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**STATE OF THE ART: GAMIFICATION PROCESS IN TEACHING AND
LEARNING ENGLISH AS A FOREIGN LANGUAGE.**

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State of the art: gamification process in teaching and learning English as a foreign language.

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Abstract

This study aims to identify the impact of gamification as a tool to learn through video games, in the English as a foreign language (EFL) context. Likewise, it emphasizes the approach of communicative language teaching (CLT). Therefore, the main goal of this research is to analyze theoretical information and data about gamification and its contribution to EFL learning (from 2011 to 2021). Thus, the focus of this research is linked to these time parameters due to the rapid digital changes of our time, so our investigative vision joins the study of the most recent components of gamification. In the same way, the orientation of this research is of a qualitative and interpretive type, of a documentary type, so the state of the art shows the importance of gamification and the process of evolution in order to learn EFL. Finally, the data collection instruments were based on non-participant observation, by using a bibliographic matrix and a content analytical matrix.

Keywords: gamification, communicative language teaching, English as a foreign language.

Resumen

El objetivo de este estudio es identificar el impacto de la gamificación como herramienta para aprender a través de videojuegos en el contexto del aprendizaje del inglés como lengua extranjera (EFL). Asimismo, se destaca el enfoque de la enseñanza comunicativa de lenguas (CLT). Por tanto, el objetivo principal de esta investigación es analizar la información y los datos teóricos sobre la gamificación y su contribución al aprendizaje del EFL (desde 2011 hasta 2021). Así, el enfoque de esta investigación está ligado a estos parámetros de tiempo debido a los rápidos cambios digitales de nuestra época, por lo que nuestra visión investigativa se une a estudiar los componentes más recientes de la gamificación. Del mismo modo, la orientación de esta investigación es de tipo cualitativo e interpretativo, de tipo documental, por lo que el estado del arte muestra la importancia de la gamificación y el proceso de evolución en el aprendizaje del EFL. Los instrumentos de recolección de datos se basaron en la observación no participante, usando una matriz bibliográfica y la matriz analítica de contenido.

Palabras clave: gamificación, enseñanza comunicativa de la lengua, inglés como lengua extranjera.

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Introduction

In this research work, we carry out a study about the impact of video games in the EFL context; taking gamification as a tool to develop an English class. As Walia (2012) pointed out, students learn a language by communicating in it, which is a need for the language learning process, where there are many things to share and understand. In addition, students show good results through motivation with topics that are attractive to them.

Osma-Ruiz et al. (2015) mentioned that gamification brings together all the games' characteristics, creating challenges for students to enhance their previous knowledge, which increases their results when carrying out activities, and these go hand in hand with video games, so that students can behave naturally, using communication skills.

First of all, it is necessary to clarify the concept of gamification, which is a learning technique that combines game mechanics and professional education. Its objective is to motivate and awaken the interest of students in any area of knowledge, in this case, we focus on English as a foreign language (EFL). In terms of Deterding, S et al. (2011): "Gamification is the use of game design elements in non-game contexts" (p. 2).

Second, we consider gamification as a tool that can improve the quality of the EFL process. Therefore, there is an improvement in innovation, participation, and enrichment within the EFL learning process by using gamification in the classroom. According to Gómez (2016), nowadays, the objective when learning a language is not the learning of the language itself, but the development of learning skills and, of course, the achievement of the so-called communicative competence. In this project, we explore and carry out in-depth research, as well as a critical analysis and an interpretation of different existing documents on the importance of communication skills when learning EFL, using gamification as a revolutionary tool when sharing EFL knowledge as a teaching tool.

Baierschmidt (2014) also stated that studies with video games have shown promising results, since they increase the students' abilities in environments or contexts, in which they can develop the confidence to communicate in certain situations.

Chapter I. Statement of the problem

1.1 Statement of the problem

The problem of this research arises from our experience in pre-service teaching practices, in which virtual modality is the field of action because we were doing our practice during the pandemic. As a consequence, there are moments of disorientation, and a lack of educational play tools when teaching. Therefore, since failures and shortcomings in the learning processes are known, gamification is an alternative to fill the gaps within the fields by giving teachers the knowledge about the new strategies that can be taught to awaken the motivation and interest of students when facing virtual classrooms.

One of the problems identified is that teachers lack the knowledge about pedagogical material, and didactic strategies for the development of a virtual classroom; these were seen in our educational practice, since, like training teachers, we did not know what type of activities or strategies could be used to motivate students to participate and be part of our classes. So it was necessary to include new motivational tools and move away from the monotony of classes.

Therefore, we wanted to understand (gamification and its impact in EFL) to establish teaching processes with a high motivational level, in addition to understanding the creative parameters that would allow creating safe and pleasant spaces in virtual environments, guiding the teaching and learning processes in the virtual modality, starting from gamification as a technological tool that contributes to the strengthening of the communication process in the English language.

Within the research, it is taken into account that the Communicative language teaching from now on CLT approach can contribute effectively to the communication processes between students, since teachers in training want to find the best methodological

route to solve their communication problems, which has been evidenced during the practice process.

According to Diana (2014), “‘communication’ means enabling learners to develop their communicative ability. So communicative language teaching has brought the most significant change into the practice of English language teaching [ELT]” (p. 37). Above all, the CLT approach is an easy way to develop oral communication among students, because it allows the English knowledge to increase, and it has a significant change for each practice when it comes to students’ oral skills. Thus, this approach could contribute to the development of oral communication skills.

Likewise, gamification as a technological tool aims to develop pedagogical activities that help with the growth and contribute to the learners’ oral communication proficiency. Thus, Garcia (2020) said that gamification implies the use of techniques, elements, dynamics, typical games and leisure in necessarily recreational activities in order to enhance motivation. Therefore, this is a way to motivate students in their own learning process through games; in this case, video games as a pedagogical strategy to promote language skills are used.

1.2 Object of study

Investigate and analyze theoretical information and data about gamification and its contribution to EFL learning.

1.3 Research question

How has gamification been implemented in EFL classes during the last years?

1.4 General objective

To develop a state of the art, investigating and analyzing information and data about gamification and its contribution to the EFL learning process.

1.5 Specific objectives

- To collect information about previous research and projects about gamification in the EFL classroom.
- To investigate and analyze data information about gamification and its contribution to the English language learning process.

1.6 Rationale

The research project was born from the non-participant observation because we, as training teachers, developed our pedagogical practices with a specific population of students. For instance, we as teachers in exercise, identified educational needs in the English learning process, since the pedagogical strategies were not a satisfactory route for the foreign language learning and teaching processes within the virtuality since it was the modality used by finding ourselves in the middle of the pandemic.

Within the classes we teach, and thanks to our field notes, we came to the conclusion that the most recurrent disinterest factor was boredom in the classes, and as for us as teachers and the teachers who accompanied us in the process The lack of knowledge in terms of resources, tools and strategies was evident, for this reason, we decided to investigate about gamification and how it has been implemented in the area of teaching English.

Following this, the designed state of the art theoretically shows the importance of gamification when learning EFL.

On the other hand, we as training teachers decided to apply the CLT approach as a pedagogical route to improve students' communication skills regarding the English language since this method is an approach to language teaching, where interaction is given maximum importance as a path and a final objective when learning a language. For this reason, this

method could help teachers to implement different pedagogical strategies to develop communication skills among students.

As previously mentioned, the research is focused on the state of the art. On many occasions, virtual classes were a challenge for teachers, due to the student drop out and the lack of interest; for this reason, part of the researchable focus of our project is centered on how gamification has revolutionized the way of imparting knowledge within the classroom and, above all, how it has had an impact on learning a new language.

Chapter II. Literature review

Gamification has been implemented in several fields of study throughout its appearance and application; education is not that far from this, since it is where gamification has a greater scope regarding its characteristics, such as including the game in non-recreational environments to create interest and motivation among the participants –in this case, the students– to achieve a goal. Therefore, we as training teachers consider that gamification can help to teach almost everything; but, how does gamification benefit EFL learning and, at the same time, develop communicative skills? The most recurrent question in our investigation is based on the implementation of gamification and its evolution during these years, specifically in the aforementioned space of education. However, it is necessary to know what gamification is and what it is not; in order to avoid confusion in the long and short terms. Kapp explained (2012):

Gamification is the use of gameplay mechanics for non-game applications (also known as “fun ware”), particularly consumer-oriented web and mobile sites in order to encourage people to adopt the applications. [...] Gamification uses elements traditionally thought of as gameplay or “fun” to promote learning and engagement.

The positive outcomes and behavior changes described are the results of the process of “gamification”. (p. 10)

Another reason is that, as Kapp (2012) said, “gamification is not badges, points, and rewards. Unfortunately, the least exciting and least useful elements of games have been labeled gamification” (p. 13).

Having this in mind, we can understand what gamification is and how it can be adapted to virtual classes and to EFL teaching in spaces where it is necessary for the students’ behavior to change and for the participants to feel interested in the topics to work on. In addition, it is important to facilitate the learning of new skills that develop their communicative learning by applying the CLT method, which focuses on learning the which is focused on learning the functions of the language. As Richards (2006) mentioned, a goal of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p. 14). This is why:

Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns, [...] fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. (Richards, 2006, p. 14)

2.1 Gamification

Gamification is a very extensive area of study, which provides a high potential for games in the academic field. But, how is gamification within the context of learning a foreign language? In this case, EFL is the context for gamification action; although learning English

is something that includes several skills, communicative ability is what we focus on, both in the learning and teaching part.

Within the digital age, many ways of diversifying teaching and learning have been crossed; therefore, the foreseen future for education is based on change and adaptation, which makes gamification, as a tool for English learning, have a more encouraging future for students. Regarding video games as tools:

Games have turned into something more serious than just entertainment and eventually, have become a matter of importance from the point of view of research.

An increase in motivation levels, and therefore in students' involvement in their learning process, would justify in itself the introduction of video games as a common tool in education. [...] Emphasizing the motivating value of a discipline that has received the name of "gamification". (Osma-Ruiz et al., 2015, p. 2266)

The motivation generated by games represents for students a space of trust to develop communicative abilities in English, since this gamification tool allows them to feel in a less "scary" space when speaking, and this is evidenced in English classes. Researchers Osma-Ruiz et al. (2015) affirmed that, "in fact, the use of games in education has been for long a usual practice in the foreign language classroom" (p. 2268). Furthermore:

[...] The increasing popularity of gamification techniques applied in a wide range of educational settings. At the same time, it appears that over the last few years the concept of gamification has become more clearly defined in the minds of researchers. Indeed, until fairly recently the term was used by many to denote the adoption of the game artifacts as educational tools for learning a specific subject. (Caponetto et al., 2014, p. 50)

Above all, Caponetto et al. (2014) stated that:

[...] The application of game mechanisms in non-gaming environments, the aim of enhancing the process enacted, and the experience of those involved. Nowadays, gamification has become a catchword throughout the fields of education and training, thanks to its perceived potential to make learning more motivating and engaging. (p. 63)

Likewise, we can affirm that it is an attempt to shed some light on the emergence and consolidation of gamification in education; in fact, this had its origins in different countries. Besides, it is possible to deal with gamification both in training and formal education contexts, from elementary to high school.

Taking as investigative support, the work conducted by Rodriguez and Galeano (2015) showed the study carried out by two students at the Universidad Pedagógica, where they gave some parameters and showed the results obtained from the application of a video game with and without gamification tools for the acquisition of vocabulary and the learning of verb tenses in English. This study was developed with a population of two groups of fifth graders from a northern Ciudad Jardín Educational Institution.

Within the research framework of the Rodriguez and Galeano project, an analysis and a diagnosis regarding the mastery of the vocabulary in English and the correct use of verb tenses in English were made; this, in order to obtain a starting point about the knowledge of students, as well as to make a correct implementation of video games. In the same way, this helped students to develop the two video games: one using gamification techniques; and the other, without these techniques, with which they would obtain results concerning the incidence of both video games in students' learning. Facing all these factors, the results showed that there are differences between the students who were part of the gamified group and those who were not; and the tests showed that the students in the gamified group obtained

a better score in the video game results, in addition to a better handling of vocabulary and verb tenses.

Hence, gamification makes students feel motivated and interested in their own learning process, since they feel comfortable and they are convinced about their abilities. Additionally, the use of gamification as a learning tool can help students to develop their knowledge and communicative skills in EFL. Thus, Kim et al. (2018) affirmed:

“Gamification makes learning more interesting, where students can learn through repeated attempts and failures. This can be a positive and motivational failure for students.” Finally, and considering that gamification is an important aspect in education, it can contribute to the construction of students’ knowledge.

Otherwise, gamification, according to Kapp (2012), refers to the use of game-based mechanic aesthetics and game thinking to engage people in order to solve learning problems at the same time. With these concepts, we can say that the benefits of gamification are many, such as the corporate training and the development of our own skills, and knowing more about our abilities in different types of games.

2.2 *Communicative learning teaching*

A basic competence for students in the modern world is the learning of a second language, which has generated great changes within the learning and teaching methods. The CTL is a teaching method for second and foreign languages, and this allows the interaction between learners, the approach to the language itself, and the expression of thoughts while the learner is acquiring the knowledge. According to Ansarey (2012, cited by Mancero, 2020), the CLT method allows: “Students are facilitated to develop the creation of meanings and not only understand grammatical structures or pronounce correctly. The success of

learning a language is reflected in how the learner reflects the knowledge of it in real life” (p. 16).

Indeed, we found that CLT offers different tools that help learners to improve their communication skills. Therefore, we understand that the CLT seeks for a higher performance in the language and oral communication production among students. In fact, Yoon (2004) explained that:

In CLT, language learning emphasizes learning to communicate rather than learning a set of rules. However, while the ultimate goal of CLT is agreed upon as the achievement of communicative competence, different methods and approaches produce a wide variety of curriculum designs and teaching procedures. (p. 3)

Considering the aforementioned, learning a new language implies more than learning vocabulary and grammar rules, because learners must be able to use the language in any real-world context. CTL is an approach that uses all the communicative dimensions of language; and, likewise, it provides motivation and vitality to the classes, with which it is sought to have the student as a center of attention for learning, being linked to their interests and needs. At the same time, Littlewood (2007) said that “CLT can have no place for grammar and focuses only on speaking” (p. 4).

Even if we talk about the use of the CLT accompanied by the implementation of gamification in the EFL learning, it gives some understanding to the teacher about the learners’ rhythms; therefore, one of the main objectives of CLT is to give priority to the speaking over the grammatical skills, so we support the benefits that this ability has for the learner to find the results of the combination of gamification with the CLT approach, in the context of EFL learning. The way they learn a new language today can be also understood, since, being from a digital generation, they process knowledge differently.

This study is focused on the gamification context, which must be taught in some way, and the method of CLT by Richards (2006), which was accurate when he stated that “since the advent of CLT, teachers and material writers have sought ways to develop classroom activities that reflect the principles of a communicative methodology” (p. 14). With this in mind, it can be said that, if gamification is added to the CLT method as a complement or to create interest and desire to learn among students, the result of communicative activities implemented most of the time during the CLT classes would lead to get a higher accuracy and fluency by providing the motivation to learn in a different way.

Finally, one of the objectives of this work is to explain the advantages and uses of these two categories in a classroom setting. This, taking into account that it is through developing communicative strategies, correcting pronunciation errors, and trying to avoid lapses without speaking that you can have mastery of a topic; in this case, it is the use of a second language. Also, it is necessary to emphasize on activities that stimulate cognitivism in students, which results in what is expected to be achieved by putting the CLT approach into practice.

According to the development of this research, it has been found in a theoretical way that gamification is a favorable tool for the students and teachers’ learning and teaching processes, since it allows to establish virtual scenarios with the academic use of different games. With this, it has been stated that students are motivated to learn and participate in their own learning processes. As mentioned by the Design Agency (2020):

Gamification is a powerful tool to drive user engagement for several reasons. It’s not about transforming user interfaces into games. Instead, you use it to inject fun elements into applications and systems that might otherwise lack immediacy or relevance for users. [...] For this purpose, the dynamics designers incorporate in

successful gamification themselves serve as effective intrinsic motivation. This means that users engage with the system because they want to. (P.1)

Furthermore, learning and teaching processes must have a methodological route to guide the teacher to design strategies and pedagogical material which can favor the development of a pedagogically effective environment. For this reason, it is thought that the CLT as a learning and teaching approach, according to the proposed objectives (to contribute to the students' communication skills), can help to design such pedagogical strategies.

Richards (2006) mentioned:

Communicative language teaching is related to various principles, such as objectives, activities or roles within a class. The CLT was born as a movement away from traditional teaching formats, thus seeking new communicative approaches, such as dialogues, activities in pairs, which would allow grammatical learning in a different way (Richards, 2006)

In this document, we have established the impact and benefits of using gamification and its application to the EFL educational context with the CLT approach. This has helped to maintain the students' interest and to encourage them throughout the learning process. For this reason, it is necessary to keep in mind that, although games are for fun purposes, these can help to learn in a conscious way about our acquiring information process. In the modern world, different methods are applied to teach EFL; however, the development of gamification to teach clearly increases the new digital age students' attention and concentration.

During the investigation of the gamification process, we decreed a list of benefits and impacts of this in education which is our field of action:

- Gamification is a tool currently used to contribute to the development of teaching and learning processes, and it involves students in their own learning process.

- Adequately implementing the gamification method may promote learning inside the classroom.
- Gamification can be a powerful method if implemented appropriately.
- Teachers have the possibility of generating conducive virtual spaces with a pedagogical sense through different games, using them as a pedagogical strategy for the development of students' communication skills for English language learning.
- Through the use of CLT as a teaching method, teachers can guide their pedagogical work, generating scenarios where they allow students to develop their communication skills for the English language.
- CLT approach is based on successful communication in the target language. The goal, at the beginning, is that students can communicate authentic messages in their individual context and make themselves understood.
- CLT focuses on communicative activities arranged in realistic and meaningful situations to achieve the learners' communicative competence.

Chapter III. Research methodology

Moving on with the common thread of this study, this chapter deals with the methodological research for the state of the art on the constructs that concern the present study. This chapter shows the research method, the research technique, the data collection methods, the examples that support the investigation about the processes, and the limitations that may arise in the research process.

The aforementioned aims to get information about the state of the art regarding gamification, the implications it has in the English teaching and learning field, and the way gamification can be an effective tool to manage the process of oral skills development. Since the goal is to build a state of the art on the pedagogy of the educational process that involves gamification, it is necessary to talk about the influence and behavior of gamification in EFL classrooms.

Finally, we propose an epistemological position that implies the theory concerning the EFL teaching context through gamification; this, from the educational field.

3.1 State of the art

This research is a state of the art, the origin of the state of the art allows an approach to the conceptual search for the term. For Valdes et al. (2005, cited by Jiménez, 2009), the term *state of the art* has its origin in the United States, at the end of the 19th century, when it was usually applied by a specific art. According to Hoyos (2000) and Velez and Galeano (2002), the research methodologies are qualitative; these make it possible to do some social science research. For example, the documentary research includes a state-of-the-art methodology. Gomez et al. (2015) proposed:

This approach that seeks to recover to describe aims to achieve bibliographic balances and inventories to account for the current state of knowledge about a concept. They

make a long reading and its end result is the creation of an organized bibliography with detailed description. (p. 427)

Thus, the state of the art is a central and deductive category approached and proposed as a methodological strategy for the critical analysis of the political, epistemological and pedagogical dimensions of research production in the learning evaluation. From this point of view, the state of the art is a “type of descriptive evaluation; serious, systematic and consistent evaluation. It supposes the revival of a minimum part of the scientific memory of humanity in that field within which we frame our research project” (Bojaca, 2004, p. 193).

The purpose of this study is to elaborate an epistemological reflection on the construction of a state of the art regarding an object of study. This means that, from the gnoseological analysis, the methodological and technical processes of the investigation are conceived. From the state of the art, we make an epistemological approach, which Merriam (2009) defined: “it provides a framework for predicting, describing, empowering, and deconstructing population-specific worldviews, increasing the base of knowledge that leads to enhanced understanding of the purpose behind qualitative research” (p.69).

Therefore, the educational production of gamification from the study and the state of the art is not only an extension of the documentation, but rather a transformation to a state of research and work. As some authors mentioned repeatedly, this is a research investigation. Indeed, Gomez et al. (2015) quoted Hoyos Botero (2000), who explained:

The state of the art is also research with development that is part of the field of documentary research. However, consider that your essential purpose is to account for constructions of meaning on data that support a diagnosis and a forecast in relation to the documentary material submitted for analysis. (p. 424)

Besides, the state of the art is an investigation on the production of a certain phenomenon. This allows to reveal the dynamics from which the description, explanation or

understanding of the phenomenon under study and the construction of the accumulated knowledge have been developed. It is also a basic and indispensable element to define and structure the investigation (Uribe, 2005). On the other hand, Toro and Parra (2010) stated that “the state of the art with the background check, proposing it as a methodological moment within any investigation that seeks to clarify the current state of a problem” (p.222).

It is affirmed that the state of the art seeks to recover in order to transcend reflexively. Its primary interest is to achieve understanding, and this is supported in its initial phases in inventories and bibliometric analysis. It shows the knowledge and information that one has about a phenomenon with certain authors, situations and purposes, describing the documentary production and the logics found. It combines qualitative and quantitative tools at the service of understanding, and achieves much more rigor when proposing or contributing to theoretical frameworks. From this definition, the state of the art has been conceived as that methodology that seeks to reflectively recover production; allowing questioning, criticizing and building; giving meaning to the information obtained, which has different purposes and levels, through tracking, recording, systematization and interpretation. Franco (2007), Lopez (2009), Velez et al. (2003), Zapata (2009) y Medina Montoya (2004) mentioned:

The state of the art is qualitative research with a hermeneutical approach, which has the purpose of interpreting the bibliographic material, while documentary research is conceived as a systematic review of the material to contextualize the object of study. (p.26)

From the above, it can be said that the role of hermeneutics within the existing conceptions of the state of the art is much more than important; it is essential, as some authors place the state of the art as part of the interpretive approach, which adjusts to

qualitative designs, whose emphasis on hermeneutics is fundamental for the analysis and interpretation processes.

With this state of the art, we intend to change its technical concept to a more contextualized and real one, and aim for a strategy to create objects of knowledge and, in turn, contribute to the creation of theories. Also, in the case of education, we look forward to finding the future social transformation from research to practice.

3.2 Type of investigation

In this project, we carry out qualitative, according to Gibbs (2007), qualitative research has many approaches, one of them stems from the analysis of documents, images, music, etc. and this to achieve the connection between the documents, the people and the processes that are to be analyzed. This is the reason that our research was based on the analysis of important and relevant content found in various databases, including reliable information such as sites, articles, journals and books; this, in order to find relevant data on the research topic that we focus on, looking for what has been done. With the qualitative research, we look for extensive information; in this case, it is about interpreting the different perspectives resulting from the question and theme proposed:

Qualitative research involves the studied use and collection of a variety of empirical materials –case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts– that describe routine and problematic moments and meanings in individuals' lives. (Denzin and Lincoln, 2005, cited by Aspers and Court, 2019, p. 142)

In the same way, we advance towards the understanding of the impact generated by the use of video games in the EFL, when they are implemented as a gamification tool in the

classroom; thus, considering the effect that these have on the development of a class within the EFL framework.

3.3 Instruments

Within this research framework, data was collected from different sources, in order to obtain relevant information, articles, books, research papers and educational projects were searched. For this, 4 different phases were carried out in order to obtain significant information that contributed to our project. These phases were:

-Phase 1 (pre-analysis): choice and organization of corpus. Criteria for selection, definition of the instruments for data analysis and piloting.

-Phase 2 (Collection): Data search, inclusion and exclusion.

-Phase 3 (Organization): data organization and reduction.

-Phase 4 (Analysis): Data according to their affinity.

The process of analyzing the data started by reading the information gathered from each one of the articles we gathered. We attempted to identify codes in the data in order to simplify the information. As stated by Strauss and Corbin (1990), Open coding is the step of analysis in which data are named and categorized by conducting a close examination. First of all, we read each one of the articles collected by doing a line-by-line, sentence and paragraph analysis. Second of all, we wrote our research questions in order to keep them in mind while conducting the labeling process which as described by Strauss and Corbin (1990), consists of taking words, sentences, paragraphs and assigning them a name that represents a phenomenon. we started labeling phenomena as reflected in the data. By following Auerbach and Silverstein's (2003), suggestion, we tried to label and assign as many patterns as possible in each one of the documents.

We assigned names by using sentences. As Strauss and Corbin (1990) remark, the name of the code or category needs to be logically related to the data it represents in order to help the researcher to remember its referent. For example: “The motivational nature of the use of gamification in the classroom has been shown to potentially influence class attention, meaningful learning and promote student initiatives”. (Garcia, 2018. P.63)

Once the labeling process had finished, we started the second data analysis stage, which Strauss and Corbin (1990) defined as the categorization process. In this phase, we grouped concepts that seem to pertain to the same phenomena into categories in order to reduce the number of units. In that order of ideas, we sought to obtain the greatest amount of relevant information that could have a great contribution to our research project, for which some parameters were followed for the reduction of units; which were:

1. Texts, articles, studies, etc, not belonging to non-indexed databases were excluded.
2. The articles that used gamification for the development of languages other than English (Spanish, French, German, Italian, among others).
3. The exclusion of texts that did not meet the limit of years established (2011-2021).

Finally, we checked for possible biases by looking back for evidence, incidents and events that sustained the research questions, (Strauss & Corbin, 1990). We observed the data several times. That is to say, by doing a line by line reading and comparing information gathered from different sources in order to validate our study. Thus, in the last phase of preparation, a total of 51 research papers were gathered that met our population, academic and year of presentation criteria, which were related to gamification, CLT, the teaching of English and the use of video games. to learn English.

3.3.1 *Bibliographic matrix*

The instrument used in this research is a bibliographic matrix. This instrument is a consolidated catalog of different documentaries. The bibliographic matrix was designed in Excel, adding each previously established criterion (Title, Author, Year, Type, Database, Population/participants, objectives and results). In the same way, by presenting each criterion, it was sought to have a consolidated instrument for the subsequent phases of this investigation. Note that this type of instrument is used to classify, order or pigeonhole the information found. For Blázquez (2007) the matrix must be used in a first stage for the construction of an information system. It is necessary to have adequate data consistency, although this is not enough to achieve good quality (P.1)

Continuing with this topic, through the use and design of this instrument, the interpretation of the documents and works found previously was sought in order to lead our research to findings that will help complement the information already obtained about the role of gamification in the EFL; Certainly, Calvo (1992) stated that “interpretation is a source of new findings and feeds on those already achieved; to confirm itself again, it acts as a theory, to feed on findings it is pure hermeneutics” (p. 10). For example, a bibliographic matrix is used to classify and organize all theoretical information. For Calvo (1992):

In it, the classification is developed and advances towards a new way of understanding the phenomenon; The theoretical interpretation and reconstruction is carried out that gives rise to the understanding of the contents, the intellection of the relationships and the generation of new hypotheses and theoretical and action orientations on the text. (p. 12)

Consequently, for the development of this instrument, a conceptual validation was carried out from a constructive sequence. First, a pilot test of the instrument was carried out, together with our research tutor, taking ten articles which were presented against the criteria

already established in the bibliographic matrix; With this, the aim was to obtain a methodological validity that would allow continuing with the realization of this instrument. In this way it is understood that the pilot tests are very important in the validation process of an instrument, for Mayorga. Etal (2020) the Pilot Test is part of the methodological framework of the projects, it serves to make real approximations of the research projects before establishing the final test. For this reason, it is important that for a work to formalize data collection, it must have a background of having carried out a Pilot Test; this contributes to improving the validity and reliability of the procedures. (p.69).

In addition, this instrument aims to perform an analysis of the information found in the documents and, thus, build hypotheses and conclusions in the present investigation, taking into account the theoretical positions from the different authors cited in the present work. This way, the hypotheses raised are built. This exercise allows finding new evidence both in the texts and experiences with the researchers themselves. The certainty of the path traveled allows the researcher to create a system of hypotheses that implies the construction of a new theoretical coherence in structural terms, which allows the formulation of an interpretive argument regarding the categories and their relationships; these are submitted to validation by confronting them with the texts, experiences, team and intellectuals community (Guevara, 2016).

This framework is expressed in new concepts and understandings from the previously illegible text of research, the theoretical and methodological proposals around the knowledge to which it is intended to give theoretical coherence.

On the other hand, during the research process we find ourselves in some limiting points of research, which can be normal within these processes. Thus, the most recurrent and difficult to solve were:

1. To find studies of gamification implemented in education, neither focus on English as a foreign language.
2. We could not focus on a single population group, so we have to study different types of population, due to the complexity of finding information related to a specific population group with the characteristics of our research.
3. During the information collection process, our search disposition was only focused on verifying articles that were published in academic databases with good quality indexes in the publication of their articles.

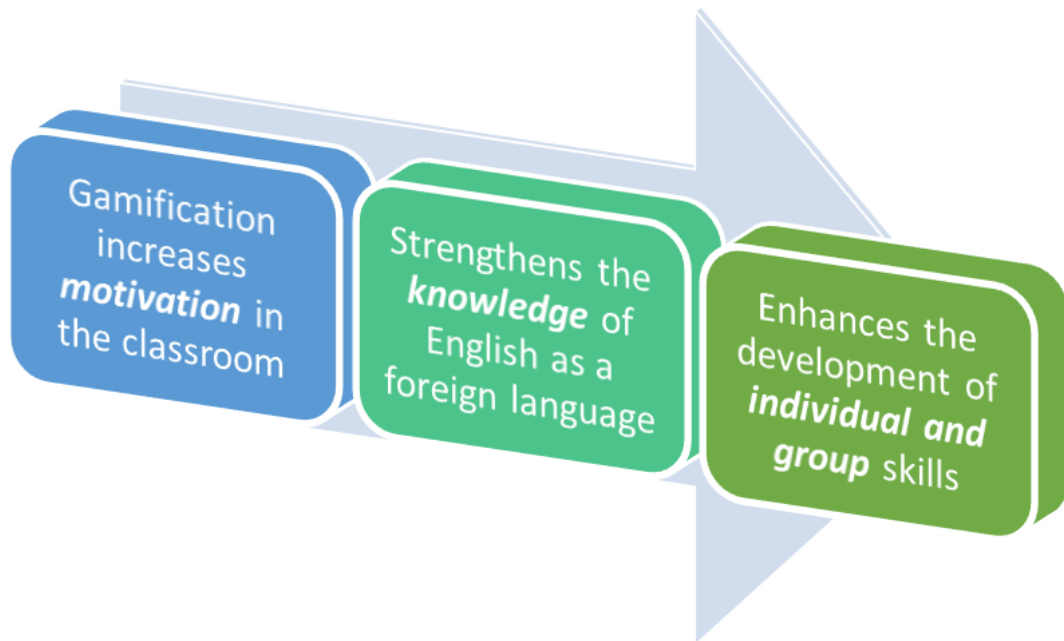
Chapter IV. Data analysis and findings

In this chapter, we explain the analysis of the collected data, that is, the interpretation of the articles and projects found in our study instrument, which is a bibliographic matrix. This academic work focuses on the state of the art of studies related to gamification and video games, and their impact generated in the development of EFL within the classrooms in the different fields of education, from elementary to high school.

Following the investigative guidelines, we proceed to carry out the analysis of the found data. To carry it out, we focused on the goals and results of each study, and then we organized the data by using the coding. As expected, these were many and exceeded our expectations, which is why we decided to group them, in order to get the most important categories. These are the ones that respond to the greatest amount of results in the analysis, and they are described more specifically later:

Figure 1

Data analysis categories



Next, we focus on the categories and on the theoretical supports that maintain each of the results and ideas reflected here.

4.1 Categories

4.1.1 *Gamification increases motivation in the classroom*

Motivation is an important component in the learning processes, since the students, without being motivated, cannot build a meaningful learning or understanding. Additionally, it is considered that motivation is a primary factor when learning a foreign language. As Anisa et al. (2020) affirmed: “Motivation is an essential factor that drives learning. It is imperative to motivate students to pay attention and engage with the material as it is a main goal of education” (p. 22). The application of motivational pedagogical strategies are a fundamental ubiquitous element of learning behavior. It enables students to participate more in classroom activities and, thus, it offers them an exciting learning experience.

According to the findings and the application of gamification in the classroom, students feel motivated to learn when new ways or tasks are implemented. On the other hand, in the articles that we explored, investigators distinguish motivation into two categories: intrinsic and extrinsic. The first one refers to a particular individual owning the interest to be involved in action and getting personal enjoyment from doing (Zarzycka-Piskorz, 2016). However, extrinsic motivation takes its place when an individual engages in work because they are interested in external factors –getting good grades, doing a task for particular rewards and advantages, etc.– rather than the action itself. Intrinsic motivation has a vital motivating role in personal development, adaptation and learning; therefore, it is important for the students' collective learning process, since it is the basis for the motivational principle that allows students to have a better academic focus. Extrinsic motivation is particularly significant when students have a less personal interest, and the use of extrinsic stimuli to increase involvement can help promote their interest in learning (Lin, et al., 2018). Likewise:

Gamification is sustainable or is enhanced based on the desire of an individual to achieve the expected outcome. However, this desire is conditional to the individual's sense of excitement. In essence, games in any form have the potential to increase motivation in the classroom through engagement. (Lin, et al., 2018, p. 570) In other words motivation is a feeling that produces several results in the students, in a good way and also is one of the things that are missing in the classrooms or spaces for learning. That is when gamification comes into action and allows us to find out what motivation each individual requires, in this case the students. Within the articles we find and confirm that motivation is what students require when learning, and that it is almost a challenge for teachers, but thanks to gamification in a well-focused way, in most cases motivation is predominant among the results obtained.

An example of what we found about motivation in our analysis process is in accordance with what Lazaro and Moreira (2021) said. Motivation allows learners to develop moments of self-learning in the classroom from questions, and this not only leads us to strengthen knowledge but also to put oral skills into practice in a foreign language, and this is where self-regulation comes hand in hand with motivation.

4.1.2 Strengthens the knowledge of English as a foreign language

Acquiring knowledge within the educational field is one of the greatest challenges and objectives for learners in the academic field. Several authors emphasize that obtaining knowledge is a long process, which requires constant dedication, in addition to intellectual, physical and emotional work. Lareki (2014) maintains that "in order to acquire a language, it is essential to decide the methodology that we are going to use as teachers, and for this it is necessary to define the objectives that we want to reach both at a cognitive, emotional or affective level.

Knowledge is present throughout the processes of our research, data collection and analysis, where gamification becomes a tool for learning English for the eventual development of skills. We found that the branches of knowledge are part of the process, such as its pedagogical strategy and its beneficial impact for the participants, including the teachers –who are often the researchers themselves– and the students.

That way, Dichev et al. (2015) explained how the implication of knowledge is essential for students and teachers, hand in hand with motivation. "Learning is a goal driven social activity determined by motivational factors. To be able to efficiently gamify learning for improved student motivation and engagement, the educators have to understand the related aspects studied in games, motivational psychology and pedagogy" (p. 80).

Figuroa (2015), for his part, states that gamifying the classroom of a foreign language helps the learning of written, reading and oral skills to progress, while at the same time motivating collaboration and interaction.

Among the results obtained, many of the works are focused on developing some specific skills, or rather those that most caused fear to the learners, such as oral skills, but within the field of knowledge and the objectives fulfilled. These include fluency and naturalness of expressing orally what the learner wants in a foreign language, in this case English.

Within the results analyzed there is an example that makes us see clearly how knowledge is part of the strengths when developing skills in a foreign language, thanks to Arias (2015) we understand that gamification allows students to take knowledge and make it part of their strengths, strengthen their skills and develop truly meaningful learning, and this leads them to independence and spontaneous participation.

4.1.3 Enhances the development of individual and group skills

Within the process of research, data collection and analysis, it was found that the acquisition and consolidation of English skills is strengthened, strengthened and even consolidated with the inclusion of gamification pedagogies in the classroom, as has been mentioned above, these pedagogies could be reflected with the use of video games.

The skills and knowledge are necessary mechanisms for the student's role in the learning process: when a student develops their skills correctly, they can perform well in their academic context. Individual skills make students competent to acquire their knowledge about different topics. An autonomous study gives the student a comprehensive learning process; students' individual abilities are linked to their cognitive abilities, which is why these help them understand, retrieve and interpret information on a topic.

“Lifelong learning is a necessity. We have to improve our skills and competencies throughout life to fulfill ourselves personally, participate in society and be successful in the world of work” (Figel, 2014, p.). When we talk about group skills, it is understood that each student can be genuinely integrated into a collective learning process that allows active participation in the different academic activities. Therefore, each contribution made by the students can be related in a significant way with the acquired motivation with which it is sought to fulfill the objectives of each subject.

Collaborative learning puts into practice a series of competencies and domains of many importance to function in daily life that is, acquiring this type of learning gives great benefit to the development of emotional and social competences as well as to the development of autonomy, responsibility and self-control in learning. (Martin and Boeck, 2002, cited by Rojas, 2015, p. 98)

We conclude in this way that the use of gamified pedagogical tools or games generates a positive development of the different skills of the students, the samples of the results shown among the gamified academic groups are really positive compared to the non-gamified groups; In this way, for example, we can take as an example a mentioned research work conducted by Galeano & Rodriguez (2015) in which these results concluded here were evidenced; where the group of students that used gamification techniques had better results in obtaining and improving English vocabulary at the time of learning development. Thus, we can also say that the rates of attention, motivation and interest in gamified students are higher, which generates a greater breadth in the cognitive development of each student's skills.

The research experience of gamification and the skills of learners argue that in the development of EFL learning, learners can have a greater mastery of their vocabulary, comprehension and grammatical mastery that clearly benefits the development of their skills.

Bado and Franklin (2014) are the ones who illustrate the relationship between individual and group skills in learning English as a foreign language. Introducing the concept of interdependent collaboration, in which students, thanks to gamification in the classroom, travel through the two aforementioned skills and thus acquire responsibilities to be clear about their role in the learning process.

4.1.4 Conclusions

After the analysis and research about the development and progress of gamification in learning English as a foreign language, especially in non-playful environments (traditional classrooms).

1. It should be clarified that within the cognitive factors, knowledge is the goal of all the processes investigated, and it is here that we not only find a general development in the knowledge of English as a foreign language; but rather in the development of oral skills within knowledge, this is because within the path of learning, oral skills are the ones that cause the most problems for learners, but thanks to gamification they have some effective development is evidenced.
2. Among the findings, not only individual skills were developed in student learning through gamification, but also group skills are part of the evolution of teaching and learners learning, since many of the researchers and students will state that the activities that were taken in group facilitated the recognition of general skills and particularities among the participants
3. Within the research, it was found that the use of the CLT when teaching EFL is beneficial for the learners, because this approach presents the learner with the learning engine, helps them motivationally and is linked to their interests.

4. The implementation strategy of gamification with the CLT teaching method generates particular academic advances in the field of teaching for learners, spaces are generated for each learner to evolve in the development of their oral skills.
5. They have the possibility of studying in a virtual field for pedagogical purposes where the implementation of video games for the teaching of EFL is carried out.
6. It must be of great importance for modern education to implement gamified study models, since these allow students to approach language learning from different spaces, generating benefits in their communication skills, in an untraditional and dynamic way which arouses their interests.
7. The data produced by the different analyzes of the studies and works carried out, yield various results that allow us to understand that the use of gamification and CLT are bearable at any educational level that these strategies are presented, since great differences are evident in the results between the study groups that use gamified pedagogies and those that do not, differentiating them from any academic level, where each level studied presents similarities in the results found.

Implications for further researchers

1. Within this investigative work, the incidences that the use of gamification has in EFL learning were established, a good alternative study could be to establish these incidences more focused on primary or initial education to know how the use of gamification helps students in their first educational steps to improve their skills and abilities.
2. This work demonstrates how the use of gamification and the CLT contribute to the improvement of students' skills, a different way to find other feasible

results with the use of gamification would be to carry out an investigation together with another type of method, other than CLT.

3. Analyze from a different perspective the use of gamification in classrooms, using a type of research other than qualitative and making use of a different field of research used in this work.
4. Discover in more detail the effects that motivation produces in EFL students when seeking to improve their abilities and skills in learning.

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Annexes

Apependix 1. Bibliographic matrix

Tittle	Author	Year	Type	Data base	Population/participants	Research process (what the reseracher did and how he did it), data collection processes	Results what the reseracher found
Teaching English through video gaming	Baier Schmidt	2014	Article	Redalyc	University students, English elective course, Japanese university	The researcher wanted to implement our ways of learning in the curriculum of an elective in English at the University of Japan. The curricular content of the course would be based on famous video games as a learning tool. The purpose of the course was to include language learning processes in the activities. He implemented this resource in the activities, the students carried out the processes and at the end the researcher asked them to fill out a survey to evaluate the results of the students in learning a language through video games.	The results were reviewed with two surveys, the first one was taken by the students at the beginning of the elective course. This consisted of asking basic questions such as age, sex, and the most important question, what were their attitudes when playing, at the end of the course the students answered the questions about how they felt more comfortable, if in multiplayer activities or the individual processes, 39% of the students felt comfortable in the individual process but those who shared the activities with other players or students

							obtained better results at the end of the course.
Gamificación superficial en e-learning: evidencias sobre motivación y autorregulación	Juan-Lázaro and Area-Moreira	2021	Article	DOAJ	Sevilla University Education: Theory and practice of education Technology Social Sciences	This paper presents an investigation based on a gamified virtual learning environment for the training of trainers, in which the impact that the implementation of two types of badges produce on self-regulation, a competence that improves the learning experience, is investigated. guides learning mediated by metacognition and increases the strategic capacity of students in terms of motivation, planning and evaluation of the learning process itself. The methodology follows the "Design-Based Research" paradigm, which analyzes the results of the transformation produced by the introduction of a new element in authentic educational contexts. The proposed evaluation is multifaceted, where the evidence has been collected from the triangulation of quantitative and qualitative methods.	In the first results, the high consideration given to the function of "reflecting on the tasks" carried out is observed, recognizing that they influence "in setting as a challenge to follow the rhythm of the course" and in "motivation". Interesting questions arise for the discussion, such as the impact that this transformative scenario would have on a course that was not a training of trainers.
Gamification-a new phenomenon in information systems research	Broer and Poeppelbuss	2016	Conference	Reseach.pdf	University researcher, University of Bremen	The researchers took a group of students from a virtual English course. Researchers took a group of students for a virtual English course.The	The authore found whether gamification is actually a new phenomenon in information system (IS)

						students were chosen through a survey of the class methodology. The researchers' goal is to show why gamification is a phenomenon. Then they decided to include interactive playful activities online for the interaction of the students and the development of communicative attitudes among them. They also decided to use evaluative activities within the gamification methodology to see the changes in the learning process between traditional learning and the inclusion of gamification.	research or if it has already been researched previously, but simply using a terminology that is different from current gamification research in other disciplines. Through this study, authors identify the overlap between IS and gamification research, identify specific research needs, and suggest avenues for future research on gamification from an IS perspective.
Communicative competence in high school? Really?	Koby	2015	Conference	Jalt Publications	High School, Students in Japan.	The author makes an investigation of the new implements that the Japanese made to the curriculum of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). in which for high school students, changes were made in the communicative learning processes of English. And the author makes a brief history of the previous changes in this curriculum and how these changes overcame the previous obstacles, so much so that the same way of teaching oral skills is still practiced in high schools in Japan.	The researcher found all the goals of the ministry project feasible. He has done a study of the oral skills of students who studied English with the new curriculum and students from last year. and it was found that not only are they better prepared but also the study books and other material for the learning process, are in accordance with the university curricula required for other countries, and the researcher concludes that the ministry found

							the appropriate way to strengthen competence communication of their students.
El juego como estrategia pedagógica para el aprendizaje de vocabulario y desarrollo de la habilidad oral en inglés	Arias and Castiblanco	2015	Article	Data bases Universidad libre	Elmentary School research, third garde. IED	<p>This is a methodological proposal that was based on the concept of the game to develop in third grade students of the I.E.D. for the development of communication skills in a foreign language (English), especially speaking, as well as vocabulary learning. This qualitative research uses the quasi-experimental approach as method to develop the proposal raised in the teaching of English to through the game. This project aims to motivate students to learn English through play and at the same time enrich their vocabulary so that can function in a communicative situation, especially in the oral skill. This requires having activities that are applied in context and didactic activities that motivate students in their learning.</p>	<p>The oriented and directed application of this research allowed the researchers to verify that the game is an excellent methodological strategy, since it gives students the opportunity to feel more sure of themselves when interacting. This allows the development of significant learning in terms of vocabulary and the ability to speak in a foreign language. In the same way, the game motivates students to learn more vocabulary every day, since their inclusion and participation in the different proposed activities depends on learning it. Thus, with the learning of an increasingly enriched vocabulary, they feel more comfortable speaking in a foreign language.</p>

<p>Gamification as a corrective strategy for the syntactic-morphological interference of Spanish in the written production of the English language of pre-intermediate students</p>	<p>Cerda et al.</p>	<p>2020</p>	<p>Article</p>	<p>Data bases Bosque University</p>	<p>Colombian University</p>	<p>The present research called "Gamification as a corrective strategy for the syntactic-morphological interference of Spanish in the written production of the English language of students of preintermediate level of the Sufficiency Program in the University of the Armed Forces, ESPE extension Latacunga", was developed for the purpose of conducting a detailed study of the syntacticmorphological interference of the Spanish language in the process of writing in the English language. This is a quasi-experimental research study, with two equal groups called experimental group and control group. Fifty students of pre-intermediate level participated in this research. They elaborated written compositions developed during a diagnostic evaluation to later implement an intervention plan and verify if the proposal through gamified strategies, contributed with the desired purpose.</p>	<p>The information obtained was analyzed and contrasted with the use of the statistic called Z score, a comparison that helped to verify the effectiveness of Gamification as a corrective strategy</p>
<p>Using Video Game-Based Instruction in an EFL Program: Understanding the</p>	<p>Galvis</p>	<p>2011</p>	<p>Article</p>	<p>Data bases Universidad Pedagogica Nacional</p>	<p>Colombian Military school research.</p>	<p>This research study was carried out in a military school in Colombia, using as a population four students from a military academy in</p>	<p>The researcher's belief is that video games offer a learning environment closely related to students'</p>

Power of Video Games in Education						<p>Colombia who are in the process of using a conventional video game in their English as a foreign language classes instead of forms. classics of instruction. In order to approach the learning of the foreign language in a different way. The video game used served to address English as a foreign language through language exploration activities designed according to the context present in the video game and the linguistic objectives of the course.</p>	<p>experiences and preferences. Results from this study suggest that students were more entertained and attentive and demonstrated more engagement and disposition towards their English classes. Students also learned about matters related to the target language and culture, and were not only circumscribed to linguistic ones. Similarly, results from this study shed some light on the importance of offering access to technology to students before they advance to higher education that support video-gaming practices in the classroom.</p>
Kahoot it: gamification in higher education.	Lin and, Kaur	2018	Article	Dialnet	English students of media.	<p>The investigator chose a group of students of media English course, in té university of Malasia and created a type of activities to implementa the features of the app Kahoot. First the author asked the students to answer a survey about previous knowledge. Then they take a theoretical and practical procesos for to implement this in class.</p>	<p>After the activities the author and the investigator found that Kahoot has beneficial statements for the development in learning and teaching language PROCESS. The investigator found that this type of apps provide the students motivation and engage them in the learning</p>

							process. Finally, Nor only have Results for students too for the teachers, course designer and future designer in game based applications
La gamificación en la enseñanza del inglés en educación primaria	Casado.	2016	Article	Google Academico	Valladolid University.	The results were reviewed with two surveys, the first one was taken by the students at the beginning of the elective course. This consisted of asking basic questions such as age, sex, and the most important question, what were their attitudes when playing, at the end of the course the students answered the questions about how they felt more comfortable, if in multiplayer activities or the individual processes , 39% of the students felt comfortable in the individual process but those who shared the activities with other players or students obtained better results at the end of the course.	The author in her work concludes that gamification could generate positive results in the teaching of a foreign language but it must be understood correctly to avoid falling into the simplistic image of gamification as the allocation of scores or rewards for a job well done. In addition, it must be carried out in a limited time to avoid the loss of interest and motivation of children for the activity.
La gamificación y el fortalecimiento de la habilidad oral en inglés a niños de primera infancia	Vergara-Pareja et al.	2021	Article	DOAJ	universidad pedagogica y Tecnologica de Colombia	The aim of the research was to identify the impact of implementing a gamified educational material to strengthen oral ability in English in early childhood students. The study had a descriptive quantitative	The results showed a high range of learning, with a Hake factor of 0.736. Students improved their academic performance in terms of oral expression in English,

						<p>approach, with an initial and final test, which made it possible to determine the learning gain in 50 students between 4 and 6 years old, belonging to a Colombian educational institution.</p>	<p>referring to the criteria of: grammar, pronunciation, fluency and vocabulary. The above indicates that through gamified educational material, oral ability in English can be strengthened in early childhood students. In other words, students, through games and interaction with content, acquire knowledge, skills and abilities that allow them to strengthen their cognitive development.</p>
<p>Learning through play: Gamification model in university-level distance learning</p>	<p>De la Peña and Martínez-Álvarez</p>	<p>2021</p>	<p>Article</p>	<p>ScienceDirect</p>	<p>University Level</p>	<p>Innovative instructional courses in university-level distance learning are key to improving the quality of education, due to their great ability to facilitate higher education to students with mobility limitations or problems in reconciling their professional and academic activity. This is the context that provides the framework for the project we set out here, and whose goal is to design and analyse a gamification model for university-level distance learning, where game choice is based on skill type and the learning objectives to be</p>	<p>The results with respect to aspects that might be linked to encouraging interactivity or permanence in distance university students, such as an increase in interaction with students in the classroom, and training resources, a decrease in the dropout rate, an increase in the number of passes, and developmental achievement in creative problems. It thereby satisfies the goals set out for the research and offers the first clues as</p>

						attained. Using gamification does not guarantee success, as the results in terms of dropout and interaction will depend on how it is undertaken. The method followed in their model was based on the application of gamification techniques in 4 subjects from different fields of knowledge. The total sample was made up of 150 students and the results were compared with those obtained in the previous course without applying the model.	to how to continue work on the most important points.
Advantages of Mobile Gamification in Learning English Language	Grace and Nageswari	2021	Article	TURCOMAT	U.S.A University	The intention of this paper was to bring out the advantages of mobile gamification in learning English language. The gift of 21st century is the advancement in technology and the development of novel language learning methods and techniques.	This study investigates the recent trend of learning English language through mobile gamification. This modern era is a birthplace for many new-flanged English language teaching technological apparatus. The eventual purpose of this paper is to throw light upon the gaming applications and its effectiveness in teaching and learning English language.
Developing a gamification-based interactive thesaurus application to improve	Mchucha et al.	2017	Article	The ijmas Journal	Malasian University- Case of study	This study aims to explore whether a gamification-based interactive thesaurus app could be used to improve the	The findings indicated that the students; preferred the use of mobile learning over

English language vocabulary: a case study of undergraduate students in Malaysia						level of English language vocabulary among students in a public university in Malaysia. Five participants (two males and three females) from four different Faculties were selected as interview participants from an English proficiency class of 22 students. Two of the participants were from the Faculty of International Relations and the other 3 from the Faculties of Forestry, Nature Parks and Recreation, Forest Plantation and Agroforest. Each student was required to respond to a set of eleven open-ended interview questions structured to examine their perception towards digital and mobile learning as well as game-based learning.	the traditional approach, preferred online platforms rather than mobile apps, and acquired vocabulary through watching movies and listening to music. The study also showed that despite the learners having had experience using thesaurus apps, they had very little knowledge about game-based learning. This suggests that lecturers should focus more on the explicit use of mobile digital technology in language learning. Incorporating gamification in the learning process of a foreign language is a issue that requires in-depth analysis and thought.
Development of a Gamification Based English Vocabulary Mobile Learning System	Boyinbode	2018	Article	ijcsmc	Nigerian University.	Research has shown that vocabulary is the most important element of any language learning including English language. Motivation is an important factor for learners to learn English Vocabulary continuously and effectively. This paper adopts the use of Gamification based English Vocabulary learning technique to motivate and	Reports show that the performance of students in written, reading and spoken English in undergraduate and graduates studies of Nigeria is not impressive.

						encourage learners to continue learning English vocabularies effectively	
Integration of gamification technology in education	Kayımbaşıoğlu et al.	2016	Article	ScienceDirect	Preschool Level	The study is carried on 5 years old pre-schoolers, representing 4 classes with the average of 17 students in each, and the total of 60 sample students. Knowledge acquisition and tests are conducted with in class gamification training. Tests are first carried out by written assessment, then conducted with technology assisted gamification activity.	Results revealed that teaching language with ICT together with gamification context significantly improved language acquisition and awareness of peace concept. Furthermore, observations show that technology assisted learning also minimizes distraction of children and boosts learning curve.
Gamification to Improve Students' Engagement in Learning English	Nikmah	2019	Article	CELL	research in Elementary Level	This aim of this research was to review some theories and previous studies on the application of game-based learning platform to improve students' engagement in learning English. Learning English is crucial and is not negotiable in an Industry 4.0 era to communicate and to collaborate globally. In fact, not a few students find it difficult and lack of enthusiasm in learning English. One of the major problems is the teaching method which is less interesting and tends to be boring. Therefore, one of the solutions to resolve this problem is through the	They found that Kahoot is one of the most used application to improve students' engagement in learning English. Kahoot is a free game-based learning platform that can be used by teachers and students. Hence, this paper will describe at first the challenges in teaching English language in digital era. Further, it discusses the theory of gamification in education, advantages of gamification, the description of Kahoot, advantages of using

						implementation of gamification. One of the most well-known employed gamification tools is Kahoot.	Kahoot and how to apply Kahoot in English classroom. Some previous research highlighting the effect of using Kahoot on the students' engagement in learning English is the main point covered next
Video game based learning in english grammar	Singaravelu	2008	Article	ERIC	Indian Elementary School	The study enlightens the effectiveness of Video Game Based Learning in English Grammar at standard VI. A Video Game package was prepared and it consisted of self-learning activities in play way manner which attracted the minds of the young learners. Chief objective: Find out the effectiveness of Video-Game based learning in English grammar. Methodology: Parallel group experimental method was adopted in the study. A sample of Sixty students studying in standard VI were selected on the basis of score of a test for the study. Sampling method: Purposive sampling method was adopted in the study. Selection of sample: 30 students were involved for traditional learning of English Grammar and another 30 were considered for Video Game Based	Finding: Video Game Based Learning is more effective than conventional methods of learning English grammar. Educational implications; Video Game Based Learning may be extended to other subjects and other levels of classes

						Learning in English Grammar. Tool: An achievement test was used after establishing validity and reliability. Pre-test-Treatment and Post-test-Treatment was used for the study.	
The effect of gamification on students' motivation in learning english	Anisa et al.	2020	Article	Leksika	University research	In this article, an investigation was made of how gamification affects the motivation of students in learning English, The study involved 13 eleventh grade students consisting of 10 women and 3 men, The case study method comprised a scale intrinsic and extrinsic motivation and a semi-structured interview.	The study result indicated that students experienced competence, autonomy and relationship in GBSR, which led to stronger intrinsic learning motivation . In addition, the characteristics of the GBSR aroused the interest of the students to play. Extrinsic motivation stimulated through the reward structure and goal support. Also, the classroom environment became more pleasant for the students. These results serve as an alternative way for teachers to teach English at the secondary level.
Students' experiences and challenges of learning english grammar through flipped classroom and gamification	Jageer and Harun	2016	Article	EEIC	University research	This study reports on the experiences and challenges of the students who have faced during 14 weeks of the course BIL1033 English Grammar 1. Participants in	The results of the reflective works and group interviews have shown that a motivation has been generated in the students when

						<p>the study were 90 Diploma students who took the course BIL1033 at Sultan University of Education Idris, Perak, Malaysia. Data was collected through questionnaire, student reflection diaries, focus group interviews, and semester course evaluation.</p>	<p>studying grammar due to the use of activities, video games and collaborative games. The activities motivate students to communicate with each other and get involved in all topics. It is important for educators to realize that today students no longer prefer traditional forms of teaching, so it is important to redesign educational programs and activities.</p>
<p>Videojuegos: una alternativa innovadora para el aprendizaje del inglés</p>	<p>Rozo</p>	<p>2016</p>	<p>Article</p>	<p>Dialnet</p>	<p>Tenth grade students, college in Sesquile</p>	<p>The research is carried out with the 10th grade students of a school in Sesquile, the researchers call this group of students the Mentaly to English group. First, a motivation survey was carried out to the students, about the subject. Afterwards, a survey was made of the area teachers. To induce those involved in the subject, the researchers hold a discussion about video games in order to recognize which would be the most successful video game or video games in the population. After the video game was created, which was "The legend of Zelda: ocarina of time" with this game the</p>	<p>The researcher made the collation of the surveys and also the comments that were obtained during the discussion in which the video game was chosen, and came to the conclusion that for the students it is very fun to have to comply with the activities through this type of strategies, and the improvement of oral skills was the one that developed the most during the process, he also added that for the teachers it was a challenge since they had to learn more when developing the</p>

						proposed themes and activities to be developed were developed.	activities by this tool since it was unknown to them but it was total growth and learning processes.
Cooperative Game-based Learning in the English as a Foreign Language Classroom	Bado and Frankin	2014	Article	Dialnet	College: high school students	This study searched to obtain information on the nature of cooperation between high school students to play an educational video game to learn English as a foreign language (EFL). It also aimed to obtain information on the perceived impact of the game on the learning outcomes of English as a foreign language. Forty-seven (47) high school students from Burkina Faso interacted with an educational video game designed for learning English as a foreign language over a period of four weeks and participated in focus group interviews to discuss their experiences.	The conclusions of the work showed results that indicated that effective cooperation is characterized by collaborative interdependence ; Individual responsibility and face-to-face promoter interaction took place among the participants on most teams during the game. Furthermore, it was found that the students perceived that the Trace Effects had a positive impact on their knowledge and motivation of EFL .
Video Game: A Way to Reduce Inhibition and Enhance Language Achievement	Soyoof and Jokar	2014	book chapter	ScienceDirect	University research	In the development of this research, ten people were interviewed to find out if there were differences between language performance in classrooms or in video games. Five of the interviewees had experienced language learning through video games, while the other five benefited solely from classroom instruction. Using	In this work, some of the reasons why the video game should be included as one of the tools that help promote the learning of new languages are listed. Video games are believed to encompass a number of traits that go hand in hand with language learning,

						video games, students subconsciously suppress their inhibitions and this leads to the facilitation of learning.	namely role play, intrinsic and extrinsic motivation , automaticity , self-confidence , authenticity , and anticipation of the reward .
The Effect of Video Games on Iranian EFL Learners' Vocabulary Learning	Vahdat and Behbahani	2013	Book chapter	Researchgate	Intermediate EFL learners	This study explored the effect of video games as a new tool for Iranian EFL (English as a foreign language) vocabulary learning. To conduct the study, 40 intermediate EFL learners, both male and female, were chosen through a TOEFL proficiency test.	The results of this study have implications for designers of educational video games, teachers, and students. Language teachers are advised to use video games in their classrooms, especially for vocabulary building . Students could use a variety of media to autonomously learn a foreign language, and as video games continue to gain popularity, it seems likely that learners will import or download foreign-language video games, using video games as an effective media for self study .
Using video game to enhance english communication skills	Roach, amd Utami	2017	Article	Proceedings of ISELT FBS Universitas Negeri Padang	College students	The games chosen in this document are (1) Ultimate Chicken Horse - a competitive racing game and (2) Overcooked - a cooperative cooking game. The target age is 10 to 17 years. these games are	This research shows as a result a theory in which the need for teachers to be at the forefront of the use of video games in teaching foreign languages to students is understood,

						<p>thought to provide the greatest benefits for both the soft and hard skills of students. The criteria for a game that has potential educational benefits are as follows: (1) Local multiplayer - In essence, students must be able to play in the same room in order to communicate effectively. (2) Cooperative Goal: This is considered to provide the most encouraging environment for students to practice. (3) Communicative - Focused - Students understand that their overall success and enjoyment will be enhanced by communicating.</p>	<p>certainly video games for educational purposes have already been created, but this research suggests that there is a need to continue advancing in its creation and innovation. Gamification in language learning is a new area of study for teachers, there seems to be a lot of potential to expand beyond the question and answer dynamics of current language learning games and apps.</p>
<p>The Effect of Minecraft Video Game on Students' English Vocabulary Mastery</p>	<p>Sudarmaji and Yusuf</p>	<p>2021</p>	<p>Book chapter</p>	<p>Google Academico</p>	<p>College students</p>	<p>Minecraft application is used as a new method to learn English vocabulary. The objective of this research was to investigate whether there is a significant positive effect after using the Minecraft application on the vocabulary proficiency of fifth grade elementary school students.</p>	<p>This study concluded that there are several factors that affect the results in improving English learning using Minecraft; Then it is concluded that Minecraft could make students in learning become better, their reaction to vocabulary learning based on Minecraft application was even much better than conventional method. A survey conducted indicated that the majority of</p>

							students in the experimental group agreed that learning vocabulary with Minecraft was better than with the conventional teaching method. Most of the students also agreed that using Minecraft has made learning easier, faster, more exciting, and happier.
The Effects of Using Games on English Vocabulary Learning	Derakhshan and Khatir	2015	Book chapter	JALLR	High school students	<p>This article has reviewed the effects of the use of games in improving vocabulary learning in a context of English as a foreign language or English as a second language. Different studies revealed that games are beneficial for vocabulary learning because they improve students' ability to memorize words, encourage student interaction, improve their communication skills, and increase student motivation.</p>	<p>This article presents results consistent with the interest in the search to improve language learning. A different kind of study method is wanted, leading to a more creative field of learning. When using games that involve improving vocabulary, students can communicate better with each other, have greater fluency and more naturalness when speaking. Games can help teachers create contexts in which language is useful and meaningful. It is important that teachers encourage their students to take advantage of the games in the learning process, but it is also</p>

							important that they make sure to monitor the processes of each student. Learning vocabulary through games is one of the effective and interesting ways that can be applied in the classroom.
Video Game-Based L2 Learning: Virtual Worlds as Texts, Affinity Spaces, and Semiotic Ecologies	Ibrahim	2019	Book Chapter 9	IGI GLOBAL	University students	<p>The study carried out by this author suggests a promotion of multilingual communication, digital games are shown as a true tool to effectively promote this language. According to the author, the development of the L2 vocabulary and its use through video games reveal details as well as promising findings. To address this gap in the literature, this chapter will draw on interdisciplinary research on digital games from literacy studies, game studies, and narratology to account for the L2 learning potentials of digital games. The study was developed with 33 universities students.</p>	<p>This research chapter addresses approaches to the use of L2 games, with dynamic and semiotic affinities, where it was established that video games have acquired a social dimension, especially with the rise of online multiplayer games that require players to collaborate on online game servers to achieve shared online games. Multiplayer games generally involve active communication and continuous interaction between players face-to-face or online through Internet-mediated communication tools (eg, chat) to plan the game and coordinate shared action.</p>

The impact of video game intervention on reducing stress and enhancing language achievement and communication skills	Soyoof and McLay	2019	Article	Researchgate	EFL Students	<p>This study investigated whether video game intervention can play a role in reducing stress and improving the English language proficiency and communication skills of English as a Foreign Language (EFL) learners in Iran. Elementary EFL students from two classes at a private language institute voluntarily participated in this study. The participants were randomly divided into two groups. The experimental group incorporated video games into their learning experiences for eight weeks, while the learning experiences of the control group remained unchanged. The participants completed measures of perceived stress, communication skills, and an English language proficiency test at pre-test and post-test stages. Additionally, five students were randomly selected from each group and invited for semi-structured interviews.</p>	<p>The conclusions obtained in this study contemplate that a significant reduction in stress can be obtained for EFL students in their learning process, thus allowing them to have an improvement in their communication skills, thus improving their mastery of the new language under study. , in this case English. So we understand that video games are very beneficial for language learning.</p>
Effectiveness of Player Unknown Battleground (PUBG) Video Game in Improving Vocabulary	Putra, and Rahman	2020	academic article	Borju	School students	<p>This document used a pre and post test questionnaire to collect the data. There are observations and reactions to digital games. This study indicated that after playing PUBG the average score of</p>	<p>It can be concluded that video games have beneficial impacts on the learning process. The use of these games in the classroom contributes to greater</p>

						<p>students is significantly higher than before playing the game, showing the beneficial effect of using video games to improve students' English vocabulary. perception that are interactive. Therefore, from an optimistic point of view, the integration of video games in the learning process must be seen.</p>	<p>participation and promotes the learning process and the academic development of children. While there is not much scientific research on the use and effectiveness of games in foreign language education, neither do teachers or students give negative opinions about games. The learning process is much more enjoyable and the pressures inherent in the learning process are greatly minimized by involving children in these activities. Video games have fundamental immersive representations of cognition.</p>
Using Gamification to enhance second language learning	Figueroa	2015	Article	Dialnet	Puerto Rican University	<p>This article covers aspects regarding language, second language learning methodology and approaches, an overview of the integration of technology towards L2 instruction, Gamification as a concept, motivational theory, educational implications for integrating the strategy effectively, and current applications used. It also calls for a necessity of empirical</p>	<p>The author found that one major competence for learners in the 21st century is acquiring a second language (L2). Based on this, L2 instruction has integrated new concepts to motivate learners in their pursue of achieving fluency. A concept that is adaptable to digital natives and digital</p>

					<p>evidence and research in regards to the strategy. The use of the Web 2.0 changed the educational world and the L2 teaching and learning was not the exception. The Web 2.0 are web applications that facilitates interactive information for sharing, interoperability, user-centered design, and collaboration on the World Wide Web. They are the evolution of traditional technologies into web applications focusing on the user. This end user vision helped the teaching and learning process dramatically in L2 basically in part for giving the opportunity to the learning of interacting in social networking and web based communities, along with expressing their opinions in blogs, doing collaborative work with wikis, and developing oral language skills with podcasts. The strategy of using the Web 2.0 in L2 learning provided motivation for students who at a certain a period needed to empower their personality and sociocultural aspects in order to acquire fluency. This study was applied to 26 students of the Language department of the University.</p>	<p>immigrants that are learning a L2 is Gamification. As a pedagogical strategy, Gamification is basically new, but it has been used successfully in the business world. Gamification not only uses game elements and game design techniques in non-game contexts, but also empowers and engages the learner with motivational skills towards a learning approach and sustaining a relax atmosphere.</p>
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Gamification and deep learning approaches in higher education	Aguiar-Castillo et al.	2021	Article	ScienceDirect	Higher education	<p>Gamification is a tool that has been used to promote commitment and motivation to students. This fact, coupled with the intensive use made by students of their smart phones, has led to the development of the HEgameApp application. This study shows that students' satisfaction will be influenced directly by application features, and it will influence pro-deep-learning approaches. Besides, the initiative will be visible through word of mouth. According to this study a gamified application can contribute to the pro-deep-learning approaches as students wish to expose their private learning-related actions to friends.</p>	<p>Researcher found in this study is the connection between the users' satisfaction and the promotion of behaviors related to deep learning strategies, since the more satisfied the students are, the more their deep learning strategies will be promoted. Another relevant finding comes from the teaching institution, as this type of initiative is very well accepted by the students and will improve the image, providing a smart academic, student-focused reputation to the implementing academia.</p>
Gamification in higher education: a case study	Laskowski and Badurowicz	2014	Article	Redalyc	Masters students	<p>The author implements didáctico instruments with a group of 62 students of first year in the máster studies. The course was about computer sciences. The students were divided in two groups, the first group developing tradicional games, and the other group only developing online games. Then the investigators compare the Results at the end of the semester. The</p>	<p>The author and the investigator After the end of the semester analyzed the Results of the activities, the grade average and to the tasks that the students decided to complete After CLASSES. The main Results is that always the gamification engages the students and creates a quality of learning during the</p>

						activities included leader boards and badges, and no practical activities like theoretical studies.	PROCESS all are positive in the Results too the answers of the students.
El uso de las técnicas de gamificación en la adquisición de vocabulario y el dominio de los tiempos verbales en inglés	Rodríguez amd Galeano	2015	Book	Universidad Pedagógica Nacional	students school	In this investigative work we sought to understand the influence that a video game had in the learning of English vocabulary in students of a school. For this, a population was used which corresponds to fifth grade students from the Sikvani Ciudad Jardín Norte educational institution, located in the town of Suba. The sample is made up of a total of 74 students randomly divided into two groups, to later be identified as a pilot group operated with Dracolingual in its version with gamification techniques, pilot group operated with Dracolingual in its version without gamification techniques, group gamified and non-gamified group.	It was found that within this investigative work that the use of video games with gamification techniques had a high impact on the learning and improvement of the students' vocabulary . In the same way, it was also concluded that the use of video games without gamification techniques also influences the collective development of learning English vocabulary in students, but in a lesser way than the previous one.
Enseñanza de la Lengua Extranjera Inglesa en Educación Primaria: la gamificación como recurso educativo	Caro	2021	Book	Universidad Internacional de Andalucía	Students school	The main objective of this research work is to show how gamification can serve as an educational resource in the Primary Education stage to teach English as a second language in a motivating and effective way. For this, gamification or game-based learning tries to be incorporated as a new	The development of the research concluded that the use of gamification as a school instrument has been well received by academic staff, both teachers and students have understood that the use of this educational technique, thus improving

						methodology of a playful nature, which aims to eliminate the traditional methodology and facilitate the acquisition of knowledge in a more fun way, generating a positive experience in children. . The research carried out in this project includes a field study carried out by collecting data through questionnaires and personal interviews with teachers from different schools in Huelva for Early Childhood and Primary Education.	motivation, interest, the participation of the students in addition to an improvement in the grades by the students.
La gamificación como estrategia de enseñanza en docentes de inglés para fomentar el desarrollo de habilidades orales y escritas en alumnos de 9 a 12 años de un instituto de idiomas de Lima	Orihuela	2019	Article	Pontificia Universidad Católica del Perú	Students school	The main objective of this research is to describe gamification as a teaching strategy in English teachers to promote the development of oral and written skills in students between 9 and 12 years of age at a Language Institute in Lima. To do this, it will work with a population made up of 70 teachers, whose ages will be between 30 and 40 years old and who have five years of experience in teaching the English language. As instruments, an interview questionnaire and a class observation sheet will be used in order to know the strategies that teachers currently apply in the classroom, as well as the verification of gamification	As conclusions, the work states that gamification is an important tool in the classroom, but that it is necessary to create conditions that allow students to feel involved in the academic process that develops. In the same way, video games are intended to help establish autonomous learning , so it is important to keep them as a constant challenge that helps students see learning as a process of didactic adventure .

						as a strategy to promote the development of oral and written by students in the English language.	
El impacto de la gamificación como técnica en el proceso de enseñanza/aprendizaje de una lengua extranjera en educación primaria	Miguel	2015	Article	Universidad de Valladolid	Students school	This research, which has been carried out during the Practicum period, specifically in April, tries to check how the students of second year of Primary Education respond to the teaching/learning process of a foreign language through the use of the methodology of gamification. This is intended to affect to the motivation, concentration, effort and participation of the students in a positive way in the learning of a new language.	Within the conclusions of this work, very positive results are shown according to the use of gamification in the classroom. Students improved in terms of interest, motivation, effort, participation and concentration due to their involvement with the game, so it is important to highlight that the objectives established in this study have been met.
La gamificación como método de enseñanza del inglés en educación primaria: la práctica de la destreza oral (speaking)	Borrego	2020	Article	Universidad de almeria	Students school	This final degree project focuses on the application of gamification in the primary classroom and its motivating function. In the first part of it, the term "gamification" is defined and the numerous applications of this innovative methodology for teaching and learning English as a foreign language are presented. In the second part of this research and based on the theoretical aspects previously analyzed, an intervention proposal has been created in which the application of a gamified	As a conclusion, it can be established that the application of gamification in the English classroom generates a positive response from the students, but it must be designed correctly to avoid generating the opposite, demotivation, and avoid interpreting that they are only Playing.

						system for the teaching of English as a foreign language in the Primary Education stage is proposed.	
Gamification in the wild: faculty perspectiva on gamifying learning in higher education	Hung et al.	2017	Project	redalyc	Students from diferent courses	A group of teacher friends decided to do a project together to determine the impact of gamification in different academic areas. Some of the researchers are English teachers in a technology program, and some cover virtual areas. For this reason the participants are part of the two learning modes. The researchers decide to measure the objectives through recordings of the classes in which gamification is the protagonist. Students always at the end of classes decide to fill in surveys and brainstorm to see if their expectations and the teachers' objectives were fulfilled.	The interests and needs of the students must also be considered at all times. In the same way, it is important to highlight that it is necessary for schools to focus their development on the acquisition of technological tools that allow students to have a better development and use of tics in their academic processes.
Play and learn: Influence of gamification and game-based learning in the reading processes of secondary school student	Manzano et al.	2021	Article	ScienceDirect	Secondary school students	The present study aims to evaluate the effectiveness of an educational gamification program in the reading processes of secondary school students. A quasi-experimental design of comparison between groups with pretest and posttest measurements was carried out with a sample of 271 students The evaluation	The results indicate that, compared to the control group, the experimental groups significantly improve their score in reading processes. The implications of the results obtained, the limitations of the study and some recommendations for

						battery of the PROLEC-SE reading processes is used. The intervention program consists of 7 or 15 sessions of one hour, and the results of two experimental groups and a control group are compared.	future research are discussed and analyzed
Gamificación en la educación a distancia: experiencias en un modelo educativo universitario	Reyes and Quiñonez	2020	Article	DOAJ	Universidad de Guadalajara, Mexico	This article is the result of an investigation to verify if the gamification strategies in a distance course at the Autonomous University of Yucatán (UADY) are considered as innovative educational practices, according to the elements of its educational model, and if these strategies are relevant according to the perception of the students. The course was developed through an instructional design model and three basic gamification strategies were used (narrative, escape room and “PET triad”). To assess these strategies, the reflective diaries of the students were used, as well as their comments in the discussion forums.	Researcher found that the characteristics of the UADY educational model allow the development of innovative strategies such as gamification; on the other hand, the students reported having experiences with new ways of learning and the development of behaviors such as motivation and teamwork. These findings are consistent with the literature and generate positive perspectives for the development of gamification in distance education at the university level.
Intervención educativa basada en la gamificación: experiencia en el contexto universitario	Alarcón-Díaz et al..	2020	Article	DOAJ	Universidad de Caldas, Colombia.	The aim of this research was to identify the existence of significant statistical differences in the application of gamification as a didactic strategy in university students	There are statistically significant differences between the experimental group and the control group; students who

						<p>from a private university in Lima. Methodology. The approach used was the quantitative one with a quasi-experimental design; The method followed was the hypothetical-deductive one, since through hypothesis testing it was possible to determine the differences existing in the work groups; 72 students participated, 35 in the control group and 37 in the experimental group. The gamification-based intervention lasted seven weeks and included activities using different ICT resources.</p>	<p>experimented through gamification show better results. And the conclusion was the correct pedagogical intervention mediated by ICT and apply gamification motivates the student to improve their learning.</p>
<p>La gamificación como respuesta desafiante para motivar las clases en educación secundaria en el contexto de COVID-19</p>	Villaroel et al.	2021	Article	DOAJ	Instituto Universitario de Innovación Ciencia y Tecnología Inudi Perú	<p>The objective was to determine the correlation between gamification and motivation. It was developed through quantitative, non-experimental and correlational research. We worked with a census population of 253 students of regular basic education. To obtain data, the Gamification Observation Guide by García (2020) and the Motivation Questionnaire MSLQ by T. García et al. (1988)</p>	<p>The results indicated that there is a very low, significant relationship of 0.025. It is concluded that gamification is not related to the motivation of the students, most of the teachers, in the development of their classes, do not use digital tools - a necessary element in the delivery of classes at a distance and in a virtual way due to the difficult situation caused by COVID-19. Likewise, teachers suffer from inexperience in the</p>

							management of social networks, videoconferences and online forms.
Gamification-Based Assessment: The Washback Effect of Quizizz on Students' Learning in Higher Education	Pitoyo et al.	2020	Article	ERIC		This study aimed to explore the washback effect of Quizizz assessment platform on students' learning. To investigate the issue, the researcher used questionnaire, observation and in-depth interviews. The data obtained would be analyzed qualitatively	The result of the study shows that students were motivated and they wanted to learn more deeply after doing several gamified test with Quizizz. They were interested in elements of game such as Leaderboard, Meme, Time restriction, and Test report.
Aprende Jugando: el uso de las tecnicas de gamificacion en entornos de aprendizaje.	Aguilera et al.	2014	Article	Universidad La Salle DATA BASE	Students of the Business and International Relations program	The researchers worked with the first-level English population of the international business program, which consisted of two first-level courses. For the realization of the test to do the research, the researchers explained to the students about the Duolingo application, which is the gamification tool that the researchers focus on. The students had to create a profile and download the application, there they would find the challenges that were part of the project and of the English class as such, the goal was to obtain the highest amount of accumulated score at the end the process would	The researchers noted with amazement that there was a variety of results since some had managed to reach even 10 points in all the activities, others nevertheless developed healthy competition and decided to compete for score among themselves, obtaining scores that exceeded 4000 points . The motivation and interaction during the classes and the processes was the protagonist since everyone wanted to participate in it. Finally Duolingo Challenge

						be evaluated for data analysis	continues to be part of the university's gamified experiences thanks to this project.
Kahoot in Maritime English Teaching: Its Impact on Nautical Science Cadet's Oral Reproduction and Vocabulary	Sartini	2020	Article	ERIC	Higher Education; Postsecondary Education	The researchers worked with the first-level English population of the international business program, which consisted of two first-level courses. For the realization of the test to do the research, the researchers explained to the students about the Duolingo application, which is the gamification tool that the researchers focus on. The students had to create a profile and download the application, there they would find the challenges that were part of the project and of the English class as such, the goal was to obtain the highest amount of accumulated score at the end the process would be evaluated for data analysis	The results of this study described that the use of Kahoot quiz made learning experienced in the classroom very interactive, interesting, and effective, because of the two cycles carried out increased from the beginning of the cycle to the next cycle marked by the increasing number of correct answers done by the cadets. Thus, their vocabulary mastery increased as well. Kahoot not only increased vocabularies that supported cadet's speaking skill initiated by the correct oral reproduction, but also increased cadet's enthusiasm in learning Maritime English. In conclusion, the use of online gamification-based Kahoot quiz toward nautical science cadets at Sekolah Tinggi Maritim Yogyakarta had a significant impact on vocabulary mastery

							for effective communication skills.
Analysis on the gamification and implementation of Leap Motion Controller in the I.E.D. Técnico industrial de Tocancipá	Castañeda et al.	2018	Article	ProQuest	I.E.D. Técnico Industrial de Tocancipá	Through the implementation of the Leap Motion Controller in English classes of the first and third grades at the I.E.D. Técnico Industrial de Tocancipá, the authors compared the appropriation of topics in groups that received the class in the traditional way and groups that were introduced to the Leap Motion Controller as a pedagogical tool. A statistical and comparative analysis was performed on the results obtained for each group	It was concluded that the use of technological tools has a positive impact in terms of educational performance and learning, giving better results than traditional education; in addition, students showed great empathy with the AR tool. On the other hand, there were limitations to just having a Leap Motion Controller device, which prevented the student experience was even more didactic; based on this, for future research, factors such as the size of the population and the amount of available resources will be taken into account to achieve better results.
Enhancement of Performance and Motivation through Application of Digital Games in an English Language Class	Wichadee and Pattanapichet	2018	Article	ERIC	Higher Education	The study was conducted to find out what impact a digital game had on students' learning performance and motivation. A quasi-experimental study was performed with two groups of students. The experimental group was taught using the digital game "Kahoot"	The results revealed statistically significant differences with regard to learning performance and motivation. The experimental group obtained higher scores than the control group, and the motivation of students in the

						<p>whereas the control group was taught with the conventional method. Pre-tests, post-tests, and questionnaires on the students' motivation and attitudes toward gamification in language learning were the instruments used in this study. The data were analyzed using Independent t-tests and One-way Analysis of Covariance.</p>	<p>experimental group was much higher than that of the control group. In addition, the results of a survey indicated that students had positive attitudes towards application of digital games in language learning.</p>
<p>El uso de las tecnicas de gamificacion para estimular las competencias linguisticas de estudiantes en un curso de ILE</p>	<p>Cordero and Núñez</p>	<p>2018</p>	<p>Article</p>	<p>Dialnet</p>	<p>Integrated English II students from other careers</p>	<p>The researchers base the project on the mixed methodology, first they do a survey of the knowledge of the previous course to finally analyze statistics of improvement or not. For this, the researchers choose English I students and apply a questionnaire to them, the objective of this is to investigate the experience of the students in learning without gamification. During the classes with gamification instruments, the researchers used checklists for data collection. finally the students were put into a playful activity with movement, and there motivation, competition, and cooperation were taken into account.</p>	<p>As a result of the research, the researchers concluded that gamification is a very useful tool when teaching a foreign language and in this case English. Since motivation allows the passage of commitment to new learning and what has been learned. It not only motivates students but also teachers and this is how feedback with meaning for students and cooperation in interactive learning processes is achieved. As a quantitative conclusion, the researchers add a study part of the results statistics. Among the activities that motivate</p>

							the students, some are face-to-face and others are online. But the latter were worked on within the classes in the technology laboratories, so the processes were worked on during a year of class for the selected students.
Effects of Digital Games on Enhancing Language Learning in Tanzanian Preschools	Ongoro and Mwangoka	2019	Article	ERIC	Early Childhood Education; Preschool Education	<p>This paper presents the effects of using digital games on improving language learning in Tanzanian preschools. A gamified learning prototype system was developed for making alphabetical sound articulation more engaging and fun. The study was conducted with twelve preschools in Tanzania. The main approach to digitized game-based-learning, namely development of gamebased Tanzanian Alphabetical Sound Quiz (TALSQ) for enhancing language learning in Tanzanian preschools was opted for. The approach is inspired by gamification. The goal of the approach is to make learning more fun and engaging. It is the authors' point of view that learning is and should be fun and self-driven. This philosophy is in line with gamification, which seeks to increase user</p>	<p>The results revealed that preschoolers' learning performance was improved when the game-based learning approach was incorporated into the sound articulation lesson. The findings inform educational stakeholders about the potential use of gamification in preschool education and propose ideas and means to standardize sound articulation and language learning to improve the overall quality of education</p>

						engagement and own initiative.	
Duolingo gamification: does it reduce students' grammatical errors in writing?	Syahputra	2019	Article	DOAJ	Methodist Senior High School in Banda Aceh, Indonesia	<p>The study is aimed to examine the effectiveness of Duolingo Gamification Platform to reduce the students' grammatical errors in writing a report text. The participant of this study were 25 students in the second grade of Methodist Senior High School in Banda Aceh, Indonesia. The research utilized a pre-experimental design with one group pre-test post-test. The instrument of this study is a test divided into pre and post-test. The data were analyzed using the t-test. The study revealed that the mean score of the pre-test is 53.8, and the mean score of post-test is 55.4. The standard deviation for pre-test was 7.18 and for post-test were 7.29 and the score of the standard of error of pre-test was 1.43 and post-test was 1.45. The t-score of the study was 4.0, with the degree of freedom 24, and the t-table was 1.69.</p>	<p>The data showed that the t-score was higher than t-table, which leads us to the interpretation that the H_0 was accepted and it was rejected. It indicated that the use of Duolingo Gamification platform was sufficient to reduce the students' grammatical errors in writing report text. Therefore, the platform was highly recommended to use to increase the quality of students' writing skill, especially in the report text</p>