



Ionuț Căpeneață



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GIRO – Towards a gamified approach to teaching Romanian as a FL

Innovation in Language Learning International Conference
Florence, November 2022

Overview



Introduction

**Literature
review**

Methodology

Results

Conclusions

**Acknowledgment
and References**

Opportunity

Gamification Based Instruction
in Teaching Romanian as a
Foreign Language

TE 206



Universitatea
Transilvania
din Braşov

FACULTATEA DE LITERE

GIRO

gamification

academia

Romanian

GIRO
PROJECT

education

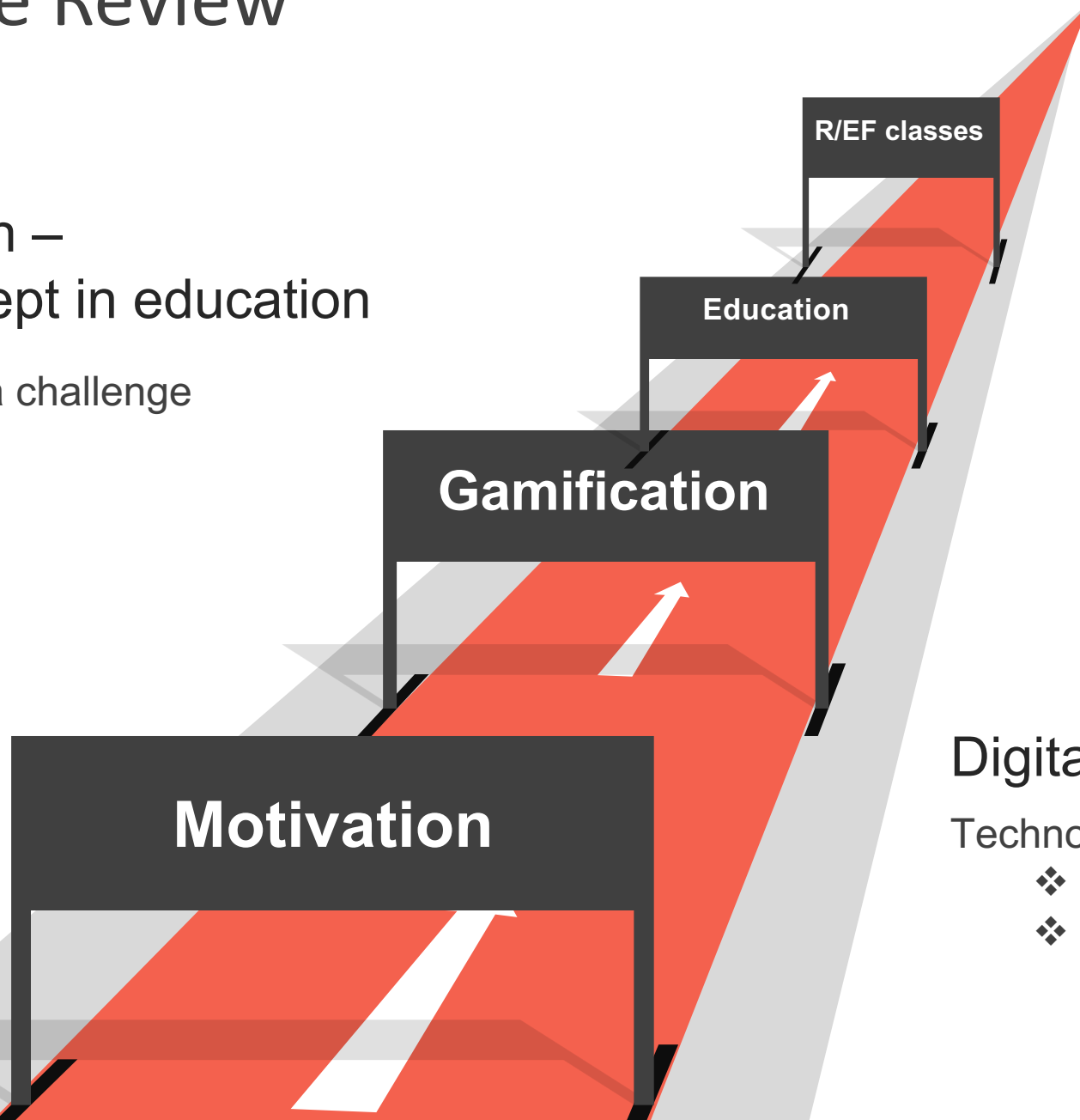
FL classes

as a FL

Literature Review

Motivation –
key concept in education

Nowadays: a challenge



Communicative approach
Context, BUT which one?

Digital approach

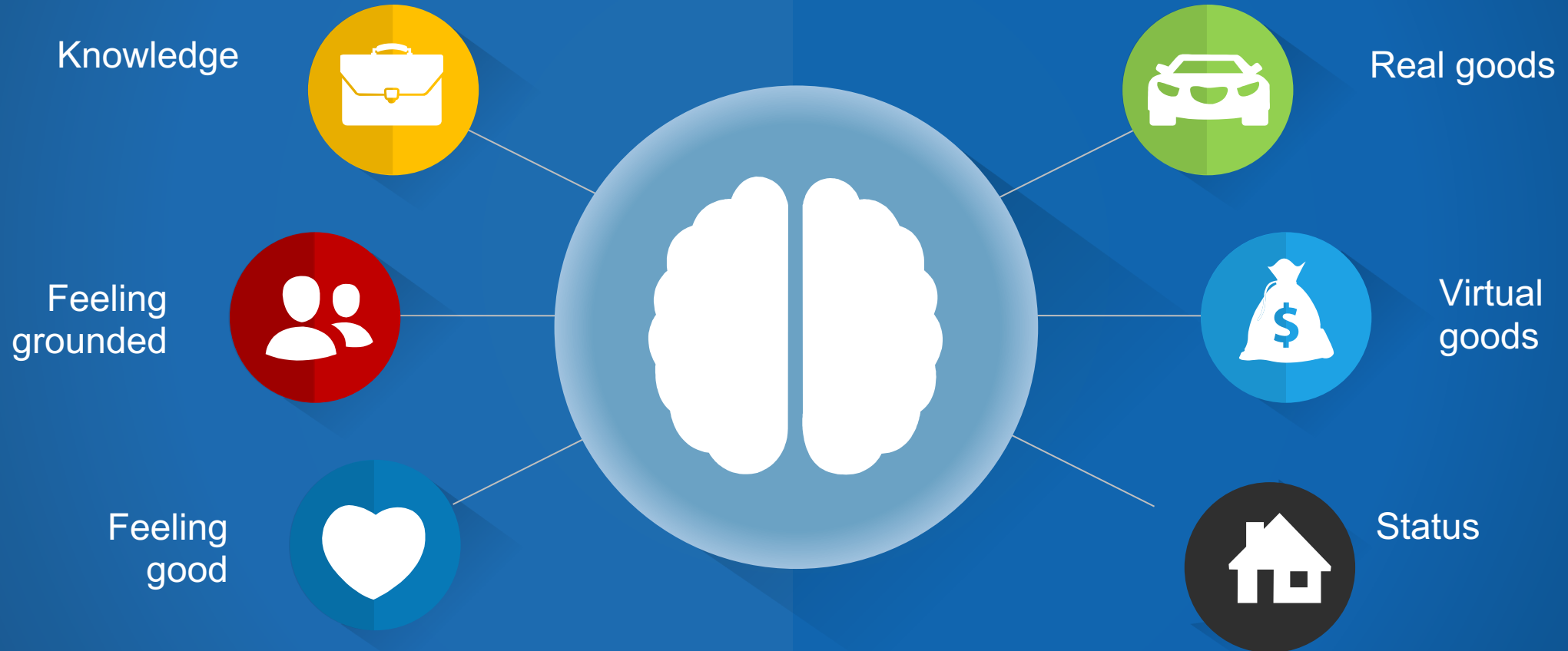
Technology in the classroom

- ❖ Yes
- ❖ No

Literature review (Determination) – SDT (Deci & Ryan, [5])



Literature review – Motivation (intrinsic vs. extrinsic)



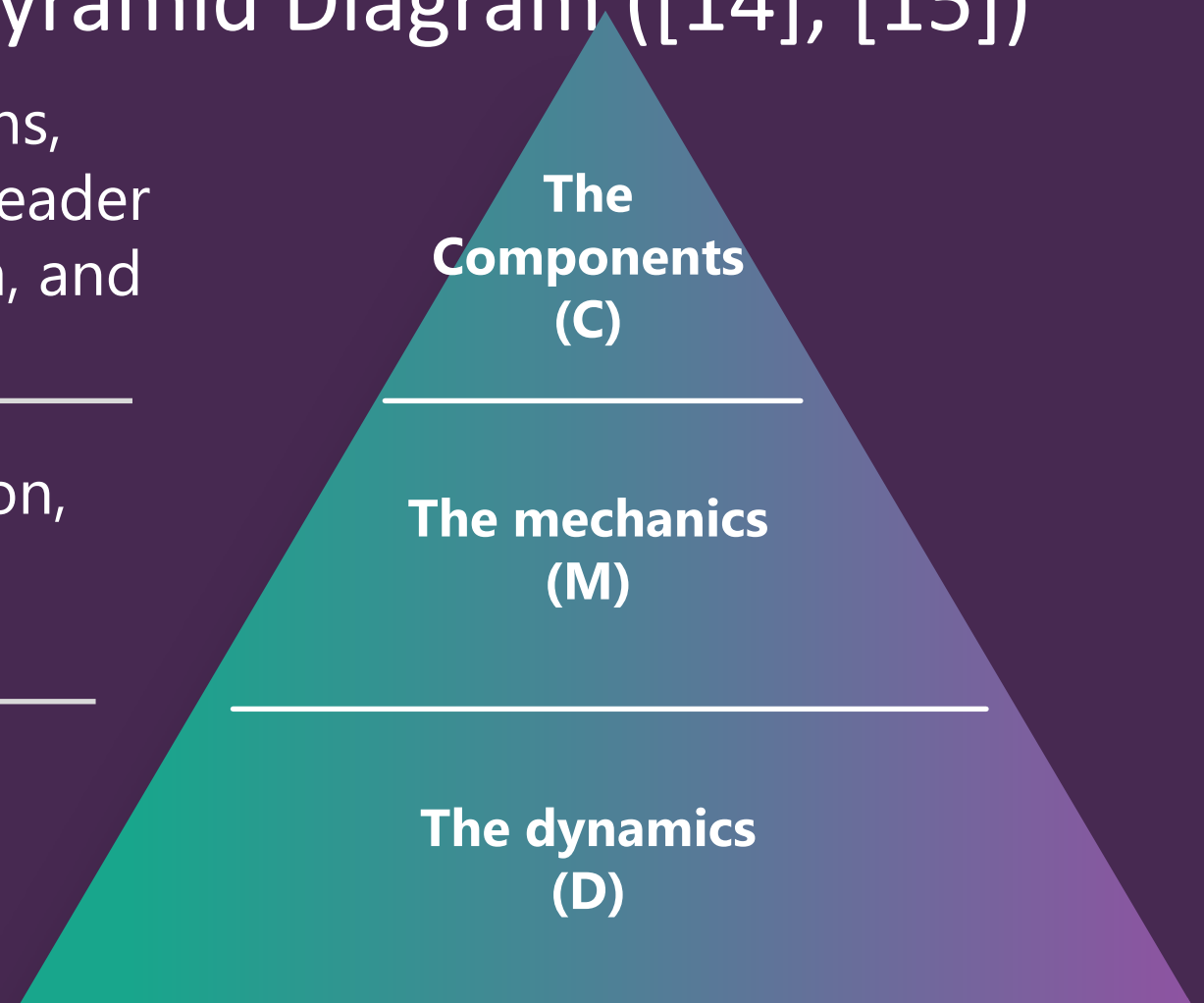
Literature review - Gamification

Werbach and Hunter's Pyramid Diagram ([14], [15])

accomplishments, boss fights, collections, avatars, content unlocking, rewarding, leader boards, missions, social graphs, insignia, and virtual goods

challenges, cooperation and competition, feedback, resource acquisitions, and transactions .

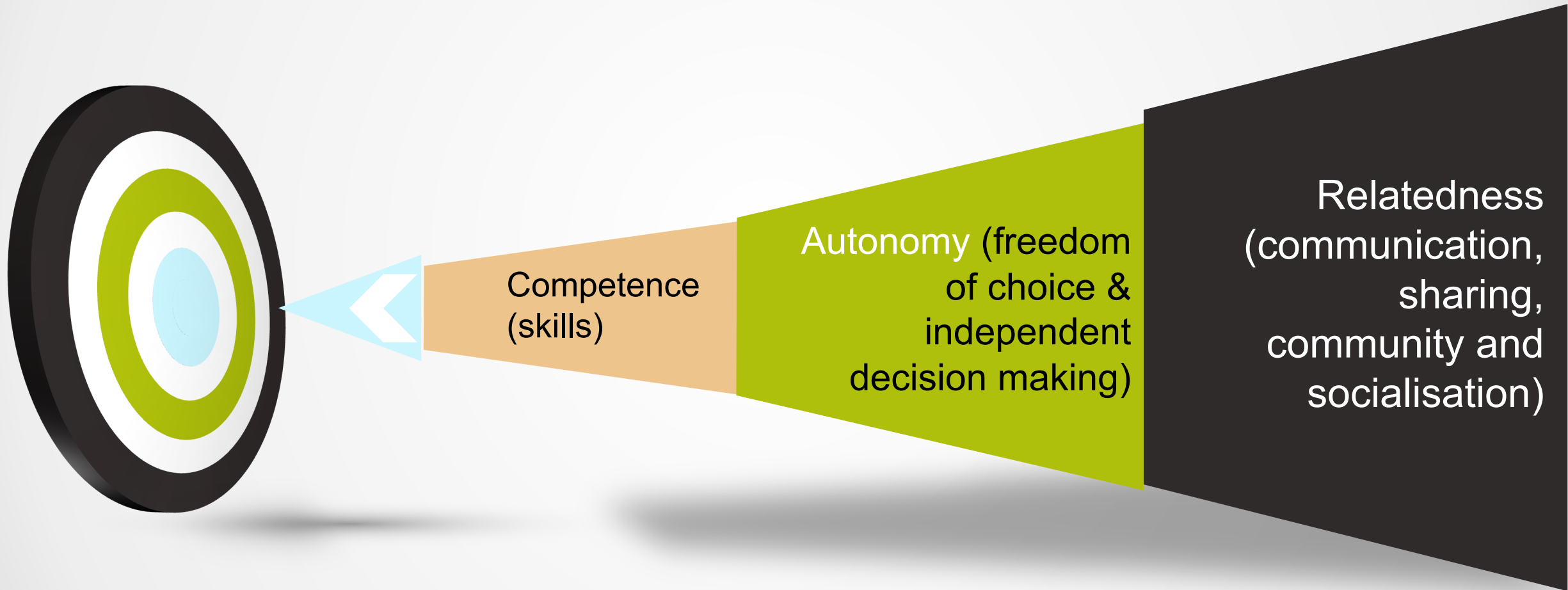
constraints, emotions, narrative, progression and relationships



- **only the most appropriate elements are selected from this pyramidal structure to be applied**
- **the overall experience offered to the participants is ultimately aimed at**

Literature review – SDT & Gamification

SDT, in Deci and Ryan's vision [5]



Literature review (Gamification)

Pelling (in [6])

Features

Definition

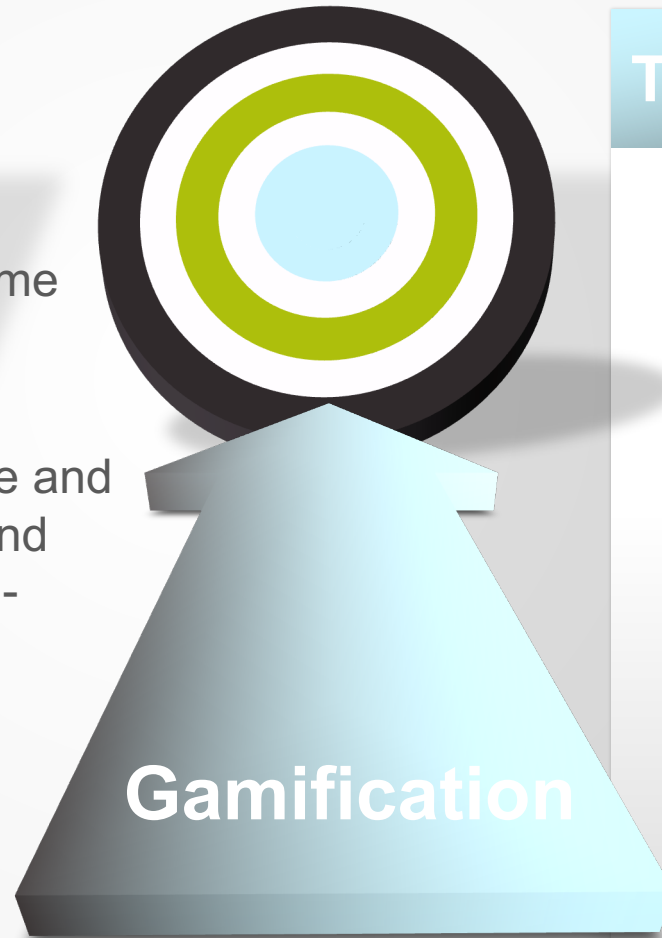
“the use of game design elements within non-game contexts”,

Means

extracting the core elements that create and organise the fictional world of games and applying them in different areas, in real-

Aim

to re-/create a more pleasant working environment in which the beneficiaries are encouraged to be original, creative, free, full of initiative, motivated, and thus entertained within the limits imposed by the frame of rules



The world of gaming

The CONTEXT:

- curiosity,
- learning,
- joy and fun
- avatar onboarding
- challenges
- freedom of choices
- boss fights
- scaffolding
- setbacks
- feedback

Methodology – Target audience

Time span

The trial started in the second semester of the 2021-2022 university year, between February-June 2022

Profiling

- 27 international students:
 - 9 girls
 - 18 boys
- aged between 19 and 22
- had studied Romanian for 5 months
- reaching the CEFRL A2 level

Focus

- the productive language skills
- the specialised terminology in the fields of Engineering, Medicine and Sports.

Time span, profiles, focus



Students enrolled in the Preparatory Year at the Faculty of Letters from *Transilvania* University of Braşov

Methodology – Data collection



STEP 01

1. Observation
1st semester
Non-obtrusive

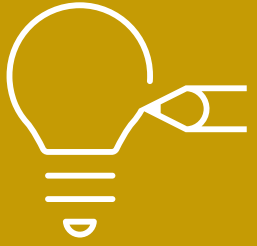
4. DBR
2nd semester
Tailoring, adjusting

5. DBR
2nd semester
Re-applying



STEP 02

2. Implementation
2nd semester
Gamification



STEP 03

3. DBR
2nd semester
Feedback, reactions



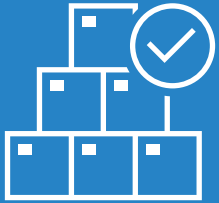
STEP 04

6. Capitalising
2nd semester

- Boosting motivation
- Building confidence
- Achieving results



STEP 05



STEP 06

First semester – observation method: weak points identification



Excuses for:

- Being late
- Not doing homework
- Cultural differences
- Environment adaptability

- Qualitative data gathering: notes, profiling
- Naturalistic method – non-obtrusive
- Cross-sectional approach - subjects monitored at one specific point in time

Second semester – Design-Based Research (DBR): improvement of the negatives

1

”test and refine educational designs based on principles derived from prior research” ([2], p. 15)

2

- implement the new methods
- measure the impact of their usefulness
- adjust on the way

3

- students’ reactions
- feedbacked obtained on the spot
- students - designers of good practices

Implementation
of the desired
concept

Monitoring

Methodology - Ethics

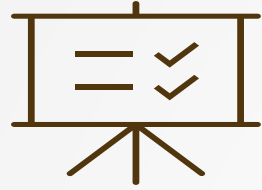
Students were invited to give their consent regarding their participation in this research, their overt approval being obtained in the comments section of the official announcement posted on the Class Story section of the Class Dojo platform

The screenshot shows a Class Dojo post from Ms. Nechifor dated Feb 26. The post text reads: "Dear students, as part of the GIRO nationally funded research project, this semester you will take part in an experimental approach towards teaching Romanian as a foreign language, which will be explained to you in detail on the occasion of our next meeting. The approach is based on gamification and the aim of the teachers involved in this project is to increase your motivation and to make the learning experience engaging and meaningful. After you get acquainted to the details, please give your consent here." Below the text are 6 likes, 8 comments, and 8 views. The comment section contains 18 replies, all indicating consent in Romanian or English.

Username	Comment	Date
Zurlei Lima	Sunt complent și de acord 🍌	22/01
Yameen Alghareeb	Sunt de acord 🍌	22/01
Rivaldo Joseph	Da, sunt de acord	22/01
Aya Haj Omar	Sunt de acord	22/01
Jesse Ghah	Sunt de acord cu această idee, este foarte inovatoare 🍌	22/01
Aldo Renato Cuzquén Tirado	Sunt de acord 🍌	22/01
Safin Connor	Da, sunt de acord	X
Mouad Chemi	Sunt de acord 🍌	22/01
Trivedi KHEDDOO	Sunt de acord	22/01
Bohdan STRONCHYK	Sunt de acord	22/01
Kseniya ZAYATS	Sunt de acord	22/01
Daniel NWAKEE	I agree	22/01
Thelma AYIBOR	Sunt de acord	22/01
Elizabeth PINEHAS	Sunt de acord	22/01
Gerlie HENRI	Sunt de acord	22/01
Kerlie HENRI	Sunt de acord	22/01
RIFQY ALVIANTO HAFIDZ	Sunt de acord	22/01
Mostafa SHAHIN	I agree 🍌	22/01
Eric OWANGA WIDAH	Sunt de acord	22/01
Amr ALHARAHSEH	I agree	22/01
Aya HAJ OMAR	Sunt de acord	22/01
Lana ALNAIMAT	Sunt de acord 🍌	X
Febian HÄNER	sunt de acord	22/01

Results: The gamified vision

Class Dojo



The basic platform used

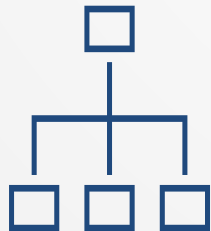
Avatar onboarding



Fun way of embarking on a new semester adventure

PBL

Points awarded / subtracted
Weekly badges collected
Leader boards weekly displayed



01

02

03

04

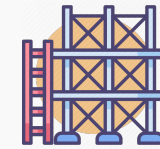
05

06



Goose Chase

Cooperation, communication, creativity, socialising, applied vocabulary.



Scaffolding

Levelling-up, presentation skills, colleagues' vote



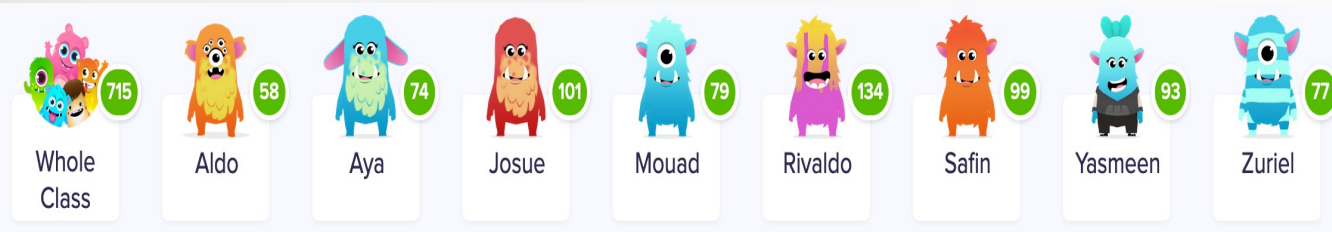
Feedback - Plickers

Fun feedback, continuous assessment - progressive learning

Results: The Class Dojo platform

Avatar onboarding

PB/L



Positive				Needs work	
Best score in partial tests (5)	Complete&Correct Homework (3)	Event contribution (5)	Great answer (5)	Not participating in (-2)	Off task (-1)
Helping others (1)	Homework attempt (1)	Partial Homework (2)	Teamwork (1)		
Working hard (2)	Add skills				





Results: The points allotment system



- 1p for homework attempt
- 2p for partial homework
- 3p for complete and correct homework

Special attention
(prior student dedication for this assignment was very low)

- presentation skills (3p)
- colleagues' vote (2p)
- event contribution (5p)

- great answer (5p)
- great idea (3p)
- working hard (2p)
- participating in activities (2p)
- teamwork (2p)
- helping others (1p)
- best score in partial test (5p)

Points allotted

- not participating in activities (-2p)
- being off task (-1p)

Points subtracted

Results: scaffolding

1. Internal event

All of them participated

- invited to prepare individual presentations in Romanian about their home countries
- enthusiasm and involvement on the students' side
- ending in colleagues' vote
- points allocation
- clear ranking



2. External event

Only the first 4 from the previous event participated

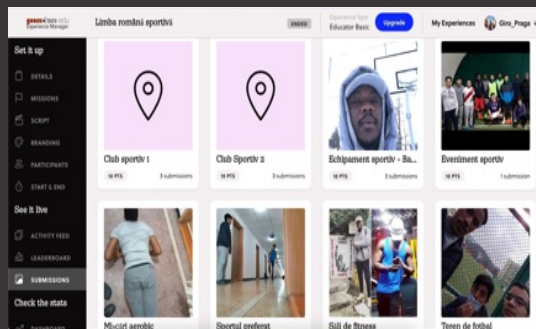
- reward for their contribution to the internal competition
- national conference dedicated to foreign students studying the Romanian language,
- specially dedicated to cultural and civilisation aspects related to their home countries
- on-line presentations, in Romanian



Results: Goose Chase



Great answer, language correctness, great idea, original contributions

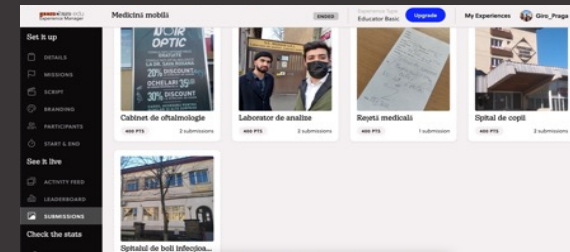


02

03

attention to language, creativity, practising their speaking continuously

Socialising, creating a sense of belonging, involvement, having fun, becoming more active, communicating



01

- for applied language in the specialised areas of Medicine, Sports and Engineering
- original tasks for field practice
- students were to provide real evidence via the mobile application of their vocabulary orientation in the real world

QR Codes: mobile phones

Online version

Results: Feedback

Plickers

- fun and friendly manner
- continuous type of assessment approach
- motivate students to learn progressively
- direct connection to the world of games quest trials
- offering advice
- the chance for the participants to go back and try again from another perspective, with a different approach
- dynamic and interactive way of assessing our students' performance

3 / 5 Add Timer E-Learning

LIVE Limba română nivel B1 - AP - 2022 - GIRO

SUMMARY
Test parțial: Conjunctivul (Setul 3)

Câte verbe la conjunctiv puteți identifica în melodie (fără repetiții)?

A 4
B 5
C 6
D 8

Start Accepting Answers
Press ENTER key

All students are offline

Aldo Aya
Josue Mouad
Rivaldo Safin
Yasmeen Zuriel

Arta de-a învinge (de Rudyard Kipling)

Să ai curajul să spui da / Să ai curajul să spui nu / Și-n fiecare clipă grea / Să fii mereu, același Tu! / Să știi să crezi / Când unii te înșeală, / Să te ridici / Când alții te doboară, / Să poți păstra / Ce alții vor s-alunge, / Să știi să râzi / Când sufletul îți plânge / Și cald tu să rămâi, / Chiar dacă afară ninge, / Această-arta / De-a învinge.

A În poezie sunt 13 verbe la conjunctiv. B În poezie sunt 8 verbe la conjunctiv.
C În poezie sunt 11 verbe la conjunctiv. D În poezie sunt 10 verbe la conjunctiv.

Start Accepting Answers
Press ENTER key

5 / 5 Add Timer E-Learning

LIVE Limba română nivel B1 - AP - 2022 - GIRO

SUMMARY
Test parțial: Conjunctivul (Setul 3)

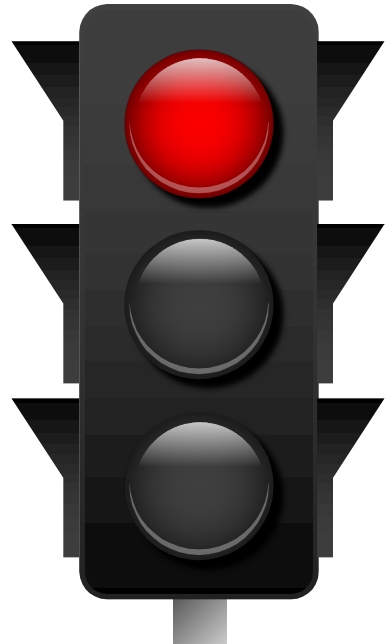
Verbul a ști este conjugat corect sau nu la conjunctiv?

eu să știu
tu să știi
el/ea să știe
noi să știm
voi să știți
ei/ele să știe

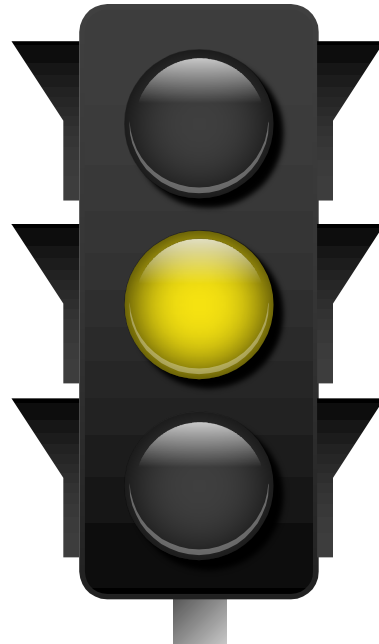
A Corect B Incorect

Start Accepting Answers
Press ENTER key

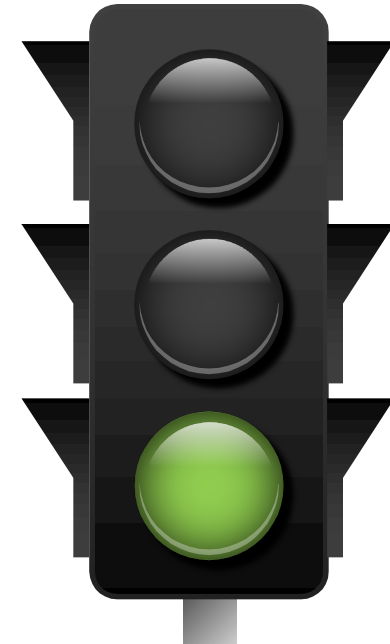
Conclusions (Deci & Ryan's SDT)



Amotivation (eliminated)



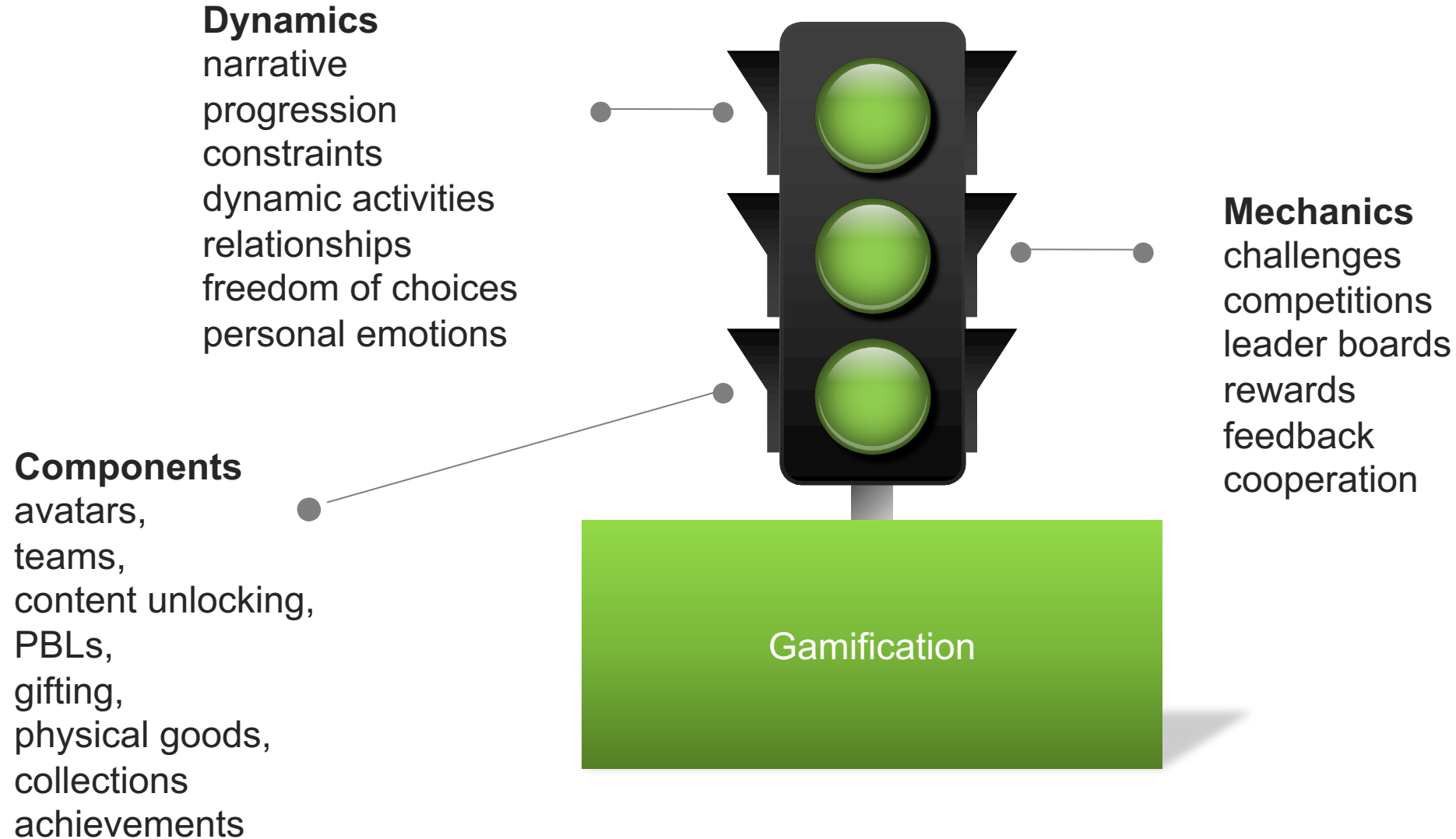
Extrinsic motivation
(PBL)



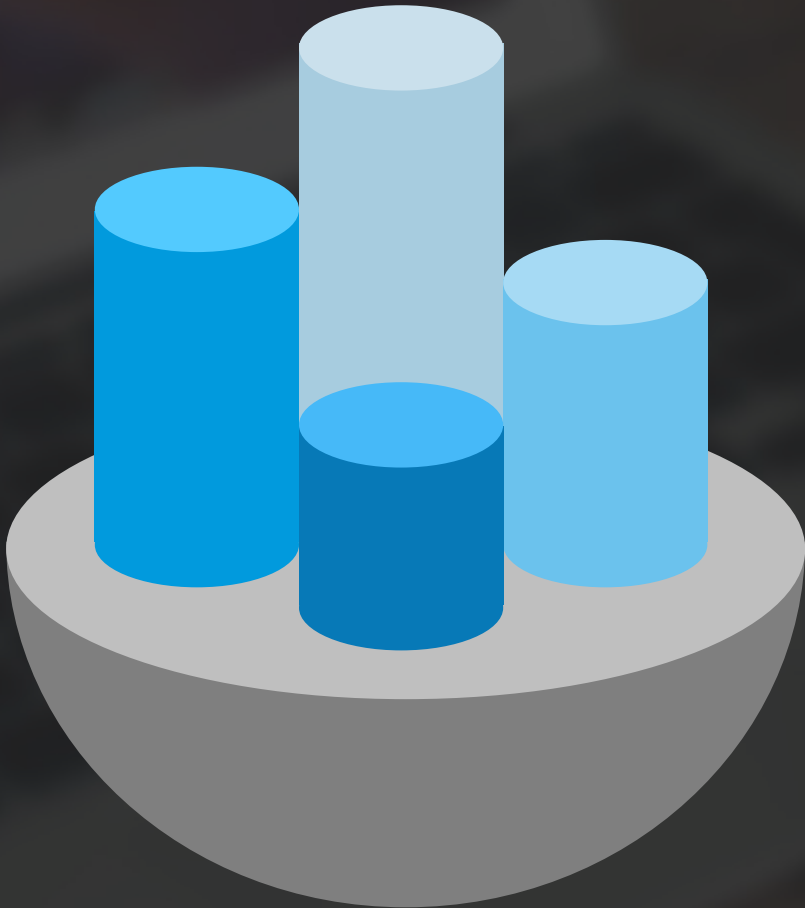
Intrinsic motivation
(Scaffolding)

Conclusions

(Werbach and Hunter's pyramidal vision over gamification)



motivation was boosted



Final remarks

The experiment was more than successful meeting the desired objectives that it started from



We managed to supervise the progression of the only negative aspect which occurred on the way, that of points chasing by some students, by alternating teaching methods and not relying exclusively on gamification throughout

Take away The 3F theory



reorienting the darts, concentrically, towards the inner self and its recompensing.

Acknowledgement and References

This work was supported by a grant from the Ministry of Research, Innovation and Digitization, CNCS/CCCDI – UEFISCDI, project number TE 206 / 2021, within PNCDI III.

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THANK YOU!