

**UNIVERSIDAD HISPANOAMERICANA
SCHOOL OF ENGLISH LANGUAGE
TEACHING**

**THESIS SUBMITTED TO OBTAIN THE
LICENTIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**The use of gamification based – task in the
virtual classes as pedagogical mediation to
enhance weaknesses in English learning in
seventh grade students from Centro
Educativo Bilingüe Inmaculada Jacó, during
the second semester of 2020**

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APRIL 2021

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DEDICATION

This thesis is dedicated to my parents Luis Fernando Díaz Barrantes and Mónica Navarrete Melendez, also my grandparents who supported me to keep going and successfully conclude this important process in my life.

Finally, this is especially dedicated to my girlfriend who has been motivating me throughout the whole path.

ACKNOWLEDGEMENT

I would like to thank my supervisor for his patience, advices, commitment and suggestions to accomplish my investigation.

Throughout this project, my thanks to all my professors for their teachings in the different courses.

DECLARACIÓN JURADA

DECLARACIÓN JURADA

Yo, Eder Fernando Díaz Navarrete, mayor de edad, portador de la cédula de identidad número 6 0386 0880, egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: The use of gamification based-task in the virtual classes as pedagogical mediation to enhance weaknesses in English learning in seventh grade students From Centro Educativo Bilingue Jaco, during the second semester of 2020.

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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ABBREVIATIONS

EFL = English Foreign Language

MEP = Minister of Public Education

TV = television

Af = Frequency absolute

Rf = Frequency relative

ABSTRACT

This research is about the use of gamification based – task in the virtual classes as pedagogical mediation to enhance weaknesses in English learning in seventh grade students from Centro Educativo Bilingüe Inmaculada Jaco, during the second semester of 2020. The purpose is to know how the games can be used in the learning teaching process in the English foreign language.

One major competence for learners in this century is acquiring a second language. Also, the implementation of technology in education gives the opportunity to the teachers use different methodologies as gamification.

Based on these aspects, teachers can use this methodology not only to continue the English teaching process but also to motivate their students in the virtual classes, because through different games students can put in practice the four skills in a variety way.

This research is divided in five chapters, the first is the problem research, the second is the theoretical framework, the third is the methodological framework, the fourth is the information analysis and the last is conclusions and recommendations.

CHAPTER I
PROBLEM RESEARCH

1.1. PROBLEM STATEMENT

This investigation took place in Centro Bilingüe Inmaculada with seventh grade, Education Direction in Jaco, during the second period in 2020.

1.1.1 Problem's Background

English teachers have the responsibility of providing and design innovate strategies in the oral communication development, to lead students to achieve the speaking skill enhancement. Accordingly, diverse investigations are done with the purpose of understanding the strategies' role when teacher uses them to improve oral communication and one is as gamification task.

One research is Gamification-based tasks: a way to impact speaking skill in an English as a Foreign Language (from now on EFL) classroom written by Wilson Valencia Rivas as part of his graduation work to the Caldas University in Manizales, Colombia. The objective is to describe the impact of gamification-based tasks on the students' speaking skill in an EFL class. In this study the author indicates that gamification has a close relationship with the implementation of the ICT`s.

According to Valencia (2017) "An important fact to take into consideration to conduct a research about gamification is the fact that the enhancement of English proficiency entails an improvement of the potentialities of the people and country in the business, education, and tourism fields, just to mention some" (p. 10). The study

argues that through gamification students have the opportunity to improve in this language and it is fundamental in the progress of the different fields and of course, the country.

The relationship among the quoted thesis with the present investigation is because both try to prove the urgency of using innovative strategies, implementing technology resources in which students have the opportunity to enhance the oral production throughout their learning process.

Another research is Students' Perceptions about Gamified Methods in English as a Second Language Acquisition done by Se He Hwang to University of Arkansas. In this study the author (2018) mentions

Game-based learning is a process where language learners use the actual game for their learning process both inside and outside the classroom, Teachers can utilize abundant game-based materials provided through the Internet and other sources and apply this material in classrooms. The results can vary with the teacher's or the instructor's ability to utilize such results in their actual lesson plans (p. 9).

In this case, it is important to understand, the focus of playing games can also improve self-study habits and enable learners to find their own strengths and weaknesses in learning English.

The last reference in this investigation is an article titled gamification - influence on elementary pupils' learning outcomes and engagement in English language written by Ogo-Chukwu, Chinyelu, F. and Dr. Fomsi, Esther in 2019. Both members of the Department of Curriculum Studies and Educational Technology of the Faculty of Education, University of Port Harcourt, Rivers State, Nigeria

Chinyelu and Fomsi (2019) state:

With the advent of technology, the function of the teacher as the sole possessor of knowledge is beginning to change to being a facilitator or guide in class. Technological advancement has created a paradigm shift in education from teacher to learner-centred education. Now students can investigate, explore and be fully involved in the learning activities. This technological advancement made the 21st century learner conversant with all kinds of digital tools like computers, laptops, tablets, cell phones, video games and so on. Teachers can use this knowledge and adopt these technological tools which the present generation of students are used to, by incorporating games as learning tools (p. 52).

It becomes clear that technology and games can interact in the learning-teaching process because they can serve as support in the different activities or as didactic resources.

1.1.2 Problematization

Speaking and listening skills require practice in the different didactic activities in class. The new circumstances have changed it. For this reason, it is necessary teachers implement other strategies during the virtual classes to continue promoting these skills.

On the other hand, the use of technology in English as foreign language classrooms can provide learning environments in which students can acquire and practice this language. The integration and use of ICT in education is necessary, especially in this moment, where the classes are virtual and digital; however, it requires the implementation of strategies and methods of teaching learning process.

The fundamental purpose of students in the educational process is to acquire knowledge; for this reason, teachers put in practice different strategies to boost students better understanding of the different contents in study programs. Consequently, teaching strategies can make the difference between failure or school success of learners.

For this reason, technology represents a substantive contribution to the improvement of education, but it is essential that the use of it has a pedagogical propose and how combines technology with the methodology and curriculum.

According to the new circumstances, gamification is an option to strength students' weaknesses in English speaking listening skills and grammar and vocabulary through virtual and digital classes.

1.1.3 Justification

With the coronavirus pandemic, the classroom classes are suspended. For this reason, teachers must carry them out digitally and they can find alternatives for students to continue their learning. Consequently, gamification is an alternative to motivate students to execute their tasks.

Also, currently, new technologies provide different tools that can be used by teachers in virtual classes, as in this case, the gamification. Some of them are: duolingo, class Dojo, Edmodo, Zondle, Socrative, Brainscape. Each one provides different types resources and they can contribute positively in the didactic activities to reinforce the different skills.

Through gamification the educator is able to create meaningful experiences and these could be fundamental to motivate students and to face their weaknesses in English language. However, the use of games needs a plan with specific purpose and its evaluation. For this reason, to achieve success with gamification in learning, the objectives and goals need to be aligned and have formal assessment criteria

The purpose of this investigation is to recognize how the gamification based – tasks into the learning process of English as a foreign language can help to improve the students' weaknesses, especially in speaking skills.

This research exposed different benefits. It can contribute to recognize the importance of the implementation virtual classes as an alternative during the pandemic where students have the opportunity to use the gamification as feedback. Also, it can be applied as a part of the study program to the person classes and that the students can strength their weaknesses in a better way. It is also an option in cases where classes have to be suspended at other times in similar circumstances.

1.2. PROBLEM FORMULATION

In the investigation, it is necessary to determine the problem. According to Gay, Mills and Airasian (2011) "Identification of a research problem is the first step in a scientific inquiry. In simple words a problem is a difficulty experienced by the researcher in a theoretical or practical situation solving this adversity during the investigation task" (p. 36). It means that during the process of the research, it is important to specify clearly the problem because it defines the other aspects.

This research pretends to investigate how gamification – task can the use as pedagogical mediation enhance weaknesses in English learning in seventh grade students to have an effective oral communication. Becoming more language

accurate, students will be able to face the requirements of this globalized society which demands an excellent management of English language.

Gay, Mills and Airasian (2011) state:

The problem defines the goal of the researcher in clear terms. Thus, without a problem, research cannot proceed because there is nothing to process from and proceed toward. In social sciences, quite a number of researchers may be faced with this problem, i.e., the problem is not being able to see a problem (p. 37).

In the teaching – learning process, it is crucial to put into practice particular strategies which main objective must be students' knowledge acquisition. Consequently, gamification has received significant attention in the last years. In a modern era when academic achievements are under scrutiny, it is imperative that educators know and apply the best teaching methods for helping students to learn a second language successfully.

The question for this research is:

How can the use of gamification based – tasks help to improve the weaknesses in English learning in seventh grade students from Centro Educativo Bilingüe Inmaculada Jaco during second semester 2020?

1.3 OBJECTIVES

1.3.1 General objective

The general objective of this research is the following:

To analyze the use of gamification based – tasks in the virtual classes as pedagogical mediation to enhance weaknesses in English learning in seventh grade students from Centro Educativo Bilingüe Inmaculada Jaco, during the second semester of 2020.

1.3.2. Specific objectives

1. To determine if virtual environments serve as support for English language teaching at Centro Educativo Bilingüe Inmaculada.
2. To measure the level of efficacy of gamification-based tasks as tool in the application of strategies to fortify active learning in English skills and grammar and vocabulary.
3. To collect teachers and students' perceptions regarding the use of model steps of gamification based-tasks to improve the English learning.

1.4 SCOPES AND LIMITATION

1.4.1 Scopes

To provide strategies that improves the skills in the English language among seventh grade students at Centro Educativo Bilingüe Inmaculada Jaco. On the other hand, it is important to recognize gamification in the teaching learning process in order to choose the most useful games in the reinforcement of skills and grammar and vocabulary. This research is a (pretends to be) helping hand to other teachers in this thematic besides to be guidance in the gamification selection the games according to type of skills. Incorporating the technological resources in the virtual environments necessary to develop the skills because it is easier to choose the didactic activities according to the purpose of them.

1.4.2 Limitations

This research started in the last quarter of 2020, a situation that made the period more complicated because the face to face classes were suspended due to the coronavirus.

Furthermore, this period was difficult, because the methodology gamification has to put in practice only in virtual classes and its operation in the classroom could not be known.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. HISTORICAL CONTEXT

2.1.1. Historical review

In 1992, following the interest and concern of a group of families residing in Jacó, the idea was born to found an educational center where the children of these families received bilingual academic training.

In this way, the director of the Saint John Educational Center, M.Sc. Ana Balsler suggested: “To found a school in Jacó, so as not to have to separate their families,” the parents did not despise the suggestion, they quickly processed the legal aspects that the opening of an educational center requires and, among the procedures, they requested permission from the Parish of Jacó to give them a small space in their catechesis room, to start the school year in 1993.

Since then and until today the institution has been characterized by offering a quality bilingual education, also promoting the moral training of the students. Currently, the institution has a campus with classrooms, a computer lab, audiovisual classrooms, a gym, a swimming pool, as well as a playground and a cafeteria.

The academic offer, in addition to the basic subjects, includes classes in body expression, music, plastic arts, Portuguese, educational informatics, maintenance of computer equipment, intellects and physical education; which allow our students to

develop different skills which are reflected in our two great annual events, English Night and Art Contest.

For 25 years our students have obtained 100% promotion in the Baccalaureate tests of the Ministry of Public Education, thus allowing our students to be admitted to state universities.

2.1.2. Mission

Promote a warm, affectionate and disciplined environment that allows daily experience of academic education and the formation of human values, graduating upright young people with all the capacity and possibility of integration into society in a productive and effective way.

2.1.3. Vision

To position the Immaculate Jacó Bilingual Educational Center as the best bilingual educational and training option in the entire region.

2.2. THEORETICAL-CONCEPTUAL CONTEXT

2.2.1. Learning English

The English language has been the common language of the world; however nowadays this language is essential as part of globalization. For this reason, it is necessary to promote its learning from childhood. Also, learning this foreign language involves different learning skills and helps develop key abilities through speaking, listening, writing and reading. According to Brown (2010)

The general aim of teaching English is to develop various abilities among the students like: Understanding what is heard, understanding what is read, expressing ideas in speech correctly and expressing them in writing as well. Once a student is able to excel in these abilities it could be understood that he or she will be in a state to communicate both efficiently and effectively (p. 102).

The language could be better learnt only if the students practice all time and they put in use their knowledge. It is only then a definite sequential pattern could be followed thereby which their communication skills could be improved. And that is why it is said that English language should be mandatorily taught right from the primary classes in school. A good foundation will certainly help the students to carve

themselves into a person with better proficiency in the language which is the need of the hour today.

It is means that students will be better able to adapt and to deal with new situations. Language is the medium by which a person communicates thoughts and feelings. It is a vehicle, by which different subject matters are transmitted. English language is important because the people can interchange ideas, opinion about politics, commerce, culture, social relationship, education, and so on.

Curtain (2011) says:

Research has shown that through foreign language study, students receive the opportunity to expand their thinking, to acquire global awareness, to extend their understanding of language as a phenomenon, and to reach an advanced proficiency level in that foreign language (p. 50).

For this reason, the process of foreign language learning improves students' approach to learning in general. It has a proved impact on learning other subjects as well as on succeeding in everyday life. In this global era the people are urged to be able to communicate globally. English language plays a very important role especially in international communication.

2.2.2. Language teaching learning process

One of the important means of communication for human being is language. It is used to express ideas and thoughts. According to Baugh (2015) “language becomes important things, because of events that shape the balance powder among people” (p. 6). In other words, nowadays, English is an international language in the world and it is necessary in many jobs and for this reason, English language plays a role in the education system.

There can be no doubt that in recent years the language learning and teaching has become many debates educational issue. First, it is necessary to know the meaning of language and it is defined by Pei (2017) as “a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings” (p. 59). It means, it is the way that people use to communicate oral or written forms.

About teaching and learning Brown (2016) expresses

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Learning as a process of operant conditioning through a carefully paced program of reinforcement. Learning, is relatively permanent change in behavioral tendency and is the result of reinforced practice (p. 45).

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language and it is the primary basis of all communication and the primary instrument of thought. Consequently, foreign language is best learnt by focusing in the students. According to Brown (2016) Language learning and teaching can be possible if it is practiced with the help of proper guidance. It involves taking in information which is then processed and acted upon” In this way, it is important the interaction students with teachers. Brown (2016) states “interaction is part of the communication happened in the classroom that can play a crucial role in learning and teaching English as a foreign or second language” (p. 165).

There are a lot of different learning abilities taking part in the process of learning languages. These abilities do not only help to learn the foreign language itself, but also improve the learning as it is – for instance those students who a learnt foreign language have better results. Brown (2016) indicates: Learning language involves taking in information which is then processed and acted upon” (p. 13)

Traditionally, language learning has been a teacher-centered approach to language; however, today is the student-centered approach. In this approach, students’ activities are important indicators in learning process and quality of learning product. These activities bring some advantages to students such as when students are working together in English they talk more, share their ideas, learn from each other, feel more secure and less anxious, and use English in a meaningful way.

2.2.3. Speaking listening skills

Speaking and listening have a crucial place in language teaching. When people undertake to learn a new language, their first expectation is to be able to speak it as freely as possible and to understand it easily whenever it is spoken. Field (2008) mentions

Listening is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities in the daily life. Besides, it is a complex process due to its double psychological and social nature: Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (p. 282).

Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension.

According to Nunan, (2017) listening is a six-staged process and these stages occur in sequence and rapid succession. They are the following:

Hearing has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

Attention. It refers to a selection that the brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

Understanding, which consists of analyzing the meaning of what people have heard and understanding symbols. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, it is necessary to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of the past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

Remembering, is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.

Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the

presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.

Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non-verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (p. 23).

It is important that teachers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world. A good teaching method would try to combine both purposes and it is taking this aim into account that this study proposes some activities in the proposed suggested approach. When teachers are teaching listening, apart from the purpose, it is very important to follow a pattern. Bueno, Madrid and McLaren (2006) establish the following pattern:

Pre-listening would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

Listening, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.

Post-listening, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity (p. 50).

These steps are fundamental in the teaching listening process because each ones give the opportunity to students for practicing this skill and in this way, perfecting the understanding.

The English Program of MEP (2016) states

Listening is one important language skill and has to be developed in the early stages of language learning. Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication. Before each listening activity, teachers give language

support by introducing key words to familiarize students with the listening text (p. 41).

Teachers must provide students with opportunities to listen to a variety of texts. Some of them are stages, conversations, short messages, free discussions, interviews, and/or role-plays are recommended. Others are films, TV shows, reports, interviews, documentaries, current affairs, talk shows, radio news, broadcasts, narratives, lectures, and presentations on academic topics including digital literacy for using information technologies. It is necessary to take into account the stages of students.

In the speaking skill Rivers (2016) claims,

Speaking is one of the most difficult skills language learners have to face. Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached” (p. 99).

This skill is very important to acquire foreign or second language learning, specially to express in oral way ideas, opinions and answering; for this reason, it is necessary the constantly practice but doing in spontaneous way. In this aspect Harmer (2017) explains “When speaking, people construct words and phrases with

individual sounds, and also use pitch change, intonation, and stress to convey different meanings” (p. 29).

This skill is complicated due to the fact that speakers have to interpret not only the message that other speakers try to express, but also used it themselves. In the program of the MEP (2016) indicates “speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users’ roles. In the first one, the language user functions as a speaker and as a listener. There is participation of one or more interlocutors” (p. 45).

In relation to the activities in order to develop the speaking skill, there are many ways to promote oral skills in the classroom. Oral performances include participating in personal exchanges, role-plays, interviews, talk shows, debates, oral presentations and impromptu speeches, discussions, speeches among others, are the most typical speaking activities. It is teachers’ task to create situations in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language.

Once the two skills are described, it relevant to understand that listening and speaking enable students to explore ideas and concepts as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems, and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities.

They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Students should learn how to use them and do their best to profit from it and improve their language skills. In order to improve their listening and speaking skills, teachers can use technology as part to improve these skills.

2.2.4. Reading and writing skills

Related to reading, teachers know that it is an essential skill for learners of English. For most of learners it is the most important skill to master in order to assure success in learning this language. Brown (2015) consider that reading is a “bottom-up process in which readers "must first recognize a multiplicity of linguistic signals and use their linguistic data processing mechanisms to impose some sort of order to these signals" (p. 84). In other words, the reader chooses among all the information meaningful data and infers meanings, decides what to retain and what not to retain in his memory, and moves on.

Here is when teachers have to demand well-organized syllabus for teaching English, along with effective materials and training. If this ability is recognized as one of difficult development, it has to be reinforced in many ways, going from the syllabus to the simple lesson taught in every classroom. It is also important as Hughes continues, that language should be used in many different ways. It can be seen to achieve a variety of social purposes, as for example, to entertain, to explain how

something works, to provide information, to argue a position, to explore the inner world of the imagination. Humans also use language to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum.

In the case of writing, people have the idea that writing is just books. However, writing is a daily activity carried out in many contexts: school, job, restaurants, stores and many more. As Maggie Sokolik (2003) expresses, writing is “both a physical and mental act” (p. 88). At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message taped into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2.2.5. Pedagogical mediation

The term mediation has recently attracted the interest of researchers in language learning and teaching. According to Rand (2015) expresses: “it is the treatments of contents and ways of expressing the different topics in order to carry out the educational act within the horizon of education perceived as participation, creativity, expressivity, and rationality” (p. 92). For this reason, it is a fundamental element and its role is to help to the student to learn in a meaningful way, based on their previous knowledge.

Also, Gibbon (2015) expresses:

Mediation seeks a profound change in the classroom, and therefore, in the entire curricular structure of a country, seeking a different learning, where the student changes his traditional passive role of repetition towards one that allows him to be a participant in his building; This will allow human beings of the 21st century to be purposeful, dynamic, autonomous and with an effective attitude towards knowledge (p. 342).

Pedagogical mediation is the process of accompaniment that the educator carries out through the different activities and whose purpose is to promote skills and build knowledge in students. In such a way, that it is present in each of the didactic activities that it executes. For this reason, there are starting, developing and ending or final activities.

Pedagogical mediation is the process by which the teacher directs the activity, that is, the participation of the students, towards the achievement of established objectives that they will develop in the students. According to Feuerstein (2015) it is

The daily work carried out by the teacher in the classroom and it is the way in which he intervenes as a mediator between the objectives and content to be taught and the students; for this, it uses a series of strategies, instruments and resources with which it facilitates the student's approach to knowledge” (p. 342).

In pedagogical terms, mediation can be understood as a dynamics in which a teacher guides with instructional supports, whether they are understood as supports of information, materials, school texts, didactic resources, teaching strategies, techniques, verbal instructions and other actions in the teaching process with the purpose to facilitate meaningful learning. In today's globalized world, it is extremely important for English teachers utilize different ways to mediate language teaching. Social networks are tools which can help facilitate continuous instruction

2.2.6. Strategies to fortify active learning

Strategies in language learning are very important in ultimate language performance. It is defined by Scarcella (2018) as “specific actions, behaviors, steps, or techniques — such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task — used by students to enhance their own learning” (p. 63).

This is known as strategy chain; a set of strategies that interlock, complementing and mutually supportive with each other. It is also worth noting that each individual uses every strategy, but some strategies are used more than others. Studies have shown that there is no one strategy that is more effective than others. It means that effective learners use an array of strategies.

Nyikos (2013) says “the frequency of use of strategies in language learning directly relates to quicker and more effective language attainment” (p. 93). In this

way, teachers can use of the information on language learning strategies to create and design their lesson or course plan. Since teachers play a big role in their students' language learning process, the tools, teaching methods and classroom environment adopted will ultimately affect their students' progress.

In language learning and teaching, several mechanisms influence the learner's performance and language knowledge. These mechanisms used by the learners are called strategic competence, which defined Purpura (2016) as "a set of informational strategies in working long-term memory associated with the information processing system of the brain" (p. 11). They are used by learners to regulate their thoughts actions, interpersonal relationships and affect during learning or using a language.

Furthermore, Oxford (2013) defines learning strategies as "specifications, behaviors, steps or techniques -- such as seeking out conversation patterns or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning" (p. 44).

Teaching learning strategies is a must in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. In the learning strategies is necessary to take into account methodology and materials, too.

2.2.7. Grammar and vocabulary

Grammar and vocabulary are aspects to take into account in the teaching speaking and listening skills. It provides knowledge about the correct use of words in oral communication. Without good grammar, clear communication is impossible; for this reason, improper grammar implies misunderstood while expressing thoughts and ideas. In English language grammar is the sound, structure, and meaning system of language. In other words, grammar is essential in sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

According to James (2015)

Enhanced communication skills call for a high degree of grammatical competence. Communicative proficiency involves knowledge and application of grammar and use of appropriate vocabulary of the language to convey meanings in a socially acceptable way. This is also the reason why grammar teaching is considered imperative and has found its way into language teaching. Through grammar, the student learns how to operate at the sentence level and studies the governance of the syntax or word orders that are the rule of the game in the language. It cannot be denied that if one hopes to acquire and use English language accurately and fluently, grammar learning is necessary (p. 77).

In linguistics, grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps to understand how words and their component parts combine to form sentences. Grammar rules can help learners develop the habit of thinking logically and clearly. It improves the development of fluency. When a person has learned grammar, it will be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able to speak, the language more fluently.

James (2015) expresses

Grammar and vocabulary are not language skills. They are language components which are essential to the mastery of all the four skills. You cannot use any language skill without using grammar and vocabulary. Grammar is a means to improve learners' proficiency in the four language skills. Grammar is the backbone of language and without it, the produced text, whether it is spoken or written (p. 81).

Consequently, grammar and vocabulary are elements important in the speaking and listening skills, because, both are necessary to understand messages and to express in an appropriate way.

2.2.8. Gaming

Gaming is a way to improve speaking and listening skills and teachers can use games as a resource. The use of games in the teaching-learning process is very useful because it can improve the students' achievement in English subject. In this aspect Hadfield (2003) states

Game is an activity which consists of rules, a goal, and an element of fun. By using games, teachers can use any stage of lesson to the target of teaching learning process of English because games serve a memory aid and a repetition drill, a chance to use language freely, and a means to teach language (p. 4).

This means that games have an important role in the learning of a language and they help to be the classes more attractive. Through the games students can interact and this aspect is one of the important in language learning. For this reason, teachers can use this activity to create classroom conditions which can support the efforts to attain a better result of learning. In this way, Gower (2015) states "many conventional games can be adapted to foreign language teaching, as with any communicative activity the areas of languages produced may be predictable and therefore useful as a guided activity" (p. 110). It means that game can help the teacher in teaching foreign language to the students.

Wright (2001) define games as

A group of activities through which the individual projects the emotions and desires, and through language -oral and symbolic- express their personality. With the play, students can express their emotions freely and not feel embarrassed to express what they want, because in real life they have limitations or prohibitions where they do not allow to manifest in a proper way (p. 66).

Games are useful strategy that the teachers should use in the classroom, because they create an enjoyable atmosphere and competition between students, also they make them interact between each other at the same time improve their speaking and listening skill. Although, games do not only motivate learners and create a friendly atmosphere, they are aimed at developing all language skills. Consequentially, games can motivate, promote learners interaction, improve their acquisition and increase their achievement.

In this point, Oxford (2016) refers to the educational games as “those activities that are applied through the play but with a didactic purpose, better see as serious activities, those games that are used for purposes that go beyond of mere entertainment. For aims of this research, are the same games; nevertheless, used with educational intention, adapted to the children needs to learn” (p. 98).

They are activities that work in order to transmit relevant knowledge and focus into lets that learning happen. It involves fun in the development. In other words, it is learning through fun and entertainment. Those are dynamic and fun activities,

focused on teaching something meaningful and relevant to a person, furthermore, allow learner study in the procedure while they practice game. Also are activities that have an active element that permits the development of all the senses, sight, smell, touch, and hearing and most of the time the use of the body language. Oxford (2016) expresses

Furthermore, in the educational games the student is subjected to an extraordinary increase of stimuli and pressures for the acquisition of information is strengthened regarding practical intellectual development. Nowadays, educational games are more present in the classroom, because it is a very good tool to teach, and more effective because it engages most of the students and teaches those at the same time (p. 99).

To conclude, and analyzing the educational games it is possible to say that those tools should be implemented in the classroom because link to important characteristics are fun and enjoyable and also give the opportunity to students to learn through the practice.

2.2.8.1. Games' role in teaching learning process

The games are very important in the learning teaching process because bring students on board in contributing to their own learning. Games help students learn vocabulary and grammar more effectively and also, they are relevant to improve speaking and listening skills.

According to Martin (2015) indicates that:

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly (p. 4)

Summarizing the last quote mentioned that exists a significant and meaningful value in games that contribute to the education field, are those activities that let students acquire knowledge in a healthy and motivational environment, where they can be themselves, without any pressure to make a mistake. Besides, games give the students the opportunity to improve their confidence because in a recreational activities students participate the most. Another reason about what is important to use games is because these activities allow students feel comfortable at moment to acquire a language.

Krashen (2016) claims

If language is acquired when a person receives comprehensible input has to reach the part of the brain that process language, boredom, and anxiety are factors that can serve as kind of filter to block out incoming messages and prevent from reaching the language acquisition device

Even though a teacher may present a very comprehensible lesson, some student may not acquire the language. On the other hand, when students are relaxed and engaged in a lesson, even messages that are not easy to comprehend will trigger the acquisition process (p.39).

For this reason, it is always important to create a safe, welcoming environment in which students can learn. In language education is fundamental, since in order to take in and produce language, students need to feel that they are able to make mistakes and take risks, without any feeling of pressure. It is possible through the games. In addition, Krashen (2016) expresses

It is possible to say that the environment that is sought can be accomplished through the use of games, for the reason that they can generate this kind of comfort that allows learners to learn in a safe place surrounding of just positive things, that at the same way generates that students express themselves in a natural and confidence way. (p. 41).

There are many reasons why educators should use the games in classroom, at the same time they are supports in a positive way in the education field. According to Dögg (2018) there is some reason to use games in the classroom:

Games can be a very good tool to practice listening and speaking skills because they can easily be used to perform again various situations from their

life and provide students with practice in their fluency. Also, by using games students can represent role plays of their personal situations.

Students need to be exposed to the language in a variety of situations, which is a need game can fulfill. Learners also need to be ready to take on the experience, keeping their knowledge open and being willing participants. Again, games transform this in possible.

Students need to be emotionally involved; they need to feel something while they are exposed to the language. Such as happiness, amusement and suspense allow students to feel positive about their learning situation. Games can provoke it.

Games are effective for those students who are afraid to give their opinion and students with the low confidence; it is sometimes easier to open up and forget the nervous when children are practicing a game because the atmosphere is not as severe and more emphasizes is putting on fluency rather than grammatical correctness.

Games are an excellent strategy when teaching various subjects because they are very likely to spark the interest of students when they are used with other teaching methods they create diversity which is ideal for school work.

Games increase the vocabulary acquisitions and playing the students can incorporate new vocabulary, new words to their knowledge because they can practice new concepts while they are playing a game. (p. 102).

In teaching a second language; the game is a necessary tool, not only in the way that it can motivate of making a most dynamic class but also with the aim of transmitting knowledge that is incorporated into students in a manner that benefits their learning and development process. In addition, games offers many experiences to facilitate growth and enhance skills in all areas of development. Using games in the foreign language classroom is an essential element in the process of teaching and learning because it introduces to certain skills necessary for today's society from a didactic.

According to Gimeno and Pérez (2008) some of the importance of language games are.

- They encourage pupils to interact and to communicate.
- They create a meaningful context for a language use.
- Games can also involve all the basic language skills: listening, speaking, reading and writing, and a number of skills are involved in the same game.
- Games also involve pupils in active learning.
- They also help improve retention, decision making skills and comprehension of general principles.
- They can also encourage pupils to draw analysis, synthesis and evaluation.
- They can forester more positive attitude towards the classroom experience, more attendance and better participation in a lesson (p. 71).

According to description, the games have a big importance; it is possible to infer that in general is of great importance to the implementation of these activities in the classroom as part of the pedagogical didactic.

2.2.9. Gamification

Gamification could be used in education because this methodology has different benefit in the learning teaching process. Also, it involves pedagogical approaches, methodologies, and strategies. It means that gamification requires a pedagogical purpose. According to Werbach and Hunter (2012) gamification is “the use of game elements and game design techniques in non-game contexts. In addition, it deals with the two clusters of Intrinsic and Extrinsic motivation, which are necessary in the learning experience” (p. 79). Consequently, it is the use of different games with an educational purpose and it could be used to improve the four skills in English language.

To Dixon (2011)

Gamification is the combination of two worlds: work and play; it allows for the enjoyment of playful interactions while at the same time working to produce quality results. Gamification is defined as the application of game elements and theories to "non-game contexts" with the intention of modifying behaviors, increasing fidelity or motivating and engaging users (p. 17).

It is a powerful tool that draws from the notion of the changes currently happening in our society in regards to the increasing use of technology and popularity of games. Werbach and Hunter (2012) indicate “it is the use of game elements and game design techniques in non-game contexts. Some elements are: feedback, challenging behavior, collaboration, storytelling, points, rewards, developing skills, and others” (p. 60).

Gamification, when used properly, can be achieved a wide range of desired outcomes. Some of these possible effects are: fostering engagement, improving motivation and increasing the participation of students in their learning process. According to Hoe (2015), “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” (p. 36). In other words, gamification in learning activities is a process with an emphasis on active student activities. Also, it has a significant relationship with student motivation and engagement in learning, and therefore also has a positive impact on student achievement. For this reason, it has been suggested by many researchers as a great tool for teaching since it will not only motivate students to learn but also make learning more enjoyable for them.

In this aspect, Lee (2017) states “Through gamification students will be able to have fun while at the same time learning new material, sometimes even without them realizing it. Additionally, students prefer to play educational games instead of sitting in a classroom listening to a magisterial lesson” (p. 219). In addition,

gamification has different advantages in the learning process, because students acquire new knowledge in a fun way.

2.2.9.1. Gamification step model

Gamification has a series of steps to the teaching and learning process. Each one has a specific purpose but all are connected. Huang and Soman (2013) describe the five steps of the following manner:

Step one: Understanding the Target Audience and the Context, the teacher needs to know who his or her students are. It is necessary to understand

A combination of the target audience is necessary several key factors like group size, environment, skills sequence, and length. Those pain points are several factors that prevent the learner advancement of the program. There are some common pain points in education: focus, motivation, skills, pride, learning environment and nature of the course, and physical, mental and emotional factors. By understanding these points, the educator will be ready to determine the gamification elements to implement.

Step two: Defining the Learning Objectives: It is always necessary for a successful teaching and learning experience. These objectives need to have general instructional goals, specific learning goals, and behavioral goals. In order to have a successful learning experience thru gamification the teacher needs to have the ability of combining and implementing the learning objectives.

Step three: Structuring the Experience: looks to break down the program and identify the main points. In these stage the instructor prepares the sequence and quantify what the student needs to learn and achieve by the end of each stage. If students are staying behind, the instructor needs to re-think and provide a push for motivation in order for the student to complete the stage. The educator needs to move his educational program from simple to complex by starting with easier milestones so that the student stays engaged and motivated.

Four step: Identifying Resources. At the moment the stages have been identified, the teacher will have complete assurance of which stage can or can't be gamified. The instructor needs to reflect in regards to several aspects that need to be considered. These are: tracking mechanisms, currency, levels, rules, and feedback.

Five step: Applying Gamification Elements. In this step the educator decides which Gamification elements should be applied. The elements are divided in self and social. Self-elements most of the time uses badges, levels and time restrictions. They focus on making students compete with themselves and recognize self-achievement. Meanwhile, interactive competitions along with cooperation are seen as social- elements. Is with this type of element that students' achievements are made public and the students become part of a community.



Source: Educational Gamification Five Step Model Huan and Soman (2013).

The five steps describe each action to implement gamification in the teaching learning process. It has been adopted to support learning in a variety of contexts and subject areas and didactic activities, where search the participation, collaboration, self-guided study, completion of assignments and strengthening student creativity and retention.

2.2.10. Task – based approach

There are different approaches in the teaching – learning process of a second language and one of them is Task – Based. First, it is necessary to understand the concept of task. Nunan (2004) defines a task as: “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.”(p.4). It means that a task is a device that guides learners to engage in certain types of processing of information that are believed to be important for effective use and acquisition for language.

Lynch and Maclean (2011) indicate:

Task-Based Approach is a different way to teach languages. It can help the student by placing him in a situation like in the real world. A situation where oral communication is essential for doing a specific task. It has the advantage of getting the student to use his skills at his current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity. Task – based approach is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using (p. 130)

In other words, task requires the use of the target language in order to complete it but the goal is the completion of the task and not the use of the language, though the expectation is to use the target language to complete the task.

Richards and Rodgers (2001) suggested that the way in which task activities are designed into an instructional block can be seen from the following implementation procedure of teaching language tasks:

Pre-task phase:

These procedures could be followed in this phase:

- Introduction to topic and task.
- Teacher helps students to understand the theme of the task through brainstorming ideas with students, using pictures, mime, or personal experience to introduce the topic.

- Students may do a pre-task activity; for example, knowledge of new language functions is presented.
- Teacher may highlight useful words and phrases, but would not preteach new structures.
- Students may be given preparation time to think about how to do the task.
- Students can hear a recording of a parallel task being done.
- If the task is based on a text, students read part of it.

The task phase:

These procedures could be followed in this phase:

- The task is done by students (in pairs or groups) and gives a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be response to reading a text or hearing a recording.
- Teacher makes rounds and monitors, encouraging in a supportive way everyone's attempts to communicate in the target language.
- Teacher helps students formulate what they want to say, but will not intervene to correct errors of form.
- The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.

Planning:

These procedures could be followed in this phase:

- Planning prepares for the next phase, when students are asked to report briefly to the whole class how they did the task and what the outcome was.
- Students draft what they want to say or write.
- The teacher goes around to advise students on language, suggesting phrases and helping them polish and correct their language.
- If the reports are in writing, the teacher can encourage peer editing and use of dictionaries.
- The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.
- Individual students often take this chance to ask questions about specific language items.

Reporting phase:

These procedures could be followed in this phase:

- Teacher asks pairs to report briefly to the whole class, so everyone can compare findings, begin a survey. Sometimes only one or two groups report in full; others comment and add extra points.
- Teacher comments on the content of their reports, but gives no overt public correction.

The task – based has different phases and every ones is important in which the main focus is the authentic use of language for communication oral or written in

real life situation and it has a pedagogical purpose. According to Ellis (2003) describes

The pre-task stage as the moment in which the instructor frames the activity and establishes the outcome of the task. The first one consisting on making emphasis on the cognitive demands of the task, or making emphasis on the linguistic factor. For the during-task or while-task stage, the discussion turns around using task performance or process options. Task performance options include giving the learner the option to work under time pressure or work without a time limit. It also implies the option to let the learner access to the input material or to avoid them use it while performing the task. The process options, however, has to do with the online way that the instructor uses to make decisions on what to do while the task is performed This is, the instructor does not make pedagogical decisions but follows the discourse arising from the task itself.

The post-task stage may consist of one of the following options. The first one is to provide the learner with an opportunity to repeat the task. The second one can be used to promote reflection on how the task was performed. And the third one can be used to encourage attention on the form, particularly those forms that made learners struggle during the performance of the task (p. 99).

The pre-task stage introduces basic vocabulary elements and engages the learners with the target topic. It serves as the warm-up of the gamification-based

task. The task stage is definitely the most important phase of the cycle. This stage constitutes the active practice and touch of the learner with the topic. Here, students manipulate knowledge, organize information, solve problems, and list information to comprehend the subject. The post-task stage includes the reflection of the instructor and the students about the performances, it includes the evaluation of the other phases.

On the other hand, Willis (2017) about the different phases the following

Pre-task:

The pre-task phase of a TBL lesson is the moment when the teacher sets the task, contextualizes the topic of the lesson, raises students' interest and prepares learners to perform the task. When preparing students to perform a task, teachers might need to help students with both content and language. This can be done by activating students' general knowledge on a certain topic and by helping students anticipate the type of language they will need to perform the task proposed. It is extremely important that students understand the objectives of the task during this phase.

Task: In this stage, learners perform the task proposed. They are supposed to perform the task in small groups or pairs, and use their existing knowledge of language to express themselves in a spontaneous way. As the focus is communication, the teacher is not supposed to carry out extensive error correction at this stage, but should monitor and provide support.

When students finish performing the task, they need to plan how they are going to report it to the rest of the class or to other groups. They may rehearse and research the language necessary in order to share the outcome of what they had done. Finally, students report the outcome of the task to other students.

Post-task: The post-task stage is when students evaluate their performance. This might be done by comparing the outcome of their task to that of a proficient user of the language. It can also involve feedback provided by the teacher and subsequent practice of language items that emerged from the task. It is important to stress that form-focused language work should be in response to students' production. That means that the teacher will not teach a grammar lesson and expect that learners use that specific structure while performing the task, neither should the teacher work on a pre-selected language item in this phase of the lesson. This makes the role of the teacher as a monitor extremely important in this type of approach.

With gamification, teachers can engage learners in a productive learning experience, and more generally, change their behavior in a desirable way. However, it is necessary to take into account the type of learning activities and the identified goals, ending. Other aspects are achievement, participation, creation of improved learning environments and acquisition of competencies.

2.2.11. Technology as tool in task – based approach

The use of technology in education has become necessary to fortify the teaching and learning experience in the 21st century.

Nowadays, the use of technology in education has become necessary to fortify the teaching and learning experience. Also, today students have knowledge about technology tools and the use of them. In this way, the Information and Communication Technologies can offer different resources and strategies in the learning – teaching process in a second language as the gamification.

According to Wang (2005)

There are many advantages integrating technology in education. To be able to improve their language skills, like writing, reading, listening and speaking, English language learners use computers, software programs to check their work and correct themselves, improve their language skills; use Internet, e-mails to search information, join in threads, publish their work, read technology texts, communicate each other even worldwide. “Technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach (p. 49).

There are a variety of ways that gamification could be successfully using technology tools in the learning a second language. It is possible with the diverse

mass media because they give the opportunity to connect with learning through educational devices that abetting students to achieve their full development potential.

Nomass (2013) indicates that mass media tools are worth mentioning comprise English language learning websites, presentation software, electronic dictionaries, email messaging, CD players, and learning thru video-clips. Likewise, range of the assorted media is much wider in today's education system (p. 55). Today, teachers can work with interactive whiteboards, virtual classes, tablets, cell phones, social network where students can performance and interact with their classmate and teachers, too. By using various technology resources, students could be able to develop critical thinking, analyzing and reflecting on their experiences.

Other characteristic is that students also get an opportunity to adequately learn the lessons with additional assistance and they gain extrinsic motivation and deeper their learning. Consequently, with many tools to choose from in educational technology, teacher needs to use them accordingly to the target audience and combine it with the appropriate language learning approach or strategy.

2.2.12. Virtual classes

The actual crisis for Coronavirus has an impact in the teaching learning process and the traditional way of education has changed from face-to-face to virtual classes. To Butcher (2012) a virtual class is "a digital learning environment that

allows teachers and students to connect in online in real time. The virtual classroom is a course format which teacher and students meet exclusively in the online environment through technological channels” (p. 149). Technology potentially enables educators to create a virtual educational environment in a platform where they can do used of different resources as gamification.

In this aspect, Enders (2013) expresses

Computing enables to have network access to a shared pool of configurable computing resources. In the gamification model, the virtual classroom approaches are the supplementary part of the classroom as an arena especially with some gamified activities which occur outside of the face-to-face classroom. The virtual classroom is designed, developed using platforms (p. 138).

The lack of teacher-student interaction must be compensated by motivating students through other elements and online learning techniques or methodologies as gamification. The objective for integrating gamification towards education is to unchain a more attractive and effective learning experience for the student. Following this aspect, the student feels attracted towards having this experience. Also, it is a way to stimulate students. Teaching language with ICT together with gamification context significantly improved language acquisition.

Gamification in the virtual classroom has to do with making learning a fun and interesting process. In this way learners develop skills and master knowledge useful for the real world. Gamification as an educative tool in teaching and learning has to be able to transgress through the traditional classroom as well as online platform-based learning.

2.2.12.1. Virtual environments

The TICS provides virtual environment as the platform and Chapelle (2001) defined as “the virtual environment or specific tool that facilitates the creation of training activities on the web. It integrates several key tools in one interface so that users can carry out the necessary activities from a single environment” (p. 392). It can also be accessed remotely from any Internet-connected device through a web browser, without the need for the installation of software on the computer; the user only needs to be connected to the server that contains the tool.

Computing enables on network access to use the different platforms but needs an educational mode and it is defines by Davies (2009) as “the way in which the participants, the roles, the techniques, materials and technology that are part of the teaching-learning process are put together for their interaction and integration into the learning system” (p. 33).

Virtual environment includes learning activities that are designed to be used with computers, mobile phones or tablets and can be accessed via the Internet. In this way, technology can provide an effective and reliable way to learn languages while using the communicative approach. Romero (2012) says “virtual environments are effective teaching tools that facilitate successful language learning and the evaluation of these environments may enable guidelines to be established which web content designers can follow” (p. 50).

Virtual environment should be used as a tool to help language teachers and learners, but they are not more important than the language teaching methodology. For this reason, methodology and technology should go hand in hand in order to be able to provide good materials for language learning, and this process should also be evaluated and the contents revised periodically to choose them appropriately.

Consequently, the aims of the use of technology and platforms is to help teachers interact with learners and implement different kinds of language learning materials means that the items included in each virtual environment should be standardized. A virtual environment should be a versatile tool able to give supporting different styles of learning and teaching.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose

According to the purpose, the research can be basic or applied. Gay, Mills and Airsaian (2011) define the two concepts as “basic research is a theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts and applied research is also original investigation in order to acquire knowledge toward a specific practical aim or objective” (p. 111).

According to the definition, this research involves a purpose applied, since its objective is to put in practice the gamification based – tasks using in the virtual classes as pedagogical mediation to enhance weaknesses in English learning in seventh grade students from Centro Educativo Bilingüe Inmaculada Jaco, during the second semester of 2020. It means, the application of this methodology as a way of reinforcing the aspects not mastered by the students.

3.1.2 Time dimension

The two kind of temporal scope are cross-sectional and longitudinal. Gay, Mills and Airsaian (2011) state that cross-sectional is a “survey in which data are collected from selected individuals in a single time period and longitudinal is a survey in which data are collected at two or more time to measure changes or growth over

time” (p. 185). The dimension of this study is cross - sectional, because the time of the investigation is only for six months.

3.1.3. Framework

The three types of framework are mega, macro and micro studies. Each one has its difference and Gay, Mills and Airsaian (2011) define them as:

Mega-level processes approach is the investigation of social life in social systems, institutional structures within society and the relationships among the diverse structures within society. Macro-level indicates a population size that falls between the micro- and macro-levels, such as a community or an organization and the micro level is the smallest unit of analysis in the social sciences is an individual in their social setting (p. 102).

For this reason, this study is micro. It means that only students from seventh grade of Centro Educativo Bilingüe Inmaculada Jaco.

3.1.4. Nature

The nature of the study could be quantitative, qualitative and mixed. Gay, Mills and Airasian (2011) express

In qualitative research the collection, analysis and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. The quantitative research is the collection of numerical data to explain, predict or control phenomena of interest and the mixed method is a research designs that include both quantitative and qualitative data in a single study” (p. 493).

In this research, the nature is mixed, because it uses questionnaire where the information collected will be qualitative and quantitative.

3.1.5 Character

The types of researchers are: descriptive, exploratory, explanatory and correlational. Each one has its purpose into studies. Following they are explained.

Gay, Mills and Airsaian (2011) define the different kind of research:

Exploratory research is the initial research where a researcher has an idea or has observed something and seeks to understand more about it. Descriptive research, defined as attempts to explore and explain while providing additional information about a topic, where research is trying to describe what is happening in more detail. The explanatory research is defined as an attempt to connect ideas to understand cause and effect. A correlational study determines whether or not two variables are correlated. This means to study

whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable (p. 102 – 103).

Considering the definitions, this research is descriptive because the goal is to understand as of gamification based – tasks using in the virtual classes as pedagogical mediation to enhance weaknesses in English learning.

3.2. SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Subjects

Brenes (2011) defines subjects as “who will provide data for the researcher.” (p.122) Subjects are the participants that bring the information to work with along the research to get to conclusions. In this case, the subjects are students of seventh grade from Centro Educativo Bilingüe Inmaculada Jaco.

3.2.2 Sources of Information

There are different sources of information, they are primary, secondary and third. Every ones plays a fundamental role in the researchers because they represent the kind of data according to the importance.

3.2.2.1 Primary Sources

Gay, Mills and Airsaian (2011) state “primary sources are original materials on which other research studies are based. Primary sources report a discovery or share new information and the present first-hand accounts and information relevant to an event (p. 64). It means that are those data obtain in different documents such as: books, encyclopedias, magazines, and so on.

3.2.2.2 Secondary Sources

Gay, Mills and Airsaian (2011) express that “a secondary source of information is one that was created by someone who did not have first-hand experience or did not participate in the events or conditions being researched” (p.64). The second hands are used in the methodological framework. Some of the secondary resources of this research are books, dictionary, guide, teacher’s texts, and others.

3.2.3. Third hand

Gay, Mills and Airsaian (2011) indicate Tertiary sources “consist of information which is a distillation and collection of primary and secondary sources. Generally, tertiary sources are not considered to be acceptable material on which to base academic research. Tertiary sources are usually not credited to a particular

author. (p. 65). For this reason, the tertiary sources found in this document refer to all virtual sources.

3.3 SELECTION OF SAMPLING

The sample is a small part, or the specific group of subjects selected to represent the whole. According to Tamayo y Tamayo (2012) affirm that sample is “the group of individuals that is taken from the population, to study a statistical phenomenon” (p.38).

There are two types of sample probabilistic and non-probabilistic. The first considers all elements of the population have the same chance of being chosen and obtained defining the characteristics of the population and the sample size, and through a random selection or mechanical analysis units. In second ones, the choice of the elements does not depend on the probability, but of causes related to the characteristics of the research or who makes the sample. Here the procedure is not mechanical or formulas based on probability, but depends on the decision-making process of a researcher or group of researchers and, of course, obey selected samples to other research criteria.

Taking this statement into account, the sample of this research is probabilistic and this research is made up of 25 students from group 7-1 and 7-2 who represent the 75% of the study population.

Chart N°1

Population and sample

Strata	Population		Sample	
	Af	Rf	Af	RF
Students	33	100%	25	75%
English teachers	2	100%	2	100%
Total	35	100%	27	77%

Source: Information given by high school

3.3 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

In the researchers, it is possible to use different instrument to collect important data, because they are necessary to analyze them. In this study the instruments is a questionnaire applies to students and teacher. Gay, Mills and Airsaian (2011) indicate "A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. This instrument could use open or close questions" (382).

This investigation uses questionnaire with close and open questions. In the open questions, the subjects can express their ideas, opinions and in the close questions the subjects choose one of the alternatives.

3.5. OPERATIONALIZATION OF VARIABLES

3.5.1 Definition conceptual, operative and instrumental

Gay, Mills and Airsaian (2011) states that: “a variable is a characteristic or feature that varies, or changes” (p. 501). In other words, variables are anything that affect or change the study results.

The variables are divided into conceptual, operational and instrumental. The conceptual definition according to Gay, Mills and Airsaian (2011) “is often expressed in general, theoretical term” (p. 502). It means that meaning is extracted from the theoretical framework.

The operative definition is stated by Gay, Mills and Airsaian (2011): “It is how the researcher decide to measure the variable in the study and usually uses a scale. The scale is a measure of the intensity of an attitude or emotion” (p. 502). In this investigation the scale is from 0 to 100 where if the variable obtains 70% or more is considered positive but if it does not reach this percent, the variable is negative.

The instrumental definition is the way that research recollect the data. It can be questionnaire, interview and the observation. In this study, the used instrument is the questionnaire with close and open questions from 1 to 9.

Variable N°1: Virtual environments serve as support for English language teaching.

Conceptual definition: The different network applications that can be used in the teaching process in which students and teachers have interactions and the support they can give to the students in their learning process.

Instrumental definition: In this variable the instrument is a questionnaire. It is applied to subjects and they answer open and closed questions to 1 from 5.

Operational definition: In this variable, each item is positive if in the close question 70% or more of the sample chooses the alternatives: always and sometimes and it is negative if these alternatives have less than 70%

Variable N°2: Level of efficacy of Gamification based - tasks as tool in the implementation of strategies to fortify active learning in English skills and grammar and vocabulary

Conceptual definition: It is the application of games in a pedagogic way to improve knowledge and performance in the English language.

Instrumental definition: Data was collected by the application of a questionnaire, where the subjects of study answer closed and opened questions to 4 from 6.

Operational definition: Information obtained from the questions' answers in the instrument. In this variable, each item is positive if in the close question 70% or more of the sample chooses the alternatives: always and sometimes and it is negative if the alternatives have less than 70%

Variable N°3: Perceptions regarding the use of model steps of gamification-based tasks to improve English learning.

Conceptual definition: It is the use of the model step of gamification in the different context of learning process to motivate students and decrease their weaknesses in English learning.

Instrumental definition: Data will be collected by the application of a questionnaire, where the subjects of study answer closed and opened questions to 7 from 9.

CHAPTER IV
INFORMATION ANALYSIS

4.1. ANALYSIS OF DATA

This chapter describes the analysis of the results obtained from the application of the instrument to different populations. In this case is the questionnaire. The analysis is carried out specific objective, to the two different populations: students and English teachers. The data will be analyzed and studied using charts and graphics which are based in the results collected from the answers.

The results give important information that helps to know aspects about virtual environments, gamification-based tasks in the teaching learning process of English in the different skills. For this reason, there are the results of the data of the students and English teachers of the high school.

4.1.1. Analysis of students' data

Specific objective: To determinate if virtual environments serve as support for English language teaching at Centro Educativo Bilingüal Inmaculada.

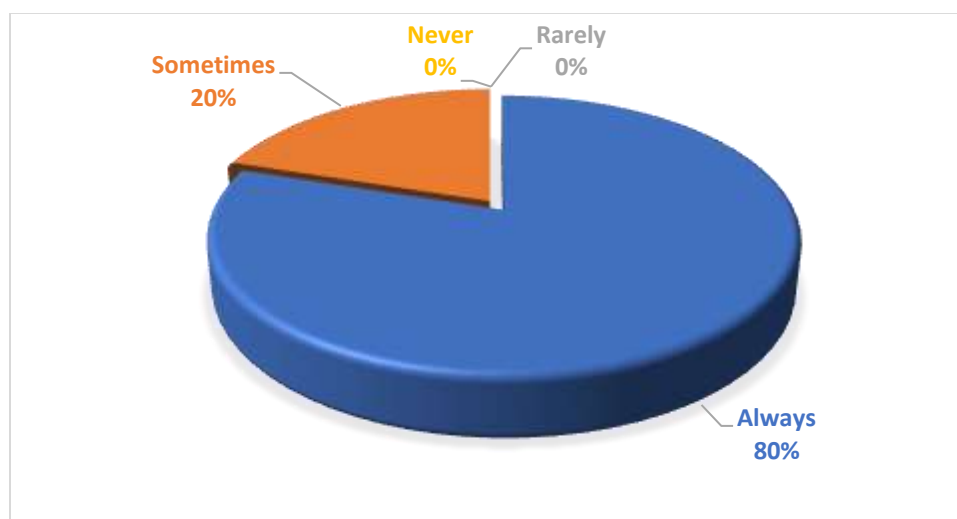
Chart N°2

Use of virtual environment by teachers

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Does your teacher use virtual environment to promote English skills?	20	80%	5	20%	0	0%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°1

Use of virtual environment by teachers

Note: Information extracted from of chart N°2

According to the data, in this question the 80% of the students answer that the teachers use virtual environments to promote English skills and the 20% of them indicate sometimes. It shows that this kind of resources available in internet can be implement in the learning process because teachers can utilize different pedagogical activities. It implies that students have diversity opportunities to strengthen the four skills through the different tools in virtual environment.

In the question N°2: What kind of virtual environments does your teacher use? Students indicate the following: virtual classes, online applications, chats, games, video conferences, google classroom and socratice. It shows that the teachers implement different technological tools to put into practice pedagogical activities in the teaching of the virtual environments. Also, these kinds of platforms enable

teachers to create an online classroom and they can be used to communicate among students, teachers and integrate different activities in the four skills.

Chart N°3

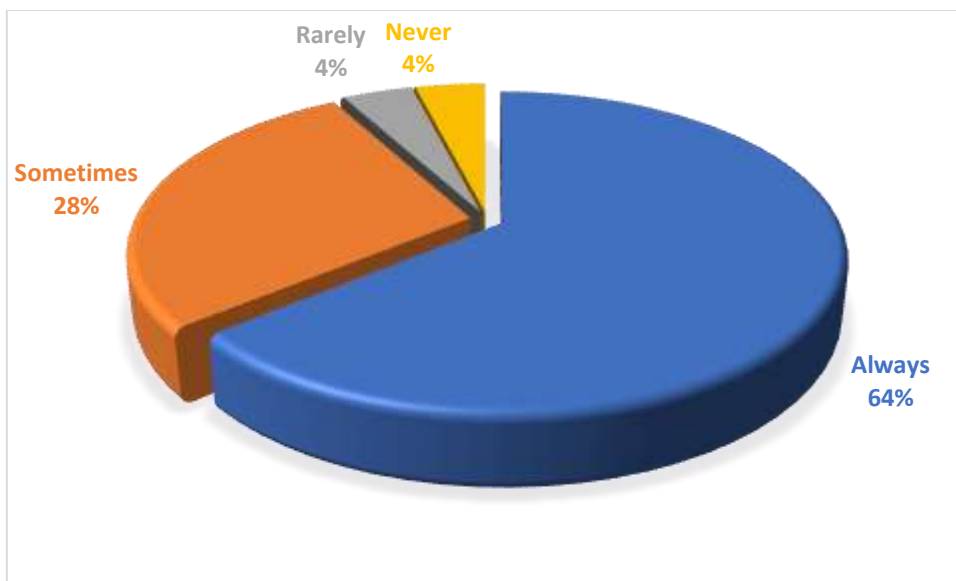
Virtual environment as supporting

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you consider that this virtual environments give supporting in the learning process of English language?	16	64%	7	28%	1	4%	1	4%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°2

Virtual environment as supporting



Note: Information extracted from of chart N°3

In this item, the 68% of the students express that always the virtual environments give supporting in the learning process of English language; the 28% consider sometimes; the 4% answer rarely and 4% never. Most of the students consider virtual environments important as a support in their learning process of the English language. Therefore, it must be considered by teachers, in order to choose the most appropriate environments because it can be very useful to reinforce language skills.

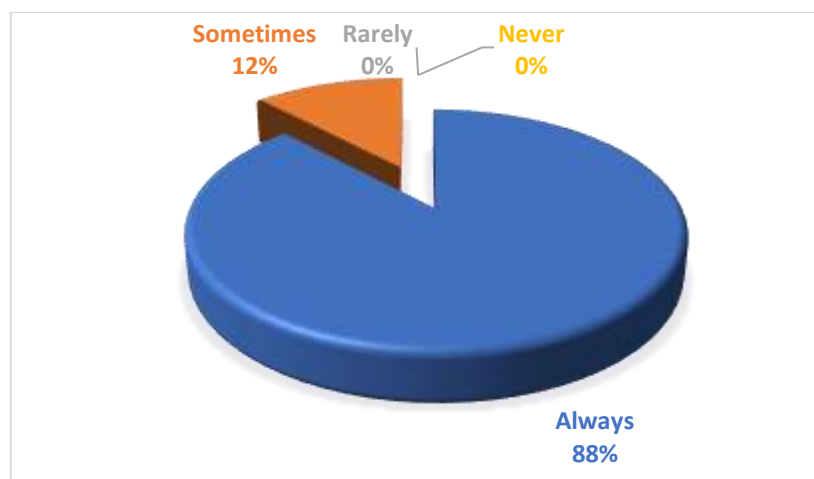
Chart N°4

Usefulness of virtual environment

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Have virtual environments been useful in the English language learning process during this period of distance classes?	22	88%	3	12%	0	0%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°3

Usefulness of virtual environment

Note: Information extracted from chart N°4

The 88% of students consider that virtual environments always have been useful in the English language learning process during this period of distance classes and the 12% indicate sometimes. The virtual environments are very important in these moments where face-to-face classes cannot be provided because students have the opportunity to following their learnings. These kind of tools have many activities and resources that students and teachers can use in the teaching learning process.

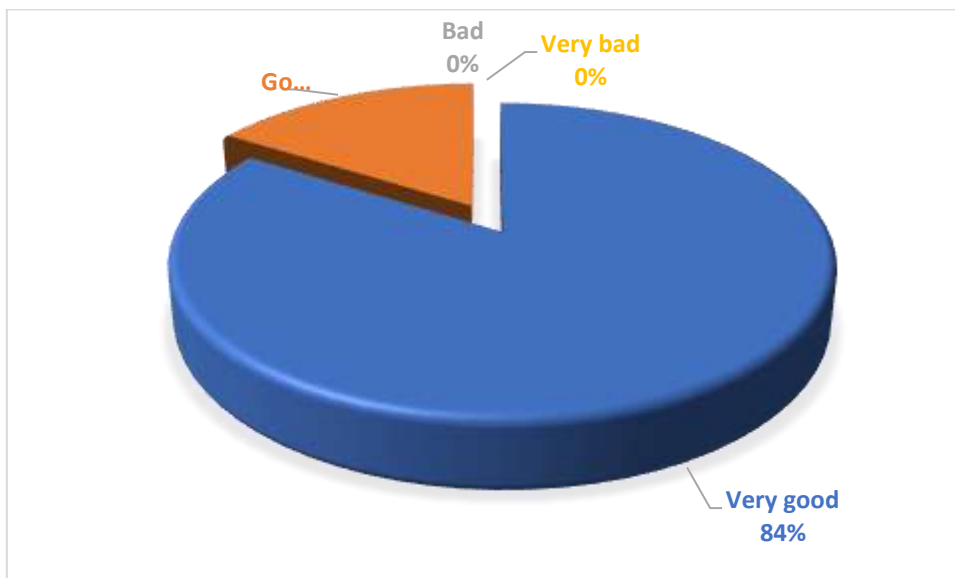
Chart N°5

Disposition to use virtual environments

Question	Very good		Good		Bad		Very bad	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
How is your disposition about to use network application in virtual environments?	21	84%	4	16%	0	0%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°4

Disposition to use virtual environments

Note: Information extracted from of chart N°5

In this question, the 84% of students consider that their disposition in network applications in virtual environments is very good and the 16% express good. It is fundamental the students have willingness in the application in virtual environments because it facilities their learning. During the distance classes the virtual environments play a role transcendental in the actual situation and teachers can implement different network applications to follow with the English lessons.

Specific objective 2: To measure the level of efficacy of gamification-based tasks as tool in the implementation of strategies to fortify active learning in English skills and grammar and vocabulary.

Chart N°6

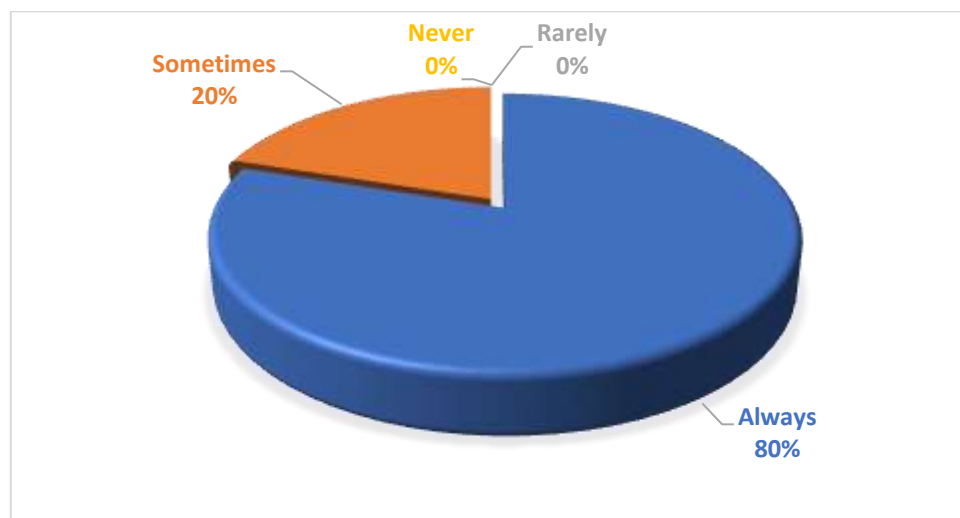
Put in practice gamification by teachers

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Does your teacher put in practice gamification based – tasks during the virtual classes?	20	80%	5	20%	0	0%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°5

Put in practice gamification by teachers



Note: Information extracted from of chart N°6

The data shows, that the 80% of the students indicate that the teachers always put in practice gamification based – tasks during the virtual classes and the

20% of them express sometimes. The game as methodology is an educating tool serving the didactic purpose. Games are constructive as they liven up teaching methods which are normally considered boring as in this case, grammar and vocabulary. The use of games in education aims to help students and they can play an important role to students because it implies involving the students in different pedagogical activities where through the playing they learn vocabulary and grammar in virtual environments.

Chart N°7

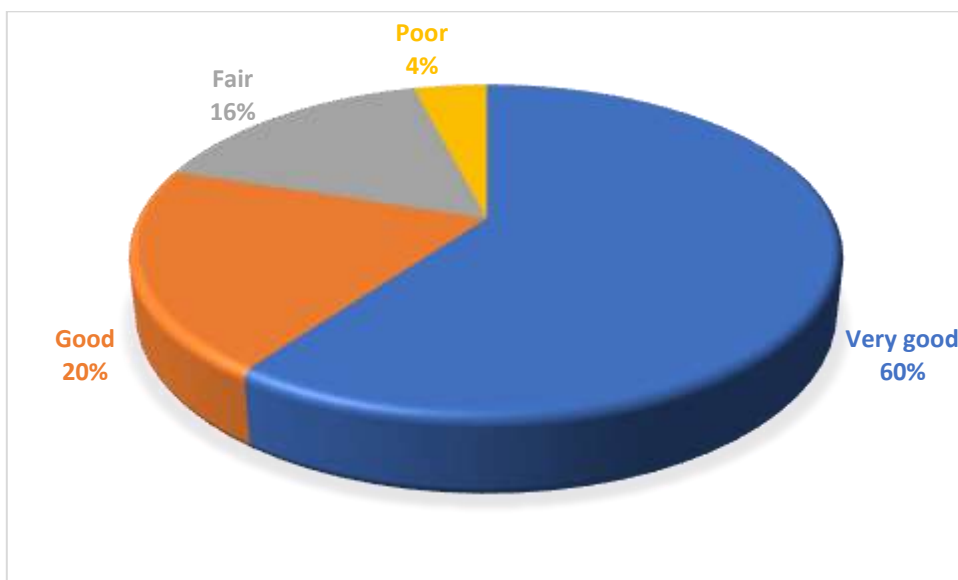
Level of efficacy of gamification for strengthening English skills

Question	Very good		Good		Fair		Poor	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
How do you rate the level of efficacy about the use of games to strengthen skills, vocabulary and grammar in the English language?	15	60%	5	20%	4	16%	1	4%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°6

Level of efficacy of gamification useful to strengthen English skills



Note: Information extracted from of chart N°7

This graph shows the 60% of students express that the level of efficacy about the use of games to strengthen skills, vocabulary and grammar in the English language is very good; 20% indicate good; 16% answer fair and the 4% respond bad. In this aspect, in general students have a positive opinion about the efficacy of this kind of methodology can help to fortify in the English learning process. It denotes that students consider gamification can help them to increase the knowledge in grammar and vocabulary, aspects necessary in the four skills. For this reason, this kind of methodology could be implemented as a way to promote the English learning.

In the question N°8: What type of games does your teacher use to promote the aforementioned aspects? The answers of the students are the following: hangman, Pictionary, fortnite, guess who, telling short stories, finding objects,

scrabble, acting like movies, video games, subtitles, charades, kahoot, trivias, zoom, chocolate, asking and answering questions, role plays, follow up, readings and learning vocabulary.

In this aspect, the students have a diversity of games where they can reinforce speaking, listening, reading and writing, as well as grammar and vocabulary. Every game serves as supporting in the language learning with its particularities necessary to improve the four skills.

It is important students recognize the variety of games and the use they can give in their English learning. It implies to know the advantages and put in practice to reinforce the competences of this language.

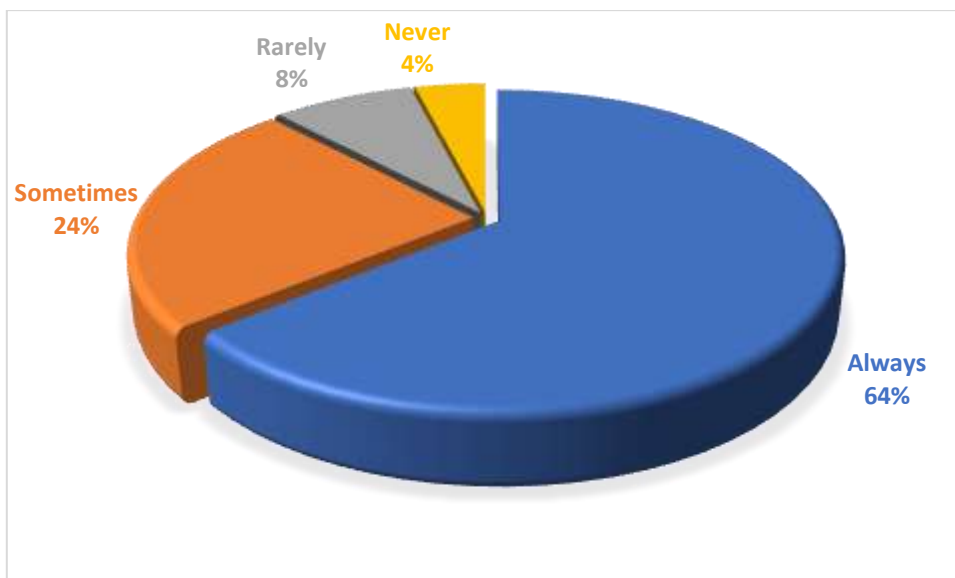
Chart N°8

Gamification as feedback

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Does gamification serve as feedback to fortify active learning in English skills and grammar and vocabulary?	16	64%	6	24%	2	8%	1	4%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°7

Gamification as feedback

Note: Information extracted from of chart N°8

In this item, the 64% of students believe that gamification serves as feedback to fortify active learning in English skills and grammar and vocabulary; the 24% answer sometimes; the 8% express rarely and 4% indicate never. The gamification can be very useful as feedback because through the games students can fortify English language. However, teachers have to choose the most appropriate according to the objective of achieving.

Chart N°9

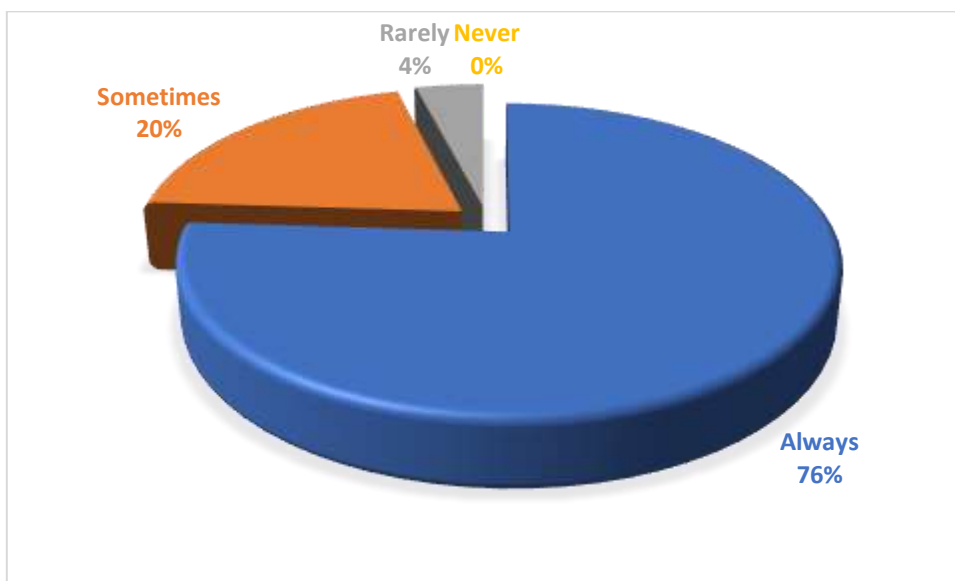
Efficacy of gamification in comfortable of students

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you believe that the efficacy of gamification helps you to feel more comfortable in the English process learning?	19	76%	5	20%	1	4%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°8

Efficacy of gamification in comfortable of students



Note: Information extracted from of chart N°9

In this item, the 76% of the students say that they always the efficacy of gamification helps to feel more comfortable in the English learning process; the 20% indicate sometimes and the 4% express rarely. Gamification has a positive influence in the learning process and this aspect has to take into account as strategy in English language

teaching and the efficacy of the gamification is based in the strategies implement by teachers. Actually there are a diversity of games to fortify the four skills, grammar and vocabulary and students can feel more relax and this makes learning easier.

Specific objective 3: To collect teachers and students perceptions regarding the use of model steps of gamification based-tasks to improve the English language

Chart N°10

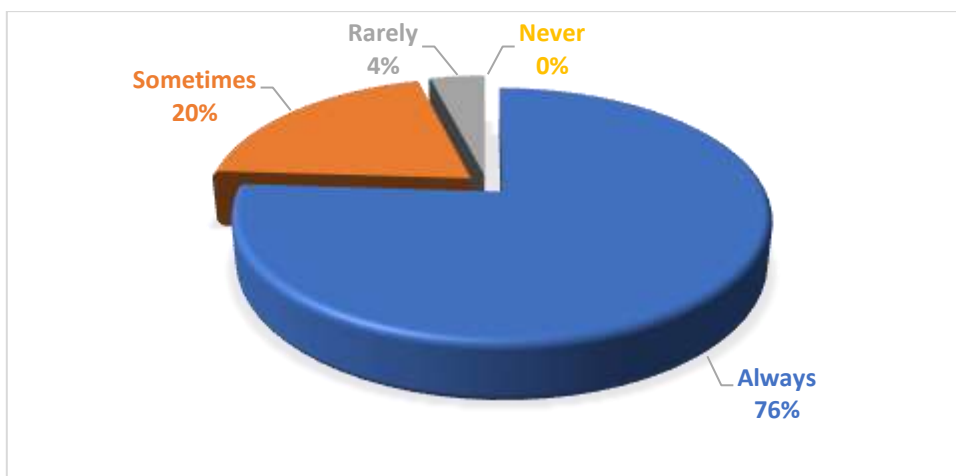
Use of model step of gamification benefit

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you believe the use of model step of gamification benefit your English learning?	19	76%	5	20%	1	4%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th.

Graph N°9

Use of model step of gamification benefit your English learning



Note: Information extracted from of chart N°10

The 76% of the students believe the use of model step of gamification always benefit your English learning; the 20% answer sometimes and the 4% indicate rarely. It is clear that students consider gamification has benefits in their English learning because it is a way where the different types pedagogical activities of gamification serves to improve their weaknesses in English learning. All these aspects point to the importance of the model step of gamification as part of the strategies in the learning teaching process of English as a second language because into web there are different type of games useful to increase the knowledge of the students in this language.

Chart N°11

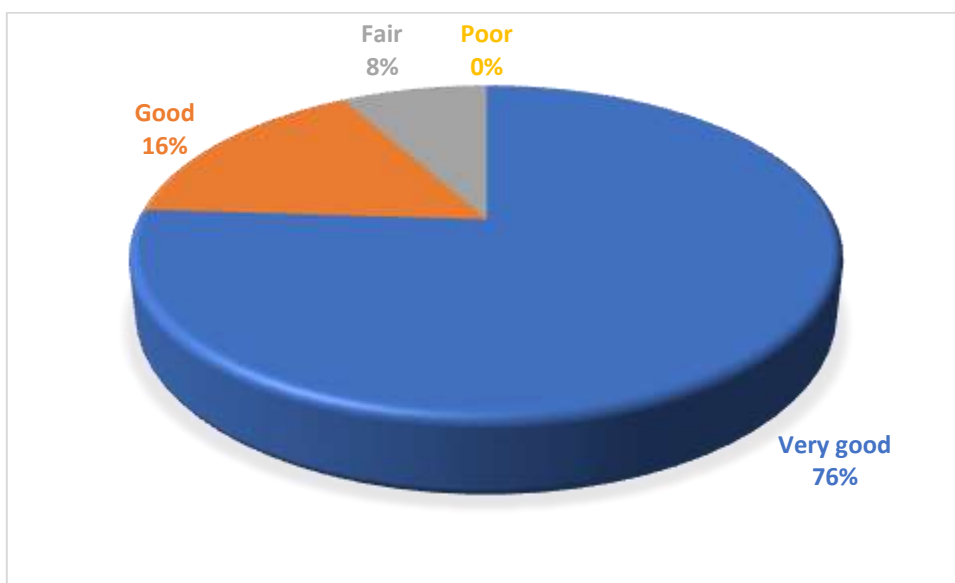
Perception use of gamification based – tasks in English learning

Question	Very good		Good		Fair		Poor	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
What is your perception regarding the use of model step of gamification based-tasks to enhance yours weaknesses in English learning?	19	76%	4	16%	2	8%	0	0%

Note: Data obtained from students' questionnaire applied on December 15th.

Graph N°10

Perception use of gamification based – tasks in English learning



Note: Information extracted from of chart N°11

In this item, the 76% of students gave a very good perception regarding the use of model step of gamification based-tasks to enhance yours weaknesses in English learning; the 16% state sometimes y the 8% indicate rarely. This kind of model can serve as motivation and it is an element very important in the learning because it promotes successful teaching and students can incorporate new knowledge in a more meaningful way. For this reason, it is important the use of those strategies that increase motivation in students. Furthermore, motivation is one of the main factors, which affect success of the language learner. The use of gamification could serve as a good tool to motivate students and they could increase the interest in their learning process. In addition, these methodology could facility the assimilation and the significant learning.

In the question N°13: How does this strategy benefit you to enhance the weaknesses in English learning? The answers of the students are the following: speak more frequently; play is funnier, self-confidence, learn new words, expressing ideas, correct mistakes, learning skills, work with computer and write in virtual board.

Consequently, the different strategies have some benefits to the students to achieve better learning in the English language and put it into practice in the skills and it intensifies their motivation. In the learning of English language is necessary to implement different strategies to reinforce the weaknesses of the students and now, with the use of virtual classes there are a lot of games as the model steps of gamification based-tasks as motivation to enhance weaknesses in English learning.

Chart N°12

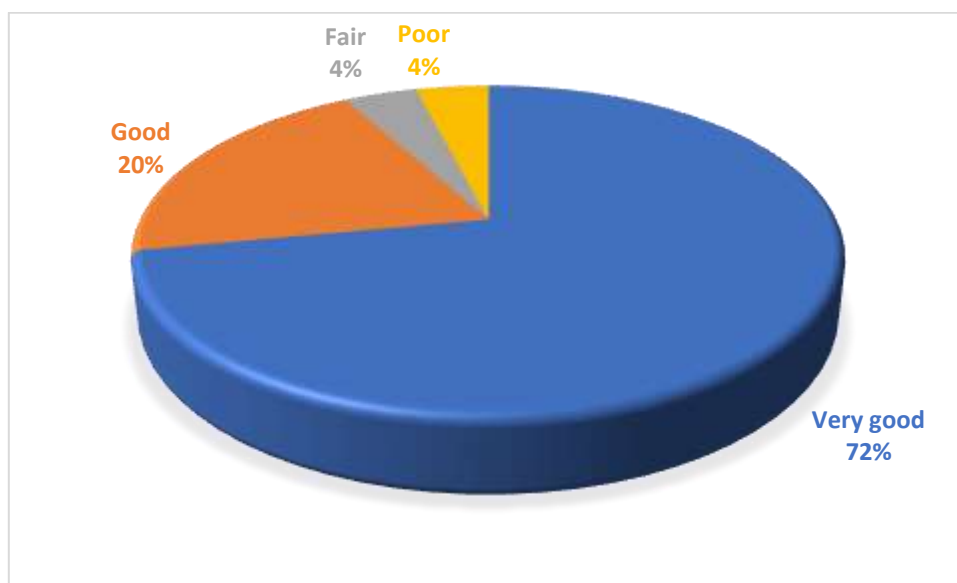
Perception of activities and game setting components in model step

Question	Good		Very good		Fair		Poor	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
What is your perception about the activities and game setting components in the model step of gamification to improve English Language?	18	72%	5	20%	1	4%	1	4%

Note: Data obtained from students' questionnaire applied on December 15th.

Graph Chart N°11

Perception of activities and game setting components in model step



Note: Information extracted from of chart N°12

The item shows that 72% of the students have a good perception about the activities and game setting components in the Model step to improve English Language; the 20% express sometimes, the 4% indicate rarely and the 4% respond never. During gamification, teachers and students have the opportunity to perform different activities in order to enhance weaknesses in the English language. However, it is necessary to consider the components of the game settings. It helps to really fulfill their pedagogical goal.

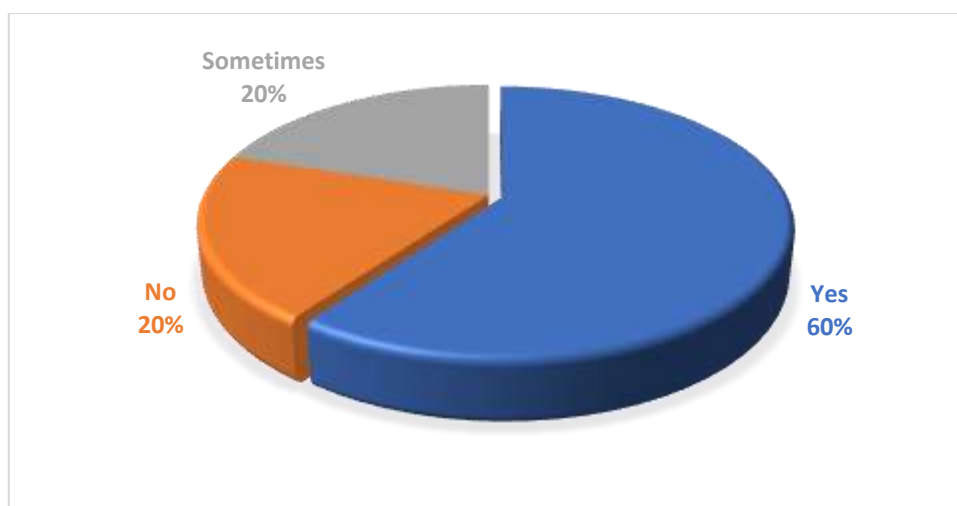
Chart N°13

Teachers' instructions

Question	Yes		No		Sometimes	
	Af	Ar	Af	Ar	Af	Ar
Have the teacher's instructions been clear and precise to use the model step of gamification to have a good perception about the appropriate use of it?	15	60%	5	20%	5	20%

Note: Data obtained from students' questionnaire applied on December 15th

Graph N°12

Teachers' instructions

Note: Information extracted from of chart N°13

According to the data, the 60% of the students indicate that the teachers always give instructions clear and precise to use the model step of gamification to have a good perception about the appropriate use of it; the 20% reply no and 20% answer sometimes. It is important the instructions in the use of model step of gamification because in this way students understand the purpose of the game in their learning process. It is necessary that students have a good perception about the instructions to understand the appropriate use of this mode.

4.1.2. Analysis of data of teachers

Specific objective: To use virtual environments to support as well as to complement language teaching and learning process in English language.

Chart N°14

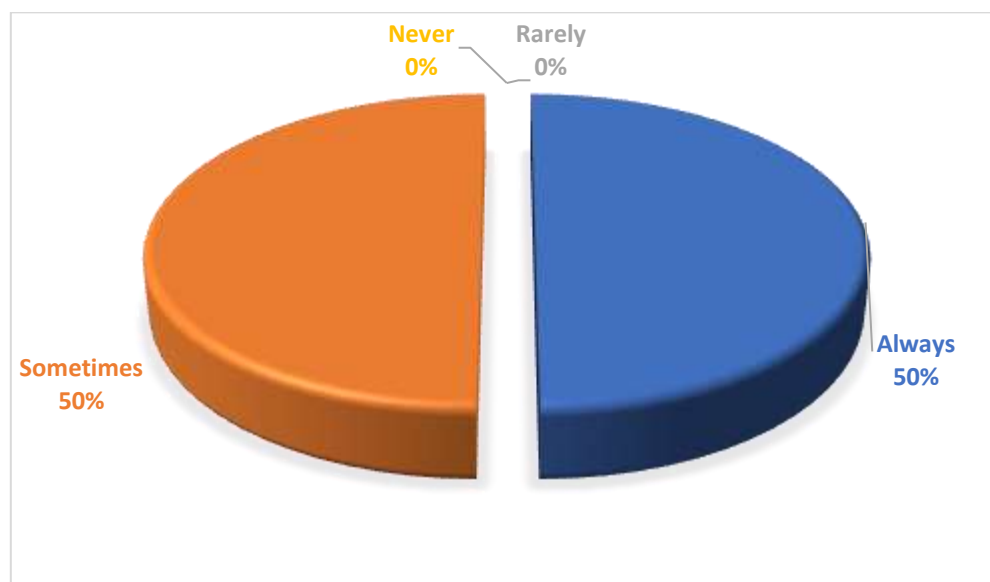
Use of virtual environment by teachers

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you use virtual environment to promote English skills?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°13

Use of virtual environment by teachers



Note: Information extracted from of chart N°14

The teachers indicate in a 50% they use virtual environments to promote English skills and the 50% express sometimes. It states that teachers include the virtual environment as part of the methodology in their process, especially due to the new teaching model implemented by the coronavirus. Actually, teachers have the opportunity to use virtual environments where they can find different tools to facilitate the learning process, especially nowadays the technology is part of the diary life of the students

According to the question N°2: What kind of virtual environments do you use? The teachers express that the use depends on each objective and topics developed. Some of them are google classroom and zoom to interact with the students are and other web sites such as ESL Games Plus, ESL Games World, and Kahoot.

The wide variety of platforms gives teachers the opportunity to choose the most appropriate according to the objective, theme, skills or other aspects to develop. It is possible because in the virtual environment there are many types and each one has particularities that teachers must be taken into account. It implies that teachers have to do an analysis to choose the appropriate virtual environment and thus, the planning of didactic activities.

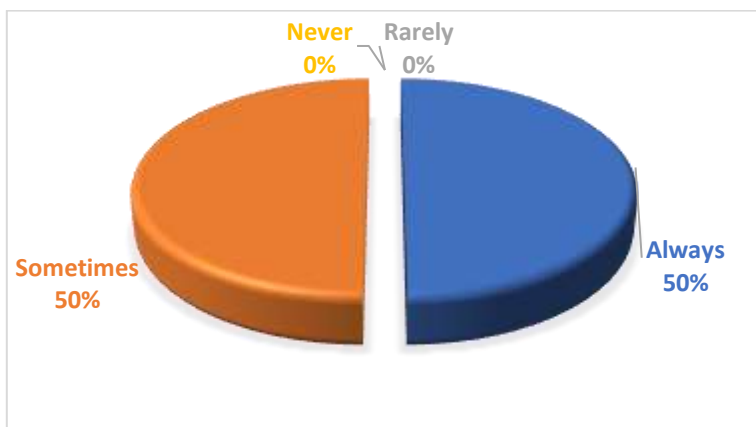
Chart N°15

Virtual environment as supporting

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you consider that this virtual environments give supporting in the learning process of English language?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°14

Virtual environment as supporting

Note: Information extracted from of chart N°15

The 50% of the teachers state that always the virtual environments give supporting in the learning process of English language and the other 50% express sometimes. Today, the new technologies offer a wide of virtual environment that teachers can use in the learning teaching process as supporting. It because these kind of tools provide tools as teachers and students in the pedagogical didactics. Virtual environments are part of the teaching methods used by teachers and this implies that they must know their characteristics in order to use them correctly.

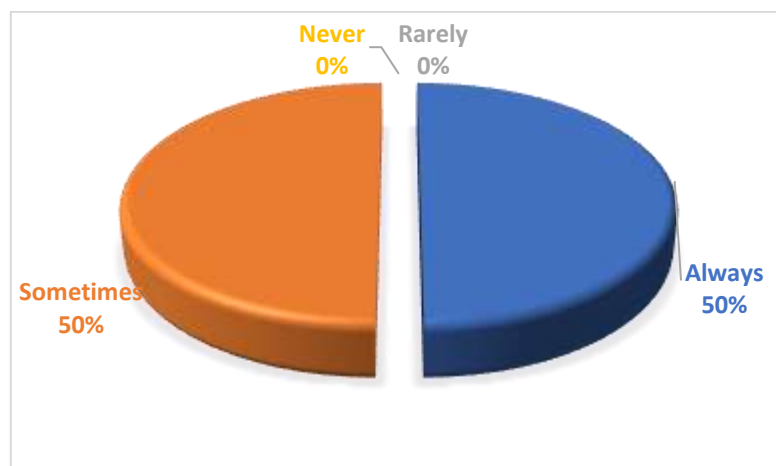
Chart N°16

Usefulness of virtual environment

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Have virtual environments been useful in the English language learning process of their students during this period of distance classes?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°15

Usefulness of virtual environment

Note: Information extracted from of chart N°16

According to the answers, the 50% of the teachers answer that the virtual environments always have been useful in the English language learning process of their students during this period of distance classes and the other 50% respond sometimes. It is known that virtual environments have many and diverse tools and these have a positive significant in the teaching. For this reason, it is important to know their advantages by teachers.

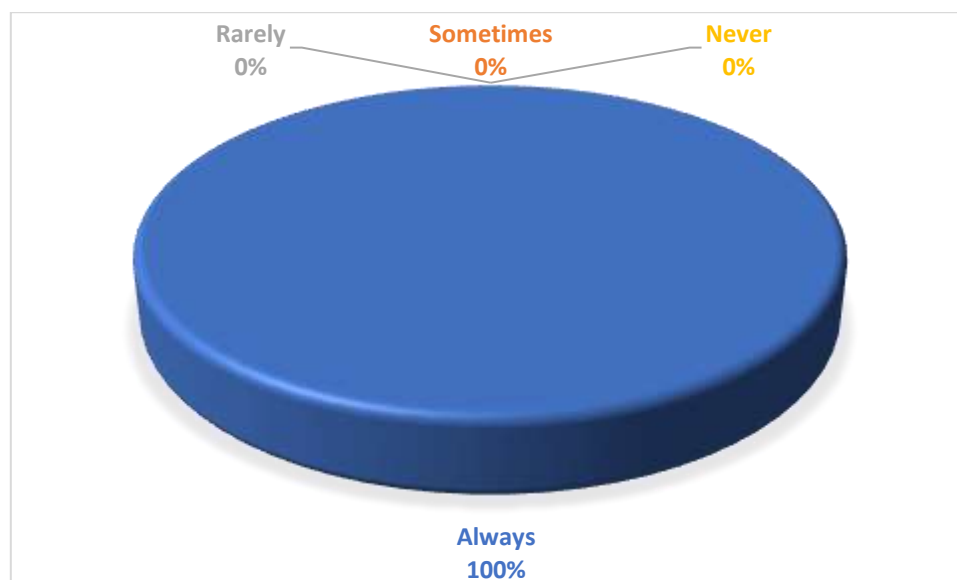
Chart N°17

Disposition to use virtual environments

Question	Very good		Good		Bad		Very bad	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
How is your students' disposition about to use network application in virtual environments?	2	100%	0	0%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°16

Disposition to use virtual environments

Note: Information extracted from of chart N°17

The 100% of the teachers indicate that students have a very good disposition about to use network application in virtual environments. It is fundamental, because this attitude facilitates the appropriate use of the virtual environments. Also, it helps to implement them to facilitate the knowledge of the skills and vocabulary and grammar.

Specific objective 2: To put in practice the gamification based tasks as tool in the implementation of strategies to fortify active learning in English skills and grammar and vocabulary.

Chart N°18

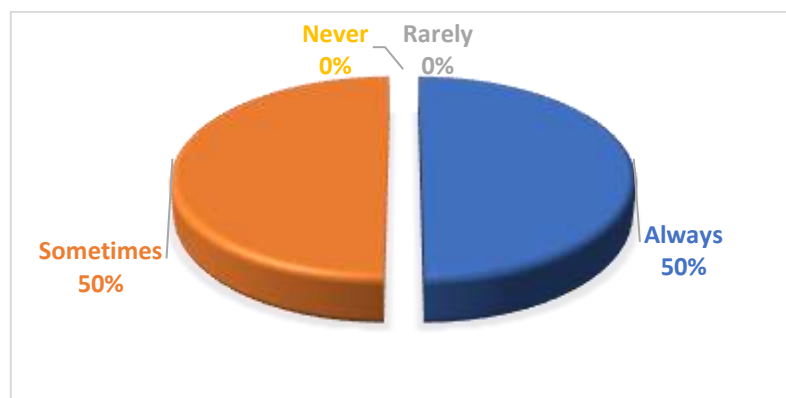
Put in practice gamification by teachers

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you put in practice gamification based – tasks during the virtual classes?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°17

Put in practice gamification by teachers



Note: Information extracted from of chart N°18

According to the results, the 50% of teachers reply that always put in practice gamification based – tasks during the virtual classes and the 50% answer sometimes. Gamification can create great interaction possibilities for teachers and students during classes. The application of this methodology provides feedback and encourages students to fortify the skills in English language. The great diversity of

games on the Internet and the new technologies that exist today give the opportunity to put in practice gamification based tasks and it implies to choose those strategies where the goal will be to fortify the skills in English language.

Chart N°19

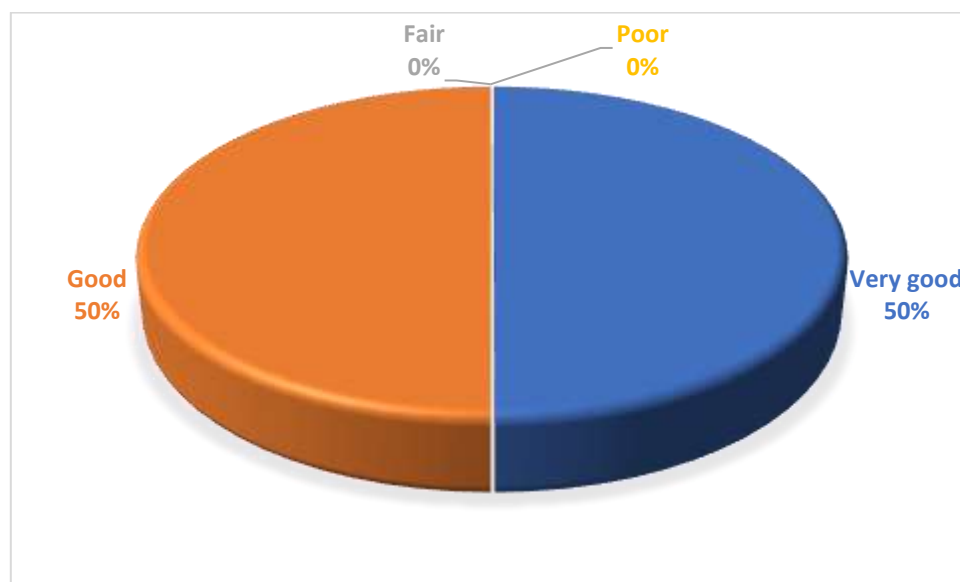
Efficacy of useful for strengthening English skills of students

Question	Good		Very good		Fear		Poor	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
How do you rate the level of efficacy about the use of games to strengthen skills, vocabulary and grammar in the English language of your students?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°18

Efficacy of gamification useful for strengthening English skills of students



Note: Information extracted from of chart N°19

The 50% of teachers respond that the level of efficacy about the use of games to strengthen skills, vocabulary and grammar in the English language of your students is very good; the other 50% express good. The reasons of the teachers consider is actually, gamification leads the main purpose in education during this pandemic, because everything is hard to achieve when something new suddenly is established in the lives, such as classes and use of technology to acquired knowledge without physical interaction. Students feel more attracted by learning English when they like something. A good idea to make a fun class is to teach contents by playing and all students involved and make them feel comfortable at the same time they learn.

The implementation of gamification is very useful in the English learning teaching process because these pedagogical activities can strength the different skills and grammar and vocabulary. It is possible, through this methodology students can play but at the same time learn. Gamification evidences the use of games in education as pedagogical didactic and serves as a tool to the teachers implement strategies to fortify the learning of students in English language.

Respect the question N°8: What type of games do you use to promote the aforementioned aspects? The most common games teachers use are Kahoot, Charades, and different drama interactions; puzzles, memory games and competition games to learn vocabulary. For grammar multiple choice games, tales, and some on. Teachers put in practice different games and these are implement if

the skill is listening, speaking, reading and writing. In other words, they are according to the purpose of the skills to develop.

Chart N°20

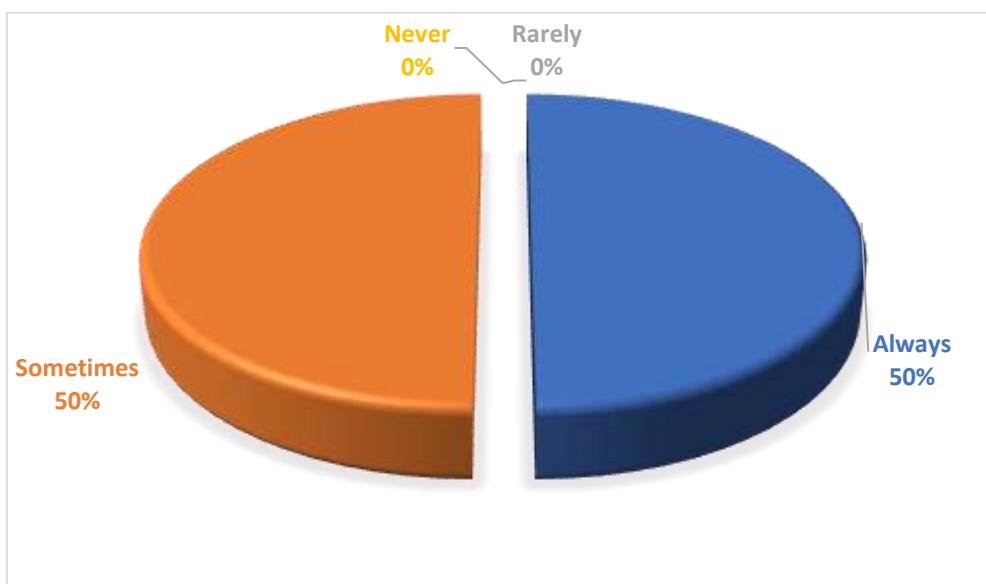
Gamification as feedback

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Does gamification serve as feedback to fortify active learning in English skills and grammar and vocabulary by students?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°19

Gamification as feedback



Note: Information extracted from of chart N°20

In this item, the 50% of teachers answer that gamification always serve as feedback to fortify active learning in English skills and grammar and vocabulary by

students and the 50% express sometimes. The games are funny strategies where the students can learn more easily and it is important to recognize the benefits in the English learning process. Teachers need to understand the advantages of these methodologies in their diary working.

Chart N°21

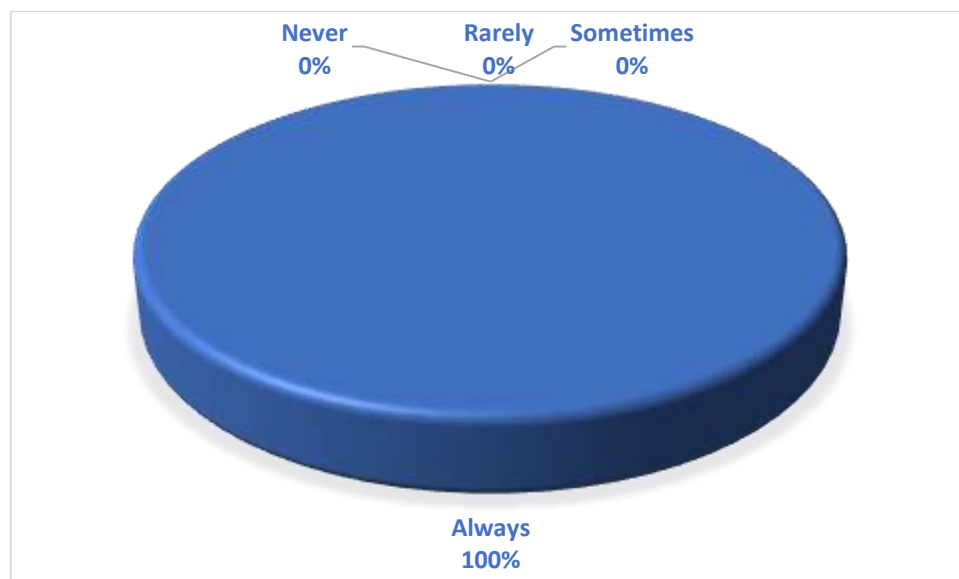
Efficacy of gamification to feel more comfortable

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you believe that the efficacy of gamification helps your students to feel more comfortable in the English process learning?	2	100%	0	0%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 157th

Chart N°20

Efficacy of gamification to feel more comfortable



Note: Information extracted from of chart N°21

The teachers consider in a 100% that the efficacy of gamification helps your students to feel more comfortable in the English process learning. Teachers can take advantage of the attitude of students to focus on their learning of the English language. It is important to take it into account because gamification can serve as a strategy in the teaching process.

Specific objective 3: To collect teachers and students perception regarding the use of model steps of gamification based-tasks to improve the English learning.

Chart N°22

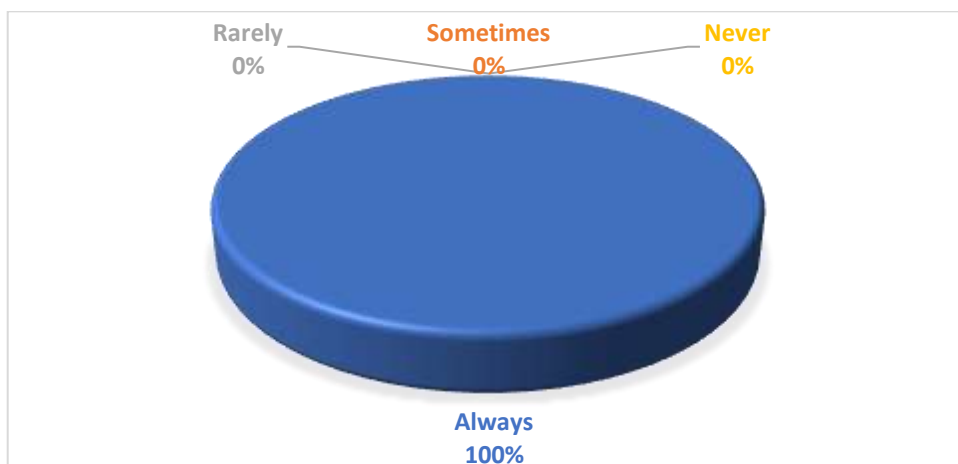
Use of model step of gamification benefit your English learning

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Do you believe the use of model step of gamification benefit your English learning?	2	100%	0	0%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°21

Use of model step of gamification benefit your English learning



Note: Information extracted from of chart N°22

In this question, the 100% of teachers answer that always the use of model step of gamification benefit students' English learning. It means that teachers recognize the model step of gamification has advantages en the English learning. For this reason, it implies that the use of this methodology should be taken into account by teachers as a tool in the teaching learning process of English language.

Chart N°23

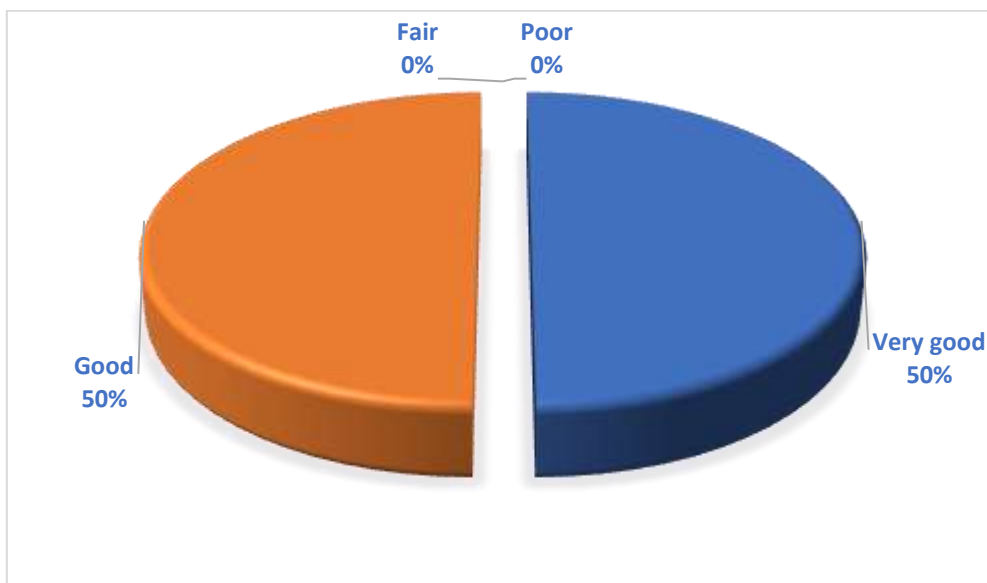
Perception use model step serves as motivation

Question	Very good		Good		Fair		Poor	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
What is your perception regarding the use of model step of gamification based-tasks serve as motivation to enhance weaknesses in English learning to your students?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°22

Perception of use model step serves as motivation



Note: Information extracted from of chart N°23

In this question, the 50% of the teachers have a very good perception that the use of model step of gamification based-tasks serve as motivation to enhance weaknesses in English learning to your students and the other 50% good.

Motivation is an aspect elemental in the learning process of the students and the use of gamification typically attempts to increase it in the learners. For this reason, the application of gamification can influence learner behaviors and attitudes, which can have a positive effect on intrinsic motivation. Therefore, it stands to reason that gamification will be useful in increasing both student learning and motivation if properly utilized.

In the question: How does this strategy benefit yours students to enhance the weaknesses in English learning? the teachers express the following:

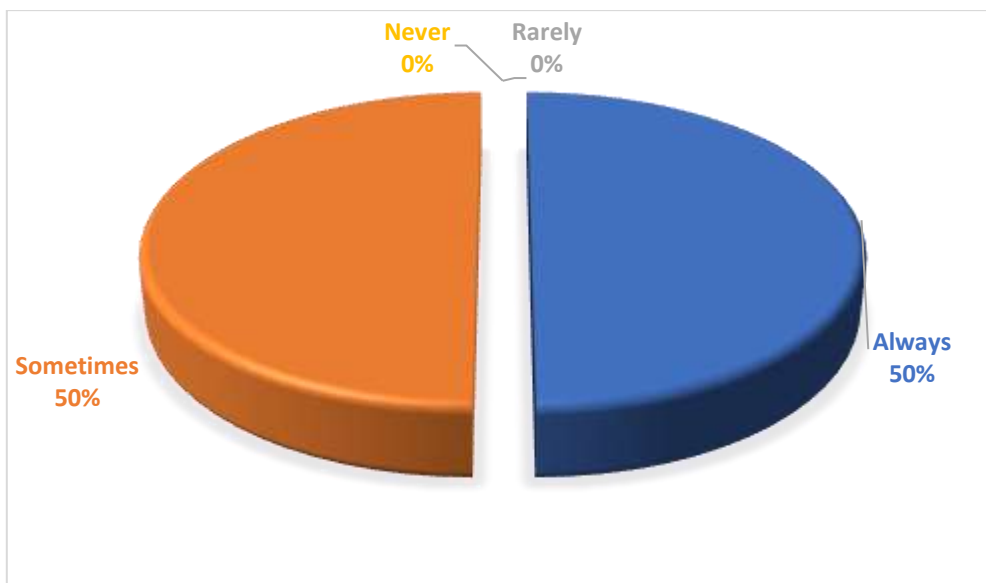
This strategy benefits students in many aspects because it makes a learning process more meaningful; students retains the subjects better and it helps them feel more motivated about learning English. Through this process, teachers can help each student depending on their necessity and English proficiency while speaking and interacting in different games and virtual environments. According to the answers this strategy can help to the students to reinforce these weaknesses in English language through the extrinsic motivation in which gamification can be extremely beneficial, and provides support in second language acquisition.

Chart N°24

Perception of activities and game setting components

Question	Very good		Good		Fair		Poor	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
What is your perception about the activities and game setting components in the model step of gamification to improve English Language?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

*Graph N°23**Perception of activities and game setting components*

Note: Information extracted from of chart N°24

According to the opinion of the teachers, the 50% have a very good perception about the activities and game setting components in the model step of gamification to improve English Language and 50% of the perception is good. It means employing games to stimulate learners' language. It includes elements of games into the learning environment to boost the knowledge and strengthen the skills through the participation.

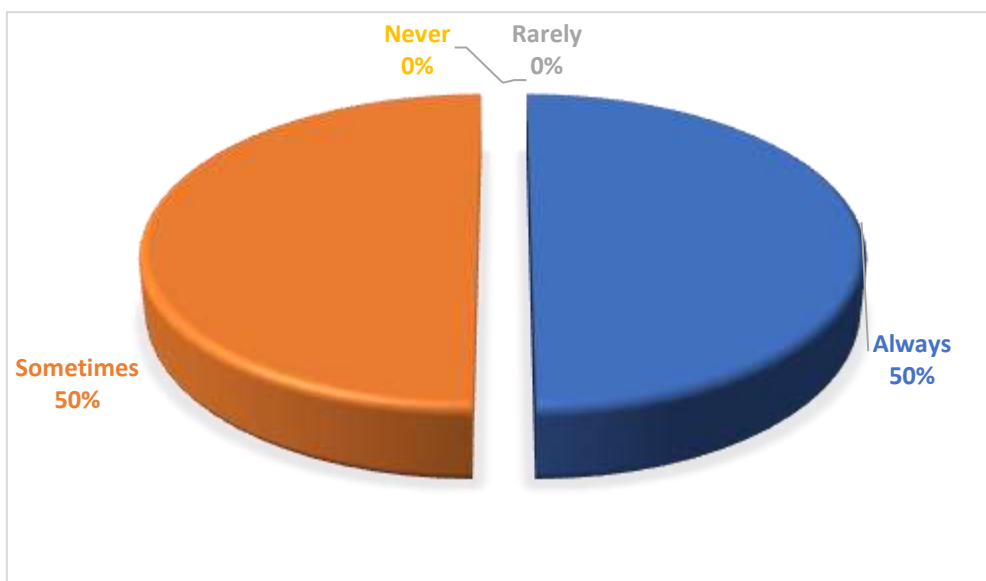
Chart N°25

Comfortable using gamification

Question	Always		Sometimes		Rarely		Never	
	Af	Ar	Af	Ar	Af	Ar	Af	Ar
Have your instructions been clear and precise to use the model step of gamification to have a good perception about the appropriate use of it by the students?	1	50%	1	50%	0	0%	0	0%

Note: Data obtained from teachers' questionnaire applied on December 17th

Graph N°24

Comfortable using gamification

Note: Information extracted from of chart N°25

In the last question, the 50% of the teachers indicate that their instructions have been clear and precise to use the model step of gamification to have a good perception about the appropriate use of it by the students and the other 50% express sometimes. Most of students like games and the teachers can use them as

methodology in the teaching learning process of English language. It can fortify the students' English skills and enhance the competencies in this language. It is important teachers give the instructions in a way where students can understand them appropriately; because it facilitates the use correct of the model step.

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1. CONCLUSIONS

The conclusions are the following:

General conclusions

According to various investigations, the use of information and communication technologies has been found to improve students' attitudes towards learning. In the case of educational purposes, virtual environments generally simulate the classroom and these are used as support for students to facilitate the acquisition of knowledge.

The application of virtual environments serves as supporting to complement teaching and learning process in English language because students can use to reinforce the four skills. These virtual spaces allow to them to practice the communicative skills. This provides teachers with valuable opportunities to do activities to stimulate the foreign language because the educator's task is to improve qualifications, competencies and skills of students during the education path and now it is possible with the implementation of technology. For this reason, the knowledge about virtual environment gives the opportunity to use it in an appropriate way and strength in learning process. It could be fundamental in the educational process to replace the traditional teaching methods.

Besides, virtual environments are aspects that should be considered in the teaching process. They facilitate that the teachers put into practice different strategies and didactic activities according to the skill. Consequently, the activities

play a fundamental role into teaching and learning process in virtual environment, because they are the connection among students, teacher, strategies, material, techniques, resources, and so on.

Today, there is a variety of technological resources and they are tools that teachers and students could implement in the learning teaching process; specially to promote the skills. Moreover, these technological resources give many opportunities to reinforce the students' weakness in the skills grammar and vocabulary.

It is important to take into account the different types of games to select the technological resources. In this way the support or feedback of the technology will be more effective. The important role that technology plays in education gives teachers the opportunity to design meaningful learning experiences.

The gamification applies an interactive method where students require the actively participation in different activities and they can implement the technological resources too without forgetting the motivation. In this way, students have to work in speaking, listening, reading and writing activities. In other words, these actions are important to reinforce the students' competences in the foreign language and acquire abilities in English in a natural way.

In the gamification, teachers should activate students' prior knowledge and make new information meaningful to them. In the gamification, teachers can activate motivation and it is very useful to enhance the learning of English language.

Variable N°1: virtual environments serve as support for English language teaching at Centro Educativo Bilingüe Inmaculada

According to the obtained data in the answers of the questionnaire both students and teachers agree that virtual environment are used and these environments give supporting in the learning process of English language. It shows that teachers and students consider the importance to implement the virtual technology in the English teaching learning process, because actually the new innovations have many and different tools and they are very useful as support.

It is evidenced in the response where Kahoot, zoom, ESL Games Plus, ESL Games World, google classroom and so on. Also, teachers give a similar answers in this aspect. Today the internet offers a variety of virtual environments and teachers have the opportunity to analyze each one and choose those that are most appropriate according to the teaching purpose. It means that these applications that can be used in the learning teaching process in which students and teachers have interactions.

The virtual environments have been useful in the English language learning process during this period of distance classes because internet has many kind of platforms and they are essential in the actual situation. They can provide tools to facilitate the strength of the skills in English language by students but it is necessary teachers plan appropriate pedagogical methodology.

According to the data and opinion of teachers and students, the last ones show a positive willingness to use network application in virtual environment and this attitude can be favorable in the learning teaching process in which students and teachers have interactions because as the students are interested, learning becomes easier.

Variable N°2: level of efficacy of gamification-based tasks as tool in the application of strategies to fortify active learning in English skills and grammar and vocabulary.

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In the information of the questionnaire, teachers and students recognize that during the virtual classes put in practice gamification based – tasks and they consider that the use of gamification been useful for strengthening English skills, vocabulary and grammar in the students.

Students and teachers have the criteria that the efficacy of the use of games to strengthen skills, vocabulary and grammar in the English language is good to fortify the English skills, grammar and vocabulary. The application of this kind of

strategy has benefits in the learning process of students because they can use it to practice and reinforce those weak aspects in the language, too.

Some of games that teachers implement during the virtual lessons are trivias, charades, questionnaires, drama, puzzles, memory games, and others. These have specific purpose, ones are used to promote speaking, listening, writing and reading skills; others are to reinforce grammar and vocabulary. Through the games the learning the learning is funny and it can have positive incidence in the learning process of students.

It can be understood as different games with pedagogical activities where the principal purpose is the improving of the knowledge in English language. For this reason, students and teachers agree in the aspect of gamification serves as feedback to fortify active learning in English skills and grammar and vocabulary.

In addition, students and teachers believe that the efficacy of gamification helps you to feel more comfortable in the English process learning because through these strategies they strengthen active learning without inhibiting themselves. According to research, pedagogical games facilitate learning because students are uninhibited and do not feel as pressured. This helps them to acquire better knowledge.

Variable N°3: teachers and students' perceptions regarding the use of model steps of gamification based-tasks to improve the English language

Students and teachers believe that the use of model step of gamification benefit students' English learning and it can implement in different contexts. However, it is necessary to choose the methodology according to the specific content of the program or the goal.

The perception of students and teachers regarding of the use of model step of gamification based-tasks serve as motivation to enhance weaknesses in English learning is good. This aspect is important because it helps to enhance these aspects where students have difficulties in their learning and teachers can put in practice different activities or exercises to practice English language.

This methodology has many and varied benefits to the students and some of them are: students have the opportunity to express their ideas, correct mistakes, and provide support and son on. Students can use the different platforms or technology tools to improve their weaknesses in the four skills.

According to the analysis of the answers, students and teachers' perception about the activities and game setting components in the model step of gamification to improve English Language is good. It promotes the correct use of this methodology as support in English learning. For this reason, it is necessary to add

these kinds of methodology. However, the activities and setting components of the game require prior planning to obtain positive results and achieve the objectives.

The two subjects of this research consider that the teacher's instructions have been clear and precise to use the model step of gamification to have a good perception about the appropriate use of it. The guide of the teachers is necessary to understand the use of this model of teaching by students and they can do the activities appropriate and easily way.

How can the use of gamification based – tasks help to improve the weaknesses in English learning in seventh grade students from Centro Educativo Bilingüe Inmaculada Jaco during second semester 2020?

According to the data obtained through the questionnaires from teachers and students and the general information about the different topics, the use of gamification based – tasks help to improve the weaknesses in English learning because this methodology serves as support in English language. Students can develop the skills and they can boost their self-confidence level.

Games for educational purposes can have a positive impact since learners can be easily motivated. It means different games can be used in a learning environment and they are very useful as feedback. The use of technology in education has become necessary to strength the knowledge of the students too and

there are variety of platforms or others tools with different kind of educational games that teachers can implement in the learning teaching process.

All these aspects mentioned confirm the problem statement is correct.

5.2. RECOMMENDATIONS

The recommendations are the following:

Variable N°1: virtual environments serve as support for English language teaching at Centro Educativo Bilingüe Inmaculada

Teachers have to analyze the different virtual environment to know the advantages and disadvantages. It is fundamental to choose the most appropriate as supporting in the teaching learning process of English language.

Besides, teachers have to use different virtual environments according to the skills to reinforce. In this way, students can learn how to potency their weaknesses in the competence of English language.

Another aspect, it is to take into account the different technologies resources as tool to motivate students. Internet and websites have many and varieties of setting and they can be useful in the learning teaching process.

Variable N°2: level of efficacy of gamification-based tasks as tool in the application of strategies to fortify active learning in English skills and grammar and vocabulary.

Teachers require acquiring knowledge about gamification to understand the appropriate use. This gives a view about when, how and where use them in reference the goal or objective propose and how to blend with the motivation and in the activities to reinforce skills.

It is important to know the efficacy of games in the learning process of the students and put in practice them in the precise moment as part of pedagogical didactic.

It is necessary that teachers recognize the importance of gamification as methodology in the didactic activities to develop students' skills. It facilitates the correct choice of them with the purpose to promote strategies to fortify active learning in English skills and grammar and vocabulary.

Teachers can use gamification as feedback in these aspects that students have weaknesses because games have positive effects on the learning outcome of English language learners. They help to do the learning process of the students easier and significant.

Gamification improves knowledge retention. It also enhances the overall learning experiences; for this reason, it should be adopted in teaching English language gamification has a positive effect on the engagement level of the learners.

Variable N°3: perceptions regarding the use of model steps of gamification based-tasks to improve the English language

It is fundamental to take into account the perception of students about activities and game setting components the model step because it can be useful as part of teaching methodology. In this way, teachers can planning the different activities with specific strategy.

The integration of virtual learning environments or technological resources into language teaching helps to create optimum learning conditions where model step of gamification provides a big variety of activities and resources in the learning teaching process in English language.

It is important that teachers stimulate the students with different activities. In this way they eliminate the weaknesses of different abilities or skills necessary to reinforce in the foreign language.

It is recommendable to advice students how to utilize the technological resources, virtual environment and gamification home to reinforce and practice the skills with the different programs, sites and software that today are in internet.

In the teaching learning process of foreign language is necessary to implement model step as methodology because it has different pedagogical dynamics to stimulate the students in English learning.

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ANNEXES

Students' questionnaire

This questionnaire has the purpose to collect information to an investigation. Please following the instructions below:

- Mark (x) the option that most closely matches your opinion
- Answer the questions.

The information is anonymous and confidential and it is used only with this objective. Thanks.

1) Does your teacher use virtual environments to promote English skills?

Always _____ Sometimes _____ Rarely _____ Never _____

2) What kind of virtual environments does your teacher use?

3) Do you consider that these virtual environments give supporting in the learning process of English language?

Always _____ Sometimes _____ Rarely _____ Never _____

4) Have virtual environments been useful in the English language learning process during this period of distance classes?

Always _____ Sometimes _____ Rarely _____ Never _____

5) How is your disposition about to use network application in virtual environments?

Very good _____ Good _____ Bad _____ Very bad _____

6) Does your teacher put in practice gamification based – tasks during the virtual classes?

Always _____ Sometimes _____ Rarely _____ Never _____

7) How do you rate the level of efficacy about the use of games to strengthen skills, vocabulary and grammar in the English language?

Very good _____ Good _____ Fair _____ Poor _____

8) What type of games does your teacher use to promote the aforementioned aspects?

9) Does gamification serve as feedback to fortify active learning in English skills and grammar and vocabulary?

Always _____ Sometimes _____ Rarely _____ Never _____

10) Do you believe that the efficacy of gamification helps you to feel more comfortable in the English process learning?

Always _____ Sometimes _____ Rarely _____ Never _____

11) Do you believe the use of model step of gamification benefit your English learning?

Always _____ Sometimes _____ Rarely _____ Never _____

12) What is your perception regarding the use of model step of gamification based-tasks serve as motivation to enhance weaknesses in English learning?

Very good _____ Good _____ Fair _____ Poor _____

13) How does this strategy benefit you to enhance the weaknesses in English learning?

14) What is your perception about the activities and game setting components in the model step of gamification to improve English Language?

Very good _____ Good _____ Fair _____ Poor _____

15) Have the teacher's instructions been clear and precise to use the model step of gamification based-tasks?

Always _____ Sometimes _____ Rarely _____ Never _____

Teachers' Questionnaire

Dear teachers:

This questionnaire has the purpose to collect information to an investigation. Please following the instructions below:

- Mark (x) the option that most closely matches your opinion
- Answer the questions.

The information is anonymous and confidential and it is used only with this objective. Thanks.

1) Do you use virtual environments to promote English skills?

Always _____ Sometimes _____ Rarely _____ Never _____

2) What kind of virtual environments do you use?

3) Do you consider that this virtual environments give supporting in the learning process of English language to your students?

Always _____ Sometimes _____ Rarely _____ Never _____

4) Have virtual environments been useful in the English language learning process during this period of distance classes?

Always _____ Sometimes _____ Rarely _____ Never _____

5) How is your students' disposition about to use network application in virtual environments?

Very good _____ Good _____ Bad _____ Very bad _____

6) Do you put in practice gamification based – tasks during the virtual classes?

Always _____ Sometimes _____ Rarely _____ Never _____

7) How do you rate the level of efficacy about the use of games to strengthen skills, vocabulary and grammar in the English language by students?

Very good _____ Good _____ Fair _____ Poor _____

8) What type of games do you use to promote the aforementioned aspects?

9) Does gamification serve as feedback to fortify active learning in English skills and grammar and vocabulary to your students?

Always _____ Sometimes _____ Rarely _____ Never _____

10) Do you believe that the efficacy of gamification helps you to feel more comfortable in the English process learning?

Always _____ Sometimes _____ Rarely _____ Never _____

11) Do you believe the use of model step of gamification benefit students' English learning?

Always _____ Sometimes _____ Rarely _____ Never _____

12) What is your perception regarding the use of model step of gamification based-tasks serve as motivation to enhance weaknesses in English learning to your students?

Very good _____ Good _____ Fair _____ Poor _____

13) How does this strategy benefit your students to enhance the weaknesses in English learning?

14) What is your perception about the activities and game setting components in the model step of gamification to improve English Language?

Very good _____ Good _____ Fair _____ Poor _____

15) Have the teacher's instructions been clear and precise to use the model step of gamification to have a good perception about the appropriate use of it?

Always _____ Sometimes _____ Rarely _____ Never _____