in the lesson.
- a) Totally agree.
  - b) Agree.
  - c) Disagree.
  - d) Totally disagree.
18. Using games during online classes is important because this helps prevent the students from feeling bored from looking at the computer screen passively.
- a) Totally agree.
  - b) Agree.



- c) Disagree.
- d) Totally disagree.

**Thank you for your participation!**

## **APPENDIX B: LETTER OF INFORMED CONSENT**



### **Consentimiento informado para participar en un proyecto de investigación**

#### ***The importance of the understanding and application of gamification in lesson planning***

Estimada(o) participante, nuestros nombres son Consuelo Branchadell, Bárbara Ferrer, Javier Garrido y Katia Guzmán, nosotros somos estudiantes de la carrera Pedagogía en inglés para educación Básica y Media de la Escuela de Educación en la Facultad de Humanidades de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de Licenciada(o) en Educación, el cual tiene como objetivo revelar la comprensión y aplicación de la gamificación por parte de los profesores en la planificación de las clases.

Usted ha sido invitada(o) a participar de este proyecto de investigación académica que consiste en una encuesta de dieciocho preguntas, en la cual hay preguntas con una escala psicométrica, es decir,

debe calificar acorde a qué tan de acuerdo o desacuerdo está con la afirmación, pero también existen preguntas dicotómicas (Sí/No) por lo cual necesitamos que sea completamente sincero(a) a la hora de responder. Esta encuesta estará disponible desde el viernes 9 de julio hasta el día 19 de agosto.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Tesinas de la Escuela de Educación de la Universidad Mayor, al correo electrónico: [marcos.lopez@umayor.cl](mailto:marcos.lopez@umayor.cl), o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

### ACTA DE CONSENTIMIENTO INFORMADO

Yo ....., Rut:....., acepto participar voluntaria y anónimamente en la investigación "The importance of the understanding and application of gamification in lesson planning", dirigida por las(os) estudiantes Consuelo Branchadell, Bárbara Ferrer, Javier Garrido, Katia Guzmán de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será confidencial y anónima. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

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Firma

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Fecha

## APPENDIX C: EXPERT JUDGEMENT VALIDATION



### Expert Judgment Validation Record

I, *Soffía Carbone Bruna*, *Master in TEFL & Master in English in Education* and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project “The importance of the understanding and application of gamification in lesson planning”, a prerequisite for the bachelor’s degree in Education of the *Pedagogía en Inglés para Educación Básica y Media* program.

Validation criteria	Validated	Validated with comments	Insufficient
Congruence of the instrument with the proposed objectives.	x		
Relevance of the instrument to answer the research questions/hypotheses.	x		
Clarity and precision in the instructions.		x	

<b>Clarity and precision of questions or items.</b>		<b>x</b>	
<b>Language appropriate for the study population.</b>	<b>x</b>		
<b>Spelling and writing.</b>		<b>x</b>	

Date: May 31<sup>st</sup>, 2021

*Sofia*

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