Gamification of Foreign Language Learning: A Motivational awakening for Teachers and Learners through Language Learning Software and Mobile Apps

Brian Alexander Córdoba Mingán

Submitted to the School of Human Sciences

In Partial Fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistics and Languages Department

English and French Program

University of Nariño

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GAMIFICATION OF FOREIGN LANGUAGE LEARNING: A MOTIVATIONAL

AWAKENING FOR TEACHERS AND LEANERS THROUGH LANGUAGE

LEARNING SOFTWARE AND MOBILE APPS

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el siguiente trabajo de grado, son responsabilidad exclusiva del autor"

Artículo 1 del acuerdo Nº 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

NOTA DE ACEPTACIÓN

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San Juan de Pasto, agosto de 2017

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Resumen

Los profesores de lengua extranjera no están trabajando con el mismo tipo de estudiantes que solían tener en sus clases hace algunas décadas. Los maestros son conscientes de este cambio generacional y entienden la discordancia entre una generación digital y las metodologías tradicionales. Esta nueva generación está expuesta a varias horas de contacto con la tecnología (televisión, computadores, tabletas, teléfonos inteligentes), lo que los hace procesar información de manera diferente. Por lo tanto, parece que los profesores no están hablando el idioma de los nativos digitales porque no están apuntando a sus necesidades e intereses. Este trabajo intenta presentar un término que podría no ser muy conocido entre los profesores, pero que definitivamente agregará mucho a su repertorio e instrucción. Este término relativamente nuevo se llama gamificación. La estrategia de usar elementos de juego para el aprendizaje y la enseñanza de lenguas extranjeras podría ser una nueva manera de aumentar la motivación de los estudiantes y otro posible enfoque para la enseñanza de vocabulario. Este documento no sólo incluye una explicación de lo que es la gamificación, sino también una manera práctica de aplicarla en los colegios con miras al mejoramiento del nivel de inglés en Colombia.

Abstract

Foreign language teachers are not working with the same type of students that they used to have in their classrooms some decades ago. Teachers are aware of this generational change, and understand they mismatch between a digital generation and traditional methodologies. This new generation is exposed to several hours of contact with technology (tv, computers, tablets, smartphones) what makes them process information differently. Therefore, it seems that teachers are not speaking the digital natives' language because they are not targeting at their needs and interests. This paper attempts to introduce a term that might not be very common among teachers but will definitely add to their teaching repertoire and instruction. This relatively new term is called gamification. The strategy to use game elements for foreign language learning and teaching could be a new way of increasing students' motivation and another possible approach for vocabulary teaching. This paper does not only include an explanation of what gamification is, but also offers a practical way of applying it in schools in regards to the improvement of the English level in Colombia.

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When one talks about language learning, having fun does not apparently match with this

purpose. Most people would see the task of learning a foreign language as a serious mission

where game and fun do not play any role. Nevertheless, humans are born with a natural need to

have fun (Hidalgo, Caicedo & Mora, 2014). Age does not matter when it comes to entertainment,

and people from all ages spend at least some time of leisure to develop fun activities. These

activities cause on people a state of relaxation and abstraction from reality. The idea of having

fun while learning or developing daily activities would motivate many people to carry out any

task more efficiently. That is the case of The Fun Theory (The Fun Theory, n.d.) It is a website

that gives awards to people whose ideas help to change people's behavior for the better. For

example, the idea of transforming the stairs in a huge piano caused more people to use the stairs

instead of the escalator in a subway station; 69% of the people chose the stairs over the escalator.

Another idea caused that more people threw their garbage in the bin making it an arcade game

where they were provided with a score. The site is dedicated to the idea that something as simple

as fun is the easiest way to motivate people.

Dutch anthropologist Johan Huizinga (1949) devoted his work to study the relation that

exists between games and human beings. In his work, he holds that games are not simply fun

activities, but they are presented in all fields of the human experience going from school to war.

Huizinga (1949) highlights the importance of games in the social and cultural aspects of people's

life, and he uses the term *homo ludens* (man who plays) that intends to show the vital position of

games in the development of a human being.

Many authors in the field of TESOL have written about how effective learning can be if students are encouraged to be motivated with the help of games that give them the chance to learn, practice and review language material (Tyson, 2000). Technology appears to be a step forward in the search for keeping students motivated. Nevertheless, it is possible that teachers do not find games as something they would use in their classrooms; let alone use them on gadgets such as tablets or smartphones. For some teachers, the use of technology is nothing but a waste of time on social networks and hours of texting. However, this paper intends to present the idea of using technology for language learning as a serious task that may not only motivate students but also might provide decent results. Therefore, this research paper will present some case studies that have been developed to see whether or not gamification might have an impact in language learning and instruction. Along with this will come the description of an experience gained in a school where students were taught mainly through games and technology.

Justification

The teaching of English in Colombia has always been one of the main goals in the curriculum of the Ministry of Education. It is not a secret that the idea of learning a foreign language attracts more and more people every year. It seems that they have started to realize all the advantages of mastering another language including: more likelihood for employment, easier access to knowledge, study abroad experience, discovery of a new culture, etc.

However, despite all the efforts, Colombia struggles to increase the English level in public schools. According to a report made by Colombia Bilingue, only 1% of the students are located at level B1 (CEFR). Currently, they started a new program that will try to improve the level of students by 2018 ("Colombia Bilingue", 2005) One should not deny the fact that the state attempts to help students improving their English level and motivation by bringing native

speakers to our country, providing language teachers with content for their classes and even by administering diagnostic tests to them. Still, the problem of low levels and lack of motivation seems impossible to be solved.

Maybe, what is necessary to understand in order to solve this issue is that the world has changed. It is more globalized than ever before with a number of gadgets and artifacts that also bring with them a new era of people, and therefore, new students in the schools. Probably, the solution remains in understanding that teachers do not deal with the same students that they used to teach some decades ago. The world has changed and so have the students. New kids, for example, will spend more time glued to a screen watching TV, playing video games, or texting. It seems that they do not find traditional classes interesting anymore, and they would like to be playing on their tablets at home instead. The first problem then is the lack of motivation that consequently will lead to low levels of English. Probably, what language teachers should do is try to find new tools to bridge the gap between English learning and technology.

Targeting students' motivation through the benefits of technology is currently an easier task in comparison with that of some decades ago where the use of the internet was very scarce. The ICT's Colombian Ministry has developed a program called *Vive Digital* where they intend to spread the use of internet all across the country. ("Vive Digital", 2010) This technology program is based on the idea that an insertion of internet may have straight impact on the country's economy as well as benefits for the society. Many schools in Pasto count on computer rooms where they have access to the internet. These places are low-cost because they are freely offered to public institutions where they can take advantage of the limitless information and content on the web. Therefore, there is an easy access to technology that can be wisely used to engage students in serious tasks as that of learning a foreign language.

Why not making the students feel like they are playing when what they are really doing is learning? Why not looking at the possible benefits of games and cellphone applications? Some authors have wondered about this and what the outcomes of gamification could be.

For the proper development of this paper, there is a set of objectives that will provide the reader with an orientation of what she/he will find along this work, as well as what is expected to be achieved with the proposal presented at the end of this research paper.

The main objective of this paper is to estimate the possible benefits of gamification of foreign language learning in terms of motivation and vocabulary growth. In order to do this, there are some specific objectives that will help achieve the previous goal such as:

The introduction of a term that might not be common among teachers but will definitely add to their teaching repertoire and will be integrated to their instruction. This relatively new term is called: *gamification of language learning* that will be thoroughly explained as well as an overview of some language learning software. The idea is to try to clarify all these new terms in order to create a link between *"digital natives"* and foreign language learning.

Along with the clarification of these new concepts in foreign language learning will come an overview of some of the advantages of learning a foreign language through the use of game elements and their design. This will be done with the use of mobile apps and software created for the same purpose.

Finally, readers will find a description of an experience gained with the implementation of gamification in a public school in Pasto that was developed when completing the teaching practicum.

Literature Review

This section of the paper will present the literature review where the first part to be analyzed will be the definition of the term gamification and its application to language learning. Also, with the aim of understanding the importance of the topic regarded in this paper, it will be necessary to talk about motivation as one of the most crucial aspects in language learning. There is considerable research done about this phenomenon, and many articles have been written about it by different authors, and they all agreed upon the view of motivation as a trigger for significant learning. That is why part of the literature review will be dedicated to motivation in language learning. Finally, the last part of the literature review will take some case studies that have been carried out as examples for the efficiency of gamification of language learning to increase motivation.

Gamification of Foreign Language Learning

What is gamification?

The use of games in foreign language learning is not a new trend among teachers in the classrooms. Foreign language teachers have always tried to facilitate learning to their students in the demanding task of acquiring a second/foreign language, and the use of games seems a good way to achieve it. Games are not only motivating and keep students encouraged on the topic but can also, if they are used correctly (Dobson 2001), involve a whole thinking process on the part of the students that will lead to learning. The idea behind gamification is to use game elements in different processes or situations. Deterding, Sicart, Nacke, and Nixon (2011) define it as the application of game mechanics in non-game related contexts. By non-game related contexts, the authors mean that the idea is not just to enjoy a good time while playing; instead, the end has more serious purposes. The questions are: how can teachers recognize a good game? And, what

are the characteristics that make it a good game that will ensure that their students take the most

of it? It is vital to clarify that the concept of game that will be discussed in this paper is more

related to the one encountered when using computers or smartphones. That is to say, the term

game from now on will be centered on technology and media. Technology is said to be a vital

part to give students a meaningful language experience with their target language (Ybarra &

Green, 2003). Once this has been explained, the search for the appropriate elements of games

will take place.

Briefly, one could say that in order to be interesting a game should be challenging for the

student; others would claim that it should bring scores and ranks that will keep students ready to

have a good competition with their peers. Thus, a clear set of characteristics to recognize a game

is needed to understand what gamification is.

Even though games might seem very superficial and senseless, there is a lot of experts

and theory behind the gaming industry. They have studied what makes users want to keep on

playing a game, and what is that that allows them to play for hours and hours. For example,

media and entertainment companies have used some elements (also known as components) of

games that apparently have an impact on players that give them empowerment and keep them

encouraged throughout the game. The following chart (Figueroa, 2015) shows some of the

elements that are presented in most games and have the goal of providing a series of data,

feedback and rewards that will inspire players by boosting their innate capacity to have fun by

means of enjoyable stimuli (Hidalgo, Caicedo & Mora, 2014).

Table 1. Game elements and Definitions.

Points	Numeric accumulation based on certain activities.
Badges	Visual representation of achievements for the use shown online.
Leaderboards	How the players are ranked based on success.
Progress bars/Progression	Shows the status of a player.
Performance graph	Shows player performance.
Quests	Some of the tasks players have to fulfill in a game.
Levels	A section or part of the game
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with other user through the game.
Rewards/reward system	System to motivate players that accomplish a quest.

If one has ever played a game, one has probably found these elements that make these games so addictive. Therefore, the power of these components is not only designed to show performance, or present someone's score or achievement in a game but to ensure that the players want more of it each time. It is such the case, that gamification has been used with training goals, engagement programs and enhancing competition.

Now that a definition for the gamification concept and a closer sight of its elements have been explained, it will be necessary to talk about the link between the concept and the relation with education and more importantly with language learning.

What does gamification have to do with language learning?

From the perspective of the digital generation. The first thing to take into account in order to answer the question above is that the teaching and foreign language instruction is not targeting the same generation of people. Teachers have seen a great change in their students and part of this change has been caused by the increasing use of technology. Prensky (2001) holds that students nowadays process information differently and they are now considered as *digital natives.* This, also called millennial generation, seems to be born with an innate capacity to use

brand-new gadgets where they share information, play and chat. In the same way as the generations have changed, so have their educational interests. Most students are not fond to be taught with traditional methods that only cause demotivation for learning the target language.

Out of school, the students spend hours of texting or video gaming. According to statistics, 97% of teenagers play video games; but, the average age of gamers is 35, and 47% of gamers today are women. All around the globe, 3 billion hours a week are spent gaming (McGonigal, 2011).

These data can be interpreted only by saying that if there is something today's kids like is video gaming. Although these numbers do not include the time spent on social networks (that will increase the time spent with technology even more) the fact is that teachers should reflect upon it and make this information work for them and their goal of teaching English. Consequently, a good way to approach this new generation of students is by understanding that students could have a more significant learning if teachers include game mechanics to their instruction that is something students are familiarized with and feel attracted to.

But again, the idea of using gamification in the foreign language classroom might not be completely accepted by some teachers who think that the purpose of actually learning could be lost and taken away but that of having fun. Nevertheless, as Figueroa (2015) states, a very important aspect in gamification with educational purposes is based on the implication that game mechanics envisions educational objectives, and both can be worked jointly. This means that the fear of making the learning of English pure fun for students is not real, and that if gamification is used correctly, it can accomplish educational objectives.

What for the students can be seen as obstacles to surpass or stages to be completed, for teachers these translate into serious goals where they cover the content of a book unit or achieve

competences of a school period, for example. That is to say that, the real psycho-pedagogical

aspect when using gamification for learning a foreign language is never lost. The content of a

teacher's syllabus is not in danger; it is only using a gamified vision where the students see

modules and tasks as challenges and levels to be successfully completed. Lesson plans and

instruction, therefore, take the appearance of games with hidden serious goals where even

assessment could be used by means of game elements. A practical example of this can be

illustrated when assessment takes form of badges to show how well a student has done on a

certain activity. According to Glover et al. (2012), the use of badges or another reward-gamified

system should motivate the students in more competitive tasks.

     As one could see, educational gamification is possible as long as teachers understand that

it is just a matter of perspective. Implementing gamification into language classrooms will not

isolate the real objective of teaching English. Moreover, the task of gamifying instruction can be

better explained with a five-step model proposed by Huang and Soman (2013) and adapted by
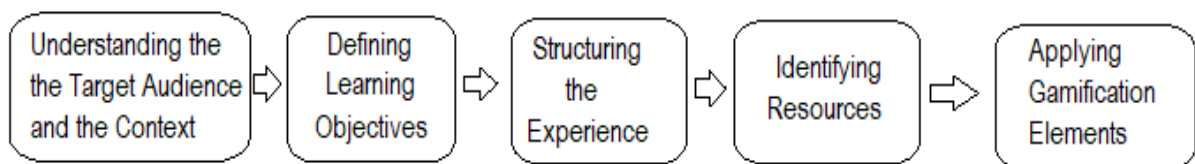
Figueroa (2015).

Image 2. Educational Gamification Five Step Model (Adapted from Huan and Soman (2013)

     The first stage of this five-step model is to understand who the teacher will be working

with. That means that the teacher should know who her/his students are. By determining the

students' level for example, the teacher will have a better idea of what suits best the needs of the

students. Aspects such as class size, level, environment, age and even motivation help the teacher

set up the ideal gamification elements to be implemented.

In order to make the experience of learning through gamification a significant experience,

teachers need to establish SMART (Specific-Measurable-Attainable-Realistic-Timely) goals for

the class. This is the step two of the model which ensures a successful teaching and learning

experience. Also, this avoids taking away the serious purpose of learning a foreign language

through learning software and mobile apps.

In step three, teachers have to create a program that goes from simple to more complex

activities. It means that the instructor defines his/her program into smaller stages where it is

easier to track students' performance in the achievement of goals. In this way, the teacher will

have an idea of what a student knows at a certain point and will help him/her get to the goal if

they have not completed it successfully. The following step is perhaps one of the most important

to bear in mind.

Once the objectives have been established, and the program has been broken down into

smaller goals, teachers must decide which ones could be gamified, and which ones could not.

Here, it is important that teachers reflect upon the kind of feedback and how students will be

assessed in the gamified foreign language learning experience. In other words, one could say that

instructors must test the tools first in order to know the rules and the tracking mechanisms that

the software and applications use.

The last step of the model proposed by Huang and Soman is applying gamification

elements. At this stage, teachers decide which elements are the best to be applied. These

elements are divided in *self* and *social*. In the first type of elements, students are asked to

compete against themselves by means of badges, level increment, or time restrictions, for

example. In the gamified experience with social elements, students usually join communities where they compete between each other and their results are publicly displayed. This type of elements encourages both interactive competition and cooperation.

By following this five-step model, a broad-spectrum of possibilities opens up to teachers who can make the teaching of English a more significant and interactive experience for their students. There is a huge number of activities that can be implemented through gamification and the advancement in technology makes the work even easier. The web provides teachers with many tools such as online educational games, learning software and platforms that can be the perfect companion to the language instruction provided in the classroom. Figueroa (2015) holds:

> "Through the use of game elements like avatars, badges, leaderboards, progress charts, among others, learners will receive an extra input, similar to the one they have in console games that will motivate them to achieve another educational task or even learn a second language" (p. 45).

From the perspective of a teacher who wants motivated students. If there is something teachers want to have in their foreign language classroom is motivated students. Motivated students are said to be more receptive to anything that is being taught to them. In medical terms, the segregation of dopamine (caused by stimuli found when playing for example) in the brains of the students gives them a state of relaxation that increases the cognitive activity, that translates into more attention and motivation. Teachers, therefore, are fond of producing this reaction in their students that helps them to achieve a maximum state of concentration where their capacity to learn increases significantly. Csikszentmihalyi (1990) calls this time of relaxation and focus as *flow,* and he assures that at this moment, students are totally disconnected from the world around them because they are completely involved with what produces this

effect. For teachers, this *momentum* is not but an excellent opportunity to teach their students and provide the perfect environment for learning to take place.

Aside from the momentum that can be produced by the use of gamification as a trigger of dopamine and all the advantages of this neurotransmitter, teachers can find other possible benefits regarding motivation when gamifying teaching and learning. For example, there are two terms that are very well-known among teachers, *intrinsic and extrinsic motivation* (Lepper, 1988). Briefly explained, a student who is intrinsically motivated is that student who does not need someone to tell him/her what to do because he/she carries out the activities on his/her own. Intrinsic motivation leads students to accomplish tasks only for the feeling it evokes. Opposite to these students, students who are extrinsically motivated need an external factor that encourages them to carry out an activity. In simple words, it means that these students need some kind of reward or punishment for the tasks they are involved in. Muntean (2011) holds that gamification allows both types of motivation to take place. By choosing the appropriate game elements and the correct language learning software, teachers can target their students' needs. Points, levels and badges, for example, are good triggers for extrinsic motivation while intrinsically motivated students could use elements that engage them in achievement, mastery and autonomy. As one can conclude, this could be another possible reason for using gamification in foreign language learning because it can be suitable for both types of students.

In today's world where it seems that students have forgotten the idea of learning for the sake of learning, it seems that the adaptation of class activities to more technological and game-oriented environments are good options to apply and try in the foreign language classroom. As said before, the idea is not looking at gamification as simple ways of pleasing students in class through fun activities. But, as it is considered by Ryan and Deci (2000) in their definition of

motivation "the real goal is to keep them motivated, doing something that at the end will mean making progress in their learning".

Brown (1994) holds that motivation is a crucial personality factor that learners need in order to acquire a foreign/second language. Others would claim that, if there is not a reason for students to learn, why should they start working on it? In this way, rewards, scores and levels might become the perfect excuse for students to start learning English, for example. The first reason is because they feel familiarized with those tasks that involve games where they spend at least some time each day, and the second reason is because it does not seem like they are learning (this for the case of extrinsically motivated students who are dependent on rewards). Of course, the ideal scenario would be bringing those students who need reasons and excuses for their learning to the other side where their learning becomes more autonomous and more self-determined.

This self-determination theory (SDT) was introduced and studied by Niemiec and Ryan (2009) who concluded that people, along with their innate human capacity to have fun, are born with the need for autonomy and the desire of self-initiating and self-regulation actions. Gamification, therefore, is likely to be the bridge between extrinsic and intrinsic motivation where students' first contact and experience with the target language was so engaging that they could not help feeling attracted by the foreign language.

Now that the usefulness of gamification to keep students motivated has been stated, it is necessary to provide teachers and the reader with some software and names of mobile apps that are popular worldwide for foreign language learning so they have a clearer perspective of how they work and how effective they can be.

Foreign Language Learning Software and Mobile Apps

The trend of learning a foreign language has always been present in the last decades. The English language is of course the one that has caused the most impact among the other languages due to factors like trade, economy, fame around the world, easiness of learning (in comparison to other languages), etc. But what seems to be new for teachers is that the number of students learning English is increasing with technology and that more and more people prefer digital learning modes now. According to a research conducted by the British Council in *The English Effect,*. ("The English Effect", 2013) there are more than a billion active learners of English in the world and the study predicts that this number will be doubled within the next five years. All these students are looking for efficient and entertaining ways to accomplish their goals. That is why the introduction of software and platforms is increasing and attracts the learners with all their features, design and interactive content. Here are some of the most well-known platforms, applications and software used in foreign language learning. There is a short description of each of them to see what specific characteristics they offer for language learning such as skills they target and language features that are taken into account, among others.

MindSnacks

It is a game-based language learning app available only for iOS (operating system created by Apple. Inc, it can be exclusively used for its hardware at the moment). In 2011, it won the "Best Education App of the Year" award for their game design. It offers seven different languages, and it focuses on correct definition of words, correct spelling, and common errors. This app involves visual, audio and kinesthetic skills throughout the game. It is said to be developed by experts that have created 50 lessons where users will learn about 1000 words with proven learning techniques. These techniques imply different mini-games where users learn

vocabulary and grammar. As examples of game elements in this app, here are some of the quests

that users fulfill in the app:

This app has up to 9 games to play:

Swell. Users solve rapid-fire vocabulary questions to keep an ocean from draining.

Belly. Users help a frog get its lunch by picking the image that represents each

word/phrase.

Word Birds/Chipper. Users spell out words/phrases by tapping characters in the correct

order.

Bloon. It is a matching game where users have to pop balloons before they fill the

screen.

Slider. Users put together words and phrases to keep a penguin from sliding into the

water.

Bubbler. Users pop bubbles with correctly spelled words/phrases to free the fish hidden

inside! As an extra incentive, they put in a collection aspect by having several different   species

of fish to unlock.

Dam Builder. Users shift logs around to put corresponding phrases next to each other.

Stacks. It is an image-recognition game with a time limit.

Totem. Users match words with their translations, images, and pronunciations.

Galactic. It tests users' ability to recognize tones. It is specifically used for Mandarin.

Another game element that sums up to this gamified-design app for language learning is

the way it tracks students' progress that personalizes the curriculum based on the user's

performance. That is to say, it uses avatars, graphs and progress bars that show the status of the

player for extra motivation.

Busuu

It is a social network and online community for language learning. It works with thirteen foreign languages and targets reading, writing, and listening mainly. In 2009, Busuu won the European Language Label for innovative projects in language learning. In 2011, it won the Tech Crunch award for Best Education Startup. Its innovation comes with its worldwide community in which users can interact with native speakers where they are not only students but tutors teaching and correcting others using their mother tongue. This is known as a language exchange where students are determined to help others learn their language as an exchange to get some help in their target language. Users gather points (called Busuu berries) as they complete units and help others with their learning through comments and corrections of writing assignments. The platform intends to keep users motivated by means of points and badges that are shown on their profile when students achieve certain goals.

Some possible disadvantages to this website are its non-free use. Chatting with the community is not available unless one has the premium account, for example. People have to pay for a premium account to have full access to the content of this platform that includes features like:

• Interactive vocabulary and grammar lessons with audio, translation and multiple practice exercises.

• Audio recordings of each vocabulary item, plus example sentences and dialogues to place vocabulary and grammar in context.

• Voice recording exercises in order to drill pronunciation and insert their voice into a dialogue to get feedback from native speakers.

• Key vocabulary, instructions and grammar tips into thirteen languages.

• Writing exercises which receive instant corrections from native speakers in the busuu community.

• Busuu-talk (web only) which allows students to find language partners and practice speaking or text chatting with them.

In 2016, an independent study from the City University of New York evaluated the effectiveness of Busuu for foreign language learning. The study was conducted by the research team of Vesselinov and Grego (2016). It consisted on taking a random sample of 196 Busuu users and have them take a college placement Spanish language test and an oral proficiency test at the beginning of the study. Then, after studying for two months using the software, participants took the tests again. The effectiveness of the study was measured as the difference between the first and final test. Here are the main results from this study (Vesselinov & Grego, 2016).

Written and oral proficiency gain

At the beginning of the study, participants took a WebCAPE (Web Based Computer Adaptive Placement Exam Placement Test) for Spanish. This instrument is used by colleges to place students in a particular semester based on their score. According to this placement test, individuals were evaluated as complete beginners, and 87% of them were placed in First Semester of Spanish. Only 13% of the total number of participants could be placed in Second or Third Semester of Spanish.

The following results and proficiency gain are taken as points in the WebCAPE Placement Test. That is to say, that participants' improvement is measured according to the points obtained in the test, and the difference between their first and second results.

The results in this study show that 84% of the participants improved their written

proficiency. Based on the research figures, the average improvement (after the period of time

spent with the platform) is +144 WebCAPE test points. Therefore, these data show that the

results are significant in terms of written proficiency gain, given the fact that they were basically

doubled.

Translating this into a more practical example, one could say that if a student initially

obtained a 3 in his/her writing test, after studying, his score would finally change to a 6, which

means that there has been noticeable improvement. Additionally, the time of study that this

student needed to obtain this improvement was very short because based on the information from

the same study: Participants in the Busuu Efficacy Study needed only around 22,5 hours of study

in order to cover the requirements for one college semester of Spanish. Therefore, one could

infer that users of Busuu in the study progressed faster than students in a Spanish program who

need more than 24 hours to complete one semester.

Based on the same study, the progress and improvement of participants could be

measured by the movement from one semester to the other. Initially (with the first placement

test): 122 participants were placed in first semester, 17 in second semester, and only 5 in third

semester. Finally, after having used the platform and having taken the test for the second time,

these were the results: 76 participants were placed in first semester, 34 in second semester, and

19 participants were placed in third semester of Spanish.

The results obtained in the Busuu Efficacy Study show that students might double their

points in a placement test for a Spanish program due to their improvement in written proficiency.

Also, it shows that they might accomplish this in less time than what it would take it to a student

enrolled in a semester of a Spanish program.

Similar to the results in written proficiency, the study showed an improvement of participants' oral proficiency. Following the same procedures of pre- and post-tests, 87% Busuu users increased this skill. OPIc tests were proctored to participants at the initial and final stages. After having used the platform, the number of truly novice decreased from 60% of participants to about 18%. Unsurprisingly, there is a relationship of improvement, and correspondence of progress in both skills.

Duolingo

Duolingo is by far the most famous software and mobile app around the world. It is a learning platform that offers more than 20 languages. Users progress through levels and it attempts to cover the four skills (listening, speaking, reading and writing), and it does not use long readings or grammatical explanations in any of the languages. One can understand the meaning of the sentences intuitively with the aid of pictures, examples, translation of words and the mistakes corrected by the program. It offers immediate feedback on students' performance. More complex sentences where students might encounter some trouble with are answered by the community that fosters the type of learning through doubts and questions. Moreover, all the new words and sentences come with audio, and users can be corrected on their pronunciation using the built-in microphone of laptops or a headset.

The progress of students in each unit is measured with figures and graphics that display the mastery of the content. Also, users can share and see the progress of others. Students are constantly reminded of their time to practice with notifications on their cell phone for example. Luis Von Ahn, the creator of this software, says that in order to see rapid learning and considerable mastery of the target language, students must dedicate between 30 to 60 minutes each day. Therefore, discipline and perseverance are key. Of course, the mother tongue of users

could help at the moment of learning a foreign language. If a Colombian student is learning

Italian or French, she/he might have faster results because of the origin of these languages and

the resemblance among them than the same student learning German or Russian, for example.

The effectiveness of Duolingo was studied in 2012 by Vesselinov and John Grego where

they wanted to see how operative this program was when learning Spanish. The study lasted

around eight weeks. The participants were selected randomly from the big number of students

studying Spanish in Duolingo. Researchers made sure that none of them were from Hispanic

origins for the validity of the study. The participants were at least 18 years old and they were all

native speakers of English.

The initial random sample of 196 participants was asked to complete 30 hours of study in

a two-month period (approximately 30 minutes a day). Also, participants took a

college placement Spanish test (WebCAPE) at the beginning of the study and one at the end of

the study. Their improvement after the study was, in consequence, measured between the results

on both tests. That is to say, that the more points a student gets the better. These are the main

results and findings at the end of the study:

- The average improvement in language abilities was 91.4 points which represents a

significant improvement.

- The study showed that, on average, participants gained 8.1 points per one hour of study.

- The study showed that if a student with any knowledge of Spanish uses Duolingo

between 26 and 49 hours, he/she would cover the content and material seen in the first college

semester of Spanish.

There is a considerable implication based on these data. Basically, one could say that if

two students decided to start learning Spanish, each one with a different method (one student

enrolled to a standard Spanish program in college, and one using Duolingo), the student using

the gamified-experience would probably see results faster. Based on the study, it is just necessary

to compare the time spent by the two students in order to cover the same content and material.

On the one hand, the student from the Spanish program would need more than 49 hours to

complete his first semester, whereas the user of Doulingo would need just about the same time to

cover the same content.

Nevertheless, it is important to highlight that if the previous implication is true, it may

only be applied to students who are novice in the Spanish language. Different results might be

seen in more advanced stages of the language. Therefore, more research must be carried out to

see whether or not the advantage, in terms of time, is also presented in more advanced students.

- Almost all the participants liked using the platform and almost all improved their

Spanish.

Participants were asked to complete a satisfaction survey. They commented on their

experience with the platform, and how likely they would recommend it. Based on the results of

the survey, 95.5% of participants considered Duoligno as user-friendly, 92.4% of participants

thought that Duolingo is very helpful when learning Spanish.

As one could observe, participants' enjoyment with the platform is very high, as well as

the chances they would recommend the platform.

As mentioned before, Duolingo is one of the best examples of gamification where

students learn with game mechanics because they store points and pass through different units

with badges. It is very clear that part of the success of this application is thanks to its gamified-

design that engages users to keep working on their target language.

A case study in Colombia using Duolingo

Inspired on the previous study and its results, Aguilera, Fúquene and Ríos (2014) from the University of La Salle, conducted a study called Duolingo Challenge, where they also opened a discussion about the possible benefits of using this platform in academic environments.

After socializing the tool Duolingo with the 69 students from the Business and International Relations program, 31 students (45% of the first total) decided to take the challenge that consisted on gathering the largest number of points among the participants. The student who collected the most points was one having 6075 points. 10 was the least number of points accumulated by a participant. The number of points collected by participants is better explained in the following image (taken and adapted from the same study):

Image 3. Number of points collected by participants in the Duolingo Challenge.

The student with the largest number of points	6075 points
The student with the least number of points	10 points
20 students (64% of the participants)	more than 1000 points
12 students (38% of the participants)	more than 2000 points
7 students (22% of the participants)	more than 3000 points
3 students (10% of the participants)	More than 4590 points.

According to the chart, the average number of points is 1783. Based on the study, the engagement in 2/3 of the participants showed their interest to achieve at least a thousand points. Overall, one can conclude that more than half of the students who participated completed a significant number of points that can be a possible benefit of using this platform that uses

gamification for the learning of foreign languages. Nevertheless, the authors of this study admit that for an in-depth analysis they should have added a pre-test and a post-test to measure knowledge at different stages of the process.

Even though the number of studies about the benefits of gamification might not seem enough to have strong theory on this subject, one can take the best features and processes of the previous studies to recreate a local case study to evaluate the impact it has in students' motivation and learning. The next section of this research paper presents a proposal that can be applied in the English class that will serve to have more studies on this topic that could possibly encourage professionals in the field to conduct further research.

Duolingo in a public school in Pasto

After having read about the benefits of keeping students motivated and the apparent mismatch between younger generations and their traditional learning, I decided to try a new strategy that had been working well for me when learning foreign languages. The following experience was completed during my teaching practice that took place in a public school in Pasto with higher grades

Teachers in this school were seeking for new ways to keep their students interested in learning English. Despite their efforts, they continued struggling to make them feel engaged in class. These teachers were aware of the generation change and the demotivation for not aiming at their new digital interests. Therefore, they were fond of new ideas to help them solve this problem.

In my teaching training, as well as in my experience in trying to acquire a new language, I have tried different strategies and learning styles. Some of them seemed to work more than others and taking the perspective of young generations, I strongly believe that nowadays,

students' needs point to digitalized learning styles. New students look for interactive and fun ways to complete any task because they are immersed in a digital world. Consequently, I decided to take a step forward in order to meet their needs. After having discussed all this with the school English Department, they were eager supporters of my idea of using software, videos and Duolingo as the main tools for class.

As a result of their support and my curiosity to see what would be achieved with this attempt, we started, for the first time, an English club for high school students. The name of the project was called *Speak Now Club* that was carried out on Saturdays with the students who were interested in attending.

The teachers and I started a campaign in order to let students know about the opening of this club. We emphasized what the main strategy would be in class, that is to say, the use of digital learning and interactive material. Surprisingly, we had almost 300 people who enrolled and wanted to be part of this project. On the one hand, the welcoming of our idea lightly demonstrated that students do get interested in digital learning styles. On the other hand, we needed to corroborate this first assumption throughout the process with the club that could only accept 40 students due to a lack of resources like computers and room.

The group of 40 students was divided into two groups with a fifty-minute class each. The idea was to work between 25 and 30 minutes using Duolingo at the beginning of the class and finishing with some other games, video or speaking activity. They all started from the first unit of the course. If I had to report their engagement with the platform, I would certainly score it a 10 out of 10. Their enjoyment with this software kept them not only motivated but also learning vocabulary at an unexpected pace. Because of this, it became uncontrollable to assign new units to students in class when they had already completed them at home. The idea was to work the

units of the Duolingo course only in class, but most of the students advanced some extra units by themselves overtaking the rest of their classmates. In consequence, it was necessary to create sub-groups within a class.

If someone has ever used Duolingo, s/he knows that they work with points called XP's. The XP's can be displayed in a user's account which as it was previously explained, makes part of game mechanics and elements. I could observe a student's progress in the platform thanks to the feature *Duolingo for Schools,* that was created for teachers and institutions. My idea was to assign each student 50 XP's for class. However, some of them completed up to 100 or 150 XP's during the week outside the classroom. In brief, this meant that students were working autonomously, hence, their vocabulary growth.

Therefore, my experience using Duolingo in a public school resulted in two clear observations: First, students feel very attracted when using gamification because they are totally involved in tasks that seem familiar to them, even to the point of reaching language autonomy. Second, students acquire considerable vocabulary when using this platform. If used correctly, Duolingo's scoring system can be interpreted as new words in the target language.

To conclude, my expertise as a user of Duolingo, and as a teacher using this tool, tells me that it is worth applying some game-mechanics in the English class. Not as the ultimate method for foreign language learning, but as a motivational awakening for students or as a vocabulary learning strategy, that hand in hand with communicative approaches could be ideal for the dream of acquiring a new language.

Pedagogical proposal

As said before, in order to claim that gamification has a direct positive effect in foreign language learning, it is necessary to have a larger number of studies on this subject. The Duolingo Challenge is one of the first studies done in Colombian classrooms related to gamification and the possible good outcomes regarding motivation and vocabulary growth. However, there should have been more control like that one offered in the Doulingo Effectiveness Study or the one presented in the Busuu Effectiveness Study but taking participants who learn English as foreign language instead of Spanish.

That is to say, all these studies were important literature review for this paper but they need some changes in order to be valid for the context in Colombia and more exactly in Pasto, Nariño.

The proposal in this research paper is to recreate the experience gained in the public school in Pasto. Nevertheless, it will be necessary to make some adjustments in order to have organized and structured data focusing on some specific purposes.

As a result of the previous literature review and personal expertise, the proposal consists in the implementation of an English club for high-school students that would only work with Duolingo in order to consider the significance and power of this platform in terms of motivation and vocabulary increase. Here are some of the considerations and stages that need to be taken into account:

Why should Duolingo be used for the new study?

In this paper, a review of some of the most well-known platforms, applications, and software used in foreign language learning has been given, but in sake of practicality, it will be vital to choose only one of them in order to conduct the study. For this reason, one of the first

questions that needs to be answered is what is the most suitable platform and software to be used in the classroom? The answer to this question is probably using Duolingo for the following reasons. First, if one goes back to the literature review in this paper, according to the Busuu Efficacy Study, Busuu is the one that has shown the best results among other software.

Nevertheless, as it has been explained before, to have complete access to the features of this platform, users need to pay for a membership. In this way, even though the platform has a lot of game elements in its design, the application of this new study in local public institutions could represent an impediment due to its cost. That is to say, schools would accept with more likelihood projects that will not add a fee to their budget and would welcome a study that will have no cost for them.

The second reason for using Duolingo in the new case study is because it will recreate with more control the study that has already been done in Colombia. Duolingo Challenge in Colombia is one of the first studies carried out using this learning strategy (gamification). It will be interesting to see how far this study can go with the same instrument but taking into account the limitations that the researchers of this work observed in their paper (such as the lack of implementation of pre-and posttests). Therefore, using Duolingo for the new case study will not only appreciate the value of the work done by Colombian researchers and the path they have opened up, but also, it serves as a cornerstone to evaluate the impact and the significance of the application of gamification in foreign language learning.

Third, Duolingo is undoubtedly the most-well known platform for language learning due to its design and friendliness. To all that, there is another feature on this platform that can probably facilitate the work of the research. Duolingo for schools is the new invention of this website. It is an online dashboard that allows teachers to see how many points a student has

accumulated, and what units he/she has gone through. Aside from that, Duolingo for Schools

offers language teachers the possibility to assign units as homework to their students. With this

new feature, teachers can supervise students' progress and help them wherever they think they

need some extra-work with. This is another advantage of using Duolingo for teachers, and it can

facilitate and improve the way the researcher evaluates the progress of students throughout the

research application.

      Placement tests. It is necessary that students take placement tests at the beginning and at

the end of the study if one wants to know how much a student has grasped from learning through

gamification. Placement tests will allow the researcher to organize students' according to their

level what will help to have a clearer idea of what students have learned from their starting point.

This is one of the limitations of the study "Duolingo Challenge in Colombia" and the experience

developed in the public school in Pasto, given the fact that they did not administer any test at any

moment of the research what would have been ideal to have an outlook to analyze students' level

at different stages of the process. In contrast to the study done in the country, the "Busuu

Efficacy Study" proctored placement tests to participants. Its main instrument to evaluate

student's knowledge (in Spanish as foreign language) was the WebCAPE. It is important to say

that this instrument has very high validity correlation and very high reliability what in an ideal

world would be the best placement test to be administered to students of the new case study.

However, the website (http://www.perpetualworks.com/webcape/overview) that offers these

placement tests in more than six languages is not free, and this entails some cost for the research.

      It will not be accurate to overlook placement tests in the new case study and the

implementation of the English Club. Therefore, it is necessary to find other possible ways to

have a view of student's level. The new case study could use other instruments that are available

online and free. For example, the following websites offer placement tests where teachers and

students can have an overview of a student's English level:

http://www.cambridgeenglish.org/test-your-english/

http://www.examenglish.com/leveltest/grammar_level_test.htm

Another possible way to have no cost placement tests is using online free resources like

PDF documents created for the same purpose. Nevertheless, these documents need to be

corrected and graded by the teacher (unlike computer-based tests) what could be some time-

consuming. Finally, Duolingo offers an internal test to see how many units a student can test out

thanks to previous knowledge in the language that will allow him/her to jump to more advanced

lessons. This internal placement test will help researchers distinguish a student's level at the

beginning of the process and how much he/she has learned until the end of the case study.

Fortunately, this is another tool and another possible reason why using Duolingo for the research.

Working with high school students. All the studies conducted to evaluate the

effectiveness of language learning software, took adults (students from university programs) as

participants for their research. The teaching practice carried out in a local high school, used high

school students. The question is then: What is the most appropriate age for the research

individuals? Based on the literature review, it would be more appropriate to work with the

highest grades in the school. As it was previously explained, figures regarding video gaming

show that the biggest group playing is teenagers with a 97% of their total (McGonigal, 2011).

That is why the club should ideally work with high-school students knowing that this is the

group who would probably enjoy this type of learning the most (through gamification). Aside

from that, another possible reasoning is to think that older students manage to use computers and

software more appropriately and responsibly.

When is the perfect time to carry out the project? Sometimes it is difficult to find the perfect setting to conduct research. However, this would not be case. Students from teaching programs are asked to complete their teaching practice at a certain point in the last semesters. Then, this would be the ideal scenario to suggest the project of an English club to the school administrators. Based on previous experience, it is natural to say that principals and especially English teachers fully agree with new ideas for their schools. As a matter of fact, if student-teachers propose the idea of a language club formally (that is to say, a written proposal including objectives), very likely, it would be accepted. In this written proposal, it is essential to mention the resources that will be used. These basically include computers with access to the internet and some audio players. There is an example of a project proposal attached to this research paper. It was used for the English club in the high school in Pasto.

Conclusion

Gamification is becoming a current topic in education. More and more people are advocating the benefits of using game elements and gamifying the experience in order to engage foreign language learners to have a more significant learning. One of the main reasons is the versatility of these strategies, that could be applied to serious purposes like that of mastering a foreign language, and also because it can be a solution to the problem of the low levels of motivation on the part of the students. Traditional methodologies seem not to be working and the generational gap and the need of satisfying the digital natives is a contemporary task for language teachers. However, due to the fact that gamification is a relatively new term that has only been growing in the last years, more research needs to be done to have stronger rational for its application in language learning. So far, and thanks to the creation of mobile technology and

easier access to the internet, gamification is beheld by new teachers as the bridge to connect new generations of students and the learning of English.

The influence produced by gamification in foreign language learning can be interpreted in two possible outcomes. Firstly, based on the studies, it can be concluded that learning through gamification can guarantee, in a vast percentage, the good results in areas like language learning motivation of users after completing the platform tasks, as well as vocabulary increase. Second, the users' engagement with the platforms is translated into motivated students who are willing to participate in activities that match their current learning style.

Gamification therefore, can help both sides. That is to say, FL learning and FL teaching will be strengthened through the application of gamification because a teacher's task of keeping students motivated and help them in their learning process will be facilitated with the aid of software and mobile apps, and students will likely reach the final goal that is mastering another language.

Finally, it is important to reflect upon the fact that even though this paper has provided some software and mobile apps as tools for teachers to use and try in their classrooms, a very important question appears: Are teachers prepared, as digital natives are, to use interactive software? Or, does anything like a digital teacher exist? Whatever the answer is, currently the usage of technological tools in the contemporary world is more a necessity and a requirement than a bonus skill for a teacher. Gamification in this way will not be perhaps an extra activity for class but a new way of teaching and learning that is taking over today's world.

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ANNEX

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EXALUMNO DE LA INSTITUCIÓN Y DOCENTE EN FORMACIÓN

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I.   INTRODUCCIÓN

El dominio de los idiomas es fundamental hoy en día, especialmente el aprendizaje del inglés, dado que es la lengua internacional por excelencia. El desarrollo de esta habilidad genera competitividad dentro del mundo laboral y amplia las oportunidades de estudio y formación en el ámbito personal y cultural.

Las posibilidades que ofrece esta lengua son muy amplias y **el reto para las actuales instituciones educativas en Colombia es muy grande.**

La verdad es que el currículo planteado por el MEN en nuestro país no permite el desarrollo de una verdadera competencia comunicativa de la lengua extranjera. La prueba ICFES mediante la cual se evalúa a las Instituciones educativas evalúan la comprensión lectora, mas no la competencia comunicativa. Esto sumado a diversos factores tales como: el manejo de grupos extensos (más de 30), la poca motivación por el aprendizaje del inglés y el uso insuficiente de recursos didácticos.

La propuesta es entonces eliminar todos estos obstáculos para que nuestros estudiantes desarrollen la competencia comunicativa del idioma ingles una manera muy práctica de lograrlo es por medio de la adecuación de un espacio en donde los estudiantes puedan:

- Recibir una instrucción diferente a la que se ofrece en la clase de inglés tradicional, que gran parte del tiempo está basado en currículos muy rígidos que han venido dando muy pocos resultados.
- Hacer uso de herramientas que les permitan avanzar más rápidamente en el aprendizaje del inglés. Recursos que muchas veces se desconoce y que permitirán a los estudiantes lograr una competencia comunicativa que si funcione en el mundo real.
- En base a lo anterior, elevar los niveles de motivación dado el hecho que ven ahora un uso práctico y real de los conocimientos adquiridos en clase.

- Recibir una instrucción y retroalimentación más personificada lo cual permite al estudiante avanzar en su proceso de aprendizaje del inglés.
- permitir que la propuesta sea sostenible, mediante la focalización de los exalumnos que estén estudiando idiomas, para que año tras año ellos sigan alimentando este club, con el apoyo de la universidad de Nariño y los docentes de inglés de la institución.
- gestionar un convenio con la universidad de Nariño, departamento de idiomas.

QUÉ ES SPEAK NOW CLUB?

SPEAK NOW CLUB será un club de conversación que permitirá a los estudiantes de la Institución Educativa Municipal Artemio Mendoza Carvajal alcanzar una competencia comunicativa del idioma inglés que no se ha logrado por falta de motivación y de oportunidades en el uso de la lengua extranjera. Lo que se busca es ayudar a aquellos estudiantes que sienten una pasión por el aprendizaje de los idiomas creando un espacio donde ellos se sientan libres para desarrollar habilidades que les permitan desenvolverse en situaciones de uso real del idioma. Todo esto se logrará con la adecuación de un aula que permita el uso de herramientas didácticas de uso gratuito en internet. la vinculación de docentes de inglés y practicantes que lo hagan sin ánimo de lucro. El propósito final es lograr mejores resultados en el nivel de inglés de todos aquellos estudiantes que voluntariamente participen en el proyecto que los lleve a aprender el inglés.

III.JUSTIFICACION

La creación del CLUB DE INGLES como una nueva alternativa pedagógica en la institución, se ve materializada por el amor e interés de nuestros exalumnos, que de manera voluntaria y en unión con algunos docentes de la institución creen que esto es posible con su trabajo desinteresado, sin ánimo de lucro y con la disposición de su tiempo extra de trabajo.

Ellos, como docentes en formación comprenden muy bien las necesidades de los estudiantes y las problemáticas que atraviesan cuando del aprendizaje de U N IDIOMA EXTRANJERO se trata.

 SPEAK NOW CLUB, será la nueva herramienta pedagógica que servirá de apoyo al proyecto de bilingüismo, para desarrollar la competencia comunicativa del inglés sin barreras, en tiempo extra clase acordado con aquellos que quieran pertenecer al club.

Realizado el diagnóstico pertinente, son muchos los estudiantes que sueñan con aprender otro idioma y no será su situación económica la que se lo impida, porque con el apoyo de las Directivas, no les costará un peso.

En el momento es bajo el nivel de inglés en nuestros estudiantes, unido a muchos factores externos. El empeño e interés de exalumnos que llegan a practicar a la institución ha impulsado esta propuesta para llevarla a la realidad.

IV. OBJETIVOS

1. OBJETIVO GENERAL

Desarrollar la competencia comunicativa del idioma inglés en horario extra clase, por medio de la formación de un club de conversación con aquellos estudiantes que les guste el inglés y el apoyo de docentes y exalumnos en formación, sin ánimo de lucro cuya especialidad sea el inglés.

2. OBJETIVOS ESPECÍFICOS:

- Brindar a los estudiantes un espacio dotado con elementos tecnológicos, donde ellos puedan practicar la lengua extranjera extra clase.
- Dar a los estudiantes la oportunidad de aprender el idioma en un ambiente agradable y diferente al de la clase.
- Motivar a los estudiantes a continuar con el aprendizaje del inglés a través de diversos métodos didácticos.
- Dotar a los estudiantes con una lista de recursos online que les permitan seguir con su estudio del inglés.
- Desarrollar autonomía en los estudiantes por medio de nuevas estrategias de aprendizaje.
- Realizar un convenio con Universidades y o institutos.
- Focalizar exalumnos artemistas que deseen aportar a la institución.

V. METODOLOGIA

Los métodos de enseñanza que se llevaran a cabo se centran principalmente en la parte comunicativa del idioma. Es decir, se busca hacer de los estudiantes individuos capaces de entender y darse a entender en diversos contextos.

Por ejemplo, una manera muy práctica de aprender vocabulario y empezar a producir lenguaje es por medio de cortas dramatizaciones en donde los estudiantes no solo memorizan estructuras implícitamente, sino que también practican su pronunciación.

Es evidente que la experiencia es fundamental para comenzar a producir lenguaje desde los primeros momentos de aprendizaje. Esto quiere decir que tan pronto como los estudiantes tengan unas verdaderas bases del idioma, se aventurarán a demostrar lo que han aprendido a través de chat en inglés, por ejemplo.

Otra forma muy dinámica y eficaz de aprender idiomas es a través de sitios web que ofrecen cursos gratuitos de inglés.

Como se puede ver los recursos son ilimitados. Sin embargo, los estudiantes necesitan un guía para saber de dónde y cómo usar estos recursos para que al final de cada clase ellos puedan aclarar dudas y recibir retroalimentación de su rendimiento y de lo que han aprendido. Así, el profesor estará presto para poder ayudar a los estudiantes cuando lo necesiten.

¿Qué se necesita para lograr los objetivos?

Es necesario contar con computadores que estén conectados a internet. Para una mayor eficacia de los resultados y comodidad para los estudiantes, sería ideal contar con computadores para cada estudiante lo que permitirá enriquecer la calidad del aprendizaje.

Aparte de esto es vital contar con un sistema de audio donde se reproducirán grabaciones que ayudarán a familiarizar el oído del estudiante al nuevo idioma. Paralelamente, el uso de herramientas de grabación de audio permitirá al docente encargado escuchar y evaluar el discurso producido por los estudiantes.

Finalmente, no hay que olvidar que se necesitará también de alguna herramienta que proyecte video. Todas estas herramientas estimularán los ojos y oídos de los aprendices para adquirir el idioma más fácil y rápidamente.

¿A quién apunta este proyecto?

Este proyecto se desarrollará con estudiantes de grados 7º. en adelante. Para mayor eficacia de los resultados del proyecto es necesario trabajar con estudiantes que voluntariamente se inscriban al club de conversación de inglés. Es decir, que los

inscritos deberán ser estudiantes apasionados y con un alto interés en el aprendizaje del idioma. Este requisito tiene como fin tener una garantía de compromiso y de dedicación por parte de los estudiantes.

¿Cuándo y dónde se llevará acabo el club de conversación?

El club funcionará los días sábados de 10.00 a.m. a 12.00 a.m. en la nueva aula de bilingüismo, que dotará la institución

VI. RECURSOS

1. Humanos

   Docentes Licenciados en inglés

   Exalumnos en formación U. Nariño

2. Materiales

   Computadores

   Audífonos

   Video bin

   Pantalla para proyectar

   Softwares

   Canciones

   Instalaciones en red

   Infraestructura: pintura, colocación de piso

   Dotación de sillas

   Construcción de módulos

   Servidor

   1. **Fecha de divulgación del proyecto e invitación a los estudiantes**

17 de agosto del 2016

El día de hoy se ha comenzado con la invitación al proyecto que se hará llegar a todos los cursos de 6to a 10mo de la institución. De igual manera se comienza con la pre-inscripción de aquellos alumnos interesados en participar en el mismo.

A continuación, se adjunta las listas de cada uno de los cursos con las personas interesadas marcadas con un visto.

En la fecha de sensibilización se aclaró a los estudiantes lo siguiente:

1. El lugar en donde tendrían lugar las reuniones al igual que el horario en el que se trabajaría.
2. El cupo limitado de estudiantes con los que comenzará el proyecto (40 estudiantes) por razones metodológicas y de logística.
3. El compromiso que deben tener para con el club teniendo en cuenta su puntualidad, disciplina y sobre todo el interés por el aprendizaje del inglés.

2. PROCESO DE INSCRIPCIÓN DE ESTUDIANTES DE 6TO A 10^{MO}

Para el proceso de inscripción de los estudiantes interesados en hacer parte del proyecto se visitaron un total de 28 cursos.

- 7 grados sextos
- 8 grados séptimos
- 5 grados octavos
- 4 grados novenos
- 4 grados décimos

Se detalló el número de estudiantes inscritos por curso y el gran total.

CURSO	NUMERO DE ESTUDIANTES INSCRITOS
6-1	16
6-2	9
6-3	18
6-4	12
6-5	16
6-6	16
6-7	11
7-1	2
7-2	6
7-3	8
7-4	2
7-5	12
7-6	18
7-7	15

7-8	2
8-1	11
8-2	9
8-3	4
8-4	14
8-5	5
9-1	7
9-2	3
9-3	7
9-4	9
10-1	12
10-2	4
10-3	4
10-4	32
TOTAL	**284 ESTUDIANTES**

3. PROCESO DE SELECCIÓN

El día 25 de agosto se convoca a los inscritos con el fin de llevar a cabo un proceso de sorteo que se realiza mediante balotas (blancas y rojas).

El estudiante que saque la balota roja será el estudiante seleccionado de entre en sus compañeros. Esto se realiza con el fin de proceder con la mayor transparencia posible evitando el favoritismo. Con esto en mente, también se cuenta con el acompañamiento de coordinadores de la institución.

La difusión de este proceso, es decir, la selección final de los primeros 40 estudiantes se realiza mediante carteles y visitas a los cursos. En la siguiente página se puede apreciar el diseño del cartel que se usó para difundir la información del proceso de selección.