

FINAL GRADE PROJECT (TFG)

# GAMIFICATION IN ENGLISH LANGUAGE TEACHING IN PRIMARY EDUCATION

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## ABSTRACT

The subsequent research deals with the implementation of gamification in English language teaching in Primary Education. In this way, a rigorous analysis has been made about the meaning of this methodology, the characteristics that form it and the elements and benefits that can be obtained thanks to it. This theoretical knowledge has been based on the research of some relevant authors on the subject, to take them as references for this work.

Likewise, the main objective of this exploration is how working with this innovative strategy affects students and what effects it has on learning and behaviour. To this end, questionnaires have been carried out with students and education professionals from educational centres, as well as interviews with teachers from formal and non-formal educational centres, to see how gamification is implemented in one place and in the other.

**Keywords:** gamification, innovation, methodology, motivation.

## RESUM

La següent investigació tracta sobre la implementació de la gamificació en l'ensenyança de la llengua anglesa a l'Educació Primària. D'aquesta manera, s'ha realitzat una anàlisi rigorosa sobre el significat d'aquesta metodologia, les característiques que la formen i els elements i beneficis que es poden obtenir gràcies a ella. Els coneixements teòrics esmentats s'han basat en la indagació d'alguns autors rellevants en el tema, per agafar-los de referents per aquest treball.

Així mateix, l'objectiu principal d'aquesta exploració és com afecta a l'alumnat el treball amb aquesta estratègia tan innovadora i quins efectes tenen sobre l'aprenentatge i comportament. Per això, s'han realitzat uns qüestionaris a alumnes i professionals de l'educació de centres educatius, a més d'unes entrevistes dirigides a docents de centres educatius reglats i no reglats, per veure com s'implementa la gamificació en un lloc i en l'altre.

**Paraules clau:** gamificació, innovació, metodologia, motivació.

## RESUMEN

La siguiente investigación trata sobre la implementación de la gamificación en la enseñanza de la lengua inglesa en Educación Primaria. De este modo, se ha realizado un análisis riguroso sobre el significado de esta metodología, las características que la forman y los elementos y beneficios que se pueden obtener gracias a esta. Los conocimientos teóricos previamente comentados se han basado en la indagación de algunos autores relevantes en el tema, para cogerlos de referentes para este trabajo.

Así mismo, el objetivo principal de esta exploración es cómo afecta al alumnado el trabajar con esta estrategia tan novedosa y qué efectos tiene sobre el aprendizaje y comportamiento. Para ello se han realizado unos cuestionarios a alumnos y profesionales de la educación de centros educativos, además de unas entrevistas dirigidas a docentes de centros educativos reglados y no reglados, para ver cómo se implementa la gamificación en un sitio y en el otro.

**Palabras clave:** gamificación, innovación, metodología, motivación.

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## 1. INTRODUCTION

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Education is a very important part of the lives of individuals, as it is the basis of all knowledge and learning.

Therefore, it is very important to modernize it and, therefore, adapted over time to the new generations of students and technological advances of the time. Consequently, the strategies and methodologies carried out by teachers also undergo changes and alterations to adapt more and more to the reality of the students. For this reason, the following research analyzes one of the new teaching methodologies, *Gamification*.

The idea of carrying out a research on this topic during the practicum I, since in the educational center where I carried it out they did not use textbooks to teach the classes and it was the teachers themselves who had to create the concepts and adapt them in the best way for the acquisition of knowledge. Given this situation, when I made the didactic unit, I elaborated it to be able to carry it out by means of the gamification methodology. In turn, in practicum II I also based the didactic unit on this strategy.

Taking into account the opportunities that I have been given throughout the practicums, this work can reflect how gamification promotes student learning and, in turn, provides teachers with a critical and real vision of the usefulness of this methodology in the classroom. For this reason, it is interesting to carry out a research and analysis on this learning dynamic, since it is still not very inculcated in the classroom and for many professionals it is still an unknown term.

For all the reasons mentioned above, it is of maximum relevance to carry out this research in the educational field, since teachers must be constantly updating themselves and try to introduce everything they have learned in the classroom with the students in order to get closer to the reality of the students and new generations.

## 2. THEORETICAL FRAMEWORK

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### 2.1. CHAPTER 1: What is Gamification?

The concept of *gamification* was coined by Nick Pelling in 2002, but it did not begin to gain popularity until 2010. There is no specific definition, but has several, as there are different interpretations. However, they all agree that gamification is a process of applying mechanisms from game development to attract and encourage people to achieve the proposed objectives (Deterding, Dixon, Khaled, & Nacke, 2011).

It is for this reason that its main goal in the education is to encourage students to learn through mechanisms and elements of gamification.

The term *gamification* is used massively in many contexts, as its use goes beyond what is really necessary. This is because it is currently still new and therefore it is generally assumed that the act of gamification always has to do with play.

Next, they will point out the aspects that should be removed from the seal of this word, so as to provoke a better and greater understanding (Rodríguez & Santiago, 2015):

Gamification is not a game, seeing that the game is about students achieving a certain goal, such as the goal of students achieving the goal of learning to read. Gamification, however, is about students successfully developing a goal habit, for instance the habit of reading.

At the same time, it is not a "Serious Game", which has a specific intention of solving a real-world problem, no matter how entertaining and dynamic the learning is.

It is also not a Game Theory, as it is meant to examine the ability to make decisions.

Likewise, it does not have the practice of rewarding the apprentice, and still less have we to confound with projects of accuracy.

### 2.1.1. The phases of Gamification

Chou (2013) guarantees the existence of four phases based on players' habits:

1. **Discovery (*Descubrimient*)**: interprets people's desire to discover, that is, curiosity to know new things. It can be said that this need is sometimes caused by social pressure.
2. **Onboarding (*A bord*)**: the user's adapt to the game, by knowing its rules and how it works, through experimentation rather than reading a manual.
3. **Scaffolding (*Construcció Pragmàtica*)**: the players put into practise everything they have acquired during the game to achieve results. It is designed to make participants act repeatedly, measuring performance.
4. **Endgame (*Finalització del Joc*)**: When players arrive at this point, they can observe that there is no more progress and have the impression that they have finished the game. It should be noted that it is necessary to include feedback so that the user does not get bored.

### 2.1.2. What is the game?

Vygotsky (1979) defines the game in his constructivist theory of it as "a changing reality and, above all, a drive for the child's mental development". According to this theory, children construct their learning and their own social and cultural reality through play.

Furthermore, Vygotsky speaks of the Zone of Proximal Development (ZDP), where the child's ability to understand the reality of his or her social context constantly increases through having fun with others.

On the other hand, Piaget (1959) says in his developmental theory that the game provides the framework for the creation of the symbol, which in turn is the same as the imitation. It should be added that the child who holds a symbolic position has skills and strategies to cope with an imaginary existence.

#### 2.1.2.1. What skills do children develop through play?

The skills that children develop through entertainment are (Rodríguez & Santiago, 2015):

- **Physical:** in order to develop living beings move, improving their psychomotor skills and gross and fine motor skills.
- **Sensory and mental development:** thanks to the differentiation of silhouettes, dimensions, shades, fabrics...



Picture 1. What skills do children develop through play?

- **Affective:** they explore the different emotions and also solve emotional problems as they satisfy their needs and ambitions. In this way, they are prepared for everyday situations.
- **Creativity and imagination:** These are developed by recreating of hypothetical and real situations that arise in the children's minds.
- **Cooperation:** The fact that several children play helps them to support each other and to overcome the different challenges they face. In this way, everyone contributes their own vision or opinion and together they face the problem to solve it.

### 2.1.3. Properties of games

Some of its characteristics are the following (Rodríguez & Santiago, 2015):

- First and foremost, it must be free, that is, spontaneous. This applies to all people who want to have fun and get out of their daily routine in this way.
- This is not a lengthy task, as it is done in a specific space and on a specific occasion. So, the game is not guided by the rules and boundaries of everyday life.
- It is guided by rules that which make the game different from real life. In addition, these limits are set by the agreement of all participants.
- It has a purpose, that is, participants work together to achieve a goal and they are motivated throughout the process to achieve this goal.

### 2.1.4. The elements of the game

The elements of the game are (Rodríguez & Santiago, 2015):

- **Dynamics:** are the needs and fears that motivate the players.
- **Mechanics:** are the forms or ways players interact with the game.

Some of the most common are the following:

- Shifts.
  - Chance, such as dice.
  - The rules or regulations.
- **Components:** are the components that are included to motivate players.
    - The points.
    - The medals.
    - The leaderboards.



Picture 2. The elements of the game.

### 2.1.5. Benefits of games

Some of the positive effects of the game on humans are the following (Montoro, s.f.)

- Promotes inclusion and socialisation of peers and elders, leading to affectivity with others.
- Encourages the exploration of abilities and qualities, in addition to one's own limitations.
- Personal values are created and developed, such as respect for others, responsibility or patience.

- Develops learning and the fact that you play with more people develops communication.
- Strengthens creativity, originality and imagination.

## 2.2. *CHAPTER 2: Gamification in Primary Education*

Gamification in teaching, specifically in Primary Education, is based on all the qualities that seduce or captivate us in games. According to Sánchez P. and Francesc J. (2015), for its use in education, it is necessary to visualise the objectives, rules and challenges in accordance with the players' commitments. In turn, the student is confronted with solutions to problems. These events activate experiences by giving students the opportunity to interact.

On the contrary, it is unforgivable not to consider the possibility of using tics, as there is no age limit for accessing them. Moreover, it must be seen as an opportunity for students to participate in the digital arena. It should be added that today the world is digitalised and therefore it is a good circumstance for "teachers to introduce themselves to the world of their students" (Rodríguez and Santiago (2015).

By introducing the dynamics of games into knowledge capacities, there are endless benefits, such as a better focus on activities. Likewise, when interpreting concepts at an early age, the motivating factor is sought to make the student participate in the activity. According to Sánchez and Francesc (2015) "learning is more meaningful when students are involved in a role and have responsibilities".

In this way, a well-organised gamification prototype will increase students' motivation and encourage their participation and imagination.

For Wendy Hsin-Yuan Huang and Dilip Soman (2013), on the other hand, gamification in education needs to follow several patterns, namely the following:

1. You need to know who is going to do the gamification and the environment in which it is going to take place. In this way, the teacher will know the strengths and weaknesses of their students in order to achieve the objectives.
2. Determine the objectives that are crucial for the achievement of the educational project. These must be divided into three typologies: general, specific and behavioural.
3. Organise the internship, dividing the project and defining the main points, as this will allow us to assess the knowledge that the students must acquire at the end of each of the phases of the plan.
4. To identify the components of gamification to which the phases of the educational plan must be adapted. All this taking into account monitoring, assessment, rules and feedback.

### 2.2.1. The use of technology in the classroom

Although the use of technology in the classrooms was introduced before the pandemic, it is only now that a global shift in teaching has begun initiating the transition from classroom teaching to digital teaching (Daniel, 2020).

Technology provides the means that lead to remarkable teaching, but there still needs to be a transformation among education professionals. This change or transformation aims to renew the perspective of education (Guggemos & Seufert, 2021). But



*Picture 3. The use of technology in the classroom.*

it also depends on the educational environment in which the professionals find themselves (Grani C. & Maranguni C., 2019; Scherer, Howard, Tondeur, & Siddiq, 2021).

Several studies have been conducted to verify whether teaching with technological advances is effective. These have shown that ICTs can promote the emergence of learning contexts with better and more effective communication between students and teachers. They also support the growth of critical thinking (Bernard, Borokhovski, Schmid, Tamim, & Abrami, 2014; Cheung & Slavin, 2013; Tamim, Bernard, Borokhovski, Abrami, & Schmid, 2011).

### 2.3. *CHAPTER 3: The application of Gamification in the teaching of English*

Over the centuries, there have been many studies on how to learn a foreign language. Several experts have recognised that one of the most important methods is to expose oneself to this language, that is, reading and listening to this language in our daily environment. In addition, it has been demonstrated that one needs to interact with the language in order to internalise it better.

One of the most important aspect for the greatest possible success in learning a second language is motivation and thus the main component of gamification. It consists of the thoughts and feelings that make us want to do and continue doing something with desire and curiosity. It influences why people decide to do something; how long they engage in that activity; how they work to complete it successfully. According to González and Mora (2014) there are two types:

- **Intrinsic Motivation:** The rewards focus on the development of learning rather than the outcomes, so people enjoy doing the tasks. Therefore, this type of motivation arises within the individual.
- **Extrinsic motivation:** It arises from external factors that cause a certain activity to be performed by the subject. This happens in order to obtain a reward, avoid a sanction or circumvent a problem.

In gamification, the two types of motivation are implemented in such a way that each of the tasks performed by the students is adapted to them. Some of the components of the game, such as points, prizes and emblems, are used as extrinsic motivation. On the other hand, intrinsic motivation is reflected in the emotions that occur during the completion of the tasks, such as satisfaction and engagement.

### 2.3.1. The most commonly used tools for gamification in the classroom

Gamification is increasingly used in different contexts, including education to enhance the learning process of students.

This method has been used for years, although it has only recently been recognised and introduced in schools.

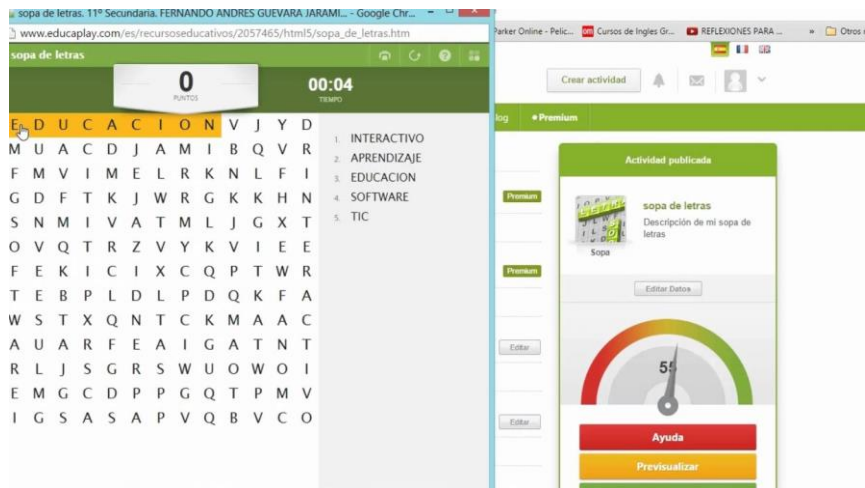
Some of the technological tools used to enhance students' knowledge acquisition are the following:

- **Kahoot:** This allows you to customise the agenda of the questionnaire as you can create the questions that are asked. Moreover, these can be multiple choice questions or true or false, where the students speed is rewarded with a certain point allocation depending on the answer time. Finally, the correct answer is taught so that you can discuss the why of the answer in relation to the question.



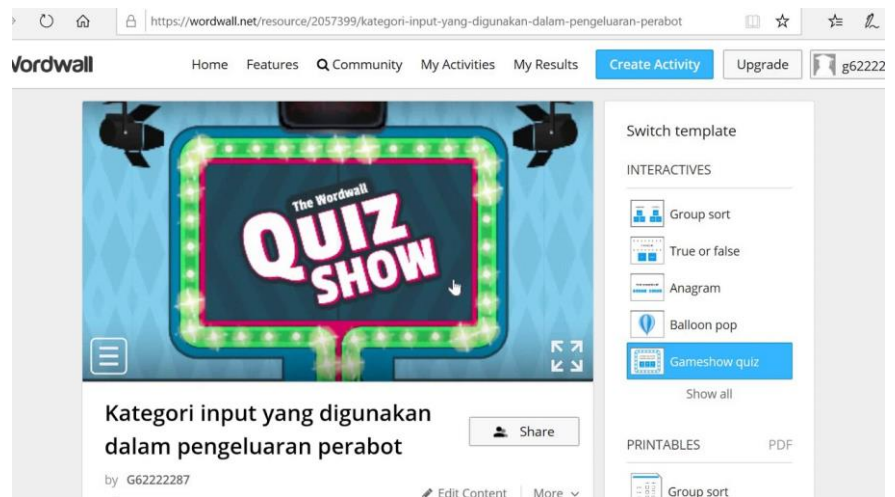
Picture 4. Kahoot application.

- Educaplay:** Allows you to design games, such as memory or hanging games, so that students can check if they have acquired the knowledge explained in class. It is also possible to create group activities, export resources and use them on any device.



Picture 5. Educaplay application.

- Wordwall:** Focuses on playful vocabulary activities, including through a crossword puzzle, pairings or searching for coincidences, among many other games offered by this platform.



Picture 6. Wordwall application.

- **ClassDojo:** It is mainly used to create a good classroom climate, as students are assigned positive and negative points related to their behavior in the classroom. You can also interact with parents or guardians through this site if needed.



Picture 7. ClassDojo application.

Currently, education is focused on the technological and digital realm, which is why gamification is now done through game-based educational platforms. But it should also be noted that gamification can be adapted to board games or more dynamic games that involve some movement, depending on the age of the students.

### 3. METHODOLOGICAL FRAMEWORK

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#### 3.1. Hypotheses

The starting point is to observe how gamification affects the students' attitude when they have to face a challenge in English, how it affects their self-esteem, what benefits the students obtain and if this methodology has any consequence in the academic grades of this subject.

- By implementing gamification in English language classes, students are more motivated and eager to learn and, in turn, their self-esteem and personal confidence grows, making them attend school happy and cheerful and improving their academic grades in the subject.

#### 3.2. Objectives

##### ***Overall objective***

1. To evaluate how gamification, in the English language subject, favours student learning.

##### ***Specific objectives***

- 1.1. To provide students with the necessary tools to build their own learning through the contents taught in the classroom.
- 1.2. To encourage confident decision-making without hesitation.
- 1.3. To bring the gamification methodology closer to the educational centers demonstrating that it is effective for the learning of the contents.

### **3.3. Timing**

Meetings with the tutor have been regular and smooth. Throughout the work, a group meeting and an individual meeting have been held monthly, at least in person and electronically, in addition to communicating doubts and concerns by e-mail.

To conduct the interviews, I contacted the tutors of the schools and teachers of the academies through social networks, WhatsApp and Instagram, with the aim of solving the interviews by email giving them the possibility to do so when they could, giving them a week to figure it out.

### **3.4. Methodology**

This research work has followed a quantitative and qualitative methodology. The quantitative method uses numerical data from the results obtained by the research instruments.

On the other hand, the qualitative method aims to gather relevant information to understand and analyse it in depth. This type of procedure is implemented to be aware of the reason why a situation develops in this way.

In this work I have put into practice both quantitative and qualitative instruments. In the first case I have done some questionnaires, to reach more people and have massive results. On the contrary, to obtain more in-depth and detailed information about research, therefore having quality results, I have conducted some interviews.

### 3.5. Population Group

First, one of the questionnaires is aimed at students at schools in Tarragona, as it is intended to investigate what is the degree of knowledge of gamification methodology among students of this population and if, sometime during their years as students, have received some kind of classes following this gamification strategy.

In addition, another questionnaire has been conducted for teachers at regulated schools in Tarragona, since it was intended to investigate what is the level of learning and knowledge about this strategy and what they believe or know can contribute to students if this method is implemented through its implementation in the classroom.

In addition, two interviews were conducted. One is aimed at teachers in regulated schools, while the other is aimed at teachers in non-regulated schools, as it was intended to make a comparison between the two types of schools, researching and analysing the knowledge of each school, as well as how this implementation is carried out with the students of each centre.

## 4. Instruments for the research

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Next, the instruments that have been used to carry out the research in the educational field and, finally, to draw a conclusion about the gamification methodology can be visualized.

First of all, two types of questionnaires can be visualized, one made to students and the other to teachers of educational centers in the province of Tarragona. The first questionnaire that can be seen is the one for students.

# La Gamificació

Recentment, la metodologia de Gamificació s'ha introduït a la nostra societat i, per tant, encara avui en dia s'està estudiant com es pot impartir a l'aula, per tal que sigui acollida de la millor forma i que sigui del tot profitós perquè els alumnes tinguin un aprenentatge significatiu.

Davant d'aquesta situació, estic duent a terme una investigació mitjançant el Treball de Fi de Grau, a través de la qual podré veure i fer visible com els docents i alumnat pensen sobre aquesta metodologia sobre impartir i rebre les classes mitjançant la Gamificació.

Per tant, m'agradaria que dediquéssiu uns minuts del vostre temps a completar aquest breu formulari totalment anònim, ja que m'ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació.

## \*Obligatorio

Dades  
Personals

Primer m'agradaria que responguéssiu unes qüestions sobre vosaltres mateixos, per tal de facilitar la posterior recollida de la mostra.

1. Quina edat tens? \*

*Marca solo un óvalo.*

13 - 20

21 - 30

31 - 40

41 - 50

51 - 60

Otro: \_\_\_\_\_

2. Indica quin estudi estàs cursant i el curs que estàs realitzant. \*

La  
Gamificació

Aquest formulari totalment anònim, ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació i què pensen, tant docents com alumnat, sobre impartir i rebre les classes mitjançant aquesta.

3. Saps què és la Gamificació? \*

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4. Com t'agradaria que fossin les classes seguint aquesta metodologia? \*

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5. Què creus que aporta la gamificació a l'ensenyança d'idiomes? \*

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6. Alguna vegada has vist que algun professor impartís la Gamificació a l'aula? \*

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7. En cas afirmatiu, consideres que va ser profitós?

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La  
Gamificació

Aquest formulari totalment anònim, ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació i què pensen, tant docents com alumnat, sobre impartir i rebre les classes mitjançant aquesta.

8. Quines eines feu servir més a l'aula? \*

*Marca solo un óvalo.*

- Jocs físics (jocs de taula, jocs de rol, jocs de cartes, vivencials...)
- Jocs tecnològics (Kahoots, Educaplay, Wordwall, JClic...)
- Otro: \_\_\_\_\_

9. Si heu triat l'opció de "jocs físics" expliqueu breument quins feu servir.

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10. Si heu triat l'opció de "jocs tecnològics" expliqueu breument quins feu servir.

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11. Segons el teu criteri quina eina creus que facilita un bon clima a l'aula? \*

*Marca solo un óvalo.*

- Jocs de rol  
 Jocs de taula  
 Kahoots  
 JClic  
 Otro: \_\_\_\_\_

12. Segons el teu criteri quina eina creus que facilita una millor adquisició de l'aprenentatge per part de l'alumnat? \*

*Marca solo un óvalo.*

- Jocs de rol  
 Jocs de taula  
 Kahoots  
 JClic  
 Otro: \_\_\_\_\_

La  
Gamificació

Aquest formulari totalment anònim, ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació i què pensen, tant docents com alumnat, sobre impartir i rebre les classes mitjançant aquesta.

Valora de l'1 al 5, sent l'1 el pitjor i el 5 el més correcte.

13. El joc et permet adquirir els coneixements de les unitats i fixar-los a la memòria a través d'una vivència divertida. \*

*Marca solo un óvalo.*

- 1      2      3      4      5  
\_\_\_\_\_  
              
\_\_\_\_\_

14. Fomenta la participació de tot l'alumnat. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Les classes són divertides i entretingudes. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

The questionnaires for teachers are shown below.

## La Gamificació

Recentment, la metodologia de Gamificació s'ha introduït a la nostra societat i, per tant, encara avui en dia s'està estudiant com es pot impartir a l'aula, per tal que sigui acollida de la millor forma i que sigui del tot profitós perquè els alumnes tinguin un aprenentatge significatiu.

Davant d'aquesta situació, estic duent a terme una investigació mitjançant el Treball de Fi de Grau, a través de la qual podré veure i fer visible com els docents i alumnat pensen sobre aquesta metodologia sobre impartir i rebre les classes mitjançant la Gamificació.

Per tant, m'agradaria que dediquéssiu uns minuts del vostre temps a completar aquest breu formulari totalment anònim, ja que m'ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació.

**\*Obligatorio**

Dades  
Personals

Primer m'agradaria que responguéssiu unes qüestions sobre vosaltres mateixos, per tal de facilitar la posterior recollida de la mostra.

1. Quina edat tens? \*

*Marca solo un óvalo.*

20 - 30

30 - 40

40 - 50

50 - 60

Otro: \_\_\_\_\_

2. Com a docent, a quin cicle o etapa escolar t'hi dediques? \*

*Marca solo un óvalo.*

- Educació Infantil
- Cicle Inicial (Educació Primària)
- Cicle Mitjà (Educació Primària)
- Cicle Superior (Educació Primària)
- Educació Secundària Obligatòria
- Batxillerat
- Univeristat
- Otro: \_\_\_\_\_

La  
Gamificació

Aquest formulari totalment anònim, ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació i què pensen, tant docents com alumnat, sobre impartir i rebre les classes mitjançant aquesta.

3. Saps què és la Gamificació? \*

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4. Creus que la Gamificació pot beneficiar o perjudicar a l'alumnat? (Justifica la teva resposta) \*

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5. Què creus que aporta la gamificació a l'ensenyança d'idiomes?

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6. Creus que la Gamificació afecta en el rendiment de l'alumnat? (Justifica la teva resposta) \*

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La  
Gamificació

Aquest formulari totalment anònim, ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació i què pensen, tant docents com alumnat, sobre impartir i rebre les classes mitjançant aquesta.

7. Si no utilitzes la metodologia de la Gamificació a l'aula, t'agradaria dur-la a terme en algun moment? (Justifica la teva resposta)

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8. Quines eines feu servir més a l'aula? \*

*Marca solo un óvalo.*

- Jocs físics (jocs de taula, jocs de rol, jocs de cartes, vivencials...)
- Jocs tecnològics (Kahoots, Educaplay, Wordwall, JClic...)
- Otro: \_\_\_\_\_

9. Si heu triat l'opció de "jocs físics" expliqueu breument quins feu servir.

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10. Si heu triat l'opció de "jocs tecnològics" expliqueu breument quins feu servir.

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La  
Gamificació

Aquest formulari totalment anònim, ajudarà a realitzar un anàlisi crític sobre la metodologia de la Gamificació i què pensen, tant docents com alumnat, sobre impartir i rebre les classes mitjançant aquesta.

Valora de l'1 al 5, sent l'1 el pitjor i el 5 el més correcte.

11. Fomenta la participació de tot l'alumnat. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Les classes són divertides i entretingudes. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. L'alumnat es distreu amb facilitat. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. És un bon sistema per fomentar l'avaluació contínua. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. L'alumnat està concentrat en el les activitats i està actiu. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. El fet de guanyar punts produeix una major participació dels alumnes. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Finally, you can see the interviews with academy teachers and teachers from formal schools.

### **Interview to an academy teacher**

This is an interview that will help to recollect some results to finalize with a conclusion about if the methodology gamification is effective or not to study success for students learning.

1. How would you explain the concept of Gamification?
2. Do you apply the gamification methodology in class?
3. If the previous answer is positive, how did you decide to work the gamification strategy in the academy classrooms?
4. What benefits does gamification bring to student teaching and learning?
5. What considerations need to be adopted before working through a methodology like this?
6. How do you apply this model to classes and how do you adapt it according to the level of learning of each student?
7. What do you think gamification brings to English teaching?
8. Do you think the video game format is the best way to keep the attention from the audience?
9. What role does the teacher have in this virtual learning environment?
10. How do students work best through gamification methodology, individually or cooperatively and why is this so?
11. What kinds of challenges do students have to face and what do they achieve if they succeed? And if they fail to reach them, what solution or strategy is applied?
12. What do you think are the strengths of gamification?
13. Have you detected any aspects to improve this methodology?
14. Do you think that teaching in a more playful way is sufficiently implemented in English academies?

## 5. Interpretation of Results

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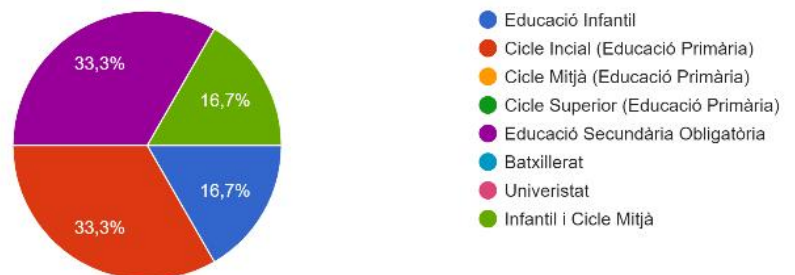
As mentioned in the previous section on Instruments, all respondents and interviewees are from schools or students in the province of Tarragona.

First, we will begin by analyzing the results collected in the questionnaire addressed to teachers.

This first graph allows us to know the respondents, since depending on the stage in which they are teaching the classes, we can later analyze the type of Gamification that will be carried out or if this methodology is carried out in the classroom.

Com a docent, a quin cicle o etapa escolar t'hi dediques?

6 respuestas



Graphic 1. Gamification survey for teachers.

The next question asked them about the definition of the term gamification, to which all teachers have answered that they know what the definition is and what it consists of, an example of these answers is "*It is to transmit knowledge through more playful techniques so that students can be more motivated when learning*", another of the answers is "*It is the use of game mechanics as a methodology for learning*". With these answers, it can be observed that most of the education professionals have been informed about this educational strategy.

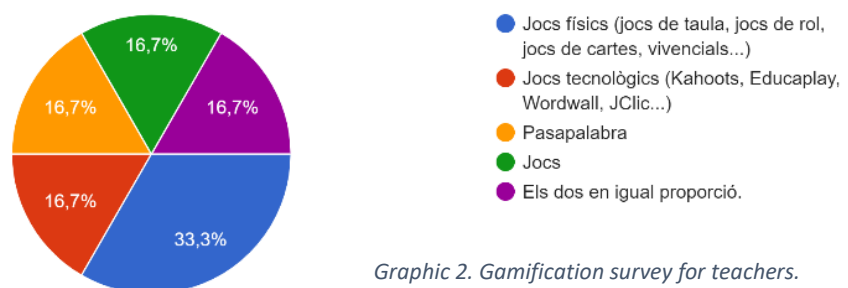
Next, they were asked about the benefits or disadvantages that they believed this methodology could transmit to the students. In all the answers received in this one, all the teachers think that it is a more beneficial than harmful methodology, although there is one professional who thinks that it does benefit, but it depends on the use that is made of it. Some of these answers are *"It can benefit if it is used as a complement, not as a single methodology, because, if it is used in excess, when students get older, they are not capable of receiving a master class and they think that everything is a game"*, another of the answers is *"It benefits, since it is a motivating tool. The connection between learning and emotion demonstrates more meaningful learning"*.

Next, teachers were asked what gamification brings to language teaching. They all agreed that it is a very visual strategy that motivates students and, therefore, they perform better in the tasks. Some of these responses are the following: *"It is a competence tool that provides autonomy in learning"* or *"As I said before, learning through games stimulates more meaningful learning. In addition, it provides students with a real environment where communication has to be affective"*.

The next question of the questionnaire was aimed at those professionals or teachers who do not implement the gamification strategy in the classroom, asking them if they have ever considered applying it with students. Of these, three teachers already apply it in the classroom and the rest believe that it could be interesting to improve student motivation. Some of the answers are *"Yes, I think it could be quite interesting for motivation"* or *"I don't know, I would have to master certain techniques first"*.

Quines eines feu servir més a l'aula?

6 respuestas



Graphic 2. Gamification survey for teachers.

Subsequently, they were asked about the tools applied in the classroom to apply this methodology. We can see how 33.3% of teachers use more physical games such as role-playing games or experiential games to apply this methodology, while the rest with 16.7% either use physical and technological games or simply use technological resources to use in the classroom and increase the motivation of students, since currently technological tools attract more attention.

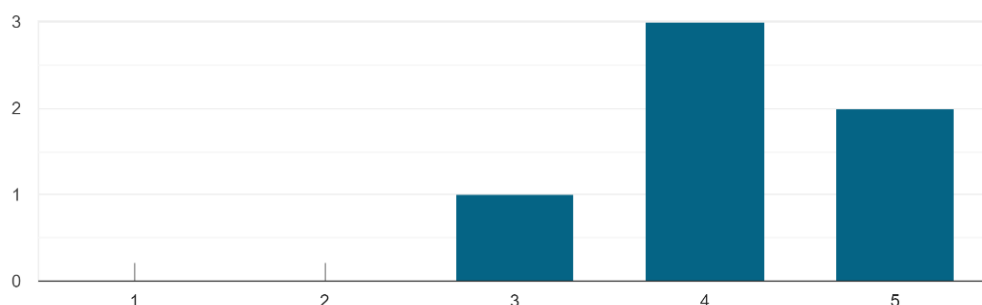
In relation to this question, teachers were asked to briefly explain what type of resources they use in the classroom. Those who use physical games design the materials themselves, one of the answers is "*I usually design educational games based on the mechanics of non-educational commercial games: monopoly, sushi go, uno, memory, catan...*". However, teachers who use technological resources use templates with the contents already created or create them themselves using commercial platforms, some of these responses are "*Kahoots*" or "*Quiz games such as Kahoot or Plickers*".

Finally, the education professionals were asked to rate some statements from 1 to 5, with 1 being the worst and 5 the most correct.

In the first statement, we can see how 50% of the teachers who scored 4 believe that this methodology largely does encourage

student participation, while 16.7% who scored 3 are neutral.

Fomenta la participació de tot l'alumnat.  
6 respuestas

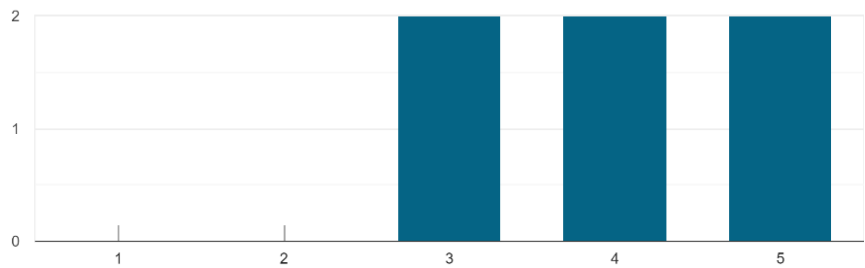


Graphic 3. Gamification survey for teachers.

In the second statement, we can see how the last three options (between 3 and 5) have a percentage of 33.3% of the opinions.

With this result we can see reflected the different experiences that teachers have had in the classroom when they have put this methodology into practice.

Les classes són divertides i entretingudes.  
6 respuestas



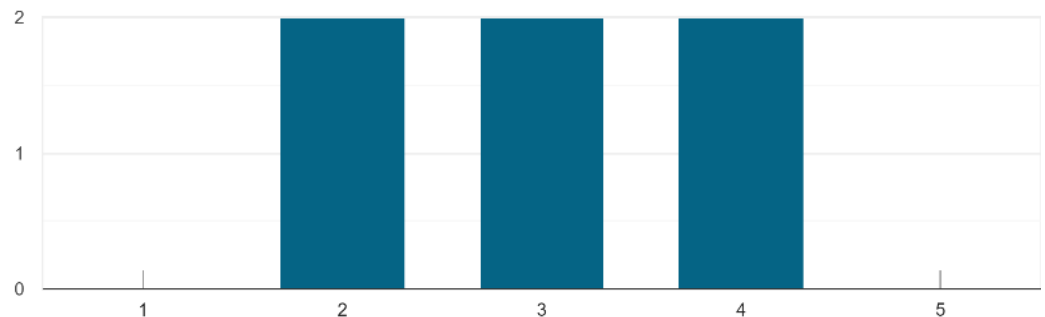
Graphic 4. Gamification survey for teachers.

In the third statement, we can see how in relation to the previous question, i.e., according to the teachers' lived experiences, they will reflect whether the students have been more or less distracted during the performance of tasks in the classroom using this strategy.

According to the results collected, we

can observe how for the second time in a row all the scores between 2 and 4 are tied with 33.3%.

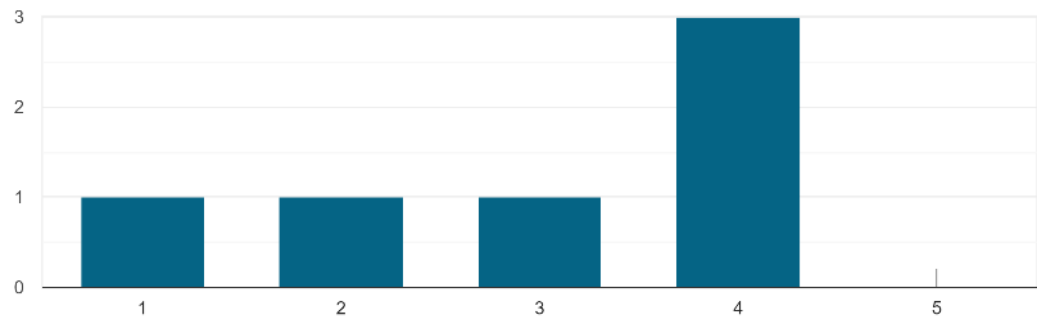
L'alumnat es distreu amb facilitat.  
6 respuestas



Graphic 5. Gamification survey for teachers.

Next, we can see how score 4 with 50% of the answers agree that gamification promotes continuous evaluation,

És un bon sistema per fomentar l'avaluació contínua.  
6 respuestas

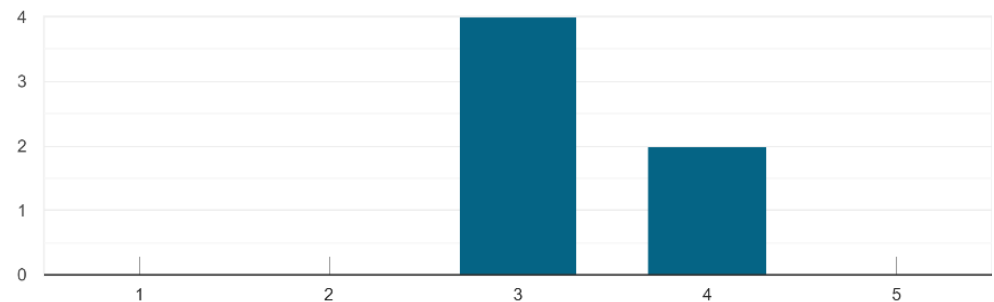


Graphic 6. Gamification survey for teachers.

while the rest have indicated from options 1 to 3 with 16.7% of the answers, in which it surely does not serve as an evaluative tool.

Finally, they were asked whether an element of gamification, such as obtaining points, produced greater student participation when performing tasks in the classroom.

El fet de guanyar punts produeix una major participació dels alumnes.  
6 respuestas



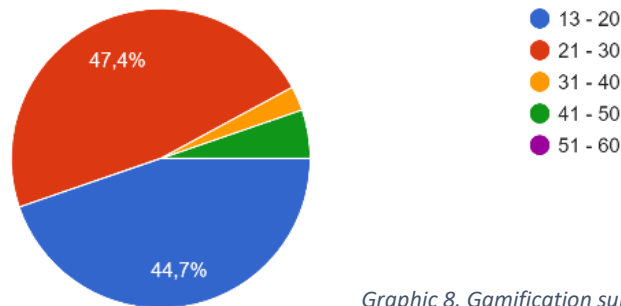
Graphic 7. Gamification survey for teachers.

This shows that only 33.3% think that it motivates students and, therefore, leads to greater participation, while 66.7% remain neutral, scoring this question with a 3.

The following questionnaire is intended for students, as it is very important to know the two perspectives on this methodology, first from the point of view of a professional and also from the point of view of students who have worked with it.

First, the students are asked about the study they are teaching and the course they are taking. A 44.7% are teaching secondary education or baccalaureate, while 47.4% are teaching a university degree related to education (Primary Education, Early Childhood Education, Pedagogy...) or a Higher Degree.

Quina edat tens?  
38 respostes



Graphic 8. Gamification survey for students.

In the next question they were asked if they knew the term gamification, 71.05% (27 students out of 38) do know the term, while 62.95% do not know it and have not worked with it during their schooling. Some of the answers collected were "Yes, *but until now I did not know the term with which this methodology is called*" or "Yes, *education through game elements and other dynamics*".

Next, they were asked how they would like the classes to be following this strategy, 80% of the students think that it should be introduced through more practical and dynamic tasks, while the remaining 20% think that it should focus on capturing the students' attention, dealing with topics of interest. Some of the answers obtained are "*It would be good to introduce it in the classroom to evaluate students' knowledge, especially in high schools and colleges. When I talk about evaluating, I don't mean that teachers give grades to students, but that the students themselves are the ones who self-evaluate (are aware of their knowledge) and learn in a more playful way. This would also be good at the university, although I see it as less realistic that it will be implemented*" or "*A dynamic class, with a lot of participation and interesting games that stimulate our minds*".

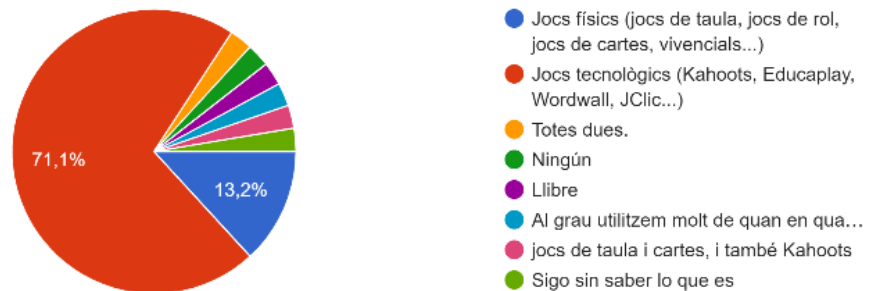
The students were then asked to give their opinion on what they think gamification brings to language teaching. All the answers were positive, since the students think that gamified materials are used, that it makes learning richer and more meaningful, and even that it provides a great diversity of ways of learning thanks to the great variety of materials that can be used. Some of these answers are *"That students have to reason by themselves with an active percentage, since in the case of learning theory by heart, learning is passive and less efficient. In fact, I would say that you don't learn, that you study for the exam and then end up forgetting"* or *"It is a way to teach young children to see foreign languages as an entertaining thing and not as an obligation"*.

In the next question, only 50% of the students have seen classes taught following this methodology, while the other 50% have never seen or received a class taught by a teacher following the gamification strategy. Some of the answers are *"Yes, mostly in German and Greek classes at high school, and sometimes at university, for example, in photography"* or *"Yes, but only with slides, it is better as a recreational activity"*.

In addition, 50% of the students who previously responded positively believe that it was beneficial, as it helps the students to take in and understand the contents. Some of the answers are the following *"Yes, in my case, I just assumed the concepts that I had scattered in my head, even those that I did not know that stuck in my mind"* or *"The way of presenting the content is much more attractive, which captures the attention of the students"*.

In the next question, 71.1% use technological programs to test their knowledge, since all of them use Kahoots to

Quines eines feu servir més a l'aula?  
38 respuestas

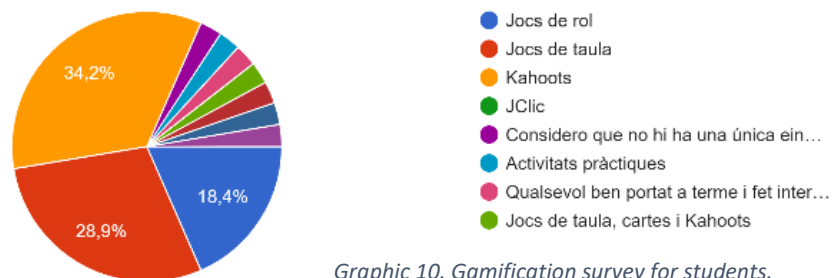


Graphic 9. Gamification survey for students.

apply them and the second most used among students is Edu365. While 13.2% use physical games such as dominoes, cards and experiential games and the remaining 2.6%, do not use any type of games and apply the traditional methodology, which is the textbook.

A 34.2% of students think that Kahoots facilitate a good classroom climate, while 28.9% are board games and 18.4% are role-playing games.

Segons el teu criteri quina eina creus que facilita un bon clima a l'aula?  
38 respuestas



Graphic 10. Gamification survey for students.

While Kahoot continues to be the most voted technological program as a tool that facilitates learning acquisition with 36.8%.

Segons el teu criteri quina eina creus que facilita una millor adquisició de l'aprenentatge per part de l'alumnat?  
38 respuestas



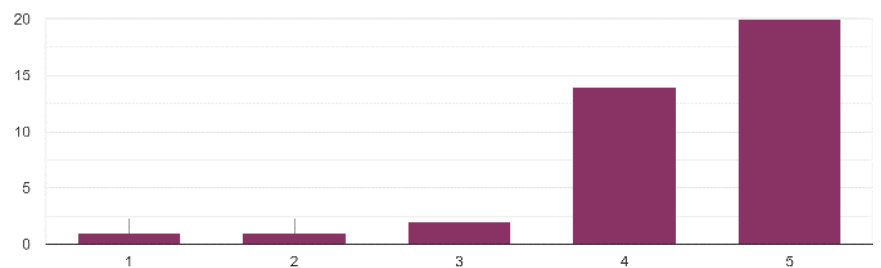
Graphic 11. Gamification survey for students.

However, the second most voted are role-playing games with 26.3% and only 10.5% think that it is board games that facilitate learning. Data that, in comparison with the previous question, we can observe how students think that role-playing games are better for the acquisition of knowledge, but do not favor a good climate in the classroom and, however, the opposite happens with board games.

Finally, students, as well as teachers, were asked to rate the following statements from 1 to 5, with 1 being the worst and 5 being the most correct.

A 52.6% of the students gave a score of 5 that the game allowed them to acquire the knowledge of the units and fix it in their memory through a fun experience, while 36.8% of the students gave it a score of 4.

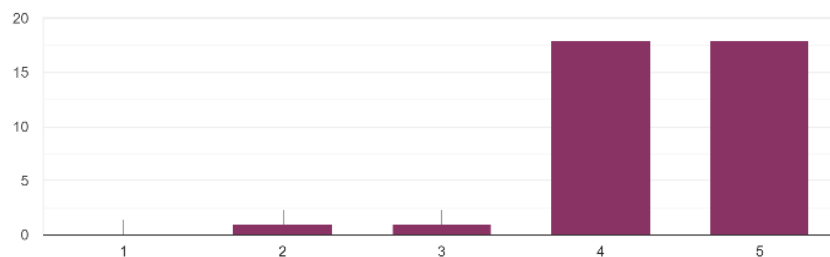
El joc et permet adquirir els coneixements de les unitats i fixar-los a la memòria a través d'una vivència divertida.  
38 respuestas



Graphic 12. Gamification survey for students.

Next, in both scores 4 and 5 there is the same percentage (47.4%), these students believe that gamification, if not totally, to a great extent encourages the participation of all students. While 2.6% of the students think completely the opposite.

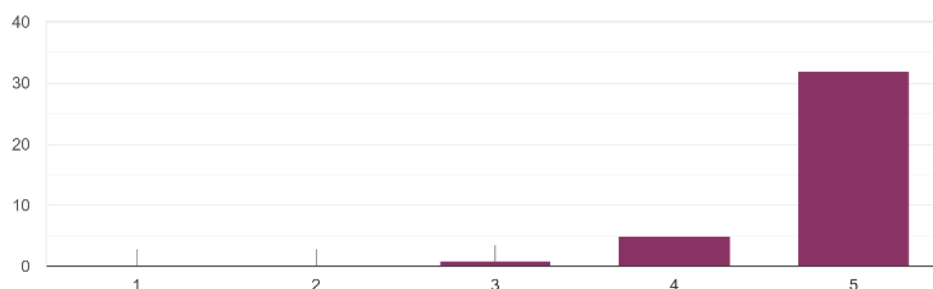
Fomenta la participació de tot l'alumnat.  
38 respuestas



Graphic 13. Gamification survey for students.

Finally, with a score of 5, 84.2% of the students think that following this methodology the classes are fun and entertaining, while the remaining 13.2% do not think they are so fun and entertaining, as they have given a score of 4.

Les classes són divertides i entretingudes.  
38 respuestas



Graphic 14. Gamification survey for students.

Secondly, interviews were carried out with teachers from regulated educational centers (schools) and non-regulated educational centers (English academies) in the province of Tarragona. Next, a comparison between the two types of centers will be made by analyzing some of the questions posed.

In the second question, they are asked whether they apply the gamification methodology in class. All the interviewees agree that they do implement it, although in formal educational centers it is used very occasionally, to introduce concepts, create routines or facilitate learning. Meanwhile, in non-regulated educational centers, they use it on a daily basis, since it fosters oral communication and other personal skills among students.

Another question is what benefits this methodology brings to the classroom. The two types of centers interviewed are of the opinion that there are benefits, but the teachers who teach in schools think that it brings significant learning, good results and new structures that involve new relationships between children that would be difficult to establish with a conventional distribution of tasks. On the contrary, the teachers of the English academies believe that it allows them to create a dynamic, creative environment that allows students to learn their interests, as well as to connect their previous knowledge with the new knowledge they acquire during the sessions, to feel motivated and to use the language naturally and unconsciously and in a meaningful way.

In the seventh question, teachers have to write down what gamification brings to English teaching. Both types of centers agree that gamification gives students the confidence to practice speaking skills in a controlled and real environment. It also brings a lot of dynamism and stimulation, thus making learning meaningful.

The ninth question asked them to explain the role of the teacher in a virtual gamified classroom environment. Both types of centers agree consecutively, saying that the teacher acts as a guide and mediator who helps students and ensures that a suitable learning environment is established.

In the eleventh question, they were asked about the type of challenges students face, as well as what happens if they do not overcome them successfully. The regulated centers and one of the non-regulated centers agreed that there is a wide variety of challenges that students can face, but that the focus is more on problem solving, and in case of failure they have the opportunity to learn from the mistake they have made and try again. While the other non-regulated center proposes challenges to encourage student participation and, in case of failure, they consider the option of why the task was not successfully completed.

To sum up, the teachers were asked if they believe that this methodology is sufficiently introduced in classrooms, both in formal and non-formal educational centers. In both cases they agree that it is not sufficiently introduced in the classroom, because it is a very complex strategy and there is not enough time, or because the game is not valued as a powerful tool and means to educate and train students.

## 6. CONCLUSIONS

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Many times, we do not know the large number of teaching-learning strategies and methodologies that are around us and therefore we choose to implement traditional teaching methods, but there have been changes in the society where we live and, in turn, in education and consequently in the ways of teaching.

This work has allowed me to know what gamification is and to investigate this methodology, observing and discovering the numerous advantages it has in the educational field. In addition, I have been able to visualize that one of the most influential elements in students when they are learning is motivation, that is, if they are not motivated or do not feel attracted by the subject that is being worked at that time in the classroom it is difficult for them to acquire all the knowledge that we want to impart in this. For this reason, one of the objectives of this work is to evaluate how gamification, in the subject of English language, favors student learning. This can

increase their learning by using strategies such as the one that is the focus of this work, as they are of utmost importance to increase the interest of students and, consequently, to get them fully involved in the classes taught. Likewise, this strategy seeks that they acquire knowledge and assimilate it more easily for the creation of their own learning.

Prior to the beginning of this work, I did not have much notion of what gamification was, since most of the time it tends to be confused with the game. Therefore, I have incorporated a section in this research where some of the differences between the two concepts according to the authors Vygotsky (1979) and Piaget (1959) can be observed.

On the other hand, in the collection of the results of the survey addressed to teachers, it can be observed that in the Early Childhood Education stage it is less common to make use of gamification using digital resources, but instead it is made use of experiential games. However, we can observe how from the Primary Education stage onwards, technological applications are already used to teach classes, since they capture the students' attention more. At the same time, we can see that the gamification methodology does not always have to be based on ICT, since it is also possible to learn through physical games, such as cards or Parcheesi, or through experiential games. From my perspective, the essential aspect of gamification is the way in which it increases the levels of motivation of students and their confidence in decision making, resulting in the involvement of students in all tasks and making them solely responsible for the acquisition of knowledge. In this way, gamification allows teachers to recognize the effort applied by each student in the activities and provides the opportunity to positively reinforce it.

Finally, it is worth noting in this work the great relevance of innovating and being creative when designing and imparting knowledge to a group of students in the classroom. This is because the level of knowledge acquisition of students, as well as their success or failure in class work or evaluation tests, is always related to the

methodology used by the teacher. If this is varied in resources and has the facility to bring the knowledge as close as possible to the students' reality, there will always be more possibilities to assume the learning and the objectives to be achieved.

On the other hand, some difficulties have also arisen throughout this work, one of the first difficulties that I have visualized during the realization of this research has been the lack of knowledge of everything that the methodology entailed, since at first I knew what it was about, but I had not stopped to look at what strategies were used or the advantages of implementing it in the classroom with the students.

The main objective and driving force of all the research has been to really see the usefulness of this methodology in the classroom, testing it in the classroom during the internship periods carried out in the third and fourth year of the degree. At the same time, given the results collected, the same teachers of the respective centers were able to witness the great evolution of the students following this methodology compared to the traditional methodology.

At the same time, gamification is often related to ICT resources, as these provide several benefits and make this experience even more empowering and motivational for students. In addition, it facilitates all kinds of strategies to students so that they can build their own learning and knowledge, while increasing their interest in school subjects.

## 7. Acknowledgements

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Finally, I would like to thank my tutor Carmen Castillo Peralta for monitoring the development of this final grade project and for the guidance received from my tutor, as I have been able to have in-depth training on a useful strategy and for many new ones, such as gamification, which I hope to be able to apply one day with elementary school students.

In addition, I would like to thank all those people who have participated in this work, through the resolution of the research instruments, that is, all those students and, in turn, all the teachers who have answered the questionnaires and interviews. Without that contribution, it would not have been possible to conduct research on this subject.

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#### **INTERVIEW WITH A TEACHER FROM A REGULATED CENTER**

This is an interview that will help gather results to finally get a conclusion on the gamification methodology.

**1. How would you explain the concept of Gamification?**

*Gamification is a methodology focused on improving the acquisition of knowledge by students, making learning more playful and entertaining.*

**2. Do you work on the methodology of gamification in the classroom?**

*Yes, because it encourages the motivation of the students, since they will play for them. But even so, the reality is that commercial games (monopoly, one...) can be adapted to work on the vocabulary and content we want to teach during the session, and in this way, students are unconsciously acquiring knowledge.*

**3. How did you decide to work on the gamification strategy in the classroom?**

*I could see that by continuing to teach, students got bored and easily distracted, which is when I started researching how I could make the classes more appealing to them.*

**4. What are the benefits of gamification in the classroom?**

*There are several benefits that are implemented with this methodology, but the most visible is the increase in motivation by students. This can be seen in the fact that they are more active and participative during the activities using this strategy.*

**5. What considerations should be taken before working through such a methodology?**

*First of all, it is necessary to know what the students' interests are, that is, which "games" or platforms they like the most or that attract the most attention. In addition to investigating and researching the topic to make the most of this methodology.*

**6. How can this model be implemented or applied in the classroom?**

*Taking advantage of the fact that students are using technological resources, therefore, I created a memory, in addition to a questionnaire with the format of horse racing. In the latter, if the students choose the correct answer the horse will move forward, while if they answer incorrectly the horse remains motionless.*

**7. What do you think gamification brings to language teaching?**

*From my point of view, it is a competence tool that provides autonomy in learning, in addition to being visual and manipulative, so students can experiment with materials and better acquire knowledge.*

**8. Do you think that the video game format is the best way to capture the attention of students?**

*Currently, yes, since the new generations are connected to electronic devices all day. On the other hand, I believe that schools should promote the pleasure and desire to play with traditional or board games and not so much with technology, since in this way we increase the dependence on technological resources.*

**9. What role does the teacher play in this virtual learning environment?**

*The teacher acts as a guide in learning and resolves possible doubts that may arise throughout the activities.*

**10. Do students work individually or cooperatively with their peers in this virtual learning environment?**

*In the classroom they work cooperatively, as in this way the knowledge and learning are complemented, in addition to working also the respect of the turn of speech and, also, the respect towards the opinions of the others. At the same time, the students' listening ability is put into practice, so that they are patient and understand the partner's perspective.*

**11. What kinds of challenges do students face, and what do they accomplish if they succeed? If they are not successfully overcome, what solution or strategy is applied? The challenges are practical and it is basically for them to test the knowledge that has been explained in class. If they pass successfully they are given a few points and at the end of each term the first three students who have scored the most points during the activities have a small prize (an eraser, a case...). However, if a student has not**

*successfully passed the first one, they are given up to 3 opportunities to complete the activities, so if someone has more difficulty they can rest easy to answer the assignments.*

**12. What do you think are the strengths of Gamification?**

*One of the strong points of this methodology is the great variety of materials that it grants for the accomplishment of the classes, since it allows to adapt the contents to the needs of the students. In addition to capturing students' attention and increasing their motivation.*

**13. Have you noticed any aspects to improve on this methodology?**

*Basically, this strategy should not be abused, because if we only base the classes on this one, later the students will not be able to maintain the attention of prolonged way during a master class. The ideal is to find a balance between theoretical classes and practical classes.*

**14. Do you think that teaching in a more playful way is sufficiently implemented in the classroom?**

*Currently, not enough has been implemented in the classroom, as teachers are still teaching the classes following the traditional methodology (book), as they do not have enough resources to apply a more practical methodology or for the convenience of teachers.*

### **INTERVIEW WITH A TEACHER FROM A REGULATED CENTER**

This is an interview that will help you gather results to finally get a conclusion on the gamification methodology.

- 1 How would you explain the concept of Gamification?*Basically it would be learning in a playful way, that is, play is a means to achieve our educational goals.*
- 2 Do you work on the methodology of gamification in the classroom?  
*Sometimes but not too much. I use the game or some playful aspect to introduce concepts, create routines, or facilitate learning, but not systematically. Tutoring and working on emotions is where I use it most.*
- 3 How did you decide to work on the gamification strategy in the classroom?*From personal experience, the child responds very well to this methodology, likes and enjoys achieving, deepening and connecting content without realizing it.*
- 4 What are the benefits of gamification in the classroom?*Joy, good results, meaningful learning, new structures that involve new relationships between children and that would be difficult to establish with a conventional distribution of tasks.*
- 5 What considerations should be taken before working through such a methodology?*From my point of view, the first would be the group of children, their cognitive level, personalities, possible cooperations or work groups, complexity of the contents or concepts to be achieved, etc.*
- 6 How can this model be implemented or applied in the classroom?  
*Doing a classroom schedule. First deciding what I want them to learn, scheduling the sessions and based on the specific goals to be achieved, establishing the play mechanisms, and the most appropriate procedures for the specific children, to achieve it.*
- 7 What do you think gamification brings to language teaching?*A lot of dynamism, a lot of stimulation, reinforcing the acquisition of vocabulary*

*and oral expression in small doses, which perhaps at this level is the best thing to facilitate the acquisition of the language. in addition to attracting and maintaining the child's attention, increasing concentration and consequently performance in the subject.*

- 8** Do you think that the video game format is the best way to capture the attention of students?*I do not know if the best, but if a very good, in addition to the children are made to these methodologies. They are very visual, visual and auditory stimuli, exciting, colorful, fast ... They attract a lot of attention, maintaining a good concentration increasing the chances of good retention and good learning.*
- 9** What role does the teacher play in this virtual learning environment?*The coordinator, moderator, organizer or can also be another player.*
- 10** Do students work individually or cooperatively with their peers in this virtual learning environment?*They can work with different formats and groupings, no option is excluded and in fact I think it is enriching to vary to give flexibility to the way of working.*
- 11** What kinds of challenges do students face, and what do they accomplish if they succeed? If they are not successfully overcome, what solution or strategy is applied?*Perhaps the challenge for students is to change the way they work, to break with the more conventional system they are used to and which is their routine and comfort zone. If it is not overcome, nothing happens! It is approached in a different way, it is analyzed because, in what and this will help us to establish a new «how» ...*
- 12** What do you think are the strengths of Gamification?*For me, the ease with which children work, incorporating, making acquisitions and learning, in a natural way, close, happy, cheerful, without blockages or barriers ... Because play is part of the child's vital sphere , very personal emotions and responses are generated, boys and girls like the rules and special relationships that are created in the game.*
- 13** Have you noticed any aspects to improve on this methodology?*Perhaps leaving more free and growing creativity for both teachers and children, not being confined to the fulfillment of a methodology and prioritizing the needs and peculiarities of the group.*

- 14** Do you think that teaching in a more playful way is sufficiently implemented in the classroom? *I think not, absolutely NO. Starting with me !! I think that, in general, it is not given all the value that play has as a powerful tool and means to achieve education, and by educating I mean instructing but also training, boys and girls. I always remember Piaget and how he realized the great importance of play in the life and development of children, from the acquisition of moral rules and regulations to the self-control of emotions.*

This is an interview that will help to recollect some results to finalize with a conclusion about if the methodology gamification is effective or not to study success for students learning.

**1. How would you explain the concept of Gamification?**

*Gamification is referred to the use of game mechanics or the use of typical elements of games, such as punctuation, rules and roles to motivate students.*

**2. Do you apply the gamification methodology in class?**

*I am not sure if what I do could be considered as gamification, although I do use games to enhance oral communication and other skills between my students.*

*I use board games, online games and self-made games to work on different aspects of the language.*

**3. If the previous answer is positive, how did you decide to work the gamification strategy in the academy classrooms?**

*I needed to find a way to let students communicate in the target language without creating premade dialogues that they had to learn by heart. I wanted opportunities for them to try to use the language in a natural way, giving them strategies to accomplish a competent communication. Gamification, or the use of games, brought me all that.*

**4. What benefits does gamification bring to student teaching and learning?**

*As I said before, the use of games allows students to try to communicate themselves in the target language easily. It brings students a safe place for them to communicate and play is such a motivational way to learn.*

**5. What considerations need to be adopted before working through a methodology like this?**

*We must take into consideration the real level of the language, the difficulty of the game we are implementing and set all the rules very clearly.*

**6. How do you apply this model to classes and how do you adapt it according to the level of learning of each student?**

*Scaffolding is key in learning. A proper scaffolding allow our student to become more autonomous, self-confident and it is more likely to maintain their motivation on positive levels.*

**7. What do you think gamification brings to English teaching?**

*Brings our students a safe security net because they can practice communication skills through real and controlled environment. Also, it is fun, and learning while having fun is more likely to become a significant and durable learning.*

**8. Do you think the video game format is the best way to keep the attention from the audience?**

*Absolutely not. I think the use of a variety of types of games is the best way to keep attention. Videogames is one way to bring gamification to the classroom, but it is definitely not the only way. We have board games, card games, role play games, Realia games...all of them serve a purpose.*

**9. What role does the teacher have in this virtual learning environment?**

*The teacher becomes a mediator and a guide that help students and provide the scaffolding and set the adequate environment.*

**10. How do students work best through gamification methodology, individually or cooperatively and why is this so?**

*I think that it depends on the type of game and the objectives that you set for the game. Both are equally important, so whenever you design a game, it is crucial to define what do you want your students to accomplish and which type of methodology do you want to apply. If you want to enhance communication, for example, working in groups or couples is better, but if you want to practice grammar, for example, individual work might be better.*

**11. What kinds of challenges do students have to face and what do they achieve if they succeed? And if they fail to reach them, what solution or strategy is applied?**

*The main goal is to enhance students participation. When they fail, we must consider the reason of their failure: did they have the proper scaffolding? Did they understand all of the missions?*

**12. What do you think are the strengths of gamification?**

*Motivation, secure environment to promote communication, collaboration, and inclusiveness.*

**13.** Have you detected any aspects to improve this methodology?

*I think that the more time we can invest in gamification the better understanding of the mechanics of the methodology. So, it is important to have enough time to let students learn with and about the methodology. In less than an hour long of an English lesson it becomes hard to implement a methodology like gamification the way it deserves.*

**14.** Do you think that teaching in a more playful way is sufficiently implemented in English academies?

*I would like to think that teachers nowadays know that gamification is a great tool to use in the English language learning but, as I said in the previous question, sometimes the time that we have is not enough to implement a methodology as complex as gamification is.*

### **INTERVIEW TO AN ACADEMY TEACHER**

This is an interview that will help to recollect some results to finalize with a conclusion about if the methodology gamification is effective or not to study success for students learning.

1. How would you explain the concept of Gamification? *Gamification is basically a teaching tool. Not only can it create engagement among students of all ages, but it can also lead to an effective learning experience if used with a clear purpose.*
2. Do you apply the gamification methodology in class? *Absolutely, and these days we, teachers, are lucky to have an incredibly great number of digital resources to create games based and focused on what we are teaching.*
3. If the previous answer is positive, how did you decide to work the gamification strategy in the academy classrooms? *I strongly believe that creating a learning experience which not only involves pleasure, joy, curiosity, engagement, and natural communication, but which also activates students schemata is what our goal as educator should be. Thus, gamification is definitely a must use within our methodology.*
4. What benefits does gamification bring to student teaching and learning? *As I previously said, gamification is a tool which, if used with a clear teaching purpose, will help teachers create a an ideal and successful learning experience. This is what I would call the main advantage for both, teachers and students. Other advantages for teachers are the possibilities it gives us to create a dynamic environment, to be creative, to learn from our students responses and interests. And other advantages for students are that it gives them chances to relate their previous knowledge to new contents, to enjoy the learning process, to feel motivated, to use the language naturally and unconsciously, to learn from mistakes, and to learn effectively.*

5. What considerations need to be adopted before working through a methodology like this? *I would say that the main consideration is the teaching purpose each gamification instance will have. Then, students' background, context and ages should definitely be taken into account.*
6. How do you apply this model to classes and how do you adapt it according to the level of learning of each student? *As for the application of this model, I always use it to create warm-up activities in order to bring back previous knowledge to the classroom and, thus, activate students' schemata. Moreover, I use it during output phases so as to create interactive and natural communication instances. Regarding the adaptation, as the teaching purpose is my main focus when creating a game and this will always depend on students' levels, I mainly focus on it. Another thing I take into account are the interests and ages of the students before planning so that they are motivated and eager to get involved in the games.*
7. What do you think gamification brings to English teaching? *A great chance to create a dynamic, natural and enthusiastic learning environment.*
8. Do you think the video game format is the best way to keep the attention from the audience? *I am not sure I would call it 'the best'. I would say it is definitely a really good one but there is such a great number of games which can be applied in the classroom that I could not choose just a single one as the most important. The use of all of them would be the best to me.*
9. What role does the teacher have in this virtual learning environment? *The teacher is the provider of a tool, the instructor and guide. The teacher provides students with the necessary tools so that they have the best and most successful learning experience.*
10. How do students work best through gamification methodology, individually or cooperatively and why is this so? *I think both options have clear advantages and are both necessary in the class since not all students respond to games in the same way and not all students learn in the same*

*manner or pace. Therefore, we should provide all students with all the possible tools to guarantee a successful learning environment.*

11. What kinds of challenges do students have to face and what do they achieve if they succeed? And if they fail to reach them, what solution or strategy is applied? *Gamification provides us with a great range of possibilities so the challenges faced by students could be several. I would say, generally speaking, they involve problem solving. Regarding failure, every time they fail they get the chance to learn effectively as they are provided with a reason for the mistake and an opportunity to try again.*
12. What do you think are the strengths of gamification? *It is a powerful and wide tool which activates students' schemata and, therefore, helps develop a successful learning experience.*
13. Have you detected any aspects to improve this methodology? *Not really, I think that it gives such a wide range of possibilities that whichever problem one might encounter, it could easily be solved if we, teacher, pay close attention.*
14. Do you think that teaching in a more playful way is sufficiently implemented in English academies? *I cannot tell if this is the case in all academies but I can assure that it is in ours.*