STUDENTS' PERCEPTIONS ABOUT GAMIFIED CLASSES IN A NINTH-GRADE AT

INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE MARÍA.

MILENA ALEJANDRA LLANO TOBÓN

JHONNY SMITH ZULUAGA SALAZAR

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RIONEGRO ANTIOQUIA

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MILENA ALEJANDRA LLANO TOBÓN

JHONNY SMITH ZULUAGA SALAZAR

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Licenciado en lenguas extranjeras

Advisor:

Nathalia Andrea Robles Ortiz

Especialista en enseñanza de inglés

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ABSTRACT

Gamification is defined as the use of mechanics and aesthetics games that can be used in different contexts with the purpose of engaging students towards a lesson. English language teaching has been taught in traditional ways focusing on grammatical, mechanical and memoristic aspects that hinders a meaningful learning where the English language is applied. Gamification in the educational process can change this approach of the traditional environment allowing the inclusion of different teaching methodologies and an engaging environment of the class for students. This study was conducted with action research and qualitative methodology. The study was carried out with 35 students from ninth grade. This research project was carried out taking into consideration crucial aspects of students' perceptions regarding gamified classes at an urban public school in Rionegro. The data collection methods implemented were a survey, focus group and a research diary.

Our outcomes showed the students' perceptions regarding gamified English classes demonstrating the challenges, and implications at the moment of applying this strategy in the classroom considering the time management, the population selected and the activities to implement along the gamification project. Besides, the positive impact it has on students when gamification is addressed to teaching in a meaningful, enjoyable, and engaging way in which students are participative. After implementation, we could check that by means of these gamified activities, students were concentrated, and the environment changed. Students noticed the improvement on their communicative competences, language skills, felt confident, active, and kept participative and attentive for learning more.

STATEMENT OF THE PROBLEM

Over the last ten years, the British Council has worked in partnership with Ministerio de Educación Nacional (MEN), regional education authorities, and various members in the public and private sectors. As stated by MEN (2021), they aim to seek innovative strategies and new approaches that promote the teaching of English to strengthen bilingualism, as well as social and economic processes. This bilingualism plan seeks to develop English skills taking the Common European Framework as a reference pursuing to reach international standards. MEN has taken the British Council as an ally, helping to define strategies for the implementation of actions in this program. Colombia's long-term goal is to develop a work team that can compete on equal terms with the economy of the XXI century.

There are some studies that measure the English level. One of these studies is stated by Semana (2020) which announced an international study made by the Education First Education Proficiency Index (EF EPI). Colombia has decreased the English level; within the study, a low level of language management is generalized. The results were released by Catalina Arteaga, who is a country manager of EF EPI. Colombia dropped from 68th to 77th place. For this reason, our research project was a challenge to adapt the contents which are usually studied in traditional approaches in Colombia by means of gamification in terms of English practices, and gamified elements in classes.

The idea is to reach the objective established within the institution. According to the Institutional Educational Project (PEI) (2018) provided by la Institución Educativa Escuela Normal Superior de María, in which this project will be developed, the school environment is a key element for the good progress in the classes. For this reason, our project seeks that through gamification we can approach teaching and learning, since it permits that the environment and

conditions could be connected in a meaningful way due to the different types of practices that can be implemented within the classes. Throughout the environmental conditions, the homogeneity or heterogeneity of the group, and the teacher's initiative have applicable proposals to analyze the achievement of the outcomes. The classes are focused on the importance of interaction, adaptations depending on the subject, and the purpose of building knowledge. The Institution's intention is to help students to manage their vision and action of the world around them.

Taking into the account the aspects mentioned above across our project we try to connect it with gamification to get a different result. In this way, it is intended to demonstrate how gamification has proven to be a useful tool to increase knowledge. The gamification process has certain transformations that are derived from the experience of the human being. As stated by Comenius (2000) the play and its role in history has been an educative and pedagogical tool in the learning and teaching process. In this study it is mentioned that Aristotle, Rousseau, Piaget, and Dewey state the play as a support to the intrinsic motivation. Therefore, the qualities in the motivational and social development demonstrate that gamification within education represents a process and this is why it can be applied in all growth stages. Consequently, we consider that the students' engagement is not only a cognitive process but an adaptive development of the being; by means of new trends such as gamification we can get the possibility of removing these filters that interfere in the learning process. Although affective filters are presented in the teaching process, the play provides a twist and allows gamification to confront learners' negative feelings from a positive perspective where students realize that the error is the first step in the process.

We realize technology is a good tool right now in our context and given the global contingency situation it has been an excellent help to connect education with students, the use of technology during this 21st century has had its effects on certain factors that influence students'

learning. There has been a change in the mode they acquire knowledge and educational interests have been adapted to different generations in a way that is more inclusive for them. The technology as a way to apply gamification can generate an impact on students, since according to Kayımbaşıoğlu (2016) there are some results that reveal that teaching language by means of both ICT and gamification has a meaningful improvement in the language learning because it reduces the distraction, and the learning is increased.

Additionally, according to Sevy (2017) the various tools and applications through gamification have a great effect and impact which are observed in the listening, speaking, reading, and writing skills, where they are not only improved but reinforced and applied in different aspects, taking into account the learning styles like auditory, visual, and, kinesthetic. Through the elements of the game, it has been shown that students are hooked and motivated. Likewise, the information is internalized in a more direct and meaningful way. This project will be applied across @MyClassGame to create a different environment in a gamified English class, reaching with the gamified elements as points, levels, leaderboards, challenges/quests, and engagement.

Based on some of the problematics previously exposed, our population is compounded by students of the ninth grade of the Educational Institution Normal Superior de María in the main quarters of this institution, located in the Municipality of Rionegro, Antioquia and composed of 849 students. It is located in the Altiplano subregion of Eastern Antioquia. The target population will be teenagers of secondary education, both sexes, it is compounded by 24 women and 10 men, and students between 14 and 17 years old.

According to the previous, it emerges from the following research question: What are the students' perceptions regarding gamified English classes in ninth grade at Institución Educativa Escuela Normal Superior de María?

JUSTIFICATION

Gamification has been developed as an improvement of dynamics inside the classroom seeking to change conventional teaching practices and creating a different environment. For this reason, the incorporation of technological resources within the English language teaching (ELT) intends that the elements used such as methodologies, curriculum, and materials are gamified elements in order to generate an impact and influence in a positive way on this field (Le Gal, 2019).

Today, the majority of students are digital natives, and the manner of learning and understanding the information provided to them is different compared to past generations (Prensky, 2001). Understanding that our students are digital natives, we decided to implement @MyClassGame, which is a digital platform to apply within our research project to our students, taking into account different adaptations depending on students' interests, likes, and dislikes. Using audiovisual aids can be an initiative to encourage students and promote their learning since the technological world contains a lot of characteristics and possibilities to stimulate the students' senses. Technology changes fast, for this reason, we consider the value of adapting these kinds of resources in the classes, several contexts and situations have demonstrated the necessity to fit these perspectives to impart learning.

Our research project has some objectives which are to be a possible useful referent for teachers in public schools to carry out the classes in a different way, to generate some spaces where teachers keep interested in their professional development, go beyond, and explore other kinds to teach. This project can contribute in a significant way to the conditions in which the classes are given, how the teachers address them and how students internalize the language despite the limitations. Nowadays, everyone is living in a pandemic situation where there are emerging remote

classes. It has helped students to continue learning and reduce the limitations of traditional teaching.

As teachers in training and researchers, we have realized the importance of the search for transformation in teaching, where there is not only an exchange of information, but a process more focused on students' interests and skills, having a purpose that allows them to not only want to do things for a grade but also to enjoy the learning process and the classes. Through the different scholars who support us, we have many elements that help us to be aware of the positive effects in terms of going beyond, getting closer to this field and understanding how research is developed, comprehending our context to change students' negative perceptions about the English class. Consequently, we have some objectives we can reach during the development of this proposal, the adaptations, and the referents we have found, it allowed us to know the students' opinions and perceptions about an English gamified class where it is supposed to be adaptable and serve their needs.

OBJECTIVES

General Objectives

To analyze the students' perceptions about a gamified class in a ninth grade in Institución Educativa Escuela Normal Superior de María.

Specific Objectives

- To design gamified activities to incentivize students in their learning process within an English class.

- To implement the gamified activities proposed to improve English language learning in an academic period.

- To identify students' perceptions by means of the instruments that allow verification.

LITERATURE REVIEW

Thinking about gamification, there are many possibilities and ways of teaching, looking for strategies and changes to make it more adaptable and workable. Traditional ways of teaching have been limiting students' learning, according to Álvarez, López, & Marrugo (2018) it is crucial to reduce levels of anxiety and stress because those are affective filters that can give a negative impact on learning. It has caused them to generate some filters such as anxiety, boredom, stress, frustration, and shame, which restrict in a certain way the capabilities of students. For this reason, teachers have been looking for new alternatives and initiatives to generate learning and encourage students within the learning process, for this reason, some of them have been thinking about the implementation of gamification as a strategy that helps them to reduce those affective filters.

In this sense, it is possible to carry out what fits the best to apply gamification inside the environment and context that is presented at the moment of the class. When the students can demonstrate their learning, teachers can be sure that their techniques are a good option. In case that the students are not learning, there can be some circumstances that can influence and limit their learning process as the psychological, social, or cultural factors.

Therefore, our research project is based on the impact gamification has on students' learning process, understood as an alternative to analyzing different strategies to be applied to the multiple varieties of language production in terms of adaptation and performance. From the search carried out, initially, five studies were found, including three international studies and two national studies, focused on gamification from different perspectives.

The first study was developed by Alcántara (2021), it is an international study carried out in Spain where through the use of gamification, students managed to improve their experience in language learning as well as the acquisition of abilities. The participants were included in a virtual

classroom with their avatar and name. They were grouped in different teams (four students per team). It was based on an application called @MyClassGame which is a Spanish website created by a teacher. It has a gamified system where the teacher provides information to the students, where including all kinds of varied elements for the class. For example, inside the application, the students have the chance of taking missions, events, getting powers, and upping levels. Using this study, it was found that game elements are helpful and a good resource to address education. Researchers carried out a didactic unit in which they developed the section during the classes. It is a different approach to teaching, reducing excessive repetitions and affective filters.

Similarly, a second study was carried out in México by García (2020) this research was focused on the exploration of how gamification can be applied in an English class with teenagers. They wanted to understand the influences and effects of the different elements of games and the way that they can improve abilities, experiences, and levels of the language using the implementation of the game. It was developed through exploratory practice. There were 22 students around 14 years old that were chosen in a pre-intermediate level course of English in a public school in central Mexico. The instruments applied were three: weekly journals, interviews addressed to students and a focus group carried out to get specific information about the gamification process from the students' perspectives. Through the application of these gamified elements, students improved their concentration on tasks rather than on a final score obtained.

Likewise, it was found a national study was developed in Bogotá by Esquivel (2019), where the objective was to determine the impact of the use of gamification as a pedagogical strategy to improve the abilities and engagement of students. It was carried out through qualitative action research. It was developed in fourth grades with students between 8 and 11 years old at Domingo Faustino Sarmiento institution in an English as a Foreign Language (EFL) classroom.

The instruments to collect the data were interviews, field notes, surveys, and recordings. Moreover, in this study, the findings demonstrate the positive impact and the influence in terms of behavioral, psychological, emotional, and affective factors in students when they got better performance and a change of attitude by them.

Another study that supports our project was developed in Rionegro by Álvarez, López & Marrugo (2018), where the researchers focused their inquiry on students' perception when teachers apply gamification in English as a second language process. They applied qualitative research because it was the best form for understanding the results. The participants were students in eleventh grade, 97 students were chosen randomly by gender in a rural public school in an English as a Second Language classroom. The instruments to collect the data included in the research project were surveys, external observer's field diaries, and discharges. Finally, some findings were discovered such as the implementation of dynamics and mechanics within the platform allows student's motivation to impact the curriculum and syllabus. Also, with the use of gamification students improve their engagement in the English classes and reduce the affective filters gained in students' experiences.

The previous literature shows that there is an approach to the field of gamification, but not much has been considered about the focus on our project based on the affective filters that affect the development of students' abilities in their performance. Talking about the population registered in these studies it is directed more towards primary school children and adults. We have in mind there is no similar context to our target population and for this reason, this section of the literature allows us to support our research project and get on track in our proposal. Understanding our contexts, we were able to identify social, psychological, and emotional factors that did not allow the development of communicative language skills adequately. Therefore, the development of a

gamified environment allowed students to overcome these self-imposed barriers due to their fears, insecurities, and lack of control over what can be known as frustration caused by the error. That is why creating the right environment to avoid such situations permitted us to develop the potential of students to another level.

From these ideas, it was possible to support our research project, since there are several ways in which gamification can be applied to obtain a certain result. In the different research studies, multiple approaches were found, including perceptions, effects, engagement, and reduction of certain factors that limit and affect language learning. These contributions demonstrated the generation of a different environment adapted to the learner's needs and learning styles.

CONCEPTUAL REFERENCES

Some key concepts were explained based on some authors for which we supported this project. We consider fundamentals to define these conceptual references and key elements because these are the key concepts to carry out our research project. It was crucial to define these concepts since it allowed us to get clear ideas and determine the way the research was taken.

Gamification

Gamification is used as a support instrument to engage students' learning, this is viewed as a strategy to promote the different skills used in a cultural, social, and scholarly context adapted to a further and deeper thought about what is given to them in a school environment. According to Kapp (2012) gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems." (p. 10).

Gamification provides a big number of possibilities to change the common way of teaching languages. Learning has different concepts that can be changed depending on the perspective, thanks to gamification we could comprehend that enjoyment can be a critical factor in the acquisition of knowledge not only based on learning.

Gamification is a good alternative to help teachers to teach in a different way, it is like a tool that supports some kind of things with the purpose of improving the communicative skills (input and output). About Huang and Soman. (2013) "Gamification in education can be a powerful strategy when implemented properly, as it can enhance an education program, and achieve learning objectives by influencing the behaviors of students". (p. 24).

Gamified Elements

Farjoun, et al (2015) affirm that these gamified elements are crucial for the comprehension of the general concept of gamification. The understanding of the elements, origins and characteristics helped us to support the teaching practices. Additionally, Miller, Cafazzo, & Seto, E. (2016) claim that gamification has a lot of features and characteristics seen as mechanics and joined depending on the context for the application of purposes. It gets the maximum potential facilitating the learning process. Showing the effectiveness of gamification and demonstrating the efficacy of implementing the different gamified elements as Points, levels, leaderboards, challenges/quests, and engagement.

Information and Communication Technologies (ICT)

As stated by UNDP (2003) Information and Communication Technologies are "basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the `old' ICTs of radio, television and telephone, and the `new' ICTs of computers, satellite and wireless technology and the Internet". (p. 211). Those different ICT are indispensable in the classroom because using ICT, the learning is facilitated and much more direct to students. According to Sangrà & González (2010) ICT is important within the teaching and learning process because it is necessary to adapt the adequate technology tools depending on the needs. The contribution of ICT allows the improvement as an innovation factor changing the teaching models, the teacher's role, and the interaction in the class.

English as a Foreign Language

Krieger (2005) claims that English as a Foreign Language (EFL) refers to students who are involved in their own country learning English. It is very common to identify this kind of practice with people mostly monolingual. Besides, Chlopek (2008) states that in an EFL classroom there are some limitations in terms of cultural competencies and skills development in which EFL learners receive language as a tool of internationalization rather than intercultural because there is a lack of interaction and little access to the real communication between people and their particular context.

Perceptions

We consider perceptions are indispensable because this research project is based on what we can get from students' perspectives and how those perceptions can show us the impact that gamified classes have on students in terms of teaching, learning, engagement, and involvement. Farlex Partner Medical Dictionary (2012) defines students' perceptions "as the mental process of becoming aware of or recognizing an object or idea; primarily cognitive rather than affective or conative, although all three aspects are manifested".

METHODOLOGY

In this section, the methodology carried out in this project was based on a research qualitative analysis, critical research paradigm, action research; where we included instruments such as interviews, focus groups, research diaries, and a survey which were taken as data collection methods. Those concepts are defined below.

Qualitative research points out the concerns in the context. It analyzes the data as closely as possible with the objective of showing the potential that allows one to get an understanding perspective of what is being studied. In fact, in our project we can say that qualitative research pays attention to the specific details, experiences, descriptions, opinions, points of view, and narratives people have about the specific context in our research project. According to Bogdan & Biklen (2003), qualitative research has a goal in which researchers focus much more on the process rather than outcomes or products. It is reflected in our project because we wanted to know regarding students' perceptions. Besides, Merriam & Tisdell (2016) affirmed qualitative research focuses on the particular discovery of those different perspectives, ways of thinking, and understanding of the situations which allow them to make the difference and demonstrate that each person perceives, and people have their own point of view of the world. It demonstrates the importance of comprehending that each person has their own perception and point of view from different situations.

Given (2008) states that qualitative research looks for understanding how individuals perceive the world from different perspectives of a topic provided by the researchers. For this reason, it allows us to focus our attention on the process where the idea is to know the impact of gamified activities on students, showing us some results about their perceptions applying this

approach.

The paradigm carried out in our project was critical research. Kincheloe & McLaren (2000) state that this process involves social structures, beliefs, and practices that have the purpose of identifying questionable activities or inequalities trying to have an impact that improves the possibility of changes and meaningful outcomes. We selected this paradigm because it allowed us through the application of this project to realize the impact that the inclusion of gamified activities has on students' perceptions, beliefs, and perspectives into the English class in ninth grade with the purpose of analyzing the influence on students.

We took advantage of our double role as researchers and teachers. For this reason, we decided to apply action research in this project. According to Carr & Kemmis (2003), action research is the integration between the analysis of the theory and the application to the practice in the context. Action research as a methodology is more rigorous in its methods, application, and results since it has into account a wide quantity of factors emerging in the reality where the analysis has to be comprehended depending on the context. We consider this method as a crucial model to carry out in our research setting. Our role as teachers immersed in the context can help us to analyze the manner in which something is developed, what kind of aspects affect students, and how the situations have particular insights. Therefore, Burns (2010) affirmed that action research has a simultaneous influence, and it is valuable in terms of the situation studied in a practical way because it allows to improve the teaching skills and achieve an understanding based on the students, the classroom, and even teachers.

The same author proposes that action research should be developed in a cycle where certain steps are carried out. Burns (2010) based on Kemmis & McTaggart (1998) states that action

research has four stages that interact in a cyclical way. Those stages continue in a spiral that repeats constantly until a satisfactory outcome is achieved, and at that point, it can be stopped because of the meaningful results achieved. The phases of action research are planning, action, observation, and reflection.

1. Planning: This phase is stated by Burns (2010) as the way a researcher identifies a problem and looks for developing a plan of action. It has the purpose of improving an issue within a specific area of the context.

2. Action: After planning, action takes place considering the possible informed interventions found in a teaching situation that the teacher can propose to develop in the current situation (Burns 2010.)

3. Observation: The third step is stated by Burns (2010) as observing and documenting the effects, opinions, and actions to collect the data about what is occurring inside the context.

4. Reflection: This final stage is described by Burns (2010) as the reflection comprehended from the evaluation and description of the impacts achieved in the issues explored inside the research looking for an improvement.

Taking into account the aforementioned, action research studies a system and collaborates with members of that system to accomplish the process. In our context, we had the collaboration of the teacher from the institution who helped us to decide the manner in which we could develop the gamified activities considering the context, content, age, and English level.

Data Collection Methods

The data collection methods included in this project were surveys, research diaries, focus groups, and interviews which helped us to analyze the information, show the perceptions and provide good reliability.

Survey

The first data collection method was a survey. (See *Appendix B*) This is an instrument stated by De Vaus (2013) as a particular technique that collects data in a structured and systematic way that permits the analysis of the gathered information. For this research, we applied this data collection method because it allowed us to know the perceptions that students had when implementing gamified activities in their English classes. Moreover, Fowler (2013) states that surveys are data collection methods that are designed with the purpose of understanding the characteristics and different responses of a target population on a specific topic. Through surveys, researchers have a statistic in the sample and get different conclusions. Therefore, surveys provided us with different perspectives on the information gathered inside our context. It supplied us with a comprehension of the several points of view students had concerning the application of this project. Consequently, as Fink (2017) affirms that surveys as information collected methods are useful to compare and comprehend social behaviors, values, and feelings. A survey can be a self-administered questionnaire filled with help or alone. Those surveys can be developed online, and the participant can answer them privately or in a destined location. For this reason, in our research project a survey was carried out online because as we are in remote classes, it is a good way to collect data and students can fill the survey easily. We applied this data collection method at the beginning of this research project in the stage of planning because it allowed us to have a

wide perspective about the context, participants' perceptions, and how their English classes are used to be carried out.

Research Diary

The second data collection method applied in this research project was the research diary. (See *Appendix F*). It was important to be included because as we played a double role, we had contact with our students, we described the experience from our perspective including troubles, issues, positive aspects, and the impact that gamified activities had on students. Altrichter et al (2005) describe the research diary as a journal that allows us to document, reflect and facilitate what we observe to understand the experiences depending on the conditions presented in the context analyzed. Supporting an idea related to the previous author, Engin (2011) states that the research diary as a repository of the reflection obtained along with the research experience that helps to show the validity of the data, from our perspective we can provide insight through the interpretations and experiences that emerge in the context. This data collection method was useful to express ourselves because it allowed us to show from our points of view what we experienced as teachers and researchers getting some perspectives, analysis, and conclusions taking into consideration the different situations that emerged in the application and development of this research project.

Focus Group

Finally, the last instrument that we implemented in our project was the focus group. (See *Appendix G*) According to Gizir (2007), focus groups provide useful, rich, and quality data in educational research. This data collection method allows the researchers to discover feelings,

attitudes, values, and experiences about a determined topic that involves the experiences and perspectives of the participants. For this reason, this data collection method was applied as a useful tool that permits us to gather widely information about students' perspectives on gamified activities in the English class.

In addition, William, and Katz (2001) express the importance of being aware of orienting and empowering the focus group, with the intention of promoting active participation and guiding the focus group to get a meaningful discussion where multiple ideas and opinions emerge depending on the several points of view.

Participants

The participants belong to 9th grade, they were chosen because of what we found in the literature review, the authors did not have approaches to this population and the level of high school education. Besides, as we are in remote teaching and learning, it is necessary that students have some autonomy because it allows us to apply our research project, being a more accurate way for collecting and analyzing results.

The selection of these participants was purposeful considering the whole group. We would set some characteristics as the grades, their availability, and willingness to participate in our research project. According to Creswell (2012), purposeful sampling refers to people or sites who permit or help the understanding in a deeper phenomenon, since it develops a detailed understanding providing useful information, helping people to comprehend the phenomenon and possibly information who people could not express depending on situations in their context. It demonstrates that by selecting a purposeful sampling, we can know their perceptions and the impact that gamified activities had on their context.

Ethical Considerations

As Hill et al (2008) state the importance of ensuring informed consent before the research project, development, it is crucial to explain the guidelines, benefits, or risks that convey the participation. Furthermore, their rights as participants should be accomplished and their participation as a voluntary choice. In our case, informed consent was developed with the intention of ensuring the institution and participants' authorization of students' parents because they are underage. In the same way, the findings of information obtained from the research project were managed with confidentiality and no influence, being presented to the academic context in an anonymous way. (*See Appendix A)*

In this research project, we play double roles as teachers and researchers, we ensure that the gathered information was not misrepresented or not interpreted including elements as bias or personal conceptions. Additionally, we used two platforms to create our own content with the participants, Genially and @MyClassGame that are free, and we chose them to design the gamified activities taking into consideration the context and the curriculum.

In conclusion, in this section of methodology, we noticed the importance of applying the appropriate qualitative analysis, research paradigm, and the three data collection methods according to the objective that the research project has. Moreover, as our intention was to know the students' perceptions, we search to gather that information in a deeper and significant way to analyze the influence that gamified activities have on the English classes.

Data Analysis

During this process some categories emerged and helped to understand our data, we used surveys, focus groups, and diaries to analyze the gathered information. Flick (2014) states data analysis as a process in which the data is classified and interpreted, analyzing implicit and explicit structures to make sense and understand what it represents in the material and resources.

According to Burns (2010), the continuing process of analyzing data allows us to reduce the information to find patterns. In that process, key meanings and messages that catch the attention should be extracted. For this reason, Burns decided to list some useful steps to get an overall framework of the analysis.

Burns (2010) claims that action research follows five steps to be carried out:

1. Assembling your data: it refers to the collection of all the data available on reflections of participants and looking for patterns that are broad that seem to answer the questions proposed.

2. Coding the data: Categorize more specific patterns to detail the next section. This identification can be called qualitatively or quantitatively.

3. Comparing the data: Once the coding of the information is completed, it must compare those categories differentiating sets of data. In this step, charts or tables can be developed to set the data and presented concisely.

4. Building meanings and interpretations: Reflecting the data collected should be beyond the surface features and not just step by step of what was found. Therefore, it is necessary to set questions for identifying connections and elaborate interpretations in the broadest level of understanding of it.

5. Reporting the outcomes: It is intended to present the research data and the findings from beginning to end and not just a conclusion about what was found.

PROPOSAL DESIGN AND IMPLEMENTATION

The first phase was the diagnosis exploring the students' perceptions in English classes from the beginning. It was carried out through a survey where students answered 13 questions about their beliefs, thoughts, and ideas which emerged within their English classes. We designed some interactive activities which included the gamified elements to be applied during 5 classes where the topics were transversalized using thematics in a ninth-grade class which is divided into 2 subgroups due to the pandemic. (See *Appendix C*) Those gamified activities were created in Genially, (See *Appendix E*) a platform designed for interaction since it has a lot of elements that are included in the gamification with the intention of teaching English in a different way. The content we took into consideration for designing the gamified activities was taken from "Basic Learning Rights" (BLR) and the mediators made by the institution. The gamified activities developed in the research project were upload in a platform called @MyClassGame, a website where as teachers we had the opportunity of monitoring the students' process, creating a group with personal avatars modified by the students depending on their preferences while they were learning through interaction, challenges, leaderboards, points, levels, and engagement. (See *Appendix D*)

When applying the gamification with the students, all of them made part of the classes. However, for the focus group, students were volunteers. The purpose of this method was to gather information by recording students' voices; those ideas and perceptions were transcribed for being analyzed. In each class, we had the opportunity of writing in our diaries about the different situations, aptitudes, and development of the classes. We used this diary to include what we observed and interpreted while the classes were carried out.

RESULTS AND DISCUSSION

During and after the process of this research project's implementation, it was essential to know the students' perceptions regarding gamified English classes. From the application of three data collection methods: a survey, research diary, and a focus group emerged 4 categories. Engagement process in the classroom, different approaches of English Language Teaching, Gamification as a tool to change the traditional environment, and Challenges when working with @myclassgame. We could find some elements that permitted the development of English classes through gamification and the data analysis gave a response to the proposed objectives of this implementation.

Engagement Process in the Classroom

Every aspect of the engagement process was perceived with the instruments of the data collection method. This analysis emerged from the English practices and the way we applied gamification. It is supported by students' perceptions through a survey, diary, and focus group where this is evidenced and demonstrated from different perspectives.

Through the implementation process, it was perceived the development of students' engagement according to the activities and the proposal designed for them. According to Diemer (2012, as cited in Mango 2015) affirm that student engagement is joined to positive learning experiences and outcomes, demonstrating when students take part in the learning process, the practices are effective. It was evidenced when students expressed their desires for learning English and their expectations with the language using internet tools or platforms. For instance, Anonymous said "Me gustaría aprender inglés de una manera mucho más interactiva usando

plataformas o en internet y aplicarlo en mi vida porque en un futuro puede ser primordial para conocer otros países, y comunicarse con otras personas" (Survey September 2nd, 2021).

By means of the previous statement, it is possible to demonstrate that English not only works as a communication tool but also for visualizing the future in the work or educational field. Therefore, it shows the aspirations, goals, opportunities, and dreams they want to achieve through English learning in context. Esquivel (2019) demonstrates the positive impact that gamification as a pedagogical strategy has in terms of behavioral, psychological, emotional, and affective factors in students where they kept engaged.

Fredricks et al (2004 as cited in Mango 2015) claim that engagement is carried out when students enjoy and have a positive attitude in the activities they are doing; there are some cognitive aspects that are linked to students' self-regulation, focused learning, and strategies showing the effect and the impact it has on students. King vamp affirmed that "Más que todo lo que me gusta a mí de la plataforma es que hay competitividad, es decir, competir a ver quién tiene más puntos y ver quién va más arriba, eso es lo que me gusta" (Focus Group, October 19th, 2021).

Furthermore, Alcantara (2020) mentions that game elements are more than effective to enhance the teaching process. It is possible to say that they are tools to incentivize students, proving that education does not have to be a tedious and monotonous task. It demonstrates the engagement the platform had on students since they affirmed that they liked the way it was included within the classes. Besides, they highlight the competition as a manner of learning while they get points and look for leveling up as fast as possible.

Teacher-Researcher A stated that "I noticed students were really engaged within the activities because they told the teacher they felt motivated and they liked the designed slides, and the activities because they like colorful and interactive things" (Diaries, October 21st, 2021). Supported by the literature, Huang and Soman (2013) affirm that as gamification is a powerful strategy, it allows to achieve the goals and influence students' behaviors. Besides, it helps to keep them engaged and enhance the outcomes established. Through some conversations with the students, they highlighted how gamification can impact students' attitudes and engage them to learn by catching their attention.

Different Approaches to English Language Teaching

This category was evidenced in the focus group and the diary, where the students showed their perceptions of what their needs were, according to the approaches taken into account in their learning process and how some alternatives make the experience more meaningful.

According to Hall (2017) Recognizing the diversity from the English language teaching classroom can be a starting point where exploration, interaction and relationships can be achieved to ameliorate their learning process. Gamification is an excellent way for demonstrating that English can be learned from different perspectives, considering aspects as the previous ones, where students and teachers look for enhancing the skills and improving their language use. In fact, at the moment of questioning students about their perspectives regarding the effectiveness of the tools used like genially inside @myclassgame, and the platform itself. Burbuja mentioned "La verdad si me ha parecido útil ya que las herramientas que han utilizado nos han servido para mejorar las clases de inglés" (Focus Group October 19th, 2021). García (2020) claims the

significant improvement students reach when they are involved in different approaches such as gamified activities and classes design with the intention of allowing them to compete, cooperate with their classmates and achieve the objectives proposed. That fact demonstrates that gamified elements have been useful tools that allow students to be focused on English classes. This is supported by Researcher B who wrote that "A student was interested in the creation of the contents and the platform itself. She was amazed because the resources used in the platform and its navigation were very easy to use, catching her attention, and keeping her concentrated" (Diary, September 16th, 2021).

Garcia (2020) shows the importance of gamified tools within the English classroom since it promotes concentration and the way in which students are motivated to learn in a different way. Consequently, it is related to the essence of how students can promote their concentration when attention is caught using gamified tools. It was mentioned by researcher A "Students told me the way we included different methodologies and changed the environment was a motivation and a meaningful learning because they were carrying out the activities on their own and they loved it" (Diary, September 16th, 2021). It demonstrates students' perceptions regarding the approaches that provide a good environment for learning. Besides this, the students started showing an analysis from the environments in which they were immersed depending on the context.
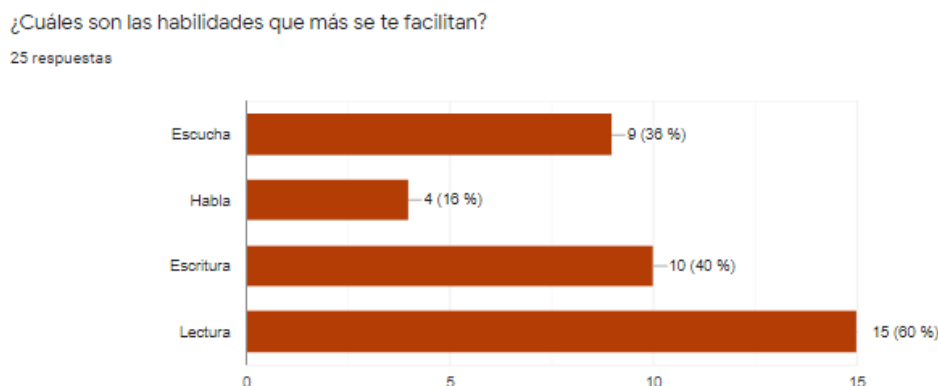
Esquivel (2019a) claims that gamification was a useful strategy for keeping a motivating environment for students where the learning process can be linked with their likes and personal interests. This is evidenced in a comment of the diagnostic survey where Anonym expressed "Siento que al aprender inglés al salir del salón y estar en otros ambientes utilizando el computador, me siento motivada para aprender, realizar todas las actividades y dar lo mejor de mi para aplicarlo

en mi futuro profesional" (Survey September 02nd, 2021). It was noticed that students remark that the environment of the class intervenes significantly in their motivation at the moment of receiving the class. They felt they were more disciplined and developed the activities by pleasure and not just as an imposition. Then, they affirmed they have lost the fear of using English because they have gained confidence. It is evidenced in the comments that students gave to Research A affirming that "They felt happy because they were motivated when they used the platform since they have seen the applicability and the meaningful learning to be applied in their future. Some students expressed they wanted to be English teachers and the other ones affirmed they needed to use English in their careers.

Esquivel (2019b) affirms that being involved in interactive and gamified classes promotes immersed experiences where students are constantly using the English language improving the development of abilities and skills complementing their learning process. It is demonstrated in the research diary where Research A affirms that "Students were carrying out the activities because these lessons would help them to use English outside the classroom creating a better environment. This research project promotes students' development and learning outside the classroom where students felt that it was a meaningful exercise since they were used to learning just in the same place, in the classroom. Therefore, Research B claimed that "students affirmed English was really helpful at the moment of learning the content, and for those reasons they were more motivated to develop their skills" (Diaries September 21st, 2021).

Students were conscious of their strengths and weaknesses when using English. The graphics below show us the different levels of proficiency that they have analyzed from the beginning of the research.
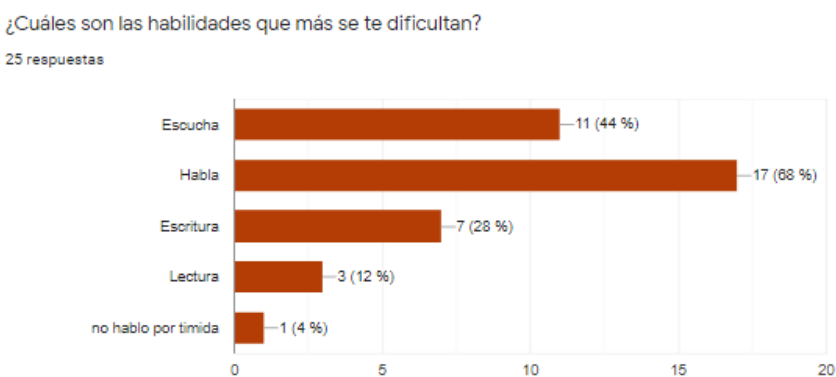
Graph 1. Abilities (Strengths) Results taken from survey

¿Cuáles son las habilidades que más se te facilitan?

25 respuestas

Escucha	9 (36 %)
Habla	4 (16 %)
Escritura	10 (40 %)
Lectura	15 (60 %)

Retrieved from Survey September 2nd, 2021

According to the survey, there were evidenced abilities that are more developed by students because of the methodology the institution uses. It is demonstrated that reading and writing were the most constant skills implemented in their learning process. For this reason, we tried to design gamified activities that consider the major number of skills where students could improve their language competence.

Graph 2. Abilities (Weaknesses) Results taken from survey

¿Cuáles son las habilidades que más se te dificultan?

25 respuestas

Escucha	11 (44 %)
Habla	17 (68 %)
Escritura	7 (28 %)
Lectura	3 (12 %)
no hablo por timida	1 (4 %)

Retrieved from Survey September 2nd, 2021

In the survey, we could find a remarkable aspect that was the implementation of activities in the speaking skill because there was not enough time to apply it and the platform did not allow

communication with others. Therefore, students were encouraged to use English to receive bonuses within the platform.

Graph 3. Learning styles. Results taken from survey

¿De qué manera sientes que puedes aprender más fácil?
25 respuestas

- Visual. Aprendes por medio de imágenes, gráficos, asociación de colores, videos.
- Auditivo. Aprendes por medio de grabaciones, canciones, podcasts, explicaciones orales.
- Kinestésico. Aprendes mediante actividades físicas y movimientos con el cuerpo.

Retrieved from Survey September 2nd, 2021

These graphics show that there are learning styles and they vary depending on the likes, interests, and abilities of people. For this reason, it is important to know how students learn the most. Through the diagnostic survey, we noticed that students prefer visual and auditory aids since they admitted that it was the best way for learning.

Students preferred visual aids as an easier way for learning since it allows them to take advantage of their abilities and learn in a meaningful way. Consequently, students were engaged by the color, graphics, videos, and images we included in the platform and the gamified activities.

Gamification as a Tool to Change the Traditional Environment

The traditional environment is remarked by the students as an uninteresting way of learning English since they are tired of learning English in that way. Therefore, the change of environment and teaching strategies allows them to access learning in a more dynamic way. Through the following statement received in the diagnosis survey, we considered the suggestion a student gave us since students prefer a different environment because it allows them to feel comfortable and use other strategies for learning.

Anonymous affirm that "Si, quisiera que las clases de inglés fueran diferentes a la manera en que estamos aprendiendo hoy en día, ya que la manera en que el profe lleva las clases lo hemos venido haciendo durante todos los años y para mí no es interesante de esta manera". (Survey September 02nd, 2021). When teachers look for strategies that enhance students' learning, they feel free and motivated to learn what teachers teach them. For this reason, this project focused the application and design using gamified activities in which they felt good since the environment was different from the one, they are used to. As we cited in the conceptual references, Sevy (2017) tools and applications are the way in which gamification gets an impact on different skills where there is an improvement and reinforcement keeping in mind the learning styles.

Based on Campbell, et al (2013) the flexibility of learning spaces disrupts traditional approaches allowing the teachers to change the environment using empathy and appreciation for others learning in the same space. In this case, researcher B could appreciate that "Students realized that changing the environment was a good opportunity for being active and participative in the class" (Diary September 14th, 2021). The following statement demonstrates the impact that environment has on students since they affirm, they feel better when they have classes with meaningful and interactive activities and not only in the classroom as they are used to.

Besides this Campbell, et al (2013) affirms that there is a need of changing the nature of schools being more responsive in the redesigning of different approaches carried out on the teaching-learning process. Evidencing expressions as Sofi mentioned "Si fue una metodología efectiva ya que como uno está acostumbrado a estar aquí sentado todo el tiempo y cuando uno aprende más didácticamente, el aprendizaje es mucho más significativo" (Focus Group October 19th, 2021).

<center>Challenges when Working with @myclassgame</center>

This category was shown from the beginning of the data collection methods because with the diagnostic survey, we noticed that there was a lack of integrated skills where students have some aspirations and suggestions for considering in the English classes. Based on Oxford (2001) integrated skills practices are beneficial because it allows getting natural, communicative competencies and being focused on details that are essential in the language. They wanted to have classes with integrated skills. For this reason, we tried to include the skills adapted to the platform of @myclassgame with the intention of making it meaningful and adaptable to what students wanted. Students suggested us to include speaking, but we had a limitation for including this skill inside the platform since there was not this option. However, we included vocabulary, writing, reading, and listening as much as we could adapt to this platform.

For this reason, there was an implementation of integrated skills included within the platform @myclassgame, where we integrated listening, vocabulary, reading and reading taking into account comments as Anónimo "Me gustaría que las clases de inglés trabajaran todas las

habilidades ya que esto es importante y yo quiero aprender más" (Survey September 02nd, 2021).

Through this implementation of integrated skills within the research project, it was evidenced a

misunderstanding in terms of ICTs, which were a requirement for students to keep an adequate use

of platforms for their language learning.

Similarly, there were some issues related to the platform access which for some students

were more complicated as Burbuja mentioned "Yo diría que el método de ingreso ya que algunas

personas tuvieron dificultades para entrar a la plataforma y esto les impidió realizar todas las

misiones" (Focus Group October 19th, 2021). In the institution, it is evidenced that there is

probably a lack of implementation of these practices that led to some doubts on students at the

moment of accessing the platform. This outcome is criticized by Marcelo (2003 as cited in Jorge

et al 2003) he claims that the importance of implementing e-learning processes is currently a need

since technologies and the global world require a lot of competencies and skills to be developed

in order to be used for useful and meaningful learning.

Dockrell & Lindsay (1998) claim that by predicting the possible difficulties of students,

teachers can provide tools and appropriate opportunities taking into account strategies that permit

students to reinforce their strengths and needs. It is what students want from their teachers; it is

demonstrated in the statement where researcher A said that "Some students suggested we include

activities that help them to improve their speaking skills. Also, they wanted to have different topics

because they did not want to continue with the same topic about citizens' rights, a topic established

in the curricula mediators of the institution" (Diaries September 30th, 2021).

Concluding this section, the categories included in this research project allowed us to

reaffirm the impact and influence that gamification has on students since they felt engaged,

motivated, and encouraged due to the change of the learning environment and the English Language Teaching process in the development of the classes.

CONCLUSIONS

Through the application of this research project, students demonstrated they were engaged within the classroom, the results showed the influence gamification has on students since it is something not commonly used in public institutions in Rionegro. The impact was evidenced in the environment, the development of the missions and tasks showing their interest for leveling up.

The designing of gamified activities was motivating because through the platform could be applied several visual and auditory elements that allowed us to introduce in an interactive way each one of the activities and proposed topics, achieving the implementation of different skills, such as writing, listening, reading and the management of diverse vocabulary that would allow recognizing the topics proposed by the institution's curriculum.

The implementation process of the design of gamified activities was meaningful and engaging at the moment of applying them because the students could learn through various visual and auditory elements that caught their attention providing them the necessary concentration at the moment of doing the activities proposed into the platform @myclassgame. The platform @myclassgame and genially provided many elements within the game that allowed the project to be carried out more meaningful for students. It allowed them to know what their progress was and what they had to do to carry out the activities for completing the objectives of the course and the research project.

The analysis of students' perceptions was meaningful through the application of the data collection methods, we noticed gamification was a positive way of teaching students because it allows them to keep concentrated, motivated and competitive. Throughout the survey, we could notice students' needs in terms of the topics and the skills in which they knew they required more practice. By means of students' comments in the focus group, students manifested their likes for

the platform and the activities designed for completing the missions. The research diary was an excellent tool because it contained all the comments and perceptions that students expressed to the teachers-researchers. It permitted the analysis of their commentaries when looking for the results. These results contribute to the academic field not only in education, but also in the application of gamification demonstrating the impact that it generates when gamification is applied for English teaching in research projects and real contexts.

It was challenging to apply this research project because there were some limitations in terms of internet connection, computers' room booking and the schedule since those were some aspects not as easy to manage because not all of them depended on us. Due to the pandemic situation and the irregularity into the educational context, the government proposed hybrid teaching or Alternancia modality. That was one of the major problems implementing this project in the English classes because the group was divided into two. It means that students had to rotate each week to attend the classes, hindering the teaching process. It caused a lack of time since students that stayed at home did not carry out the activities while the ones that took the class from the institution had better results. The problem was that each group attended the class every fifteen days. For that reason, we had to repeat the explanations of each activity into the platform and the development of those because they did not have enough time for completing the tasks and missions.

Recommendations for Further Research

For future research, it is recommended to consider a period of organization of the gamified activities and if it is the case of doing the implementation through virtual means. It is necessary to make sure that there is an adequate platform and that the teachers know and understand how to use each of the resources to carry out a proper implementation. If classes are in person, a combination between ICTs and materials can be used in the class. The gamification process does not have a single way of applying it and it is not an obligation to use ICTs. Teachers and stakeholders are free to apply their principles with the resources they have in the institution.

We recommend the implementation in other contexts as gamification can be developed with children, teenagers, and adults. It can be included taking into account the curriculum and the institutional demands. Moreover, it is crucial to think about the implementation time of the gamified activities. Students need to have the opportunity to accomplish the activities within a reasonable time.

Besides, it could be interesting to know how gamification can be addressed to teachers' perceptions showing their perspectives about its use and the implications that this process has. It might demonstrate how they feel applying this strategy for English Teaching and the influence it has on students' results.

In conclusion, gamification has several applications within the educational field, whether public or private. Different types of didactic and technological tools can be used to delve into concepts that, explained in a traditional way could be less significant or even can be more complicated for the comprehension in some levels of proficiency. For this reason, gamification is an excellent option for implementing and changing different environments because the process of engaging students

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APPENDIXES

Appendix A. Consent Form

UNIVERSIDAD CATÓLICA DE ORIENTE

CONSENTIMIENTO INFORMADO SOBRE ENCUESTA Y GRUPO
FOCAL

"Students' perceptions regarding a gamified English class in ninth grade at Institución
Educativa Escuela Normal Superior de María"

"Percepciones de los estudiantes con respecto a una clase gamificada de Inglés en el grado
noveno en la institución Educativa Escuela Normal Superior de María"

Investigadores

Jhonny Smith Zuluaga Salazar
Alejandra Llano Tobón

Asesora
Nathalia Andrea Robles Ortiz

La Universidad Católica de Oriente invita a su hijo/a para hacer parte de un proyecto de investigación con el propósito de conocer las "percepciones de los estudiantes con respecto a una clase gamificada de Inglés en el grado noveno en la institución Educativa Escuela Normal Superior de María".

La información solicitada hace parte de un ejercicio de investigación que nos permitirá tener unas mejores prácticas como futuros docentes. La participación de su hijo/a es totalmente voluntaria y conociendo que él o ella es menor de edad también pedimos cordialmente su aprobación para este proceso. A partir de esta información, nuestro objetivo es comprender cuáles son las percepciones que los estudiantes tienen al momento de recibir una clase gamificada de Inglés. Los datos recolectados en el proceso de investigación, sirven como un ejercicio diagnóstico sobre las percepciones dentro de los cursos de inglés.

Si su hijo/a accede y el representante legal está de acuerdo, se le solicitará responder algunas preguntas durante una encuesta y un grupo focal. La encuesta le tomará 20 minutos máximo para completarla y el grupo focal tomará como máximo 25 minutos de su tiempo. Todo lo que digan durante el grupo focal será grabado con el único propósito de transcribirlo de manera literal con fines netamente académicos, para su posterior análisis y descripción de este método de recolección de información.

ANONIMATO

La participación en este proyecto de investigación es totalmente voluntaria. La información recolectada será confidencial y no será utilizada para ningún otro propósito que no tenga que ver con el proyecto mismo. Sus respuestas serán codificadas y se les dará la posibilidad de que elijan su identificación, ya sea un nombre o un personaje que prefieran, asegurando que todas sus respuestas serán anónimas. Por lo que con toda libertad, pueden escoger un sobrenombre con el fin de hacer referencias o citaciones de manera anónima durante el proyecto.

Quiero que mi sobrenombre sea: _____
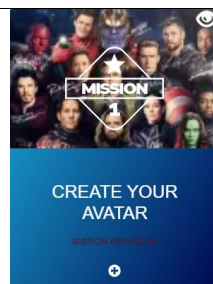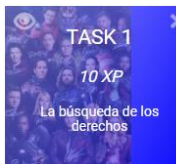
FORMATO DE ACUERDO DE LOS PARTICIPANTES

1. Estamos de acuerdo (hijo/a y representante legal) que hemos leído y comprendido la información dada del estudio mencionado anteriormente.
2. Aceptamos (hijo/a y representante legal) que no recibiremos ningún salario o tipo de incentivos por la participación en este ejercicio de investigación.
3. Entendemos (hijo/a y representante legal) que nuestro anonimato será garantizado si el proyecto de investigación es publicado en algún medio académico.
4. Comprendemos (hijo/a y representante legal) que nuestra participación es completamente voluntaria y sin ningún tipo de consecuencias.

_____   _____   _____
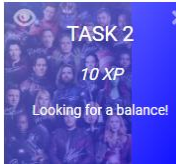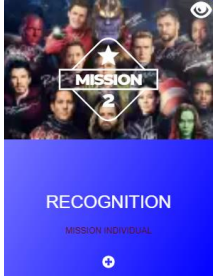
Nombre del participante   Firma del participante   Identificación

_____   _____   _____

Nombre del tutor legal   Firma del tutor legal   Identificación

Jhonny Smith Zuluaga Salazar   Milena Alejandra Llano Tobón

Nombre de los investigadores

_____   _____

Firma de los investigadores

    1045023084   1007292480
  Identificación   Identificación

Appendix B.Survey

1. ¿Te gusta el inglés? si, no ¿Por qué?

2. ¿Cómo te sientes actualmente en las clases de inglés?

3. ¿Qué es lo te gusta o disgusta del idioma inglés?

4. ¿Crees que el aprendizaje del idioma inglés es importante para tu futuro? ¿Por qué?

5. ¿Te gustaría seguir estudiando inglés para aplicarlo en tu vida? ¿Por qué?

6. ¿Cuáles son las habilidades que más se te facilitan?

7. ¿Cuáles son las habilidades que más se te dificultan?

8. ¿De qué manera sientes que puedes aprender más fácil? (VAK).

9. ¿Cuál crees que es el objetivo que tiene el aprendizaje del inglés en el plan de estudios?

10. ¿Qué experiencias positivas y/o negativas has tenido con el idioma inglés?

11. ¿Has tenido experiencia usando el inglés en una conversación por fuera de la institución?

12. ¿Para ti, cuáles son las ventajas y desventajas de aprender inglés?

Appendix C. Lesson Plans.

Student-teacher: Alejandra Llano Tobón and Jhonny Smith Zuluaga	Institution: Institución Educativa Escuela Normal Superior de María	Grade: Ninth B
Date: September 20th to 24th	Time: 1 hour	N° of students: 35
Topic: I defend the right to life!	Language focus: Citizens' rights (Vocabulary)	Skills: Writing, vocabulary, listening
Objectives: By the end of the class, students will be able to recognize the citizens' rights and its value.		
Anticipated problems & extra activities: I have the links sent before the class.		
Homework/further work:		

Time	¹Stage	Aim	Procedures	Resources
15 minutes	Warm up	To check their previous knowledge.	I asked my students for writing in their notebooks as many citizens' rights they knew. The student that identified the major got points in the platform @myclassgame.	
20 minutes	First mission	Creating the avatar	I booked the computer room to start completing the missions within the platform. Each count had the missions and tasks described. The first one is that they had to create their avatar choosing one of the avengers.	
40 Minutes	Looking for the treasure Island	To know the citizens' rights	The next mission consisted of developing the first slide where the citizens' rights were explained in a detailed way. The idea was that they read, watched the videos, and analyzed the images to understand what each right means and its importance. The idea was that they recognized them and kept them in mind.	https://view.genial.ly/60316a9edc55e70d4531f7bc/interactive-content-looking-for-the-treasure-island

| 45 minutes | Recognition | To check they have understood the rights. | This mission was based on the citizens' rights. They added the rights in a portfolio to check if they remembered them, Then, they wrote comparisons using superlatives according to the importance.

I gave points of life and experience depending on different facts such as participation, responsibility, respect, collaboration. While they learned, they got points and leveled up. | |

Appendix D. Platform @MyClassGame

Appendix E. Genially Platform

Appendix F. Research Diaries

Date	Hours	Comments
September 2nd September 7th	25 minutes 25 minutes	Diagnostic survey The students were disposed to complete this survey since I explained to them the importance of knowing their points of view from the beginning. I asked them to take their time and answer, being aware of their thoughts and arguments. • Students were motivated to answer the survey. • They feel good because it was an opportunity for them to express themselves. • Students ask me to give them much more time for completing the survey because they wanted to do it as complete as possible. • The minority was not at all disposed of answering because they felt lazy.
September 14th	1 Hour	Today the students know Jhonny and both explained all the operating processes of the page @myclassgame where they could observe the page, and how it works. First, we started by asking them about those who had not yet given the consent form, to which only one person responded explaining that they had forgotten to bring it but for the next, he was going to do so. Then, they were asked to go to the computer room where they were going to be explained step by step about how the @myclassgame platform worked and how to enter it in order to start carrying out the activities proposed in it. They were quite excited to start the project. Within the computer classroom, each student was given a small sheet of the email with which they had to enter (institutional email) and also the password that was previously created for them within the platform a few days before. In the same way, some usernames were created and the students who were still missing to be within the platform were entered. Finally, they were asked to perform mission number 1 in which there were two tasks to perform. The first task consisted of choosing the character or avatar with whom they felt most identified and finally if they wanted a different one, they could be provided. They were happy because they could choose their names they wanted to have in the platform and asked to write it on a sheet to later update their id. Some of them were concentrated doing the activities and they were really active in asking for the platform and the use of this. Finally, they were asked to continue with mission number two where they could observe each of the 13 rights of citizens and they would begin to write in their notebooks everything they understood about each one and thus write it down. We could see that the students were very motivated by the platform, they even asked if we had developed the page, to which we answered no since it is a creation made by a teacher

Appendix G. Questions for the focus Group

1. ¿Creen que la estrategia de gamificación ha sido útil? si / no ¿Por qué?

2. ¿Les ha gustado la implementación de la plataforma en las clases? si no ¿Por qué?

3. ¿Se han sentido conectados con las clases de inglés dentro de la plataforma? (Sienten que se han sentido más motivados al entrar a la clase, en cuanto a la participación).

4. ¿Cómo les ha parecido la experiencia dentro de la plataforma @myclassgame?

5. ¿Cómo fue la accesibilidad a la plataforma? ¿Fue fácil o difícil?

6. ¿Cómo fue su disposición al momento de realizar las actividades dentro de la plataforma?

7. ¿Cuál fue el impacto que tuvo en sus habilidades el aprendizaje dentro de la plataforma?

8. En cuanto al contenido propuesto ¿Qué tipo de aprendizajes tuvieron a lo largo de la realización de las actividades dentro de la plataforma? (¿Mejoraron alguna habilidad en específico?) Por ejemplo, la escritura, el habla, el vocabulario, la lectura.

9. ¿Cómo les ha parecido las presentaciones y el diseño del material para las clases dentro de la plataforma?

10. ¿Les gustaría seguir aprendiendo inglés de esta manera?

11. ¿Les pareció efectivo la metodología aplicada en la investigación?

12. ¿Qué sugerencias y/o recomendaciones tiene con respecto a las actividades realizadas dentro de la plataforma?