BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

EXPLORING ITALIAN LANGUAGE LEARNERS' PERCEPTIONS REGARDING THE USE OF GAMIFICATION TO LEARN VOCABULARY AT THE CENTRO DE LENGUAS EXTRANJERAS (CELE) OF THE BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

A THESIS SUMITTED TO THE FACULTY OF LANGUAGES FOR THE DEGREE OF:

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

PRESENTED BY:

EDUARDO CRUZ PADILLA

THESIS DIRECTOR:

MTRA. AMELIA HERNÁNDEZ GRANDE

Puebla, Puebla **October 2023**

Exploring Italian language learners' perceptions regarding the use of Gamification to learn vocabulary at the Centro de Lenguas Extranjeras (CELE) of Benemérita Universidad Autónoma de Puebla.

This thesis has been read by the members of the

Committee of

Eduardo Cruz Padilla

And is considered worthy of approval in partial fulfillment of

The requirements of the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis director

_____

Mtra. Amelia Hernández Grande

Committee Member

_____

Dra. Catalina Juárez Díaz

Committee Member

_____

Mtra. Maria Elena Rincón González

Abstract

This research mainly aims to identify what kind of tools of Gamification ~~are~~ currently used to learn vocabulary in Italian classes, as well as explore to what extent the students consider that those tools have helped them to learn Italian vocabulary and the advantages and disadvantages that Italian students at Centro de Lenguas Extranjeras (CELE) report using Gamification. This is a mixed Method study. The instrument to carried out this study includes open questions, where students can describe their opinions, and feelings about the use of Gamification in Italian class (qualitative), ~~also~~ close questions, and multiple-choice, where students answered just yes or no according to their opinion (quantitative) and the information was collected through a questionnaire to 28 students from the Italian courses at CELE of the Benemérita Universidad Autónoma de Puebla, Mexico. The results of this study revealed interesting findings answering the four research questions that guided this research, which stated that Italian students have never heard of the concept or objective of Gamification, but they have used three Gamification tools in their Italian classes Kahoot, Duolingo, and Edmodo. Also, students consider helpful the use of Gamification tools to learn vocabulary because Gamification affects their motivation positively and the classes are more dynamic. Finally, in this investigation, students mentioned some advantages of using Gamification in their classes, among the most important are: increasing vocabulary retention, creating enthusiasm in class, and receiving instant feedback. However, students reported two disadvantages of using Gamification. The first one is about the negative feeling that students reported when obtaining a low result right after carrying out the activity in applications such as Kahoot. The second disadvantage was ~~about~~ the game logistics because some tools are not understandable for students or challenging to use.

Dedications

This project is dedicated, with all my heart, principally to my family who are my inspiration to continue my career. Although we have been through ~~lots of~~ difficult situations, the most important thing that we are together. Also, the project is dedicated to those who supported me throughout my university life. When I felt that I never got something in my life, they gave me some great words to motivate me to continue with my dreams and they trusted me. Finally, I hope this thesis inspires a lot of people to make their dreams come true because ~~the~~ dreamers are the saviors of the world.

Acknowledgments

I acknowledge my thesis director professor. Amelia Hernández Grande for her encouragement, support, suggestions, instructions, and tips to make me a better researcher, student, teacher, and human being.

I acknowledge the thesis committee ~~professors~~ Dra. Catalina Juárez Díaz and Mtra. Maria Helena Rincón González, for their support in this thesis as well as for the opportunities, confidence, and time given during this project.

I express my entire gratitude to my family (Parents and brothers) and my friends (Griselda, Andrés, and Carolina) for all the support, motivation, and trust during this long path.

This is for you. Thank you.

Index

Abstract 3

Dedications 4

Acknowledgments 5

Index 6

Tables 10

Figures 11

CHAPTER I: INTRODUCTION 12

1. - INTRODUCTION 12

1.2 Rationale 15

1.3 Significance of the study 16

1.4 Objective 17

1.5 Research Questions 18

1.6 Chapter summary and overview of thesis document 18

CHAPTER II: LITERATURE REVIEW 19

2.0 Chapter overview 19

2.1 Definition of Gamification 19

2.2 The history of Gamification 22

2.2.1 The History of Gamification: The 1900s 22

2.2.2 The History of Gamification: The 2000s 23

2.4 Differences between Gamification, Game-based learning, and Serious games 26

2 .4 How can you gamify your Classroom? 29

2.5 Elements of Gamification 33

2.5.1 Dynamics 35

2.5.2 Mechanics 36

2.5.3 Components 38

2.6 How Does Gamification Work? Extrinsic and Intrinsic Motivation 39

2.6.1 Extrinsic motivation 39

2.6.2 Intrinsic Motivation 40

2.7 Types of players 42

2.8 Teacher's Role 43

2.9 Student´s role 44

2.10 Advantages of the Gamified Classroom 44

2.11 Disadvantages of the Gamified Classroom 46

2.12 - Gamification tools for Enhancing and Motivating to learn Vocabulary 48

CHAPTER III: METHODOLOGY 52

3.1 Introduction 52

3.2 Method 52

3.3 Setting 53

3.4 Participants ____ 53

3.5 Instrument ____ 54

3.5.1 Questionnaire ____ 55

3.6 Piloting ____ 55

3.7 Data collection procedure ____ 56

3.8 Data analysis procedure ____ 57

3.9 Chapter conclusion ____ 57

CHAPTER IV: FINDINGS ____ 58

4.1 Introduction ____ 58

4.2 Research questions ____ 58

4.3 Results ____ 59

4.4 Students' knowledge about Gamification ____ 59

4.5 Students' definition about Gamification. ____ 60

4.6 Gamification tools used by students in their Italian classes. ____ 61

4.7 Students' use of Gamification tools to learn Italian vocabulary ____ 62

4.8 Students' perceptions about the use of Gamification tools. ____ 63

4.9 Students' perceptions about the use of Gamification tools to learn Italian Vocabulary ____ 64

4.10 To what extend Gamification tools motivate students to learn vocabulary. ____ 67

4.11 Students' perceptions about the use of Kahoot, Duolingo or Genially to learn Italian vocabulary. ____ 69

4.12 Advantages of using Gamification tools to learn vocabulary. ____ 70

4.13 Disadvantages of using Gamification tools to learn vocabulary _____ 71

4.14 Chapter conclusion _____ 72

CHAPTER V: CONCLUSIONS _____ 73

5.1 Introduction _____ 73

5.2 What type of Gamification tools do Italian students at CELE use in class to learn vocabulary? _____ 73

5.3 To what extent do these students consider the use of Gamification helped them to learn vocabulary? _____ 74

5.4 What advantages do students report using Gamification to learn vocabulary in Italian? _____ 76

5.5 What disadvantages do students report using Gamification to learn vocabulary in Italian? _____ 77

5.6 Conclusion _____ 77

Appendix _____ 78

Appendix A: Questionnaire _____ 78

References _____ 87

Tables

Table 1_____17

Table 2_____24

Table 3_____31

Table 4_____37

Table 5_____52

Figures

Figure 1: Definition of Gamification…….20

Figure 2: Elements of Gamification……...34

Figure 3: Students' knowledge about Gamification ……..…60

Figure 4: Gamification tools used by students in their Italian classes ……...62

Figure 5: Students' use of Gamification tools to learn Italian vocabulary……..…..63

Figure 6: Students' perceptions about the use of Gamification tools…… ……64

Figure 7: Students' perceptions about the use of Gamification tools to learn Italian Vocabulary……65

Figure 8: Students consider useful that the use of Gamification helped them to learn vocabulary…….66

Figure .9: Gamification tools as a means to motivate students to learn vocabulary ……...69

Figure 10: Types of Gamification Players in the Italian class level 2 ……..…..70

Figure 11: Students' perceptions about the use of Kahoot, Duolingo or Genially to learn Italian vocabulary……71

Figure12: Advantages of using Gamification tools to learn vocabulary……..…..72

Figure 13: Disadvantages of using Gamification tools to learn vocabulary……73

CHAPTER I: INTRODUCTION

1. - INTRODUCTION

Vocabulary, as an integral part of a language, plays a crucial part in the language learning process. The primary step in learning a language is the acquisition of vocabulary, and practice in using it. Vocabulary is the collection of words that an individual knows (Linse, 2005, p17). There are some experts who define vocabulary as a list of words for a particular language or a list or set of words that individual speakers of a language might use (Hatch & Brown, 1995). Furthermore, Webster Dictionary (1985), defines vocabulary as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individual, etc. Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabulary, speakers cannot convey the meaning and communicate with each other in a particular language.

The purpose of learning a Foreign Language is for communication. When we learn a language, we need to master four skills: listening, reading, speaking, and writing. Meanwhile, vocabulary knowledge is fundamental when learning a language. One cannot understand a sentence without knowing what most of the words mean. The lack of vocabulary knowledge affects all four language skills. Unfortunately, many students find it hard to acquire vocabulary. Lack of adequate vocabulary knowledge is an obvious and serious obstacle for many students who learn Italian as a Foreign Language.

Learners themselves readily admit that they experience considerable difficulty with vocabulary, and “most learners identify the acquisition of vocabulary as their greatest single

source of problems" (Meara, 1980, p.26). Equally, Linse (2005) states that learner's vocabulary development an important aspect of their language process. So, we need to give more importance to vocabulary skills, before other skills.

In fact, Vocabulary has been neglected in the teaching and learning of a foreign language. "Vocabulary was often given little priority in language programs and it was often left to look after itself. Certainly, it received only incidental attention in textbooks and language programs" (Hedge, 2008; Richards & Renandya, 2002, p.54). In addition, French (1983) believes that vocabulary has been neglected in the past decades because 1) those who were involved in the teacher-preparation programs during the past few decades felt that grammar should be emphasized more than vocabulary, 2) specialists in methodology believed that students would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered, and 3) those who gave advice to teachers said that word meanings can be learned only through experience and cannot be taught in the classroom. For this reason, it is important to start to include in a classroom of languages different strategies to develop vocabulary skills in the classroom.

More recently, a number of researchers have become interested in vocabulary instruction. They have come to realize that vocabulary is an important area worthy of effort and investigation. It has, consequently, gained popularity in the general field of language teaching and learning (Coady & Huckin, 1997; Richards & Renandya, 2002; Hedge, 2008). There is now general agreement among vocabulary specialists that it is at the heart of communicative competence (Coady & Huckin, 1997). Vocabulary is one of the three key factors for language learning. It is basic to make sentences and express thoughts and meanings, and a key requirement of language communication, so a big amount of stable vocabulary is significant and essential.

However, various strategies have been introduced in helping foreign language learners develop and learn vocabulary, i.e., reading books, and newspapers, playing games, watching foreign cartoons or films with subtitles, listening to foreign music, etc. “Games play an important part in students´ development and learning of language” (Anyuegbu, 2012, p.6). For this reason, the purpose of this thesis is to explore what kind of tools of Gamification are currently used to learn vocabulary in Italian classes, as well as explore to what extent the students consider that those tools have helped them to learn Italian vocabulary. Finally, this study aims to explore the advantages and disadvantages that Italian students at CELE report using Gamification.

1.2 Rationale

My interest in Gamification to learn vocabulary was born when I was in the university studying Italian, and I remember that a teacher had a lot of problems with the class. Most of the students in the class did not like to study vocabulary lists, and it was really boring to memorize them. However, the teacher always told us that vocabulary is necessary for developing our different skills to learn a new language. According to Harmer (2008), teachers are responsible for finding out interesting and attractive methods to teach and motivate their students to learn vocabulary. Thus, our teacher decided to incorporate a new method in her program using Gamification to increase our vocabulary in class.

After the teacher's implementation of the new method to teach vocabulary, my partners in my course of Italian at CELE had better results. Then, I started to look for different methods to learn vocabulary when learning a foreign language, and I found out the benefits of using Gamification. Sorayaie and Azar (2012) suggested that Gamification is advantageous and effective in learning vocabulary because it is motivating, usually involves friendly competition, and creates a cooperative learning environment. Moreover, this method gives students the opportunity to work together. Therefore, Gamification in the classroom improves students' communicative skills, and they have a chance to use it in the classroom or outside to continue practicing.

Additionally, I decided to focus this study on Italian courses due to the passion that I have for this language. In previous semesters I took four Italian levels and acquired the B1 level. For me, the language of Italian has a strong significance, and I find it important to provide new insights into both, topics games and Italian courses. Also, another reason to carry out this research on the Italian language is that nowadays, it is really important to know

how Italian teachers teach vocabulary because they will benefit the learners in the country of Mexico by improving their skills when producing the new language. A bilingual English teacher is more common, but the number of Mexicans who master Italian to teach it is much smaller. Even though Italian does not have a huge status here in Mexico, knowing the language will allow people to travel abroad or even apply for a better job. So, many opportunities will be provided to those who speak Italian.

Although Learning Italian in Mexico involves multiple school options, this does not mean that Italian has a huge demand from Mexicans. On the contrary, it needs to be recognized even more. For these reasons, I believe it is important to investigate the students' perceptions of playing vocabulary games in classes of Italian at (CELE) of Benemérita Universidad Autónoma de Puebla and to determine whether they enjoy practicing a variety of games in the classroom with Gamification tools to learn Italian vocabulary, explore to what extent students consider these tools help them to learn vocabulary and what advantages and disadvantages students report using Gamification tools.

1.3 Significance of the study

The intention of this research is to provide a way that will help and give information and insights to the researchers to have an awareness of the impact of Gamification on academic performances. Kuzu and Ural (2010) recommended that when games and education are combined, educational environments can be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning.

1.4 Objective

The main objective of this research is to explore what tools of Gamification students are currently using to learn vocabulary in Italian classes.

Specific objectives

The purposes of this study are the following:

To find out what type of Gamification tools Italian students use to learn vocabulary.

To explore the extent to Italian students, consider those tools help them to learn vocabulary.

To describe the advantages and disadvantages the Italian language learners report using Gamification.

1.5 Research Questions

1. What type of Gamification tools do Italian language learners at CELE use in class to learn vocabulary?
2. To what extent do these students consider the use of Gamification helped them to learn vocabulary?
3. What advantages do students report using Gamification to learn vocabulary in the class of Italian?
4. What disadvantages do students report using Gamification to learn vocabulary in the class of Italian?

1.6 Chapter summary and overview of thesis document

The main objective of Chapter I was to introduce the topic that was researched in this project. Through the chapter, I could present the purpose of the research, aims and objectives, participants of the study, research questions, and of course where this study took place. In the following chapters, I will present in a deeper way more information about this study; this is basically divided into Chapter II which contains the literature and theories, Chapter III explains the methods used and a description of collecting the data to answer the research questions, Chapter IV describes the results explaining the data in graphs, and Chapter V explains the significance of this study, the implications, limitations, and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

2.0 Chapter overview

This chapter intends to supply knowledge around concepts concerning this investigation. Therefore, this is split into segments that will discuss the following aspects: Definition of Gamification, history of Gamification, elements of Gamification, Advantages, Disadvantages of Gamification in the classroom, and other interesting topics that allow to know in-depth the method of Gamification.

2.1 Definition of Gamification

Gamification and games share many characteristics. Just like games, Gamification provides us with a fun activity to do, Gamification has rules to follow, elements of the game like "badges", "points" and "gifts", and Gamification can require varying levels of technology, from none to simple or advanced. It may serve many different purposes for different individuals in different contexts, from distressing to learning a new language. (Kapp, 2012, p.78) Gamification is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems. |Similarly, True education, (2019) said Gamification can also be defined as a set of activities and processes to solve problems by using the characteristics of game elements. In little words, Gamification is a new method incorporated into education, where the intention of students is to develop their skills to learn a new language using the elements of games, with virtual games or online games in a classroom.

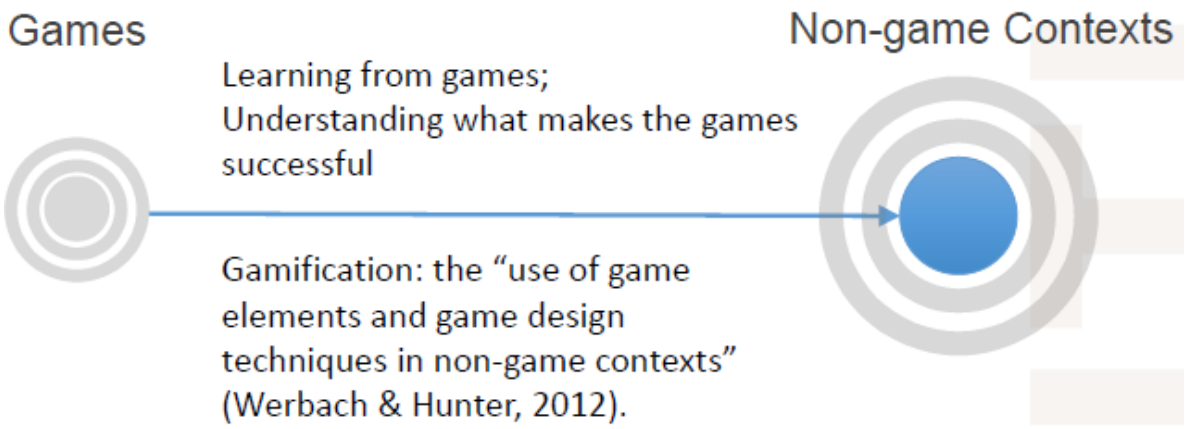


Figure 1: Definition of Gamification

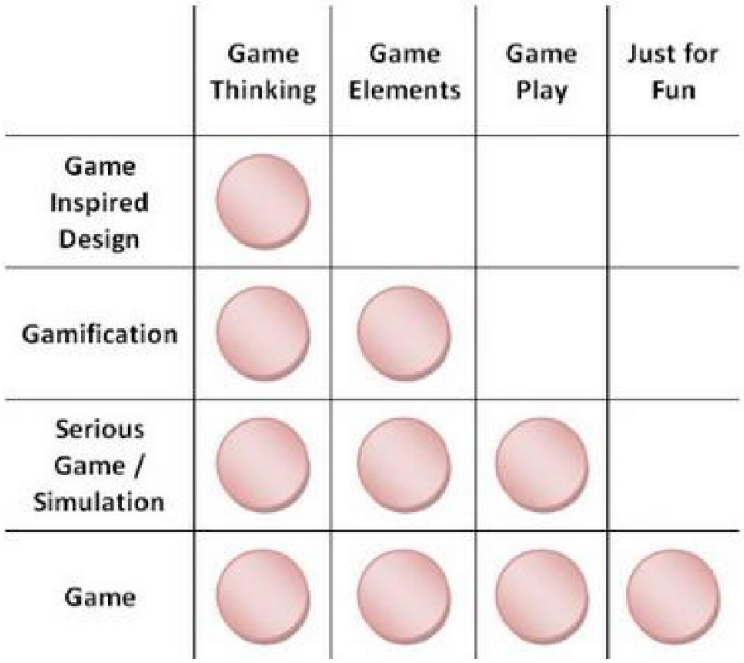
Source: Information taken from (Werbach & Hunter, 2012)

However, Gamification should not to be confused with serious games which are full-blown games developed to achieve the same objectives. Understanding the difference between game and play. Well, the first implies an explicit system of rules that guide users towards discrete goals and results, it is, therefore, something closed with a structure. The game is within a circle separated from the real world, the objective of Gamification is to try to put the subject within that circle, involving him. On the other hand, playing is free but within limits (circle), it is based on enjoying the action itself, and having fun. Games have great power because they get addicted and people enjoy them. Obtaining, for example, points for taking an action, even brushing your teeth, motivates us to do it.

In the following figure, you can see the types of methods using games and what characteristics they have, related to their purpose. In this case, it is important to emphasize that Gamification it is not just for fun or to play a game.

Table 1

Types of games and their characteristics



	Game Thinking	Game Elements	Game Play	Just for Fun
Game Inspired Design	●			
Gamification	●	●		
Serious Game / Simulation	●	●	●	
Game	●	●	●	●

Source: Information taken from (Santamaria, 2014, p, 12)

In conclusion, Gamification is not turning everything into a game, they are not 3D virtual worlds or workplace games, and they are not simulations or serious games. Neither is it about putting badges or insignia, points or rewards just because, it does not work for all contexts or ɵ it is easy to apply. However, it is taking a lot of roles in the context of education and more in virtual classes.

2.2 The history of Gamification

The history of Gamification is a long one. Since Gamification has been recognized as a powerful engagement tool, it has almost become a standard feature of software design. With such a ubiquitous feature, it's easy to forget that, before 2010, nobody had even uttered (much less heard) the word 'Gamification'. We're going to retrace the steps of those who saw the potential of games and game mechanics to engage users. So, step aboard nostalgia mobile and join us on a trip back in time we are going to start with the 1900s.

2.2.1 The History of Gamification: The 1900s

In the last subtopic, we learned that Gamification came from games but in the following paragraphs, I am going to mention some characters and facts that attributed to the Gamification tools in education according to (Gaoma, 2021):

In 1978, Roy Trubshaw and Richard Bartle developed the first Multi-user Dungeon game. Their idea of them was to create the first internet multiplayer online role-playing game. This opened a new view of social online gaming. Also, in 1981 American Airlines inaugurated Advantage, which intended to encourage customer loyalty by offering rewards for frequent ticket purchases. American Airlines´ idea reminds me of the strategy of a famous Company in Mexico called Coppel, where the customers then buy something in the store, obtain electronic money and give the chance in the future to get other things in the store. In 1994 the most incredible thing that change the childhood of a lot of kids was born, Sony unveiled the first ever console game, PlayStation. PlayStation was the first console, where players played video games using little Avatars. An Avatar is a character, who represents you

in a video game. Moreover, players have the control to move it and the intention is to pass different levels to get better armaments, medals, gifts, points, or skills.

It may seem like Gamification is a recent phenomenon, but the principles of Gamification have been used by companies to engage customers and motivate employers to get good results, but now we are going to explore the history of Gamification in the next years like the 2000s.

2.2.2 The History of Gamification: The 2000s

During part of the 20th Century, people were beginning to consider games as a way to increase productivity in the workplace. It is with the conception of Frequent Flier rewards, the power of game mechanics to engage customers in companies and students to improve their skills. So, Chirtroda (2015) said that nobody could have suspected the cultural phenomenon sensation that Gamification was about to become in the 2000s and he explained the next historical facts of Gamification.

First, in 2003 the term “Gamification” is said to have been coined by Nick Pelling, a, British computer programmer, and inventor. The inspiration of the word comes from games that influence behavior and improve the motivation and commitment of the people who are involved with this method. Furthermore, in 2010 Gamification began to really take off, with a lot of conferences around the world by Jesse Schell and Jane McGonigal, who virtualized the concept of Gamification and it got people to start thinking about the potential of Gamification and its use in several aspects of our life. 2011 was incredible because the Oxford Dictionary added ‘Gamification’ to its shortlist for word of the year.

Today, the field of Gamification has grown exponentially and it is gained increased recognition on an organizational level, especially as a tool to attract, motivate and retain talent. Applications like: Kahoot, Duolingo, Edmodo, and others. They help us to know the function of Gamification and how we can incorporate the method into our daily routine to get personal aims.

Gamification has a rich and intellectually stimulating history. Its efficacy comes from the fact that it has been extensively studied, discussed, and experimented with both academically and within real world industry practices. It is certainly not some recent trend that will die out once momentary attention fades. Rather, it is a tried-and-tested practice that you can feel considerably secure about when you properly implement it.

2. 3 Relationship between Gamification and vocabulary

Vocabulary acquisition is an essential part of language learning since, vocabulary is the main component of language proficiency and determines how well learners read, speak, listen and write. Despite this, the lack of vocabulary does not permit students to communicate accurately. For example, when students want to communicate about any typical situation, they have no idea about what to say or they have the idea, but they do not know the words in the new language making them feel frustrated and unmotivated. A study by Crow (2015) suggests that using Gamification can assist students to acquire vocabulary within a shorter period of time and thus improve their learning experience. The study also supports the belief that Gamification could effectively be used to influence and digitize the language learning process. For this reason, many schools and courses of languages have chosen Gamification.

So, vocabulary knowledge is considered the root when learning a language because it helps people to have a mental dictionary where words come out without too much effort when communicating an idea. Even though technology has permitted us to find new and novel ways to learn vocabulary through gamified strategies. “These Gamification strategies make the teaching and learning process more dynamic because digital games have become an important part of learners’ lives” (Krokfors, 2014, p.13). In a study conducted by Tamtama, (2020) titled “Design of English Vocabulary Mobile Apps Using Gamification”. Its main objective was to design a mobile app using Gamification as a strategy for learning. The contribution of this study was to motivate students´ willingness to learn English through other technological tools, namely Gamification but, we did not forget that is important like students to develop their abilities in technology for more effectiveness at the moment of using Gamification.

Although Gamification is not new in the educational field, the application of digital games in the teaching-learning process is new. Despite this, many researchers have seen the need to conduct many experiments to demonstrate if Gamification has a positive or negative effect on learning a language, specifically vocabulary, in any target language. Vesterinen & Mylläri, (2014), mention that digital games facilitate teachers to teach outside the classroom. It means that students could learn vocabulary without the need to be in a physical classroom. “They could use this Gamification strategy in any place they are. It becomes a formal and informal teaching-learning process for both teachers and students” (Krokfors, 2014, p.67). In short, with the popularity of Gamification among people of all ages and its power to engage players to hold their concentration for long periods of time, it is worth bringing this engaging and stimulating tool into the classroom to learn vocabulary. Moreover, with the availability

of computers and Web online tools, it is possible for teachers to create their own games and make learning fun.

2.4 Differences between Gamification, Game-based learning, and Serious games

At this stage, it is necessary to present the differences between the concepts of Gamification, Game-Based Learning, and Serious Games. When we talk about these methods, we know come from games, but they are different in practice with the same goal to motivate students. For example, Gamification is defined as game-based mechanics, aesthetics, and game thinking to make students feel motivated in the learning process and make them able to solve learning problems (Kapp, 2012, p.78). Therefore, Gamification is considered a technological tool that aims at helping students find motivation when learning, especially a language. A good example of Gamification is Kahoot, it is a tool that allows you to compose a quiz. Users can then take part in the quiz via their phone or laptop and fill in their answers live. After each question. There is an intermediate mode in which you can see how well you are doing compared to other players. This leaderboard, an example of a game element, motivates players to do their best.

On the other hand, “Game-based learning (GBL) is an e-Learning platform that can encourage a learner to improve his learning motivation through game-playing experience”. (Wang. Liu &. Li, 2011, p.53). In addition, “GBL covers applications using the characteristics of video and computer games to create engaging and immersive learning experiences for delivering specified learning goals, events, and experiences” (Frey, 2012, p.71). Hence, students can experiment in this environment, because of the captivating game

environment game-based learning keeps the user's attention for a long time. However, the use of game-based learning depends on the availability in the class and a facilitator/instructor (with sufficient knowledge) is needed to properly supervise it.

Additionally, serious games are often used by companies to achieve complex goals. In education, the healthcare sector, within governments, and for scientific purposes, serious games are often used. Michael and Chen, (2016) define serious gaming as a game in which education is the primary goal, rather than entertainment Also, Djaouti; Alvarez, & Jessel, (2011) break the term up into its parts, serious and game, and then define serious games as a game that has a non-entertaining primary purpose, thus making it serious. A serious game gets its power from the storyline. Every game has a storyline, but in serious games, a message is incorporated into it, it depending on the learning objective of the game. In short, serious games have the primary goal to transfer knowledge, teach skills, or stimulate behavioral change.

On the whole, Gamification, serious games, and game-based learning are very similar. All three are very effective to motivate players. The difference between Gamification and game-based learning is that in Gamification you apply (some) game elements in an existing (non-gaming) context and in game-based learning you use existing games or specially developed serious games to learn. The difference between game-based learning and a serious game is that game-based learning is more a method, the way of learning, and a serious game is a product in which game-based learning is possible. We can see more differences between these three methods in the next Table 2 (Figueroa, 2015) it is below:

Table 2 Types of games

	GAMIFICATION	GAME-BASED LEARNING	SERIOUS GAMES / APPLIED GAMES
WHAT IS IT?	The use of game elements in a non-gaming context	The process and practise of learning by using games	A custom-built game with a specific (learning) objective
WHY USE IT?	- Increase engagement - Extrinsic motivation for learning or training	- Increase engagement - Transfer knowledge, - Learn new skills - Abstract knowledge	- Increase engagement - Increase extrinsic and intrinsic motivation - Abstract knowledge - Transfer knowledge - Train new skills - Create awareness - Change behaviour
HOW IS IT USED?	Extra layer within existing environments, learning or training programs	Uses existing games which can be repurposed for the learning objective	Games that are created from scratch for a specific purpose or objective
WHERE IS IT USED?	- Digital platforms - Classroom - Public spaces	Classroom with instructor	- Classrooms - Companies - Public places - At home
FOR WHO IS IT?	- Competitive people - Performance-oriented people	- Students - Pupils - Groups of people	Tailored to any audience independently or in a group

Source: Information taken from (Figueroa, 2015)

2 .4 How can you gamify your Classroom?

Gamification implies using the functioning and mechanics of the game in an educational context. Thus, it is to take the advantages as a motivating, social and interactive element. There are three reasons for Gamification to be the future in the classrooms: (1st) “Gamification is the language of this new generation”, (2nd) “The benefits of the game apply equally well to older stakeholders”, and (3rd) “Game delivers affordable, measurable, and scalable behavior change” (Zichermann & Linder, 2013, p. 216). To do this, you can put into practice various strategies and use the resources that give us different web pages with the help of the Internet. If you want to encourage yourself to try this new methodology in your classes. According to Sanchez, (2020), told us seven simple tips that you discover how to apply Gamification in the classroom and obtain good results.

Define a clear goal: Establish what knowledge or attitudes you want your students to acquire or practice through Gamification tools. Sanchez (2020) mentioned it can be a complete subject, the contents of a quarter, or a specific topic that resists them. You can also have the purpose of promoting certain behaviors, and developing certain skills or competencies. In any case, it is important that you define the objective before starting to design the game, because sometimes when we design the platform that we incorporate in our programs are not related with principal objective. In my case, this project main objective is to explore what Gamification tools permit Italian students develop their vocabulary skills in class and outside.

Transform the learning of skills and knowledge into play: Sanchez, (2020), said you must translate the traditional learning process into a playful and fun proposal. You can start with a simple option (in many cases, the most effective and motivating) and, for example, be

inspired by a traditional game that you already know so that the first test is more fluid, both for you and for the students. Trivia, snakes, ladders, or any question and answer (Kahoot) or concept matching game can be a perfect option to start with. You can also take the first steps in Gamification using educational games like the ones collected at the end of this chapter. In my class, I used a Gamification tool in genially app with my students called The Mazmorra of the Dragon which was modified to my own objectives, it was a retro game where students practiced vocabulary about the last chapter of the book. This is an idea that you can implement in your classes.

Set a specific challenge. Sanchez (2020) commented one of the essential questions when facing a game for the first time is: What do we have to achieve? Just like you, as a teacher, you must be clear about the didactic objective of the game, and your students must be aware of what the playful objective of the game is and what they have to do to achieve it. Sometimes games tend to be complicated to such an extent that their final destiny is diluted. Focus on a specific and motivating challenge, explain it to your students, and always keep it in mind before, during, and after the development of the game, to analyze how the experience has been, detect successes and errors, and learn from the next session. In this investigation, I learned that the challenges are based on your selection of Gamification tools in class because each tool has its own essence and creativity. For that reason, each course and group going to have its own challenges per week, month, and course.

Set the rules of the game: According to Sanchez (2020) the rules serve to reinforce the objective of the game and it is an important element of Gamification. Thus, rules also prevent chaos from taking over its development, define behaviors, promote fair competition, or facilitate certain events or crossroads that may interest you. Create concise rules, review them one by one with your students so that they are clear, and always observe their

compliance by all participants in the game. We can also include the values of respect and something that we must not forget to learn to work as a team and to develop our individual skills. The Gamification method involves more than just learning also includes values, a good environment in the class, and discipline something that other methods do not develop in class.

Create a system of rewards (badges). The reward is a fundamental part of the game, in specific when we use Gamification (Sanchez, 2020). In fact, there are Gamification systems that are based just on establishing scores or awards that are applied in the traditional development of the class and that serve to assess the acquisition of content but also behaviors, the ability to work in a team, participation in the classroom, extra work, etc. There are online systems like Classdojo or Edmodo that allow you to set scores and awards for certain achievements. You can choose these or a traditional scoring system that should be clear and accessible or visible in the classroom to stay motivated.

Propose a motivating competition: Healthy competition is an indispensable part of the game (Sanchez, 2020). Direct and individual confrontation is not necessary, you can opt for cooperative games in which the participants will have to collaborate and contribute in different ways to achieve the final reward. But even in that case, there will be some competition to participate, help each other, solve the next step, reach the achievement before the rest of the team, or improve their own scores. The advantages these tools bring to you are intrinsic motivation, for example, can go on practicing at home and the next day fights back and improve the things that you cannot do yesterday.

Set levels of increasing difficulty: The operation of a game is based on the balance between the difficulty of a challenge and the satisfaction obtained from overcoming it (Sanchez, 2020). Therefore, as the student progresses and practices, the level of difficulty must increase to adapt to the domain he has acquired. In this way, the challenge-improvement

tension will be maintained. Also, the student's motivation to continue playing and improving themselves. As in the previous steps, the experience you acquire will help you better define the levels, considering the use you make of the game and the results obtained. this is easy to understand when we were children playing video games and the level that we pass became experts in the game, obviously, Gamification comes from games, so the intention is that Italian students can feel a significant progress in their vocabulary learning.

To sum up, there are those who criticize Gamification, it is undeniable that Gamification provides students and teachers with a new and innovative way of facilitating learning. Gamification has the ability to transform the classroom to teach students practical skills, foster collaboration and creativity, as well as motivate students to advance their own learning through self-guided instruction.

2.5 Elements of Gamification

Many sources list Gamification elements as those features that often spring to mind when games are mentioned, such as badges, levels, points, and leaderboards. Moreover, "Game elements are the features and mechanics of games, and which are often referred to as the 'building blocks of games and game-like environments" (Deterding, Dixon, Khaled, & Nacke, 2011, p.28). "The purpose of using game elements in the classroom is generally to promote student engagement, collaboration, and a range of critical learning skills and values" (Marks, 2013, p.23). But, when planning to gamify a learning environment it can be helpful to consider Gamification elements in a more holistic way, including the concepts that drive those mechanics and components. This will make it easier to clearly link Gamification to learning theory and desired outcomes, and help you avoid your Gamification from becoming nothing more than a superficial overlay.

In general, anything that is used in the design of a game is often referred to as a game element. However, in most game design frameworks or theories, there are clearer categorizations of these elements. The book for the Win, written by Werbach and Hunter, (2012) breaks Gamification elements into three categories, each of which is dependent on the others:

The game dynamics are the general elements that drive the player further to explore the benefits of Gamification. Dynamics in Gamification are in little words the characteristics that teachers incorporate in the tools to catch the attention of the student in the class like a narrative, history, missions, levels, etc., and develop the creativity of both. Game mechanics are the different control mechanics, behaviors, and actions that make the game exciting and attractive. With the game mechanics, make the students effort to get the objective in class so

that Gamification does not fall into a boring method. Gamification components are the principal element in the Gamification method and Components are necessary to include like avatars, gifts, leaderboards, etc. because they can be confused with other methods from games and these are the essence of our tools to learn vocabulary.

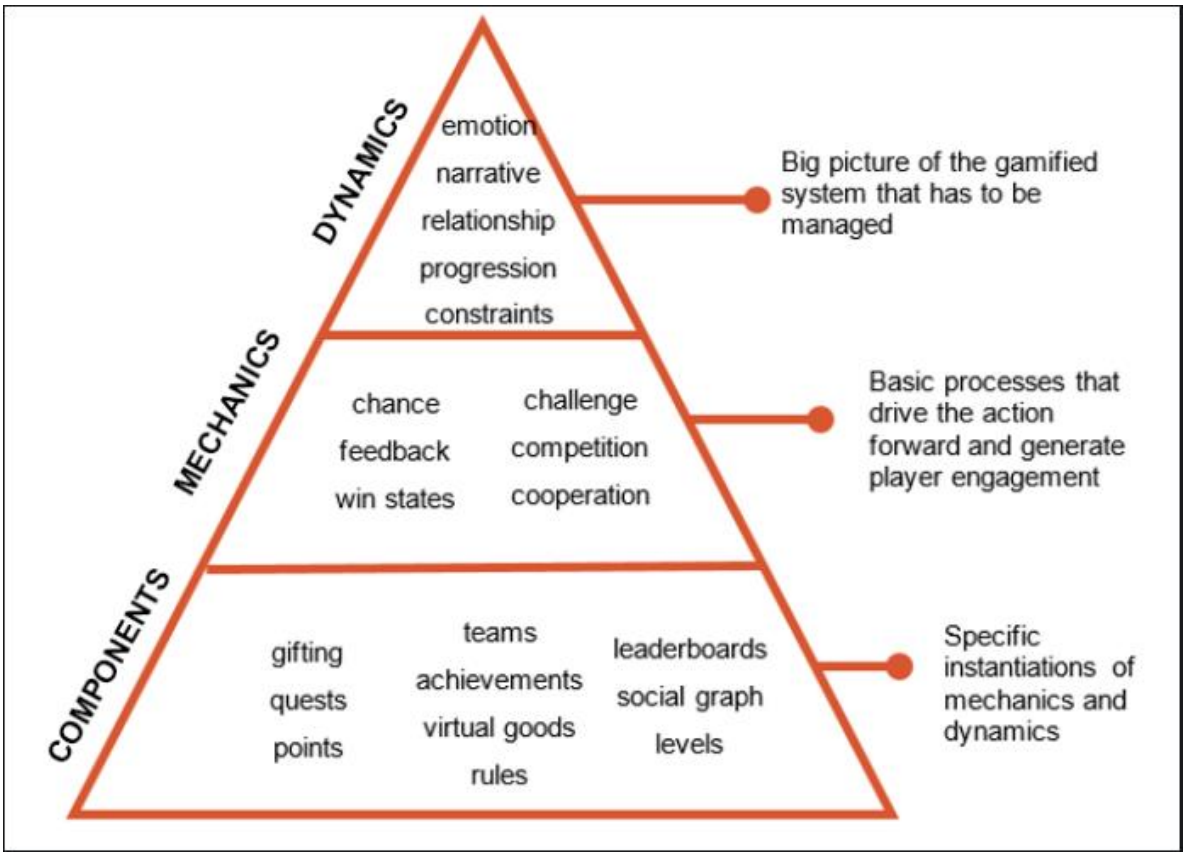


Figure 2: Elements of Gamification

Source: Werbach and Hunter (2012)

2.5.1 Dynamics

Game dynamics are the overarching elements that ultimately drive the users or players further. It's the big picture. Different players would have different goals for playing a certain game and a good game would manipulate these goals by using appropriate dynamics. So, Game dynamics refer to a set of emotions, behaviors, and desires found in-game mechanics that resonate with people (Pomares, 2019). In essence, game dynamics define the patterns of how the game and the players will evolve over some time. The most popular game dynamics would be narrative (good and engaging storyline), progression and relationship, completing team missions, and unlocking new missions. Game dynamics are used with game mechanics to foster engagement and motivate participants. In the next table, we can see the different dynamics options that we can incorporate in our class using Gamification according to (Herranz, 2013):

Table 3 Dynamics

Source: Information taken from (Herranz, 2013).

In the element of dynamics, we can find Game restrictions that is the ability to solve a problem but in a limited environment, in little words are the rules in a game. Emotions is curiosity and competitiveness that arise when facing a challenge and to achieve the desired outcomes of the system. “Narrative or script of the game, they provide an ongoing and compelling storyline, providing context and meaning for user interactions and adventures” (Reiners, Wood, & Dron, 2012, p.32). Narrative in Gamification is important because teachers can show their creativity when design the instruments for their classes, many of video games have been very successful thanks to the storyline in different spans and levels in the game. Progression of the game is important that there is an evolution, a feeling of progress in the challenge in the game, because the players feels that they are improving their skills. Social in Gamification create a healthy environment and good relations between the participants and get better results and finally, status is when players need to be recognized and it is represented in Gamification by badge, points, gifts etc.

On the whole, game dynamics define the patterns of how the game and the players will evolve over some time. All learners are not driven by the same elements. If one set of learners prefers competition, another set may seek social collaboration. The game dynamics tailor mechanics to address the individual motivations of the learners. Well-designed dynamic helps bring the learners to the next stage at the correct time.

2.5.2 Mechanics

Gamification mechanics, also called game mechanics or verbs of Gamification are actually the elements that are used in an eLearning course to gamify it. These include the actions, control mechanisms, and processes that are usually found in games, which help put

the learner in the middle of the action as well as restrict them in certain ways in order to create a challenge. “Game mechanics as “the various actions, behaviors, and control mechanisms afforded to the player within a game context” (Hunicke, 2004, p.47). Also, Mechanics in Gamification are a series of rules that try to generate games that can be enjoyed, that generate a certain "addiction" and commitment on the part of users, by providing them with challenges and a path to travel, whether in a video game or in any type application (Cortizo J., Carrero F, Pérez J., 2011, p.42). In fact, when using Gamification exists a different kind of mechanics, but there are 6 key Gamification mechanics which are recognized globally and used the most often, (Herranz, 2013). These include:

“Challenges, taking users out of a comfortable environment to introduce them to the mechanics of the game”. (Herranz, 2013, p.11). Challenges are a list of objectives to be fulfilled and each teacher has their own but, in this case, the principal aim of the investigation is learning vocabulary using Gamification tools. ” Opportunities, competition, and collaboration "propose the ideal way the participants behave in the game. (Herranz, 2013, p.11). Within the opportunities, the player will have different turns, and different ways of interacting against the game or against other participants. “Cooperation, there may also be associations between players as a cooperation or form teams to get the challenge or goal (Herranz, 2013.p.11). Working in teams between students in a class gives more chances to reach an objective that is not possible alone. Overcoming challenges and obstacles will provide participants with points that motivate them to continue the game. “Feedback will indicate the fact of obtaining prizes for actions well carried out or completed” (Herranz, 2013. p.12). Feedback is provided in Gamification through leaderboards, messages, or other visual or informational displays, allowing users to recognize how they are doing and initiate further activities. Finally, “achievements are the objectives for the user and represent milestones in

the storyline" (Herranz, 2013.p.12). An achievement can be the finalization of a product, activity over a specific period, or the accumulation of several resources.

So just to be clear, the mechanics describe rules the player follows and the rules the game itself follows. Through the mechanics you create, you define how the game is going to work for the people who play it.

2.5.3 Components

"Gamification components are the specific features that represent the intended mechanics and dynamics. These could cover common components like points, badges, and leaderboards. Indeed, the components in Gamification are pieces that we have to build a gamified environment" (Garcia, 2020, p.77). You can view game components as materials or tools (physical or virtual) that you have or have chosen in order to make sure they can be used to "run" certain mechanics or dynamics. According to Herranz (2013) we can incorporate the following elements in the gamified classroom: Achievements, gifts, achievements, and/or advances, it is important that one or more needs of the participants are satisfied. We can include avatars, badges, points, leaderboards, and virtual objects. Other interesting things we can include in Gamification are content locked, to open other more difficult levels and bad guys at the end of the game.

In Conclusion, the components are the design that brings out the sensations, fantasies, experiences, and user experience. They are all those elements that allow us to understand the rules and make the dynamics and mechanics emerge. Also, the components are the gateway to a whole gamified system, which enables the player to advance to the universe that has been created. It is closely related to the visual design and the experience you may have with the user with it.

2.6 How Does Gamification Work? Extrinsic and Intrinsic Motivation

The root of the word "motivation" means "to move". In a way, motivational theorists and researchers have been studying what moves people to do something, and what drives them to act one way or another. According to Business Dictionary (2019), motivation is a set of internal and external factors that stimulate desire and energy in people to be interested and committed to a subject. However, another author personally prefers the following definition: "Motivation is the cause for human behavior and actions in a particular situation or role, which is influenced by the interaction of various factors" (Deckers, 2019, p. 47). "These motives are indeed complex and vary from person to person, and in the education context, the school's task is to align them with the needs and goals of the course itself" (Friedrichs, 2011, p.6). Consequently, it is important to motivate an individual and get him interested in performing the work tasks in such a way, which allows for achieving the targets set by the course in the most optimal way. So, in the next subtopics we are going to see the two kinds of motivation (extrinsic and intrinsic) and why are important in the method of Gamification.

2.6.1 Extrinsic motivation

Extrinsic motivation involves doing something for its external rewards, like money, praise, or something else tangible. For extrinsically-motivated people, it is not the action or behavior itself which they like, but the outcome at the end of the course in this case obtaining more vocabulary. According to Filmonov (2017), extrinsic motivation relates to incentives or rewards that come from external sides. Furthermore, in Gamification competition is an extrinsic motivator because it encourages the performer to win and to beat others, it is not simply to enjoy the intrinsic rewards of the activity (Boulet, 2016). Hence, extrinsic

motivation is the performance of an activity in order to attain the desired outcome; it comes from influences outside of the individual. Common extrinsic motivations in Gamification are badges, competition, points, levels, new guns for the next level, new characters, etc.

2.6.2 Intrinsic Motivation

On the other hand, intrinsic motivation drives behaviors that result in internal rewards, like enjoyment, positive feelings, and happiness. It is a drive to complete an action in our case, learning because of the effect it has on us internally. Therefore, when people are intrinsically motivated, they have a genuine desire for the activity itself and enjoy it tremendously. Additionally, Boulet (2016) said, students who are intrinsically motivated using Gamification are more likely to engage in the task willingly, as well as work to improve their skills which will increase their capabilities. Common intrinsic motivations in Gamification are like knowledge, fun, curiosity, autonomy, skills, etc. The following table shows the elements associated with the two main types of motivation in Gamification, according to Ryan and Deci (2000).

Table 3

How does Gamification work?

Intrinsic motivation	Extrinsic motivation
❖ Mastery ❖ Belonging ❖ Learning ❖ Autonomy ❖ Love ❖ Curiosity ❖ Meaning	❖ Badges ❖ Competition ❖ Golden stars ❖ Leaderboards ❖ Points ❖ Rewards ❖ Levels

Source: Information taken from (Ryan and Deci, 2000).

In summary, extrinsic motivation is externally driven, while intrinsic motivation comes from within. When it comes to motivation in Gamification, extrinsic motivation often refers to tangible rewards that are offered for completing a task or playing the game. But intrinsic motivation usually means students feel satisfaction and enjoyment from simply seeing success within of the game mechanics and both are a very important inclusion in the gamified classroom.

2.7 Types of players

The research about players' types informs us about a proper gamified design for delivering pedagogical content. Also, this depends on how students develop around the gamified course. In addition, Bartle (1996), developed a test called Bartle's Test of Game Psychology. The test was adopted, recreated, and maintained by many game-design websites, which based on this test, found four types of gamers or players: Killers, Achievers, Explorers, and Socializers. Each type of player has its own style, objective, and characteristic in a gamified environment.

Moreover, Folmar (2015), commented in detail on the four types of players and how their needs should be considered in an effective Gamification design. He noted that: Killers: they rely on badges and points displayed on a leaderboard to gain public recognition in the game environment. They are very competitive players and want to be the best, facing the rest of the players to prove it. They will do their best to finish the course. Achievers: They are players who are looking for the challenges that the game offers them to overcome them and discover what prize they are going to receive after each success. They follow the philosophy of "I WIN and YOU LOSE and let everyone know" (p.62) focused on achieving status and reaching established goals quickly and/or fully. It is difficult to get him to complete the course as there is nothing to motivate him to finish the course. Socializers: They look for games based on relating to each other and that is the purpose of the game for them, creating a network of friends and contacts. To retain them: list of friends and chats. It may not finish the course; it is not its purpose and Explorers: They are independent. These players go through the game to the last corner, they are trying to discover any secrets or unknown areas

and objects. They like to simply investigate the environment. To retain them: complex achievements and they finish all the course.

To conclude, there are four player types according to Bartle: Socializers, Explorers, Achievers, and Killers. A Gamification environment may consist of all or any combination of these types of players, but the ability of a gamified learning environment to attract all player types is directly related to the way the elements of Gamification are used in the design. For this reason, the Gamification environments should be designed to incorporate a variety of elements so that each player type is able to encounter those that attract them and all players can finish the course

2.8 Teacher's Role

The Gamification implementation involves more than making an activity entertaining for the student instead components should be combined with an effective instructional design to incorporate engaging challenging activities that will guide students´ experience towards the development of the appropriate competencies at the desired level of expertise, these some teachers 'role inside of Gamification. Herpers (2015, p.55) said, "teachers must first set an objective in a gamified classroom for example: improving participation in a low-performing group enhancing collaboration skills or encouraging students to hand in their homework in time having a clear goal when gamified makes it much easier to design the course and ultimately assess whether it was successful or not". Also, the teacher chooses the game principles and components in Gamification that best match the objective and selects the teaching and technological resources that support the method (Edutrens, 2016). To sum up,

the role of the teacher is to become a motivator in a Gamified class, because they are the main persons who must believe in this method, and in its objective.

2.9 Student´s role

Gamification within learning consists of the use of game mechanics developed in non-game environments, a methodology that allows working on aspects such as motivation, effort, and cooperation within the school environment, stimulating students, in such a way that it leads to an expansion of their knowledge, but what is the role of students in the method. Folmar (2015, p.57) said to identify the roles played by students immersed in Gamification, it is important to identify what type of player is using this method: killers, socializers, achievers, and explorers. Since it depends on their development throughout the course and the objectives that they will obtain. Therefore, it is important to mention that each student is different in terms of his or her interests, way of being, tastes and even learning style. Also, each one has its own characteristics, able to define, group, or classify it thus facilitating the process of designing or planning the Gamification method.

2.10 Advantages of the Gamified Classroom

Gamification is more than just a buzzword. Infusing gameplay and leveraging competitiveness not only makes your educational training more dynamic and motivating in class, but it can also significantly increase learner engagement too. Also, Gamification is able to motivate people to perform certain actions without being forced into situations where people do not always know how much they want to perform those (Gray, 2016). In addition to the motivational effect, the use of the Gamification process also has a number of other

advantages. The benefits of Gamification mean we now see it everywhere, now teachers are starting to realize the advantages, too. Here are some benefits of using Gamification for teaching and learn in class (Fords, 2015):

Increases Student Engagement: An investigation by Fords, (2015) shows that students are more likely to spend time playing a learning-based game if they are using a reward system. Badges and points from Gamification help translate the work the student is completing into a tangible benefit. By increasing engagement, you will also see a rise in learning retention as students can relate to the content more efficiently through practice than just reading or watching a list of words in a paper and motivate the students to finish the course that is the most important to get the aims.

Create Enthusiasm: Fords (2015) mentioned that Gamification can be used to foster feelings of enthusiasm towards the subject matter, especially in subjects that students struggle with, like languages. In the classes, teachers have struggled to try to get students excited about computer programming or concepts of computer science. My Italian teacher at the beginning of the class always played a Gamification tool with us to introduce the new topic, this created a good environment and enthusiasm for us. By creating a gamified system with rewards, teachers have been able to see a difference in the classes and students are becoming excited and competitive while learning, with the Gamification in class being more interactive.

Provides Instant Feedback: “Gamification systems allow for instantaneous feedback such as leaderboards and dashboards, which students can use to see where they stand among their partners” (Fords, 2015, p.53). This information can push a student to try the quiz or activity again to get higher placement and creates motivation for further lesson engagement.

Gamification becomes in kind of diagnostic where the students can identify positive and negative points in their learning but in a way more current and technological.

Makes Social Connections: In education, we often find that students have trouble creating social connections with other students in their courses. Fords, (2015) said gamified classrooms, seated and virtual, help students who have trouble with social interaction and give them a reason to work together. This is especially true if you create team competitions that require students to collaborate on challenges.

2.11 Disadvantages of the Gamified Classroom

On the contrary, it should be mentioned that for all the advantages studied in this method, it is not devoid of certain negative aspects. A number of researchers point out the possible negative consequences of Gamification and suggest that its use in the educational process can be harmful like: Pakhomova, (2015) points to the possibility of a student's gambling addiction or it can irritate him/her and become a kind of anti-motivator. In addition, a number of experts quite rightly note that this technology is suitable not for all students. "A number of students may consider the use of Gamification techniques as a meaningless pastime since they entered universities in order to gain knowledge, and not to play games albeit related to their future profession" (Krivitskiy, 2015, p.75). Note that Gamification as an educational method in no way replaces classical academic methods but is intended to complement them. Furthermore, Fords, (2015) mentioned other disadvantages that some teachers can find using Gamification in the classroom are the next:

Decreases Student Attention Span: Characteristics of Gamification create a problem with student attention span. Students expect that their results are positive, but sometimes students do not accept their deficiencies that bring the Gamification method, and this leads to frustration and distraction in the course. Cost: Sometimes these costs are passed on to the students through registration fees and course codes that must be purchased, creating a higher barrier to entry into the classroom. There are often support or maintenance-related costs for systems that are delivered online or are hosted in your class environment. Student Assessment: when choosing a game, it is not often clear how the results of the game will tie into your course assessment. You will need to find a way to translate the student's game progress into fulfilling objectives. It is not always easy to find a good fit between the games on the market and your course materials. Game Logistics: Many times, setting up a game for your course requires a lot of prior planning and logistics. The teacher´s role is more difficult in this method because is who designs, creates, executes, and occasionally the game is not understandable, and hard for students.

To sum up, while the topic of gamified learning has been around for years, it is just now hitting its stride in higher education. These pros and cons are important ideas to consider when choosing how games could support your classroom. If you love the idea of motivating your students through points and badges, gamified learning may be for you, but if you struggle to prioritize your time when it comes to course development, Gamification may not be the right choice. Starting small and giving yourself lots of time for planning is the key to success in this method.

2.12 - Gamification tools for Enhancing and Motivating to learn Vocabulary

Building vocabulary is necessary for fluid reading, listening, speaking, and writing. But a great vocabulary depends on students getting early, frequent, and sustained exposure to words that expand their horizons when they are learning a new language. So, these great vocabulary games, apps, and websites do just that, getting words in front of students in engaging ways, and giving students supports to understand definitions, uses, and meanings. According to Priyanka (2016) said in a study that he made to the teachers used different tools of Gamification, but the most popular in the classroom nowadays are: Genially, Kahoot, Zondle, Duolingo, Classdojo, Edmodo, and Socrative. However, they use these vocabulary tools, alongside a regular habit to help students build word knowledge. They feature tech-enabled supports like text-to-speech, customizable flashcards, adaptive instruction, and clever gameplay. There are also resources for teachers to craft activities, lessons, and assessments to keep students' vocabulary skills on the track, and in the next part, we are going to see a brief description of tools of Gamification in the classroom.

Duolingo: Duolingo is a Gamification language learning translation platform where users progress through several levels. It works for iPhone, iPod Touch, iPad, and Android. It covers the areas of speaking, listening, grammar, and vocabulary necessary to learn a new language, a study in Italy by Pomares (2019) argued that when teachers decided to employ Gamification in classes of languages, Kahoot, and Duolingo were practically the favorites among students, so Duolingo is one of the most popular tools used around the world.

ClassDojo: The main purpose of Class Dojo is to provide the instructor with a platform for student behavior management. It also helps in motivating school learners

through strategies that combine avatars, points, and leaderboards. It can be accessed via the Web interface or an Android or iOS app.

Edmodo: Edmodo is a safe social networking platform for education with Gamification elements like badges and quests. It can be used as an extension of the classroom for all educational levels. In addition, it has an interface very similar to Facebook. Students can comment on posts, submit assignments, and track their progress. Educators can post polls, open discussion boards, design quizzes, and post assignments. It's a great motivating tool for learning a new language instruction because it promotes collaborative learning and teamwork.

Zondle: Zondle is a Game-Based Learning platform that incorporates Gamification. Using it the students can create quizzes and has plenty of content. Students will be engaged with the games. Most educators use it as a reward. It's great for homework and practice. The Zondle experience benefits new language instruction based on the exercises/quizzes it has. Also, progress tracking and other elements like avatars, leaderboards, and Zollars, are elements that increase or decrease based on the answers to the quizzes and the engagement.

Socrative: Socrative is a dynamic smart student response system, and empowers educators to formative and summative assess their students. It's a great tool for learning a new language in the classroom because students can answer questions forgetting about the stress involved in trials and errors, which lowers anxiety. It allows the users to import images to the question items and it features Gamification strategies including live results, immediate feedback, and effortless data analysis.

Brainscape: This is a Web-based platform, which integrates customizable flashcards to track student progress. The method is known as confidence-based repetition. It's a great enhancer and motivator for vocabulary learning. In addition, it provides automatic feedback,

reinforcement, and specific phrases in the target language along with sentence construction. Audio is provided for the language cards. It demands students to think critically about their learning.

Kahoot: Kahoot behaves like a game, rewarding those who progress in the answers with a higher score that catapults them to the top of the ranking. Anyone can create a game board, here called "a Kahoot!" so, if you want, you can create a test on the types of triangles, the different celestial bodies, or the rules of the road. There are no limitations as long as it falls under one of the four types of applications available today. Once a Kahoot is created, other people and players must join it by entering a PIN code in the mobile app. In this way, the mobile becomes a remote control with which they can easily answer questions, while the screen shows the question and who is winning.

Genially: Genially is a tool that allows us to generate interactive digital content without programming and without design knowledge. We can design infographics, presentations, Gamification methods, or maps with the typical "drag and drop" interface. In addition, we can provide it with some interactivity for the user and easily embed it on a website or generate an interactive presentation to view in the browser. The strength of Genially unlike Canva is its interactivity. This application offers you countless predesigned templates that will serve as a base and you will only have to modify the information you want like practically all the online tools that we have seen; we can use it for free with limitations.

Through this chapter, I provided the literature about the important aspects that are giving support to the phenomenon studied. I gave meaningful information describing characteristics of the Method of Gamification, as well as some relevant elements focused on how we can become our classes of languages in classes to learn vocabulary. Finally, I shared

some popular apps that we can use in our classes and help us to improve our vocabulary because they are easy, useful and entertaining, and understandable.

CHAPTER III: METHODOLOGY

3.1 Introduction

This chapter presents the setting, the participants, the methodology, and the instruments used in the study for data collection. Also, the data collection procedure and the data analysis procedure were followed to guide this study.

3.2 Method

This study followed a mixed method because it aimed to report detailed information about what kind of tools of Gamification is currently used to learn vocabulary in the Italian class, as well as to what extent the students consider that those tools help them to learn vocabulary and finally what advantages and disadvantages the Italian students report using Gamification.

According to Cresswell (2009) a mixed method is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both in a study. It is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark. 2007). This study is a mixed method because the instrument applied, includes open questions, where students can describe their opinions, and feelings about the use of Gamification in Italian class (qualitative), also

close questions, and multiple-choice, where students answered just yes or no according to their opinion (quantitative).

3.3 Setting

The study was carried out in the Centro de Lenguas Extranjeras (CELE) of Benemérita Universidad Autónoma de Puebla located in Av. San Claudio and 24 South in the state of Puebla. The University brings these courses to all students who want to learn a new language like English, French, Italian, German, Chinese, Portuguese, etc. The courses are divided into 9 levels and when you get 9 levels at the end, you obtain a certificate B2 according to the Common European Framework.

3.4 Participants

In this study, the real names of the participants were changed for ethical reasons, and they were invented. We obtained their nationality, age, and names with the help of a questionnaire this information is shown in the table below:

Table 5

Participants

Name	Age	Nationality	Name	Age	Nationality
Laura	23	Mexican	Oscar	21	Mexican
Bryan	26	Mexican	Michelle	22	Mexican
Ana	28	Mexican	Sebastián	20	Mexican
Ricardo	26	Mexican	Vania	20	Mexican
Paola	25	Mexican	Rogelio	19	Mexican
Nayhelli	22	Mexican	Ivonne	28	Mexican
José	22	Mexican	Tania	19	Mexican
Erika	20	Mexican	Marta	19	Mexican
Keila	21	Mexican	Martha	19	Mexican
Dulce	23	Mexican	Patricia	22	Mexican
Mauricio	23	Mexican	Liliana	22	Mexican
Ara	20	Mexican	Camila	19	Mexican
Abigail	21	Mexican	Sara	25	Mexican
Guadalupe	21	Mexican	Sheila	20	Mexican

Source: Own elaboration (2022)

The participants in this research were students of Italian classes of level two. All of them were chosen by "convenience" (Kuzel, 1992 and Patton, 1990 cited in Miles and Huberman, 1994, p.28) participated in this research, they were 20 women and 8 men and their ages range from nineteen to twenty-eight years old.

3.5 Instrument

In order to carry out this study, a questionnaire was used to obtain some information. This instrument was applied by the internet using Google forms, where students answered a questionnaire of 17 questions divided into two parts. The first part is open questions and the second part is close questions and multiple-choice.

3.5.1 Questionnaire

The questionnaire has been defined as “a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school” (Siniscalco & Auriat, 2005, p.43). Then, the principal goal of the questionnaires was to gather information as much as possible through the use of open-ended questions. Also, a research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. (McLeod, 2018, p.32). In the same line, Abawi, (2013), argues that a questionnaire is “a data collection instrument consistent with a series of questions and other prompts for the purpose of gathering information from respondents. Taking into account the three previous definitions, the questionnaire in this project was used to collect data about learners´ perceptions regarding the use of Gamification in classes of Italian courses of CELE at BUAP.

3.6 Piloting

The following section describes the process of piloting the first questionnaire that was designed to get the best instrument with which I went to interview the participants of this investigation of the courses Italian at CELE. As Kothari (2004) states, the piloting of a survey is important as it “brings to the light the weaknesses (if any) of the questionnaires. In this way, the piloting gave me the chance to improve different aspects of the questionnaire and avoid errors in the data collection that are important for a good investigation. With this as a precedent, the questionnaire was tested with 5 students with the same characteristics as the

real subjects participating in this study to be sure they would not have problems understanding the questions and collected the data desired for the investigation.

After piloting the instrument some minor changes were made. It was necessary to add some spaces in the open questions for the participants to write their opinions. Also, it was necessary to organize the questions and divided the instrument into different sections with the intention of being more understandable for participants. Then, the questionnaire was piloted once more in order to know if the new version covered the purpose of the study. After piloting the instrument for the second time, some corrections were made. Finally, I obtain the real instrument. In conclusion, after the second piloting and revision of this instrument, it was seen that some improvements could be made. Then, after these changes, it was seen that the information collected was relevant and enough to successfully answer this study's questions.

3.7 Data collection procedure

The questionnaire was piloted two times in order to know if the new version covered the purpose of the study. However, when I decided to interview participants unfortunately around the world arrived a pandemic that all places were closed for the health of citizens. So, I decided to apply the instrument via the internet using the application of Google Forms with some students from the courses CELE of Italian who accepted to answer the questionnaire. But, to find the participants, it was necessary to find a list in the system, of what teachers were teaching Italian classes in level 2, and then we could localize by email. A teacher helped us to share the questionnaire with her class. Finally, 28 participants took part in the study (20

females and 8 males). This process took approximately 5 weeks long. Once all the questionnaires were answered by the participants, the data interpretations started.

3.8 Data analysis procedure

The process of data analysis involves making sense of text and image data. It involves preparing the data for analysis, conducting different analyses, and moving deeper and deeper into understanding the data (Creswell, 2009). Although the questionnaires were answered by students and I carried out readings of the questionnaires several times in order to have a whole image of the information.

3.9 Chapter conclusion

In this chapter, I explained at the beginning I gave all the information related to the methodology of this study. I presented the characteristics of the participants, the instrument, and the method that I used to answer my research questions. In the next chapter, I will present the results that I obtained illustrated in graphs in order to give valuable support to the answers to the research questions.

CHAPTER IV: FINDINGS

4.1 Introduction

In this chapter, the results and main findings of this study will be provided in order to answer the research questions. The results will be presented following the questions that guided this study.

4.2 Research questions

1. What type of Gamification tools do Italian students at CELE use in class to learn vocabulary?
2. To what extent do these students consider the use of Gamification helped them to learn vocabulary?
3. What advantages do students report using Gamification to learn vocabulary in the class of Italian?
4. What disadvantages do students report using Gamification to learn vocabulary in the class of Italian?

Before answering the research questions that guided this study, relevant information about the participant's background will be mentioned as it might have an impact on the results obtained from the questionnaires.

4.3 Results

As it was explained in Chapter III, in order to answer my research questions, I used an instrument: a questionnaire focused on Italian Language Learners´ perceptions regarding the use of Gamification to learn vocabulary. In this section, results related to studies on Gamification areas examined in line with the aims of the present research are provided with graphs and tables.

In order to answer the first question regarding the type of Gamification tools that students used to learn Italian vocabulary it was important to know if students knew what Gamification was.

4.4 Students' knowledge about Gamification

From the information gathered in this study, the first question intended to know if students knew what Gamification was. According to Kapp, (2012) Gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems." (p.78). Most of the students answered that they did not know what Gamification was as seen in the figure below:

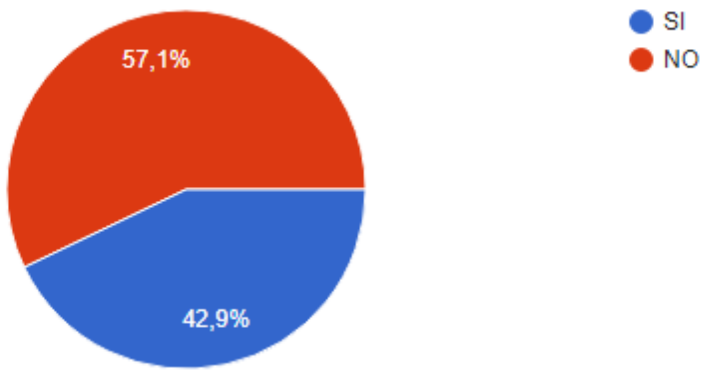


Figure 3: Students' knowledge about Gamification

Source: Own elaboration (2022)

As seen in the figure above, 57 % of the students did not know the method of Gamification. On the other hand, 43% of the students knew the method of Gamification. So, it´s easy to forget that before 2010, students had never heard the word Gamification. Gamification is a new method incorporated into education, where the intention of students is to develop their skills to learn a new language using the elements of games, with virtual games or online games in a classroom.

4.5 Students' definition about Gamification.

In the same line, in the next question was to know if the students could define the term Gamification with their own words. 57% of the students said that they did not know what this term meant and their answers were the next:

Ricardo: "Honestamente, no quiero parecer grosero, no sé qué significa esta palabra"

Dulce: "No sé el significado.

Ara: "Algo relacionado con la gramática"

Guadalupe: "Referente a la gramática"

Oscar: "No se me ocurre algo a lo que podría referirse"

However, from the 42 % of the students who said they knew what Gamification was, they provided a definition that is close to what Gamification is defined. Gamification can be defined as a set of activities and processes to solve problems by using the characteristics of game elements (True Education, 2019). Some definitions provided by the participants are shown below.

Marta: "Por lo que tengo entendido es una forma de aprender con ayuda de los juegos"

Vania: "según a lo que entendí es como la enseñanza a través de juegos virtuales"

Abigail: "Son estrategias en el estudio a base de juegos y dinámicas."

Erika: "Adaptación de juegos y actividades divertidas en el aprendizaje."

Nayeli: "Son las técnicas que se aplican en la enseñanza para que los alumnos aprendan más fácilmente mediante juegos o actividades."

Paola: "El uso de juegos, para desarrollar habilidades y fomentar el Aprendizaje."

Ana: "Es un método didáctico en el que se usan juegos como herramienta para el aprendizaje de algún tema."

Brayan: "Herramienta digital de enseñanza que se utiliza para practicar algún tema. En el caso de la enseñanza de idiomas, la Gamificación permite mejorar las 4 habilidades por medio de juegos."

Although from the 42% of the participants who said they knew what Gamification meant and tried to define it, their definitions were incomplete. This might be explained because this term is relatively new in the ILT area. As Freeman (2021) said, Gamification has been around for more than 10 years and it is a term that is still refining itself.

4.6 Gamification tools used by students in their Italian classes.

Although students do not have a clear idea about what Gamification is they have used different Gamification tools in their Italian classes. According to Priyanka (2016) teachers use different Gamification tools, but the most popular in the classroom nowadays are: Genially, Kahoot, Zondle, Duolingo, Classdojo, Socrative, Edmodo, and Socrative. In this

study participants mentioned that Duolingo, kahoot and Edmodo were the most used in their Italian class as seen below.

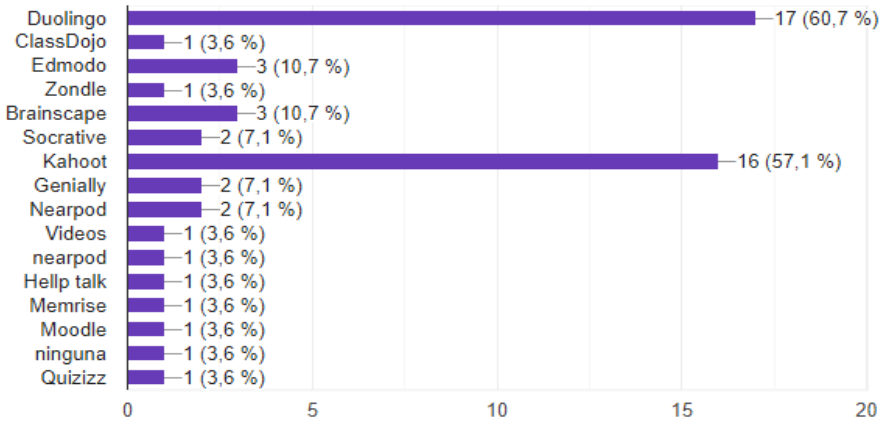


Figure 4: Gamification tools used by students in their Italian classes.

Source: Own elaboration (2022)

As seen in the figure above, students mentioned that the tools most used in their Italian class were Duolingo with 60%, the second one is Kahoot with 57% and the third one is Edmodo with 10%. It is worth mentioning that although some students did not know what Gamification is, they have used at some extend different Gamification tools.

4.7 Students' use of Gamification tools to learn Italian vocabulary

Participants were asked about the use of Gamification tools in their Italian classes to learn Vocabulary. A study by Crow (2015) suggests that using Gamification can assist students to acquire vocabulary within a shorter period of time and thus improve their learning experience. 82% of the participants mentioned that they used these tools to learn vocabulary in their Italian classes. The information is shown in the figure below:

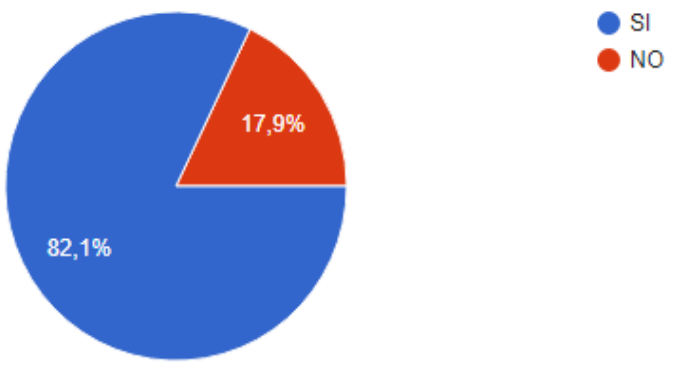


Figure 5: Students' use of Gamification tools to learn Italian vocabulary.

Source: Own elaboration (2022)

As seen in the figure above, 82% of the participants mentioned they had used these tools of Gamification for learning vocabulary in their Italian classes. Only 18% said that they had never used these tools in their courses for learning vocabulary. As it can be observed, CELE teachers make use of Gamification tools to teach vocabulary.

4.8 Students' perceptions about the use of Gamification tools.

Sometimes, when teachers incorporate some methods or tools in their language classes, learning vocabulary is difficult because students occasionally do not understand the function of the method. A study by Galvis (2015) claims that through Gamification helps students to gain vocabulary. Students can obtain as much vocabulary as they desire. Thus, students should spend time gaming and learning to learn more. Regarding participants' ease or difficulty using the Gamification tools 68% said that the use of these tools is easy, and understandable for them as shown below.

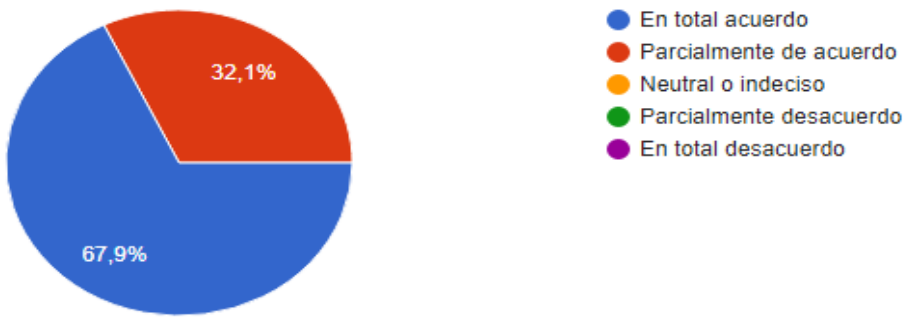


Figure 6: Students' perceptions about the use of Gamification tools.

Source: Own elaboration (2022)

As distinguished in Figure 6 above, the results are positive. 68 % of students totally agreed that the tools they use in class are easy to use and 32% of students partially agreed that tools are also simple and understandable. In others words, Gamification is easy for students to use in their Italian class.

4.9 Students' perceptions about the use of Gamification tools to learn Italian Vocabulary

Besides, in the second research question that guided this study refers to students' use of Gamification tools to learn Italian Vocabulary. Mchucha (2017) states that students need to learn through tools or strategies that help them to learn a skill and reduce stress. Gamification has some of these characteristics that he mentioned, so the question is if the students believe Gamification help to develop the ability to vocabulary, and their answers are shown in figure 7.

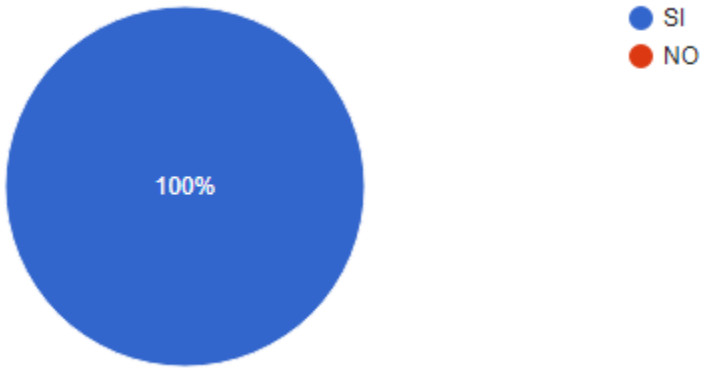


Figure 7: Students' perceptions about the use of Gamification tools to learn Italian Vocabulary

Source: Own elaboration (2022)

As seen above, 100% of the participants answered that Gamification tools have helped them to learn vocabulary in their Italian classes. As well as, when students answered the last question 100% say that they think the use of Gamification helps them to learn vocabulary. It is necessary to ask them to what extent they consider useful the method. Moreover, my next question in the questionnaire is a multiple choice. Where students choose between 5 options if they believe it was totally useful to use Gamification to learn vocabulary or useless. The information is shown in the figure below:

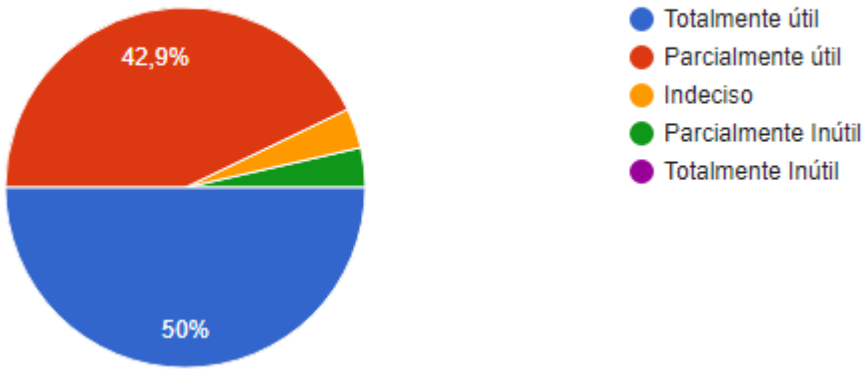


Figure 8: Students consider useful that the use of Gamification helped them to learn vocabulary

Source: Own elaboration (2022)

As seen in the figure above, 50 % of the students mentioned that they consider it totally useful and 42% consider it partially useful that the use of tools of Gamification helps them to learn vocabulary in class. However, 8% is divided into two options undecided and partially useless. With these results, I consider positive that Gamification offers all those strategies that are useful that students need to learn vocabulary. Hence, in the last question of this section was an open question, where students express with their own words how they consider that Gamification helped them to learn vocabulary. The information is shown below:

Ana:"Fue más dinámico y visual para recordarlo a todo momento el vocabulario"

Nayhelli: "Yo me considero una persona visual y kinestésica, por lo que realizar diferentes actividades gamificadas, me permite recordar más fácilmente el vocabulario y practicar en casa"

José: "Me motiva a seguir estudiando"

Erika: "Fue realmente significativo, en especial cuando obtengo respuestas Incorrectas. Las aplicaciones cuentan con retroalimentación o de manera autónoma se busca la respuesta correcta"

Mauricio: "Considero que el uso de gamificación es útil para aprender nuevas palabras, me ayudó porque me resultó divertido y práctico"

Abigail: "El emplear este tipo de actividades le proporciona mayor dinamismo a la clase"

Marta: ” Siento que fue más fácil, ya que a veces aparecen opciones y podemos ejercitar la teoría con material auditivo o ejemplos”

Liliana: “Me encanta aprender jugando desde que era niña, y es una forma en la que mi cerebro guarda la información de manera más fácil”

As students mentioned before, they had good experiences with the use of Gamification to learn vocabulary. Similarly, (Hoe, 2015), mentioned that a gamified learning activity allows students to acquire knowledge, hone skills, and foster positive traits through the game built specifically for the purpose of learning. These are some of the experiences that Gamification brings us, but a method needs to be collaborative and this is my next question.

4.10 To what extend Gamification tools motivate students to learn vocabulary.

When we talk about Gamification, we need to talk about motivation because it is the principal objective of the method, it motivates students to learn vocabulary. Garrison, Gredler, & Broussard (2010), define motivation as the attribute that moves us to do or not to do something. Participants were asked about the way Gamification tools motivate them to learn vocabulary. The results are shown in the figure below:

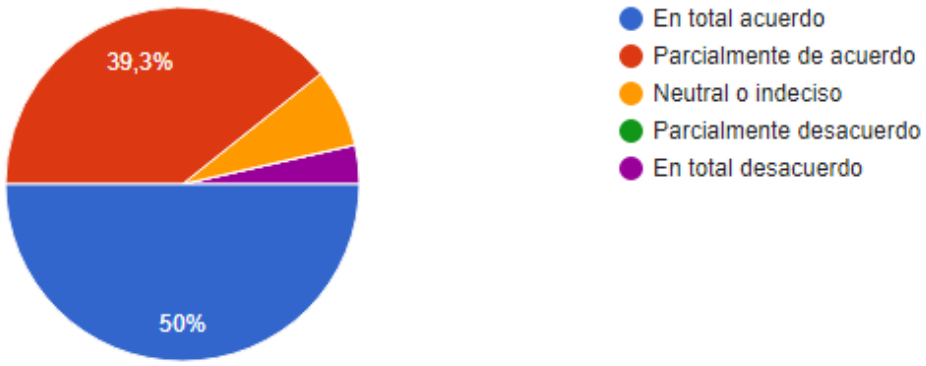


Figure .9: Gamification tools as a means to motivate students to learn vocabulary

Source: Own elaboration (2022)

As seen in the figure above, 50% of students totally agreed that Gamification games motivate them to learn vocabulary, also a 40% partially agreed and 10% of the participants disagreed. This result is similar to a study carried out by Lee & Hammer (2011) who summarize the benefits of Gamification in education: it can motivate students to engage in the classroom, inspire students to learn vocabulary, and give teachers tools to effectively reward the students' efforts. In other words, the results show that students got motivation to learn vocabulary when they used Gamification in class. Additionally, the research about players' types informs us about a proper gamified design for delivering pedagogical content and this depends on how students motivate around the gamified course. The results are shown in the figure below:

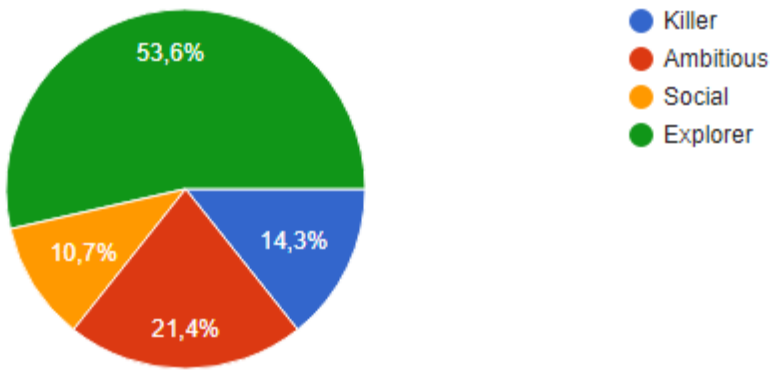


Figure 10: Types of Gamification Players in the Italian class level 2.

Source: Own elaboration (2022)

As seen in the figure above, 53% of students chose that they consider to be explorer players, while 21% of students are ambitious, 15 % are famous killers in class, and 11 % of students are social using gamification in Italian class.

4.11 Students' perceptions about the use of Kahoot, Duolingo or Genially to learn Italian vocabulary.

Game dynamics are the patterns of how the game and the players will evolve over some time. According to Krokfors, (2014). said "Gamification strategies make the teaching and learning process more dynamic because digital games have become an important part of learners' lives", and one question of this questionnaire was if they believe that tools of

Gamification help them to create a dynamic class. The results are shown in the figure below:

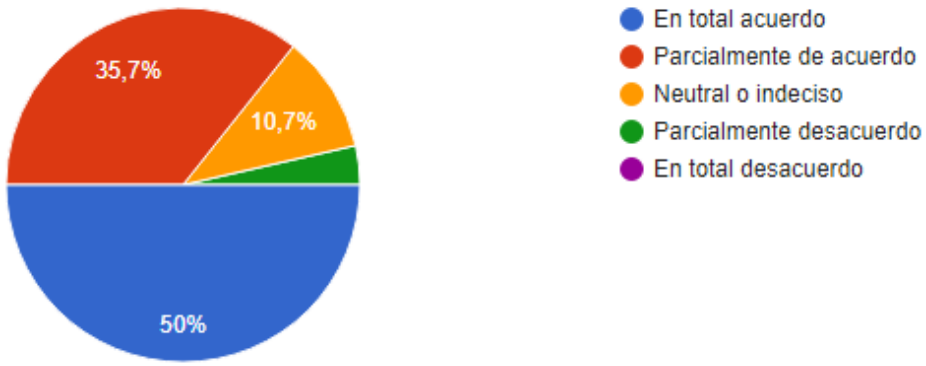


Figure 11: Students' perceptions about the use of Kahoot, Duolingo or Genially to learn Italian vocabulary.

Source: Own elaboration (2022)

As seen in the figure above, 50% of the students mentioned that they totally agreed that tools like Duolingo, Kahoot or Genially help them to have more dynamics classes, and 35% of the student partially agreed, however, 15% of the students do not believe and they chose neutral and partially disagree because they are undecided.

4.12 Advantages of using Gamification tools to learn vocabulary.

Gamification allows students to become more active learners by inserting themselves into different scenarios, rather than passively listening to lectures, memorizing a long list of words, and reading course material on their own to learn vocabulary. It is clear the advantages of this practice are numerous; Gamification offers learners exciting and enriching learning environments and allows students' creativity to flourish. The participants' responses to this question are shown below:

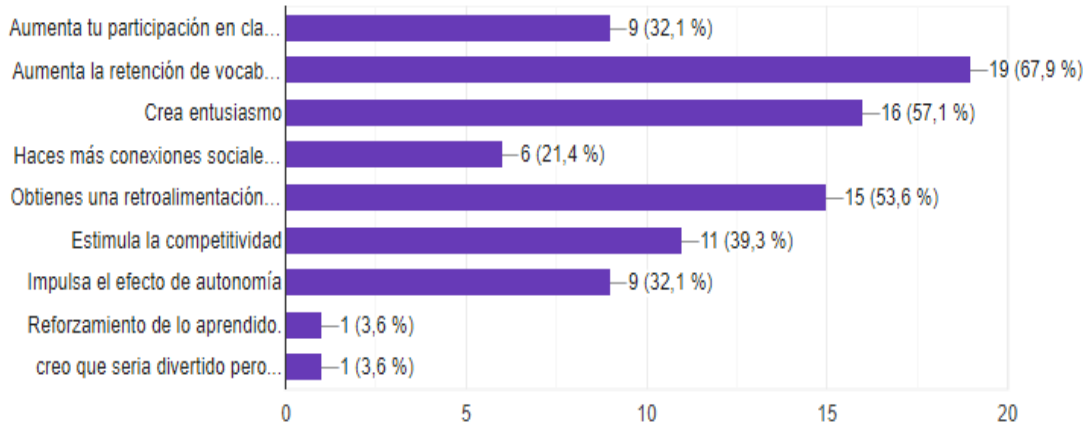


Figure 12: Advantages of using Gamification tools to learn vocabulary

Source: Own elaboration (2022)

As seen in figure 12, 67% of the participants mentioned that the main advantage of using Gamification is related to the increasing of vocabulary retention. 57% mentioned that Gamification creates enthusiasm when learning, it creates a healthy environment and collaboration in class. Finally, 53% said that getting instant feedback is an important advantage when using Gamification. These

4.13 Disadvantages of using Gamification tools to learn vocabulary

However, Gamification may pose some risks and challenges despite the many advantages. We need to see a few factors to consider. ~~Chapter two~~ Fords, (2015) mentioned some disadvantages that students can have used Gamification, and this question is to refer to the disadvantage's students report using Gamification in their Italian classes. The information is presented in the figure below:

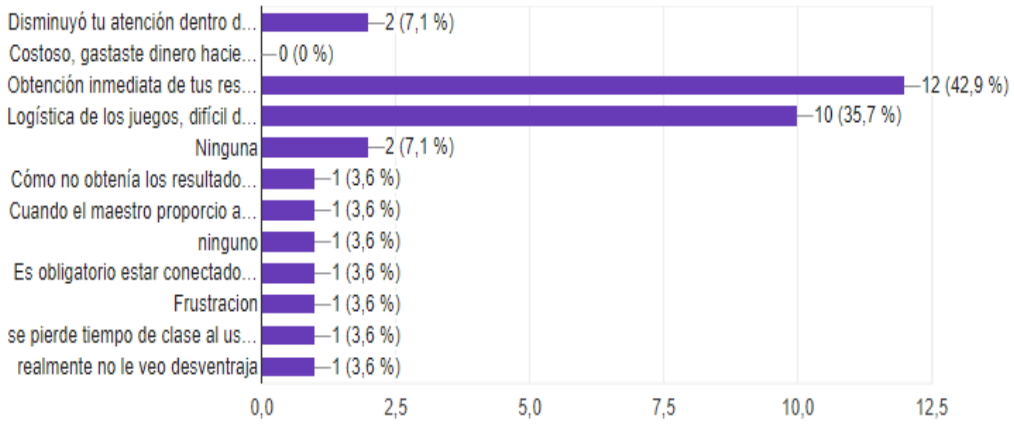


Figure 13: Disadvantages of using Gamification tools to learn vocabulary.

Source: Own elaboration (2022)

We can observe in the figure above, the most popular disadvantages in the Italian classes are two mainly. 42% of the participants mentioned that one disadvantage of using Gamification is the immediate results of the activities which sometimes are not positive. 36% of the participants mentioned that the logistic of the games are a disadvantage. Some apps are not easy to understand or the games are to challenging.

4.14 Chapter conclusion

Through this chapter, I provided the results obtained from the questionnaire which guided this study. The research questions were answered. The main conclusions of this study will be provided in chapter 5.

CHAPTER V: CONCLUSIONS

5.1 Introduction

The main objective of this research was to explore Italian language learners' perceptions regarding the use of Gamification to learn vocabulary at the Centro de Lenguas Extranjeras (CELE) of Benemérita Universidad Autónoma de Puebla. In order to carry out this study twenty-eight, students were interviewed. While applying the questionnaire, we could obtain interesting information to resolve our principal research questions. Thus, in this chapter the main conclusions will be presented.

5.2 What type of Gamification tools do Italian students at CELE use in class to learn vocabulary?

In the beginning, the majority of students of Italian level two mentioned that they did not know what the concept of Gamification meant. Moreover, 58 % of the participants could not provide a complete definition of this term. This situation might be explained because Gamification is a relatively new concept in education, it is a term that has been around for more than ten years, and Gamification is still refining itself (Freeman, 2021). However, it is worth mentioning that even students were not familiar with the term Gamification, they have used some Gamification tools in their Italian classes to learn vocabulary such as Kahoot, Duolingo, and Edmodo. The results of this study are similar to what Priyanka (2016) found in his study in which teachers used different tools of Gamification, but the most popular in the classroom were: Genially, Kahoot, Zondle, Duolingo, Classdojo, Edmodo, and Socrative.

Hence, the results of this study indicate that although students do not exactly what Gamification is students have used Gamification tools in their Italian classes.

5.3 To what extent do these students consider the use of Gamification helped them to learn vocabulary?

From the information gathered, students considered totally useful the use of Gamification to learn vocabulary in their Italian classes. As Hoe (2015) mentioned a gamified learning activity allows students to acquire knowledge, hone skills, and foster positive traits through the game built specifically for the purpose of learning. Furthermore, Gamification tools exert great power because it gets a good addiction and the students enjoy them. Similar results were obtained in this study.100 % students mentioned that using Gamification tools helped them to learn vocabulary. Based on this idea, participants said:

Mauricio: "Considero que el uso de gamificación es útil para aprender nuevas palabras, me ayudó porque me resultó divertido y práctico"

Erika: "Fue realmente significativo, en especial cuando obtengo respuestas Incorrectas. Las aplicaciones cuentan con retroalimentación o de manera autónoma se busca la respuesta correcta"

Ana: "Fue más dinámico y visual para recordarlo a todo momento el Vocabulario"

In addition, GGamification is also a factor that affects student's motivation positively in the process of vocabulary learning. In words of Lee & Hammer (2011) the benefits of Gamification in education are related to motivation and students engage in the classroom. The use of these tools also inspires students to learn vocabulary, and give teachers tools to

effectively reward the students' efforts. Students in their answers commented they found Gamification a tool that motivates them to learn vocabulary thanks to the modern design, collaborative, and participatory that brings method. Also, students show that using Gamification in their Italian class was more dynamic to learn vocabulary, and it was not necessarily a long list of words to memorize. According to Krokfors, (2014, p.13) "Gamification strategies make the teaching and learning process more dynamic because digital games have become an important part of learners' lives", and if you combine technology with education significant knowledge is built.

In particular, when we talk about Gamification is important to mention the components like badges, points, leaderboards, and gifts. Students agreed that these components motivated them to learn vocabulary because they are simple to use, powerful, practical, and relevant. Points are mainly used to keep the score of the players, and simultaneously provide motivation. Badges are a visual representation of some achievements and they can be extraordinarily flexible. There have been studies on the effect of badges in learning contexts (Abramovich, 2013) in a study shows that badges directly related to the student's skills can lead to an increase in intrinsic motivation. Leaderboards allow players to see how they stand when compared with others. So, these results show us the use of Gamification in Italian class level two was effective to the point students learned vocabulary in a more dynamic and motivating way.

5.4 What advantages do students report using Gamification to learn vocabulary in Italian?

From the collected data it was found that students from Italian level 2 reported many advantages using Gamification tools to learn vocabulary among the most important are related to: increasing vocabulary retention, creating enthusiasm in class. Since the idea of Gamification first reached the education world, many schools have tried to use its power to improve how they engage with students when collecting performance feedback in their classes. Students reported that they partially agree using Gamification to acquire real feedback. Similarly, Reeves & Read, (2009) mentioned students like to have instant feedback on their actions, as well as being able to progress in the game even if things are not done in a perfect way all of the time. Whether these occur on a daily or weekly basis, Gamification gives constant individual and team-based feedback. They also leave hope for change, if I did not do well today, I can do well next week. Feedback is one of the most important elements using Gamification.

Additionally, the majority of students 50 % in the Italian class considered themselves as explorer's players, Folmar (2015) commented in detail that explorer's players are independent. These players go through the game to the last corner, they are trying to discover any secrets or unknown areas and objects, and they finish all the course. Explorers really enjoy the surprise that's possible in Gamification and around 60% of participants are into this category. Thus, it is recommended that teachers incorporate more Gamification tools in Italian class.

5.5 What disadvantages do students report using Gamification to learn vocabulary in Italian?

On the other hand, there are those who also criticized Gamification considering that it is used simply because it is something new. Students reported just two main disadvantages of using Gamification. The first one is related to the immediate obtaining of results using application such as Kahoot, and the second is about the logistic of games. Moreover, 11% of students in the italian course considered themselves as Socializers' players. According to Folmar, (2015) Socializers' players look for games based on relating to each other and that is the purpose of the game for them, creating a network of friends and contacts. To retain them: list of friends and chats. It may not finish the course; it is not its purpose, they are the players that are not interested in the principal objective, just have fun and they were a few in the Italian class level 2.

In conclusion, students reported more benefits than deficits using Gamification, also according to the results gathered, Gamification tools are the ideal method to learn vocabulary in this Italian class.

5.6 Conclusion

Gamification has been shown to make education more interesting and engaging. It helps students to become more motivated towards learning because of the positive feedback they get from the game which then stimulates them to learn. However, when a course or even an activity is gamified, a clear goal must be set. If a game is well-planned, it can increase students' motivation, engagement, and cognitive development. From this study, it is shown that Gamification could improve students' attitudes towards language learning and that the appropriate use of Gamification can enhance learning.

Appendix

Appendix A: Questionnaire

Sección 1 de 2

Cuestionario de Gamificación en los cursos de CELE (BUAP)

El propósito de este cuestionario es encontrar hasta qué punto el uso de la Gamificación permite mejorar la habilidad de vocabulario dentro de los cursos de CELE (BUAP) italiano.

Recuerda que las respuestas son basadas en tu experiencia, dentro de los cursos de Cele (BUAP), por lo tanto no hay respuestas correctas ni incorrectas. Lee cuidadosamente cada una de los enunciados y marca la respuesta que mejor describa tu opinión.

Nombre: *

Texto de respuesta corta

Edad *

Texto de respuesta corta

Sexo *

- [ ] Mujer
- [ ] Hombre

1.- ¿Sabes que es Gamificación? *

- ○ SI
- ○ NO

2.- ¿Explica con tus propias palabras que crees que es Gamificación? *

Texto de respuesta larga

3.- ¿Alguna vez has usado algunas de estas aplicaciones en tus clases de italiano? Marca con una X en las siguientes imágenes si has usado algunas de estas aplicaciones en clase. Puedes elegir más de una o escribir otra opción. *

- ☐ Duolingo

- ☐ ClassDojo

- [ ] Edmodo

- [ ] Zondle

- [ ] Brainscape

- [ ] Socrative

- [ ] Kahoot

- [ ] Genially

- [ ] Otra...

4.- ¿Alguna vez has usado una de estas aplicaciones para aprender vocabulario de italiano? *

- ( ) SI
- ( ) NO

5.- ¿Consideras que el uso de estas aplicaciones te ayudaron a aprender vocabulario? *

- ( ) SI
- ( ) NO

6.- ¿Qué tipo de jugador te consideras a la hora de jugar una aplicación? Elije una opción. *

- ( ) Killer
- ( ) Ambitious
- ( ) Social
- ( ) Explorer

7.- ¿Qué ventajas obtuviste usando este tipo de aplicaciones en clase? Puedes elegir más de una, y si no está la opción de acuerdo a tu opinión, también puedes escribirla y añadirla. *

- [ ] Aumenta tu participación en clase
- [ ] Aumenta la retención de vocabulario
- [ ] Crea entusiasmo
- [ ] Haces más conexiones sociales con tus compañeros
- [ ] Obtienes una retroalimentación instantánea del vocabulario adquirido
- [ ] Estimula la competitividad
- [ ] Impulsa el efecto de autonomía
- [ ] Otra...

8.- ¿Qué desventajas obtuviste usando este tipo de aplicaciones en clase? Puedes elegir más de una, y si no está la opción de acuerdo a tu opinión, también puedes escribirla y añadirla. *

- [ ] Disminuyó tu atención dentro de la clase
- [ ] Costoso, gastaste dinero haciendo uso de estas aplicaciones
- [ ] Obtención inmediata de tus resultados de la actividad. En ocasiones no obtenemos los resultados que de...
- [ ] Logística de los juegos, difícil de entender
- [ ] Otra...

Sección 2 de 2

Cuestionario de Gamificacion en los cursos de CELE (BUAP)

Valora del 1 al 5 cada uno de los siguientes aspectos sobre el método de la Gamificación siendo 5 En total acuerdo o Totalmente util y 1 En total desacuerdo o totalmente inutil. Marca con una X según consideres.

9.- ¿Consideras que con el uso de estas aplicaciones, obtienes una real retroalimentación en la habilidad de vocabulario? *

- En total acuerdo
- Parcialmente de acuerdo
- Neutral o indeciso
- Parcialmente desacuerdo
- En total desacuerdo

10.- ¿El premiar con puntos, recompensas e insignias, que suman en la nota final, te motivan a esforzarte para mejorar tus habilidades de Vocabulario? *

- En total acuerdo
- Parcialmente de acuerdo
- Neutral o indeciso
- Parcialmente desacuerdo
- En total desacuerdo

11.- ¿Crees que usando estas aplicaciones te ayudan a crear un ambiente sano y buenas relaciones con tus compañeros? *

- En total acuerdo
- Parcialmente de acuerdo
- Neutral o indeciso
- Parcialmente desacuerdo
- En total desacuerdo

12.- ¿El método de Gamificación como Kahoot, Duolingo o Genially ayuda a fomentar las clases más dinámicas? *

- En total acuerdo
- Parcialmente de acuerdo
- Neutral o indeciso
- Parcialmente desacuerdo
- En total desacuerdo

13.- ¿El uso de estas aplicaciones es sencillo ,fácil de usar y de entender? *

- En total acuerdo
- Parcialmente de acuerdo
- Neutral o indeciso
- Parcialmente desacuerdo
- En total desacuerdo

14.- ¿Crees que el diseño y uso de estas aplicaciones te motivan para aprender vocabulario significativo, colaborativo y participativo? *

- ○ En total acuerdo
- ○ Parcialmente de acuerdo
- ○ Neutral o indeciso
- ○ Parcialmente desacuerdo
- ○ En total desacuerdo

15.-¿ Hasta qué punto consideras útil que el uso de la Gamificación te ayudo aprender vocabulario? *

- ○ Totalmente útil
- ○ Parcialmente útil
- ○ Indeciso
- ○ Parcialmente Inútil
- ○ Totalmente Inútil

16.- ¿Qué tan frecuente el docente usa este tipo de herramientas en clase? *

- Siempre
- Casi siempre
- Regular
- Casi nunca
- Nunca

17.- ¿ Cómo consideras que el uso de Gamificación te ayudo a prender Vocabulario? *

Texto de respuesta larga

References

Alvarez, J., Alvarez, V., Djaouti, D., & Michaud, L. (2010). Serious Games: Training & Teaching - Healthcare - Defence & security - Information & Communication. IDATE. file:///C:/Users/Pc/Desktop/Origins_of_serious_games_2011_Springer.pdf

Boulet, G. (2016). Gamification and Motivation: *ELearning industry*. : https://elearningindustry.com/gamification-and-motivation-content-matters.

Broussard, S. C., & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, *33*(2), 106–120. https://www.researchgate.net/publication/229593304_The_Relationship_Between_Classroom_Motivation_and_Academic_Achievement_in_Elementary-School-Aged_Children

C.-S. Wang, C.-C. L.-C. (2011). A game-based learning content design framework for the elementary school children education. *Information Technology and Reliability , (NASNIT), 2011 15th North-East Asia Symposium on. IEEE*, *2011*, pp. 53–57. https://www.researchgate.net/publication/254014543_A_game-based_learning_content_design_framework_for_the_elementary_school_children_education

Cortizo, J., Carrero F, Pérez J. (2011). Gamificación y Docencia: Lo que la Universidad tiene que aprender de los Videojuegos. *En VIII Jornadas Internacionales de Innovación Universitaria 2011, Universidad Europea de Madrid*.

Crow, T. (2015). A Mobile Game World for Māori Language. *Learning.* http://mro.massey.ac.nz/bitstream/handle/10179/6973/02_whole.pdf?sequence=2&isAllowed=y.

Danila Filmonov (2017) extrinsic motivation and incentives. (Digital Education) https://www.theseus.fi/bitstream/handle/10024/131731/Filimonov_Danila.PDF?sequence=3.

Deckers, L. (2014). Motivation: Biological, psychological, and environmental . *Boston, (4th ed.).: MA: Allyn & Bacon. P.47*

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gratefulness: Defining gamification. *Proceedings of the 15th International Academic Mind Trek Conference: Envisioning Future Media Environments* (pp. 9-15). New York, NY: ACM. https://doi.org/10.1145/2181037.2181040.

Djaouti, Damien, Alvarez and Jean-Pierre Jesse (2011). "Classifying Serious Games: The G/P/S Model." *Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches. IGI Global.*

Education, T. (2019). Gamification in education: what is it & how can you use it? . https://www.trueeducationpartnerships.com/schools/gamification-in-education.

Flores, J. (2015). Using Gamification to Enhance Second Language Learning. *Digital Education Review*, p. 27. https://files.eric.ed.gov/fulltext/EJ1065005.pdf

Freeman (2021) Gamification Tools, [Online]. https://xperiencify.com/gamification-tools/.

Filmonov, D. (2017). extrinsic motivation and incentives. https://www.theseus.fi/bitstream/handle/10024/131731/Filimonov_Danila.PDF?sequence=3.

Fords. (2015). Pros and Cons to Gamified Learning.. https://tophat.com/blog/gamified-learning/.

Folmar, D. (2015) Game it up: Using gamification to incentivize your library. *Maryland: Rowman & Littlefield.* (P.52-75)

Freeman. (2021). Gamification Tools. https://xperiencify.com/gamification-tools/

Frey, M. (2020). A literature review of gaming in education. *Gaming in Education*, , 71.

Friedrichs, C. (2011). Seven simple tools to build a motivating work environment. *Diplomacy Vela: ProQuest EBook Central.*

Galvis, H. A. (2015). Laying in the Foundation for Video Games Based Language Instruction for the Teaching of EFL. *HOW A Colombian Journal for Teachers of English*, , p. 16.

Gaoma. (2021). The History of Gamification. https://goama.com/the-history-of-gamification.

Garcia, G., García, J., & Questier, F. (2017). Governmental partnerships for language learning. *A commercial language platform for young workers in Colombia. The Euro CALL Review*, *25*(2), 42: https://doi.org/10.4995/eurocall.2017.8620.

Guy Boulet (2016) Gamification and Motivation: *It's The Content That Matters, Not the Container-ELearning industry.* https://elearningindustry.com/gamification-and-motivation-content-mattershttps://elearningindustry.com/gamification-and-motivation-content-matters.

Herranz, E. (2013). Gamification, *I Feria Informática* .. Universidad Carlos III Madrid España.

Hoe, T. W. (2015). Gamifikasi dalam pendidikan: Pembelajaran berasaskan permainan. *Tanjong Malim:* University Pendelikon Sultan

Idris.http://webcache.googleusercontent.com/search?q=cache:vbEJbm4jtL0J:revistes.ub.edu/index.php/der/article/download/11912/pdf+&cd=2&hl=en&ct=clnk.

Kapp, K. (2012). The gamification of learning and instruction. *Game-based methods and strategies for training and education.* Pfeiffer. Print. San Francisco, CA, (p.78)

Krokfors, M., Kangas, S., & Kopisto, M. (2014). J Journal of learning and teaching in the digital age. *Journal of Learning and Teaching in the Digital Age (JOLTIDA), 3*(2), 27–41. http://joltida.org/index.php/joltida/article/view/60/129

Kuzu, A. & Ural, N. (2010). Game Choices and Factors Effecting on Game Choices of Game Players. *8th International Educational Technology Conference & Exhibition,* Anadolu University, Eskisehir. 6-9 May, (p.28).

Mchucha, I. &. (2017). Gamified EFL instruction: *An overview of the most recent research trends.* . CEUR Workshop Proceedings, 7-12.

Michael, David, and Sande Chen. (2013). Serious Games: Games That Educate, Train, and Inform. *Mason: Course Technology, 2006. Safari Books Online*. Course Technology, 01 Jan. 2006.

Pomares. (2019). Analyzing the Use of Kahoot! Socrative and Quizlet in the English *Studies Degree. Studies Degreel.*

Richard A. Bartle *(2015).* MMOs from the Inside Out: The History, Design, Fun, and Art of Massively-multiplayer Online Role-playing Games. *Apress. p. 478.* ISBN 978-1-4842-1724-5.

Ryan, R. M., & Deci, E. L. (2010). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist,* , 68.

Teresa. Sanchez (2020) Gamification applied to the language. https://www.youtube.com/watch?v=aA24-JQY_qQ&t=1885s.

Tifany Fords (2015) Pros and Cons to Gamified Learning. *Top Hat*. https://tophat.com/blog/gamified-learning/.

True education (2019) Gamification in education: what is it & how can you use it? https://www.trueeducationpartnerships.com/schools/gamification-in-education.

Tamtama, G. I. (2020). Design of English vocabulary mobile apps using gamification: An Indonesian case study for kindergarten. . *International Journal of Engineering Pedagogy,* , 105-162.

Vesterinen, W. &. (2014). An investigation of the effectiveness of English language apps for EFL vocabulary building. . 1083–1102.

Werbach, K. a. (2012). For the Win: How Game Thinking Can Revolutionize Your Business. . Philadelphia: PA: Wharton Digital Press.