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PEDAGOGIA EN INGLES PARA

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Is gamification through the use of games an effective way to teach English as a Foreign Language?

Trabajo de investigación para optar al Grado Académico de LICENCIATURA EN EDUCACIÓN

Estudiantes:

Gamboa Laurie Juan Pablo

Rojas Fernandez Cristobal

Veas Donoso Lucas

Vega Ferreira Mauricio

Profesor guía:

Dr. Miquéias Rodrigues

Santiago de Chile, 2021

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RESUMEN

Desde que tenemos conocimiento acerca de qué es una sala de clases, estamos acostumbrados al típico ambiente en el cual es el profesor quien más habla y los estudiantes son los que copian la información en sus cuadernos. Pero nunca hemos tomado conciencia acerca de qué tan útil puede ser el acto de aplicar los elementos de juegos a este típico ambiente de clases que estábamos acostumbrados, porque día a día la "gamificación" está siendo aplicada en muchos sistemas educativos. Así, esta investigación mostrará los beneficios y aplicaciones de "gamificación".

Palabras clave: Conocimiento, Juegos, Gamificación, Beneficios, Aplicaciones

ABSTRACT

Since we have knowledge about what a classroom is, we are used to the typical environment in which the teacher is mostly talking, and the students are copying the information in their notebooks. But we have never taken conscience about how useful it could be to apply game elements to this typical classroom environment that we were used to, because day by day, gamification is being applied in several educational systems. So, in this text regarding our investigation, the principal benefits and applications of gamification are going to be shown along with how effective gamification is in the EFL classroom.

Keywords: Knowledge, Games, Gamification, Benefits, Applications

INTRODUCTION

1.1 STATE OF THE ART

Gamification has been a relevant topic of investigation, the reason for saying this statement is that every year technology is improving, and kids are developing with this technology, so teachers should see that the advancement of technology and the natural connection with young learners for being born with that technology as an opportunity to teach them in new ways, as the University of Washington DC published in a journal: "The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills" (2020, p.2).

This topic took flight in the late 2010's (N.D). Since then, a lot of research has been done with a wide variety of types of gamification, but the majority of them has been done in other parts of the world, for example in the USA just in 2019 at least fifteen studies (for example, Prince, J. 2012, pp. 162-169) were carried out, while in Chile there are only a few of them. Therefore, this study will seek to investigate whether the implementation of gamification could be done in the Chilean context, according to a variety of authors, and if not, what changes would need to be made in order for teachers to be able to implement it correctly. According to what has been stated so far, it seems appropriate to investigate further the issue of gamification in the Chilean educational context.

1.2 STATEMENT OF THE RESEARCH PROBLEM

Now, if we go to a Chilean EFL classroom we would notice that the methods used to teach seem to have been the same for years, or even decades, and in the current year students are fonder of technology and entertainment than ever before; so, teachers need to start learning new ways to approach students. That's why our main question is the following:" Is gamification through the use of games an effective way to teach English as a Foreign Language?"

1.3 SIGNIFICANCE OF THE STUDY

The importance of this study is that, as we stated before, not a lot of studies have tackled the impact that gamification could have in the Chilean EFL classroom. Because, according to all the information we have investigated, the impact of gamification on the students' motivation could be crucial at the moment of an interactive and fun experience inside the English classroom. This is because motivation is what pushes people into accomplishing goals of their own or regarding another context. As Gorman accurately states in the following quote: ''As motivation is concerned with the complex processes that move individuals towards some goal, to try and understand the forces that push them into action (2004, p.2). That's why we consider it is important to develop and show how gamification could be implemented and used more effectively in the Chilean classroom.

1.4 RESEARCH OBJECTIVES

- **General**: To determine if the use of Gamification enhances the learning processes of students along with giving teachers a larger variety of methodological strategies to implement in the EFL classroom, from the perspective of teachers and students.

- **Specific**:
    1. To determine how effective Gamification is in teaching English as a Foreign Language (EFL) to English Pedagogy students;
    2. To find out the students' perspective of gamification;
    3. To find out the teachers' perspective of gamification;
    4. To identify the negative effects of this implementation.

1.5 THEORETICAL FRAMEWORK

Gamification

According to Kiryakova (2014), gamification is

> The use of game thinking, approaches, and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal conditions [...] Gamification is an integration of game elements and game thinking in activities that are not games. (p. 1)

It implies the use of game-based mechanics and approaches in order to engage students' motivation and with this to improve learning.

Also, semantically speaking, gamification is the use of game elements and game design techniques in non-game situations such as learning contexts (as cited in Figueroa, 2015, p. 7).

The functions of gamification:

One of the main utilities of gamification in the classroom is, according to Figueroa (2015), that it

> focuses on increasing the participation of a person, which most of the time is called or mentioned as an "user" and motivates him/her by incorporating game elements and techniques, like leaderboards and immediate feedback. This creates in the users a sense of empowerment and engagement (p. 7).

So, what this quote is telling us is that gamification could be used to motivate and encourage students with personality-related difficulties. When these students work and learn in a "fun" way, that will help them feel empowered. In other words, students create semantic learning from this entire experience.

Types of gamification

First of all, we must point out that Karl Kapp (2013) thought of there being two main types of Gamification: these two are known as ''Structural Gamification'' and ''Content Gamification''. For the Structural type, the author of the following quote confirmed for us that

This is the application of game-elements to propel a learner through content with no alteration or changes to the content itself. The content does not become game-like, only the structure around the content. The primary focus behind this type of gamification is to motivate the learner to go through the content and to engage them in the process of learning through rewards. An example would be a learner gaining points within a course for watching a video or completing an assignment [...].

The most common elements in this type of gamification are points, badges, achievements and levels. This type of gamification also typically has a leaderboard and methods of tracking learning progress. As well as a social component where learners can share accomplishments with other learners and share what they have achieved. Although it is possible to add elements of story, characters and other game elements to structural gamification, the content does not change to become game-like. (p. 35)

With this we are told specifically that this is a method of teaching where we as teachers utilize gaming elements without changing the material provided. This brings up the motivation of students by the use of scores and achievements along with the delivery of feedback, a most important factor for the process of these learners and their growth as people who appreciate creativity.

Now, moving forward to the second but not less important type of gamification method, we have the "Content Gamification." This is explained as thoroughly and detailed as our lastly mentioned type:

> This is the application of game elements and game thinking to alter content to make it more game-like. For example, [...] starting a course with a challenge instead of a list of objectives are both methods of content gamification.

> Adding these elements makes the content more game-like but don't turn the content into a game. It simply provides [...] activities which are used within games and adds them to the content [...]. (Kapp, 2013, p. N.A)

Entertainment and creativity are an essential part of young individuals such as children or teenagers, so making them feel welcome to a lesson becomes a step in the right direction when we want to teach something as complex as a language which differs so much from their L1. When teachers apply activities in English, they become the regular and commonly expected, like: ''Fill-in the blank'' worksheets, listening and reading activities and dictations. There is absolutely no problem with the application of this work; however, by applying gamification, the diversity and dynamism in content evolve to a whole new level where students share good times with each other with improved activities that do not fall far from the regular planification of English classes. To put this in perspective, we are going to apply the gamification process to some of the activities previously mentioned. We will start with fill-in the gap activities.

- Fill-In the gaps activities: We as teachers can improve this type of assignment by giving scores whenever a sentence is finished and a victory song whenever a sheet is finalized and delivered to the teacher (One example is the victory song from the game "Final Fantasy VII");

- Listening and Reading activities: Whenever a text would be read by the students, an option for an interactive class would be to pass a ball around the classroom, mixing how people play with Beach balls while taking turns to complete the text given. For listening comprehension practice, music with lyrics can be used for the students to play around with a worksheet containing the lyrics of the song and even sing along to what is played during the lesson.

Gamification and EFL

Gamification seems a common concept whenever we talk about wanting to use different tools for learning English as an L2. Often, we consider making our students listen to audio recordings and looking at pictures to assimilate or commit acts of repetition or reproduction, but we do not take into account the concept and implementation of "Fun" or "Significance" when learning. Through the use of games or material gamified enough so it may be attractive to students, the learning goals transform into motivational goals for young, competitive and/or interactive and active brains. Either if it is in a classroom, a home or in any possible context, if we add that "Fun" factor capable of either transforming or adapting what you are learning or even teaching, English learning has the possibility to evolve even further (Tews et al., 2017).

The web page Gamification.org suggests twenty-four game mechanics, several of which teachers can use and start to include in their lessons. Some of them and the ones we consider as the most important are:

-Community Collaboration: this mechanic consists in the students working together to solve problems or to do a task. The idea is that teachers make students work (through games) in groups, so they feel like part of a communicative and helpful team instead of the typical feeling of competition between peers.

-Points: teachers will give numerical scores for actions so the students are motivated to accomplish certain tasks and they can measure their own performance.

-Loss Aversion: it means not getting rewards and also avoiding punishment. The idea is that the students understand that it is not about winning or losing but learning.

-Cascade Information Theory: The teacher will deliver the information in parts so that each bit of it can be learned efficiently, not delivering all the information at once. We often apply this through the "curriculum". Of course, there are many more techniques and they will depend a lot on the learning system, but the ones mentioned above are the ones that can be applied in the majority of cases.

Gamification in Chilean EFL classrooms

The Chilean curriculum is based on the Communicative Approach and the ways in which knowledge is delivered to students seem old and obsolete. Despite multiple attempts to integrate ICTs into the education system (with the creation of the "Enlace" program), the SIMCE results for English show that 80% of students are not able to achieve a basic level of English (Agencia de Calidad de la Educación, 2014, p. 27-29). It is important to state that these tests only assess students' reading and listening comprehension, ignoring speaking abilities.

For a true implication of gamification in the teaching of EFL, it is necessary to reformulate the way in which the language is taught, that is, the educational system. The

programs installed in Chile focus more on the availability of ICT resources rather than on the way in which they are used for students. It is necessary that gamification starts from the first levels of learning and not in isolation.

2. METHOD

2.1 RESEARCH DESIGN

Considering we worked mostly with statistics and mathematical results for our surveys, our method was quantitative (Sampieri et al. 2018, pp. 364-369), because this allowed us to come to conclusions on how students would feel with morphing lessons into game-like activities and how comfortable they would feel considering the gamification of English content. Exploratory research is the best way to describe our investigation process, considering we wanted to discover problems in students. In addition, we wished to define them and check if we could adapt ourselves and our lessons to integrate entertainment and complement their learning development. Even if this type of research does not give a conclusive answer, what matters is to keep trying to support our students' growth in English knowledge.

Taking into account our whole method of improving language teaching, the cross-sectional non-experimental design was an alternative we desire to attempt with our students, where we check on what effects our lessons have on them, what are the causes of those negative or positive effects and, consequently check if we can deliver a different effect while experimenting with our lessons and content, according to the participants' opinions and perceptions.

2.2 POPULATION AND SAMPLE

The population for our research comprehends students and teachers from our career program ''English pedagogy''. The reason for this is because we want to have both the opinions of the ones that create content with gamification, as well as the opinions of those who are taught the new content. All of this information will be useful when determining if gamification is indeed important to our students or not at all. The sample selected for the study includes twenty-four undergraduate students and 5 EFL teachers from the Santiago metropolitan region, more specifically, from Universidad Mayor. A convenience sample was chosen for the study (Sampieri, 2018, pp. 394-397).

2.3 CONTEXT

Our subjects of study in the students' sample were young adults from first to fifth year who belonged to the English Pedagogy Program of ''Universidad Mayor''. The participants in the teachers' sample were teachers at the same program. This program is taught at an institution located in the city of Santiago, Chile and it is one of the most common careers to be practiced by first comers to the world of universities along with the idea that English is one of the most desired languages to learn in South American countries such as Chile, in our case.

Whenever a new and challenging subject such as English must be learnt, nothing attracts the attention of students of all ages such as the application of entertainment and creativity while teaching lessons of all contexts, and considering our field is leaned more to a humanist side, the application of entertainment, or as our investigation suggests ''The application of gamification'', becomes more effective at the time of teaching English. With these surveys we were able to check how effective the morphing of content was and the importance of entertainment at the time of planning lessons. It is

always good to vary, but it is of utmost importance to address the necessities of students and understand how we can adapt what we teach for a significant and well-planned gamified English lesson.

2.4 DATA COLLECTION INSTRUMENTS

For collecting the data for our research, two surveys were used. A survey can be defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). The principal purpose of these surveys was to provide our research with more reliable sources of information regarding the context in which we wanted to study the effects and profits of gamification.

Both of the surveys had lengths of three items, multiple choice items and Likert-type items (Sampieri, 2018, p. 158). The administration of the survey took place via Google Forms with a duration of about 15-20 minutes; it was applied during the 5th of September at 20:25 hours, and the survey was validated by a professor from the School of Education (see Appendix A for the Expert Judgment Validation).

2.5 RESEARCH ETHICS

Before the survey was applied, every student or teacher interviewed signed an informed consent letter (see Appendix B for a sample of the letter). The purpose of this letter was to protect their information confidentiality, but also to allow the researchers to use the information collected for the required use. Additionally, the letter provided the participants with information regarding the thesis. This consent letter has an established official format as designed by the General Thesis Coordination.

2.6 ANALYSIS PLAN

All information we collected was interpreted utilizing diverse types of measures within a quantitative framework (Sampieri, 2018, p. 529) to check on how all of our data was distributed when going through the responses to our surveys.

3. RESULTS

This section presents the results of the analysis of the data collected for the study. The results are shown per group of participants and per research objective. First, the results from the students' are presented, next, the results of the teachers' survey are presented.

STUDENTS' SURVEY

OBJECTIVE 1: To determine how effective Gamification is in teaching English as a Foreign Language (EFL) to English Pedagogy students

Chart 1 below shows the results of the analysis regarding the items that answer research objective 1.
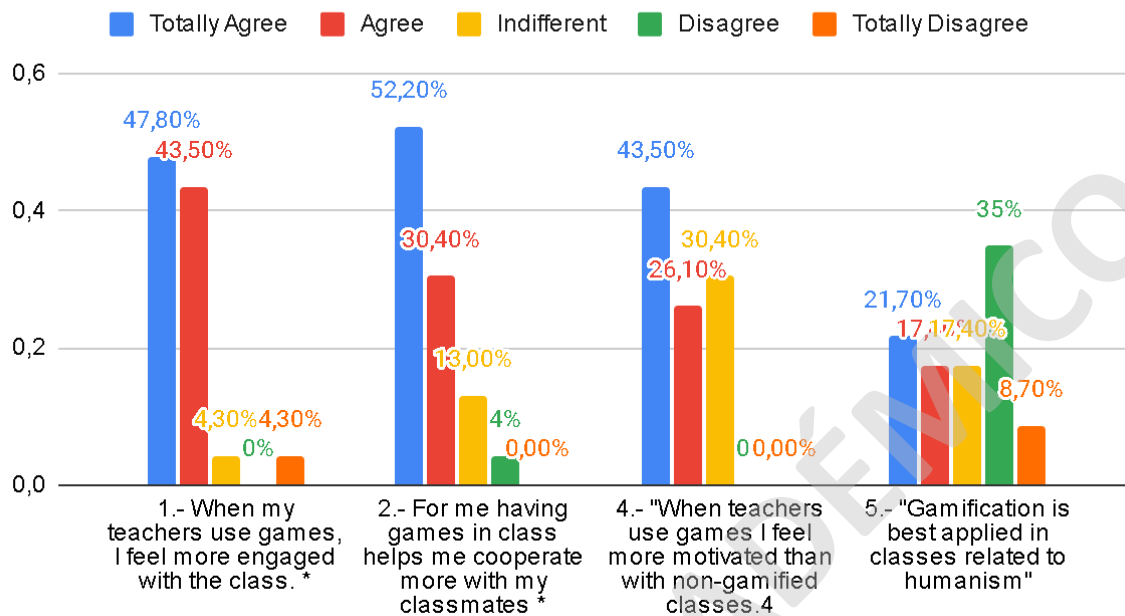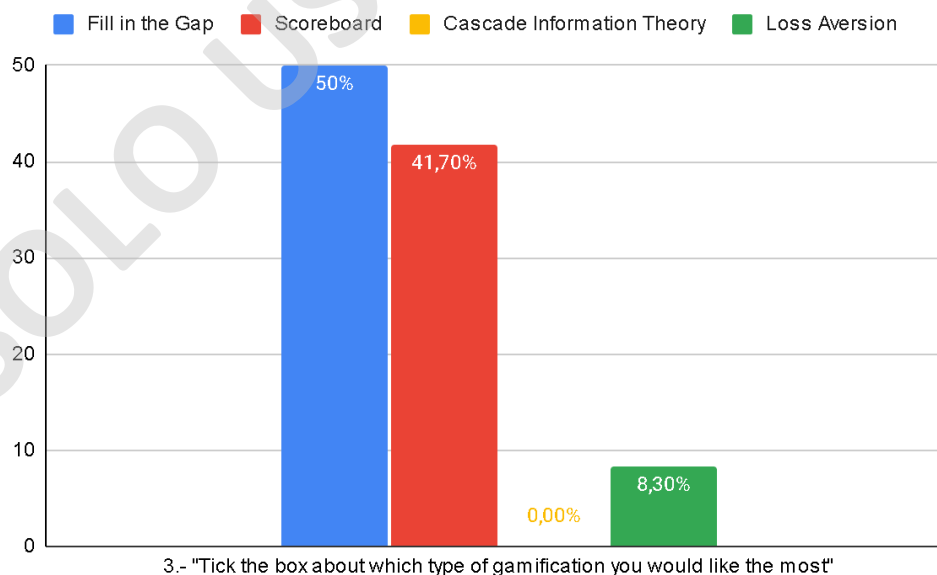
Objective 1

Chart 1: The effectiveness of gamification in the EFL classroom.

As can be seen in Chart 1 above, most of the students agree or totally agree with the statements related to objective 1, which focuses on how they perceive gamification in the classroom. The analysis shows that the majority of the students totally agree (47,8%) or agree (43,5%) that they feel more engaged in the class when their teachers use games (Affirmation 1). Similarly, the majority of the students totally agree (52,2%) or agree (30,4%) that they are more cooperative in class when their teachers use games (Affirmation 2). Somewhat similar results are found regarding Affirmation 3 ("When teachers use games, I feel more motivated than with non-gamified classes."); 43,5% of the students chose the option Totally Agree and 26,1% chose the option Agree.

However, 30,4% of the participants are indecisive regarding this item. while on the other hand students are indecisive about if gamification can only be applied to humanism or other specialties. This indecisiveness is more obvious regarding Affirmation 4 ("Gamification is best applied in classes related to Humanism."): 21,7% of

the participants totally agree with the statement while 17,4% agree; nevertheless, 37,8% disagree with the statement and 8,7% totally disagree. An important 17,4% is indecisive about this statement. Overall, the results suggest that the students see gestures in the class as something important, as most of them agree that games in a class encourages them to participate and cooperate more with their classmates, in addition to making them feel more motivated.

Based on these results we can conclude that gamification may be a successful teaching method that students would like to have in their classes, furthermore we can also conclude thanks to this same results that they are more willing to cooperate with each other in better ways with this method than with traditional methods. As a strategy to use with this methodology we can complement our classes with Gamification, as well as using the necessary resources while taking advantage of the students interest in it. On the other hand, we can see that they believe gamification does not have to be only related to humanism, and this is related to what Kapp in 2013 stated, that gamification does not have to be with just one topic and can be used in all kinds of classes, just with different game mechanics.

3.- "Tick the box about which type of gamification you would like the most"

Extra Chart (Question 3**)**: Regarding the information given by the surveyed people, fill the gaps is the preference among them at the moment of gamifying an activity.

OBJECTIVE 2: To find out the students' perspective of gamification.

The following chart shows the results of the analysis regarding the items that answer research objective 2.

Objective 2

■ Totally Agree   ■ Agree   ■ Indifferent   ■ Disagree   ■ Totally Disagree

6.- "Do I consider that, when my teacher uses gamification in class, he teaches more effectively?".

7.- "When the teacher gamifies an activity, the class is more structured for the students".

8.- "When the teacher uses a gamified activity in the classroom I feel more motivated to learn english".

9.- "When the teacher uses gamification to teach English I feel motivated to participate in class".
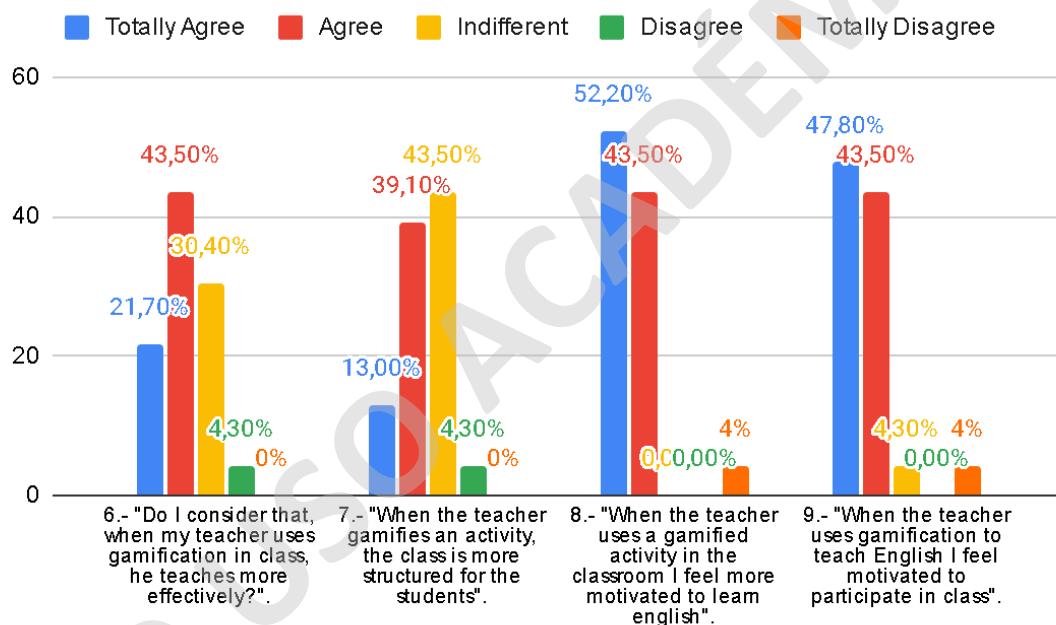
Chart 2: Contributions of games to the class.

As can be seen in chart 2 above it shows the answers of students and these were related to our second objective, that was about how they feel about gamification in class, in terms of cooperation, effectiveness and motivation. The analysis shows that the majority of the students Totally agree (43,50%) but also the chart shows that a considerable number of students (30,40%) considers that gamifying a class makes it more effective (Affirmation 6). However, we can see that the majority of students are indifferent (43,50%) when it comes to if gamifying a class makes it more structured

("When the teacher gamifies an activity, the class is more structured for the students"), but we also have to take in consideration that the 2nd majority of students (39,10%) do agree that it makes the class more structured (Affirmation 7). Opposite to that, the chart shows that a wide majority of the students Totally agree (52,20%) or agree (43,50%) that they feel more motivated to learn English when their classes are gamified (Affirmation 8). As for the next results we can see that a majority of students Totally agree (47,80) or agree (43,50) that they feel more enthusiastic about participating in the class when the class is gamified (Affirmation 9).

Based on the results in chart 2 we can conclude that students like and would be more willing to participate in gamified classes, moreover the results show that they would feel more motivated to learn English with this particular method and more importantly they would feel more enthusiastic about participating in their classes, but they don't feel that the gamified classes are really structured, so this shows us that gamification alone cannot stand a class all by itself, and that what we must do as teachers or as future teachers is to complement our classes with gamification and any of its mechanics that we consider would be suitable for the class.

OBJECTIVE 3: To identify the negative perspective of its implementation, according to English Pedagogy Students, who will be in the future teachers.
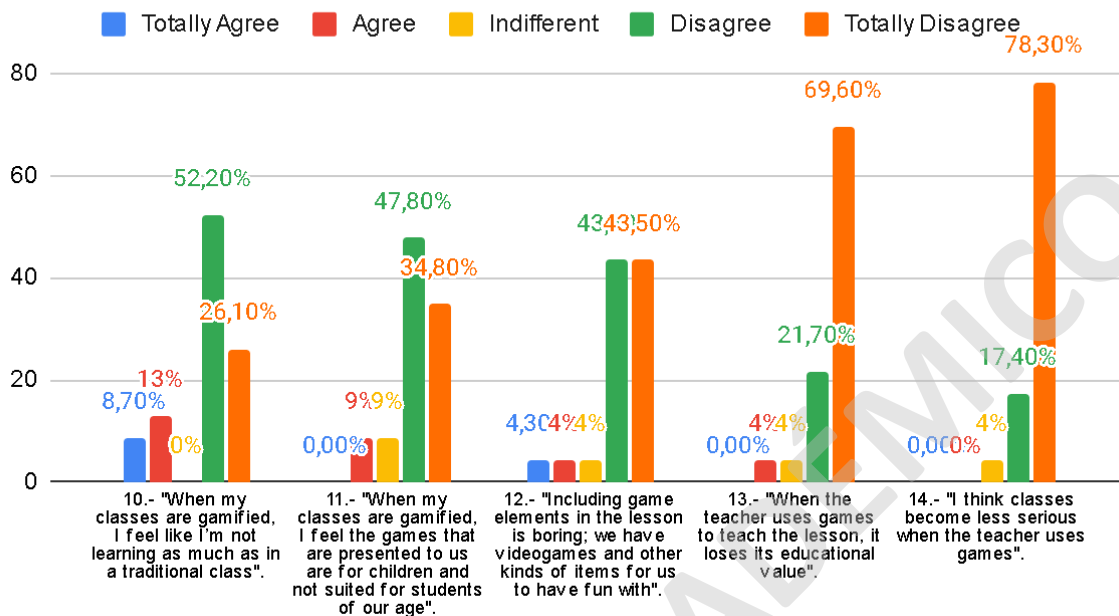
Chart 3: Negative perceptions students have regarding gamifying a class.

Here in this chart our objective was to find out if some negative conceptions that gamification may have were truly believed by the students, and according to the results, students may think these conceptions are mostly wrong. The analysis shows that a majority of the students disagree (52,20%) or totally disagree (26,10%) that when their classes are gamified they do not learn as it would be in a normal class (Affirmation 10).

Similarly, a majority of them disagrees (47,80%) or totally disagree (34,80%) that the gamification of the activities makes them feel like they are treated like a child (Affirmation 11). Somewhat similar results are found in the next statement, where an equal number of students disagree (43,50%) and totally disagree (43,50%) regarding that adding game elements make the lesson boring (Affirmation 12). As for the next results regarding if the educational value of the class is lost when the class is gamified, the majority of the students Totally disagree (69,60%) or disagree (21,70%) with the

statement that was presented (Affirmation 13). Finally, the last results shows that a shocking majority of the students Totally disagree (78,30) with the statement that classes are not taken seriously when they are gamified (Affirmation 14).

Based on the results we have here we can conclude that most of the students like or would like that their classes are gamified; moreover, we can also see, thanks to the survey, that a wide range of students disagree with the perspective that games, or gamification, make a class non-effective, this could be related to what Kapp stated about gamification, that adding game-related mechanics to a class makes it more attractive to the student.

Also based on this same results we can see that a lot of students find that playing a gamified class helps them to engage more with the class, and by doing so, with the content, in addition to that it's also show in the results that most of the students are more willing to cooperate when there's a gamified activity.

We can conclude thanks to this results that gamification, when it comes to the view of the student, would be a viable methodology to implement in the EFL classroom, thanks to this the teachers in the Chilean classroom should be able to create an environment that promotes healthy competence, cooperation, and more engagement with the students.

For this, the teacher should decide which type of gamification he/she wants to do, according to Kapp in 2013 there are two types of possible gamification, or two main branches, the first one boing "Structural Gamification" and the second one "Content Gamification" here we propose that teachers should explore to find out which one of these two is more effective in their classrooms.

TEACHERS' SURVEY

OBJECTIVE 1: To determine how effective Gamification is in teaching English as a Foreign Language (EFL) to young students in Chilean classrooms.

Chart 4 shows the information and answers received from the first objective of our survey which was focused on the teachers' perspective regarding Gamification.
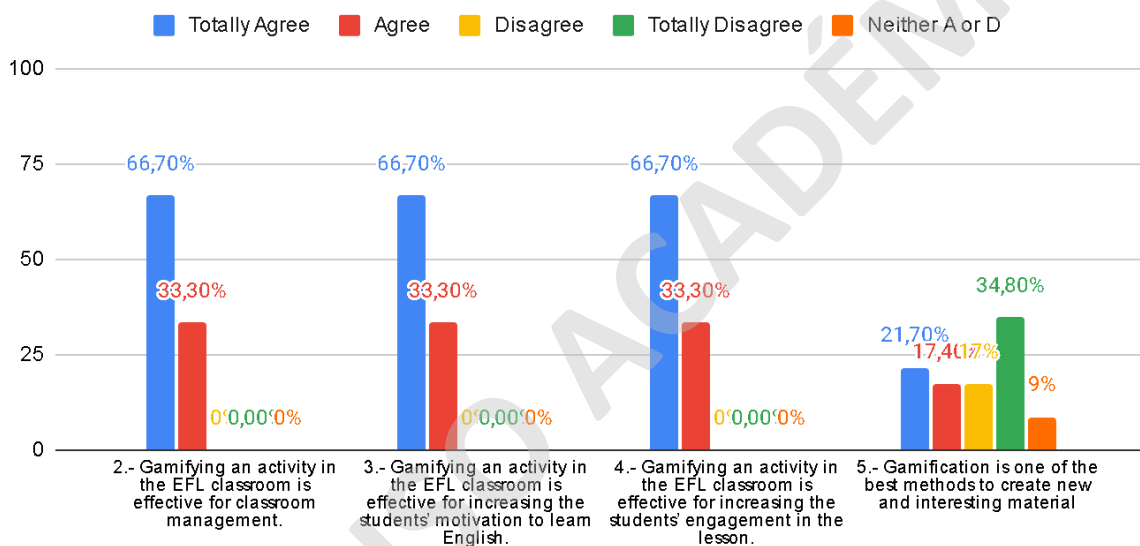

Chart 4: How effective is gamifying the material from the teachers' point of view

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The objective related to the teachers' perspective was to collect the opinions regarding how useful and effective gamification can be in the EFL classroom at the moment of teaching.

We are able to conclude that the majority of the teachers believe that gamification is an effective method of teaching, and that it increases students' motivation, also that it is useful for classroom management. But the surveyed teachers split their opinions

regarding the statement that gamification is one of the best methods to create new and interesting material with a 34,8% of total disagreement when checking the results.

Chart 5 shows the answers regarding to the second objective of our investigation which is ''To find out the teachers' perspective of gamification''
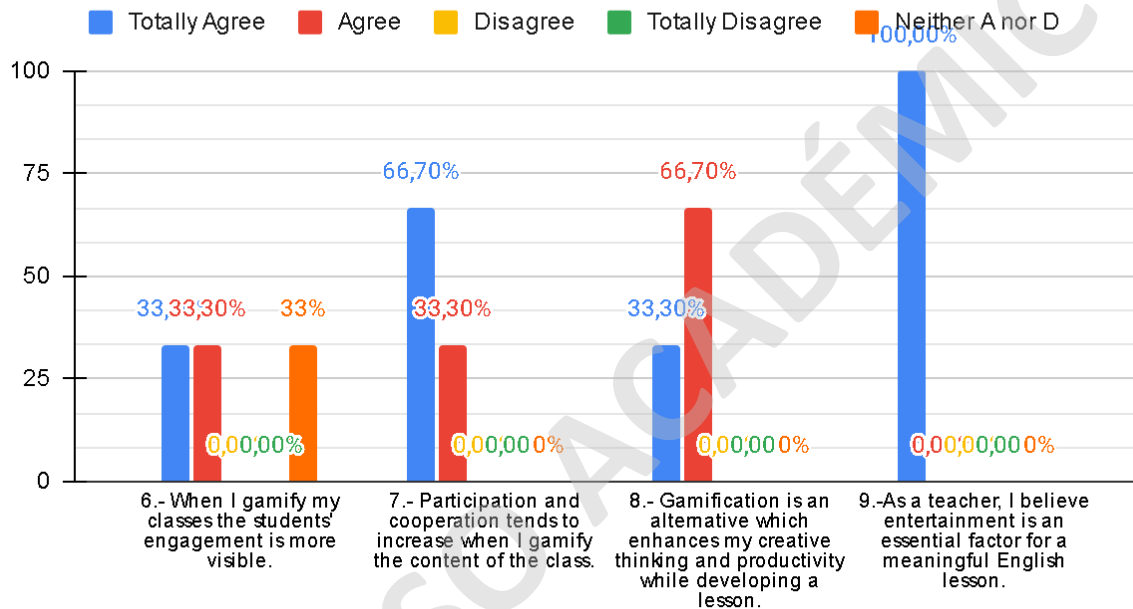

Chart 5: Teachers' perspective on the multiple uses of Gamification.

In the second chart, we can see that teachers are completely in agreement when it comes to the topic of entertainment (Affirmation 6), having a 100% ratio of answers regarding question 10. There also seems to be a middle line between what teachers think regarding the engagement of students while applying Gamification (Affirmation 7) with 33,3% in Total Agreement, Agreement, and Indifferent options. 67% and 33% of the choices were aimed mostly towards agreement when it comes to participation and cooperation increase while using gamified content (Affirmation 9) and the same

percentage can be observed while talking about creative thinking and productivity being developed because of this methodology (Affirmation 10).

Chart 6 below shows us the information regarding the negative sides of gamification in the form of answers from our interviewed teachers.
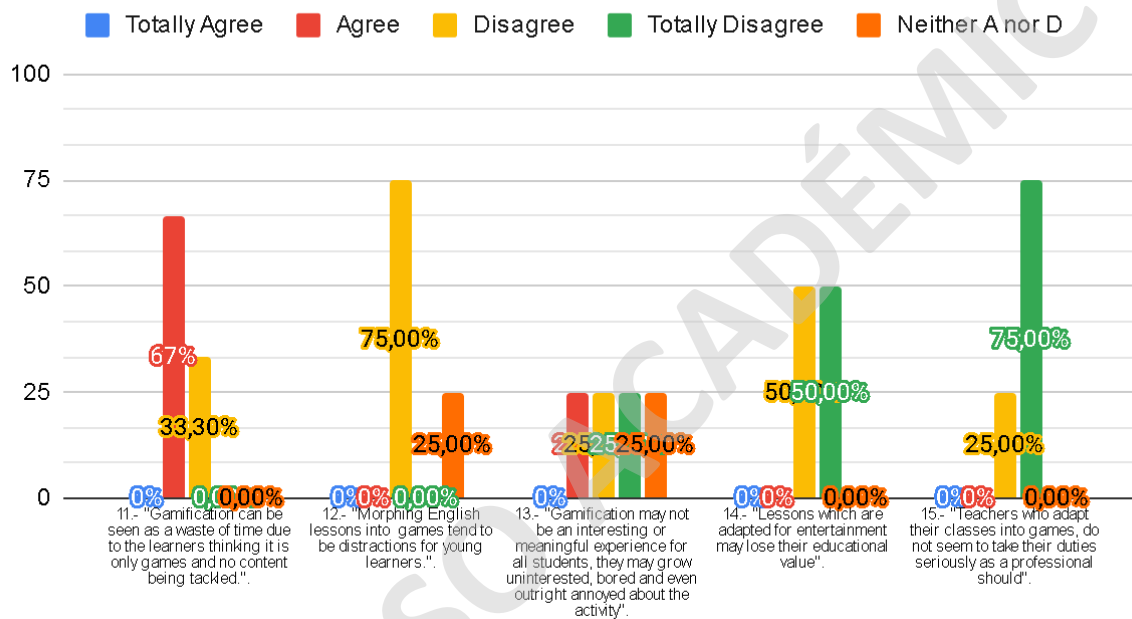

Chart 6: The negative effects of using Gamification

In this chart, we enter the negative dimension of our investigation and we can see that the first question our interviewed subjects seem to be more on the agreement side of gamification being a waste of time (67% on agreement and 33,3% on disagreement) with a very precise and also scattered base of opinions when our interviewed teachers are presented with an affirmation such as ''Gamification being a boring or annoying method''(so in conclusion, teachers may find Gamification to be a waste of time in some contexts when content may be left aside, but they do think of this methodology to be quite entertaining for the students if done right and seriously, like in statement 14 when

there is a 50/50 percentage mostly on disagreement regarding that entertainment eliminates educational value and also becomes a distraction for young students. After all, this methodology is a useful source for a ''fun rapport'' but it must be practiced correctly for a good delivery of material and content.

Based on the results we can see, one of the first statements to make clear is that the results of the first chart, specifically affirmation three which talks about how effective gamification is to raise motivation in students. Thanks to the results which were mostly in agreement with what was previously stated and according to what Kiryakova (2014) said, using game mechanics improves motivation and learning in formal and informal conditions. This lets us confirm that Gamification is a great source for motivating learners when it comes to developing a lesson which in this case would be an English class. Same can be said about this methodology enhancing the engagement of students as well as being an effective tool for classroom management and overall. We can confirm this by what the author Figueroa (2015) mentioned about the incorporation of games elements into the class for enhancing engagement among other elements which can be mentioned like: Empowerment, participation, and immediate feedback delivery.

Even if this method may not be the best for creating new and interesting material seeing the answers of our interviewed professionals which are mixed up, we can appeal to Tews (2017) quote about the fun factor being capable of transforming content, the possibility exists to make something new and exciting, but we obviously require the necessary resources and enough creative skills to make something out of this possibility to make it something tangible and useful for future generations. Along with this, there is an issue when we come to mostly using gamification and the entertainment factor. When it is used, people will be judgmental about the process, looking into how this may lose its educational value and purpose altogether and that is why we must learn how to make a

balance between fun and learning, knowing that we must organize what elements do we use, synchronize the content with the game features we are utilizing and most importantly, checking on the learning process of students.

In practice, gamification has proven to be able to increase student performance and engagement. Teachers in recent years have been leaning towards activities that involve games, leaving behind conventional methods of teaching. The impact of gamification affects all the agents involved in the learning process, even the content, is much more influential than what can be perceived at first glance. Then, the additional information we collected shows that teachers tend to prefer activities that involve direct contact with learners (activities such as Pictionary, Hangman, and Bingo, among others) and also that the activities contain visual material. Creating a relationship between the student, the content and the teacher through an activity or a game is an experience that not only enriches the student's learning but is also capable of changing his or her entire perspective on what he or she is learning.

The teacher-student interaction does not necessarily mean face-to-face, in online instances as required by current circumstances offer new opportunities in which teachers, as mentioned above, are leaning towards games in which there is a communication that makes up for this lack of presence. It is important to mention this because although the data obtained are objective and tangible, it is obvious that the context conditioned them and gave us a much deeper reading. The choice of certain games that contain direct communication between student and teacher, accompanied by visual material, not only motivates, and improves the learning process but also demonstrates that human interaction is really necessary, and that teaching should not be limited to merely transmitting information.

Chart 8 below shows us affirmation eight from the teacher survey which lets us see which gamification method is one of the best for teachers.
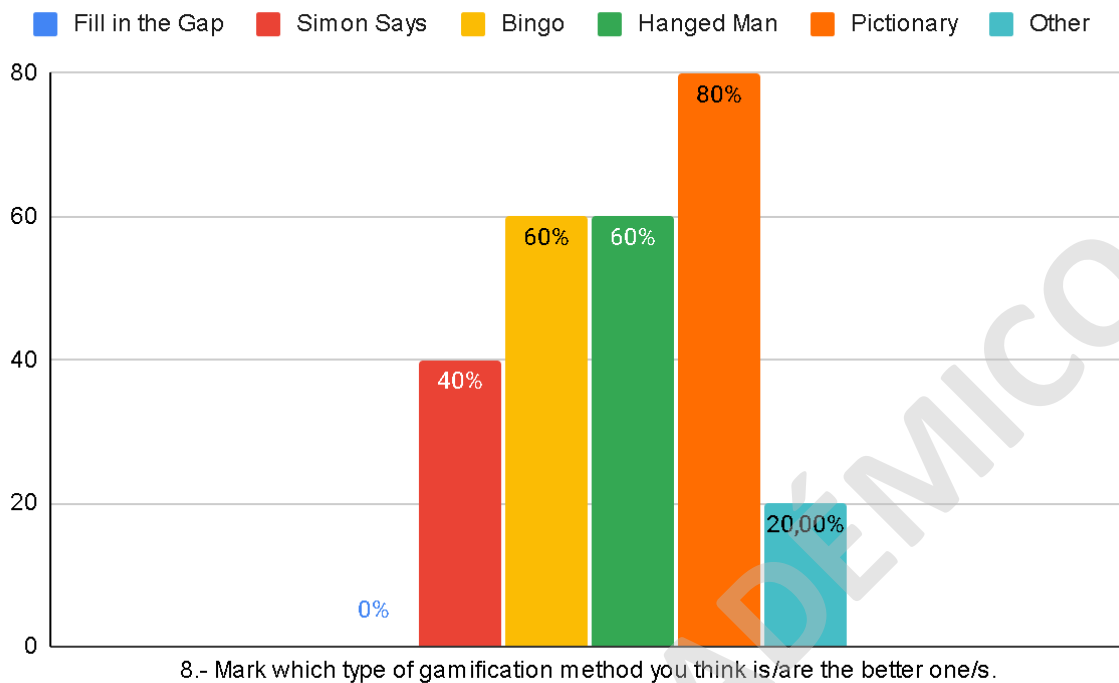
Chart 8: Best gamification method to use

First of all, we must point out the one method which is preferred by teachers to use during classes if this gamifying method is applied. This being Pictionary with an 80% choice rate. After this one, Hangman and Bingo were chosen by 60% of the interviewers, with Simon Says staying in 40%, the ''other'' or ''Any game'' option with a 20% (Board Games and Questionnaire games such as ''Who wants to be a millionaire enter in this category as well), with Fill in the Gap not being chosen at all with a 0%. Take into account, this question in particular had the feature of choosing multiple times.

5. DISCUSSION

INTRODUCTION

Having presented the results of our study, in what follows we offer a discussion of each objective and the results relevant to each.

RESEARCH OBJECTIVE 1: To determine how effective Gamification is in teaching English as a Foreign Language (EFL) to young students in Chilean classrooms.

Regarding our first objective we wished to know if gamification in the Chilean EFL classroom is effective. Based on our results we have come to the conclusion that gamification is indeed a relevant methodology for teaching students, but also thanks to our research we also concluded that gamification by itself cannot stand a class. With this we mean that gamification should not be the main methodology that teacher should implement in their classroom; gamification should be implemented in combination with another methodology. Our findings are related to what Kapp (2013), according to whom gamification is good for making activities or content more game-like or more interesting and even more appealing to students. However, gamification does not change or create new content, it just modifies current content to make it seem more like a game.

RESEARCH OBJECTIVE 2: To find out the students' perspective of gamification.

We can conclude this objective was fulfilled successfully thanks to the survey delivered to our peers at Universidad Mayor. Our objective was to find out the students' perspectives about gamification and these are very different from each other. A majority of students agree that gamification is a fun and motivating methodology, but this is not conclusive for our objective, because there are also students who are indifferent to this strategy along with others who totally disagree with its use. Reasons may be unknown

for the variety in opinions about Gamification, but it can certainly be stated that a majority of approximately 40% of students approves of the effective use of gamified content in class and are motivated about it.

Considering that our survey is purely statistical and mathematical (Sampieri, 2018), we could obtain an estimate of how students feel about Gamification in the EFL classroom, be it in Schools or at University. We considered using a qualitative approach but preferred to keep solid information so our calculations could be measurable even if the explanations for these answers may not be available in our research.

Is it necessary to find out exactly why the students are feeling this way? It is something important of course, but we cannot ignore the number of interviewed subjects and how extended the process would get. Getting this data in a quantitative manner was the process we thought to be the best.

RESEARCH OBJECTIVE 3: To find out the teachers' perspective of gamification.

According to our third research objective, we wanted to clarify and expose the opinion of teachers regarding the use of gamification in the Chilean class context. And, considering the results of the surveys, we reached the conclusion that gamification increases the students' levels of participation since it makes the class more interactive for them. Consequently, students participate more than in a "traditional class". The surveyed teachers also feel that when they gamify classes the students' engagement is more visible since they are participating actively in order to win a game in class.

RESEARCH OBJECTIVE 4: To identify the negative effects of this implementation.

For our fourth research objective, we wanted to know the supposedly negative effects of implementing gamification in the classroom. Thanks to our research we can conclude that the students' perspective on gamification is mostly favorable and that the negative conceptions they might have about it do not apply to the group studied. Students do not agree that they would not learn in the same way with gamified classes as they would in normal classes. For students in general, a gamified class is just as valuable and important as a regular class and that no teaching value is lost by implementing this system in education.

It is worth mentioning that teachers believe that gamification is not only an effective teaching method but also admit that it is useful for engaging students with the subject matter. However, for some it can be a waste of time as the class might focus on the game specifically, losing focus on the content.

FINAL THOUGHTS

As a general conclusion from what we have gathered during the process of our investigation, it is clear to state that teachers see positive features and uses to the concept of Gamification. One of them being an increase in motivation and engagement coming from students while material is constructed with this methodology. Kiryakova (2014) helped us understand this strategy of teaching to be more than just implementing a single aspect from a game into our lesson. It brings out one of the many emotions that links the human being into what we are trying to tell and express.

The interest, the motivation and appreciation become essential for learners of all ages, becoming a significant moment for their lives and processes. An honest interest is also one of these characteristics but, apart from this, we must point out how innovative this tool may be for some teachers when it comes to the EFL classroom in different contexts. It becomes rather obvious that none of these concepts about gamification can be measured only with positive points of view.

Something we considered essential to point out is how some teachers believe and do not believe (50% in agreement 50% in disagreement) entertainment makes education lose its true value. This makes us confirm that every teacher is their own world, valuing differing principles not only referring to entertainment per se, but on many other aspects as well.

The limitations while developing this research were the lack of opportunities to go in person to the possible school alternatives along with how difficult the online processes for the delivery of the questionnaire was. If advice were to be given on different methods which could ease future researchers, this is: search for different schools and their contacts with enough time, create resources and backups for said tools if any issue may appear, do not fret at the moment of asking for the sake of knowing what topic to choose while investigating or at times of confusion; if certain or schools in general are not the target subjects, try interrogating university students. The final and one of the most important pieces of advice to deliver is to study on how learners feel as well as teachers.

6. FUTURE RESEARCH

Finally, we would like to state some problems that we come across during our investigation, so if any new investigation is researched in the future and they use this research as their base they could have some tips or what aspects they could focus on that research.

First of all, our research was made during COVID-19 times, so our sample of the people who answered the survey was not the aimed one, so we highly suggest that if any research is made again regarding gamification, the survey could be aimed for students from 5th to 12 grade, in both public and private schools, so the results show both sides of the education in Chile.

Secondly, we highly recommend that the study should be done every 10 years approximately, this to see the progress of gamification in the Chilean EFL classroom, or to see if new technologies are created that could help even more students and teachers at the same time.

Last but not least we also would highly recommend that a research is made in the field of teacher capacitation in gamification, this due to the fact that some professionals may not have the training to gamify a class, but they are willing to learn how to, so any future research should also take in consideration if the teacher of the establishment that they take the survey, in case there's one survey, is to know if they are trained or have knowledge in gamification or not.

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APPENDICES

APPENDIX A

Consentimiento informado para participar en un proyecto de investigación

Is gamification through the use of digital games an effective way to teach languages?

Estimada(o) participante, nuestros nombres son Juan Pablo Gamboa, Cristóbal Rojas, Lucas Veas y Mauricio Vega F, y somos estudiantes de la carrera Pedagogía en Inglés 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: To determine if the use of Gamification enhances the learning processes of students along with giving teachers a larger variety of methodological strategies to implement in the EFL classroom, from the perspective of teachers and students.

Usted ha sido invitada(o) a participar de este proyecto de investigación académica que consiste en una encuesta de Google Forms, la cual será aplicada entre (intervalo de fechas), tendrá una duración de 15 a twenty minutos como máximo y consistirá en una ronda de preguntas de alternativas y tipo Likert

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, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

………………………………………………………………………………………

APPENDIX B

ACTA DE CONSENTIMIENTO INFORMADO

Yo …………………………………………………………………………………, Rut:………………., **acepto** participar ……………………………………………………… participe voluntaria y anónimamente en la investigación "Is gamification through the use of digital games an effective way to teach languages?", dirigida por las(os) estudiantes Juan Pablo Gamboa, Cristóbal Rojas, Lucas Veas y Mauricio Vega F 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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APPENDIX C: SURVEY

Survey For Classmates: Gamification in the EFL classroom

Gamification: Implementing game elements into the content provided for the lesson (Scoreboards, using dices, roulletes, among others)

In this survey you will choose one of the alternatives to indicate how much you agree or disagree in the following statements. There will be questions or statements in which you can choose more than option.

1.- **When my teachers use games, I feel more engaged with the class.**

Totally agree

Agree

Indifferent

Disagree

Totally Disagree

2.- For me having games in class helps me cooperate more with my classmates

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

4.- When teachers use games I feel more motivated than with non-gamified classes.

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

5.- Gamification is best applied in classes related to humanism

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

6.- Do I consider that, when my teacher uses gamification in class, he teaches more effectively?

Totally Effective

Effective

Indifferent

Ineffective

Totally ineffective

7.- When the teacher gamifies an activity, the class is more structured for the students

Totally agree

Agree

Indifferent

Disagree

Totally disagree

8.- When the teacher uses a gamified activity in the classroom I feel more motivated to learn english.

Totally Agree

Agree

Indifferent

Disagree

Totally disagree

9.- When the teacher uses gamification to teach English I feel motivated to participate in class

Totally Agree

Agree

Indifferent

Disagree

Totally disagree

10.- When my classes are gamified, I feel like I'm not learning as much as in a traditional class.

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

11.- When my classes are gamified, I feel the games that are presented to us are for children and not suited for students of our age.

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

12.- **Including game elements in the lesson is boring; we have videogames and other kinds of items for us to have fun with.**

Totally Agree

Agree

Indifferent

Disagreement

Totally disagree

13.- **When the teacher uses games to teach the lesson, it loses its educational value.**

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

14.- **I think classes become less serious when the teacher uses games.**

Totally Agree

Agree

Indifferent

Disagree

Totally Disagree

Gamification in the EFL classrooms.
(Teachers' survey)

Determine your agreement in the following statements, about how effective or ineffective a particular method is, which one to use, etc....

Para las preguntas referidas al salón de clases "EFL" estas son mayormente dirigidas a profesores de Inglés, así que pueden ignorarlas o responderlas si desean.

1.- **How effective is the use of gamification in the E.F.L classroom?**

Totally Effective

Effective

Ineffective

Totally Ineffective

Neither Agree Nor Disagree

2.- **Gamifying an activity in the EFL classroom is effective for classroom management.**

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

3.- Gamifying an activity in the EFL classroom is effective for increasing the students' motivation to learn English.

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

4.- Gamifying an activity in the EFL classroom is effective for increasing the student's engagement in the lesson.

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

5.- Gamification is one of the best methods to create new and interesting material.

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

6.- When I gamify my classes the students' engagement is more visible.

    Totally Agree

    Agree

    Disagree

    Totally Disagree

Neither Agree Nor Disagree

7.- Participation and cooperation tends to increase when I gamify the content of the class

    Totally agree

    Agree

    Disagree

    Totally Disagree

    Neither Agree Nor Disagree

9.- Gamification is an alternative which enhances my creative thinking and productivity while developing a lesson

    Totally Agree

    Agree

    Disagree

    Totally Disagree

    Neither Agree Nor Disagree

10.- As a teacher, I believe entertainment is an essential factor for a meaningful English lesson

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

11.- Gamification can be seen as a waste of time due to the learners thinking it is only games and no content being tackled.

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

12.- Morphing English lessons into games tend to be distractions for young learners

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

13.- Lessons which are adapted for entertainment may lose their educational value

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

14.- **Teachers who adapt their classes into games, do not seem to take their duties seriously as a professional should**

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

15.- **Gamification may not be an interesting or meaningful experience for all students, they may grow uninterested, bored and even outright annoyed about the activity.**

Totally Agree

Agree

Disagree

Totally Disagree

Neither Agree Nor Disagree

APPENDIX D: DATA COLLECTION INSTRUMENT VALIDATION

Facultad de Humanidades
ESCUELA DE EDUCACIÓN

UNIVERSIDAD MAYOR
para espíritus emprendedores

Expert Judgment Validation Record

I, **Erika de la Barra Van Treek, Ph.D.in Literature** and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project **Gamification in the EFL classrooms**, a prerequisite for the Bachelor's Degree in Education of the programme **Pedagogía en Inglés para Básica y Media.**

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

Date: Junio, 2021

_____

Signature of Expert Validator