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**GAMIFICATION AS A LEARNING STRATEGY IN THE EFL
TEACHING**

Bragança – PA
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ABSTRACT: Gamification is a methodology used to transform any content into a game in order to bring a more stressful environment that can be applied in different ways in the classroom without age restrictions. But the game must be made thinking about the target class of an end of life. the interest of students is due to this that the teacher has a crucial role, the objective is to study the student's progress within the English classroom, a methodology used for this was qualitative and descriptive research where students had a form to fill in so that the teacher can obtain information about the English level of each one of them and select among those that would serve as a reference for the students' analysis. The proven results demonstrate that the students had stress-free classes and that they felt motivated to learn significant challenges that each game had over five classes and with that their progress was in English.

KEYWORDS: Gamification, classroom games, Stress-free learning.

RESUMO: A Gamificação é uma metodologia utilizada para transformar qualquer conteúdo em um jogo a fim de trazer um ambiente mais desestressante que pode ser de diversas formas aplicado em sala de aula sem restrição de idade. Porém o jogo deve ser feito pensando na classe alvo a fim de prender o interesse dos alunos é devido a isso que o professor tem um papel crucial , o objetivo dessa pesquisa é analisar o progresso do aluno dentro da sala de aula de inglês, a metodologia utilizada para isto foi a qualitativa e descritiva onde os alunos tiveram um formulário para preencher e assim o professor pode obter informação sobre o nível de inglês de cada um deles e selecionar entre estes alunos três que iriam servir como referência para análise. os resultados finais mostram que os alunos tiveram aulas sem stress e que se sentiram motivados a aprender inglês devido aos desafios que cada jogo tinha ao longo de cinco aulas e com isso seu progresso foi significativo.

PALAVRAS-CHAVE: Gamificação, jogos em sala de aula, Aprender sem stress.

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1 INTRODUCTION

This article is an experience report after an observation of the Enem exam preparatory class formed by students between sixteen and twenty years old. The study was based on the need to make classes more attractive for students and thus facilitate the learning of the English language through gamification. In gamification, you can adopt a progress bar, rewards, and leaderboards that are used in this study to enable learners enjoy gaming experience and in turn motivate them to continue learning. (BOYNBODE, OLUTAYO 2018) The objective is to show how the use of gamification in the classroom makes students learn with more dedication. The methodology used was qualitative and descriptive research, the necessary data were collected to measure the learning level of some students selected through the gamification methodology and subsequently obtain positive results.

2 THEORETICAL REVIEWING

Nowadays some of the difficulties for English students are the shame, anxiety, introverts personality and feelings like that inside a classroom. Many students feel shame when they try to speak or express something in English. Anxiety is a problem too. The second language brings these feelings for a beginner in this area. Ahmad, Mirza and Baig (2011) reported, “Anxiety experienced in learning English language can be debilitating and may influence students’ achievements of their goals” in other words the anxiety is a kind of barrier to learning English. However, To bring a good environment the term gamification exists. According to Kapp (2012) gamification is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems”. The key words are games. The games can provide a new way to teach and can help the learners with motivation, cooperation, anxiety and shame for introverted students.

Activities structured as games can provide concrete practice for learners, while reducing the tension and anxiety often encountered during the learning process. Games can help with motivation, particularly cooperative games, and are easily adjusted in difficulty to reflect the learning levels of the students. Games are also a way to be sure all learners are included in the learning effort, not only a few highly motivated or extroverted students. (Dalton 2006)

Then, Gamification can be a great leveling and learning tool because through it it is possible not only to teach but also to make an exclusive leveling for different situations.

It is so common for anyone to play something to have a fun moment with friends and family. The games are present in our lives and are the means that many people use to de-stress. Through the games it is possible to teach learners independent of their age, culture, proficiency level and curricular goal. Because the teacher can find a game to enhance almost any aspect of language learning. So games are an attractive way to learn and teach english. due it has a variety of classroom applications.

The universal appeal of games makes them highly attractive to language teachers who can implement them in the classroom for a variety of purposes. Although factors such as culture, age, proficiency level, and curricular goals vary, teachers can find a game to enhance almost any aspect of language learning. (Andrade, 2009)

For Andrade (2009), when the class has a game with a good subject with focus on teaching, the learners have a more welcoming atmosphere and have no stress to learn about something. The students can improve their skills, writing, speaking, reading and listening across a game in class besides that they will have a fun moment without problems with stress moments that exist in a normal class when a student needs to show your progress when held down.

Was to make a (number) section of games inside a class with mid-grade learners. The objective is to observe the performance and evolution of each student using as base the English skills like speaking, listening and Reading. At the start of the valuation a form was given to each student to answer.

A target class is made up of students who want to take a test to enter in a university and for this it is necessary to teach a instrumental English, so that they are able to identify some key words in the text that will help in solving the questions 5 classes were passed with gamification and also a form was used to obtain information about the initial performance of each student this form was passed online by Google forms where about fifteen students completed but in the samples we will see 5 students for the performance of skills like reading, writing and speaking.

2.1 Gamification as a tool in the English classes

The term gamification is used to name a method of transforming a given subject no-game into a kind of game. Is a method used to make a game motivational about a certain

subject, according to Kapp (2012) “Games can deliver different types of learning content in different settings”. The games can be used in any matter of school but it depends on teacher creativity to adapt the content perfectly to get good results in the end. For Blohm and Leimeister (2013) “Gamification has been defined as a process of enhancing services with (motivational) affordances in order to invoke gameful experiences and further behavioral outcomes”.

Gamification is different from game in some aspects because a game is made just for fun and Gamification is a game made using a no-game matter for example, according to Kapp (2012) Gamification can be used in a company to know what is necessary for the workforce to learn about something inside a company. so the use of gamification in the no-game content is great to give good feedback about the needs of the company.

2.2 STRESS PROBLEM

First for all the Stress Events inside a classroom. The stress can be an enemy of learning because it interferes with student performance, so stressful events are common inside a classroom and affect learners memory process, health and Focus.

“Stressful events are very common in educational settings, both for students and for teachers. A multitude of exams, evaluations and deadlines creates an enormous pressure to perform”.(Vogel, S., & Schwabe, L. 2016)

When students can relax, have fun, and focus on the purpose of a game, their anxiety is lessened and defenses lowered; they begin to have more confidence in using the language and increased motivation.

2.3 TEACHING STRATEGY

During classes, games were inserted aimed at the content of English, the games focused on the skills used in learning English, such as reading, writing and speaking. a competitive environment in a healthy way was established so that students feel motivated in the games and at the same time avoid having negative thoughts inside the classroom, these thoughts that often end up limiting and blocking the student's mind and progress.

3 METHODOLOGY

First of all, the method that will be addressed in this work is qualitative and descriptive research because it will be through this method that we will obtain the necessary data to create a more concrete analysis. This methodology is widely used and serves mainly for English classes. In this case it will be the teacher's point of view in relation to all students during the course of five classes. Qualitative and descriptive research is the act of describing the lessons in order to assess the progress of each student.

“Qualitative and descriptive research is well suited to the study of L2 classroom teaching, where conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the generalizability of its findings to real classroom contexts are questionable. Therefore, Language Teaching Research receives many manuscripts that report qualitative or descriptive research.”(Hossein Nassaji 2015)

Finally, the evaluation method was the conclusion again of the survey that had been passed before and also through the performance of each student during the games, since each game had a challenge to be achieved.

4 DESCRIPTION OF CLASS

4.1 Class Informations

These lessons were given in a class of approximately twenty students aged between sixteen and twenty years old. Each game was played on a different day, totaling five classes lasting forty-five minutes each.

5 ANALYSIS

5.1 Class one

Class time: 45 minutes

In this class, the main objective was to increase the students' vocabulary using the most used words in English and based on the survey that was passed previously. a game called the charade game was proposed. The students' objective was to identify the meaning of the word in English with the help of two clues spoken in Portuguese. The students were excited and tried at all costs. In addition to trying to understand which sentence it was, they

also tried to pronounce each word correctly in this class. The game took the stress and shame away from all the students.

5.2 Class two

class time: 45 minutes

In this class a crossword game was proposed. The objective of this game was to identify where each sentence in English was inside the squares of the sheet of paper. The students loved this idea and the excitement to try to hit which was the correct column or correct line to enter the words. During this game session there were several doubts about translation because there were words in Portuguese and they should be in English. The students acquired a lot of vocabulary and discovered several new words. At the end of this session of games the game was corrected. Some did not know how to answer but most managed in the end everyone laughed with satisfaction and in addition to learning something new learned with pleasure and without stress.

5.3 Class Three

class time : 45 minutes

In this class the students played a different game. the famous hangman game. however the rules were different from the common ones, the English words were given by the students themselves. at the beginning of the session they were divided into two groups, group A and group B. each group would choose some words in English to challenge the other group, so the competition started in the classroom, each student put a word in English as a clue and then the opposing team should say vowels to know the meaning of that word in Portuguese. It was a very dynamic and fun class. At the end of the game there was again an acquisition of vocabulary. in a relaxed environment.

RULES

The group A (GA) chose a word to put on the board and de Group B (GB) needed to know how to word it. After that GB will start the game using the same process.

5.4 Class four

Player versus Player

Class time : 45 minutes

In this class, vocabulary acquisition was reinforced again. so again the class was divided into two groups group A and B and this time each student would write a word in

English that should be translated these words had a theme that was school materials so the students already knew what to put on the board, it was a very fun and stimulating interaction some students stood out more than others when it came to guessing the translation of the word in English. The teacher was all the time guiding and giving support. but the protagonists were the students who at the end of this class learned a lot about school materials.

EX:

Group A writes the word “Home” so Group B try to guess the meaning If it answer rith gets 1 point. who gets the most points wins the game.

5.5 Class Five

RPG session

Time: 40 minutes

RPG (role play game)is a game in which the player can interpret a person across some events.

A fantasy world was passed over. A fantasy world was passed to students ,they needed some English words to solve puzzles. The game consists of interpreting a person in an alternative world. The teacher starts the game with some situations, it is important to remember that Were the instructions given in Portuguese each time the student made a mistake.

ex: Teacher - you are in a cave, what are you doing ?

student - I go away.

Teacher - you have two ways to go, where are you going? right or left?

student - I turn the left.

In this game the main skill is to speak because it was the one way to play. The teacher creates an imaginary world and the player needs to choose the correct way in the game. This game is so great for training, speaking and learning new words about the contexts. In the end the students are very happy with the new words learned.

5.6 Students Progress

In order to measure student performance, three learners called A, B and C. they took the survey was selected and at the end of the five classes the same survey was passed to measure how much the students were able to learn so it was possible to have an idea of how their progress was notorious in relation to the acquired vocabulary. The column in red shows the answers of the students before starting the classes and in green are the answers of the same survey after the classes.

Student A		Student B		Student C	
Answer before the class: Reading: 2 Writing: 1 Speaking: 1 Listening: 1	Answer after the class: Reading: 3 Writing: 2 Speaking: 1 Listening: 2	Answer before the class: Reading: 2 Writing: 1 Speaking: 1 Listening: 1	Answer after the class: Reading: 3 Writing: 2 Speaking: 1 Listening: 2	Answer before the class: Reading: 2 Writing: 1 Speaking: 1 Listening: 1	Answer after the class: Reading: 3 Writing: 2 Speaking: 1 Listening: 2
The time is 3:00 pm. What is the correct expression to use? I don't know	The time is 3:00 pm. What is the correct expression to use? Good afternoon	The time is 3:00 pm. What is the correct expression to use? I don't know	The time is 3:00 pm. What is the correct expression to use? Good Morning	The time is 3:00 pm. What is the correct expression to use? Good afternoon	The time is 3:00 pm. What is the correct expression to use? Good Morning
Choose the correct word and complete it. "Hello, _____ P edro, how are you?" IS	Choose the correct word and complete it. "Hello, _____ P edro, how are you?" I'm	Choose the correct word and complete it. "Hello, _____ P edro, how are you?" IS	Choose the correct word and complete it. "Hello, _____ P edro, how are you?" I'm	Choose the correct word and complete it. "Hello, _____ P edro, how are you?" IS	Choose the correct word and complete it. "Hello, _____ P edro, how are you?" I'm
What is the correct answer for : "Do you enter this cave?" I don't know	What is the correct answer for : "Do you enter this cave?" Maybe	What is the correct answer for : "Do you enter this cave?" I don't know	What is the correct answer for : "Do you enter this cave?" Maybe	What is the correct answer for : "Do you enter this cave?" I don't know	What is the correct answer for : "Do you enter this cave?" Maybe
It is a medieval weapon... Pizza	It is a medieval weapon... Sword	It is a medieval weapon... Pizza	It is a medieval weapon... Sword	It is a medieval weapon... Pizza	It is a medieval weapon... Sword
RATE 0%	RATE 100%	RATE 0%	RATE 75%	RATE 25%	RATE 100%

The success rate of students A and B who were 0% before the classes, that is, they got all the questions wrong, became 100%. only student B who had a rate of 75% but still considerable.

6 RESULTS

Activities structured as games can provide concrete practice for learners, while reducing the tension and anxiety often encountered during the learning process. Games can help with motivation, particularly cooperative games, and are easily adjusted in difficulty to reflect the learning levels of the students. Games are also a way to be sure all learners are included in the learning effort, not only a few highly motivated or extroverted students. So, During each class, it was possible to see progress on the part of the students, many of whom showed an extraordinary interest in past activities and always said that they would train at home for the next challenge, which in this case would be the next class.

After the process the first survey was passed again and it is possible to see a great progress of 3 students named A, B, C.

Is in evidence that games inside a classroom are efficient because in only five classes the student has made great progress.

7 FINAL CONSIDERATIONS

At the end of this study, it was possible to observe the benefits of inserting games into the classroom when used correctly, and that according to (Vogel, S., & Schwabe, L. 2016) they make the class less stressful and profitable for students because using this method they are more focused on competitive thoughts instead of thinking negatively in relation to learning the English language, This work aimed to show how foreign language students can learn more efficiently when they are not involved in a stressful environment within the classroom. trying to solve the riddles and at the same time learning, the student's focus is stuck on trying to win, preventing him from feeling shame, fear, anxiety or stress.

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9 ATTACHMENTS

<p style="text-align: center;">Needs Analysis Survey</p> <p>NAME: _____</p> <p>AGE (How Old are you)? _____</p> <p>How would you rate your ability in english for the following skills. (1 being poor, 5 being excellent)</p> <p>Reading: 1 [] 2 [] 3 [] 4 [] 5 []</p> <p>Writing: 1 [] 2 [] 3 [] 4 [] 5 []</p> <p>Speaking: 1 [] 2 [] 3 [] 4 [] 5 []</p> <p>Listening: 1 [] 2 [] 3 [] 4 [] 5 []</p> <p>Why have you learned english?</p> <p><input type="checkbox"/> It is compulsory.</p> <p><input type="checkbox"/> You like english.</p> <p><input type="checkbox"/> You need it.</p> <p><input type="checkbox"/> For fun.</p> <p>The time is 3:00 pm. What is the correct expression to use?</p> <p><input type="checkbox"/> Good Morning.</p> <p><input type="checkbox"/> Good afternoon.</p> <p><input type="checkbox"/> Good Night.</p> <p><input type="checkbox"/> I don't know.</p> <p>What is the correct answer for: "How are you?"</p> <p><input type="checkbox"/> I'm good</p> <p><input type="checkbox"/> thanks!</p> <p><input type="checkbox"/> Hello!</p> <p><input type="checkbox"/> I want to work. I don't know</p>	<p>What is the correct answer for : "Do you enter this cave?"</p> <p><input type="checkbox"/> I am a driver</p> <p><input type="checkbox"/> Maybe.</p> <p><input type="checkbox"/> I am ok.</p> <p><input type="checkbox"/> I don't know</p> <p>What is a soup?</p> <p><input type="checkbox"/> It's a food</p> <p><input type="checkbox"/> It's a clothing</p> <p><input type="checkbox"/> I don't know</p> <p>Choose the correct word and complete it.</p> <p>"Hello, _____ Pedro, how are you?"</p> <p><input type="checkbox"/> Is</p> <p><input type="checkbox"/> I'm</p> <p><input type="checkbox"/> I</p> <p><input type="checkbox"/> Name</p> <p>What are some of your interests/hobbies?</p> <p><input type="checkbox"/> Fantasy.</p> <p><input type="checkbox"/> Politics.</p> <p><input type="checkbox"/> Traveling.</p> <p><input type="checkbox"/> Puzzle.</p> <p><input type="checkbox"/> Quiz.</p> <p><input type="checkbox"/> Met friends.</p> <p><input type="checkbox"/> Explore the world.</p> <p>It is a medieval weapon.</p> <p><input type="checkbox"/> Gun</p> <p><input type="checkbox"/> Sword</p> <p><input type="checkbox"/> Pizza</p> <p><input type="checkbox"/> Book</p>
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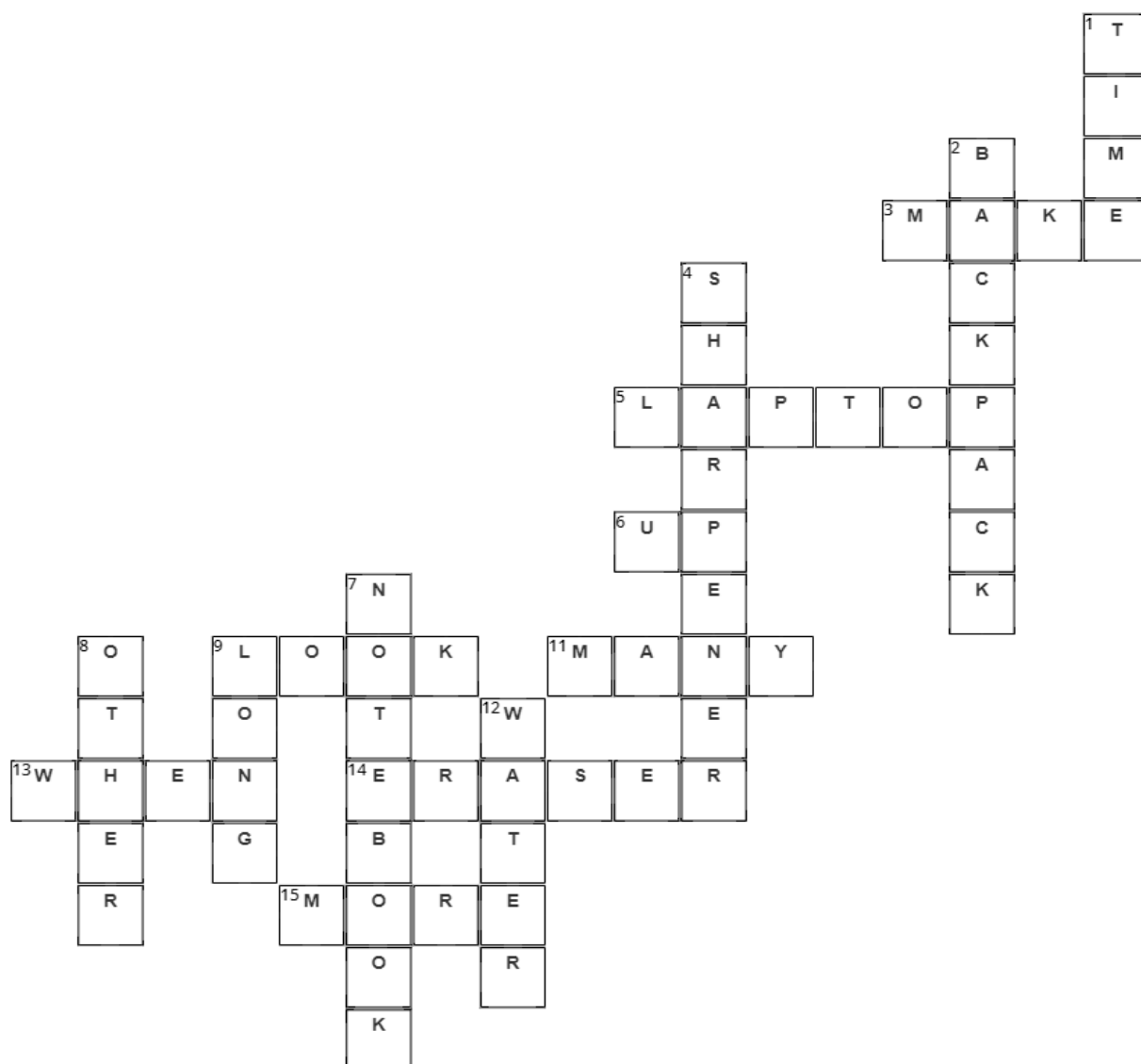
CLASS 1

<p>1-HAVE 1- Um Verbo 2- Obter/ Ter algo.</p> <p>2-ANSWER 1-Obter conhecimento 2-Usado para saber sobre algo.</p> <p>3-LEARN 1-Sala de aula 2-Obter</p> <p>4-BETTER 1-Ruim 2-Oposto de ruim</p> <p>5-WALLS 1-Toda casa de tijolos tem 2- Existem 4 dentro de um quarto.</p> <p>6-CAVE 1- Montanhas rochosa 2- Entrada.</p> <p>7-SURE 1- ir na mesma ideia 2-quando você concorda.</p> <p>8-OF COURSE 1- Oposto de escuro 2- confirmando</p> <p>9-MAYBE 1- algo incerto 2- pode ser isso</p> <p>10-THREE 1- numeral 2- depois do 2</p>	<p>11-WEEK 1- contém no mês 2- a cada 7 dias</p> <p>12-HOUR 1- tem 24 durante o dia 2- a cada 60 minutos</p> <p>13-FRIEND 1- pessoa 2- nível alto de afinidade</p> <p>14-WEAPON 1- Mais usado em tempos de guerra 2- serve para se proteger ou ferir</p> <p>15-PRINTED 1- Folha de papel 2- Sai da impressora</p> <p>16-GIVE 1-transferir 2- Alguém</p> <p>17-I AM 1- Identificar 2- Identificação pessoal</p> <p>18-FAULT 1-Réu condenado 2- achar quem o...</p> <p>19-WORK 1- dever de casa 2- tipo de atividade</p> <p>20-JOB 1-empresa. 2-cargo</p>
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CLASS 2

GAMIFICATION OF ENGLISH

CROSSWORDS PUZZLE



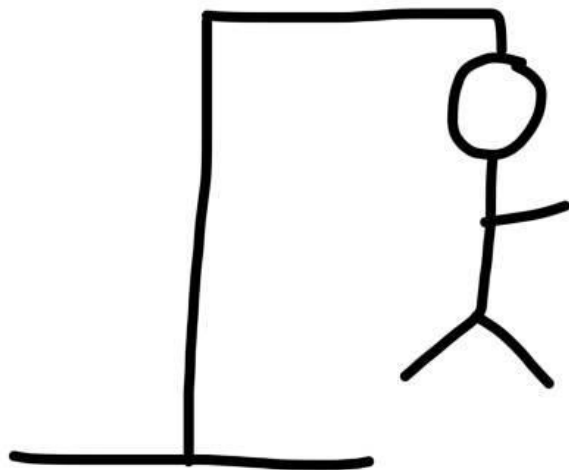
Horizontais

3. Fazer
5. Computador
6. Para Cima
9. Olhar
11. Muitos
13. Quando
14. Borracha
15. Mais

Verticais

1. Tempo
2. Mochila
4. Apontador
7. Caderno
8. Outro
9. Longo
12. Água

CLASS 3



H A N _ M A N