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A Phenomenological Study of Gamification in an ESL Class

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A Phenomenological Study of Gamification in an ESL Class

A Thesis Presented to the
College of Graduate Studies Office
Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
with Specialization in English Language Teaching

Presented by:

Joannalyn A. Guba

December 2020

Dedication

*To my fellow educators who are committed
to make learning fun and enjoyable,*

Acknowledgments

To begin with, I would like to express my deepest gratitude towards my Lord Jesus Christ who has been my constant source of wisdom, strength, and will to pursue this dream despite

I also owe a great deal of gratitude to my family especially to my mother, Erlinda Guba; my father Epifanio Guba; my sisters; and my in-laws for teaching me what is meant to be a family and loved one. Their patience, endless support, encouragement, and help gave me strength throughout this journey.

Finally, it is a genuine pleasure to express my deep sense of gratitude towards my husband, John Victor Millendez for being my constant companion and helper; for keeping my sanity during stressful times; and for providing comfort, encouragement, and inspiration whenever I needed a shoulder to lean on. You have provided incredible support throughout my research pursuit.

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ABSTRACT

Name	:	Joannalyn A. Guba
Title	:	A PHENOMENOLOGICAL STUDY OF GAMIFICATION IN AN ESL CLASS
Key Concepts	:	Gamification of Learning and Instruction Second Language Learning and Technology
Degree	:	Master of Arts in Education Major in English Language Teaching
Adviser	:	Judy C. Bautista, Ph. D

Among the emerging approaches to gamification is the integration of games for entertainment towards games for education. Gamification is the use of game-like elements in non-game contexts and is gaining its momentum in the fields of language learning to augment L2 acquisition. The purpose of this research study is to explore the lived experiences of Filipino ESL students in a gamified language classroom of a public high school in District IV of Quezon City. Using a phenomenological approach to data gathering and analysis, a two-phased in-depth interview was conducted with the goal of gaining a rich insight into how participants make sense of their experiences in a gamified ESL class. Five main themes (pre-gamification worldview, gamified ESL Class Structure, ESL learners' autonomy over L2 acquisition, meaningful interactions in the ESL class, and ESL learners' flow experiences) were identified. Based on these findings and the existing literature review, the researcher proposed the GASLL instructional model for gamification. Based on this student-centered instructional model, several principles were produced to provide guidance for the gamification of ESL classrooms.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

With the advent of technology, games and play have taken a new form through digital media and has become a point of concern and study due to its puzzling allure towards children and teenagers. Hence, new and unconventional educational designs to teaching must be considered to cater to the changes in students' attitudes and ways of processing knowledge, characteristics of what Prensky (2001) called as *digital natives*. Furthermore, Prensky (2001) believes that the outdated language of the pre-digital age spoken by the *digital immigrants* or instructors struggling to teach a population that speaks an entirely new language accounts for some of the pressing dilemmas in education.

The emerging approach to learning called 'gamification' is among the trends which seek to address this problem. Finding its roots as a marketing strategy, it is now permeating the education sector (Johnson et al., 2013). Gamification is described as a process of enhancing (motivational) accessibility services to evoke gaming experiences and further behavioral outcomes. (Hamari, Koivisto, and Sarsa, 2014). However, the multidisciplinary aspect of gamification calls for a spectrum of definitions to explain the phenomenon. Among these are the following: (a) the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, and Nacke, 2011); (b) the phenomenon of creating gameful experiences (Hamari,

Koivisto, and Sarsa, 2014); and (c) the process of making activities more game-like (Werbach, 2014).

Due to its potential effects on students' motivation and learning, gamification has been a constant point of research. This is particularly important in second language education, as motivation has always been linked with learning (Brown, 2007). Consequently, educators can utilize gamification as an approach to motivate Second Language (L2) learners to learn the target language. Considering this, several studies have focused on gamification and its effect on students' engagement and motivation (Deterding, 2012; Dominguez et al., 2013; Gasland, 2011; Hanus and Fox, 2014; and Lee and Hammer, 2011). However, few have discussed specific features that make gamification and Second Language learning a success. More so, a study of ESL learners' perception and actual and observable experiences in a gamified English class were significantly deficient in studies on gamification. Given the lack of research in the field of gamification and second language education particularly its implementation in Philippine education, this study aims to explore the lived experiences of ESL learners in a gamified English language classroom.

Review of Related Literature

This section contains a comprehensive discussion of the existing bodies of literature related to the current study. Specifically, it focusses on five main areas namely, (1) the characteristics and needs of the Digital Natives, (2) a brief history of gamification and its present applications, (3) researches on the gamification of learning, (4) criticisms on gamification, and (5) studies on gamification and language learning.

The Digital Natives

Gamification, as a phenomenon, could be linked to the rise of a ‘ubiquitous learning environment’ which causes a generation to think and process information in a different manner (Prensky, 2001). These changes from the previous generation call for a need to better understand this age group and look for characteristics distinct to them. Prensky (2001) labeled this group as the *Digital Natives* who are seemingly “native speakers” of the digital language of the current technologies and the Internet. This results in a gap between the ‘digital natives’ and the previous generation or what Prensky (2001) labeled as the *Digital Immigrants*. In addition, Prensky believes that this generation gap accounts for some of the pressing dilemmas in education. This may be due to the outdated language of the pre-digital age spoken by the Digital Immigrant instructors struggling to teach a population that speaks an entirely new language (Prensky, 2001).

These differences, therefore, call for educators to make necessary changes in the teaching-learning process to cater to this need. Hence, several educators are looking into the possibilities

of gamification to address this problem. A more interesting aspect is not whether to gamify or not, but rather to identify how to effectively incorporate gamification in the curriculum.

Gamification 101

People are hooked on games as revealed in a recent survey which shows that 55 percent of employees would be interested in working for a company that offered games to increase productivity (Saatchi and Saatchi, 2011). After gamification has become a buzzword in 2011, several attempts have been made for its application in several fields of study. However, many have limited the use of gamification to points, badges, and rewards, making its application superficial and resulted in an inflated expectation of gamification (Dichev and Dicheva, 2017). The examples below are aimed at a better understanding of this phenomenon.

Gamification. The concept of gamification began in 1896 when S&H Green Stamps awarded stamps to loyal customers. However, it was only in 2003 that Nick Pelling coined the word "gamification". Since then, many other researchers have often attempted to define gamification in different contexts. Hamari, Koivisto, and Sarsa (2014) defined gamification as a process to improve services with (motivational) affordances to invoke gaming experiences and additional behavioral results. This was further supported by Zicherman and Cunningham's (2011) claim that gamification is game thinking and mechanics process to engage the viewers and resolve problems.

Moreover, in their book, *Rules of Play: Game Design Fundamentals* Salen and Zimmerman (2004) defined *game* as, “A system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome” (Salen & Zimmerman, 2004, p. 81).

In addition, Kaufman (2010) also characterizes game as a set of voluntary activities involving participants, objectives, rules, and physical and mental competition. Moreover, Koster (2013) provides an additional component called the "emotional reaction"; stating that a game is a system in which players take on an abstract challenge, rules, interactivity, and feedback, which results in a quantifiable result often leading to an emotional reaction.

The Fun Theory. The aforementioned concepts are fundamental to contextualizing gamification in its various applications. One of the earliest forms of gamification was used as a common tactic for marketing strategy. This could be seen in the initiative of the German automotive company (Volkswagen, 2009) to put a twist on mundane tasks and make it fun, ascribing to the concepts of *The Fun Theory*. One of their viral-going videos was the Piano Staircase on Stockholm, at the Odenplan subway in Stockholm, Sweden. The staircase plays a musical note when stepped on and resulted in people choosing the Piano staircase over the escalators. The people's choice provided insights and generated curiosity among marketing agencies as results show that 66% of the people preferred the staircase over the escalators (Volkswagen, 2009). Since then, gamification has been used as a marketing strategy. The concept of gamification is likewise utilized for training purposes in a simulated learning environment. Meanwhile, digitization prompted the proliferation of the use of gamification among online and digital applications.

Gamified online applications. Several online applications started to use game elements outside of gaming to increase user engagement. One example of these is *Zombie Run*, a running application that goes beyond keeping a track of the runner's progress and speed. It involves the users in an interactive game to promote physical activity through a storyline. The runner plays the role of "Runner 5" with the mission to escape from a zombie-infested- apocalyptic environment and collects supplies to be back home base. Through audio-augmented technology, it warns the runner of dangers on the way and specifies whether to speed up in running. Satisfied with the storyline, the user therefore does not have to do the needed extra push to be physically active (zombiesrungame.com).

The Grab App is another example of a gamified application that awards points to customers based on their booking frequency in this Transport Network Vehicle Service (TNVS). Grab rewards customers with discounts in restaurants, shops, Grab rides, among others with the points accumulated in the reservation.

"Play Moolah" is another classic example of an application that follows the same principle as mentioned above. Developed by financial literacy graduates of Stanford University, Min Xuan Lee and Audrey Tan, the app aims to raise awareness of financial education among children and young adults. This curriculum is an online platform where you can earn, save, spend, and invest. Students have the liberty to create their own avatar and the mini planet. Users can then exchange points earned by the child for real money, use points to invest or decorate their mini- house, or donate points to charities in the real world (playmoolah.com).

Framework for Effective Gamification

Having realized the strengths of gamified applications, several researchers have shifted the focus to the components of effective and successful gamification. Almost all these frameworks explicitly emphasize the significance of identifying clear goals at the start of the process. Accordingly, behavioral goals and objectives are commonly seen as the core of any gamification process. Likewise, it has been noted that unclear goals are commonly the reason behind an unsuccessful game design (Mora, Gonzales, and Carina, 2017).

Consequently, Kappen & Nacke (2012) proposed a model for effective gamification following through the work of Hunicke, Leblanck, and Zubeck (2004) and sought to fill the gap between players' emotional response and a definitive framework for effective gamification. Kappen & Nacke (2012) incorporated the basic constructs of Self-Determination Theory (SDT) which claims that facilitating internalization serves as a strong catalyst in a gamified application (Deci and Leone, 1994).

In addition, DiTommaso (2011) added the following phases in determining an effective gamification framework: discovering, identifying the profiles and motivational drivers of players, setting goals and objectives, describing skills, tracking and measuring, defining interest lenses, desired outcomes, play-testing, and polishing.

A framework based on the SDT (Ryan and Deci, 2000) utilizes gamification as a tool to enhance people's engagement and motivation in the performance of different tasks, considering a system made up of a game center, engine, and interface (Francisco-Aparicio Gutie´rrez-Vela, Isla-Montes, and Sanchez, 2013).

Similarly, Marczewski (2013) designed a simple framework called “Game” which includes two major phases towards an effective framework for gamification. This structure focused on two main phases: planning tasks to be developed, including collecting player information, intent, and expertise, and design tasks, using relevant game elements, analytics and metrics, reviewing, reviews, and releasing.

Moreover, a structure Chou (2015) called *Octalysis* focused on an octagon that includes eight 'gameful' shapes: epic meaning and calling, creation and achievement, imagination and input, ownership and possession, social power and connectedness, scarcity and impatience, unpredictability and curiosity, and loss and avoidance- gamification as the act of making something gamelike.

Additionally, Almarshedi, Wills, Wanick, and Ranchhod (2015) suggested a structure for sustainable gamification with the goal of the sustainability of the desired effect of gameful applications based on the following three components: Flow Dimension Theory (Csikszentmihalyi 1990), drive motivation elements (Pink 2011), and SDT (Ryan and Deci 2000).

The Gamification Process

The mechanics-dynamics-aesthetics (MDA) (Hunicke, LeBlanc, and Zubek, 2004) framework (a design-centric model) qualified the consolidation of rules, system, and “fun”; where “fun” was the emotional response conforming to aesthetics. This model established the relationship between the designer’s intent and the player’s experience. However, designers needed clearer action guidelines for game design. Filling this gap, game design lenses (Schell,

2008) established a set of heuristics to enable game designers to create purposeful and engaging games. In the same context, Daniel Cook's skill atoms (Deci et al., 1994) were essentially the basic ingredients for creating a systemic interaction between game process design elements.

Designing for Effectiveness

Game elements in non-game contexts. Gamifying education offers opportunities and challenges in adding game elements to the curriculum. In one of the few empirical studies in gamification, several features of gamification were proved to bring desirable results. Freedom to fail with a penalty, freedom to explore, and multiple identities and experiences were among the positive features noted by Klopfer, Ostemil, and Saten, (2009). These results coincide with Stott and Neustaedter (2012) who advocate these four characteristics of a gamified class. After a series of three case studies on post-secondary application of gamification, four features emerged: (1) freedom to fail, (2) rapid feedback, and (3) progression, and (4) storytelling. On the other hand, several researchers sought out a careful adaptation of such as practitioners may 'reduce a game to shortlist surface characteristics such as badges and experience points (Lawley, 2012). Taking this consideration, Stott & Neustaedter (2012 p.1) calls for a 'deep understanding of the foundations of a good game design' while claiming that the application of these four characteristics will give the user a sense of control in the execution of gamification in the classroom.

In a study conducted by Erenli (2016) of the University of Applied Sciences in Vienna, Austria entitled "The Impact of Gamification: Recommending Education Scenarios," Erenli

(206) advocates the following principles for effective application of gamification: (a) fun: the activity is chosen for its light-hearted character; (b) separate: it is circumscribed in time and place; (c) uncertain: the outcome of the activity is unforeseeable; (d) non-productive: participation does not accomplish anything useful; (e) governed by rules: the activity has rules that are different from everyday life; and (f) fictitious: it is accompanied by the awareness of a different reality.

Ready (2016) in his research Interpretative Phenomenological Analysis (IPA) of students' experiences participating in the MCS: Heimdall's Quest in the classroom. The study revealed the ten major themes namely: (1) cooperation; (2) social aspects of team; (3) personal choice; (4) self-organization; (5) motivation; (6) modifying behavior; (7) Experience Points (XP); (8) powers (9) attendance and (10) game mechanics

Beyond points. Several meta-analyses, therefore, show that there is a need to shift the focus on points, badges, and leaderboards which are simplistic attempts to solve the prevalent problems in the teaching-learning process in most schools. Moreover, these elements were found to be too narrow to address the relevant motivation factors" (Dichev and Dicheva, 2017). Hence, there is a need to explore which among the above-discussed game elements significantly contribute to student engagement and thus improve learning.

Therefore, many other fields and services use gamification due to its interactive and engaging features.

Gamification of Learning

While gamification has roots of its own before it permeated the world of education (Bogost, 2011; Nolan and McBride, 2014), among the emerging approach to gamification is the integration of games for entertainment towards games for education- *gamification*.

Moreover, this multidisciplinary aspect of gamification calls for a spectrum of definitions with an attempt to explain the phenomenon. Among these are the following: (a) the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, and Nacke, 2011); (b) the phenomenon of creating *gameful* experiences (Hamari, Koivisto, and Sarsa, 2014); and (c) the process of making activities more game-like (Werbach, 2014).

This could be mainly due to its potential to motivate learners and affect student achievement (Linehan, Kirman, Lawson, and Chan, 2011). Among these trends is the use of game mechanics to influence learners. According to Johnson et al. (2016), “gameplay has traversed the realm of recreation and infiltrated the worlds of commerce, productivity, and education, proving to be a useful training and motivation tool” (Johnson et al., 2016 pp. 89-106). Consequently, gamified elements have been adopted in higher education

Game-based learning versus gamification. The use of games in education can be categorized into two main streams: *game-based learning*, a method in which actual games (digital or non-digital) are incorporated in the lesson to enhance the learning process (Epper, Derryberry, and Jackson, 2012) and *gamification*, a system in which game-design elements

such as avatars, badges, leaderboards, levels, and trophies among others are utilized in non-game contexts (Deterding et al., 2011; Dominguez et al., 2013; Kapp, 2012).

In game-based learning, the game is the medium by which learning takes place. There are two types of game-based learning. The first is that the game has been specifically created for educational purposes. An example of this is the popular online quizzing platform called *Kahoot*. Educators can create formative assessments or conduct a review game through this platform. In addition, teachers can write multiple questions and the app will track the points of the students to spreadsheet analysis. The second type of game-based learning is when games that are originally intended for entertainment are used in an educational setting. This varies significantly from gamification in which aspects and features of games and game elements are incorporated in the lesson to facilitate learning. Therefore, in game-based learning, the game is the medium through which learning takes place, whereas, in gamification, only game design elements are incorporated in the lesson to make learning more *game-like*.

Game elements and mechanics. Among the major proponents of gamifying education is Karl M. Kapp. In his book *The Gamification of Learning and Instruction*, Kapp (2012) defined gamification as “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems” (Kapp, 2012, p. 10).

Meanwhile, exploring the possibility of gamification in the ELT, Hjert (2015) in his review of educational gamification entitled, *Gamification: A Possibility in the ELT Era*, Hjert (2015) came up with the following conclusions. It was found that while points, badges, and

leaderboards were effective due to its distinct elements such as mastering goal-oriented tasks, and receiving clear, instantaneous feedback was proved to be effective.

According to Hjert, “for gamification to evolve into a comprehensive methodology, theories and game design elements need to be integrated and researched in different contexts and over longer periods” (Hjert 2015, p.18).

Given the above definitions, gamification should capture one or more components that make it ‘game- like.’ This was eloquently stated by Kapp (2012), proposing that one way to explain gamification is to divide the game into its components, elements, and mechanics to see how the actual pieces are extended outside a game environment. These varied aspects combine with others to generate a phenomenon that is even greater than the individual components. Kapp (2012) further notes that a player becomes involved in a game in light of the fact that the immediate feedback and consistent engagement match with the challenge of a game. The main characteristics of which are the following: (a) distinguished by standards; (b) works inside the framework to incite an emotional response; and (c) results in a quantifiable result within a bigger framework (Kapp, 2012). These experiences, according to Kapp (2012), boil down to a unified commonality: the use of game-elements outside a gaming context to promote learning and player engagement.

Features of effective gamification. Furthermore, it is important to note certain features of gamification classified by researchers as effective.

Interactivity. One of these is its potential to answer the need to be relevant and cater to the animated, interactive, and musical learning environment digital natives seek (Carlson, 2005). Added to this is the tendency of the digital learners to expect a high level of interactivity and engagement in the classroom causing them to be easily bored in a traditional classroom (Johnson et., 2016).

Intrinsically motivating and challenging. Furthermore, as a gamification enthusiast, Kapp (2012) discussed the various considerations as to the effectiveness of gamification. Among these are the following components: the presence of challenge, relevance, confidence, curiosity, control, and fantasy, which motivates learners. Moreover, it was also discussed that intrinsic motivation weighs more than extrinsic motivation in terms of learners' level of motivation (Kapp, 2012).

Small-scale victory and progressive levels. Meanwhile, Lee and Hammer explored gamification including both benefits and pitfalls in their study "Gamification in Education: What, How, Why Bother?". Lee and Hammer (2011) pointed out three major areas where gamification can be used as an intervention tool. Among the examples provided is the mobile game 'Angry Birds' and how this seemingly simple game involves problem-solving skills through the identification of the physical properties of different tower materials, the configuration of the slingshot, and next move/game plans. Lee and Hammer (2011) added that the desire to win each level turns mere players into "small-scale" experimental physicists towards failure.

Socio-affective component. Wiggins (2016) provided a comprehensive discussion on this through a meta-analysis of the several empirical studies testing gamification in education. Results from these studies stress the social and emotional aspects pointed out by Lee and Hammer (2011). These studies among others supported the positive interaction between gamification and the socio-affective aspect of learning (Lee and Hammer, 2011).

Leaderboards and rankings. Meanwhile, Gasland (2011) highlights that gamified platforms with the incorporation of experience points and collaborative opportunities were proved to be moderately motivating. Accordingly, Dominguez et al. (2013) investigated the result of incorporating leaderboards, badges, and trophies along with gamified text-based exercises and quizzes in a blackboard plug-in.

Researches on Gamification in Education

Dichev and Dicheva (2017) generated a critical analysis of gamification based on previous, current, and future trends in its use in education in their study, *“Gamifying education: what is known, what is believed and what remains uncertain: a critical review”*. One of the areas investigated is the consideration of the education level and the bulk of gamification studies (Dichev and Dicheva, 2017). The following results were collected within the survey period: at the university level (44 papers), with less attention to K-12 education (7 papers). At the university level, one study has reported results involving graduate students (Nevin et al., 2014), while at K-12 level, three studies have reported results involving elementary school students (Boticki, Baksa, Seow, and Looi, 2015; Simoes, Redondo, and Vilas, 2015; Su and Cheng,

2015), two studies have reported results involving middle school students (Attali and Arieli-Attali, 2015; Long and Alevan, 2014) and two studies have reported results involving high school students (Davis and Klein, 2015; Paiva, Barbosa, Batista, Pimentel, & Bittencourt, 2015). According to Dichev and Dicheva (2017), the flexibility of college instructors to modify their lessons, the availability of technical resources, and their computer-related skills are said to have accounted for such data.

In addition, gamification is a multidisciplinary concept with studies conducted across subject areas. Table 1 shows the range of academic subjects of the collected papers examining gamification. Meanwhile, categories under ‘others’ “include studies with unspecified subjects, where the gamified activities are independent of a subject and the focus is on: the platform supporting gamification, the game elements used, a personal learning environment, or learners’ personalities (Tu et al., 2015).

Among the subjects commonly gamified is mathematics probably due to the preciseness and accurateness it requires. Several pieces of research have attempted to incorporate *gameful elements* to this subject that appear complex to many. A study among sixth-grade students reveals that applying game designs in their math class has increased student motivation and interest.

This extensive meta-analysis indicates that since gamification is still a growing phenomenon, insufficient evidence exists to support the long-term benefits of gamification in educational contexts. According to Dichev and Dicheva, (2017) this limitation is also brought by the differences in the mechanism on how gamification is practiced in the classrooms.

Moreover, knowledge of how to gamify an activity according to the details of the educational context is still limited. Therefore, the analysis highlights the need for carefully planned research and rigorously tested methods to validate gamification's educational benefits if gamified learning is to become an accepted approach to instruction.

Table 1

Distribution of papers among subjects of studies

Subjects	Nu%	Papers
CS/IT	20 (39%)	(Amriani, Aji, Utomo, Wahidah, & Junus, 2014 a; Anderson, Nash, & McCauley, 2015; Auvinen, Hakulinen, & Malmi, 2015; Bernik, Bubaš, & Radošević, 2015; Codish & Ravid, 2014; Codish & Ravid, 2015; Hakulinen, Auvinen, & Korhonen, 2015; Herbert, Charles, Moore, & Charles, 2014; Ibanez, Di Serio, & Delgado-Kloos, 2014; Knutas, Ikonen, Maggiorini, Ripomonti, & Porras, 2014a; Knutas, Ikonen, Nikula, & Porras, 2014b; Krause, Mogalle, Pohl, & Williams, 2015; Laskowski & Badurowicz, 2014; Leach, Laur, Code, Bebbington, & Broome, 2014; Lehtonen, Aho, Isohanni, & Mikkonen, 2015; Poole, Kemp, Patterson, & Williams, 2014; Sillaots, 2014; Sillaots, 2015; Smith, Herbert, Kavanagh, & Reidsema, 2014; Tvarozek & Brza, 2014)
Math	5 (10%)	(Attali & Arieli-Attali, 2015 a; Christy & Fox, 2014; Long & Aleven, 2014; Paiva et al., 2015 a; Pedro, Lopes, Prates, Vassileva, & Isotani, 2015b) a
Multimedia/ Communication	6 (12%)	(Barata, Gama, Jorge, & Gonçalves, 2014; Hanus & Fox, 2015; Holman et al., 2015; Jang, Park, & Yi, 2015; Leach et al., 2014; Utomo & Santoso, 2015)
Medicine/Biology/ Psychology	5 (10%)	(Bonde et al., 2014; Landers & Landers, 2015; Nevin et al., 2014; Pettit, McCoy, Kinney, & Schwartz, 2015; Su & Cheng, 2015) a
Languages	4 (8%)	(Hasegawa, Koshino, & Ban, 2015; Hew, Huang, Chu, & Chiu, 2016; Perry, 2015; Smith et al., 2014)

Others	11	(Barrio, Organero, & Soriano, 2015; Boticki et al., 2015 a; Chang & Wei, 2015;
	(21%)	Davis & Klein, 2015; Lambruschini & Pizarro, 2015; Mekler, Brühlmann, Tuch, & Opwis, 2015; Morschheuser, Rivera-Pelayo, Mazarakis, & Zacharias, 2014; Pedro, Santos, Aresta, & Almeida, 2015a; Shi, Cristea, Hadzidedic, & Dervishalidovic, 2014; Sillaots, 2015 a; Tu, Yen, Sujo-Montes, & Roberts, 2015)

Note. From “Gamifying education: what is known, what is believed and what remains uncertain: a critical review,” by Dichev and Dicheva, 2017, *International Journal of Educational Technology in Higher Education* (2017), 14:9, p.7

Meanwhile, a local study conducted by Tolentino and Roleda (2019) examined the effect of gamification on the motivation and achievement of learners in a gamified Physics class. The mean of the pre-test and post-test reveals significant improvement given under a gamified learning environment, suggesting the positive effect of gamification on the motivation and level of achievement of the students.

Also, Ready’s (2016) conducted qualitative research on gamification using a framework he has created- “Motivational Classroom System”. Ready (2016) explored the experiences of students in a motivational classroom system using game mechanics. Ready used Interpretative Phenomenological Analysis (IPA) to describe what students experience while participating in a Motivational Classroom System. This framework included the stimulation of students’ motivation, responsibility, and effort using mechanics that reside within games. Using semi-structured protocols to capture experiences of three current students and four who had graduated on to apprenticeships, he analyzed themes that emerged. Findings include ten major themes including the following: cooperation, social aspects of a team, personal choice, self-organization, motivation, modifying behavior, experience points (XP), powers, attendance, and

game mechanics. His research contributed to the field of game theory and motivation, promoting the use of games in education.

Meanwhile, Banfield and Wilkerson (2014) also suggested the same in their study entitled “Increasing Student Intrinsic Motivation and Self-Efficacy through Gamification Pedagogy”. It examined gamification as a method of experiential learning theory (ELT). The study used a qualitative method to explore motivation and self-efficacy in performing System Engineering/Information Assurance (LA). Analysis of data presented revealed that incorporating LA coursework using gamification pedagogy, significantly increased intrinsic motivation and self-efficacy among the 96 participants interviewed.

Criticisms

However, not all studies on gamification yielded positive results. In a study conducted by Domínguez et al. (2013), gamification was used in an information and communication technology course together with university students. This study aimed to motivate students through the cognitive, emotional, and social aspects. Findings of this study reveal that students in the gamified course outperformed students in the control group in most of the assessments. While this study showed success due to gamification in many ways, in the end, students in the gamified version of the course did not show more learning than the control group. Moreover, the study reveals that the experimental group also disliked the gamified version of the course due to various reasons.

As suggested by Landers (2014), gamification should be used in ways that can change the behaviors and attitudes of students. This course, however, simply added gamified elements

to assignments, as opposed to the actual processes that students undergo while completing said assignments, which could account for the seeming failure of gamification in this specific situation.

In another study, Attali and Arieli-Attali (2015), designed research to examine how participants performed when the assessment was gamified. The first study used an online platform and added points to the experimental group's responses while participants were being assessed. In the second study, participants were also asked to rate their enjoyment of the test. The results of the study found that while students did respond to the gamified aspects of the assessment, it may not have been in an entirely positive manner. This suggests that the participants in both studies responded to the gamified aspects of the assessment. Because they knew that they would receive more points for quicker responses, they increased the speed of their responses. While the students may not have shown learning or accuracy improvements, the gamified elements were designed to increase the speed of responses, which did occur.

Overall, it has been shown from this analysis of literature that while gamification has been used in several studies, they have conflicting results. While some studies reported positive effects from their course gamification, others did not experience the same outcomes. Courses which seem to concentrate on the learners and their activities within the course tend to be more successful, whereas applications that focus on gamifying the coursework itself generally report less successful results.

Game Mediated Second Language Learning

Gamification has likewise been implemented in the field of language learning. Several studies have been conducted to determine how this approach can augment or enhance second language learning.

Task authenticity. Moreover, researchers attempt to determine the potential of augmented realities in the development of an immersive environment to provide a more meaningful language learning experience. In connection, research on the wider field of game-based foreign language learning has shown some remarkable connections between language learning and teaching on one side and digital games on the other. For example, by allowing learner-driven circumstances, games may resolve the challenges of learner autonomy and task authenticity (Sykes et al. 2012). This supports the cognitive apprenticeship learning hypothesis of Brown, Collins, and Duguid (1989) which implies that learning is inherently linked to authentic activity, context, and culture. A similar opinion is expressed by Griffiths (2002) who believes that games help facilitate the following aspect of ESL learning: (a) discussing and sharing, following directions (understanding prepositions, etc.), (b) giving directions, (c) answering questions, and (d) having a discussion topic with visual aides to share with others.

Another study conducted by Sykes et al. (2012) claims that game-mediated language learning can improve two important features of a learning situation: the understanding of the goals of the learners and their ability to choose the task they will participate in (Sykes et al. 2012). It was also reported that using digital games brings attention to language's playful

feature, which can encourage language learning. Moreover, Sykes et al. (2012) purport that the versatile nature of digital games allows the player's option and agency—or the agency's illusion—necessary for the player to feel in control and retain the desire to play the game. The flexible design of digital games makes the player's choice and agency — or the impression of the agency — necessary for the player to feel in charge and maintain a desire to play the game (Sykes et al., 2012).

Role of badges in an ESL class. Homer, Hew, and Cheng (2018) present results from a field experiment that gamified ESL students' classroom experience by introducing digital badges-and-points that students may gain by achieving different behavioral and learning goals. This study included 120 children in eight separate schools. Findings revealed that ClassDojo's interactive badges-and-points greatly improved student ESL learning in two classes (Grades 3 and 4), but not in Grades 1 and 2. Overall, students reported having fun in the classrooms using digital badges-and-points. Observational evidence from teachers revealed that the digital group of badges and points displayed more constructive and on-task activities than the group of non-digital classroom token points.

Furthermore, three possible reasons for the generally favorable outcomes of digital badges in an ESL class surfaced in this study (Homer, Hew, and Cheng, 2018). Firstly, the use of various badges gives students a sense of development. Secondly, using the ClassDojo online helped create a sense of pervasiveness within the learning environment as students will access the home page of the class displaying the accomplishments of each student both indoors and outdoors. Thirdly, as opposed to the group-based achievement observed in the traditional school

token system, gamified platforms tended to concentrate on individual achievement. The use of individual-based achievement could have given each learner a more personal responsibility to control their own learning and behavior.

Communicative Competence. Several kinds of research also linked the development and improvement of communicative competence under a gamified ESL class. A paper presented by I-Jung (2005) claims that games promote communicative competence and encourage creative and spontaneous use of language. After utilizing non-digital gamified learning activities to promote ESL learners' use of the English language, the findings of his study revealed that ESL learners are highly motivated under a gamified setup. Moreover, since the gamified activities are learner-centered, these can foster participatory attitudes of the students and give ESL Learners more opportunities and encouragement to speak. In addition, findings demonstrate that the games have also aroused cultural consciousness. Consequently, students demonstrated willingness and encouragement to learn more than just linguistic information.

Risk-taking. Other researches focused on the risk-taking behaviors of L2 learners under a gamified class. Bebee (1983) defined risk-taking as "a situation in which a person has to choose between alternatives of different desirability; the consequence of the choice is uncertain; the possibility of failure" (Bebee, 1983, p. 39). According to this concept, L2 learners' willingness to take risks is considered crucial to success in the second language acquisition process (Cervantes, 2013; Oxford and Ehrman, 1995; Zafar and Meenakshi, 2011). In addition, Ely (1986), who developed a scale used to assess language-related risk-taking, lists some

specific examples of risk-taking in the language learning process such are the following: “lack of hesitation in using a newly encountered linguistic element; willingness to use linguistic elements that are considered to be complex or difficult; tolerance to potential errors or inaccuracies in the language learning process” (Ely, 1986, p.8).

In a similar study, Shatz (2015) seeks to examine the potential use of gamification and gaming tools in facilitating risk-taking in the language learning process. Findings reveal that one of the primary advantages of using gamification in an educational setting is that it reduces the cost of making an error in the learners' eyes, thus encouraging greater risk-taking (Sombrio, Ulbricht, and Haeming, 2014). This is concerning the concept of “freedom to fail” which is one of the features of gamified learning set up. Furthermore, this enables learners to feel confident with taking chances, encourages learners to move from being mainly outcome-oriented to being able to concentrate on learning (Stott & Neustaedter, 2013).

Target language usage. Moreover, several pieces of related literature have shown that the use of games in foreign language learning has several benefits, such as increased student engagement, better use of the target language, and less anxiety about expressing oneself in the target language (Silva 2008; Jactat 2008). In an attempt to gamify the language classroom, Silva (2008) highlighted the distinction between students who are playing and students who are merely programmed following the instructions of the instructor. According to Silva (2008), if the learners are not actively involved in the game, and if they do not influence the course of the game, then the benefits of learning the foreign language may be minimal. This means that students should be players and thus gain a certain control in their learning and playing.

In addition, Silva (2008) explored what happens when gamification is applied in a class of foreign languages. Using Henriot's (1989) play theory and Silva's (2008) four-dimensional play as an empirical framework to analyze a teaching situation in which a gamified program was used in a Norwegian high school French class. Findings reveal that students in this setup, enter a playful frame manifested through playfulness and autonomy. This means that students were taking control of the language activities. Correspondingly, interview data reveals that students expressed that they felt motivated by the gamified activities.

These results are significant in helping to expand the research area on educational gamification. Silva's (2008) paradigm and Henriot's (1989) play theory offer new insight on how to explore the use of gamified tools in learning a foreign language. These researches site the importance to look not only at the system but also at the user to ensure that gamified applications are used sustainably and pedagogically relevant. This framework may be further developed and used as a method for assessing gamified teaching circumstances and evaluating gamified tools for school settings. The findings of this study are promising, but more work on the gamification of education is required, particularly when it comes to learning a foreign language. More study is required to find out how the gamified program works with different students in various ways. For example, an additional study may be used to evaluate the use of the same gamified application through the differentiated learning lens.

Motivational implications between gamification and L2 learning. Meanwhile, several studies focused on the motivational implications of gamification in second language learning. Flores (2015) established that the use of gamification in L2 learning contributes

positively to the language learning experience. Since gamification in a variety of personality variables improves the L2 learner, the learner also moves away from an introverted mode of shyness and becomes more inspired based on constructive feedback and the elements used in the game. In addition, gamifying the L2 classroom enhances learning how to write, read, and speak, and motivates communication and engagement (Flores, 2015). Moreover, through gamification, the instructor will create meaningful interactions that shift away game thinking mentality to a techno-constructivist mindset.

In another study conducted by Iaremenko (2017), it was noted that games can reduce ESL learners' fear and anxiety of being negatively judged in front of other people. Iaremenko (2017) utilized an online platform to address the question of how gamified learning applies to learning English as a second language. This study suggests that online learning games can foster intrinsic motivation and help engage students in learning activities. Therefore, playing online games in English as a learning of the second language reveals the direct relationship between a high level of fun and increased motivation Iaremenko (2017).

This was further supported in a study conducted by Zarzycka-Piskorz (2016) where it was emphasized that the use of gamified learning platforms has the advantage of bringing variety, breaking monotony, providing a thrill when doing ordinary grammar exercises, and motivating students to work. Moreover, the results of the said study reveal that rewards, points, levels are sources of extrinsic motivators, but the whole gaming experience profoundly hits the intrinsic dimensions of motivation.

Enthusiasm towards the target language. Comparatively, a study conducted by Perry (2015) entitled *Gamifying French Language Learning: a case study examining a quest-based, augmented reality mobile learning-tool* attempted to explore the benefits of gamifying French language classes through quest-based learning and augmented realities. The gamified design involved in this study was different from many other experiments, in that there were no leader boards or awards. In contrast, this research used game models and methods of game design, in the form of quests and challenges from completing those quests.

The primary objective of this research is to determine the ability of a new *Explorez* mobile learning tool. To bridge the gap between gaming and education through quest-based learning and augmented reality, *Explorez* was developed for first-year French students at the university. With the use of GPS, *Explorez* has transformed Victoria University, B.C. Campus into a Francophone virtual world where students communicate. Through gamifying French-language instruction it was found that 88% of the respondents described the experience as “fun”, 63.6% responded “useful”, and 54.5% considered the experience as “motivating”. Perry (2015) employed a mixed method of data collection in this study and involved a total of 11 respondents. While the respondents in this study are limited, this research supports the claim that gamification has in terms of students’ motivation.

Moreover, this study revealed aspects of gamification which can potentially benefit foreign language learning. Among these factors are frequent and individualized feedback, emphasis on social learning, and an increased motivational aspect. In general, this study in gamification and French as a foreign language learning shows promising results: students

demonstrated enthusiasm and utilized the target language while interacting with the tool (Perry, 2015).

Sociocultural language learning effect. In addition, findings affirm students' French language use in interacting with the tool in that participants sometimes resort to a sign language form of communication when they lack vocabulary words in French. In-class observation demonstrates a 'sociocultural learning effect' wherein more advanced students helped the lesser advanced ones. This reflects prior work in L2 learning, which shows that when second-language learners communicate, they can correct the language errors of each other (Chapelle, 2000).

Summary

After reviewing a body of relevant literature, this paper finds that gamification proved to gain a positive stance in various fields such as in the field of business, marketing, in education, and even in second and foreign language learning. Its impact on motivation and engagement makes it an effective strategy in teaching English in second language classrooms. Moreover, integrating game elements and mechanisms in the educational curriculum continues to gain positive perceptions among students and teachers. It is also important to note that gamifying ESL classes are not as easy as awarding points and leaderboards. It involves careful planning and educational design to effectively integrate it into the curriculum and create a meaningful learning experience.

However, while numerous works on gamification have been published abroad, very few studies have been conducted in the Philippines to test its effectiveness. A thorough study

exploring what students encounter in a gamified language classroom is important to better understand the experiences of the students and the underlying reasons behind these positive effects of gamification. Because of the lack of a substantial body of literature focusing on the experiences of students in a gamified curriculum, the researcher hopes that this study can shed light on this new approach to education by looking through a new lens-the learners' lived experience.

RESEARCH PROBLEMS

The purpose of this phenomenological study is to describe the lived experiences of second language learners in a gamified classroom environment of a public Junior High School in Quezon City.

Specifically, the study aims to attain the following objectives:

1. Describe how second language learners view the gamified ESL classroom
2. Describe the actual experiences of students participating in a gamified ESL classroom
3. Propose a student-centered instructional model for gamification in an ESL class

THEORETICAL FRAMEWORK

Technology and Foreign Language Learning

Technology-Enhanced Language Learning (TELL). Computer-assisted language learning or CALL may remain the most widely recognized term for any language learning activity involving the utilization of computers in significant ways, but Bush (1997) used the term 'technology-enhanced language learning' (TELL) to suggest a more inclusive sense of technology and its effect on language learning.

TELL refers to the applications of technology in language teaching and learning. Patel (2014) defines this method as the integration of technological innovation to augment the learning process. The key goal is to find ways by which technology can be used to facilitate language learning. Any type of computer technology such as the Internet, software, or hardware is utilized to develop and promote language learning. For instance, using an electronic dictionary to look up the meaning of an unfamiliar word; listening to a song online; reading news website; engaging in discussion forums online, and making a video and sharing it online are among the activities to be used. In addition, technology-enhanced learning environments include "interactive, collaborative experiences allowing individuals to discuss specific learning preferences and needs, research various levels of difficulty, and deepen comprehension" (Hannafin and Land, 1997, p. 167).

The examination of appropriate and successful uses in foreign language curriculum and instruction is also vital to its continued progress. Cummins (2005) purports that the interaction

between the educators and the students in a technology-enhanced learning environment determines the success of language learning. Therefore, the effect of the patterns of interaction in a technology-enhanced learning environment cannot be ignored and overlooked. In addition, several studies suggest that TELL offers a lot of advantages as follows: it provides much more flexibility and addresses different language learners' learning styles and needs; it can be used in addition to textbooks for a much deeper learning experience; and it turns the classroom into a student-centered environment (Carr, et al., 2011; Chirimbu and Tafazoli, 2013; Patel, 2014; Yang and Chen, 2007).

However, the beneficial results of technology do not emerge on their own. Preparation and organization of the technology-enhanced lessons need to be well designed to achieve beneficial results (Cakir, 2011; Kreijns, Kirschner, and Jochems, 2003).

Computer-mediated Communication (CMC). December (1996) defines CMC as a process through which people use networked telecommunications systems to develop, share, and interpret information that facilitates encoding, transmitting, and decoding messages. This definition provides great flexibility as it can be viewed from a variety of interdisciplinary theoretical perspectives. Moreover, CMC seems to encompass both the mechanisms of transmission originating from communication theory and the significance of people interaction mediated by the technologies and processes (Naughton, 2000).

More recent definitions of CMC focused on the social aspects of communication rather than the hardware and software side of it. Jonassen, Davidson, Collins, Campbell, and Haag (1995) concentrate on the facilitation of complex communications, both synchronous and

asynchronous, through computer networks. Jones (1995) further elaborates that CMC is not just a tool, but more so the technology, the platform, and the engine of social interaction all at once. In addition, CMC does not only structure social connections; it is the environment within which the relationships take place and the mechanism used by individuals to access that environment.

One of the key distinctions made in CMC was between synchronous (real-time) and asynchronous (delayed-time) communications using computers as tools to exchange text, images, audio, and video. Synchronous, real-time interactions, such as between two people in a face-to-face discussion or telephone conversation, or as in a one-to-many type, such as a lecture, have their counterpart in chat rooms and similar environments within CMC (Romiszowski and Mason, 1996). Although much of the available software seems to mediate this mode of communication, asynchronous communications predominate primarily in the educational context. In offline communication, this form translates to letter writing or sending faxes in offline communication. Meanwhile, online communication has its normal manifestations in email, discussion lists, and most types of bulletin boards and computer conference (Romiszowski and Mason, 1996).

Generally, computer-mediated communication reflects interpersonal relationships which are usually performed through face-to-face, over the phone, and online through such diverse modes as email, instant messaging, social network contacts, personal messages, reviews, mutual participation in discussion forums and online games, and sharing of digital images, songs, and videos. (Baym, 2009).

Mobile-Assisted Language Learning (MALL). MALL has been defined as language learning that is supported or enhanced using a handheld mobile device and is often considered a subset of Computer Assisted Language Learning (CALL). Mobile phones have seen enormous growth since the word MALL (Mobile Assisted Language Learning) was coined by Chickering and Ehrmann (1996). Recently, the term has been commonly associated with mobile phones. These phones with user-friendly interfaces, omnipresent connectivity, and improved data storage and recovery offer a good learning platform (Gabarre, Gabarre, Din, Shah, and Kari).

Among the distinct features of Mobile learning are the following: the ability for personalizing, spontaneous, informal, and pervasive learning processes. Although learning with cell phones can take longer than computers, the learners experience a greater sense of time and position independence so that they can take advantage of the free time to learn the target language (Miangah and Nezarat, 2012). Furthermore, Mobile-Assisted Language Learning (MALL) is about using mobile devices to learn languages. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In addition, in terms of time and place, MALL can be considered an ideal solution to barriers to language learning.

According to Miangah and Nezarat (2012), due to the emergence of second-generation mobile phones, a mobile multimedia device can now be built to develop communication skills by communication exercises. The mobile multimedia English listening exercise program, according to Huang and Sun (2010), will improve the English listening skills of learners to a

high degree. A platform can also be designed in which learners listen to a text by vocal service on their mobile phones, followed by a text-based listening comprehension quiz.

In addition, Miangah and Nezarat (2012) noted that grammatical points can be learned through a specific software installed on mobile devices that teaches grammatical rules, followed by multiple-choice activities where learners select the correct answer from the given alternatives. Grammatical exercises can be in the form of 'true-false' or 'fill in the blanks' which the learners will respond to.

Furthermore, mobile devices of the second generation allow their users to access multimedia functions like listening and speaking. According to Miangah and Nezarat (2012), a successful m-learning service will consist of voice-transmitting facilities.

Another aspect of language learning which could be enhanced by MALL is reading comprehension. A study conducted by Chen and Hsu (2008) tried to present a customized smart mobile learning framework known as PIM in which the learners were provided with English news articles based on their reading skills assessed by the theory of fuzzy item response. This study's experimental findings suggested that learning English news reading along with unfamiliar vocabulary learning with self-assessing input response is very successful in promoting learners' read comprehension and reading skills.

Gamification Theories

Self Determination Theory. SDT is a human motivation and personality approach that uses traditional empirical methods while using an organismic metatheory that highlights the

importance of the developed inner resources of humans for the creation of personality and behavioral self-regulation (Ryan, Kuhl, and Deci, 1997).

According to SDT, there are primarily two main types of motivation; extrinsic and intrinsic. These are both important elements related to learning. Extrinsic motivation can be viewed as something that triggers an interest to start with something, or a spark used to bring about curiosity and initial excitement. Enjoyment of the activity can then create lasting intrinsic motivation. Different types of motivations can and do relate to different kinds of learners based on individual needs and personal preferences.

According to Deci and Ryan's Self-Determination Theory (Deci and Ryan, 2013), motivation can be defined by intrinsic and extrinsic experiences. Intrinsic motivation pushes us to do certain activities because of our inherent liking or pleasure towards it. Meanwhile, extrinsic motivation pulls us to certain activities due to the presence of positive or negative reinforcement. Finally, *amotivation* signifies the absence of motivation.

Flow Theory. Csikszentmihalyi defines flow as "the condition in which people are so interested in an event that nothing else seems to matter; the interaction itself is so pleasing that people will do it at great cost for the sake of doing so" (Csikszentmihalyi, 1990, p4).

The flow is a psychological state, often referred to as the zone of maximum enjoyment, where people lose track of time and space, focused fully on the thing they do and the pleasure they receive. The name flow was inspired by the immersion experience, and one takes pleasure felt during a water current flow (Csikszentmihalyi, 1990).

Participants in the zone are strongly motivated to continue the tasks, and often pay attention to the activities (Csikszentmihalyi, 1990). Nonetheless, this interaction will support the learning processes well by ensuring that the learners ' focus is directed to the learning materials. To achieve this, however, instructional designers and instructors need to know how the learners could enter and stay throughout this zone Csikszentmihalyi (1990) stresses the need to strike a balance between the difficulty of the task and the learners ' skills to achieve this goal.

According to Csikszentmihalyi (1990), the activities or tasks should be reasonably challenging to push the learners, but not too challenging to make him / her uncomfortable and decide to stay in the zone. Therefore, the difficulty level should be adjusted in other to alleviate boredom or distress to illustrate this relationship, Csikszentmihalyi (1990) presents a task/skill graph. See Figure 1 below.

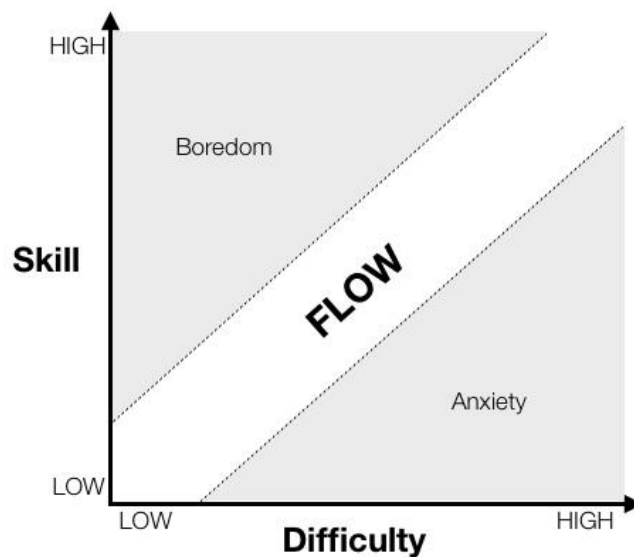


Figure 1. Flow zone

CONCEPTUAL FRAMEWORK

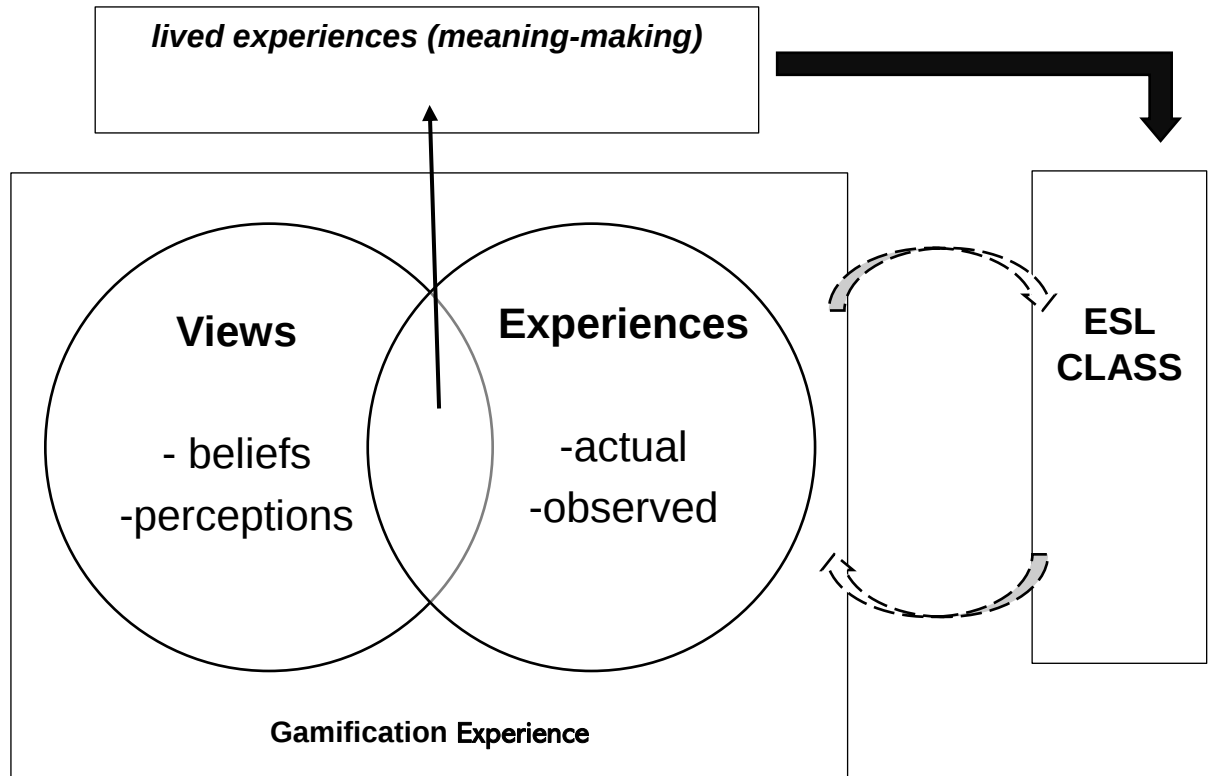


Figure 2. Conceptual framework of gamification

Figure 2 aims to establish the conceptual framework for this study. A Venn diagram of the *views* and *experiences* illustrates how both are of importance in the gamification experience. The views of the learners consist of their beliefs and perceptions of their *gameful* experience. These views are not limited to how individual learners describe their experience but also involves how they collectively describe the experience of the class. Therefore, the students must be able to describe not only their personal experience but also their insights on how their classmates participated in a gamified classroom. Meanwhile, the right end of the Venn diagram

taps on the experiences of the learners both actual and observed. This aims to further analyze if the participant's description of their gamified experience matches with the observable and actual classroom experience. The portion in which the Venn interconnects is called the "lived experiences" of the learners. This involves how participants make meaning of the *gameful* experience. It provides a connection between the views of the ESL students in a gamified language class and their actual experiences.

The solid arrow from the *Lived Experiences* to the *ESL class* suggests the shift of attention from the box to the head of the arrow symbol. The solid line of the arrow connotes the process of gamification and the direct pathway from *meaning-making* to a successful gamification experience. Meanwhile, the broken lines of the curve arrows suggest that in the ESL class, the actual experiences of the learners shaped their view of the phenomena. Likewise, a proper understanding of the concepts and elements of this conceptual framework provides ESL teachers basis to effectively design gamified lessons for the Filipino ESL classes.

SCOPE AND LIMITATIONS

The purposeful sampling employed in this study limits its generalizability towards all second language learners. Rather, the findings in this study aim to shed light to a more in-depth understanding of the phenomenon of gamification in the ESL classroom under study. Furthermore, these findings are most pertinent only to students under a gamified program in Ponciano Bernardo High School, Quezon City.

DEFINITION OF TERMS

Amotivation: This denotes the absence of motivation.

Avatars: It is a visual representation of the player in a game. Avatars can be described as profile images that can have different functions within a game or, in our case, a learning material. In a gamified classroom set up, students can choose characters and set them as their avatars.

Badges: Badges are a visual representation of some achievement. They are used to encourage and recognize certain behaviors. Also, they can be used to reward reaching a milestone or even reward someone who is far behind. Users with the same badges can feel connected and other players can see what behaviors are recognized in that gamified process.

Digital Natives: Digital native is a term coined by Mark Prensky in 2001 used to describe the generation of people who grew up in the digital age. Digital natives are comfortable with technology and computers at an early age and consider technology to be an integral and necessary part of their lives.

Digital Immigrant: A digital immigrant is a term used to refer to a person who was raised prior to the digital age. These individuals did not grow up with ubiquitous computing or the internet, and so have had to adapt to the new language and practice of digital technologies. This can be contrasted with digital natives who know no other world than one defined by the internet and smart devices.

ESL Students: A student whose primary language or languages of the home, is other than English and would require additional English language support to develop reading, writing, listening and speaking skills.

Extrinsic Motivation: Extrinsic motivation-pulls us to act on an activity due to factors which are external to the action itself, such as reward or threat.

Foreign Language Anxiety (FLA): FLA is generally viewed as a complex and multi-dimensional phenomenon of self-perceptions, beliefs, feelings and behaviors related to foreign language

Learning (Horwitz, Horwitz, and Cope, 1986).

Game: A “game” is a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often elicitin and emotional reaction.

Game-Based: Here the goal is to create a system in which learners, players, consumers, and employees engage in an abstract challenge, defined by rules, interactivity, and feedback that results in user engagement.

Game Elements: Elements residing in games can be categorized as: introduction, abstractions of concepts of reality, goals, rules, conflict or cooperation, time, reward structures, feedback, levels, story, aesthetics and repetition. (Kapp (2012).

Gamification: It is described as “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.” (Kapp, 2012, 10).

Generation Z: Generation Z refers to the people who were born in the mid-1990s and raised in the 2000s into a world with the preponderance of the Internet and similar technologies.

Intrinsic Motivation: Intrinsic motivation-pushes us to act freely, and do the activity for the sake of it; (activity you do because it is inherently interesting or pleasant).

Instructional Design Model: It is a simple representation of the complex processes of instructional design (Gustafson and Branch, 1997).

Leaderboards: The accumulation of points are usually displayed on leaderboard. Leaderboards makes the performance of every player available to others and are useful to maintain competition among players.

Mobile Assisted Language Learning (MALL): MALL has been defined as language learning that is supported or enhanced through the use of a handheld mobile device and is often considered a subset of Computer Assisted Language Learning (CALL).

Model: It is “simple representation of more complex forms, processes, and functions of physical phenomena or ideas” (Gustafson and Branch, 1997, p. 17).

Motivation: It is the forces generated either externally or internally that lead people participate in activities (Deci and Ryan, 2000).

Points: Points are the simplest way to reward a player for completing an action or a series of actions. This game technique is helpful to motivate people who like to achieve points or to have a sense of progress. They can be used to unlock content and even spend as currency to obtain some goods (virtual or even physical).

Phenomenology: Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013)

Second Language: The Second Language (L2), on the other hand, refers to the language learned after the L1 has been acquired.

Second Language Acquisition (SLA): It is the process by which people learn a second language. SLA is also the scientific discipline devoted to studying that process.

Second Language Learning: Second language learning is a conscious process where the learning of another language other than the First Language (L1) takes place

System: The system aspect is the idea that each part of a game impacts and is integrated with other parts of the game. Scores are linked to actions, and actions are limited by rule.

Technology-Enhanced Language Learning (TELL): It refers to the applications of technology in language teaching and learning. Patel (2014) defines this method as the integration of technological innovation to augment the learning process.

CHAPTER 2

PROCEDURES

This chapter presents the research problem and explains the rationale for the choice of the research method employed in this study. Therefore, procedures conducted are described in detail such as the mechanism for the selection of participants, the locale of the study, data collection and analysis, the role of the researcher, and the issues of reliability and validity.

This study aims to explore the lived experiences of Junior High School second language learners in a gamified classroom environment. Since the goal of this research is to gain a rich insight of participants' lived experience in a gamified ESL class, this research will employ a qualitative design for data gathering and analysis (Willig, 2008).

Creswell (1998) defined qualitative research as “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.” (p. 99). Moreover, Creswell (2014) have attributed several principles to define qualitative research. These are the following: (1) a consideration of the participants' *natural setting* (2) the acknowledgment that *the researcher as the key instrument* in the study although a protocol may be utilized; (3) the dependence on multiple sources of data (i.e. interviews, observations, and documents) which are to be reviewed, analyzed, and categorized it all into themes; (4) the employment of *inductive and deductive data analysis* to build patterns, categories, and themes; and the need to look back at the themes to check the need to gather more information. (5) the awareness that the *participant's meaning-making process* out of their experiences is the

centrality of the research; (6) the process of a qualitative study as being **emergent** in nature; (7) the regard for **reflexivity** to see how researcher's background and values and their potential to shape the course of the study; and (8) the development of a **holistic account** of the problem or issue under study (Creswell and Brown, 1992, as cited in Creswell, 2014, pp. 215-218).

Phenomenology is employed to further back up the qualitative framework of this study. Phenomenology is known as an educational qualitative design (Creswell, 2013 and Ponce, 2014) to arrive at a rich description of a phenomenon (Creswell, 2013). Furthermore, it is used to explore participants' perceptions of their world and the meanings they attach to it (Langdridge, 2007). The value of phenomenological research is its capacity to extract unadulterated and pure form of data and interpretation (Maxwell, 2013). Moreover, Van Manen (1990) further described phenomenology as the study of *lived experiences*." This was further supported by like-minded phenomenologists explaining that phenomenology prioritizes and explores how human being experiences the world (Husserl, 1970; Merleau-Ponty, 2013; Van Manen, 2010).

This study is a phenomenological exploration of ESL students' lived experiences in a gamified English class. Employing phenomenology, this study is intended to "construct an animating, evocative description" of participants' gamified ESL class experiences (Van Manen, 1990, p. 19). Data will be collected in multiple forms – in-field observation and in-depth interviews to achieve data triangulation. The researcher will then conduct an analysis of themes to explore "the deep meaning of individual subject's experiences" (Rossman & Rallis, 1998, p.

72). Consequently, based on the emergent core themes, the researcher will propose an instructional model of gamification for an ESL class.

The entire process from selection of participants to a proposal of a Student- Centered Instructional Model for Gamification is capsulated in Figure 19.

Research Site

The study was conducted at Ponciano Bernardo High School, a public Junior High School in the District IV, Division of Quezon City. Ponciano Bernardo High School (PBHS) was established in July 1967 and was named after the first mayor of Quezon City after World War II, the late Ponciano Bernardo Sr. The school falls under the small-size category as it has only five sections with around 50 students per class.

This school was selected due to its proximity to the researcher. Since the researcher's workplace (Pedro Tuason Senior High School) and the research site (Ponciano Bernardo High School) is integrated, this set-up provided convenient accessibility for the researcher to conduct classroom observations and take field notes during the course of this research.

Participants of this study are ten Grade 10 students enrolled in the school year 2018-2019 and whose English class employed a gamified learning set-up.

Selection Criteria and Participants

The case selected for the study is an English class of one of the Grade 10 sections of Ponciano Bernardo High School. The basis for choosing this section is purposive since the researcher chose the class which can potentially help more in the data gathering procedure. Also

known as “judgment sampling”, purposive sampling involves a purposeful and intentional of the researcher in terms of the participants of the research (Bernard 2002, Lewis & Sheppard 2006).

In this case, the researcher selected the class which employed a gamified set up during their English class. The process of inducing a gamified learning environment will be explained in detail in the following section to provide a fluent description of the gamified ESL class.

After selecting the case purposively, maximum variation sampling was employed. The maximum variation sampling technique is done in order to discover central themes that cut across students’ interests and class standing. Since the goal of qualitative research is the attainment of saturation rather than generalizability of results, Glaser and Strauss (1967) recommend an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends 5-25 participants and Morse (1994) suggests at least six. This study will involve ten participants and explore their lived experiences in a gamified class.

Since there were five groups established in their gamified English class, two representatives from each group were asked to participate in the study to achieve maximum variation and homogeneity Glaser and Strauss (1967).

Furthermore, pseudonyms were assigned to the participants to retain the confidentiality of the data gathered. See Table 2. In addition, the ages of participants range from 15 – 16 consisting of six females and four males.

Table 2

Pseudonyms Used in the Narrative

Participants	Gender	Pseudonym
P1	Female	Mabel
P2	Male	Cyrus
P3	Male	Andrei
P4	Female	Robi
P5	Male	Joshua
P6	Female	Jacky
P7	Male	Gab
P8	Female	Inah
P9	Female	Maricar
P10	Female	Jane

Gamifying the ESL Class

Structuring the gamified learning environment for the ESL class is the result of a comprehensive literature review of games and play, gamification of education, theoretical underpinnings of a gamified learning environment, and theories in Second Language Acquisition. In addition, several meetings with the advisor were held since he is also adept in this approach to learning. This is in conjunction with a constant online correspondence from an educator with expertise in gamifying learning.

At the onset of the planning stage, there appears to be a need to train an English teacher to implement the gamified approach to English language learning. This is done to further strengthen the validity of the findings by minimizing researcher's bias and eliminating the possibility of affecting the findings of this research. Particularly, implementing the said

approach in the researcher's own class could influence participants' perceptions and views of the phenomenon under study.

The researcher asked a colleague to explore how gamification can be put into practice in one of her ESL classes. Several steps were observed prior to the actual implementation of the approach. This involves gaining permission from the Division Office of Quezon City and from the school under study to conduct the study in the chosen research site. Similarly, regular face-to-face meetings were consistently held with the Grade 10 English teacher. Likewise, reviewing the curriculum guide for English 10 provided by the Department of Education is a vital step in this process. Moreover, the textbook, *Celebrating Diversity through World Literature*, which is used in the public schools for English 10 was scrutinized. Key features of the current curriculum and the learner's material were examined to better understand how English lessons were traditionally held for Grade 10 students.

Eventually, plans were made on how to incorporate game elements in their English class based on Deterding's (2011) model for educational gamification.

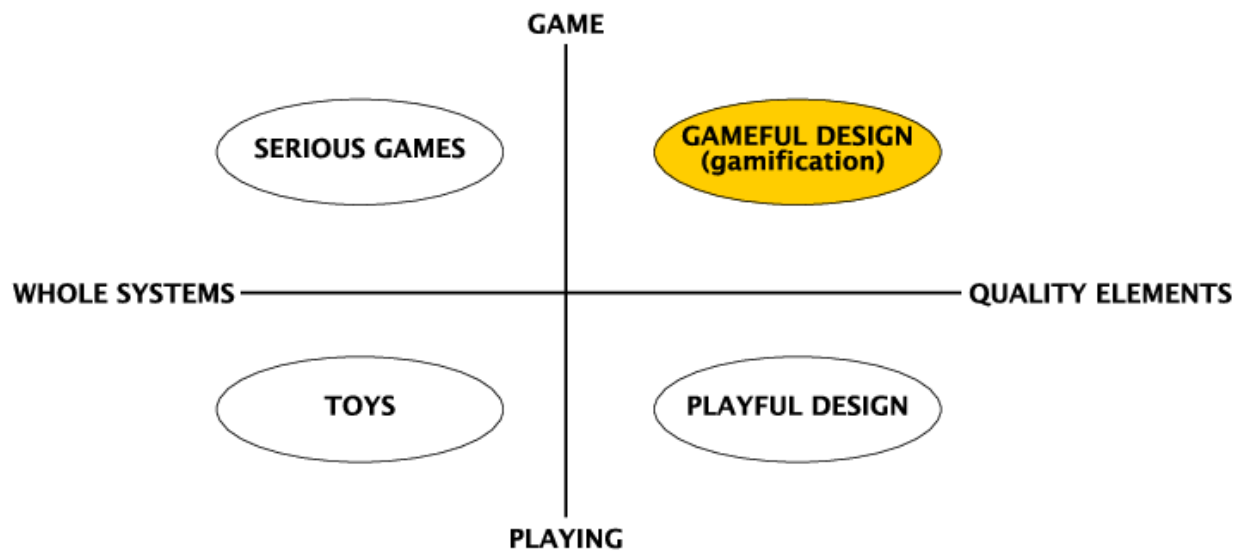


Figure 3. “Gamification” between game and play, whole and parts (Based on Deterding et al. 2011, p. 13)

According to Deterding et al. (2011), if "gamification" is to be articulated and established as an academic term, the challenge is to determine whether the word and current "gamified" implementations differ significantly from previous trends and research areas – and if so, how to place them in relation to those established fields.

As previously established in this paper, gamification consists of game mechanics which are the basic processes and rules that gamify an interaction. Examples of these include points, challenges, leaderboards, levels, narratives, and badges. These in turn lead to experiential incentives, i.e. game dynamics, such as rewards, accomplishment, competitiveness, prestige, self-expression, and altruism.

Following the effective features of gamification, the need for a narrative or an overarching theme for the gamified ESL class is established. Subsequently, the term “The Linguist’s Quest” was used to label the entire experience of the participants throughout the implementation of a gamified approach in their ESL class. Eventually, jargons used in the learner’s material for English 10, the parts of a lesson plan, and the lesson structure were redesigned.

Furthermore, in order to gamify the subject, classroom sessions were augmented with game-like mechanics and online game platforms were also incorporated such as *Kahoot* and *Quizziz*. Regardless of the move to redesign several parts of the learning materials, all instructional contents align with DepEd competencies and the features of a game were merely blended in the traditional classroom set-up to induce a game-like learning environment. Originally, the researcher intended to use an online learning management system to aid in the gamification process. However, due to the lack of facilities which reflect most of the public high schools in the Philippines where internet and available and functional computer laboratories are scarce; flexibility in designing a minimally digital gamified environment was exercised. This is also based on Kapp (2014) view of gamification stating that the delivery of gamification is not bounded by technology. Pointing out that gamification can be non-digital as long as game design elements were applied (Kapp, 2014).

Finally, after several stages of planning and consulting with a resource speaker or an expert in gamifying instructions, were practiced, the non-digital gamified approach to ESL was

developed, *The Linguist's Quest*. The detailed information about *The Linguist's Quest* and its gamified content is detailed in the following sections.

Curriculum and Learning Competencies. The gamified English class made use of the existing curriculum guide prescribed by the Department of Education. Learning competencies indicated in the curriculum guide were also reflected in the gamified lesson plan for English 10.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-IIIa-22.1: Overall artistic value of the structure and elements of the selection (structuralist/formalist)	EN10LC-IIIa-16: Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge	EN10VC-IIIa-12: Raise questions to clarify issues covered in the material viewed	EN10V-IIIa-13.9: Give expanded definitions of words	EN10LT-IIIa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIa-2.2.1: Express appreciation for sensory images used	EN10WC-IIIa-14.1.1: Expand ideas using principles of cohesion and coherence	EN10OL-IIIa-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	EN10G-IIIa-31: Use pronouns effectively
2	EN10RC-IIIb-22.2: Treatment of underlying or overarching issue concerning human experience (moralist)	EN10LC-IIIb-16.1: Distinguish the important points from less important ones in a text listened to	EN10VC-IIIb-23: Share viewpoints based on the ideas presented in the materials viewed	EN10V-IIIb-13.9: Give expanded definitions of words	EN10LT-IIIb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIb-2.2.2: Explain the literary	EN10WC-IIIb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IIIb-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	EN10G-IIIb-31: Use pronouns effectively

Figure 4. A Snippet from the DepEd Curriculum Guide of English 10

Learner's Material. The instructional material utilized was the one provided by the Department of Education. Also, in adherence to the DepEd's daily lesson plan format, it was expected that the taxonomy of learning will be developed for each day. This was also adopted in the making of the module. Each module consists of four stages wherein each lesson is

developed through the following phases: activity, analysis, abstraction, and application as shown in Figure 5.

OVERVIEW:

Your Journey. It provides an overview of what you should understand in the lesson. This includes clear directions and the purpose of the lesson.

LEARNING OBJECTIVES:

Your Objective. This states the expectations in line with what you should know, understand and be able to do, produce, or perform to show there is a transfer of learning.

KNOWLEDGE:

Your Initial Tasks. This part activates your prior knowledge and prepares you for higher-level tasks.

ANALYSIS/ LITERATURE

Your Text. This presents the main reading or literary text and the activities/ tasks that lead you to acquire knowledge, make sense of, and construct meaning out of the information and experiences contained therein.

ABSTRACTION:

Your Discovery Tasks. It includes activities that will expand, enrich, enhance, and broaden your understanding of the target concepts and skills.

APPLICATION:

Your Final Task. It presents the real life-based product or performance task as the final output for the lesson that serves as evidence of understanding of the target concepts and skills. This is an enabling task for the main real life-based product or performance task covering the entire module.

Figure 5. Overview of DepEd's Learner's Material

In addition, under the gamified ESL class, these jargons were redesigned to suit a game-like learning environment. See Table 3.

Table 3

Redesigning Jargons for a Gamified Learning Environment

Schedule	Original Labels from DepEd LM*	Gamified Design
Weekly	Your Journey	The Linguist's Quest
Weekly	Your Objectives	Mission
DAY 1	Initial Tasks	Minigames
DAY 2	Your Text	Literary Adventure
DAY 3	Your Discovery Task	Epic Quest
DAY 4	Your Final Task	Final Challenge

Note. This table demonstrates the changes from the jargons used to redesign DepEd's LM

*LM stands for the Learner's Material provided by the Department of Education, entitled *Celebrating Diversity through World Literature*.

Schedule. In the first document, a map was prepared and the course schedule was placed in chronological order. The gamified class took place during the third grading period of School Year 2018-2019. For the "Linguist's Quest", the lessons were scheduled in chronological order, or as prescribed in the curriculum guide. At the end of each week, a short awarding was conducted for those who reached the target score. The overview of the map on the Linguist's Quest can be examined in Figure 6.

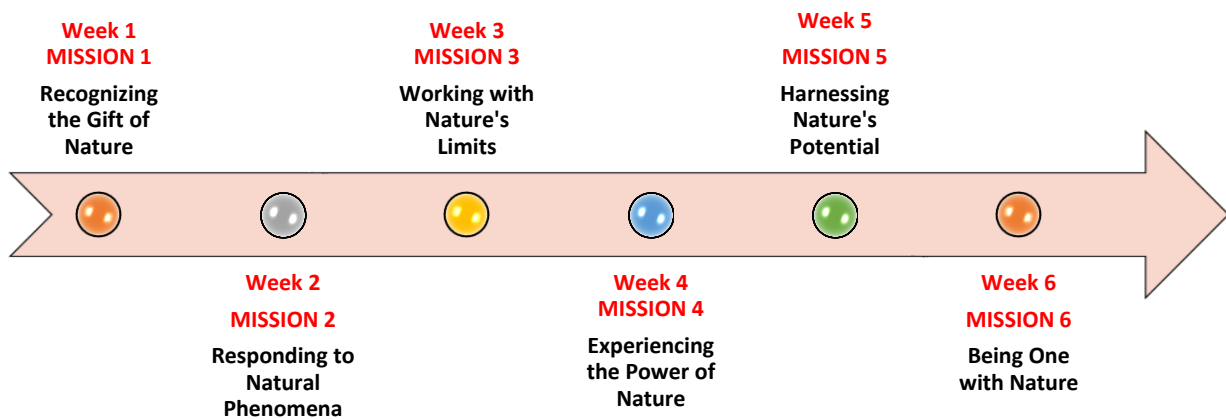


Figure 6. Lesson Path for *the Linguist's Quest*: 6 Missions

The next section will discuss the composition of each of the missions and the rationale behind each stage.

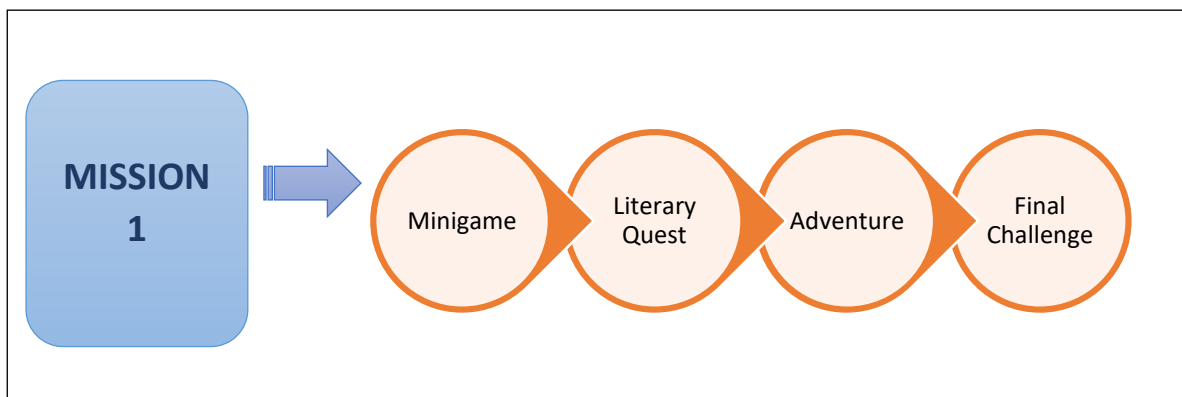


Figure 7. Stages within each Mission





Figure 8. Emblems Representing the Stages within a Mission

Lesson Plan. Daily gamified lesson plans were also created to guide the teacher in implementing the gamified ESL class for the third grading period. Daily objectives termed as “missions” set the learning objectives expected to be attained at the end of the session. For Day 1, students must complete the *Minigames* which prepares them for higher-level tasks. Day 2 is labeled as the *Literary Quest* wherein the main reading or literary text is presented. Meanwhile, Day 3 or the *Adventure* includes activities that will expand, enrich, enhance, and broaden students’ understanding of the target concepts and skills. For Day 4 or the *Final Challenge* real life-based product or performance task as the final output for the lesson are required. This serves as evidence of understanding of the target concepts and skills. The following emblems were also used to distinguish the stages required within each mission.

Details of a weekly gamified lesson plan are found in the following pages. Meanwhile, the complete set of gamified lesson plans from Week 1-6 is found in Appendix M.

Week 1- Recognizing the Gift of Nature

Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates an understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups, and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns, and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Identify sensory images (EN10LT-IIIa-2.2.1)
2. Explain how the elements specific to a genre contribute to the theme of a particular literary selection (EN10LT-IIIa-2.2)

II. Content: Sensory Details

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 274-296

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries (5 min)

1. Prayer
2. Checking of attendance
3. Presentation of objectives

B. Lesson Proper

Initial Tasks/ Activity

Minigames

Target XPs: (1000 XPs)



Minigame 1:

Let the students form six groups and think about the meaning of the song by discussing the questions below. Do the words suggest something else? Choose one hexagon below and answer the question written on it.

Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates an understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups, and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns, and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Give expanded definitions of words (EN10V-IIIb-13.9)
2. Explain how the elements specific to a genre contribute to the theme of a particular literary selection (EN10LT-IIIa-2.2)

II. Content: “A Day in the Country” by Anton Chekhov

III.

IV. Learning Resources

A. References:

Learner’s Material Page: Celebrating Diversity Through World Literature, pp. 279-287

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

V. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Analysis:

EPIC QUEST

Vocabulary Detectives



Expanding your vocabulary bank is important for comprehension. When you read a selection, it is very important to understand how your senses work. Your understanding of images will play a key role in appreciating the text. Sensory images make reading active. Images create a clear picture that aids your imagination. Most importantly, sensory images help make your reading three-dimensional – you can see, hear, feel, smell, and even touch what the text describes.

Getting the meaning of a word is not enough. Expanding your vocabulary bank is important for comprehension. In order to gain a clearer understanding of words, do the following tasks:

Form five groups:

- Go over the text “A Day in the Country” by Anton Chekhov
- Look for at least three (3) unfamiliar words and use the table below.



Epic Quest 1 (500 XPs)

VOCABULARY ROCK AND ROLL

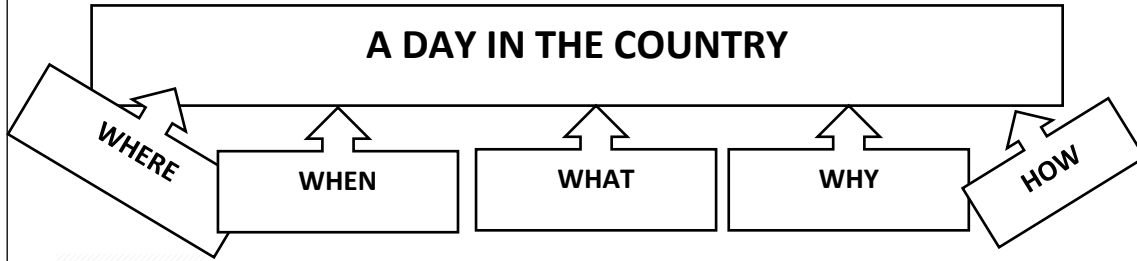
Define the word.	Draw it!
Something that means the same	Act it out!
Something that means the opposite	Something that reminds you



Epic Quest 2 (500 XPs)

Read the Story, “A DAY IN THE COUNTRY” by Anton Chekhov
Reading Connections

Within your group, choose one question word below and discuss.



Epic Quest 3 (1000 XPs)

Responding to Reading

Practicing Autonomy

Using the same groupings, discuss each question through the given instructions.
Each group can choose among the following activities.

1. Why do you think Terenty helped the orphans? What does he play in the life of the children? Explain your answer through a short talk show.
2. Explain the relevance of the following lines to your life. “The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don’t you be frightened, the little orphan.” “Why should it kill a little thing like you?”
3. Why does Danilka say that there is no secret in nature that baffles Terenty? Through a storyboard, cite some situations in the story that prove your answer.
4. The author compares a nightingale to a sparrow. To whom can you compare these two birds? Show your answer using a comparison and contrast diagram.
5. How does Terenty recognize the gift of nature? Give some details from the text that will support your answer through sketching.

Day 3:

I. Objectives:

A. Content Standard:

The learner demonstrates an understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups, and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns, and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3

1. Identify cases of pronouns (**EN10G-IIIa-31**)
2. Explain how the elements specific to a genre contribute to the theme of a particular literary selection (**EN10G-IIIa-31**)

II. Content: Pronoun cases

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 287-289

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Abstraction:



ADVENTURE

Identify cases of pronouns

Nouns and pronouns in English are said to display cases according to their function in the sentence. They can be subjective or nominative (which means they act as the subject of independent or dependent clauses), possessive (which means they show possession of something else), or objective (which means they function as the recipient of action or are the object of a preposition).

The following table illustrates additional samples of personal pronouns in different cases.

	Subjective Personal Pronouns	Objective Personal Pronouns
	Use these pronouns when acting as the subject of the sentence	Use these pronouns when acting as an object of a verb or compound verb, or as an object of a preposition or an infinitive phrase
1 st person singular	I	Me
2 nd person singular	You	You
3 rd person singular	He, she, it	Him, her, it
1 st person plural	We	Us
2 nd person plural	You	You
3 rd person plural	They	them



Adventure 1 (500XP)

Circle the correct case of pronouns in each sentence below.

1. Maria and (her, she) laughed and talked well into the night.
2. (Him, He) and I just don't seem to get along very well these days.
3. It was (her, she) who tied up the computer for three hours.
4. Cora handed Tom and (I, me) the employment applications.
5. Between you and (I, me) cases of pronouns can be very confusing.

Adventure 2 (500XP)

Write O if the underlined pronoun is objective, S if subjective and P if possessive case of pronoun.

1. They cross the railway line.
2. There is no secret in Nature which baffles him.
3. Fyokla leads him into a thick.
4. He is like a pickpocket in his ways
5. Its power is tremendous.



V. Evaluation

Quizziz

Target XPs:

(1000- 3500 XPs)

Ask the students to participate in an online game (Quizziz) for a review of this week's lesson. Ask the students to go to the site: [quizziz.com](https://www.quizziz.com). Provide the game code to the students and let them create their own names as they join the class game

Day 4:

I. Objectives:

A. Content Standard:

The learner demonstrates an understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups, and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns, and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives

Mission 4

1. Act out a eulogy for Mother Earth. (EN10OL-IIIb-3.8)
2. Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy (EN10OL-IIIb-3.8)

II. Content: "Eulogy for Mother Earth"

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 293-296

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

1. Application

FINAL CHALLENGE

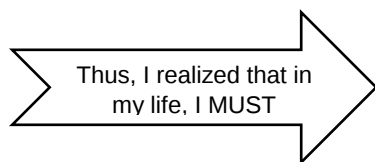
Read the example of eulogy for a pet written by Delma Diquino.

Observe the tips you learned in delivering a eulogy. (Copies of the eulogy will be provided by the teacher).

Challenge 1

Target XPs: (1000 XPs)

The gifts of nature are countless, but we only appreciate their importance when we don't have them, or we lose them. Just imagine a single day without seeing the daylight.



- | | |
|----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |

V.

Evaluation

Challenge 2

Target XPs: (3000 XPs)

Group Activity (Students are divided into four groups.)



In your group, choose a representative to pick a number on a lottery with a corresponding topic for Mother Nature.

Act out a speech of eulogy on a topic that corresponds to the number you have chosen.

GROUP I – dying river

GROUP III – decaying animals

GROUP II – sterile field

GROUP IV – cut down trees

VI.

Assignment:

Read the Story of Keesh

Experience Points (XPs). Students were also provided index cards which serve as their game cards throughout the third quarter. This is also where participants paste the XPs and badges awarded to them during the gamified ESL class. Each star is worth 500 XPs.



Figure 9. Sample Experience Point Icon

Badge. Badges are a visual representation of some achievement. These are used to encourage and recognize certain behaviors. Badges such character award, the first group to complete a quest, weekly perfect attendance, and for reaching a new level were given to motivate students.



Figure 10. Sample Badges for the *Linguist's Quest*

Leaderboards. The accumulation of points is usually displayed on the leaderboard. Leaderboards makes the performance of every player available to others and are useful to maintain competition among players. For the *Linguist's Quest*, leaderboard achievers are rewarded on a weekly basis. Those who were able to reach the target score for the week were given tokens in the form of badges and refreshments.



Figure 11. Sample Anonymize Weekly Leaderboard Achievers' Recognition

Infused with technology. Quiz shows are renowned for their use of competition, scores, and a public leaderboard to build excitement and collaboration. For

the gamified ESL class. *Quizziz* and *Kahoot* were utilized during the formative assessment. Each group can create their own avatar or their own group names for added fun.

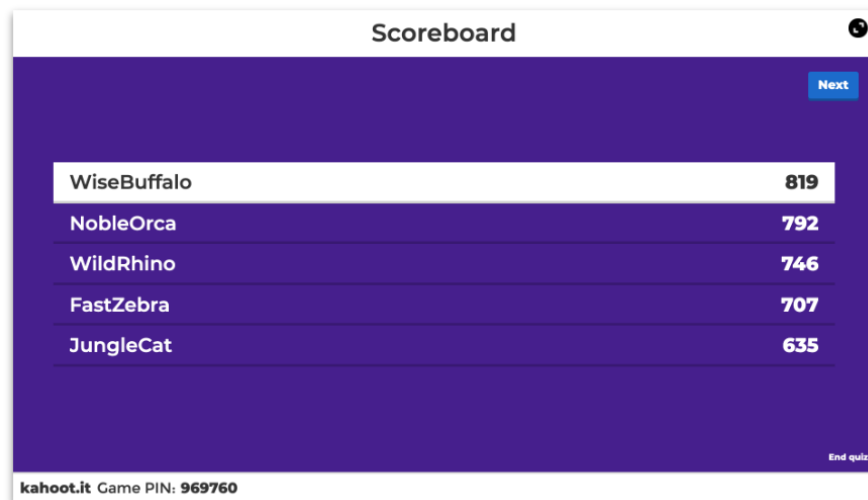


Figure 12. Sample Scoreboard for Kahoot

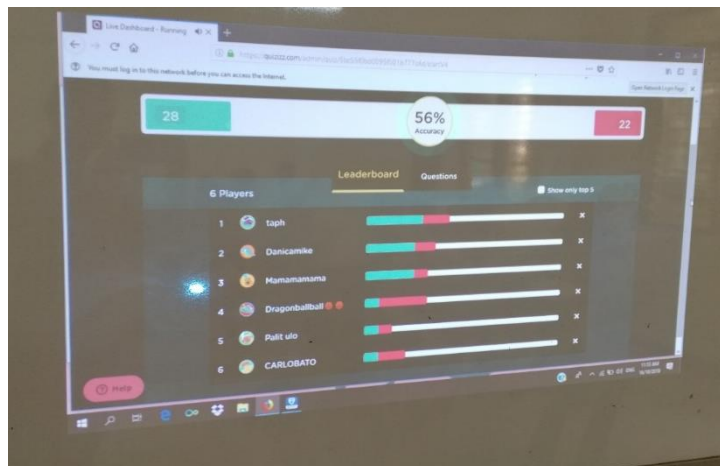


Figure 13. A Snippet of a Sample Scoreboard for Quizziz

Data Collection

In this study, the goal is to grasp how participants make sense of their daily experience under a gamified ESL class. Thus, the focus is to use methods that offer a rich and detailed, first-person account of the experiences (Smith, Flowers, and Larkin, M. (2009).

Therefore, to explore the lived experiences of the students participating in a gamified classroom set-up, data was collected for two and a half months through in-depth interviews and classroom observations. Face-to-face interview is the primary data collection tool in phenomenology since this allows the researcher to gain a deeper understanding of the lived experiences of individuals (Munhall, 2007). This process seeks to answer two major questions (Moustakas, 1994): (1) What are the lived experiences of the participant in the given phenomenon; and (2) What situations or contexts have influenced the participant's experience of the phenomenon (Creswell, 2013).

Instruments. For this step, the researcher asked experts to validate the semi-structured interview guide. The main questions were developed toward eliciting a comprehensive account of participants' experiences. Experts were also asked to evaluate the semi-structured interview guide constructed by the researcher for validation (Appendix G). The actual interview guide is attached in the Appendices (Appendix F).

The questions were translated into Filipino to make it easier for participants to understand. With this, the researcher asked an expert in Filipino studies to verify the correctness of the translation (Appendix H). Moreover, the questions do not necessarily need to be asked

in sequence as the researcher can jump from one question to another and use probes depending on the need to respond to the participant's narration.

In-Depth Interview. The main data gathering measure used by the researcher is through in-depth interviews. This is considered as the main method of gathering data in a phenomenological study for it provides the condition for participants' descriptions to be 'explored', 'illuminated', and 'probed' (Kvale, 1996).

The data collection processes were carried out twice with the same participants at different times. The first interview was held during the 4th week of its implementation and the second part was conducted after its implementation. Considering these criteria, data from various participants were collected using observations and individual interviews.

To ensure privacy and confidentiality during data gathering, face-to-face interview, which lasted for 20 minutes on average, was conducted at the Computer Laboratory of Ponciano Bernardo High School (PBHS). The researcher made sure that the room was well-ventilated, private, and conducive for the interview proper. Likewise, a token of appreciation was given to the participants in the form of food and refreshments.

After the interviews had been concluded, the researcher asked the participants' consent to be contacted for future follow-up questions if needed. There was also a follow-up briefing, in which participants reviewed the transcriptions of the interviews and the accuracy of their interpretation.

The interviews with the participants were recorded with the help of a smartphone. Files were also backed with the help of cloud storage. Moreover, after meeting with the participants for a follow-up meeting and reading over the transcriptions, none of the participants requested another meeting, nor had any more comments to make.

Semi-Structured Interview Guide	
I.	<i>Preliminaries.</i>
A.	<i>Introduction.</i> Introduction of the interviewer and the purpose of the interview.
B.	<i>Consent and confidentiality.</i> Each interviewee must give their informed consent, however informal the conversation.
C.	<i>Background Information.</i>
II.	<i>Interview Proper</i>
A.	Research Objective No. 1: <i>Describe how Filipino ESL learners view the gamified ESL classroom.</i> Main Question: What are your thoughts regarding the use of game elements in your English class? Follow Up Questions: 1. How did you think and feel before, during, and after each lesson? 2. How do you see this experience? 3. What are your thoughts on the game elements incorporated in your class? 4. What are the aspects of this experience that you value? 5. Based on what you experience, how would you describe the implementation of gamification in your class?
B.	Research Objective No. 2: <i>Describe the actual experiences of students participating in a gamified classroom.</i> Main Question: Can you describe your experiences in a gamified English class? 1. Please tell me about your English class before the implementation of gamification. 2. Can you describe any changes that you noticed? 3. How will you describe your class in its social aspect? 4. Looking back, describe the most memorable experience in your English class. 5. What are the things that you experienced that elicited a positive reaction to you?
III.	<i>Closing.</i>
A.	<i>Termination.</i> 1. How did you feel during the interview? 2. Were there portions during the interview when you felt uncomfortable?

Figure 14. Semi-Structure Interview Guide

Summary of Data Collection. Figure 15 presents a graphic illustration of the data collection methodologies employed in this study.

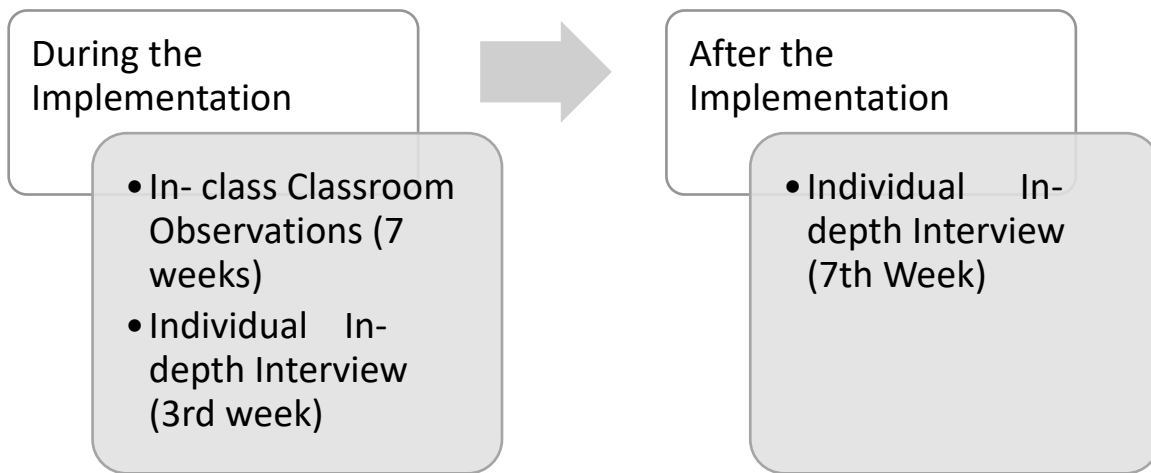


Figure 15. Data Collection Procedure in a Process Chart

Data Analysis

In qualitative research, narrative materials with verbatim transcripts from the in-depth interviews are analyzed in the process. Consequently, the goal of phenomenology is to gain a comprehensive insight into the lived experiences of the participants (Chan, Fung, and Chien, W. T. (2013).

In this study, data analysis will employ a Thematic Analysis. Thematic analysis is the most common type of qualitative analysis. It uses theme classification and presentation of data. Similarly, it provides robust detail of the subject through interpretation Boyatzis (1998).

Thematic analysis is considered to be the most appropriate analysis for data that seeks interpretation (Ibrahim, 2012).

As shown in Figure 3, Miles & Huberman (1994) model for the thematic analysis process consists of three-link stages or ‘streams’, i.e. data reduction, data display, and data conclusion-drawing/verifying as illustrated by the following figure.

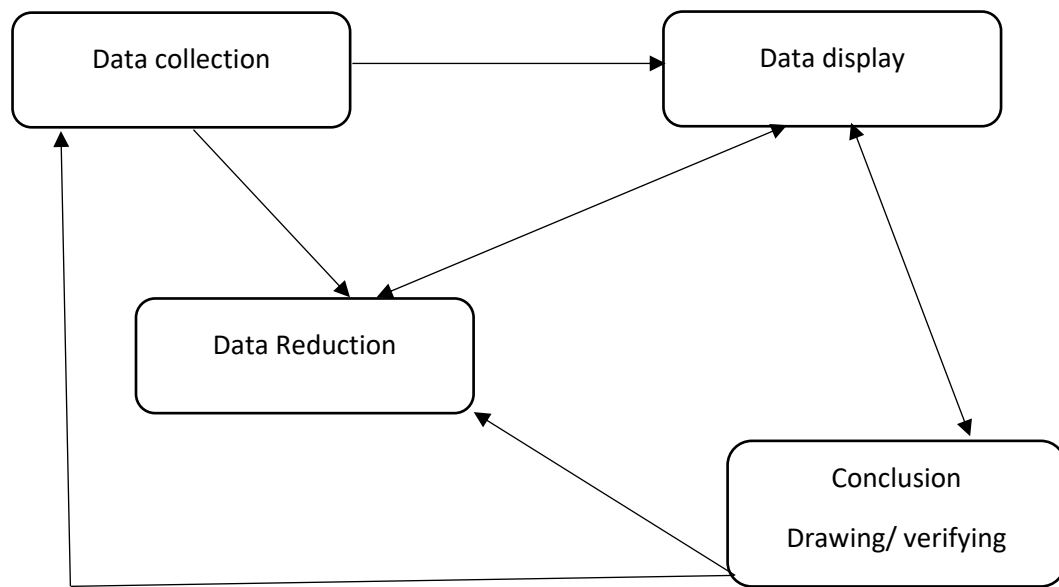


Figure 16. Component of data analysis: interactive model in Miles & Huberman (1994)

These stages regard data visualization as an essential component of data analysis. This is achieved through different display techniques such as quotations narrative text, statistics, tabulating similarities and differences, and clarifying the relationship including its related data complexity (Miles and Huberman 1994; Gibbs 2002).

Reduction of data involves the process of collecting, concentrating, simplifying, abstracting, and transforming the 'raw' information that appears in notes in the written field. This is followed by a second stage called *Data Display*. This is the second major flow of analytical activity. A 'display' is an ordered knowledge assembly that allows drawing conclusions and taking action. Narrative text was the most common form of display for qualitative data. Lastly, *Conclusion Drawing / Verification* is the third stream of analysis activity. From the start of data collection, the analytical analyst begins to determine what things mean, finds regularities, trends, interpretations, potential combinations, causal flows, and proposals. There may be no conclusions until the collection of data is over. (Miles and Huberman, 1984).

In addition (Miles and Huberman 1994; Gibbs 2002; Patton, 1990) purports the utilization of different data display techniques increases the validity of the study as it 'provides evidence, supports and validates interpretations. During the final stage of the process of analyzing data, the researcher arranges and organizes the data. The meaning of contradictory and identical data is likewise clarified (Creswell, 2007; Miles and Huberman, 1994).

Interviews were transcribed and translated to present the extract during in the Findings and Discussion section of this study.

Researcher: What motivates you to be involved in class?

Maricar: Syempre yung family ko po sila po yung reason baket motivated ako, nagbibigay po sila ng lakas, lalo na po si Mama. Gumugising siya ng maaga para ihanda ang mga baon namin, kaya siya yung motibasyon ko baket gusto kong makapagtapos ng pagaaral. Maraming honor students at pataasan ng rankings kaya mahirap makipag compete kasi gusto ko maging isa sa kanila.

[Of course, my family is the main reason why I'm motivated because they give me strength, especially my mom. She wakes up early in the morning so that she can prepare all of our meals, that's why she is my main motivation on why I want to finish and graduate. With the honor students and rankings that we have, it is hard for me to compete with them because they push me to become one of them.]

Figure 17. Sample Interview Transcript

After the transcriptions and translation had been completed, every single interview record was cross-checked before the coding process to remove any possible error. Afterward, the transcripts were copied in chronological order and were divided into chunks on an excel file. Then, the transcripts were read several times to give a general sense of the thoughts of the participants. Codes, categories, and themes were soon determined after analyzing participants' significant statements.

After themes and patterns that emerged were identified, the researcher asked a qualitative researcher or an expert to validate the coding process.

Fieldnotes. Fieldnotes refer to observations made by the researcher to identify and document the attitudes, actions, incidents, and other features of observation during the act of

undertaking a study. The aim of field notes is to be read by the researcher as evidence to create significance and understanding of the society, social condition, or phenomenon studied. The notes can constitute all the collected data (Schwandt, 2015).

Field notes provide vital data to provide a general understanding of the phenomenon. Notes may also be the basis for generating a new set of coding by examining the codes, categories, and sub-categories obtained from interviews. In addition to the codes derived from the transcript, a careful examination of the field notes helps the researcher in analyzing the data gathered. Figure 18 presents a sample field note taken during the onset of the gamified ESL class. Meanwhile, sample field notes were also attached in Appendix L.

Observation Notes

Aim:

This observation aims to describe the organizational and process-related components, affordances, and constraints within the flow of a gamified ESL set-up course as articulated by the participants during the course of interactions; participants' behaviors, actions, attitude towards the gamified ESL class as well as their body language in a context related manner; and how the design elements affect the subject's progress with as much detail as possible.

RESEARCH PROBLEMS

The purpose of this phenomenological study is to describe the lived experiences of second language learners in a gamified classroom environment of a public Junior High School in Quezon City.

Specifically, the study aims to attain the following objectives:

4. Describe how L2 learners view the gamified ESL classroom.
5. Describe the actual experiences of students participating in a gamified classroom.
6. Propose a student-centered instructional model for gamification in English language classes.

Setting: Classroom

Role of the Researcher: Observer

Time: 11:30-12:30 AM (11-4-2019)

Descriptive Notes	Reflective Notes	Physical Environment
The teacher discussed the lesson coverage for the week and prepares the introduction of a new strategy in class. The room was filled with approximately 50 students so that people at the back cannot hear the instructions well.	<i>Several students seemed to be uninterested in the subject. It may be because they can't hear the teacher properly. Also, while it was already their 5th class, the room was still untidy. This may suggest that there was a lack of organization within the class even in other subjects.</i>	The class quite noisy and the room was also untidy. Students were at the back chatting with one another. A guitar and a basketball can be found at the back of the room.

Figure 18. Sample Field Notes

Role of the Researcher

The researcher is the most effective instrument for generating information in qualitative interviews (Brinkman, 2013). Angrosino (2007) states that being a complete participant allows the researcher to establish a greater rapport with the people being observed (Creswell, 2013, p. 187). In the same manner, the researcher is the primary source of data as the researcher spends time and immersed in the research setting for ‘person-person interactions occurring in places where people live their daily lives (Lincoln and Guba 1985).

For this study, the researcher had the role of an insider. Although the researcher, is most of the time a classroom observer, she also played a major part in creating a gamified ESL class. From the very beginning of the research, she planned the gamified ESL set-up with the aid of an expert in the field of gamification and her adviser; implemented game elements and mechanics in the English class; supported the subject teacher by volunteering to help check students’ output, gathered data from the participants and provided insights on the analysis of the data collected.

Despite the fact that she is not a faculty member in the junior high school or the locale of this study, the researcher had a substantial role to play in gamifying the ESL class. Among them are the following: (1) designing the gamified ESL set-up at the onset of the third quarter of S.Y. 2018-2019; (2) determining which game design, elements, and mechanics will be implemented with the help of an expert in the field; (3) redesigning and relabeling the part of the Learners’ Instructional Material based on an overarching narrative of the *Linguist’s Quest*; (4) helping the subject teacher in grading students class activities; (5) answering students’

inquiry during some of the activities; (6) providing technical assistance to the students during online quizzes; and (7) supporting the subject teacher in throughout the gamified English class.

Methods of Validation

For the study, Creswell's (1994) approach to validity and reliability in qualitative research will be utilized. Following are the techniques reflected in the study:

Internal validity. Internal validity or legitimacy is about how reality is interpreted by the findings of the study (Merriam, 2009). Internal validity was addressed through data triangulation.

External validity. External validity refers to the transferability to certain cases of one research result. This is, it deals with the issue of how generalizable a study's findings are (Merriam, 2009). Although the results of the study are not generalizable to other populations, the uniqueness of the experiences described provides rich detail in understanding the lived experiences of students in a gamified second language class.

Reliability. Reliability is about obtaining the same results while conducting the study over and over again (Merriam, 2009). Reliability was established through a detailed protocol for data collection and analysis, rich detailed description of the data and results. This information provides a framework for comparison for other researchers who may be interested in conducting a similar study (Creswell, 1994).

Potential Ethical Issues

The strategy for generating knowledge in phenomenological research typically involves conversational techniques, with the unstructured interview identified as a valuable approach when collecting data on sensitive topics (Fielding and Thomas 2001).

Informed consent. Prior to the interview, written instructions of the research procedure were disseminated among the participants and a certificate of informed consent was subsequently signed before continuing with the data collection process. Participants express their willingness to participate in the research by signing the assent. As minors, the researcher ensured that the participants understand the proposed research in general, its associated risks and potential benefits, and the activities required of them as subjects (Appendix B) Moreover, participants were given a parental consent form to follow the protocol for minor respondents (Appendix A).

Confidentiality will be discussed among the participants to ensure that the data procedures are properly understood by each respondent. In addition, anonymity is ensured by assigning a pseudonym to each participant to be used in place of their name. Each participant will also sign the informed consent form specifying the procedures of the study. Participants were also told they could drop out of the study at any time. When withdrawing from the study, the participant should let the research team know that he/she wishes to withdraw. A participant may provide the research team with the reason(s) for leaving the study but is not required to provide their reason. In addition, all recorded notes, digital and written will also be privately kept.

Gaining permission to proceed. Upon revision approval, researchers in the Philippine Normal University are to submit their study to the Research Ethics Committee (REC) for permission to proceed. After the committee's review for possible ethical issues in the course of the study. Once approved, researchers conduct data gathering procedures to ensure that certain protocols were observed.

Approval letters were also obtained from the Schools Division of Quezon City (Appendix C) and from the principal of the research site, Ponciano Bernardo High School (Appendix D) in addition to the Clearance to Proceed certificate released by the Educational Policy and Research Development Center (EPRDC) of the Philippine Normal University (Appendix E).

Similarly, the researcher asked permission from the Schools Division Office of Quezon City to conduct the study in P. Bernardo High School of District IV. The request was approved provided that the researcher would comply with certain terms, including furnishing a hard copy and soft copy of the final and signed paper with the Division. In this manner, the researcher would be able to share the results of the study to the Division of Quezon City. Moreover, the researcher also plans to discuss the result of this research during the Learning Action Cell (LAC) sessions both in Pedro Tuason Senior High School (where the researcher works) and in P. Bernardo High School (the research site) to contribute to the learning and professional development endeavors of the said schools.

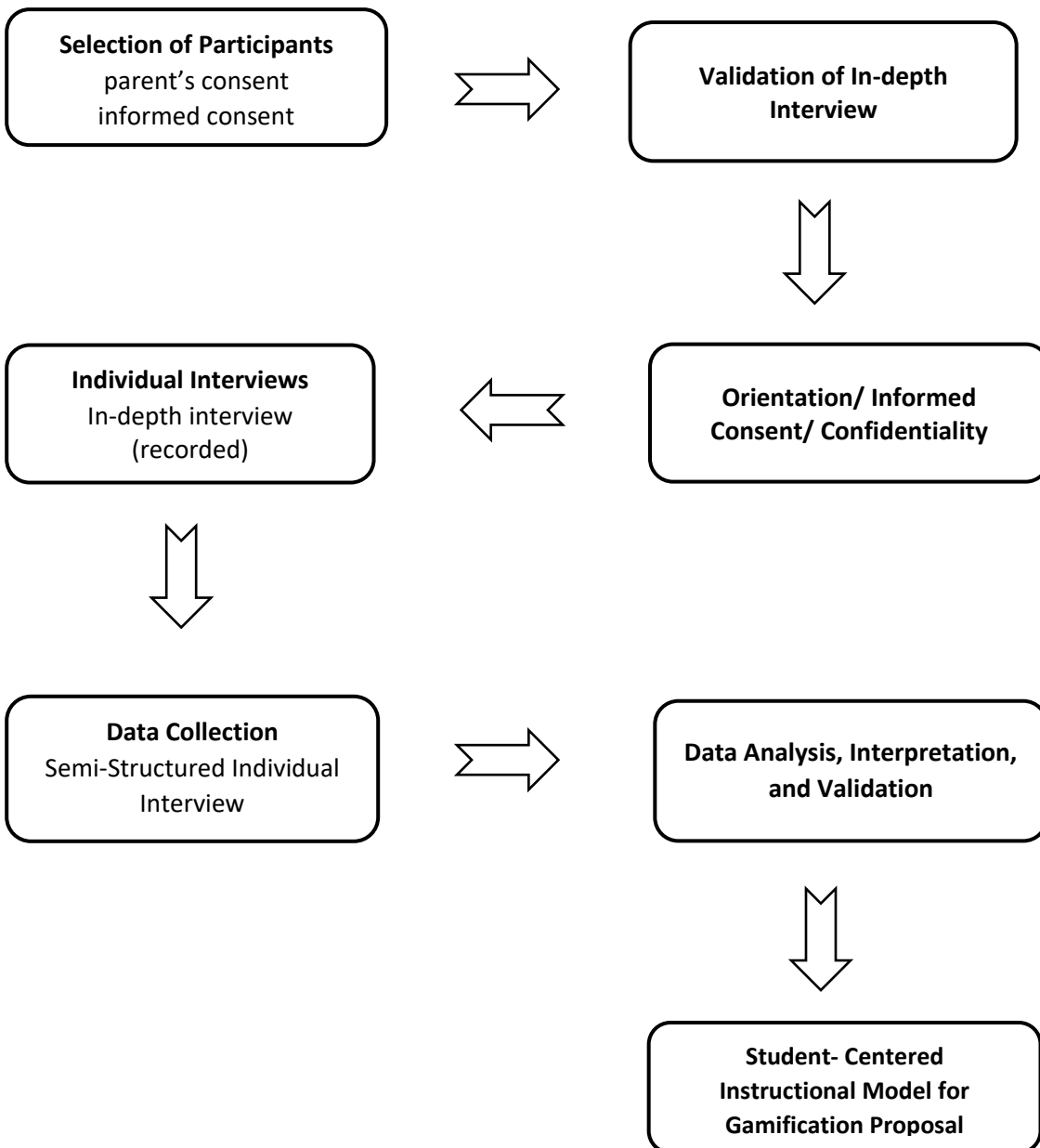


Figure 19. Model of Research Framework as a Process

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings of this study seeking to answer the research problem formulated in Chapter 1. The section is organized through diagrams showing the interrelatedness of emergent themes found in the study.

Based on the data collected and analyzed during the study, these five subheadings were created. The rationale behind the elaborate presentation of the findings is ultimately to generate a student-centered instructional model for gamification in ESL classes.

However, it is important to consider the following aspects before further presenting the findings. Firstly, interviews were the principal source of data. The data obtained from other sources has only been used to verify initial findings from the interview. Secondly, while the data from the students' outputs and the main medium of communication in the ESL class were in English, some of the participants made use of the Filipino language during the interview. Therefore, interview transcripts in English have been quoted explicitly while those in Filipino have been translated by the researcher.

After several stages of data analysis, this study concludes five major themes in the lived experiences of the participants in a Gamified ESL Classroom namely: (1) Pre-Gamification Worldview; (2) Gamified ESL Class Structure; (3) ESL Learners' Autonomy; (4) Meaningful Interactions in the ESL class; and (5) ESL Learner's Flow Experiences. Figure 4 presents the emergent themes of this study in interconnected rings to highlight overlapping relationships

among the themes. Moreover, the lines are drawn as dashes to show the fuzziness of the borders between them. This also suggests that the model does not provide procedural and linear phases; rather, it provides a dynamic structure on the basis of which a gamified language learning experience can be designed.

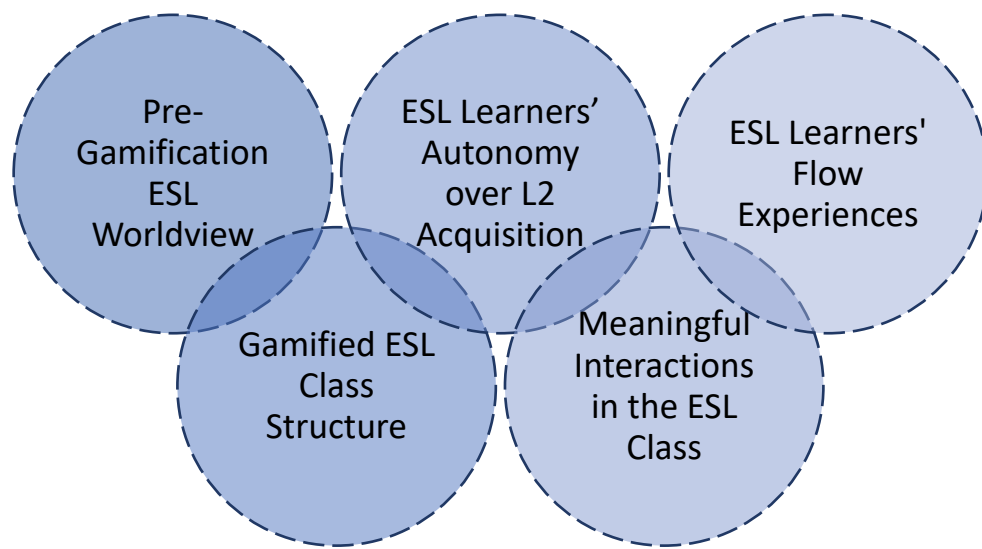


Figure 20. Major themes in the lived experiences of the participants shown in interconnected rings

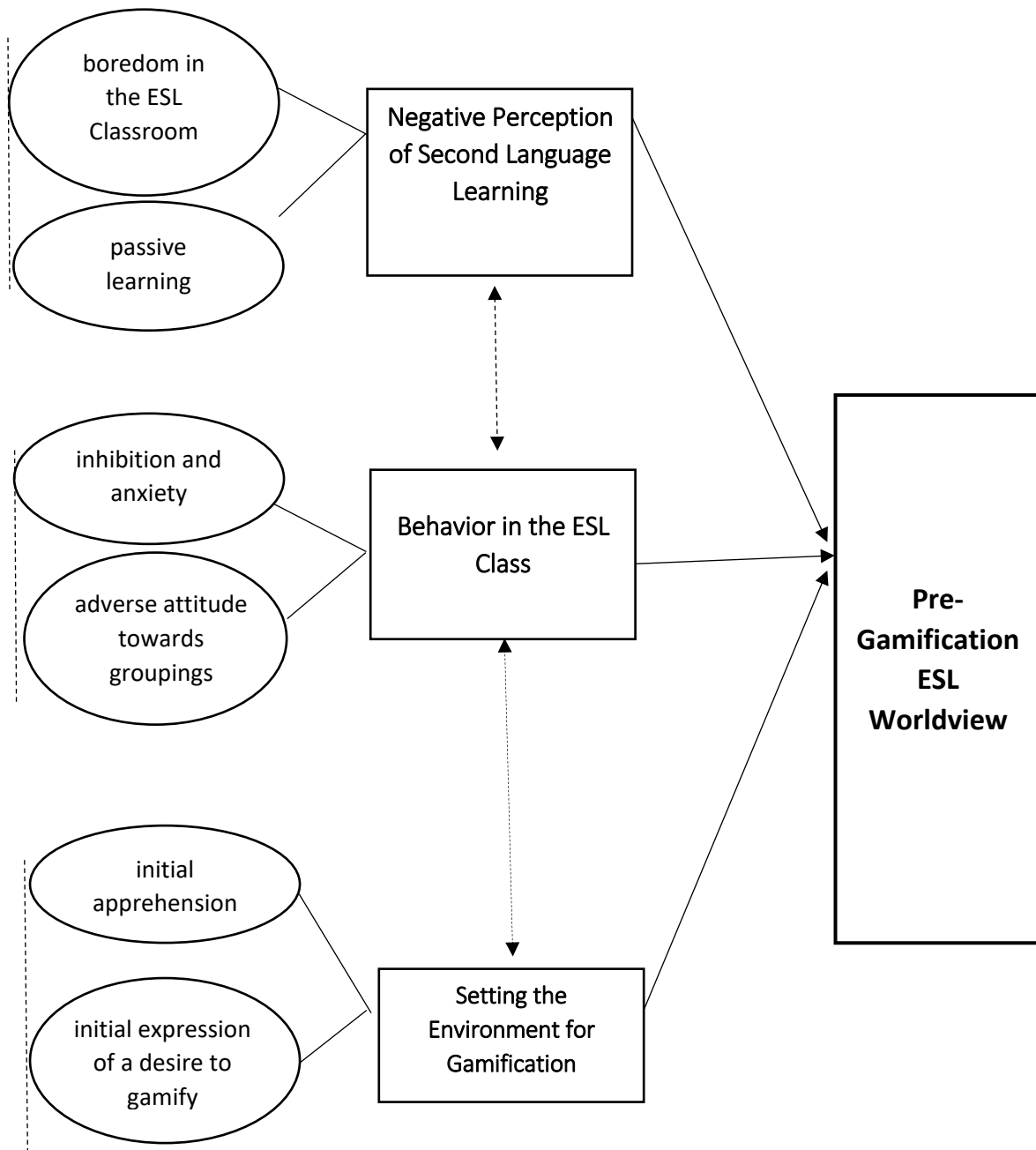


Figure 21: Schematic representation of participants' pre-gamification ESL worldview.

Theme One: Pre- Gamification ESL Worldview

Pre-Gamification Worldview consists of participants' views and actual experiences in their ESL class prior to gamification. It involves their views of language learning and their behavior towards their English class such as their attitude towards social interaction and learning activities.

Negative Perception of Second Language Learning. In most of the students' responses, participants share the following view toward second language learning: boring, repetitive, uninteresting, and passive. When asked about their English class before gamification, several participants described using the words 'neutral', 'normal', and 'traditional'. Cyrus explained, "*Normal na classroom lang po. Parang teacher tapos recite kung sino gusto.* [It was just a normal classroom. The teacher is in charge and then whoever wants to participate just recites.]" Joshua depicted their class as, "Everything was neutral at first, everything seemed to be ordinary."

Boredom in the ESL Classroom. Several students view the teaching of English as boring and repetitive, Robi narrated, "*Yung wala pa pong Gamification syempre po umm hindi ko naman po sinasabing ano pero parang medyo boring po kasi po yung mga classmate ko po, nagsasalita si teacher pero yung iba po hindi nakikinig.* [Before the gamification, of course, I can't say but it seems that our class is boring. Some of my classmates are not listening while the teacher is discussing.]"

Meanwhile, Jacky put in detail the activities they regularly. She shared, “*Mmm ano lang lecture lang tapos yun, yung activity namin minsan groupings- yes pero parang medyo- medyo boring, kasi nakaupo lang kami nag rerecite lang or magsusulat lang tapos yun na tapos na- end of class. Tapos parang same lang, same lang yung nangyari kada araw so medyo nakaka- ano... nakakaburyong.* [Just lectures and that's it, for the activities we are sometimes grouped- but it's kind of – kind of boring because we're just sitting there, we recite, or we write some stuff and that's the end of class. Then it's just the same. That's what happens every day so it's kind of...mundane.]”

Passive learning. Jane furthermore explained that although there were group activities, they still turn out to be uninterested. As she shared, “Group by group lang po na tinatanong lang o parang di na napapansin ni Ma’am yung paulit-ulit lang na sumasagot. [Sometimes, Ma’am does not notice that in groupings, the same people were responding.]”

Meanwhile, Maricar and Jane shared how they compare their previous class with the gamified one. As Maricar put it, “*Kasi po bago po samin din yung ano po nasanay po kasi kami sa pakikinig lang, iba po talaga kapag nalalabas din namin yung thoughts namin.* [Because it (gamification) is new to us. We used to listen. It’s different when we can share our thoughts.]” Jane shares the same sentiment when she said, “*Ahh... Unang-una ano pagbabago, parang yung una nakakatamad.* [Ahh... First among the changes is that I noticed that before, it is boring.]”

This pre-gamification worldview extends to how they view other subjects which are not gamified. As Cyrus explained, “*Tapos after English, Science na parang back to normal na po*

na classrrom ang tahimik na po ulit. [Then after English, the subject is Science, we're back to a normal classroom. It's quiet once again.]”

Participants, in general, share the same view towards their subject and though are hesitant to the new approach, they are willing to try just to experience something new. Jacky finds the new quest exciting, “*Parang masaya, nakaka- nakakaexcite pag alam mong mag E-English na kase maiisip mo ay maglalaro kami tapos ganto yung gagawin namin kailangan naming maka-ano sa leaderboards, maka- maging mataas ganun.*” [It looks just fun, and exciting when you know that it is English time again. You can predict that you will once again play and do certain things to get a higher score on the leaderboard. For Mabel, Robi, and Jacky, although there were initial apprehension and uneasiness these were soon replaced with curiosity.]

Behavior in the ESL class. As the participants view their English class as boring and uninteresting, it is compelling to explore their attitude towards the subject and classroom interaction. This is reflective of the Communication Apprehension (CA) described by (McCroskey, 2001) where it is noted that inhibition impairs the achievement of L2 acquirers.

Inhibition and anxiety. In terms of participation, several students reveal that they lack effort and were not actively engaged. Mabel shared how she hesitate to exert effort towards the subject, “*Dati po kase basta kung ano lang yung alam naming yun yung sinasagot namin.*” [Before, we just tap on our stock knowledge and use that to answer in class Mabel.]” Unlike Mabel, Maricar simply does not take any effort to engage in classroom recitation. She shared this positivity as she noted, “*Ano po kasi po, dati po hindi naman po ako palasagot lalo na*

kapag yung tanong tanong ganun- kapag yung recitation po hindi ako nagsasagot [Because before, I am not used to be active especially in answering questions. When it's time for recitation, I really do not participate.]”

Adverse attitude towards groupings. Being in a group also did not contribute to the participants to be engaged. In most cases, participants noticed that many of their groupmates were not involved. Some of the participants were leaders themselves and observed the non-participation of their classmates. As Cyrus explained, “*Maayos ang grupo kase before po yung mga kagrupo ko parang ayaw nilang magparticipate, ta's parang ako lang, namimilit pa akong maggagawa ng mga ganun.* [Groupings now are better than before because my groupmates seem uncooperative. It seems that I'm forcing them to do things.]” Andrei understands the same sentiment when he explained, “*Opo kasi mas gusto ko yung grupo ngayon kasi ano syempre yung mga grupo kase dati parang hindi sila nagcocooperate.* [Yes, because I prefer my group now since before my groupmates were uncooperative. Similarly, Mabel can relate to the class's behavior towards grouping before gamification, “*Dati po kase pinipili naming yung kagrupong naming.* [Before, we get to choose who will be our groupmates]. This preference in grouping and members' behavior towards learning all contribute to their treatment of the subject.

Mabel further goes on to depict their classroom scenario before gamification was implemented. She described, “*Dati po ano, yung mga hindi interesado pupunta po sa likod tapos wala ng pakialam yung teacher.* [Before, those who are not interested in the lesson stay at the back of the room, and the teacher couldn't seem to care about it.

Setting the environment for gamification. Since Gamification as a learning approach in the ESL class was implemented during the third quarter of S.Y. 2018-2019. Many of the participants had varied reactions toward the novelty of the experience. Among the common response is the initial apprehension towards its implementation.

Initial apprehension. It is important to note that during the first quarter, students were exposed to the traditional teaching method such as the lecture-type instructional style among others. This means that any change in the usual teaching method would entail a reaction from the students. Many students express their apprehension towards the gamification of their English class because of the novelty of the experience.

Mystery and uncertainty. One of the reasons for their anxiety is the uncertainty that comes along with the novelty of this strategy. For Inah and Jacky, it comes with puzzlement as to why they are suddenly experiencing a different learning strategy. Inah shared, “*Una po yung nasa library po yung parang nagulat nalang kami na bakit kailangan namin mag ganyan sa mga dyaryo dyaryo, mga libro. Tapos po yung of course recitation, magbabasa ng story and then may questions yung parang iikot kami sa classroom bawat station may question.* [At first, when we were in the library, I was a bit shocked as to why we need to do certain things in the newspaper, or books. And also, about the recitation, there are questions like we have to move around the classroom for each station has a set of questions.]

Similarly, Jacky recalled how she felt when the strategy was first introduced in their class. Jacky admitted, “*Yung ano sa English Class po kasi nung una medyo- medyo nahihiwagaan parin po ako kasi syempre hindi ko naman po alam na ganun yung mangyayari*

so baka next- iniisip ko po baka next time baka hindi na kami maglaro ganun, pero nung mga lumipas na yun lagi na kaming naglalaro ganyan.” [In our English class, I find it bizarre at first because I didn’t know that would happen. I was thinking that maybe next we might not play that again. But over time, I noticed that we always gamify.]

Fear of failing. Several students also associated the strategy with competitive gaming, eliciting a certain fear to fail. Students feel that being not competitive enough and not having the right teammates would greatly affect their classroom performance. Consequently, some of them are anxious, like Robi who expressed her concern of being at a disadvantage due to the new strategy, “*Yung mga nangyari po samin is akala po namin nung dun sa Gamification, akala po namin ummm hindi po namin magagawa or hindi po ma- mataas po yung makukuha naming score.*” [What happened to us is at first, we thought we can’t do it. We thought that we will not have a high ranking.]

Mabel tried to explain her fear of failing as she shared, “*Dati po yung mga hindi po sumasagot yun po yung napunta sa grupo namin. I mean wala po kaming honor (sa grupo) sa kanila may top 1 and top 2. Eh di no choice po kami kase wala po kaming aasahan*” [That time, those who are not participative became the members of our group. I mean we don’t have any honor students in our group. Other groups have the Top 1 and 2. So we were left with no choice because we can’t seem to rely on anyone to win.]

In addition, Mabel recalled her fear of getting low grades because of gamification. She narrates, “*Before Ma’am, natatakot po ako kase baka pag hindi ako naging competitive baka bumaba yung grades ko. Then during sabi ko ano na lang, kahit ano na lang mangyari face the*

consequence na lang. [Ma'am, before I was scared because I thought that if I did not become competitive enough, my grades will be negatively affected. Then during (gamification) I just told myself that I will accept whatever happens and just face the consequences.]

The initial expression of a desire to gamify. Although several students expressed their initial apprehension towards gamification, many revealed that after this stage, students expressed excitement towards their gamified ESL class. Among them are Mabel, Robi, and Jacky whose earlier sentiments were that of anxiety and uneasiness. For Mabel, her assurance of the lesson she might learn in the process enabled her to enjoy the experience, “*Parang okay na kahit ano maging results basta at least na enjoy yung game elements. Tapos natuto pa ako at the same time.*” [It’s like whatever the results will be is fine with me if I enjoy the game elements. And I also learn at the same time].

As for Robi, she realized that working together would save them from getting low scores, “*Pero nung nagtulungan na po kami syempre sharing ideas not expected po na magiging rank 2 po kami dun sa Gamification na ginawa po.*” [But when we worked together and share ideas, we placed 2nd in the ranking].

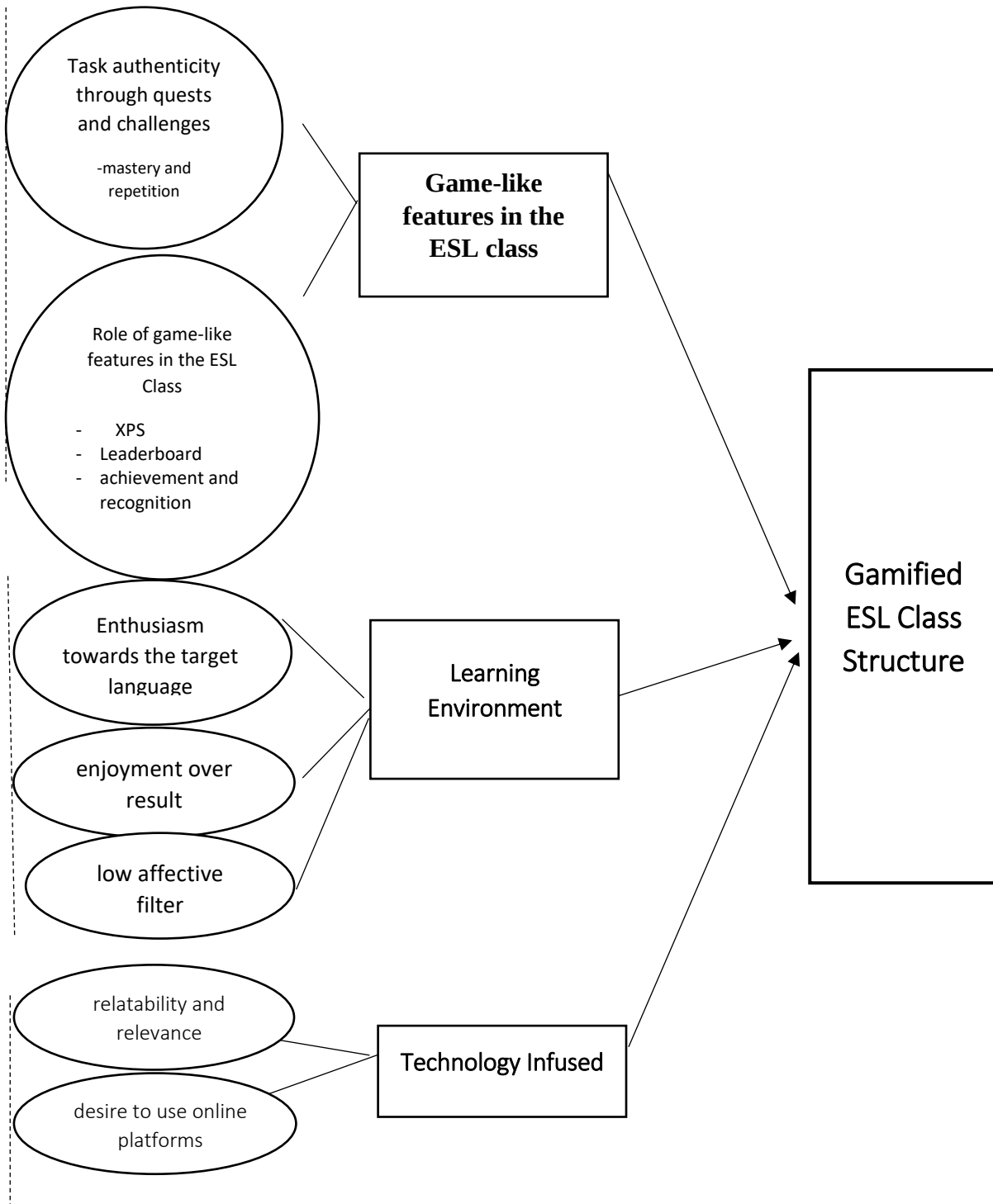


Figure 22. Schematic representation of game structure recognition of gamified ESL class structure

Theme Two: Gamified ESL Class Structure

Game-like features in the ESL class. All participants describe the value associated with the mechanics and the “game like” design of their lessons. Commentary and shared experiences regarding the phenomenon which students have experienced under a gamified ESL class gave light to emerging categories for defining the themes. Among the features which surfaced is the game-like feature of this strategy such as the novelty of the experience, experience points and grades, freedom to fail, awards and recognitions, the integration of technology.

Quest and challenges. Most of the participants attributed the presence of quests and challenges to the concept of gamification. Many of them noticed that the prime difference between their previous class to their presence set up is the novelty of activities introduced in class. Participants recall the passivity of their previous English classes and how they find the gamified classroom interactive.

At the onset of gamification, several students find the activities challenging and expressed their frustrations such as in the case of Cyrus, Jacky, and Maricar. As Cyrus shared, “*Medyo challenging yung gagawin*. [The tasks are pretty challenging.]” Similarly, Maricar narrated how she felt during one of their online game activities, “*Kasi po nakakatense po, may time pa tapos parang mabilis mo lang babasahin tapos pindot na agad ganun. Tapos - hindi ko po makakalimutan kasi na home po namin yung samin*. [It’s nerve-racking, and we also have a time limit. It’s like you must read the question quickly and then click the answer immediately. And I can’t forget it because we accidentally clicked the home button.]”

Meanwhile, Jacky recounted a classroom activity where they have to a book quest in the library. She noted the initial response she had upon learning that the classroom task would be converted into a quest. *“The time when we started gamifying, I somehow struggled because there are plenty of books. And, even if there were many books, the dictionary and encyclopedias were limited. We are 41 in class so looking for specific books was a struggle.”*

Moreover, Cyrus noticed that most of his classmates’ responses to these tasks are positive, *“Tapos ngayon po kasi di ba, parang may ano, yung ikot-ikot, ta's questions-questions. Parang mas... for me lang po, parang mas naging active lalo yung students, mga kaklase ko. Parang mas naging (maano)...interesado sila sa topic.* [Then now because there are quests such as stations and questions to be answered, it seems that... just for me... my classmates became more active. It seems that they became more interested in the topic.]”

Jane also observed that her classmates prefer ‘game-like’ activities over regular teaching strategies. As she explained, *“Siguro po nakikita po nila na challenging at exciting yung paggigames kaysa naman po sa by group by group lang po na tinatanong lang o parang di na napapansin ni Ma’am na paulit-ulit lang na sumasagot.* [Maybe they see gamification as challenging and exciting over repetitive group activities. Sometimes, Ma’am does not notice that in groupings, the same people were responding.]”

Experience points (XPs). Among all the participants, a positive remark was seen on the topic of experience points accumulation. Students can easily relate to the gamified classroom due to the presence of XPs which accelerate once the students were able to complete a task. In

fact, for the most part, experience points (XPs) constitute the different facets of one's participants in a gamified classroom such are motivation (Cyrus, Andrei, Gab, Inah).

As Cyrus shared, “*(Yung points po), kase yun nga po diba po sa game parang pag walang kang points lagi kang nasa huli. [(The points, Ma'am) because, as in any game, if you don't have points you'll be at the bottom of the ranking.]*” As Joshua puts it, “*Tapos yun parang syempre nakakainspire tapos nakakamotivate ng magrecite nang magrecite. [That's inspiring, and I was motivated to participate more.]*” Similarly, Gab shares the same thought, “*Mas masaya po kapag may points na binibigay yung teachers. Parang may mindset kayo na kailangan maraming points makuha ganun. [It adds to the fun when the teacher gives out points. It's like you have a mindset of accumulating more points.]*” Getting low points also helps them to determine to strive harder as in Gab's case. “*Yung diba as a group parang yung grupo natin bumababa na kailangan natin galingan pa. [Right, in a group if you think that you are failing, we need to do our very best.]*”

Others like Cyrus thinks that XPs contribute to class structure, “*Tapos pag may points po parang feeling nila maayos. Pero mas ano po yun, good kasi parang mas nagiging active sila in a way na...parang...parang gusto nilang nandun din sila parang competitiveness din po. [Then when it comes to points, my classmates feel that the class is organized. But that is... good because they tend to be more active in that way. It seems that they desire to participate as a sign of competitiveness.]*”

Other participants associate XPs as an additional factor in their grade (Inah), desire for classroom ranking (Jane), and motivation (Cyrus, Andrei, Gab, Inah).

Leaderboard. While earning points could be motivating to some participants, there is another aspect of the structure of gamification which students find appealing. The accumulation of points is usually displayed on the leaderboard. Leaderboards make the performance of every player available to others and are useful to maintain competition among players.

This can be seen for example in Cyrus's desire for his team to be on top of the leaderboard, "*Yung points po, kase yun nga po diba po sa game parang pag walang kang points lagi kang nasa huli. Ayoko po sa huli kahit in the middle or top.* [The points because if you don't have points you'll be at the bottom of the ranking. And I don't want to be at the bottom, I want to be in the middle or at the top.]"

As part of their effort's recognition, Maricar wants to see her group on the leader board, "*Yung.... online quiz po. Kasi po nakakakaba tapos parang pursiging pursigi mauna kasi po nakikita yung pangalan sa screen. Parang wow ang ano naman pag nauna kami. Parang ang sarap sa pakiramdam.* [Because it's nerve racking, we are eager to finish first for our names to appear on the screen. It's like we can't believe we're number 1. It is overwhelming.]"

Meanwhile, Mabel attributed their team's effort as the key to securing a high ranking on the leaderboard. Mabel expressed how the leaderboard provided her with the assurance that they are doing well in the game, "*Eh di nagteam work na lang po kami then yung positive dun ay naging close kaming lahat at the same time tumataas yung leaderboard.* [Because of that we work as a team, and what's good about it is that we became close to each other. At the same time, our ranking is going up as shown in the leaderboard.]"

This positive reception towards leaderboard and ranking is shared by Jacky. She narrated, “*Nakakaexcite pag alam mong mag E-English na kasi maiisip mo ay maglalaro kami tapos ganto yung gagawin namin kailangan naming maka-ano sa leaderboards, para- maging mataas ganun.* [I am excited whenever I know that it will be English time again. I can imagine that we will play after that we will need to get to the leaderboards to get land on a higher ranking.]”

Cyrus and Maricar likewise share how the leaderboard motivated them to strive for better scores. Maricar shared, “*Yung... online quiz po. Kasi po nakakakaba tapos parang pursiging pursigi mauna kasi po nakikita yung pangalan sa screen. Parang, wow ang ano naman pag nauna kami. Parang ang sarap sa pakiramdam.* [The... online quiz. Because it’s nerve-racking and I am eager to finish first because name shows on the screen and it’s like, ‘Wow we are first’. It is overwhelming Maricar.]”

Achievement and recognition. Being publicly recognized for their efforts are the reasons for Cyrus, Andrei, and Jane when asked about their effort in the quests. “*Yung ranking po ang paborito ko. Kase parang...at the end of the day, parang makikita mo yung pinaghirapan mo na andun na, parang your hard work really paid off po.* [The ranking is my favorite. It’s like ... at the end of the day, you will see the fruit of your effort. It’s like your hard work paid off.]”

Similarly, Andrei shares this view, “*Para siyang laro kasi diba ano parang syempre kasi diba merong ranking dun parang syempre katulad sa school parang ranking din parang hahabulin mo talaga yung yung rank na yun. Pagbumaba ka, parang matatalo ka din.* It's like

a game since there are rankings. Like in school, it's really like there is ranking and you must level up. If your grades went down, it seems like you are also losing in a game.]”

Moreover, Jane shares the same belief, “*Sa amin po, yung katulad ngayon, Ma’am yung awardings kasi usually po yung ganun po wala na pong nangyayari na ganun parang sa mga bata nalang po. Pero po dahil dun sa game, mataas na points, nakakakuha din po kami o naaacknowledge kami.* [For us, like as of now, the awarding because usually giving awards only happens among children. But because of the game, high points, we feel that we were also acknowledged.]

Andrei also thought, “*Para siyang laro kasi diba ano parang syempre kasi diba merong ranking dun parang syempre katulad sa school parang ranking din parang hahabulin mo talaga yung yung rank na yun. Pagbumaba ka, parang matatalo ka din.* [It's like a game since there are rankings. Like in school, it's really like there is ranking and you must level up. If your grades went down, it seems like you are also losing in a game.]”

Learning Environment. A highlight of game mechanics and design is the element of fun added to their learning experience since the lesson is viewed as a game.

Incorporating fun while learning. The idea of the co-existence of fun and learning made the students have a positive stance on gamification. This code even ranked 5th among the coded labels. Cyrus narrated, *Mas masaya po kase, parang for me lang po ah, kase naglalaro din po ako nga games madalas kaya yung isip ko po na parang ay laro lang to ay hindi po ako masyadong naprepressure. Parang I’m having fun po kase sa game.* [For me, it is more fun

since I also play games. Most of the time I regard our lesson as “just a game”, so I’m not that pressured. It’s like I’m having fun because it’s a game.]”

Enthusiasm towards the target language. The same sentiment is shared by most of the participants including Jacky who revealed that as a teenager, most of them still are not over yet with their childlikeness. Because of this, she prefers to be an active participant over being a passive listener as she notes:

“Mm pa-pa- pabor ako dito. Kasi, yun nga gaya po ng sabi ko bilang- bilang ano papatanda palang hindi pa kami tapos sa pagkabata. Yun gaya po ng sabi kong ganun parang mas- naghahanap parin po kami ng saya. So mas- mas pabor po ako sa ganto. Kesa yung uupo ka lang nakikinig ka lang. Syempre kailangan din po maging active. [Mm I am in favor of this (set-up. Just like what I have shared before, as teenagers, we are still young and are not over with our childhood yet. Well, as I said, it seems as though we are still looking for fun. So, I prefer our class this way rather than us just sitting down and listening. Of course, we also need to be active.])”

This was further elaborated by Andrei who even expressed the desire to see his other subjects gamified, *“Parang gusto ko nga ganun (gamification) lagi. Kase pag may game parang lahat magparticipate so feeling ko mas okay talga siya. Masaya siya kase unique. [I want a gamified class often. Because during games, everyone participates, so I think this is good. It’s fun because it’s unique.]”*

Jacky likewise shares the same view saying, “*Yun masaya kasi kumpara sa experiences ko sa ibang subjects parang mas iba parin po kapag may ganitong gamification parang may-may someting. Parang mas gusto ko yung gantong method ng ano ng ano pag lelearning ganun.* [It’s fun because compared to my experiences with the other subjects, it’s different if there is this gamification, there’s something. It’s like I prefer this method of learning now.]”

This fascination towards gamification must have rooted as students compare their previous experiences in their English class before gamification, As Robi shared, “*Yung wala pa pong Gamification syempre po parang medyo boring po kasi po yung mga classmate ko po, nagsasalita si teacher pero yung iba po hindi nakikinig. Pero nung nagkaroon po nang Gamification syempre yung first time po na experience namin lahat po kami curious at excited so lahat po nag participate.* [Before gamification of course it’s a bit boring because some of my classmates were not listening while the teacher talks. But when gamification was implemented, of course, it’s our first time to experience this so everyone was curious and excited.]”

Enjoyment over result. Although in a gamified context, several participants expressed that winning is not the ultimate goal of each quest. Many of them value the process they go undergo in each of the tasks over the result of each activity. When facing defeat, Robi shares the following view, “*Masaya pa din po at saka may knowledge po kaming natutunan bukod sa happiness.* [We are still happy because we still acquired new knowledge aside from the fun factor side of it.]”

Jack explained that learning and fun became simultaneously available in a gamified setup, “*Habang naglalaro ka, yung habang natututo ka, nagiging masaya karin. Parang masaya parin yung ginagawa mo, ganun.* [While you are playing and learning, you are also enjoying at the same time.]” Meanwhile, Gab noticed his classmates are not overly competitive. As he noted, “Parang ano... yung masaya masaya lang walang awayan. [It’s like, we were just happy and without any conflict.]”

Moreover, Jane shared their experience of unpressured gaming, “*Ang unang-una, masaya ‘tas ano din, dagdag points din namin. Parang nakakatuwa, hindi kami masyadong pinipressure sa pag-aaral. Parang ginawang laro lang.* [At first, it is fun and it also brings additional point to us. It seems to be fascinating that we are not that pressured in studying. It is like we were just playing.

Mabel likewise shared that enjoyment and learning were far more important than the result itself, “*Parang okay na kahit ano maging results basta at least na enjoy yung game elements. Tapos natuto pa ako at the same time.* [It’s like whatever the results will be is fine with me if I enjoy the game elements. And I also learned at the same time.]”

Low-affective filter. Several participants also consider their lessons as non-threatening and more accepting of the game because of the gratifying nature of gaming. Cyrus used to feel unpressured by the games done in class as he shared, “*Ay laro lang to ay hindi po ako masyadong naprepressure na kailangan kong magrecite ng magrecite. Parang I’m having fun po kase game.* [Most of the time I was thinking that this is just like playing games, which is why I am not that pressured. It is not as if I need to recite all the time. I am having fun knowing this is a game.]”

Robi also added, “*Masaya pa din po at saka may knowledge po kaming natutunan bukod sa happiness. [Afterwards, we were very happy, and we acquire new knowledge aside from the fun factor of it.]*” Jacky, on the other hand, expressed her excitement about the subject, “*Parang masaya, nakaka- nakakaexcite pag alam mong mag E-English na kasi maiisip mo ay maglalaro kami. [It looks just fun, and exciting when it is English time again. I can imagine that we will play after that we will need to get to the leaderboards, so that's great.]*”

Gab also feels that there is a balance in study and enjoyment in their classroom because of gamification, “*Halo kapag English time merong minsan lesson 'tas biglang may quiz 'tas biglang may activity parang balance po yung saya tsaka yng aral talaga sa room. [In English time we have a lesson then all of a sudden there is a quiz, as well as an activity. It seems that the fun and learning is balanced inside our room.]*”

Technology Infused. Several participants associate their desire for gamification due to the utilization of technology in this approach.

Relatability and relevance. Students view the use of technology as a move towards reaching students’ interests. They view technology as something relevant and relatable for them (Mabel and Cyrus). As Mabel shared, “*Pero kapag ginamitan po ng modern way o technology mas na cocope po yung mga katulad kong estudyante. [But I believe if you incorporate a modern approach or technology, students like me can relate better in class.]*”

Cyrus likewise shares this view saying, “*Mas masaya po kase parang for me lang po ah kase naglalaro din po ako nga games madalas kaya yung isip ko po na parang, ‘ay laro lang*

'to'. [For me, it is more fun because I also play games. Most of the time I was thinking that this is just like playing games.]”

Meanwhile, Jacky associates this desire for online applications as the characteristic of their generation. She explained, “*Yun kasi syempre, bilang isa sa Generation Z ano, parang more on gadgets na so mas- mas na- mas nagugustuhan ko kasi yun nga mahilig kami sa gadgets so mas mabilis kami dun.* [Of course, being part of Generation Z, we are really into gadgets. I prefer that because I am fond of using gadgets. We are good at that.]” Maricar also noted, “*Yung pag gamit po ng mga laro mas nagiging active po yung mga students kasi po yung technology ginagamit na rin po ganun.* [By using games, students became more active because of the technology.]”

Desire to use online platforms. Gab shared expressed his desire for the use of online platforms specifically online quizzes. As he puts it, “*Siguro yung ano po online quiz mas mapadalas pa, yung groupings.*” [Maybe we can have the online quizzes more frequently, especially the ones involving groupings.]”

Andrei also shared this belief, “*Tapos during naman po um.. masaya po nung nalaman po naming gagamit po kami nang internet and after naman po um..* [Then during gamification, we were happy when we found out that we will be using the Internet.]” Robi also commented, “*So mas need na lang po siguro yung internet and phones tutal eh lahat naman po kami may mga phones.* [We can also use the Internet apart from our books because books are also heavy. And we can use our phones because almost everyone has phones.]”

Moreover, a distinct phenomenon also surfaced during the interview when students not only have positive views on a specific strategy but also desire for their experience to be extended to their other subjects. Mabel shared, “*Yes gustong gusto ko po ang gamification. Gaya po ng sabi ko kanina sana po sa lahat ng subjects may ganyan din. Kase diba po magkakaiba naman po ng techniques sa pagtuturo. Pero kapag ginamitan po ng modern way o technology mas na cocope po yung mga katulad kong estudyante.* [Yes, I really like gamification. As I have said, I hope that all of our subjects will be gamified. But of course, teachers have different techniques in teaching. But I believe if you incorporate a modern approach or technology, students like me can relate better in class.]”

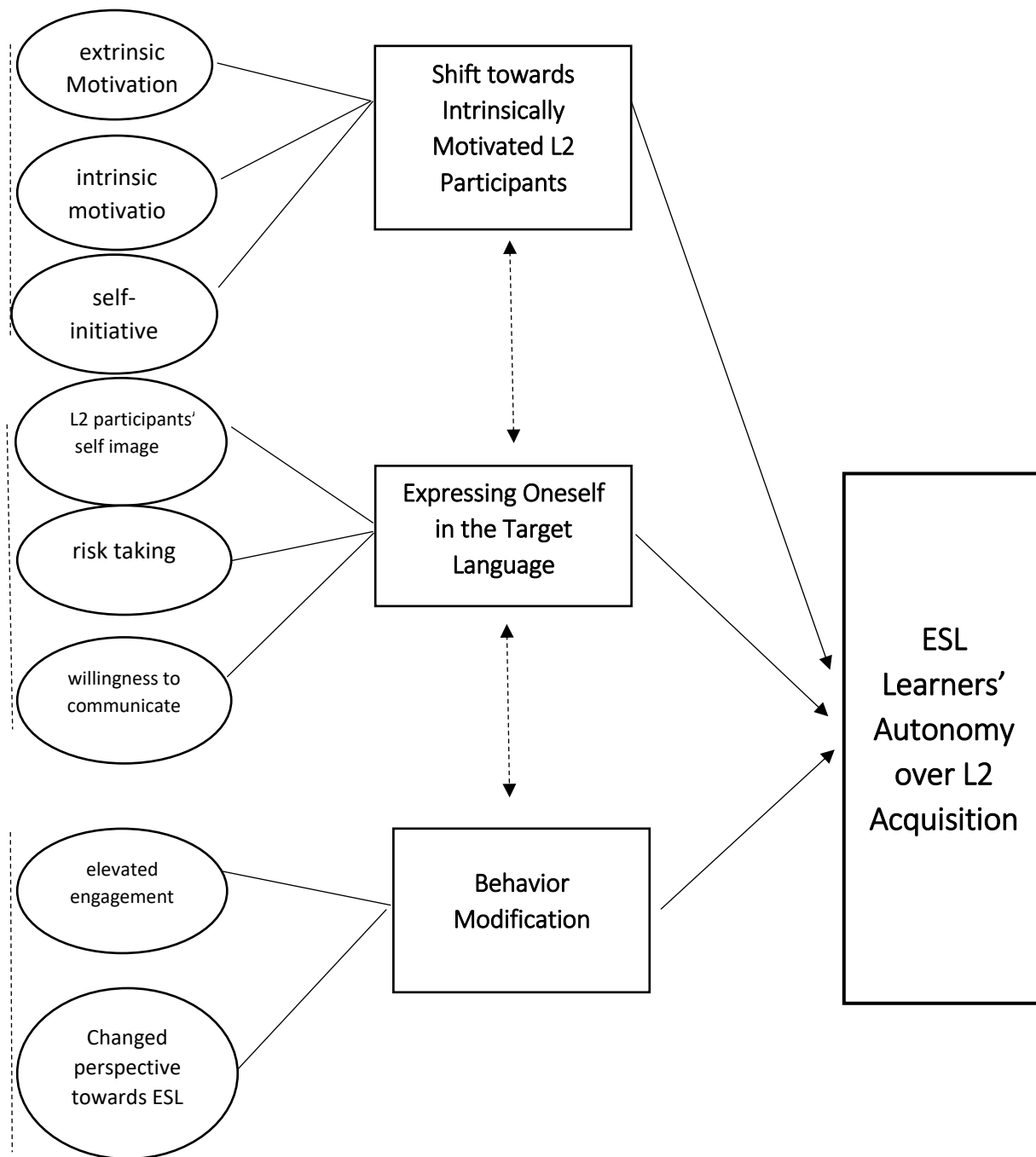


Figure 23. Schematic representation of ESL learners' autonomy over L2 acquisition.

Theme Three: ESL Learners' Autonomy over L2 Acquisition

Deci and Ryan's Self-Determination Theory (Deci & Ryan, 2013) defines motivation through intrinsic and extrinsic experiences. SDT explains that extrinsic motivation such as reward and punishment can go along with intrinsic motivation or a person's innate desire to do certain activities, even without the presence of outside forces, can lead to Self Determination.

Autonomy along with competence and relatedness are the three conditions needed to foster the most volitional and high-quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity. Deci and Ryan (2000), works on the premise "that when people are more able to satisfy all three of their basic psychological needs, the regulation of their behavior will be characterized by choice, volition, and autonomy rather than pressure, demand, and control, and the result will be higher quality behavior and greater psychological well-being" (p.243). Furthermore, autonomy has been described as acting with a sense of volition and having the experience of choice.

Participants of this study frequently mention using the target language in a gaming context for the sake of the pleasure derived from the gamified activities.

Intrinsically motivated ESL Learners. Intrinsic motivation refers to internal rewards-driven behavior. In other words, motivation comes from within the person to participate in a behavior because it is inherently rewarding for oneself.

Self Determination Theory. A key element in Self-Determination, extrinsic motivation in the form of rewards or recognition ignites the child's attention towards a subject. In the gamified ESL class, participants refer to this as the recognition of their class effort. Something that they failed to experience before.

This desire for achievement and recognition was evident among students who value prizes and badges as a form of reward. It is important to note that the prize of the reward was not as significant as being recognized publicly. For Mabel, even food or leaderboards were enough to motivate her. As she shared, "*Yung binigyan ako ng prize food. Pag ka andun ka papasok ka sa leader board, tapos merong prize.* [When I was given food as a prize because if your part of the top in the leader board, there's a prize for you.]"

Similarly, participants value the recognition of their efforts. Mabel noted, "*Lahat kami naging active kase merong kapalit lahat ng ginagawa mo.* [All of us became active because all of your efforts are credited.]"

Gab expressed that being on top of the leaderboard is something new to him and associates it with the immediate feedback he receives in a gamified set up. "*Masaya syempre kase ano parang 'Wow, English!' tapos nakapasok ako sa top sa rank. Siguro dahil po doon sa ano sa recitation pala recite ganon bibigay ng sariling opinyon kung ano nalalaman.* [Of course, I am happy because it is like, 'Wow, English!' and then I belong to the top rank. Maybe it is because I recite and share my own opinion and ideas.

Like Gab, Jane was surprised at the result of the game and noting that she was not expecting the recognition. She shared, “*Nakakatuwa, Ma’am syempre kasi ano acknowledge talaga yung ano...yung paghihirap mo sa mga games. Tsaka yung...nakakatuwa din po kasi minsanan lang pong nangyayari lalo na sa highschool.* [I enjoyed it because our efforts were acknowledged. I am glad because this rarely happens in high school.]”

Voluntary participation. Participants observed their class to have exhibited a certain type of self-initiative and voluntary participation. As Andrei noted, “*Pero ngayon naman nagcocooperate at ngayon nakikinig sila sa leader kasi yun naman talaga dapat.* [But now, they are cooperating, and they also listen to the leader which should be the case.]”

Joshua also noticed that his nonparticipating groupmates are now trying to be active. As he stated, “*Ah nagreact po sila in a way na naappreciate nila, na-amaze sila. Nag ta-try na din po sila.* [Ah, they are now reacting in a way that reveals their appreciation of the game. They were amazed. They also tried for themselves.]”

Participants consider points a motivation, but ultimately their response towards this stimulus is entirely up to the students. Mabel noticed that her classmates now have the initiative to study. She noted, “*Ngayon kailangan alam mo lahat ng scopes before pa dumating yung teacher mo.* [Now, you need to know all the scope of the lesson even before your teacher arrives.]” She even observed that her classmates who were at the back before now pay attention. She shared, “*Ngayon po, lahat sila kahit na nasa likod sila. Nakikinig sila tapos hindi naman na po sila nagphophone.* [Right now, everyone even those who are at the back. Everyone listens. Also, they stopped using their cellphones.]”

Cyrus relates to this phenomenon in a group situation. Being a group leader, he complains of his inactive groupmates. However, under a gamified English class, he noticed that his classmates are now participating voluntarily. He shared, “*Tapos ngayon po parang hindi ko na kailangang mamilit. Parang lahat nagpaparticipate kase gusto nila yung ginagawa nila.* [Now, it seems that I do not have to force my groupmates. Everyone wants to participate since they like what they are doing.]” According to Cyrus, this is the first time his groupmates behaved in this manner.

For Inah, this initiative was voluntary as she was unexpected of anything in return. This even pushed her to do her best despite the result. She shared, “*Opo. Siguro hindi ko po alam kung anong iexpect ko kung tataas ba or parang ano lang po stable lang po. Ginawa ko naman po yung best ko.* [Yes. Maybe I don't know what to expect if it will get higher or just stable. I just did my best.]”

Willingness to communicate in the target language. Due to several factors affecting the ESL learning environment, participants gradually became confident in using the English language as a medium of communication during the ESL class.

ESL learners’ self-image. Consecutively, participants’ self-image in their ELS class is notably positive, ESL learners started to gain confidence in the subject. Several participants associate their increased participation as something that would positively affect their performance or academic grade towards their English subject. As Mabel relates, “*I felt that all of us will have higher grades.*”

Moreover, this positive view of ranking in the classroom is collective. Participants do not only consider that they will incur a better grade under a gamified setup, but also believes that the improvement in the English class is collectively experienced. As Inah narrates, *“The groupings allow us to get points, and also affects our grades positively, of course. To us, of course, ranks are significant. Firstly, in my academics, it helps me. Additionally, I don't think there's anyone in my class who doesn't get a high rank. That may only be if their groupmates don't support each other. Yet for me, gamification helps me achieve higher grades and strengthen my friendship with my classmates.”*

Moreover, as Krashen (1985) pointed out students in a low affective filter learning environment tend to feel empowered to interact with their peers. As Justin shared, *“Tsaka po, halimbawa, pag nagkaroon sila ng rank, namomotivate sila na mag participate more sa ibang subject. Kasi English yun, kailangan ka magsalita ng English para makasama sa ranking. Pano pa kaya pag mother tongue na yung ginamit natin... mas nagiging active na sila.* [For example, if they receive rewards in the English class, they will be motivated to participate. They will be thinking that if they have received rewards while they are required to speak English, what more if they are using their mother tongue? They believe they will be more active.]”

Risk-taking. Since the affective filter is low, students take more risks in using the target language. Other factors come into play for participants' willingness to communicate using the target language. According to Dörnyei, 2001 and MacIntyre et al., 1998, communicative teaching should be combined with incentives to increase the desire of learners to interact, and promoting a willingness to communicate should therefore be one of the fundamental objectives

of L2 pedagogy. For this study, the use of Experience Points (XPs) constitutes the learners' willingness to communicate. As Maricar shared, *"In participating, the more you recite the more points you acquire. It lessens our fear of reciting or public speaking. We were thinking, it is fine even if our grammar is incorrect as long as we earn points."*

In the gamified ESL learning environment, it is noticed that both integrative and instrumental motivation of L2 learners were observed. Some participants exhibited integrative motivation in that that they want to do the activity for the sake of the activity. for example, as Cyrus shares, *"Everyone wants to participate since they like what they are doing."*

Meanwhile, some of the participants expressed their motivation because of the goals or missions present in a gamified ESL class. Such is the view of Andrei, as he narrates, *"Well, I feel that I'm the one who got the most stars (badge) this grading period. Also, with the grade that Ma'am has given to me, I feel that I'm the highest in terms of recitation and performance. That's inspiring, and I was motivated to participate more."*

Willingness to communicate. Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures. Several participants noticed that the class shifted from passive learning to a more active one (Cyrus, Robi, and Jane).

As Cyrus put it, *"Parang mas...mas active po yung mga students kasi parang lahat po nagpaparticipate, [It looks like the students became more active because everyone seems to be participating.]"* According to him, his classmates seem to be more interested in their current English class, *"Parang mas... for me lang po, parang mas naging active lalo yung students,*

mga kaklase ko. Parang mas naging maano...interesado sila sa topic. [It seems that... just for me... my classmates became more active. It seems that they became more interested in the topic.]”

Robi similarly views gamification in this light. As she explained, “*Pero nung nagkaroon po nang Gamification syempre yung first time po na experience namin lahat po kami curious at excited so lahat po nag participate and useful din po.* [But when we had gamification, at first, we were curious, and we are all excited to participate.]”

For Jane, she noticed her classmate’s exceptional attention to their English class. She narrated, “*Nabawasan po yung paggamit ng cellphone lalong lalo na sa klase. Naging active din po yung ibang kaklase namin pagdating sa English lalong lalo na sa mga stars yun.* [The use of cellphones, especially while inside the class was curbed. The class also became active during English time. They were particularly hooked on the “stars” (badge)].”

Behavior modification. Participants believed that gamification has modified their behavior leading to elevated engagement and active participation.

Elevated engagement in the ESL class. Jane noticed that gamification has a modifying behavior effect among her classmates. She noted,

“Sa ano po bago yung game, mga ganun po, napapansin ko po talaga na ano ang lungkot ng klase tsaka yung mga certain tao lang po talaga yung sumasagot. Yung iba nagseselpon lang sa likod, nagtatago. Tapos after the game naman po, masaya at nag-uusap na yung mga kaklase tas nagtatanong kung ilang points na ganyan. Nakakakuha

po sila ng mga aral kapag araw ng English. [Before the gamification, I notice that the class is unhappy. Only certain students were reciting. Others were just on their phones and hiding at the back. Then after gamification, my classmates seem to be happy and conversing with one another. They were curious to know the points. They try to learn during English classes.]”

In the same way, Mabel and Cyrus noticed that in general, their class became more active and participative. As Cyrus put it, “*Parang mas...mas active po yung mga students kasi parang lahat po nagpaparticipate.* [Looks like the students became more active because everyone seems to be participating.] Joshua also noticed that there was a change in his classmates’ behavior due to gamification, “*Second, at that point na during sinasagawa yung gamification, it makes things interesting, competitive, and enjoying.*” [Second, at that point during the implementation of gamification, it makes things interesting, competitive, and enjoyable.]” Meanwhile, Gab noted that the class elicited a sense of enthusiasm due to gamification. “*Opo, sa tingin ko po kasi nung time na ginagawa parang ang saya saya active yung room hindi lang sya puro aral parang yung laro na nakakadulot pa nga kabutihan.* [Yes, I think because the time when we are doing, it seems that our room was happy and active. And we were not just doing it for productivity, the game also helps us in the process.]”

Changed perspective towards L2 learning. This modifying behavior effect of gamification can be traced from the participants’ change of perspective towards learning. Based on their worldview before gamification, most of the participants perceive their English class as

boring and uninteresting. However, findings from the in-depth interview reveal that there was a change in the participants' mindset after the implementation of a gamified ESL class.

Mabel regards gamification as a strategy that aided the class in getting a good grade. She explained, "*Pakiramdam ko lang po mas tumaas yung grade naming lahat.* [I felt that all of us will have higher grades.]" For Andrei, it helped him have a sense of confidence towards the subject since he was able to obtain a high ranking. He based this claim on his elevated engagement, "*Ayun feel ko...kase this grading ano ako ata yung pinakamadaming nakuhang star. Tapos feel ko lang dun sa grading na binigay ni Ma'am. Akin yung pinakamataas na dun sa recitation eh dun yun sa recitation (performance).* [Well, I feel that I'm the one who got the most stars this grading period. Also, with the grade that Ma'am has given to me, I feel that I'm the highest in terms of recitation and performance.]"

Meanwhile, Joshua views his class as extraordinary, "*Nung first class, everything was neutral. Then everything changed, it made the class style unique po.* [At first, everything seemed to be ordinary. Then everything changed it (gamification) made the class unique.]" Maricar also now views noise as a sign of learning. She narrated, "*Maingay po sa room. Kase po- ayun nga po sobrang- in a good way naman po na kasi lahat naman po nakakapag-nakakapag share.* [It is noisy in the room. But I think of it in a positive note because most of them can share.]" Viewing the lessons in unpressured and light regard, students changed their perspective and became more active. For Cyrus, game equates to the concept of 'fun' even in an educational set-up. As he noted, "*Parang I'm having fun po kase game.* [I am having fun knowing this is a game.]"

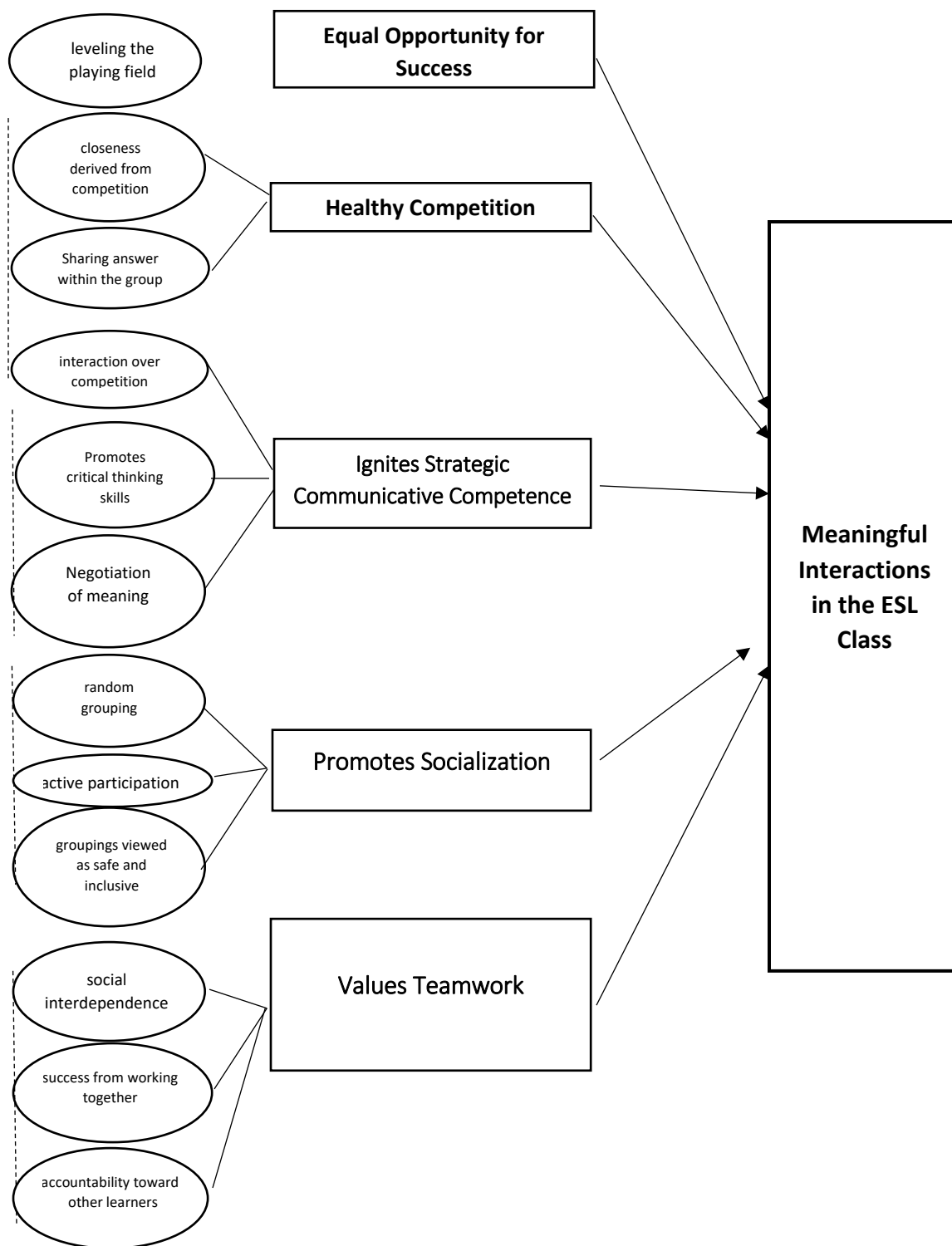


Figure 24: Schematic Representation of Participants' Meaningful Interactions in the ESL Class

Theme Four: Meaningful Interactions in the ESL Class

Through the process of gamification, students did not just interact by asking questions but also expressed critical thinking by sharing insights on their ESL Class. This includes sharing frustration, verifying answers, discussing the lessons, seeking clarifications, and sharing their delight over a fun classroom activity. This concept is what the researcher would call “social discovery” and is evident in a gamified class. In this phenomenon, the class goes beyond the present classroom and is somehow synonymous with the flow (Deci & Ryan, 1999). But this transcendence from the physical classroom is an experience common to several participants. Hence, the researcher labelled this as “social discovery” and is the peak of students’ experience in a gamified class.

Participants did not only identify the concept of “interaction” as a primordial element in effective gamification but also claimed that the incorporation of gamification helped in enhancing classroom and students’ interaction which is a primary element of meaningful interactions within the ESL class.

Equal opportunity for language use. Prior to gamification, students’ worldview revealed the notion of passivity among students. According to the participants, this lack of participation is brought about by the dominance of a particular group of students, particularly those who belong to the honor roll. The following statements from the participants reveal how this view changed when describing their experience in a gamified ESL class.

Leveling the playing field. Mabel shared, “*Masaya po kahit parang it’s a competition between each one hindi lang sa honors kundi sa lahat.* [I am happy because it’s a competition between every one and not just to those who are part of the Honor Roll.]” Andrei goes on to explain how gamification helped in giving everyone in the class a chance to participate. He narrated, “*Ngayon parang ano eh kasi pag group parang binibigyan ng chance lahat na makasagot.* [Now, since its groupings, it seems that everyone is given the chance to participate.]

Inah reinforced this view when she shared, “*We seem to be getting close to each other because before we used to be overly competitive in class, but now each one of us is given an opportunity.*”

Healthy Competition. Another aspect of gamification highlighted in the students’ interview is their view on competition. An increased level of participation can also be observed. As pointed out by Lee and Hammer (2011), social and emotional aspects of gamification must be highlighted to achieve maximum participation from the students. Below are transcripts emphasizing the influence of gamification to the increased participation, healthy competition, and engagement among the participants.

Closeness derived from competition. Inah goes on to discuss how competition brought the class closer, contrary to the expected outcome. Normally, competition causes rifts and division in the class. “*Ano po parang mas naging close din po kase po minsan pag hindi nila alam yung answers parang makikipagtalos din po sila sa ibang groups na dapat ganito.* [It seems

like we are becoming close to one another. Sometimes if they do not know the answers, they would argue with other groups, sharing their way to solve the problem.]”

Interaction over competition. For Inah, this healthy competition is also manifested in their desire to gamify over the results. As she shared, “*Parang ano yung masaya masaya lang walang awayan.* [It’s like, we were just happy, and we were not competing against each other.]”

Maricar associated this healthy competition with the unpressured gaming one experiences under a gamified class. For her, “*Hindi naman po. Hindi naman po nagpapataasan. Nagtutulungan din po.* [No, Ma’am. We are not trying to get ahead of each other. We also help each other.]

Sharing of answers within the group. Participants likewise shared that gamified learning activities allow for the class to have a deeper bond and interaction. ESL learners explained that this helps them to overcome inhibitions and interact with one another.

Andrei explained how gamification pushes the participants to work interdependently and share answers within the group. “*Pinakanagustuhan ko dun Ma’am is yung groupings talaga kasi ano kasi pag individual lagi parang yung iba most of the time ano hindi sila nakakasagot. Pero pag naggroupings kami, nasasama sila sa grade dun sa may points na mas madami.* [What I like the most is the groupings. Because when all the activities are done individually, there are students, who most of the time, don’t participate. But when it is done in a group, they have the chance to be earn higher grades and points.]”

This view is reinforced by Joshua who noted, “*Ah solo recite, na I gain grades by my own. Since the Gamification started, I tried to gain points not only for me but for my team.* [Ah solo recite, I gain grades for my own. Since Gamification started, I tried to gain points not only for me but for my team.]”

Gab refers to cooperation as a strategy to succeed in a gamified ESL class. He noted, “*Siyempre pagkagroupings po tulungan na talagang kahit ibang grupo tutulungan namin para sa section namin.* [Of course, in groupings we are helping each other. And we also help the other groups in our section.]” Furthermore, he shared, “*Like kapag nakasagot na po ako yung iba pa pong nalalaman ko shinesshare sa ibang kaklase ko para sila naman yung makasagot.* [Like if I am already done answering, I share my ideas to my classmates so that they can also answer.]”

Maricar likewise explained, “*Ano po mas lalo pong naging active, mas lalo pong nakikipag- nakikipag participate, nakikipag share ng thoughts yung mga kaklase.* [It became more active, participate more and sharing thoughts with classmates.]”

Meanwhile, Jane recalled an incident that occurred during one of their gamified activities. She discussed, “*Ma’am ano po, idedscribe ko po siya na yung nagggame po tayo sa library parang yung hindi ko nakakausap dati parang nagtatanong na po “Oy! Pano to?”, “Pano yung ganto?”, “Pano gawin to?” “Tapos, saan pupunta pagnatapos?” Yung ganun po, nag-uusap na po kami dahil dun sa game.* [Ma’am, it’s like during the time that we adopted gamification in the library, those students whom I don’t usually talk to before (the

implementation of gamification) started asking me like: ‘Hey, how to do you do this?’ We started talking because of the game.]”

Jacky goes into the details of her description of competition in a gamified ESL class. She shared, “*Mmm pa- Yes. Competitive kaso may time na hindi lang kasi competitive yung-may time na yung word na competitivenss parang- parang medyo may pagka-selfish word din so hindi naman kami, kung icocompare niyo sa amin, parang hindi. Kasi nakikita ko naman mismo sa mata ko na kahit competitive yung isa't isa, kunyari may hindi kami naintindihan na ano- papatulong kami sa ibang grupo. Nag ano naman- nag ano- nag- tumutulong naman sila so nandun parin yung relationship between.* [Mmm pa- Yes. Competitive but there are times it's not just competitive. There are times where the word competitiveness is kind of, well kind of selfish so we're not, so if you are going to compare that to us, we are not competitive in that sense. I can attest to it that even if every single one is competitive, we would ask each other for things we did not understand. We even help each other across groups. They would still help so the relationship among us is still healthy.]

Gab also noticed that they were able to share what they have learned, “*Parang nashare ko yung mga natutunan ko this past few days.* [It's like I can share what I have learned this past few days.]”

Andrei discusses how cooperation is integral in working well academically and within the context of gamification. Being the leader of his group Andrei narrates, “*Kase ano yun groupings dun makikita kung sino yung magpaparticipate sino yung magcocooperate kaya*

parang tulong tulong talaga siya. [Groupings will help you identify members who will participate and cooperate, so we cooperate.]”

Ignites strategic communicative competence. Strategic competence refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrasing, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers (Canale and Swain, 1980).

It was pointed out by multiple participants how a gamified ESL class promoted students to have a gameplay strategy to work well and succeed. Joshua pointed out that they communicated as a team to win. He said, “*We communicated po as a leader-member style na may one man na- may isang taong nag ru-rule. Tapos, we as- as like in the games; we do the actions.* [We communicated as a Leader-Member style with the leader giving instructions. Then as if in the games; we do the actions.]” For Jacky, this game-play strategy was highlighted in an event where they need to beat the time in order to do the challenge. As she shared in her statement:

“*Yung may- may station station... May teamwork kami dun na... For example, kita naman namin yung ibang station tapos may malinaw naman na mata samin. So hinahati namin yung grupo naming. Yung iba magsasagot ng current na sinasagutan namin tapos yung iba iaanalyze na yung next question para- para mabilis.... Tsaka*

kailangan maging mabilis. Tsaka yun nga diba may tanong, tapos di kami sure sa sagot namin so nagbibigay kami nang opinyon isa isa. Maganda po yun para saakin. [The part where we have different stations. We have teamwork there. For example, we can already see other stations, for our eyes are still sharp. So, we divide the group in a way that while some are answering the current questions, others start to analyze the next question. In that way, we will be quick, for we need to be quick. And also, there are questions, but we are not sure about our answers. That is why each one of us gives his/her own opinion. For me, that is great.]”

Promoting critical thinking skills. For the participants, the quests and the online challenges promote reflective thinking and comprehension skills. As suggested by Cyrus, *“Yung online quiz, siguro sobrang active ng room pero tulad sa groupings. Parang lahat nakikipagtulungan tapos minsan nakikipagdebate pa. Tapos sinasabi naming na, ito mas maganda sa sentence.”* [During the online quiz, the room becomes so active. When it comes to group activity, every member helps and sometimes, argues about it. For example, in the activity we say, "This is much appropriate for that Sentence".]

Negotiation of meaning. Andrei Noted that the process of gamification helps them to negotiate and interact with others to arrive at a conclusion. As he shared, *“For example, if we already have an answer for the challenge. Then if someone thinks, ‘Oh this should be the answer’. We debate about it before submitting it.”*

Promotes socialization and target language use. Jane believes that the gamified class pushed her to interact with her classmates. As she stated, *“Kasi maam pag sa game po,*

nadedevelop din po kami na anong pakikipag-usap sa kaklase lalo pagnagtatanong po. [Because Ma'am in games, our communication with each other is enhanced especially when we need to ask questions from one another].”

This was further supported by most of the participants who think that asking questions and interacting with one another is essential under a gamified class. The following statements were mentioned by various participants on how gamification enhanced social interaction among the class during the third and fourth grading period of this school year as Jane stated, “*Ma'am ano po, yung naggamify po kami sa library parang yung hindi ko nakakausap dati parang nagtatanong na po 'Oy! Pano to?', 'Pano gawin to?' Yung ganun po, nag-uusap na po kami dahil dun sa game. Tapos nakakasalimuha na din po namin kahit hindi naming close.* [“Ma'am, it's like during the time that we adopted gamification in the library, those students whom I don't usually talk to before (the implementation of gamification) started asking me like: 'Hey, how to do you do this?' We started talking because of the game. Then we also started interacting with students whom we are not close with.]”

Jane likewise adds that the class also developed a culture of concern and a sense of accountability among friends, “*Yung pakikipag-usap na din po. Yung na close mo yung sa hindi ko close maam, nakikipag-usap narin po. Nagtatanong ng ganyan. Tas ano din po sa kaibigan, nagtatanong sila, 'Oy! Nagawa mo na ba to? May points daw to', ganyan ganyan.* [Our communication also developed. Also, we became close to our classmates with whom we are not close. They started asking and among friends, they are asking, 'Are you done with this?' 'This activity has points and things like that.']”

One participant further claims that under gamification, students became more open to new interactions with other members of the class, as Faye noted: “*Dati po kase pinipili naming yung kagrupa naming and then before sabi ni Ma’am magkakaroon tayo ng bagong arrangement yung grouping niyo ako yung pipili. Tapos no choice ka kundi pakisamahan dati tapos ngayon parang na eenhance din yung social skills naming so nagiging close din naming sila.* [Before, we get to choose who will be our groupmates then Ma’am said that we will be having a new arrangement, ‘I will be choosing your groupmates’. We have no choice but to get along with our groupmates, but now I think our social skills are enhanced so we became friends with our groupmate.]”

Jacky describes this experience in gamification as something that promotes socialization. “*Yun nga medyo- yung- yung bond- bond sa isa't isa yung kunyari pagkatapos ng English Class or bago na- yun parang... ako po kasi, sakin mismo may mga tao akong naging kagrupa ko sa English na hindi ko naman gaanong nakakausap in person. Parang dadaanan lang namin yung isa't isa ganun.* [What I like the most is our bond. For example, after English Class before, there are people from my group whom I don’t talk to often sometimes when we just pass by when meeting them.]

She went to explaining that students unconsciously desire to extend the experiences in a gamified class beyond their English time. “*Pero nung mga ano nakakausap ko na sila na-na...Kunyari may nangyari dito sa English, may laro tapos pag uusapan namin parang- ang saya- parang yun isa po yun sa pagbabagong nakita ko.* [But after some time, little by little I get to talk to them. Just like when we had a gamified activity in English class, it was gamified,

and the class will talk about it. It was amusing and that is one of the changes that I have noticed.]”

Random groupings. Random groupings can provide a break from students forming cliques in the classroom. Participants recall being forced to adapt to the new grouping system where they need to interact with random members of their group.

Mabel refers to this strategy in forming groups as something that enhanced their social interaction. She narrated, “*Tapos no choice ka kundi pakisamahan dati tapos ngayon parang na enhance din yung social skills naming so nagiging close din naming sila.* [We have no choice but to get along with our groupmates, but now I think our social skills are enhanced so we became friends with our groupmates.]”

Jane also notes that it helped her to interact with other students, “*Tas nakakasalimuha na din po namin kahit hindi naming close.* [We also started interacting with students even to those who are not really close to us.]”

Inah made the followings statements on how she views the random groupings employed in their gamified class:

“*Yun nga po yung sinabi ko, yung isa loner parang di siya sumasagot sa classroom pero nung parang pag nag grou-groupings groupings parang naghahalo halo po yung mga estudyante na may iba't ibang ano iba't ibang interest ganun. Parang sa groupings po parang nabibigyan ng pansin yung loner sa classroom tapos parang nabibigyan po sila ng ano mag-adapt...* [Just like what I said before, I have a classmate who seems like a loner. She also seldom participates in the classroom. But when we had

the groupings, it seems like students of different personalities and interests were grouped. Through the groupings, the loners in the class were given the chance to adapt...]”

Active participation. For Cyrus, this improved interaction is manifested in the active cooperation of the students. As reflected in his statements, “*Pag English class po parang lahat po kami sa room maingay. Lahat po kami nagtutulungan.* [During English time, everyone in the room is noisy; everyone is participating.]”

Groupings viewed as safe and inclusive. Maricar senses that groupings now are safer and ascribes it to gamification. As she shared, “*Pero kapag- dahil po sa Gamification, yung groupings po ayun nalalabas ko po sa mga kaklase ko yung gusto kong sagot kasi po nakakahiya po kapag recitation kasi mag-isa ka lang.* [But because of Gamification, in groupings I can express what I want to answer to my classmates because it is embarrassing if you are alone in recitation.]”

Values teamwork. Moreover, cooperation is also a key element in social discovery as the desire to reach a ranking or achieve a common goal became the motivation to improve their teamwork. From the perspective of leaders, gamification became the vehicle to strategize for their team and involves an acknowledgment of their effort.

Social interdependence. All the participants claimed cooperation was a primary motivating aspect of participating in a team within the gamified classroom. Inah discusses that this was motivated by points, “*Siguro po yung sa groupings parang diba po minsan sa ibang subject isang- isang tao isang points. Tapos pag sa English naman po madalas po groupings*

kaya kahit hindi nakakasabay yung isang tao magkakapoints siya. [Maybe in groupings like in other subjects, the point system is for each person. Then when it's English time, the points are usually for the groupings. Even though a person cannot cope with the pace, s/he can still get points.]

Cyrus associated the need for interdependence due to the difficulty of the quests. He noted, "*Parang hindi pwedeng isa lang yung gagawa kasi mahirap.* [It seems that relying everything on one member is not possible.]" Mabel explained that the desire to earn points is not just for individual ranking, but also to earn points for the entire group. She explained, "*Hindi lang siya para sa sarili mo for your group din siya. Gusto ko po magparticipate kase gusto ko magkakapoints tsaka para makabawi din po yung mga kagrupa ko.* [The points are not just for yourself but your group as well. I want to participate because I want to gain points for my groupmates to have a better standing also.]"

Joshua reinforced this by saying, "*Gusto ko po yung aspect po nang- nung pag te-teamwork.* [I like the aspect of teamwork.]" **Success from working together.** Participants discuss how this interdependence is vital for them to succeed in the quests and challenges. Robi reiterated this by recalling an event where their interdependence led them to answer correctly. She shared, "*Um... pinaka memorable is um... yun po, yun nga po is akala po namin um... nagtuturuan pa po kami kung sino yung sasagot so yun po successful naman po yung pagtutulongan namin.* [The most memorable part is when we deliberated about the correct answer and it turned out it became successful.]"

Similarly, Joshua agrees that cooperation is a vital key to work well in a gamified class. As he said, *“Because that's our time as a team that we won. Yes, and everyone cooperated.”*

Jacky also noted that this cooperation is extended even to individual quests or even to other groups. She discussed, *“Pero, masaya kasi kahit pang-individual siya...kahit individual work siya para sakin nagtutulungan parin kami. Kasi kunwari may naghahanap ng isang book tutulungan namin yung isa't isang hanapin to ganyan ganyan.* [But it's fun and the good thing is, even if the task is individual, I can see that we are still helping one another. For example, we help each other locate a particular book.]”

For Mabel, it was a crucial moment when they realized that they need to work well to succeed in a gamified set up. She shared, *“Dati po yung mga hindi po sumasagot yun po yung napunta sa grupo naming. I mean wala po kaming honor sa kanila may top 1 and top 2. Eh di no choice po kami kase wala po kaming aasahan. Eh di nagteam work na lang po kami then yung positive dun ay naging close kaming lahat at the same time tumataas yung leaderboard.* [Before, those who were participating became a part of our group. I mean, the Top 1 and 2 are not part of our group. So, we don't have a choice because we can't seem to rely on anyone to win. Because of that, we work as a team, and what is good about it is that we became close to each other. At the same time, our ranking is going up as shown in the leaderboard.]”

The same was the experience of Robi who noted the importance of working together in a gamified setup. As she discussed, *“Pero nung nagtulungan na po kami syempre sharing ideas not expected po na magiging Rank 2 po kami dun sa Gamification na ginawa po.* [But when we worked together, as we share ideas, we became the overall Rank 2.]”

Robi also added how they unexpectedly got a high ranking because of cooperation. She explained, “*Yun po nangyari is nagtulungan po kami bawat isa na para makasagot. So ano po-hindi po namin tinatarget na mataas yung score. Hindi po namin inexpect yun pero yun po not expected.* [What happened is we helped each other to answer, so all of us can participate. We were not aiming for a high score. We were not expecting that (victory), but it just happened unexpectedly. Maricar made these statements on success from working together, “*Nagtutulungan po kami. Katulad po nung sa Library. Ano po parang- saan mo nahanap yan? Ganyan ganyan nagtulungan po kami.* [We help each other. Just like in the library. We ask, ‘where did you find that?’ We are helping each other.]”

Accountability towards other ESL learners. Multiple aspects of social interaction within groups were brought up by all participants. Most participants commented on how their gamified ESL classroom helped students to become accountable towards each other.

Robi gives her explanation on why she values accountability and team work in a gamified ESL class. She said, “*Yung pinapahalagahan ko po ay kailangan po teamwork pinapahalagahan yung sa- sa bilang isa sa miyembro ng group so para po makasagot po dun sa Gamification.* [What I value is of course the need for teamwork in our group. The need for the members to participate so we can answer during gamification.]”

In the same fashion, Jacky describes it as the meaning of genuine teamwork. As reflected in her statement, “*Kasi mas- mas maganda yun sakin kasi makikita mo talaga yung teamwork ng ano- ng isang grupo. Makikita mo sila na- yun nga hindi mo- parang walang maiiwan. Yun yung pinaka napansin tsaka pinaka maganda para sakin.* [For me, it works better

because you can see the teamwork of a group. You will observe that- like no one gets left behind. That is my foremost observation. For me, that too was the best part.]”

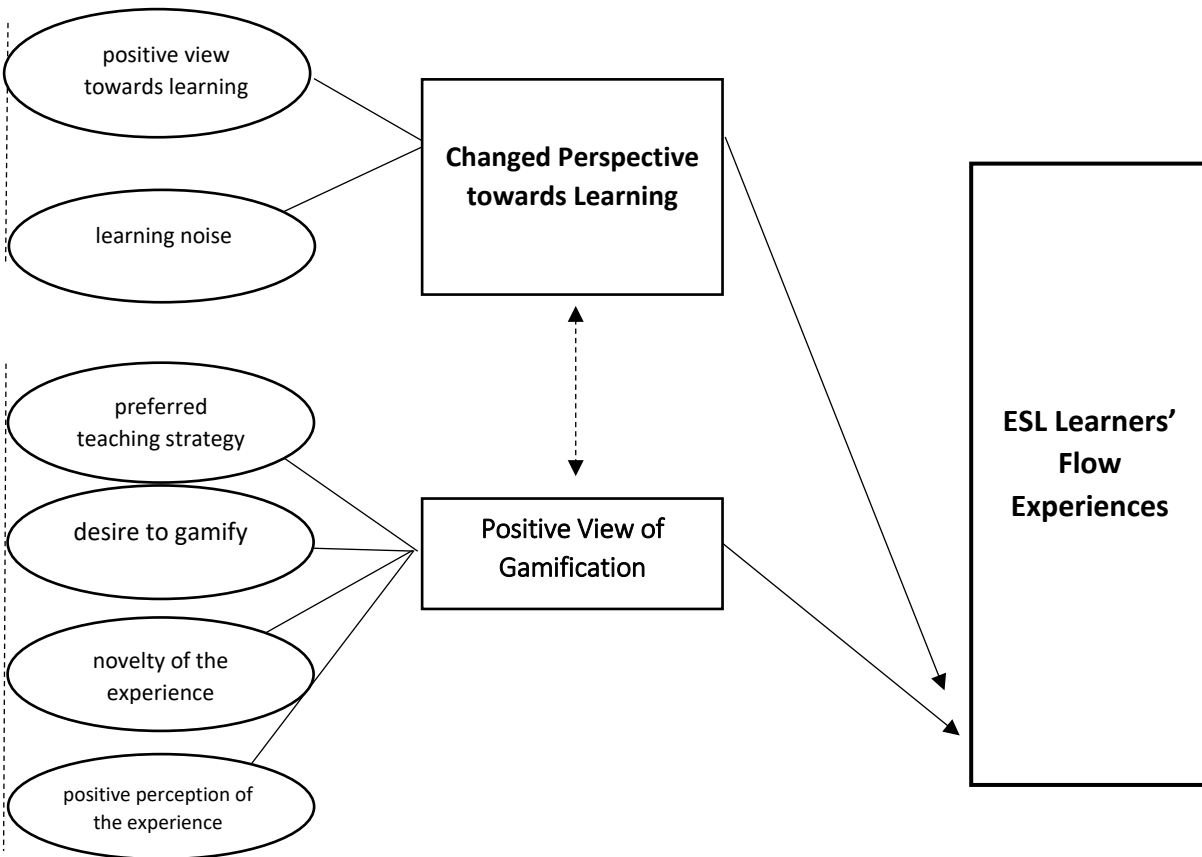


Figure 25. Schematic representation of learners' flow experiences

Theme Five: ESL Learners' Flow Experiences

Participants' descriptions of their lived experiences in their ESL classes dramatically changed under a gamified setup. Among the noticeable changes are their statements on their view of learning and eventually their desire to gamify.

Changed perspective towards learning. Many participants ascribe their changed perspective towards learning in gamification. One of these is the change in their stance on learning.

Positive view towards learning. Joshua believes that gamification made their English class unique. As he said, “Then everything changed, it made the class style unique.”

Moreover, Mabel perceives that the class will get a high grade due to gamification. This is contrary to their initial apprehension of failing. She shared, “Pakiramdam ko lang po mas tumaas yung grade naming lahat. [I felt that all of us will have higher grades.]”

Andrei shares the same experience of having a positive view toward learning and his class standing. This is reflected in his statements, “*Ayun feel ko kase this grading ano ako ata yung pinakamadaming nakuhang star. Tapos feel ko lang dun sa grading na binigay ni Ma’am, akin yung pinakamataas na dun sa recitation at performance.* [Well, I feel that I’m the one who got the most stars this grading period. Also, with the grade that Ma’am has given to me, I feel that I’m the highest in terms of recitation and their performance.]”

Learning noise. In addition to having a positive view of learning, participants also had a shift in their view towards ‘noise’. They see noise as a sign of their non-participation in their worldview before gamification. Respondents view noise as a sign of interaction and engagement after the game experience.

Cyrus noted that their classrooms during English time were noisy. As was reflected in his statement, “*Kapag English class po parang lahat po kami sa room maingay.* [During

English time, everyone in the room is noisy.]" In her comment, Maricar also reiterated the condition. She added, however, that ' noise ' is a positive communication predictor. As she explains, "*Maingay po sa room. Ayun nga po sobrang- in a good way naman po na kasi lahat naman po nakakapag- nakakapag share.* [It is noisy in the room, yet in a good way since all of our classmates can share.]"

Positive View of Gamification. Apart from the positive view of learning of the participants, gamification also had a positive appeal to the learners as reflected towards their view on it.

Preferred teaching strategy. Inah reveals that one factor for their desire to gamify is because they prefer this teaching strategy to their traditional technique. As she shared, "*Opo maganda po kasi yung parang way po ng pagtuturo ng ibang teacher merong naboboringan na po yung mga estudyante. Tsaka nakatakot kasi ang strict ng ibang teacher pero pag si Ma'am C yung nagtuturo mas maayos po kahit siguro maingay po kami minsan pero that way po parang mas naiimprove po yung skills namin tsaka mas nabibigyan ng unity yung classroom namin.*" [Yes, it's good because that is just how some teachers teach. Some students get bored and even scared because other teachers are strict. But when Ma'am C teaches us, we became better even if we were noisy sometimes. That way it seems that our skills are getting more effective and give so much more unity in our classroom.]"

Desire to gamify. Along with many of the participants, Mabel expressed her desire to gamify in the following statements, "*Yes po, gustong gusto po ang gamification. Gaya po ng sabi ko kanina sana po sa lahat ng subjects may ganyan din. Kase diba po magkakaiba naman*

po ng techniques sa pagtuturo. [Yes, I really like gamification. As I have said, I hope that all of our subjects will be gamified. But of course, teachers have different techniques in teaching.]”

Jacky further reiterated this desire for gamification in contrast with passive learning. She noted, “*So mas- mas pabor po ako sa ganto. Kesa yung uupo ka lang nakikinig ka lang. Syempre kailangan din po maging active.* [So, I'm more in favor of this method than just sitting down and listening to lectures. Of course, we also need to be active.]

Likewise, Jane believes that gamification is a way to get and keep their attention in the English class. She discussed, “*Maganda, Ma’am. Talagang nakakatuwa yung ganun Ma’am yung type na ganun na pagtuturo kasi nakakakuha ng attention naming. Tsaka yun din ginaganahan po kami sa pag-aaral.* [It’s nice, Ma’am. That type of teaching is really fun because it gets our attention. It also helps us in our studies.]” She also added, “*Yung paggamit nito ay isang paraan para makakuha ng atensiyon ng mga bata para ano din para making sila lahat. Makapag...yun din po kuha ng atensiyon, makinig at tsaka maenjoy din po kayo bilang isang teacher.* [The use of gamification is a way to get the attention of the students, so they will listen. It also gets our attention, helps us listen, and I believe one also enjoy as a teacher using this strategy.]”

Novelty of the experience. Robi added a new concept to the discussion of student's urge to gamify. Her argument also encourages gamification. According to her, “*Gamification po yung memorable kasi po sa lahat po nang subjects na- na dumaan po sa isang araw is parang yun po yung kakaibang experience.* [Gamification is memorable for me because of all the subjects we have in a week, gamification is the unique one.]”

Positive perception of the experience. Almost all of the participants provided a positive view of gamification. This is more so reflected in Jacky's statement, "*Kunyari may nangyari dito sa English, may laro tapos pag uusapan namin parang- ang saya- parang yun isa po yun sa pagbabagong nakita ko.* [Just like when we had a gamified activity in English class. It was gamified and the class talks about it even after English time is over. It was amusing and that is one of the changes that I have noticed.]

Table 4
Summary of Themes and Subthemes

Theme	Categories	Codes
Theme One: Pre- Gamification ESL Worldview	- Negative Perception towards Second Language Learning - Behavior in the ESL class - Setting the environment for gamification	- Boredom in the ESL Classroom - Passive learning - Inhibition and anxiety - Adverse attitude towards groupings - Initial apprehension - Initial expression of desire to gamify
Theme Two: Gamified ESL Class Structure	- Game-like features in the ESL class - Language Environment Learning - Technology	- Quest and challenges - Experience Points (XPs) - Leaderboard - Achievement and recognition - Incorporating fun while learning. - Active Learning - Enjoyment over result - Low affective filter - Relatability and relevance - Online Gamified Platforms
Theme Three: ESL Learners' Autonomy over L2 Acquisition	- Intrinsically motivated ESL Learners - Willingness to communicate in the target language - Risk-taking - Behavior modification	- Self Determination Theory - Voluntary Participation - ESL learners' self-image - Negotiation of meaning - Elevated engagement in the ESL class - Changed perspective towards L2 learning
Theme Four: Meaningful Interactions in the ESL Class	- Equal opportunity for language use - Healthy Competition "Socio-cultural Language Effect" - Promotes Socialization	- Leveling the playing field - Interaction over competition - Sharing of answers within the group. - Negotiation of meaning - Random groupings - Groupings viewed as safe and inclusive - Social interdependence - Groupings viewed as safe and inclusive - Social Interdependence
Theme Five: ESL Learners' Flow Experiences	Changed Perspective Towards learning	- Positive view towards ESL learning - Learning noise

DISCUSSIONS

In this section, the findings discussed in the previous segment lay a framework from which to generate a collection of final thoughts to answer the research question: *What are the lived experiences of Junior High School second language learners in a gamified ESL class environment?*

Researchers have long questioned whether gamification or the use of game elements in a non-game situation will be of an advantage when applied to the field of education. The findings of the present analyses indicate quite clearly that, at least in the realms of ESL classes, and educational expectations, participants' general description of gamification is of a positive predisposition. After taking into account how participants described their experiences and make sense of a gamified ESL class, this paper finds that participants desire a gamified set up over their current classroom framework.

While gamification in education is still an emerging trend, this study finds vital elements for the application of gamification to education particularly in ESL classrooms. The findings exposed the inner workings of gamification and how students view their English classes when engaging in a gamified ESL class based on data collection and analysis. The findings of this study are generalizable to some degree and relate to the research body on how gamification can be integrated into an educational setting.

The five major themes of pre-gamification ESL worldview, gamified ESL class structure, ESL learners' autonomy over L2 acquisition, meaningful interactions in the ESL

class, and ESL learners' flow experiences were all explicated from the views of the participants themselves. The results exhibited the meaning-making and lived experiences held by the participants and their interactions in a gamified ESL class. Such views will be in the following parts of this section.

Consequently, an instructional model for gamification in second language learning was developed based on the findings of this study. The model also aims to provide discussions for problems purported in this research. This means that along with the discussion of the learner-centered framework for L2 gamification (RQ3), the views (RQ1) and the actual experiences of students participating in a gamified ESL classroom (RQ2) will be accounted for. To maximize the findings of this research, it is important to note that the model is not a procedural one. Hence, it does not necessarily reflect the procedures followed in this study. Rather, it provides an overview of the elements that should be incorporated in gamifying an ESL class based on the data collected from the study.

The GASLL Model

Consequently, based on the findings of this research, an instructional model called ***Gamification Assisted Second Language Learning (GASLL)*** was coined by the researcher. This student-centered instructional model for L2 learning was formed based on gamified learning environment design, existing SLA theories, and the lived experiences of ESL learners' in a gamified language learning environment.



Figure 26. *An overview of the GASLL instructional model*

Figure 26 provides a visualization of the key elements in a gamification-assisted language learning framework. This instructional model overview was designed based on the findings of this study. The three major elements namely: gamified learning environment design, theories of second language acquisition, and the lived experiences of L2 learners in a gamified ESL class will be discussed in detail in the following parts of this chapter.

As shown in the model above, the circle map consists of an inner circle that contains the concept to be defined while the phrases used to define this concept are placed in the outer circle. The inner circle is the Gamification-Assisted Second Language Learning or GASLL while the three elements in the outer circle comprise the major components of GASLL. Furthermore, it is important to note that the map does not imply a linear or procedural structure in designing a gamified ESL classroom. Therefore, each of the elements present in the figure can be

implemented in a dynamic manner towards designing a Gamification-Assisted Second Language Learning. The three major elements of GASLL will be elaborated based on the findings of this study and the literature review.

Gamified Learning Environment Design

The findings of this study revealed that participants have a negative perception of second language learning prior to gamification. In most of the students' responses, participants share the following view towards second language learning: boring, repetitive, and uninteresting. Although most of the participants presented a disinterest towards their English class, their initial response towards the gamification of their English language class is divided. Several participants expressed initial apprehension towards the novel approach (P1,P5,P6,) while others manifested an initial expression of a desire to gamify (P2,P4,P8, P9). Thus, prior to its actual implementation, students have already expressed anticipation towards their gamified ESL class. This supports the related literature on gamification which states that the goal of gamification is to make serious activities fun (Deterding, et al 2011; Werbach and Hunter, 2012).

Furthermore, the role of game elements such as badges, leaderboards, accomplishments, and awards are vital in the engagement of the students in L2 learning (Stott and Neustaedter, 2013). Small-scale victory and progressive ranks offered the motivating incentives for L2 learners to understand the subject and make way for L2 competence. ESL learners are serious about the mission and are somehow fascinated with earning XPs that they are eager and open to the use of the English language to engage in the class discussions. This finding is consistent

with previous research that found that the use of game elements such as Experiences Points (XPs) and badges helps promote fun in the ESL classroom and achieve behavioral and learning goals (Homer, Hew, and Cheng, 2018).

Moreover, participants view the use of gamification as a novel approach to their English language classes compared to the boredom experienced prior to gamification. As P6 narrates, *“We are doing lectures and that's it. For our activities, we are sometimes grouped-but it's kind of – kind of boring because we're just sitting there, we recite, or we write some stuff and that's the end of class. Then it's just the same. That's what happens every day so it's kind of...mundane.”* This coincides with the work of Zarzycka-Piskorz (2016) which emphasizes how gamification breaks the monotony and provides a thrill when doing ordinary grammar exercises, thus motivating students to work. This is also consistent with the work of Ready (2016) where Experience Points (XP, powers, and game mechanics were found to enhance learning experiences.

Theories of Second Language Acquisition

In a gamified ESL environment, participants describe the learning environment as relaxed, unpressured, and fun due to its game-like attribute leading to risk-taking behaviors in the second language learning process (Cervantes, 2013; Oxford and Ehrman, 1995; Zafar and Meenakshi, 2011; Shatz, 2015; Sombrio, Ulbricht, and Haeming, 2014; Iaremenko, 2017).

Moreover, students in a gamified set-up are not afraid to make mistakes. As Mabel shares, *“Ma'am will help you get the right answer and make it better (provides positive*

feedback). And she'll process my ideas and provide feedback to my responses, too.” This is consistent with existing studies on how a gamified approach provides tolerance for errors (Stott & Neustaedter, 2013). Meanwhile, other researches focused on the risk-taking behaviors of L2 learners under a gamified class (Cervantes, 2013; Oxford and Ehrman, 1995; Zafar and Meenakshi, 2011; Shatz, 2015; Sombrio, Ulbricht, and Haeming, 2014).

In addition, when engaging in a gamified class, participants reported improved social relations with their peers. Respondents observed social aspects in a group/team in a gamified set-up as fostering a good social environment in the classroom.

Participants reported perceptions of an equal opportunity for success, healthy competition, improved social interaction, and appreciation for teamwork. Moreover, participants cited feelings of inclusiveness and views the group as healthy and essential to succeed in a gamified setup. This coincides with the ‘sociocultural learning effect’ wherein more advanced students helped the lesser advanced ones (Chapelle, 2000).

Likewise, participants noted that a gamified not only enhanced their social interaction but also fostered accountability to other class learners. It also ignites a game-play strategy for a gamified system to succeed. This has also promoted accountability towards other students. This coincides with Lee and Hammer's (2011) research that explores gaming's social and emotional aspects. This supported the positive interaction between the socio-affective dimension of gamification and education (Lee and Hammer, 2011).

Lived Experiences of L2 Learners in a Gamified ESL Class

Most participants view conventional language learning strategies as inadequate and tedious. This study supports the contention of Lee & Hammer (2011) that while teachers are constantly seeking new educational approaches, it is widely known that today's schools face major challenges related to student motivation and engagement. This idea is further supported that students today radically different from their contemporaries in understanding and processing information. (Prensky, 2011). This view towards learning dramatically changed after the participants' experience of a gamified classroom. In a gamified ESL class, there was a shift from the perception of boredom to the intrinsically motivated learners who desire to gamify.

Under the gamified ESL participants understood the role of 'noise' in their English class, but categorized it as a 'learning noise'. Participants claim the noise is an indicator that the target language was being articulated and used. This finding reflects Carlson's (2005) view that gamification has the potential to respond to the need for relevance and responsiveness to the digital natives' animated, interactive, and musical learning experience. The gamified ESL class was perceived by the participants as interactive and responded positively. Furthermore, the overall changes in the language environment under a gamified system may have contributed greatly to this view. These elements and characteristics elaborated above comprise the Gamification Assisted Second Language Learning. Moreover, the three elements are mutually affecting each other along with the elements in the sub-categories of the: gamified learning environment design, theories of second language acquisition, and the lived experiences of L2

learners in a gamified ESL class. The major three components were made based on the findings of this study which is why superscripts of the theme from which these three facets were based are indicated in the model (see Figure 6).



Figure 27. *The Visualization of the instructional model: GASLL*

¹Theme One: Pre-Gamification Worldview

²Theme Two: Gamified ESL Class Structure

³Theme Three: ESL Learners' Autonomy

⁴Theme Four: Meaningful Interactions in the ESL class

⁵Theme Five: ESL Learner's Flow Experiences

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, a summary of the purpose, methodology, and findings of this research study. Afterward, conclusions derived from the findings of this study are described. The conclusions were based on the purpose, research questions, and results of the study. In addition, two sets of recommendations are presented. The first set of recommendations is directed toward practitioners in the field. Finally, a set of recommendations is likewise presented for professionals interested in pursuing additional research to exceed the scope and findings of this study.

Summary of the Findings

This section summarizes the main research findings of the study. This study aims to attain the following objectives:

1. Describe how Filipino ESL learners view the gamified ESL classroom.
2. Describe the actual experiences of students participating in a gamified classroom.
3. Propose a student-centered instructional model for gamification in English language classes

The researcher adopted a phenomenological approach to achieve the objectives of the study. Moreover, this study provided a detailed discussion and findings from the ten participants

of the semi-structured in-depth interview in a gamified classroom set-up. The researcher requested the help of an expert to validate the coding process and to clarify discrepancies (Creswell, 1994). Themes and categories that emerged from the data were augmented with literature, including literature from the Internet. The trustworthiness of the data was assured and ethical considerations respected (Lincoln & Guba, 1985).

Five major themes evolved from the data analysis process conducted by the researcher. These were from the emergent themes and categories and were viewed by the researcher as relevant in exploring the lived experiences of these participants in a gamified classroom set up.

Conclusions

The findings of the present analyses indicate quite clearly that, at least in the realms of ESL classes, and educational expectations, participants' general description of gamification is of a positive predisposition. After considering how participants described their experiences and make sense of a gamified ESL class, this paper finds that participants desire a gamified set up over their current classroom framework. Moreover, the five major themes of pre-gamification worldview, Gamified ESL structure, learners' autonomy, social interaction experiences, and learners' flow experiences were all explicated from the views of the participants. Consequently, based on the data collection, the findings have revealed the inner workings of a gamified ESL class and the lived experiences of students participating in the said phenomenon, thus the basis of the GASLL model for ESL gamification. To some extent, the implications of these findings are generalizable and contribute to research into how gamification can be applied in an educational environment.

Limitations of the Study

Although the present findings shed light on the lived experiences of Filipino learners in a gamified ESL class, the potential limitations must also be noted. The phenomenological approach of this paper highlighted participants' lived experiences in a gamified assisted second language learning. Various elements could be incorporated to further develop the proposed instructional model. Moreover, since the study explored gamification in an ESL class, there is a great deal of scope for doing similar studies in different contexts. It is therefore highly recommended that future researchers focus on a particular aspect of the second language learning process.

Recommendations

Gamification in ESL is a novel field in which current studies are inadequate and therefore there is a clear need for further scientific research in the field. With its origins in the business field, few gamification models have been developed specifically for learning. In addition, there is no gamification paradigm for second language acquisition to the researchers' knowledge. As a result, this study could make a small contribution to the field as a pioneer. In further studies, the model needs to be examined in different contexts. For example, the researcher can focus on specific linguistic competence and investigate how GASLL affects this domain. Furthermore, future studies may employ a larger sample of participants to further achieve generalizability. Therefore, to further confirm the findings, gamification may be studied using a quantitative design to strengthen its validity.

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APPENDIX A
PARENTAL CONSENT LETTER

Philippine Normal University
Graduate Research Office
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila

Dear Mr./Mrs. _____

Greetings!

I am Joannalyn A. Guba, MA in English Language Teaching Candidate from the Philippine Normal University. I am requesting permission of your child _____ to participate in a research study to be used for my thesis entitled, "A Phenomenological Study of Gamification in English Language Teaching".

Purpose of the research: The purpose of this study is to explore the lived experiences of Filipino ESL learners in a gamified ESL classroom.

Procedure to be followed: During the course of the study, rest assured that there will be no interruption of classes as students will have their regular classroom lesson only in a gamified set up. Some of the actual classroom sessions will be videotaped for the purpose of validating the data gathering process of this study and in no way will be used to examine or test the behavior of your child.

Your child will also be asked to take part in face-to-face interview, which will last for approximately one to two hours. The interview will be conducted by the researcher at the Guidance office, notes will be written during the interview, and conversation will be recorded and later transcribed for the purpose of data analysis.

Statement of confidentiality: All records are kept confidential and will be available only to professional researchers and staff. If the results of this study are published, the data will be presented in group form and individual children will not be identified.

Voluntary participation: Your child's participation is voluntary. If at any point during the study you or your child wishes to terminate the session, we will do so.

Keep this letter after completing and returning the signature page to me. Your assistance in this endeavor will be greatly appreciated.

Sincerely yours,

Joannalyn A. Guba
MA English Language Teaching

Parental Consent

By signing this document, you are agreeing to allow your child, _____, to be part of the study entitled *A Phenomenological Study of Gamification in English Language Teaching*. Your child's participation in this study is completely voluntary. If you allow your child to be part of the study, you may change your mind and withdraw your approval at any time. Your child may choose not to be part of the study, even if you agree, and may refuse to answer an interview question or stop participating at any time.

I give my permission for my child to participate in this study. I also understand the need for some of the class sessions to be videotaped for the purpose of data collection.

Printed Name & Signature

Feb 10, 2019
Date

Name of Child: _____

APPENDIX B
PARTICIPANTS' INFORMED CONSENT
Certificate of Informed Consent

Certified of Informed Consent

Title: "A Phenomenological Study of Gamification in English Language Teaching"
Researcher: Joannalyn A. Guba

Thank you for your interest in taking part in this research. You were selected as a possible participant in this study because it requires the participation of Filipino Junior High School ESL learners. Before you decide to participate, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. You will be given a copy of this Consent Form to keep and refer at any time.

Purpose of the research: The purpose of this study is to explore the lived experiences of Filipino ESL learners in a gamified ESL classroom.

Procedure to be followed: During the course of the study, rest assured that there will be no interruption of classes as students will have their regular classroom lesson only in a gamified set up. Some of the actual classroom sessions will be videotaped for the purpose of validating the data gathering process of this study and in no way will be used to examine or test your behavior .

Statement of confidentiality: All records are kept confidential and will be available only to professional researchers and staff. If the results of this study are published, the data will be presented in group form and individual children will not be identified.

Voluntary participation: Your participation is voluntary. If at any point during the study you or you wish to terminate the session, we will do so.

Participant's Statement

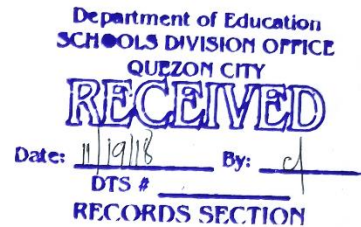
- I have read the notes written above and the Information sheet and understand what the study involves.
- I consent to the processing of my personal information for the purposes of this research study.
- I understand that such information will be treated with strict confidentiality.
- I agree to be contacted in the future by the researcher who would like to invite me for follow-up, if needed.
- I agree that the research project named above has been explained to my satisfaction.
- I am giving my consent voluntarily to be part of this study.

Print Name of Participant _____
Signature of Participant _____
Date Feb 10, 2019 _____

APPENDIX C
LETTER OF PERMISSION TO CONDUCT STUDY
(SCHOOLS DIVISION SUPERINTENDENT)

November 19, 2018

Dr. Elizabeth E. Quesada
Schools Division Superintendent
Division of City Schools Quezon City
Department of Education



Dear Madam:

With utmost respect, I am Ms. Joannalyn A. Guba, Teacher III at Pedro Tuason Senior High School and a graduate student taking up Master of Arts in Education major English Language Teaching at the Philippine Normal University, Manila. The research I wish to conduct for my master's thesis involves "A Phenomenological Study of Gamification in English Language Teaching".

I am hereby seeking your permission to approach P. Bernardo High School to provide participant for this research.

In order for the above-mentioned endeavor to take place, may I humbly ask your good office to release an official endorsement or memorandum so that participation may be ascertained. Rest assured that ethical standards will be highly observed and personal data of the respondents will be dealt with utmost confidentiality.

Hoping for your favorable response as regards to this matter.

Respectfully yours,


Joannalyn A. Guba
Graduate Student, PNU

Noted by:


Dr. Judy C. Bautista
Thesis Adviser

APPENDIX D

LETTER OF PERMISSION TO CONDUCT STUDY (SCHOOL PRINCIPAL)

November 19, 2018

Adora B. Teaño
Principal
Ponciano Bernardo High School
P. Bernardo St., Brgy. Kaunlaran, Quezon City

Madam:

Greetings!

With utmost respect, I am Ms. Joannalyn A. Guba, Teacher III at Pedro Tuason Senior High School and a graduate student taking up Master of Arts in Education major English Language Teaching at the Philippine Normal University, Manila. The research I wish to conduct for my master's thesis involves "A Phenomenological Study of Gamification in English Language Teaching".

I am hereby seeking your permission to approach P. Bernardo High School to be the research site of my study. I wish to have one section among the Grade 10 students as the participants for the said study.

I would deeply appreciate if the said implementation of the proposed strategy be allowed to take place as soon as it is possible. Rest assured that ethical standards will be highly observed and personal data of the respondents will be dealt with utmost confidentiality.

Thank you very much in anticipation to your most favorable response as regards to this matter.

Respectfully yours,


Joannalyn A. Guba
Researcher

Approved by:


Adora B. Teaño
Principal
Ponciano Bernardo High School

APPENDIX E

CLEARANCE TO PROCEED

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1009 Philippines Trunkline: +63-2-317-1768 loc. 750/751 ▲ eprdc@pnu.edu.ph ▲ www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	CLEARANCE TO PROCEED	
	QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	020819-349
Research Proposal Title:	A Phenomenological Study of Gamification in English Language Teaching
Researcher / Project Leader and Designation/Affiliation:	Joannalyn A. Guba

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **February 8, 2019**


TERESITA T. RUNGDUIN, Ph.D.
 Secretary
 Research Ethics Committee


RENE R. BELECINA, Ph.D.
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX F
IN-DEPTH INTERVIEW GUIDE WITH FILIPINO TRANSLATION

Semi-Structured Research Interview Guide with Filipino Translation

Research Objective No. 1:

Describe how Filipino ESL learners view the gamified ESL classroom.

Main Question:

What are your thoughts regarding the use of game elements in your English class?

(Ano-ano ang iyong pananaw tungkol sa paggamit ng mga element ng laro sa inyong klase sa English?)

Follow Up Questions:

1. How did you think and feel before, during, and after each lesson?
(Ano ang iyong mga nararamadaman at naiisip bago, habang, at pagkatapos ng bawat aralin?)
2. How do you see this experience?
(Paano mo mailalarawan ang karanasang ito?)
3. What are your thoughts on the game elements incorporated in your class?
(Ano-ano ang iyong pananaw sa mga elemento ng laro na nakapaloob sa inyong klase?)
4. What are the aspects of this experience that you value?
(Ano-ano ang mga aspekto ng karanasang ito ang pinahahalagahan mo?)
5. Based on what you experience, how would you describe the implementation of gamification in your class?
(Batay sa iyong mga naransan, paano mo mailalarawan ang pagsasakatuparan ng “gamification” sa inyong klase?)

Research Objective No. 2:

Describe the actual experiences in a gamified English class.

Main Question:

Can you describe your experiences in a gamified English class?

Maari mo bang ilarawanb ang iyong mga karanwan sa isang “gamified” na kalse?

1. Please tell me about your English class before the implementation of gamification.
(Paki kwento mo naman sa akin ang iyong klase sa English bago ang paggamit ng “gamification”?)
2. Can you describe any changes that you noticed?
(Ilarawan mo sa akin ang mga pagbabago na iyong napansin)
3. How will you describe the social interaction of the class in a gamified classroom set-up?
(Paano mo mailalarawan ang iyong klase sa aspekto sosyal tulad ng na sa ilalim ng “gamified” na klase?)
4. Looking back, describe your most memorable experience in your English class.
(Sa iyong pagbabalik tanaw, ilarawan mo sa akin ang iyong pinkaa hindi makakalimutang karanasan sa inyong “gamified” na klase sa English?)
5. What are the things that you experienced that elicited a positive reaction to you?
(Anong mga bagay ang iyong naransan na nagdulot ng posibleng reaction na ito?)

APPENDIX G
CERTIFICATE OF VALIDATION OF THE INTERVIEW GUIDE

CERTIFICATE

This is to certify that I have participated in the validation of the Interview Guide of **MS. JOANNALYN A. GUBA**, for her study “**A PHENOMENOLOGICAL STUDY OF GAMIFICATION IN ENGLISH LANGUAGE TEACHING**”. This is in partial fulfillment of the requirements for the degree of Master of Arts in Education in English Language Teaching at the Philippine Normal University, Taft Avenue, Manila.



RHEA B. EDEN, M.A.Ed., Ed.D

Master Teacher II
Manila Science High School, Manila

Date: February 8, 2019

APPENDIX G
VALIDATION OF THE IN-DEPTH INTERVIEW GUIDE

CERTIFICATE OF VALIDATION OF THE INTERVIEW GUIDE

C E R T I F I C A T E

This is to certify that I have participated in the validation of the Interview Guide of **MS. JOANNALYN A. GUBA**, for her study “**A PHENOMENOLOGICAL STUDY OF GAMIFICATION IN ENGLISH LANGUAGE TEACHING**”. This is in partial fulfillment of the requirements for the degree of Master of Arts in Education in English Language Teaching at the Philippine Normal University, Taft Avenue, Manila.



PIERE ANGELI B. MERCADO M.A.Ed.

Head III, English Department

Ponciano Bernardo High School

Date: January 03, 2019

APPENDIX G

VALIDATION OF THE IN-DEPTH INTERVIEW GUIDE

January 08, 2019

Maria Rhea M. Pelayo
Master Teacher II
English Department
Malinta National High School

Dear Madam:

With utmost respect, I am **Ms. Joannalyn A. Guba**, Teacher III at Pedro Tuason Senior High School and a graduate student taking up Master of Arts in Education major English Language Teaching at the Philippine Normal University, Manila. The research I wish to conduct for my master's thesis involves "**A Phenomenological Study of Gamification in English Language Teaching**".

This research purports to describe the experiences of Junior High School Filipino second language learners in a gamified classroom environment.

Specifically, the study aims to attain the following objectives:

1. Describe how Filipino ESL learners view the gamified ESL classroom.
2. Describe the actual experiences of students participating in a gamified classroom.
3. Propose a student-centered instructional model for gamification in English language classes.

With your expertise, I am humbly seeking your help in validating the attached semi-structured individual interview questions for my study. May I also ask you to attest to this validation procedure by affixing your signature on the space provided below.

The time and effort you will exert on this matter would be highly-appreciated.

Respectfully yours,


Joannalyn A. Guba
Graduate Student, PNU

Signed:


Mrs. Maria Rhea M. Pelayo

APPENDIX H
VALIDATION OF THE TRANSLATION OF THE IN-DEPTH INTERVIEW GUIDE
(FROM ENGLISH TO FILIPINO)

CERTIFICATE OF VALIDATION OF THE INTERVIEW GUIDE
(TRANSLATION FROM ENGLISH TO FILIPINO)

C E R T I F I C A T E

This is to certify that the undersigned reviewed and validated the translation of the Interview Guide from English to Filipino to be used as an interview instrument of the qualitative study of **MS. JOANNALYN A. GUBA**, entitled **A PHENOMENOLOGICAL STUDY OF GAMIFICATION IN ENGLISH LANGUAGE TEACHING** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in English Language Teaching.

This certification is given to **Ms. Guba** for the purpose of the completion of her thesis requirements.



FLORIAN RUIZ, M.A.Ed., Ph.D
Head Teacher VI, Filipino Department
Ramon Magsaysay High School (Cubao)

APPENDIX I

SAMPLE INTERVIEW TRANSCRIPT AND CODING PROCESS

Participant 10

Pseudonym: Jane

Researcher: Thank you for agreeing to participate. I am very much interested to hear your valuable opinion on the use gamification and the use of game elements in your class.

The purpose of this study is to describe your view about gamification and describe your actual experiences in gamified class.

The information you will give me is completely confidential, I will not put your name in the recording. I will give you Code Names or pseudonyms for your confidentiality purposes. However, I need to record the discussion so that I can capture your opinion, thoughts and ideas. But, rest assured that I will not give the serial teacher, or your school principal or to any other person.

You may refuse to answer any question or you may withdraw from this study anytime. rules, Information provided in this in-depth interview must be keep confidential. For example, after we are with the interview process. You are not allowed to share with your classmates the information that you have shared during this interview.

Do you have any questions before we start? So let's start the discussion. We are talking about gamification in your class. Also, to help me in the transcription, kindly make your voice a little bit louder. What can you say about the game elements incorporated in your class this third grading period?

P10: Sa tingin ko po, napakacreative din po kasi unang-una kapag “Oy! May sticker siya!” dapat yung nasa isip ko talaga dati “Ay! Ako din, gusto ko din oy polls lang polls lang”. Kaya nagaganahan po kami sa klase kapag may ganun.

Researcher: So ano yung mga nararamdaman, halimbawa English class niyo na, how did you feel before, during and after your lesson? Ano yung nararamdaman mo at naiisip mo bago kayo mag English class, habang kayo ay nag English class at pagkatapos ng English class?

P10: Ahh...unang-una ano pagbago, parang yung una nakakatamad pero kapag may mga game na ganun na stickers, nakakaexcite na po siya. Di na naming namamalayan yung oras namin kapag may ganun.

Researcher: Talaga? So bakit sa tingin mo, di mo namamalayan yung oras sa class niyo?

P10: Ang unang-una, masaya tas ano din, dagdag points din namin. Parang nakakatuwa, hindi kami masyadong pinipressure sa pag-aaral. Parang ginawang laro lang.

Researcher: Pagkatapos ng English class ninyo? Ano na nangyari ngayon?

P10: Ayun, normal lang po parang tapos na bukas uli ganyan. Bawi uli bukas.

Researcher: So may ganyan kang thoughts na babawi ka, ganyan-ganyan?

P10: Opo

Researcher: Hmm...punta tayo dun sa...how do you see this experience? Pano mo malalarawan ang paggamit ng ganun sa klase niyo? Ano yung masasabi mo tungkol dun sa pangyayaring ito?

P10: Nakakatuwa, nakakatuwa talaga tsaka nakakagaan naman po lalong lalo na ang mga batang nasa likod kasi hindi lang puro away. Parang nasa isip naming, “Ay! Panalo siya, pano yung kalaban ko may points dapat ako din”. Parang nakakagaan lang po talaga sa pag-aaral.

Researcher: So ahh...diba gumagamit na kayo ng mga game elements, so what are your thoughts in the game elements incorporated in your class? Ano yung masasabi mo dun sa mga elemento ng laro na ginagamit sa classroom niyo? Unang-una, sabihin mo muna ano yung parang game-like elements na ginagamit sa classroom niyo at ano ang masasabi mo?

P10: Wala naman po sa ganun. Ano po, bibilangin po kami ng 1,2,3,4,5,6 tas kung ano pong number yung matatapat an maisip ng teacher yun po yung sasagot sa question.

Researcher: How about sa English class niyo? Ano yung mga parang game parang kang nasa laro? Ano yung mga element na ganun habang nag English class kayo?

P10: Yung ginawa po natin dati maam yung sa online game. Yung by group ganun po. Tas ano din po yung everyday na by group na plus5 plus 5.

Researcher: So what are the aspects of this experience that you value. Ano yung mga aspeto ng strategy nato na sa tingin mo ay pinapahalagahan mo?

P10: Uhm ano...yung dun po sa points. Syempre po being a student may mga din po kami na may given element na dapat mataas to dapat ganyan. Parang nakakagana po siyang mag-aral kami para tumaas yung points namin or yung grade.

Researcher: So sabi mo kanina parang gusto mong tumaas yubg points mo. Sa tingin mo, ano naman yung...ito ba ay maganda or nakakasama para sayo?

P10: ahh nakakaganda po sakín maam pero meron pong certain time na syempre ano po negative nap o kasi yung iba po nag-away-away na din po kasi sa points, nagkakagulo na din po yung klase dahil sa points.

Researcher: So, yun yung nangyari kahapon?

P10: Oo.

Researcher: Pero yung kahapon, hindi siya gamyfight. Dun sa mga naexperience mo na gamyfight, ano yung mga parang past, ano yung masasabi na ito gusto ko to, itong part namang ito hindi ko gusto?

P10: Ma'am sakin yung gusto kung part talaga, yung makauha ng sticker kasi ano po parang nakakabalik po ako sa dating kinder na kapag tama may star or may mga sticker na nakukuha kapag natuwa yung teacher ganun.

Researcher: So ano naman ang masasabi mo dun? Parang sabi mo nakakabalik ka sa kinder, ahh...maganda ba yun or hindi maganda?

P10: Maganda maam. Talagang nakakatuwa yung ganun maam yung type na ganun na pagtuturo kasi nakakakuha ng attention namin tsaka yun din ginaganahan po kami sa pag-aaral.

Researcher: Based on your experiences or what you have experienced, how would you describe the implementation of gamification in your class? Based sa naranasan mo sa gamification, pano mo mailalarawan yung paggamit nito sa English class niyo? Ano ang masasabi mo dito?

P10: Yung paggamit nito ay isdang paraan para makakuha ng atensiyon ng mga bata para ano din para making sila lahat. Makapag...yun din po kuha ng atensiyon, making at tsaka maenjoy din po kayo bilang isang teacher.

Researcher: Pumunta naman tayo sa actual mong naexperience sa gamification. Una, can you describe ano yung mga experiences mo under a gamyfight class? Ano yung mga naranasan mo?

P10: Maam naranasan ko din po yung ano kapag kunwari nakakuha ka ng points, ako din po ay! Gusto din po. Talagang napapagawa po talaga ako.

Researcher: So yun yung masabi na parang kung ano yung nachieve ng mga kaklase mo, gusto mo rin yun?

P10: Opo.

Researcher: Ok uhmm...Please tell me about your English class before the implementation of gamification? Bago kayo mag gamyfight halimbawa yung previous quarter, pwede mo bang ilarawan yung klase niyo bago kayo nag gamification.

P10: Sa ano po bago yung game, mga ganun po, napapansin ko po talaga na ano ang lungkot ng klase tsaka yung mga certain tao lang po talaga yung sumasagot. Yung iba nagseselpon lang sa likod, nagtatago. Tas after the game naman po, masaya at nag-uusap na yung mga kaklase

tas nagtatanong kung ilang points na ganyan. Nakakakuha po sila ng mga aral kapag aral nang English.

Researcher: So bakit mo naman nasabi na nung una malungko yung klase niyo?

P10: Maam kasi ano pag kay maam kasi maam, sagot lang po siya pasagot lang, plus five plus five. Pero pag game po kasi parang individual na po siya. So hindi na po siya by group na umaasa lang po kami sa mga matataas. Yung sa individual po, mapipilitan talaga kami na “Oy! May points, gagawa ako nito, gagawin ko rin ito para may points din po”.

Researcher: So, can you describe the changes that you noticed? Kanina nagbanggit ka ng mga ilang napansin mo na pagbabago, pwede mo pa bang, pwede ba nating pag-usapan nang mas malalim? Ano yung mga napansin mong pagbabago sa klase niyo?

P10: Nabawasan po yung paggamit ng cellphone lalong lalo na sa klase. Naging active din po yung ibang kaklase namin pagdating sa English lalong lalo na sa mga stars yun.

Researcher: Sa tingin mo ahh...yung mga kaklase mo na laging nacecellphone dati, bakit kaya sila nabawasan ng paggamit ng phone?

P10: Siguro po nakikita po nila na challenging at exciting yung paggigames kaysa naman po sa by group by group lang po na tinatanong lang o parang di na napapansin ni maam yung paulit-ulit lang na sumasagot.

Researcher: Sa tingin mob a yung gamification nakakatulong para hindi paulit-ulit yung sumasagot?

P10: Opo.

Researcher: Bakit?

P10: Kasi maam pag sa game po, nadedevelop din po kami na anon g pakikipag-usap sa kaklase lalo pagnagtatanong po. Nadedevelop din po kami na magdepende sa sarili naming kasi oy points din sa sarili, parang ganun po yung nasa setup sa room naming.

Researcher: So, yun yung next na tanong. How would you describe your class in terms of social interaction? Pano mo ilalarawan yung klase niyo nung nag gamyfight kayo, in terms of halubilo sa isa’t isa?

P10: Ma’am ano po, idedescibe ko po siya na yung naggame po tayo sa library parang yung hindi ko nakakausap dati parang nagtatanong na po “Oy! Pano to?”, “Pano yung ganto?”, “Pano gawin to?” “Tapos, saan pupunta pagnatapos?” Yung ganun po, nag-uusap na po kami dahil dun sa game. Tas nakakasalimuha na din po namin kahit hindi naming close.

Researcher: Bakit kaya sa tingin mo, meron ba kayong need na makasalamuha yung isa't isa kahit hindi mo sila close?

P10: Yes Ma'am, ano po unang-una po nakakadevelop din po ng personality namin maam. Nakakadevelop din po na dapat hindi lang po kami puro technology kaxi nga po nakakasira na po ganun.

Researcher: Bakit kaya sabi mo diba hindi mo sila close dati, bakit mo sila biglang naging kausap na ngayon?

P10: Dun po sa game talaga maam kaxi ano pag nataranta na po or ang dami na pong ginagawa kahit hindi mop o close basta mainterested po talaga kayo, mapapatanong na mapapatanong din po kayo.

Researcher: Ok. Looking back, describe your most memorable experience in your English class? Sa mga naranasan mo, pwede mo bang sabihin sa akin, ano yung pinakanaaalala mo sa pinakamagandang o pinakanaaalala mo sa ginawa niyo under a gamefight class?

P10: Sa amin po...yung katulad ngayon maam yung awardings kaxi usually po yung ganun po wala na pong nangyayari na ganun parang sa mga bata nalang po. Pero po dahil dun sa game, mataas na points, nakakakuha din po kami o naacknowledge yung ano namin...

Researcher: Ano ba yung naacknowledge?

P10: Yung... ano

Researcher: Dati baa no ba yung ginawa mo na di naacknowledge?

P10: Cellphone talaga maam. Number 1 po talaga sakín cellphone.

Researcher: So ikaw pala yung nababawasan yung pagpophone?

P10: Opo

Researcher: Bakit nabawasan yung pagpophone mo?

P10: Yun nga maam sa games at tsaka ano din po tsaka natuwa din po kami po ko sa ano highschool na po hindi ko po na ano...usually po hindi na po talaga ganun yung tungo sakín ng teacher. Kung magturo siya tas hindi ka nakinig, lose mo na yun. Pero dahil dun sa game parang natutunan ko ay ganto pala dapat, dapat ganito. Dapat marunong ka din pong makisalamuha sa mga tao ganun.

Researcher: Nung una bang awarding, naawardan ka?

P10: Opo.

Researcher: So ano yung nafeel mo nung naawardan ka?

P10: Nakakatuwa maam syempre kasi ano acknowledge talaga yung ano...yung paghihirap mo sa mga games. Tsaka yung...nakakatuwa din po kasi minsanan lang pong nangyayari lalo na sa highschool.

Researcher: So ano yung mga naranasan mo sa under sa gamefight classroom na sa tingin mo na nakapagbigay sayo ng positive na reaction? Ano yung naranasan mo na natuwa ka?

P10: Yung pakikipag-usap na din po. Yung sa close mo yung sa hindi ko close maam, nakikipag-usap narin po. Nagtatanong ng ganyan. Tas ano din po sa kaibigan, nagtatanong sila, “Oy! Nagawa mo na ba to?”,” May points daw to”, ganyan ganyan.

Researcher: So, tapos na an gating interview. Gusto lang kitang tanungin ng mga few questions. Ano yung mga nararamdaman mo habang nag-iinterview tayo?

P10: Okay lanag ma’am. Okay lang.

Researcher: Okay, hindi ka ba kinabahan, ganyan?

P10: Hindi naman.

Researcher: Tapos ano yung narealize mo habang nag-interview tayo?

P10: Ma’am?

Researcher: Ano yung mga narealize mo habang nag-interview tayo?

P10: Parang hindi ko rin alam po na research niyo pala to. Akala ko parang ano lang din...

Researcher: Strategy lang naman.

P10: Dahil hindi ko po alam na research mo pala ito.

Researcher: So ano yung narealize mo na...nay un nga yung nangyari?

P10: Yun nga maam ano...thank you ma’am. Pero kasi talaga nakakatuwa yung game dun po talaga. Tsaka nakakaano din po talaga yung prize yung may makakain ka. Natatakot ka sa kaklase, nakakatuwa din po yun.

Researcher: May gusto ka pa bang sabihin?

Participant 10:
Pseudonym: Jane

QUESTIONS	SIGNIFICANT STATEMENTS	TRANSLATION	LIVED EXPERIENCE <i>Discrete Phenomena Codes</i>	LIVED EXPERIENCE <i>Categories</i>	LIVED EXPERIENCE <i>Themes</i>
Thoughts on gamification	¹ Sa tingin ko po, napakacreative din po kasi unang-una kapag “Uy! May sticker siya!” Dapat yung nasa isip ko talaga dati “Ay! Ako din, gusto ko din”. Kaya nagaganahan po kami sa klase kapag may ganun.	I believe the approach is very creative. Whenever my classmates will have points, I say, “Wow, she has received a sticker!”. In my mind, I also want to have that. That is why we are engaged in the class.	¹ points as motivation	Self-Determination	Valuing Players/Learners’ Autonomy
Changes noticed	² Ahh...Unang-una ano pagbabago, parang yung una nakakatamad. Pero kapag may mga game na ganun na stickers, nakakaexcite na po siya. Di na namin namamalayan yung oras namin kapag may ganun.	Ahh at first the change led me to feeling the approach was boring. But when we started doing the game, it was very exciting. During the game, we became unconscious of the time.	² Concept of flow	Self-Determination	Valuing Players/Learners’ Autonomy
Description of the experience	³ Ang unang-una, masaya ‘tas ano din, dagdag points din namin. Parang nakakatuwa, hindi kami masyadong pinipressure sa pag-aaral. Parang ginawang laro lang.	It’s fun at first and it also brings us extra point. It seems to be interesting that the subject does not put us under such pressure. It is like we’re just playing.	³ enjoyment over result	Incorporating Fun While learning	Structuring Lessons for Game-like Experience
Description of the experience	⁴ Ayun, normal lang po parang tapos bukas uli ganyan. Bawi uli bukas.	That’s it, we consider it normal. Then tomorrow, we will do the same thing. We will catch up (on our score) the next day.	⁴ effort over victory	Freedom to Fail	Valuing Players/Learners’ Autonomy
Description of the experience	⁵ Nakakatuwa, nakakatuwa talaga tsaka nakakagaan naman po lalong lalo na ang mga batang nasa likod kasi hindi lang puro away. Parang nasa isip naming, “Ay! Panalo siya.” Pano ang kalaban ko	It’s absolutely fascinating. It’s really good and it’s heart-warming to listen to the students at the back who had just been fighting before now pay attention. Maybe we were thinking, “Wow, he / she’s won”, when my opponents,	⁵ unpressured gaming	Healthy Competition	Approaching Game Experience as a Social Discovery

	<i>may points dapat ako din". Parang nakakagaan lang po talaga sa pag-aaral.</i>	receive points, I should have that too. This has made studying lighter.			
Thoughts on gamifications	⁶ <i>Umm ano...yung dun po sa points. Syempre po being a student ... may given element na dapat mataas o dapat ganyan. Parang nakakagana po siyang mag-aral kami para tumaas yung points namin or yung grade.</i>	Uhhh... Regarding the points, of course being a student, we are normally concerned about our scores. It seems that this is motivating me to study, for our points or grades would be higher.	⁶ points as motivation	Self-Determination	Valuing Players/Learners' Autonomy
Thoughts on gamification	⁷ <i>Ahh... Nakakaganda po sakin Ma'am pero meron pong certain time na syempre ano po, negative na po kasi yung iba po nag-away-away na din po kasi sa points, nagkakagulo na din po yung klase dahil sa points.</i>	Ahh... For me it is helpful, but there are certain times that this becomes a negative thing. This is because some of the students are already fighting because of the points. Sometimes the whole class is in chaos because of the points.	⁷ extreme competition	Focus on Points	Downside of Gamification
Thoughts on gamification	⁸ <i>Ma'am sakin yung gusto kung part talaga, yung makauha ng sticker kasi ano po parang nakakabalik po ako sa dating kinder na kapag tama may star or may mga sticker na nakukuha kapag natuwa yung teacher ganun.</i>	Ma'am for me, my favorite part is getting stickers because I feel like a kinder student again. It is where you will receive a sticker for getting the correct answers.	⁸ enjoys badges	Game Mechanics	Structuring Lessons for Game-like Experience
Thoughts on gamification	⁹ <i>Maganda Ma'am. talagang nakakatuwa yung ganun Ma'am yung type na ganun na pagtuturo kasi nakakakuha ng attention namin tsaka yun din ginaganahan po kami sa pag-aaral.</i>	It's nice, Ma'am. That approach to teaching is really fun because it gets our attention. It also helps us to be motivated in our studies.	⁹ desire to gamify	Positive View of Gamification	Game Experience Satisfaction / After Gamification
Thoughts on gamification	¹⁰ <i>Yung paggamit nito ay isang paraan para makakuha ng atensiyon ng mga bata para ano din para makinig sila lahat. Makapag...yun din po kuha ng atensiyon, makinig at tsaka</i>	The use of this approach is one way to capture students' attention. It also gets our attention, helps us listen. I believe that the teacher also enjoys teaching under this approach.	¹⁰ preferred teaching strategy	Desire to gamify	Game Experience Satisfaction / After Gamification

	<i>maenjoy din po kayo bilang isang teacher.</i>				
Description of the experience	¹¹ Maam naranasan ko din po yung ano kapag kunwari nakakuha ka ng points, ako din po ay! Gusto din po. Talagang napapagawa po talaga ako.	Ma'am, I also experienced that, for example, someone acquires points, I would say, "I want that too." I was really motivated to do school woks.	¹¹ points as motivation	Self-Determination	Valuing Players/Learners' Autonomy
Description of the experience	¹² So ano po bago yung game, mga ganun po, napapansin ko po talaga na ano ang lungkot ng klase tsaka yung mga certain tao lang po talaga yung sumasagot. Yung iba nagseselpon lang sa likod, nagtatago. Tas after the game naman po, masaya at nag-uusap na yung mga kaklase tas nagtatanong kung ilang points na ganyan. Nakakakuha po sila ng mga aral kapag araw ng English.	Before the gamification, I really noticed that the class is lifeless and bored. Only certain students were reciting. Others were just on their phones and hiding at the back. Then after gamification, my classmates seem to be happy and conversing to one another. They were curious to know the points. They try to really learn during English classes.	¹² elevated engagement	Behavior Modification	Valuing Players/Learners' Autonomy
Actual Experiences	¹³ Nabawasan po yung paggamit ng cellphone lalong lalo na sa klase. Naging active din po yung ibang kaklase namin pagdating sa English lalong lalo na sa mga stars yun. ¹⁴ Siguro po nakikita po nila na challenging at exciting yung paggigames kaysa naman po sa ¹⁵ Dati po kase by group by group lang po na tinatanong lang o parang di na napapansin ni Ma'am yung paulit-ulit lang na sumasagot.	The use of cellphone, especially while inside the class was curbed. The class also became active during English time. They were particularly hooked on the "stars" (badge). Maybe they view the approach as both challenging and fun since it is gamified. Before we work by group and we were just to answer questions. It's like the teacher does not know that the same students were exercising.	¹³ active learning ¹⁴ challenging tasks ¹⁵ boring and repetitive	Behavior Modification Quests and Challenges Perception on Learning	Game Experience Satisfaction / After Gamification Structuring Lessons for Game-like Experience World View Before Gamification
Actual Experiences	¹⁶ Kasi maam pag sa game po, nadedevelop din po kami na	Because, Ma'am, in a game, we develop our communication skills	¹⁶ Develops talking with our classmates	Improved Social Interaction	Approaching Game

	anong pakikipag-usap sa kaklase lalo pagnagtatanong po. Nadedevelop din po kami na magdepende sa sarili naming kasi may points din sa sarili, parang ganun po yung nasa setup sa room namin.	with our classmates especially when asking questions for the task. We also learned to trust in ourselves and be motivated on our own. This seems to be the new setup in our classrooms.			Experience as a Social Discovery
Description of the experience	¹⁷ <i>Ma'am ano po, idedescibe ko po siya na yung naggame po tayo sa library parang yung hindi ko nakakausap dati parang nagtatanong na po "Oy! Pano to?", "Pano yung ganto?", "Pano gawin to?" "Tapos, saan pupunta pagnatapos?" Yung ganun po, nag-uusap na po kami dahil dun sa game. ¹⁸ Tas nakakasalimuha na din po namin kahit hindi naming close</i>	Ma'am, it's like during the time that we adopted gamification in the library, those students whom I don't usually talk to before (the implementation of gamification) started asking me like: 'Hey, how to do you do this?' We started talking because of the game. Then we also started interacting with students who are not really are close friends.")	¹⁷ sharing answers within the group ¹⁸ random grouping	Healthy Competition Improved Social Interaction	Approaching Game Experience as a Social Discovery Approaching Game Experience as a Social Discovery random
Thoughts on gamification	¹⁹ <i>Yes Ma'am, ano po unang-una po nakakadevelop din po ng personality namin maam. Nakakadevelop din po na dapat hindi lang po kami puro technology kasi nga po nakakasira na po ganun.</i>	Yes, Ma'am. The first thing developed by this was our personality. We also realized that the use of technology is not everything as it is sometimes destructive.	¹⁹ personality developed	Improved Social Interaction	Approaching Game Experience as a Social Discovery random
Description of the experience	²⁰ <i>Dun po sa game talaga maam kasi ano pag nataranta na po or ang dami na pong ginagawa kahit hindi mo po close basta mainterested po talaga kayo, mapapatanong na mapapatanong din po kayo</i>	In a game, if we are in panic or have many things to do, we are forced by the circumstances to interact with our classmates, some of whom we are not really close too.	²⁰ closeness derived from competition	Healthy Competition	Approaching Game Experience as a Social Discovery
Description of the experience	²¹ <i>Sa amin po...yung katulad ngayon maam yung awardings kasi usually po yung ganun po wala na pong nangyayari na ganun parang sa mga bata</i>	For us, like as of now, the awarding because usually giving awards only happens among children. But because of the	²¹ achievement and recognition	Game Mechanics	Structuring Lessons for Game-like Experience

	<i>nalang po. Pero po dahil dun sa game, mataas na points, nakakakuha din po kami o naaacknowledge yung ano naming.</i>	game, high points, we feel that we were also acknowledged.			
Actual Experiences	²² <i>Yun nga maam sa games at tsaka ano din po tsaka natuwa din po kami po ko sa ano highschool na po hindi ko po na ano...usually po hindi na po talaga ganun yung tungo sa kin ng teacher. Kung magturo siya tas hindi ka nakinig, loss mo na yun. Pero dahil dun sa game parang natutunan ko ay ganto pala dapat, dapat ganito. Dapat marunong ka din pong makisalamuha sa mga tao ganun.</i>	The games and also the way the teacher interact with us. because usually the teachers don't deal treat us in that way. But because of the game, I learned that you must still learn how to interact with one another.	²² perception on grouping	Improved Social Interaction	Approaching Game Experience as a Social Discovery
Actual Experiences	²³ <i>Nakakatuwa maam syempre kasi ano acknowledge talaga yung ano...yung paghihirap mo sa mga games. Tsaka yung...nakakatuwa din po kasi minsanan lang pong nangyayari lalo na sa highschool.</i>	I enjoyed it because our efforts were really acknowledged. It is fun because that rarely happens in high school.	²³ efforts are rewarded	Achievements and Recognition	Valuing Players/Learners' Autonomy
Thoughts on gamification	²⁴ <i>Yung pakikipag-usap na din po. Yung sa close mo yung sa hindi ko close maam, nakikipag-usap narin po. Nagtatanong ng ganyan. Tas ano din po sa kaibigan, nagtatanong sila, "Oy! Nagawa mo na ba to?" May points daw to", ganyan ganyan.</i>	Our communication was also developed. Also, we became close with our classmates whom we are not close with. They started asking and among friends they are asking, 'Are you done with this,' 'This activity has points and things like that	²⁴ perception on grouping	Improved Social Interaction	Approaching Game Experience as a Social Discovery

APPENDIX J

POST- INTERVIEW LETTER

March 01, 2019

Dear Participant:

You have been asked to participate in a research exploring the “Phenomenological Study of Gamification in English Language Teaching”. To assure accuracy of the data gathered, a copy of the data transcript is attached here for your review.

This transcript is an accurate representation of your interview and is word for word except in one way: Any identifying information about you or people you know has been removed (you will see different names or blank sections where names of people have been changed or names of places have been removed). Keep in mind the transcript is an actual representation of “verbal” and “nonverbal” (e.g., pauses, laughter, etc.) speech and so the transcript includes all details of such communication. Please try not to get distracted by this. I am most interested in whether you think this an actual representation of your experiences and if there is more information that you would want to have included.

It is possible that there may be occasional small errors in how a word was transcribed (for example, it might say “I didn’t” when it should have said “I did”) or you may still find a real person’s name in the transcript—I ask that you note such errors should you should find any. If there is any section you would like removed, please also note it. Finally, you can provide additional information or clarification on any topic you wish by writing in the margins next to the specific section in which you would like to provide more information. If you would like some changes to be made, please return this transcript with your comments on it within two weeks of receiving it. If any changes are requested, please be assured that we will make them before proceeding with our data analysis.

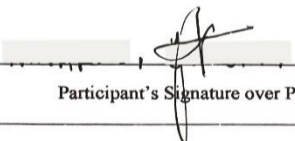
If there are no requested changes, please indicate your signature over printed name in the box below.

Once again, I would like to thank you for participating in this study. If you have any questions or concerns please contact me, at +63917635153 or through joannalynguba@gmail.com.

Sincerely,
Joannalyn A. Guba
Researcher

Participant:

☒ I agree that the attached transcript is accurate.


Participant's Signature over Printed Name

APPENDIX K

VALIDATION OF THE CODING PROCESS

16 November 2019

The Expert

Dear Dr. Rungduin:

Greetings!

I am Ms. Joannalyn A. Guba, a candidate of Master of Arts (MaEd) in English Language Teaching at the Philippine Normal University, Manila. I am currently at the last stage of my thesis writing with the research title: **A Phenomenological Study of Gamification in English Language Teaching**, and I am in dire need of experts to validate the codes I have established based on the in-depth interview I have conducted. May I therefore request your kindest assistance to validate the coding process of this research.

My research employed a phenomenological approach which includes a thematic analysis. Attached here is the coding matrix of my data gathering. Please tick the processing strategies which you think are coded correctly. On the other hand, please leave marginal notes for your comments and suggestions. After your validation of the codes, may I also ask you to attest to this validation procedure by affixing your signature on the space provided below.

Thank you very much in anticipation to your favorable response.

Sincerely,

Ms. Joannalyn A. Guba
MAEd in English Language Teaching
(candidate)

Signed:

Dr. Teresita Rungduin

APPENDIX L

SAMPLE FIELD NOTES

Observation Notes

Aim:

This observation aims to describe the organizational and process-related components, affordances and constraints within the flow of a gamified ESL set-up course as articulated by the participants during the course of interactions; participants' behaviors, actions, attitude towards the gamified ESL class as well as their body language in a context related manner; and how the design elements affect the subject's progress with as much detail as possible.

RESEARCH PROBLEMS

The purpose of this phenomenological study is to describe the lived experiences of second language learners in a gamified classroom environment of a public Junior High School in Quezon City.

Specifically, the study aims to attain the following objectives:

7. Describe how L2 learners view the gamified ESL classroom.
8. Describe the actual experiences of students participating in a gamified classroom.
9. Propose a student-centered instructional model for gamification in English language classes.

Setting: Classroom

Role of the Researcher: Observer

Time: 11:30-12:30 AM (11-4-2019)

Descriptive Notes	Reflective Notes	Physical Environment
The teacher discussed the lesson coverage for the week and prepares the introduction of a new strategy in class. The room was filled with approximately 50 students, so that people at the back cannot hear the instructions well.	<i>Several students seemed to be uninterested with the subject. It may be because they can't hear the teacher properly. Also, while it was already their 5th class, the room was still untidy. This may suggest that there was a lack of organization within the class even with their other subjects.</i>	Students were quite noisy and the room was also untidy. Students were at the back chatting with one another. A guitar and a ball can be found at the back of the room.

APPENDIX M

**GAMIFIED LESSON PLANS
THIRD QUARTER**

English 8

Week 1- Recognizing the Gift of Nature

Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Identify sensory images
2. Explain how the elements specific to a genre contribute to the theme of a particular literary selection

II. Content: Sensory Details

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 274-296

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries (5 min)

1. Prayer
2. Checking of attendance
3. Presentation of objectives

B. Lesson Proper

Initial Tasks/ Activity

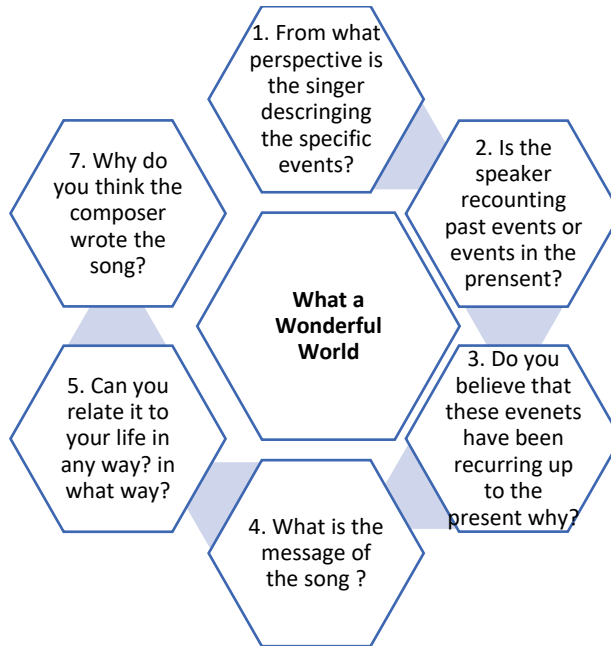
Minigames

Target XPs: (1000 XPs)

Minigame 1:

Let the students form six groups and think about the meaning of the song by discussing the questions below. Do the words suggest something else? Choose one hexagon below and answer the question written on it.





Minigame 2: THE 3Rs (READ, RISE, AND REACT)

Target XPs: (1000 XPs)

I see trees of green..... red roses too
 I see them bloom..... for me and for you
 And I think to myself.... what a wonderful world.
 I see skies of blue..... clouds of white
 Bright blessed days....dark sacred nights
 And I think to myselfwhat a wonderful world.
 The colors of a rainbow.....so pretty ..in the sky
 Are also on the faces.....of people ..going by
 I see friends shaking hands.....sayin.. how do you do
 They're really sayin.....I love you.
 I hear babies cry..... I watch them grow
 They'll learn much more.....than I'll never know
 And I think to myselfwhat a wonderful world
 (instrumental break)
 The colors of a rainbow.....so pretty ..in the sky
 Are there on the faces.....of people ..going by
 I see friends shaking hands.....sayin.. how do you do
 They're really sayin... *spoken*(Ilove....you).
 I hear babies cry..... I watch them grow.

spoken(you know their gonna learn
 A whole lot more than I'll never know)
 And I think to myselfwhat a wonderful world
 Yes I think to myself... what a wonderful world

(What A Wonderful World Lyrics □ CARLIN AMERICA INC, WINDSWEPT HOLDINGS LLC, MEMORY LANE MUSIC GROUP

http://www.lyricsfreak.com/l/louis+armstrong/what+a+wonderful+world_20085347.htm)



Minigame 3

Target XPs: (1000 XPs)

Give the following instructions to the students

- Form five groups. Each group will do the following activities using the lyrics of the song “What a Wonderful World.”
- Draw a big circle then write words from the song that appeal to your senses.
- Sketch the image of one word that captures your interest the most.
- Explain why such word captured your attention
- Connect and/or extract from the image drawn the overall issue concerning human experience.

V. Assignment

Read “A Day in the Country” by Anton Chekhov

Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Give expanded definitions of word
2. Explain how the elements specific to a genre contribute to the theme of a particular literary selection

II. Content: “A Day in the Country” by Anton Chekhov

III. Learning Resources

A. References:

Learner’s Material Page: Celebrating Diversity Through World Literature, pp. 279-287

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

C. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

D. Analysis:



EPIC QUEST

Vocabulary Detectives

Expanding your vocabulary bank is important for comprehension. When you read a selection, it is very important to understand how your senses work. Your understanding of images will play a key role in appreciating the text. Sensory images make reading active. Images create a clear picture that aids your imagination. Most importantly, sensory images help make your reading three-dimensional – you can see, hear, feel, smell and even touch what the text describes.

Getting the meaning of a word is not enough. Expanding your vocabulary bank is important for comprehension. In order to gain a clearer understanding of words, do the following tasks:

Form five groups:

- Go over the text “A Day in the Country” by Anton Chekhov
- Look for at least three (3) unfamiliar words and use the table below.



Epic Quest 1 (500 XPs)

VOCABULARY ROCK AND ROLL

Define the word.	Draw it!
Something that means the same	Act it out!
Something that means the opposite	Something that reminds you

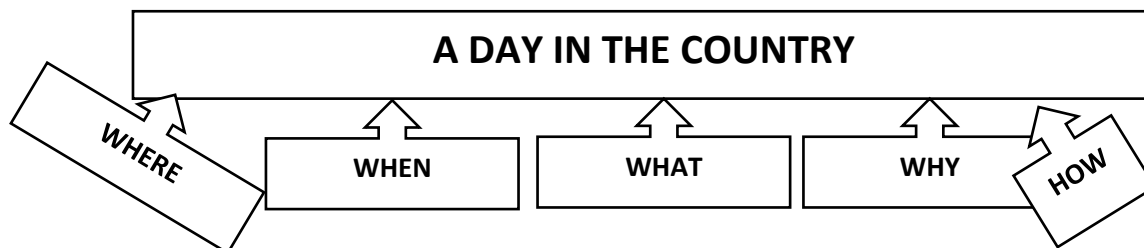


Epic Quest 2 (500 XPs)

Read the Story, “A DAY IN THE COUNTRY” by Anton Chekhov

Reading Connections

Within your group, choose one question word below and discuss.



Epic Quest 3 (1000 XPs)

Responding to Reading

Practicing Autonomy

Using the same groupings, discuss each question through the given instructions.

Each group can choose among the following activities.

1. Why do you think Terenty helped the orphans? What does he play in the life of the children? Explain your answer through a short talk show.
2. Explain the relevance of the following lines to your life. “The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don’t you be frightened, little orphan.” “Why should it kill a little thing like you?”
3. Why does Danilka say that there is no secret in nature that baffles Terenty? Through a storyboard, cite some situations in the story that prove your answer.
4. The author compares a nightingale to a sparrow. To whom can you compare these two birds? Show your answer using comparison and contrast diagram.
5. How does Terenty recognize the gift of nature? Give some details from the text that will support your answer through sketching.

Day 3:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3

1. Identify cases of pronouns
2. Explain how the elements specific to a genre contribute to the theme of a particular literary selection

II. Content: Pronoun cases

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 287-289

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

C. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

D. Abstraction:

ADVENTURE

Identify cases of pronouns



Nouns and pronouns in English are said to display case according to their function in the sentence. They can be subjective or nominative (which means they act as the subject of independent or dependent clauses), possessive (which means they show possession of something else), or objective (which means they function as the recipient of action or are the object of a preposition).

The following table illustrates additional samples of personal pronouns in different cases.

	Subjective Personal Pronouns	Objective Personal Pronouns
	Use these pronouns when acting as the subject of the sentence.	Use these pronouns when acting as an object of a verb or compound verb, or as an object of a preposition* or an infinitive phrase.
1st person singular	I	Me
2nd person singular	You	You
3rd person singular	He, She, It	Him, Her, It
1st person plural	We	Us
2nd person plural	You	You
3rd person plural	They	Them



Adventure 1 (500XP)

Circle the correct case of pronoun in each sentence below.

1. Maria and (her, she) laughed and talked well into the night.
2. (Him, He) and I just don't seem to get along very well these days.
3. It was (her, she) who tied up the computer for three hours.
4. Cora handed Tom and (I, me) the employment applications.
5. Between you and (I, me) cases of pronouns can be very confusing.



Adventure 2 (500XP)

Write O if the underlined pronoun is objective, S if subjective and P if possessive case of pronoun.

1. They cross the railway line.
2. There is no secret in Nature which baffles him.
3. Fyokla leads him into a thicket.
4. He is like a pickpocket in his ways
5. Its power is tremendous.

V. Evaluation

Quizziz

Target XPs:

(1000- 3500 XPs)



Ask the students to participate in an online game (Quizziz) for a review of this week's lesson. Ask the students to go to the site: quizziz.com. Provide the game code to the students and let them create their own names as they join the class game.

Day 4:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives

Mission 4

1. Act out a eulogy for Mother Earth.
2. Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy

II. Content: "Eulogy for Mother Earth"

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 293-296

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

1. Application

FINAL CHALLENGE

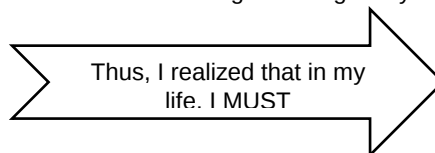
Read the example of eulogy for a pet written by Delma Diquino.

Observe the tips you learned in delivering a eulogy. (Copies of the eulogy will be provided by the teacher).

Challenge 1

Target XPs: (1000 XPs)

The gifts of nature are countless, but we only appreciate their importance when we don't have them, or we lose them. Just imagine a single day without seeing the daylight.



1.	_____
2.	_____
3.	_____

V.

Evaluation

Challenge 2

Target XPs: (3000 XPs)

Group Activity (Students are divided into four groups.)

In your group, choose a representative to pick a number on a lottery with corresponding topic for Mother Nature. Act out a speech of eulogy on a topic that corresponds to the number you have chosen.

GROUP I – dying river

GROUP III – decaying animals

GROUP II – sterile field

GROUP IV – cut down trees

VI.

Assignment: Read the Story of Kesh



Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Distinguish important points from the less important ones.
2. Identify the tone, mood, technique, and purpose of the author.

II. Content: Listening Strategy

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 298

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ACTIVITY

Minigame:

Which is Which?

Target XPs: (1000 XPs)



Information may vary based on its importance. Sometimes, due to limited time and opportunity, people tend to disregard ideas which are of less importance. Therefore, it is essential to develop the skill in distinguishing important points from less important ones. In making a decision as to which is of less or of great importance, it would also depend on our values as a person.



Minigame

Activity. Listen to a short documentary about "Save our Planet". Then distinguish the important points from the less important ones by completing the table below. Give your reason/s why it is important or less important. (<http://www.youtube.com/watch>)

Important Points	Reason/s	Less important Points	Reason/s

Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Explain how the elements specific to a genre contribute to the theme of a particular literary selection
2. Identify the tone, mood, technique, and purpose of the author.

II. Content: "The Story of Keesh"

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 299-306

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ANALYSIS

Literary Quest

The persona's attitude towards the subject can be gleamed from the quality of the language the writer used. This is called the tone which can either be formal or informal, serious or light. In most cases, the words reveal the speaker's feeling and attitude in life. Writers may employ imagery or figurative language to name some (literary devices/ technique) in bringing about the message to the readers.



Literary Quest

Target XPs: (1000 XPs)

Read “The Story of Keesh” on pages 299-305. Group yourselves into five. Each group will travel from one station to another station. Report and discuss your answer to the question/s posted in each station. (Answers may vary)

STATION 1 What was the last word of Keesh? Why did it require dignity and manhood to speak out?
STATION 2 What is the author’s attitude to the focal hero and his country men?
STATION 3 Describe the author’s choice of words and the general tone of the story. Write some words from the selection that express tone and mood.
STATION 4 What do you think is the purpose of the author in writing this story?
STATION 5 What moral value did you learn from the story?

Day 3:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3:

1. Using pronouns critique a selection focused on power struggles of the characters
2. Identify the tone, mood, technique, and purpose of the author.

II. Content: Critiquing a text read

III. Learning Resources

A. References:

Learner’s Material Page: Celebrating Diversity Through World Literature, pp. 298, 299-306

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ABSTRACTION



Adventure

QUICK WRITES I

Critiquing a short story is usually in the form of an essay. It is an in depth evaluation of the story for the purpose of giving the reading public insight into the story. Writing a critique requires you to resemble the elements in such a way that your intended audience has a better understanding of the story's flaws and highlights.

When you write, guard yourself against monotony. One way to avoid it is by using a noun substitute called pronoun. Pronouns could be demonstrative like that or these; interrogative like who, what, or which(used in asking questions); indefinite pronouns like all, any, each, both, or few; and relative pronouns like that, who, which or whom (usually introduce a clause/part of a sentence).

Adventure



Writing Fix 1.

Target XPs: (1000 XPs)

Write a critique of the Story of Keesh recognizing exclusive rights. Use the following guide in writing your critique.

CONTEXT	What genre is it? Adventure? Science Fiction? Fantasy? Literary?
AUTHOR'S INTENTION	What is the author trying to accomplish with the story? If the story is meant to be funny and isn't, or is meant to be a morality tale but doesn't quite pull it off, then it has failed in at least one respect.
YOUR REACTIONS	Note your reactions as you read. Either keep a spare piece of paper or mark your reactions on the margins of the text.
LITERARY DEVICES	Figures of speech used in the story and its purpose.
LITERARY TECHNIQUES	Ask yourself if these literary techniques make the reading experience more enjoyable or strengthen the story.
ENDING OF THE STORY	Decide how the ending relates to the story as a whole and to its beginning. Does the ending resolve the plot and bring closure to the crisis of the characters.

Day 4:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 4:

1. Use a variety of informative, persuasive, and argumentative writing techniques
2. Using pronouns critique a selection focused on power struggles of the characters

II. Content: Goodwill Speeches

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 310-311

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

APPLICATION



Final Challenge

Speeches to secure goodwill seek to forge new relationships between previously unknown, antagonistic, or unfamiliar entities.

Goodwill speeches are both **informative** and **persuasive**. You seek to persuade your audience to consider favourably you and who or what you represent. It highlights shared values, customs, beliefs and morals. It should not intimidate, embarrass, or offend the audience.

To write a speech of goodwill, you must identify your purpose. Have two to three main points directly supporting the purpose of your speech. There should be a definite opening, body and conclusion of the speech. A good and perfectly delivered opening and closing creates an impact on the audience. Try to include some humor since audience are delighted to receive messages sprinkled with subtle funny words.

In writing, be reminded of the important conventions like sentence fluency which refers to the rhythm and flow of the language, and the sound of word patterns. There should also be good choice of words particularly those that create mental picture for the reader. It should have a unique style to convey the author's attitude, personality and character. The ideas need to be organized or arranged with the necessary incidents, evidences or details.



Final Challenge

Target XPs: (1000 XPs)

Activity. Writing Fix 2. Write a speech of goodwill for Keesh after he was held the chief of the tribe in at least 200 words.

Week 3- Working with Nature's Limits

Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Point out the feminine side of nature and appreciate its importance
2. Summarize important points discussed in the text

II. Content: Comparison and contrast

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, p. 315

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

A **preamble** is an introductory and expressionary statement in a document that explains the document's purpose and underlying philosophy. When applied to the opening paragraphs of a statute, it may recite historical facts pertinent to the subject of the statute. It is distinct from the long title or enacting formula of a law.

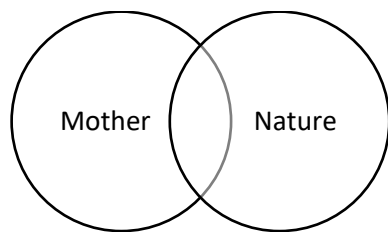
ACTIVITY

Minigame



Target XPs: (1000 XPs)

Identify the similarities and differences of a mother and nature. Read the excerpt from the "Preamble of the Proposal for Universal Declaration of the Rights of Mother Earth". Then, complete the Venn diagram below to compare and contrast the words, Mother and Nature.



Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Give the expanded definition of the word
2. Summarize important points discussed in the text

II. Content: Expanded Definition

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, p. 318

B. Additional Learning Materials: textbook, manila papers, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

C. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

D. Lesson Proper

Analysis

Epic Quest



Giving an expanded definition is distinguishing the characteristics of a certain word, providing extra facts/ information about it, giving examples and/or saying what cannot be included to describe it.

Study the example below:

Mother Nature (sometimes known as Mother Earth or the Earth-Mother) is a common personification of nature that focuses on the life-giving and nurturing aspects of nature by embodying it in the form of the mother. Images of women representing Mother Earth, and Mother Nature, are timeless.



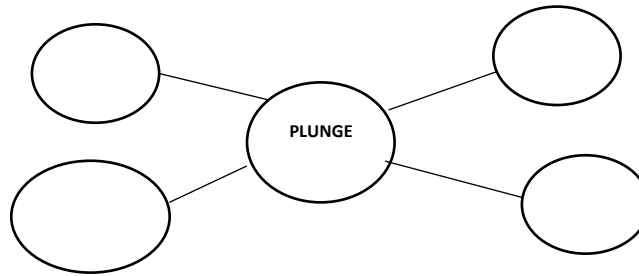
Epic Quest

How Do I Define Thee?

Target XPs: (1000 XPs)

Use a dictionary and find the meanings of the following words. Then, give its extended definition through context clues and by brainstorming ideas about each word using a word web. Write each of the following words at the center and give at least 4 words that are related to it.

1. plunge
2. vivid
3. clutter
4. battering
5. dismal



Day 3:

I.Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3:

1. Explain how the elements specific to a selection build its theme
2. Determine tone, mood, technique, and purpose of the author

II. Content: "Song of Autumn"

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, p. 317-319

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper **Abstraction**

Adventure

Song of Autumn



Every author has a basic writing style. Style is not what an author writes, but the manner in which she writes it. It is an author's unique way of communicating ideas. One might say that style is the verbal identity of a writer.

The author's style is also revealed in these elements: tone, word choice, imagery, style and theme (TWIST).



Adventure

Target XPs: (1000 XPs)

Read the poem "Song of Autumn" written by a famous French author, Charles Baudelaire translated to English by William Aggeler.

(Note: Copy of the poem will be provided by the teacher on a separate sheet)

In order to understand the poem clearly and explain its theme, study how the writer develop the over-all style of the poem. Form 5 groups and accomplish the task below.

Group 1 - Tone

What is the attitude of the author or speaker towards the subject?

Group 2 - Word Choice

How are the words/phrases in the selection loaded with connotation, associations, or emotional impact? You may write words associated with them in context.

a. Autumn b. summer c. winter d. cold darkness e. nailing a coffin

Group 3 – Imagery

a. What images are created by the writer? (Images pertains to touch, smell, taste, or sight)

b. What objects add detail/s to the images created?

Group 4 – Style

a. How did the writer develop the over-all style of the poem?

(figurative language, point of view, literary techniques, punctuation, shifts, etc.)

b. Cite some examples.

Group 5 – Theme

a. What is the theme exemplified in the poem?

b. Give important details to support your answer.

Day 4:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 4:

1. Use quotation marks or hanging indentation for direct quotes
2. Evaluate the information contained in the material viewed in terms of accuracy and effectiveness

II. Content: Direct quotes, Pronoun Antecedent

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, p. 320-322

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

Application

Final Challenge



To make writing effective, the use of direct quotation marks is employed, quoting directly what the speaker has said and to emphasize ideas in a text.

Rules in the Use of Quotation Marks:

1. Periods and commas always go inside quotation marks, even inside single quotes.
2. The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.
3. When you have a question outside quoted material and inside quoted material, use only one question mark and place it inside the quotation mark.
4. Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.
5. Use quotation marks to set off a direct quotation only.
6. Do not use quotation with quoted material that is more than three lines in length.
7. When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, inset the sic in italics and enclose it in brackets. Sic means, "This is the way the original material was."



Challenge 1

Read a short story "A Beautiful Woman I Cannot Forget" and highlight the sentences that used quotation marks. Take note of how quotation marks were used to add more information to the text.

(The story should be provided to students on a separate sheet of paper)

V. Enrichment

An antecedent is a word that comes before a pronoun which the pronoun refers to. The pronoun must agree with its antecedent in number.



Challenge 2

Write "C" if the pronoun referent is clear or "F" if it is faulty. Be ready to defend your answers.

1. Tom had had enough of school, which is why he decided to join the Marines.
2. He used a hacksaw instead of a wood saw to cut through the wire fence. This is an example of a clear thinking.
3. Donna is able to design and sew her own clothes. Those are two ways to save money
4. Jake told his brother that he ought to get out and enjoy the fresh air.
5. Ted threw the plate through the window and broke it.
6. After I talked with the therapist, she told me to come back once a week for consultation.
7. A rolling stone gathers no moss, which is why one must always be on the go.
8. There is never enough time to see all my friends when I come to town. It is a real shame.

Week 4

Experiencing the Power of Nature

Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Raise questions and seek clarifications on issues discussed in the text listened to
2. React intelligently and creatively to the material view

II. Content: Classroom Debate

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 338

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ACTIVITY

Minigames

Debate is a formal contest of argumentation between two teams or individual.



Task:

Watch the video of Man-Evolution and Pollution on You Tube (<http://youtube.com>) and have a class debate on the following topic:

Humans are solely responsible for destruction of the Earth and there is nothing that we can do to solve the problem. It is irreversible.

(Refer to pp.244-245 of the Learner's Material)

Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Explain how a selection maybe influenced by culture, history, environment or other factors
2. React intelligently and creatively to the material view

II. Content: "To Build a Fire" by Jack London

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 338-343

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

C. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

D. Lesson Proper
ANALYSIS



Literary Quest

Target XPs: (1000 XPs)

"To Build a Fire" by Jack London

Read the selection "To Build a Fire" and do the activities that follow.

(Note: See story in LM pages 338-343)

Group students into five and each group will do the task below.

Group 1

Prepare a simple plot analysis of the story using a plot diagram or story mountain, highlight the symbols that suggest meaning.

Group 2

Complete the graphic organizer below. Identify the positive and negative traits of the character towards his environment.

A graphic organizer consisting of seven empty rectangular boxes arranged in a mountain-like shape. The boxes are arranged in three rows: the top row has one box, the middle row has two boxes, and the bottom row has four boxes. The boxes are intended for students to identify positive and negative traits of the character towards his environment.

Group 3

Make a connection between the story and what is happening now in our country by composing a rap song. Make it short but meaningful.

Group 4

Imagine that you are in a time machine. Compare and contrast what will happen in the future if the problems we are experiencing now will prevail or if it will not change. Prepare a simple illustration on a manila paper and explain in class.

Group 5

Write a news article comparing the environmental and social conditions of the country in the past and present. You may add your intuitions on what will happen in the future if this will continue.

Day 3:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3:

1. Show respect for intellectual property rights by preparing a bibliography
2. Comply and associate with different kind of formats for basic bibliographic information recommended by the American Psychological Association (APA)

II. Content: Reference Materials

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 343-345

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ABSTRACTION

Adventure

Target XPs: (4000 XPs)



Reference Writing Workshop

1. Set the standards and rules and regulations for the Reference Writing Workshop
2. The teacher will ask the students to locate one book for referencing and try to construct a library reference given the APA format. Each student will be given a gamer profile index card and will be receiving stickers upon completion of each level.
3. After the book, students will go to the next level which is encyclopedia. This will be followed by magazine, dictionary, and newspaper references.
4. Students who complete the levels with speed and accuracy will be given the "excellence" sticker and bonus points.

V. Evaluation

1. The teacher will check each students' work for this activity and look for the common error students have committed in the process of reference citation.
2. The teacher will give additional work to further enhance this skill among students.

Day 4:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 4:

1. Using correct and appropriate language in delivering a toast

II. Content: Delivering a Toast

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 349-351

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

APPLICATION



Final Challenge

Using correct and appropriate language in delivering a toast

Toast speech is a ritual in which a drink is taken as an expression of honor or goodwill. The term may be applied to the person or thing so honored, the drink taken, or the verbal expression accompanying the drink.

A toast may include two elements:

- 1) Make a short statement to present your good wishes (possibly in joke format) to someone. Don't waffle on but a few well directed words before the actual toast are fine.
- 2) People present their drink to express their support for whatever you have said.

A speech will last longer-but could be less than a minute long. Also, drinking is not necessarily part of the whole thing.



Final Challenge - Target XPs: (1000 XPs)

Task Make a three line toast speech thanking Mother Nature for everything she has given us and has been giving us until now. Be ready to present it to the class.

Week 5

Harnessing Nature's Potential

Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Express appreciation from the song listened to
2. React intelligently and creatively to the material listened to

II. Content: Listening Strategy

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 353

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard, cartolina

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ACTIVITY

Minigame

Target XPs: (1000 XPs)

- Listen to the music video entitled "Mother Nature's Son."
- Assign a name to your group based on the terms: stream, grass, music, sun, and mountain.
- Be alert in listening as the music stops on a particular nouns mentioned, e.g. stream, the entire group should shout and act out what people must do with it. (the stream group will shout with the actions e.g. "drink from me.")
- The process will be repeated until all groups have performed.
- The group who accumulated the most number of mistakes or failure in responding will be given a consequence by illustrating the name of the winning group on a piece of cartolina. This illustration will be posted in front of the whole class to inspire everyone to work better.
- All other losers will sing the song in chorus in accordance to their groupings. In response to what the other group did, a representative of each winning group will recite a simple speech of thanks and appreciation.



Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Express appreciation from the song listened to
2. React intelligently and creatively to the material listened to

II. Content: Expanded Definition of Words

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 354-355

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard,

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ANALYSIS

Literary Quest



The World of Word's Expansion

Expansion is a brainstorming procedure for helping students elaborate on concepts and words. Students can then use the expanded vocabulary in their speaking and writing. Word expansion works well as a revision procedure for incorporating more precise vocabulary in writing. It is also used for helping students untangle difficult material.

Study the rules in expanding a definition of words, and then do the tasks that follow:

Expanding a Word into a Sentence

Word/s + class + characteristics (differentiates)

Example: Sense of humor is the ability to laugh and make others laugh.

Term

class

distinguishing characteristics

Words taken from the text to be read:

agony	longingly	storm-clouds	obliged	manfully
enormous	delightedly	stretches	soar	
		thunderous		
forbidden	summon	distress	fashioning	sacred



Quest 1

Target XPs: (1000 XPs)

Give the synonyms of the words listed above.

Quest 2

Target XPs: (1000 XPs)

Choose five words among the word pool above and then define and expand them into sentences.

Day 3:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3:

1. Explain how the elements specific to a selection build its theme
2. Note details from the selection read

II. Content: "The Voice of the Mountain" by Stephen Crane

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 355-358

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard,

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ABSTRACTION

Adventure

Target XPs: (1000 XPs)

After the previous activities, you are now prepared to read the text, "The Voice of the Mountain" by Stephen Crane. As you read, find out how mankind play tricks with nature and relate the incidents in the story with today's occurrences.

Activity:

In dyads, answer the following questions pertaining to the selection "The Voice of the Mountain"

1. Describe the following characters:
 - a. Popocatepetl
 - b. Little animal with two arms, two legs, a head, and a very brave air
2. What does each word represent in our modern time?



- a. White mantle
- b. Flat cakes
- c. Popocatepetl's hunger

- d. Popocatepetl's rage
- e. The little animal's dwelling
- f. Popocatepetl's howling

3. How did the little creatures/animals respond to Popocatepetl's request for food?
4. What did the Little animal promise to Popocatepetl? Did he keep his promise?
5. Why do you think the Little animal made a promise?
6. How did Popocatepetl react with the little animal's broken promise? How did he express his anger?
7. How can you relate the story to your everyday experience? Give specific situation mentioned in the story which you can associate to your life as an individual, as a member of your family, and society as a whole?
8. What event/entity in the story do you find most significant? Why?

Day 4:

I.Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 4:

1. Use structures of modification
2. Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks

II. Content: Structures of Modification

III. Learning Resources

- A. References:
Learner's Material Page: Celebrating Diversity Through World Literature, pp. 359-361
- B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

APPLICATION

Final Challenge

Target XPs: (1000 XPs)

Structures of Modification (Adjective and Adverb)

Adjective as Head

Adjectives that habitually modify a noun or verb also become the head of structure of modification.

a. Qualifier as Adjective Modifier

The word that is mostly used as modifier of adjective is a qualifier such as very, rather, pretty, etc.

b. Adverb as Adjective Modifier

An adverb that can modify the adjective is adverb that is ended by {ly}

If adjective comes after the linking verb, the adverb does not modify the adjective anymore. The function is as the modifier of the structure of complementation.

c. Noun as adjective Modifier

In some special expression, noun can modify the adjective.

d. Verb as Adjective Modifier

Adjective can be modified by the verb in present participle form (ing) that usually precedes the adjective, or by to – infinitive that follows adjective

e. Adjective as Adjective Modifier

For special expression, adjective can modify the other adjective

f. Prepositional Phrases as Adjective Modifier

The position of the prepositional phrases as adjective modifier is after the adjective.

Adverb as Head

There are four class words that can modify the adverb.

Qualifiers as Adverb Modifier

Adverbs as adverb Modifier

Noun as Adverb Modifier

Prepositional Phrases as Adverb Modifier

Challenge 1



Explain the function of each word as used in the text you have just read. Use the table below in presenting the word structure or design your own template in discussing them.

Words/ Phrases	Head (Adjective/ Adverb)	Function	Explanation
Large as thousand churches	Adjective	Adjective Modifier	A thousand churches are described by the word large which is also an adjective.
Empty as a broken jar			
Longingly			
Storm-clouds			
Within reach			
Requires something like a dozen stars			

Challenge 2



Writing a dedication speech requires the writer to be both inspiring and celebratory to unite the audience in admiration for the subject the speech addresses. To write a dedication speech, you must honor the individual that is the subject, highlighting their accomplishments and positive qualities.

- Write your introduction with a thank you to the students and faculty for the opportunity to present at the school dedication. Draft the speech in the exact words you are going to say to make the memorization easier. Mention how special an occasion it is. Write an anecdote or use an inspirational quote that you can relate to the ambitions of the students and faculty of the school. Draw from an experienced academician or politician.
- Organize the material you want to use in your speech into main points. Keep the number of your points between three and seven. Your points might include topics such as “Why education is important,” “The value of harnessing nature’s potential,” “Why you should never stop dreaming.”

- Include a story that is relevant to the points in your speech. Don't hesitate to make a joke or use inspirational, poetic language.
- Link your introduction, key points and conclusion with smooth transitions. Take out the points that are not crucial to the speech. Stay on target to keep the audience engaged.
- Write a conclusion to wrap up your points and your speech's theme. Write the concluding lines with the intention of leaving the students and faculty with a lasting and empowered impression.

Week 6

Being One with Nature

Day 1:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 1:

1. Express appreciation from the song listened to
2. React intelligently and creatively to the material listened to

II. Content: Responding to Natural Phenomena

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 373-374

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ACTIVITY

Minigame

Target XPs: (1000 XPs)

Song : There You'll Be



Teacher will provide a copy of this song which is found on TG pp. 318-391)

Answer the questions briefly.

1. What did you feel after hearing the song?

2. What made you feel that way?

3. Write your ideas about an exciting and memorable experience which you can relate to the song. Use the thought balloon.

My Future

Day 2:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 2:

1. Express appreciation from the song listened to
2. React intelligently and creatively to the material listened to

II. Content: The Last Leaf

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 377-380

PSSLC : Teacher's Guide p. 322 – 325

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

ANALYSIS



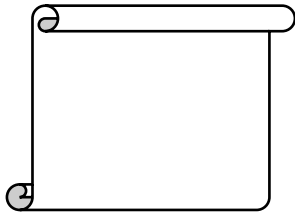
Literary Quest 1

Target XPs: (1000 XPs)

Story: The Last Leaf

Answer the following questions:

1. What do you think made Johnsy consider that her possible death would be simultaneous with the last leaf to fall? What is its connection with her illness?
2. How did Mr. Behrman emphasize the connection of Johnsy's faith to be healed with the vine's to hold the leaf (based on Johnsy's point of view)?
3. State the differences and similarities of the vine and Johnsy .



Vine vs. Johnsy

Differences

Literary Quest 2



Target XPs: (1000 XPs)

4. Complete the phrases below to express to the author how the story which he wrote gave you wisdom in coming up with realization and learning in life

Dear O. Henry,

After reading the story, "The Last Leaf" I realized that

I learned that

Day 3:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 3:

1. Uses structures of modification
2. Give expanded definitions of words

II. Content: Structures of Modification

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 383-384
PSSLC : Teacher's Guide p. 32-328

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

C. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

D. Lesson Proper

ABSTRACTION

Adventure



The structures of modification vary in nature and function; they are used to intensify the impact of a written piece of literature.

Function Word as Head

Functional word can form a structure of modification by using qualifier as modifier.

Preposition as Head

Preposition can be a Head of Structure of Modification. Modifier of preposition is qualifiers, adverbs or particular nouns

Adverb that follows the prepositional phrases becomes the modifier of prepositional phrases while adverb that precedes the prepositional phrases becomes the modifier of the preposition only.

Adventure



Target XPs: (1000 XPs)

Fill- in the grid with what is asked in each column. Study the given example in the table, and then proceed to answer the rest of the given words.

Words	Head	Qualifier
halfway up		
very middle		
quite uppermost		
most about		
onward outside		
never yet		
away into		
over higher		

Day 4:

I. Objectives:

A. Content Standard:

The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also, how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.

B. Performance Standard:

The learner skillfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

C. Lesson Objectives:

Mission 4:

1. React to the falsity or soundness of an argument
2. Show respect for intellectual property rights by acknowledging citations made in the critique
3. Compose an independent critique of a chosen selection

II. Content: Writing a Critique

III. Learning Resources

A. References:

Learner's Material Page: Celebrating Diversity Through World Literature, pp. 394
PSSLC : Teacher's Guide p. 32-328

B. Additional Learning Materials: textbook, PowerPoint presentation, game card, badges, leaderboard

IV. Procedures:

A. Preliminaries

1. Prayer
2. Checking of Attendance
3. Presentation of Objectives

B. Lesson Proper

APPLICATION

Final Challenge



Challenge 1

Target XPs: (1000 XPs)

Give the meaning of the following words using a dictionary or thesaurus.

Write your answers in your notebook

- | | |
|-------------------------------|----------------------------|
| 1. unscintillating points | 5. Exhilarating skill |
| 2. metallic crepitation | 6. Abyss of space |
| 3. faint tang of zone | 7. A stone cairn |
| 4. purpose of this pilgrimage | 8. Aftermath of Armageddon |

Add an adjective, an adverb, or a qualifier to intensify the meaning of each word above.

Example: inner door

Answer: innermost door (The adjective most is added to the word inner which intensifies the meaning of the word)

Use them in your own sentences



Challenge 2

Target XPs: (2000 XPs)

You have successfully delivered and critiqued speeches in your previous lessons using a given set of criteria. This time you will learn how to independently evaluate keynote speeches of famous personalities. Do the following tasks:

1. Watch a video of the key note speeches of famous personalities or read the sample speeches in the succeeding pages.

Download them from the following websites:

<https://www.youtube.com/watch?v=oVrAs4ftoUM> (Pinoy's Speech)

https://www.youtube.com/watch?v=oS1KAopS_Rw (Nick Baker's Speech environmentalist)

<http://www.toastmasters.org/ToastmastersMagazine/>

2. Compare the speeches and the speakers' delivery.
3. Use the provided sample speeches for content evaluation.
4. Assess the focal point of discussions.
5. Evaluate the strengths and weaknesses of the speeches
6. Give comments and suggestions to make the speeches clearer.
7. Summarize your findings and write them on a sheet of paper for submission

APPENDIX N

GASLL: GAMIFICATION-ASSISTED SECOND LANGUAGE LEARNING
(AN INSTRUCTIONAL MODEL)



¹ Theme One: Pre-Gamification ESL Worldview

² Theme Two: Gamified ESL Class Structure

³ Theme Three: ESL Learners' Autonomy over L2 acquisition

⁴ Theme Four: Meaningful interactions in the ESL Class

⁵ Theme Five: ESL Learners' Flow Experiences



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🌐 Joanna Guba-Millendez

PROFESSIONAL SKILLS

- Curriculum and Lesson Planning
- Basic Computer Skills
- Research and Editing
- Project Management
- Training and Development
- Interdisciplinary Collaboration

PERSONAL SKILLS

- ▲ Integrity
- ▲ Effective Communication
- ▲ Organization
- ▲ Teamwork
- ▲ Leadership

JOANNALYN GUBA-MILLENDZ, LPT

PERSONAL PROFILE

I am an educator and researcher who aims to contribute to the field of training, research, and development. I have ten years of collective teaching experience across levels with consistent outstanding performance. I have also served as a researcher, paper presenter, resource speaker, content writer, and program coordinator during the course of my career.

WORK EXPERIENCE

Teacher III

Pedro Tuason Senior High School | June 2017 - present

- Humanities and Social Sciences Faculty
- School Publication Coordinator
- Information and Communications Technology Coordinator

English Elementary Teacher

Grace Christian College | June 2010 - June 2017

- English Teacher
- Trainor and Coach
- Seminar Speaker and Facilitator

EDUCATIONAL HISTORY

Philippine Normal University

MAEd in English Language Teaching | December 2020

Philippine Normal University

BSE English | April 2010

LICENSE/CERTIFICATION

Registered Professional Teacher

License Number: 1088198

Year of Registration: 2011

PROFESSIONAL AFFILIATIONS

Linguistic Society of the Philippines

Google Educators Group, Quezon City

RECENT TRAININGS

Google Suite for Education

Google Educators Group, Quezon City | June 2020

The New Normal Learning to Teach Online

ICO-KPTep Learning Series | May 2020

Office 365 Empowerment Training-Workshops
for SHS Teachers

Microsoft Philippines | August 2019

SEMINAR/ CONFERENCE PRESENTATIONS

Gamified Online Assessment Platforms

Resource Speaker

SDO Malabon | August 2020

27th Grace Christian Education Convention

Seminar Speaker

Grace Christian College | November 2016

Mass Training of SHS Teachers on Academic Track

Process Observer | February 2018

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