Using Rewards as a Gamification Strategy Inside the English Classroom

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Contextualization

This research takes place in a private school located in Bosa, Cundinamaca called Colegio Miguel Angel Asturias. The study plan contains regular normal subjects such as, present simple, past simple, present perfect and so on. According to the principal, the school is interested in reinforcing English as second language in their students and that is why, English has five hours per week per course. There is not a pre-determined method or approach to be used in the institution regarding the teaching of the second language; they only give you the study plan and you, as teacher, are free to develop the plan as you consider the best way to do it. A consent form was signed by students, which give authorization to carry on the study (see appendix A).

I am currently working my project with seventh graders; they are between the ages of 11 and 14. There are two groups of students. One of them is going to be called "Control Group" and the other one is going to be named "Experimental Group". In total, they are 52 students. 31 girls and 21 boys. The school is located in a low socio-economic stratum. There are about 600 students. The school has a systems room with a good internet connection It also has an audio-visuals room. Students were asked to buy an English text called World English.

As usual, at the very beginning of the year, I carried out a Needs Analysis in order to know what kind of students I was facing, in terms of level of proficiency in the second language and in terms of motivation. The instrument I used was a test. I checked the study plan provided by the school and found that students were supposed to have learned the verb to be and the present simple tense, so I wrote a series of sentences on the whiteboard in which students had

to write the translation into Spanish, the negative form and the questions but, unfortunately, they did not know almost anything about it. They did not know almost any verb in English.

These are the statistical results:

The test was applied to all 36 students. Attached you could find 1 of the tests I applied.

The first part of the test was to define the level of proficiency in the second language.

10 out of 36 students tried to translate the sentences, it means that 72% of students did not know the meaning of the verbs into Spanish, even knowing that the four verbs I used to make the test, were very common verbs; eat, drink, sleep and watch.

Only 14% of students included the auxiliar "Don´t" or "Do" in their answers.

The second part was intended to know other aspects related to the motivation that students have when they face their regular English classes.

Question number one: *which were the main learning tools that were used in the English classes last year?*

Answers: (Students were able to choose more than one option)

Book: 100% of students chose this option

Games: 22.2% of students chose this option

Videos: 0% of student chose this option

Printed guides: 27.5% of students chose this answer

As we can see, according to the student's answers, the teacher they had last year used to perform the English classes, almost always based on the book and printed guides. Some of they said that the teacher sometimes used games, and any of them said that their last teacher used videos in the regular classes.

Question number two: *How important is to learn English for your future?*

Answers:

Very important: 27.5% of students chose this answer

Important: 41.5% of students chose this answer

Not important: 16.5% of students chose this answer

I don't care: 14.1% of students chose this answer

As we can see, most of students think that English is going to be important for their life when they grow up. 70% of students consider English important, while 30% of students said that English is not important.

Question number three: *Which of the following is your favorite subject?*

Spanish: 15 students chose this answer

English: 2 students chose this answer

Math: 0 students chose this answer

Social studies: 14 students chose this answer

Religion: 5 students chose this answer

As we can see, most of students prefer Spanish over the rest of the subjects. Nobody considers Math as their favorite subject. For the matter of this paper, only 2 out of 36 students said English was their favorite subject, which corresponds to the 5.5% of the total of students

Question number four: *Do you feel motivated when you attend to the English classes?*

Very motivated: 2 student chose this answer, which corresponds to the 2.7% of the total of students

Motivated:11 students chose this answer, which corresponds to the 22% of the total of students

Not motivated: 34 students chose this answer, which corresponds to the 67% of the total of students

I don´t care: 5 students chose this answer, which corresponds to the 8.3% of the total of students

As we can see, most of students do not like English. 27 out of 36 of them said that they don´t feel motivated when they have to attend to the English classes. It represents the 77% of students who don't feel like attending to the English classes.

Question number five: *Score the English classes from 1 to 10. 1 is the lower grade and 10 is the higher grade.*

After doing the Math, the average score for the English classes were 3.5 out of 10.

After analyzing the results, these are the qualitative conclusions:

1) Most of students do not know the most common verbs in English

2) Almost any student knows the auxiliaries DO, DOES, DON'T or DOESN'T to make sentences when using the Simple Present Tense.

3) Students are not used to learn through games

4) Most of students know the importance of learning English as a second language.

5) English is definitely not one of their favorite subjects.

6) Most of students do not feel motivated to attend to the English classes.

7) The average score students gave to the English classes is very low. If the top grade is 10 and students gave a 3.5, it means that they have a very poor perception of the regular English classes.

Research Statement

Life has given me the opportunity to be part of the selected group of researchers around the world who are worried about the way a second language should be instructed by teachers. Throughout the university career, we have read about different teaching methods and approaches; we have given some classes; we have designed some lessons plans. In other words, we have tried to understand the teaching and learning process as a whole, trying to adapt our beliefs to a particular method or approach. In my particular case, I have been so into the communicative approach since the very first day that I knew it existed because, when I was at school in my early years, I was never taught trough this approach, even do this theory isn't new at all. My teachers were always stuck with the grammar translation method. A regular English class of mine was about the verb to be and translating texts from English into Spanish.

Once I heard about the Communicative Approach it was revealing. The idea of applying dynamics and activities in the classroom entirely in English was something new and interesting, so, I started to read about this way to teach and I began to implement the theory to my classes. I thought that I was going to change the world by applying these kinds of activities, what's more, my students seemed to have a particular interest in my classes and they seemed to be pleased with the activities I was carrying out with them. I put so much effort on my first year of classes using this approach, but somehow, at the end of the process, I could see that students didn't learn as much as I was expecting them to learn. At that point, I started to think that the communicative approach itself wasn't as effective as I considered at first.

After leading some classes entirely in the second language, I could find that:

- Students got frustrated because there was a communication failure. They didn't understand clear my speech and they couldn't express themselves because they were lacking vocabulary and structures.
- Students lost interests easily in the class because they weren't motivated in learning. As far I could see, they were happy because of my pedagogical style, it is, the communicative situations that I created for them but they were not interested in learning.

Watching that I wasn't happy enough with the results of my implementations in the classroom with a communicative approach, during my second year as an English teacher I introduced the Total Physical response method to my classes. This is a very interesting and fun way to teach English with kids because it is much appropriated for young learners, so, I mixed them up. I designed activities which involved both methodologies, TRP and communicative language teaching. It was an interesting year where I learned so many things, but did my students learn? Or, they just had fun?

At the end of that year I wasn't happy either with the results. I could see that as much as I tried, students were still lacking structures; how did I realized about it? Because as I was teaching them without focusing in the structure of the language, they didn't have idea of how to use the present tense. Ok, it is supposed that students should learn that tense through practice, but what I did in the classroom was enough and gave them enough linguistic tools to really help them to use that particular tense in their regular English speech? Was the exposure to the second language enough for them? What about the past tense? Did they listen enough verbs from me in present and past during the whole year? Did they understand

the use of the auxiliary “do” and “does” to make sentences in the present? The answer to those questions is no. And it is normal because I never taught them those grammatical structures.

When I started my fourth year as an English teacher, I had new beliefs about the teaching and the learning process. I could see that giving students grammatical lessons weren’t as bad idea and that giving them that theory would give, at least to me, the tranquility that they were instructed about this and so, if they do not learn, it is because, and up to them. So I decided to incorporate more methods to my pedagogical style. I love TPR and I kept thinking that the communicative approach is a good way to teach, but I incorporated some grammar translation and some task-based method.

I finished my third and my fourth year as an English teacher using a mixture of those four methods or approaches. But at the end of that process, there is still this feeling in my inner self that is telling me that there is something wrong about the way I am teaching. There is something missing. What is it? if I have been trying to teach specific contents to many students, using the methods described above and they are not learning, at least not everything I have tried to teach them, Is it really a matter of a method? Is it really a matter of finding the “best approach” to transmit knowledge? And so, many more questions arrive to my mind

- Have I been a terrible teacher through all this time?
- Haven’t I applied the activities the correct way?
- Do I still have misconceptions about the communicative approach?

- Is the communicative approach what non-bilingual schools need as the main teaching method?
- Is the time intensity in the curriculum a crucial factor that facilitates or makes it hard to learn the second language?
- Is house homework necessary for children to practice what seen in the classroom? If so, what about the rest of the homework of other school subjects?
- If students do not practice at home and they only practice in the classroom, are they going to learn the second language?
- Have I been applying activities in a disarticulated manner?

And the most important question I can do to myself:

Is there a way to increase students' interest in learning?

When I reached this school this year I could see that the reality here is not too far from my previous experiences. I applied a test and a survey as a need analysis which was divided into two parts. The first one was intended to know the level of academic knowledge that students had and the second part was a survey intended to know the level of motivation students show for their previous English classes. The results were not too different to what I thought they would be. Students said that they are not used to learn through games. Instead, last year the teacher conducted the course based on the text book and printed guides. I also asked them to give a quantitative grade to the English classes and it got a 3.5 out of 10, it means that students feel that English classes should be more interesting. I also asked them about how motivated they felt about receiving English classes, and once again, the results were not the best ones.

So, the question now is, if I have already been in touch with the communicative language teaching, with the Total Physical Response method, with the Task-based method and I'm not happy with the results, what should I do now? What to implement? What's next in my search of a method or pedagogical style that gives me a good sensation about the teaching and learning process?

Suddenly, reading and searching information about this, a new word appeared. A new term that changed everything. All of a sudden, the word GAMIFICATION comes into play. As far as I read, the word gamification was coined by Nick Pelling in 2002. According to David Folman (2015) *gamification is the process of using game theory to inform an activity or incentivize participants.* As a first closing to the term, it seems that gamification is bringing some sort of games and rewards to students in order to catch their attention. Not anything that i haven´t tried in the past. As I told to my superior, the academic coordinator, I have always used gamification here and there in my classes, but I haven´t heard about the term. So, let´s check another description: McMunn (2017) says that *gamification is the application of game attributes to non- games settings.* Does it mean that, can I use games into the classroom to make the process of learning more effective? What is gamification?

What if the gamification is the answer to all those questions I quoted above? Maybe the problem was not with the application of a particular method, but instead, maybe is bringing games and rewards to the teaching-learning process what has always been lacking in my classes. So, l am going to use all the gamification theory that it can be used in this course to try to prove if gamification is what I was needing all of this time.

Research Question

What is the impact on students' motivation when they are taught through a gamification technique (rewarding)?

General Objective

To implement a gamification technique inside the classroom, in order to verify if it has a positive impact on students' motivation

Specific Objectives

- To design a strategy, based on the main concepts of Gamification, and to apply it during a period of time inside the classroom, in order to verify if it increases the level of students' motivation
- To observe the demeanor of two groups of students; one being taught with the gamification strategy and the other one, without it
- To collect data related to the differences found between the two groups of students in order to conclude if gamification must be included from now on in my regular English classes

Justification

According to the information collected in the needs analysis, students do not feel comfortable with the way classes were conducted last year. They said that games was not one of the main tools used by their last teacher to teach the second language. So, students will be benefited with this project because it is expected that gamification brings into the classroom another way to learn and another way to see the subject. It is expected that at the end of this research, students feel that learning English can be enjoyable and the level of motivation and satisfaction increase notably.

It is expected that this research has a huge impact on all the educational community, not only on students, but also on the principal, coordinators and parents of family because classes will have an extra component that has never been used before with these kids: gamification. So, I expect that applying this tool in the regular classes will engage all the educational community when students' motivation increases notably.

One the key words for this research is the word "motivation" and it will certainly appear over and over again because this is the main factor that is going to be studied with this project, so, in this order of ideas, let's take a look at what some documents have to say regarding this particular aspect:

On "Modelo Para la Implementación de un Programa de Formadores Nativos extranjeros" a document from the Ministry of education of Colombia, which was released in 2016 led by the National Educational Ministry, Yaneth Giha, (which can be found in the official web page here http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/1%20Modelo%20de%20implementaci%C3%B3n%20-%20Completo%20en%20espa%C3%B1ol.pdf)

they said that (...) *the motivation of her students was a plus to the activity to be easier to held, so, we can see that using some activities that engage students lead to a way to overcome difficulties in the classroom (*Page 103*)*

On the National Bilingualism Program (page 250) they say that (...) *learning this language requires of a high motivation and interaction.* On the other hand, the National Bilingualism Program, which was published in 2004 by the Ministry of Colombian Education, says that by the year 2019 students who finish their secondary studies must have a B1 level or proficiency according to the Common European Framework, it means that students are supposed to be able to *Identify the purpose of a medium length oral and written texts related to topics of general and academic interest and share it with others and to write opinion texts about academic topics using a clear and a simple structure*(Page 25), among others.

For the matter of this research project, we have to have in mind the standards that students of seventh grade are supposed to achieve. Off course we have to take a look at the standards they had to have accomplished by the end of their sixth grade. The information in table 1 taken from the DBA (Basic learning Rights). For this particular point, a check or a cross is going to be added in front of each standard, according to what students of seventh grade in this institution actually can or cannot do. The cross means that students have not reached this item and the V means that students actually reached that item:

Table 1

Standards seventh graders should have accomplished by the end of their sixth grade

Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances	X
Requests and provides clarification on how names and unknown words are spelled	X
Understands and uses familiar words and short phrases about routines, daily	

activities and preferences.	X
Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding.	X
Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences	X
Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected to familiar events	X
Writes basic personal information in preestablished forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc	X

According to the table above, students in this institution are far from the standards suggested by the DBA. I had in mind only the standards of sixth grade because I am doing my research with seventh graders.

One of the many questions that we can utter here is: What is the reason why students have such a low level of proficiency in English? is it because of the previous methods? Is it because of lack of motivation? are those standards made for bilingual schools? Are those standards impossible to reach for a school like this? However, this research does not intend to find the reasons why students have that level, but what we are looking here is to implement gamification in order to catch students’ attention in the subject, and so, help them to learn the language and, eventually, reach those standards cited.

As I wrote in the research statement of this paper, I have a huge concern about how to become an effective teacher. I have been in touch with students since 2012, when I first went to a classroom as teacher and since that moment until now, I keep struggling with that. I have learned

to love my profession. I feel that I have what some colleagues call "vocation" or "the calling" because I really feel that I can help to make a better world through everything I can teach to my students. But somehow, I feel that teaching grammar structures and making communicative activities are not the only things I can do. This is why I am enjoying while I implement a gamification technique, because I have faith in the positive results that can be reached by applying it in the course. After doing this research, I know I will be a better teacher because I will know the effects that gamification have on student’s behavior.

Related Studies

Goh Yung Hong. Effects of gamification on Lower secondary school Students' Motivation and Engagement. International Journal of social; Behavioral, Educational, Economic, Business and Industrial Engineering
Volume 8/ 12 2004;

Once I know what Gamification is and how to apply it in the classroom, I found this paper in which the author explains the effects that his implementation of gamification inside a group of students had. This kind of studies are a very important source of information to my project because this is almost exactly the same thing that this research pretends to explore with my group of students. I want to know if a gamificated course is more responsible and shows more motivation. The author here talks about the intrinsic motivation. Is well know that a game inside the classroom and a system of rewards is a full example of extrinsic motivation, but what happen to the intrinsic motivation when gamification comes into play? The author says that motivation is a process that initiates, guides and maintains goal-oriented behaviors which causes is to act in order to obtain a desired outcome and intrinsic motivations are motivator that arise from within the individual that are often intangible and subjective such as solving a complicated cross-puzzle purely for the personal gratification of solving problems. All of these concepts are definitely related in all levels to my project.

In terms of methodology, the researcher employs two-group posttest-only experiment design where one group receives the gamification teaching method (GTM) while the other group gets the conventional teaching method (CTM) and a comparison was made between them. (...) a

significant difference result indicates that participants who had gone through the GTM lesson were generally displaying and were experiencing a higher motivation level to learn compared with participants who went through the CTM lesson. (Taken directly from the study). The research instrument used in this research consists of a hardcopy questionnaire that has three parts:

Section A consists of simple instructions, gender demographic, and the adopted Student Engagement Instrument (SEI) questionnaire; Section B consists of the adopted Intrinsic Motivation Inventory (IMI) questionnaire; a brief glossary of selected words and its Malay language translation as a separate sheet for the participants' reference. (Taken directly from the study) Although only differ marginally, gamification teaching method did show better potential in raising student's engagement in the classroom when compared with the conventional teaching method. This finding shows that the gamification teaching method is likely to be the solution to the current issue of low motivation to learn and engagement in the classroom among lower secondary school students in Malaysia. Furthermore, gamification is flexible enough and adaptable for academic use in local settings. Educators should consider to gamify their content to raise their student's motivation and engagement level in the classroom while the policy maker should consider gamification approach in their decision making while drafting future education policies and strategies. (Taken directly from the study)

The online version of this paper can be found in

https://pdfs.semanticscholar.org/ec62/68b92b817f583e94e94176ca2096cccf9eac.pdf

Sze Lui. Use of Gamification in Vocabulary Learning: a case Study in Macau. University of Macau.Macau. 2012

The importance of reading studies on gamification in educational contexts lies on the need to understand the way gamification can be applied inside the classrooms; in watching the different methods and the conclusions of these studies and to see the way it can relate to this particular project. In this case, the author introduces us to the way she implemented gamification to teach vocabulary. Sze Lui LAM is a senior instructor in the English Language Centre at the University of Macau. She has been teaching English as a Foreign Language to learners ranging from primary to tertiary education. Her research interests include motivation, learning styles and strategies, and e-learning. She says that motivation is crucial in learning; even if a student has the skill to solve a problem, he/she will not do it if there is not enough motivation. The first step was to select a list of vocabulary words from students' textbooks. The researcher used Content Generator and Jeopardy Labs to create interactive online vocabulary activities to review the target vocabulary with students. Both games are available free online. Students were taken to the computer lab to play this game to review the vocabulary words that they had learnt. (Taken directly from the study). Gamification has been shown to make education more interesting and engaging. It helps students to become more motivated towards learning because of the positive feedback they get from the game which then stimulated them to learn. However, when a course or even an activity is gamified, a clear goal must beset. If a game is well-planned, it can increase students' motivation, engagement, and cognitive development. From this study, it is shown that gamification could improve students' attitudes towards language learning and that the appropriate use of gamification can enhance learning. (Taken directly from the study)

The digital version of this study can be found in http://www.nus.edu.sg/celc/research/books/4th%20Symposium%20proceedings/13).%20Sze%20Lui.pdf

Boris Magdalena: Implementing game elements into didactic process: a case study. Poland. Lublin, University of Technology. June 2013.

This study shows many of the main ideas that I want to apply and to determine with my research. In this case, the author took two groups of students of the same subject, with alike characteristics, but taught one of them with traditional didactic methods and the other group was taught adding gaming elements. The study took place the whole semester and at the end, the author analyzes the results in terms of attendance, number of additional tasks completed and the grade average. In order to answer the following questions concerning gamification: 1. Has the gamification any influence on students' attendance? How does the addition of simple game elements influence on student's overall performance? the experiment was purposed. Students of Software Engineering course at the first level degree (engineering) programmed at Lublin University of Technology were divided into two groups. First group (non-gamified) was taught using the traditional didactic methods, both theoretical and practical like lecture, laboratory work, tests and so on, while the other (gamified) was educated using the gamified course. This means that in addition to traditional elements of classes (e.g. lecture, tests) the several game elements mentioned in previous section have been introduced to the gamified group. The experiment lasted for the whole academic semester. Each student from the gamified group gained points for completing several simple tasks. The number of gained points depends on a task completion (like attending classes) or actual student performance (like writing tests or completing the final project) (took directly from the study)

As a conclusion, the gamified group has higher attendance than the group led in the traditional way. The gamified group was better motivated to attend class, as their attendance had direct impact on their final score. Secondly, students from gamified group tended to assign for bonus

voluntary tasks more often than students from other group, despite the fact that those tasks were distributed along the whole semester. This confirms that completing those tasks was a voluntary act caused

by competitive factor not by the need of gaining the minimum of points to pass out classes. In conclusion, the experiment showed promising results. Elements of gamification may be implemented into learning process, as they seem to have positive impact on at least some factors, like class attendance or voluntary tasks. However, keeping the motivation at high level during whole course became a challenge, therefore implementing stronger motivational mechanisms should be considered.

Gamification: A Literature Review

What is Gamification?

Although the term is relatively new and not well known by the most, people around the globe have used gamification since always. In almost every book or study related to this topic, the author takes just a few words to describe it, so, for the matter of this project, I am going to quote some definitions given by some authors and then, I am going to describe it, taking into account those points of view.

Stieglizt. et al. (2017) says that *the term gamification is used to describe an innovative approach using game mechanics in a non-gaming context,* and he makes the following question: *how can people be motivated to change their behaviors or explore other ways of doing things?*

Zichermann (2011) says that *Gamification may be a new term, but the idea of using game-thinking and game mechanics to solve problems and engage audiences is not exactly new (...) games are the future of work, fun is the new responsible and the movement that is leading the way is Gamification.*

Mcmunn (2017) says that gamification, or the application of games attributes to non-game settings, has gained momentum in many fields in recent years and it is easy to see why (...) the hope is that is something is fun, people will want to do it (...) in gamification, elements of games, such as points or badges are bestowed upon people who complete various aspects of another wise non-game related activity (...) gamification provides rewards to players who succeed in the

goals of activities and a major focus in on completion rather that intrinsic motivation (...) a key difference between games, games based learning and gamification concerns the motivational reasons why people play. Games are generally played by people who want to play them just because, whereas gamification entices cooperation or participation through external motivation. In the following table, Mcmunn shows us a clear example of this difference:

GAME EXAMPLES	GAMIFICATION EXAMPLES
Trivia nights	Giving students points for returning materials on time
Library scavenger hunts (completed independently of classes)	Using a class leaderboard to track how many pages each student has read
Book-theme parties and activities	Jeopardy!-style review after instruction

Figure 1. Games Vs Gamification Examples, taken from "Gamification: A Practical Guide for Librarians" by Mcmunn Elizabeth, 2017, Rowman and Littlefield, P. 2.

After reviewing the definition of the authors above and others, we can say that gamification is bringing games attributes to non-gaming contexts. In other words, gamification allows participants to get involved in something they do not want to do by giving them some sort of external motivation. While reading Zichermann (2011) he put a really simple example of how people has always used gamification. He said that, eating broccoli for most children is a non-easy task to do because, as he explains, the 70% of us have a gene that makes it taste bitter (Introduction of his book) so, children refuse to eat it. However, parents has always used the "airplane landing game" , it is, they have turn a, let's say, bored task into a game. Other way to make children to consume it is by adding some cheese sauce on top of it to make it less bitter. The author explains that by combining those two techniques, the possibilities of increase the changes to make children to eat broccoli are bigger. Using this simple example, the author

explains that *the idea is to make eating the broccoli more fun (with a little game) and more rewarding (with a little cheese sauce). the interplay among challenge, achievement and reward not only allows you to train children to eat their broccoli, but it releases dopamine in the brain, intrinsically reinforcing the action as biologically positive.*

Different types of Gamification techniques

Gamification is a pedagogical concept where, theoretically, bringing games into the classroom reinforce student's motivation and help them to accomplish their academic goals in a different way (a more relaxed and enjoyable way). Kapp (2012) explains the difference between gaming and playing, and it is the introduction of goals. He explains that playing is an activity where participants get involved just for fun, but when a goal is added, it becomes gaming. According to Kapp (2012), the simple introduction of a goal add purpose, focus and measurable outcomes, and these are the games that should be used inside the classroom; games with pedagogical objectives. Once we have understood that a teacher must apply games and not just playing with students, we must review what types of games are exactly those that can be applied inside the classroom; what kind of activities that fit into the Gamification description.

Stieglizt (2017) explains the mechanics that a game must include when used for gamification purposes:

Points, which are used to reward the users through different dimensions of the system

Leaderboards, which offer users the opportunity to compare themselves to other users in the system (...)

Levels, which play the role of indicators showing the user´s activity through the system (...)

Achievement systems (AS), that provide further goals to the system users (...) Achivements are goals in a reward system (P. 6)

Several types of techniques are included under the characteristics of games with gamification purposes, such as collecting things, giving students the goal to discover new things in a game, achievements, challenges, upgrading characters, competition, escalating goals, statistics, giving students a sense of urgency using time, quest, unlockable, rewarding, among others. This research project will focus on the Reward Technique. About this technique, the Information Resources Management Association (2018) says that

Almost inevitable, discussions of gamification in the classroom include discussions of proper ways to reward students to increase their motivation (...) to date, many efforts at gamification involve the use of rewards to motivate behavior. These rewards can come in many different types, from giving out coupons, achievements, points, experience, money, gold starts, new equipment for a character, or badges. (...) rewards can be effective tools to get individuals motivated in task they find boring. The rewards give those bored individuals something to think about instead of the boring task. (...) if a reward is seen as an affirmation of our competence and control over the task, we will have increased intrinsic motivation. (P. 589)

How can Gamification be Used in Class?

Following the above ideas, studying is not always a rewarding activity. Day by day, we can witness how students struggle inside the classrooms because studying itself does not give them any kind of reward. Many times, students in secondary school do not understand the reasons why they have to learn about social studies, math or chemistry. There is a pretty obvious lack of motivation for learning, and they are not to ones to blame because the current world of technology has so many things to offer to them. The internet is the main source of enjoyment, distraction and fun of this generation of children. They are all day inside the internet, taking advantage of all the incredible amount of information that is reachable by the touch of a finger in

a cellphone screen. So, if we join these two ideas, the lack of motivation for learning and the fun they find in internet, we do not have to be genius to understand that daily school activities are boring compared to what they do outside the school. J. Lee Joey (2011) says *that the default environment of school often results in undesirable outcomes such as disengagement, cheating, learned helplessness, and dropping out. Most students would not describe classroom - based activities in school as playful experiences*

Having in mind these ideas, gamification comes into play as a possible solution to that lack of motivation and interest for school activities, and that is exactly the point that we are trying to prove with this research project. Do students feel more motivated when they are rewarded for accomplishing their school activities?

There are certainly many ways to bring games into the classroom in order to try to catch students attention and to make their motivation to increase but is not a single game what must be applied, but instead, we need a full system; an idea that allow the class to get into a game that last through the whole academic year. A system of rewards, attractive enough for them to modify their normal way to study, to make them put an extra effort in their studies. To do so, I am going to implement a game based in earning positive points, represented in American dollars. Each dollar represents a positive point that they can sum up to their grades in any moment of the year. Teachers has always assigned positive points to the students, but the difference this time is to give them the dollars, printed in few pieces of paper of the size of 7cm long for 3cm tall, so, they have control over the way and the moment they can spend them. When this project reaches the Instructional design stage, I am going to give full detail of the system.

According to Ponce (2015) to implement gamification in the classroom it is not mandatory to use technological platforms but it also can be applied in little scales called Micro Scale

Gamification. some game elements that can be used in gamification can be Medals, which is a kind of reward when the student complete certain task. Rewards, which can be extra points for homework, levels, experience points, missions and so on.

When should Gamification be used?

As the main goal of using gamification inside the school is to motivate students, gamification can be used in any moment of the academic year, especially with those tasks or homework that are particularly hard to do. Homework and tasks at school have different levels of difficulty, some of them are really easy to do, but some others, like oral presentations and singing in front of the class, for example, are tasks that require an additional effort from students because it demands time of searching and practice at home, and remember that student these days has a huge lot of fun information to see and to interact in the digital world. So, what happen if students are requested to sing a full song, in English, in front of the class? Is their intrinsic motivation enough to make at least a 90% of the students to make their performances? or what percentage of students will make their presentations just because the teacher asked them to do it? So, in order to answer to the question *when should I use gamification inside the classroom?* the answer would be, any time students face a task that is demanding; when they have to present some activity that requires time of study at home. Will students stop from watching videos in YouTube in order to learn a song to present it in front of the class?

Regarding this particular topic, J. Lee Joey (2011) complements this idea in his study *Gamification in education: What? How? Why bother?* with the following quotation:

"Gamification projects offer the opportunity to experiment with rules, emotions, and social roles. Read an optional library book on the topic being taught in class? Receive "Reading" points. Get perfect attendance and complete all homework assignments on time for a month? Earn an "On Target" badge. Get assigned as a "Lead Detective" role in science class? Work hard to ask the best questions. When playing by these rules, students develop new frameworks for understanding their school - based activities. As suggested by Leblanc (2006), this can motivate students to participate more deeply and even to change their self -concept as learners" (p. 2)

Gamification is about using external motivation to help participants involved to make tasks that are hard or bored to do, so, when we apply gamification, we are talking about, exclusively, extrinsic motivation. Kapp. et al, (2014) explains the advantages that extrinsic motivation has upon students: *Increase learner´s expression of task enjoyment and free time spent performing a task. This results from using performance-contingent rewards, it is, rewards given depending on the performance of the learner.*

If a person wants to perform some activity by self-belief, there is no need to tell him/her in advance that he/she is going to be rewarded after doing that task, because the person does not need an external motivation to do it. However, when a student do not want to do this or that task because he does not believe that doing it will bring any benefit to his/her life, here is when he/she must understand that doing that activity will give him/her a reward, and so, doing it is good for him/her. But what happen if students get use to do a very single task, even the easiest ones, just to win rewards? Will intrinsic motivation be decreased? Student will act just for the rewards? J. Lee Joey (2011) reinforce this idea in his study Gamification in education: What?

How? Why bother? when he explains that *Gamification might absorb teacher resources, or teach students that they should learn only when provided with external rewards*

Motivation as Key Factor for a Better Performance in School

Motivation is a key factor for every activity we do in life. it is not a secret that every activity that we do is conditioned by external and internal reasons that give us the capability of doing things in one way or another. In McLean words, motivation is the sum of all that moves a person to an action (2003). For instance, for a child, playing videogames is a fun activity to do, and that is because the child founds it rewarding and exciting. Going on a travel to the beach with our friends is also fun and relaxing. We usually find those kinds of activities easy and we do not need external motivation because everybody likes to feel happy and fun. But what about doing other kind of activities that requires another kind of competences, like memorizing words in another language or solving mathematical problems? Those activities do not sound fun and relaxing for most of us. That is precisely one of the main issues that students face when they must attend to a school. The lack of motivation was one of the main reasons students in this research study pointed at the beginning of the academic year. So, the question we can address is, what does it take to motivate students to learn a second language in a manner they feel relaxed and even fun?

Inside the classroom, we can find different type of students and their motivation for learning change from one to another. According to Tapia (2007) there are three different types of motivational orientations; orientation to learning, orientation to results and orientation to avoidance. These orientations explain the intrinsic motivation students have to accomplish successfully their task at school.

Students who are oriented to learning are those who have good self-stem; they trust in themselves. They feel capable to make successfully their school activities and their way to moderate their learning and to control their emotions tend to be positive. This type of students seeks to learn, and they enjoy it while doing it.

Unlike students who are oriented to learning, students who are oriented to results are those who normally, put effort in their duties and activities only when there is some kind of evaluation, specially, when a grade is going to be assigned. They also seek public recognition. The relationship between this orientation with the academic performance is negative. These types of students work because they are going to be graded and try to obtain positive results. One characteristic quote of the orientation would be, "I do not need to learn, I just need to approve!

Finally, students who are oriented to avoidance are those who work just because they do not want to face the negative emotional experience that comes with failure, especially if this is public. Also, these students reject those tasks that they consider useless. These pupils tend to not to get involve in duties that, although they actually can learn something, they could fail in front of their pairs. They tend to not to worry very much for external evaluation, even if this represents a failure.

When a teacher goes into the classroom, he/she must deal with all these three types of students and normally, those students who are oriented to learning are the ones who receive the better grades and that usually enjoy the classes, no matter what subject it be. These students tend to get along with teachers and teachers tend to prioritize them because they are the ones who help the class to flow and to continue. Evidently, there are no problems with these students in terms of motivation, they have their own intrinsic motivation, participation is its own reward and does not depend on external reinforcements constrains McLean (2003) But, what do teacher must

do with students who are oriented to results or even more, with students oriented to avoidance? These types of students do not have enough intrinsic motivation to perform their duties just because they like to learn. Gamification appears here as a probable solution for those students who need external reinforcement in order to achieve their goals; for the matter of this study, to learn the second language in an easy and relaxed way.

Action Research

The current research study is going to be carried following the main characteristics of the Action Research type of study. There is a big difference between traditional research and action research. While in traditional research academic and researchers act like outsiders, making and proving theories without involving in the context that they are working with, going through long piles of books, libraries or labs, action research is about the opposite. Paraphrasing Hinchey (2008) Action researchers are insiders, citizens of a school who explore improvements in areas they think important.... it is a process that pursues improvement in practical situations. Hinchey (2008) quotes four essential characteristics of action research

It is conducted by those inside a community... rather than by outside experts.

It pursues improvement or better understanding in some areas the researcher considers important.

It involves systematic inquiry, which includes information gathering, analysis and reflection.

It leads to an action plan, which frequently generates a new cycle of the process. (p.4)

Data to be collected

Data sources include:

Access to scores obtained by both groups regarding the same assignments and activities

- Pre-and post surveys
- Teacher´s self-reflections
- Photographs
- Participation and delivery of activities over an English platform

- Statistical comparison between both groups in terms of participation in class in each activity

Role of the Researcher

The researcher in this type of study must be immersed directly among the context where the data is going to collected. He or she is the person who facilitates all the material necessary to the participants in order to collect the required data to give answers to the main questions and objectives of the study. Paraphrasing McNiff (2016) the researcher in this type of study can turn into a reflective practitioner, a critical thinker and an agent for personal and social change. This last one quoted is one of the main reasons why this research needs to be applied. At the end of this study, the researcher is expected to have a wide vision about the teaching and learning process. But not only that. Thanks to the results thrown by this study, the researcher can become into an agent of personal and social change. The benefits of this study are going to be very relevant for those students who are involved on the experimental group, but afterwards, applying all the positive findings in this research will benefit not only to these students, but also to all students who come after them who are taught using gamification.

On the other hand, we find what Mertler (2009) refers as Teacher empowerment. Paraphrasing Mertler, it allows the teacher to bring into their classrooms their own unique expertise, talent and creativity so that they can implement instructional programs to best meet the needs of their students. Teacher empowerment refers to the opportunity that the teacher has in action research to create and to be the maker of his/her own path, making decisions on whether do o do not do certain kind of actions.

Data collection instruments and techniques

Motivation is the key factor to be studied with this research due to the fact that students showed a low interest for the English subject when they were asked about it during the needs analysis survey. In order to make evident if the level of motivation have shown some degree of increase, the following instruments and techniques are going to be applied inside the classroom, which are explained in detail down below:

Access to scores obtained by both groups regarding the same assignments and activities

The curriculum is going to be the same for both groups, control group and experimental group. Subjects related with the syllabus stablished by the school are not going to suffer any change between the two groups. It means that one way to know if Gamification is having a positive impact in students´ motivation is by considering the report card of both groups. According to what is expected, the experimental group will have better grades due to the fact that those students are going to be rewarded for key activities during the whole period of time that gamification is implemented. It is expected that experimental group feels more motivated when they must perform oral presentations in front of the class or generally when they must submit any activity. Comparing the report card of both groups every time they must submit some activity will show what group is showing more interest in the subject. This comparison will take place every time a new grade is obtained from students activities.

Pre-and post surveys

At the very beginning of the academic year, students are going to be asked about certain aspects related to their motivation for the English subject at school, and at the end of the

research, the same survey will take place again, but the questions will have a change because this time they will be written in past tense, while the very first survey is about expectations about the course. The questions are shown below:

Pre survey

Question number 1: ¿cuales son tus expectativas con relación a este curso de inglés?

Question number 2: ¿crees que aprender inglés puede ser divertido?

Question number 3: ¿te interesa aprender inglés?

Question number 4: durante este periodo llevaremos a cabo un karaoke en el cual tendrás que cantar delante de tus compañeros utilizando una pista musical, ¿te gustaría hacer esta actividad?

Question number 5: ¿Qué clase de actividades te motivan más a aprender en el colegio?

Question number 6: cuando tienes que hacer una presentación oral: ¿No las presentas porque te da pena? ¿no las presentas porque no sabes inglés? ¿las presentas porque te gusta aprender inglés? ¿las presentas porque necesitas la nota?

Question number 7: ¿te gusta desarrollar las actividades de la plataforma MyELT?

Post Survey

Question number 1: ¿sientes que se cumplieron las expectativas que tenías al principio del año con relación a este curso de inglés?

Question number 2: ¿fue una experiencia divertida aprender inglés en este curso?

Question number 3: ¿tu interés en aprender inglés ha aumentado como resultado de este curso?

Question number 4: ¿te gustó realizar el karaoke?

Question number 5: ¿Cuáles actividades te motivaron más aprender en las clases de inglés?

Question number 6: en relación con las presentaciones orales que hicimos, ¿No la presentaste porque te dio pena? ¿no la presentaste porque no sabías inglés? ¿la presentaste porque te gusta aprender inglés? ¿la presentaste porque necesitabas la nota?

Question number 7: si entregaste as tareas de MyELT, ¿Cuál fue la principal razón por la cual trabajaste la plataforma de inglés?

Question #1 is intended to know the expectations that students have before the course in order to identify if they feel motivated or not, even before starting to study. The corresponding post-question is intended to know if students felt motivation during the course.

Question #2 and #3 pretends to contrast the amount of negative and positive answers students give before and after the course. In theory, the experimental group must show an increase of positive answers after finishing the implementation stage.

Question #4 pretends to know if receiving a reward for doing a complicated task, such as singing in foreign language in front of the class, helped them to be more motivated and to take the risk to make a good performance.

Question #5 and #6 is intended to know if the experimental group recognize the gamification process as something positive. In the answers, is expected that students mention the rewards received for doing some activities.

Question #7 Pretends to know if rewards help students to make an extra effort at home when they have to do homework

Down below, the questions exclusively for experimental group can be found, related to the use of the pedagogical American bills

Question number 1: ¿qué piensas sobre el uso de los billetes en el curso?

Question number 2: ¿te gustó recibirlos?

Question number 3: ¿te gustaría que continuáramos utilizándolos?

Question number 4: ¿son útiles?

Question number 5: ¿consideras que son una buena estrategia para ayudarte a sentir más motivado a aprender inglés?

Participation and delivery of activities over an English platform

Students are using an English book called World English, which has an online complement with specific activities from the book. In previous years, students were asked to complete and submit a certain amount of activities from the platform, but almost any student submitted the exercises; they used to say that they had problems with the passwords and other excuses, but the reality was that they did not do the activities because they did not want to do them. With the rewards they are going to receive in this gamification study, it is expected that the use of the English platform increases notably. This instrument will allow to the research identify if rewards and gamification improves the motivation in terms of using the platform by the experimental group, better that the control group, which is not going to be rewarded for submitting the exercises in due time.

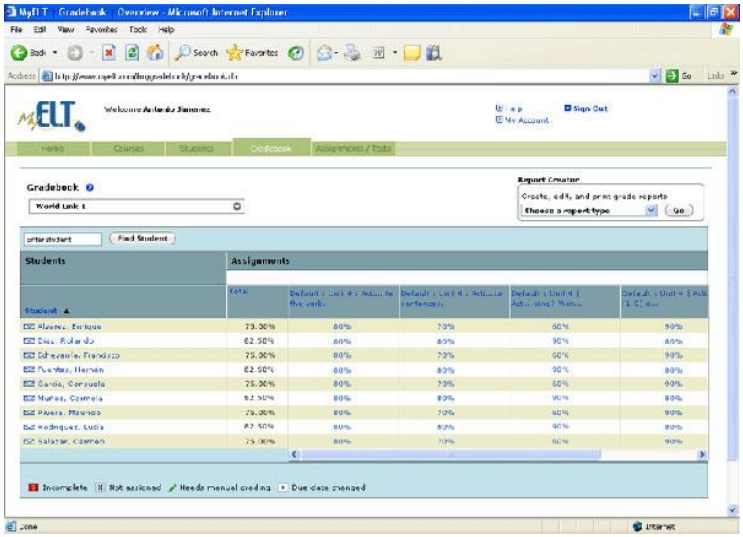


Figure 2. Example of How the Platform MyELT Looks

Timetable and stages

There are three main stages in an action research study, following Valcarcel (2009) those stages are: pre-study planning, implementation and analysis and post study action planning. several research-based tasks take place during each phase. The author summarizes the steps to carry on an action research study as follows:

Selecting a focus

Reviewing helpful theories that apply to the problem

Identifying research questions

Narrowing the questions

Identifying subjects and participants such as colleagues, graduate students, administrators (...)

Selecting the method to best inform the inquiry

Identifying data sets

Collecting relevant data

Analyzing the data

reporting results to all parties involved in order to improve conditions and situations related to teaching and learning

The following table shows the stages of this study

Table 2.
Stages of the study Rewards as a Gamification Strategy inside the English Classroom

Date	First cycle
22/01	Making of the lesson plan
11/02	Pre-survey application
From February 12th to February 22nd (Two weeks approx.)	Lesson plan implementation
25/02	Analyzing the data
Date	**Second cycle**
02/03	Making of the second lesson plan

From March 04 to March 14th (Two weeks approx.)	Lesson plan implementation 2
15/03	Post survey application
16/03	Analyzing the data 2
23/03	Reporting results to all parties involved in order to improve conditions and situations related to teaching and learning

Approach

Post-Method Pedagogy

Understanding the best way to teach and learn a second language has always been a matter of discussion among the academic scholars. Many theories, methods and approaches have been built through the years, each of them with their own characteristics and ways to understand the processes involved in teaching and learning a second language and these methods have become the point of reference for teacher of foreign language around the world. Teachers usually take one of these and apply it in their classrooms in order to prove if it works or it does not. Through the years, several methods have seen the light, such as suggestopedia, The Direct Method, Communicative Language Teaching and many others. However, the theory that supports these methods does not allow to the teacher to become a researcher because every method has their own parameters, so the teacher only follows strictly what the method is telling them to do. Here is when, during the 1990´s, emerged another way to understand those theories, methods and approaches. On 1994, Kumaravadivelu came with a new theory called Post-method which allows to teach free from the method-based restrictions. According to Chen (2014):

Starting in the 1990s, teachers and researchers came to realize that no single research finding, and no single method of language would bring final success in foreign language teaching. Owing to the influence of post-modernism, the post method pedagogy emerged to respond the demand for a most optimal way of teaching English free from the method-based restrictions. (p. 21)

Kamaravadivelu (2003) explains that the post method has three distinct features:

It is a search for an alternative to method rather than an alternative method

Teacher autonomy. Teachers have the potential to know how to teach, to be able to handle problems within constrains. Promoting teacher autonomy means enabling and empowering teachers to theorize from their practice and practice what they have theorized

principled pragmatism (...) unprincipled, and uncritical pedagogy because teachers with very little professional preparation to be eclectic in a principled way have little option but to randomly put together a package of techniques from various methods and label it eclectic" (p. 33)

Continuing with Chen (2014):

Nilufer Can claims that "post method can be defined as the construction of classroom procedures and principles by the teacher herself/himself based on his/her prior and experimental knowledge and/or certain strategies." Kumaravadivelu (1994, p. 24) reaffirms that the concept of method involves theorizers constructing knowledge-oriented theories of pedagogy and post-method involves practitioners constructing classroom-oriented theories of practice. Cheng (2006) gives a rather comprehensive interpretation about post method pedagogy: flexible, dynamic and open-ended teaching concept different from any traditional approaches of language teaching (...) The post method pedagogy considers the teacher as an autonomous teacher. This autonomy is central and is in fact the heart of post method pedagogy (Kumaravadivelu, 2006, p. 179). Post method pedagogy recognizes the teacher's previous and current knowledge, and their potential to teach and act autonomously, which promotes the ability of the teacher to know how to develop a reflective approach to his own teaching, how to analyze and evaluate his own teaching acts, how to initiate change in his classroom, and how to monitor the effects of such changes (p. 22)

Design

There are different ways to use gamification inside the classroom in order to increase students´ motivation and performance. Gamification is seen as the path to reach the goal, not the

goal to achieve. All in all, the objective of teaching a second language does not change, using gamification or not. the main objective of a ESL teacher is the same in every context in every place: Helping students to develop linguistic competence in the second language. But what changes significantly is the way a teacher decides to use to achieve that goal. As seen in the Approach Stage of this study, many methods have been created by scholars through time, and we can see that although all of them has their own characteristics and manners to understand the teaching and learning process, something that they all agree is the fact that all of them pursue the same objective: teaching English. One of those ways a teacher can choose to reach that goal, apart from this or that method or approach, is gamification. But gamification is not just about playing just for fun, gamification is applying games or activities that allow to reach that goal. Some examples of some gamification techniques a teacher can use inside the classroom include using curiosity and mystery to engage students in discovering things, tracking students ‘progress using some sort of leaderboard, using time pressure, competition, exploration, customization, rewarding, among others. For the matter of this research, rewarding is the chosen technique this study is going to use to increase students´ motivation

Pedagogical Objectives

To contrast the present simple tense vs the future simple tense (Cognitive objective)

To handle the reviewed tenses in order to produce oral presentations and to complete oral and written exercises (procedural objective)

To assume with responsibility the delivery of tasks and duties in due time (Attitudinal objective)

On February 2016, the Ministry of Education in Colombia, in charge of Gina Parody, and under the program "Colombia Bilingüe", published a series of documents related to the

teaching and learning process of English as a second language in Colombian Schools. It was a major contribution to the subject because it is intended to standardize, grade by grade, what students must learn in each level. It is a document based on the Common European Framework and has most of the implications regarding the learning of English as a second language in Colombian Schools.

Briefly, the "Esquema Curricular Sugerido" is a 152 pages document where we can find the scope and sequence and the whole curriculum from sixth grade to eleventh grade. This document can be found in the annexes of this section. Down below, we can find the suggested contents for the first period, in terms of lexical, grammar and pronunciation

CONTENIDOS SUGERIDOS

Lexical

Pasatiempos
- Play sports
- Dance
- Listen to music
- Go to the movies
- Watch TV
- Ride a bike
- Collect things
- Play videogames
- Comida
- Celebraciones
- Vestuario

Relaciones de tiempo
- Everyday
- Once/ twice a week/month, year
- Every two weeks
- Always
- Never
- Recently
- Regularly

Dominios de cuidado personal: Actividades físicas, intelectuales, emocionales, sociales, y espirituales
- Meditation
- Pray
- Workout
- Camping
- Ride horses

Expresiones para describir hábitos
- I exercise once a week.
- I always go to church on Sunday.
- Juan reads every day.

Expresiones para mostrar intereses y gustos
- My favorite activity is...
- I like to dance.
- I really like swimming.
- When do you ....?
- I like to....
- I am going to....
- I have always....
- Do you like to bike ride?
- Do you enjoy swimming?

Expresiones para explicar
- Exercising is physical because it is good for my body and my health.
- I like to run since it is good for my physical condition.

Expresiones para mostrar reflexión
- I think I have good social self-care habits.

Gramática
- Presente simple y futuro
- Presente de "like"
- Preguntas "Wh- questions"
- Modales: can
- Adverbios de frecuencia
- Preguntas Yes/No questions

Pronunciación
- Reconocer sonidos en conversaciones /s/ v /z/ v /lz/ Wants, gives, pushes
- Reconocer expresiones tal como pronunciación y reducciones I've, have ya, gonna, wanna, I will go to, I will gota, It is a good, Itsa good

Discursivo
- Iniciar y mantener una conversación sencilla.
- Justificar decisiones

Sociolingüístico/Intercultural
- Habilidad de escuchar y observar.
- Valoración de la diversidad cultural.
- Aprendizaje a través de la interacción.
- Adaptabilidad a las diferentes formas de comunicar y aprender.

Figure 2. Content for the First Period for seventh Graders According to Esquema Curricular Sugerido by the Ministry of Education. Page 51.

As we can see, the criteria followed by the institution where this study is having place, is to adhere and to implement the syllabus pre-stablished in 2016 by the Ministry of Education, which is structured following the criteria of the Common European Framework.

Gamification as Prime Agent to Increase Motivation in Student's Behavior

As seen in previous stages, students´ lack of motivation is a big wall they must face every day inside the classrooms. Studying per se is not an attractive activity for most of them, only for those students who are oriented to learning find knowledge and effort rewarding, but the rest of students need another type of motivation to help them make their duties and activities. Gamification, as seen in this study, is about extrinsic motivation. It is about rewarding students for delivering on time their tasks and for their commitment to the study, in this case, for studying with responsibility the second language. Gamification is seen in this study as an agent that help students to learn the language by reinforcing their good attitude towards learning. However, we must have careful with the manipulation of intrinsic and extrinsic motivation, and a reflection must be done about it, before applying it into the classroom.

Paraphrasing Hanus and Cruz (2018) the effects on motivation may vary from one person to another. The authors explain that:

...cognitive-evaluation theory (...) was created to explain how internal events such as rewards affect motivation. (...) suggest that whenever we are giving a reward for doing a task, we make an internal assessment that decides whether that reward make us feel competent and whether it makes us feel autonomous. If a reward is seen as an affirmation of our competence and control over the task, we will have increased intrinsic motivation. If a reward makes us fell powerless and incompetent, we will have less intrinsic motivation to continue the behavior. (...) Therefore, careful consideration should be taken when deciding how to give rewards for students' behavior.

Hanus and Cruz (2018)

This study pretends to reinforce students ‘motivation by rewarding good behavior through a series of positive points, represented in North American pedagogical bills of different denominations. The value of every bill that they earn, depends on each particular case. These dollars have the same function as the positive points, it is, be redeemed at any moment and change a bad grade in the report card. The table 3 shows what students can do when redeeming their dollars:

Table 3.
Redeeming Prices

If student pay...	**Reward**
$1	Each dollar represents a positive point, for example, if student has a grade of 3.0 in the report card and he/she redeems 10 dollars, the grade will be upgraded to 4.0
$50	If students redeems this amount, they will be exempt of a quiz
$100	If students redeems this amount, they will be exempt of the bimonthly or final evaluation
$100	If students redeems this amount, they will be rewarded with the no delivery of some activity that he/she considers hard to do or simply something they do not want to do

The table 4 shows the amount of dollars they can earn for each activity they must do:

Table 4
Amount of Pedagogical Dollars students earn

Denomination	**Activities**
$1 dollar bill	• Participation in class • Work the English book in class • Using English inside the classroom for communicative purposes • Bringing materials when need it
$5 dollar bill	• Deliver activities on time • Showing effort on doing things right • Bringing homework solved and well done • Performing good quality oral presentations
$10 dollar bill	• Singing in a karaoke session on front of the class • Presenting activities with a superb quality • Big activities, such as; theatrical plays, recorded videos and the like
$50 dollar bill	• Activities that demand much preparation, such as talking in front of the school, theatrical plays

in front of the school, singing in front of the school, and the like

Procedure

In the appendices section of this paper, a sample of a lesson plan can be found. The lesson plan is the same for both groups, the only difference between they both is that the control group does not receive any reward for doing their activities. (see appendix B)

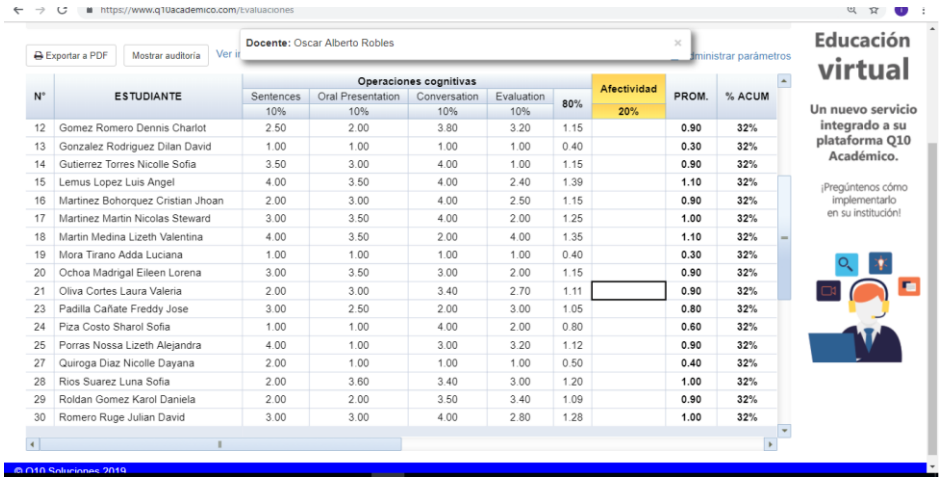
Implementation and Data Collection

The lesson took six hours of class. The subject reviewed was future simple. The lesson plan was divided into four stages. During the first part, students were presented with new information, remembering the present simple tense, because the already had worked that subject last year, and explaining the grammatical rules of the simple future will and going to. On the first part of the class, students were asked to complete a series of sentences in their notebooks, following the patterns given. On the second stage of the class, students were asked to create a poster, using cardboard, and to make an oral presentation telling the class the plans they have for the future, using the information received during the first part of the lesson. On the third part of the class, students were asked to memorize and present a dialogue, in front of their classmates. Finally, students were tested through a quiz, about the future simple.

Experimental group were told that they were going to receive American pedagogical dollars for each and every activity they had to present, while control group weren´t motivated with any reward. A qualitative grade was given to each student after finishing each of the four activities.

The findings are the following:

After finishing every activity, a pattern appeared. In terms of the grades collected on the report card, students belonging to the experimental group obtained better grades. An online platform is used at school to register every grade. Four grades were taken, corresponding to every of the four activities. The following, figure 3, is a sample of the platform used:



N°	ESTUDIANTE	Operaciones cognitivas				80%	Afectividad	PROM.	% ACUM
		Sentences	Oral Presentation	Conversation	Evaluation				
		10%	10%	10%	10%		20%		
12	Gomez Romero Dennis Charlot	2.50	2.00	3.80	3.20	1.15		0.90	32%
13	Gonzalez Rodriguez Dilan David	1.00	1.00	1.00	1.00	0.40		0.30	32%
14	Gutierrez Torres Nicolle Sofia	3.50	3.00	4.00	1.00	1.15		0.90	32%
15	Lemus Lopez Luis Angel	4.00	3.50	4.00	2.40	1.39		1.10	32%
16	Martinez Bohorquez Cristian Jhoan	2.00	3.00	4.00	2.50	1.15		0.90	32%
17	Martinez Martin Nicolas Steward	3.00	3.50	4.00	2.00	1.25		1.00	32%
18	Martin Medina Lizeth Valentina	4.00	3.50	2.00	4.00	1.35		1.10	32%
19	Mora Tirano Adda Luciana	1.00	1.00	1.00	1.00	0.40		0.30	32%
20	Ochoa Madrigal Eileen Lorena	3.00	3.50	3.00	2.00	1.15		0.90	32%
21	Oliva Cortes Laura Valeria	2.00	3.00	3.40	2.70	1.11		0.90	32%
23	Padilla Cañate Freddy Jose	3.00	2.50	2.00	3.00	1.05		0.80	32%
24	Piza Costo Sharol Sofia	1.00	1.00	4.00	2.00	0.80		0.60	32%
25	Porras Nossa Lizeth Alejandra	4.00	1.00	3.00	3.20	1.12		0.90	32%
27	Quiroga Diaz Nicolle Dayana	2.00	1.00	1.00	1.00	0.50		0.40	32%
28	Rios Suarez Luna Sofia	2.00	3.60	3.40	3.00	1.20		1.00	32%
29	Roldan Gomez Karol Daniela	2.00	2.00	3.50	3.40	1.09		0.90	32%
30	Romero Ruge Julian David	3.00	3.00	4.00	2.80	1.28		1.00	32%

Figure 3. Example of how the platform for uploading student´s grades looks like.

Experimental group obtained a better performance and so, a better quantitative result. Below, table 5 shows information regarding the percentages obtained for students:

Table 5
Percentage obtained by students during the first cycle of implementation

	a.1	a.2	b.1	b.2	c.1	c.2	d.1	d.2
	Sentences Aggregate	Average	Oral Presentation Aggregate	Average	Conversation Aggregate	Average	Evaluation Aggregate	Average
Experi Group	85.7	3.0	86.2	3.1	88.6	3.1	78.8	2.8

Control Group	80.6	2.9	79.6	2.9	82.1	3	70.9	2.6

The process used to obtain these results were the following: all the grades were added, activity per activity. For example, square a.1 shows the sum of all the grades obtained by all the students in the course on the first activity (Sentences). The total of this sum is 85.7 for the experimental group. Then, that amount was divided into the total of students in the course, it is, 28 (in this case) and the total obtained is the average grade for that activity.

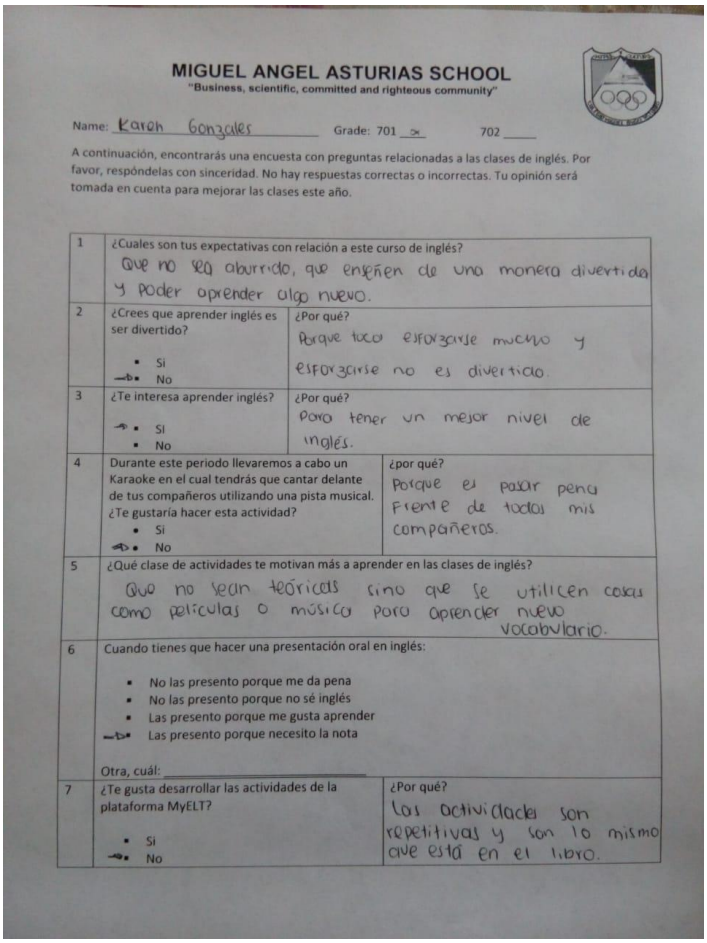
The table shows that in each activity, the experimental group had a better performance than the control group. Squares a.2, b.2, c.2 and d.2 shows that the average obtained was superior in each case.

2. As we can see, students in experimental group were more motivated to accomplish their duties because of the use of gamification inside the class. Students were promised to receive a maximum of five pedagogical dollars for each activity in case they presented them with a high quality. Of a total of 560 possible pedagogical dollars that could be delivered, an amount of 240 were distributed among students of experimental group, giving the average of eight pedagogical dollars per student.

3. Students of experimental group showed themselves more dynamic when presenting their activities. They were less distracted in class, because they wanted to receive the reward promised by the teacher. The enthusiasm shown during the oral presentations was higher in experimental group than in control group. The conversation activity also was more attractive for students in experimental group. They showed themselves as students more interested in the subject. Finally, the average grade of the written evaluation was also higher in experimental group, showing that students feel more motivated when there a reward to be obtained.

Data analysis

The pre survey was applied to all students in both groups just before starting the curricular activities. A sample of one of these surveys can be found down below.



MIGUEL ANGEL ASTURIAS SCHOOL
"Business, scientific, committed and righteous community"

Name: Karen Gonzales Grade: 701 ✓ 702 ____

A continuación, encontrarás una encuesta con preguntas relacionadas a las clases de inglés. Por favor, respóndelas con sinceridad. No hay respuestas correctas o incorrectas. Tu opinión será tomada en cuenta para mejorar las clases este año.

1	¿Cuales son tus expectativas con relación a este curso de inglés? Que no sea aburrido, que enseñen de una manera divertida y poder aprender algo nuevo.	
2	¿Crees que aprender inglés es ser divertido? ▪ Si ▪ No	¿Por qué? Porque toca esforzarse mucho y esforzarse no es divertido.
3	¿Te interesa aprender inglés? ▪ Si ▪ No	¿Por qué? Para tener un mejor nivel de inglés.
4	Durante este periodo llevaremos a cabo un Karaoke en el cual tendrás que cantar delante de tus compañeros utilizando una pista musical. ¿Te gustaría hacer esta actividad? ▪ Si ▪ No	¿por qué? Porque es pasar pena frente de todos mis compañeros.
5	¿Qué clase de actividades te motivan más a aprender en las clases de inglés? Que no sean teóricas sino que se utilicen cosas como películas o música para aprender nuevo vocabulario.	
6	Cuando tienes que hacer una presentación oral en inglés: ▪ No las presento porque me da pena ▪ No las presento porque no sé inglés ▪ Las presento porque me gusta aprender ▪ Las presento porque necesito la nota Otra, cuál: ____	
7	¿Te gusta desarrollar las actividades de la plataforma MyELT? ▪ Si ▪ No	¿Por qué? Las actividades son repetitivas y son lo mismo que está en el libro.

Figure 4. Pre Survey Sample.

The pre survey was composed of seven questions. Five of those questions were closed, and two of them were opened questions. A post survey was applied at the end of this stage, only to experimental group, to contrast the results of pre and post surveys. Only questions 2 and 6 were asked in the post survey, because students have not done the karaoke (question No 4), and they have not started using the English Online platform (Question No 7)

After analyzing all the data, these are the results:

Question number 1 says: ¿cuales son tus expectativas con relación a este curso de inglés? Most of the answers included the word "learn". 48 out of 52 students "expect to learn" much English. 4 students said that they do not expect anything from the course, which corresponds to the 93% of the students.

Pre survey: question number 2: "crees que aprender inglés es divertido" to which the majority of students replied NO. 45 out of 52 students replied NO. When they had to justify their answers, they wrote things like "is it not fun because I do not understand" or "it is not fun because I do not like to work the English book", which corresponds to the 88% of the students.

Post Survey: Question number 1: "¿Fue divertido utilizar billetes pedagógicos para aprender inglés en lo que va del periodo?" to which 49 out of 52 students replied yes, which corresponds to the 95% of students who think that receiving a reward, such as the pedagogical bills, makes learning funnier. If we contrast this information with the results in the card report, we can conclude that, effectively, there is a correlation between the increase of motivation that students manifest when receiving a reward for doing an academic activity that is not fun to do, such as the oral presentation and the quiz thay had to present, because, as seen in table No 1, students in experimental group, obtained better results. (See table No 1)

Question number 3 says "are you interested in learning English?" to which the majority of the students answered YES. 42 out of 52 students said yes. When they had to support their answer, some students said "because it is important to get a good job" or "because if you travel overseas, you need to speak English", which corresponds to the 82% of the students.

Question number 4 says "durante este periodo llevaremos a cabo un Karaoke en el cual tendrás que cantar delante de tus compañeros utilizando una pista músical. Te gustaría hacer esta

actividad?" Only 5 out of 52 students agreed with the activity. The rest of students said NO. When they had to support their answer, they said things like "I do not want ot sing in front of the class because it is embarrassing" or "... because I do not like to sing" or "... because it is hard to learn full song" or "... because I do not know how to pronounce the words" and so on, which corresponds to the 90% of the students who didn´t agree with the activity.

Question number 5 says "Qué clase de actividades te motivan más a aprender en la clase de Inglés?" 45 out of 52 students answered that their favorite activities to learn English is playing games. 6 students answered "watching videos" and 1 student said "Any. I do not like English"

Pre survey: question number 6 "Cuando tienes que hacer una presentación oral en Inglés:"

32 students answered "No las presento porque me da pena", which corresponds to the 62% of the students.

12 students answered "No las presento porque no sé inglés", which corresponds to the 23% of the students.

4 students answered "Las presento porque me gusta aprender", which corresponds to the 7% of the students.

4 students answered "Las presento porque necesito la nota", which corresponds to the 7% of the students

Post Survey: Question No 2. ¿Cual fue la principal razón por la que realizaste la presentación oral?

3 students answered "Porque me gusta aprender", which corresponds to the 6% of students

49 students answered "Porque los dólares me sirven para cuando me vaya mal en otro trabajo", which corresponds to the 94% of students

Analysis: As we can see, most of students prefer not to deliver this type of activities because they do not feel comfortable when speaking in foreign language in front of their classmates. At the end of this stage, 96% of students in experimental group performed the oral presentation, while in control group only 64% of students did it. Experimental group were promised to receive a maximum of 10 pedagogical bills if they did a good performance, while control group were not incentivated with this reward technique.

According to the results, students in experimental group showed a considerable difference from the control group. Experimental group showed more compromise and we can affirm that this extra motivation came from, according to the post survey, receiving the reward.

Consequently, the results in the card report are also better for experimental group, because more students performed the oral presentation than the control group. (See table No 1)

Question number 7 says "Te gusta desarrollar las actividades de la plataforma MyELT?" to which any student answered in an affirmative way. All students said that they do not like to work on the platform. 47 out of 52 students said that they don not like to work on MyELT because it is boring. 5 students said that they do not like to do homework at home, , which corresponds to the 100% of the students.

Planning Cycle 2

According to the findings obtained during the first cycle, student in experimental group feel more motivated to attend to the English classes and they have had a better performance in terms of delivering activities and active participation in class.

For the second cycle two main activities are going to take place: a karaoke and their participation on the platform MYELT. The dynamic is going to be the same used during the first cycle, it is, motivating just the experimental group, promising to give them pedagogical dollar

bills when they complete and deliver the activities in due time and following the quality expected from the teacher in each activity

Figure 5. Representative Image of MyELT platform.

Implementation and Data Collection 2

Karaoke session

Since the very beginning of the academic term, students were told that they must learn a song, in English, and perform it in form of their classmates, using their very voice and just the instrumental of the song. Students were free to choose the song, according to their level of proficiency, talent and compromise, among others. Some students chose very short and easy songs, such as One Way or Another by the group One Direction or Faded by composer Alan Walker, while other students chose long and complicated songs.

The activity took place on the English Lab, during two hours of class. That classroom is equipped with a video beam, a computer with full internet connection, an appropriated sound system, chairs, computers, among others. During the days, even weeks before the due date, students were constantly told about this activity, due to the fact that learning a full son in English is not an easy task, it is something that takes time and dedication. Students on experimental

group were told to receive a maximum of twenty pedagogical American Dollar bill, if they complied with the standards required, which were the following:

-Although the song was going to be projected on the wall and the lyrics were going to appear in screen, students were not going to be able to read. The must sing the song using just their memory.

- If they personify to the actual singer, it means, if they bring appropriated clothes and a good energy, that was going to be taken into account to given them the bills.

A pre survey was applied at the beginning of the course were students were asked about this particular activity, and I quote:

Question number 4 says "durante este periodo llevaremos a cabo un Karaoke en el cual tendrás que cantar delante de tus compañeros utilizando una pista músical. Te gustaría hacer esta actividad?" Only 5 out of 52 students agreed with the activity. The rest of students said NO. When they had to support their answer, they said things like "I do not want ot sing in front of the class because it is embarrassing" or "... because I do not like to sing" or "... because it is hard to learn full song" or "... because I do not know how to pronounce the words" and so on, which corresponds to the 90% of the students who didn´t agree with the activity.

Both classes took place during the same week but on different day. Control group was first and two days later, experimental group had the activity. These are the findings:

- From the 24 students of control group, only 14 of them made their performances according to the indications. A few students tried to do it, but they did not learn the song or they were too shy to sing in from of the class, so they did not do it.

- From the 28 students of the experimental group, 25 of them made their presentations. The class was so much fun. Students and the teacher had a good time. Students showed a big compromise and motivation.

According to what is expected, gamification played a major role in student´s motivation, because we can see that control group were not committed enough, while their peer of experimental group, were more relaxed and most of them made their performances, but a post survey was applied in order to verify this information.

Figure 6. Student from Experimental Group Singing in the Karaoke.

MyELT

Another activity that students find complicated to do, (or boring, according to the pre-Survey) are the activities in the English Platform MyELT. In the school where this study is taking place, students are working with a book called World English, and with it, comes a code to complete exercises online. MyELT is an online platform in which students must complete a series of activities, and they must complete them in due time. For this second part of the implementation, students were asked to complete and deliver unit 4. This work must be done at home, as a homework

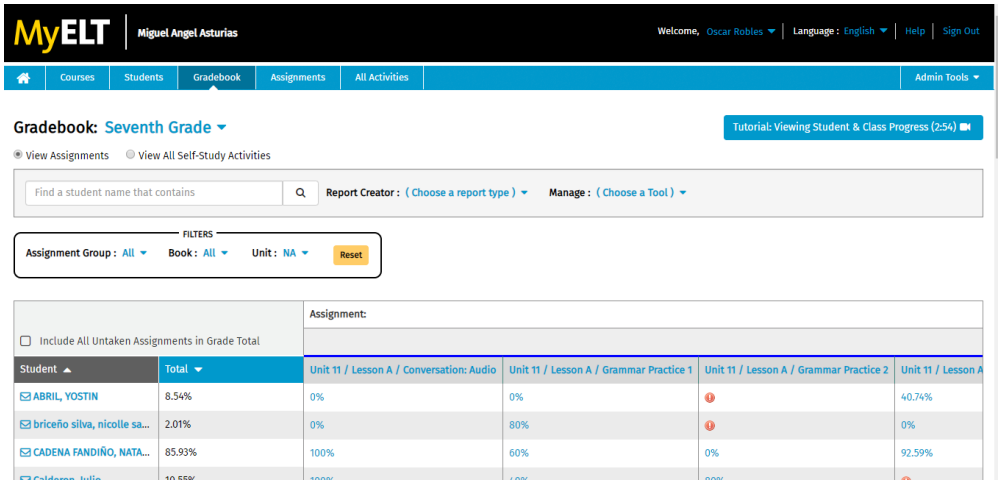


Figure 7. Sample of How MyELT platform shows the information related to student's grades and performance.

activities on MyELT, while to control group, just had to do it for the grade for the report card.

Quoting the pre survey about this activity:

Question number 7 says "Te gusta desarrollar las actividades de la plataforma MyELT?" to which any student answered in an affirmative way. All students said that they do not like to work on the platform. 47 out of 52 students said that they don not like to work on MyELT because it is boring. 5 students said that they do not like to do homework at home, , which corresponds to the 100% of the students.

As seen in the pre survey, any student found this activity rewarding by itself. Gamification was used, as the rest of the activities, to increase student's motivation and a data analysis was done after the due date of the activity was reach.

Post Survey

Once both cycles have been finished and following the criteria established at the very beginning of the course, a post survey was applied. The survey is the same that was applied

before the beginning of the course, but the questions are written in past tense due to the fact that the first survey was intended to get to know student's feelings and opinions about what was coming ahead in the course, while the post survey is intended to get to know the impact that gamification had on student´s overall feelings and perception about the introduction of gamification into their English classes. The results of this post survey is going to be analyzed in the following chapter of this study, having in mind three categories which will allow us to organize the data in a more practical way; *L2 Learning Experience, Motivated Learning Behavior* and *Reward and Learning.*

Data analysis

The results in both cycles threw some similarities. Definitely, students who were taught using the gamification technique during the classes, showed more interest in participating and in presenting the activities; they also obtained better results in terms of quantitate grades, which is an indicator of the impact that gamification has on students motivation, which at the end of the study, answer to the main research question that drove this study: What is the impact on students' motivation when they are taught through a gamification technique (rewarding)?

In order to answer to this question, and having in mind the data and the results collected through the post survey, the following analysis is presented, differentiating the data into three different categories: L2 Learning Experience in which students' feelings and opinions are taking into account, about the English learning environment and experience. Here, the data obtained about positive and negative attitudes towards the gamification experience takes place. Motivated Learning Behavior, in which students explains, through a survey, the amount of effort that they put on learning English thanks to the gamification technique, against the amount of effort that

they used to put without receiving any rewarding. And finally, the Reward and Learning category, in which students' performance, participation and compromised are taking into account. The post survey was applied to both groups, control group (24 students) and experimental group (28 students) and the findings are the following:

L2 learning experience

As seen in previous chapters of this work, teachers must face three types of students inside the classroom when it comes to motivation (Tapia, 2007). Students who are oriented to learning, which find joy in learning and have enough intrinsic motivation to study. These students do not need much of rewards or prices because the idea of succeed of making their parent proud is enough for them to pay attention and to learn in class. Then, we have students oriented to results, which only complete their duties if there is a grade in between. These students are often more interested in the academic results more than in their learning processes. And finally, students who are oriented to avoidance are those students who only work because they do not want to face the negative impact and experience that comes with failure, but learning is not important at all. Using a gamification technique, in this case rewards, is intended to increase motivation, especially in students who are oriented to results and oriented to avoidance, which are the ones who needed the most.

According to Clegg (2000) *motivation and fun go hand in hand as two things that actually get along very well.* Clegg says that *fun emerge as a reflection from motivation and the fact of having fun generates motivation, creating a circuit... fun is something that everyone wishes and it is one of the biggest natural motivators that exist.* It means that, according to Clegg, having fun is directly related to motivation, so, we can argue that the most fun a student have when receiving a class, the most motivated he/she will feel towards the class.

Based on the concepts avoid described, the question number two of the post survey intends to correlate these ideas. The question asks promptly about fun, understanding that if a student answer positively to the question, his/her motivation was increased during the length of the course.

Post survey´s question number 2 says: ¿fue una experiencia divertida aprender inglés en este curso? ¿por qué?

Control group: 12 out of 24 students answered NO to this question, which corresponds to the 50% of students who said that taking the course was pleasant. When they had to support their answers, they included similar responses to the pre survey, such as: I do not like English; English is hard to learn or Learning English is boring.

Experimental group: 25 out of 28 students answered YES to this question, which corresponds to the 92% of students who felt like the course was pleasant. When they had to support their answer, they said things like, receiving bills was so much fun or it is easier to approve the subject when you have extra points which you can sum up to your grades.

Just the 50% of students of control group felt that the course was fun, against the 92% of students in experimental group who felt that way. We can conclude that, according to that data and the responses obtained in the post survey, students who are taught through this reward system feel more motivated when they have to present activities. Experimental group showed a much superior level of performance, it is, of motivation.

In addition, students inside the classroom used to utter positive comments about the use of pedagogical bills when they received them. Students felt proud of receiving and collecting these dollars, and made questions like, *can we sell these dollars to our classmates who need better grades?* Or, *teacher, can I pay the oral presentation of the next term with the dollars I have*

received so far? Evidently the answer to those questions were NO, but it was interesting to see the students having fun and showing interest in collecting the bills.

On the other hand, as part of the instruments implemented to collect data, a survey exclusively for experimental group was applied in order to gather the impressions that students have, at the end of the course, about the gamification strategy. The questions are the following:

- Question number 8: ¿qué piensas sobre el uso de los billetes en el curso?
- Question number 9: ¿Te gusto recibirlos? ¿por qué?
- Question number 10: ¿te gustaría que continuaramos utilizandolos?
- Question number 11: ¿son útiles? ¿por qué?
- Question number 12: ¿consideras que son una buena estrategia para ayudarte a sentirte más motivado con las clases de inglés?

To question number 8, *What do you think about using pedagogical bills inside the course?* these are some of the most common responses:

It was great because those bills help me to upgrade my grades.

I liked it because if I receive enough dollars, I can refrain from presenting some activity, because I will have enough positive points to pay a full grade.

I have accumulated 41 bills, so I won´t present the karaoke next term (students were already told that next term we were going to carry on a second karaoke as part of regular classes)

To question number 9, *did you like to receive the bills?* 28 out of 28 students answered yes, which corresponds to the 100% of students who liked receiving bills, it means, everyone in experimental group.

To question number 10, *would you like to continue receiving dollars next term*? 28 out of 28 students answered yes, which corresponds to the 100% of students who want to continue with the

reward strategy. To the question. When supporting their answer, students included the following responses:

because it is fun

because those dollars will help me to obtain a better overall performance at the end of the term.

To question number 11, *are they useful?* 27 out of 28 students answered yes, which corresponds to the 99% of students who feel that the pedagogical bills are useful. Only 1 student answered no and this is her justification:

To me, those bills are not useful because I am very good at English and I always obtain high grades, so they would be useful if I could use them in another subjects like math.

To question number 12 do you consider them as a good strategy to help you feel more motivated in English class? 28 out of 28 students answered yes, which correspond to the 100% of students who feel more motivated to learn English at school.

After analyzing all of these findings, we can finally say that students really liked the use of this gamification technique during the course and they are demanding to continue with the strategy. Students who were receiving the pedagogical bills definitely showed much more interest for the English class than students who did not. Even some students from control group got closer to the teacher asking the reason why they are not receiving the bills and they express that they also want to be included into strategy, it is, they want their course to be gamificated too.

Motivated Learning Behavior

As we are seeing, gamification brings many advantages to the teaching-learning process. Students of experimental group have shown positive changes towards the English class. They

feel more motivated to attend and to receive the classes, while control group continue to have the same patterns that they had before the beginning of the implementation. Students of experimental group show more interest for participating in class. So, we can find a relation between gamification and active participation. Giving rewards to students, in this case pedagogical dollar bills, have a positive impact on student´s active participation in the course.

Reiners and Wood (2015) explain that gamification implements specific mechanisms to increase the participation and engagement of students in the learning process. He gives an example on how Professor Lee Sheldon from Rensselaer Polytechnic Institute, after converting the points earned by students into experience, their grades into different levels and creating students' avatars, the results was to dramatically increase the participation and presence of students in the class.

That same pattern is seeing with experimental group and that can be contrasted with the grades both groups obtained at the end of the implementation. Students who received the pedagogical bills had a much more active participation in all the activities. They submitted a major amount of activities in due time; they participated more in the classes when they had to complete pages of the book. Table 6 below shows a comparison between both groups in terms of the number of students who submitted the activities in each group.

Table 6.
comparison between both groups.

	Percentage of students who submitted activities	
Activity	Control Group	Experimental Group
Oral Presentation	64%	96%
Karaoke	60%	90%

MyELT	38%	50%

Once finished the implementation, students of experimental group got used to receive the pedagogical dollars, so the teacher decided to continue with the reward gamification strategy, due to the positive impact it had on student's motivation, behavior and active participation. Control group are demanding to be included into the gamification strategy.

Let´s not forget that at the very beginning of this research, during the needs analysis, students were asked to answer the question: do you feel motivated to attend to the English class? And at that time, the 67% of students answered that they did not feel motivated and they gave a 3.5 out of 10 as grade for their regular English classes. These questions were asked in general, to both groups, because at the time, there were not two different groups to make the research. Hanus and Cruz (2018) explains that rewards can be effective tools to get individuals motivated in tasks they find boring because those rewards give those individuals something to think about instead of the boring task, and, after finishing the two cycles of classes, students in both groups were asked these two questions again, with the same possible answers. Tables 7 and 8 shows the results:

Question No 1: do you feel motivated to attend to the English class?

Table 7.
Before the implementation.

	Very Motivated	Motivated	Not Motivated	I am not interested
Both groups	2 out of 52	11 out of 52	34 out of 52	5 out of 52

Table 8.
comparison between both groups after the implementation.

	Very Motivated	Motivated	Not Motivated	I am not interested
Control group	5 out of 24	3 out of 24	11 out of 24	5 out of 24
Experimental group	10 out of 28	13 out of 28	5 out of 28	0 out of 28
Both groups	15 out of 52	16 out of 52	16 out of 52	5 out of 52

To conclude, experimental group showed much more interest and the participated actively during the gamificated lessons, while control group showed the same patterns they had before, such as, not submitting activities or homework in time, getting low grades, not caring enough for the activities in MyELT and the Karaoke and the like.

Reward and learning

According to what we have found so far, experimental group have had a considerable improvement over control group in many factors including their performance and attitude towards their learning process, so, we can argue that a technique called gamification like a reward impacts on students' behavior, making that students show more interest in the classes, participating more actively and obtaining better quantitative results, feeling less stressed in the process.

Following to Cowley (2006) using rewards is one of the most effective ways of getting better behavior. Cowley explains that some students will work hard without any kind of extrinsic motivation because, she says, they have been taught the value and importance of school and of getting a good education. But other students will need rewards because they find very hard to keep themselves motivated, and we have seen that behavior in students from experimental group.

The difference between both groups are obvious. We can definitely conclude that there is a correlation between being motivated (in this case thanks to the use of rewards), and the good performance of students. Tables 9 and 10 below, show this information:

Question No 2: Score the English class from 1 to 10. 1 is the lower grade and 10 is the higher grade.

Table 9.
Before the implementation

	Average
Both Group	3.5

Table 7.
After the implementation

	Average
Control Group	5.4
Experimental	8.7
Both groups	7.0

As we can see from the tables above, motivation has increased considerably if we take into account the results obtained in the needs analysis survey, and this improvement affects positively to the general grade students gave to the English class at the end of the process.

On the other hand, experimental group has, at the end of the cycle, a better performance and their quantitative results are better than the results of control group, that is because, following to Hoffman (2015) *Student engagement is highly relevant to achievement , and it is positively correlated with adaptive academic motivation and the quality of learning outcomes.*

In both activities, the Karaoke and the delivery of exercises on the MyELT platform, students of experimental group, obtained better results, which can be seen in the following chart.

Color yellow indicates students who did their karaoke.

Color red indicates those students who did not do their karaoke.

S stands for Student

A1 stands for Average 1. Here we can find the average grade obtained for the whole group, just having into account students who did their presentations.

A2 stands for Average 2. Here we can find the average grade obtained for the whole group, having into account all students, even those who did not present their karaoke.

Experimental Group

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	A1	A2
Grade	45	30	40	40	40	35	30	50	48	47	50	40	35	30	35	35	35	40	45	40	35	30	40	45	50	10	10	10	39.4	36.2

Control Group

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	A1	A2
Grade	35	30	45	40	30	35	40	30	30	40	45	45	30	30	10	10	10	10	10	10	10	10	10	10	36	25

Figure 8. average grade obtained for the whole group

Findings

25 out of 28 students in experimental group presented their karaoke, which corresponds to the 90%.

14 out of 24 students in control group presented their karaoke, which corresponds to the 60%.

Both, A1 and A2 were higher in experimental group than in control group.

For the second activity, the exercises of MyELT, the scenario is similar. Students of experimental group, who were told to receive 10 pedagogical bills if they completed the exercises, had a better interaction with the online platform. Although, the number of students who actually went into the platform and completed the exercises was very low, due to the fact that, in the pre survey, students said that they do not like to work on that platform.

In experimental group, only 14 out of 28 students completed exercises, but not all of them. In most cases, they were incomplete. In control group, 9 out of 24 students completed some exercises, but again, most of the activities were incomplete. We can come with 2 conclusions:

first, students, definitely do not like working on MyELT and second, experimental group had better performance than control group.

We can conclude that, after the implementation of the two cycles and after gathering information and analyzing the results, the gamification strategy applied during this research has have a major impact on students' motivation and behavior. Students who received rewards for delivering on time their activities showed much more interest for the class and students from control group are demanding to be included into the strategy. Due to the ages of the students, collecting the dollars have become a matter of interest and conversation among students.

Conclusions

As seen throughout the implementation and development of the study, bringing gamification inside the classroom is one idea that must be taken into account by those (teachers) who would like be more assertive and effective when trying to teach a foreign language. Students and classes where gamification is applied show many advantages over the students and classes who are not. Gamification helps to increase student´s motivation, active participation, grades, performance, attention, interest for the subject, behavior, compromise and fun.

Carrying out this research has brought many new insights about the teaching-learning process and it has helped to build a new understanding on how to teach and on how to motivate students to learn a second language. Before the implementation many questions were raised, questions that had to do with the fact that students did not find English as a pleasant or interesting subject to learn at school, at least in school were this project took place. After implementing a series of strategies, related to gamification ideas, we can conclude that it is necessary to create a relaxed environment and to motivate students who are not intrinsically motivated in order to increase student´s interest for their learning process.

Definitely, gamification techniques have a positive impact on student´s behavior and motivation due to the fact that, by definition, gamification tries to bring games inside the teaching-learning process, something that has not been a common practice over the years. Teaching has always been carried out using traditional ways to transmit knowledge, and, in our particular case, using methods and approaches on how to teach a second language. But something that these methods and approaches lacks is the fact that they do not have into

account that not all students are the same and that they all have different levels of intrinsic and extrinsic motivation. Not all students inside a school understands the importance that learning English has for their future. Not all students inside a school have the same skills and love for the subject. Gamification should be considered alongside these methods and approaches, and should work hand in hand because they feedback one to each other. Even using and old and not very advised method such as The Grammar Translation Method could be effective and students may find it interesting if some type of gamification is implemented, and/or they receive rewards for completing their tasks.

Finally, using rewards as a gamification strategy had a big positive impact on student´s motivation. Experimental group showed a better performance in all the activities that took place during the implementation. As seen in the data analysis, students who received pedagogical dollars felt more motivated and all the statistical numbers and spoken and written comments (surveys) from students confirm that experimental group definitely had an improvement over the group of students who did not received any reward for their activities. Gamification, then, have become an indispensable element that will be implemented from now on in every course that shows lack of interest or a low level of motivation for the English class.

Research Limitations

As with the majority of studies, the design of the current study is subject to limitations, being the most notable the lack of continuation with the reward strategy. Students of experimental group showed a very strong interest when they first listened that they were going to be rewarded for delivering and doing their academic tasks, and they kept their

complete interest while the whole lessons were conducted, but will they maintain the same interest all the academic year for receiving the pedagogical bills? Or will they get used to it and their interest in receiving and collecting the pedagogical bills will decrease with time? The same strategy can be applied during more than one full academic year and still has the same impact on student´s motivation? On the other hand, this study took place with seventh graders, it is, with very young students, between the ages of 12 to 15, and according to the findings and the conclusions, these students found the gamification strategy very interesting and it certainly helped them to have better performance in the English subject than those students in control group, but another limitation that this study may have is the impossibility to know if the same strategy can be applied to a group of students who are older, it is, in a higher level at school. Will tenth or eleventh grader students accept and react to the gamification strategy the same way younger students reacted? However, as the goal of this study was to evidence the impact that rewards as a gamification strategy had on these particular group of students, we can affirm that the data collected and the analysis is reliable, at least for a group with students who are between these ages.

Research Implications

Due to the fact that this particular study took place with young learners, it would be interesting that new researchers would apply the same strategy used in this study with older students in order to contrast the findings and to determine if using rewards as a gamification strategy is suitable for all student´s ages in a school. On the other hand, maybe students of other context or socio-economic strata will not react and have the same impact towards receiving pedagogical bills as a gamification strategy, or may they will. So, it is advisable for

new researchers on this exact same topic to reflect on this study and to contrast the findings with the new ones in order to determine if the socio-economical strata or the different contexts are a key factor that interferes on the way students respond to the gamification strategy. It is likely that students of a high socio-economic strata have a high level of intrinsic motivation and they do not need rewards in order to force them to enhance their interest for the subject.

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Appendix A

Consent Form

Research in action

CONSENTIMIENTO

TITULO DEL ESTUDIO: Usar recompensas como estrategia de Gamificación dentro del aula de clase de Inglés.

INVESTIGADOR:_ Oscar Alberto Robles Ruiz. Estudiante de lengua extranjera Ingles de la Universidad Santo Tomás. Contacto: 3229041722

PROPOSITO: Por medio de la presente se está requiriendo su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera** Inglés de la **Universidad Santo Tomás**. El propósito de este estudio es verificar el impacto que tiene la gamificación sobre la motivación de los estudiantes

PROCEDIMIENTOS: Para este estudio se llevará a cabo actividades de observación de la clase de inglés, aplicar cuestionarios, entrevistas y grabaciones para conocer y promover habilidades de comunicación oral en el área de inglés.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted **no está obligado** a contestar ninguna pregunta que considere incomoda.

DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es un poco de tiempo de parte de los participantes para usar toda información del medio en aras aprender y mejorar las habilidades.

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás en su sede Bogotá al teléfono 5878797.

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.
Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante Yelly Lorena Martinez fecha: 25 de Febrero de 2019

Firma del participante Yelly Vasquez. Representante de curso 701

Nombre del participante Laura Valeria Olica fecha: 25 de Febrero de 2019

Firma del participante Laura Valeria Olica Representante de curso 702

Appendix B

Lesson Plan Sample

CONTENIDOS SUGERIDOS

Lexical

Pasatiempos
- Play sports
- Dance
- Listen to music
- Go to the movies
- Watch TV
- Ride a bike
- Collect things
- Play videogames
- Comida
- Celebraciones
- Vestuario

Relaciones de tiempo
- Everyday
- Once/ twice a week/month, year
- Every two weeks
- Always
- Never
- Recently
- Regularly

Dominios de cuidado personal: Actividades físicas, intelectuales, emocionales, sociales, y espirituales
- Meditation
- Pray
- Workout
- Camping
- Ride horses

Expresiones para describir hábitos
- I exercise once a week.
- I always go to church on Sunday.
- Juan reads every day.

Expresiones para mostrar intereses y gustos
- My favorite activity is…
- I like to dance.
- I really like swimming.
- When do you ....?
  I like to....
- I am going to...
- I have always....
- Do you like to bike ride?
- Do you enjoy swimming?

Expresiones para explicar
- Exercising is physical because it is good for my body and my health.
- I like to run since it is good for my physical condition.

Expresiones para mostrar reflexión
- I think I have good social self-care habits.

Gramática
- Presente simple y futuro
- Presente de "like"
- Preguntas "Wh- questions"
- Modales: can
- Adverbios de frecuencia
- Preguntas Yes/No questions

Pronunciación
- Reconocer sonidos en conversaciones
  /s/ v /z/ v /lz/
  Wants, gives, pushes
- Reconocer expresiones tal como pronunciación y reducciones
  I've, have ya, gonna, wanna,
  I will go to, I will gota,
  It is a good, Itsa good

Discursivo
- Iniciar y mantener una conversación sencilla.
- Justificar decisiones

Sociolingüístico/Intercultural
- Habilidad de escuchar y observar.
- Valoración de la diversidad cultural.
- Aprendizaje a través de la interacción.
- Adaptabilidad a las diferentes formas de comunicar y aprender.

Topics	**Present of like** Using **Because** to explain Vocabulary about **food**	**Grade**	Seventh Grade
Group	Experimental	**Length**	3 hours 15 minutes
Lesson Objectives			
Cognitive: to learn how to use the present of like, love and hate, while practicing vocabulary related to food			

Procedural: to complete a series of oral and written exercises, using the present of like

Attitudinal: to show interest, responsibility and motivation when receiving the class

Communicative: students will be able to explain, orally, in English, how to make a sandwich, using the present of like, love and hate, and the vocabulary reviewed in this lesson.

WARM - UP

Activity	Description	Time	Materials
Introducing the class Objectives: To present and review vocabulary related to fruits, vegetables and food in general	The teacher will introduce vocabulary about food in general through worksheet in order to review the vocabulary that students may know about food and to introduce new vocabulary.	10 min	Markers Board Worksheets

DEVELOPMENT

Activity	Description	Gamification	Time	Materials
The parts of a square	Once students are familiar with the vocabulary about food, the teacher will explain in the whiteboard the parts of a square. This is a Total Physical Response activity in which students have to listen closely to the voice of the teacher and they have to draw inside a square the food that the teacher says. Once the teacher finishes giving the instructions, some	 Students will receive $1 for following the instructions and making their pictures on their notebooks.	40 min	Notebook Pencils Board Markers

	students will give the same kind of instructions to the rest of the group. In this part of the class, we will use some prepositions of place.	Students will receive $2 for giving the instructions orally to the group.		
Activity	**Description**	**Gamification**	**Time**	**Materials**
How to make a sandwich Part 1	Now, we will perform another TPR activity. This time, students will get familiar with the instructions to make a sandwich. They make pictures of the ingredients and cut them out. First, the teacher will give the instructions orally and students will prepare the fake sandwich. Then, randomly, one student will give the instructions. Then, another student will give the instructions. A third student will give the instructions. We make this in order to give them enough self-confidence because, they will have to give the instructions in the real picnic, but they can´t read.	 Students will receive $1 for following the instructions and making their fake sandwiches. Students will receive $2 for giving the instructions orally to the group.	30 min	Worksheets Scissors Glue Colors

	They will have to say everything from memory. We will “play” to make a sandwich and, next class, students will bring their own real food and they will have to give instructions to make a real sandwich. Teacher will review the use of “because” to make them utter complete sentences like: I **hate** lettuce **because** it is disgusting, etc. The teacher also will write key words in the corner of the whiteboard.			
Learning Picnic Vocabulary	The teacher will distribute the worksheets A day in the country to introduce vocabulary related to picnics (Appendix No 2). The teacher will explain how to use the verb POINT giving TPR instructions like “everybody, point at the basket” etc.	 Students will obtain $1 for solving the worksheet and paste it on the notebook. Only for	20 min	A day in the country worksheet Pencil

		the 10 first people who finish.		
Learning to ask about preferences	Now, students will work in pairs. The teacher will explain to the whole class the way to use the simple present question "Do you want?" to make them connect the vocabulary and structures reviewed prior. They will make fake sandwiches giving them self-instructions and asking questions. For example: Student A: Do you want lettuce with your sandwich? Student B: Yes please, I like lettuce because it is delicious.		20 min	Board Marker

Preparing Sandwiches Picnic	It is time to make the real sandwiches. Students are going to work in groups of 5 and students, randomly, give the instructions using sequence linkers like "first, second, then, next and finally". While the student is giving the instructions, the teachers will be checking if students are following what his/her classmate is saying. Students prepare their sandwich by asking "do you want tomato with your sandwich?" and they will have to answer, *yes, because or no, because.*	Students will receive $5 each for having a good performance while preparing the sandwich.	60 min	Blankets Tablecloths Mayonnaise Bread Lettuce Tomato Ham Cheese Soft drink Cucumber

CLOSING

Activity	Description	Gamification	Time	Materials
Reporting how to make a sandwich for… <u>Objective:</u> To report in a worksheet the way they did their	Back in the classroom, the teacher will give the students the worksheet How to make a sandwich. In this one, students will have to write the order they followed to make their sandwich,	Students will receive $2 for completing correctly the	15 min	How to make a sandwich for… worksheet pencil

sandwich, but using the present simple.	writing the steps the followed in the preset simple.	worksheet and paste it on their notebooks		

HOMEWORK

Activity	Description	Gamification	Time	Materials
Oral Presentation about food	Students will have to create a poster to present, orally, and without reading, their favorite food and their ideal sandwich. They will explain to their classmates, what they like and what they hate when preparing a sandwich.	Students will receive a maximum of $10 for making their oral presentations.	-	Board Markers Blank Cardboard Pencils Colors
Written Quiz	Students are going to be asked about the lesson in a written quiz.	Students will receive $5 if they have the maximum grade possible, it is a 50.		Pen Sheet of paper