



Applying Gamification in Second Language Learning: Fostering Motivation and Engagement through a Pokémon Based Gamified Project

Aplicando a Gamificación na Aprendizaxe de Linguas Estranxeiras: Mellorando a Motivación e a Participación na Aula a través dun Proxecto Gamificador baseado en Pokémon

Aplicando la Gamificación en el Aprendizaje de Lenguas Extranjeras: Mejorando la Motivación y la Participación en el Aula a través de un Proyecto Gamificador basado en Pokémon

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Autor: Paula Rodríguez Franco
Tutor: Paula Rodríguez Abruñeiras

Máster Universitario en Profesorado de Educación Secundaria Obrigatoria e Bacharelato, Formación Profesional e Ensinanza de Idiomas.

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Abstract

The present Master Theses postulates a proposal that implements *gamification* in first year of Baccalaureate classrooms. By creating a project which follows the storytelling of the Japanese franchise *Pokémon*, the aim is to foster the motivation and engagement of foreign language students. To test the effectivity of *gamification* in such context, two different assessments were conducted in a real classroom. The data provided by these two evaluation methods will determine the outcome of the preliminary hypothesis postulated. Moreover, the research done on the topic while creating this *gamified* experience will be explained so as to familiarize readers with the different elements and specific terminology used when explicating the *gamified* final project.

Key Words: Gamification, Motivation, Engagement, Innovation in education, Pokémon

Resumo

O presente Traballo de Fin de Master postula una proposta que implementa a *gamificación* nas aulas dunha clase de Primeiro de Bacharelato. A través da creación dun proxecto que siga a narración da franquicia Xaponesa *Pokemon*, o obxectivo principal é o de fomentar a motivación e a participación do alumnado de linguas estranxeiras. Para comprobar a eficacia da *gamificación* neste contexto leváronse a cabo dous métodos avaliativos nunha clase real. Os datos recabados mediante estas dúas probas determinarán o resultado das hipóteses preliminares que se estableceron. Ademáis, as investigacións teóricas levadas a cabo nesta área mentras se elaboraba o proxecto *gamificador* explicaranse, de xeito que se familiarice ós lectores cos diferentes elementos e a terminoloxía específica empregada na exposición do proxecto *gamificador* final.

Palabras chave: Gamificación, Motivación, Participación, Innovación docente, Pokémon

Resumo

El presente Trabajo de Fin de Master presenta una propuesta que implementa la *gamificación* en las aulas de una clase de Primero de Bachillerato. A través de la creación de un proyecto que siga la narración de la franquicia japonesa *Pokémon* el objetivo principal es el de fomentar la motivación y la participación de los estudiantes de lengua extranjera. Para comprobar la eficacia de la *gamificación* en este contexto se llevaron a cabo dos métodos de evaluación en

una clase real. Los datos recabados mediante estas dos pruebas determinarán el resultado de las hipótesis preliminares que se establecieron. Además, las investigaciones teóricas que se llevaron a cabo en lo que se elaboraba este proyecto *gamificador* se explicaran para familiarizar a los lectores con los diferentes elementos y terminología específica que se emplea en la exposición del proyecto *gamificador* final.

Palabras clave: Gamificación, Motivación, Participación, Innovación docente, Pokémon

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1. Introduction

The present master thesis aims to convey the knowledge learnt in the present academic year with personal interests on technology and videogames to provide a theoretical and practical view on an innovative teaching technique, *gamification*. This methodological approach will be explored in the present text, and its benefits will be discussed to prove that through *gamification*, both engagement and motivation can be improved in the current educational context of a first year of Baccalaureate classroom in the region of Galicia.

1.2 Rationale

In the late 20th and early 21st centuries, innovation has become a must in education. Implementing new methods and approaches can motivate and inspire students and teachers alike. Implementing *gamification* into the classroom falls into this category of innovation within the traditional class experience. Given that technology has secured a spot as an immovable part of daily life, opting to implement it in the classroom could have positive effects on the students, or, in this case, on *players*.

One key reason to research and apply a *gamified* project in Galician classrooms was the favorable conditions to do so in this region. Nowadays, most of our classrooms are equipped with digital blackboards and projectors. This incorporation of technology directly into the classrooms allows for the efficient and continuous use of online resources, such as videos, slides and games. Programs currently in place, such as the *Abalar* initiative (Xunta de Galicia, n.d) facilitate the use of innovative practices that heavily rely on technology, as in the one proposed here. Moreover, recent technological advancements enable “more digitalized learning environments” (Yanes & Bouloud, 2019, p. 2), thus contributing to the popularization of gamification. Furthermore, both the classroom dynamics and its environment were taken into account to eventually create a pure *gamified* experience that improved both engagement and motivation. As explained in section 4, various steps were taken to accomplish this, like changing the materials used in the subject or implementing competitive dynamics to keep “players” entertained and focused.

1.3 Objectives

Considering the motivations behind this text, the main overall objectives of this master thesis are the following:

- To contextualize gamification from a historical overview.
- To compare academic definitions on and establish a suitable definition for *gamification* considering the existing literature.
- To provide a comprehensible and complete review on some of the main aspects and elements which *gamification* consists of.
- To postulate a possible proposal adapted to the current context of current Galicia.
- To elaborate a *gamified* experience following the common elements of this approach.
- To implement a *gamified* proposal in a real classroom.
- To provide practical evidence on the benefits of gamification regarding motivation and engagement.
- To research and summarize the main psychological postures in the field of motivation and engagement.

As for the specific objectives expected to be achieved during the application of the gamified project, these are the following:

- To incorporate electronic devices and online resources into the classroom.
- To encourage group work and cooperative work among peers.
- To familiarize students with the linguistic aspects explained in class.
- To work towards a good class environment based on mutual respect among peers.
- To encourage the use of the English language during the class hours.
- To increase both motivation and engagement in the classroom.
- To improve students' level of proficiency in the second language.
- To enhance students' level in all the main areas of their communicative competence

1.4 Hypothesis and Research Questions

Considering that the purpose behind this thesis is to analyse if there can be an increase in the motivation and engagement of students through *gamification*, some preliminary research questions were postulated to guide both the research and practical application of the project. These where:

- RQ1. How can a *gamified* project help first year Baccalaureate students improve their level of English?
- RQ2. How can a *gamified* project foster first year Baccalaureate students' motivation in an EFL classroom?
- RQ3. How can *gamification* help with students' engagement while incorporating technology into the classroom?

Furthermore, the preliminary hypothesis postulated point towards an increase in students' linguistic competence as well as a positive outcome of the *gamified* project, with motivation and engagement showing especially good results in the assessment conducted at the end of the project. The reception of the classroom, given that the students will have a say in many aspects of the project as they are involved during its elaboration, is expected to be good as well.

1.5 Structure of the master thesis

The present paper is distributed in five different sections. Section 2 starts with a historical overview of the term *gamification* (section 2.1), followed by various definitions of the term from different standpoints (section 2.2). Then, the main elements of *gamified* experiences will be explained, considering the existing literature on the subject (section 2.3). Next, some notions on motivation and how *gamification* impacts it will be explained (section 2.4). To conclude this section, the viability of applying *gamified* practices will be considered given the current legislation (section 2.5). In turn, section 3 focuses on the *Pokémon gamified* project itself. It presents the context of the high school in which the practical proposal took place (section 3.1), the specific elements adapted from the *Pokémon* videogame franchise into the classroom (section 3.2), the online and innovative resources used (section 3.3) and a schedule of the project (section 3.4). This section is closed with a brief explanation on the

assessment methods used (section 3.5). Section 4 is devoted to the assessment methods and the results deriving from them. Finally, section 5 provides a conclusion to this MA thesis.

2. Gamification: background and definitions

In the field of education, there has been a constant aim to better the conditions of both students and teachers (Littlewood, 2004). Trying to improve the class environment and its results has been a common goal for educators around the globe. In this evolving context, many techniques and methods have originated and adapted to the newer generations of scholars, with the current trend been the implementation and effective use of technology in the classroom (Harvey Arce & Cuadros Valdivia, 2020). Teaching digital natives in the Spanish context poses new challenges regarding the use of technology and social media amongst the youth (Fernández de Arroyabe Olaortua et al., 2018; Carbonell et al., 2014). It is in this stage of 21st century classrooms that approaches like *gamification* might help to address some of the most prominent issues that arise in the secondary school classes which frequently relate to the “engagement and motivation of students to participate actively in the learning process” (Kiryakova et al., 2014, p.2).

2.1 Brief historical overview of the term *gamification*

The term *gamification* was first coined by Nick Pelling in 2002 (Christians, 2018) yet, the general notion of using game-like mechanics in different contexts has been around since the late 20th century with different applications and purposes (Deterding et al., 2011). In the area of education, *gamification* has experienced a significant increase in recent years, mainly due to the current technological revolution and the sociological changes that have sprung from it (Erickson et al., 2020). Furthermore, *gamifying practices* and their current success among educators and students rely also heavily on the “success of the gaming industry, social media, and decades of research in human psychology” (Prathyusha, 2020, p. 577).

2.2 Possible definitions

While there have been various attempts at defining the term, one suitable definition can be the one proposed by Deterding et al. (2011), who indicate that “‘gamification’ is the use of game design elements in non-game contexts” (p. 10). While this definition states the bases of what *gamification* is at its core, over time the academia has provided more elaborate definitions, aiming to fully grasp the term with all its hues. Thus Kapp (2012a, p.10) gathers what was previously stated and elaborates the following definition: “gamification is using game-based mechanics, aesthetics, and game-thinking to engage people, motivate action, promote learning, and solve problems”. Furthermore, Yanes & Bououd (2019, p.1) explain that

the term *gamification* “takes parts of games including points, badges, challenges, leaderboards, rewards, incentives, and so forth and applies them to pedagogy to motivate students to higher and more meaningful levels of engagement”. Similarly, Sailer & Sailer (2020) propose a definition in line with the previous ones, while still changing the meaning slightly, stating that “gamification is to adapt game design elements from games to non-game contexts in order to use the motivational appeal of games” (Sailer & Sailer, 2020, p.78). All the definitions above share certain elements that are the core of *gamification*: on the one hand, the incorporation of elements commonly associated to the realm of games and video games. On the other hand, the performance-enhancing nature of the term, understanding it as a beneficial ludic process. Among the increase in performance that is claimed to be perceived in the classrooms where *gamification* is implemented, motivation and engagement remain as two of the more salient factors that gamified classrooms improve (Kotob & Ibrahim, 2019).

In addition to providing a definition, Kapp (2014) establishes a clear difference between content and structural *gamification*. The former consists in adapting the content taught in the classroom to enhance game thinking while making it resemble a game. The latter is explained as an adaptation of everything surrounding the theoretical aspect of the class to make it appear more game like but not adapting the information itself. Among the elements that are usually part of this second type of *gamification* “points, badges, achievements, and levels” (Kapp, 2014, p. 119) are some of the most common ones (these and other elements will be explained in further detail in section 2.3 below). Incorporating these into the classroom can have a positive effect on students as “obtaining medals and rewards involves personal satisfaction and desire to win” (Harvey Arce & Cuadros Valdivia, 2020, p. 195). This aspirational aspect directly linked to the desire to win is one of the key factors to understand *gamification* in a secondary school classroom as appealing to the students’ competitiveness can boost their performance, engagement and overall motivation in regard to a given subject. In the case of second language learning subjects, through gamification students are immersed in a “target language environment where they can engage in organic communication via listening, reading, speaking, and writing” (Shatz, 2015, p.230). This goal of linguistic immersion lessens its complexity in gamified environments as the more ludic approach allows students to make mistakes without a fear of instant failure, reducing their anxiety (Shatz, 2015).

2.3 Explaining *gamification* in depth: main elements

As Kapp (2012a) explains, it is not sufficient to only implement badges and other elements randomly without proper planning, as that would be an oversimplification of *gamification* itself. He states that, in any game there has to be a **system**, **players**, an **abstract**, a **challenge**, a set of **rules**, **interactivity**, **feedback**, a **quantifiable outcome** and an **emotional response** (Kapp, 2012a, p. 7-8). Other elements that are part of games and translate into the *gamified* environments are **avatars** and **storytelling** (Kapp, 2012a, p.98; p.41). These elements are explained in the remainder of this section. It should be noted, however, that due to space limitations only those elements relevant to my teaching proposal are explained out of the long list of elements that may be used in a *gamified* project.

(i) The System

The system relates to the whole of the game. It is described as an abstract term that refers to the space of the game where all the action takes place and the different elements come together to form the experience itself (Kapp, 2012a). It is the base where all the other elements emerge and connect, creating the game as it is known. In the system, the players, challenges, rules among the rest of elements come to be a reality and shape the game dynamics.

(ii) Players

Players are the active agents of any game (Kapp, 2012a). They interact with other players and with the game mechanics and dynamics. Players must learn and adapt to the *gamified* environment, to the system presented and to the rules that apply to the game. Like in a classroom, players experience diverse emotions in the ludic process of playing (Deterding et al., 2011). Hence, considering students “players” in *gamified* educational environments seems suiting.

(iii) Abstract

The abstract refers to the abstraction from reality that players must undergo to fully connect with a game or gamified experience (Kapp, 2012a). While games and *gamified* environments can resemble reality, students have to immerse themselves in the system and the world surrounding the gamified classroom for it to be successful.

(iv) Challenge

The challenge refers to the aspect of games in which players are faced with opponents and obstacles that they must conquer so as to further into the game. For a *gamified* classroom to be engaging and motivating, the challenges must be significant and adapted to the level of the students so as to avoid burn out and frustration. Setting realistic objectives that challenge students will lead to them perceiving these tasks as challenges to be accomplished in order to move forward in the game (Figueroa Flores, 2015).

(v) Rules

The rules of a game shape the experience itself. Setting clear and balanced progression rules is important when gamifying as it helps keeping the students engaged with the gamified experience and the challenges being faced (Morschheuser et al., 2017).

(vi) Interactivity

Interactivity relates to the interaction that happens among players, on the one hand, and between players and the game, on the other (Kapp, 2012a). Creating a *gamified* proposal where students have to interact between peers, for example in teams, can foster group work and the coexistence of the different users of the classroom (Stott & Neustaedter, 2013).

(vii) Feedback

Games provide consistent feedback to players. Game feedback tends to be “instant, direct, and clear” (Kapp, 2012a, p.8). Furthermore, classes that adapt game dynamics present “freedom to fail, rapid feedback and progression” (Stott & Neustaedter, 2013, p. 1). These three would be part of successful *structural gamified* educational environments where students stay motivated and focused. The feedback given to the students should be meaningful and helpful so that the players can further into the story (Hung, 2017).

(viii) Quantifiable Outcome

In relation to the gaming realm, the quantifiable outcome relates to the clear final objective players move towards. Students should know when they lose and when they win, as the rules, challenges and feedback are clear and lead them in different directions towards the final objective. To keep track of their progress a “score, level, or winning state (checkmate)” (Kapp, 2012a, p.8) should be part of the *gamified* proposal. This can be done digitally, with

apps like *Classdojo* (Prathyusha, 2020; see section 4 for an explanation of this app) or physically with a leaderboard.

(ix) Emotional Response

The emotional response in the realm of games appears when players face a challenge and fail or succeed, when they feel accomplished, frustrated, motivated, engaged or angry for example. Given that the players have to connect with the system and abstract themselves from reality, the emotional response has to occur with the system as it is in the game where players are immersed. This emotional response can be taken into the classroom, given that students face a variety of emotions when learning (Li et al., 2023).

(x) Avatars

Another game element that can be integrated into the classroom are avatars. Giving each student an avatar that they can relate to when being part of the system of the *gamified* classroom can help with the abstraction from reality as well as personally relating players to the rules, challenges and the system as a whole. Furthermore, it can affect learning given that “the use of virtual models to demonstrate desired behaviors can be effective for transferring those behaviors to learners” (Kapp, 2012a, p. 70).

(xi) Storytelling

As Kapp (2012b) indicates “people learn facts better when the facts are embedded in a story rather than in a bulleted list”. This idea directly relates to one of the aspects that *gamification* and games share; a story that acts as a cohesive string that connects the system, appealing to the students. Storytelling, then, would be another part of the gamified classroom (Stott & Neustaedter, 2013) and would play an important role when it comes to motivation and engagement. Creating a story that interests students can be very beneficial, increasing the excitement of players towards a given task or the subject in itself, making users feel an urge to progress on the story to unveil it (Kapp, 2014).

All these elements are crucial to make any game appealing and, given that *gamification* directly relates to the gaming realm, it is important to adequately incorporate and translate them into the classroom environment. Still, we should bear in mind that the creation of a game is not the main aim of *gamification*, but rather to implement certain mechanics and elements as the

ones previously mentioned so as to “encourage and reward behaviors that support learning and foster productive social interactions” (Hung, 2017, p.58). To put it differently, *gamification* and games are connected but they are not the same. The relation of all the basic elements previously mentioned grants a successful complete gaming experience, given that:

A player gets caught up in playing a game because the instant feedback and constant interaction are related to the challenge of the game, which is defined by the rules, which all work within the system to provoke an emotional reaction and, finally, result in a quantifiable outcome within an abstract version of a larger system. (Kapp, 2012a, p.9; my emphasis)

Having established these basic elements and, hence, defining the foundation of *gamification*, this approach has further characteristics, diverging from the ones found to be the axis of games. Kiryakova et al. (2014) find that *gamification*'s distinctive features resemble those of games, narrowing to six the main qualities that shape a *gamified* environment:

- Users
- Objectives
- Challenges
- Rewards
- Levels
- Badges
- Ranking

Firstly, and as the context of this research is the education field, the students participate actively as **users**, becoming the previously mentioned “players”. Secondly, the **objectives** of the tasks given to the players are clearly stated and the **challenges** faced help progression of the users. Having clear objectives from the beginning is a key part of teaching while implementing *gamification* (Kapp, 2014) given that researchers find that “clear objectives are an essential requirement for successful gamification projects” (Morschheuser et al., 2017, p1300). The **challenging** component is equally as important, empowering students when tasks are successfully completed (Figueroa Flores, 2015). While succeeding is the main goal of players, failure remains a possibility. As Shatz (2015) indicates “one of the primary advantages

of using gamification in an educational setting is that it lessens the cost of making an error in the eyes of the learners” (p. 229). Hence, in a gamified environment, players feel a certain *freedom to fail* (Stott & Neustaedter, 2013) lessening the weight of mistakes and providing multiple attempts to rectify, what would be the equivalent to *extra lives* of conventional video games (Erickson et al., 2020). Thirdly, tasks progression equals a **reward** which can be points, but also badges. Incorporating rewards that appeal to the users enhances linguistic skills, the overall confidence of the players and improves their abilities in the target language, which is the goal of learners (Prathyusha, 2020, p. 578). Connected to the accumulation of points, Kiryakova et al. (2014) state that there must be a system based on **levels** that can be achieved with point progression. Following with this characterization of what *gamification* constitutes of **badges** would be the key fifth element and, lastly, there has to be an incorporation of a chart or **ranking** in which students’ performance and behavior appears accordingly to their badges, level and points. All these elements combined create a complete system as a whole for students and teachers, being beneficial for both (Kotob & Ibrahim, 2019) and allowing for innovative practices to be part of the classroom to improve the experience.

While the degree in which a course is gamified can vary depending on the teacher and the needs of the class (Hung, 2017) following what has previously been established, we can conclude that *gamified* environments rely on three main design principles, namely “mechanics, dynamics and emotions” (Yanes & Bouloud, 2019, p.2). While mechanics and dynamics within and between the players have already been described, the emotional benefits of gamification, and more specifically the positive impact on the motivation and engagement of students, will be furthered in this section. The emotional component of any new technique implemented in the second language classroom can deeply affect the students, given that the learning process carries psychological impact, leading to students experiencing a variety of complex feelings and different emotions (Li et al., 2023). For this, considering the emotional weight students undergo and using practices that can improve the time spent in the classroom can benefit the results and the perception of the students. By directly appealing to the psyche of the class and engagement with the course, *gamification* could be deemed as a suitable alternative to more traditional methods which solely focus on teaching content without considering the importance of motivation in learning environments (Harvey Arce & Cuadros Valdivia, 2020, p.196).

2.4 Motivation and engagement thorough *gamification*

Motivation is defined as “a theoretical concept utilized to clarify human behavior (...) to make a start, guides, and maintains goal-oriented behaviors” (Gopalan et al., 2017, p.1). Other possible definitions rely on similar terms, for example “the process whereby goal-directed activities are initiated and sustained” (Cook and Artino, 2016, p. 997). According to these definitions, motivation consists of two main ideas: there has to be an objective and the aim to achieve it has to be sustained through time. Assuming that one of the main traits of learning is that new information is added to the existing knowledge (Littlewood, 2004) and motivation is based on maintaining and aiming at new objectives through time, the relation between learning and motivation can be said to be close and binding.

According to Krashen (1981) when it comes to proficient linguistic acquisition, there are two main types of attitudinal factors: *integrative motivation* and *instrumental motivation* (p. 22). The former refers to the “desire to be like valued members of the community that speak the second language” (p.22). For integrative users “interaction for its own sake will be valued” (p. 22). The latter relates to users of the language who acquire it with practical reasoning behind their desire to learn. For *instrumentally motivated* speakers, there must be a practical purpose behind their usage of the language yet “language acquisition may cease as soon as enough is acquired to get the job done” (p.22), implying that there is no long-term effect on the attitudinal factor of motivation. While Krashen’s (1981) dichotomy is based on the desires and objectives of users, directly relating to the emotional aspect of motivation, there are more manners in which motivation can be divided into.

Following Deci and Ryan’s (1985) findings regarding the field of sociology, motivation can be divided, yet again, in two main groups: *intrinsic* and *extrinsic*. Intrinsic motivation refers to the realization of tasks, doings or activities due to personal interest and satisfaction because the task or situation undergone directly relates to the individual. This implies that “intrinsic needs are innate to the human organism and function as an important energizer of behavior” (p.32). Conversely, extrinsic motivation relates to the realization of activities, tasks or doings based on the outward reward and perception those activities might provide the doer with, which implies that “the reason for doing [such behavior] is something other than an interest in the activity itself” (p. 35). Outward rewards in *gamified* classrooms can consist of many elements while badges and points are among the most commonly implemented in *gamified* classrooms.

Furthering the notion of motivation, Kotob and Ibrahim (2019) state that “motivation needs more than just an expectancy of success, individuals should be able to find value in what they’re trying to accomplish” (p.181) meaning that motivation solely based on random external factors could fail to accomplish the goal of motivating students consistently in time as they lack value and weight to the students. Contrariwise, students need to see a purpose in what they are leaning and the rewards they receive based on their progress. According to Cook and Artino (2016) “motivation requires more than just a conviction that I can succeed; I must also expect some immediate or future personal gain or value” (P.1002). Proving students with valuable rewards and incorporating initiative like *leaderboards* which are constantly being updated based on behavior and skills, as well as associating rewards and badges to these rankings, can aid with consistently increasing the motivation and engagement of the classroom (Prathyusha, 2020). More so, intrinsic motivation increases when these elements are incorporated as students are given a purpose and reason behind their actions (Wulantari et al., 2023), helping with their engagement with the materials and lessons while being active agents of the classroom.

Focusing on motivation and engagement can also prevent negative emotional responses associated with the course or even the school hours. Unmotivated and unengaged students tend to participate less in class and could potentially be an obstacle in the proper flow of the lessons (Kotob & Ibrahim, 2019). Innovative practices in education like *gamification* could help the classroom environment to circumvent negative episodes related to these emotional factors by providing students with a new approach that distances the lesson from more conventional and less engaging methods providing “a break from the usual routine of the language class” (Yanes & Bououd, 2019, p.4). It also allows learners to be immersed in a learning environment that values engagement through ludic practices while focusing on the linguistic aspects been taught and still working on the communication and interaction between peers. This happens mainly due to errors being less relevant in the classroom and peer work being incentivized cooperatively to lessen anxiety levels due to the detrimental impact of anxiety in foreign language classes (Krashen, 1981).

2.5 Applying gamification in the Galician high school context of first year Baccalaureate

In this section, the relationship of the current legal context under which teachers operate and the viability of implementing *gamification* will be explored. To that end, the two main documents which regulate the teaching of foreign languages in the Galician context will be considered and analysed in order to assess the viability of a *gamified* classroom. These are the

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (henceforth CEFRL) and the *Decreto 157/2022, de 15 de septiembre, por el que se establecen la ordenación y el currículo del bachillerato en la Comunidad Autónoma de Galicia publicado en el Diario Oficial de Galicia, 26 de septiembre de 2022* (hereforth Decreto 157/2022).

The CEFRL (Council of Europe, 2001) is a document that aims to “provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (Council of Europe, 2001, p.1). It encourages the use of the communicative approach with the aim of improving students’ communicative competence. The end goal is to teach students that will become proficient users of the target language. Under the CEFRL, not only do language classes deal with linguistic aspects, but content regarding “lexical, phonological, syntactical knowledge and skills” (Council of Europe, 2001, p.13) must also be part of the classroom. Considering the relevance in modern education of the CEFRL, practices that ease the process of linguistic proficiency and learning are especially significant in the current educational context. *Gamified* classrooms have been recurrently seen to be “a safe and enjoyable space for students to experiment with the language, apply their knowledge, and develop their linguistic skills” (Putu Wulantari et al., 2023, p.2855).

The CEFRL has an impact on the legislation regarding second language teaching as well, serving as a guide when setting the objectives to be achieved. Following the Decreto 157/2022, the learning objectives are formulated with the CEFRL as the starting point. According to this decree, in the foreign language classrooms, students (in addition to improving their communicative competence) must also get familiarized with the use of new technological environments while engaging on new insight regarding the cultural aspects of the target language. The document sets a series of objectives for Baccalaureate students, being the first year of this educational stage of special interest in this research. By the end of Baccalaureate, students must be able to produce original texts, actively interact with others engaging in conversations and understanding their interlocutor and be able to analyze and understand written productions in the foreign language. Considering that the criteria for the evaluation of students is based on the CEFRL, the linguistic level of a students graduated from Baccalaureate should be around a B1 level as established in the CEFRL.

Among the competences that the Decreto 157/2022 establishes for Baccalaureate, the following could be improved or followed with a *gamified* classroom. These competences were formulated based on the descriptors of the CEFRL. When it comes to the Linguistic Communication Competence (LCC), it is stated that:

- LCC1. Students can express themselves orally, by writing, signing or multimodally with fluency, coherence, propriety and adapting to the different social and academic contexts and participate in communicative interactions with a cooperative attitude and respect, whether it is to exchange information, create new insight and argue their opinions so as to establish and take care of their personal relationships.
- LCC2. Students can understand, interpretate and asses with a critical standpoint oral, written, signed or multimodal texts of different areas, especially academic texts and of mass media production, to participate in different contexts actively and properly informed so as to further knowledge on the subject.
- LCC3. Students can pinpoint, select and contrast autonomously information from different sources, assessing its veracity and their origin depending on the different objectives of the reading process and avoiding risks of manipulation and disinformation while integration and transforming it into knowledge useful for clear and rigorous communication adopting a creative and critic standpoint while still respectful with copyright claims.
- LCC4. Students can read autonomously relevant pieces of literature and can relate them to the sociohistorical context under which they were produced and also to the previous and later literary tradition, examining their current legacy and relevance, to construct and share their own argumentative interpretations of the literary works, create and recreate literary works and eventually create a cultural map of their own.
- LCC5. Students can put their communicative practices to the service of the democratic coexistence, the dialogue driven resolution of conflicts and the equal rights of all humans, avoiding and rejecting the discriminatory use of the language, as well as power abuses, to favor the utilization of the communication systems not

only efficiently but ethically. (Decreto 157/2022, pp. 50584-50585; my own translation)

Moreover, the decree establishes that the Multilingual Competence (MC) of all students is a key competence and its descriptors match the ones found on the CEFRL. Following these descriptors in regards to students' MC, the ones in which *gamification* could aid students are the following:

- MC1. The student uses fluently, adequately and correctly one or more languages, aside from the mother tongue or tongues, to answer their communicative needs spontaneously and autonomously in different situations and contexts of the personal, social, educational and professional realms.
- MC2. The student can elaborate strategies from their own experiences that allow them to enlarge and enrich systemically their individual linguistic repertoire with the goal of efficient communication.
- MC3. The student knows and assesses critically linguistic and cultural diversity present in society, integrating it in their personal development and prioritizing mutual comprehension as a central characteristic of communication to foster social cohesion. (Decreto 157/2022, pp. 50585-50586; my own translation)

Besides the descriptor strictly related to the realm of language learning, given the ties of *gamification* and technology, the Galician curriculum establishes certain descriptors for students' Digital Competence (DC). *Gamification* in second language teaching classrooms would apply to the following:

- DC2. The student creates, integrates and reworks digital contents individually and collectively, applying security measures and always respecting copyright, to further their resources and generate new knowledge.
- DC3. The student selects, adjusts and uses digital devices, tools, apps and online services and incorporates them in their personal environment, digital, for

communication, work collectively and share information, managing their actions, presence and visibility online responsibly, and ejecting their active digital civilization, civile and reflexive. (Decreto 157/2022, p. 50588; my own translation)

Regarding the specific objectives of the second language subject, the Decreto 157/2022 establishes six general objectives, all of which can be accomplished in gamified environments. The six goals are the following:

- OBJ1. To understand and interpretate the main ideas and the basic plotlines of text expressed in standard language, looking for reliable sources and using the strategies of inference and checking the meanings to answer the communicative needs requested.
- OBJ2. To produce original texts, of increasing length, clearly, well organized and detailed, using strategies such as planification, summarizing, comprehension or self-reparation to express ideas and arguments creatively, adequately and coherently, aligning with determined communicative purposes.
- OBJ3. To actively interact with others, with enough fluency and precision and spontaneity using strategies of cooperation and using digital and analogical resources to respond to the communicative purpose in exchanges that follow the rules of courtesy.
- OBJ4. To mediate between different languages or varieties or between the modalities and registers of a given language, using efficient strategies and knowledge orientated to explaining concepts and opinions or to simplify messages to convey information efficiently, clearly and responsibly, and create a positive atmosphere that eases communication.
- OBJ5. To further and use the personal linguistic repertoires between different languages and varieties, critically reflecting on their function, making them explicit and sharing the strategies and the self-knowledge to improve the answer to the communicative needs.

- OBJ6. To critically assess and adapt to the linguistic, cultural and artistic diversity through the foreign language, reflecting and sharing the similarities and differences between languages and cultures to act empathetically, respectfully and effectively and to foster the mutual comprehension in intercultural situations. (Decreto 157/2022, pp. 50905-50907; my own translation)

Considering both the CEFRL and the Decreto 157/2022, which represent the guidelines for language teachers, it becomes patent that linguistic fluency is the target of foreign language lessons in higher education. Using *gamification* and elements associated with this method, “through interactive and immersive activities, students are actively involved in vocabulary acquisition, grammar practice, and language production” (Putu Wulantari, 2023, p.2855), integrating them as active subjects in the foreign language classrooms. Accordingly, furthering these linguistic skills improves students’ communicative competence, giving them the tools to be proficient users of the target language.

3. Methodology and teaching proposal

Focusing now on the proposal itself, the basic elements of *gamification* described and explained in Section 3 were considered as the main axis when designing this project. Hence, there is storytelling, which acts as the cohesive string that ties the project together and abstracts the students from reality. Each player has an avatar, facing challenges and acting based on a set of rules. Players are also given instant feedback based on their interactions with the system and others. All of this is done with the goal of enhancing motivation and engagement.

3.1 Context

The public high school in which the *gamified* proposal was developed in is located in Lugo, Spain. The building has 669 students in total as of the present academic year but could hold up to 764 (Programación Xeral Anual, 2022). Considering this, the institution falls under the category of an urban high school with a considerable number of students attending it. In this institution most of its students are Galician, around 90% of the total (Proxecto Educativo de Centro, 2020). Furthermore, most of the students attending this high school share a similar socioeconomic reality, coming from upper-middle class families for the most part (Proxecto Educativo de Centro, 2020).

The class chosen to put into practice the *gamified* project was the group F of the first year of Baccalaureate, a class with 15 students. Seven of those students identified as female while the other 8 identified as male. All of the students that took part in this project were Spanish except for one of the girls, who was an exchange student from Italy. The ages of all the students spanned from 16 to 17 years old. These students were in the first year of the last stage of their educational path in this high school and were part of the different thematic educational paths the Baccalaureate program offers in Spain.

3.2 Description of the gamified project

When first conceiving implementing *gamification* in a class of the first year of Baccalaureate, analyzing the trends regarding social media and video games among the youth was a preliminary step to start working towards a whole final project. Students were given three different storytelling options for the gamified project: *Pokémon*, a popular TV show called *Stranger Things* or another video game, *Clash Royale*. Out of these three options, they chose *Pokémon*. This comes as no surprise if we consider that there was a resurfacing trend of

searches on the famous videogame franchise on various browsers and apps like *Google* and *Twitter*. It is in this social media platform that the term “Pokémon” was trending in Spain at the turn of 2022 (GetDayTrends.com, n.d). Similarly, *GoogleTrends.es* reported an increase in the number of searches of the word “Pokémon” during that same period. Considering this, using the popular Japanese franchise as one of the possible themes for this *gamified* experience seemed suiting. Adjusting the storytelling to students’ interests was important to help them engage better with the new technique being implemented, as well as making the experience more familiar and entertaining.

Once this was settled, the project began to be outlined considering the needs and characteristics of the class (Morschheuser et al., 2017). Following the guidelines established by Kapp (2014), the project presented would suit the structural *gamification* category, as the main aspects being changed to look more game-like were the presentation of the theoretical aspects and the class dynamics. This does not mean the materials were not adapted or presented in a way where game thinking was rewarded and encourage, but rather that the main focus was to make the classroom feel like a videogame, so that students could learn in an innovative environment and actively engage with the subject.

To motivate students individually and extrinsically, each one was given an avatar in the shape of a *Pokémon* card (see Annex 1). This was the character they would have during the whole experience. Moreover, each avatar had a defining *type* following the storytelling selected. Thus, students were grouped based on this and each player was part of either the fire, grass or water type. This way, there were three groups of five students. By creating a system in which teamwork and healthy competition were part of the experience, intrinsic motivation was expected to increase. Some elements from the *Pokémon* games regarding the curve of progression of students were implemented and adapted to the class dynamics. These elements are explained in the remainder of this section.

(i) Technical Machines (TM)

Like in the videogame, the different avatars, in this case *Pokémons*, could learn new abilities and skills called *Technical Machines* (see Annex 2). These *Technical Machines* represented the new grammar points that the students had learned that week, giving them a visual representation of their effort and knowledge. Earning a *Technical Machine* was

necessary to face the weekly group challenge, as it was a representation of the skill being worked on that week.

(ii) Gyms

In the videogames, *gyms* are the challenge *Pokémons* and their masters face to earn badges. Once all the badges of the game are collected, hence all the gyms are defeated, one can access the *Pokémon League*. In this gamified experience, *gyms* were adapted as the weekly group challenges. On Fridays, students would be presented with a different *gym master* they had to defeat. These challenges had to be submitted or completed in a limited amount of time. Avatars could also earn badges after defeating *gyms*.

(iii) Badges

Badges (see Annex 3) were weekly rewards implemented following the badge design of the *Pokémon* franchise. There were two types of badges: **group badges** and **class badges**.

- **Group badges** were given after completing the weekly group task. These challenges were presented to the class on Fridays and by the first day of the following week each student would receive a badge if the task was successfully submitted in time by the group representative.
- **Class badges** were individual and were linked to behaviour and point on the leaderboard. Players needed all badges (group and individual) as well as all MT to face the *Pokémon League*.

Given the variety of activities done both in class and at home as well as the significant number of parameters to consider the performance of students, players were presented with plenty of opportunities to achieve all the different rewards. Also, if the class attitude had been especially positive and the progression was consistent, students could choose the weekly group challenge. They were given two options, an at home group project or a competitive in-class activity on Friday. These at home group projects were designed according to the objectives described in the Decreto 157/2022. Also, by earning all the possible badges, they could then progress towards *Victory Road*.

(iv) *Victory Road and the Pokémon League*

The event of *Victory Road* took place the day before the final exam and was a training session in which students could ask questions and practice with the teacher before the test. This was done to mimic the *Victory Road* of *Pokémon* games, which takes place before the final challenge. Right after this, students faced the *Pokémon League*. Here, each player had to fight the final boss to earn the final badge. In this *gamified* proposal, *Pokémon League* was the name given to the final test students had to complete on the last day of class. In order to face this challenge, all the badges and TM were a requirement. This meant students needed consistent good behaviour, the completion of all the homework assignments and the submission of all the group tasks to gain access to the final exam.

3.3 Online resources used

As part of this *gamified* project, technology became an important part of the class. Some online resources used were the online design tool *Canva*. In order to make the aesthetic of the presentations and worksheets appealing to the students, a coherent design was used to provide a visually engaging experience (Kapp, 2012a). Also, maintaining a cohesive story in all the materials helped with the abstraction of the players into the gamified project.

Figure 1.

Example of the first slide of one of the presentations used.

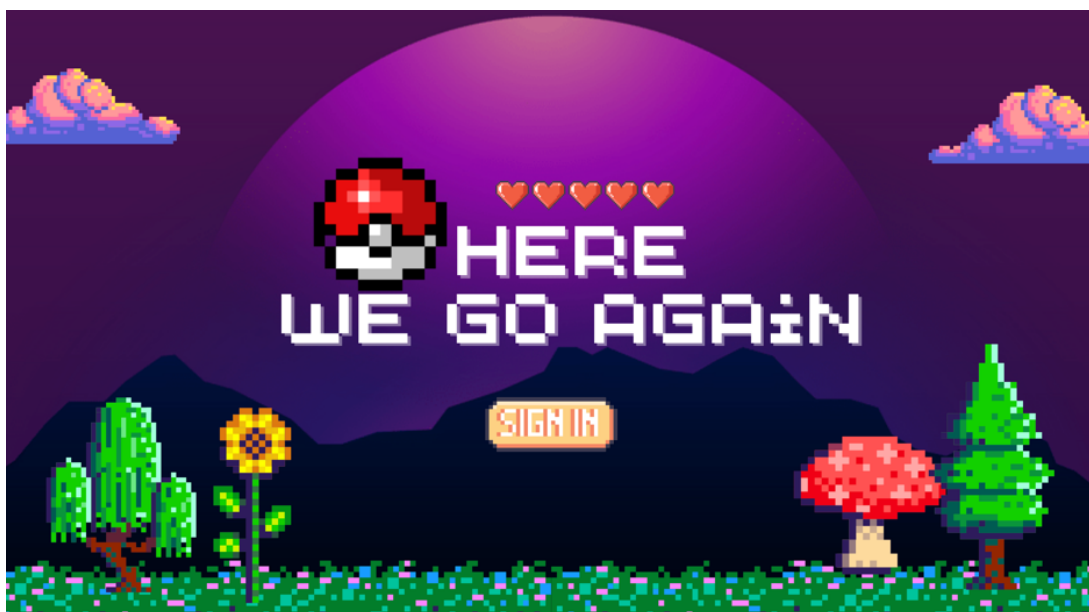


Figure 2.

Example of a worksheet used in class



Revision on "the passive", "the causative" and "reported speech"

o The passive voice

retrieved from: <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/passives>

The passive voice is **very commonly used** in the English language.

We often use the passive:

- when we prefer not to mention **who** or **what** does the action (for example, it's not known, it's obvious or we don't want to say)
- so that we can start a sentence with the most important or most logical information
- in more formal or scientific writing.

1. How do we form the passive in English?

Subject	Verb	Object
Harry Potter	held	the wand



The wand.	was held	by Harry Potter
Subject	Verb	Agent

Another resource used was the application *Classdojo*, both on the class computer and the teacher's personal smartphone. This allowed for instant feedback on the students' behaviour and attitude. Combining both devices enabled a dual system in which the teacher could move around the class without being restricted to the leaderboard on the class computer solely. At the same time, students could see the points fluctuate on the digital whiteboard the class was equipped with.

Figure 3.

Main page of the ClassDojo website (as seen on a computer)



Note. The avatars represented here are not the ones the students had, they are a default feature of the app.

This mobile application acted as the digital leaderboard of the class. Here, the teacher could give or take points from individual students, groups or the whole class. This application counted the points instantly and automatically, creating an always updated ranking of the students. To give points to the class, the following commands were configured into the application:

- Conquered a challenge! (1 point)
- First to submit assignment (2 points)
- Good job! (1 point)
- Group work is the best work (1 point)
- Helps the class (1 point)
- I see you there! (Participation) (1 point)

These parameters were designed considering the class behaviour and the aspects that needed a positive reinforcement. These points could be added individually, as a team or to the whole class. They were created so that they would suit the majority of interactions of the users with the *gamification* system and among themselves. Similarly, there were some commands that could decrease the points of the players, teams and class. These are the following:

- Is that Spanish I hear? (-2 points)
- No submission at all? (-1 point)
- Late to class without a reason (-1 point)
- Rude! Not your turn to speak! (-1 point)
- This is about group work not solo work (-1 point)
- Too much noise in the classroom (-1 point)

Once a week there was a recount of the individual and group points. Here the group with the highest number of points in the leaderboard would be eligible for a reward of their choice. This reward had to be discussed previously with the teacher. Not only that, if students had a positive overall score by the end of the week, based on their skills and knowledge, they would earn a TM.

Using online games and online assessment tools to grade students' knowledge and understanding of the different grammatical points explained in the classroom was another way in which technology was actively integrated. Platforms like *Wordwall.net* were used to bring games into the *gamified* classroom so as to boost motivational aspects regarding competitiveness and teamwork (Kotob & Ibrahim, 2019). *GoogleForms.com* was the platform chosen to conduct both the final test known as the *Pokémon League* among the players and a final questionnaire regarding the opinions of the users on *gamification* and their feelings being part of an experience of this kind. Also, some of the weekly group tasks had to be done and submitted online, making it more convenient for all the students to be part of the group projects.

Finally, as the materials used were elaborated specifically for this project, the use of conventional textbooks was rather limited, although they were still present. This was done to favour technology and innovation practices in the classroom. Moreover, all the presentations and worksheets followed the aesthetic of the different arenas and locations the *Pokémon*s found themselves in (Annex 4 & 5) as the story progressed and followed the storyline. At the beginning of each class there was an introductory presentation with some text and images regarding where the story had progressed to (Annex 6). This was designed to locate the players. Similarly, every week at the end of Friday's class there was another presentation that introduced the group challenge (Annex 7). These presentations introduced the *gym leaders*

students had to defeat by completing the task they had been appointed. Having presentations that kept the story coherent and present, different from the ones used with theoretical purposes, gave cohesion to the experience and allowed for story progression.

3.4 Schedule of the proposal

This *gamified* experience lasted from 17th of April until the 5th of May of 2023, a total of three weeks, with an extra session to ask students about their opinions on the experience.

Figure 4.

Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35/9:25					
9:25/10:15					
10:15/11:30					
11:30/12:00	BREAK	BREAK	BREAK	BREAK	BREAK
12:00/12:50					1º BAC F
12:50/13:40	1º BAC F				
13:40/14:30				1º BAC F	

Figure 5.

Chronology of the sessions

Day	Content	Materials
17/04/2023	<ul style="list-style-type: none"> • Introduction to the passive voice • Explanation of the class dynamics implemented from this day onwards following the <i>gamification</i> project 	<ul style="list-style-type: none"> • Online presentation • In class textbook • Worksheet

	<p>previously designed which contained avatars, badges, points etc.</p>	
20/04/2023	<ul style="list-style-type: none"> • Review of the passive voice • Introduction to the passive causative form 	<ul style="list-style-type: none"> • Online presentation • In class textbook
21/04/2023	<ul style="list-style-type: none"> • Review of the grammar units seen until this point (passive and passive causative) • Explanation of the weekly group challenge 	<ul style="list-style-type: none"> • Online presentation • In class textbook
24/04/2023	<ul style="list-style-type: none"> • Review of the leaderboard and the group and individual points • Introduction to reported speech • Handing back the corrected version of the previous week group assignment 	<ul style="list-style-type: none"> • Online presentation • In class textbook

27/04/2023	<ul style="list-style-type: none"> • Practice on reported speech 	<ul style="list-style-type: none"> • Worksheet
28/04/2023	<ul style="list-style-type: none"> • Homework group check • Weekly challenge, group times on reported speech 	<ul style="list-style-type: none"> • Online game wordwall.net
04/05/2023	<ul style="list-style-type: none"> • <i>Victory Road</i> stage: review of all the content seen during the <i>gamified</i> period 	<ul style="list-style-type: none"> • Worksheets and class notes specifically adapted to the contents seen in class
05/05/2023	<ul style="list-style-type: none"> • Test type exam to assess students' knowledge 	<ul style="list-style-type: none"> • Online test done using <i>GoogleDocs.com</i>
02/06/2023	<ul style="list-style-type: none"> • Questionary on the effects of <i>gamification</i> on the class and students' opinions about the experience itself 	<ul style="list-style-type: none"> • Online test done using <i>GoogleDocs.com</i>

3.5 Assessment and survey

There were two types of in-class tests done to determine the degree of engagement, motivational increase and students' knowledge once the *gamified* project came to an end. Both were done using the *GoogleDocs.com* platform.

3.5.1 Assessment: *Pokémon League*

The aim of this test was to determine the knowledge that students had gained in the three weeks they had spent in the *gamified* environment. The test consisted of thirty multiple choice questions. These were designed considering the materials taught and the objectives that

appear in the Decreto 157/2022. Previous to the test, students had a session to ask questions and revise the content seen up to that point, called *Victory Road*, following the lore of the *Pokémon* videogames. The results, participation rates and in-depth analysis of this test can be found in section 4 of this thesis.

3.5.2 Assessment: *Gamification* questionnaire

In the last session, specifically devoted to this, students were asked to voluntarily complete a survey regarding the experience as a whole, their opinions and the overall levels of satisfaction, engagement and motivation they felt as active agents of a *gamified* project. The data gathered from this survey as well as an exposition of the questions and participants of this survey can be found on section 4 as well.

4. Analysis of the results

The test and survey conducted in the group led to finding data which, overall, positively rates the experience on the basis of both the results obtained by the students and their personal opinions on *gamification*. To analyse the answers to both questionnaires, a quantitative approach was taken, considering all the answers objectively. The data analysis provided by the webpage *GoogleDocs* was also taken into account when interpreting students' responses.

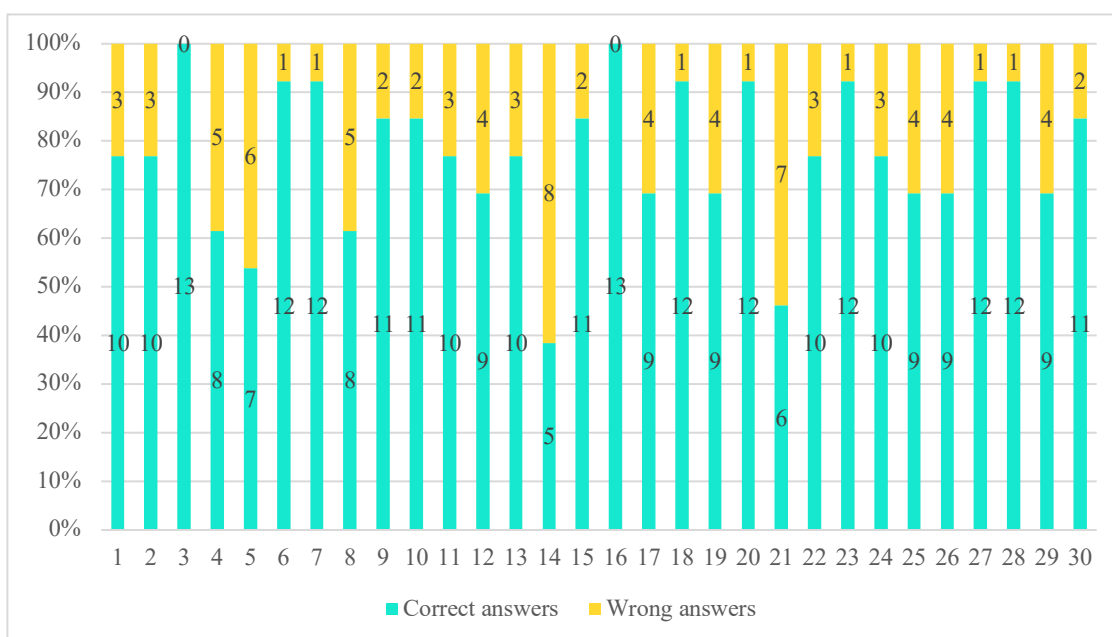
4.1 Test Results

The test students were presented with consisted of 30 multiple choice questions (Annex 8) regarding the use of the passive voice, reported speech and the causative form. Hence, the 15 students were tested on their knowledge on all the three grammar points seen during the *gamified* experience. All fifteen students underwent the final test but due to technological problems two students did the test with a partner of their team. For this inconvenience, the data collected appears as if there were thirteen answers in total instead of fifteen. This way, the 100% percentage represents 13 answers, and the minimum correct answer rate would be 0% representing 0 correct answers. These questions were designed according to the exercises done in the classroom before the exam and adapted according to the questions and explanations given by the teacher during the practical session called *Victory Road*.

+

Figure 6

Final test score



On average, the results show a positive outcome on the students' part, with the average grade of the class being 25 points out of 30. That would be a 8,33 out of 10, a notable grade on the Spanish educational system. The questions with the lowest grades are questions 5 and 14, both test students' knowledge on reported speech. Having the lowest number of correct answers in two questions regarding reported speech could be due to the structure of the first year of Baccalaureate curriculum which introduces this grammar point for the first time.

4.2 Gamification survey

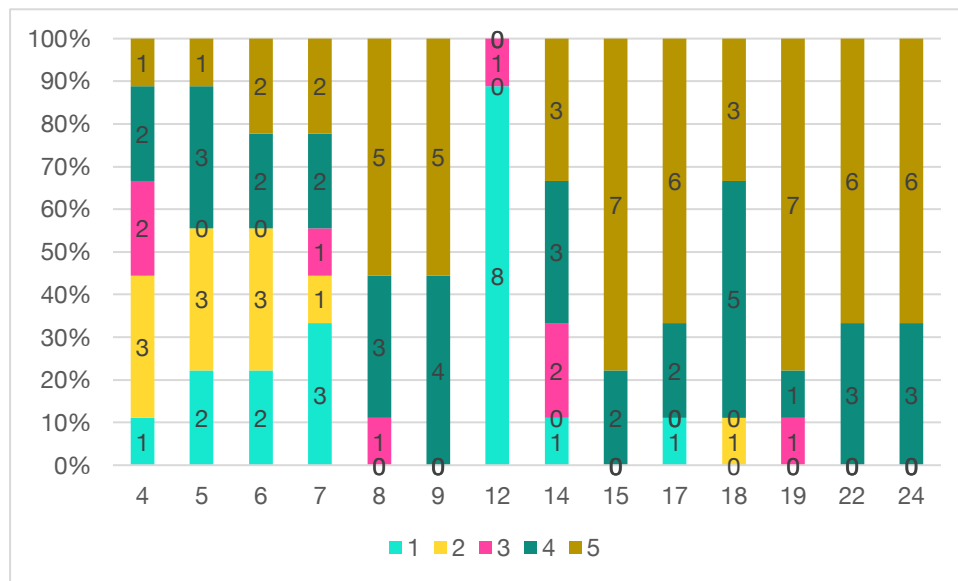
The survey consisted of 24 multiple choice and short answer questions regarding students' opinions on the proposal and their feelings being active parts of a *gamified* system. This survey was done in class so that any questions students had could be answered on the spot. Nine students attended the session where this voluntary survey was done and agreed to complete it. In what follows, I will first comment on those questions with an open answer and then proceed with those whose answers could be graded.

The answers to question 1 report that students felt the experience to be *fun*, (7 out of 9 answers), *useful* (3 out of 9), *easy to follow* (2 out of 9), and *exciting* (2 out of 9). Other terms used were *innovative*, *cool*, *appealing*, *interesting*, *entertaining*, *practical*, *creative*, and *dynamic*. As can be clearly seen, all the adjectives and expressions used to describe the *gamified* project are markedly positive. As for the most remarkable elements involved in the project, (question 2) 33.3% of the students selected the weekly group challenges, whereas 22.2% favoured both the visual aspect and the daily points. In turn, on the opposite pole of the continuum (i.e. the least remarkable elements; question 3) were the storytelling (33.3% of the answers) and the weekly group challenges and the daily points (22.2% of the total). In question 10, 88,9% of students said they wouldn't change the sessions at all while 11.1% stated that they would prefer to do *more practical exercises* in the classroom. In question 11, among the elements that motivated students the most it was reported that *all of them* (2 out of 9) and the *dynamic lessons* (2 out of 9). Other answers were *the game*, *the points*, *the challenges*, and that students felt they *understood everything*. In question 16, 100% of the survey thought cooperative teamwork was a fun practice. Other common answers were *interesting*, *motivating*, *entertaining*, *satisfying*, *useful*, *chill*, *collaborative*, *creative* and *important*. In question 20, the three terms the majority associated with the class hours were *fun* (100%), *useful* (77.8%) and *motivating* (77.8%). Other students found it *challenging* (11.1%) and *exciting* (66.7%). In

question 21, all the informants reported that they found the *gamified* experience useful. In question 23, 100% of the students agreed that it was easier to follow the class and the materials when elements from videogames were present in the class dynamics.

Figure 7

Results of the graded answer questions



The data shows a positive reception of the *gamified* project on the students' part. The elements that showed the highest ratings among the students were the *badges* (question 4) and the *class ranking* (question 7). Conversely, *storytelling* and *daily points* (questions 5 & 6) were rated the lowest when it came to motivating students. Here there seems to be a contradiction as the *class ranking* relied on *daily points*. One suitable interpretation could be that having a good position on the ranking was important for students yet, the tasks and efforts needed to obtain points and maintaining them throughout the weeks was not as exciting to them. Group work also was reported to be something students significantly enjoyed (question 15), with most students feeling integrated within their groups.

5. Conclusion

The teaching project described in section 3 above and whose results were discussed in sections 4.1 and 4.2 demonstrates that *gamifying* a first year of Baccalaureate classroom is possible and can have positive outcomes. By understanding *gamification* as a distinctive practice that is not the same as a game, while considering the basic elements that configure it, the creation of a *gamified* experience can be adapted to the EFL curriculum. Furthermore, understanding the needs of the students and considering their opinions when designing the project can help them engage with the experience presented. In the case of this proposal, the storytelling of *Pokémon* was the students' choice.

As explained in section 4.1, the high scores in the test done after the *gamified* experience indicate that there was engagement with the materials taught, as well as significant learning and retention of the concepts explained in the classroom. Taking into account that none of the students failed the test, we can also conclude that the overall performance of the class was similarly improved among all the students. Still, the fact that some students had to do the test together due to technological difficulties sheds light on the problems of using mainly technology-driven methods in current classrooms, where some issues can arise. All things considered, the final test called *Pokémon League* in this project can be deemed a success in terms of results and measuring the engagement of students.

In the case of the survey conducted, the results shown in section 4.2, although complex, show a positive overall outcome of the *gamified* project. Students defined the project as *fun* and *motivating* consistently. The ranking of the different elements incorporated into the classroom showed a rather low engagement with these items individually (questions 4, 5, 6 and 7) with students favouring the weekly challenges over the rewards and storytelling component, some even reporting not enjoying the *Pokémon* story at all (question 14). Still, most students liked the storytelling option chosen, with more than half of the surveyed giving it a score between 7 and 10 (question 14) and none stating any major change they would make to the project in any specific area. The class also found *gamification* *useful* and *exciting*, agreeing that they would like to work in this environment in other subjects, finding it easier to follow compared to the methods previously used. The motivational aspect was also reportedly improved compared to the previous classroom dynamics (question 19). The area of groupwork was another one in which the data was very positive, indicating that the planification before

the elaboration of the proposal was important to grand the success of the experience (Morschheuser et al., 2017). Still, one of the students reported not feeling a part of their group. Another aspect that was mostly positive was the anxiety barometer, with students reporting low levels of anxiety and stress. One possible reason behind lower anxiety in the classroom could be the lessening of the repercussions of failure and the encouragement to use the language in the classroom and rewarding it, for example with daily points. These could have given the students a feeling of tranquility within the classroom (Stott & Neustaedter, 2013; Shatz, 2015). The fact that not all the students answered the survey leaves room for doubt on how the results could vary in other conditions. Even with this inconvenient, the answers hold great value and the general consensus reflected on most of the data allows to state that the portion of the class surveyed represents faithfully the general opinions on gamification.

Despite, there were time and circumstantial limitations that interfered with the practical implementation of the project, which could be avoided in future attempts. Having more than a three-week timeframe to develop a *gamified* experience in a real classroom could provide further data on the long-time effects of *gamification* on the students' motivation and engagement. Another limitation found in the practical implementation of the *gamified* experience was that only grammatical aspects were taught in the classroom. Considering both the Decreto 157/2022 and the CEFRL, the communicative competence of students has more sides to it than grammar alone. Using *gamification* when teaching units that convey all the different areas included in the students' communicative competence could be interesting to see how adaptable *gamification* may be. Outside the EFL classroom, presenting students with *gamified* proposals in other subjects should be considered so as to explore *gamification* in other areas of knowledge, given that students have manifested it is a practice they would like to see in other subjects as well (section 4.2). Further research on the benefits of gamification besides motivation and engagement is also advice, for example how it can improve behaviour in the classroom.

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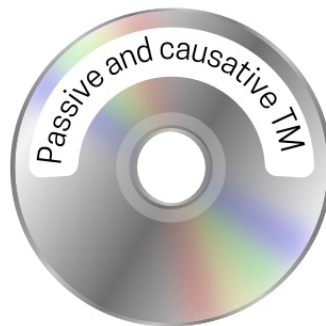
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7. Annex

Annex 1



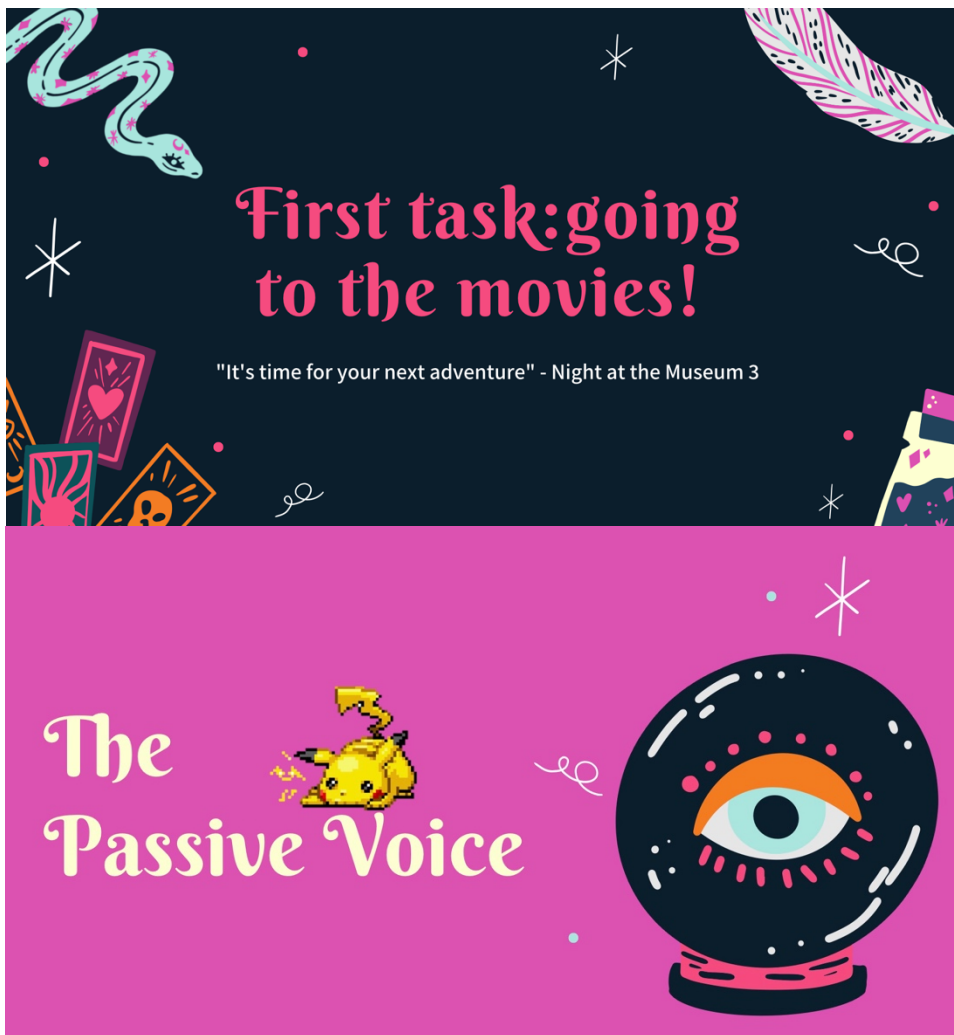
Annex 2



Annex 3



Annex 4



Annex 5

NEXT STAGE: THE SWAMP

**TAKE A
LOOK!**

- **Somebody once told** me the world is gonna roll me
I ain't the sharpest tool in the shed
- **Somebody once asked** could I spare some change for gas?
I need to get myself away from this place.
- **I said,** "Yup" what a concept
I could use a little fuel myself



Annex 6

WHAT HAPPENED?

One good morning, professor Paula found that all her students had turned into Pokemons! How strange...
From now on, the classroom is going to have some changes



Annex 7

**YOUR OPPONENT IS:
BELLATRIX LESTRANGE**

INSTRUCTIONS

One person from each team has to submit
THIS SATURDAY the following:
A short text (200/400 words) talking about
a film (similar to the worksheet we did)
REMEMBER: use the passive and causative

Annex 8

Quiz 1ºBAC F

Answer the following questions. You will be asked to use the "passive voice", the "causative" or "reported speech". You know how to do it! Good Luck:)

YOU GOT THIS!

pauodrif23@gmail.com [Cambiar de cuenta](#)

No compartido

* Indica que la pregunta es obligatoria

"When is your cousin coming to visit?" 1 punto

My friend asked when my cousin was coming to visit
 My friend asked when was my cousin coming to visit
 My friend asked if my cousin was coming to visit

"I will follow my Pokemons everywhere" *

1 punto

- He said he would follow his Pokemons anywhere
- He told he would follow his Pokemons everywhere
- He said that he will follow his Pokemons everywhere

The city major _____ a new park _____ by the constructions workers next month

* 1 punto

- will have / built
- had / built
- has / built

The wand was held by Harry Potter *

1 punto

- The wand (agent) was held (verb present) by Harry Potter (subject)
- The wand (direct object) was held (verb future) by Harry Potter (indirect object)
- The wand (subject) was held (verb past) by Harry Potter (agent)

The class _____ by Professor Paula from now on :(*

1 punto

- will be missed
- has been missing
- would have had been missed

The whole group _____ our graduation next month *

1 punto

- will be attending
- will have been attending
- would have attended

Olivanders _____ the wands _____ by owls to the students last week *

1 punto

- would have / get // delivered
- had/got // delivered
- has / gets // deliver

The Pokédex _____ by Oak every week *

1 punto

- will be updated
- is updated
- has been updated

In reported speech, time expressions like "last year" or "yesterday" suffer any changes?

* 1 punto

- No, they stay the same "last year" and "yesterday"
- "last year" changes to "the previous year / the year before" but "yesterday" stays the same
- both change. "yesterday" to "the previous day / the day before" and "last year" to "the previous year / the year before"

"That painting looks very nice!" *

1 punto

- She said him that painting looked very nice
- She told him that painting looked very nice
- She told to he that painting looks very nice

Put the words in the correct order to form a PASSIVE: *

1 punto

Shrek / a cooking book / publish / a year before my birthday

- A cooking book had been published a year before my birthday by Shrek
- A year before my birthday, Shrek was publish by a booking book
- A cooking book published a year before my birthday by Shrek

Professor Paula took the Pokedex with her *

1 punto

- The Pokedex was taken by Professor Paula
- The Pokedex has taken Professor Paula
- The Pokedex tooked by Professor Paula

"When will you have dinner?" *

1 punto

- My mother asks if you will have dinner
- My mother asked when will I have dinner
- My mother asked me when I would have dinner

"Don't touch that pokeball!"

1 punto

- Azuril ordered to not touch that pokeball
- Azuril told me not to touch that pokeball
- Azuril told me don't touch that pokeball

Is this sentence correct?

*

1 punto

The builders got the house built by my mom

- Yes, it is correct
- No, my mom should be the subject and builders the agent
- No, "got" should be in the present so "gets"

What's wrong with this sentence?

*

1 punto

He had his stomachache check by the doctor

- "check" should be "Checked"
- here we could omit the agent "By the doctor" (it can be redundant)
- Both options are right

"Does your mother know that you are out?" *

1 punto

- The singer demanded to know if their mother knew they were out
- The singer demanded to know if your mother know you are out
- The singer demanded to know your mother know that you are out

Write a coherent sentence with these words *

1 punto

Jigglypuff / a new song / sing / tomorrow

- A new song will be sang tomorrow by Jigglypuff
- Jigglypuff will have sang a new song tomorrow
- A new song was sang by Jigglypuff tomorrow

"You must read all the questions in the exam" *

1 punto

- The teacher said the students they must read all the questions in the exam
- The teacher told to the students they have to read all the questions in the exam
- The teacher told the students that they had to read all the questions in the exam

Do we always have an agent in passive sentences *

1 punto

- Yes, it is mandatory
- No, only when needed
- No, never

The space ship / build / the NASA / the engineers *

1 punto

- The space ship had the engineers built by the NASA
- The NASA had the space ship built by the engineers
- The engineers had the NASA built the spaceship

The teacher _____ the exam _____ by the students right now *

1 punto

- got // done
- is getting // done
- will get // done

Elon Musk / a new car / release / next month *

1 punto

- A new car will be released next month by Elon Musk
- Elon Musk will have a new car released next month
- Both Options are possible

Put this words in the correct order: *

1 punto

The teacher / the papers / Snorlax / Write / yesterday

- The teacher had the papers written by Snorlax yesterday
- The teacher will have the papers written by Snorlax yesterday
- The teacher the papers wrote by Snorlax yesterday

The first pokemon game _____ in 1996 *

1 punto

- were released
- had released
- was released

My grandparents _____ the house _____ if they had money *

1 punto

- would get /have /// rebuilt
- got / had /// rebuilt
- will get / have /// rebuilt

"You shouldn't skip class if you want to pass this subject" *

1 punto

- The teacher reminded the students not to skip class if they wanted to pass that subject
- The teacher reminded the students that they can't skip class if they want to pass this subject
- The teacher told to the students not to skip class if they want to pass this subject

"I will not do my homework" *

1 punto

- my friend refused to do her homework
- my friend said to not do her homework
- my friend refused will not do her homework

A new restaurant / the Kanto region / the best chef in the world / open * 1 punto

- The best chef in the world had a new restaurant opened in the Kanto region
- A new restaurant was opened in the Kanto region by the best chef in the world
- Both options are correct

Professor Snape _____ his nails _____ at the nail salon when the Troll attacked * 1 punto

- had been having / done
- was having / done
- is having / done

Enviar

Página 1 de 1

Borrar formulario

Annex 9



Enquisa Gamificación

Boas rapaces! Esta é a última enquisa que preciso para avaliar como de eficaz e efectiva foi a experiencia gamificadora. Está en inglés polo que claquera dúbida estarei máis ca disposta a resolvela.

1- Which 3 words do you think best describe the method used in class? *

Tu respuesta _____

2- Which of this elements was, to you, the most remarkable? Choose **only 1**

- storytelling
- the daily points
- the badges
- the activities done in class
- the weekly group challenges
- the visual aspect

3- Which of this elements was, to you, the least remarkable ? Choose **only 1**

- storytelling
- the daily points
- the badges
- the activities done in class
- the weekly group challenges
- the visual aspect

8- On a scale from 1 to 10, how much more motivated were you during the class hours?

	1	2	3	4	5	6	7	8	9	10	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10

9- On a scale from 1 to 10, how was your engagement with the class materials and activities (1 same as before, 10 much more than before)

	1	2	3	4	5	6	7	8	9	10	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10

10- What would you change from this sessions?

Tu respuesta _____

11- What aspect motivated you the most?

Tu respuesta _____

very motivated

not at all

20- Choose 3 of these words to describe the class hours

- fun
- appealing
- useful
- challenging
- stressful
- boring
- exciting
- average
- dull
- motivating

21- In your opinion, was this experience useful?

- yes
- no

