



**Use of Gamification in the Classroom as a Motivating Element for
English Learning as a Foreign Language.**

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Dedication.

I thank God for allowing me to fulfill my dream of studying my master's degree. I thank my family for their unconditional support, especially my son, whom I am a reference for overcoming. To my students for their collaboration and desire to learn. To the tutor Juan Manuel Aragón for guiding me with this thesis. To all the professors who shared their knowledge with me, and especially to Professor Diana Diaz for her professionalism and dedication. Finally, I want to thank everyone who, in one way or another, supported me to get this achievement. My deepest thanks!

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1. Introduction.

It is increasingly common to see bored, apathetic, and discouraged students in the classroom or with low motivation for learning a foreign language. This is partially explained because the current pedagogy, in English teaching as a foreign language, remains through the traditional model. A model that gives priority to memorization, repetition, construction of sentences in a certain structure, translation of texts word by word, using a set of grammar rules, and isolated vocabulary learning. At the same time, 21st-century students' interests and needs have not been considered; they use the Internet and technological devices as a resource for entertainment and fun.

In the formalized learning system, teachers and educational institutions find themselves in the difficult task of competing against the various media and communication systems, which, in an attractive and increasingly innovative way, manage to capture students' attention and keep them motivated for long periods. This is used strategically for consumption of content and products. On the one side, there are educational institutions with their traditional and boring practices, and on the other, media and new technologies provide an enjoyable learning experience. Here the key element is motivation. Anyone who effectively promotes motivation has at their disposal the fundamental element that moves people to do what they do.

Likewise, the participants in the teaching-learning process, teachers, and students, also have a well-defined role in English teaching from the traditional model. The teacher is the one who knows, who expresses himself well, and who knows enough grammar and vocabulary to be able to communicate effectively in English. The student is the one who does not know and must repeat, repeat and repeat until he mechanizes the grammatical structures and the vocabulary, necessary to be able to structure one or another sentence correctly. New pedagogies give a more

active role to students within the teaching-learning process, placing them as the center of their learning process. Hence, initiative and autonomy are essential elements that teachers must recover in the classroom, as well as motivation.

It is for this reason that the use of games and systems has increased in demand in different areas of daily life. Industry, health, marketing, communication, culture, and even education have been benefiting from the riches and goodness offered by the implementation of gamified strategies. Who does not like to play? Who does not enjoy playing? Something is clear, playing is pleasurable, highly increases people's motivation, promotes a better disposition, and directs efforts to achieve specific objectives. Gamification could be the key element to improve students' motivation in English class and the manager of the change of the traditional model of language teaching.

This paper addresses the study of how the implementation of gamification in classroom pedagogical practices can affect the motivation to learn English. The systematization of the class was carried out at the SAN JUAN BAUTISTA DE LA SALLE school. Public educational institution, located in commune 7 of Santiago de Cali (Valle). It was carried out with students from grades 7-2. The group is made up of a total of twenty-three (23) students, of which 57% are women (13), and the remaining 43% are men (10). They are children and adolescents who are in the age range between 13 and 15 years.

At first (point 2), the characteristics of the practice to be systematized are presented, as well as the actors who participated in the investigation. As well as the main motivations that influenced the systematization of the class. Among these, we can mention a) The demotivation shown by students in learning English as a foreign language, b) The delay in the development of the competences of the English area. c) The low performance presented by the students in the

delivery of evaluation reports, d) the low performance presented in the Saber State Tests, e) The lack of autonomy and decision-making on the part of the students to remedy their current academic performance. This point ends with the statement of the problem (section 2.2.) which is expressed in the following terms: How does the implementation of gamification in classroom pedagogical practices affect the motivation to learn English, as a foreign language, in the 7th-2nd grade students of the San Juan Bautista de la Salle Educational Institution in the city of Cali?

Point 3 talks about the objective that will guide the research: "to know the incidence of gamification as a pedagogical practice in the motivation of students in grade 7-2 of the San Juan Bautista de la Salle school". And it will be developed through a subdivision into practical and knowledge objectives. From the practical objectives, it was established: 1) apply pedagogical strategies incorporating some elements of gamification that positively affect the motivation of students and, 2) evaluate the application of gamification as a pedagogical strategy in relation to the motivation of students against the learning English as a foreign language. From the knowledge objectives, it is sought: 1) to identify the degree of motivation of the students according to the traditional pedagogical practices used in the English class in grade 7-2, 2) to achieve that the students increase their level of English to through the implementation of the gamification strategy in class.

Point 4 establishes two axes of systematization that will guide the actions towards a better development of the practice. The first axis: Gamification as an English Teaching-Learning Strategy. And the second: Incidence of Gamification on Student Motivation. These will serve as a course for the development of this class systematization.

In point 5 the theoretical framework is developed. Start by answering the question What is gamification? Some definitions of experts related to this concept and the key elements that

must be considered for the design and implementation of gamified systems (mechanics, dynamics, and components) are expressed. The type of players that we can find in gamified systems or games (assassins, winners, sociable and explorers) is described, and Yo-Kai Chou's (2016) proposal to implement gamified systems called Octalysis is presented. The theoretical framework deals with other aspects such as: motivation and gamification, the theory of human needs, the theory of self-determination, extrinsic and intrinsic motivation, and gamification and the teaching of English as a foreign language.

In point 6 the methodological design is presented, where this research is part of a methodological process of class systematization with the mixed research method approach. The mixed research method, Chen (2006, cited by Hernández & Mendoza, 2018) "defines it as the systematic integration of quantitative and qualitative methods in a single study in order to obtain a more complete" picture "of the phenomenon" (p. 612).

In point 7 the process of analysis of the learning experience is carried out and the planning of the didactic sequence is established. In this, the planning of each of the class sessions is presented, which are five in total: session 1, Knowing the regular and irregular verbs in past. Session 2, Negative, positive sentences, and questions in English. Session 3, Organizing sentences in the past tense. Session 4, Practice a conversation. Session 5, Tell your story,

In point 8 there is a detailed description of each of the class sessions, and a critical reflection on the following topics: Gamification affects the emotional part of the students, gamification affects the intellectual part of the students, gamification affects the attitudes and behavior of students, gamification affects the social interactions of students in class, gamification in the acquisition of English skills, the role of the student in the gamified class. The role of the Teacher in the gamified class, reflection of the systematized pedagogical practice. And the work

ends with point 9, where the conclusions of this work are presented. And with point 10 where the limitations of the present investigation are expressed.

2. Justification

This session explains all aspects related to the class systematization process. The educational institution in which it is carried out is stated, the reasons that motivated carrying out the systematization process, the methodology that was implemented to carry out said process, the time that was used in its realization, the characterization of the main actors that They were part of the experience, the approach to the problem, the systematization question is defined, the objectives to be achieved (both practical and knowledge) and the systematization axes that guide the entire process.

2.1.The Practice to be Systematized

The practice to be systematized is within the area of "language and English communication" through the implementation of elements and typical strategies of gamification. Among the purposes of this area is the development of the four communicative skills of languages: oral comprehension, oral expression, reading comprehension, and written expression. The joint development of these skills allows students to be competent and to communicate effectively. The practice was implemented with the 7-2 grade at San Juan Bautista de la Salle School, in Cali, Colombia. The group is made up of 23 students, between 13- and 15 years old.

The class has an intensity of 3 hours per week, which is taught 2 hours on Thursdays, and 1 hour on Fridays. In most of the classes, during this school year, the methodology used has been traditional education: master class explanations of the topics supported by the resolution of questionnaires and exercises. It is a class in which students do not participate very much and there is no motivation in the teaching-learning process. The roles of the teacher and students are also set by traditional education.

Determining if gamification affects motivation, in English learning as a foreign language, is the goal of this systematization. It will be done through the design and implementation of a didactic sequence with five class sessions. In its preparation, it is going to take into account the fundamental elements of the design of gamified systems and the main theoretical postulates on motivation applicable to this methodology. Pre-class and post-class surveys will be carried out in order to analyze the impact of the implementation of this proposal from a critical-reflexive analysis before, during, and after the proposal started.

2.1.1. Why Systematize the practice?

The systematization of the practice of "language and English communication" is carried out due to the evident needs in 7-2 grade of the San Juan Bautista de la Salle School in Cali city. Among the main reasons that support the systematization of the practice can be named the next ones:

a) The demotivation that students show towards learning English as a foreign language.

Students in this course do not see learning English as a fun or enjoyable experience. This is evidenced by the low participation of students in class. It is expected that the implementation of gamification as a pedagogical strategy allows to engage students and improve their motivation.

b) The delay in the development of the competencies of the English area. The class has been oriented from the traditional education model. Vocabulary memorization, the use of grammar rules, the construction of sentences in a certain way, etc., have been privileged. Little opportunity has been given for the development of skills such as listening comprehension and oral expression. With the implementation of gamification, priority will be given to the development of the four basic skills to improve the level of student performance.

- c) *Poor academic performance in students in periodic assessment reports.* The academic performance of the students has not been good. Many of them do not fulfill the commitments acquired in class, partly, because they are not motivated. With gamification, we want students to be motivated and do their best to improve their academic performance.
- d) *Poor performance presented in the Saber State Tests.* The evaluations carried out by the state are designed to assess competencies, contrary to those carried out by students in the traditional education model. Gamification can promote the development of skills because the teaching-learning process focuses on the student and the development of their communication skills. Students lack autonomy and decision-making strategies to fix their current academic performance. Due to the lack of motivation in the teaching-learning process, students do not care about improving their performance in English, even when they notice they are doing badly. Gamification aims to engage the students. It seeks to motivate and focus them as the main actors of the teaching-learning process.
- e) *Innovative teaching practices.* The intention is to present students with an alternative proposal to the traditional class, which manages to awaken motivation and interest in learning a foreign language. It is wanted that students can live the experience of learning through playing and gamification strategies. The students will be benefited if the motivation towards English learning be stimulated.
- f) *Reflective teaching.* Systematization of the practice is important because it allows teachers to be able to observe analytically and reflectively the different mechanics and dynamics that are interwoven in the classroom and interpret them in the light of expert authors, making it possible to find new ways of being and doing in the classes. Many pedagogical situations occur in the teaching-learning processes of English, but due to the lack of systematization of

experiences and the lack of reflection on them, teachers persist in repeating the same mistakes of the past. The systematization will also allow determining in what way and to what extent gamification can influence the motivation of students, making them more willing to learn. The more motivation students have, the more and better learning.

2.1.2. How the Systematization was done?

Initially, a pre-class survey was applied to find out the level of motivation of the students in the 7-2 group from the educational model in which they have been working. Here was to verify the interests of the students, the perspective they have of the area, the external and internal factors that affect their motivation, etc. All was an object of analysis and critical reflection by the observing teacher.

Then a properly planned didactic sequence was implemented, including elements and strategies of gamification and motivational factors associated with it. This didactic sequence allowed me to put into practice the different theoretical postulates about gamification and to analyze through experience how effective its results were in improving the English class. The most relevant aspects in the development of the class group: dynamics, incidents, changes in student attitudes, and disposition towards the development of activities will be recorded. All of them was observed by the teacher and was recorded in the conclusions of this systematization.

The discoveries in the classes were analyzed in light of the main theories in gamification and motivation. What elements, dynamics, and a component of gamification gave satisfactory results in improving student motivation? What aspects were not so successful? What things for future classroom interventions or future research could be improved? Which elements do the students feel the most identified with? What aspect engaged them in the classes? What testimonies from students about the development of the classes, can be rescued? When elements

and strategies of gamification were implemented, what was the most difficult for the teacher and the students? These, among other questions were the referents to follow in the critical-reflexive process in the systematization of the practice. In any case, the practice and results obtained, was reflected, and the opportunities for improvement was identified. At the end of the proposal, a post-class survey was applied, to measure how much the motivation of the students and their expectations regarding English teaching as a foreign language had changed.

2.1.3. Time- Space Delimitation.

Place: The systematization of the educational practice was developed at San Juan Bautista de la Salle school, located at 78-14 9th street Puerto Mallarino, commune 7, Cali City.

Temporality: The systematization of the class practice was carried out for 5 months, between the month of July and November of the year 2022. During this time, the development of the classes was observed, and 5 direct intervention sessions were held. Each class session lasted 3 hours.

2.2. Participants Characteristics.

In the process of systematizing of the practice, several participants are observed:

The students. They are the main participants in the systematization process. The practice was developed with students of 7 - 2 grade in San Juan Bautista de la Salle school. It is a group of 23 students, between 13 and 15 years old. They are the ones who participated in the class sessions that the teacher has planned from the gamification strategy.

Teacher. He is the one who has designed the didactic sequence and the five class sessions to be implemented with the students. The teacher tested the proposal from the curricular,

pedagogical, and didactic components. It was also be an object of reflection about their experiences during the implementation of the classes.

The investigator. It is the same teacher who has systematized the class. He recorded the findings and elements of analysis and critical reflection that he considered necessary before, during, and after the class. In addition, he is the one who investigated the theoretical-conceptual postulates on the proposal to be implemented. The teacher as a researcher must not only analyze the class, and the students, but also their participation, scope, and limitations.

2.3. Problem Statement.

In the return to face-to-face classes after the pandemic generated by the COVID-19 virus, teachers faced poor performance by many of the students at SAN JUAN BAUTISTA DE LA SALLE school. This can be evidenced in the different academic disciplines and especially in the subject of English. The students were out of the classroom for more than a year: between March 2020 and August 2021. This brought a methodological change for both students and teachers who found themselves in need of resorting to virtuality for class development. And also, a strong lack of motivation in the face of learning for whom virtuality was not the best option since they did not have the technological tools, knowledge, and Internet connection required for its viability.

Seeing that students are unmotivated to learn is worrying. More when it is well known that motivation is one of the essential elements for learning. As Morón (2011) affirms, "Motivation is an attraction towards an objective that supposes an action on the part of the subject and allows accepting the effort required to achieve that objective" (p. 1). According to the author, without motivation there is no effort, is a consequence of motivation that moves and drives the person to achieve a purpose. How could our students learn without that necessary

boost? What could move them to achieve a good performance in the area of English when there is no motivation? With these concerns in mind, I have set out in search of motivation for teaching English as a foreign language, finding a methodological strategy known as gamification. The question that guides this research then arises:

2.4. Systematization question.

How does the implementation of gamification in classroom pedagogical practices affect the motivation in English learning, as a foreign language, in students in the 7-2 grade of the San Juan Bautista de la Salle School in Cali city?

3. Systematization Objectives.

To know the incidence of gamification as a pedagogical practice in the motivation of students in 7-2 grade of the San Juan Bautista de la Salle school .

3.1. Practical Objectives.

- To apply pedagogical strategies incorporating some elements of gamification that positively affect student motivation.
- To evaluate the application of gamification as a pedagogical strategy regarding the motivation of students in English learning as a foreign language.

3.2. Knowledge Objectives.

- To identify the motivation level of students according to the traditional pedagogical practices used in the English class in 7-2 grades
- To get students to increase their level of English through the implementation of the gamification strategy in class.

4. Systematization Axes.

4.1. Axis 1. Gamification as an English Teaching-Learning Strategy.

Sub axes:

- What elements of gamification can be applied in teaching-learning processes of English as a foreign language?
- How to implement some elements of gamification in English teaching-learning?

4.2. Axis 2. Incidence of Gamification on Student Motivation.

Sub axes:

- How can gamification affect student motivation in teaching-learning processes?
- What motivational aspects should be taken into account in class planning.

5. Theoretical framework.

This section includes the conceptual theoretical foundations that support and give meaning to this systematization of the class. It gives an account of the importance of motivation for the teaching-learning process of English as a foreign language and how the implementation of gamification, as a different pedagogical strategy the traditional class, positively affects the motivation of students in front of English learning.

5.1. What is Gamification?

Gamification “comes from the Anglo-Saxon term *gamification*, that is, related to the game (game). It is a modern concept that began to be used in the business world but, later, it has spread to many more areas such as education” (Gonzalo, 2017, p. 16). Although its etymology is related to the word game, its definition is not equivalent. As Teixes (2015) affirms:

“Gamification is the application of game resources (design, dynamics, elements, etc.) in non-recreational contexts, to modify the behavior of individuals, acting on their motivation, to achieve specific objectives” (p. 18). Its purpose is that many of the activities that we carry out daily, and that we experience as unattractive or boring, become more pleasant and satisfying. This allows people to not only do what they have to do but also to enjoy doing it.

Among the things that people do and would not want to stop doing, despite the time they may spend doing them, are games. "Games attract us because they motivate us" (Teixes, 2015, p. 13). Games tend to produce high levels of motivation in their participants, a motivation that if properly managed in the educational field would give amazing results. When we feel motivated, we have enough drive to reach the final goal. This facilitates better performance and continuity over time. It allows people to start the activities and finish them, even when they may present a certain degree of difficulty. It is well known that in the absence of motivation many give up. This

is not the case with games, nobody wants to stop playing games (except for factors external to the player), because people are highly motivated.

Who doesn't want to play? Few people do not like to play and, as a general rule, in most cultures and customs this activity is pleasant. As Huizinga (1949, cited by Chavez Yuste, 2019) states, "Gaming is a significant and common activity in all cultures" (p. 422). Games are meaningful because they are a representation of life itself, and our first life experiences are associated with it. Through it we learned to socialize, we made friends, we learned to follow rules and standards of behavior, and we learned to win and lose. Games mark us because they involve us, include us, or exclude us. Our first experiences of acceptance are also related to games, because, in childhood, if you are allowed to play, you have already been accepted.

Werbach and Hunter (2012, cited by Chavez Yuste, 2019) declare that gamification is "the use of game design elements and techniques in non-game contexts" (p. 423). To put it this way, it is to bring the techniques and strategies of the game to other contexts in order to energize and promote better motivational levels for the achievement of specific objectives. Among the contexts in which gamification can be used is education. When it comes to learning, motivation is the key element. Teachers are always looking for tools and strategies to improve student motivation. Gamification as a pedagogical strategy can be very useful for this purpose.

Deterding (2011, cited by Ortiz et al., 2017) tells us that "gamification is based on the use of video game design elements in non-game contexts to make a product, service or application be more fun, attractive and motivating" (p. 10). Video games have managed to captivate the last generations. They are a growing industry that moves billions of dollars a year. Among its followers, we can find children to older adults. It is such as the fascination they manage to arouse

in people that many scholars of this phenomenon have taken on the task of analyzing its main concepts and practices, including them in what is known as gamification.

Something is clear so far, gamification acts directly on the behavior of individuals, modifying them and affecting their motivation, inducing them to act in a certain way because they are motivated. This way of working is typical of the objectives of the educational system, because through the training processes it is sought that people modify their behaviors, and it is what we frequently call learning. Therefore, we believe that gamification can positively affect the motivation of our students when teaching English as a foreign language. It is then pertinent to ask ourselves how to effectively design and implement gamified systems.

5.2. Design and implementation of Gamified Systems.

To use gamification techniques in the design of a gamified teaching activity or system, it is important to recognize that motivation is the essential key; ultimately, it is responsible for getting the player or participant involved in the activity (Ortiz et al., 2017). In addition, the bases that structure the theory of gamification must be clear to implement them effectively in the design of the system. Well, many think that, with the simple fact of bringing games to the classroom, they are already making use of gamification, and this is not the case. Making students play is not exactly to gamify the class. In addition, the teacher must be willing to change their ways of being and developing the class. The roles, of teacher-student, as we traditionally know them, change a lot using this strategy.

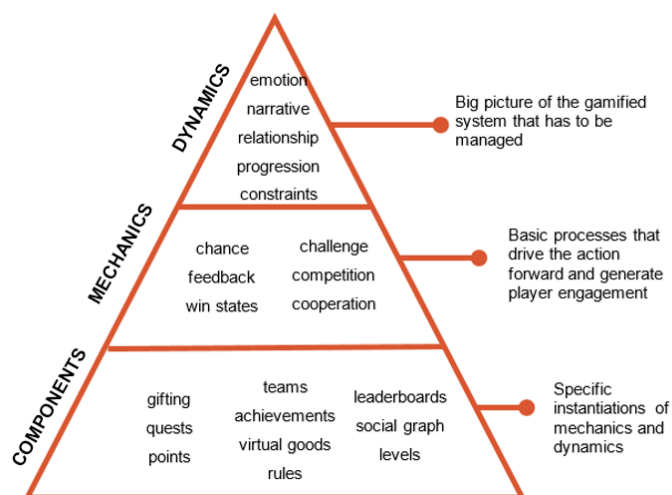
According to Werbach and Hunter (2012, cited by Ortiz et al., 2017), the essential elements of gamification that must be taken into account in the design of a gamified system are mechanics, dynamics, and components (See figure 1). Along with these elements, Teixes (2015)

brings another two into consideration: aesthetics and the classification of the type of players.

Let's look at each of these elements in more detail:

Figure 1

The hierarchy of game elements



Note. Adapted from “For the win: How game thinking can revolutionize your business” by Werbach, K., & Hunter, D. (2012). Philadelphia, PA: Wharton Digital Press.

5.2.1. Dynamics

Dynamics are an essential part of the game or gamified system because they explain the reason for the behaviors that the players or participants show. “They are at the higher level of abstraction. They include constraints, emotions, narrative, progression, relationships” (Coccoli et al., 2015, p. 77). People have different desires and needs to satisfy, and in the game or gamified activity they must be taken into account. In the educational field, teachers take as a starting point the interests and needs of their students in lesson planning. From gamification, not only these elements must be considered, but also the most appropriate dynamics that promote motivation must be chosen. Therefore, when gamifying the class, a good amount of time must be spent in

the selection of the dynamics that are most appropriate with the particularities of the group. It is here where the knowledge of the group acquires great relevance.

It is not so in traditional education. Little or nothing what the student thinks, feels, or wants is considered. Well, more emphasis is placed on what is taught (the contents), than on the people who are learning (the students). This should change with gamification where the student is the center of the teaching-learning process. Therefore, in a gamified class, it is the dynamics that indicate the elements to be stimulated to improve student motivation. Of course, it must be taken into account that, as Teixes (2015) says, the dynamics are present in the games as guidelines or patterns, but they are not part of the game itself. So, without the dynamics, the games would be routine and not very fun. It is important to highlight elements such as age, culture, school, and social environment, among others, largely determine the desires and needs that this group may present. It is important here to know the particulars and characteristics of the class group with which you are going to work.

We conclude by saying that the dynamics are the essential detonators of motivation and what makes the participants or players insist on achieving the goals set. "In fact, on many times the best reward is the recognition and status acquired for the success of the performance in the game" (Teixes, 2015, p. 60)

5.2.2. *Mechanical.*

Hunicke et al. (2004) describe them as "the various actions, behaviors, and control mechanisms offered to the player within a game context". For Coccoli (2015) the mechanics "are the way to promote interactions and create commitment. They include challenges, opportunities, competition, cooperation, feedback, resource acquisition, rewards, transactions, turns, winning

states” (p. 77). In other words, they are “the rules and rewards that build the foundation of the game” (Biworldwide, s.f.).

It is fundamental to highlight that a large part of behavior, that students assume in the classroom, are determined by the dynamics that teachers establish in the class, from the pedagogical strategy which we work. That is why when the dynamics are implemented strategically and tactically according to the characteristics of the game, we make gamification challenging, fun, and rewarding. In this sense, the most popular game mechanics are competition, challenge, and the victory state (Kee, 2021).

5.2.3. Components.

The components for their part, according to Coccoli (2015), are "the instances of mechanics and dynamics. They can appear in the form of achievements, avatars, badges, boss fights, collections (of items, badges), combat, unlock content, gifts, leaderboards, level, points, quest (predefined challenges with objectives and rewards), social graph, equipment, virtual goods (game assets with perception or real money value) (p. 77). We must keep in mind that the components are the ones that give that playful and playful air to the activity that is being carried out. When a gamified activity is carried out, people generally expect to be rewarded for their performance in the game, this is where the components appear in the form of medals or badges, points, rewards, etc.

To Teixes (2015), the components are the systems and elements that make progress in the game visible (...) Among the most notable due to their popularity are the so-called PBLs. Points (“Points”), Badges (“Medals or emblems”), and leaderboards (“Rankings”) (p. 46). Let's look at some of them in much more detail:

- **Points:** They are numerical assessments obtained by performing one or more actions. They are used to direct the actions of the players or users towards the achievement of specific actions, measure progress and make the player feel that he is rewarded for his participation and decisions. There are different types of points, and among the best known we can name: a) Experience points (reflect the skill and persistence of the player), b) Compensable points (can be exchanged for real goods and services), c) Currency (Exchangeable for real currency for the acquisition of goods and services), and d) Social or reputation points (Earned through the actions of other players for rewards or contributions).
- **Badges:** They are graphic representations of the achievements obtained in the game or gamified system. They are generally collectibles. Its best use is as a final reward for an achievement obtained.
- **Leaderboards:** Visually order the players in a gamified system. Participants can see their level of performance relative to others.
- **Challenges and missions:** Understood the challenges as routes with obstacles that the player must overcome and would imply a time limit. For their part, the missions are series of actions to be carried out by the player to achieve an objective, and they are usually stricter in terms of the order in which the activities are carried out. Accomplishing a mission usually unlocks it or leads to the next one.
- **Avatars.** They are personal representations of each player. They are generally chosen and customized by the players themselves, to the point that they identify

with them. The avatars, being customizable, generate a greater emotional attachment to the game.

- **Levels.** It is one of the main components that awakens motivation in the game. They are an indicator of the grade of progress in each activity. By reaching levels in a game or gamified system, a personal or group status is achieved.
- **Estate:** Any type of element, (virtual or physical) that can be exchanged or discounted in the achievement of real goods or services.

Table1

Table of Dynamics, Mechanics and Components of Gamification.

Dynamics:	Emotion:	Curiosity, competitiveness, frustration, happiness.
	Narration:	A continuing story is the basis of the learning process.
	Progression:	Evolution and development of the player/student.
	Relations:	Social interactions, companionships, status, altruism.
	restrictions:	Limitations or forced components.
Mechanics:	Collaboration:	Working together to achieve a goal.
	Competition:	Some win and others lose. Also, against yourself.
	Challenges:	Tasks that involve effort, that suppose a challenge.
	Rewards:	Achievement benefits.
	Feedback:	How we are doing.
	Luck:	Chance affects.
	Transactions:	Trading between players, directly or through intermediaries.
	Shifts:	Sequential, equitable and alternative participation.
Components:	Avatar:	Visual representation of the player.
	Collections:	Items that can accumulate.
	Combat:	Definite battle.
	Unlock content:	New items available after getting
	Teams:	Objectives.
	Social graphs:	Group work with a common goal.
	Easter eggs:	They represent the social network of the player within the activity.
	Insignia:	Hidden items to look for.

	Time limits:	Visual representation of achievements.
	Missions:	To compete against time and with yourself.
	Levels:	Predetermined challenges with objectives and rewards.
	Points:	Different stadia of progression and difficulty.
	Avatar:	Rewards that represent progression.
	Collections:	Visual representation of the player.
	Combat:	Items that can accumulate.

Note: Adapted from “Samples of Dynamics, Mechanics, and Components (Werbach and Hunter 80)”

5.2.4. *Esthetic.*

It has to do with the emotional responses that the player experiences when participating in a game. They are directly related to the player experience. According to Hunicke, LeBlanc and Zubeck (2004, cited by Teixes, 2015), not all people experience the game in the same way. For some, the game is a challenge. For others, the game allows them to express themselves in various ways, and for others, on the contrary, the game can be challenging and frustrating because they cannot effectively fulfill the activity or challenge. Teixes, defines a taxonomy proposal with the following sensations and experiences linked to games:

- ***Sensation:*** the game as an empirical pleasure.
- ***Fantasy:*** the game as fantasy or recreation.
- ***Narrative:*** the game as a story.
- ***Challenge:*** the game as an obstacle course.
- ***Camaraderie:*** the game as a social framework.
- ***Discovery:*** The game as a map to be discovered.
- ***Expression:*** the game as a self-discovery.
- ***Submission:*** the game as a hobby.

5.2.5. *Types of Players.*

A really important element when designing a gamified system is to take into account the type of players or users with whom we can find ourselves. The type of players will guide us to the dynamics, mechanics, and components to choose when designing the gamified system or gamifying the class. According to Richard Bartle (1996, cited by Biel & García, Sf) a possible classification, of the type of players, could be the following:

- ***Assassins:*** They are winners, but for them winning is not enough, they need to be the best and get to the top of the leaderboard.
- ***Winners:*** they are adventurous and move guided by a desire for personal improvement to go up levels and unlock content.
- ***Sociable:*** they play to interact with other players, for them playing is sharing ideas, experiences and creating a network of contacts or friends.
- ***Explorers:*** They like to explore the game and discover new things.

This knowledge is very important to gamify our class since it clearly shows us that not all the participants in a game have the same motivation or pursue the same personal goals. Some participate in the games just for the sake of winning, they want to be the best and they will do their best to achieve it. Others do it just for the thrill of being able to climb and express their desire to excel. Others do it to establish social relationships with other participants, or some, on the contrary, do it out of the desire to discover new things. Whatever the reason that moves players to participate in a gamified activity, both intrinsic motivation and extrinsic motivation are implicit in them, which we will see later.

5.2.6. *Octalysis - Gamification implementation proposal.*

Yu-Kai Chou (2016) has created an ingenious contribution to design and implement gamified systems called: Octalysis. This scheme defines 8 types of motivation, relating each one to a «core drive», which is distributed in an octagon and classified as «white hat» (those that make us feel powerful, full, and satisfied) or «black hat» (the ones that make us feel obsessed, anxious and addicted). These types of motivation are applicable to any game or gamified system.

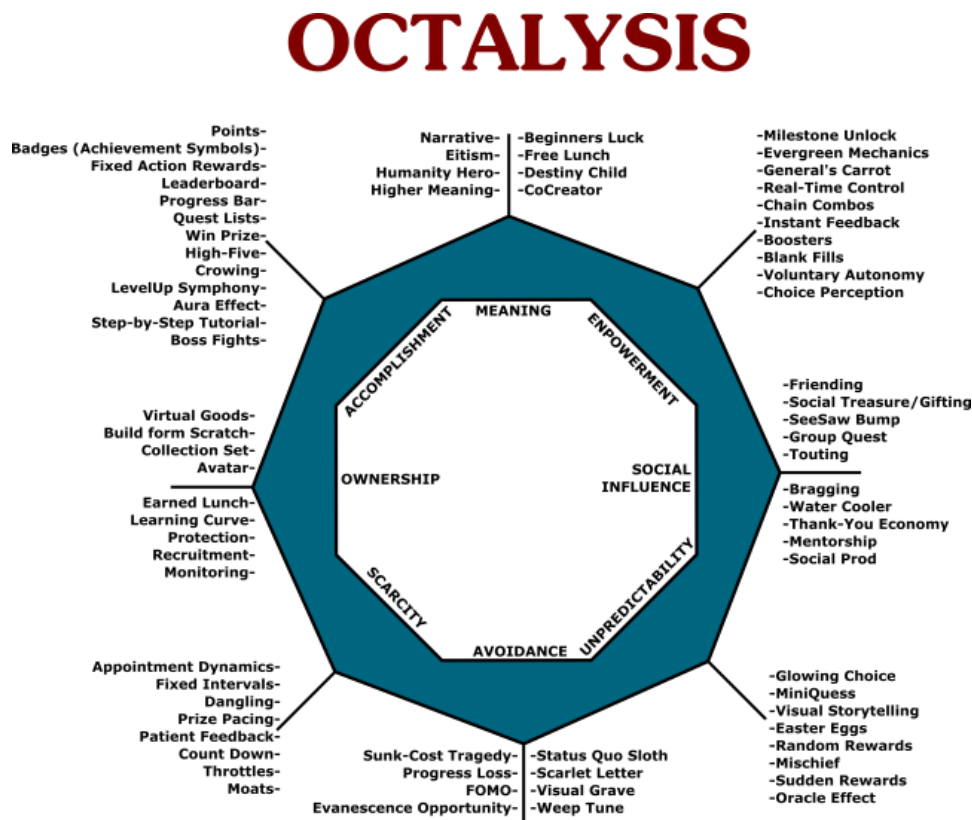
1. ***First «core drive», «Epic meaning and call»:*** It motivates people by the simple fact of thinking that they are involved in something that transcends them. According to the author, this should be worked on in the early stages of the game, *discovery and onboarding*, since it helps the user/player to find a reason to participate.
2. ***The second «core drive», «Development and fulfillment»:*** It means the motivation that comes from personal desire and achieving objectives. It is one of the easiest to apply in a gamified system. However, it works better completed with others.
3. ***The third core «drive», «Empowerment of creativity and feedback»:*** In this part, the motivation is based on the satisfaction that comes from creating new elements and seeing how they can transform reality. According to the author, it is one of the most difficult core drives to implement due to the attention effort it demands from users/players. This would be applied within the phases of the gamified system called: scaffolding and endgame.
4. ***The fourth «core drive », «Property and possession»:*** Motivation comes from owning something. It leads to a greater involvement of the player/participant that motivates them to participate in the game or gamified activity. Namely, when we feel something so adapted to our own tastes and needs, we appropriate and feel that it cannot be easily replaced by anything else.

5. ***The fifth «core drive», «Social influence and relationship»:*** It is based on the desire to interrelate and take possession of third parties. According to the author, it is sustained by the fact that people are social animals and the pleasure we get from being with our family and friends and seeking their respect and recognition.
6. ***The sixth «core drive», «Scarcity and impatience»:*** Motivation arises from obtaining something that we perceive as scarce or that is difficult to obtain. It can be a good motivational item if used correctly.
7. ***The seventh «core drive», «Unpredictability and curiosity»:*** Motivation comes from the fact of not being able to establish patterns when identifying situations. According to the author, surprise is the element that produces attraction. The idea is to introduce surprise elements into gamified systems or games.
8. ***The Eighth «core drive», «Loss and avoidance»:*** The motivation arises from the fear of losing or of undesired events occurring. This "core drive" achieves a quite high involvement on the part of the player/participant since a good knowledge and understanding of the game or gamified system is required to avoid losing or unwanted situations.

These 8 types of motivation that are manifested in each one of the «*core drive*» proposed by Yu-Kai Chou (2016), we can detail them more graphically in the following figure:

Figure 2

Octalysis Gamification System.



Taken from: <https://elblogdedax.wordpress.com/2015/05/07/octalysis-gamification-framework/>

5.3. Motivation and Gamification.

Everything starts with motivation. If you are motivated, more and better learning can be achieved. It is no secret to anyone that motivation is an essential component in the development of any learning process. Motivation is the cornerstone on which gamification lays its foundations and sustains its practice. It is a key element that everyone wants to achieve when designing and implementing gamified strategies. Without it, gamifying would be a pointless practice. But what does motivation mean? What does this concept refer to?

To begin, we will say that “motivation, from the Latin *motivus* (relative to movement), is that which moves or has efficacy or virtue to move; in this sense, it is the engine of human behavior” (Carrillo et al., 2009). Any behavior or attitude assumed by an individual at a certain time and place has its explanation in a motivational factor. That is, something moved him to manifest said behavior. When we feel motivated, we are not only able to do something, but we can do it and do it well. For Hampton (2000, cited by Araya C. & Pedreros, 2013), "motivation refers to what makes people act or behave in certain ways" (p. 46).

Motivation is also defined as the "enthusiasm to do something, reason or purpose for doing something" (Cambridge Dictionary, s.f.). It is not only associated with internal factors of the person but also has been related to externals. Well, as expressed by Ferrell and Hirt (2003) Robbins and Coulter (2005, cited by Araya C. & Pedreros 2013) "People move through motives, that is, in the search to satisfy certain needs" (p. 47). Teachers must occupy themselves with discovering of what are the interests or reasons which move our students. And that, in the end, will be the reasons that move them to advance in their teaching-learning process.

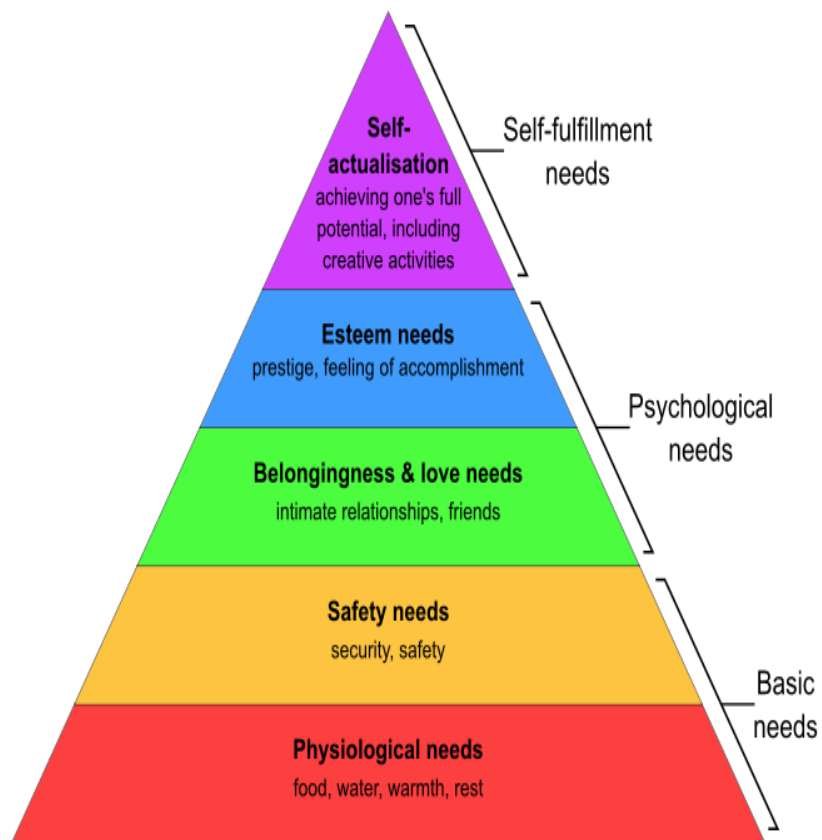
We can conclude this section by saying that gamification sustains its practice and existence on three essential postulates about the motivation that are complementary to each other: Maslow's Theory of Human Needs (1943), the Theory of self-determination (Self Determination Theory, SDT) by Ryan and Deci (1985) and Motivation Theory 3.0 by Daniel H. Pink (2011). The theoretical support of motivation related to gamification is based on these three postulates and they are the bases which allow us to understand how the different motivations operate on players/participants in a gamified game or system. Next, we will look at each of these in detail.

5.3.1. Human Needs Theory.

The needs are the key element for the study and understanding of motivation and gave rise to the theory expressed by Maslow (1943) under the title: «A theory of human motivation». The author points out that "people are motivated by five types of needs: physiological (food, water, and shelter), security (protection, order, and stability), social (affection, friendship and sense of belonging), self-esteem (prestige, status, and self-esteem) and self-realization (self-satisfaction)" Maslow (1943, cited by Araya C. & Pedreros, 2013, p. 47). These, in turn, are organized hierarchically in a pyramid, where satisfying a higher-order need, it is necessary to have met a lower-order need first.

Figure 3

Maslow's hierarchy of needs



Note: Adapted from “Maslow’s hierarchy of needs”. Taken from: Wikipedia.org, (2022)
(https://simple.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)

Each one of these levels has its particularities that define them and stems from the fact that people need to meet their needs, and ultimately, this is what moves or motivates them to carry out certain actions. Let's see each of the levels, explained by Navarro M. (2019):

Level 1: physiological needs. These are the most basic needs of the human being: eat, sleep, breathe. They are the ones on which your survival depends.

Level 2: security needs. It is about achieving physical and economic security. Being safe in the environment in which we live, having enough health or income, and generally living without risks in the future.

Level 3: social needs. The human being is a social being who needs to relate to others. The third level therefore supposes group relationships with family, friends, work, etc.

Level 4: appreciation needs. It supposes something more than the previous level, we need not just to be part of a group but also to feel appreciated and valued by others.

Level 5: self-actualization needs. It is the most difficult level to achieve and assumes that we have previously satisfied the other levels. It means personal success, feeling good about yourself .

It is common to see that in Colombian educational institutions, many of our children and young people come from one or two socioeconomic strata. According to Maslow, many of them fail to meet basic needs such as food, sustenance, housing, etc. This significantly affects their academic performance as these needs are associated with motivational factors. Therefore, the growing gap in the level of performance presented by students in this country between certain socioeconomic levels is explained.

5.3.2. *Self-Determination Theory.*

"The self-determination theory is a theory that links personality, human motivation, and optimal functioning" (Rodríguez, 2022). Teixes (2015) does not say that this theory is based on the premise that people, by default, are motivated. And as its creators, Ryan and Deci (2000, cited by Garzón, 2012) affirm, "It is possible to distinguish between two types of motivation to carry out an activity: intrinsic motivation and extrinsic motivation" (p. 4). Each of these types of motivation has very particular characteristics from which we can learn for our practice as teachers. Let's see each one of them:

Extrinsic motivation: "Extrinsic motivation comes from the external environment and works as an engine to be able to do something. The rewards are the result of this type of motivation" (Llanga Vargas et al., 2019, p. 7). It is easy to understand what type of motivation is closely related to the factors of the class that the teacher manages, such as the layout of the classroom, learning environment, teaching resources, methodologies and teaching-learning strategies used, etc. One of the big problems that arise in terms of extrinsic motivation is that many teachers still do not overcome the traditional classroom format in teaching English as a foreign language. Many of the classes that are given in language teaching have remained in the simple repetition of isolated vocabulary and the mechanization of grammar structures that has little to do with the development of linguistic skills.

Intrinsic motivation: Álvarez (2020), says that "the intrinsic motivation is the internal stimulus of a person, which can be activated through the interest they have in learning" (p. 4). This motivation, occurs autonomously, where the student seeks to satisfy the needs of his interest. In addition, the author affirms, "intrinsic motivation admits that the behavior reflected by people comes from the interest that the activity brings in itself and from the satisfaction that

the person feels without having to resort to external stimuli to achieve it" (Álvarez Martínez & Rojas Ochoa, 2021, p. 5). It is considered one of the motivations that must be used today that allows and promotes the self-realization of the subject.

It should be taken into account that successful management of motivations, both extrinsic and intrinsic, can help us improve the performance of our students. Teachers must anticipate the methodological strategies that most benefit the development of both motivations, to achieve a balance between both and achieve higher levels of motivation in students in English learning as a foreign language. It is accurate then to ask ourselves: What current methodological strategies promote high levels of motivation in students? How can these methodologies be used in the classroom for English teaching as a foreign language?

5.4. Gamification and English Teaching as a Foreign Language.

About teaching-learning, teachers must be clear about something: the simple fact of teaching does not guarantee that our students will learn! It is increasingly difficult to capture the attention of students, and even more so, in the process of English teaching as a foreign language. This is partly due to the fact that our boys, girls, young people, and adolescents are being continuously overstimulated by the different media and the overwhelming use of technology in different social spheres. What could teachers do to awaken the motivation? of our students compared to learning English? How do make English classes a pleasant teaching-learning process for students? Gamification can be an alternative pedagogical strategy to achieve this goal.

An idea that, although it is not new, has been able to start a revolution in recent times in terms of the way of teaching and learning is gamification. There are countless hours that a person can spend doing gaming activities and maintaining high levels of motivation over time. From

this premise, many researchers have given themselves the task of thinking about what makes games so much fun? How do you manage to capture the interest and motivation of your participants to induce them to carry out a series of activities, with different levels of complexity, seeking enjoyment or enjoyment at the same time? In this section we will deal with the issue of motivation in relation to the teaching-learning of English as a foreign language.

In addition, Beltrán (1987, cited by Herrera et al., 2004) tells us that "motivation is one of the factors, together with intelligence and prior learning, that determine whether students will achieve the desired academic results" (Herrera et al., 2004). This concept reaffirms the importance of motivation in the educational process and opens doors to thinking about how to achieve this important factor in our English classes. It is also said that "Motivation is a mediation, an intermediate point or place between the personality of the individual and the way of carrying out their activities" (Sum, 2015). It can be deduced then, that academic, work or any other productions nature, they say a lot about how motivated or motivated the person who carried out said activity was. It is by this concept, that we are aware that motivation will be a crucial indicator of the performance achieved and shown by the people who carry out an activity.

That is why teachers spend a large part of their planning time making new teaching-learning strategies to make their classes a more enriching and fun process. Being a motivated person is more emotionally willing to take on new challenges and to invest the time and effort that are necessary to achieve the proposed goal.

Perseverance is essential for learning a second language. Developing language skills is a process that cannot be achieved overnight. It takes time. And as Arnold (1999, cited in Lorenz, 2006) affirms: "since the process of acquiring an L2 (second language) is a long process over time, the variations in the degree of competence of the learners are fundamentally due to factors

related to with affection and will, and among them motivation” (p. 15). That is, students who present a higher grade of motivation will achieve higher levels in the development of language skills.

In addition, most of the behaviors and attitudes that students manifest towards the development of a class, regardless of the area or discipline, are closely related to the motivation that they experience. Teachers must be very successful when selecting the topics, activities, and methodological strategies that will be used in class, especially when we know that the motivation that can be achieved in the classroom depends to a large extent on this. That is why "creativity does not occur, and motivation does not increase if the proposed activities do not represent a cognitive challenge for the students" (Lorenzo Galés, 2019, p. 380). Now, it would be pertinent to ask ourselves the following questions: what types of motivation exist? And what factors intervene in its achievement?

One of the factors that intervene the most in the teaching-learning process of English as a foreign language is motivation. "Motivation, along with the rest of the affective factors, has a significant impact on the processing of information in the L2 ¹(second language) both in academic and natural learning contexts" (Lorenzo, 2006, p. 14). According to Lorenzo, when learning a second language it is necessary to be highly motivated for the learning process to be effective. Or as stated by Álvarez Martínez & Rojas Ochoa (2001) "Once the interest in learning and mastering another language exists in the person, learning is carried out more easily" (p. 2). From the above, we can conclude that motivation will be the key element in English teaching as a foreign language.

¹The author names «L2» as: «Second Language».

6. Methodological design

This session presents the methodology used to carry out the process of investigation and class systematization. It alludes to the methodological approach, the type of study that was developed, the phases of the systematization process that followed, the context in which the process was carried out, the description of the actors and participants that were part of the experience, the methods that were used in data collection, how the class observation process was carried out, and the planning of the didactic sequence that was used in the development of each of the sessions with students.

6.1. Methodological approach.

The present investigation is framed in a methodological process of systematization of educational experiences with a mixed methods approach. It is aimed at determining the grade of motivation of students in 7-1 grade at SAN JUAN BAUTISTA DE LA SALLE School, in the process of learning English as a foreign language through gamified classes. The mixed research method is defined by Chen (2006, cited by Hernández & Mendoza, 2018) "as the systematic integration of quantitative and qualitative methods in a single study in order to obtain a more complete" picture "of the phenomenon" (p. 612). Trying to analyze social phenomena, as complex as the relationships that are established in a classroom, from a solely quantitative or qualitative perspective, is to deny the possibility of having a more complete vision of the reality under study.

It is important to understand that "mixed methods represent a set of systematic, empirical and critical research processes. It involves the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences from all the information" (Hernández & Mendoza, 2018, page 612). Taking this approach is relevant for the

present investigation since it offers the possibility of interpreting quantitative data (results of pre and post-class surveys); while qualitatively assessing the systematization of gamified class sessions in English teaching. All of this converges in the pedagogical reflection of the teacher in front of the classes carried out. It also related to the different types of data obtained, and the inferences and conclusions that can be reached considering the theoretical framework that guides the present work

6.2. Type of study.

Phases of the systematization process.

For better development of the systematization process, 6 phases have been proposed in a strategic and structured way. It collects the essential elements of classroom interventions aimed at determining the grade of motivation of students in 7-2 grade, at San Juan Bautista de la Salle School, in the process of learning English as a foreign language by experimenting with gamified classes. The phases of the process are the following:

Phases for the systematization process of the pedagogical practice.

Phase 1: Contextual analysis:

Phase 2: Design and planning of didactic sequences.

Phase 3: Implementation of didactic sequences.

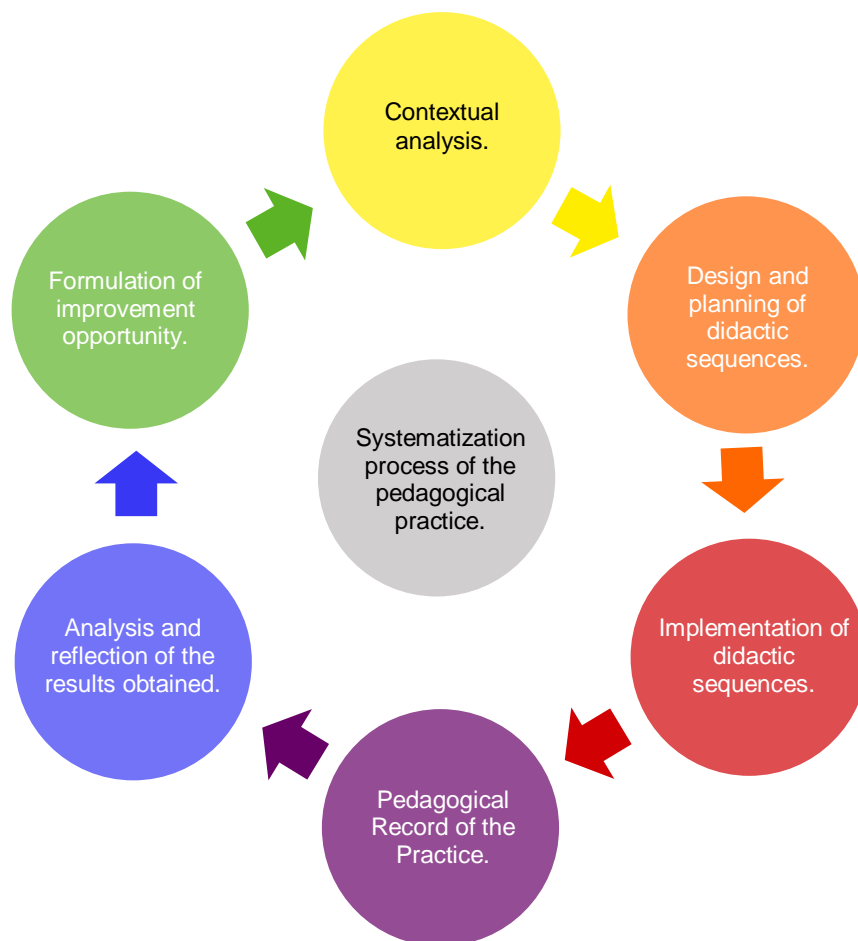
Phase 4: Pedagogical Record of the Practice.

Phase 5: Analysis and reflection of the results obtained.

Phase 6: Formulation of improvement opportunity.

Figure 4

Diagram of the phases of the systematization process of the pedagogical practice.



Note: The diagram represents the phases to follow in the systematization process of pedagogical practice from a circular process vision. Taken from: Phases of the systematization process of pedagogical practice, by Estrada, Francisco, 2022.

For a better understanding of the systematization process, Table 2 describes each of the elements that constitute it, as well as the purposes pursued in each of the phases.

Table2 *Description of the systematization process.*

Phase	Goal	Description	Instrument / Strategies
1. Contextual analysis.	To analyze the characteristics and particularities of the group and the variables of the environment.	The teacher researcher seeks to characterize the work group in its most relevant aspects: particularities, group dynamics, socio-emotional aspects, motivation to achieve and willingness for the English area.	<ul style="list-style-type: none"> ● Pre-class survey.
2. Design and planning of didactic sequences.	To design and planning the didactic sequences according to the number of sessions proposed and established curricular criteria.	The teacher researcher designs the didactic sequence instrument and plans the sessions, taking into account: interests, styles and learning rhythms of the group under study.	<ul style="list-style-type: none"> ● Didactic sequence format.
3. Implementation of didactic sequences.	To carry out the pedagogical practice in accordance with the didactic sequences and the defined methodologies.	The teacher researcher implements the didactic sequences proposed in the group under study in accordance with the established order, quality criteria and methodological strategy of class gamification.	<ul style="list-style-type: none"> ● Didactic sequences for each of the sessions.
4. Record of pedagogical practice.	Record through different means the pedagogical practice and the interactions that occur from the proposed methodology.	The teacher researcher records the intervention in the classroom from different media. An attempt is made to obtain quantitative and qualitative information (mixed research method) that can be later contrasted with the theoretical research carried out.	<ul style="list-style-type: none"> ● Pedagogical practice registration format. ● Multimedia files generated in the practice record: audios, videos, photos, etc.
5. Analysis and reflection of the results obtained.	To analyze and reflecting on data and results obtained in contrast to the theoretical framework worked on in this research.	The teacher researcher analyzes and reflects on the results obtained. Then proceeds to review the fulfillment of the objectives set out in the investigation and the verification of the thesis.	<ul style="list-style-type: none"> ● Post-class survey.
6. Formulation of improvement opportunities.	To establish improvement opportunities for future classroom interventions from the implementation of the defined method.	The teacher researcher establishes opportunities for improvement that can be lines for future research and classroom interventions from the gamification method in English teaching as a foreign language.	<ul style="list-style-type: none"> ● Improvement opportunities formulation format.

6.3. Systematization Context.

The present systematization of classes was carried out at SAN JUAN BAUTISTA DE LA SALLE School. It is an official educational institution, located in Santiago de Cali city in the commune 7. It is made up into two (2) campuses: Manuel María Mallarino and San Juan Bautista de la Salle, in which complete cycles of formal education are attended by flexible methodology (learning acceleration and Compass), and education for adults by cycles. It receives a student population of socioeconomic levels one and two, with a high grade of vulnerability and social-economic problems.

The school started operating in 1936 in corregimiento Puerto Mallarino. It is located under the bridge on the left bank of the Cauca River (what is now Puerto Nuevo). Two schools operated together. One of them under the name of "La Complementaria" for boys; and the other, "Manuel María Mallarino" for girls. The first school was initially run by the Vincentian sisters, but also had official teachers.

The education was appointed as training on religious ethics and home tasks (culinary, confectionery, etc.). The schedule was all day for the first and second grades. In 1955 the two campuses were moved to the place they occupy today, at Carrera 9ª #78-14, in the Puerto Mallarino neighborhood. They are now merged because of the construction of the new "Carlos Holguín Sardi" bridge. Just the second floor worked because it was built on large columns to prevent flooding. The lower part functioned for community meetings. From that year it was handed over by the Vincentian sisters, taking the name "República de Honduras" in the morning, attending only girls; and in the afternoon it received the name "Manuel María Mallarino" only for boys; each schedule had its own director.

In the 1960s, the halls on the ground floor were built. And at the end of the decade, it was unified with the name "Manuel María Mallarino" and technical management was implemented. In 1966 the educational center was given to the service of boys and girls, sons of Gillette workers, a company that sponsored it. Subsequently, the Municipal Education Secretaria assumed the responsibility for the institution, calling it San Juan Bautista de La Salle, teaching center No. 96.

In 2002, the "Manuel María Mallarino" school was merged with the "Juan Bautista de La Salle" school through merger resolution 1694 of September 3, 2002, taking the name of "Institución Educativa San Juan Bautista de La Salle" ².

6.4. The Actors and Participants.

The group. The present systematization of classes was carried out with 7-2 grade of the San Juan Bautista de la Salle school. The group is made up of a total of twenty-three (23) students, of which 57% are women (13), and the remaining 43% are men (10). They are children and teenagers who are between 13 and 15 years old. It is a group that has some problems associated with a lack of interest in the classes and low participation in the proposed activities. They are students from socioeconomic levels 1 and 2, and it can be said that 75% of the students in the group are Afro-Colombians.

²Most of this information is taken from the PEI of the institution.



Image 1 and 2. Teacher Román Montaña and grade 7-2, object of this class systematization.

The teacher: The teaching researcher of this work is Román Montaña. I started as an English teacher in 1998 in a private school in the Ciudad Córdoba neighborhood in Cali city, before graduating. Later, already graduated, I entered the Posuva and Santísima Trinidad School in the same city as an English teacher. Years later, I started working in the public sector at the Dagua Gymnasium, headquarters, from which I went to the Echeverry Perea school in Cali. Later I worked at the La Regina educational institution in the municipality of Candelaria and at the Guillermo Valencia school in Cali city.

In recent years I have worked as an English teacher at the San Juan Bautista de la Salle school in Cali city for fourteen (14) years date. During my experience, I have been working on teaching English as a foreign language from a traditional education perspective, in which I have been able to observe the low motivation and lack of interest in language learning. This motivated me to try a different proposal, one that was innovative and that would awaken interest in my students to learn and improve their language skills. Investigating I came across gamification. I think this can be an excellent methodological alternative for what my purpose.

6.5. Methods Used in Data Collection.

6.5.1. Pre and Post Class Survey.

For the development of this class systematization, a survey has been designed taking into account the theoretical references in terms of motivation, gamification, and English teaching as a foreign language (See annex 1). The purpose is to check the level of motivation in the students in English teaching as a foreign language, before implementing the gamification strategy and after its implementation. Following, I present the characterization sheet of the survey:

Table3

Characterization sheet / motivational assessment survey before and after class.

CHARACTERIZATION SHEET / MOTIVATIONAL ASSESSMENT SURVEY	
School of implementation :	San Juan Bautista de la Salle Educational Institution/ Community 7 of Santiago de Cali city.
Population addressed:	7th grade - group 2. / Total population: 23 students. / 13 women and 10 men.
Survey goal:	To check the level of students' motivation regarding English teaching as a foreign language.
methodology:	The students will electronically carry out the survey following the link provided by the teacher leading the research.
components:	<ul style="list-style-type: none"> ● Value component. ● Expectations component. ● Affective component. ● Didactic and methodological component
Total number of questions:	18 questions.
Research questions:	How does the implementation of gamification in pedagogical practices in the classroom influence the motivation of English learning as a foreign language, in 7th graders - group 2 at San Juan Bautista de la Salle Educational Institution in Cali?
Research goal:	To know the incidence of the gamification as a pedagogical practice in the motivation in 7th grade, group 2 students of the San Juan Bautista de la Salle school.
Electronic location:	https://forms.gle/sxxq9e8RzQtC3muL9

6.5.2. Class Observation.

Class observation is an essential element to identify and be able to record the most relevant aspects that arise in the teaching-learning process. Through this strategy, most of the data will be collected, which will be recorded in the pedagogical diary and will then be the object of the reflective critical process that guides the present systematization. It is before, during and after the class, where teachers can make a pedagogical reflection and obtain the information required to understand the educational act in all its dimensions.

6.5.3. Pedagogical journal.

It is an instrument that, either virtually or on paper, allows you to record or consign those aspects that are considered important for reflection. This allows teachers not to let slip those details that, if not immediately registered, we can later forget and overlook such valuable information. In the diary, not only what is observed is recorded, you can also write reflections or impressions that you have at the time. This is very relevant, since most of the time, what is observed, if not reflected on immediately, may later seem meaningless or of little pedagogical value, far from the situation.

6.5.4. Didactic Sequence Planning.

Another instrument, which provided me with a large amount of data, was class planning in a didactic sequence by sessions. This instrument allows us to have a coherent and systematic development of the class. It allows us also to know what to do at each moment of the class. Not deviating from the intention of the class, but, above all, effectively implementing the gamification strategy, which has previously been selected for each of the class sessions.

7. Systematization and Analysis of the Learning Experience.

7.1. Planning of Didactic Sequences.

8. DIDACTIC SEQUENCE					
Educational institution:		San Juan Bautista de la Salle			
Teacher:	Roman Montaña Montaña	Grade:	7-2	School year:	2022
Subject:	English foreign language.	Time:		5 sessions	
PURPOSES OF THE CLASS					
Standard General	Standard Specific	D.B.A.	Learning objective		
I write short texts that tell stories and describe people I imagine and know.	I write short texts in which I express contrast, addition, cause and effect.	Describes actions related to a topic in their family or school environment.	Write short texts or events in the past and answer questions.		
Knowledge	Sources	ICTs	methodological strategy		
Regular and irregular verbs in the past. Negative, positive sentences and questions in English. Organizing sentences in the past tense. Practice a conversation. Tell your story.	Materials: computer board, posters. <i>way to go 7th grade</i> book, flash cards... Humans: teacher, students. Spatial: normal classroom, with poor acoustics, poor ventilation, influenced by a lot of external noise.	Computer, web pages, YouTube. tools, <i>way to go 7th grade</i> book.	The implementation of gamification as a pedagogical strategy in the teaching-learning of English as a foreign language.		

8.1.1. Class Plan Session 1.

CLASS PLAN					
Educational institution:			San Juan Bautista de la Salle		
Teacher:	Roman Montaña Montaña	Grade:	7th-2	School year:	2022
Subject:	English foreign language.	Time:		3 hours.	
SESSION No. 1					
Topic:	Knowing the regular and irregular verbs in past tense.				
Learning objective:	To identify regular and irregular verbs in past and present tense in different communicative contexts.				
Activity:	<i>Memory game:</i> Students must uncover flash cards containing the regular and irregular verbs in past tense and they must find the same verb on another card and pair it.				
Gamification strategy:	Dynamics:	<p>Emotion: this class promotes emotions such as competitiveness (for wanting to get a higher score), frustration (when the required score is not achieved) and happiness (when the challenge is overcome).</p> <p>Progression: each participant can notice their progress in the development of the game, how the score rises or falls.</p> <p>restrictions: When starting the class activity, it is made very clear which actions and behaviors are correct for participation and which are not.</p>			
	Mechanics:	<p>Collaboration: students worked as a team in the construction of the <i>Memory Game</i> material.</p> <p>Competition: Individual effort is encouraged when competing and getting the verbs right.</p> <p>Rewards: Points were awarded for participation.</p> <p>Feedback: during the class there is a space for students to freely express whether they are doing it well or not.</p> <p>Luck: this element just occurs in the part of the allocation of participation turns which are done through a virtual roulette on Internet.</p> <p>Shifts: there was a sequential participation by groups.</p>			
	Components:	<p>Equipment: in its initial phase, teams were established for the design of the material of <i>Memory Game</i>.</p> <p>Time limits: The activity is limited for two minutes per student for their participation.</p> <p>Points: Points are assigned to each participating student based on their level of performance in the game.</p>			

CLASS PLAN	
Development of class:	<ul style="list-style-type: none"> ● The class started by inquiring about prior knowledge that students may have of the subject to work on. ● The gamification strategy was presented, which is made up of its 3 basic elements: dynamics, mechanics, and components. ● Agreements was established for the development of the class in concern to the topic and strategy to be developed. ● The spinner containing each of the student's names will be turned to assign the participation turns. ● The Memory Game activity was carried out (2 cards containing the regular and irregular verbs that was revealed, and the verbs must be paired). ● A time was given for each of the students can express themselves in regard to the question, how am I doing? (Feedback). ● The evaluation process was carried out where the number of points obtained by each of the participants be verified in the score table.
Means:	<ul style="list-style-type: none"> ● Colored cardboard tokens. ● Scissors. ● Web app for participation of the students by turns. ● Web app for process of evaluation: https://es.liveworksheets.com/kf270968bd
Evaluation:	<ul style="list-style-type: none"> ● The class was evaluated by performing the following activities: ● Checking the participation of each student. ● Verifying the number of points obtained by each of the participants in the class. ● Writing down the results obtained in the web app: https://es.liveworksheets.com/kf270968bd ● Giving a time at the end of the class so that students can reflect and express themselves around the questions: ● How did you feel the class? What did you like the most in the class? What do you think could be improved from this class for a future session?

8.1.2. Class Plan Session 2.

CLASS PLAN					
Educational institution:			San Juan Bautista de la Salle		
Teacher:	Roman Montaña Montaña	Grade:	7th-2	School year:	2022
Subject:	English foreign language.	Time:		3 hours.	
SESSION No. 2					
Topic:	Negative and positive sentences and questions.				
Learning objective:	To construct different types of sentences by speaking and in writing.				
Activity:	<p>1. <i>Watch a video about the Past Simple</i>: Students will watch the video and take notes about it. https://youtu.be/wLuNOWXw96c .</p> <p>2. <i>Game Spin the Bottle</i>: the students are placed in a circle. In the center a bottle is turned, and the student indicated by the bottle must say or write a positive or negative sentence in past tense.</p> <p>3. <i>Pass the ball to the sound of the music</i>: the students sit in a circle. The teacher plays a song and, while it is playing, the students pass two balls of different colors in the opposite direction. When the teacher stops the students, who have the balls in their hands, the one asks the question (either simple or with wh) and the other answers it.</p>				
Gamification strategy:	Dynamics:	<p>Emotion: happiness (of being able to perform the activity satisfactorily), fear (on the part of the student in terms of having his turn and not being able to respond), competitiveness (desire to do better than others and get the most of points).</p> <p>Progression: in the course of activities 2 and 3, students can show their progress or regression according to the number of points obtained or lost for their performance in the games.</p> <p>Relationships: in <i>Game spin the activities bottle</i> and <i>pass the ball to the sound of music</i> various social interactions take place, including camaraderie and altruism.</p> <p>Restrictions: when starting the class activities, it is made very clear which actions or behaviors are correct for participation and which are not.</p>			
	Mechanics:	<p>Competition: it occurs in activities 1 and 2, where each of the students must fight to get the most points possible and do better than the rest of the classmates in the group.</p> <p>Challenge: let each student be able to write positive, negative or interrogative sentences in simple past tense.</p> <p>Feedback: in the development of each of the activities, time is given for students to reflect and express about: are we doing it well or not?</p>			

CLASS PLAN		
		<p>Reward: the rewards for each of the activities will be the grades, points, and reputation that the participants achieve for their level performance.</p> <p>Luck: in the activities <i>Game spin the bottle</i> and <i>passes the ball to the sound of the music</i>, a determining element will be chance since the allocation of the shares depends on it.</p> <p>Shifts: The shifts for the development of the activities will be alternative.</p>
	Components:	<p>Points: points are assigned or lost for successes or failures in carrying out the activities.</p> <p>Time limit: A time of two minutes was assigned to each student to respond effectively to what corresponds to them.</p> <p>Tutorials: several rehearsals were carried out before starting the two activities so that the students became familiar with the rules and strategies of the games.</p>
Development of class:		<ul style="list-style-type: none"> ● The class will start by inquiring about prior knowledge. Likewise, the students may have a topic to work on. This will be done by comparing sentences in the mother tongue (Spanish) with sentences in English. ● The gamification strategy to be implemented was presented, which is made up of its 3 basic elements: dynamics, mechanics, and components. ● Agreements was established for the development of the class in relation to the topic and strategy to be developed. ● For the conceptual part, a video on the topic of the simple past in English was watched and students took notes. ● The activity was carried out, <i>Game Spin the Bottle</i>: in this, positive and negative sentences in the past tense will be worked on. ● A time was given so that each of the students can express themselves in relation to the question, how am I doing? (Feedback). ● The activity was carried out, <i>Pass the ball to the sound of music</i>: In this activity, interrogative sentences will be worked on. ● A second time was given so that each of the students can express themselves in regarding to the question, how am I doing? (Feedback). ● The evaluation process was carried out where the number of points obtained by each of the participants is verified in the score table.
Means:		<ul style="list-style-type: none"> ● YouTube video about the past simple in English language: https://youtu.be/wlunowxw96c . ● Music. ● Plastic bottle. ● Two small balls of different colors.

CLASS PLAN	
Evaluation:	<ul style="list-style-type: none"> • There was an exercise to test the knowledge learned: https://es.liveworksheets.com/sa42600fb. • An activity was projected on the board and the students will go out to solve it. • In the absence of equipment and internet connection, the evaluation process was done with a single computer and a video beam. • The feedback made by the students at different moments of the class was taken into account.

8.1.3. Lesson Plan Session 3.

CLASS PLAN					
Educational institution:			San Juan Bautista de la Salle		
Teacher:	Roman Montaña Montaña	Grade:	7-2	School year:	2022
Subject:	English foreign language.	Time:		3 hours.	
SESSION No. 3					
Topic:	Organizing sentences in the past tense.				
Learning objective:	Arrange different types of sentences in the past tense in the correct order.				
Activity:	<p>1. <i>Making competition groups:</i> Students must be organized in groups of 4 students for the competition.</p> <p>2. <i>Challenge: organization of sentences in the past tense correctly.</i> The teacher gave to each of the groups, 5 sentences that must be organized correctly.</p>				
Gamification strategy:	Dynamics:	<p>Emotion: competitiveness (In this activity the groups that were formed must compete with each other) frustration (The groups experience it when they fail to complete the challenge in the time and conditions established by the teacher), happiness (When the challenge is completed, and the competition rewards are achieved).</p> <p>Progression: Everyone in the group can see their evaluation over the course of the competition and compare it with that of other groups.</p> <p>Relationships: Fellowship and group work are required to achieve the goal set by the challenge.</p> <p>Restrictions: For the development of the activity, some rules and conditions have been established that must be met to participate effectively.</p>			

CLASS PLAN		
	Mechanics:	<p>Collaboration: In this class, teamwork is essential to achieve the proposed objective.</p> <p>Competition: This component is essential in this class. It makes the students more motivated, not only to meet the challenge, but also for the satisfaction of beating the other groups.</p> <p>Challenges: Organizing the sentences in the past tense with grammatical criteria requires effort from each participant.</p> <p>Rewards: For this activity, a reward system consists of points and medals. These were assigned to the groups according to the level of fulfillment of the activity.</p> <p>Feedback: In the development of the class, a time was given to the groups can express the answer to questions like: How did you feel in the class? What do you think went well and where do you think they failed? If the activity were to be done again, what could each group change to improve their participation?</p> <p>Shifts: To each of the groups was assigned a turn to participate. It is important that the groups respect turns.</p>
	Components:	<p>Teams: For participation, students must form groups of 4 students. Freedom is given so that they themselves choose who to associate with in each group.</p> <p>Badges: It is the reward that was given to each one of the groups for the achievement of a certain number of points in the achievement of the challenge.</p> <p>Time limits: A 30-minute time limit has been established to complete the challenge.</p> <p>Points: They are assigned to each of the groups according to the level of fulfillment of the challenge. The first group to finish the challenge satisfactorily will be assigned 50 points, the second 40, the third 20, the fourth 10, etc.</p> <p>Levels: The activity of this class is only one level of the 5 sessions that are being developed in the course of this didactic sequence.</p>
Development of class:	<ul style="list-style-type: none"> ● The class started by inquiring about prior knowledge that students may have of the subject to work on. ● The gamification strategy to be implemented was presented, which is made up of its 3 basic elements: dynamics, mechanics, and components. ● Agreements were established for the development of class in relation to the theme and strategy to be developed ● Participation groups were formed. The groups were made up of 4 students each. 	

CLASS PLAN	
	<ul style="list-style-type: none"> • The next activity was organizing different types of sentences in the past tense in the correct order. • Each of the groups was scored according to the result obtained in their participation and the respective badges were assigned. • A space was given so that each of the students can express themselves in relation to the question, how am I doing? (<i>Feedback</i>). • The evaluation process was carried out where the number of points obtained by each of the participants is verified in the score table.
Resources:	<ul style="list-style-type: none"> • Sentences cut out of cardboard. • Markers • Colors. • Scotch tape • Internet resource for the evaluation activity: https://www.liveworksheets.com/hy976706zi
Evaluation:	<ul style="list-style-type: none"> • The evaluation process was carried out through two instruments provided for this purpose: • 1. Playful evaluative activity, arranged on the internet through the following link: There was / there were: https://www.liveworksheets.com/ef268870ct. • 2. The evaluation itself, located at the following link: https://www.liveworksheets.com/hy976706zi.

8.1.4. Lesson Plan Session 4.

CLASS PLAN					
Educational institution:			Saint John Baptist de la Salle		
Teacher:	Roman Montaña Montaña	Grade:	7-2	School year:	2022
Subject:	English foreign language.	Time:		3 hours.	
SESSION No. 4					
Topic:	Practice a conversation.				
Learning objective:	Organizing a conversation in English taking into account the logical sense.				
Activity:	1. <i>Making groups.</i> Students must be organized in groups of 4 students. They choose with whom they associate for the development of the activity.				

CLASS PLAN	
	<p>2. <i>Organize the sentence in English logically.</i> The group should organize the conversation with the word cards that were handed out. The grammatical meaning of the sentences and, logically, of the conversation must be taken into account.</p> <p>3. <i>Translate the worked sentence into Spanish.</i> In teamwork, the members of the group must translate into Spanish the conversation worked on.</p> <p>4. <i>Roleplay.</i> For each group, 2 participants are selected who must assume the role of the people in the conversation.</p>
Gamification strategy:	<p>Dynamics:</p> <p><i>Emotion:</i> competitiveness (In this activity the groups must compete each other), frustration (The groups experience it when they fail to complete the challenge in the time and conditions established by the teacher), happiness (When the challenge is completed and the competition rewards are achieved).</p> <p><i>Progression:</i> Everyone in the group can see their evaluation over the course of the competition and compare it with other groups.</p> <p><i>Relationships:</i> Fellowship and teamwork are required to achieve the goal set by the challenge.</p> <p><i>Restrictions:</i> For the development of the activity, some rules and conditions have been established that must be met to participate effectively.</p>
	<p>Mechanics:</p> <p><i>Collaboration:</i> The challenge requires the collaboration of each one of the participants to achieve the logical meaning of the conversation that is being organized.</p> <p><i>Competition:</i> Each of the groups competes against the others. That is why, within the groups, they must be strategically organized to improve the group's performance.</p> <p><i>Challenges:</i> It requires that the group can meet the challenge in the established time: to be able to organize the conversation coherently.</p> <p><i>Rewards:</i> Points were assigned to each of the groups according to their performance in meeting the challenge. The first group that finish was awarded with 50 points, the second 40 points, the third 30, the fourth 20 and the fifth 10.</p> <p><i>Feedback:</i> In the development of the class, a time was given so that each one of the groups can express in their own words the answers to: How did you feel in the class? What do you think went well? What do you think you failed? If the activity were to be done again, what could each group change to improve their participation?</p> <p><i>Shifts:</i> Each of the groups was assigned a turn to participate. It is important that the groups respect turns.</p>

CLASS PLAN		
	Components:	<p>Teams: For the development of the activity, teamwork must be made, and teamwork must be carried out.</p> <p>Badges: They are assigned according to the level of performance of the group and the number of points obtained in the competition.</p> <p>Time limits: For the development of this activity, each group was assigned 30 minutes.</p> <p>Levels: In this session, it is very visible that students have leveled up according to the number of points accumulated in previous sessions.</p> <p>Points: It is assigned according to the level of performance of the group in meeting the challenge.</p> <p>Classifications: In the classification table, you can already see the location of each of the students according to the number of points obtained in each of the sessions.</p>
Development of class:		<ul style="list-style-type: none"> ● The class started by inquiring about prior knowledge that students may have of the subject to work on. ● The gamification strategy to be implemented was presented, which is made up of its 3 basic elements: dynamics, mechanics, and components. ● Agreements were established for the development of the class in relation to the topic and strategy to be developed. ● The groups were formed for the development of the activities. ● Each group organized the conversation with the support of each of its participants. Taking into account the grammatical meaning of the sentences and, logically, of the conversation. ● Subsequently, each group must translate the sentence and present it to the other participants. ● Then, in each group, 2 participants were selected to do the "Role Play" activity. In this activity, each group, through its 2 participants, represented the conversation. ● Subsequently, students were able to listen to the audio corresponding to the conversation worked on, which can be found in the following internet video: https://soundgrammar.com/learn/L2-CEFR-A1/L2-11-Past-Tense.htm ● A time was be given so that each of the students can express themselves in relation to the question, how am I doing? (Feedback). ● The evaluation process was carried out where the number of points obtained by each of the participants is verified in the score table.
Sources:		<ul style="list-style-type: none"> ● Color cardboard. ● Scissors. ● Scotch tape. ● Internet resource to evaluate the activity.

CLASS PLAN	
Evaluation:	<ul style="list-style-type: none"> • The evaluation process was carried out through the teacher's observation. • The level of fulfillment of the activity was analyzed according to the criteria established for its compliance.

8.1.5. Lesson Plan Session 5.

CLASS PLAN					
Educational institution:			San Juan Bautista de la Salle		
Teacher:	Roman Montaña Montaña	Grade:	7-2	School year:	2022
Subject:	English foreign language.	Time:		3 hours.	
SESSION No. 5					
Topic:	Tell your story.				
Learning objective:	To describe past experiences, and situations related to personal experiences.				
Exercise:	<p>1. <i>Listen to a story from the book in English.</i> In this activity, the teacher played the audio of one of the stories from the English book, "Way to go" from the Ministry of National Education. Students should listen to the audio paying special attention to the meaning of the story and vocabulary. The audio of the story was repeated several times for better understanding. During the listening process, the audio will stop several times and the teacher will ask questions to guide understanding of the story.</p> <p>2. <i>Tell your story.</i> The students wrote a small text from 8 to 10 lines about them. It was called <i>tell your story</i>. Then each one read their story in front of the group. The challenge for students in this activity is going out and read their story in front of their peers, taking into account: pronunciation, clarity of ideas, coherence of the story, good use of past tense in the narrative, and construction of sentences.</p>				
Gamification strategy:	Dynamics:	<p>Emotion: competitiveness (In this activity the must compete each other), frustration (The groups experience it when they fail to complete the challenge in the time and conditions established by the teacher), happiness (When the challenge is completed, and the competition rewards are achieved).</p> <p>Progression: Everyone in the group can see their evaluation over the course of the competition and compare it with other groups.</p> <p>Relationships: Fellowship and teamwork are required to achieve the goal set by the challenge.</p>			

CLASS PLAN		
		<p>Restrictions: For the development of the activity, some rules and conditions have been established that must be met to participate effectively.</p>
	Mechanics:	<p>Competition: In this activity, students must strive to get as many points as possible. You are competing against the other members of the class group.</p> <p>Rewards: The student who manages to meet each of the challenges of the two activities obtained points for their participation and they improved their position in the standings.</p> <p>Feedback: In the development of the class, a time will be given so that each one of the students for expressing the answers to: How did you feel in the class? What do you think went well? Where do you think you failed? If the activity were to be done again, what could each group change to improve their participation?</p> <p>Shifts. Each of the groups was assigned a turn to participate. It is important that the groups respect turns.</p>
	Components:	<p>Time limit: For the development of this activity, each student will be assigned a time limit of 3 minutes.</p> <p>Points: they are given according to the level of performance of the group in meeting the challenge.</p> <p>Levels: As it is the last session of the didactic sequence, students were able to see if they have leveled up according to the number of points accumulated in previous sessions.</p>
Development of class:		<ul style="list-style-type: none"> ● The class started by inquiring through prior knowledge so students may have of the subject to work on. ● The gamification strategy to be implemented was presented, which is made up of its 3 basic elements: dynamics, mechanics, and components. ● Agreements were established for the development of the class about the topic and strategy to be developed. ● We will proceed to listen to the audio of the story of the book "Way to go". This story was heard several times and the teacher paused to guide their understanding with questions. ● After the first activity, there was a time for each of the students to express themselves about the question: How am I doing? What can I improve in my performance? (Feedback). ● Then, activity number two <i>Tell your story</i> will be done. Students wrote their stories in the present tense to the rest of the class. ● After the second activity, another time was given to each of the students who may express, how am I doing? What can I improve in my performance? (Feedback).

CLASS PLAN	
	<ul style="list-style-type: none"> ● Afterward, points were be assigned according to the participation and performance obtained by each of the students in the activity. ● The class ended with the class evaluation, where the teacher collected the students' appreciation of the class carried out.
Sources:	<ul style="list-style-type: none"> ● Go-to-go book. ● Computer. ● Video beam.
Evaluation:	<p>For the evaluation process of the next session, the following procedure was be done:</p> <ul style="list-style-type: none"> ● The teacher took into account the observation done by the students when they interpreted the text, and in the process of socializing their own stories in public. ● The second element that was taken into account in the evaluation process will be the participation of the students at the time of feedback.

8.2. Class Sessions Description.

8.2.1. Session 1 Description.

The first session was very expectant for the students, as I told them that I was going to change the methodology of classwork. I started telling them about a new strategy to use called "*Gamification*". I told them that this strategy consisted of doing activities different from what was being worked on in previous classes. I explained to the students the basic elements of working from a gamified class, which are to know: the dynamics, the mechanics, and the components. They were inducted about the class commitments, behaviors, and attitudes that must be assumed with this new methodology to make the most of it and be able to obtain excellent results in terms of learning English.

Subsequently, and with the introduction to the gamification strategy, the topic of the class was explained to the students: "*Knowing the regular and irregular verbs in past*". Likewise, it was explained that the objective of session number one is: to identify the present and past of

regular and irregular verbs in English in different communicative contexts. In this session we worked on the activity "*Memory game*"; Students must uncover cards containing regular and irregular verbs in the past tense and must find the same verb in another card and match it. A roulette wheel from a web application was used to grant the participation turns. In this session, many students were very amazed, as we had never worked with a strategy like this. This class broke with the scheme that we had been working on because I had previously taught this topic by explaining from the board and favoring memory processes. The students were quite participatory and motivated by teaching them through this methodology. ([See Annex 5](#)).

8.2.2. *Session 2 Description.*

The second class aims to construct orally and in writing different types of sentences in English. The class began by inquiring students about previous knowledge they have on the topic to work. For the conceptual part, the students watched a video and took notes. Later, I began to ask about the things that caught the most attention on the topic and those that have not been fully understood. A reinforcement process was carried out on the theme. For the practical process the activity "*Game Spin the Bottle*" was carried out. In this, students are placed in a circle. In the center, a bottle is turned, and the student indicated by the bottle must say or write a positive or negative sentence in English in the past tense. ([See Annex 6](#)).

Then, the second activity called "*Pass the ball to the sound of music*" was carried out, students must sit in a circle. The teacher plays a song and, while it is playing, the students pass two balls of different colors in the opposite direction. When the teacher stops the music, the students who have the balls in their hands, the one asks the question (either simple or with wh), and the other answers it. This session was very rewarding for both the students and me as a teacher. I could see students who in previous classes were distracted and not very participatory,

now from this new methodology, are willing to participate and interact with the other class members.

8.2.3. Session 3 Description.

The purpose of this class was to organize diverse types of past tense sentences in the correct order. This activity was quite interesting. However, many students still had doubts since the grammatical structure of each sentence had to be considered, and the sentences had to be organized in the correct form. The teacher didn't need to stand in front and use the board to explain each element that constitutes the utterance, or the grammatical rules to structure sentences correctly. Instead, the activity was worked as a group. Students made groups of four people, and the challenge was for each group to organize five sentences. Each group had thirty minutes. The group that finished the activity first and all the sentences fit would earn fifty points. The group that finished second would win forty, the third thirty, the fourth twenty, and the fifth ten points. ([See annex 7](#)).

This activity made it possible to verify the students' linguistic knowledge in pragmatic competence. Most students took no more than seventeen minutes to finish the challenge. None of the students in the group managed to get it right. All the groups had only two sentences well done. Therefore, I gave ten points to each group. The activity was significant because it broke with the traditional way of teaching grammar. Challenges, teamwork, points, and medals were used. Employing the gamification strategy, a lot of interest was generated in students. The highlight of the activity is that technology was not used in the development of the class. In other words, it is proven that gamified classes can be done without using technology. And yet, classes can be fun. In this type of class, students can feel comfortable and understand that they don't go

to class to listen to the teacher. Instead, they can be the center of the teaching-learning process and contribute to the construction of knowledge. It is active learning, and students in the feedback can analyze where their mistakes were and how they can improve them for upcoming activities.

8.2.4. Session 4 Description.

The challenge for this session was to organize a short conversation in English correctly. I divided the students into five groups. To meet the challenge, the students had a total of thirty minutes. Groups that successfully met the challenge were assigned the corresponding points: the first group to complete received fifty points, the second forty, the third thirty, the fourth twenty, and the fifth ten. The groups had an average of seventeen minutes to finish the activity, but no group could organize the seven sentences of the conversation correctly. Points were allocated according to the level of compliance with the challenge requirements. In the same way, students had to comply with the rules assigned for the development of the activity. These rules were visible on the class board.

The activity started presenting the theme. Then, I gave the instructions for participation and the class rules. Students formed groups, and each group received the work material: a bag with the sentences of the conversation that they should assemble. The winning team got a badge. Some students went up a level by adding the points they brought from previous activities and, looking at the individual table of participation, gave them a prize to the first levels. And in the same way, a special award is given to the students of the first level. During the class, I did two more activities. In the second, the students had to translate the conversation with the support of their classmates. And in the third activity, there was a "Role Play" in which I chose two students to star in the conversation. In this activity, were worked on all four skills: reading, writing,

listening, and speaking. ([See annex 8](#)). The activity was very intriguing because the students were very interested and focused. That markedly improved discipline and behavior compared to classes from the traditional model.

8.2.5. Session 5 Description.

The fifth class had the theme "Tell us your story" It's not something structured. Each student told what happened over the weekend. The goal is to describe an experience or situation. In activity number one, students heard a story from the book "go to go" The board showed the illustrations with the help of the video beam for students to understand better what they hear. We heard the story several times. In the audio playback, the teacher took some breaks and ask key questions about what the student heard to guide the process of understanding the audio. The idea is that students can understand what the story is about, the listening process was done, and special care was taken to the vocabulary present. This activity was individual.

Subsequently, there was a dynamic activity with the use of commands in English to improve the motivation of the students. Students had to do the opposite of what the teacher said. For example: if it is said, stand up, students should sit down. (Stand up, sit down, raise your hands, etc.). Making sure students are active. Those who make a mistake were asked questions about the topic worked on. In activity number two, students made a short story and present it to the class group. In the story, there must be complete and grammatically well-structured sentences. However, they should be simple sentences about something that has happened to them. With the teacher's help corrections was made to the written texts. Then, we worked on pronunciation. The challenge of this activity is for students to go out and read their story in front of their classmates, taking into account: pronunciation, clarity of ideas,

coherence of the story, good use of past tense in the narrative, and construction of sentences (See annex 9). The class ended by observing the location of each of the students on the leaderboard according to the number of points obtained by each of them during the sessions of the didactic sequence.

8.3. Critical Reflexivity.

8.3.1. *Gamification in the students' motivation.*

From the critical-reflective analysis around the incidence of gamification on the motivation of students, I consider the following aspects observed in systematization should be taken into account since they are of great value for the improvement of pedagogical praxis:

a) Gamification affects students' emotional part. When implementing gamification elements in the English class, its positive impact on school motivation was evident. Compared to the traditional model used in grade 7-2, gamification significantly improved student motivation, promoting the development of competencies and the acquisition of more and better learning. That became evident at the time of evaluating each session. From session number one, you can notice how the game has a great capacity to summon and involve people, since all the students wanted to participate and be protagonists in the development of the activities. The game awakens emotions and causes people to behave differently than they would when they were not playing. Many students in the 7^o-2 grade are often shy or uninformative in class, but being in a gamified environment, they felt freer to express themselves and participate.

Gamification stimulated emotions in students, such as curiosity and surprise (at the beginning of the game when the dynamics, mechanics, and components are not known), happiness and fun (when you are playing, and you want to win), confusion and fear (when participants believe they cannot respond satisfactorily to the demands of the game) and

frustration (when you lose or feel that you did not participate well). This expression of emotions was of great use in the teaching-learning process. Teachers should take advantage of this type of expression to teach students the best attitudes to assume in each situation.

In the same way, it is crucial to highlight those students in grade 7-2 expressed that the classes became more dynamic and fun and that they felt like active protagonists in the English class. Gamification was the motivating element at an affective level that is so much needed in teaching English from the traditional model.

b) Gamification affects students' cognitive process. This approach enhances creativity, develops discovery, and allows the knowledge addressed in classes to be learned in a meaningful way. When we play, we learn involuntarily. Students were not subjected to the pressure of a formal academic environment as in the traditional class. On the contrary, the freedom in a gamified class gave the opportunity to learn from mistakes because there were always new opportunities to participate again. In session two, when the "Spining bottle game" activity was held, in which students had to say positive and negative sentences in the simple past tense in English, some said them wrong. However, other participants in the activity supported them in the required corrections. The cognitive process of the students was benefited from this type of activity because they not only learned from their own mistakes and successes, but they also learned from their classmate's errors.

Moreover, when we realized feedback in class, students, could express in their own words what worked well or not, what could be improved, and possible ways to do so. It is a reflective activity that proposes gamification and enables students to perform better and better in what they do. Therefore, it could be said that feedback was also an element of gamification that positively affects the cognitive process of students.

c) Gamification affects students' attitudes and behavior. The students were more encouraged and willing to participate, even in activities that represented more complexity for their realization. Some of them in previous classes were distracted, bored, and with little interest in the class. With this new methodology, they observed with curiosity and the desire to compete and win in the proposed games. However, it should be noted that not all those students who were in previous classes and felt unmotivated now participate effectively. But we can say that at least 80% of those who did not previously participate in the class, now do it by own initiative.

As stated in previous sections, when people play, they behave differently than they do when they are not playing. This is beneficial for the teaching-learning process of English as a foreign language. Because it allowed students to express themselves without fear of mistakes, they felt freer to recognize their shortcomings in certain skills in the use of the language, and it, allowed other participants in gamified activities to contribute to their improvement and development.

For its part, something that I must highlight about gamification as a positive aspect for the class is that in the process of designing a gamified system, the management of the emotions of the participants was considered from the element of "Dynamics". These are fundamental elements of the gamification process of the class, and the teacher must think them very well. From the dynamics, it was possible to stimulate the promotion of curiosity and competitiveness, the management of the fear of participating or the frustration of losing that is experienced when a challenge cannot be met; the happiness of those who win, and the improvement of relationships as camaraderie, status, and altruism. This work is interesting in the classroom because it allows students to have more emotional stability and, therefore, more willingness to learn.

d) *Gamification affects students' social interactions in class.* I can say that from no other methodology have I noticed a greater improvement in social interactions between students, as in the use of gamification in class. From this perspective, when students participate in gamified activities, many social interactions emerge that improve the teaching-learning process. Among them, I can mention cooperation (when working in a group, students care about others and cooperate to achieve common goals); teamwork, not just as a conglomerate of participants solving an activity, on the contrary, it encourages students to assume distinct roles, which improve the performance of the team in general. It can be said that gamification positively affects or favors collaborative learning.

Greater relationships and interactions between the different members of the group are something incredibly positive for teaching English. Language learning is a social activity. You don't learn any language alone. They must interact with the speakers of that language to improve their skills in it. That is why teachers can make the most of the gamification strategy so that our students not only learn about the grammar or grammatical structures of English but can also improve their skills as speakers or users in social interactions from language.

8.3.2. *Gamification in the Acquisition of English Skills.*

This methodology in class promotes the development of English skills since the classes have a marked practical component from the game as a binding element. Unlike the traditional class that privileges memory and repetition of grammatical structures and isolated vocabulary, in class it was notorious that gamification really allowed students to put into practice the four skills: reading, writing, speaking, and listening. With this type of activity, teachers are not so concerned about a grade or complying with the teaching of a topic. On the contrary, it gives the possibility

of seeing the students, in a fun way, being real users of the language. This does significantly improve skills because, as is well known, skills are not learned, but are developed in practice.

On the other hand, in the gamified class, strong relationships were established between prior knowledge and new knowledge. The acquisition of language skills was facilitated because the use of language was essential to be able to interact with others and cooperate in the development of the game. You cannot play without communicating, and it was this need to understand each other, to understand each other, to come to an agreement that made the use of language a real necessity and that the skills that we teachers want to see in our students emerge. I can conclude from this section that we are not learning English, we are using the language to communicate effectively.

8.3.3. The role of the Student in the Gamified Class.

The student is the center of the teaching-learning process in a gamified class. He is an active actor and, is always expecting what is going to develop in class. With gamification, students became more expressive and participatory, interact with others, and cooperate to achieve common goals. It was essential to understand that students who have experienced gamified classes become more sensitive and express their emotions more openly. It was normal to see, in the development of this systematization, students: angry with themselves or with their classmates, happy, sad at losing, frustrated at not being able to meet the challenge, jokers when something was funny or funny, etc. Gamification allowed me to know the different behaviors of students in the face of certain emotions. It is here where teachers must guide these compartments so that they are as positive as possible.

8.3.4. The teacher's role in the Gamified Class.

The teacher is a counselor and mediator in the class. One aspect that caught my attention was the role of the teacher in the gamified class. In this systematization, it was evident that the teacher who guides the class cannot be the one who stands in front of his students to recite a lesson. The teacher must be a mediator between the student and the new learning. It is not who is in the class to judges what is being done well or what is being done badly. He is the one who guides the dynamics, establishes the mechanics, and directs the gamification components, with the sole objective of creating a learning environment that stimulates motivation, and fosters the development of English language skills.

It should be noted that this change of role is not easy. Because of not being careful in explaining the rules of the game, there were outbreaks of indiscipline in the class. This interfered with the activity and students ended up just playing without any purpose. It is at this moment, that I can say, that gamification is not just playing. Because if that were the case, bringing a game to a class would be gratifying to the class. A game that does not consider all the conceptual baggage that exists in terms of gamification of the class, is a pointless act. You cannot reduce gamification to play or the use of play. You must be well-prepared in mastering and appropriate the dynamics, mechanics, and components to achieve the true gamification of the class.

The teacher is also the one who cares about knowing the prior knowledge, interests, and needs of the group to choose and design the most appropriate gamification strategy according to their students. Just because a gamification strategy has worked somewhere mean that it will be ideal for your students. Great care must be taken when going to implement gamification strategies without first knowing the target group well. The teacher is also responsible for creating the conditions for a pleasant and fun learning environment. He is the one who intentionally and

pedagogically chooses the dynamics, mechanics, and components with which the gamification of the class will be carried out. It enables the students' ability to express themselves since in the games it is essential that the participants communicate. He is not the one who knows everything, but he is the one who listens, observes, and reflects and is willing to learn from his successes and failures.

8.3.5. The Systematized Pedagogical Practice Reflection.

What worked in the gamification of the class? The class systematization makes it evident that considering the dynamics, mechanics, and components when gamifying the class promotes student motivation. Regarding the dynamics, it should be highlighted that it worked to consider the management of emotions (curiosity, competitiveness, frustration, happiness, etc.). As for the mechanics, it was especially useful (collaboration, competition, challenges, the use of rewards, feedback, luck, and turn management). In the use of components (The use of the concept of combat or battle, equipment, the use of badges or medals, setting time limits for activities, missions, levels, player rankings, prizes or gifts, and tutorials), all of the elements of gamification together made it possible to make the English class more enjoyable for the students.

This can be verified in the results obtained in the pre-class and post-class surveys. Grade 7-2 answered a survey, before the class systematization process, to assess the level of student motivation from the traditional education model. The survey was strategically organized to respond to three components: value, expectations, and effectiveness. The value component refers to the motives, purposes, or reasons that people must get involved in carrying out a task. Expectations enclose the individual perceptions and beliefs that one has about one's ability. And the affective component includes the feelings, emotions, and affective reactions produced by

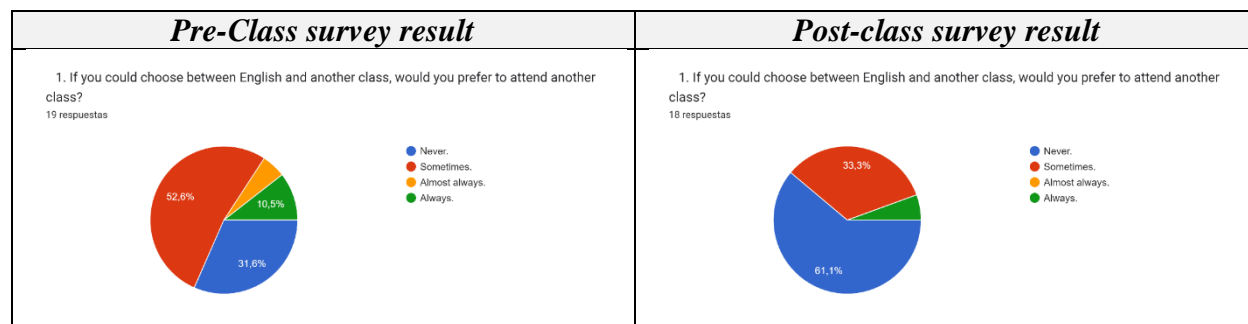
carrying out an activity. Currently, these components are considered essential to value motivational processes.

Once the class systematization process was finished, the same survey was implemented again to analyze the variation in the results and determine the incidence of gamification on the motivation of students in the English class. The comparative analysis of the pre-class and post-class survey is presented below:

For question 1, if you could choose between English and another class, would you prefer to see another class? This question assesses the predilection of English about other disciplines. Before implementing gamification, 31.6% of students never preferred to see another class, this percentage increased to 61.1% in the post-class survey (See table 4). This shows us that, by changing the methodological strategy in teaching English, from traditional to gamification, the class is more valued by the students, and they feel more comfortable in it, preferring it over other curriculum disciplines. Similarly, students who said they would always prefer to see a subject other than English grew from 10.5% to 5.6%. In other words, half of the students who previously preferred a subject other than English, when experiencing gamified classes, now lean towards this subject.

Table 4

Comparative table of results of pre and post class survey, question 1.



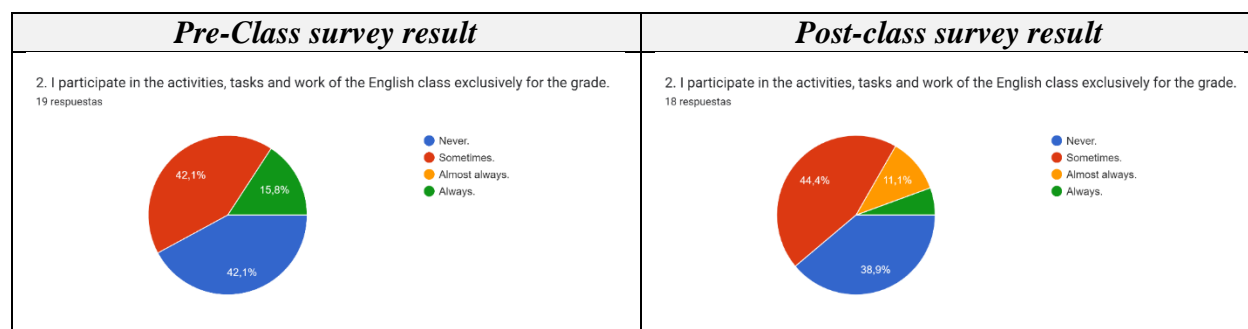
In the teaching-learning of English as a foreign language, motivation is a factor that significantly influences the results of the process. At this point, it is important to investigate the reasons that motivate students to acquire a second language. In question 2, Do I participate in the activities, tasks, and work of the English class solely and exclusively because of the grade? 15.6% of the students' state that their grade is their greatest motivation. When gamification was implemented in the English class, it is evident that only 5.6% are now motivated solely and exclusively by the grade. That is, 10% of the students found a motivational factor, in the English class, other than the grade that the teacher gives for carrying out the activities (See table 5). This shows that if English classes are more dynamic and fun, students' motivation is positively affected.

The results obtained in the second question allow us to make an interesting reflection. 84.2% of students attend English classes without finding their source of motivation in the grade (See Table 5). This allows us to think that English today, already in itself, is attractive to students. So: why do some shows a lack of motivation to study the language? Why are the results obtained in the English tests not satisfactory? It can be inferred that demotivation and low

performance in teaching-learning English are associated with strategic, pedagogical, and didactic factors of teaching, rather than the perception that students have of the subject.

Table 5

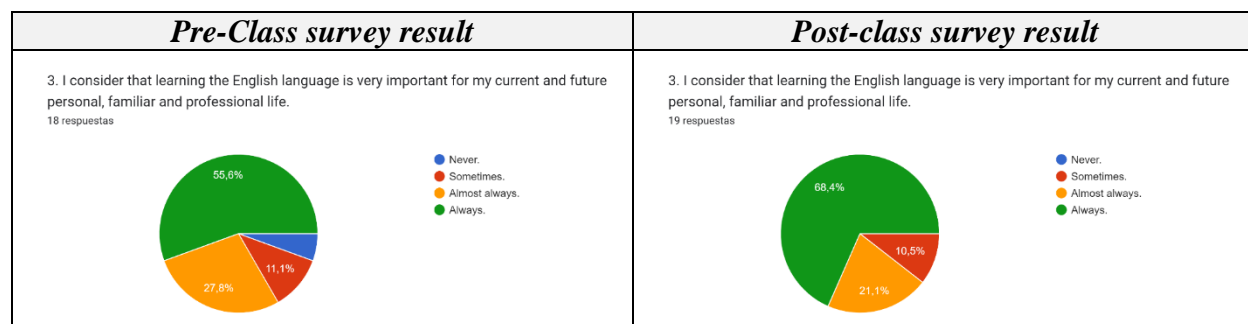
Comparative table of results of pre and post class survey, question 2.



In question 3, do I consider that learning the English language is especially important for my present and future personal, family, and professional life? There is no great variation in the responses before and after implementing the gamification strategy in class. However, it is notorious that more than 80% of students believe that English adds value to their personal, family, and professional life (See Table 6). It is feasible, due to the strong influence that the English language has in the different areas of daily life. In spite of being a Spanish-speaking country, we see English everywhere, in clothes, series, movies, commercials, and advertising in general. Due to the above, it can be affirmed that English currently goes from being a mere preference to a communicative need.

Table 6

Comparative table of results of pre and post class survey, question 3.



In the case of question 4, Do I find great motivation in my teacher, family, and friends to learn English? 36.8% of students always find great motivation in their teachers, family, and friends to learn English. However, in a comparative way, the number of students increased to 44.4% after implementing the gamification strategy in class (See table 7). As it has been evident in the present investigation, the role of the teacher changes a lot from the new teaching model. From an authoritarian and not very funny teacher to a class mediator who promotes a pleasant and fun learning environment

Table 7

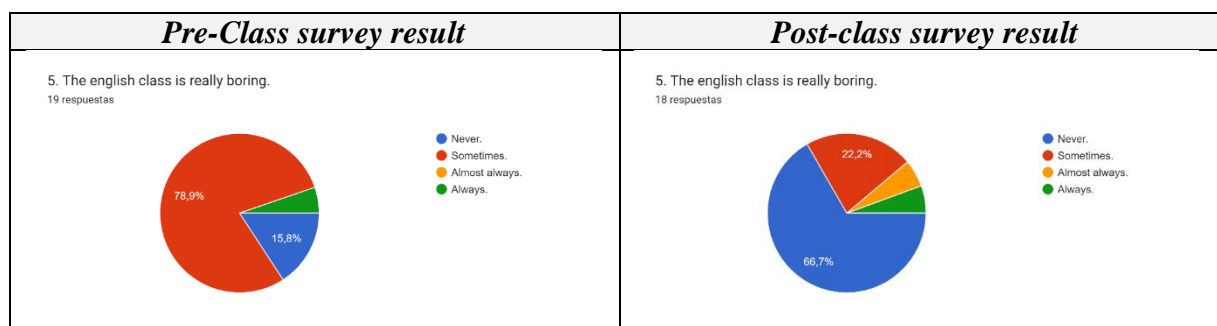
Comparative table of results of pre and post class survey, question 4.



When question 5 asks: Is English class boring? To my surprise, 78.9% of the student's state that sometimes. This result caught my attention. I thought I was doing things right, even when I taught the class from a traditional education model. Once the gamification model was implemented in the class, this figure dropped to 22.2% (See Table 8). In other words, 56.7% of students no longer find English class as boring as before. Gamification influences the motivation and perception that students have of the class.

Table 8

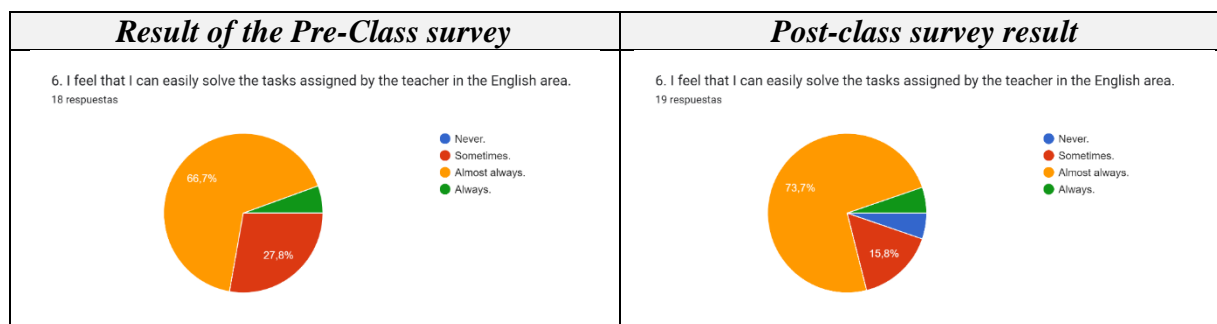
Comparative table of results of pre and post class survey, question 5.



With question 6 the expectation component begins. Do I feel that I can easily solve the tasks assigned by the teacher in English? At this point, it is interesting to analyze that 66.7% of the students' state that they can always easily solve the exercises proposed in class from the traditional teaching model. But with the implementation of gamification, that value increased to 73.7% (See table 9). When play and play are given priority in-class activities, students find it easier to comply with the proposed activities, since they enjoy doing them.

Table 9

Comparative table of results of pre and post class survey, question 6.

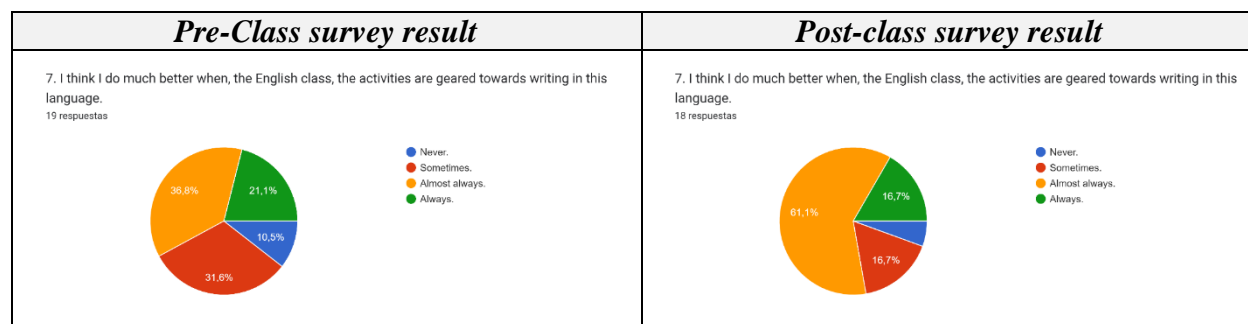


In question 7, do I do much better when, in the English class, the activities are aimed at writing in this language? We can interpret the following: 21.1% of the students affirm that they always do much better when the English activities are oriented to writing processes. This is understandable since from the traditional model grammar and writing have been privileged, a situation to which students are already accustomed.

On the other hand, the response option "sometimes" went from 38.8% to 61.1% in the post-class survey for this question. The above represents an increase of 22.3% of students (See table 10), who after experiencing gamified classes, affirm that they do much better when the class activities are oriented to writing in the English language. From this new methodology meaningless grammatical and writing processes are not privileged, as in the traditional model, however, these processes are worked on since they are part of communication skills.

Table 10

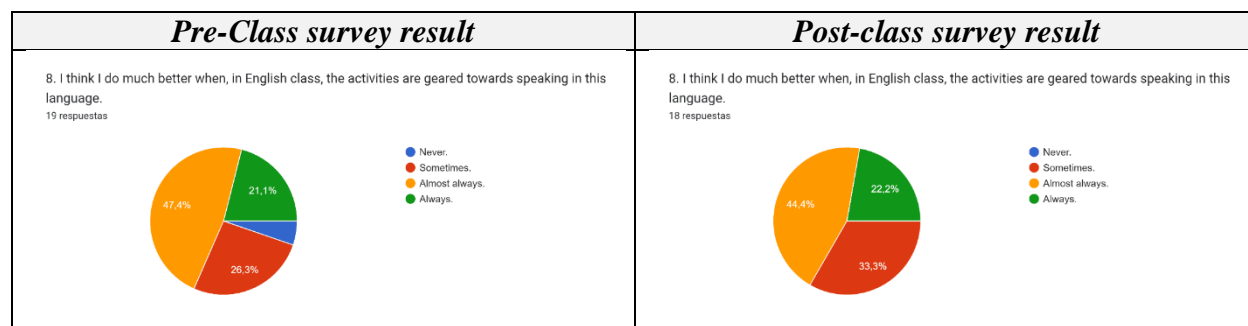
Comparative table of results of pre and post class survey, question 7.



In question 8, Do I do much better when, in the English class, the activities are aimed at speaking in this language? the answer option that should be highlighted the most is "never" which obtained a result of 5.2% in the pre-class survey and, in the post-class, it was 0% (See table 11). Unfortunately, the most neglected communication skill from the traditional model is the ability to speak English. On the contrary, gamification makes it possible to work on this communication skill from the game and cooperatively or in a group. This allows students to work on the dialogues in English, in a communicative context with educational peers and not from the class notebook or a book.

Table 11

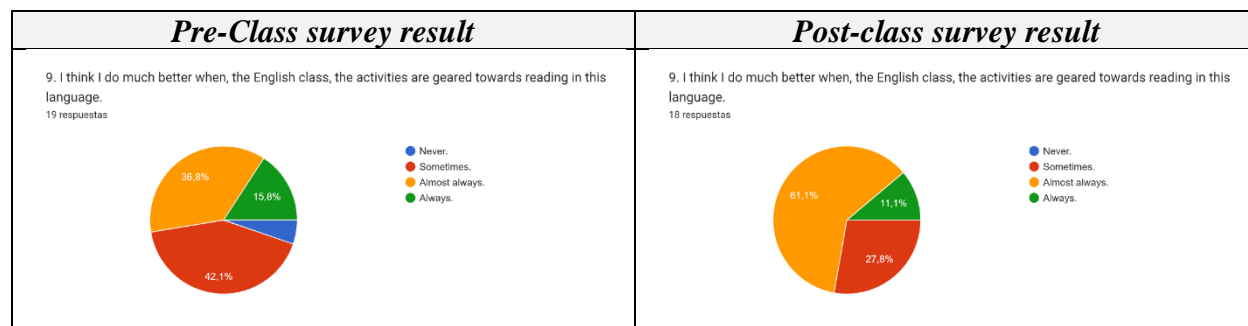
Comparative table of results of pre and post class survey, question 8.



In the same way, the writing processes are also benefited from the implementation of gamification, as an English teaching-learning strategy, in the classroom. In question 9, Do I do much better when, in the English class, the activities are aimed at reading in this language? 36.8% of the students stated that they do much better, always, when the activities are oriented to reading processes. But this value, in the post-class survey, went to 61.1% when experiencing gamified classes (See table 12). From this new methodology worked with the group, the number of students who do much better when reading in English increased by %. It is worth noting that, previously, the reading processes in English were worked on individually. Now, they are oriented in group work, playing, and with the guidance of the teacher in an integrated way.

Table 12

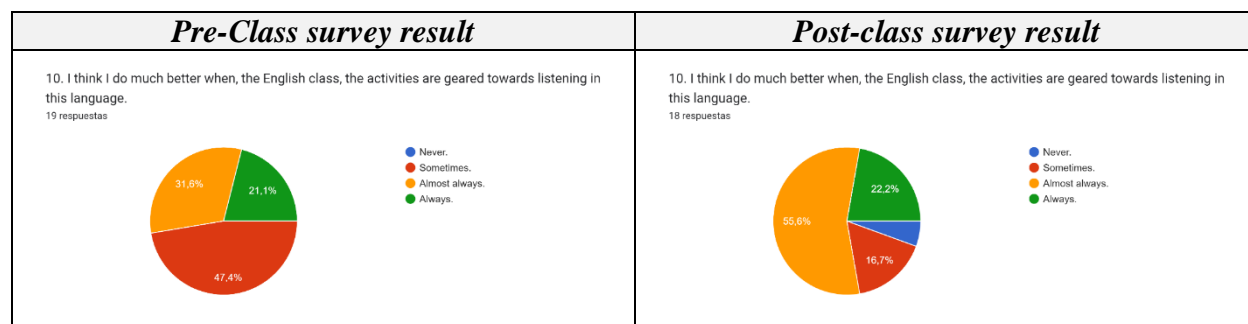
Comparative table of results of pre and post class survey, question 9.



The listening skill has also benefited from the implementation of gamification in the classroom. 22.2% of the students now do much better when the activities in the English class are focused on listening in this language. And the option "sometimes" went from 31.6% to 55.6% (See table 13), for an increase of 24% of students who, with the new methodology used, feel better in the development of listening skills.

Table 13

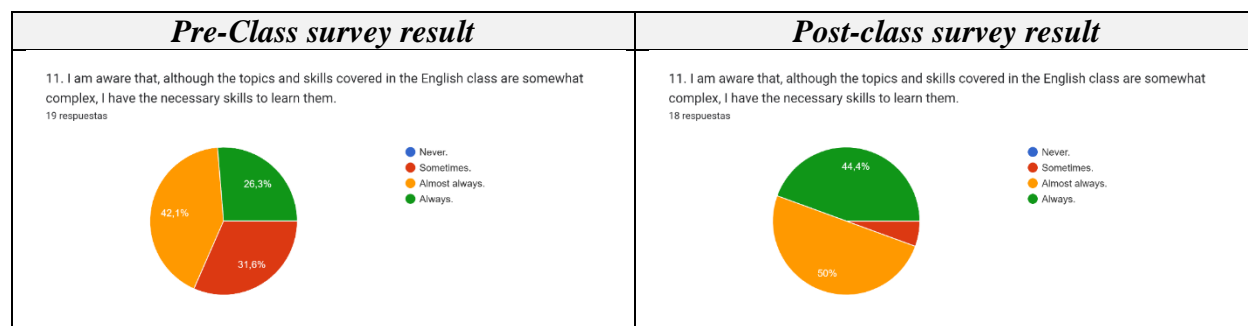
Comparative table of results of pre and post class survey, question 10.



With the implementation of gamification, in the teaching-learning of English, students trust in their abilities and feel more secure when solving the different activities proposed in class. This is demonstrated by the results to question 11, Am I aware that, although the topics and skills worked on in English class are complex, I have the necessary skills to learn them? Where from 26.3% it went to 44.4% of students marked the option "always" (See table 14). Gamification has, among its many benefits, that of making things overly complex or difficult, simple. Through the game, everything seems easier and simpler, however, without losing the rigor and depth required by the themes worked on.

Table 14

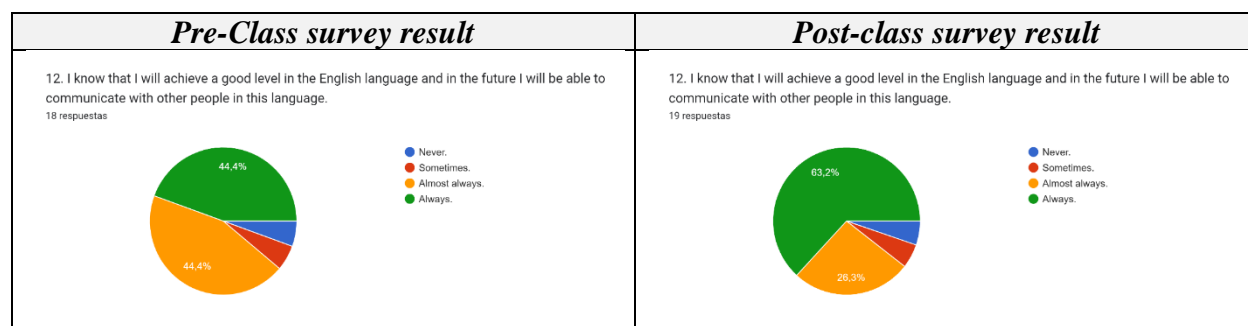
Comparative table of results of pre and post class survey, question 11.



In question 12, Do I know that I will achieve a proficiency level in the English language and that in the future, I will be able to communicate with other people in this language? Only with the change in the methodological strategy, the students modified their future perception of language proficiency. In this question, the option "almost always" went from 44.4% to 63.2% (See table 15). In other words, 18.8% are now more optimistic about reaching a proficient level in the English language.

Table 15

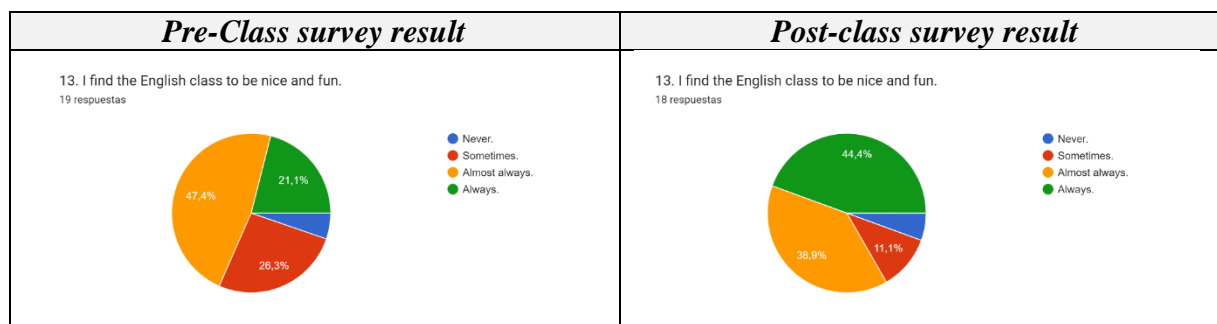
Comparative table of results of pre and post class survey, question 12.



Question 13 asks about the level of satisfaction that the students experience in the English class. Does the English class seem nice and fun? When analyzing the results, we realize that, before implementing gamification in class, 21.1% of the students found the class pleasant or fun. But, from the new methodology, this result improved significantly to 44.4% (See table 16). This is understandable since gamification positively influences student motivation.

Table 16

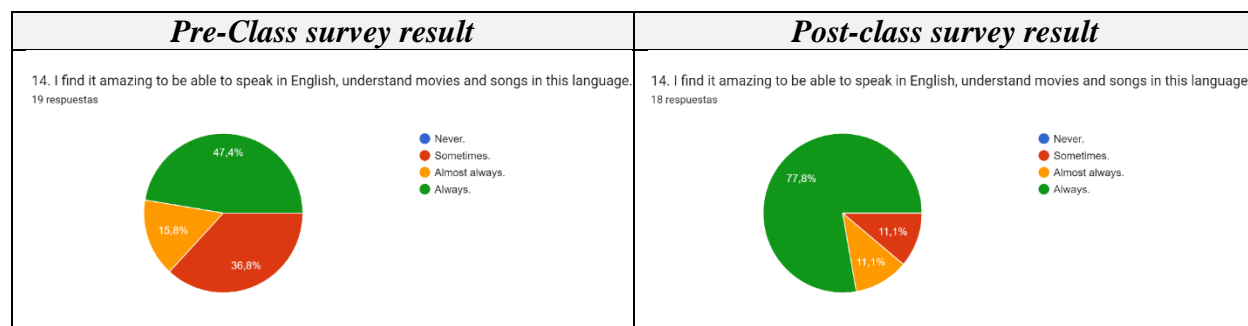
Comparative table of results of pre and post class survey, question 13.



In question 14, do I find it spectacular to be able to speak English, and understand movies and songs in this language? In the pre-class survey, 47.4% of the students' state that they would like to achieve this level, but in the post-class survey, this result increased to 77.8% (See table 17). Implicit in this question is not only wanting to achieve that level but also being able to reach it. It is not pleasant to do something that we know beforehand that we are not going to be able to achieve it. Since gamification, this perception has improved. The students find it nice to be able to do this type of activity in English because they believe they will be able to do it one day with the new methodology.

Table 17

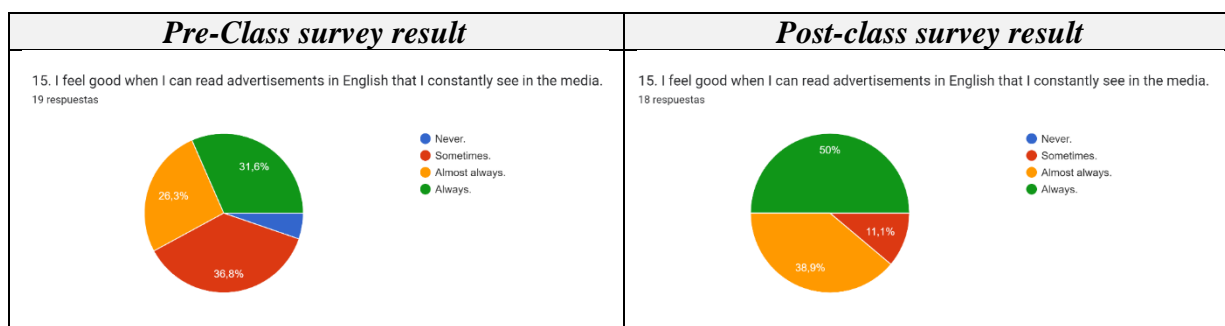
Comparative table of results of pre and post class survey, question 14.



Question 15 implicitly inquires about reading ability in the second language. Do I feel good when I can read advertisements in English that I constantly see in the media? From 31.6% it went to 50% of students (See table 18) who, at the end of the gamification implementation process, believe they have improved their ability in the reading process in English. Therefore, they express satisfaction when they come across this type of advertisement because they believe they can consume this type of information from the media.

Table 18

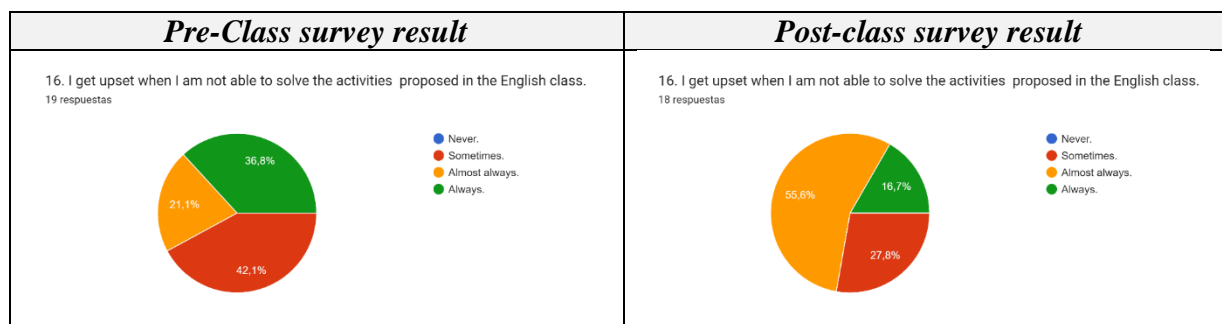
Comparative table of results of pre and post class survey, question 15.



An important element to rescue in the implementation of gamification in the classroom is that this methodology considers the management of emotions. Question 16 refers to it. Does it make me angry when I am not able to solve the activities proposed in the English class? From 36.8% of the students who were angry before, it went to 16.7% (See table 19). This result decreased the response option " always", since in gamified classes when students could not solve certain activities, they resorted to the help of classmates to solve them, and feedback as a strategy for managing problems. emotions.

Table 19

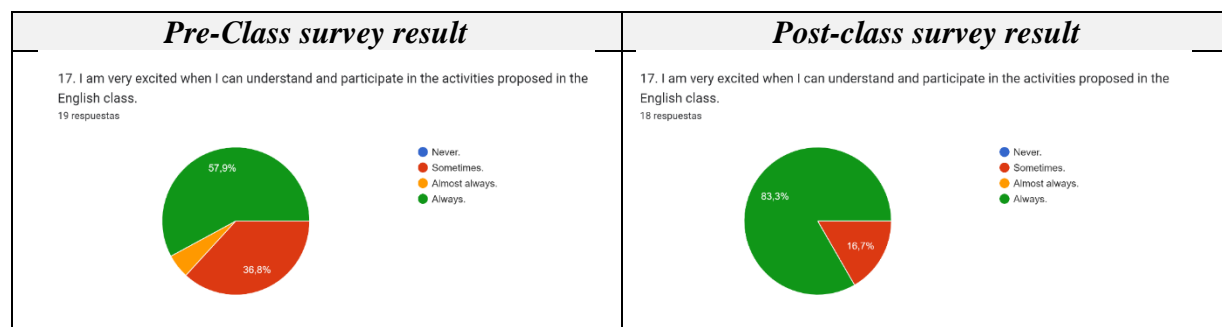
Comparative table of results of pre and post class survey, question 16.



Like question 16, question 17 points to managing emotions, but from the sphere of participation. Was I excited when I can understand and participate in the activities proposed in the English class? Gamification is very appropriate to improve student participation in class. Well, everyone wants to play. It can be said for sure that there are few students who do not want to participate in the activities and games in gamified classes. This is evidenced in the results for this question, from 57.9% to 83.3% (See table 20), the number of students who are now excited to participate in English classes.

Table 20

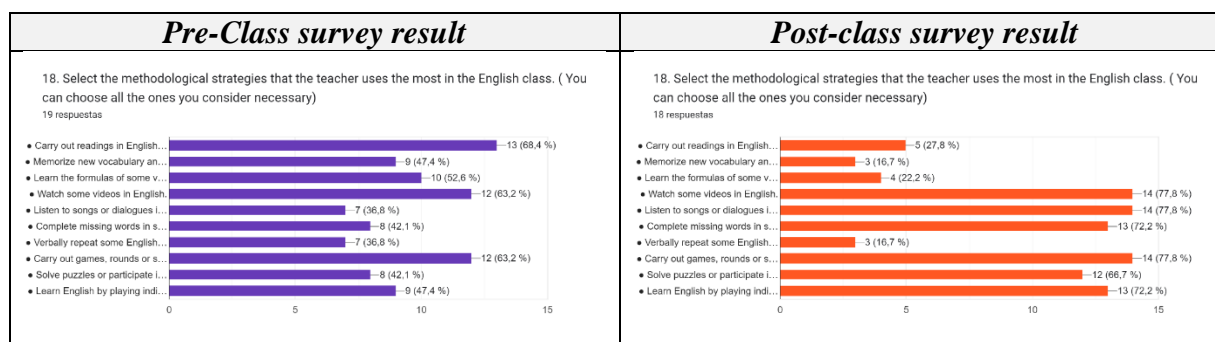
Comparative table of results of pre and post class survey, question 17.



Finally, in question 18, select the methodological strategies that the teacher uses the most in the English class. In the pre-class survey, the students gave higher scores to reading in English and solving workshops at 68.4%, learning the formulas of some verbs and tenses at 52.6%, and playing games, rounds, or songs at 63.2%. But in the post-class survey, the most privileged methodological strategies were watching some videos in English 77.8%, listening to songs or dialogues in English 77.8%, completing missing words in sentences or writing 72.2%, playing games, rounds, or singing 77.8%, solving puzzles or participating in game activities following instructions with 66.7% and learning English by playing individually and in a group with 72.2% (See table 21). We can conclude that in the pre-class survey the students selected those strategies that are more related to the traditional model and, on the contrary, in the post-class survey, the selected strategies are related to active methodologies that promote development. of communication skills.

Table 21

Comparative table of results of pre and post class survey, question 18.



Among the things that worked I can mention:

What was not as effective or should be improved for future classes? Some aspects that I consider were not so positive or conducive to the development of English classes and that I consider can be improved for future interventions are:

a) time management, the teacher who guides the gamified class must be incredibly careful of time since everyone's participation must be sought because if students remain without participating (as happened to me in session three), these students become demotivated and they will no longer want to participate in the next classes,

b) managing emotions: The teacher must be very skilled at managing and positively reorienting the emotions that emerge in the gamified class because mishandling them can cause the class to get out of control,

c) the scoring and rewards system, special care must be taken in this aspect, because we must be as impartial as possible when assigning points or rewarding, otherwise students may get angry because they feel that their effort is not being rewarded as should. Finally, one aspect that I believe can be improved for future interventions is,

d) that students participate in the design of gamified activities, many students when carrying out the activities proposed for the class, expressed, and proposed new activities that they considered could also be done for the development of the theme to work on

8.4. Interpretations.

With the systematization of the English class, by implementing the gamification strategy, the students were able to experience a more attractive and fun class according to their needs and interests. Something different from what they were used to from the traditional education model. Their motivation was positively affected, as they were more willing to participate in the class and

learn from their classmates and from their mistakes. With this experience, I learned that when students are motivated, more, and better learning is achieved. No one should be pushed to do something. They themselves, of their own free will, get involved in the activity, for the simple fact that it attracts their attention, it seems fun or pleasurable.

It was also evident in this systematization that gamification makes it possible, to a great extent, to manage emotions as a positive aspect and that it can be aimed at having more emotionally balanced students and, therefore, more willing to learn. In grades 7-2 I have a wide variety of students, each with their own personality and character traits. But when it is part of a gamified experience, teachers can observe the different reactions of the students, when they work as a team, lose, win, get rewarded or not, etc. This allowed me to get to know my group better and discover aspects of the personality of my students that I was unaware of. In the traditional class, there is no time for these aspects since the role of the student is usually very passive.

On the other hand, it is worth saying that gamification promotes the development of basic English skills. The simple fact that students changed their attitude towards the class is already enough. Some students stated, "it's fun to be in English class, time went by quickly." The gamified class has a large practical component, and it is the students who must be doing different gaming activities throughout the entire class. There is no time to sit back or be passive, on the contrary, you must participate and perform well if you want to win and be rewarded. English goes from being something studied to being a medium that is required (a necessity), to be able to understand and understand each other in the development of activities. It is here, that I consider it possible to develop skills in a foreign language, English.

In the same way, it should be considered that gamification enables better social interactions between the different members of the 7-2 grade. Some students did not interact

much with each other, although they are part of the same group. The distribution of the room previously was in chairs organized in rows. That is, the students did not see each other. This model of room distribution changed. Well now, it is necessary to sit around the room so that the center space is free for participation, fun, and learning. Now the students sit face to face, they can talk and share experiences. They support each other, and roles are distributed in carrying out the proposed activities. In learning English, social interaction is extremely important. Well, sharing with others is required to improve language skills.

Finally, I can say that by systematizing the class, gamification allowed both the teacher and the students to change our attitude and way of seeing the teaching and learning of English as a foreign language. It is no longer a traditional and boring class; each class is a new opportunity to have fun and learn much more.

9. Conclusions.

In the teaching-learning of English, new models have emerged that are entering the classroom. The traditional class is obsolete. We cannot continue teaching from the traditional model. For this reason, many people believe that they do not have the ability to learn a second language. Without realizing it, they have been victims of a bad teaching-learning model. Among the new ways of assuming the English class is gamification, which consists of bringing dynamics, mechanics, and components typical of games to situations that are not properly playful or gaming. This allows the participants, players, and in our case the students, to be more motivated and willing to learn.

Motivation is an essential element in learning and gamification is an excellent strategy that promotes and stimulates it. If stimulated appropriately, it enables the acquisition of knowledge and the development of skills specific to English as a foreign language. With gamification, emphasis is not placed on learning topics, on the contrary, the development of skills and competencies is privileged. At the same time, significant learning because it involves the student and positively affects his emotional, intellectual, and affective part. This could be seen clearly when analyzing the results of the pre-and post-class survey, where a high improvement in the motivational levels of the students is noted.

A teacher who wants to include gamification as an English teaching-learning strategy must be willing to change their way of speaking, thinking, and acting. You cannot continue to be the traditional teacher who thinks you know everything, the one who has the skills in the foreign language, unlike their students who do not know. You must be willing to learn, but to investigate to find the most appropriate resources and strategies to gamify the class. You understand that

your job is to be a facilitator and you create the necessary conditions for a pleasant learning environment that makes learning possible.

Finally, we must recognize that gamification, like any other methodology that we implement in the development of classes, is not a panacea. It is not the solution to all the problems in teaching-learning English as a foreign language. But it does provide great benefits that, if used correctly by the teacher, help improve the motivational levels of the students, and allow them to learn what we are teaching in a more pleasant way.

10. Limitations.

As limitations in the development of the systematization of the class, it is worth mentioning the following:

- a) *Lack of technological resources and internet connectivity.* The school does not have good internet connection, which makes it impossible to expand on some topics seen in class or, that downloaded material must be brought to class. However, it is important to highlight that high-quality gamification can be done without the use of ICT.
- b) *The ignorance of these new methodologies on the part of parents, students, other teaching colleagues, managers, and other members of the educational community.* Some fellow teachers and parents expressed that time was being wasted in English class because they are unaware of the benefits and benefits of implementing gamification as an English teaching-learning strategy.
- c) *Class time.* Having several classes in the week, but of short duration, can be considered a limitation, since there is not enough time for the full development of the activities.

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12. Annex s.

12.1. Annex 1. Post and Pre Class-Survey.

The pre-class survey can be consulted at the following address:

<https://forms.gle/sxxq9e8RzQtC3muL9> and the post-class survey, on eta:

<https://forms.gle/qiAWERM91f9RfBQp8>

MOTIVATIONAL ASSESSMENT SURVEY


CHARACTERIZATION SHEET / MOTIVATIONAL ASSESSMENT SURVEY	
Implementation area:	San Juan Bautista de la Salle Educational Institution/ Community 7 of Santiago de Cali city (Valle)
Population addressed:	Grade 7th - group 2. / Total population: 23 students. / 13 women and 10 men.
Survey objective:	To check the level of students' motivation regarding the teaching of English as a foreign language.
Methodology:	The students will electronically carry out the survey following the link provided by the teacher leading the research.
Components:	<ul style="list-style-type: none"> ● Value component. ● Expectations component. ● Affective component. ● Didactic and methodological component
Total number of questions:	18 questions.
Research questions:	How does the implementation of gamification in pedagogical practices in the classroom influence the motivation of learning English, as a foreign language, in 7th graders - group 2 at San Juan Bautista de la Salle the Educational Institution in Cali?
Research objective:	To know the incidence of the gamification as a pedagogical practice in the motivation of 7th grade, group 2 students of the San Juan Bautista de la Salle school.
Ubicación electrónica:	https://forms.gle/sxxq9e8RzQtC3muL9

		Never	Sometimes	Almost always	Always
A.	VALUE COMPONENT.				
1.	If you could choose between English and another class, would you prefer to attend another class?				
2.	I participate in the activities, tasks and work of the English class exclusively for the grade.				
3.	I consider that learning the English language is very important for my current and future personal, familiar and professional life.				
4.	I find great motivation in my teacher, family and friends to learn English.				
5.	The english class is really boring.				

		Never	Sometimes	Almost always	Always
B.	EXPECTATIONS COMPONENT				
6.	I feel that I can easily solve the tasks assigned by the teacher in the English area.				
7.	I think I do much better when, the English class, the activities are geared towards writing in this language.				
8.	I think I do much better when, in English class, the activities are geared towards speaking in this language.				
9.	I think I do much better when, the English class, the activities are geared towards reading in this language.				
10.	I think I do much better when, the English class, the activities are geared towards listening in this language.				
11.	I am aware that, although the topics and skills covered in the English class are somewhat complex, I have the necessary skills to learn them.				
12.	I know that I will achieve a good level in the English language and in the future I will be able to communicate with other people in this language.				
		Never	Sometimes	Almost always	Always
C.	AFFECTIVE COMPONENT.				
13.	I find the English class to be nice and fun.				
14.	I find it amazing to be able to speak in English, understand movies and songs in this language.				
15.	I feel good when I can read advertisements in English that I constantly see in the media.				
16.	I get upset when I am not able to solve the activities proposed in the English class				
17.	I am very excited when I can understand and participate in the activities proposed in the English class				

D.	DIDACTIC AND METHODOLOGICAL COMPONENT.				
18.	Select the methodological strategies that the teacher uses the most in the English class. (You can choose all the ones you consider necessary)				
	• Carry out readings in English and solve workshops.	<input type="radio"/>			
	• Memorize new vocabulary and repeat it.	<input type="radio"/>			
	• Learn the formulas of some verbs and tenses.	<input type="radio"/>			
	• Watch some videos in English.	<input type="radio"/>			
	• Listen to songs or dialogues in English.	<input type="radio"/>			
	• Complete missing words in sentences or writings.	<input type="radio"/>			
	• Verbally repeat some English expressions	<input type="radio"/>			
	• Carry out games, rounds or songs.	<input type="radio"/>			

12.2. Annex 4. Informed Consent to Parents.

 UNIVERSIDAD
ICESI

Maestría en Enseñanza de inglés como lengua extranjera
Investigación: "Learning process analysis in the English class through meaningful learning activities"

PERMISO DE LA INSTITUCIÓN EDUCATIVA
PARA LLEVAR A CABO LA INVESTIGACIÓN

Institución Educativa San Juan Bautista de la Salle

Rector: Héctor Augusto Vélez

Apreciados miembros del comité de Ética:

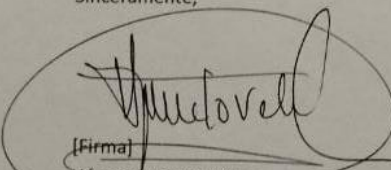
El propósito de esta carta es informar que he autorizado a la Docente Roman Montaña Montaña, identificado con cédula de ciudadanía No 6250181 de Dagua, para desarrollar su trabajo de investigación titulado "Use of gamification in the classroom as a motivating element for learning English as a foreign language ", en el grado 7ht, de la Sede Central de nuestra institución.

El docente se encuentra estudiando la Maestría en Enseñanza de Inglés como Lengua Extranjera y me solicita le permita desarrollar el trabajo de investigación en mención.

La institución estará atenta a que el docente cumpla con todos los procedimientos que él ha expuesto en la carta de solicitud de autorización, como en los documentos de consentimiento a padres y estudiantes, entre otros que él ha presentado.

Aceptamos tomar parte en esta investigación.

Sinceramente,



[Firma]
Héctor Augusto Vélez,
Rector
Institución educativa: San Juan Bautista de la Salle. Cali

Carta para rectores – Versión 3

3/3
22/09/2022

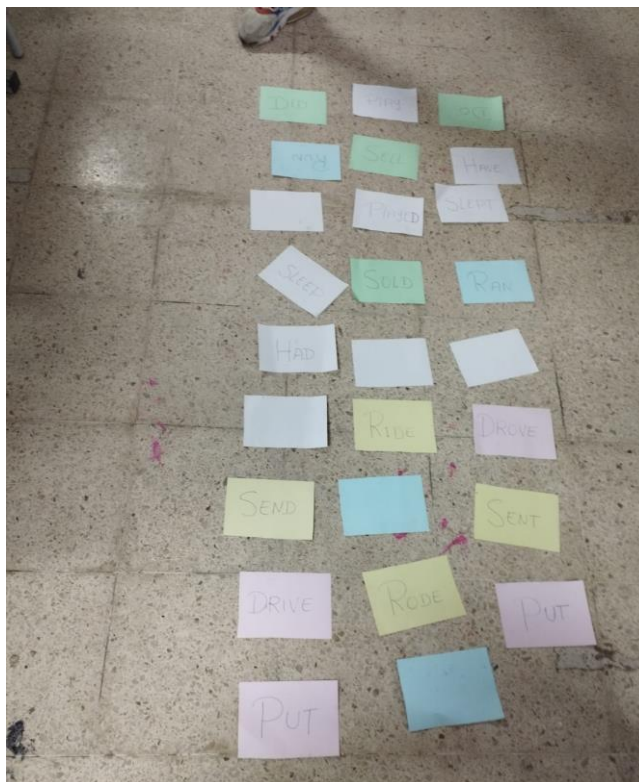
12.3. Annex 5. Evidence of the Class 1 Sessions.

Theme: Knowing the regular and irregular verbs in the past.

Objective: Identify the present and the past of regular and irregular verbs in English in different communicative contexts.

A video alluding to the session can be seen at the following link:

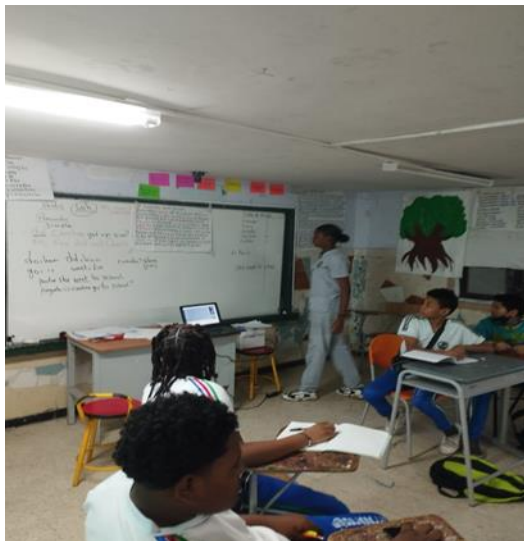
<https://drive.google.com/file/d/1pmWhCmamSJ3KoKU1xLJRPzckRTIr84kH/view?usp=sharing>



12.4. Annex 6. Evidence of the Class 2 Sessions.

Topic: Negative, positive sentences and questions in English.

Objective: To construct orally and in writing different types of sentences in English.



12.5. Annex 7. Evidence of Class 3 Sessions.

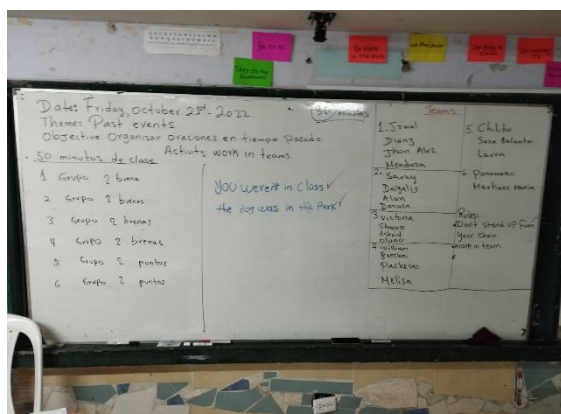
Topic: Organizing sentences in the past tense.

Objective: Organize different types of sentences in the past tense in the correct order.

The videos alluding to session 3 can be seen at the following links:

<https://drive.google.com/file/d/1Yk2HZ4bto0HdNKQcbjzZlhINR3I7phnI/view?usp=sharing>

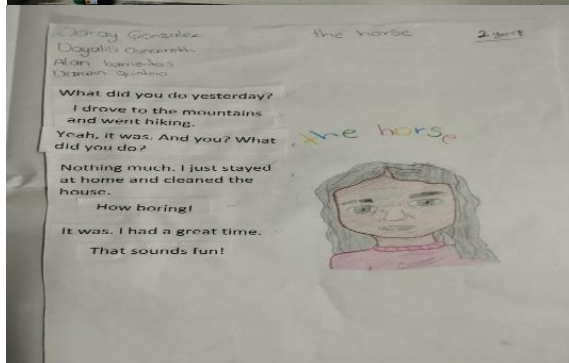
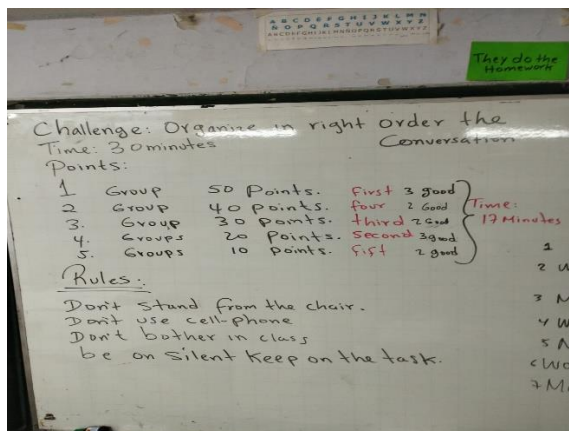
<https://drive.google.com/file/d/1XXufV23xDvXJY6H6EVcW2jHsm86vXHxv/view?usp=sharing>



12.6. Annex 8. Evidence of Class 4 Sessions.

Topic: Practice a conversation.

Objective: Organize a conversation in English taking into account the logical sense.



Grupo # 1
Jowel Ruiz, Dianny Hernandez, Jhon Alex
Andrimar Mendez

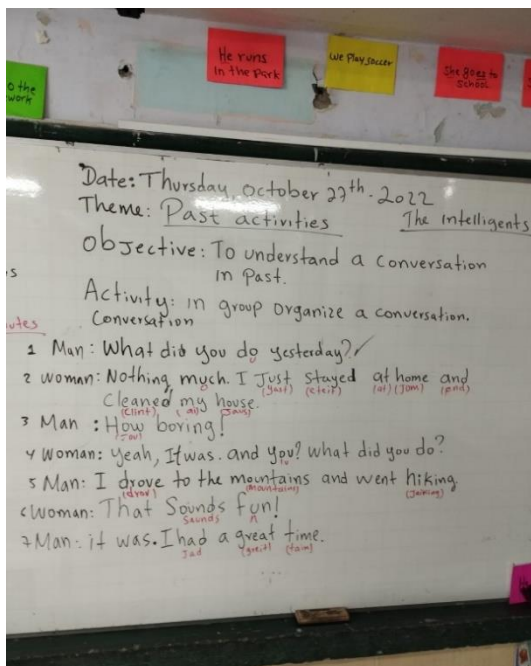
Andrimar: What did you do yesterday?
Jowel: I drove to the mountains and went hiking.
Andrimar: That sounds fun!
Jowel: Yeah, it was. And you? What did you do?
Andrimar: Nothing much. I just stayed at home and cleaned the house.
Jowel: How boring!
Andrimar: It was. I had a great time.

Hi, WHAT ELSE?

Somos los Malas Conductas

CONVERSATION

- 1 Man: What did you do yesterday?
- 2 Woman: Nothing much. I just stayed at home and cleaned the house.
- 3 Man: How boring!
- 4 Woman: Yeah, it was. And you? What did you do?
- 5 Man: I drove to the mountains and went hiking.
- 6 Woman: That sounds fun!
- 7 Man: It was. I had a great time.



12.7. Annex 9. Evidence of Class 5 Sessions.

Theme: Tell your story.

Objective: Describe past experiences, and situations related to personal experiences in English.

Some videos alluding to session 5 can be seen at the following links:

<https://drive.google.com/file/d/1wCjJ-cw68JEAQ6IebvSImq6TaZgKPqbX/view?usp=sharing>

<https://drive.google.com/file/d/1vaVXUXgB-dCGuFszUdYgDuF0o8UtrMAi/view?usp=sharing>

