

Gamification to improve academic results and motivation to learn English in military students

Gamificación para mejorar los resultados académicos y la motivación para aprender inglés en estudiantes militares

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Abstract

This research focuses on demonstrating that the Gamification methodology can improve academic results and increase the motivation of military students in the subject of English. The study was carried out with 103 young cabin boys from the Ecuadorian Navy. Firstly, researchers studied how Gamification works in educational and military contexts. After choosing the most appropriate videogame, we proceeded to plan and “gamify” all the class activities to recreate the chosen game during a didactic unit. The researcher applied two evaluations. The first one was before applying the Gamification methodology and the other one was after its implementation. A survey was also applied to the students to find out their opinions and points of view on the English activities before and after the implementation of the Gamification methodology. The method used in this study was mixed since there is quantitative and qualitative data. The results were analysed by comparing the academic results of didactic Unit 1 where the Gamification methodology was not used and didactic Unit 2 where the Gamification methodology was implemented. In addition, the results of the survey were analysed to determine whether military students had a positive attitude towards this methodology. At the end of the study, a discussion was held to compare the results of this research with other authors.

Keywords: *Gamification, military students, motivation, English teaching, English methodology.*

Resumen

Esta investigación se centra en demostrar que la metodología de la Gamificación puede mejorar los resultados académicos y aumentar la motivación de los estudiantes militares en la asignatura de Inglés. El estudio se llevó a cabo con 103 jóvenes grumetes de la Armada del Ecuador. En primer lugar, se investigó sobre cómo funciona la Gamificación en contextos educativos militares. Después de elegir el videojuego más apropiado, se procedió a planificar y “gamificar” todas las actividades de clase para recrear el juego elegido durante una unidad didáctica. Los investigadores aplicaron dos evaluaciones: la primera fue antes de aplicar la metodología de la Gamificación y la segunda después de la implementación. Además, se aplicó una encuesta a los estudiantes para sondear sus opiniones y puntos de vista sobre las actividades de Inglés antes y después de la implementación de la metodología de la Gamificación. El método utilizado en este estudio fue mixto, ya que existen datos cuantitativos y cualitativos. Los resultados se analizaron comparando los resultados académicos de la Unidad didáctica 1 donde no se utilizó la metodología de la Gamificación y la unidad didáctica 2 donde se implementó dicha metodología. Además, se analizaron los resultados de la encuesta para determinar si los estudiantes militares tenían una actitud positiva hacia esta metodología. Al final del estudio, se realizó una discusión para comparar los resultados de esta investigación con otros autores.

Palabras clave: *Gamificación, motivación, estudiantes militares, enseñanza del inglés.*



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I. Introduction

A significant problem teachers face is getting their students to engage in active learning. Frequently, students get bored with certain learning activities. Therefore, teachers have to find a way for them to participate actively in class.

If students are in the military, the challenge even increases. Unlike civilian students, recruits or midshipmen from military academies maintain a stressful routine; this often entails extreme exhaustion and sleepiness during classes. Consequently, most military students find it challenging to concentrate on the activities proposed by the teacher, obtain poor results in their academic evaluations, and lose their motivation to study. If we add that these military students are trying to learn a foreign language, the difficulty is even more significant.

At the end of didactic Unit 2, the recruits from The Marine Corps School of Infantry second term in Guayaquil, Ecuador, should have improved their academic achievement in English compared to didactic Unit 1. Nevertheless, they have difficulties staying alert and feeling motivated to perform English tasks.

Once the teacher has detected these issues, she will implement the methodology of Gamification to help students achieve their academic goals and feel motivated during classes. The implementation of this methodology will last three to four weeks with 105 male recruits from The Marine Corps School of Infantry second term in Guayaquil, Ecuador.

II. Materials and Methods

2.1. Literature Review

This research is focused on the implementation of the Gamification Methodology established at “Modelo Educativo de las Fuerzas Armadas” (MEFA) on a didactic unit in English as a Foreign Language (EFL) to help military students increase their academic outcomes during that unit, as well as their motivation toward that subject. The following section explains different concepts associated with gamification and motivation.

2.1.1. Definition of Gamification

The word “Gamification” was first employed in 2003 by the British designer Nick Pelling, who proposed using game elements in the consumer goods industry (Khaitova, 2021). Nowadays, Gamification is used in different contexts apart from businesses such as health or education.

According to several authors, Gamification means bringing game elements to a non-game context (Vlad, 2021); (Kim, Song, Lockee, & Burton, 2018); (Kapp, 2012). The Gamification Methodology will be applied in educational and military contexts during the present research. When bringing those elements to an educational context, we can use any video game as a model to recreate that game in our classroom. The most popular video games that can be imitated among teenagers and young adults are Minecraft, Roblox, Valorant, Fortnite, The Legend of Zelda, League of Legends, and the classic Super Mario Bros. The game’s mechanics and elements will be selected according to the needs and context of students.

2.1.2. Elements of Gamification

Video games contain some elements that excite and motivate users when playing. These elements may vary according to the mechanics of the game. Some authors have mentioned the following elements for Gamification:

- Avatars: A representation of a player using a picture.
- Leaderboard: board to show the rank of players.
- Levels: scale of difficulty for tasks.
- Badges: insignia that represents an achievement.
- Points: Punctuation given for tasks.
- Reward: positive reinforcement or prize given as recognition for a task.
- Quests: requested tasks for the game.
- Power-ups: They give players advantages or help them escape tricky situations.
- Competition: the different contests organized during the game.
- Storytelling: a story or narrative incorporated into the game.
- Rules: actions that players can or cannot do during the game.
- Players: users or students who participate individually or in teams.
- Penalties: punishments for breaking a game rule.

Sources: (Miller, 2024); (Che Ku Nuraini Che Ku Mohd, 2023); (Toda, 2019); (Figueroa-Flores, 2016) (Buckley & Doyle, 2014).

2.1.3. Reasons to use Gamification in the classroom

Che Ku Nuraini Che Ku Mohd (2023) states that Gamification is “a powerful strategy for improving students’ motivation and engagement.” Also, Gamification influences the students’ cognitive domain because it helps in the creation of new knowledge based on their experience (Vlad, 2021).

Another author establishes that Gamification is a great way to combine learning and fun. In addition, it promotes quick feedback and retention (Iulian Furdu, 2017). Besides motivation, the Gamification methodology maximizes the students’ potential because of the challenging activities involved. It encourages social interaction due to the teamwork, collaboration, and cooperativeness students show when working in groups, making problem-solving easier for them (Abadi, Samani, Akhlaghi, Najibi, & Molood, 2022).

The Gamification approach stimulates students to participate actively in learning activities because it affects their behavior and commitment; this entails improving their skills (Kiryakova, Angelova, & Yordanova, 2014). Another benefit of the Gamification process is promoting healthy competition in the classroom throu-

gh the integration of game elements and reward mechanisms in the different lessons from the unit (Figue-roa-Flores, 2016).

To summarize, the advantages of using the Gamification methodology in the classroom are an increase in motivation, commitment toward the learning process, and activities proposed by the teacher. It helps engage the students with the topic or lesson, social interaction, cooperation, collaboration, problem-solving, active participation, and healthy competition. It develops the cognition domain and improves the skills of students. Finally, it brings out the best attitude of students because of the challenging activities involved.

2.1.4. How to implement the Gamification Methodology in a lesson or unit

Gamification can be applied to the classroom with or without technology. Plan the following aspects to gamify the lesson or unit in advance: First, select the video game it wants to recreate in the classroom. Create the characters or avatars, the rules, the penalties, the challenges or tasks to assign points, the levels of difficulty for the learning activities, the rewards, and the badges.

Consider the students' interests and age to create the game's story and establish the unit objective and the learning activities. Decide if the gamification process will be scored by using manual or digital punctuation. If manual, design a big visual chart to do the leaderboard and hang it on a visible spot in the classroom. This manual leaderboard should contain the teams, avatars, levels, experience points for tasks (Xp points), power-ups, and the total score per team.

Using stamps to grade each activity or award any participation is suggested when the leaderboard has been done manually. Using different stamps to differentiate levels, Xp points, or power-ups will help students record the progress made on their achievements or penalties. Additionally, it will help the teacher to count the points at the end of the unit.

If digital, take into account some apps that facilitate the implementation of gamification: ClassDojo, Kahoot! Classcraft and Google Sheets, among others. These apps allow the students to participate individually in the process of gamification and score points automatically.

It is necessary to give immediate feedback to students after they perform the learning activities to identify the part where they need improvement quickly. It is advisable to implement the gamification methodology for at least twenty-one days or three weeks to obtain reliable results (Che Ku Nuraini Che Ku Mohd, 2023); (Barragán, 2023); (Miller, 2024).

2.1.5. Gamification and Game Based Learning

It is common to confuse these two approaches: Gamification and Game Based Learning (GBL). As mentioned before, the first means using game elements in a non-game context, such as businesses, health, or education. When the class is gamified, the whole lesson or unit is the game, which ends when the lesson or unit ends. It has a reward system and a narrative; it assigns points, and students can earn badges or boost their levels according to the complexity of the activities.

On the other hand, GBL refers to using ludic activities or specific games during the lesson to facilitate learning vocabulary or grammar structures and help students develop a skill. Games have predefined rules; they can be played in a short time, and the whole class doesn't need to be involved. Some examples of games used in class are Hangman, Pictionary, Scrabble, Running Dictation, Snakes and Ladders, Guess the Object, Charades, Bingo, The Musical Chair, etc (Miller, 2024).

We can integrate some games when designing the learning activities for the unit's gamification process. For instance, to boost students' vocabulary level, they can be challenged to play Hangman by guessing one word (easy level) or guessing a phrase that includes more words from the unit (difficult level).

2.1.6. Gamification and motivation in military students

Motivation to do or learn something implies having the desire or the willingness to do it. When learning a foreign language, motivation is crucial for students. This motivation can have different origins. According to Kurum (2011) and Johnson (2017), there are two types of motivation: intrinsic and extrinsic.

Intrinsic motivation happens when the person or learner feels passion for the subject or task assigned. They enjoy the learning process. This kind of motivation is inside the person. In contrast, Extrinsic motivation occurs when the learners are motivated to do something because of a reward, punishment, or the result of a learning outcome. The learner feels motivated by external factors.

Most military students at the Marine Corps School of Infantry lack motivation to learn English as a foreign language. They did not understand or acquire the language when they graduated high school. As a result, they have little or no knowledge of English. Also, they declare they do not have time to reinforce the syllabus lessons and obtain good results in their assessments because of the different military activities, routines, and duties. Additionally, the recruits do not have an English environment to help them learn the language or have opportunities to practice it with native speakers. Therefore, this makes the language learning process difficult for them. Consequently, these students only retain the necessary information to obtain the minimum grade to approve the course.

These recruits consider that learning English is not necessary for their military careers. However, the reality is different. Some foreign countries such as the USA, Korea, or China offer annual invitations to attend military instructor courses for crew members qualified with a B1 or B2 English level according to the country's requirements. In addition, "Digedo" (Dirección General de Educación y Doctrina Naval) from Ecuador launches an annual catalog offering military courses abroad for B1 or B2 officers or crew members. Also, when crew members reach the rank of Senior Chief Petty Officer, they can apply for a position as an administrative assistant of Naval Attaché on duty to represent the Ecuadorian Navy in a foreign country. Considering all these facts, the teacher's target is to motivate military students to learn English by enjoying the learning process (intrinsic motivation), knowing that it will be a plus for their professions (extrinsic motivation).

Gamification has already been used in military contexts. A study by (Hsiu-Yu Yao, 2020) at a military school in Taiwan mentioned that they implemented the Gamification methodology to make cadets learn their military vocabulary and motivate them by using an app to gamify the vocabulary lesson, Kahoot. The researcher found that the cadets increased their vocabulary scores from 36 to 63, to 52 points after the vocabulary post-test. The teacher used the reward system, feedback, time pressure, and narratives to gamify the vocabulary lesson.

Another Ivana Medica Ružić (2015) study revealed that "Gamification has been used in military training for a long time" by US military troops. They teach the soldiers how to develop new ideas using Gamification.

A third study developed by Pilar Del Rocío Santiago-González (2023) at a Peruvian military school to help cadets comprehend English texts mentioned that "the findings, based on solid statistical evidence, underline the importance of incorporating Gamification strategies into language education."

To summarize, the use of Gamification by military academies and organizations worldwide is not new, and it has impacted the learners. They have even used Gamification to solve military problems such as military strategies, war preparedness, and tactical training (Kapp, 2012).

2.1.7. Disadvantages of using Gamification in the classroom

Gamification has some disadvantages: it is expensive when used with technology, it can be outdated after a while, sometimes collecting points or awards may not be enough to motivate adult learners, the punctuation system might cause adverse effects such as lack of motivation and worsened performance, students may cheat, they might learn just the necessary information to reach the objective, it might lead to frustration, and students have to share personal information to access a gamification app account (Abadi, Samani, Akhlaghi, Najibi, & Molood, 2022).

Another author also establishes that Gamification can have adverse effects if used excessively or incorrectly. Since playing is mandatory, students may sense a “rule-based experience that feels just like school” (Iulian Furdu, 2017).

Finally, a side effect of Gamification is “Pointsification.” Pointsification focuses the attention of Gamification on the points, rewards, and badges instead of focusing on developing the learning skills. It gives the importance of extrinsic motivation and not intrinsic motivation to learn something new (Kim, Song, Lockee, & Burton, 2018).

2.2. Implementation

The Gamification methodology was applied to 103 male recruits of the second term from The Marine Corps School of Infantry in Guayaquil, Ecuador. Their English level is A1. The implementation lasted one didactic unit, and it consisted of three weeks. The classes were taught face-to-face.

The teacher based her Gamification on the elements of a classic video game, Mario Bros. It was done manually due to difficulties in accessing the internet.

First, the objective of the game was established. As in Mario Bros., they had to rescue a character at the end of the game after overcoming all the challenges. The character was an iconic pet dog called 104, which represents the school. They were going to rescue a big image of 104 from a villain, an officer because the dog had passed away a year before.

The class was divided into three teams. Recruits named their teams after military terms which they felt identified, such as “Rangers,” “Frogmen,” and “Navy Seals,” among others. They made each team’s avatars (images) based on those names. Then, the levels were according to the complexity of the skills. To make the levels fit in their military context, they were called “parachuting” for easy, “commando” for medium difficulty, and “frogmen” for complex activities. Recruits worked collaboratively to develop their language skills, such as reading, listening, speaking, writing, and using English. They were given a certain amount of time to finish the challenges, and then each group came to the front of the class to present the activity. The winning team was the one with no mistakes or minimum mistakes.

XP points (experience points) were credited for the unit assignments handed out on time and well done. The Power-ups or badges were credited for extra activities; they consisted of riddles or games unrelated to the subject, such as Scattergories, Vocabulary race, Hangman, and Pictionary. These activities were mainly performed as warm-ups to avoid recruits feeling sleepy after a challenging military routine or tiring duties

at night. In addition, these games help balance the leaderboard to avoid frustration because the best student team always wins all the level-up challenges.

Penalties were applied when recruits did not complete their class activities on-site or when one of the members of a team fell asleep. All these elements were shaped on a manual leaderboard to make the progress of teams visible all the time, and they were hung on the classroom wall. In the same way, the teacher had a record of the points on a spreadsheet.

The leaderboard contained rows and columns. One row for each team with their avatar and team name. One column for each game element: levels, Xp points, power-ups or badges, penalties, and the final score at the end of the unit. Each element was represented on the leaderboard with stamps made specially for each purpose: parachuting, commando, and combat divers for levels; sleeping / incomplete activities for penalties; late / on time for Xp points; and special badges or extra points for power-ups.

At the end of the unit, the team that adds the most points get to rescue 104 from the villain. The teams who lose the game get intensive training from a military instructor.

III. Research Methodology

This study is qualified as action research. Action research is a process where researchers collect data to analyze it. This process helps us understand a topic. It consists of three steps: Pose a question, collect data to answer the question and answer that question (Creswell, 2015).

We developed the present research using qualitative and quantitative instruments to determine if the Gamification methodology (independent variable) improved military students' motivation and academic results (dependent variables).

3.1. Participants

To carry out this research, 103 male recruits from The Marine Corps School of Infantry second term in Guayaquil, Ecuador, participated. They are between 18 to 22 years old. The class modality was face-to-face. The English level of the students is A1, according to the CEFR. They determined this level by giving them an online English Cambridge Assessment Test.

3.2. Instruments

The instruments used for this study were two summative evaluations to compare the academic results before and after applying the Gamification methodology with the military students. The grades obtained in these summative evaluations answer the research question: *to what extent will military students improve their academic results with the application of the Gamification methodology?*

Moreover, a closed-ended survey was used to know the military students' opinions, attitudes, and behavior regarding the Gamification methodology. The survey helped answer the following research question: *will implementing the Gamification methodology motivate military students to learn English?*

During the development of didactic unit 1, the teacher followed the steps of the didactic unit plan, which consisted of the traditional methodology of teaching English, PPP (Presentation, Practice, Production). At

the end of this unit, the teacher evaluated the students with a summative evaluation. Then, during didactic unit 2, we applied the Gamification methodology following the steps planned in didactic unit plan 2. Again, we used a summative evaluation of students. After that, the teacher proceeded to compare the grades of didactic units 1 and 2. Finally, the teacher sent the students a survey with several questions related to the motivation felt during both didactic units 1 and 2 toward the subject and the English classes with and without Gamification methodology.

3.3. Data analysis

We used Microsoft Excel software to analyze the data from this study. This analysis helped the researcher report the first research question: *to what extent will the military students improve their academic results by applying the Gamification methodology?* by obtaining the maximum, minimum, standard deviation, mean, and p-value from the didactic units 1 and 2 grades.

We used the Google Forms application to survey the gamification methodology and how it impacted the students' motivation regarding the subject and the English classes. The graphs with their corresponding percentages that this application showed helped the researcher report the second research question: *will the implementation of the Gamification methodology motivate military students to learn English?*

IV. Evaluation of Results

4.1. Academic results

For the first research question, to what extent will military students improve their academic results with the application of the Gamification methodology? These are the results:

Table 1: *Evaluations of Unit 1 and Unit 2*

	N	Min	Max	M	SD	Sig. (p)
Unit 1 evaluation	103	2.75	19.50	11.18	3.26	0.00
Unit 2 evaluation	103	7.00	20.00	13.13	3.17	

Note: N=Sample, Min=Minimum, Max= Maximum, M=Mean, SD= Standard Deviation, Sig (P)=Significance

Now, it can observe the results of Unit 1 and Unit 2 evaluations in Table 1, there is an improvement in the student's grades in Unit 2 for the minimum, maximum, and mean values. Additionally, the p-value is less than 0.05, which is another sign of improvement when comparing Unit 1 and Unit 2 evaluations. The standard deviation in Unit 2 evaluation is closer to the mean value than the standard deviation in Unit 1, which means there is less dispersion for Unit 2 data.

For the second research question, will implementing the Gamification methodology motivate military students to learn English? The researcher analyzed the survey results that were applied to the students. This survey showed the students' opinions about using the Gamification methodology and their motivation before and after it. The following tables and graphs show the results.

4.2. Analysis of results

This analysis seeks to offer insight into how students perceive and experience the incorporation of gamification elements in their academic training. The results are shown in Tables 2, 3 and Figure 1. All of them are explained as follows:

- **Concerning the integration of activities with Gamification that helped improve understanding during unit 2:**

The results show that 17.48% of the students rated the integration of activities with Gamification as “very high,” while 37.86% considered it “high,” and another 37.86% evaluated it at a “moderate” level. 6.8% evaluated it at a “low” level, and none considered it “very low”; this is interpreted as most students perceiving Gamification as positive in their learning process.

- **Regarding the level of difficulty in English A2 during the unit 2 with Gamification:**

The results show that 53.4% of students considered the level of difficulty as “moderate,” followed by 23.3% who perceived it as “low” and 17.48% as “high.” 1.94% evaluated it as “very high” and 3.88% as “very low.” The majority considered the difficulty adequate or moderate, which could indicate that the level aligned with their current abilities.

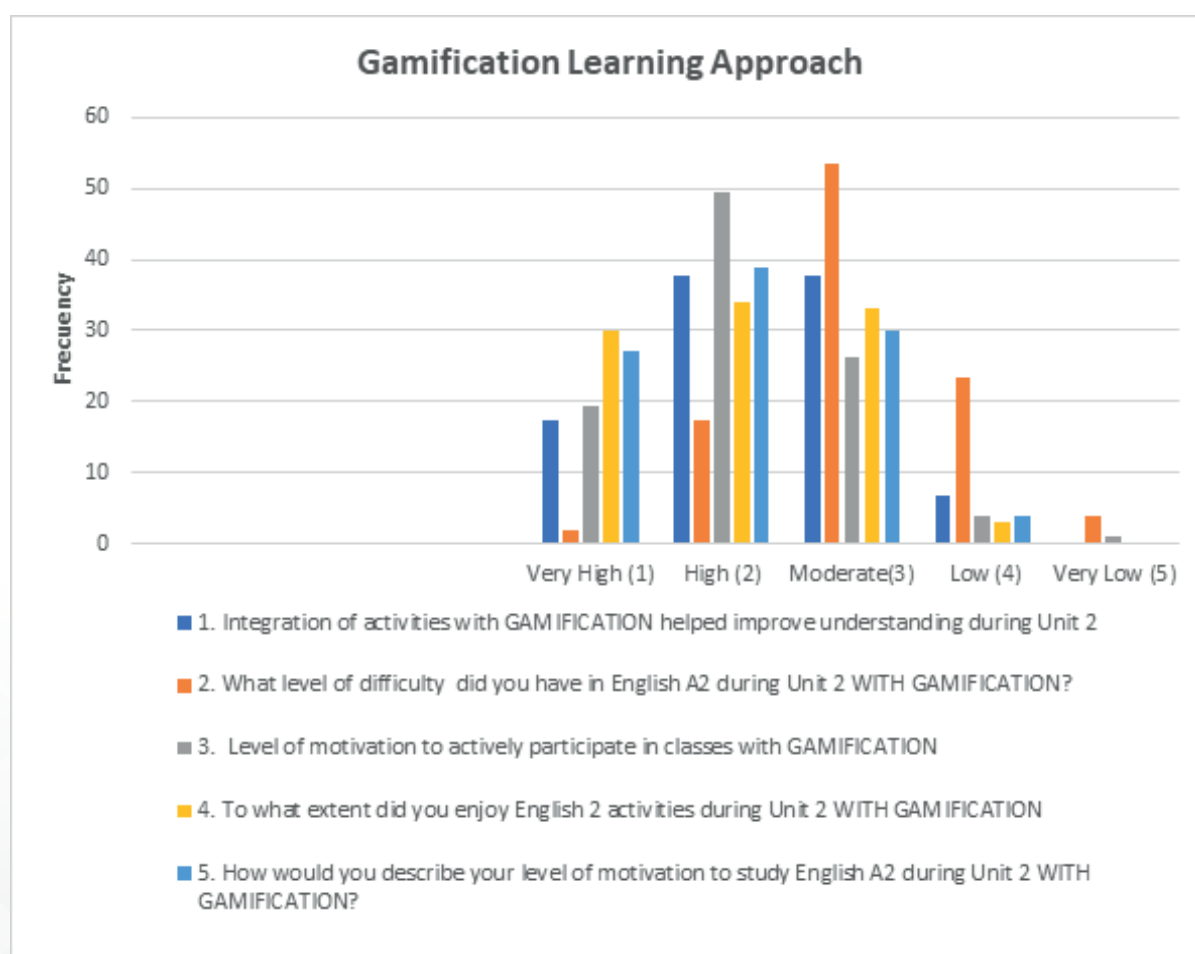
Table 2

Questions	Frequency				
	Very High	High	Moderate	Low	Very Low
	1	2	3	4	5
Indicator: Gamification Learning Approach					
1. Integration of activities with GAMIFICATION helped improve understanding during Unit 2	18	38	38	7	0
2. What level of difficulty did you have in English A2 during Unit 2 WITH GAMIFICATION?	2	18	54	23	4
Indicator: Motivation					
3. Level of motivation to actively participate in classes with GAMIFICATION	19	50	26	4	1
4. To what extent did you enjoy English 2 activities during Unit 2 WITH GAMIFICATION	30	34	33	3	0
5. How would you describe your level of motivation to study English A2 during Unit 2 WITH GAMIFICATION?	27	39	30	4	0

Table 3

Questions	Valid Percentage				
	Very High (1)	High (2)	Moderate(3)	Low (4)	Very Low (5)
1. Integration of activities with GAMIFICATION helped improve understanding during Unit 2	17,48	37,86	37,86	6,8	0
2. What level of difficulty did you have in English A2 during Unit 2 WITH GAMIFICATION?	1,94	17,48	53,4	23,3	3,88
3. Level of motivation to actively participate in classes with GAMIFICATION	19,4	49,5	26,2	3,9	1
4. To what extent did you enjoy English 2 activities during Unit 2 WITH GAMIFICATION	30,1	34	33	2,9	0
5. How would you describe your level of motivation to study English A2 during Unit 2 WITH GAMIFICATION?	27,2	38,8	30,1	3,9	0

Figure 1: Results of Gamification and Motivation indicators



- **Relating to the level of motivation to participate actively in classes with Gamification:**

The results show that 49.5% of students indicated that their motivation was “high,” while 26.2% rated it as “moderate” and 19.4% as “very high.” 3.9% rated it “low,” and 1% “very low.” These results show that the majority has high motivation levels, and just a minority experiences low motivation.

- **About enjoyment of English activities with Gamification:**

The results show that 30.1% of students enjoyed the activities at a “very high” level, followed by 34% at “high” and 33% at a “moderate” level. Only 2.9% and 0% reported “low” and “very low” levels of enjoyment, respectively; this means that most students found the gamified activities enjoyable.

- **About the level of motivation to study English A2:**

Motivation was rated as “high” by 38.8% of students and “very high” by 27.2%. 30.1% rated it as “moderate,” while only 3.9% rated it as “low” and none as “very low.” Most students showed good motivation to study, indicating that Gamification may have positively affected their willingness to learn the language.

4.3. Discussion

Concerning the first research question, *to what extent will military students improve their academic results with the application of the Gamification methodology?* The researcher detected that by applying the Gamification methodology in Unit 2, the military students did increase their academic results compared to Unit 1.

This finding is congruent with Vlad (2021), who states that Gamification influences students’ cognitive domains because it helps them create new knowledge based on their experience.

Another consistency with another author regarding the first research question is that the implementation of Gamification is a great way to combine learning and fun. In addition, it promotes quick feedback and retention (Iulian Furdu, 2017).

Furthermore, the majority of military students agreed that with the integration of Gamification methodology in the class activities, they improved their level of understanding during unit 2.

Finally, just a minority of military students expressed having a high level of difficulty in English 2 subject, in contrast with the majority of students who claimed to have moderate and low levels of difficulty with the implementation of Gamification methodology during unit 2.

Regarding the second research question, *will implementing the Gamification methodology motivate military students to learn English?* The researcher discovered that by implementing the Gamification methodology in unit 2, military students increased their motivation to participate and study English A2. Additionally, they showed a great degree of enjoyment with the Gamification activities.

These findings are consistent with the authors mentioned before in the literature review. One declares that Gamification is “a powerful strategy for improving students’ motivation and engagement” (Che Ku Nuraini Che Ku Mohd, 2023). Another author states that Gamification is a great way to combine learning and fun (Iulian Furdu, 2017).

At last, Kiryakova, Angelova, and Yordanova (2014) establish that the Gamification approach stimulates students to participate actively in learning activities because it affects their behavior and commitment.

Despite all the positive discoveries shown in this study, the researcher also found some negative aspects of Gamification, which she agrees with other researchers.

Observing military students during the implementation of the Gamification technology, she noticed that some students tended to be extremely competitive among them. They focused more on earning points or not being punished than on the activities themselves; this is similar to what Kim, Song, Lockee, and Burton (2018) mentioned: a side effect of Gamification is “Pointsification.” Pointsification focuses the attention of Gamification on the points, rewards, and badges instead of focusing on developing the learning skills. It gives the importance of extrinsic motivation and not intrinsic motivation to learn something new.

V. Conclusions

Most military students often lack the motivation to learn a foreign language; just a few of them are willing to do it. Besides, obtaining low grades in this subject is an agent that also discourages these students. This fact is a huge challenge for English teachers. They have to find ways to approach those students and make them love the process of learning a new language. All teachers know that there are many approaches to achieving this goal. However, for these military students, the Gamification methodology did it. Evidence is they could improve their academic results by at least 2 points for their class average. Moreover, they were more willing to participate in class activities actively; they had a more positive attitude toward the subject, they felt less difficulty understanding the language, and the most important fact observed by the teacher, they stopped sleeping no matter the tiredness or duties they had the night before because they were having fun and learning at the same time. Undoubtedly, the idea of bringing game elements to the English class was worth it for military students. Nevertheless, it is not advisable to implement Gamification during the whole term because “Pointsification” could lead students to always focus on just earning points. Teachers could vary different approaches or methodologies for each lesson or didactic unit.

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