

**GAMIFICATION AND GAME- BASED LEARNING (GBL) ACTIVITIES IMPLEMENTATION  
AS INNOVATIVE ENGLISH LEARNING STRATEGIES FOR THE DEVELOPMENT OF  
ENGLISH CLASSES OF THIRD GRADERS AT MERCEDES PARDO DE SIMMONDS AND  
LAURA VALENCIA ELEMENTARY SCHOOLS**



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## Introduction

Motivation is important in the English learning and acquisition process of the students because it makes the actions more effective, as affirming by Dornyei (1998) cited by Ekiz and Kulmetov (2016):

Highlight on the influence of motivation, which is considered as a key to learning a second language (L2) and one of the biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would be at learning the second/foreign language.

Despite this, there is a lack of students' motivation to learn English that affect their level of this language, for that reason, it is important to implement different strategies that contribute to motivate students to learn English as a second language such as gamification and game based learning (GBL) strategies.

*"Gamification* is the use of game mechanics as lives, avatars, scores, levels, points in a non-gaming environment" (EDUCATION 3.0, 2018), and *"game-based learning (GBL)* is the use and adaptation of games in the English classes in order to introduce or deepen the topic to be developed" [Infografía] (n.d.), these strategies have not been implemented to the third-grade students at Mercedes Pardo de Simmonds and Laura Valencia elementary schools, it was demonstrated, through a diagnostic test done to them (See appendix B), the previous reasons the third-grade students of both schools were the adequate population for this project whose purpose was to motivate them to achieve meaningful English learning. Students' motivation was determined through their active participation, disposition, and attitude in the gamification and GBL sessions.

In this document it is find the explanation about the importance of implementing

innovative strategies in the English classes and the different key concepts around which this research was developed, as well the conceptual distinctions were made, the ideas were organized and the authors who supported the theoretical bases that explained the importance of gamification and GBL innovative strategies in the education field and the benefits that these have.

In the same way, the methodology developed was a qualitative approach and a participatory action research design, through participatory observation as a technique and instruments such as the field diary, workshops and audiovisual equipment allowed to determine the motivation levels and meaningful learning of students. The above let to carry out the analysis of the results obtained from the gamification and GBL activities implementation as innovative strategies in the English learning process of third grader students in the institutions mentioned, as well, there is a conclusion session where the most important aspects of the research outcomes were listed, recommendations, and some limitations.

## 1. Justification

English learning has become a need since it has many advantages in different fields of life, for example; it opens doors to other cultures and provides personal, academic development and the early teaching of this language in children helps them to acquire meaningful learning of it, for this reason, it is necessary to implement English learning alternatives that contribute for improving the students' motivation levels because it makes students want to learn English, as a consequence, they achieve a good level of it. According to Masgoret and Gardner (2003) cited by Ekiz and Kulmetov (2016) "a motivated learner expands effort, takes responsibility, has goals, desires, enjoy the process and learning."

Nowadays, it is possible to implement different teaching strategies and methodologies through pedagogy and didactic. In this way, it is essential that teachers leave their comfort zone and fit the needs, likes, and learning styles of students in order to support and make English topics more dynamic.

It was decided to implement gamification and GBL strategies in third graders at Mercedes Pardo de Simmons and Laura Valencia elementary schools because that population was adequate to develop this project due to the number and age of students and the importance of gaming activities in their English learning process. The objectives of these strategies were to achieve meaningful English learning to develop new learning alternatives and help to strengthen interest and determine students' motivation levels.

In addition, gamification and GBL allow to create dynamic, pleasant, and fun spaces for students, according to that, these strategies additionally have many benefits, for



example, they improve the student-teacher relationship, best discipline control, promote teamwork, more attention to the teachers' explanations, deepen and reinforce English topics. Besides, students lose the fear of making mistakes, they have active participation and responsibility, their motivation to learn this language increases and they can use vocabulary in context to achieve meaningful learning.

On the other hand, these strategies have not been included in the pedagogy and didactic areas and the professional practice in the Modern Languages English-French program, and they could represent a different option that accomplishes a positive impact on the students' process and their professional practice, consequently, they are encouraged to implement these strategies in their English classes, since they make students enhance their learning, motivation, and active participation.

## 2. Problem Statement

Motivation plays an important role in the students' English learning because it helps them to have a good attitude, participation, and interest in the English classes, which leads them to achieve meaningful learning, as stated Ekiz and Kulmetov (2016) "Motivation acts as a driving force that encourages the learner to learn, initiates the learners to adopt appropriate skills as well as facilitate them to use for gaining knowledge."

On the contrary, the lack of motivation of the students in their English learning can have negatives results in its acquisition such as disinterest, low level, and difficulty for developing the language skills. Some factors that affect student motivation can be teachers' attitude and their teaching strategies, Ekiz and Kulmetov (2016) highlight that "Students' learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Learners appreciate the distinctive paths offered to them to follow for better understanding and learning." The above mentioned, invites to implement new learning alternatives in the classrooms and motivate students in search of meaningful learning.

Through a survey done to third-grade students at Mercedes Pardo de Simmonds and Laura Valencia elementary schools, it was evidenced that in their English classes did not implement strategies that include gamification and GBL, considering that these strategies motivate students to participate and to learn in a fun way. Therefore, it was important for the research project to answer the following question:

How to implement gamification and game-based learning (GBL) activities as innovative strategies for the development of English classes of third graders at

Mercedes Pardo de Simmonds and Laura Valencia elementary schools?

### **3. Objectives**

#### **3.1 General objective**

To implement gamification and game based learning (GBL) activities as innovative English learning strategies for the development of English classes of third grade students at Mercedes Pardo de Simmonds and Laura Valencia elementary schools.

#### **3.2 Specific objectives**

- ✓ To design gamification and GBL activities that allow third grade students at Mercedes Pardo de Simmonds and Laura Valencia elementary schools to achieve meaningful English learning.
- ✓ To develop new alternatives to carry out the English classes of third grade students at Mercedes Pardo de Simmonds and Laura Valencia elementary schools to achieve meaningful learning of English.
- ✓ To determine motivation levels of third grade students at Mercedes Pardo de Simmonds and Laura Valencia elementary schools through the observation reports of the gamification and GBL activities carried out in the English classes.

## **4. Literature review**

The research related to Gamification and GBL as innovative strategies in different contexts international and national - showed positive and important results in topics like motivation, teamwork and meaningful learning, hence, it was relevant to review those studies to support the present project.

### **4.1 International literature review**

Some international researchers such as Campos, Chacc, and Galvez (2006) developed exploratory research and a mixed methodological design that suggested game mechanics as a pedagogical strategy that attained meaningful learning, contextualized, and focused on the students. Besides, this strategy served as a basis for new methodologies in different education areas and it had benefits in English learning.

On the other hand, Gonzales (2017) in his research called “La Gamificación como elemento motivador en la enseñanza de una segunda lengua en la educación primaria” indicated that it was developed into three phases, the first one, he explained gamification as the use of game mechanics application in non-game environments and the importance of using in the classroom to increase motivation levels in the students and to obtain meaningful learning. In the second one, he designed a didactic proposal that introduced gamification in the English learning and teaching process. In the last one, he applied the gamification project which had very good results and students could easily learn English topics. Further, Gonzales said that motivation is important because it determines the students’ willingness to learn and to involve in the teaching-learning process, moreover, it is necessary teachers know the appropriate way to motivate them.

The research developed by Aguilar, Briones and Cordova (2019) "la gamificación como estrategia metodológica y la gestión de herramientas ofimáticas como logro de aprendizaje en los estudiantes de primer ciclo, en la asignatura de fundamentos de informática de la facultad de administración y negocios de una universidad privada de lima, en 2018 II", they described how gamification was carried out as a methodology strategy and the management of office automation in parallel, which benefited to students of this subject since this generated higher levels of intrinsic motivation and involvement in activities that caused them an achievement in learning.

#### **4.2 National literature review**

At the national level, it was found a dissertation related to this research, it was in 2015 that Gomez, Molano and Rodriguez in "La actividad lúdica como estrategia pedagógica para fortalecer el aprendizaje de los niños de la institución educativa Niño Jesús de Praga" raised a strategy to create dynamic spaces that reinforced students' interest and skills in order to facilitate the learning. The researchers highlight the students' participatory attitude since in the activities, they were always excited and spontaneous, they developed creativity, concentration, and memory. Moreover, the proposed education community was involved in the process of generating spaces and conditions where students were motivated to learn through the games. The research had two phases; in the first phase, there were techniques application such as formal and informal survey, observation, field diary, and documentary. In the second phase, there were ethnographic questionnaires, workshops, and interdisciplinary activities for the education community to identify institutional problems. The methodology results were: student's motivation, well willingness in the activity and Niño Jesus de Praga elementary

school teachers recognized that it was important to create playful spaces for the students learning.

## 5. Theoretical framework

Gamification has been a strategy used in different fields such as education, employment, and family, among others. It is a strategy that has been especially used in the childhood stage, because through this, children discover the world around them and develop skills such as imagination, creativity, relationships, teamwork, improve concentration and stimulate cognitive development because the game has been considered a fundamental part in the life of the human being. Moreover, students' learning has been facilitated since this strategy allowed them to increase their motivation, as well as they can learn in an easy and fun way. Gamification has had a greater reception, especially in the educational field because this offers different techniques to the teacher to encourage the students and stimulate their learning. From the perspective of Cordero and Núñez (2018), they affirmed that gamification or game based learning "it is a technique that provides teachers with opportunities to incorporate active learning into their teaching sessions, since it promotes students' motivation and commitment with what they learn while increasing their teaching" (p.271).

In this way, the games represent a teaching strategy and can be made with functional material to fit students' needs and in the same way, they are useful to get the necessary motivation to learn naturally without falling into disinterest or monotony. Cordero et al. (2018) state that:

It is until recently that the game saw as an effective form of teaching practice. Put aside the traditional concept of its use as a reinforcement instrument of contents in the language teaching and using it as a meaningful, fun, and motivating teaching material for the students to get involved in their learning and mainly in the target



language use (p.278).

Therefore, the authors highlighted the importance of this strategy for meaningful learning of the students, in which game strategy helped them to increase their motivation and facilitated the understanding and internalization of what they want to convey. "Gamification and Game Based Learning are methodologies that help to make the classroom environment more effective in our educational systems since with its implementation students learn while enjoying the activities planned for this purpose" (Cordero et al., 2018, p.275). Thus, the game as something innate in children cannot be considered only as part of their fun but also as part of their learning, "when you learn by playing, content internalization is easily and the integration of the student body and teamwork" (Cordero et al., 2018, p.271). It can be said that the game not only helps learning and teaching but also it fosters other qualities and abilities in the child, which are fundamental in the lives of people, for a better coexistence, or when working together.

Terr (2000) cited by Cordero et al. (2018) states that "the game is essential for maturity, as it provides pleasure, a sense of achievement, belonging and reduces tensions" (p.272). In this way, the game can be considered fundamental not only in the growth process, development, and learning of the children but also in the key stages of their development as human beings. Cordero et al. (2018) refer to 5 basic objectives in the educational field for the use of gamification, which are "motivate students, increase retention of learning and improve the transfer of learning, because you learn something that applies in the real context, in addition to getting knowledge and instructing more quickly" (p.274).

Cordero et al. (2018) state that "in foreign language learning, it is necessary to use

elements like games, which allow students an enjoyable experience and challenge them to discover the four language skills” that conclude in maintaining the student motivation throughout the teaching-learning process. In addition, for motivating the students to have multiple advantages which contribute to their learning, as Cordero et al. (2018) mention that “the applicability of the elements that make it up in real life, the improvement in concentration, the promotion of teamwork, the appropriate and timely feedback, and the improvement of the group and individual behaviors in the class” (p.275).

Throughout history, the game has been seen by different methodological and pedagogical currents as an educational resource that is a fundamental part of the teaching and learning processes. This author also refers to some theorists such as Plato, who spoke about the practical value of the game in education; Aristotle, Rousseau, Piaget, and Dewey, who proposed the game as a resource to support a few activities in the classroom. For their intrinsic motivating qualities and their importance in cognitive, motivational, and social development in the active process that represents education, they incorporate many recreational activities in preschool and school education, some of which are also currently applied in adult education. (Nevado, 2008 cited by Cordero et al., 2018, p.274).

The game has been a methodology used in the education field because it provides teachers another way of teaching, and students could learn in a fun way. In addition, the proper use of gamification within the classroom helps the students to be interested in their English classes and their participation and motivation increase considerably, as stated by Herrera (2013) cited by Cordero et al. (2018) “In the case of gamification, game element implementation is used as a strategy in the teaching of languages that

helps to increase motivation and promote student engagement towards the achievement of fixed linguistic goals” (p.278).

“Gamification is the use and adaptation of game elements in the classroom as a teaching strategy or in not game environments” (EDUCATION 3.0, 2018). In the educational environments, this strategy could be implemented to achieve the best results to the knowledge level in the students. Additionally, it causes happiness, pleasure, and fun, and a cultural expression series as recreation activities, childish games, recreational activities, among others that are linked to this strategy. It mainly could achieve motivation in students in an extrinsic way since it is materialized with externals rewards such as:

### **Avatars**

Avatar refers “a character or creature that you create to represent yourself in a computer game, on the internet, etc.” (Cambridge Dictionary, n.d., definition 3). In the gamification sessions, avatars were used by the students to represent them. They were the students' favorite characters.

### **Lives**

“One of a specified number of chances each player has before being put out” (Oxford dictionary, n.d., definition 2.6). In the gamification sessions, this element was represented by a heart logo. Each student had three lives, which they could lose or win according to the gamification rules

### **Powers**

“A power-up is an object that adds temporary benefits or extra abilities to the player character as a game mechanic” (power-up, n.d.). These were abilities that the students

employed to obtain some benefit or help during the gamification sessions. Each student could gain a different power depending on the conditions to win it.

On the other hand, there is a teaching strategy that uses the games to achieve motivation in students; this is game-based learning (GBL), which is game implementation, which has already been created or made for a particular class to reinforce or deepen the topic development. Along with GBL involves the use of games as a learning support tool of assimilation or knowledge evaluation. “Ventajas del aprendizaje basado en juegos o game-based learning [Infografía] (n.d.)” mentioned that “It is an innovative methodology that offers either students or teachers a different educational experience and practice that can be applied to a topic or several subjects.”

The proper use of games in the classroom allows students to be spontaneous in their learning, help them to develop greater creativity and imagination, as mentioned Pérez G. (2011) cited by Collazos (2018) “having traditional board games, modern logical games, and organizing the conditions of time and space for children to play with these materials open a window to spontaneous learning and the mental strategies construction” (p.32).

So, they can learn practically and naturally since the game in them is innate and follow the rules and work as a team. As well as making a spontaneous game, it also helps children receive meaningful learning, which will allow them to use English beyond the school environment.

On the other side, the use of games in classes makes the English subject learning more fun and motivating for the students and they can obtain knowledge in a meaningful way, making the learning process easier for them. Gomez (2015) cited by Cordero et al. (2018) states that:

In the foreign language class, the game helps to carry out actions that allow students to have more interesting, fun, meaningful, and pleasant experiences, with which they discover and internalize vocabulary, grammar, or pronunciation through activities such as animations, presentations, and videos (p.279).

For the development of this project, three important key concepts were showed: innovative strategy, meaningful learning and motivation, all of them define and support what gamification and GBL strategies are.

### **5.1 Innovative Strategy**

This concept proposes a change in teaching methodology focused on the student needs, which sought greater participation, interest, and learning. It is a dynamic methodology in which the student is constantly involved.

An innovative strategy for the teaching process requires teachers to adapt to new methodological techniques that allow them to stimulate, enrich and encourage meaningful and effective academic activities in the student learning process. The innovative teaching strategy serves as a tool to maximize student academic potential. Understanding and implementing these styles will help visualize the diversity in learning as part of any classroom. The different innovative and effective teaching strategies allow the teacher to visualize the student as an active entity to develop their academic skills. (Cordero, Pizarro, 2011: 189).

### **5.2 Meaningful Learning**

Ausubel (n.d.) cited by Torres (n.d.) states that "true knowledge can only be born when new content has meaning in light of the knowledge that already exists." In other

words, it is considered meaningful learning like new knowledge acquisition; and how students relate it to their prior knowledge, which allows them to form their learning being active and participative in this. “The concept or theory of meaningful learning is that learned information is completely understood and can now be used to make connections with other previously knowledge, aiding in further understanding.” (Meaningful learning, 2021).

### **5.3 Motivation**

Nereci (1991) cited by Castellano, Ninapaytan, and Segura (2014) mentions that: Motivation is the process that provokes a particular behavior, maintains the activity, or modifies it. Motivating is predisposing the students to what they want to learn, which is taking them to participate actively in schoolwork; thus, motivation is lead the student to insist on learning, whether by essay, by mistake, by imitation or by reflection.

One of the significant advantages when implementing gamification and GBL strategies is that they help to increase motivation on the students to learn English, with dynamic and fun classes, at the end, the students get meaningful learning.

## 6. Contextual Framework

This research was carried out in Colombia, which is located in the northwestern region of South America. In Colombia is located the Cauca department whose capital is the municipality of Popayán. The University of Cauca is located in this municipality, which is a public institution of higher education with 193 years of history. The alma mater is composed by nine faculties; one of them is the Faculty of Humanities and Social Sciences, located on 4<sup>th</sup> street No. 3-56, historic sector of Popayán.

This faculty offers seven undergraduate programs among which is the Bachelor of Modern Languages Program with an English - French emphasis, whose objective is to train teachers and researchers in languages, capable of undertaking preschool, basic and vocational media educational activities as established in its Program Educational Project, PEP (2017). This academic program is offered in Popayán and Santander de Quilichao and it is composed by 10 semesters. The Orientation of the Educational Process (OEP) is one of the subjects and was the pillar of this research project. The University of Cauca signed an agreement with the Institución Educativa Técnico Industrial that has two branches, Mercedes Pardo de Simmonds and Laura Valencia Elementary Schools, located in Popayán, Avenue 6 Street 25 (corner), Los Hoyos neighborhood, it was created by ordinance No, 12 of 1948 article 19. The first one is 58 years, attends the elementary level and offers full time services. The second one is located in Popayán, Avenue 2 Street 5 N-31 in Tulcán sector. This institution was founded in 1957 and in 2005 it merged with the Técnico Industrial school, serving the level of primary, secondary and high school. According to Resolution 1631 of June 10, 2015.

## 7. Methodological aspects

### 7.1 Nature of the research

This project was based on the qualitative approach because it involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences in detail about the events that happened during gamification and GBL strategies implementation. Moreover, it was a participatory action research design since it gave answers to a problem through the researchers' knowledge and intervention. This design allowed them to perform with two roles, either as observer or leader of the activities developed in the class sessions. The virtual library of the University of Jaén (n.d.) defines participatory action research as:

Design based on the intervention positioning - neither neutral nor distant - of the researcher who act and participate with groups, together they help to transform reality through two processes, knowing and acting since their purpose is practical, where the participants can respond to a problem from their resources (knowledge and reflection, intervention, action, and resolution).

The scope of this research is gamification and game based learning (GBL) activities implementation as an innovative English learning strategy for the English classes' development, where it was sought to innovate the dynamic of this language sessions since they had always used the traditional teaching methods, all of them based on the repetition and writing, as mentioned Salvador (n,d) "in this type of educational system, the student is a passive receiver of information, while the entire burden of the educational process is placed on teacher, who must be an expert in the subject."



Due to the above reason, it is pertinent to consider these strategies implementation, which was new for the students at Mercedes Pardo De Simmonds and Laura Valencia elementary schools. Through these strategies, they interacted with the teachers, imagined, created, enjoyed, and learned during the classes. Besides, it is essential to highlight that they learned in an unconscious way, which allowed them to achieve meaningful learning.

## **7.2 Participatory observation**

It was a technique used to collect the required information to make the analysis and the conclusions of this project, it consisted on observing student behaviors to data collection, being part of the environment in which is the research conducted. Albert (2007:232) states that:

It is a data collection technique that aims to explore and describe environments. It is not a mere contemplation as one might think; it deepens into social situations and maintain an active role, as well as permanent reflection and the researchers' interactions.

This technique needed two roles, one of them was the observer, who was paying attention and taking notes on the field diary about the details and events that happened in each session while the other person was explaining and conducting the gamification and GBL activities.

## **7.3 Instruments**

According to the Cambridge dictionary (2020, definition 6) instrument is "sb or sth used to achieve a goal." The instruments that were used in this project are: a diagnostic

test, the field diary, and gamification and GBL activities which purpose was to implement these strategies and determine the motivation levels according to the participation and the disposition in the activities' development in the present research project.

### **7.3.1 Diagnostic Test.**

"A diagnostic test is a test used to identify a condition or its cause" (Workplacetesting, 2018). Before the implementation of these strategies, it was made a diagnostic test contained a series of open questions about their experience and knowledge of the use of games in the English classes. The result showed that the third-grade teachers at Mercedes Pardo de Simmonds and Laura Valencia elementary schools did not use games as a strategy for English teaching.

### **7.3.2 Field Diary.**

According to Bonilla and Rodríguez (n.d.) cited by Martínez (2007) "Note is taken of aspects that are important to organize, analyze and interpret the information that is collecting". This instrument allowed to register the events that the researcher has observed. The narrative was in real-time and sequentially. "The Field Diary is one of the instruments that day by day warrant us to systematize our research practices; in addition, it helps us to improve, enrich and transform the sessions" (Martínez, 2007).

This instrument permitted the research to obtain a written record of the fundamental aspect of the students' behavior and situations during the gamification and GBL sessions development. Those notes were organized to be analyzed and interpreted.

### **7.3.3 Audiovisual instrument.**

This instrument got the information in a precise way about the research being carried out, it could catch different events that field diary could not do completely. It led a visual and auditory record about important aspects that were not captured during the development of gamification and GBL activities, which were linked to the objectives.

Honorato et al. (2006) cited by Garcez, Duarte and Eisenberg (2011) mentioned that:

The proper use of the moving image, combined with audio, allows to capture aspects that are difficult to be captured with other resources, such as body, facial and verbal expressions used in everyday situations (in the case of systematic observation) for example; reactions of different subjects facing an activity or question proposed by the researcher such as watching and interpreting film or still image (photograph, print, symbol, icon, etc.), listening to music, reaction to reading a text aloud, individual text reading, focus group participation, performing tasks or activities in operative groups or individually etc.

### **7.3.4 Activities.**

These instruments collected information to put into practice what the students learned. As is claimed by Aylwin and Bustos (n.d.) "the activity is a new pedagogical way that aims the theory integration and practice through an instance that joins the student with his future field of action and makes him begin to know his objective reality."

Gamification and GBL activities were designed according to the topics planned for the different classes that allowed deepening in the learning students and make the sessions more dynamic and fun. The activities created took into account student's age and

number, space, and the English topic.

## **7.4 Gamification**

The first strategy was gamification. It consisted of the use of game mechanics in environments that were not specific to the game, for example, in the English classes. These mechanics involved some procedures that got the final class objectives.

### **7.4.1 Avatars.**

Each student had an avatar that represented him or her during the gamification sessions. They often chose a famous or their favorite character. The students' avatar names were in an Excel document (See appendix E), with the aim that they could know how many lives they had, their powers or if they were in the death zone.

### **7.4.2 Lives.**

Lives were the health status of the student avatars and this was represented by a red heart. Each student started with three lives had a value of 5 points that they could win through class participation by asking and answering questions and helping their classmates. On the other hand, students could lose points when they got distracted, undisciplined, or they did not answer questions. Therefore, if they lost 5 points, they would lose one life, and if they did not have lives, they would have to face the death zone.

### **7.4.3 Powers.**

These were abilities, helps or advantages that students could get during the gamification sessions. There were four powers: a magic potion, coin x2, clue, and shield; students could win them once per session. To obtain it, they had three options:

1. They must have five lives and change one by a power they chose.
2. When they participated three or more times consecutively.
3. Doing a specific activity designed in advance for the class, for example, professional memory, BINGO, memory activity, and assembling your body. Some logos represented each power. (See appendix D.)

#### ***7.4.3.1 Magic Potion.***

The magic potion had the power to revive a classmate who had lost his lives or revive himself/herself.

#### ***7.4.3.2 Coin x2.***

This coin had the power to give double points when a student wins a point.

#### ***7.4.3.3 Clue.***

The clue was a help that students obtain to solve doubts in one activity or a task, the power could not be share and could be only applies one time. It was represented by a question mark.

#### ***7.4.3.4 Shield.***

This one had the power of protection. The student who won this power could protect himself lose a point. The student only could apply it once.

#### ***7.4.3.5 Bonus.***

The student who won three powers during the classes was exempted from homework or tasks.

#### **7.4.4 Death zone (See appendix D).**

When a student lost his/her life, he/she had to face the death zone and to perform a challenge or an activity that had a relation with the topics given in the class. If a student wanted to recover one life and to return to the game, he/she had to accomplish the following challenges:

##### ***7.4.4.1 Karaoke.***

In this activity, the student had to follow the lyrics of a song, which had relation to the taught topics.

##### ***7.4.4.2 Spelling words.***

The student had to spell certain words that were tough during the session. At the end of the session, the names of the winners were given.

#### **7.4.5 GBL activities.**

GBL is the implementation of games that are already known or created for a particular class, whose purpose is to introduce, reinforce or deepen the topic developed, in this case, for English teaching in third-grade students. During the application of this strategy, the following activities were carried out:

##### ***7.4.5.1 Memory Game.***

It can be used with different vocabulary, for example, professions, months, day of the week, etc. In the memory activity, the students had to find the right pair; in this activity, there were twenty flashcards, ten of them had images, and the others had English words. Students were divided into two teams (Team A and Team B) to develop this activity. The

flashcards were on the board, and each one had a number on the back. Each member had to choose two numbers to find the right pair of flashcards. The team that got the highest number of pairs won the game.

#### ***7.4.5.2 Tell The Time.***

On the board was drawn the clock, and students had to say what time it was. They had to use different expressions to ask and answer the hour, for example, what time is it? It is seven o'clock; it is half past, quarter to, etc., they had to say it in English to win.

#### ***7.4.5.3 Bingo.***

It was a game of chance in which each student played with a card of random numbers from 1 to 100 written on them. The teacher said out loud the number in English and if a student had that number on his card, he/she would mark it. The game continued until a student achieved to complete all the numbers on his/her card, and he/she had to shout BINGO. The teacher proceeded to verify the numbers in the student's card with the numbers that had already come out; if it was correct, the student would win the game.

#### ***7.4.5.4 Knowing The Body.***

Students must join their character and dress it according to the instructions done by the teacher. In other words, if the teacher said that they should assemble a girl and dress her in a skirt and blouse, the students would do it. All indications were given to students in English using all the vocabulary they worked on the session.

#### ***7.4.5.5 Time To Go To The Minimarket!***

In this activity, there were three stands; on the first, there was general food, on the second fruits, and on the last one, there were vegetables. Some students performed the

seller role, while the others made the buyer role who had to buy different products. The objective of this activity was to practice the vocabulary about vegetables, food, fruits, and some expressions.

#### ***7.4.5.6 Do You Want To Meet My Family?***

On the board was written the family vocabulary in English and in the superior part of the board it was written a word in Spanish of a family member and the student had to choose the correct English word. The students had only 30 seconds to choose the word and if the students did it well, their team would get a point. The group were divided into two teams to perform this activity, and finally, the team with more points was the winner.

#### ***7.4.5.7 Little City.***

In this activity, some students represented places of the city, for example, a house, church, central park, school, hospital, mall, store, and town hall. While others students had to follow indications given by the teacher in order to arrive at any of these places. The streets were represented with tape on the floor.

#### ***7.4.5.8 Mime Game.***

Students were divided into two teams, for every team there was one student who had to take a piece of paper that had written a verb and he/she had to perform it, and his/her group guessed that verb in order to get a point. The group had 30 seconds to guess the action, if they did not do it, the contrary group had the opportunity to do it and win the point. Finally, the group that got the most points was the winner.



## 7.5 Session class design

For the planning of gamification and GBL activities, it was taken into account a design of a lesson plan that use some group information such as: the student numbers, their English level, the suitable topics for them, and the classroom space. Furthermore, the tables have different items such as the session names, time, the objectives, materials, vocabulary, the procedure, the activity explanations, the observation process that described the events that happened during the implementation of these strategies and the conclusions of the activities. Finally, there are some pictures that evidence the developed session.

It was carried out eighteen sessions with the proposed activities as shown below.

### ***Table 1.***

*First Gamification session: verb to be*

<b>Session Name: Play and Remember</b>
<b>First Gamification session</b>
<b>Number of students:</b> 40
<b>School:</b> Mercedes Pardo de Simmonds Institution
<b>Topic:</b> Verb "to be" in simple present tense.
<b>Time:</b> 1.30 hour
<b>Objectives:</b>
-To teach the Gamification rules and mechanics to the students.
-To make the students participate and learn in a fun way in the class.
-To have the students recall the conjugations of the different pronouns in the simple present, affirmative form of the verb to be and animals and professions vocabulary.

-To determine motivation levels of the students.

**Materials:**

Poster board, markers, board, tape, tv, computer.

**Vocabulary:**

Greetings (good morning, good afternoon, good evening, good night)

Professions (doctor, nurse, teacher, vet, soccer player, singer, actor/ actress, policeman /policewoman, fireman/ firewoman, soldier)

Animals (dog, cat, rabbit, duck, turkey, sheep, rooster, cow, pig, horse, frog, fish, monkey, lion, crocodile, rhino, tiger, elephant, mouse, shark)

**Grammar:**

To be verb (I am, you are, he is, she is, we are, they are, it is)

**Activity:**

Students had to relate the professions' vocabulary with the verb "to be" in the present simple. The researchers in training showed the professions vocabulary flashcards to the students, and they had to relate them with the correct conjugation of the verb to be in present simple (teacher, doctor, soccer player, policeman, policewoman, fireman, firewoman, soldier, singer, actor, actress, nurse, vet)

In this activity, if a student's group won, they got points (a point per student).

**Procedure:**

At the beginning of the session, the researchers taught the Gamification rules and mechanics to the students, for example, how they could get or lose points, lives, power, and how they could leave the death zone. Moreover, they could create their avatar's name. Then, it was reminded of the different pronouns in the simple present, the

affirmative form of the verb to be, and animals and professions vocabulary. The group was divided into two teams and had the opportunity to choose two random cards. They had to relate the word to the image to get one point. Finally, the winning team obtained one point. On the other hand, the students that had misbehaved lost points.

**Observation Process:**

- The students recalled the topic in a fun way, and they were so excited about the activity because they knew the vocabulary.
- When it was taught the Gamification rules and mechanics to students, they started to talk about their favorite video game. They seemed enthusiastic and motivated with this strategy.
- In the Gamification activities development, they wanted to participate to win points. Some students always raised their hands so that the teacher chose them, and they participated actively.
- The students were autonomous when they answered the questions done by the teacher. Moreover, they were competitive in the activities because they wanted to get points and win.

**Conclusions:**

- Since gamification allowed students to create their avatars, this made them feel involved in the English classes because they could name themselves as their favorite character and this excited them.
- They already had prior knowledge about game mechanics, this allowed them to easily understand what this strategy was all about.
- In the flashcard activity, the students were divided into two teams, which competed against each other. This made them actively participate to obtain one point per

student.

-Although it was a large group of students, it was easier to control indiscipline in the classroom because students did not want to lose points.



Picture 1. First Gamification session: play and remember game.



Picture 2. First Gamification session: play and remember professions game.

**Table 2.**

*First GBL session: verb to be*

**Session Name: Play and Remember (GBL)**

**First GBL session**

**Number of students: 28**

**School:** Laura Valencia Institution

**Topic:** Verb “to be” in present simple tense.

**Time:** 1.30 hour

**Objectives:**

- To make students participate in the activity.
- To have the students recall the conjugations of the different pronouns in the simple present, affirmative form of the verb to be and animals and professions vocabulary.
- To determine motivation levels of the students.

**Materials:**

Poster board, markers, board, tape, TV.

**Vocabulary:**

Greetings (good morning, good afternoon, good evening, good night)

Professions (doctor, nurse, teacher, vet, soccer player, singer, actor/ actress, policeman /policewoman, fireman/ firewoman, soldier)

Animals (dog, cat, rabbit, duck, turkey, sheep, rooster, cow, pig, horse, frog, fish, monkey, lion, crocodile, rhino, tiger, elephant, mouse, shark)

**Grammar:**

To be verb (I am, you are, he is, she is, we are, they are, it is)

**Activity:**

Students had to relate the professions' vocabulary with the verb to be in present simple. Researchers showed the professions vocabulary flashcards to the students, and they had to link with the correct conjugation of the verb to be in present simple (teacher, doctor, soccer player, policeman, policewoman, fireman, firewoman, soldier, singer, actor, actress, nurse, vet)

In this activity, if a student's group won, they will get points (a point per student).

**Procedure:**

In this session was made a review about the animal and profession vocabulary. It was gratifying to see how the students remembered the vocabulary researchers had already taught them.

Once the review was completed, researchers went out with the students to the field to play the ball on the animals to practice the animal vocabulary. The game was made with expectations, and once finished, researchers and students returned to the room to perform the memory game with the professions already seen.

In the activity professions, a memory game was made, it consisted of finding the word of the profession with its respective image. The game was a competition, and this motivated the students quite a bit as the game progressed. In the end, the group that had the most couples found was the winner.

**Observation Process:**

Animal ball: In this game, we could see that the students were excited because they were going to play from the beginning of the game, the students were motivated, and their participation was very active.

It was possible evidenced the students' attitude when playing, and the researchers

could see how they remembered the animals' names in English.

Memory game: In this game, students formed two teams. In the beginning, they were disinterested, but as they were playing, little by little, the game began to interest them more, and in the end, it was possible to evidence the motivation they had.

**Conclusions:**

-It was found that playing activities in the classroom encourages greater motivation and concentration on the subject previously seen and makes classes more fun and enjoyable, allowing students to have meaningful learning.

-It was evidenced that the students' attention was significant because they were more active in learning the given vocabulary.

-When the game is a competition motivates them to be more concentrated to win and thus obtain better learning.



*Picture 3. First GBL session, play and remember professions game.*

**Table 3.**

*Second Gamification session: numbers and time.*

**Session Name: Count the time**

**Second Gamification session**

**Number of students:** 39

**School:** Mercedes Pardo de Simmonds Institution

**Topic:** Numbers and hour.

**Time:** 1.30 hour

**Objectives:**

- To have students learn the numbers from 1 to 100 and how to say the hour.
- To make students actively participate in the activities
- To practice the new topic through activities to help students achieve meaningful learning.

**Materials:**

Markers, board, BINGO.

**Vocabulary:**

Numbers from 1 to 100

**Grammar:**

What time is it? o'clock, half past, a quarter to, a quarter past, ten to, ten past, five to, five past, twenty to, twenty past.

**Activities:**

**Hour:** In this activity, the researchers draw a clock on the board, they gave a specific hour, and students had to say what time it was in English, using the vocabulary taught.



**Bingo:** Each student had their Bingo card to play and should be very aware of the numbers that have been said in English, and so the first student who filled the BINGO card was the winner of the game and won a power (coin X2).

**Procedure:**

In this session, the researchers taught a new vocabulary about the numbers from 1 to 100 and the hours. It was started by reminding students of gamification class rules, and then the topics were explained. Moreover, the activity was done, which students could win power if they answered correctly. In this activity, on the board was drawn a watch, and one student had to say what time it was to win a point. The student that obtained three points won the power that was coin x2.

After, to deepen the topic of the number, a bingo game was used. Because the game does not have an order in the numbers, these should be sung at random. The wheel throws a number for each lap and the children had a lapse to find it on their bingo card.

**Observation Process:**

In the "count the time" activity, students were a little lost in the game. They tried to do it, but they could not. The researchers realized that students could not tell the time on a clock with hands, then it was changed by numbers, and they began to participate more easily. As they only know numbers 1 to 20, then the students learned the numbers 1 to 100. The researchers had to help students with some numbers pronunciation. The bingo activity allowed the teachers to deepen in the learning of numbers and to study pronunciation.

**Conclusion:**

-The possibility to earn points and powers allowed students to lose the fear of participating no matter if they were wrong. Although students did not know how to say

the time and only knew numbers from one to twenty, they did their best to achieve it because they wanted to earn the power.

-The loss of points helped to keep the discipline in the classroom. When points began to decrease because of indiscipline, students started to control themselves since they did not want to fall into the death zone.



Picture 4. Second Gamification session: bingo.



Picture 5. Bingo.

**Table 4.**  
*Second GBL session: numbers and hour.*

**Session Name: Count the time**

**Second GBL session**

**Number of students: 28**

**School: Laura Valencia Institution**

**Topic: Numbers and hour.**

**Time: 1.30 hour**

**Objective:**

- To have students learn the numbers from 1 to 100 and how to say the hour.
- To make students participate in the activity.
- To practice the new topic through activities to help students achieve meaningful learning.
- To have students motivated to learn the numbers.

**Materials:**

Markers, board, BINGO.

**Vocabulary:**

Numbers from 1 to 100

**Grammar:**

What time is it? o'clock, half past, a quarter to, a quarter past, ten to, ten past, five to, five past, twenty to, twenty past.

**Activity:**

In the first activity was used a didactic clock, which the researchers did for the students. In cardboard was designed the numbers and hands of the clock. Any time

could be set on this watch, and students had to say what time it was, but they must say it in English, then they could win (the students that answer correctly win a point).

**The second activity:**

BINGO game. In this activity, students reviewed all the numbers that they had just learned. Each student had their table to play at and should be very aware of the numbers that were saying, and so the first student to fill the BINGO table was the winner of the game.

**Procedure:**

In this session, the students learnt to read the clock and to say the time correctly. The clock was placed on the board, and different times were set, which the students had to say in English. The children were participating in pairs of the same team, and if the couple responded correctly, it was a point for their team. In the end, the team with the most points was the winner.

The teachers in training reviewed the topic of the numbers with the students. Later, each student got a bingo table, and they should mark the number that was said. The first student to complete the bingo with the correct numbers wins the game. Then it was carried out three rounds, firstly, with the first and last columns, later with the letter L and finally with the complete table.

**Observation Process:**

At the beginning of the English class, students showed a good disposition. Clock: Students quickly understood the dynamics of the game; moreover, they did not know how to tell the time on a clock with hands so, the researchers tried to explain them, and they made a great effort to understand it and answer the question what time was.

The students reviewed the topic of the numbers, firstly, the numbers from 1 to 20;

after 21 to 40, 41 to 60, 61 to 80, and finally 81 to 90. The students should relate the numbers with the tables that they had. They were very happy because with their participation they would win prizes. The motivation in the students was notorious when the game started, they listened carefully to the numbers. In the beginning, it was hard for them to understand the numbers but later was easier. When the number increased, the motivation to win was complete, until the moment to find a winner. The motivation was similar in all the rounds.

**Conclusions:**

-In the clock activity it was evident that when teaching the numbers, the students had a good disposition to learn them and they quickly did, but at the time of playing they were confused because they did not understand the difference between the hours and the minutes well, but little by little they understood and the motivation was greater when the game was a competition.

-In the bingo activity, it could be seen that the students showed great interest in knowing each of the numbers in English in order to complete each of the rows of the game. On a few occasions, they did not remember some numbers in English, in those cases, they asked their classmates in order to learn and complete the table.

-It could also be observed that students are more motivated when a prize can be won with the game, as in the case of the Bingo activity, the students who filled their tables first won and this made their learning even better.



Picture 6. Second GBL session, count the time.

**Table 5.**

*Third Gamification session: days of the week and months.*

**Session Name: Memory activity**

**Third Gamification session**

**Number of students: 37**

**School: Mercedes Pardo de Simmonds Institution**

**Topic: Days of the week and months.**

**Time: 1.30 hour**

**Objective:**

- To learn the days of the week and months in English.
- To make students participate in the activity.
- To have students motivated to learn the days of the week and months in English.

**Materials:**

Flashcards, marker, board, TV, videos.

**Vocabulary:**

Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)

Months (January, February, March, April, May, June, July, August, September, October, November, December)

**Activity:**

There were 20 flashcards; ten of them had the Spanish word about days of the week and months and the others in English. For this activity, it was necessary to divided the group in teams, and the flashcards were set on the board. Each one had a number on the back. Each member of the team must choose two numbers to find the right pair of flashcards. The team that found the highest number of pairs won points (one point to each student).

**Procedure:**

In this session, the researchers started with a warm-up to motivate students, and they had a good disposition for the English class. Then, with two videos was introduced days of the week and months vocabulary. Moreover, the pronunciation was practiced, and finally, the researchers did two teams with the students; the first team that got more correct answers was given one life to each student, but in that session, the time was over, and the students ended in a tie, and nobody got lives.

**Observation Process:**

Students actively participated, paid attention to what the teacher said, and repeated after her when they had to do it. Students showed great interest in receiving a reward, which increased their participation. They wanted to engage in the flashcard's activity because they expected to get points and powers. Besides, this demonstrated that students had understood the topics since they could give some correct responses about the activities. On the other hand, students showed the advance that they had done on their notebooks with the purpose that the teacher gave them her approval. All

of them asked about their power lives and points.

**Conclusions:**

-When the students were divided into teams to do an activity, there was more participation because they wanted to get a reward. Besides, they helped each other.

-This strategy was so essential with this group because it allowed us to control indiscipline because the students could lose points if they did not keep a good attitude and good behavior in the classroom.

-To explain the topics funnily before starting the activity was a good idea, because when we did the activities, the students could answer correctly.



*Picture 7. Third Gamification session: days of the week and months.*



**Table 6.**

*Third GBL session: days of the week and months.*

**Session Name: Memory activity**

**Third GBL session**

**Number of students: 27**

**School:** Laura Valencia Institution

**Topic:** Days of the week and months.

**Time:** 1.30 hour

**Objectives:**

-To learn the different months, week, and weather English vocabulary, learn their correct pronunciation, and know how to ask and tell the time in English.

-To have students understand the weather vocabulary in the video.

-To make students participate in the activity.

-To have students motivated to learn the week, months, and weather English vocabulary.

**Materials:**

Flashcards, markers, board, TV.

**Vocabulary:**

Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)

Weather (sunny, rainy, windy, snowy, cloudy, humid, stormy, hailstone, rainbow)

Months (January, February, March, April, May, June, July, August, September, October, November, December)

**Activity:**

There were 14 flashcards, seven of them had the Spanish word about days of the week, and the other half had written the English word. All flashcards were on the board, and each one had a number on the back. For this activity, students were divided into two teams. Each member of the team had to choose two numbers to find the right pair of the flashcard. The team that found the highest number of pairs was the winner.

**Procedure:**

The researchers started the class with a warm-up about the greetings for 10 minutes. After it was showed a video about the weather, and students had to identify the weather vocabulary. Then was given the days of the week and months vocabulary; the students wrote it on their notebooks and practice pronunciation. Before starting the flashcards activity, the researchers asked them the months vocabulary, it was said the month word in English, and they answered in Spanish and vice versa. Finally, it was made the flashcard activity to review the vocabulary already taught.

**Observation Process:**

When the game was implemented, most children were indifferent to the game. The first student who had to leave to the board, according to the order of departures, had to be taken by the hand of one of the teachers. While another student, the only student who seemed excited, asked him a little anxiously to do so (go to the board). Then, the students chose two numbers, while the others were so attentive to see what was behind the cards. Some of them waited patiently for their turn, and sometimes some of them got distracted by other things. When they started to realize the relation between cards they began to be animated by the game, they raised their hands to be chosen and go to the board, so researchers reminded them that they had to wait their

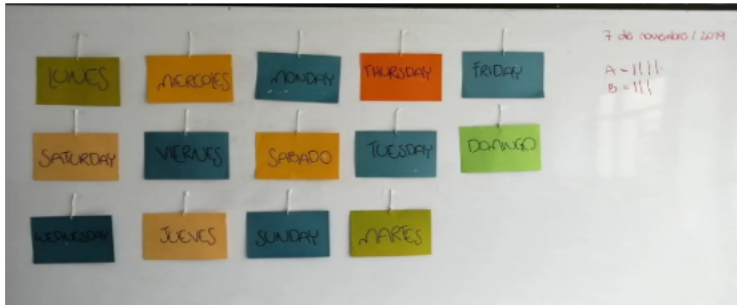
turn. Children who were sitting screamed the numbers in Spanish, but they knew that when they went to the board they had to say it in English. Every time they manage to guess the couple card, they celebrate with screaming and jumping. Students recognized when the cards chosen were related (Spanish and English word) and when they were not. At the end of the game, the winning team celebrated the triumph. It was relatively easy for them to learn the vocabulary of the months, when the researchers asked them, they responded quickly. After they saw the weather video twice, they could answer about the weather vocabulary.

**Conclusions:**

- Sometimes students need to understand the game dynamic, and the researchers have to explain it in the best way. On the contrary, students can get bored.
- Students enjoy games like memory games. Besides, this game helps them to achieve meaningful English learning because they could relate the word and the image.



*Picture 8. Third GBL session: memory game, days of the week.*



Picture 9. Third GBL session: memory game.

**Table 7.**

*Fourth Gamification session: parts of the body and clothing.*

**Session Name: Knowing the body**

**Fourth Gamification session**

**Number of students:** 40

**School:** Mercedes Pardo de Simmonds Institution

**Topic:** Parts of the body and clothing.

**Time:** 1.30 hour

**Objective:**

- To learn the parts of the body and the different types of clothing they can wear.
- To make students participate in the activity.
- To have students motivated to learn the parts of the body and the different types of clothing they can wear.

**Materials:**

Body image, clothes images, marker, board.

**Vocabulary:**

Parts of the body (head, hair, skin, chest, neck, arm, feet, hands, fingers, nose, eyes, ears, mouth, tongue, leg)

Clothes: (t-shirt, shoes, pants, dress, skirt, jacket, jeans, tennis)

**Activity:**

The researchers carried out an activity in which students must assemble their character and dress it according to the instructions said to them. In other words, if the researchers said that they should assemble a girl and dress her with a skirt and

blouse, the students should do it. All indications were given in English and the vocabulary they have seen in this section was used.

**Procedure:**

The session began with a warming up. The researchers worked on the body parts and clothes vocabulary, and pronunciation. After, it was proceeded to start the game that consisted of assembling clothing and body parts with the instructions given. The winning group got a life.

**Observation Process:**

In this session, students worked and learned parts of the body and some clothing. Moreover, they showed good energy, cooperation, and active participation during the development of this activity. Further, it made sure students learned the topic because they could answer and follow the instructions without looking at their notebooks. On the other hand, students had a positive and motivating attitude because some could get power and lives that day.

At first, some students did not want to assemble the sets with the instructions indicated. One team decided to participate and won their corresponding point. At that time, all the teams determined to participate, and when students finished what researchers demanded, they screamed. Later, the researchers had to go from one team to another to verify. Team # 2 won several points, but team # 4 reached the team that was winning. The other teams tried but armed the sets wrongly. In the last round, team # 2 managed perfectly the name of each piece and managed to assemble the correct settings; for that reason, they were the winners. The happiness in the students was evident; they shouted and celebrated the obtained achievement.

**Conclusions:**

-When students felt that they were in a competition, it made their motivation, because they were important to get a reward and the teacher approval.

-Teamwork was essential at the time of assembling the sets of clothes, each of the students when taking a garment, taught the others the meaning of it and in this way, all learned in a meaningful way.

-To repeat the activity by round, the teacher helps students to understand the vocabulary in an easy way, it was excited for the students because they had another opportunity for a good link to the body parts and could win.



*Picture 10. Fourth Gamification session: parts of the body and clothing.*

***Table 8.***

*Fourth GBL session: parts of the body and clothing.*

**Session Name: Knowing the body**

**Fourth GBL session**

**Number of students: 26**

**School: Laura Valencia Institution**

**Topic:** Parts of the body and clothing.

**Time:** 1.30 hour

**Objective:**

-To make the students learn the body parts and the different types of clothing they can wear.

-To make students participate in the activity.

-To have students motivated to learn the body parts and the different types of clothing they wear.

**Materials:**

Body image, clothes images, marker, board

**Vocabulary:**

Parts of the body (head, hair, skin, chest, neck, arm, feet, hands, fingers, nose, eyes, ears, mouth, tongue, leg)

Clothes: (t-shirt, shoes, pants, dress, skirt, jacket, jeans, tennis)

**Activity:**

The researchers carried out an activity in which students must assemble their character and dressed it according to the instructions said to them. In other words, if the researchers said that they should assemble a girl and dress her with a skirt and blouse, the students should do it. All indications that were given to students were in English; here all the vocabulary they have seen in this section used.

**Procedure:**

The session started with a warming up. After, on the board was drawn a body to teach the different parts of it, and students had to draw whatever character they wanted and write the name of the body parts and draw the clothes with their



respective names. Finally, it started the game; the students assemble clothing and body parts with the teacher's instructions.

**Observation Process:**

In this session, the activity was successful, it showed active participation of the students, which helped to embrace the vocabulary done in the class, this was demonstrated during class development, because they were able to follow the instructions and answer the questions about that vocabulary. Moreover, they had a good attitude and they worked as a team because they supported among them.

**Conclusion:**

-To use didactic and dynamic material that students could handle made them more active, participative, and curious in the class. For what students could achieve meaningful learning and internalize vocabulary.

-During the implementation of the games, it was evidenced teamwork among the students because they helped each other and fortified their relationships, therefore students achieved meaningful learning.



Picture 11. Fourth GBL session: parts of the body and clothing material.



Picture 12. Fourth GBL session: parts of the body and clothing game.

**Table 9.**

*Fifth Gamification session: physical description.*

**Session Name: Guess the character**

**Fifth Gamification session**

**Number of students: 34**

**School: Mercedes Pardo de Simmonds Institution**

**Topic: Physical description**

**Time: 1.30 hour**

**Objectives:**

- To have students motivated to learn physical description vocabulary and pointillism.
- To make students participate in the activity.
- To achieve students are able to describe someone.
- To apply the gamification rules to the students.

**Materials:**

Cardboards, colors, pencil

**Vocabulary:**

**Physical description:** Tall, small, green eyes, dark eyes, brunette, blonde, bald, curly, straight, wavy hair, red hair

**Activity:**

This activity, the students had to use physical description vocabulary in English and an artistic subject "Pointillism technique". They should do a drawing about their favorite character using that technique. Then, they had to do a physical description of it with the vocabulary given by teachers.

**Procedure:**

In that session, the researches started with a warm up "Hello -Hello" in order to begin the class with motivation and willingness. Then, it was made a review about gamification rules; it was showed students their avatars, points, lives and powers they had, because they had not worked this strategy for a long time. It was continued to explain the new topic, which was "Physical description". They practiced the pronunciation of the vocabulary. It was made a special activity in which students should describe their classmate, the student that could do it won a power. In the second part of the session; it was explained the pointillism that is an artistic technique in order to do a transverse option with an artistic subject. After an activity was made by the students, they had to draw their favorite character and use the pointillism technique with the vocabulary given in class. Finally, five students won points and one of them won a power. (Coin x2)

**Observation Process:**

When the researchers did the warm up, the students remembered it and they did

without teacher's help. In the special activity, they demonstrated good attitude and willingness. Besides, they were participating actively and they raised their hand at the same time. When they started the activity, students were excited with the exercise because they had to imagine and draw their favorite character. They said to the teachers how their character, clothing, skin color, shape, and character name looked. On the other hand, students were concentrated and enthusiastic doing the activity because they wanted to get power. (Coin x2)

**Conclusion:**

-Even though this strategy was not implemented with students for a long time, they knew the gamification mechanics such as: avatars, lives, powers, etc.

-Due to the transversality, it was made with artistic subjects, it was possible to demonstrate that gamification can be used in different subjects because it is a strategy that motivates students to learn and it facilitates knowledge deeper in a funnier way.

-Since gamification gives points and powers to students, they are more active, in this way the class is more productive.

-It can say when students have the liberty to do something, in this case, draw the character that they like, they feel more comfortable, and their behavior in face the activity improves.



*Picture 13. Fifth Gamification session: pointillism.*



*Picture 14. Fifth Gamification session: physical description.*

***Table 10.***

*Fifth GBL session: physical description.*

**Session Name: Guess the character**

**Fifth GBL session**

**Number of students: 26**

**School: Laura Valencia Institution**

**Topic: Physical description**

**Time: 1.30 hour**

**Objectives:**

- To have the students learn the physical description vocabulary.
- To make students participate in the activity of the physical description.
- To determine the motivation levels of the students.

**Materials:**

Markers, board, voice.

**Vocabulary:**

Hair: long, short, straight, curly, wave, black, blonde, brunette.

Eyes: big, small, blue, black, green, brown, hazel.

Body: fat, thin, well-built, short, tall, and medium-height.

Personality: nice, funny, serious.

**Activity:**

For this session, the researchers played a game named "Guess who" to practice physical description and adjectives. Students must choose one of their classmates, then, the student who was in front of the class had to say the physical description of the classmate he had chosen and the other students have to guess who the physical description classmate was.

**Procedure:**

While students drew any person or a character, the teacher wrote the physical description vocabulary on the board. After students had finished drawing could go out of the classroom and participate in the warming up, and in this way, students who had not finished had time to do it. Once students finished all draws, it was proceeded to explain the physical description vocabulary so they could describe their character draw. After the game was explained, they had to choose a classmate

and prepare what they had to say.

**Observation Process:**

Students were so excited to see the researchers and to know that they were in their English class. So, when it was asked them to do a drawing, they began to prepare it in a calm way. They worked hard. Some students used only pencils and after they used colors and do more elaborate sketches. When they finished, they showed their drawings with emotion and returned to their desks to copy the physical description vocabulary. The warming up allowed to distract students who had finished their pictures, and it allowed them to take air and spread the mind while the other students finished the activity. Children returned to the classroom hyperactive, so while they were calming down, the researchers have to explain them twice, and they started to do their description. In the game, students were excited, and each student wanted to be the person who had been described. Students did disorder because they wanted to participate, but the same game allowed the researchers to ask them to be quiet. When one of the students made the description, the other classmates were guided by the notes in their notebooks, and in this way, they managed to guess which classmate they were describing.

**Conclusion:**

-The students were excited by the activity since they understood the explanation.

Although the students looked at their notes to make sure that their answer was correct.

-To carry out a good activity, it was necessary that the students first have a good level of motivation to perform the activities better and get significant learning. In this case, the students were motivated to guess who the classmate was describing; they

wanted to be whom their classmates describe and to have a turn to do the description.



*Picture 15.* Fifth GBL session: physical description.



**Table 11.**

*Sixth Gamification session: vegetable and fruits.*

**Session Name: Vegetable and fruits.**

**Sixth Gamification session**

**Number of students:** 39

**School:** Mercedes Pardo de Simmonds Institution

**Topic:** Fruits and vegetables.

**Time:** 1.30 hour

**Objectives:**

- To have the students learn some of the vegetable and fruits vocabulary.
- To make students participate in the activity answering “what is this, what is that?”.
- To determine motivation levels of the students.

**Materials:**

Markers, board, voice, photocopies vocabulary, photocopies images.

**Vocabulary:**

Fruits: almond, apple, banana, blackberry, cherry, coconut, grape, lemon, mango, melon, orange, peach, pear, pineapple, strawberry, tangerine, watermelon

Vegetables: beet, broccoli, cucumber, carrot, celery, garlic, lentils, lettuce, onion, peas, potato, tomato, corn, pepper, avocado, bean

**Activity:**

To develop this session, the researchers taught the fruits and vegetables vocabulary and “what is this? What is that?” questions, in order to ask them to the students. First, it was taught the “what is this? What is that?” questions and after the vocabulary

about fruits and vegetables, it was carried out by photocopies, after that, it was practiced the pronunciation. To make sure the students learned this topic it was made the questions "What is this? What is that?" The student who answered more, was the winner of the magic potion.

**Procedure:**

The researchers started with a warm up because the students were too lazy. After, it was continued working the fruits and vegetables vocabulary and it was worked with them on pronunciation, it was said the word and they repeated after. Then it was said them in Spanish and they had to say the correct word in English. During the class they won and lost life points. The researchers gave the students a coloring drawing, but before giving it to them it was asked them the name of the fruit or the vegetable in English and students that were more attentive to answer won a potion. To help with the discipline, it was applied them to a point table by row that finally represented the loss or the gain of life points.

**Observation Process:**

As students were too lazy, the researchers had to do a warm up. With the point table by row, it was achieved silence and attention students. While it was working the fruits and vegetables vocabulary students tried to be quiet and attentive in order to not lose life points. They followed the review and they tried to answer the question in a correct way. When it was started to ask them "What is this? What is that?" questions, they answer the name of the fruit and they said if they like or not the fruit or the vegetable. At the moment, when giving them the image of the fruit or vegetable and we asked them the English name, some of them remembered the correct word and only one student answered almost all fruits or vegetables names and he won the magic potion.

When a student of a row did indiscipline all students of his/her row lost a point life and if all students did indiscipline, this was represented with a 0 in the point table.

After, students began coloring their drawings.

**Conclusion:**

-When students lose points in an individual way, sometimes they do not matter if the classmate is doing disorder; but, when a student loses points in charge of a classmate, he really matters. Then, the affected student starts to ask their partner to silence, sit down and pay attention.

-Students are most interested when the class is going to win a power. In this session they tried to participate a lot because of the power.

-Students like drawing and painting activities because they develop creativity and concentration.



*Picture 16.* Sixth Gamification session: vegetables and fruits, pointillism.

**Table 12.**

*Sixth GBL session: vegetable and fruits.*

**Session Name: Time to go to the Minimarket.**

**Sixth GBL session**

**Number of students: 27**

**School:** Laura Valencia Institution

**Topic:** Fruits and vegetables.

**Time:** 1.30 hour

**Objectives:**

-To make students learn vocabulary about food, fruits and vegetables in a fun way.

-To create positives attitude in the students towards English learning

-To keep all students involved and interested in learning English through fun activities

**Materials:**

Markers, photocopies, cardboard boxes, colors paper, cardboards, colors.

**Vocabulary:**

Almond, apple, banana, blackberry, cherry, coconut, grape, lemon, mango, melon, orange, peach, pear, pineapple, strawberry, tangerine, watermelon, beet, broccoli, cucumber, carrot, celery, garlic, lentils, lettuce, onion, peas, potato, tomato, corn, pepper, avocado, bread, rice, sauce, sugar, salt, egg, milk, cheese, yogurt, chicken, meat, fish.

**Grammar:**

What is this? What is that? It is, this is.

**Activity:**

In this activity, the researchers set 3 stands, on the first there was general food, on the second fruits and in the last one, there were vegetables. These stands were under care of some students who were the sellers. The other students were the customers, these students had to ask for the products using the questions "What is this?" or "What is that?", the seller had to answer "this is a or an..." or "It is a or an..." for practicing the vocabulary previously worked about vegetable, food, fruits, the questions and answers.

**Procedure:**

To start the session, the researchers went outdoors with the students to do a warm up named "jump in jump out" then; it was taught the questions "What is this? What is that?" the answers "this is, it is" and the vocabulary about fruits, vegetables and food. It was carried out this vocabulary using photocopies, each student had one. At the end, to reinforce the activity and the new concepts the students played a name called minimarket.

**Observation Process:**

At the beginning of the class, teachers did a warm up about some commands; students were able to follow it. Students laughed, amused and participated actively. Although some of them did not understand the commands so they followed their classmates. Students listened and paid attention to the vocabulary explanation and pronunciation. They started to relate their favorite food with the fruits and vegetables. In the activity, students personified the seller and the customers, they were able to use the grammatical structures and vocabulary. They were so immersed in the activity working as a team and they showed in a solidary manner

towards their classmates when they did not remember the words.

During the class development, students had a positive attitude to learn the vocabulary, because the topic was interesting for them.

**Conclusions:**

-When students use the vocabulary in context through a game, they are able to understand and internalize it.

-In this activity, when students had to use the vocabulary in a real and dynamic context, it made students work as a team, helping and correcting each other and the class was more fluid and productive.

-In the warm up part, imitation and repetition were very useful to understand the new words.



*Picture 17. Sixth GBL session: time to go to the minimarket.*

**Table 13.**

*Seventh Gamification session: family members.*

**Session Name: Family members**

**Seventh Gamification session**

**Number of students: 37**

**School: Mercedes Pardo de Simmonds Institution**

**Topic: Family members.**

**Time: 1.30 hour**

**Objectives:**

- To make the students learn the vocabulary of the family.
- To make the students participate in the activity related to the topic.
- To have students motivated to learn the vocabulary given by the teachers.

**Materials:**

Cardboard, piece of paper, cord, colors, pencil.

**Vocabulary:**

Father, mother, son, daughter, cousin, aunt, uncle, grandfather, grand-mother, brother, sister.

**Activity:**

The "Family home" activity was individual, since each student had their own home with family members. Each student cut the cardboard with the scissors, the cardboard had the shape of a roof, they cut pieces of paper according to the relatives they have. For example: If the student had a father and a mother, he/she cut 3 pieces (mother, father and student). The teacher opened holes in the

cardboard according to the number of family members. The student passed the cord through the two holes and tied the ends. On the paper, the students drew the family members and wrote the corresponding word.

**Procedure:**

The researchers started with a warm up named "Hello-Hello", then, it was explained that each row was a team, they started with four lives, and if a row showed disorder, they lost all lives and they arrived to the death zone, while the row that showed order, they won a power (Shield). It was explained the family member's vocabulary with a family tree and the students related the corresponding vocabulary, then, they received a copy, where they had to write the name of each member of their family. It was made transversely with artistic subjects.

**Observation Process:**

The students related the vocabulary given by the teachers with the characters of the family tree because it was a popular TV show named "The Simpsons"; they participated with enthusiasm. Many of them wanted to go to the board in order to do the exercise. When they answered correctly, they celebrated with emotion.

They answered screaming and rising from their desks. Many of them told that they had a large family. They wanted to draw their pets and paint their roofs of different colors. They had good conduct since they worked as a team in order to keep their lives, and they struggled to win the power. For that reason, only two rows did not win the power.

**Conclusions:**

-When the group of the students was divided into rows, behavior was the key to obtaining or losing points, in this way it was easier to reduce indiscipline and



increased teamwork so that there were more points for each of the rows.

-To use the TV show images that students already knew, it was a great advantage, because it is easier to understand for them the family member vocabulary and they could relate the vocabulary and the characters.

-To teach the family members vocabulary in the real family context of the students made its comprehension simpler and they could internalize it.



*Picture 18.* Seventh Gamification session: family members.



*Picture 19.* Seventh Gamification session: family members' activity.

**Table 14.**

*Seventh GBL session: family members.*

**Session Name: Family**

**Seventh GBL class**

**Number of students: 27**

**School:** Laura Valencia Institution

**Topic:** Family members.

**Time:** 1.30 hour

**Objectives:**

- To have the students identify family members as well as the correct writing of vocabulary and its proper pronunciation.
- To make students participate in the activity.
- To determine the motivation levels of the students.

**Materials:**

Markers, board, voice.

**Vocabulary:**

Mother, father, daughter, son, grand-mother, grand-father, grand-daughter, grand-son, sister, brother, siblings, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, twins, wife, husband, uncle, aunt, cousin.

**Activity:**

To develop this session, it was taught the family members vocabulary. In the board, there was the family vocabulary in English and in the superior part of the board it was written a word in Spanish of a family member and the student had to choose the

correct English word. If the students did it well, their group got a point and the students had only 30 seconds to choose the word. In order to perform this activity, they were divided into two groups, and finally the group with more points was the winner.

**Procedure:**

While one of the researchers was copying the family vocabulary on the board, the another one was checking the previous homework about the drawing description. Students began to copy the vocabulary on their notebooks and after, it was explained to them the pronunciation and gave them the translated word. As students had an approach to some vocabulary words, the activity was developed without any problem, the students were divided in two groups and began with the game. One student of the A or B group, accordingly, had to choose the correct word. Finally, as there were less than ten minutes, the researchers had a “Hot potato” warm up in order to review the family vocabulary.

**Observation Process:**

Students are always in disposition with the English class. When it was asked them for the homework, they began to show their books and they were anxious to be reviewed. Students finished to copy the vocabulary on their notebooks and they had an active participation in the pronunciation of the vocabulary because they wanted to start with the game. Quickly, students created the teams in order to compete between them. Students wanted to participate in the game and did it correctly to win more points. Students participated actively and tried to avoid the indiscipline because they did not want to lose any points. When a student of a group was wrong, the contrary group celebrated because they knew that this was an advantageous opportunity. In one

opportunity, the researchers had a mistake in the word “yerno” on the table and one student of the group A realized the mistake. This meant that this student was attentive to the activity. After the activity, students without matter if they were the winners or not, they seemed so excited with the game. At the end, a “hot potatoe” activity was used to ask the students about the new vocabulary and when a student did not remember the correct word the other classmates help him/her. This activity made students quiet a lot.

**Conclusions:**

-Students are motivated to compete with each other because there is greater interest in participating in the activity to win.

-In this session it was observed that the students had a significant learning of the topic developed in class because one student noticed that a word in Spanish did not correspond to the translation in English.



Picture 20. Seventh GBL session: family members game.



Picture 21. Seventh GBL session: family members game.

**Table 15.**

*Eighth Gamification session: City places and directions.*

**Session Name: Street**

**Eighth Gamification session**

**Number of students: 36**

**School: Mercedes Pardo de Simmonds Institution**

**Topic: City places and directions.**

**Time: 1.30 hour**

**Objectives:**

-To have the students to ask or to indicate directions as well as the proper pronunciation.

-To make students participate in the activity.

-To determine the motivation levels of the students.

**Materials:**

Markers, board, voice, photocopies vocabulary, photocopies images.

**Vocabulary:**

How do I get to...? Where is the...? Is this the right way? I got lost, excuse me, north, south, east, west, just around the corner, in front of... On one side, in the middle, around, here, there, near, far, on the corner, across, right, left, turn right/ left, turn around, straight on, cross the road, by foot/ car/ bus, street/ road, train station, school, post office, supermarket, restaurant, hotel, museum, library, church, police station, underground, roundabout, up, down, front, back.

**Activity:**

To develop this session, the researchers taught some ways to ask or to indicate directions. It was given the students two copies to each one, one copy had the vocabulary about how to ask for the way to arrive at a place and how to give indications and the other one had a draw of streets with some places on. The students were divided in two groups, and at the end, the group that more places guessed was the winner. A member of one group had to ask for a place and the other members of the groups had to give instructions.

**Procedure:**

The researchers gave the students the vocabulary photocopy and started to explain them what that meant. It was made a revision to the vocabulary and it was given them the image copy. The groups were organized in their desks in order and one group remained in front of the other. Then, it was explained to them that while one member of one group asked for directions, the other group had to give him/her the indications to arrive at that place. It was observed that students had certain problems with the activity, for that reason, a review was completed and it changed the activity. The groups remained, but now one of teachers gave students instructions on how to

get a place and they had to say what place it was.

### **Observation Process:**

Students are always in disposition with the English class. The students were very attentive at the time of doing the vocabulary review. When the activity started the students were too active and too distracted. They worried about losing life points, but they did not try to recover them. After several explanations, they really seemed to have no interest in the game. When it was decided to change, the students began to respond positively. They showed interest in the activity and wanted to participate. Most of the time they were very distracted.

### **Conclusions:**

- It was very rare that students were too lost in this activity, because the researchers asked them the vocabulary and they answered correctly, but in the moment of the game they did not do it, it was very exhaustive to have to explain the activity over and over again, and when it was thought to change the activity, they started to do it well.
- Regarding the order, the students reminded that they lost points, in this way they tried not to make a mess.



*Picture 22.* Eighth Gamification session: city places and directions





**Table 16.**

*Eighth GBL session: City places and directions.*

**Session Name: Street**

**Eighth GBL session**

**Number of students: 26**

**School:** Laura Valencia Institution

**Topic:** City places and directions

**Time:** 1.30 hour

**Objectives:**

- To make students learn direction and city places vocabulary with didactic material.
- Students will be able to use and practice the vocabulary in a fun way.
- To increase students' participation in class.

**Materials:**

Tape, flashcards of city places, thread, photocopies.

**Vocabulary:**

School, post office, hospital, bank, fire station, supermarket, restaurant, hotel, museum, library, city hall, church, bus station, police station, mall, turn left, turn right, between, next to, cross the street, at the end, behind, in front of, go straight, around the corner.

**Activity:**

In this activity, the researchers made a kind of little city using tape, which represented the streets. Moreover, it was divided the group into two teams, some students were in the places of the city, and they had to use a flashcard where places were drawn.

While, the other team was divided in pairs, one of them guided the other classmate in order to arrive to the chosen place.

**Procedure:**

At the beginning of the class, it was made a warm up “jump in, jump out” in order to start the class with energy. Students followed the commands given by teachers, for example when the teacher said “jump in, jump out, jump left and jump right” students had to follow the instructions. After, it was explained the vocabulary about directions and city places using examples in their own context. Then, it was made an activity with the students outside the classroom, named “Little City”. The students represented the different places of the city and the others had to arrive to the correct place.

**Observation Process:**

At the beginning of the class, students were participating in the first activity, they listened attentively to the indications and they were able to follow them correctly. In the explanation, the students participated with the examples given by the teachers; they tried to pronounce the vocabulary correctly with their prior knowledge. The students participated with the examples about their daily life. Besides, the students were expectant for the game used in the session.

In the activity of the Little City, the students could use direct vocabulary worked in the class in order to guide their classmates. On the other hand, students who represented the city places, they could understand when the teacher called them for the name of the place. Moreover, they wanted to participate with both roles (first role: students who represented places. Second role: Pairs who had to arrive to some places chosen by teachers).

**Conclusions:**

-To implement games that allow the students to use the vocabulary and expressions in context, it helps students to understand its uses, and they can apply it in their daily life.

- The activity had a good reception by students because they used their body as the main instrument and it helped them to internalize the vocabulary. The students used the vocabulary without our help and at the same time students worked in a funny environment.

-Although the directions vocabulary was not as well known to the students, they were able to understand it quickly with the help of the activity and through teamwork.



*Picture 23.* Eighth GBL session: little city game.



*Picture 24. Eighth GBL session: little city game.*

**Table 17.**

*Ninth Gamification session: verbs.*

**Session Name: Imitate to win!**

**Ninth Gamification session**

**Number of students: 34**

**School: Mercedes Pardo de Simmonds Institution**

**Topic: Verbs**

**Time: 1.30 hour**

**Objectives:**

- To make students learn the verbs most used in present simple tense.
- To make students use and practice the vocabulary given by teacher
- To achieve students participating in the class.

**Materials:**

Cardboard, vocabulary image.

**Vocabulary:**

Swim, eat, drink, read, write, sing, walk, dance, sleep, run, jump, study, talk, watch, listen.

**Activity:**

Teacher gave the students cardboard and vocabulary images in order for students to create a kind of flashcard. Moreover, they had to relate the vocabulary and the images. The cardboards were divided in 15 parts, which students should cut, then they had to paste the image and write the correct verb.

**Procedure:**

This session started with a warm up named “jump in Jump out” where students had to follow some instructions given by the teacher in order to encourage the class. Each line represented a team that had four lives, they could lose or win them, if they participated in the activities or not. At the end of the class, the line that had most lives won a power “shield”. Then, the teacher explained the different verbs, their meaning and their pronunciation. To make sure, students understood the verbs, they imitated them. Finally, the teacher did an activity to practice the new vocabulary, he/she gave the students cardboard and vocabulary images in order for students to create a kind of flashcard. Moreover, they had to relate the vocabulary and the images. The cardboards were divided in 15 parts, the students had to cut them and paste the images and write the correct verbs.

**Observation Process:**

The students followed the instructions given by the teachers, for example: When the teachers said, “jump” they must jump around the classroom, when teachers said “dance” they danced with their classmates, and the students repeated each word of the vocabulary written on the board. The lines of students participated in the activities with energy and some students explained to the other classmates the meaning of some unknown word.

The students were eager to know what they should do with the images; they curiously asked their English meaning. Then, they painted and cut the images. When the students finished, they lent the scissors to their classmates and showed the finished images to the teacher. Most of them participated and worked as a team in the different activities because they wanted to win more lives and the power.

**Conclusions:**

-When the students were divided into teams, they had a good behavior because they were responsible for the point of their classmates, if they had a bad behavior the whole team lost points. Besides they worked as a team in order to win several points.

-To make activities where students had to use their imagination and their creativity, in order to imitate or do a performance helped to the memorization and internalization process of vocabulary in an easier and funny way.

-The students did not feel any shame when they imitated the professions that teachers gave them in the session, they felt very comfortable with the body movements and that increased their dynamism when acting.



*Picture 25. Ninth Gamification session: mimic activity.*



*Picture 26.* Ninth Gamification session: verb activity.



**Table 18.**

*Ninth GBL session: verbs.*

**Session Name: Imitate to win!**

**Ninth GBL session**

**Number of students: 28**

**School:** Laura Valencia Institution

**Topic:** Actions

**Time:** 1.30 hour

**Objectives:**

- To have the students to imitate and to guess different actions by mimic.
- To make students participate in the activity.
- To determine the motivation levels of the students.

**Materials:**

Markers, board, voice, pieces of paper with actions vocabulary

**Vocabulary:**

Jump, run, move, walk, trot, sing, do sport, eat, sleep, get up, play, cook, read, write, study, create/make, listen, see, pay attention, cry, dance, bike, wake up, sneeze, swim, taste, ask, close, open, cut, go, come, keep, go to bed.

**Activity:**

Students were divided in two groups, one student of each group had to choose a piece of paper that had a word of the action's vocabulary, and he/she had to mime a word and the rest of the group had to guess it.

**Procedure:**

For this session the class began with the action's vocabulary, which would be used to work with students, after, it was made a review to reinforce the vocabulary and to practice the pronunciation. Later, the activity started and the students' groups sat one in front of the other and the student that mimed the action word was in the middle of the class.

**Observation Process:**

At the beginning in the class the students were excited for the English class and they were very still and judicious too. To start the class, the actions vocabulary was written on the board while the students were copying. When students copy in their notebooks, there are children who finish first and others who take longer. When all the students finished copying the entire vocabulary, we agreed to review for practicing the pronunciation of each word, the students repeated after us and so we listened how their pronunciation was and we repeated until they pronounced correctly. Once the review was finished, the activity was carried out, forming two groups with the students to compete between them. When the activity took place, they got excited and there was a greater participation by them, all students wanted to participate at the same time. At the beginning, the students said the words in Spanish for guessing quickly, but they were warned that if they said the correct word but in Spanish, they didn't get the point, so the students started to say the word in English. During the game, the teachers corrected the pronunciation all the time.

The teachers realized that one of the students didn't want to participate in the mime representation because she was so nervous, but all classmates encouraged her to participate and teachers offered her help and she did it. On the other hand, another student didn't want to participate because he wanted to guess, but finally he

participated in the activity. On the contrary, many students wanted to do the mime representation many times.

**Conclusion:**

-The game was well received by the students because from the beginning they were highly motivated because of their active participation.

-The dynamics of the game allowed the students to have meaningful learning, since by carrying out the actions they reinforced the vocabulary learned in class.



*Picture 27. Ninth GBL session: mimic game.*

## **8. Analysis**

The analysis was developed considering the different conclusions and the observation process in the sessions and taking into account the proposed objectives and the stated question for the research.

### **8.1 Analysis of Gamification strategy**

At the beginning of the first gamification session, the researcher asked students some questions which evidenced that they had prior knowledge about video games elements, for this reason, it was easy for them to understand the gamification strategy, which consists on the use of game mechanics as avatars, lives, scores, levels, points in the non-gaming environment what fostered students' motivation, since they were very interested from the beginning of the sessions because they interacted directly with gamification strategy, named their avatars, earned powers, points, and lives.

One of the gamification strategy results was better discipline control during the classes development, which allowed students to gain extra points, for example, when the group was divided into rows or teams and they were responsible for the lost points of their classmates, they showed a better behavior, worked together and were more attentive to the teacher 's explanations. During the activities, students were aware of their score at the points table, and if it was low, they began to ask for order in the classroom, thus, none of them had to face the death zone to recover their lives. Through these activities, it was possible to confirm what Casado (2016) cited by Gonzales (2017) defends "gamification is very useful to learn a foreign language and that the use of points and rewards generates a feeling of belonging to the game."

Additionally, the fact of earning points, lives or powers motivated the students to participate and be active in the classes, especially when there were competition activities and memory games, the students were more active in the activity, they participated several times and were always aware of the flashcards to find the correct pair, this has a parallel with what was said by Gonzales (2017) "Gamification looks for using game elements to attract the student, increase their motivation and interest, therefore it can be applied to any subject to attract the children's attention and that they participate actively."

In the same way, during the individual activities in which students could win powers, many of them lost the fear of making mistakes, answered questions to the teachers and made a great effort to understand the topic, which evidenced what Cordero et al. (2018) said, "The game encourages effort and collaboration, while they are rewarded symbolically for performing tasks established with points, levels, or rankings" for example, in the "tell the time" activity, the students did not know how to tell the time in English, but they even tried to do it.

It is relevant to highlight that it was difficult for students to understand the activities when they used photocopies, for example, when they were required to work with places and directions, they did not seem to be motivated enough, therefore it was necessary to change the activity's strategy into a more dynamic one, and thus, allowing students to feel more comfortable.

Furthermore, when the students used the English topics and vocabulary in daily life contexts, using materials, dynamics, and games, the comprehension process was simple, maintaining the students' attention during the explanations and the activities development, which helped them internalize the information. For instance, in the "family

members" activity, students were interested in knowing the vocabulary meaning related not only with their family members but also with their classmates because some students did not have the same family unit.

Bearing in mind the previous arguments, it is possible to say that gamification strategy has some advantages such as the best discipline control, teamwork, more attention to the teachers' explanations, responsibility, motivation, active participation, loss of fear of making mistakes, and vocabulary in context use, as a consequence, students achieve meaningful learning and accomplish the lesson's objectives. According to the researchers' experiences, gamification is a good strategy since it facilitated English teaching and created a great relationship with students, but also it served to identify some likes and learning student's styles.

## **8.2 Analysis of GBL strategy**

The implementation of games created for a specific class, in order to reinforce or deepen the topics and make classes dynamic and fun, motivated the students to pay more attention to the explanations and participate in the proposed activities. By developing games during the classes, environments where the students had fun and got meaningful learning were created and helped students to participate, keep a high motivation peak, and have a complete disposition towards the English classes. Likewise, working in small groups within a competition helped the tutor to keep the discipline control because students were told that their chances of winning or losing would depend on their performance during the activity.

Adapting the game to different English topics and students, where they used the vocabulary and expressions in the target language contexts, allowed learners to achieve

meaningful learning, it was evidenced when they used the topics and vocabulary studied in class and helped each other to correct their mistakes. For example, in time to go to the minimarket activity, students had to perform the seller and buyer role and had to use shopping vocabulary; at the beginning, students asked for a lot of assistance, but as the activity progressed, they performed it without external help. Kaya (2010) cited by Cordero et al. (2018) affirms that:

When the teacher uses the game to motivate the students, he puts in practice the real-life context by making use of educative materials dynamically and playfully way; he can also introduce several concepts and topics while they were guided to a specific goal.

In the same way, students' engagement was noticed, since they were able to realize and highlight mistakes made by the teachers; for example, in the family activity, the teacher put the word in Spanish on the board, and the students had to choose the correct one in English, so, by mistake, the teacher wrote a word two times, and one of the students pointed the word in English out. Another example was at the time of playing the ball game about animals; it was evident that the students were excited because from the beginning of it, they paid attention and thus understood its dynamics very well, each of them remembered the names of the animals in English, at the end, they helped each other and their participation gradually increased.

At last, it can be concluded that, similarly to gamification, GBL strategy had some advantages that allow to deepen and reinforce the topics, have more dynamics and fun classes, increase participation, lose the fear of making mistakes, foster motivation, set discipline control and achieve meaningful learning. Gonzáles (2017) said that "Students' curiosity and desire to learn will increase greatly if they have fun and enjoy themselves in

class. Therefore, the game has all the necessary features to be a very useful motivator in teaching.”

There is some stuff to compare and analyze between Gamification and GBL strategies, both of them applied warm-up activities, which were developed before the classes started, and in the activities where the students had to follow English commands, that included performing mimics or some activities promoted students' motivation and made them have a good disposition and attitude, they never seemed tired or bored, on the contrary, they wanted to continue that way for the rest of the lesson. Another fundamental aspect to highlight is that activities allowed the students to use the English vocabulary and expressions in context, which helped them to have meaningful learning and have some fun at the same time; to name some examples, in “the memory game” and “time to go to the minimarket” activities there was no need to use photocopies or notebooks, this contributed students to understand and internalize knowledge in a better way since it was enough for them to give instructions, and then, they performed activities without external help. Furthermore, Gamification and GBL strategies are teaching alternatives for the English educators because making materials for the classes are very cheap and can be reused in other activities as well, and the use of these materials, games and fun lessons had a positive impact on the learners, helping them to improve the previous knowledge and the acquisition of new one. Nevado (2008) cited by Cordero et al. (2018) mentions that “through the history, the game has been seen by different methodological and pedagogical as an educational resource that it is an important part in the teaching and learning process.” Besides it, the relationship between student-student and teacher-student improved, and teamwork promoted values among students such as tolerance, respect, collectivism, and solidarity.



Something to highlight about these strategies is that they can be combined in the same class. Gamification is the class rules, while GBL is a game that use to explain and reinforce a topic. They can also be implemented in different subjects because they are flexible strategies; for example, in this project, two artistic subjects (as pointillism technique and handcrafts) were related to English topics like family members, adjectives for physical description, verbs, fruits, and vegetables.

Likewise, Gamification and GBL had a positive impact on third grader teachers of the elementary schools mentioned, and they were interested in using them in their classes, besides, they considered those as innovative teaching alternatives, which help the students to be active, participative, and keep the discipline in class.

The strategies mentioned above strengthened the English learning in the classrooms since they allowed the implementation of the games and their dynamics when teaching. They helped to achieve meaningful learning of this language and create an environment of empathy, collaboration, and teamwork, which was a high advance in the students' English learning process.

## 9. Conclusions

- Gamification and GBL activities designed facilitated meaningful English learning for students because they promoted dynamic activities and helped to deepen the topics.
- The development of new teaching alternatives produced a learning curiosity in children and made them more attentive to the classes and they participated in the activities and did the best efforts to get a prize and win.
- The motivation level of students was determined by their happiness, cooperation, and participation in each gamification and GBL session.
- The gamification strategy implementation allowed better handling of discipline due to the students not wanting to lose points or lives. When researchers reminded them the gamification rules, they improve their behavior.
- Implement games that allowed the use of English topics in context helped the students to achieve a significant learning because they understood and used the vocabulary.
- In the gamification strategy, awarding incentives such as points, lives and powers allowed students to lose the fear of participating no matter if they were wrong and they had active participation in classes.
- The gamification and GBL strategies promoted values among students such as tolerance, respect, collectivism, and solidarity. In addition, it was created an environment of empathy, collaboration, teamwork, improvement and help when achieving meaningful English learning.
- In Gamification and GBL activities students used didactic and dynamic material that produced them curiosity and participation in an active way. For what, it is possible to

say that these strategies are extrinsic motivators that helped the students to get meaningful learning.

- The activities designed were not expensive, it is possible to make quality material that can be reused, and some games do not need money.
- Although gamification and GBL strategies have different characteristics, they can be combined in a same class, they complement each other. Further, both strategies are flexible in the sense that they can be used in different subjects.
- Gamification and GBL strategies are different teaching alternatives for English teachers, in addition, both strategies are beneficial because they promote students' motivation to learn this language.

## 10. Recommendations

The research process allowed researchers different experiences and achieved the objectives for this proposal on gamification and game based learning (GBL). The implementation of the strategies in the English classes at Mercedes Pardo De Simmonds and Laura Valencia Elementary Schools in third graders showed that they were innovative for them despite they are not new in the education area, for this reason, this is an invitation to continue looking for this kind of proposal to enhance the English processes in institutions where the access to this opportunities is not possible. Therefore, it is considered pertinent to make some recommendations to future bachelors in Modern Languages, researchers, and teachers.

- It is recommended to continue researching how to implement the gamification and GBL activities as innovative for the English learning. Since these promote the students' motivation to learn this language. It is also suggested to conduct researchers for extended periods to know more about children's likes and dislikes to be included in the topics design and get from the student attention and cooperation in the sessions.
- For the educational institutions where the project was implemented, it is recommended the adaptation of the spaces to do activities in a comfortable way, this allows students to develop creativity and learning.
- To encourage future teachers to use these strategies or one of them and be part of this experience that shows teaching alternatives and facilitates the students' learning.
- It is recommended that teachers do not put aside gamification and GBL strategies in their teaching because they have many benefits like dynamic classes, student

motivation, and active participation, among others. Furthermore, the activities did not have a high-cost and materials can be reusable.

- Use gamification activities in English classes allow students to get more information about the new language while competing and having fun. Further, the correct participation in each activity helps them to obtain rewards, and the motivation increases when they respond appropriately. On the contrary, when they respond wrong, they feel committed to improve their answers and obtain some benefits the next time.
- It is proposed to use the gamification strategy in the English classes because it promotes attitudes and values such as teamwork, tolerance, empathy and respect. Likewise, it makes the classes more dynamic through the game mechanics getting students to motivate towards English learning.
- It is recommended that teachers use these strategies during the classes' development, since they have many advantages, for example, they promote leadership, communication skills, collaborative and cooperative learning in students, strengthening their autonomous learning and improving interpersonal relationships into the classrooms.

## 11. Limitations

Some particularities were evident during the implementation of this project, but they were not obstacles to achieve the proposed objectives and the methodology stated at the beginning of this research.

- Little space in the classrooms did not allow students to move freely around it and do the activities comfortably what made it necessary to carry out some activities outdoors.
- The lack of electronic availability, which was necessary to develop the strategies in the way that the researchers had thought.
- Cancellation of the class sessions due to different circumstances: teachers' strike and activities organized in the schools.
- National strikes caused the cancellation of classes in the different Elementary schools and high schools in the country that did gamification and GBL strategies implementation a discontinuous process.
- Due to the Coronavirus Pandemic, these elementary schools must cancel their classes, for this reason, the last sessions could not be carried out, for what, the analysis was developed with 18 of the 20 sessions planned.

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### CONSENTIMIENTO INFORMADO A PADRES O ACUDIENTES

Estimado padre de familia o acudiente

El propósito de esta investigación es implementar el aprendizaje lúdico (gamificación y aprendizaje basado en juego ABJ) como estrategias innovadoras para la enseñanza del inglés de los estudiantes de grado tercero, de la Institución Educativa Laura Valencia del Municipio de Popayán. Para ello, se realizarán sesiones de aprendizaje basado en juego (ABJ) durante el horario académico de la institución con duración de 2 horas; en donde se implementará el aprendizaje lúdico. Este se divide en dos ramas: la gamificación y el ABJ. Este proceso estará enfocado en una metodología de enseñanza conocida como Aprendizaje basado en juegos (ABJ) el cual consiste en el uso de juegos para el aprendizaje del inglés, las cuales serán registradas en grabaciones y fotos. Por lo anterior, yo \_\_\_\_\_ mayor de edad, padre, madre o acudiente del estudiante \_\_\_\_\_ he sido informado acerca de las sesiones y registros de grabaciones y fotos que serán realizados por los estudiantes de la Universidad del Cauca Laura Gómez y Luis Miguel Paz.

Luego de haber sido informado sobre las condiciones de la participación de mi hijo en las sesiones y registros de grabaciones y fotos, y comprendido el propósito, entiendo que:

- ✓ La participación de mi hijo o los resultados obtenidos por las personas encargadas no tendrá repercusión o consecuencia en las actividades escolares, evaluaciones a calificaciones del estudiante.
- ✓ Al finalizar las sesiones, los datos recolectados a través de los instrumentos serán utilizados en el trabajo de grado de las estudiantes encargadas.
- ✓ No habrá ninguna sanción para mi hijo o estudiante del que soy acudiente en caso de que no esté de acuerdo en participar.
- ✓ La identidad de los niños no será divulgada los nombres serán cambiados.

Atendiendo a la normatividad vigente sobre consentimientos informados (Ley 1581 de 2012 y Decreto 1377 de 2012), y de forma consciente y voluntaria.

DOY EL CONSENTIMIENTO

NO DOY EL CONSENTIMIENTO

Para que mi hijo sea parte de las sesiones y registros de grabaciones y fotos a realizar en la institución educativa.

Nota importante: La fecha de iniciación para esta investigación será el día 06 de junio del corriente, de 7:30 a 9:00 am, por consiguiente, es necesario que este documento de consentimiento sea respondido con anterioridad.

Muchas gracias por su colaboración.

Firma: \_\_\_\_\_

## Appendix B. Diagnostic test



Licenciatura en Lenguas Modernas Inglés-Francés.

Nombres y apellidos: \_\_\_\_\_

Edad: \_\_\_\_\_

Las siguientes preguntas nos ayudarán a desarrollar mejor nuestras clases de inglés, por favor, ayúdanos a contestarlas...

1. ¿Qué clase de juegos te gustan?

---

---

2. ¿Te gusta jugar en la clase de inglés?      SI \_\_\_\_ NO \_\_\_\_

3. ¿Crees que a través de los juegos puedes aprender algo?

---

---

4. ¿Te han enseñado juegos en la clase de inglés?      SI \_\_\_\_ NO \_\_\_\_

5. ¿Qué temas has aprendido con los juegos en la clase de inglés?

---

---

6. ¿Podrías nombrar algunos juegos que te hayan enseñado en la clase de inglés?

---

---

7. ¿Te gustaría que se realizara juegos en la clase de inglés?      SI \_\_\_\_ NO \_\_\_\_

¡Gracias por tu ayuda!



## Appendix C. Field diary

♡♡♡

Fecha \_\_\_\_\_

Colegio Laura Valencio

Docente Lorena-Lili

grado 3

Nº estudiantes 22

Hora de inicio - Finalización 8-

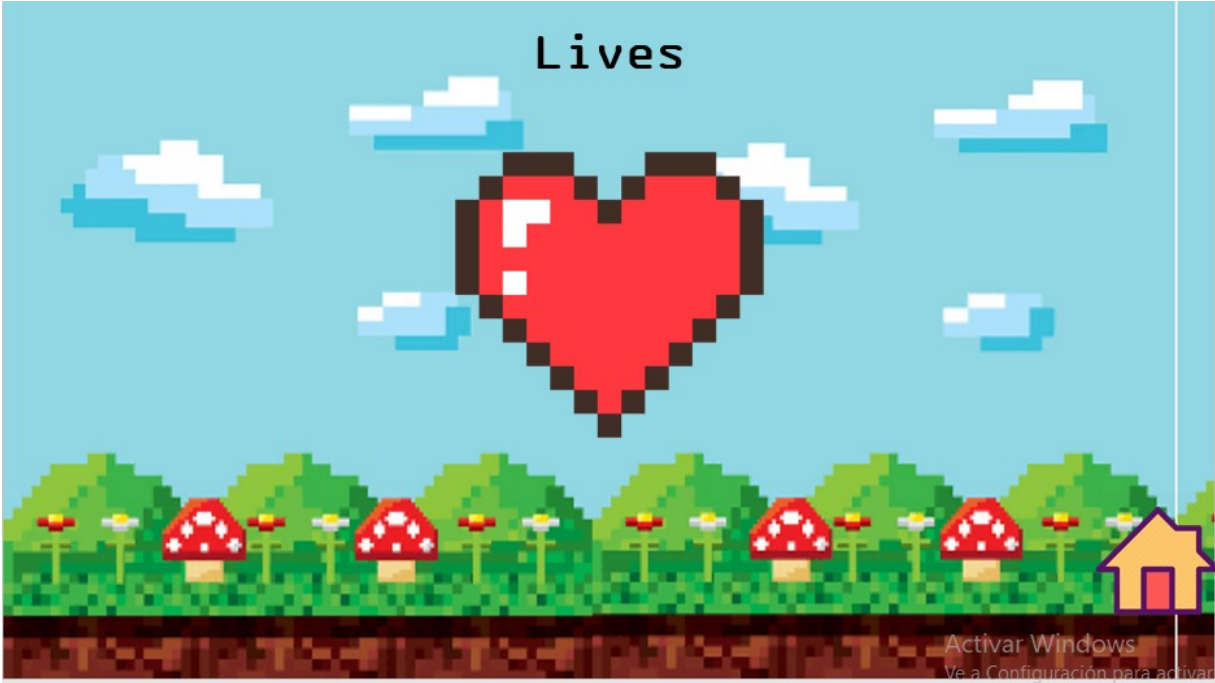
Observación: los estudiantes están en grupos de 4 y 5 personas formando un cuerpo el cual fue dado por los docentes, la docente les da ordenes de la parte que deben colocar y entre ellos se están apoyando tratando de colocar la parte correcta que la profe les dijo, también están vistiendo el muñeco con la orden que la profe les da, los estudiante están muy activos y hablando entre ellos para armar y vestir el cuerpo como se les pidió, en particular hay una niña que no se siente a gusto con la actividad, porque al parecer es en grupo y ella dice no tener amigos

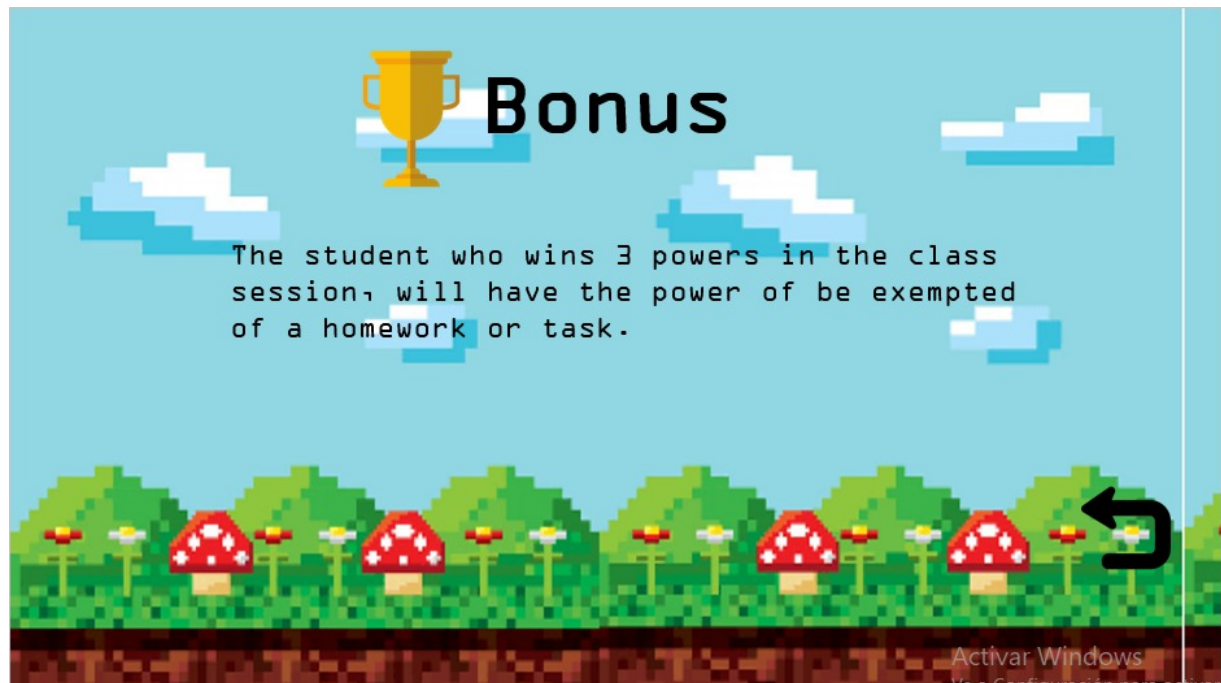
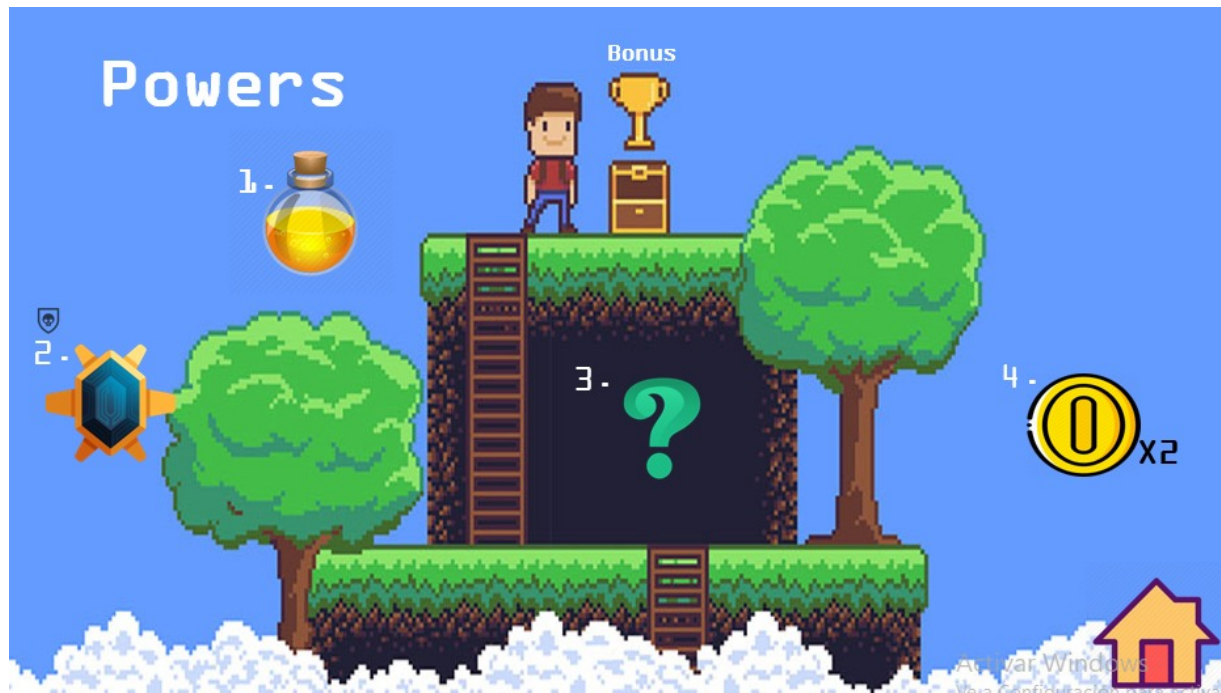
- En la sesión 4 con el grupo de GBL se logró desarrollar las actividades propuestas, y se evidencian la participación activa de los estudiantes, logrando interiorizar el vocabulario enseñado, esto se comprobó con el desarrollo de la actividad, esta actividad también tuvo buena acogida por los estudiantes ya que durante el desarrollo estuvieron muy participativos y con buena actitud, además que se miró el apoyo que se estaban dando entre sí, lo que logró que la gran mayoría de los estudiantes comprendieran el tema

Primavera



Appendix D. Gamification







## Appendix E. Avatar's names

Gamification "Mercedes Pardo de Simmonds"				
Names	Avatar	Lives	Powers	Death point
Anaconda Ante Anderson Andres	Dipper	♥♥♥		
Anaconda Portilla Laura Carolina	Sofia Cratre	♥♥♥	👤	
Añasco Quinayas Lauren Sofia	Blanca nieves	♥♥♥	👤	
Avila Ledezma Evelyn Geraldine	Corazon	♥♥♥	👤	
Bueno Torres Jady Sofia	Gatito Gamer	♥♥♥		
Castrillon Bobadilla Martin Alejandro	Oro	♥♥♥	👤	
Ceron Angulo Isabela	Diamantes	♥♥♥	👤	
Ceron Romero Diego Alejandro	El good	♥♥♥		
Ceron Quira Stiven	Miguel 1	♥♥♥	👤	
Certuche Manzano David Jashua	Dragon	♥♥♥		
Chilo Pantoja Juan Jose	Droster	♥♥♥	👤	
Cordoba Gurrute Clara Isabel	El amor de la reina	♥♥♥	👤	
Cuchala Guerrero Ivan Camilo	Miguel 3	♥♥♥		
Endara Rodriguez David Santiago	Wakabayashi	♥♥♥	👤	
Gomez Carlos ama Miguel Angel	Maxis	♥♥♥		
Guacheta Djeda Juan Jose	El demonio	♥♥♥	👤	
Inchima Peña Karol Thaljana	RxP	♥♥♥		
Lopez Valencia Juan Diego	sactor	♥♥♥	👤	
Luligo Ramirez Tatiana	Luci	♥♥♥	👤	
Luligo Rivera Gabriel Andres	Aton game	♥♥♥		
Mercado Ortega Silvana Marcela	El amor de la guerra	♥♥♥	👤	
Muñoz Ramos Dylan Yesid	Dios	♥♥♥		
Ordoñez Tumbo Tomas Simon	Goku	♥♥♥	👤	
Perez Suarez Miguel Angel	Miguel pro	♥♥♥	👤	
Potosi Firole Samuel Fernando	Shadow	♥♥♥	👤	
Puscus Manquillo Maria Camila	Mi patrona	♥♥♥		
Quiroz Chamorro Isabel Tatiana	Princesa Power	♥♥♥	👤	
Rengifo Velasco Yoly Dayana	Guerrera en llamas	♥♥♥		
Sanchez Carvajal Jhonatan	Juan Jose	♥♥♥	👤	
Santacruz Calle Carlos Samuel	Cristiano Ronaldo	♥♥♥		
Silva Cuero Taina Alejandra	Andres	♥♥♥	👤	
Tombe Jimenez Diego Fernando	Messi	♥♥♥	👤	
Trujillo Leon Cristhian Johanes	It	♥♥♥		