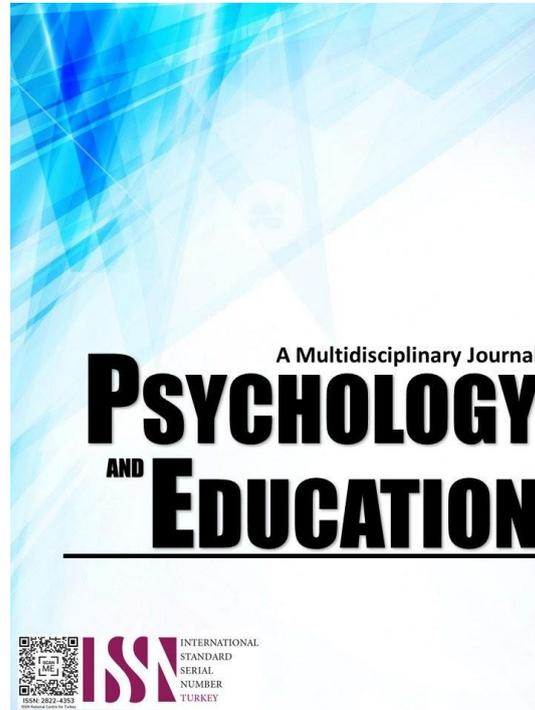


**GAMIFICATION IN LANGUAGE EDUCATION:
REINFORCEMENT-ASSESSMENT
DEVELOPMENT THEORY**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 12

Pages: 50-64

Document ID: 2023PEMJ1036

DOI: 10.5281/zenodo.8233887

Manuscript Accepted: 2023-30-7

Gamification in Language Education: Reinforcement-Assessment Development Theory

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Abstract

Gamified elements utilized inside the classroom pave the way to a more conducive learning environment, especially in teaching language subjects. This study developed a theory in language education capturing the process of reinforcing learning, assessing classroom outcomes, and developing concepts elicited through the interplay of gamification in instruction. Anchored from the Deductive Axiomatic Approach and gamification theory, this study used a mixed method design. Using descriptive statistics, descriptive qualitative analysis by Colaizzi, and document analysis, it uncovered the relationship of variables and factors affecting the impact of gamified elements employed in classroom discussion. A validated researcher-made questionnaire was administered and Virtual interviews and focus group discussions were conducted in order to gravitate information about gamification in language education. Axioms and propositions were generated. There are 5 axioms construed, namely; (1) Gamification sparks the content in language education to an interesting one; (2) Language education supported with gamified elements increases the attention span of the learners; (3) Gamification hastens the ability of the learners to finish answering the questions; (4) Gamification provides an efficient way of checking the answers in a positive way; (5) Gamification increases retention and promotes knowledge construction in language education. From these axioms, 10 propositions were formulated, namely; Gamification (1) should critically provoke the learners to think, (2) should consistently make the game-design elements attractive and friendly, (3) should capture the interest of the learners, (4) should be novel, (5) should have an easy way to accomplish an academic task, (6) should provide a unique reward system, (7) should reiterate progression than regression, (8) should have a real-time feedbacking of answers, (9) should have a lasting effect, and (10) should promote in generating new knowledge. With these axioms and propositions, the reinforcement-assessment-development theory of gamification in language education was generated.

Keywords: *gamification, language education, axioms, propositions, deductive axiomatic approach, assessment, theory development*

Introduction

In a classroom setting, gamified elements are already rooted as one of the important aspects of making the classroom conducive to learning (Alsawaier, 2018; Cook et al., 2022). This paves the way for many researchers to investigate the effectiveness of gamification in the educational context. Many studies have presented the benefits of using gamification in education, however, little to none, focused on reinforcement (van Gaalen et al., 2021), assessment (Rapp et al., 2019), and development of a theory (Treiblmaier et al., 2018) that can encapsulate the realm of gamification in the educational realm. The present study is a theory development that substantiates the relevance of reinforcing the learner's capacity in performing tasks using gamified elements, assessing its impact on their academic performance, and lastly, developing effective games that can enrich the discussion on language in education. Ascertaining the positive impact of gamification in language education can result in the teachers formulating recommendations on the appropriateness of gamified elements to be incorporated in classroom discussion.

Gamification is an emerging concept that utilizes game

elements in a non-game context (Saleem et al., 2021).

Using gamified elements in classroom discussion can improve motivation (Mohamad et al., 2018), increase attention span (Feng et al., 2020), and sustain the interest of the learners (Li et al., 2021) in non-game topics such as the discussion of language's content. It can be gleaned that in language education, there are several factors that mediate which are important such as the length of the topic for discussion or the instruction, the different aspects of healthy classroom competition among the learners, and the different tasks identified pertaining to the usage of the time element. The usage of game-based mechanics, the creative and aesthetic presentation of the games, and the various features that can engage the learners to participate are manifested in how students are achieving the intent of the teachers which is meaningful learning experiences (Tsay et al., 2020).

In the educational realm specifically in the language subject, gamification is a new concept to be explored (Huang et al., 2020). The study of Lee & Hammer (2011) stipulated that gamification is widely used in conducting marketing strategies and activities akin to the different business fields where gamification is a contributor to determining the level of success.



Although there is little research regarding gamification in education pertaining to motivation, exploration, and implementation (Cabello et al., 2022), there is still a need to have it very specific to language education. The blind spot in utilizing gamified elements in English and Filipino subjects can be traced in how the discussion in these language subjects is being exemplified for there are studies that reported its negative impact on the teaching-learning process (Boudadi et al., 2020; Pitoyo & Asib, 2020). Having these two sides of gamification's impact, the author believes that when it is properly used, the benefits of promoting a conducive learning environment will still be attained.

Due to the lack of research on gamification in language education, numerous questions and academic inquiries arise such as the proper utilization of gamification (Alhammad & Moreno, 2018) and when should it be used to gain the most benefits that gamified elements anticipates (Ding, 2019). In educational settings, there are myriad concerns and factors that may affect the implementation of a specific strategy such as the application of the gamified elements in making an engaging classroom discussion (Cechetti et al., 2019). With this, it is paramount to know the elements of the application of gamification in a classroom setting, the expected knowledge that the learners may gain out from the utilization of gamification, and the effect of using gamified elements in the field of education. Understanding this necessitates the teacher to really delve into reading the literature and testing the gamification or having a direct-purposeful experience on the application of gamification in language education.

The introduction of gamification in language education necessitates reinforcement. Asking for feedback from the students and having collaborative discussions with colleagues can give a good reinforcement of how effectively the gamified elements are being applied to the classroom discussion (Licorish et al., 2018). When reinforcement is done, the assessment of these games can be initiated wherein essential instruments in validating the effectiveness of the gamified elements can be gauged. With the end results of the evaluation, the teacher may consider developing contextualized gamified activities that can suit the learners' level of capacity. Having these reinforcement, assessment, and development of contextualized gamified elements can derive the maximum usage of gamification in language education (Klock et al., 2019).

As everyone transitions to online classes, the necessity of utilizing gamification in language education becomes vital, especially during this time

of the pandemic. The manifestations that learners are motivated and engaged are anchored on the quality of game designs and applications (Navarro-Espinosa et al., 2022). With this, teachers are accountable for making the classroom full of fun and lively with the use of gamified elements. Hence, this paper will delve into the appropriate use and implementation of gamification in language education through formulating the Reinforcement-Assessment- Development Theory which can provide a maximum benefit that the teachers and students can get from.

Research Questions

Generally, this study sought to establish a grounded theory in language education by anchoring gamified elements among the academic constituents in the year 2022-2023 as a basis for generating a theory. The development of the theory comes with stages and thus, it will be called The Reinforcement-Assessment-Development Theory. This theory development study will also identify axioms and propositions that will encapsulate the significance of the theory in the education setting, especially in language subjects as a basis for theory development. Specifically, this study addressed the following:

1. What are the lived experiences of the participants in utilizing gamified elements in language education?
2. What is the extent of the effectiveness of the gamified elements?
3. Based on the findings, what theory on gamification in language education can be generated?

Methodology

Research Design

The design of the study was anchored by the Deductive Axiomatic Approach from Padua (2012). In using the deductive approach in theory development, the process follows top-down thinking which usually starts from the identification of the phenomenon of interest to the reading of literature, brainstorming, the formulation of axioms and propositions, then, the construction of the theory.

Instrument

The semi-structured interview guide questionnaire is composed of 10 questions. During the interview, if the interviewer may wish to make a clarification, the

interviewer can do follow-up questions. The qualitative questionnaire will be validated through face validity and content validity. There will be 9 experts from different sectors in the educational setting who will be representing their views about the questions. After the expert validation, the questionnaire can be administered wherein interviews will commence.

Results and Discussion

Lived Experiences of the Participants in Utilizing Gamified Elements in the Language Education

(see appendix 1)

Theme 1: Content Reinforcement

In learning something new, there should be a factor that validates ones experiences, it could be affirming or not. Language acquisition takes a long period of time but incorporating gamified elements to the process it can induce help that lessens the difficulties and tied up one's interest to the subject. It should make the concerned people feel free to choose their own course of action, be able to interact and engage oneself to the procedures so that they can value the learning process as well as the content of their activities. Boredom has its bad image already about its effects to an individual's creativity and function. Haager et al. (2018) suggested that boredom negates the creativity of a person and eliminating it would be necessary to become productive academically and in daily routines.

Moreover, being engaged has a direct effect on career success through social – psychological factors. According to Bakker (2022), a person can be motivated to be engaged in the activities because of influence that may come from leaders, families, company, and social networks within the working environment. In this way, persons involved will appreciate what they are doing and then be satisfied. Amidst the distant learning, colleges and universities nowadays seeks to link technological advancements to achieve improved education and create materials that can impose self- efficacy among students. It is necessary according to Prifti (2022) for the reason that effective learning materials satisfies the needs of the learners in their education. Satisfaction is a great influence to achieve a better education and self- efficacy among learners. These are manifested to the responses of the participants:

Participant 3 stated that:

“In my experience, I can say that games can actually strengthen language skills, in addition to allowing

learners to develop social skills and good relationships while they interact with each other. Because of this interaction, nawawala yung boredom nila sa content nga discussion ko” (boredom was eradicated regarding the content of the subject matter).

The person's experiences exemplify the fact that gamified activities can terminate boring moments in classes since it induces interaction between involved persons. When there is no boredom taking place, the attention of the learners become more focused on the subject. The fact that physical games make a person mentally and physically alert, same principles can be observed in the gamified context of certain activities.

Participant 7 shared that:

Ang paggamit ng mga gamified na elemento ay ginagawang nakakaengganyo ang lahat ng aktibidad. Halatang-halata na ang mga estudyante ay na-hook sa talakayan ng mga laro. Madali nilang mauunawaan ang konsepto dahil sa mga elemento sa gamification. Ang paglahok ng kanilang mga kasanayan sa psychomotor sa pagkumpleto ng mga gawain ay naging dahilan upang maging mapagkumpitensya silang lahat. Kaya, panalo ang lagi nilang iniisip. Sa pagkapanalo, mahusay na isinama ang mga konsepto. (P7)

(Employing gamified elements makes all the activities engaging. It is very obvious that students are hooked with the discussion of the games. They can easily understand the concept because of the elements in gamification. The involvement of their psychomotor skills in completing the tasks made them all very competitive. Thus, winning is what they always think. In winning, concepts are well integrated.)

Gamification makes the participant become more engaged in the activities, making the process exciting and fun. When a person felt accompanied in anything they do, they won't mind the difficulties and struggles since it seemed to be that the tasks are distributed and not carried alone.

Participant 1 responded that:

Ganahan sila kung nay dula. Precisely because they are thinking nan aa rajud tanan sa libro nya bsahon ra then ilaha rang e memorize. Nya mao rajud na balik balik ang ilang buhaton pero sap ag use nako sa gamified elements, nagpadula ko, mas naappreciate nila ang ilang gibasa ug gi tun-an. I am also happy kay dili maglabad akong ulo pangitag way to discuss

the lesson in the most effective way. (P1)
(They love to play. Precisely because they are thinking that everything in the book will be memorized. That's what they do over and over again but when I use gamified elements, I make them play, they appreciate more what they read and study. I am also happy because I don't have to worry about finding a way to discuss the lesson in the most effective way.)

There's no more satisfying to see that our efforts are appreciated by other people. In the case of teachers, realizing that the learners are engaged and glad with their activities make the teachers felt effective. Therefore, it gives more motivation and confidence to them to continue their works though it is exhausting sometimes.

The first theme that discusses about Content Reinforcement reflects how transformative it is gamifying an activity. It increases interest, deteriorate incompetence, and makes the learners value the efforts of one another. As John Dewey said, learning comes by doing that is why engaging the learners which increases their knowledge and attentiveness is essential to consider. Learning is fun but it depends on how the teacher crafted the teaching- learning process. In their hands and minds depends the future of their students.

Theme 2: Excitement in Assessment

Gamified elements injected to the instruction bring excitement to the learners because of the healthy competition developed especially during the assessment. The assessment is a fire starter for the learners which elevates their energy as they take the activities. This can be supported through the study of Plump & LaRosa (2017) where it highlighted the expediency to develop total engagement to the students learning in a specific subject. The higher the engagement the higher percentage a learners can understand the concepts being given by the teacher. Further, injecting games to the assessment excites the learners especially if the concept of reinforcement and rewards is being applied. It motivates them to do their best as they were conditioned to receive any rewards if they nail the assessment which in turn brought positive impact to their academic performance. This claim is being manifested to the words coming from the participants.

Participant #4 said that,
“Ang aking karanasan sa paggamit ng mga gamified na elemento sa talakayan sa silid-aralan ay higit na bahagi ng pagtatasa. Tuwang-tuwa ang aking mga

mag-aaral kapag magkakaroon kami ng mga gawain sa pagganap o pagsusulit o anumang aktibidad. Kitang kita ko ang level of energy at attention nila sa mga task na ipo-post ko. Minsan, kailangan nilang maghanda ng tuwalya dahil for sure pagpapawisan sila. And for sure, every assessment part of the day, nakalaan dito ang kanilang enerhiya.” (My experience in using gamified elements during classroom discussion is more the assessment part. My learners will be very excited when we will be having performance tasks or quizzes or any activities. I can see their level of energy and attention to the tasks that I will be posting. Sometimes, they need to prepare a towel because for sure they will be sweating. For sure, every assessment part of the day, their energy is being reserved to it.)

The participant's experience exemplified a good assessment activity because it moves the learners intrinsically. The word activity itself increases the endorphins of the learners because they know that they will be enjoying the activity. The gamified elements utilized for the activities engages the learners as it belongs within the scope of their interest and they can relate with it, hence, making the utilization of gamification effective in engaging the students.

Participant #10 also supported this claim by saying,
“Palaging iniisip ng aking mga estudyante kung ano ang mga susunod na gawain o mga susunod na tanong dahil gusto nilang manalo. Ito ay isa sa mga pinakamahusay na bagay sa paggamit ng mga gamified na elemento sa pagtatasa sa silid-aralan. Hindi iisipin ng mga mag-aaral na mahirap, iisipin nila kung paano lampasan ang tanong dahil, muli, gusto nilang manalo.” (My students would always think what would be the next tasks or the next questions because they want to win. This is one of the best things in employing gamified elements in classroom assessment. Learners will not think it is hard, they will think how to outsmart the question because, again, they want to win.)

As the students conditioned their mind about how engaging the activity was, the excitement is still there and they will think of when will be the next activity because they want to experience again the kind of enjoyment. The kind of competition that the strategy brings, elevated the students' motivation to go beyond what they are capable of because they want to win the games. Through this, it makes the whole class a very exciting and informative classroom which offers not

just the feeling of enjoyment but opportunities to learn new things in a fun and easier way. This experience is very expedient to note with as it offers a wide opportunity for both the teachers and the student's success in their teaching and academic endeavor respectively.

Participant #5 added that,

“Ang aking karanasan sa paggamit ng mga gamified na elemento ay higit pa sa kung paano magbigay ng angkop ngunit kapaki-pakinabang na mga gantimpala at pagkilala. Hindi ako kadalasang gumagamit ng pera o kendi o tsokolate. Ako ay higit sa pagbibigay ng mga sertipiko at mga bituin upang pahalagahan ang kanilang mga pagsisikap sa pagtupad ng mga gawain. Niraranggo ko rin sila ayon sa mga bituin o mga puntos na kanilang natanggap.” (My experience in using gamified elements is more on how to provide appropriate yet worthwhile rewards and recognition. I don't usually use money or candies or chocolates. I am more on giving certificates and stars to appreciate their efforts in accomplishing the tasks. I also rank them accordingly to the stars or the points they received.)

Aside from the competition and the feeling that a learner can get when using gamified elements into the activities, the concept of rewards and reinforcements is what makes the learners be motivated to go beyond their capabilities. Developing this kind of atmosphere – friendly competition, awakens their interests because of the set rewards that they will be getting once they win the game. This kind of strategy that gamified activities is imploring, based from published literatures, offers positive and promising results to the academic performance of the students as it increases their engagement, interests, and regulation of their best actions which are very important in attaining success.

The theme Excitement in Assessment attacked the internal aspect of the students by providing facts on how to increase the attention span, interests, motivation, and engagement of the students. The first-hand experiences of the participants supported the claim that gamified elements are very effective in sustaining the engagement and motivation of the students towards the subject. Thus, this strategy should be taken into account and be applied to the different schools offering language education because it transforms the classroom into an engaging and interesting one and offers a wide array of opportunities in attaining success in this endeavor.

Theme 3: Knowledge Construction

Building new knowledge may seemed too easy to perform but it comes with intensive readings, scanning, and contemplating about the new learnings acquired. A person needs to possess information literacy to able to identify which are helpful and which are not. Before one can share what was learned, it is essential to know are about the content of what to teach and preach to other people. Moreover, the realization must be organic, which means it is the person that formulate things based from their new awareness.

The importance of authentic learning was highlighted in the study of Santhiya and Brundha (2022). The authors discussed the compelling impact of organic knowledge for the future. It makes learners collaborate, engage in role playing, participate in group discussions, and practice attitude ethics and communication, experience reflective and problem-based learning. It gives more exposures to the learners with the real-world situations and makes them become more prepared. This claim can be synthesized through the first-hand experiences of the participants.

Participant #2 stated that,

“My experience in using gamified elements in teaching Filipino subject is very helpful. The subject itself is boring and sometimes motivating our students to listen is very challenging. However, incorporating game design elements can alleviate the situation wherein students are participating. Every after the activity, I usually asked my students regarding the activity and they can say that when they play games, they learn something aside from the lesson, they also learn how to strategize, how to connect with their classmates, and how to accept weaknesses and turn them into strength in order to win.”

The experience of this participants encapsulates the facts about the real set-up when teaching language education. However, through the use of gamified elements, these concerns were addressed as it provides a reconstruction of instruction in a positive way that learners can relate with and something they can enjoy whilst learning. These experiences are coming from the authentic realization of the learners where they found out that having game activities is indeed engaging and it is very helpful in minimizing the stress related to the subject because they are enjoying the activities. The strategy also offers positive outcome in increasing knowledge and skills through the unseen motivators that drives them to do their best.

Participant 11 mentioned that:

As an English teacher, my challenge is how to make the heavy discussions into an engaging one. For me to assess, I will ask my students to make a reflection of the activity. There was this one time that I used gamified elements in discussing how to make or write Haiku poems. The reflection of my students made me realize that using gamified elements can really entice them to accomplish any tasks. Their reflection was really useful in trying other ways to discuss the competencies effectively.

A very effective way to assess learning is to reflect on our recent activities and try to understand what comes short and what was overwhelming. Identifying our strength and weaknesses makes us more prepared to plan out strategies to work out another set of challenges. We can also use what was effective on the recent courses of action and eradicate what was not impactful. Contemplating was never a waste of time; it is a mental activity that transforms us to become critical thinkers.

The theme Knowledge Construction encapsulates the ways and means on how gamified elements inculcate knowledge in a more engaging and interesting way. Through the textural language constructed, gamified elements as strategy are truly beneficial in constructing the knowledge of the learners in language education in an easier and more interesting way. Thus, this makes gamification an area of interest to be considered as it provides an opportunity not just to the teachers but also to the learners to learn new things in a more engaging and fun classroom.

Theory Generation (Axioms and Propositions)

Phenomenon

The phenomenon investigated in this paper is the gamification in language education. Gamification is widely used in the realm of education. Scholars and researchers published different articles to highlight how effective gamification is in terms of students' engagement and motivation. Further, gamification in language education is not just about increasing learners' engagement and motivation but also improves self-efficacy and enhance knowledge retention through reinforcing the content of the subject matter, assessing the learners' outcome in an exciting manner, then, developing new knowledge and experiences through the utilization of the gamified elements. However, these positive results are still in question for there are detractors of gamification. These detractors are discrepancies in which teaching-learning

process is compromised. With this, the researcher would like to develop a theory that will sustain the positive impact brought by gamification in language education, a continued exploration of the essential game designs elements, and proper implementation of the utilization of gamification in the educational process. Thus, this paper developed the Reinforcement-Assessment-Development Theory in Gamification in Language Education.

Axioms

After organizing all the necessary information from the results of the quantitative and qualitative data including the systematic review and the literature review, this study draws out some statements which are established, accepted, and proven to be evidently true. The following axioms are (1) Gamification sparks the content in language education to an interesting one; (2) Language education supported with gamified elements increases the attention span of the learners; (3) Gamification hastens the ability of the learners to finish answering the questions; (4) Gamification provides an efficient way of checking the answers in a positive way; (5) Gamification increases retention and promotes knowledge construction in language education.

Axiom 1: Gamification sparks the content in language education to an interesting one.

It is given that language subjects such English and Filipino are highly wordy. Most of the discussions would focus on sentence constructions, paragraph composition and the like. Thus, these subjects are treated as boring to some who are not inclined to linguistic intelligence. If these subjects are delivered with the use of gamified elements, the learning environment would definitely change because gamified elements can spark and enhance the way how the content in language education is delivered which will turn into an interesting one.

Axiom 2: Language education supported with gamified elements increases the attention span of the learners.

In the literature, attention span is the primary and obviously the positive result of using gamified elements. Attention span is one of the challenges among teachers on how to sustain it in the class. Learners nowadays have limited attention span due to the different distractions and learning styles. The internal and external factors may interplay in which the focus of the learners is constant. With this, the

concepts of gamification in reinforcing the content of the subject matter can be of great help as this can increase the attention span of the learners.

Axiom 3: Gamification hastens the ability of the learners to finish answering the questions.

To assess the learning capacity and academic performance of the learners, the teachers will assess according to their discussions. Teachers will be frustrated when learners will not be able to finish the answering or will just answer directly without reading and understanding it. This is a challenge that still exist even up to this date. Teachers need to find a way to assess what should be measured. Thus, even in assessment, gamified elements can be utilized. Gamification can motivate the learners to finish answering because of the rewards or the different perks that they will receive. If it is a contest, someone would exhaust everything just to be on top. Teachers will then be hitting two birds at one stone – finishing the assessment and the learning capability to be measured.

Axiom 4: Gamification provides an efficient way of checking the answers in a positive way.

Nowadays, real time feedbacking is very important. Learners can correct themselves when they will know what is the right answer after the assessment. In gamification, learners are given the chance to see the right answers after they answer the questions. Further, assessing the outcomes of the learners through employing gamified elements can ease the burden of bringing papers at home just to check it. Gamification is not just an advantage to all learners but to teachers as well as this provides an efficient way of checking the answers in a positive way.

Axiom 5: Gamification increases retention and promotes knowledge construction in language education.

The best outcome in a teaching-learning process is the construction of ideas and thoughts that can only be attained when teachers have evidence that learners indeed have a change of behavior. Employing gamified elements increases retention as what the literature and various studies proved. Retention is acquired in many ways and one of these would be the law of repetition. Employing game design elements can have this process of repeating the concepts until one can master it. Gamification does not only increase the retention of the learners but also promotes knowledge construction especially in language

education wherein the concepts are introduced and reinforced and would just revolve around it.

Propositions

With the 5 axioms, 10 propositions emerged, namely: Gamification (1) should critically provoke the learners to think, (2) should consistently make the game-design elements attractive and friendly, (3) should capture the interest of the learners, (4) should be novel, (5) should have an easy way to accomplish an academic task, (6) should provide a unique reward system, (7) should reiterate progression than regression, (8) should have a real time feedbacking of answers, (9) should have a lasting effect, and (10) should promote in generating new knowledge.

Proposition 1: Gamification should critically provoke the learners to think.

All the activities and tasks in a gamified learning are designed in a way the it will let the learners think critically. The most effective way of challenging the skills and intelligence of the learners is to get their attention, let them engage and puzzle them in a way that they will think outside of the box. Gamification finds its way to be creative while measuring the learning capacity of the students. Since students react very well especially if the lessons are incorporated with games, it is important to provide means of allowing them to discover the concept before revealing it. Allowing the learners to discover something is one of the most effective way to conclude that there's learning. Gamification can be suited to the level of the learners' capacity, its creativity and how they think critically. With this, gamification should provoke the learners to think critically.

Proposition 2: Gamification should consistently make the game-design elements attractive and friendly.

There is myriad of game design elements available in the Information Technology (IT) world. The game design elements are used in the educative process in order to increased motivation and engagement among learners. The game design elements include the instruction on how to use it, accomplish the activities, and provide an easy way of understanding the intended learning outcomes of the different subject matter (Axiom 1). Making the instructions friendly in every activity or game application will aid the learners to maximize their time in playing while learning. Studies show that when learners are sometimes stuck in the instructions part on how to play the game because it is

not friendly- user application, the learners tend to be demotivated. This may result to increased absenteeism and truancy. Moreover, the perennial effect of this mistake would make learners confused, loss their attention span and engagement to participate, and lastly, they take this as one of the stressors which would cause detrimental effects in their psychological aspect. With these possible negative effects, this paper proposes that gamification should make the game-designs and applications friendly.

Proposition 3: Gamification should capture the interest of the learners.

Gamification is known to have different playful activities that will certainly hook the attention of the students. These activities are designed to meet the competencies and desired learning outcomes of a specific topic. Since gamification can incorporate different disciplines (Axiom 1), it is important to challenge the learners' critical analysis. The activities crafted congruent to the level of the learners' capacity should vary from easy to difficult in order to challenge the learners to think critically (Axiom 2). Although students may find it challenging, the important thing to note here is to indicate that this gamification in education sustains the motivation and engagement (Axiom 3) of the learners in participating classroom discussion. If the activities are set to be boring and the graphic designs are not attractive, the learners will feel frustrated especially those fast learner students. To avoid this from happening, it is vital to choose interesting activities that will sharpen the analytical abilities of the students. Further, Therefore, this paper proposes that gamification should have more interesting and thought-provoking activities in the classroom.

Proposition 4: Gamification should be novel.

Game design elements are essential in making the classroom instruction an engaging one because of the language and the effect of its visuals that the learners can relate to it. The same with so many products of technology that whatever is new, would be what the people wants. This is also the same with cellphones, gadgets, and many more. With this, it is expedient that the gamified elements employed in the classroom should be novel. Something that is new and that everyone would be very excited to participate and be engaged.

Proposition 5: Gamification should have an easy way to accomplish an academic task.

In every gamified activity or online game, instructions on how to play or accomplish the task is very essential. Setting the instructions simple and easy to understand will aid the different learners of different levels (Slow, Average, and Fast) to highly participate in the gamified activities. Making the instructions clear to everyone denotes the nature of gamification as universal in terms of its application (Axiom 1). The time allotted in following the instructions should not take and eat so much of the learners' time in reading and understanding the instructions. Providing a clear and definite directions will establish a sense of excitement and motivation (Axiom 3) to be engrossed in the activities. Further, it is necessary that in the development of game design elements, simple terms in a conversation English should be utilized. Translating English language (Axiom 4) into the students' mother tongue (which is locally appropriate to the user) would add sufficient evidence that learners will continue to patronize the application because of its added value – nationalistic and sense of ownership. Thus, this paper proposes that gamification should provide a clear and simple instructions in performing the activities.

Proposition 6: Gamification should provide a unique reward system.

Completing an activity is a milestone that every educator should not take for granted. It is important to provide rewards to those learners who excel in accomplishing the activity. Reward is not due to the students alone, it is also important to provide compensating rewards to the teachers (Aini et al., 2019). Although gamification is more on targeting the intrinsic motivation of the learners, it is also important to provide extrinsic motivation (Axiom 3) such as points and badges as rewards (Deterding et al., 2011). The reward system is not just to motivate the learners to finish the tasks or the game but also to boost their self-confidence and self-efficacy in doing their tasks or in finishing the game with flying colors. The construct of self-efficacy is generally pointing towards a particular tasks or context. Bandura describes numerous incentives in playing the games. By exploring different environments and possible change elements, games encourage people to play and play again (Bleumers et al., 2012). The integration of incentives, points (levels and rankings), and badges as part of the reward system in gamification encourage learners (game users) to incessantly repeat the games, establish game users' reputation, and encourage others to play the game as well. Thus, this study would like propose that gamification should provide a reward system right after each milestone in the activity.

Proposition 7: Gamification should reiterate progression than regression.

Some literature review and studies would recommend further study about the attainment of learning outcomes and behavioral goals of gamification. Although, this premise is true, however, gamification is still widely used to achieve the desired learning and behavioral outcomes in every learning area. Behavioral outcomes are measurable terms. These measurable terms provide direction to the learner's experiences which, in turn, will serve as basis for student evaluation. Considering the formulation of the gamified activities and tasks, the established different subject areas as content of the gamified activities (Axiom 1) are combined with different methods and techniques that is accessibility to all learners (Axiom 4). The learning goals and desired outcomes of the gamified activities should align to the competencies stipulated in the curriculum guide. If the learning objectives and behavioral goals are not attainable, the learners will end up disappointed, frustrated, and most of all, demotivated because of the high standards set in the gamified activities. The essence of gamification in education as means to elevate the academic performance of the learners will not be attained. Therefore, this paper proposes that gamification should promote progress rather than focusing on failures.

Proposition 8: Gamification should have a real time feedbacking of answers.

Constant feedback and assessment of the gamified activities reiterate the importance of effective teaching-learning process (Axiom 5). Since the 21st century learners are known to be born with technology and its advancement, it became an integral part of their lives. Technologies are learners' partners. With this premise, learners are vital instrument or component in the process of refining effective gamified activities that will contain thought-provoking inquiries and tasks (Axiom 2). Gamification in education penetrates the entire educational system (Axiom 4), wherein diverse learners can contribute and provide suggestions in making the gamified activities (1) relevant, (2) can truly assess the 21st century skills of the learners, (3) can sustain the level of motivation and engagement from the start of the activity until its last part (Axiom 3), (4) can connect to the different branches of knowledge (Axiom 1), and (5) can transform the lives of many. If gamification in education will have a stagnant state – no feedback, no consultation, and no changes – gamified activities are useless and such a waste of resources. Therefore, this paper proposes that

gamification should have a real time feedbacking of answers.

Proposition 9: Gamification should have a lasting effect.

Learners nowadays are digital natives in which they grew up together with the digital technologies such as smartphones, tablets, and computers. With this, technology becomes a necessity in their everyday life even in their schooling. The use of gamification in education establishes a competitive learning environment wherein learners are thinking of the common understanding that they should not be left behind (Axiom 4). Plainly, the main purpose of why gamification in education should have a competitive environment for the purpose of maximizing engagement and sustained motivation (Axiom 3). It is in a competition way wherein learners will think critically (Axiom 2) since all information is just at the tip of the fingers. The challenge remains as these activities involve the plurality of disciplines (Axiom 1) which will connect from one subject matter to another – it is broad, comprehensive and bolstered with substance. In making a competitive learning environment, gamified activities must go through with constant assessment and evaluation wherein the students can play a significant role in providing their feedback about the activity (Axiom 5). If gamification in education will not have a competitive learning environment, it is just the same with some boring traditional methods that most of the students will not pay attention with. With this, the paper proposes that gamification should have a lasting impact in the lives of the students.

Proposition 10: Gamification should promote in generating new knowledge.

With the intent of making the learning experiences of the students meaningful and promote sustained motivation (Axiom 3), gamified activities and tasks are crafted with the highest degree of creativity. Creative game design elements are helpful in reassuring and maintaining the attention span of the learners. Given the diverse learners of various ages would have different number of minutes or length of time to stay connected, gamified activities should deliver varied techniques and strategies along with attractive graphics and designs to be embedded in the activity itself. These creative game design elements should be appropriate to the level of the learners' capacity in accomplishing the tasks (Axiom 1). In every gamified activity, the involvement of the user is very essential. If the user is the one playing in the game, the user will

be hooked and stay connected until the game is over. The kind of adrenaline or excitement they feel when they are playing is the same as what they feel while playing. Studies show that this may impact the psychological needs of the students. If the learners are not part of the game, they lose their appetite of staying connected because they cannot feel and understand the role of the one playing in the game. Thus, this paper proposes that gamification should make all learning activities fun and interactive that can promote in knowledge construction.

Conclusion

Gamification presented different processes and interactions between the elements used and their effect on the learners' motivation, attention span, and learning engagement. With the inclusion of gamified elements, it reconstructs the old and traditional classroom into a more engaging and fun yet full of meaningful learning experiences. Determining the blind spot in utilizing gamification in language education, there is an expediency to develop a theory. This pursuit addressed this challenge wherein the theory of Gamification in Language Education: Reinforcement-Assessment-Development is created. This theory accentuates the process of reinforcing the content of the subject matter into an interesting one. It also engages the learners to have fun while accomplishing the assessment tasks. Lastly, this theory helps in developing and constructing new ideas as an outcome of language discussion employing gamified elements.

This study recommends creating an application in language education utilizing gamified elements with real-time feedbacking to enhance basic skills in the language. Also, further validation of the theory should be done to verify the findings of the study if it is applicable across disciplines and if it provides the same educational outcome when used in other countries. It is also relevant to facilitate this validation process in order to point out different challenges and drawbacks while using the theory and to know if there is new knowledge emerges relating to gamification.

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Appendix 1. Lived Experiences of the Participants in Utilizing Gamified Elements in the Language Education

Theme	Subtheme	Authenticate Experiences
Content Reinforcement	Boredom to Freedom	In my experience, I can say that games can actually strengthen language skills, in addition to allowing learners to develop social skills and good relationships while they interact with each other. Because of this interaction, nawawala yung boredom nila sa content nga discussion ko (boredom was eradicated regarding the content of the subject matter). (P3)
	Engaging Activities	<p>Ang paggamit ng mga gamified na elemento ay ginagawang nakakaengganyo ang lahat ng aktibidad. Halatang-halata na ang mga estudyante ay na-hook sa talakayan ng mga laro. Madali nilang mauunawaan ang konsepto dahil sa mga elemento sa gamification. Ang paglahok ng kanilang mga kasanayan sa psychomotor sa pagkumpleto ng mga gawain ay naging dahilan upang maging mapagkumpitensya silang lahat. Kaya, panalo ang lagi nilang iniisip. Sa pagkapanalo, mahusay na isinama ang mga konsepto. (P7)</p> <p><i>(Employing gamified elements makes all the activities engaging. It is very obvious that students are hooked with the discussion of the games. They can easily understand the concept because of the elements in gamification. The involvement of their psychomotor skills in completing the tasks made them all very competitive. Thus, winning is what they always think. In winning, concepts are well integrated.)</i></p>
	Content Appreciation	<p>Ganahan sila kung nay dula. Precisely because they are thinking nan aa rajud tanan sa libro nya bsahon ra then ilaha rang e memorize. Nya mao rajud na balik balik ang ilang buhaton pero sap ag use nako sa gamified elements, nagpadula ko, mas naappreciate nila ang ilang gibasa ug gi tun-an. I am also happy kay dili maglabad akong ulo pangitag way to discuss the lesson in the most effective way. (P1)</p> <p><i>(They love to play. Precisely because they are thinking that everything in the book will be memorized. That's what they do over and over again but when I use gamified elements, I make them play,</i></p>



		<i>they appreciate more what they read and study. I am also happy because I don't have to worry about finding a way to discuss the lesson in the most effective way.)</i>
Excitement in Assessment	Energy Unlocked	<p>Ang aking karanasan sa paggamit ng mga gamified na elemento sa talakayan sa silid-aralan ay higit na bahagi ng pagtatasa. Tuwang-tuwa ang aking mga mag-aaral kapag magkakaroon kami ng mga gawain sa pagganap o pagsusulit o anumang aktibidad. Kitang kita ko ang level of energy at attention nila sa mga task na ipo-post ko. Minsan, kailangan nilang maghanda ng tuwalya dahil for sure pagpapawisan sila. And for sure, every assessment part of the day, nakalaan dito ang kanilang enerhiya. (P4)</p> <p><i>(My experience in using gamified elements during classroom discussion is more the assessment part. My learners will be very excited when we will be having performance tasks or quizzes or any activities. I can see their level of energy and attention to the tasks that I will be posting. Sometimes, they need to prepare a towel because for sure they will be sweating. For sure, every assessment part of the day, their energy is being reserved to it.)</i></p>
	Catching up the Next Questions	<p>Palaging iniisip ng aking mga estudyante kung ano ang mga susunod na gawain o mga susunod na tanong dahil gusto nilang manalo. Ito ay isa sa mga pinakamahusay na bagay sa paggamit ng mga gamified na elemento sa pagtatasa sa silid-aralan. Hindi iisipin ng mga mag-aaral na mahirap, iisipin nila kung paano lampasan ang tanong dahil, muli, gusto nilang manalo. (P10)</p> <p><i>(My students would always think what would be the next tasks or the next questions because they want to win. This is one of the best things in employing gamified elements in classroom assessment. Learners will not think it is hard, they will think how to outsmart the question because, again, they want to win.)</i></p>
	Worthwhile rewards	<p>Ang aking karanasan sa paggamit ng mga gamified na elemento ay higit pa sa kung paano magbigay ng angkop ngunit</p>



		<p>kapaki-pakinabang na mga gantimpala at pagkilala. Hindi ako kadalasang gumagamit ng pera o kendi o tsokolate. Ako ay higit sa pagbibigay ng mga sertipiko at mga bituin upang pahalagahan ang kanilang mga pagsisikap sa pagtupad ng mga gawain. Niraranggo ko rin sila ayon sa mga bituin o mga puntos na kanilang natanggap. (P5)</p> <p><i>(My experience in using gamified elements is more on how to provide appropriate yet worthwhile rewards and recognition. I don't usually use money or candies or chocolates. I am more on giving certificates and stars to appreciate their efforts in accomplishing the tasks. I also rank them accordingly to the stars or the points they received.)</i></p>
<p>Knowledge Construction</p>	<p>Authentic Realization</p>	<p>My experience in using gamified elements in teaching Filipino subject is very helpful. The subject itself is boring and sometimes motivating our students to listen is very challenging. However, incorporating game design elements can alleviate the situation wherein students are participating. Every after the activity, I usually asked my students regarding the activity and they can say that when they play games, they learn something aside from the lesson, they also learn how to strategize, how to connect with their classmates, and how to accept weaknesses and turn them into strength in order to win. (P2)</p>
	<p>Reflection</p>	<p>As an English teacher, my challenge is how to make the heavy discussions into an engaging one. For me to assess, I will ask my students to make a reflection of the activity. There was this one time that I used gamified elements in discussing how to make or write Haiku poems. The reflection of my students made me realize that using gamified elements can really entice them to accomplish any tasks. Their reflection was really useful in trying other ways to discuss the competencies effectively. (P11)</p>