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TEMA:

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MODALIDAD DE TITULACIÓN: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo*

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FECHA: *Tres de enero de dos mil veinte y tres*

RESUMEN EJECUTIVO

It is undeniable that our current education is immersed in a changing world. Teachers and students both are facing different challenges posed by reality. To counterattack these challenges, one must adapt and immerse themselves by the implementation of didactic technological tools that alter traditional teaching methods. The integration of gamification in the EFL classroom can improve students' motivation overall. The continuous transformation of teaching methods and techniques around the world has become challenging for educators in the world with globalization. Adapting to new methods can be frustrating for the grand majority since getting out of the comfort zone requires the educator to start from scratch. The era of technology demands innovative technological teaching tools that have a positive impact in the learning environment. This present study describes "gamification influence on motivation in the EFL classrooms." This investigation was coordinated to use a qualitative and quantitative methodology by administering a validated questionnaire to a hundred and eleven students from the target population. The purpose of this questionnaire was to analyze and see how gamification influences motivation in the EFL classroom. The subjects of the questionnaire were university students of the first, second and third semesters of the Pedagogy of National and Foreign Languages (PINE) program at Universidad Técnica de Ambato. In order to analyze the data efficiently in this study the use of the IBM SPSS software was implemented. This aided in the investigation to obtain the most genuine and assertive results. Thinking about the results they

determined that students do prefer having their classes gamified. Streamlined classes are monotonous with their traditional methods. Gamification expands the setting of the classroom with dynamic activities for all students. Overall, the survey results determined that gamification has a significant influence on students' motivation since improves their overall performance in the classroom environment dynamically.

KEYWORDS: *GAMIFICATION, MOTIVATION, GAME ELEMENTS, INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION*

CHAPTER I

THE PROBLEM

1.1 Introduction

The world has evolved over time, and parallel to this, human beings have created a variety of resources that have radically changed all aspects in life. An example of this is Information and Communication Technologies that have made traditional society become a network society. This means that it is always connected with technology. Today, Higher Education Institutions have remained using lectures as the traditional teaching method. This is a problem since teachers spend most of the time explaining theoretical contents instead of observing the practice that students perform on the subject.

These gaps that occur in the application of the teaching methodology among English teachers make students have the feeling that the classes are monotonous, and non-dynamic. This leads to discouragement and loss of motivation to learn, due to lack of interaction with their peers and teachers during class. As a final outcome causing poor performance overall that manifests itself into low grades. These are reasons that sparked interest in researching to find new innovative tools that allow the classroom environment to become more attractive, productive, and interesting.

Currently, with the help of games in the educational field, the aim is to reduce lack of motivation and poor performance. This process involves in "playing", but not in a playful way, but with a more educational approach. This is known as "Gamification." Torres & Rodríguez (2018) define Gamification as the application of the mechanics of play situations or contexts in a non-game context. As a result, the proposal was to create a handbook to incorporating gamified activities in lessons to motivate students of the first, second and third semester of basic education in the PINE program at Universidad Técnica de Ambato. It was observed that students lack motivation during classes since they are too streamlined and not dynamic. This study is distributed in the following way:

CHAPTER I: This chapter focuses on the introduction, justification, and objectives of this study. It briefly explains the topic and the different aspects of this

investigation.

CHAPTER II: This chapter includes the investigative background and the state of the art, which is a recompiled of articles related to the topic of this investigation, and the literature review, which provides the theoretical part of the two variables.

CHAPTER III: This chapter demonstrates the methodological framework of this investigation and include the location, equipment and materials, type of investigation, hypothesis testing, population and sample, information gathering, information processing and statistical analysis, and response variables or results achieved.

CHAPTER IV: This last chapter shows the statistical results found in the methodological framework chapter and makes a discussion of them by using graphics and data. In addition, it includes the conclusions of the results, some recommendations for future investigations, and the bibliography and the annexes of this study.

1.2 Justification

Today, in education it is necessary to find new strategies that allow the classroom environment to become more attractive and interesting. In this sense, the technological era that we are living in and the social transformations that are sprouting rapidly require innovative proposals that change the way of thinking, acting, teaching, learning in education and specifically in the area of learning English. Video games have taken over in the past recent years with their advancements. More and more people from all age groups are taken part in them. Educators need to strive this concept since video games use many elements to keep their users engaged and motivated. Technological advancements in education like Gamification can aid in redesigning traditional teaching methodology to make classes less monotonous, and more dynamic. This will allow to capture the attention and interest of our students and keep them engaged in a manner that sustains their interest and will keep them coming back for more (Klock, Gasparini, Pimenta, & Hamari, 2020).

Gamification was introduced not so long ago to many different fields, including education. The use of tablets, mobile devices or computers in the classwork setting would seem obvious and the most appropriate since we are living in the era of technology. The term Gamification is defined by Torres & Rodríguez (2018) as the usage of game elements, game-play mechanics and play situations or contexts in a non-game context. Gamification takes advantage and uses game-related elements to promote desired behavior for more dynamic learning. The usage of this technological tool can be related to constructivist learning since experiential learning occurs via the interaction from peer to peer in the environment while students are engaged in tasks of games (York & DeHaan, 2018).

From the concepts analyzed, it can be clarified that Gamification does not mean always playing or making learning a game. The basic concept of Gamification in the school environment means another step towards educational innovation, it presents a new vision to propose learning in the classroom, a way of instilling teachers to update themselves regarding the new teaching methods. It is necessary to know what game elements can be integrated within a classroom since depending on which elements are incorporated, the benefits will be different. According to Torres & Rodríguez (2018), there are five benefits of gamification: motivate the student, increase retention of learning, improve the transfer of learning, obtain knowledge, and learn more quickly.

As stated by Torres & Rodríguez (2018), from the teachers' perspective, Gamification is a resource to promote students' motivation, participation, and performance, facilitating permanent monitoring of activities and improving learning. Traditional monotonous classes miss all these aspects. Motivation is the most noticeable benefit achieved by using this technological tool. The user that enjoys the game is the one who sheds tension and feels encouraged to carry out the activities proposed since the person knows there are goals to be achieved. Implementing Gamification into the classroom setting can create an incentive feeling when a person gets first place for example. Earning points makes people be more engaged to games since it becomes a competition. Overall, all these aspects create a fundamental essence to encourage students to do better and obtain a learning development with a sense of achievement.

1.3 Objectives

1.3.1 General

- Determine the relationship between gamification and EFL learners' motivation.

1.3.2 Specific

- To establish the benefits and types of gamification tools that motivate EFL learners.
- To identify the type of motivation of EFL learners in English lessons.
- To propose the use of gamification tools to increase students' motivation.

CHAPTER II

2.1 Investigative Background

The degree work carried out by Gómez (2019). Gamification: a mission to foster students' engagement and interaction in the EFL classroom, aimed to determine the impact of using gamification as a pedagogical strategy in strengthening an attractive environment to improve student interaction.

For this work, a qualitative action-research paradigm was followed due to its approach based on the identification of a problem and the subsequent attempt to improve it. Through different interviews, surveys, field diaries and recordings, obtained from the fourth-grade students of the IED Domingo Faustino Sarmiento, the lack of strategies and activities that promote commitment and interaction within the classroom was evidenced.

To solve the problem raised, a proposal is designed based on the different gamification techniques to create a system of lessons and cycles understood as missions. In which students manage to explore and discover how to talk about themselves, talk about their environment and finally be able to interact with other students in a more natural and independent way. Those missions used a personalized and gamified rating system, which was based on obtaining coins during each application cycle. These coins reflected the interest of the student in interacting during class time, while it meant the passage to the next level. The foregoing was a key and necessary element to understand the way in which engagement and interaction were interrelated in the English class.

As a result, it is concluded that gamification has a positive impact on student participation. In addition, it is a key strategy to establish an attractive environment where significant learning occurs, by relating to their interests and tastes. Through this strategy there is an effective impact on the curiosity, vivacity, and enthusiasm of the students. This allowed them to learn in a more playful and motivating way.

Thus, this work provides important contributions for the present work since it

allows us to understand that the principles and mechanics of gamification contribute to the creation of a motivating experience. On the other hand, it supports the use of some gamification techniques as a grading system, so that the student has the possibility of monitoring his progress and is aware that this depends mainly on himself, motivating him to give his best.

The following thesis created by Gebhardt (2020). *Gamifying Shakespeare: Gamification in the English classroom working on motivation, socio-emotional skills, and student involvement*. It was carried out with the aim of demonstrating how gamification in the classroom creates a new learning climate, improves the attitude, and increases the motivation of students towards language learning.

The research methodology was framed in the principles of the qualitative approach and action research. Instruments such as field diaries and documentary analysis were implemented in the selected population. Recognizing the need to increase student's intrinsic motivation with the immersion of classroom activities and their active participation in the development of the class. Therefore, the study proposed the use of a methodological strategy, over 4 weeks, in which activities adapted to the mechanics of gamification were implemented (skills, challenges, cooperation and feedback) for reading a literary work in each class session. Through cooperative work, the understanding of acts of the work, the realization of comics, short questionnaires, among other activities, the proposal was developed.

Finally, based on the analysis of the information collected, it was shown that implementing the mechanics, dynamics, and components of gamification, within the activities that take place in the classroom, turn this academic space into a pleasant and motivating experience, in in which students take an active role and encourage both cooperative and collaborative learning.

This work allows expanding the theoretical framework of this research, since it incorporates key concepts such as the components, mechanics, and dynamics of gamification, as well as the notions of project-based learning and task-based learning, which, when used together, can be very effective for the implementation

and development of a didactic proposal. These contributions lead the researchers of this work to consider the integration of the work mechanisms mentioned to increase the motivation of the students in addition to promoting a good learning environment.

The work carried out by Vera (2021) mentioned that Gamification as a didactic strategy for the teaching-learning of English in the primary school. Students aimed to design a gamified didactic strategy to improve English language learning.

The methodology of this research was experimental with a quantitative approach. A diagnostic test and direct observation were implemented with a group of students made up of 62 boys and girls, aged between 10 and 13, belonging to the "Ramón Bedoya Navia" Fiscal Educational Unit. The study allowed us to verify the low level of English language proficiency of the students and its relationship with the demotivation and frustration they felt when learning the English language.

This is how the gamification proposal called "Survivors and capsule new life" is proposed, which consisted of creating an unreal story in which students had to face the challenge of reaching a capsule of salvation, because due to the curse of a sorcerer, the participants are about to disappear. Through various roles, the students were sought to fulfill missions and challenges, in which they put into practice topics such as the presentation in English, prepositions of place, family members, emotions, among others.

Finally, it is concluded that the implementation of the gamified strategy "Survivors and capsule new life" facilitates learning, improves the commitment and motivation of students. In addition, it demonstrates that gamification is an active and innovative methodology, which, when used correctly, guarantees a high range of effectiveness, favoring student participation, their willingness to face classes and, therefore, optimal learning.

The investigation carried out by Ordoñez (2020) mentioned that motivation in learning English through a project of the seventh-grade students from an

educational institution in Cali sought to find out how motivation influences their learning.

For the development of the research, the type of experimental research was taken, following a qualitative approach. With this methodology, the AMTB test (Attitude and Motivation Test Battery developed by Gardner), field diaries, analysis of photos, videos and twenty-one works of 24 sixth grade students, study population. From this, the low levels of motivation in the students in front of the proposed activities were identified. This led to establishing a course of action that would increase the motivation of students, through the implementation of a project.

The proposal "All about me" is based on various activities or projects such as exhibitions, teamwork, conversations, games, and workshops, so that students get to know each other, express their ideas, personal experiences, interests, and motivations. In this way, it seeks to create a learning space that promotes social interaction, cooperative learning, oral expression, and active participation of students.

Finally, it is concluded that project work is an alternative that significantly promotes student motivation and English language learning. In addition, it is a methodology that allows the student to participate within a significant context, where academic demotivation is overcome and the participation, interest, responsibility, and commitment of students towards learning English is stimulated.

This background is related to the present investigation since it emphasizes the motivational factor as an essential element in learning a foreign language. In turn, the approach that is made regarding the objectives of project-based work allows recognizing the close relationship and correspondence with the objectives of gamification, the involvement of the student in their own learning, active participation, cooperative learning, among others. others.

The work carried out by García (2017). The motivated learner: an empirical analysis of intrinsic and extrinsic motivating factors in the English classroom. Its objective is

to demonstrate that the frequent use of extrinsic motivational factors (attention given by the teacher and his peers, congratulations, reproach, participation, good results, etc.), represents a positive incidence in the intrinsic factors of the student (interest, attention, effort, dedication and perseverance, satisfaction). Hand in hand with the above, this study was framed in the type of experimental research with an eclectic approach, since it is based on the participatory observation of the subjects involved, and on the analysis of the data obtained through statistical and mathematical criteria.

During the methodological phase, three study variables were established (frequency of external motivating factors in the classroom, daily state of the student regarding his/her motivational state in the English class, emotional reactions and attitudes favorable to English) in order to analyze the effect motivator of the situations that arise in the classroom dynamics (congratulations and reproaches, difficulty of the tasks, successes and failures, curricular negotiation, class participation, etc.) As well as, to calculate the degree of internalization of the motivational factors external in English learners. Finally, to see if there are significant differences between boys and girls in any of the variables that were considered in the research.

After the empirical study of the main variables that influence the motivational factors of the students and the respective analysis of the data obtained through the instruments used, reflections were generated such as: the importance of recognizing the valuable role of the teacher as a motivating subject of his students, since he is responsible for the use of external motivational factors towards them. As well as, that both the development of intrinsic and extrinsic motivation in the life of the students and the teacher, positively impacts learning in the classroom, in the promotion of good relationships and in the correct development of the curriculum.

This research provides important insights to the present study. Well, it allows a better approach to the concepts of intrinsic and extrinsic motivation. As well as the recognition of different motivational variables within the classroom, which contribute to the construction of optimal methodological strategies, in the classroom atmosphere and at the same time, manage to positively influence the interest, enthusiasm, commitment and motivation of the students.

The educational article was developed by Alvarez (2017). Motivation in learning English as a second language in 3rd grade students aims to show the progress made by the 3rd grade population in terms of their training in English as a foreign language.

As well as, the role that the teacher fulfills in the classroom, being the guide of the student's learning process and the factors that cause the lack of interest towards the classes. This research mainly highlights the importance of motivation in the classroom and through its research question. It is intended to determine how the use of certain methodological strategies can enhance the learning of English. In this way, to improve the linguistic competences or abilities, the attention, and the academic performance of the students.

In this way, it is concluded that students are more motivated in the classroom and towards their learning process, when the teacher proposes and applies different activities that contribute to the improvement of their linguistic skills, making use of audiovisual, technological, and concrete resources such as books, newspapers.

2.2 Theoretical framework

Independent variable: Gamification

2.2.1 The Game

The game is understood as an innate ability in the animal kingdom, used for centuries in order to socialize and perpetuate the species (Vargas & Sánchez, 2020). Contrary to what is believed, the function of the game is not only that of having fun, but it is a means of socialization that provides animals with the different skills they need to function in life. Problem solving, or the way animals act in dangerous situations are nothing more than a reflection of what they have learned at an early age through play. This activity is so old that it is even believed that it is printed in the genetic code of each species and has evolved over time.

Likewise, the players know that one of their main functions is to make mistakes and, after learning from the mistakes, achieve victory (Malinowski, 2021). What the game causes is that the player is hooked on himself to reach the goal, no matter how many times he tries or how many times he fails. Players are aware that the game is

based on the challenge of reaching the game's goal despite the probability of failure, however they enjoy the challenge they encounter along the way. What matters to them is winning the game, but not how many times they fail while seeking victory.

Education has been analyzing games for some time as efficient learning resources, substituting so many study tools for games, since they are an agile, simple, and entertaining way to spread awareness (Klock, Gasparini, Pimenta, & Hamari, 2020). In recent years, gamification has made its way in the educational field at an accelerated pace due to its efficiency compared to traditional training. This new strategy is shown, before teachers and students, more attractive due to its elements that allow the students to acquire new knowledge while being entertained instead of witnessing a monotonous class in which their participation is scarce.

On the other hand, the core of the game is the participants who are involved, make decisions, advance in the process, get new challenges, and receive quick feedback (Malinowski, 2021). Another advantage that gamification has over other methods is that it allows students to be aware and take control of their learning process. By using this methodology in the classroom, students can monitor their progress, establish strategies that allow them to improve their performance and correct errors thanks to the fact that they can receive their feedback almost immediately.

2.2.2 Education gamification

Gamification is a strategy applied in education with the purpose of generating interest in students when learning. "The new educational demands seek to generate changes in the way of transmitting knowledge to students, which is why space has been given to new strategies such as gamification to make education a more fun activity" (Castro, 2021, pág. 2). In this way, gamification brings game mechanics to the educational field to improve the teaching-learning process. This is possible with web 2.0 tools, so that the student finds a more striking and entertaining learning model.

Due to the evolution that education has had in recent years to adapt to new generations and technologies, teachers have been forced to adapt to these changes. Today teachers not only fulfill the function of transmitting knowledge, but also with

that of helping their students while learning. More and more teachers seek to increase motivation in the class in a way that has helped them gain the trust of students without neglecting mutual respect. In addition, this way of teaching prevents the class from being routine or boring. Also, analyze the deficiencies in obtaining knowledge by students, so that they trust that this methodological strategy enables the cycle of learning and understanding of academic content to develop satisfactorily within the classroom (Chans, 2021).

Take into consideration that, to apply gamification in the classroom, it is necessary for the teacher to know what the weak points of the students are when learning new topics. Based on this, you will be able to develop activities to apply this strategy with your pupils as a vehicle for learning new topics and make sure that they understand it. The most important thing is that the students trust that this will happen optimally, otherwise, the results would not be as expected when applying gamification. It is necessary to remember that, when playing, it is essential that the participants do so voluntarily; the same goes for gamification.

2.2.3 Gamification process

After having carried out a detailed analysis about gamification, it is time to implement the application of this didactic strategy. "At this point, it is clear that to design a gamified system we must take into account the definition of the objectives, the why, the definition of the behaviors, the what and the definition of the players, for whom" (Ciuchita & Heller, 2022, p. 9). Therefore, it is essential to carry out a diagnosis to know the population to which this strategy is going to be applied. Also, it is important to consider the context, the educational environment, and the motivation to carry out activities.

However, according to Alsaad & Durugbo (2021) he proposes certain steps that must be considered to plan Gamification and has divided them into four moments that are presented below.

- First moment: it deals with the objectives and the learning contents that you want to achieve during the class. And in the case of Ecuadorian education, it would be the

skills that students want to develop.

- Second moment: a diagnosis is made through questions asked to the students about what they like, dislike, their reasons, and expectations, in this way the teacher knows what activities and how to apply them twenty.
- Third moment: it is the phase of the application where the mechanics, dynamics and the components of the game are involved. The participants develop the activities through the accompaniment of the teacher.
- Fourth moment: it is the evaluation phase since the achievements are verified, if the objectives proposed at the beginning have been achieved and the learning contents with the skills that were developed.

GBL. Game-Based Learning is a game-based methodology with the purpose of motivating and arousing interest in students. According to Jääskä & Kauppila (2022) they mention that GBL is a methodology where the game is the transporter of knowledge since it is learned to know something. In other words, GBL is a game-based methodology to teach something, unlike gamification, which is not to implement a game, but rather uses elements, mechanics, and dynamics to achieve certain objectives.

Elements of games. There are other additional elements when applying this gamification strategy with the purpose of improving the gaming experience when learning. These games must be planned in such a way that they are aimed at obtaining the desired learning and then providing feedback, being for the teacher a tool that serves to encourage their group of students (Dichev, 2017). Thus, it is essential to take into account the types of players/students who are going to participate, in such a way that when designing the strategy, it is appealing to everyone. In this way, the design and structure of the game must be attractive, capable of motivating students to participate and more than that to generate a commitment during learning.

Gamification

Talking about gamification at first glance may seem like something completely new, but it is not, this activity has been present in some fields of daily life, be it at

home, work, or companies. At home, when offering food to a child, especially those they do not like, it is common to do it by pretending that the spoon is a plane or a train and the objective is not to make the child play with its food, but to make him eat it (Figuerola, 2016).

Currently, gamification is a term increasingly used in various fields, although it was not originally in the educational field. "The term gamification comes from the Germanic peoples, introduced into our environment in 2008, it has been used in marketing as a tool to attract customers through games" (Rincon E. , 2021, p. 11). Over time, the term "gamification" has been integrated into education in order to innovate in the use of ICT and the application of recreational activities. In this way, teaching-learning is no longer subject to a traditional model, and this is since the student becomes a more active participant.

In the business world, gamification is present either to obtain certain behaviors in users, employees, and potential customers. In general, what is sought in this field is to achieve a commitment from all the members of the business system with the intention of solving problems Rincon (2021). Based on the above, it is necessary to emphasize that the practice of using game elements in contexts that are not games is not new, what is new is the term gamification, which is derived from the English language.

From this brief explanation of the presence of gamification in certain life scenarios, a definition of gamification is given, taking the criteria of several authors as a reference. As a starting point is the statement that gamification constitutes a use, in foreign contexts, of elements of game design (Zimmerling, Sandner, & Welp, 2019). Here, the authors refer to the use of game elements such as rules, competitions, objectives, and players, however, despite using the game elements, this activity does not become a game as such.

Likewise, for Rojo (2019), gamification is the use of elements typical of games, such as mechanics, dynamics, models, and strategies, in an area that is alien to these components; and, that it is done with the purpose of changing behavior or transmitting a message. When referring to the behavior modification that gamification seeks, according to the authors, one could speak of an increase in

motivation on the part of the player in the task at hand.

Finally, Torres & Rodríguez (2018) state that gamification is the use of techniques, elements, game mechanics in an unusual game environment, to involve the user in solving problems. If the user gets involved, it is possible to reach a certain level of commitment in certain activities that may be presented to him, which improves his performance and thus the user is able to fulfill tasks assigned to him, but with a high level of motivation and getting to enjoy it. It must be considered that gamification is not an activity that can be applied in all daily areas. Nor is it a simple formal game where participants receive a reward after completing a task. This is what Chans (2021) states: gamification is not about rewarding each action taken, nor can it be executed in all contexts, nor is it easy to put it into practice.

The characteristic of the games is that they involve the player making mistakes more than once and learning from those mistakes, which generates a certain level of commitment in the game to achieve victory. This dynamic can be replicated in the classroom and motivate students so that instead of being afraid of being wrong, they understand that making mistakes is part of learning, just like in games. In fact, players understand that part of the game's design is designed to allow the user to fail; but it is through that process of failure and experience that victory can be achieved. In other words, something similar should be proposed in education, the error should not be eliminated because errors are an aid to progress (Figuerola, 2016).

According to what the authors have stated, their definitions of gamification have an important point in common: the use of game elements in non-game situations. This occurs because the human being enjoys playing, and the game causes the brain to secrete a substance called Dopamine, which among its many functions modifies habits. All this with the firm purpose of achieving certain objectives, these vary according to the context where it is put into practice. In the field of education, according to Figuerola (2016) gamification is a novel methodology that is used by those teachers who believe that the teacher, more than a source of knowledge, is a guide to acquire it, who is ready to offer his helps its students to learn through fun and with a high level of motivation, which makes it possible for work and fun to go hand in hand.

2.2.4 Game Elements

It is essential to know the elements of the game that are used in gamification. Authors such as Werbach & Hunter (2015) expose the following three hierarchical levels:

1. The dynamics
2. The mechanics
3. The components

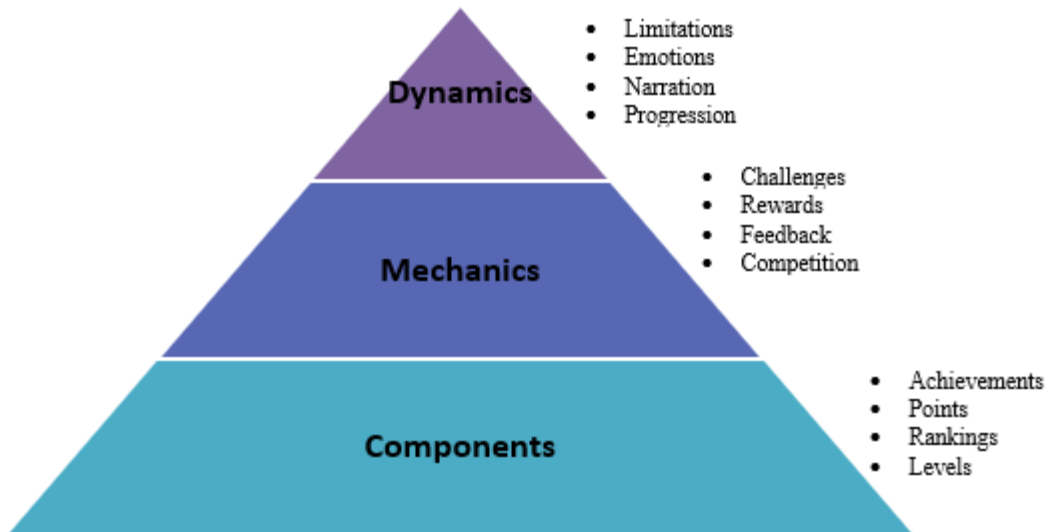
The dynamics produce motivation through different tools such as narrative or a social interaction of the learners. The first place hierarchically is the dynamics since they have the highest level of abstraction. That is, they allow the player to develop their intellectual abilities such as: understanding and conceptualization. Additionally, the dynamics make it possible for the student's level of motivation to increase using different tools, making it possible for the mechanics to be executed (Werbach & Hunter, 2015).

On the other hand, the mechanics are that it leads the player to get involved, and incorporate details such as luck, the turn, or the prize. They refer to the basic elements of the game, which allow parameterizing its development. Likewise, they regulate the behavior of the player and are set in motion due to the dynamics (Werbach & Hunter, 2015).

Finally, the components are the resources available, and the tools used to design a practical gamification activity (Rahman, 2018). These are the elements or materials used for the purpose of implementing the gamification design. The success of this practice depends on the components, dynamics and mechanics working together.

In short, the implicit structure and concept of the game are the dynamics. On the other hand, the processes that cause the game to develop are known as mechanics. While the specific implementations of mechanics and dynamics are the components. Those components can be teams, levels, rankings, collections, points, badges, avatars, among others. These three elements interact and generate the gamified activity as proposed in

Figure 1. Game elements pyramid



Source: Game elements pyramid Werbach and Hunter, 2015.
Author: Mayorga, C (2023)

Therefore, the components are the base and foundation so that the mechanics and, consequently, the dynamics can originate. Being a pyramid, the results of each dynamic are obtained every time those of the first two bases have been achieved; that is to say, of the mechanics and of the components.

2.2.4.1 Dynamics

The game dynamics or dynamics are made up of human concerns, as well as the needs that motivate the person; In the same way, the rules of the game are dynamic, such as the limits and contextualization of the game (Rahman, 2018). Undoubtedly, the dynamics make the game possible since, although they are not part of the game, they are the starting phase of it. They translate the *raison d'être* of the game, the participants do something for a reason, be it out of necessity or desire. Among the various reasons are: improvement of skills, competence, and achievement of objectives. Whatever the reason why the player participates in gamification, the mechanics will make it possible for the player to achieve his goals. Here are some examples of dynamics:

Figure 2. Dynamics

Dynamics	Emotions	Curiosity, competitiveness, frustration, happiness.
	Narration	A continuous history is the basis of the process of learning.
	Progression	Evolution and development of the player/student.
	Relations	Social interactions, companionships, status, altruism.
	Restrictions	Forced limitations or component.

Source: Samples of dynamics, mechanics, and components (Werbach & Hunter, 2015).
 Author: Mayorga, C (2023)

As can be seen, the dynamics will have a diverse nature of application, depending on the environment in which they are going to be specialized. Dynamics with an emphasis on emotions have to promote happiness, frustration, competitiveness and curiosity; all of these are related to the emotions that are experienced in a game space. The narrative is relevant since it provides the story that will be used in the learning process which goes hand in hand with the progression and relationships between those who interact within the gamification design. Finally, the restrictions are those that limit some activity, but that are designed to pose a challenge to the student.

2.2.4.2 Mechanics

The mechanics are a set of processes that seek to drive the action and commitment of the player; therefore, they constitute a means by which the dynamics of the game are achieved (Robson, 2016). It refers to the sequence of activities that allow the game to materialize, and, in turn, cause the player to become engaged in the game. In other words, the mechanics retain the participation of new participants or maintain the commitment of old participants. Mechanics and dynamics meet closely linked, then, a mechanics leads to the achievement of one or several dynamics. The purpose of the mechanics is to materialize the game as such, to allow the player to evidence his progress in the process while he is involved in it. In other words, they are the regulatory body for the game. Subsequently, there is a table of the outstanding mechanics in the game:

Figure 3. Mechanics

Mechanics	Collaboration	Work together to achieve a goal.
	Competition	Some win and others lose. also, against one same.
	Challenges	Tasks that involve effort, that pose a challenge.
	Rewards	Achievement benefits.
	Feedback	How are we doing.
	Luck	Chance influences.
	Transactions	Trade between players, directly or with intermediaries.
	Shifts	Sequential shifts, equitable and alternative.

Source: Samples of dynamics, mechanics, and components (Werbach & Hunter, 2015).
 Author: Mayorga, C (2023)

Like the dynamics, the mechanics also have different elements that compose them. Mechanics may be collaborative, competitive, challenging, rewarding, feedback, luck-based, transaction-based, or system-based turns. Regardless of this, the teacher (who is the one who designs the gamification space) must be able to understand the implications of each mechanic.

2.2.4.3 Components

The components are the mechanics and dynamics expressed in physical and specific form. In other words, they are the elements that must be supported to design or create game mechanics and dynamics to develop certain behaviors in the participant or participants (Robson, 2016). The tangible part of the game are the components, considering that they include the elements or instruments that the participant has to participate in the activity. Thus, the components make possible the development of mechanics focused on creating or modifying the behavior or desired behavior in the participant. At the bottom is a chart of certain game components

Figure 4. Components

Components	Avatar	Visual representation of the player.
	Collections	Items that can accumulate.
	Combat	Definite battle.
	Unlocking contents	New items available after getting objectives.
	Teams	Work in teams with a common goal.
	Social graphs	They represent the social network of the player within the activity
	Easter eggs	Hidden items to look for.
	Insignia	Visual representation of achievements.
	Time limits	Compete against time and with yourself.
	Missions	Predetermined challenges with objectives and rewards
	Levels	Different stages of progression and/or difficulty
	Points	Rewards that represent progression
	Classifications and progress bars	Graphic representation of progression and achievements
	Gifts	Opportunity to share resources with others
	Tutorials	Getting familiar with the game, acquisition of rules and strategies.

Source: Samples of dynamics, mechanics, and components (Werbach & Hunter, 2015).
 Author: Mayorga, C (2023)

It is necessary to consider that the components previously presented are not all of the existing ones. These are only the most used; there are as many components as you can imagine. Components that have not yet been listed do not show their effectiveness for achieve a particular mechanic or dynamic. In turn, those identified in the previous table have already been tested and show to be convenient when reaching a particular mechanic. All of the above confirms the close relationship between the elements already presented and the reason why they have been organized hierarchically and in the form of a pyramid. Since the components are at the base, it is understood that they interact with the higher-level elements, that is, with the mechanics and dynamics. Next, at the intermediate level are the mechanics themselves that clearly and as previously stated interact with some dynamics.

Finally, the dynamics are at the tip of the pyramid due to the level of abstraction that characterizes them. Lower-level items are related to higher-level items, either one or both. This is not the case in the case of the interaction of the elements of a higher level with those of a lower level.

It is essential that when designing the gamification activity, the interaction between its elements must be harmonious. The knowledge of these elements will make the project in question attract the attention of the participants, for which the selection of the components is of vital importance in order to choose the most appropriate one according to the mechanics or dynamics.

2.2.4.4 Types of games

They are programs used for different purposes, whether for leisure, work, or education. These tools are also known as ICT and currently there is a wide variety of tools that respond to the needs of consumers. The variety of tools used by teaching-learning environments can be classified according to the functions they perform in the virtual teaching-learning process. This is how, among the most prominent groups of digital tools are platforms, applications for video conferencing and various resources to improve the educational experience (Vargas & Sánchez, 2020).

Wordwall. It is a gamification tool and is used to create playful activities to evaluate and strengthen the knowledge acquired by students. The Wordwall tool is an easy way to create our own teaching resources according to the content we want to teach and contextualized to the reality of our students. Although Wordwall has a free version, it is limited to the creation of only 5 types of activities. As for the activities that it allows you to create, they are: crossword puzzles, word search, contest, wheel of chance, questionnaire, joining columns, word rearrangement, word completion, maze chase, true and false, among others (Wete & Ghofur, 2022).

Quizlet. It is a learning platform that has various tools to help the student master the knowledge proposed by the teacher. Quizlet is the easiest way to practice and master what you are learning. Create your own flashcards and study units, or make

your choice among the millions created by other students (Waluyo & Leal, 2021). Currently, it is one of the tools most used by teachers and students thanks to the fact that it has a free version and allows different types of activities to be carried out using memory cards. Among the various functions are: tabs, learn, write, spelling, test, match, gravity and live.

Kahoot. It is a useful tool for teachers and students to learn and review concepts in an entertaining way, as if it were a contest. The most common way is through multiple choice questions, although there is also room for discussion and debate. Finding a game or application that exactly fits the theme of a class or group is difficult, and for this reason one of the main advantages of Kahoot! is that anyone can create the content for a game (Lamsari & Sormin, 2019).

Quizizz. It is one of the most used applications in the educational field since it allows you to create personalized questions in a fun way. Quizizz is a fantastic multiplayer quiz game that offers more and more options and possibilities. It allows us to modify and customize the questions to create our own contests or exams in a fun and playful way. In addition, it allows students to enter only with the code and thus does not require an account to access the evaluation. Also, this application allows students to answer the quizzes in three ways: direct play, as homework, individually (Razali, 2020).

Educaplay. It is an educational platform that allows you to create and share multimedia activities and educational games easily and in a very intuitive way. Educaplay is free, so you can provide great educational value at no cost. If you want to go to a higher level in the creation of your activities and games, Educaplay offers a premium service in which you get a series of advantages and options, but for basic use, the free service is enough (Vargas & Sánchez, 2020).

Baamboozle. It is an online platform to create games, between teams, of questions and answers in a totally free and simple way. The teacher can create a game by adding several questions with their respective answers and assigned points. Already in class, the students in teams choose the questions at random that they will answer;

For each correct answer they add points. The teams can see the score they are gaining and the number of questions that are pending to answer, the correct questions and the wrong ones. The teacher can also use the games that other users have created and can define the number of teams that will participate (Saud, 2022).

Dependent variable: Motivation

2.3 Element of Motivation

Motivation is a basic psychological process that goes hand in hand with perception, attitudes, personality, environment, and learning. It is one of the main elements that influence human behavior. It should be highlighted that motivation is not something that can be visualized. It all depends on the course, intensity, and persistence. The course refers to the direction in which the behavior is directed, to achieve an objective either organizational or individual. The intensity It is the effort that the person directs towards a course or objective definite. Lastly persistence It is the period of time during which the person maintains an effort. It is considered that a motivated person can persist in his behavior that person reaches its goal (Souders, 2019).

Motivation is composed of three elements that interact with each other.

Needs: They arise when there is a physiological imbalance. They vary and originate within each person. It can be said that a need means the individual lacks internal hunger, sleepiness, thirst, insecurity, tiredness, relating to others, etc. The human constantly seeks a state of balance which deteriorates when the needs arise.

Impulses: Also known as motives, these are the means that serve to meet needs. Impulses cause a search behavior that are intended to identify targets for the will that satisfy the need and reduce tension. The higher the tension the greater the degree of effort. Impulses or motives are the heart of the motivation process.

Incentives: It is the final stage of the motivation cycle; it is defined as something which can alleviate the need or reduce an urge. Once it is reached an incentive

physiological or psychological balance is achieved and can reduce or remove the impulse.

2.3.1 Maslow's hierarchy

Maslow's pyramid is a psychological theory that is based on the level of motivation in relation to human needs. This is the basic or simple needs at the base of the pyramid and the relevant or fundamental ones at the top. The first four levels are considered as 'survival needs'; at the higher level he called it growth motivation. In this way, as the person satisfies their basic needs, they continue with those that imply an increasing degree of complexity. These needs range from level 1 to 8 in the following order: physiological, safety and protection, belonging and love, recognition, cognitive, aesthetic, self-learning, and transcendence (Uysal, 2017).

According to Mcleod (2018) states that how the human being unconsciously advances in a hierarchical order starting with physiology, where basic human needs are taken into account. Although Maslow presents this order of priority, considered as the normal or logical order, at different stages of our lives and under certain circumstances, the order may vary. Although, it is important to take into account that the level of self-realization is characterized by presenting cognitive, aesthetic, self-learning and transcendence needs.

Maslow presents five specific levels that hierarchically explain the needs of human beings. Although Maslow presents this order of priority, considered as the normal or logical order, in different stages of our life and under certain circumstances, the order may vary; Furthermore, there are cases of people who put self-realization needs before physiological needs. However, these last four levels belong to the level of self-actualization because they are fundamental needs that are related to the inner being of a person and their ability to solve problems. In this way the individual develops his abilities and takes advantage of his own potential (Mcleod, 2018).

Physiological needs: They are the most basic level of the hierarchy, of origin biological and are oriented towards the survival of man since they do not, they are

learned; are considered basic needs because once these needs are satisfied, they no longer motivate, they contain things like: need to breathe, drink water, sleep, eat, have sex, shelter.

Safety Needs: When physiological needs are at their largely satisfied, a second step of needs arises oriented towards physical and emotional security, that is, in recent times has noticed that having a permanent job is the most normal way to get security because with an economic income it is possible to achieve an indoor place to live and protect yourself from certain dangers, in addition to have emotional security. Among these needs are the following: physical security, employment, income and resources, family, of health and against the crime of personal property.

Needs for love, affection and belonging: When the needs of safety and physiological well-being are moderately satisfied, the next class of needs contains love, affection, and belonging or affiliation to a certain social group and are oriented to overcome the feelings of loneliness and alienation. In daily life, these needs are present continuously when the human being shows desire to marry, to have a family, to be part of a community, to be a member of a church or simply attend a social club.

Esteem Needs: After you have the first three needs moderately satisfied, the so-called esteem needs appear oriented towards self-esteem, recognition towards the person, achievement individual and respect for others; By meeting these needs, the people feel self-confident and valuable within a society; when these needs are not met, people feel inferior and worthless. Maslow pointed out two types of esteem, a high esteem which concerns the need for self-respect, and includes feelings such as confidence, competence, mastery, achievement, independence, and freedom. Low esteem concerns the respect of other people: the need for attention, appreciation, recognition, reputation, status, dignity, fame, glory, and even dominance.

Self-actualization needs: Maslow describes self-actualization as the highest need of a person who has reached his self-satisfaction, this is reached when all the levels have been covered favorably, also a person is born to be and do what the individual

"was born to do", that is, it is the fulfillment of the potential staff through a specific activity; in this way a person who is inspired by music must make music, an artist must paint, and a poet must write

Motivation

Motivation is the force or the reasons why a person performs activities. This force is an internal and positive attitude that keeps the subject motivated to learn or perform various tasks. "Motivation, from the Latin *motivus* (relative to movement), is that which moves or has efficacy or virtue to move; in this sense, it is the engine of human behavior" (Mcleod, 2018, p. 8). However, this motivation is driven by interest since the subject keeps doing an activity because he wants to achieve certain objectives. This interest is born from a need that occurs in the individual since there is a level of disagreement.

Currently, students have been more influenced by technology and the use of social networks, and video games. This has caused demotivation in the educational field because there is no factor that stimulates this interest. "One of the most relevant aspects for learning to occur is motivation and there is no doubt that when this does not exist, students hardly learn" (Trivedi, 2019, p. 6). In this way, there are two types of motivation since one is given by external motivation and another internal one that influences the behavior and actions of the subject. Also, it is important to mention that this motivation is the one that regulates the level of intensity with which an individual will develop certain activities.

2.3.2 Types of motivation

The criterion used to classify motivation is that of its origin. That is, it can be of internal or external origin to the being that is influenced by it. In this sense, two types of motivation arise as which will be characterized taking as reference authors who have spoken on the subject.

- Intrinsic motivation
- Extrinsic motivation

It is necessary to understand the differences between these two types of motivation since, by virtue of this difference, different learning models can be designed; as well as gamification. In addition, it is also relevant to understand the difference to focus the objectives of gamification whether to increase intrinsic or extrinsic motivation. Although it is true that gamification is focused on extrinsic motivation, when it becomes well planned, it can affect a deeper level, which is that of intrinsic motivation.

2.3.3 Intrinsic motivation

Intrinsic motivation is an activation of the individual who, by himself, is driven to act or execute one action or another. This largely depends on the desire to get something that the person wants. Which means that intrinsic motivation, as its name says, depends on the person's internal jurisdiction rather than on any external factor; In addition, it is enabled when the subject considers it necessary (Legault, 2016). This kind of motivation responds to factors specific to the individual who possesses it, whether these are physical or psychological factors. Regardless of whether the impulse is physical or psychological, it depends solely and exclusively on the subject carrying this motivation. The individual in question will carry out any action or set of actions that leads him to achieve his purpose. Therefore, the subject does not require that a reward be offered to perform an action, because it is done for simple pleasure.

Ryan (2000) calls intrinsic motivation as "Flow State". Here is a state of total immersion in an activity that the person enjoys developing. This state is related to the performance of the person in their tasks and their results. The flow state occurs when a person is so committed to the progress of some activity. It does not correspond to any activity, but to one that the person enjoys so much that they are not even aware of the passage of time. Since the person enjoys such work so much, he does not need an incentive to do it, exactly the opposite, the results at the end of this activity simply because of the personal satisfaction that its execution represents.

Equally important in this type of motivation is the cognitivist behavior theory,

which is based on the analysis of what happens in a person's mind when they choose to perform one action instead of another (Legault, 2016). This theory maintains that people relate their abilities to perform one task or another, and based on these, they will decide to get involved or not. Likewise, depending on their abilities, the time and effort that will be invested will be determined in the results obtained.

Cognitivist theory is influenced by self-determination theory. This was raised by Ryan (2000) and is based on the reality of three primary needs with intrinsic motivation:

- **Autonomy:** People's need to decide
- **Competence:** The need to feel competent with your skills.
- **The relationship:** The need to relate.

Autonomy addresses a person's need to choose among the options available to them rather than have someone else do so.

Competence is the individual's need to prove that he is capable of doing something and demonstrate his abilities, for which he needs prompt feedback so that he can change or improve.

The relationship is the need that the human being has to socialize and establish relationships.

2.3.4 Extrinsic motivation

It is known as extrinsic motivation because it is influenced by factors outside the subject. Among these factors is the environment in which it develops or the social circle in which it is immersed. Therefore, this motivation depends on a set of conditions or people (Filimonov, 2017). This type of motivation is influenced, contrary to intrinsic motivation, by agents external to the participant's body. These

factors may vary according to the field in which this type of motivation is sought to be stimulated. For example, in education, grades, rankings or even awards are found as encouragement.

In the social context it can be a caress, a compliment or even permission to go out. But not only positive stimuli are involved that are obtained by carrying out something or doing it well, negative stimuli must also be considered in case of failing in certain activities or not completing tasks. In this case, the participants do not carry out an activity to receive the stimulus, rather they do it in an effort to avoid it. Among the negative stimuli you can consider a punishment, a restriction, a fine, a penance or losing a certain status in a classification.

Being strongly linked to the behaviorist current, this motivation is what teachers use to stimulate their students (Filimonov, 2017). One of the fundamental components of the educational system is the granting of scores to the activities and tasks carried out by the students. These grades appear as an element of extrinsic motivation since students generally aspire to obtain a high grade. Another case of motivation in education is offering extra points to the students who show the best performance in a task.

On the other hand, something to consider is that qualifications are not a guarantee of high motivation in apprentices. Knowing the reward in advance, the student will perform the activity, not for the activity itself, but simply to get the reward. In this sense, the student will focus on the reward as an objective but not on the learning involved in developing said activity.

For this reason, teachers have sought alternatives to involve the student's motivation without the obligation to show them the reward before presenting the activity. Therefore, the reward will be an element of surprise. That said, the problem is not giving a reward, but the way and the moment in which it is done.

In short, motivation levels are not always the same: sometimes they will be higher while others will be lower. In order for the subject to carry out an activity on

occasions, what leads him to do so is intrinsic motivation, and on others extrinsic motivation will do so. Therefore, when teachers develop a class, they need to take this factor into account and opt for alternatives that increase the level of motivation in their students.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The present research was developed in “Universidad Técnica de Ambato (UTA). This establishment is an Ecuadorian public university, located in the city of Ambato belonging to province of Tungurahua. The institution is located between Ave Los Chasquis and Rio Payamino. The educational modality is face-to-face and currently has 42 plus majors to choose from.

3.2 Equipment and materials

The resources that were used in this research are the following: human resources, institutional resources, and materials. In the first place, the human resources were the researcher, the researcher tutor, revision tutors and students (case study). Second the institutional resources were the “Universidad Técnica de Ambato, of the Facultad de Ciencias Humanas y de la Educación” and the virtual Library. Finally, the materials, which were used were office supplies, technological materials, office equipment and internet service.

3.3 Types of research

The present research applied a quantitative and qualitative approach. The quantitative approach involved in the aid of processing, collecting data, analyzing, interpreting, and writing down the results of the investigation to achieve the objectives. According to Pawar (2020) Quantitative approach is a process based on empirical-analyst research. This implies that it is based on statistical numbers to respond to causes and their possible outcomes. This permits the researcher to find and evaluate reasonable results to have control of the variables by observing the consequences. On the other side of the coin, qualitative approach consists of collecting, analyzing, and interpreting non-numerical data. This approach is one that uses data collection without measuring numerical techniques to uncover research questions during the research process of interpretation. According to Pawar (2020) to implement both the qualitative approach and the quantitative approach since the results that can be obtained will be more concrete. In other words, both approaches

complement each other to provide the most genuine results in a study by not leaving anything out in the blue.

To establish the influence of gamification on motivation in the EFL classroom, a qualitative approach was used as this allowed to describe, analyze and interpret the benefits that gamification has on motivation so students can learn English in a more dynamic environment. The process of data from the validated survey was done with the qualitative approached since it helped with the comparative analysis.

3.3.1 Analytical research

Analytical research is useful in all kinds of research, whether academic or scientific since it is based on the premise from the absolute whole. This allows for the possibility to know and explain the different characteristics and witness the relationship that exist. In addition, the comparative method allows to establish the primary causal relationship that exist between variables or factors of the reality in a study (Sanchez, 2020).

3.3.2 Descriptive research

Cuneen (2020) mentioned descriptive research is the process that is used in science to describe the characteristics in a case study. This considers the phenomenon studied and its components defined the variables and measures the concepts.

This research type helped to compiled the information from the case study to describe characteristics of what is going to be study regarding the gamification and motivation with students of the first, second and third semester of the PINE program at “Universidad Técnica de Ambato.”

3.3.3 Bibliographic research

The research was bibliographic because theoretical and scientific information was collected and analyzed from various sources like; thesis, scientific articles, doctoral, web pages, books, publications, reports etc.

All these resources allowed understanding the influence of gamification on motivation in the EFL classroom. This also allowed to comprehend the phenomenon better since it showed the causes and effects gamification has on motivation.

3.3.4 Exploratory research

Exploratory research is implanted at the early stages to clarify and define the nature of the problem. This aids in identifying the limitations of the environment in which the problem, the opportunity, or the situation of interest is likely to reside by identifying factors that could be encounter and be of interest for the significance of the research.

3.4 Hypothesis testing

Gamification influence on motivation in the EFL Classroom

3.5 Population or sample

The population considered for this study was students from all the educational unit of the first, second and third semester of the Pedagogy of National and Foreign Languages (PINE) at “Universidad Técnica de Ambato.” The first semester consists of 42 students 11 male and 31 female. The second semester consist of 35 students 9 male and 26 female. The third semester consists of 34 students 11 male and 23 female. The grand total of students for this study was 111 students 31 male and 80 female.

Table 1 Sample of students

Semester	Course	Male	Female	Number
First	A	11	31	42
Second	A	9	26	35
Third	A	11	23	34
		31	80	111

Author: Mayorga, C (2023)

3.6 Data Collection

Permission to carry out the investigation in “Universidad Técnica de Ambato” was granted on November 28th, 2022. The information was collected using a validated

survey. The validated instrument consists of 24 questions. The total amount of questions that are multiple choice closed-ended is 21. These questions have Likert frequency scale with options like; always, often, sometimes, Occasionally and never. The 3 questions left are choose more than one option type questions. The effectivity of the information collected was done in a timely manner by using Microsoft forms. The online survey link was generated and sent out to students' institutional email. All the information was stored in google forms and later it was exported to an excel file to assure the safety and accessibility of the data.

The instruments used in this research were subjected to review and validation by three University professors from the faculty. The reliability of the test is verified by means of the statistical program SPSS based on the result of Cronbach's Alpha with a reliability value of 0.786.

Table 2 Validation of instrument Cronbach's Alpha

Reliability statistics	
Cronbach's Alpha	N of Items
,786	21

Note. Data obtained from the instrument (2023)

3.7 Data processing and statistical analysis

All the information collected was exported from Microsoft forms to an excel sheet in order have all the results in one place. Once the results were in excel sheets, we proceeded to create the graphics subsequently interpret the data right after that. To analyze all the data, we used IBM SPSS software this unsured in getting the most genuine and assertive results. Finally, Kolmogorov-Smirnoff test and the One sample for the hypothesis test summary was generated this help determined that the null hypothesis was rejected.

3.8 Responses variables or results achieve

For the fulfillment of each one of the objectives it was necessary to carry out the development and application of an instrument to detail the specific characteristics of the students under study. Based on the information obtained from the surveyed students it can be determined that students are motivated with gamification tools.

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter illustrates and presents the results of the gathered data from the survey about Gamification influence on motivation in the EFL classroom. The collection of qualitative data was made by doing an observation that include five important indicators on motivation. To collect the data, a checklist was used that consisted of four scales: excellent, satisfactory, good, and insufficient. Once the observation was made, the data was analyzed using an excel sheet that obtained the graphs and subsequently the interpretation of the data found.

As determined in the methodology of this investigation a survey was conducted with the students of the PINE program. For the quantitative part, a survey was applied to 111 students. At the time of conducting the survey, no issues arose since the surveys were pre-validated in three aspects: a) correspondence of the questions of the instruments with the objectives, variables and indicators, b) quality and representativeness, c) language.

The results of the survey conducted with 111 students contained twenty-four questions written in relation to determine the relationship between gamification and EFL learners' motivation. These questions gave the option of an answer according to the Likert frequency scale such as: always, often, sometimes, occasionally, and never.

The presentation of the following results was based mainly on the accounting of the total number of students surveyed. Then, an excel sheet was used to tabulate the responses to each question and obtain the final data from the survey. Counting the answers given by the students was simple, an excel sheet was also used to obtain the results quicker. Once the responses of the students had been counted, the percentage graphs per question were designed. These charts include the frequency index and the percentage. Finally, the respective interpretation and analysis of the results discovered was added, which helped determined the conclusions and recommendations.

4.1 Analysis of the results and data interpretation

Age Rate

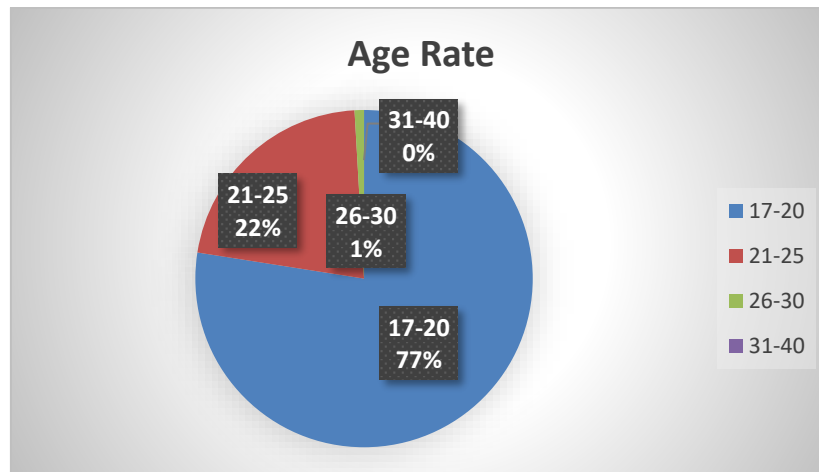
Table 3. Age Rate

SCALE	FREQUENCY	PERCENTAGE	TREND
17 – 20	86	77%	77%
21 – 25	24	22%	22%
26 – 30	1	1%	1%
31 - 40	0	0%	0%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 5. Age Rate



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 6 77% of the population, represented by 86 students are between 17 and 20.

22% of the surveyed people represented by 24 students are between 21 and 25.

Finally, the last 1% is 1 student, who is between 26 and 30.

Therefore, the results showed that most students are between the ages of 17-20. It can be concluded that the majority percentage of the sample group will be used in the present investigation.

Gender

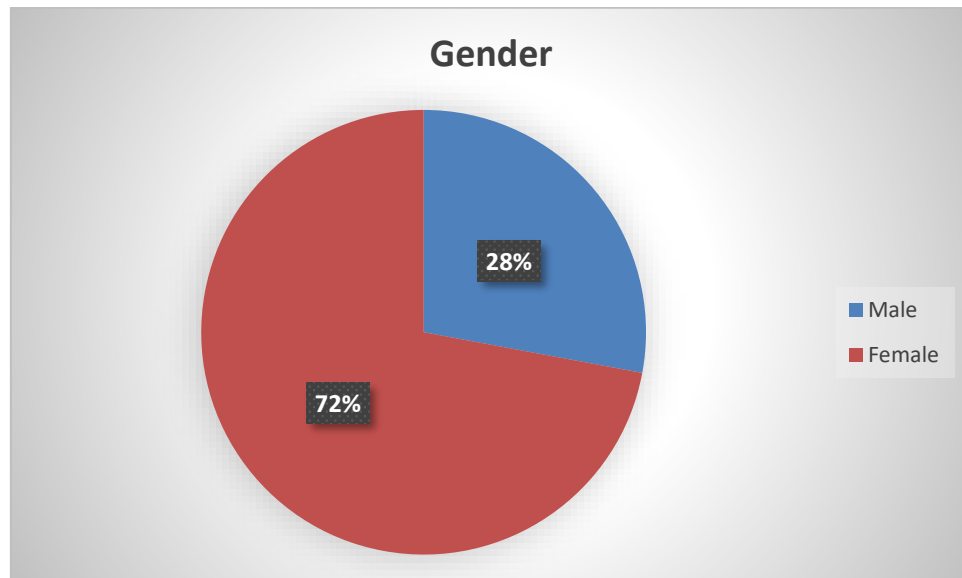
Table 4. Gender

SCALE	FREQUENCY	PERCENTAGE	TREND
Male	31	28%	28%
Female	80	72%	72%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 6. Gender



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 2 clearly shows that 72% of the population, represented by 80 students, are female. On the other hand, 28% of the surveyed students, represented by 31 students, are male. As a result, most of the surveyed people are female.

Therefore, the results showed that the number of male students is overtaken by female by a larger number.

Indicator 1. Which of the following abilities do you consider can be developed with games? Choose all that apply.

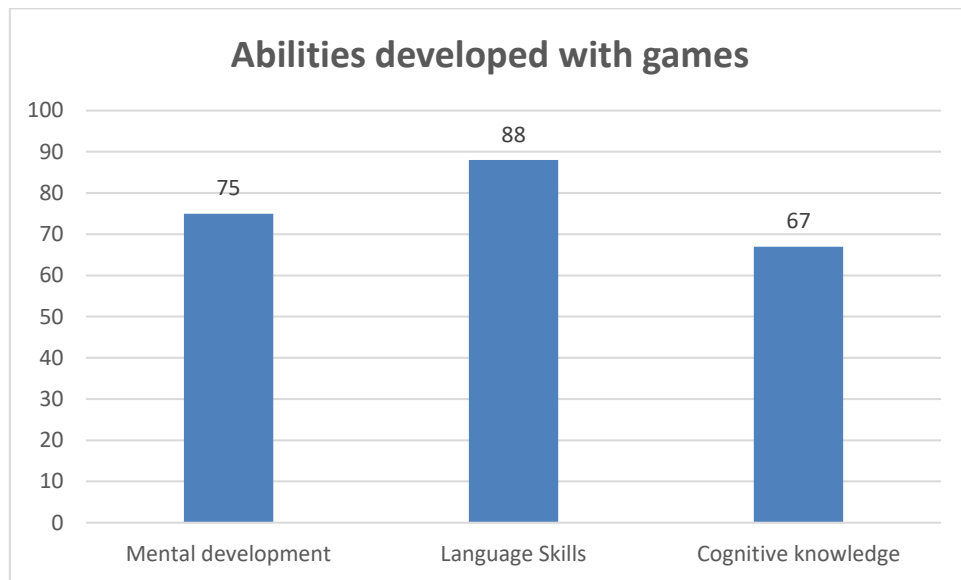
Table 5. Abilities developed with games

ITEM	FREQUENCY	PERCENTAGE	TREND
Mental development	75	33%	33%
Language Skills	88	38%	38%
Cognitive knowledge	67	29%	29%
		100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 7. Abilities developed with games



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 8 shows that 38% of the students choose language skills. 33% of the population went with mental development. Finally, cognitive knowledge came out with 29%.

As can be seen, the ability that is most developed with games is language skills. This is understandable since games require people to be engaged and to be in constant communication especially if they are in groups.

Indicator 2. Do you think using gamification in the English class makes you develop problem solving skills?

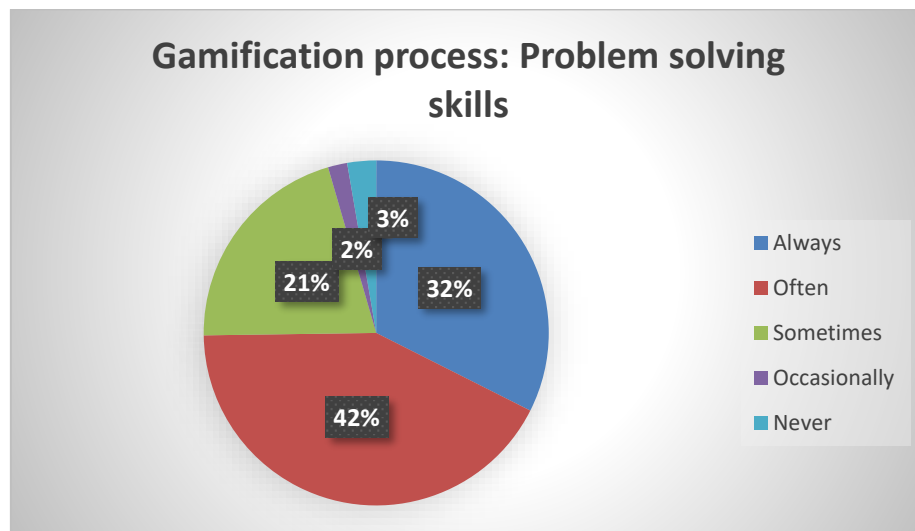
Table 6. Gamification process: Problem solving skills

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	36	32%	32%
Often	47	42%	42%
Sometimes	23	21%	21%
Occasionally	2	2%	2%
Never	3	3%	3%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 8. Gamification process: Problem solving skills



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 9 shows that 32% of the population, represented by 36 said that gamification always makes you develop problem solving skills. 42% of the population, represented by 47 expressed often. 21% of the students replied sometimes. 2% said occasionally. Finally, 3% of the students mentioned never that gamification makes you develop problem solving skills.

The results reflect that students develop problem solving skills using gamification. This noted since when playing students are engaged in an activity, they are trying to find a solution the quickness since their peers are in race to compete to win the first place.

Indicator 3. Do you think using gamification in the English class enhances the learning experience?

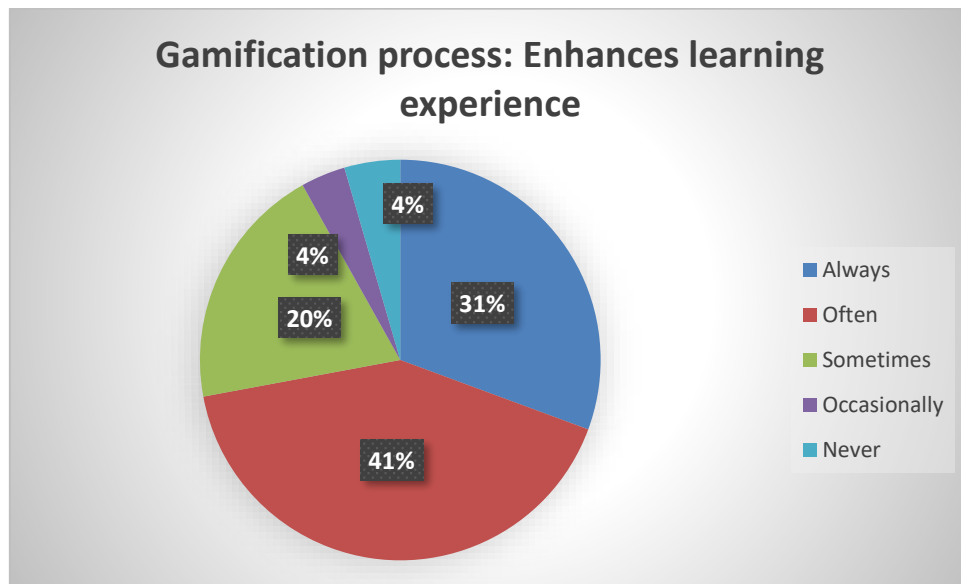
Table 7. Gamification process: Enhances learning experience.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	34	31%	34%
Often	46	41%	46%
Sometimes	22	20%	20%
Occasionally	4	4%	0%
Never	5	4%	0%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 9. Gamification process: Enhances learning experience.



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 9 shows 34% of the population, represented by 38 students said that gamification always enhances the learning experience. 46% of the population, represented by 51 students said often. 20% of the surveyed said sometimes. Finally, 5% of the students chose never and 4% chose occasionally.

The results have shown that most students feel using gamification enhances the learning experiences. This is a reality since old traditional teacher is outdated by incorporating gamified tools classes can be more dynamic and engaging.

Indicator 4. Do you think gamification to learn English is more flexible to assess learning?

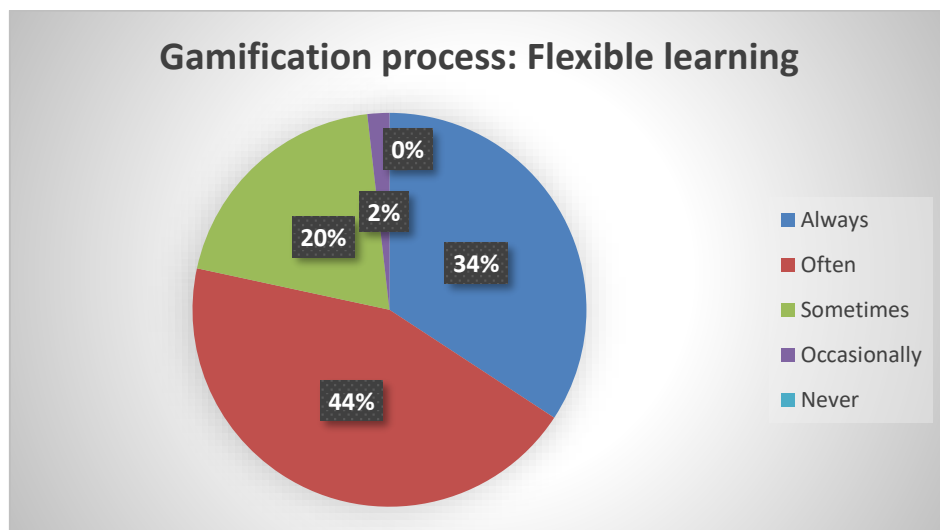
Table 8. Gamification process: Flexible learning

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	38	34%	34%
Often	49	44%	44%
Sometimes	22	20%	20%
Occasionally	2	2%	2%
Never	0	0%	0%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 10. Gamification process: Flexible learning



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 10 shows 34% of the population, represented by 38 students replied that gamification to learn English always needs to be flexible to assess learning. 44% of the population, represented by 49 said often. 20% of the surveyed said sometimes. 2% said occasionally. Finally, none of the students choose the option never.

Gamification can make English more flexible to assess leaning. There are thousands of activities online that can allow the learner to be assess. The flexibility to evaluated someone online is simple, since there are no limitation in activities you can find on the web.

Indicator 5. Do you believe that the use of gamification improves English learning process?

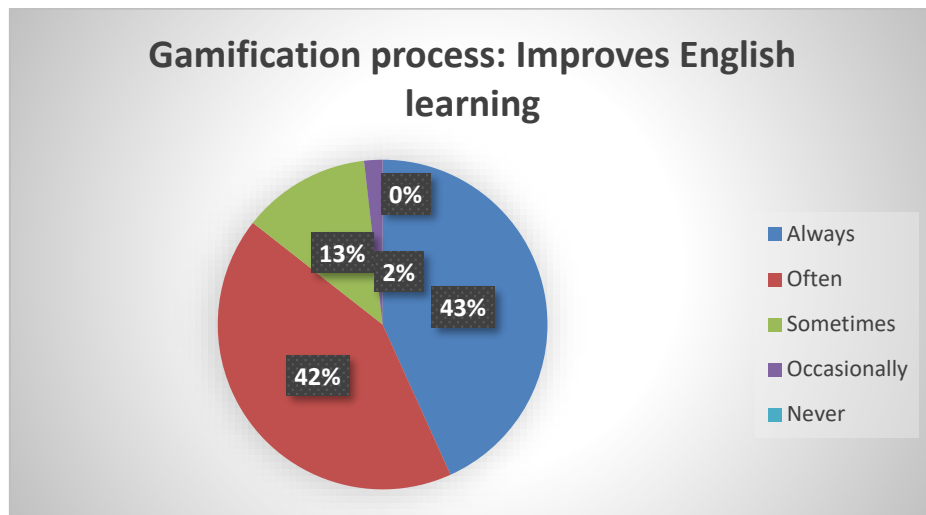
Table 9. Gamification process: Improves English learning

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	48	43%	43%
Often	47	42%	42%
Sometimes	14	13%	13%
Occasionally	2	2%	2%
Never	0	0%	0%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 11. Gamification process: Improves English learning



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 11 shows 43% of the population, represented by 48 students said that the use of gamification always improves the English learning process. 42% of the population, represented by 47 said often. 13% of the surveyed said sometimes. 2% said occasionally. Finally, none of the students chose the option never.

Overall Gamification improves the English learning process with the results above. This is true since gamification allows students to break the barrier of traditional learning.

Indicator 6. Do you think that learning English is monotonous and difficult to understand?

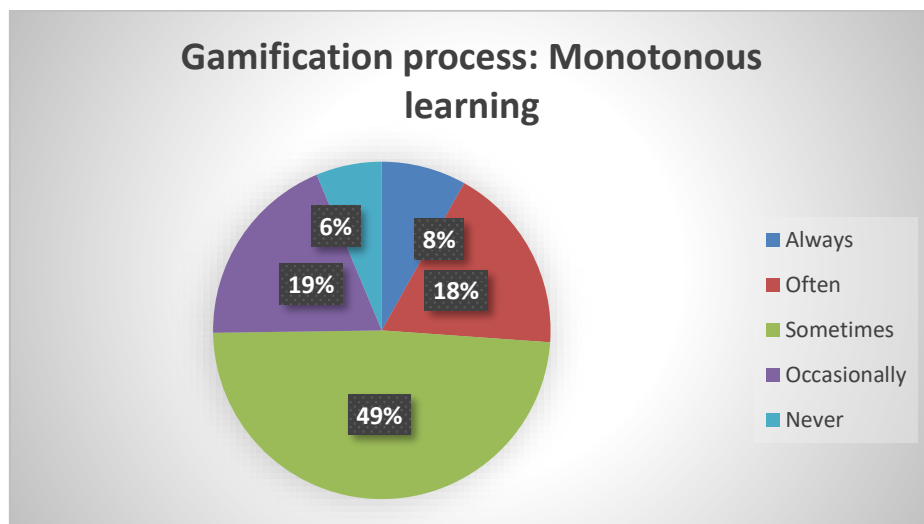
Table 10. Gamification process: Monotonous learning

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	9	8%	8%
Often	20	18%	18%
Sometimes	54	49%	49%
Occasionally	21	19%	19%
Never	7	6%	0%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 12. Gamification process: Monotonous learning



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 12 shows 8% of the population, represented by 9 students replied that learning English is always monotonous and difficult to understand. 18% of the population, represented by 20 students expressed often. 49% of the surveyed, represented by 54 said sometimes. 19% of the surveyed said occasionally. Finally, 6% said never.

Learning English with traditional methods can be monotonous and even hard to grasped, since learning a new language is challenging. Implementing gamified tools can make English learning less boring.

Indicator 7. The way in which English is taught is generally monotonous and unattractive?

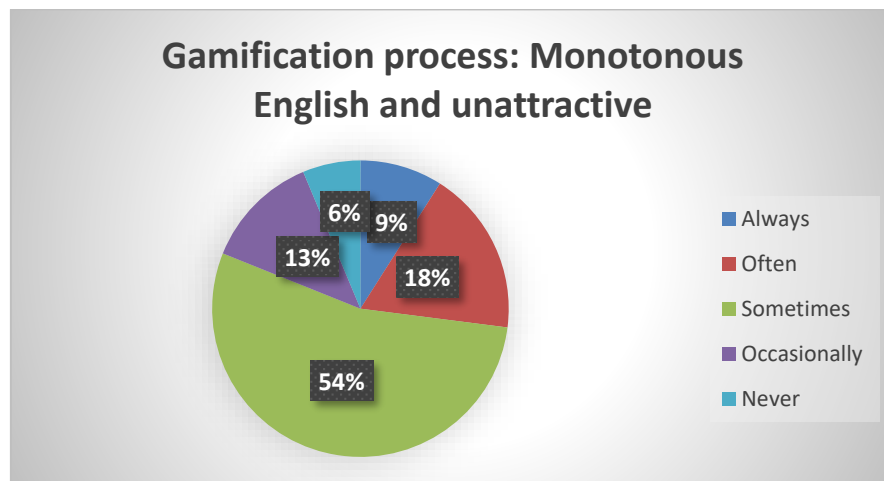
Table 11. Gamification process: Monotonous English and unattractive

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	10	9%	9%
Often	20	18%	18%
Sometimes	60	54%	54%
Occasionally	14	13%	13%
Never	7	6%	6%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 13. Gamification process: Monotonous English and unattractive



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 13 shows 9% of the population, represented by 10 students replied that English is always taught generally monotonous and unattractive. 18% of the population, represented by 20 said often. 54% of the surveyed, represented by 60 said sometimes. 13% said occasionally. Finally, 7% of the students mentioned never that English is taught monotonous.

English classes are monotonous and unattractive. This isn't a surprise since traditional methods overtake new innovative methods to make classes less streamlined. Gamified classes will make monotonous and unattractive settings be a thing of the past.

Indicator 8. Do gamified tools catch your attention and interest from the start?

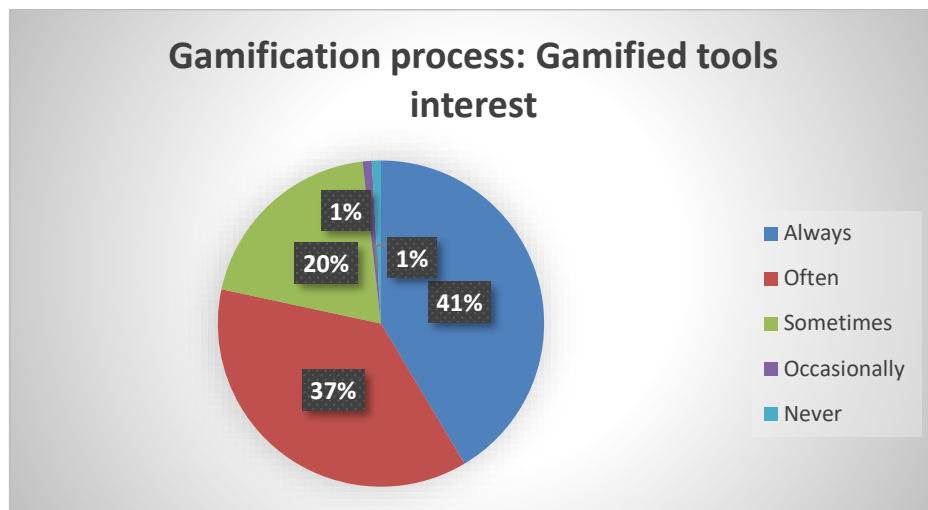
Table 12. Gamification process: Gamified tools interest

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	46	41%	41%
Often	41	37%	37%
Sometimes	22	20%	20%
Occasionally	1	1%	2%
Never	1	1%	2%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 14. Gamification process: Gamified tools interest



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 14 shows 41% of the population, represented by 46 students replied that gamified tools always catch your attention and interest from the start. 37% of the population, represented by 41 said often catch their attention. 20% of the surveyed said sometimes. 1% said occasionally. Finally, 1% of the students mentioned never that gamified tools catch their attention.

The results reflect that most students' attention is capture when introduces to gamified tools. To catch the interest of students can be difficult with old methods. On the other hand, gamification has broken the boundaries by becoming an innovative tool that doesn't not exclude anyone and allows students to be a more active participant.

Indicator 9. Do you think gamification to learn English needs to be dynamic?

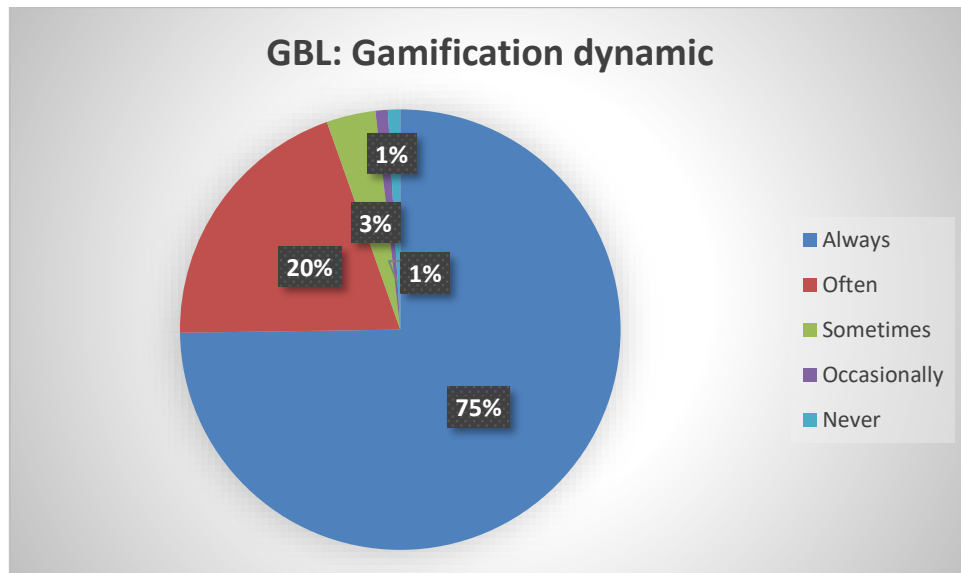
Table 13. GBL: Gamification dynamic

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	83	75%	75%
Often	22	20%	20%
Sometimes	4	3%	4%
Occasionally	1	1%	1%
Never	1	1%	1%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 15. GBL: Gamification dynamic



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 7 shows 75% of the population, represented by 83 students replied that gamification to learn English always needs to be dynamic. 20% of the population, represented by 22 said often. 3% of the surveyed said sometimes. 1% said occasionally. Finally, 1% of the students mentioned never for gamification to be dynamic.

The results have shown that gamification to learn English needs to be dynamic. This isn't a surprise since gamification expands the students' environment by allowing them to transfer themselves from the physical classroom setting to a virtual setting.

Indicator 10. Which of the following elements are developed when using games in the class? Choose all that apply.

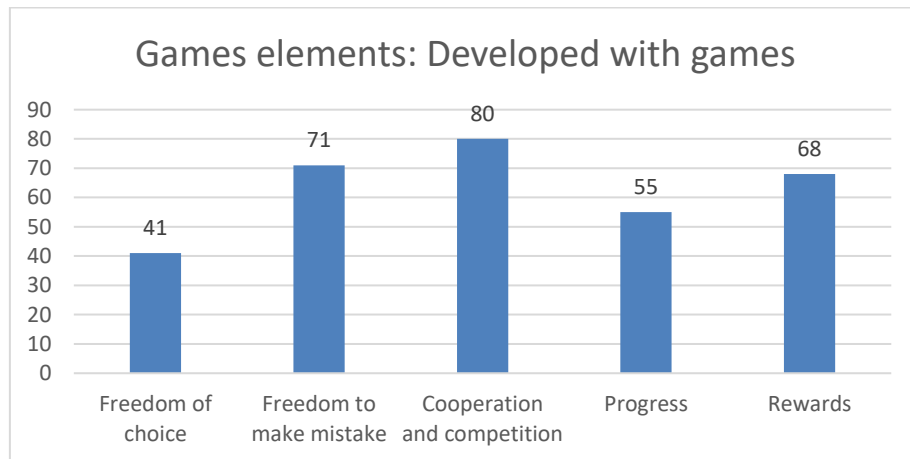
Table 14. Games elements: Developed with games

ITEM	FREQUENCY	PERCENTAGE	TREND
Freedom of choice	41	13%	13%
Freedom to make mistake	71	23%	23%
Cooperation and competition	80	25%	25%
Progress	55	17%	17%
Rewards	68	22%	22%
		100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 16. Games elements: Developed with games



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 16 shows 25% of the students choose cooperation and competition that being mentioned these are the game element that are most developed using games. The second game element that follows is freedom to make mistakes with 23%. The third is rewards with 22% and progress with 17%. Finally, the last game element is freedom of choice with 13%.

What gamification brings to the table is the aspect of cooperation and competition. This is something that can be limited with tradition methods. Making students get into groups can allow them to cooperate and ultimately come up on top of the competition with the contribution of all as a team.

Indicator 11. Do you think gamification to learn English needs to have a system of progression, so users can see their development?

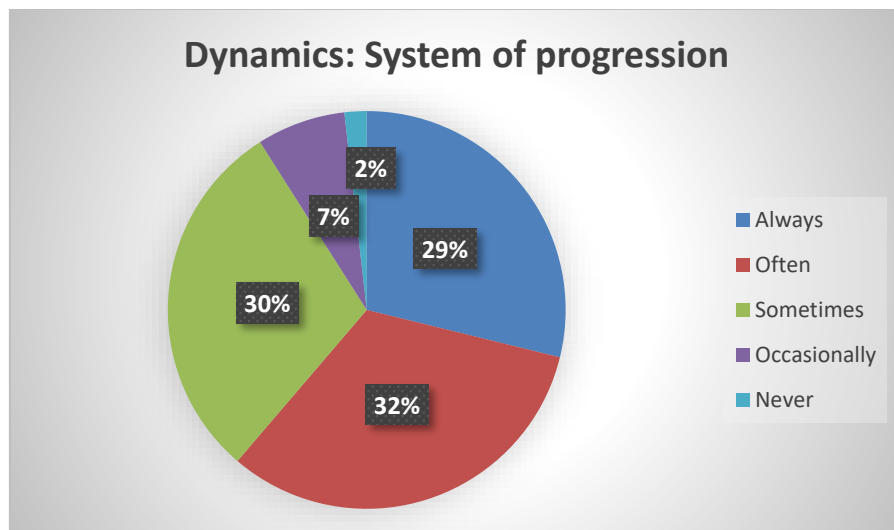
Table 15. Dynamics: System of progression

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	32	29%	29%
Often	36	32%	32%
Sometimes	33	30%	30%
Occasionally	8	7%	7%
Never	2	2%	2%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 17. Dynamics: System of progression



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 17 shows 29% of the population, represented by 32 students replied that gamification always needs to have a system of progression, so they can see their progress. 32% of the population, represented by 36 said often. 30% of the surveyed said sometimes. 7% of the students said occasionally. Finally, 2% of the students mentioned never for gamification to have a system of progression.

The system of progression is a must, since this allows the students to know how much progress they have made. This can be the incitive of motivation to reach a goal since the student knows how much they have left.

Indicator 12. Do you think using gamification in the English class connects people on an emotional level?

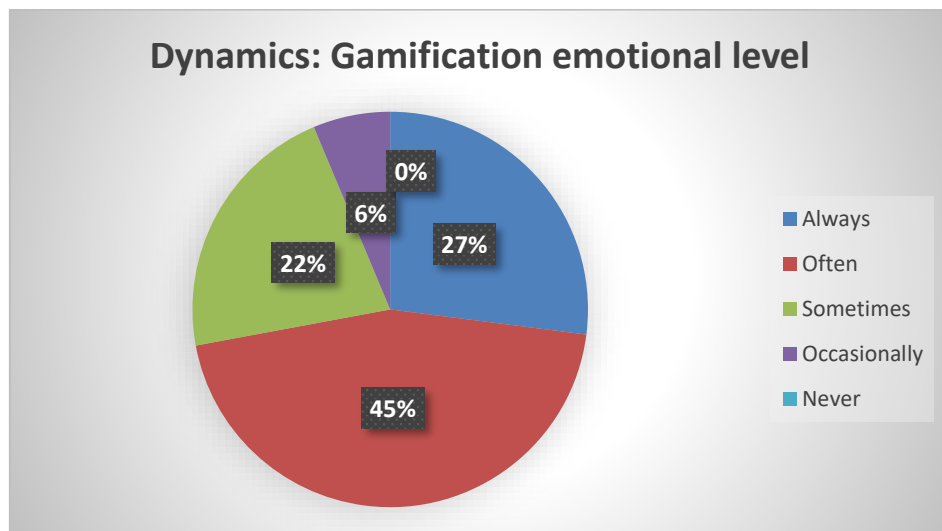
Table 16. Dynamics: Gamification emotional level

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	30	27%	27%
Often	50	45%	45%
Sometimes	24	22%	22%
Occasionally	7	6%	6%
Never	0	0%	0%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 18. Dynamics: Gamification emotional level



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 18 shows 27% of the population, represented by 30 students replied that gamification in the English class always connect people on an emotional level. 45% of the population, represented by 50 said often. 22% of the surveyed said sometimes. 6% said occasionally. Finally, none of the students chose the option never.

Gamification connects people on an emotional level. This is true since students are fully engaged with a gamified activity. They can witness all type of emotions like happiness, frustration, adrenaline, and motivation. A roller coaster of emotions since gamification makes the students be emerged in the activities.

Indicator 13. Do you think gamification to learn English needs to be competitive, so learners are more engaged?

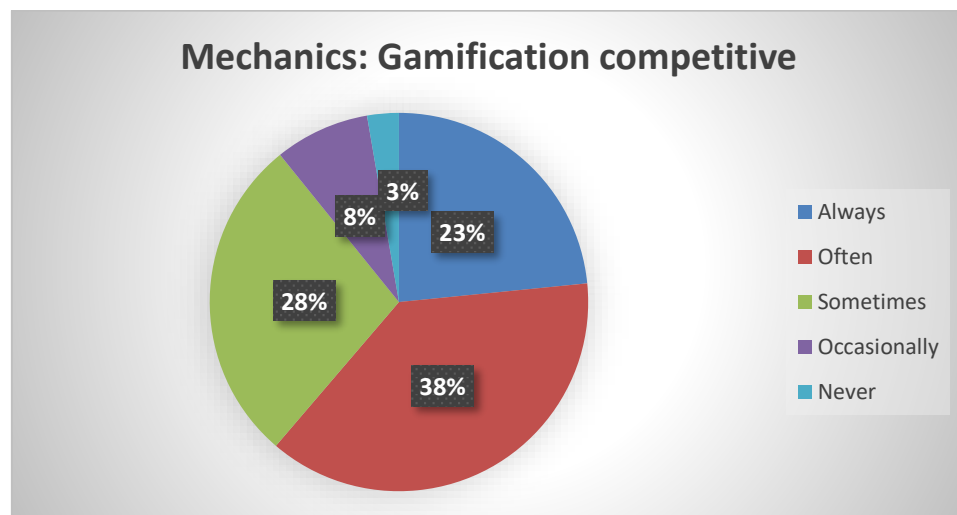
Table 17. Mechanics: Gamification competitive

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	26	23%	23%
Often	42	38%	38%
Sometimes	31	28%	28%
Occasionally	9	8%	8%
Never	3	3%	3%
	111	100%	100%

Author: Mayorga, C (2023)

Source: Survey

Figure 19. Mechanics: Gamification competitive



Author: Mayorga, C (2023)

Source: Survey

Analysis and interpretation

Figure 19 shows 23% of the population, represented by 26 students replied that gamification to be always competitive so learners are more engaged. 38% of the population, represented by 42 said often. 28% of the surveyed said sometimes. 8% of the students said occasionally. Finally, 3% of the students mentioned never for gamification to be competitive.

Gamification to learn English needs to be competitive since it makes classes more engaging. This is true since competitive activities allow the student to be motivated in order to prove themselves against each other.

Indicator 14. Do you think gamification to learn English needs to have a rewarding system?

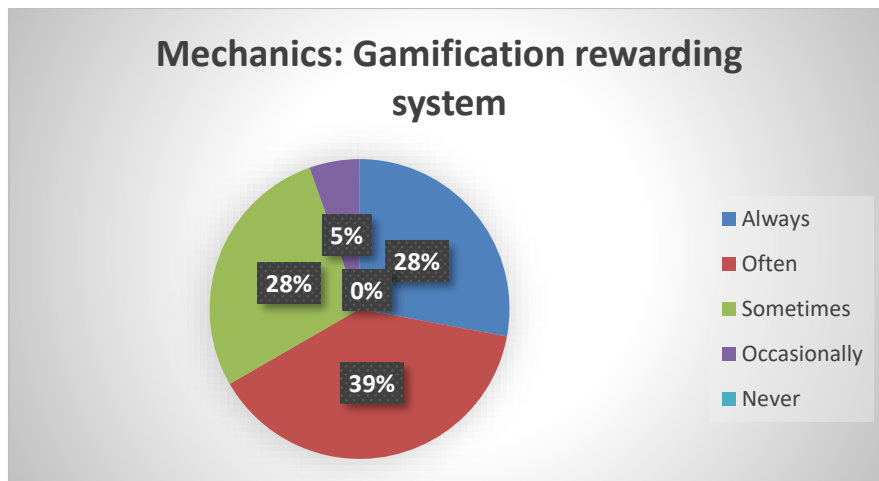
Table 18. Mechanics: Gamification rewarding system

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	31	28%	28%
Often	43	39%	39%
Sometimes	31	28%	28%
Occasionally	6	5%	5%
Never	0	0%	0%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 20. Mechanics: Gamification rewarding system



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 20 shows 28% of the population, represented by 31 students replied that gamification to learn English always needs to have a rewarding system. 39% of the population represented by 43 students said often. 28% of the surveyed replied sometimes. 5% of the students mentioned that they occasionally think a rewarding system is needed. Finally, none of the students chose the option never.

A reward system is needed. Having rewards to learn English can make students be a more active participant. Incentives or rewards can make students be always motivated.

Indicator 15. Do you think gamification to learn English needs to have an unlocking content system to provide satisfaction for the user to be engaged?

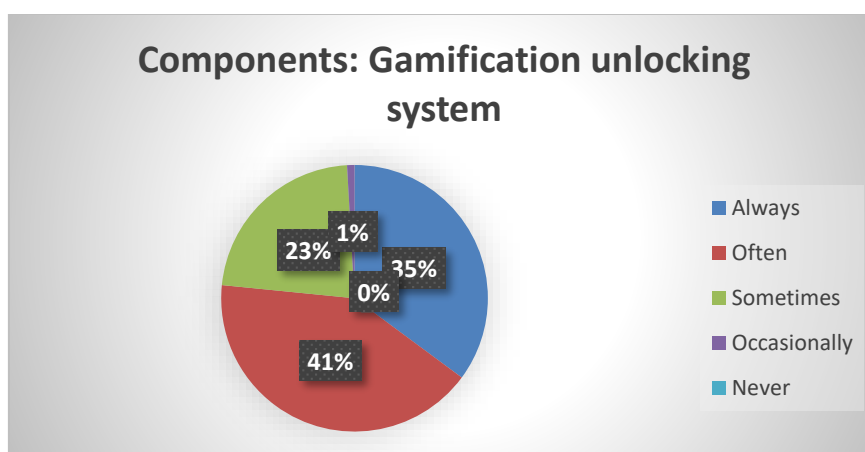
Table 19. Components: Gamification unlocking system.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	39	35%	35%
Often	46	41%	41%
Sometimes	25	23%	23%
Occasionally	1	1%	1%
Never	0	0%	0%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 21. Components: Gamification unlocking system.



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 21 shows that 35% of the population, represented by 39 students replied that gamification to learn English always needs to have an unlocking content system to provide satisfaction for the user to be engaged. 41% of the population represented by 46 students said often. 23% of the surveyed said sometimes. 1% mentioned occasionally that gamification needs an unlocking content system. Finally, none of the students chose the option never.

The results show to learn English an unlocking content system is needed to provide satisfaction for the user to be more engaged. In general, when people have a goal to reach, they are ultimately motivated to reach it since they know something is waiting for the at the end of the tunnel.

Indicator 16. Do you think gamification to learn English needs to have time limits, so users are alert all the time?

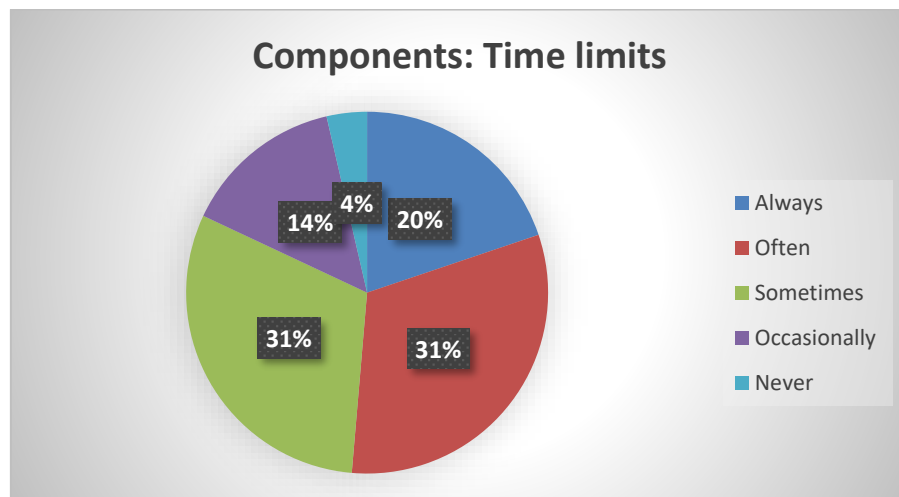
Table 20. Components: Time limits

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	22	20%	20%
Often	35	31%	31%
Sometimes	34	31%	31%
Occasionally	16	14%	14%
Never	4	4%	4%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 22. Components: Time limits



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 22 shows 20% of the population, represented by 22 students replied that gamification to always have time limits, so users are alert all the time. 31% of the population, represented by 35 said often. 31% of the surveyed said sometimes. 14% said occasionally. Finally, 4% of the students mentioned never for gamification to have time limits.

The results show that most students think that time limits can help students be more alert in the class. Having to go against the clock can sometimes be frustrated, but for most of time it can be an incentive that can help you think more quickly and allow students to work under pressure more effectively.

Indicator 17. Which gamified games do you prefer for learning English? Choose all that apply.

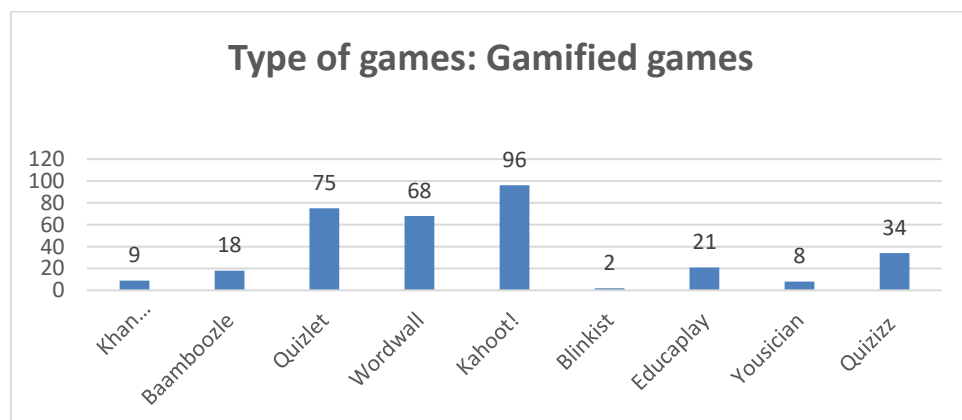
Table 21. Type of games: Gamified games

ITEM	FREQUENCY	PERCENTAGE	TREND
Khan Academy	9	3%	3%
Baamboozle	18	5%	5%
Quizlet	75	23%	23%
Wordwall	68	21%	21%
Kahoot!	96	29%	29%
Blinkist	2	1%	1%
Educaplay	21	6%	6%
Yousician	8	2%	2%
Quizizz	34	10%	10%
		100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 23. Type of games: Gamified games



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 23 shows 29% of the students chose kahoot! that being mentioned it is the most popular gamified game from the 9 above. Second place with 23% choose Quizlet. Wordwall came out third place with 21%. Finally, the least popular gamified games of all were Blinkist with 1%, Yousician with 2% and Khan Academy with 3%.

The results show that the three top dogs are Kahoot Quizlet and Wordwall. This isn't a surprised since these three are among the most popular gamified tools on the web. These tools allow the user to be more engaged by competing against each other gaining points and ultimately coming up on top.

Indicator 18. Do you think a desire to grow and learn or the need to fulfill an obligation by doing things well is a way to be motivated?

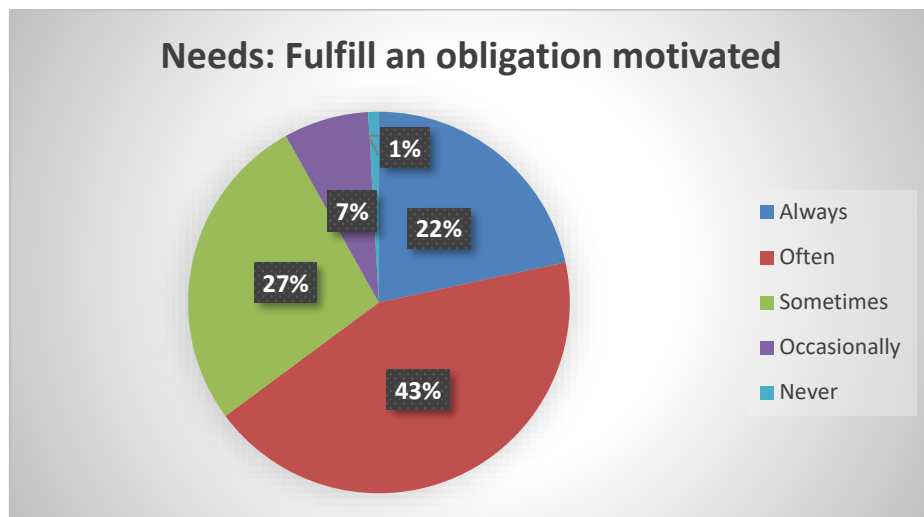
Table 22. Needs: Fulfill an obligation motivated

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	24	22%	22%
Often	48	43%	43%
Sometimes	30	27%	27%
Occasionally	8	7%	7%
Never	1	1%	1%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 24. Needs: Fulfill an obligation motivated



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 21 shows that 22% of the population, represented by 24 students replied with always about the desire to grow and learn or the need to fulfill an obligation by doing things well is a way to be motivated. 43% of the population, represented by 48 students expressed often. 27% of the surveyed said sometimes. 7% said occasionally. Finally, 1% mentioned never.

A way to be motivated is by the desire to grow and learn. Students need to have goals to be reached. The ultimately purpose of goals allow the student to be in constant engagement to be motivated to complete that specific task.

Indicator 19. When learning English are you fueled by the desire to get extra points by completing an extra activity?

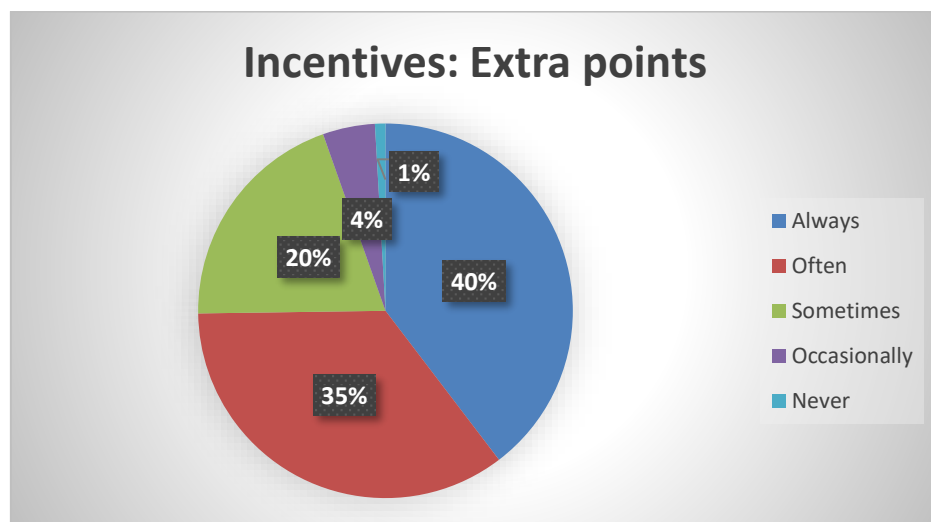
Table 23. Incentives: Extra points

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	44	40%	40%
Often	39	35%	35%
Sometimes	22	20%	20%
Occasionally	5	4%	4%
Never	1	1%	1%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 25. Incentives: Extra points



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 25 shows 40% of the population, represented by 44 students replied that learning English is always fueled by the desire to get extra points by completing extra activities. 35% of the population, represented by 39 students expressed that learning English is often fueled by the desire to get extra points. 20% of the survey said sometimes. 4% said occasionally that is fueled by the desire of extra points. Finally, 1% said never.

Extra points fueled the desire to be motivated. Having a reward of any kind at the end of the day can be the incentive to make students continue working to improved their learning further.

Indicator 20. Do you think motivation is born from within each one and is independent of any type of external stimuli?

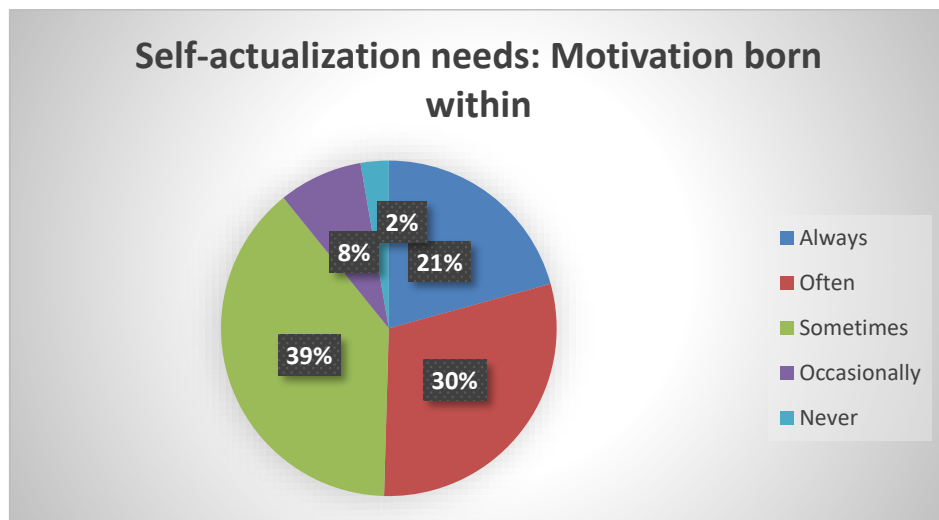
Table 24. Self-actualization needs: Motivation born within

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	23	21%	21%
Often	33	30%	30%
Sometimes	43	39%	39%
Occasionally	9	8%	8%
Never	3	2%	3%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 26. Self-actualization needs: Motivation born within



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 26 shows 21% of the population, represented by 23 students replied that motivation is always born from within each one and is independent of any type of external stimuli. 30% of the population, represented by 33 students expressed that motivation is often born from within each one. 39% of the surveyed said sometimes. 8% said occasionally. Finally, 2% of the students mentioned never that motivation is born from within everyone.

Motivation is born from within each one and is independent of any type of external stimuli. This is understandable, since students depending on context or setting some will be more motivated than others.

Indicator 21. Do you consider that learners’ engagement determines students’ motivation to sustain learning?

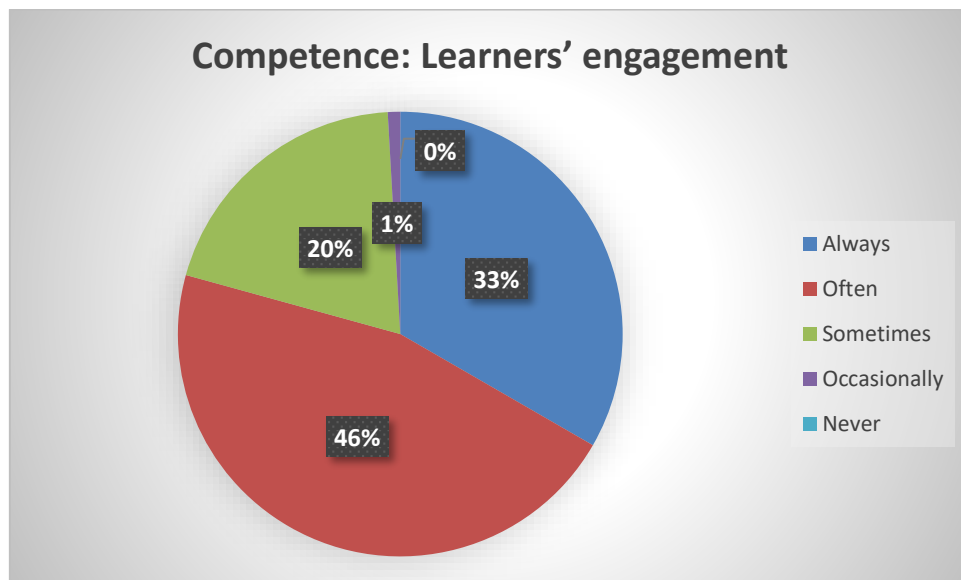
Table 25. Competence: Learners ‘engagement

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	37	33%	33%
Often	51	46%	46%
Sometimes	22	20%	20%
Occasionally	1	1%	1%
Never	0	0%	0%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 27. Competence: Learners ‘engagement



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 27 shows that 33% of the population, represented by 37 students replied that learners’ engagement always determines students’ motivation to sustain learning. 46% of the population, represented by 51 students said often. 22% of the surveyed said that it sometimes determines it. 1% said occasionally. Finally, none choose the option never.

Learners’ engagement determines their motivation to sustain their learning. This is true since students’ engagement is the first step in order for them to be motivated.

Indicator 22. Do you think to be motivated one must get an external reward?

Table 26. External reward: Motivated external reward

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	26	23%	23%
Often	43	39%	39%
Sometimes	34	31%	31%
Occasionally	7	6%	6%
Never	1	1%	1%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 28. External reward: Motivated external reward



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 28 shows 23% of the population, represented by 26 students replied that to be motivated one must always get an external reward. 39% of the population, represented by 43 students expressed that to be motivated they often need a reward. 31% of the survey said sometimes. 6% said occasionally an external reward is needed. Finally, 1% mentioned never

To be motivated students must get an external reward. This is understandable since if you know you will get something at the end of an activity you ultimately goal will be to complete that certain task.

Indicator 23. Do you think a behavior of motivation is fueled by the desire to be recognized?

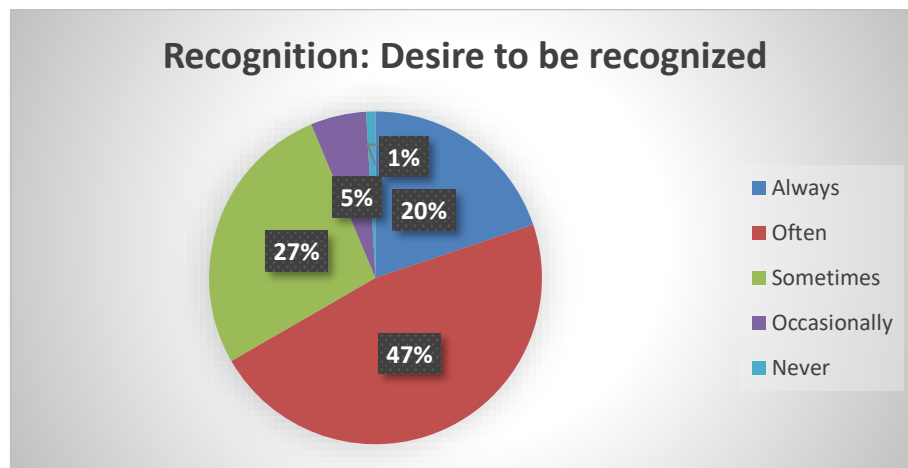
Table 27. Recognition: Desire to be recognized

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	22	20%	20%
Often	52	47%	47%
Sometimes	30	27%	27%
Occasionally	6	5%	5%
Never	1	1%	1%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 29. Recognition: Desire to be recognized



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 29 shows 20% of the population, represented by 22 students replied that a behavior of motivation is always fueled by the desire to be recognized. 47% of the population, represented by 52 students expressed it is often fueled by the desire. 27% of the surveyed said it is sometimes fueled. 5% said occasionally. Finally, 1% mentions that never.

Students' behavior of motivation is fuel by the desire to be recognized. This is logical since when someone does something the person expects to be recognize by praise or even with a reward. Completing something and not getting any attention can be demotivating.

Indicator 24. Do you believe that the use of gamification improves students' motivation to learn English?

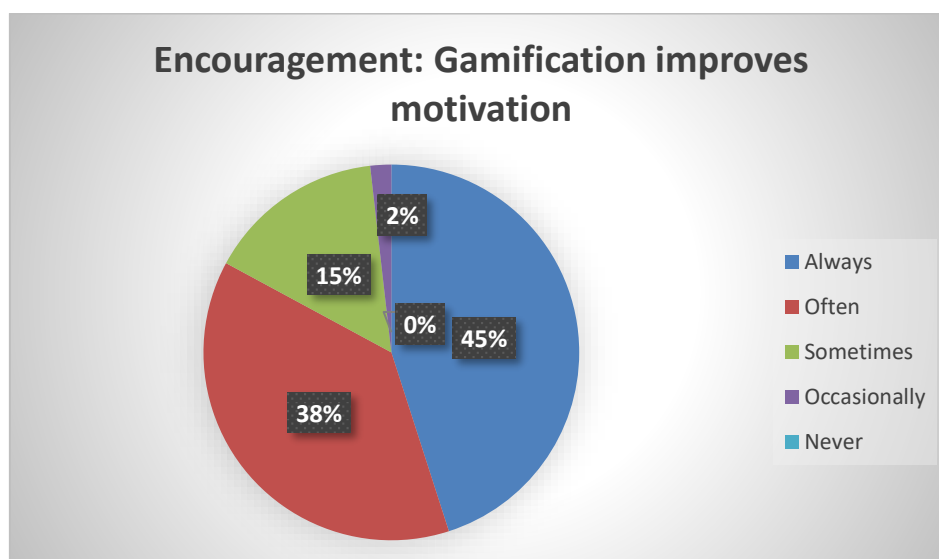
Table 28. Encouragement: Gamification improves motivation

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	50	45%	45%
Often	42	38%	38%
Sometimes	17	15%	15%
Occasionally	2	2%	2%
Never	0	0%	0%
	111	100%	100%

Source: Survey

Author: Mayorga, C (2023)

Figure 30. Encouragement: Gamification improves motivation



Source: Survey

Author: Mayorga, C (2023)

Analysis and interpretation

Figure 30 shows that 45% of the population, represented by 50 students replied that the use of gamification always improves students' motivation to learn English. 38% of the population, represented by 42 students expressed that the use of gamification often improves it. 15% of the surveyed said sometimes. 2% said occasionally. Finally, none chose the option never.

Students believe that the use of gamification improves their motivation to learn. These results are key for the investigation as they affirm the importance of gamification influence on motivation in the EFL classroom.

4.1.1 Hypothesis verification

For the hypotheses verification the data was compiled and analyzed through the IBM SPSS software to obtain the best possible results of the survey. The Cronbach Alfa method was applied to all the questions with the sample group of 33 students. Once we got the results from the small sample group. The survey was applied again to a greater sample of students a total amount of 111 students. All the data once again was compiled and analyzed through the IBM SPSS software to get the verification.

4.1.2 Hypothesis approach

Null Hypothesis H0: Gamification does not influence on motivation in the EFL Classroom of the first, second and third semester of the Pedagogy of National and Foreign Languages (PINE) students at Universidad Técnica de Ambato.

Alternative Hypothesis H1: Gamification influence on motivation in the EFL Classroom of the first, second and third semester of the Pedagogy of National and Foreign Languages (PINE) students at Universidad Técnica de Ambato.

4.1.3 Variables

Independent variable: Gamification

Dependent variable: Motivation in the EFL Classroom

4.1.4 Instrument validation

For the validation of the instrument, the 21 questions that are typical of the research from which the following data are obtained are taken into consideration:

Table 29 Case Processing Summary

		N	%
Cases	Valid	26	78.8
	Excluded ^a	7	21.1
	Total	33	100,0

a. Listwise deletion based on all variables in the procedure.

Table 29 shows the number of elements of the population with which we worked, in

this case there were 33 students, of which only 7 data were missing.

4.1.5 Cronbach's Alpha Validation

Table 30 Reliability Statistics

Cronbach's Alpha	N of Items
.786	21

Regarding the validation of the instrument, the Cronbach's Alpha statistic is used, since the items are on the Likert scale, and this is the statistic that allows the correct calculation for its validation.

The results show that 21 items were taken from the instrument, out of a total of 24 items; The first three questions are considered informative within the investigation and therefore do not alter the information of the object of study.

The value obtained by Cronbach's Alpha is .786, that is, the questions of the instrument are reliable as they are close to 1; therefore, relevant information can be obtained regarding the questions that were considered to gather information in the investigation.

4.1.6 Hypothesis test summary

For the development of this research, non-parametric statistics were employed, using chi-square as the most appropriate statistical method in a descriptive investigation in which qualitative and quantitative variables are analyzed to determine the final hypothesis to be tested.

Table 31 Hypothesis test summary table

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by Which of the following abilities do you consider can be developed with games? Choose all that apply. = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
2	The categories of Which of the following abilities do you consider can be developed with games? Choose all that apply. occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories defined by Which of the following abilities do you consider can be developed with games? Choose all that apply. = N and Yes occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.037	Reject the null hypothesis.
4	The categories of Do you think using gamification in the English class makes you develop problem solving skills? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
5	The categories of Do you think using gamification in the English class enhances the learning experience? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
6	The categories of Do you think gamification to learn English is more flexible to assess learning? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
7	The categories of Do you believe that the use of gamification improves English learning process? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
8	The categories of Do you think that learning English is monotonous and difficult to understand? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
9	The categories of The way in which English is taught is generally monotonous and unattractive? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
10	The categories of Do gamified tools catch your attention and interest from the start? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
11	The categories of Do you think gamification to learn English needs to be dynamic? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
12	The categories defined by Which of the following elements are developed when using games in the class? Choose all that apply. = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.014	Reject the null hypothesis.
13	The categories defined by Which of the following elements are developed when using games in the class? Choose all that apply. = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.001	Reject the null hypothesis.
14	The categories defined by Which of the following elements are developed when using games in the class? Choose all that apply. = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
15	The categories of Which of the following elements are developed when using games in the class? Choose all that apply. occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
16	The categories defined by Which of the following elements are developed when using games in the class? Choose all that apply. = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.037	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
17	The categories of Do you think gamification to learn English need to have a system of progression, so users can see their development? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
18	The categories of Do you think using gamification in the English class connects people on an emotional level? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
19	The categories of Do you think gamification to learn English need to be competitive, so learners are more engaged? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
20	The categories of Do you think gamification to learn English need to have a rewarding system? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
21	The categories of Do you think gamification to learn English need to have an unlocking content system to provide satisfaction for the user to be engaged? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
22	The categories of Do you think gamification to learn English need to have time limits, so users are alert all the time? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
23	The categories defined by Which gamified games do you prefer for learning English? = No and Yes occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
24	The categories defined by Which gamified games do you prefer for learning English? = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
25	The categories defined by Which gamified games do you prefer for learning English? = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.001	Reject the null hypothesis.
26	The categories defined by Which gamified games do you prefer for learning English? = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.037	Reject the null hypothesis.
27	The categories defined by Which gamified games do you prefer for learning English? = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
28	The categories defined by Which gamified games do you prefer for learning English? = No and Yes occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
29	The categories defined by Which gamified games do you prefer for learning English? = No and Yes occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
30	The categories defined by Which gamified games do you prefer for learning English? = No and Yes occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
31	The categories defined by Which gamified games do you prefer for learning English? = Yes and No occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
32	The categories of Do you think a desire to grow and learn or the need to fulfill an obligation by doing things well is a way to be motivated? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
33	The categories of When learning English are you fueled by the desire to get extra points by completing an extra activity? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
34	The categories of Do you think motivation is born from within each one and is independent of any type of external stimuli? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
35	The categories of Do you consider that learners' engagement determines students' motivation to sustain learning? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
36	The categories of Do you think to be motivated one must get an external reward? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
37	The categories of Do you think a behavior of motivation is fueled by the desire to be recognized? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
38	The categories of Do you believe that the use of gamification improves students' motivation to learn English? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Author: Mayorga, C. (2023)

Source: IBM Statistical Package for the Social Sciences (SPSS)

Table 32 One sample Kolmogorov-Smirnov test table

		One-Sample Kolmogorov-Smirnov						
		Which of the following abilities do you consider can be developed with games? Choose all that apply.	Which of the following abilities do you consider can be developed with games? Choose all that apply.	Which of the following abilities do you consider can be developed with games? Choose all that apply.	Do you think using gamification in the English class makes you develop problem solving skills?	Do you think using gamification in the English class enhances the learning experience?	Do you think gamification to learn English is more flexible to assess learning?	Do you believe that the use of gamification improves English learning process?
N		111	111	111	111	111	111	111
Normal Parameters ^{a,b}	Mean	.68	.87	.60	4.11	3.87	4.14	4.14
	Std. Deviation	.470	1.054	.491	.898	1.045	.757	.757
Most Extreme Differences	Absolute	.430	.443	.394	.254	.233	.240	.240
	Positive	.249	.443	.287	.179	.141	.229	.229
	Negative	-.430	-.331	-.394	-.254	-.233	-.240	-.240
Kolmogorov-Smirnov Z		4.535	4.671	4.148	2.675	2.452	2.528	2.528
Asymp. Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000

a. Test distribution is Normal.

b. Calculated from data.

Which of the following elements are developed when using games in the class? Choose all that apply.	Which of the following elements are developed when using games in the class? Choose all that apply.	Which of the following elements are developed when using games in the class? Choose all that apply.	Which of the following elements are developed when using games in the class? Choose all that apply.	Which of the following elements are developed when using games in the class? Choose all that apply.	Do you think gamification to learn English needs to have a system of progression, so users can see their development?	Do you think using gamification in the English class connects people on an emotional level?	Do you think gamification to learn English needs to be competitive, so learners are more engaged?	Do you think gamification to learn English needs to have a rewarding system?
111	111	111	111	111	111	111	111	111
.38	.67	.72	.59	.60	3.79	3.94	3.71	3.89
.487	.474	.451	1.031	.491	1.001	.866	1.004	.878
.403	.426	.453	.335	.394	.195	.250	.226	.216
.403	.254	.268	.335	.287	.173	.192	.153	.179
-.277	-.426	-.453	-.285	-.394	-.195	-.250	-.226	-.216
4.245	4.487	4.773	3.528	4.148	2.050	2.631	2.378	2.272
.000	.000	.000	.000	.000	.000	.000	.000	.000

Which gamified games do you prefer for learning English?	Which gamified games do you prefer for learning English?	Which gamified games do you prefer for learning English?	Which gamified games do you prefer for learning English?	Which gamified games do you prefer for learning English?	Which gamified games do you prefer for learning English?	Which gamified games do you prefer for learning English?	Do you think a desire to grow and learn or the need to fulfill an obligation by doing things well is a way to be motivated?	When learning English are you fueled by the desire to get extra points by completing an extra activity?	Do you motivate born within one a indepe of any t exte stim
111	111	111	111	111	111	111	111	111	111
.66	.60	.86	.02	.18	.07	.31	3.77	4.08	
.477	.491	.343	.134	.386	.260	.463	.901	.926	
.421	.394	.518	.536	.499	.537	.440	.247	.236	
.259	.287	.347	.536	.499	.537	.440	.185	.160	
-.421	-.394	-.518	-.446	-.320	-.391	-.254	-.247	-.236	
4.439	4.148	5.456	5.643	5.262	5.660	4.631	2.606	2.486	
.000	.000	.000	.000	.000	.000	.000	.000	.000	

Author: Mayorga, C. (2023)

Source: IBM Statistical Package for the Social Sciences (SPSS)

As demonstrated in the hypothesis table above, according to the chi-square test the null hypothesis is rejected.

H₀: Gamification does not influence on motivation in the EFL Classroom

H₁: Gamification influence on motivation in the EFL Classroom

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The gamified tools Kahoot, Quizlet and Wordwall were the ones that obtained the highest numbers in the survey. These three tools are very popular with students since they incorporate game elements like interacting, competing, engaging and immersion. Ultimately what these gamified tools generate is motivation since it simplifies difficult activities and makes them more fun and attractive to students.
- The elements contained in gamified tools make students want to improve themselves. The most noticeable game elements that students chose in the survey were cooperation and competition with 25% freedom to make mistakes with 22% and lastly progress with 17%. Cooperation and competition allow students to be involved in the classroom. Freedom to make mistakes allow students to improve upon their errors. Progress motivates students to see their development.
- According to what was collected in the survey, it can be determined that gamification influences students' motivation when learning. Gamified tools catch the interest of students since it breaks boundaries of traditional learning methods, However, to prevent confusion with students general guidelines need to be clear.
- Gamification in the EFL classroom allows for the level of motivation to remain high in students due to the state of flow caused by the balance between the degree of difficulty. In the survey the students determine that gamification motivates them. Time limits can help students be more alert in the class. Having to go against the clock can sometimes be frustrated, but for most of time it can be an incentive that helps you think more quickly.
- According to the research carried out, it can be determined the use of gamification improves motivation. The results in the survey affirm the influence of gamification in the EFL classroom.

5.2 Recommendations

- Gamification as a technological tool is adequate to arouse the interest of students by motivating them further. These gamified tools Kahoot, Quizlet and Wordwall can do wonders in the classroom setting. However, the lack of knowledge and research prior how to correctly implement should be consider first. For these tools to be applied effectively, teachers are recommended to investigate more deeply on how to correctly use them.
- It is recommended at the moment of creating gamified activities to create meaningful activities with the implementation of cooperation and competition. It's important to encourage teamwork so students can interact with each other and solve problems collaborative. Keeping in mind these things can allow the student to acquired knowledge in an appropriate fun way.
- Gamified tool in general motivate students to be active participants. It is important to consider that creating lessons with gamified activities make classes more dynamic. This will break traditional methods so it's important to give clear instructions on how the class will be developed.
- It is advisable for teachers when creating activities to keep in mind time limits. This can help students be more alert in the class, but it can also create frustration and demotivate students by not completing that certain task and overall give up during the process.
- Finally, it is recommended that all teachers should promote the implementation of gamification in the EFL classroom. Streamlined classes will be a thing of the past. Overall gamification improves motivation by allowing students to be engaged.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data

Name of the Institution: Universidad Técnica de Ambato

Beneficiaries: Students from the first, second and third semesters of the Pedagogy of National and Foreign Languages (PINE) program

Beginning: October, 10th, 2022

End: October 30th, 2023

Person in Charge: Carlos Mayorga.

Cost: 10\$ (Elaboration of guide and didactic material)

6.2 Background of the Proposal

Thurairasu (2022) explains that gamification does not have the sole objective of applying the rules of the game in an environment that is unrelated to play. In fact, the objectives may vary depending on the space in which gamification is going to be applied; Therefore, it can be different if it is used in a company, in a college or in a school. Therefore, gamification is applicable in different areas, without being exclusive: this is an advantage since it can be adapted for any need of the public to which it is directed.

Gamification aims to transmit information or modify a habit. The use of playful elements is intended for players to assimilate the information they receive thanks to the stimulation that the brain receives when having fun. Likewise, they will become protagonists of the process instead of only being spectators (Rincon E. G., 2022).

6.3 Justification

Currently, education has changed drastically in the face of the global health crisis. Both teachers and students have had to improvise in the face of this situation since most were unaware of the digital tools that could be used. Therefore, this research project is based on the analysis of digital gamification how it influences motivation. This innovation proposal responds to the need to arouse the interest of students when learning, to achieve an active and collaborative education through playful activities.

That is, the purpose is for students to learn while having fun.

Through the years, education has been constantly evolving, starting from an education focused on the memorization of concepts to an education based on reflection, reasoning and problem solving. And this is no exception, since a more dynamic and fun way of teaching is necessary, where participants feel motivated to learn. An education is necessary where the development of skills, abilities and technological tools that promote student participation are integrated. Therefore, this proposal presents information about gamification in the EFL classroom, digital resources, and the process of developing more dynamic lectures.

6.4 Theoretical Framework

6.4.1 General Objectives

To improve EFL students' motivation by using gamification

6.4.2 Specific Objectives

- To design lesson plans based on gamification to help students improve motivation in the EFL classroom.
- To include didactic material based on gamification for developing motivation.

6.5 Feasibility Analysis

Knowing that gamification is an effective tool for teaching in any subject it is feasible to implemented it also in teaching English allowing students to learn in a more dynamic environment while being motivated. There is the availability of didactic resources, as students have Connectivity Level 3 first edition student's Book, smartphones, and the internet. The proposed proposal is feasible from the economic point of view because the costs are covered by the institution and by the students' representatives.

6.6 Theoretical-scientific foundations

Rincon E. G. (2022) determines that the objective of gamification is the application of dynamics and concepts that are typical of the game in generally educational settings to provide a more attractive and stimulating interaction for the student in the learning process. This position adheres to the objective of gamification as a motivation or stimulation strategy, rather than adaptation to each person involved in the space. The objective of gamification consists in the use of elements typical of the interactive design of the game in various activities. Therefore, it is not denied that gamification can be used in different contexts and that it can be adapted to the needs of each person who interacts in the design.

The lesson plans consist of 5 lessons based on motivation by incorporating gamification tools and games. Each lesson has the name and the unit number of the book, type of motivation, gamified tools, number of hours of the lesson, language skills and activities. The type of motivation that was considered were intrinsic (autonomy, competence, the relationship) and extrinsic (external rewards, recognition, encouragement)

Table 33 Lessons plan based on type of motivation

Number of the lesson plan	Topic/Unit	Type of motivation	Gamified tools	Number of hours	Language skills
N.- 1	The Natural world U-10	Intrinsic (Autonomy) Extrinsic (external reward)	Wordwall, Kahoot / Canva, Prezi, Padlet..	1	speaking, and vocabulary associating words with pictures.
N.- 2	Holidays and traditions U-7	Intrinsic (Competence) Extrinsic (Recognition)	Baamboozle / Canva, Prezi, Jamboard, Flip, Proprofs	1	writing, speaking, and vocabulary – through descriptions
N.- 3	Coping with disasters and emergencies U-5	Intrinsic (The relationship) Extrinsic (Recognition)	NearPod, Wordwall / Canva, Padlet, Ready	1	writing, reading, speaking, and vocabulary – associating definitions with vocabulary words.
N.- 4	Plans and Choices fitness and health U-6	Intrinsic (Autonomy) Extrinsic (Encouragement)	Nearpod, Educaplay, Quizizz / Canva, Jamboard, Padlet liveworksheet	1	listening, reading, speaking, writing and vocabulary – in context.
N.- 5	Innovation automation U-8	Intrinsic (Competence) Extrinsic (external reward)	Nearpod, Baamboozle kahoot, Quizlet / Canva, Padlet liveworksheet	1	listening, reading, speaking, writing and vocabulary – in context.

Source: Lesson plans

Author: Mayorga, C. (2023).

Carlos Mayorga



HANDBOOK



Gamification Influence on motivation in the EFL classroom
<2023 edition>

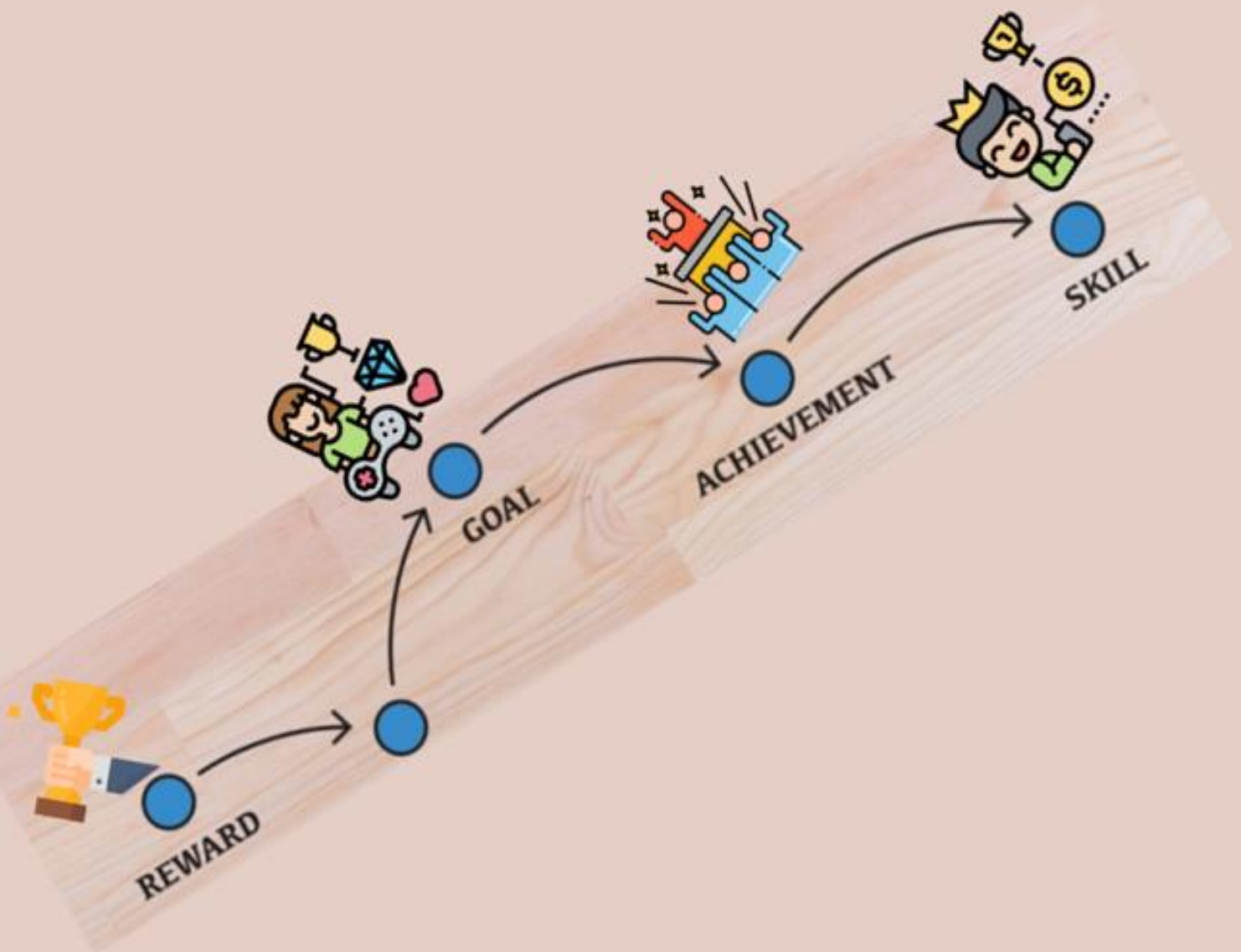


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INTRODUCTION



Gamification seeks to persuade the student to be interested in getting involved in the dynamism of the process that constitutes the transformation of the class, so that learning becomes attractive since it would represent a challenge like that of winning a game.

This handbook is a guide for teachers to apply gamification in the EFL classroom to improve students' motivation. Classes will become more dynamic and old traditional methods will be forgotten. Exposing students to gamified tools will allow students to be more actively involved in the acquisition of relevant

knowledge while learning English.

GENERAL GUIDELINES

For this project, motivation has been taken into consideration to be developed throughout. The content of the guide is made up of various activities that help to strengthen motivation by the implementation of gamified tools and games.

LESSON PLAN 1

Universidad Técnica de Ambato

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros “GAMIFICATION

INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM”

Lesson Plan 1

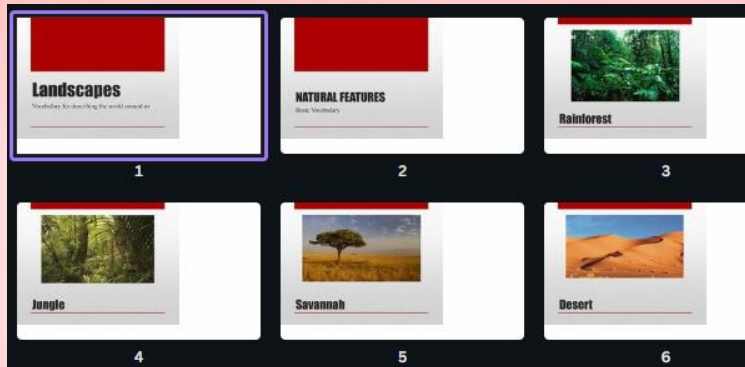
Mayorga Gaona Carlos Daniel

The Natural world		
Teacher's name: Carlos Mayorga		Date: 12/12/2022
Level: 3rd Level PINE	Age: 19-26 years old	Lesson time: 60 mins
Language skills: speaking, and vocabulary – associating words with pictures.		
General objective: Students will be able to ask and give direction on a map using prepositions.		
Specific objectives: To practice vocabulary related to geography To give and ask directions on a map To use prepositions of geographical place (on, In, of, to)		
Games/ Tools:	Wordwall, Kahoot / Canva, Prezi, Padlet.	
Type of motivation:	Intrinsic (Autonomy) Extrinsic (external reward)	
Procedure:		
Time:	Activities:	Materials:
20 min	<p>PRESENTATION</p> <p>Vocabulary introduction:</p> <p>The teacher presents landscapes and natural features vocabulary using Canva and introduces students to the natural world. Then, the teacher asks which of them do they find them the most appealing. The teacher creates 5 small groups and provides them a link to access a game in which students need to complete the crossword puzzle in 5 minutes. The winners will 1 extra point in a future test.</p> <p>The teacher asks students to associate the vocabulary words related to nature with the location on the picture.</p> <p>The teacher completes the compass rose with the whole class.</p>	<p>Link Canva landscapes and nature</p> <ul style="list-style-type: none"> ▪ https://rb.gy/cbwyuv <p>Link Wordwall Nature's game: https://rb.gy/geopr</p> <p>Link Wordwall Geography's games: https://rb.gy/o1sqs5</p> <p>Link Wordwall Compass rose https://tinyurl.com/nhnah4dt</p>

<p>30 min</p>	<p>PRACTICE</p> <p>Then, the teacher presents some examples about the preposition of geography of place grammar through Prezi and then asks students to answer some questions with kahoot according to the questions they see.</p> <p>The teacher assigns pairs and provides them with a link in padlet. There, the students need to work together to write the correct location of the 10 places by using the vocabulary and prepositions.</p>	<p>Link Prezi prepositions https://rb.gy/alozrx</p> <p>Link Kahoot compass directions https://tinyurl.com/5eef3sjx</p> <p>Link Padlet location of places https://rb.gy/rgbq39</p>
<p>10 min</p>	<p>PRODUCTION</p> <p>The teacher assigns pairs and motivates students to ask and answer questions about the location of places in their campus by using the map. Student A asks the questions and student B answers them. They will exchange roles after they have formulated a total of 5 questions. The teacher will project some sentence structures to guide them.</p> <p>Student A</p> <p><i>Do you know where can I find the library?</i></p> <p>Student B</p> <p><i>The library is northeast of the cafeteria</i></p>	<p>Link of the map slide 23</p> <ul style="list-style-type: none"> ▪ https://rb.gy/cbwyuy
<p>Homework</p>	<p>Work on the grammar exercise in liveworksheet about prepositional phrases for geographical places</p>	<p>Link Liveworksheet prepositions</p> <ul style="list-style-type: none"> ▪ https://tinyurl.com/37x7bswc

Author: Mayorga, C (2023)

Annex A Vocabulary presentation



Source: Canva

Author: Mayorga, C (2023)

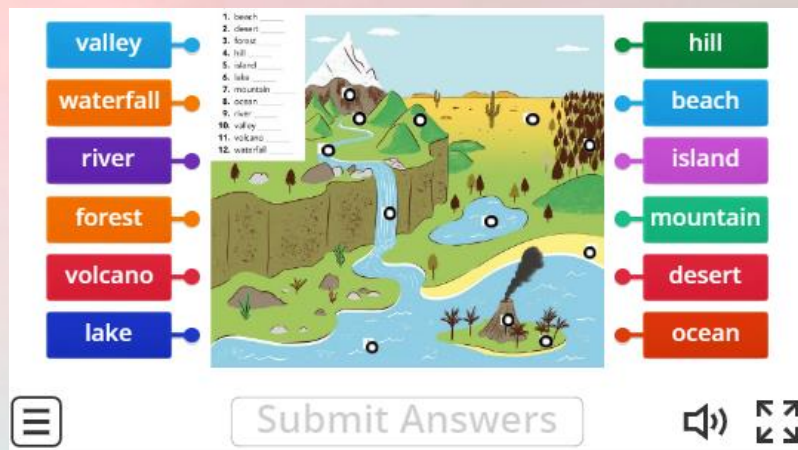
Annex B Nature's game



Source: Wordwall

Author: Mayorga, C (2023)

Annex C Geography's game



Source: Wordwall

Author: Mayorga, C (2023)

Annex D Compass rose



Source: Wordwall

Author: Mayorga, C (2023)

Annex E Prezi prepositions



Source: Prezi

Author: Mayorga, C (2023)

Annex F Kahoot compass directions



Source: Kahoot

Author: Mayorga, C (2023)

Annex G Padlet location of places



Source: Padlet

Author: Mayorga, C (2023)

Annex H Canva map of campus



Source: Canva

Author: Mayorga, C (2023)

LESSON PLAN 2

Universidad Técnica de Ambato

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros “GAMIFICATION
INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM”

Lesson Plan 2

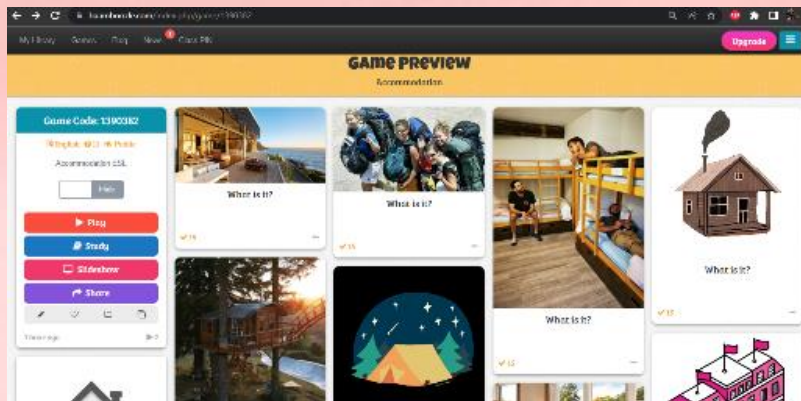
Mayorga Gaona Carlos Daniel

Holidays and traditions		
Teacher's name: Carlos Mayorga		Date: 13/12/2022
Level: 3rd Level PINE	Age: 19-26 years old	Lesson time: 60 mins
Language skills: writing, speaking, and vocabulary – through descriptions		
General objective: Students will be able to frame their ideas about where they like to stay on vacation.		
Specific objectives: To discuss advantages and disadvantages about accommodations for vacation To practice vocabulary related to accommodations To use future with will		
Games/ Tools:	Baamboozle / Canva, Prezi, Jamboard, Flip, Proprofs	
Type of motivation:	Intrinsic (Competence) Extrinsic (Recognition)	
Procedure:		
Time:	Activities:	Materials:
20 min	<p>PRESENTATION</p> <p>The teacher introduces a digital game on baamboozle using vocabulary of accommodation types.</p> <p>The teacher forms two main groups and explains to students that they need to work as a team to be the winners.</p> <p>Then, the teacher presents the game and students guess the correct vocabulary word looking at the pictures.</p> <p>The teacher presents some examples about the future simple grammar point through Prezi to understand the grammar point more in depth.</p> <p>The teacher shares a link for students to take a small quiz about the future simple.</p>	<p>Link Baamboozle game:</p> <ul style="list-style-type: none"> ▪ https://rb.gy/fq5rln <p>Link Prezi future simple</p> <ul style="list-style-type: none"> ▪ https://rb.gy/d3irq4 <p>Link Proprofs future simple</p> <ul style="list-style-type: none"> ▪ https://rb.gy/1fletb

<p>25 min</p>	<p>PRACTICE</p> <p>The teacher presents a canva presentation showing some fill in gaps activities based on the vocabulary they saw earlier about accommodation.</p> <p>Then the teacher will ask students to write about an accommodation they have stayed in during a trip or holiday. They must answer the following questions in their post through Jamboard.</p> <p><i>what kind of accommodation it was?</i></p> <p><i>why did you choose this place? 3x reasons</i></p> <p><i>where it is located</i></p> <p><i>whether or not you enjoyed your stay and why.</i></p>	<p>Link Canva accommodation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/lilsnf <p>Link Jamboard link:</p> <ul style="list-style-type: none"> ▪ https://rb.gy/7ccufp
<p>15 min</p>	<p>PRODUCTION</p> <p>The teacher assigns pairs and motivates students to do a discussion about the following question <i>What are the advantages and disadvantages of staying with a friend compared to staying in a hotel when visiting a foreign country?</i> They must come up with 3x advantages and 3x disadvantages each.</p>	
<p>Homework</p>	<p>The discussion about the <i>advantages</i> and <i>disadvantages</i> must be record and upload in flip.</p>	<p>Link Flip pros an cons</p> <ul style="list-style-type: none"> ▪ https://rb.gy/mwdcvw

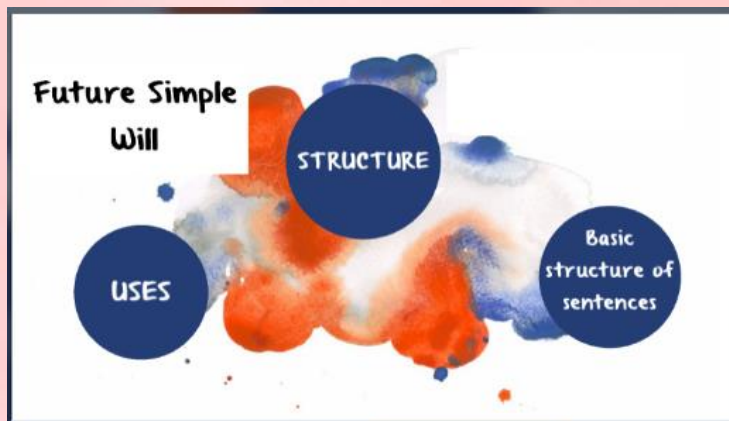
Author: Mayorga, C (2023)

Annex I bamboozle accommodation



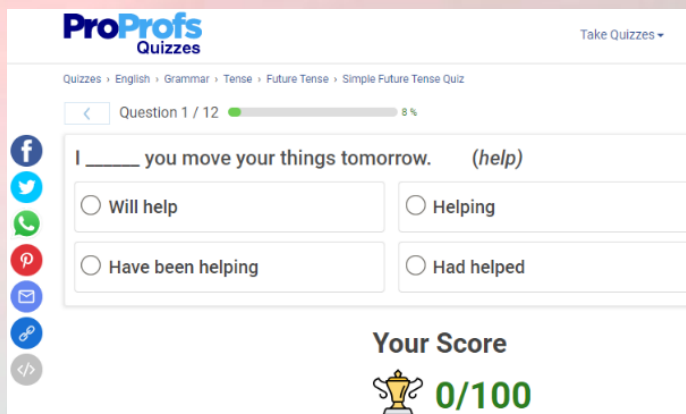
Source: Baamboozle
Author: Mayorga, C (2023)

Annex J Prezi future will



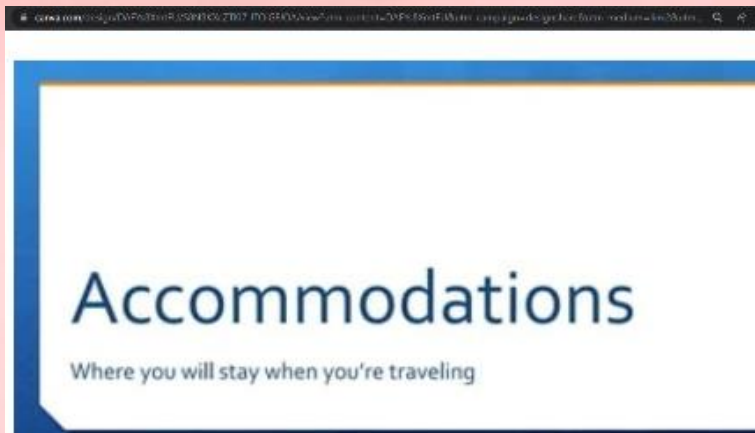
Source: Prezi
Author: Mayorga, C (2023)

Annex K ProProfs Quiz Will



Source: ProProfs
Author: Mayorga, C (2023)

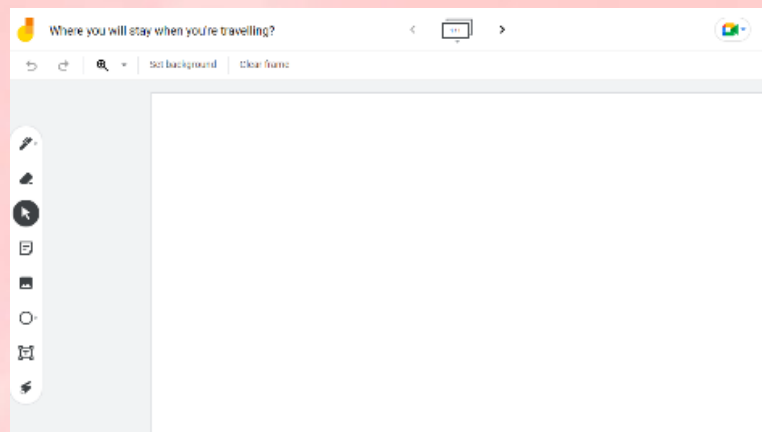
Annex L Canva accommodation



Source: Canva

Author: Mayorga, C (2023)

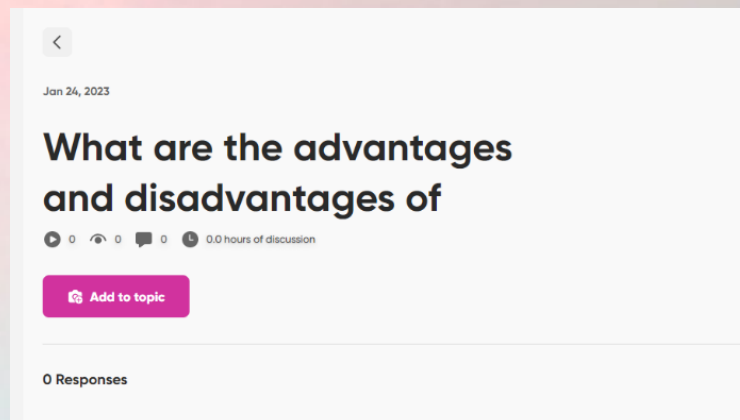
Annex M Jamboard accommodation



Source: Jamboard

Author: Mayorga, C (2023)

Annex N Flip homework



Source: Flip

Author: Mayorga, C (2023)

LESSON PLAN 3

Universidad Técnica de Ambato

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros “GAMIFICATION
INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM”

Lesson Plan 3

Mayorga Gaona Carlos Daniel

Coping with disasters and emergencies		
Teacher's name: Carlos Mayorga		Date: 14/12/2022
Level: 3rd Level PINE	Age: 19-26 years old	Lesson time: 60 mins
Language skills: writing, reading, speaking, and vocabulary – associating definitions with vocabulary words.		
General objective: Students will be able to identify the different types of natural disaster and its effects and how to be prepared.		
Specific objectives: To learn and practice safety and danger idioms. To identify various types of natural disasters. To use imperatives.		
Games/ Tools:	NearPod, Wordwall / Canva, Padlet, Ready	
Type of motivation:	Intrinsic (The relationship) Extrinsic (Recognition)	
Procedure:		
Time:	Activities:	Materials:
20 min	<p>PRESENTATION</p> <p>Idioms introduction:</p> <p>The teacher presents safety and danger idioms using Canva. Then, the teacher asks which of them will they use in a specific situation.</p> <p>The teacher shares a link with the students. A question will be projected to all students <i>what is a natural disaster?</i> Students will share their ideas out loud.</p> <p>Then the teacher tells the students to take a poll about which natural disasters have they heard of before.</p> <p><i>Tornado/ Twister, Earthquakes</i> <i>Floods, Hurricanes, Wildfires</i></p> <p>Once we have completed that the teacher asks students to click on the website to learn more about natural disasters vocabulary in depth. Like for example <i>What can I do (before, during and after)</i></p>	<p>Link Canva idioms:</p> <ul style="list-style-type: none"> ▪ https://rb.gy/9ojxga <p>Link Nearpod natural disaster</p> <ul style="list-style-type: none"> ▪ https://rb.gy/npibtu <p>Link Natural disasters vocabulary</p> <ul style="list-style-type: none"> ▪ https://www.ready.gov/kids/disaster-facts

<p>30 min</p>	<p>PRACTICE</p> <p>The teacher presents some examples about the imperatives grammar point through Canva to understand it more in depth.</p> <p>After the brief explanation students in pairs will take turns and formulated the imperative orally.</p> <p>The teacher tells students to continue to Nearpod slide 10 and open the link. There the students will be directed to a survival game disaster master. The student must read carefully and choice the best option to survived as many levels they can.</p>	<p>Link Canva imperatives:</p> <ul style="list-style-type: none"> ▪ https://rb.gy/yb4fqw <p>Link Wordwall imperatives</p> <ul style="list-style-type: none"> ▪ https://rb.gy/ksqdzf <p>Link Nearpod survival game</p> <ul style="list-style-type: none"> ▪ https://www.ready.gov/kids/games/data/dm-english/
<p>10 min</p>	<p>PRODUCTION</p> <p>The teacher shares a padlet link with all students. They must choose a natural disaster and write how to prepare for it (before, during, and after). Students must include the safety and danger idioms from the start of the class.</p> <p>The teacher will choose some volunteers to read it out loud and see how prepare they are for that certain natural disaster.</p>	<p>Link Padlet prevention</p> <ul style="list-style-type: none"> ▪ https://rb.gy/vukemb
<p>Homework</p>	<p>Complete the following exercise about the vocabulary we saw in class of natural disasters</p>	<p>Link Wordwall natural disaster</p> <ul style="list-style-type: none"> ▪ https://rb.gy/cih400

Author: Mayorga, C (2023)

Annex O Canva idioms



Source: Canva

Author: Mayorga, C (2023)

Annex P Nearpod natural disaster



Source: Nearpod

Author: Mayorga, C (2023)

Annex Q Ready natural disasters vocabulary



Source: Ready.org

Author: Mayorga, C (2023)

Annex R Canva imperatives



Source: Canva

Author: Mayorga, C (2023)

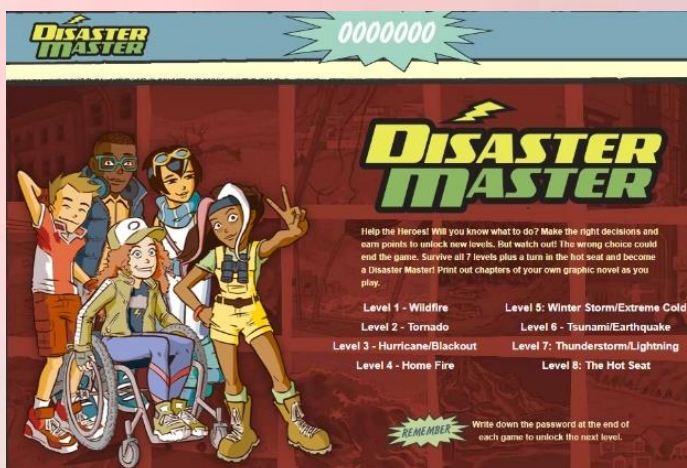
Annex S Wordwall imperatives oral practice



Source: Wordwall

Author: Mayorga, C (2023)

Annex T Nearpod survival game



Source: Nearpod

Author: Mayorga, C (2023)

Annex U Padlet prevention



Source: Padlet

Author: Mayorga, C (2023)

Annex V Wordwall natural disaster

Wordwall
0:01

flood	volcanic eruption	heatwave	avalanche	hailstorm	tsunami	sinkhole	extreme weather (cyclone, hurricane, typhoon)	landslide
solar flare	thunderstorm	wildfire	drought	tornado	earthquake	blizzard	impact event	

a snowstorm with very strong winds
 a large amount of water covering an area that is usually dry
 a long period of time when there is little or no rain
 a mass of snow, ice and rock that falls down the side of a mountain
 a period of unusually hot weather
 when one or many rocks from space fall to earth and hit the ground
 a storm of small balls of ice that fall like rain
 an event in which high-energy gas is suddenly and quickly released from the sun's surface, interrupting radio systems on earth
 a violent storm with very strong winds

a fire that spreads quickly over a large area and is difficult to control
 an extremely large wave in the sea caused, for example, by an earthquake
 a sudden, violent shaking of the earth's surface
 a large hole in the ground that suddenly opens, created over a long period of time by water that has fallen as rain
 a storm with thunder and lightning and usually very heavy rain
 an occasion when a volcano suddenly throws out burning rocks, smoke, etc.
 a violent storm with very strong winds which move in a circle. There is often also a long cloud which is rain over at the bottom than the top.
 a mass of earth, rock, etc. that falls down the slope of a mountain or a cliff

Source: Wordwall

Author: Mayorga, C (2023)

LESSON PLAN 4

Universidad Técnica de Ambato

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros “GAMIFICATION
INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM”

Lesson Plan 4

Mayorga Gaona Carlos Daniel

Plans and Choices fitness and health

Teacher's name: Carlos Mayorga		Date: 15/12/2022
Level: 3rd Level PINE	Age: 19-26 years old	Lesson time: 60 mins
Language skills: listening, reading, speaking, writing and vocabulary – in context.		
General objective: Students will be able to discuss about the importance of healthy eating and exercising.		
Specific objectives: To develop learners' vocabulary of health and fitness. To distinguish the key benefits of physical activities To use be going to for future plans/resolutions		
Games/ Tools:	Nearpod, Educaplay, Quizizz / Canva, Jamboard, Padlet liveworksheet	
Type of motivation:	Intrinsic (Autonomy) Extrinsic (Encouragement)	
Procedure:		
Time:	Activities:	Materials:
20 min	<p>PRESENTATION</p> <p>The teacher presents a fitness and health video using canva. After watching the video, the teacher asks students to brainstorm some benefits of being fit using jamboard.</p> <p>Then the teacher presents vocabulary about physical fitness and their meaning. The teacher tells students they are going to have a competition with a crossword puzzle game. The winner will be exempt from the vocabulary quiz next week.</p> <p>The teacher goes over be going to grammar explaining the usages and structures.</p>	<p>Link Canva fitness and health:</p> <ul style="list-style-type: none"> ▪ https://rb.gy/70ditv <p>Link Jamboard fitness benefits</p> <ul style="list-style-type: none"> ▪ https://rb.gy/4n6vwj <p>Link Educaplay crossword</p> <ul style="list-style-type: none"> ▪ https://rb.gy/w0ev9k <p>Link Canva be going to</p> <ul style="list-style-type: none"> ▪ https://rb.gy/v3xrf2

30 min	<p>PRACTICE</p> <p>The teacher asks students to take two a small quiz one about be going to and the other about fitness and health vocabulary.</p> <p>The teacher shares a link with the students. A video will be presented about the importance of exercising at the end of the video students must answer the following question. <i>*Why is it important to exercise?</i></p>	<p>Link Educaplay be going to</p> <ul style="list-style-type: none"> ▪ https://rb.gy/cqiun7 <p>Link Quizizz health and fitness</p> <ul style="list-style-type: none"> ▪ https://rb.gy/8r1dnm <p>Link Nearpod health and fitness</p> <ul style="list-style-type: none"> ▪ https://rb.gy/hjfdjx
10 min	<p>PRODUCTION</p> <p>The teacher shares a padlet link with all students. Students will answer the following question <i>what changes can you make to live a healthier lifestyle?</i> students must come up with plan and include the following things:</p> <ul style="list-style-type: none"> *Workout routine * Healthy eating *Quit bad habits <p>The teacher will choose some volunteers to read it out loud and see how they have created their plans.</p>	<p>Link Padlet change lifestyle</p> <ul style="list-style-type: none"> ▪ https://rb.gy/p4t6r2
Homework	Work on the grammar exercise about be going to	<p>Link Liveworksheet be going to</p> <ul style="list-style-type: none"> ▪ https://rb.gy/kf84i9

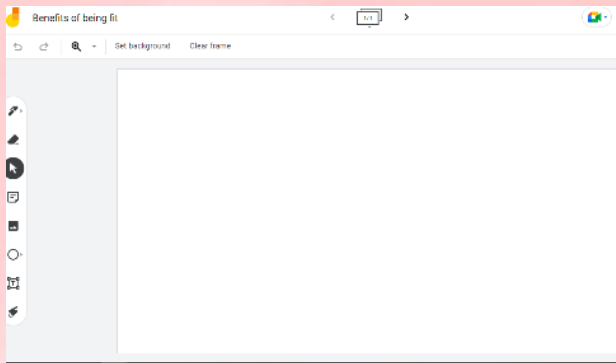
Author: Mayorga, C (2023)

Annex W Canva fitness and health



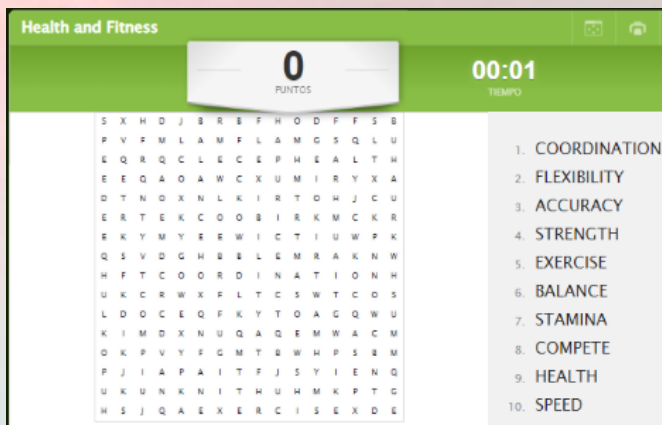
Source: Canva
Author: Mayorga, C (2023)

Annex X Jamboard fitness benefits



Source: Jamboard
Author: Mayorga, C (2023)

Annex Y Educaplay crossword



Source: Educaplay

Author: Mayorga, C (2023)

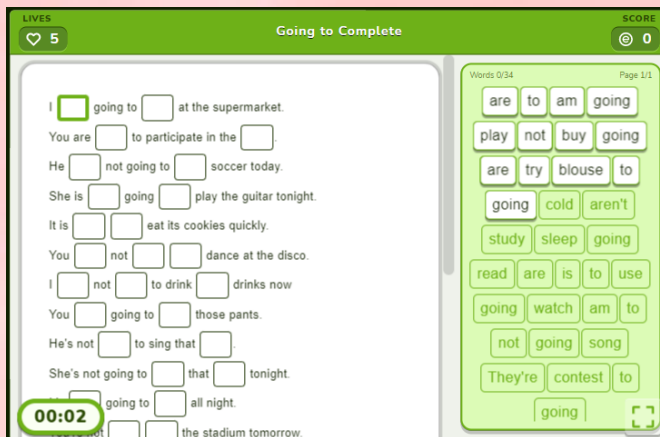
Annex Z Canva be going to



Source: Canva

Author: Mayorga, C (2023)

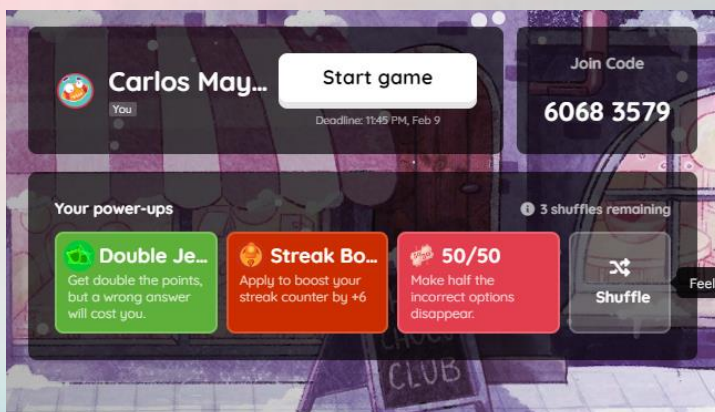
Annex AA Educaplay be going to



Source: Educaplay

Author: Mayorga, C (2023)

Annex BB Quizizz health and fitness



Source: Quizizz

Author: Mayorga, C (2023)

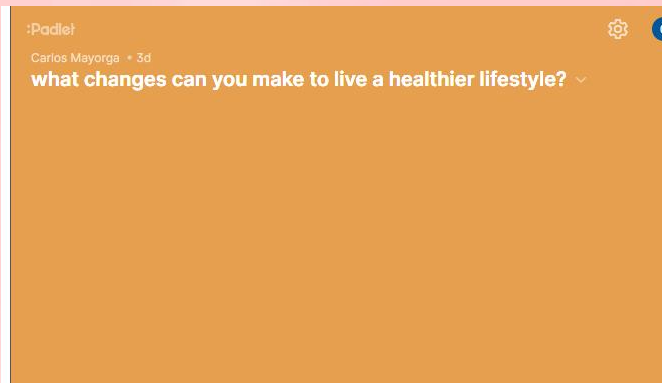
Annex CC Nearpod health and fitness



Source: Nearpod

Author: Mayorga, C (2023)

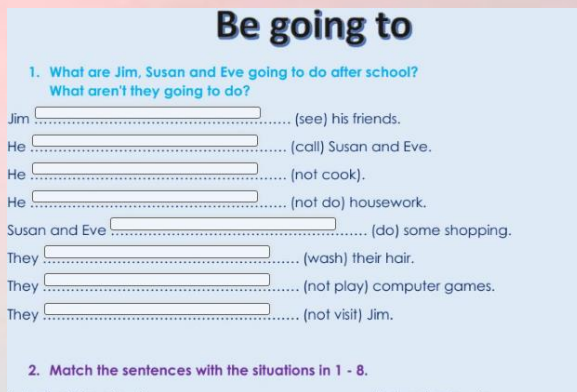
Annex DD Padlet change lifestyle



Source: Padlet

Author: Mayorga, C (2023)

Annex EE Liveworksheet be going to



Source: Liveworksheet

Author: Mayorga, C (2023)

LESSON PLAN 5

Universidad Técnica de Ambato

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros “GAMIFICATION
INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM”

Lesson Plan 5

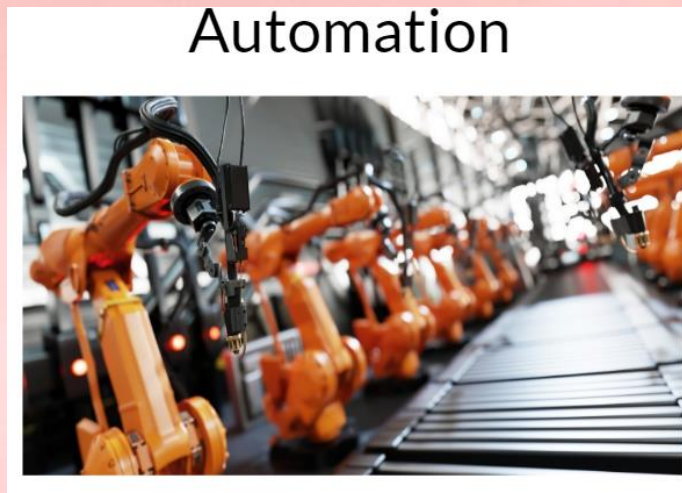
Mayorga Gaona Carlos Daniel

Innovation automation		
Teacher's name: Carlos Mayorga		Date: 16/12/2022
Level: 3rd Level PINE	Age: 19-26 years old	Lesson time: 60 mins
Language skills: listening, reading, speaking, writing and vocabulary – in context.		
General objective: Students will be to talk about the automation and its development impact in our current world.		
Specific objectives: To develop learners' vocabulary of technology and automation To write about advantages and disadvantages of automation To use the unreal conditional		
Games/ Tools:	Nearpod, Baamboozle kahoot, Quizlet / Canva, Padlet liveworksheet	
Type of motivation:	Intrinsic (Competence) Extrinsic (external reward)	
Procedure:		
Time:	Activities:	Materials:
25 min	<p>PRESENTATION</p> <p>The teacher shares a link and then presents an image of automation and asks student to collaborate and answer what comes to their minds when they hear this word. Students can use words or pictures to answer.</p> <p>The teacher presents a short video about automation. After watching video, the teacher asks students to discuss the following question <i>how might automation impact jobs in the future? out loud.</i></p> <p>Then the teacher presents vocabulary about automation and their meaning. After that, the teacher assigns two main groups in class and presents a game about the vocabulary. The winners won't have homework.</p> <p>The teacher goes over the unreal conditional</p>	<p>Link Nearpod Automation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/y8xhzc <p>Link Concept automation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/24shzz <p>Link bamboozle Automation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/4f23ea

	grammar.	Link Canva unreal conditional <ul style="list-style-type: none"> ▪ https://rb.gy/lwhwpc
20 min	<p>PRACTICE</p> <p>The teacher shares a kahoot link and asks everyone to join the game. The student that gets first place will be giving a chocolate bar.</p> <p>The teacher shares another link and tells students this will a competition about the automation vocabulary. The student that gets first place will be giving a fancy pen.</p>	<p>Link kahoot unreal conditional</p> <ul style="list-style-type: none"> ▪ https://rb.gy/x8qnk6 <p>Link Quizlet automation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/ngieyg
15 min	<p>PRODUCTION</p> <p>The teacher projects a video about restaurants and automation. Student need take down notes and keep in mind what are the disadvantages and advantages of automation.</p> <p>The teacher shares a padlet link with all students. Students will have to write about the advantages and disadvantages of automation. Students must mention 3 pros and 3 cons and give an overall opinion of what they think the impact of automation in our current world is.</p> <p>The teacher will choose some volunteers to read it out loud to hear their general opinion of automation.</p>	<p>Link BBC automation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/cq9il4 <p>Link Padlet Automation</p> <ul style="list-style-type: none"> ▪ https://rb.gy/vmcbim
Homework	Work on the grammar exercise about the unreal conditional.	<p>Link Educaplay unreal conditional</p> <ul style="list-style-type: none"> ▪ https://rb.gy/8o3i1s

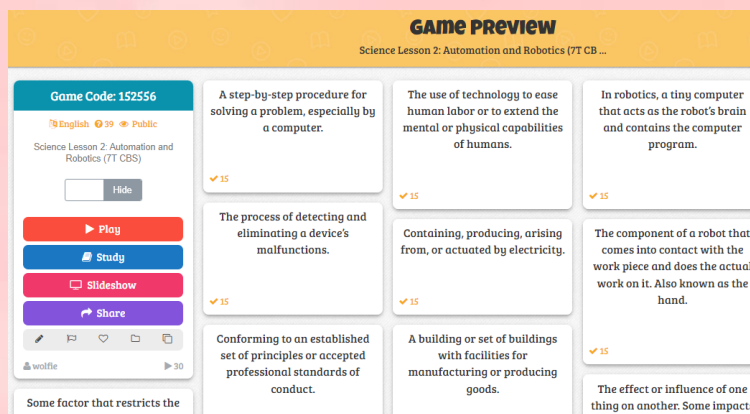
Author: Mayorga, C (2023)

Annex FF Nearpod Automation



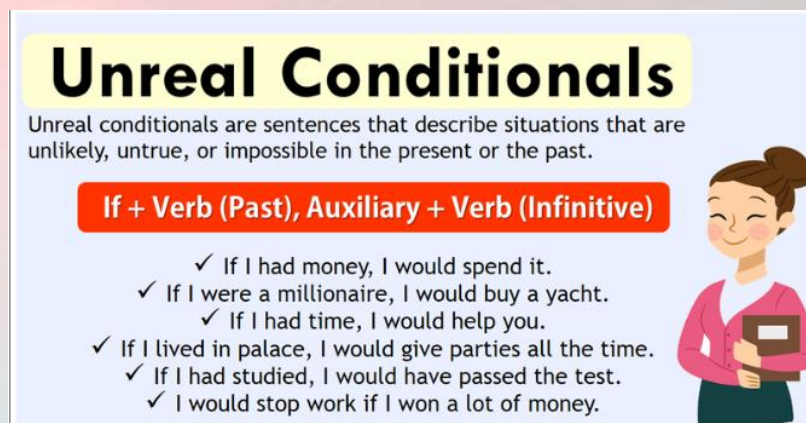
Source: NearPod
Author: Mayorga, C (2023)

Annex GG Bamboozle Automation



Source: Bamboozle
Author: Mayorga, C (2023)

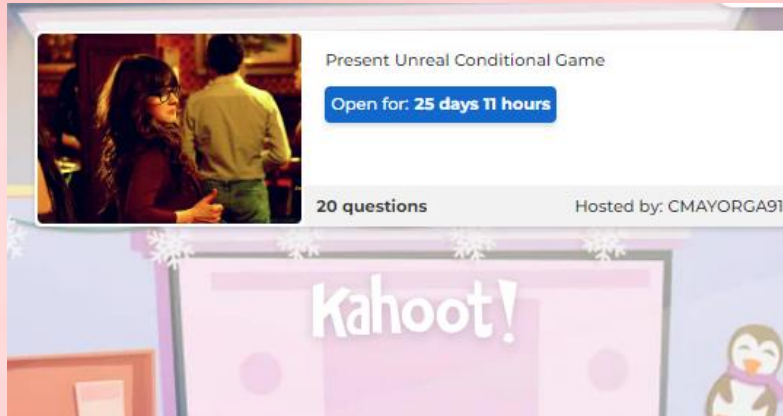
Annex HH Canva unreal conditional



Source: Canva

Author: Mayorga, C (2023)

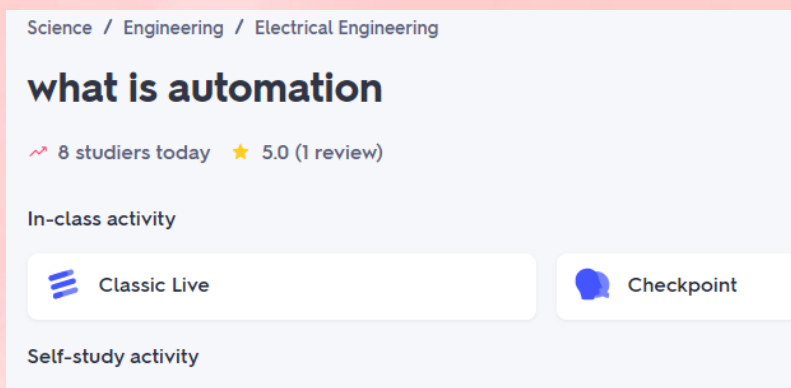
Annex II kahoot unreal conditional



Source: Kahoot

Author: Mayorga, C (2023)

Annex JJ Quizlet automation



Source: Quizlet

Author: Mayorga, C (2023)

BBC automation

Annex KK Padlet Automation



Source: Padlet

Author: Mayorga, C (2023)

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Annexes

Annex LL Authorization

Ambato, 28 de noviembre de 2022

Coordinadora
Lcda. Mg. Sarah Jacqueline Iza Pazmiño
Coordinador de carrera de pedagogía de los idiomas nacionales y extranjeros

Presente. -

De mi consideración.

Se dirige a usted, Carlos Daniel Mayorga Gaona, portador de la cédula de ciudadanía No. 1803827300, ex estudiante de la carrera de idiomas, para solicitar comedidamente se me permita realizar un estudio de mi tesis mediante realización de encuestas a los estudiantes de la carrera de pedagogía de los idiomas nacionales y extranjeros sobre el tema "Gamification influence on motivation in the EFL Classroom"

Esperando que mi pedido tenga una respuesta favorable desde ya anticipo mis sinceros agradecimientos.

Atentamente,



Carlos Daniel Mayorga Gaona
C.I. 1803827300



Annex MM Expert validation

n



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Doctora Mg.

Wilma Suárez

Coordinadora Carrera de Idiomas de la Universidad Técnica de Ambato

Presente.-

De mi consideración:

Con un saludo cordial y conecor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "GAMIFICATION INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM."

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta la Matriz de operacionalización de variables, los objetivos, el instrumento y las tablas de validación.

Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

A handwritten signature in blue ink, appearing to be 'Carlos Mayorga', written over a horizontal line.

Lic. Carlos Mayorga



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Magister.

Xavier Sulca

Docente de la Universidad Técnica de Ambato

Presente.-

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "GAMIFICATION INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM."

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Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Lic. Carlos Mayorga



UNIVERSIDAD TÉCNICA DE AMBATO
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Magister.

Dorys Cumbe

Docente de la Universidad Técnica de Ambato

Presente.-

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "GAMIFICATION INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM."

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Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Lic. Carlos Mayorga



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INSTRUCTIONS FOR THE VALIDATION OF THE CONTENT OF THE INSTRUMENT
ON "GAMIFICATION INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM."

Carefully read the objectives, the variables operationalization matrix and the questionnaire.

- 1.- Conclude about the relevance between objectives, variables and indicators with the items of the instrument.
- 2.- Determine the technical quality of each item, as well as the adequacy of these at linguistic and communicative levels.
- 3.- Record the observations (if necessary) in the corresponding spaces.
- 4.- Carry out the same activity for each of the items, using the following categories:

A. Correspondence of the instrument questions with the objectives, variables and indicators.

R = Relevant

NP = Not relevant

B. Technical quality and representativeness

Check the appropriate box

O = Optimal

G= Good

R = Regular

D= Deficient

C. Language

Check the appropriate box

A= Adequate

I = Inadequate

If you mark I, justify your opinion in the comments space.



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TOPIC: “GAMIFICATION INFLUENCE ON MOTIVATION IN THE EFL CLASSROOM.”

Objectives

General

- Determine the relationship between gamification and EFL learners’ motivation.

Specific

- To establish the benefits and types of gamification tools that motivate EFL learners.
- To identify the type of motivation of EFL learners in English lessons
- To propose the use of gamification tools to increase students’ motivation.



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OPERATIONALIZATION OF VARIABLES



Table 1 – System Variables

VARIABLES	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
INDEPENDENT Gamification is a learning technique that transfers the mechanics of games to the educational-professional field to achieve better results. It also provides benefits to EFL learners using the different type of games.	The Game	*Mental development *Language Skills *Cognitive knowledge	Survey	Instrument Structured Questionnaire	1
	Educational gamification	* Gamification process *ABJ *Game elements			2-8 9 10
	Game Elements	*Dynamic *Mechanics *Components	Survey		11-12 13-14 15-16
	Types of games	*Wordwall *Quizlet *Kahoot *Quizizz *Educaplay *Baamboozle	Survey		17
DEPENDENT Motivation is an internal state that activates, directs, and maintains the person's behavior towards certain goals. Intrinsic means to find satisfaction within oneself. On the other extrinsic involves avoiding external punishment or seeking rewards	Motivation element	*Needs *Impulses *Incentives	Survey	Instrument Structured Questionnaire	18 19
	Maslow's hierarchy	*Esteem Needs *Self-actualization needs	Survey		20
	Intrinsic	*Autonomy *Competence *The relationship	Survey		21
	Extrinsic	*External reward *Recognition *Encouragement	Survey		22 23 24

Elaborated by: Carlos Mayorga



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Survey addressed to the students of the Language Program of the UTA

Objective: To collect information on how gamification influence on motivation in the EFL classroom in the students of the career in pedagogy of national and foreign languages of the Technical University of Ambato.

Instructions: Please mark with a \surd the scale that you consider pertinent for each item.

Remember that: the authenticity of the information will allow us to carry out the research work as truthfully as possible.

QUESTIONNAIRE

1. Which of the following abilities do you consider can be developed with games? Choose all that apply.

Mental development () Language Skills () Cognitive knowledge ()

2. Do you think using gamification in the English class makes you develop problem solving skills?

Always () Often () Sometimes () Occasionally () Never ()

3. Do you think using gamification in the English class enhances the learning experience?

Always () Often () Sometimes () Occasionally () Never ()

4. Do you think gamification to learn English is more flexible to assess learning?

Always () Often () Sometimes () Occasionally () Never ()

5. Do you believe that the use of gamification improves English learning process?

Always () Often () Sometimes () Occasionally () Never ()

6. Do you think that learning English is monotonous and difficult to understand?

Always () Often () Sometimes () Occasionally () Never ()

7. The way in which English is taught is generally monotonous and unattractive?

Always () Often () Sometimes () Occasionally () Never ()



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8. Do gamified tools catch your attention and interest from the start?
Always () Often () Sometimes () Occasionally () Never ()
9. Do you think gamification to learn English needs to be dynamic?
Always () Often () Sometimes () Occasionally () Never ()
10. Which of the following elements are developed when using games in the class?
Game elements
Freedom of choice () Freedom to make mistakes
() Cooperation and competition () Progress () Rewards ()
11. Do you think gamification to learn English need to have a system of progression so users can see their development?
Always () Often () Sometimes () Occasionally () Never ()
12. Do you think using gamification in the English class connects people on an emotional level?
Always () Often () Sometimes () Occasionally () Never ()
13. Do you think gamification to learn English needs to be competitive, so learners are more engaged?
Always () Often () Sometimes () Occasionally () Never ()
14. Do you think gamification to learn English needs to have a rewarding system?
Always () Often () Sometimes () Occasionally () Never ()
15. Do you think gamification to learn English need to have an unlocking content system to provide satisfaction for the user to be engaged?
Always () Often () Sometimes () Occasionally () Never ()
16. Do you think gamification to learn English needs to have time limits, so users are alert all the time?
Always () Often () Sometimes () Occasionally () Never ()



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17. Which gamified games do you prefer for learning English? Choose all that apply.

- | | | |
|------------------|--------------|---------------|
| Khan Academy () | Wordwall () | Educaplay () |
| Bamboozle () | Kahoot! () | Yousician () |
| Quizlet () | Blinkist () | Quizizz () |

18. Do you think a desire to grow and learn or the need to fulfill an obligation by doing things well is a way to be motivated?

Always () Often () Sometimes () Occasionally () Never ()

19. When learning English are you fueled by the desire to get extra points by completing an extra activity?

Always () Often () Sometimes () Occasionally () Never ()

20. Do you think motivation is born from within each one and is independent of any type of external stimuli?

Always () Often () Sometimes () Occasionally () Never ()

21. Do you consider that learners' engagement determines students' motivation to sustain learning?

Always () Often () Sometimes () Occasionally () Never ()

22. Do you think to be motivated one must get an external reward?

Always () Often () Sometimes () Occasionally () Never ()

23. Do you think a behavior of motivation is fueled by the desire to be recognized?

Always () Often () Sometimes () Occasionally () Never ()

24. Do you believe that the use of gamification improves students' motivation to learn English?

Always () Often () Sometimes () Occasionally () Never ()

THANK YOU FOR YOUR COOPERATION!



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VALIDATION TABLES FOR SURVEYS OF STUDENTS IN THE LANGUAGE PROGRAM

A) Correspondence of the questions of the Instrument with the objectives, variables and indicators		
	R Relevant	NP Not Relevant
ITEM	A	OBSERVATIONS
1	R	
2	R	
3	R	
4	R	
5	R	
6	R	
7	R	
8	R	
9	R	
10	R	
11	R	
12	R	
13	R	
14	R	
15	R	
16	R	



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17	R	
18	R	
19	R	
20	R	
21	R	
22	R	
23	R	
24	R	



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VALIDATION TABLES FOR SURVEYS OF STUDENTS IN THE LANGUAGE PROGRAM

B) Technical quality and representativeness		
Check the corresponding box		
O= Optima G= Good R= Regular D= Deficient		
In case of marking R or D, please justify in the comments space.		
ITEM	B	OBSERVATIONS
1	O	
2	O	
3	O	
4	O	
5	O	
6	O	
7	O	
8	O	
9	O	
10	O	
11	O	
12	O	
13	O	
14	O	
15	O	



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VALIDATION TABLES FOR SURVEYS OF STUDENTS IN THE LANGUAGE PROGRAM

C) Language:		
Check the corresponding box		
A = Adequate		I = Inadequate
ITEM	C	OBSERVATIONS
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	
11	A	
12	A	
13	A	
14	A	
15	A	
16	A	
17	A	
18	A	



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19	A	
20	A	
21	A	
22	A	
23	A	
24	A	



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Role it performs: Professor

Date of validation: Nov. 22, 2022

General remarks:

Signature





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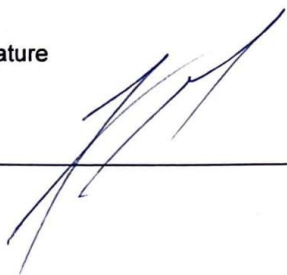
Institution where you work: Universidad Técnica de Ambato

Role it performs: Full Time Professor

Date of validation: 18-11-2022

General remarks:

Signature





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Role it performs: Professor

Date of validation: November 28th, 2012

General remarks:

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Annex NN Validation Alpha

Instrument validation

For the validation of the instrument, the 21 questions that are typical of the research from which the following data are obtained are taken into consideration:

Table xx: Case Processing Summary

		N	%
Cases	Valid	26	78.8
	Excluded ^a	7	21.1
	Total	33	100,0

a. Listwise deletion based on all variables in the procedure.

Table xx shows the number of elements of the population with which we worked, in this case there were 26 students, of which only 7 data were missing.

Table xx: Reliability Statistics

Cronbach's Alpha	N of Items
.786	21

Regarding the validation of the instrument, the Cronbach's Alpha statistic is used, since the items are on the Likert scale and this is the statistic that allows the correct calculation for its validation.

The results show that 21 items were taken from the instrument, out of a total of 24 items; The first three questions are considered informative within the investigation and therefore do not alter the information of the object of study.

The value obtained by Cronbach's Alpha is .786, that is, the questions of the instrument are reliable as they are close to 1; therefore, relevant information can be obtained regarding the questions that were considered to gather information in the investigation.



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