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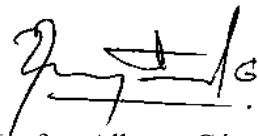
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**Título: ENTRHOGAM BLOG, AN EFL TEACHING MATERIAL BASED ON
GAMIFICATION TO SIXTH GRADE LEARNERS.**

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ANTONIO NARIÑO UNIVERSITY

FACULTY OF EDUCATION

**ENTRHOGAM BLOG, AN EFL TEACHING MATERIAL BASED ON GAMIFICATION
TO SIXTH GRADE LEARNERS**

RESEARCH PROJECT LINE: LANGUAGE AND HUMAN DEVELOPMENT

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ABSTRACT

ENTHROGAM BLOG, AN EFL TEACHING MATERIAL BASED ON GAMIFICATION TO SIXTH GRADE LEARNERS

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The present grade project is to receive the B.A. in Spanish and English. The project called ENTHROGAM (English Through Gamification) is purposed based on the learning necessities, and the results got by students of sixth grade at Sumapaz school in the Movers diagnostic test, which shows that they had lacked vocabulary.

According to this argument, ENTHROGAM is established as an authoring tool designed as an educational blog on www.wix.com, to improve students' vocabulary, which follows gamification principles. Gamification has been immersing in education context in schools, universities, and institutes, generating a new educational perception.

This new perception has been a satisfactory impact; because, according to (Gabe & Christopher, 2011), "gamification is an integration of elements and mechanics game in activities that are not games". Besides, gamification has educational benefits as generating a motivating learning environment, avoid frustration, and students can do a self- evaluation of their academic progress. It allows integrating ICT (Information Communication Technologies) as educational games and interactive platforms such as Kahoot, Quizizz, Educaplay, and Padlet. In the EFL (English as Foreign Language) teaching-learning process is also possible to involve fundamental

aspects as Task-Based Learning Approach, critical thinking, and BLRs (Basic Learning Rights: English).

Key words: Gamification, ICT, Task Based Language, Critical thinking, EFL.

RESUMEN

El proyecto de grado actual es recibir el título de Licenciado en Español e Inglés. El proyecto llamado ENTHROGAM (Inglés a través de la gamificación), está diseñado en función de las necesidades de aprendizaje, y los resultados obtenidos por los estudiantes de sexto grado de la escuela Sumapaz en la prueba de diagnóstico Movers, donde se evidencia la falta de vocabulario. Atendiendo a este argumento, ENTHROGAM se establece como un diseño de herramienta de autor como un blog educativo en www.wix.com, para mejorar su vocabulario, que sigue los principios de gamificación, porque se ha sumergido en el contexto educativo en escuelas, universidades e institutos, generando una nueva percepción sobre la educación.

Esta nueva percepción ha tenido un impacto satisfactorio; porque, según (Gabe y Christopher, 2011), "la gamificación es una integración de elementos y juegos de mecánica en actividades que no son juegos". Además, la gamificación tiene beneficios educativos al generar un ambiente de aprendizaje motivador, evitar la frustración y los estudiantes pueden hacer una autoevaluación de su progreso académico. Es decir, permite integrar las TIC (Tecnologías de la Información y la Comunicación) como juegos educativos y plataformas interactivas como Kahoot, Quizizz, Educaplay y Padlet. Además, es posible participar en el proceso de enseñanza-aprendizaje EFL (inglés como lengua extranjera), aspectos fundamentales como el enfoque de

aprendizaje basado en tareas, el pensamiento crítico y los BLR (derechos básicos de aprendizaje: inglés).

Palabras clave: Gamificación, TIC, Aprendizaje basado en tareas, pensamiento crítico, Inglés como Lengua extranjera.

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1. Introduction

This research project called ENTHROGAM (English Through Gamification) arises from the learning necessities identified in the results gotten by sixth-graders in the Movers diagnostic test at Sumapaz school, which shows that learners have limited vocabulary according to their schooling level. Attending to this matter, ENTHROGAM is established as an authoring tool designed like an educational blog on www.wix.com, to improve their vocabulary following gamification principles. It is important to take into account that gamification has been immersing itself in educational contexts such as schools, universities and institutes generating a new educational perception.

This new perception has had a satisfactory impact since “gamification is an integration of elements and mechanics game in activities that are not games” (Gabe & Christopher, 2011). Furthermore, gamification has educational benefits as providing a motivational learning environment, avoiding frustration, and allowing students to self-evaluate their academic progress. In other words, gamification allows the integration not only of ICT (Information Communication Technologies) as educational games and interactive platforms such as Kahoot, Quizizz, Educaplay, and Padlet, but also of fundamental aspects in the EFL (English as Foreign Language) teaching-learning process, like Task-Based Learning Approach, critical thinking, and BLRs (Basic Learning Rights: English) Objectives:

1.1.1 General objective:

To design an EFL material based on gamification to improve sixth graders' vocabulary to students at Sumapaz school.

1.1.2 Specific objectives:

- To identify student's vocabulary level through movers diagnostic test.
- To analyze the diagnostic test in order to build the theoretical framework.
- To design and apply a methodology proposal based on gamification emphasizing on Task Based Learning, and Basic Learning Rights, English.
- To design the appropriate material based on gamification in order to enhance the student's vocabulary.
- To analyze and evaluate the impact of the EFL material designed.

1.1.3 Students' educational context

Students of sixth grade at Sumapaz school in 2019, had many difficulties with the English language learning process; because, their English teacher was replaced in four occasions, affecting not only their vocabulary but also their academic progress. The result of the constant English teacher replacement had as a consequence, students' difficulties and doubts to understand basic instructions and simple conversations in a real communicative context. Also, they had lacked vocabulary; because in the periods when learners did not have English class, they could not practice the language.

2. Need identification

The teaching-learning process has changed significantly over the centuries according to students' necessities, learning styles, learning goals, and educational resources used by students to search for information. For this reason, teachers have to be aware of the educational vanguard in EFL teaching-learning process.

Taking into account the challenges that an EFL teacher deals in the 21st century, and sixth graders learning necessities at Sumapaz school. An inquiry about their EFL teaching-learning process was made to identify not only their pre-knowledge but also their difficulties with the English language. During the inquiry, the students expressed that their English teacher had been replaced four times, an issue that has seriously affected their learning process.

Based on students learning necessities, the English curriculum of Sumapaz school, and BLRs, a Movers diagnostic test was proposed to identify learners' difficulties with the English language and design an improvement plan to overcome these difficulties.

The Movers diagnostic test designed by Cambridge (which is an international organization in charge of evaluating the English level according to CEFR (Common European Framework Reference)) was taken as a reference to create the one applied to the students.

3. Difficulty exploration

Based on sixth-graders learning necessities at Sumapaz school explained in chapter two, the diagnostic test was applied, it is important to take into account that students were 10 at that time (see annex one). This test contains six parts (see figure 3.1) in which it is evaluated whether students meet the communicative skill standards established by the Ministry of National Education in BLRs or not.

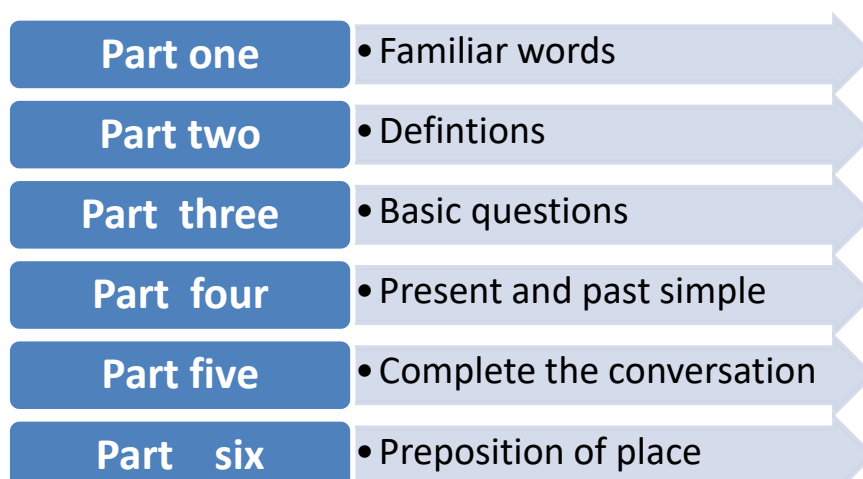


Figure 1

Parts of the Movers diagnostic test.

3.1 Diagnostic test analysis

During the analysis process applied to each part of the test, it was identified that students did not meet the standards mentioned before. Besides, their lack of vocabulary was a noticeable factor in every part of the test.

3.2 Part one

This part evaluated whether students achieved the fifth communicative skills of BLRs, “describes basic characteristics of people, things and places found in his/her school, city or community using short phrases and sentences”.(Education, 2016)

To evaluate this communicative skill, five questions related to city places, and occupations were asking, in which students had to write in front of the meaning of its respective name. (see annex one)

Correct answers	Number of students
5	2
4	1
3	5
2	2
1	0

Table 1

Correct answers got by students in section one.

Based on table 1, it was concluded that five of ten students had difficulties to recognize some vocabulary about their social environment. For this reason, some of them need to improve their vocabulary, to comply with the fifth communicative skill.

3.3 Part two

In this part, it was assessed if students achieved the eighth communicative skill, “understands the subject and general information of a short simple text using aids such as images, titles, and keywords” (Education, 2016). To evaluate this communicative skill, six questions about objects that learners find around their social context were designed. In each question, they had to choose the correct definition according to the reference image.

Correct answers	Number of students
6	0
5	2
4	1
3	3
2	2
1	2

Table 2

Correct answers got by students in section two.

As table 2 shows, seven of ten students were not able to define objects, and neither identify Key words in simple sentences to be understood and defined objects related to the learners’ social context. Based on the results, it was concluded that students need to improve their vocabulary, to be able to identify keywords and general information in a simple text.

3.4 Part three

Part three consisted of multiple-choice questions about a simple conversation. The purpose of this part was to evaluate whether students were able to ask and answer simple questions related to what, how, where, what, and would, in a real communicative context. For this reason, six questions were asked, in which students had to choose the correct answer following the conversation.

Correct answers	Number of students
6	0
5	1
4	0
3	3
2	3
1	3

Table 3

Correct answers got by students in section three.

Based on table 3, students had difficulties to understand a simple conversation; only one of ten students could ask and answer the questions in a simple conversation. However, the rest of the students had problems to ask, answer, and understand simple questions that are supposed to be known by them in sixth grade according to the standards established by MEN.

3.5 Part four

In this part, there was a short text where students had to fill some blank spaces; to do it, they had three response options per each one of the gaps, in this exercise they had to analyze and choose the correct answer.

The text was purposed to evaluate if students could understand the differences between past simple and present simple, because, according to the Sumapaz school English curriculum, this topic was taught in the third period. Besides, it was evaluated if students could understand a simple vocabulary in a short text.

Correct answers	Number of students
7	0
6	1
5	0
4	2
3	3
2	4
1	1

Table 4

Correct answers got by students in section four.

According to table 4, nine of ten students of sixth grade at Sumapaz school had difficulties to understand when simple present and past simple tenses are used for or not. Based on the result got by students, it was concluded that students need reinforcement in the past and simple present tenses.

3.6 Part five

In this part, students had to fill blank spaces in a short conversation, using the words found in a word bank, with these words, students had to choose the correct answer based on each sentence. This assessment evaluated if sixth graders knew how the structure of a question was; it was also assessed whether they understood when present simple and simple past tenses are used for or not. This section was design based on the English curriculum established by Sumapaz School, in which stipulated that this topic was taught by the last English teacher who worked in there.

Correct answers	Number of students
7	0
6	0
5	0
4	0
3	0
2	1
1	6
0	3

Table 5

Correct answers got by students in section five.

According to table 5, students had a big difficulty understanding simple texts and simple conversations, because, they did not have clear grammar structures about present simple and past simple tenses. This was noticeable in the results gotten by them in which they did not obtain more than two correct answers.

3.7 Part six

In this section, students had to look at the pictures, and complete the sentences using prepositions of places that were hosted in a word bank, where learners could see a reference picture about each preposition of place. The purpose of this part was to evaluate whether students recognized these prepositions correctly. It is so important to take into account, that this topic was taught by the English teacher in the third term according to the Sumapaz school English curriculum.

Correct answers	Total students
7	1
6	0
5	1
4	1
3	4
2	0
1	1
0	2

Table 6

Correct answers got by students in section six.

Based on table 6, seven of ten students had shortcomings using prepositions of place, and only three got more than three correct answers, it means that even though students had a

reference image, they could not answer this section in a correct way, including two students who got zero over seven correct answers.

Based on these results it was identified that student's vocabulary related to prepositions of the place was limited, a possible reason for these deficiencies is the intermixture presented in their English classes.

All parts of mover diagnostic test were designed and adjusted according to Sumapaz school English curriculum, and BLRs, established by Ministry of National Education which states that students of sixth grade have to comply with eight communicative skills that are:

1. Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends, and acquaintances.
2. Request and provides clarification on how names and unknown words are spelled;
3. Understands and uses familiar words and short phrases about routines, daily activities, and preferences.
4. Understands instructions related to class, school; and community activities and expresses them in oral and written form to evidence his/her understanding.
5. Describes the basic characteristics of people, thing and places found in his/her school, city or community using short phrases and sentences.
6. Answers questions related to "what, who, and when" after reading or listen to a short simple text whose topic is connected to familiar events.
7. Writes basic personal information in pre-established forms that request information such as name, age, date of birth; gender, nationality, address; phone, etc.
8. Understands the subject and general information of a short simple text using aids such as images, titles and key words. (Education,2016, p.14,15).

3.8 General analysis of Movers diagnostic test

Based on the results got by the students in standardized English diagnostic test, it was established that students had shortcomings with different topics such as present and past simple tenses, prepositions of place, descriptions, and structure of basic questions. For this reason, to increase their vocabulary and get students to fulfill the communicative skills established by the Ministry of National Education, an EFL teaching-learning support called ENTHROGAM blog was designed.

This blog's fundamental objective is to improve students' vocabulary throughout different types of learning activities employing virtual platforms and educational games, which were designed based on critical thinking, Task-Based Language, ICT, diagnostic test results, and gamification. For its creation, it was necessary to carry out a process which consisted of three stages:

1. **Exploration:** in this stage, an English standardized test was searched, adapted, and applied to students of sixth grade at Sumapaz School, to evaluate their English level contrasting it with the communicative skills established in BLRs.
2. **Diagnostic test analysis:** The test results analyzed show that the students had difficulties in three specific areas which are :
 1. Students had shortcomings in saying basic information about their social environment, due to, they did not understand vocabulary related to their social environment. (see tables 1 and 2)
 2. Students had difficulties answering and ask simple questions in a real communicative situation. (see tables 3 and 4

3. Learners had shortcomings to use prepositions of place or did not know how to use these in sentences. (see table 5)

3. **Design the EFL teaching material:** based on the results got by students in Movers diagnostic test, BLRs, and Sumapaz school English curriculum, was designed a teaching-learning support tool, which responded to improve students' limited vocabulary, through learning activities based on critical thinking, Task-Based Language, ICT, diagnostic test results, and gamification.

4. Contextual realization

Teaching EFL in schools is a big challenge; due to, students have different perceptions of English subject, some of them think that it is a mandatory and complex subject that they have to learn, for this reason, in some schools are necessary to teach the English subject in the Spanish language. Because the students cannot understand what the teacher says, and sixth graders at Sumapaz school were not the exception, due to, they did not understand basic instructions. Also, their English classes were interrupted because their English teacher had been replaced four times affecting their EFL learning process.

Taken into account these specific situations presented in English subject, a Movers diagnostic test was applied (see chapter three) to students of sixth grade who were ten in 2019. The results got by students in the diagnostic test evidenced that they had shortcomings not only in topics such as prepositions of place and present and past simple structures, but also, describing objects and people of their social environment, and understanding simple conversation. These results got by students, corroborated that the absence of an English teacher in some periods generated their lack of vocabulary in topics that are supposed to be known by them.

Based on the students' deficiencies evidenced in the Movers diagnostic test, an EFL teaching-learning support called ENTHROGAM blog which contains three units named: unit one: my city, unit two: my childhood, and unit three: my past and my present was designed. Each one of these units contains learning activities that were designed based on educational gamification, ICT, Task-Based Learning, Movers diagnostic test, bloom's taxonomy, and critical thinking.

At the time to design the blog, four fundamentals foundations in the EFL teaching-learning process were taken into account.

4.1 Gamification

Gamification has been present in different areas such as commerce, health, banks, and education, since it expands frontiers, and attracts people's attention. It is possible because according to, Gabe & Christopher (2011) "gamification is an integration of elements and mechanics game in activities that are not games".

In other words, gamification transforms the way in that people conceive repetitive actions in their daily life, such as medical treatments, and buying merchandise with a credit card, because, offers an exclusive benefit in banks; but also changes the way students conceive the learning-teaching process.

According to, Gabe & Christopher (2011) the gamification is based on three foundations that are:

“Access: special or exclusive benefit.

Power: take control in forums, be leader group or be class monitor.

Stuff: items obtained in the game by effort, engage; etc.” (p.11,12)

Based on these pillars and its success, gamification has had a great impact, and it has been expanding itself in other areas, where mechanic games are considered as inappropriate. However, there are important differences between gamification and educational gamification in some specific aspects. The first one is focused on entertaining and attracting the public, and the second one is to focus on specific goals in the educational context.

4.1.1 Educational gamification

Educational gamification has had a great impact in teaching-learning process since it offers benefits which facilitate EFL learning process, generating a motivational environment where students put into practice English language while they are playing, and having fun throughout interactive platforms and educational games. These interactive platforms and games, allow students to interact with the English language so long as they are focused in their learning process, it also has educational benefits to students such as:

1. Students have an active role during EFL teaching-learning process.
2. Develops motivation, avoiding frustration when they commit mistakes, because students can try several times until they achieve their task.
3. Offers immediate feedback about weakness and strengths in a personalized way to each student.
4. Students see the badges that they have won during their learning process.
5. Students can do a self- evaluation about their academic progress taking into account the topics each one of them needs to improve.
6. Exceeds natural resistance to participate in repetitive process as happens in traditional methodologies.

These educational gamification benefits mentioned in the last paragraph, do not have fundamentals, if not following the fundamental mechanics game that promotes the EFL teaching-learning process. Lee (2011) refers to six important aspects in gamification which are: users, challenges or tasks, points, levels, badges, and ranking of users. When teachers include these mechanical games in a teaching-learning process, When teachers include these mechanical games in a teaching-learning process, the dynamic class suffers an important alteration because each one of these mechanics allows:

1. **Users:** shows students and teacher that are enrolled in the course.
2. **Challenge/ task:** establish what learning objectives users or students have to accomplish during their learning process.
3. **Points:** Rewards for accomplishing their tasks, these points are cumulative.
4. **Levels:** establish what (units or levels) students have to accomplish during learning process.
5. **Badges:** are the recognitions that users win when they accomplish and standing out in a specific aspect for example (respect, participation, committed, effort, etc).
6. **Ranking of users:** establish a leaderboard where students can see their progress according to their achievements.

Besides, gamification allows identifying what types of students are in the classroom, according to, Gabe & Christopher (2011); Lee (2011) there are four types of students or players: killers, explorers; socializers, and winners. Each of them has specific characteristics that are:

1. **Killers:** search benefits to them without thinking in consequences or affect another person as long as accomplish their goals.
2. **Socializers:** share knowledge with other people, and teach how to overcome difficulties.

3. **Explorers:** search a strategy to discover a way to resolve problems.
4. **Winners:** design plans to accomplish the objectives and goals to reach a reward no matter if they fail in the attempt.

While ENTRHOGAM blog was being designed, it was identified that in sixth grade at Sumapaz school were all type of players, based on this statement ENTHROGAM learning activities were structured through tasks that required cooperative, and individual work, where they had to look for information, and design strategies to accomplish the learning goals.

4.1.2 Fundamental Role of neuro-education into gamification

Neuroeducation is the fundamental basis of gamification, because it studies the brain's function into learning process, and what its role in learning process is. Jordan (2014) refers that in the human brain there are five stages of learning and memory (see figure 2).

Sensory: First stage of memory; awareness of a stimulus through the senses (Sensory Memory).

Acquisition: Second stage memory; making sense and making; link to interest level (Immediate Memory).

Rehearsal: The third stage of memory; building new neural interconnections (synapses) (Working Memory).

Retention: Fourth stage memory; building long-term memory (Long-term Memory)

Retrieval: The fifth stage; recall for use and modification in light of experience(s) (Recall Memory) (p. 3)

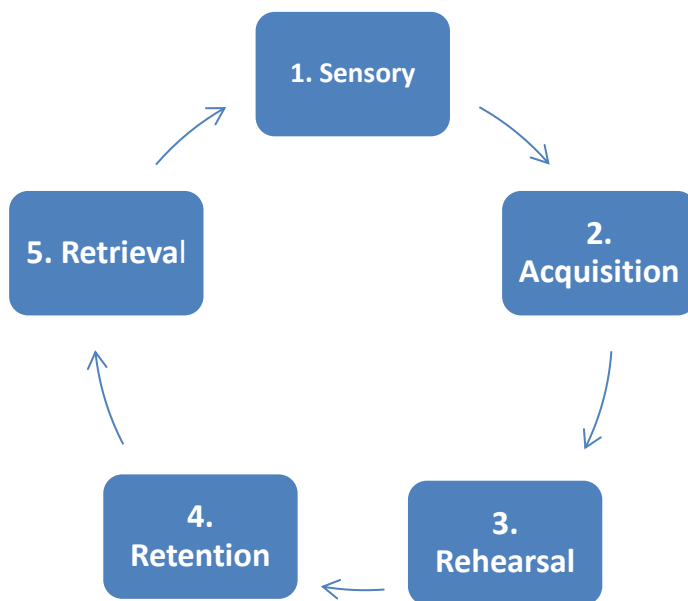


Figure 2

Stages of learning and memory.

These stages respond to the learning process because it is possible to develop three moments of class: pre-tasks, during-tasks, and post tasks. In the pre-task is evidence sensory and acquisition, in the during-task is evidence rehearsal and retention, and in the post-task is evince retrieval.

4.2 ICT (Information Communication Technologies)

Nowadays, the internet has an important role in educational contexts, since web 2.0 has changed the way students learn through videos; web pages have also changed the way learners can interact with knowledge. Sanchez (2011) proves that web apps 2.0 into bilingual teaching have increased exponentially because students have an active role, and feel motivated about their learning process. There are different educative apps such as templates, puzzles, word cloud, virtual boards, and wikis among others. However, in this paragraph, only blogs and educational interactive platforms as kahoot, Quizizz, Padlet, and Educaplay will be explained because

ENTHROGAM is a blog designed as teaching-learning support which uses the mentioned interactive platforms in each unit hosted in it.

4.2.1 Blogs

The Blog is an instrument used as a diary where people share experiences and opinions about specific topics where it is not necessary to know HTML, Sanchez (2011). Taking into account how easy it is for people to access these platforms, teachers have used educational blogs to interact with their students and practice language through different learning activities. These learning activities promote motivation, interaction, and cooperative work generating significant learning.

4.3 Task Based Language approach

TBL has been used in EFL teaching learning-process because it allows students to learn a language while practicing in real communicative situations through authentic or pedagogical material. Hago (2016) suggests that authentic material brings more effective results because it is designed and adjusted according to real students' context. It means the teachers should design activities or tasks, according to the students' everyday context instead of pre-select topics that are unknown by the students.

Task-Based language teaching is a theory of language. It is a logical development of communicative Language Teaching. The principals involved are:

1. Activities that involve real communication are essential for language learning.
2. Activities in which language is used for carrying out meaningful tasks promote learning.

3. Language that is meaningful to the learner supports the learning process. (Hago, 2016)

In other words, the TBL approach does not follow a determinate language syllabus, the syllabus is changed and adjusted according to student's context because the keystone is to use language in simple conversations applied to a real communicative context. In this way, students are the center of education and have an active role in the EFL learning process.

The TBL approach has a framework application that allows students to comprehend and practice the knowledge acquired through three main phases or cycles which are pre-task, during-task, and post-task, Hago (2016); Pilar (2018) (see figure 3) is possible to alternate and recycle learning activities in all main phases.

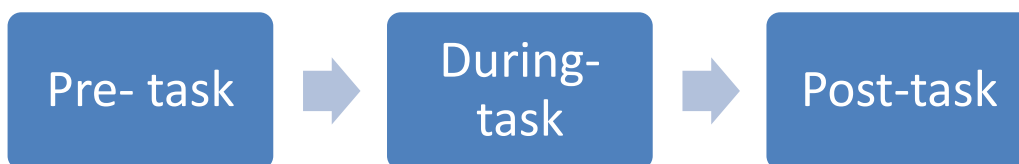


Figure 3

Main phases of TBL approach.

1. **Pre-task phase:** In this stage, the purpose is to prepare and contextualize students with new knowledge. In ENTHROGAM blog the purpose was divided into two parts. The first one was to identify not only students' pre-knowledge about vocabulary, prepositions of place, past and present simple, but also to verify if they could describe cities, places, the second one was to teach them new vocabulary and reinforce known vocabulary.

2. **During-task phase:** in this phase, students do new tasks based on pre-task, in which they acquired new knowledge to do these. In ENTHROGAM blog student had to do activities in that they practiced the new vocabulary through conversational activities, and educational platforms, with the purpose of they understand this vocabulary in real communicative situations following TBL approach principles.
3. **Post-task phase:** At this point, students put in practice the new knowledge acquired in the last stages through tasks that had as a purpose to evaluate whether they were able to use these new terms in real communicative contexts or not. Also, the teacher did feedback about students' weaknesses and strengths to design an improvement plan.

5. Pedagogical realization

ENTHROGAM blog is designed as EFL teaching-learning support, to improve the lacked vocabulary of sixth-graders' at Sumapaz School. Based on students' learning necessities three units were established into the blog, these units are named: my city, my childhood, and my past and my present.

In each unit of the ENTHROGAM blog, are hosted different learning activities that follow gamification and Bloom's taxonomy principles, because gamification develops motivation, critical thinking, learning challenges, and avoid frustration, (Gabe & Christopher,2011; Amman-Jordan ,2014). Bloom's taxonomy establishes that the cognitive process is: remembering, understanding, applying, analyzing, evaluating, and creating. (see figure 4)

The cognitive process is supported by neuroeducation, which is the keystone of gamification since it studies how the human brain acquires new knowledge, Amman-Jordan (2014). It means that based on Bloom's taxonomy pre-tasks, during tasks, and post- tasks which must be completed by students in ENTHROGAM Blog are established.

Another important aspect is the Task-Based learning approach, considering that it is focused on communicative aspects where students practice new vocabulary acquired through learning activities or tasks.

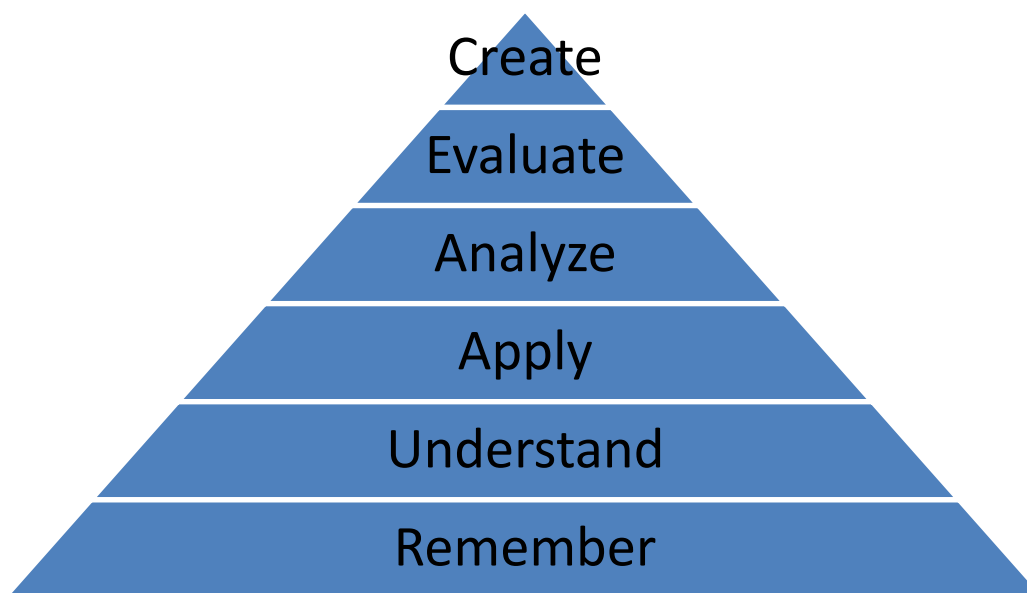


Figure 4
Cognitive process established in Bloom's taxonomy.

6. Physical production

ENTHROGAM is an EFL teaching-learning support designed to improve the lack of vocabulary of sixth grade at Sumapaz school, because, in Movers diagnostic test presented by them, the result showed that they dealt with vocabulary issues. Based on student's learning necessities, the ENTHROGAM blog was designed on www.wix.com, a web site to design blogs. This platform allows creating the EFL material and the learning activities based on gamification, ICT, Task-Based Learning, and critical thinking which were the fundamental basis of this project.

Based on that, it was possible to involve the fundamental basis of ENTHROGAM, through eight exploration tabs that are subdivided in the ENTHROGAM blog. (see figure 5)



Figure 5

Eight exploration tabs of ENTHROGAM

1. Blog website: <https://cristianpi1994.wixsite.com/enthrogam>
2. Log in: in which students can be registered as ENTHROGAM members
3. Homepage: In this section learners can find some explanatory videos about ENTHROGAM blog, interactive platforms and educational games implemented in class. Also the students can see the month outstanding student.
4. What is ENTHROGAM? students can find what ENTHROGAM is, and what educational benefits had gamification in the student's learning process.
5. Badges: learners can find the badges that they can get during their learning process which are grouped in four: participation, creativity, committed and leadership.
6. Course dashboard: in this section are hosted three units with different learning activities following the task-based approach, gamification, and critical thinking. The learning

activities were designed employing two educational resources: the first one: interactive platforms such as Kahoot, Padlet, Quizizz, and Educaplay, and the second one: educational games such as cartoons, roulette of fortune, and building.

7. Members: in this part teachers and students whose are enrolled in ENTHROGAM. Students can edit their profile; see their badges, followers and people who are followed by students.
8. Progress: students can find the badges won by them during learning process. The numbers of badges accumulate points to win ENTHROGAM awards.
9. ENTHROGAM awards: in this section the learner sees what they can win based on badges obtained along the units. These awards are categorized in four aspects: committed, participation, creativity and leadership.

7. Material evaluation

The evaluation of ENTHROGAM blog was done by two external experts in EFL teaching. The following is the profile of the two professors:

Professor 1:

Mg. Liliana Edith Guarnizo Beltrán

EFL teacher at public school and Uniminuto – Bogota , Colombia

CvLAC:

http://scienti.colciencias.gov.co:8081/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0001450428#

Professor 2:

Mg. Libert Alonso Vergara Novoa

EFL Teacher at Universidad Nacional de Colombia

CvLAC:http://scienti.colciencias.gov.co:8081/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0001338205#

The assessment was based on an evaluation rubric (see annex three) where some specific aspects were established. Based on both professor observations was conclude:

7.1 Common criteria about material

1. Relevance and articulation of ENTHROGAM blog cannot be verified, because it was not applied in a real context to corroborate the efficiency of it; according to (Hago, 2016) in TBL approach all tasks that students do, have to be contrasted in real communicative context with the purpose of corroborating if the applied task is significant or needs to be adjusted based on communicative goals.
2. The pedagogical sequence is evident in ENTHROGAM based on learning objectives established.

7.2 Specific observations about material

1. Learning activities designed in virtual tools are emphasized on individual interaction, for this reason, it is necessary that these activities focus on social and individual interaction, according to, Gabe & Christopher (2011); Lee (2011), social interaction is very important in gamification, because students need social interaction to construct new concepts based on experience, this allows cooperative learning among them.
2. Instructions must be in the mother tongue and videos with subtitles, taking into account students' lexicon difficulties with the foreign language. Pilar (2018) says that in the EFL classroom, L1 is important because all students have different classroom

contexts. For this reason, it is necessary to explain what tasks they must do, with the purpose of students comprehend the instructions.

3. The assessment must follow a rubric that shows students what the learning goals are and their academic performance. According to, Gabe & Christopher (2011) in gamification is essential that students can see their learning progress and achievements, because students feel motivated to perform a task.

8. Conclusions and recommendations

Be a teacher in whatever area is a big challenge, in which students and teachers share educational and affective aspects, also, both build a relationship in which students acquire new knowledge and the teacher grows professionally. For this reason, must there is a dynamic class that not only teaches the school subject curriculum; because the affective part has an important role in the teaching-learning process to knowledge be significant.

Based on the above, was designed the ENTHROGAM blog in which disciplinary and affective parts are integrated through gamification. This proposal has as purpose, broach students´ learning and contextual necessities of sixth grade at Sumapaz school, who had difficulties with English subject, due to the English teacher was replaced four times, an issue which affected their learning process.

For this reason, the last teacher had to establish learning strategies and dynamics which promote new vocabulary acquisition in a real communicative context where the student has an active role. Taking into account students shortcomings a teaching-learning support call ENTHROGAM blog was designed to improve the lack of vocabulary of students of the sixth-grade, through learning activities design based on Task-Based Learning, and ICT like a technological resource, due to in the educational context the ICT, link interactive platforms as Kahoot, Quizizz, Educaplay, and Padlet.

These interactive platforms develop motivation and learning challenges in the student´s learning process, which are the fundamental basis of gamification. Besides, ENTHROGAM blog provides tools for teachers as:

1. Assign badges to students for their academic performance.

2. The teacher does feedback in real-time to students about their learning process.
3. Learners can do a self-evaluation about their learning process.
4. Students can win awards by the group leader student, the most participatory student, the most creative student, and the most committed student.

All of these tools, promote active participation during the academic process not only to improve the lack of vocabulary of sixth grade at Sumapaz school, due to ENTHROGAM can adjust for other learning purposes based on students' learning necessities, learning goals, and curriculum school. Also, this teaching-learning material will use as a virtual tool in schools, because it allows generating in time of quarantine an interaction among teachers and students, especially the students who need to feel the affective part in their learning process due to social distancing, in this way avoiding that learners lose motivation at time to learn new topics.

The principal limitation with this teaching-learning material, it will use a virtual tool, is that enough students do not have internet access and neither have a computer. For this reason, recommends use as teaching-learning support in class, depending on the socio-cultural context since otherwise, it lost the fundamental purpose which offers an inclusive education for all students, in that they have an active role, develop critical thinking, and will able to do a self-evaluation about their learning process. In the case of ENTHROGAM will modify all learning activities have to focus on developing motivation, generate learning challenges, and all students must have active participation.

9. Annexes

10.1 Movers diagnostic test.



DIAGNOSTIC TEST -
Movers

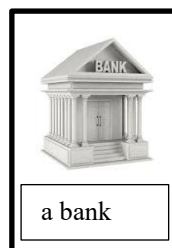


school		Grade		Date	
Reading and writing There are 40 questions You have 30 minutes You will need pen or pencil					
My name is:					

Part 1

-5 questions-

Look and read. Choose the correct words and write them on the lines. There is one example

**Example**

A person with a medical degree whose job is to treat people who are ill or hurt.

___a doctor___

Questions

- This person defends the citizens and country when there is a war
- Someone whose job is to give advice to people

- about the law and speak for them in a court.
3. In this place doctors and nurses cure and treat sick and hurt people. _____
4. A person whose job is treating people's teeth. _____
5. An organization where people and business can invest or borrow money, change it to foreign currency, etc. _____

Part 2

-6 questions-

Look and read, choose the correct definition bellow the picture

Example



Friend

- A.** A person who offer his or help in difficult economic and emotional situation.
- B.** Is a tool that consists of a heavy piece of metal at the end of a handle.
- C.** A vehicle on four wheels, moved by a motor, but not a lorry or van.
- D.** A round object used in games

Questions



1. Book

- A.** A piece of writing bound and covered.
- B.** A long, thin object that you use to write or draw in ink.
- C.** A tool for cutting paper, hair, etc. that you hold in your hand and that has two blades.
- D.** Thin, flat material used for writing on.



2. Hammer

- A.** Is a tool that consists of a heavy piece of metal at the end of a handle.
- B.** A thick, round piece of rubber filled with air that fits around a wheel.
- C.** A sharp metal tool used for cutting.
- D.** A coloured liquid that you put on a surface to decorate it.



3. Tyre

- A. A thick, round piece of rubber filled with air that fits around a wheel.
- B. A coloured liquid that you put on a surface to decorate it.
- C. A drawing, painting, or photograph of something or someone.
- D. An electronic machine that can store and arrange large amounts of information



4. Paint

- A. A coloured liquid that you put on a surface to decorate it.
- B. Thin, flat material used for writing on.
- C. A phone that you can carry everywhere with you.
- D. A sharp metal tool used for cutting.



5. Knife

- A. An electronic machine that can store and arrange large amounts of information
- B. A sharp metal tool used for cutting.
- C. A piece of writing bound and covered.
- D. A piece of equipment that shows you what time it is.



6. Automobile

- A. A vehicle on four wheels, moved by a motor, but not a lorry or van.
- B. A drawing, painting, or photograph of something or someone.
- C. A piece of writing bound and covered.
- D. Thin, flat material used for writing on.

Note: definitions were taken from <https://dictionary.cambridge.org/es/>

Part 3

-6 questions-

Read the text and choose the best answer.

Tom is talking with a strange girl



Example:

Tom: Hello, my name is Tom, what is your name?

Carla: A. I am fine thank you.

B. No, I do not like.

© My name is Carla.

Questions:

1. **Carla:** It is a pleasure to meet you Tom
Tom: A. The pleasure is mine.
 B. I play soccer in the park.
 C. This song is fantastic.
2. **Tom:** How are you?
Carla: A. I live in Bogota.
 B. I am fine thank you and you?
 C. I see you the next Friday.
3. **Carla:** I am fine, where do you live?
Tom: A. I live in Country neighbourhood.
 B. I do not have time.
 C. I am 13 years old.
4. **Carla:** Really, I live in this neighbourhood.
Tom: A. Fantastic, I live near the hospital, in what place do you live?
 B. I have a dog
 C. I like see movies
5. **Carla:** I live in Las Palmas residential complex, is located relatively near the hospital.
Tom: A. Ok, do you like soccer?
 B. I see movies
 C. Yes, I like
6. **Tom:** Would you play soccer with me the next Saturday?
Carla: A. Yes, I would
 B. My mother's name is Sofia.
 C. My favourite food is pizza

Part 4

-7 questions-

Read the text. Choose the right words and write them in the lines

The evolution of learning

Currently exist many ways to (0.) _____ that our parents had not in their time, for example they had to (1) _____ information in books and also they went to the library due to they(2)_____ smart phones, but currently this change, because you (3) _____ search information on smart phones and computers, these electronics objects allow (4) _____ whatever thing in easily way.

This evolution offer learning advantages as: 1) students can (5) _____ educative videos, 2) teachers and students can (6)_____ throughout educative platforms, 3) (7) _____ immediately feedback to students and parents in real time about weakness and strengths of each student.

- Example 0.** learn B. dog C. that
1. A. search B. play C. read
 2. A. did not B. have C. have not
 3. A. can B. play C. sleep
 4. A. swim B. find C. run
 5. A. watch B. buy C. jump
 6. A. interact B. swim C. buy
 7. A. Work B. provide C. play

Part 5

-7 questions-

Complete the conversation using the words hosted in the word bank

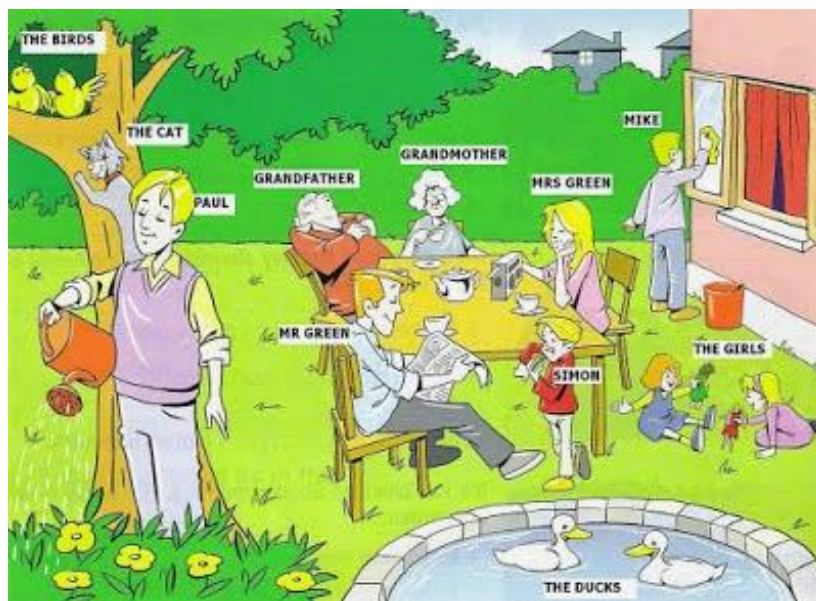
- A. Hello my dear friend, how are you?
 B. I **(0)** am fine thank and you?
 A. I am fine, **(1)** _____ you like extreme sports?
 B. Yes, I like, when I was 7 years old, I **(2)** _____ these type of sports, but my family had economic problems and I **(3)** _____ continue practice it.
 A. Ok, would you like ride bicycle with my family this Monday?
 B. Yes, I would, but I **(4)** _____ have bicycle, my bicycle is damaged.
 A. Do not worry, I can **(5)** _____ one that I do not use because I **(6)** _____ a new one the last month.
 B. Ok, thank you, if you lend your bicycle I **(7)** _____ with you.

(0) am bought Do practiced could not do not lend go
--

Part 6

-6 questions-

Look the picture and completed the sentences using the prepositions of place hosted in the word bank.

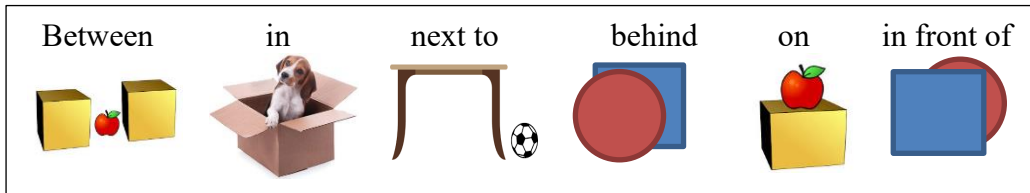


Example

0. Grandmother is between grandfather and Mrs Green

Questions

1. The ducks are _____ the lake.
2. The birds are _____ the tree.
3. Mike is _____ the window.
4. The girls are _____ the table.
5. The tree is _____ of the Paul.
6. Simon is _____ Mr Green.
7. Mrs Green is _____ Mike and grandmother



10.2 ENTROGAM tutorial

ENTHROGAM TUTORIAL

Author: Christian David Piñeros
B.A in Spanish and English teaching program
Antonio Nariño University

WELCOME

In this tutorial you will find how to use and explore ENTHROGAM (English Through Gamification) blog. This proposal was risen from the results got in a diagnosis test taken by sixth grade learners at Sumapaz school. The lack of vocabulary was the most relevant difficulty found in the diagnosis test.

For this reason, it is designed a blog based on ICT, Task Based Approach, critical thinking and gamification achieving educational objectives throughout educational interactive platforms, and learning games in class. This teaching material may motivate student's learning, promote student's participation and active different learning and teaching styles.



2. LOG IN

Once you have accessed, click on *log in*, then complete the registration form and click on *register now*. When you have already registered you can upload your photo and fill your profile, now you are an ENTHROGAM member.

3. HOMEPAGE

In this section you will find some explanatory videos about ENTHROGAM blog, interactive platforms and educational games that will be implemented in class.

Also the students can see the month outstanding student.

4. WHAT IS ENTHROGAM?

In this part you will find what ENTHROGAM is, and what educational benefits have gamification in student's learning process.

5. BADGES

In this section you can find the badges that students will win during their learning process which are grouped in four: committed, participation, creativity, and leadership.

6. COURSE DASHBOARD

In this part you will find three units with different learning activities following the task based approach and skills of critical thinking. Each unit is named : unit one:my city, unit two:my childhood, and unit three:my past and my present.

7. MEMBERS

In this section you will find teacher and students who are enrolled in ENTHROGAM. You can edit your profile, see your badges, followers and people who are followed by the students.

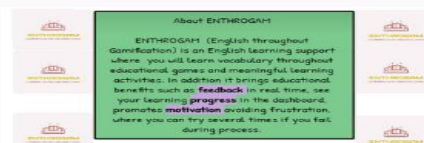


1. HOW TO ACCESS TO ENTHROGAM

Click on



welcome CHR...



8.) PROGRESS

In this part you find the badges that students have won during their learning process. The number of badges accumulate points to win ENTHROGAM awards.

9. ENTHROGAM AWARDS

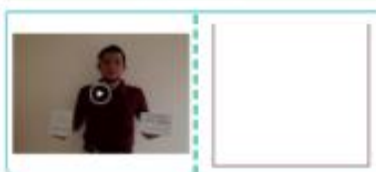
In this section you will find awards which students can win based on badges obtained along the units. These awards will get at the end of the course and are categorized in four: committed, participation, creativity and leadership.

★ Leaderboard ★

CORREDO
MOYANO JUAN
JOSE

AREVALO
ARAGO B ANDRES
SANTIAGO

WELCOME TO ENTHROGAM AWARDS WHERE YOU WILL GET AWARDS FOR COMMITED, PARTICIPATION, CREATIVITY, AND LEADERSHIP DEMONSTRATED DURING YOUR LEARNING PROCESS.



10.3 Assessment by professor 1



EVALUACIÓN PAR EXPERTO 2

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima. A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

55 -60: Excelente

45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).

30 - 44: Aceptable (es un material que requiere ajustes sustanciales).

Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	1 2 3 4 5
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc.	1 2 3 4 5
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	1 2 3 4 5
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc.	1 2 3 4 5
CONTENIDO	
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara.	1 2 3 4 5
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	1 2 3 4 5
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	1 2 3 4 5
La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar.	1 2 3 4 5
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	1 2 3 4 5
DISEÑO	
La articulación de diversos textos (icónicos, filmicos, gráficos, etc.) impacta favorablemente y genera interés.	1 2 3 4 5
El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje.	1 2 3 4 5
Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje.	1 2 3 4 5

OBSERVACIONES:

- La secuencia pedagógica si es evidente, sin embargo, la secuencia didáctica presenta algunas inconsistencias en cuanto al ciclo de TBL.
- Falta mayor interacción grupal con uso de las herramientas virtuales.
- No tengo elementos para verificar la pertinencia y articulación curricular de la disciplina (inglés) esto lo podría evaluar con mayor precisión si conociera el plan curricular del área de la institución junto con los contenidos en competencias y conceptos planteados en las tareas lingüísticas y comunicativas de la propuesta. La presentación de los contenidos no es muy clara pues se presentan de manera general
- Debieran aparecer el syllabus o plan curricular en la pestaña Home de manera escrita ya que si los estudiantes carecen de léxico podría inferir que su habilidad de escucha también es poco avanzada.
- Considero que debido a la dificultad léxica de los estudiantes, debieran manejarse las instrucciones en lengua materna y los videos con subtítulos. De la misma manera se debiera presentar un ejemplo de las tareas requeridas. El refuerzo no es evidente en las actividades o por lo menos no es claro este elemento para los estudiantes. La evaluación debiera realizarse con ayuda de una rúbrica para hacer consciente al estudiante de su desempeño y sus aprendizajes obtenidos.

10.4 Assessment by professor 2

EVALUACIÓN PAR EXPERTO 1

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

55 -60: Excelente

45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).

30 - 44: Aceptable (es un material que requiere ajustes sustanciales).

Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	1 2 3 4 5
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc.	1 2 3 4 5
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	1 2 3 4 5
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc.	1 2 3 4 5
CONTENIDO	
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara.	1 2 3 4 5
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	1 2 3 4 5
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	1 2 3 4 5
La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar.	1 2 3 4 5
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	1 2 3 4 5
DISEÑO	
La articulación de diversos textos (icónicos, filmicos, gráficos, etc.) impacta favorablemente y genera interés.	1 2 3 4 5
El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje.	1 2 3 4 5
Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje.	1 2 3 4 5

OBSERVACIONES

La evaluación ha sido realizada a partir del documento aportado (Entrogam tutorial), el cual permite inferir una secuencia didáctica lógica y pertinente para los objetivos de aprendizaje planteados. Es una propuesta novedosa en cuanto se basa en el uso de la "gamificación", como recurso de apoyo al aprendizaje y que por sus características intrínsecas tiene un enorme potencial pedagógico y cognitivo ya que puede fomentar la motivación, la autonomía, la toma de decisiones, la resolución de problemas y la adquisición gradual de vocabulario en inglés y su uso en contexto. Sin embargo, es importante resaltar que el cumplimiento de los objetivos didácticos propuestos solo se podría evidenciar con la implementación del recurso y su respectiva evaluación. El puntaje total de la evaluación es 57.

Evaluador:

Libert Alonso Vergara Novoa

Docente e investigador

Departamento de Lenguas Extranjeras

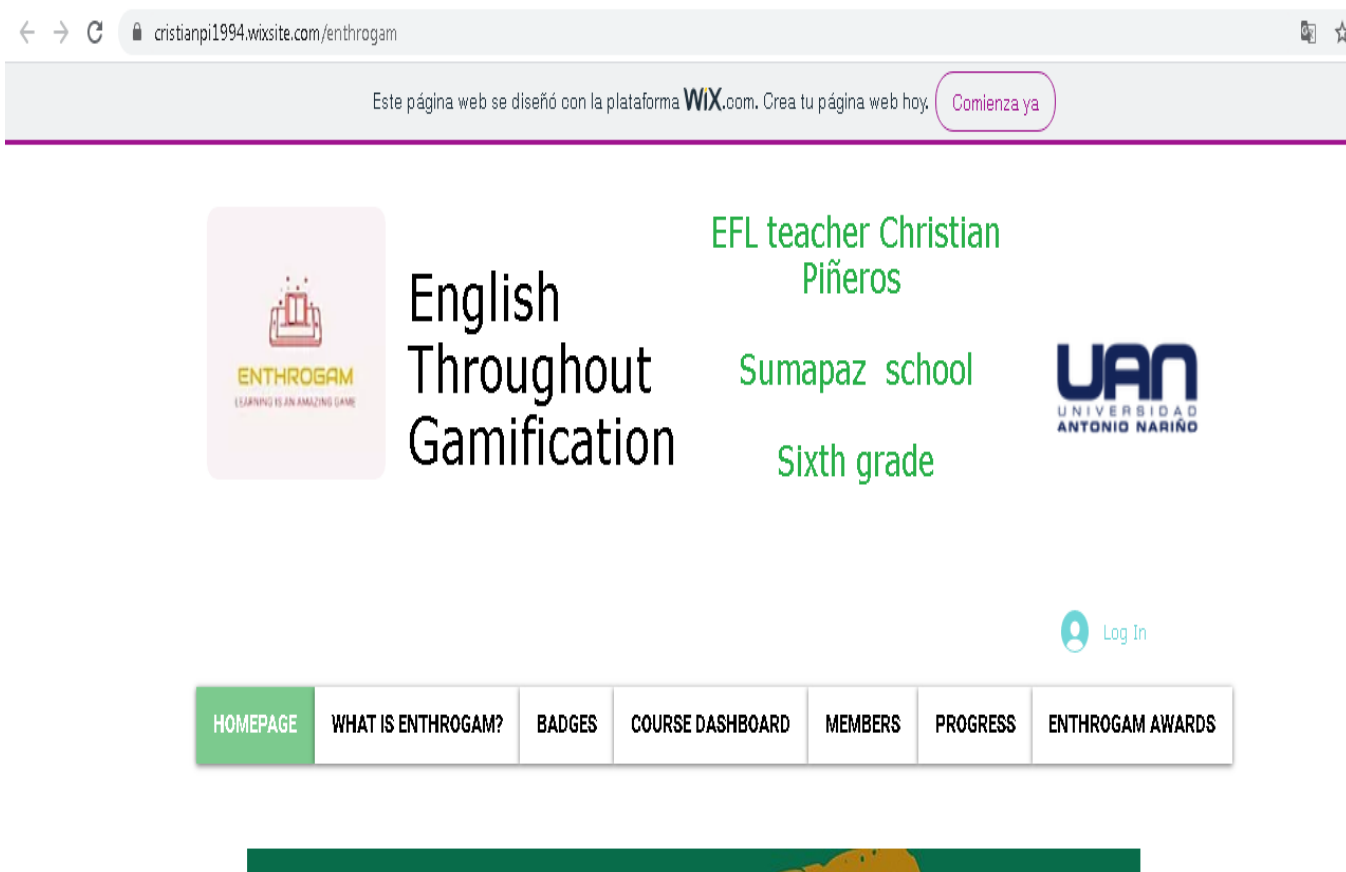
Universidad Nacional de Colombia

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Annexes

ENTHROGAM blog website: <https://cristianpi1994.wixsite.com/enthrogam>



The screenshot shows a web browser displaying the ENTHROGAM website. The browser's address bar shows the URL cristianpi1994.wixsite.com/enthrogam. A Wix watermark is visible at the top of the page, stating "Este página web se diseñó con la plataforma Wix.com. Crea tu página web hoy. Comienza ya".

The main content area features a large heading "English Throughout Gamification" in black text. To the left of this heading is a square logo with a red and white icon of a game controller and the text "ENTHROGAM" and "LEARNING IS AN AMAZING GAME". To the right of the heading, the text "EFL teacher Christian Piñeros" is displayed in green, followed by "Sumapaz school" and "Sixth grade" also in green. Further to the right is the logo for "UAN UNIVERSIDAD ANTONIO NARIÑO".

Below the main content, there is a "Log In" button with a user icon. At the bottom, a horizontal navigation menu contains the following items: "HOMEPAGE" (highlighted in green), "WHAT IS ENTHROGAM?", "BADGES", "COURSE DASHBOARD", "MEMBERS", "PROGRESS", and "ENTHROGAM AWARDS".