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Abstract: *This article describes the gamification is the implementation of game mechanics in a non-game environment, or the act of making something game-like. However, the most important for this proposal is to define the role of Gamification and what actually means with its implications in the educational field and its possible contribution to strengthen the different kind of language abilities.*

Key words: *gamification, implementation, game, educational, language, contribution*

Gamification is the implementation of game mechanics in a non-game environment, or the act of making something game-like. However, the most important for this proposal is to define the role of Gamification and what actually means with its implications in the educational field and its possible contribution to strengthen the different kind of language abilities. And this is practical to define clearly goals like a scorekeeping and scorecards, more frequent feedback, higher degree of personal choice of methods, and consistent coaching. As we dive deeper into our journey together, we will learn about how these factors boil down to specific motivation. For this proposal, Gamification will be considered as a system of “abstracted reality” that guides its players by using “rules, interactivity and feedback” and as an application of game-based dynamics to an educational effort. The above definition denotes an intrinsic relationship with the application model of modern video game mechanics and structures. In terms of the mechanics there are some characteristics like Character, The Story Develop and Rewards system,

which will be described later.

To start a project related about Gamification dynamics, it will be significant to understand the manufacturing steps that configure the bases for application. On the one hand, [1] describes that it is important to implement the elements of the kind of game, player, aesthetic look and experiential feel of the game based on the purpose created to give sense to the whole dynamic. Based on that, to explain the development of these concepts which describes Gamification as a pedagogical strategy, it is necessary to start with a description of the principal concepts.

The terms most relevant to this research work are directly related in its principles and mechanical elements.

Table 1. *Game Principles*

| Game principles | |
|-----------------------------|---|
| Instructions – Game Reality | Guidelines to understand the didactic procedure. |
| Goals - Driven Games | Progress setting for the players. |
| Levels - Stages | Common course of action to follow the game structure. |

It is important to define the concepts described in the Table 1, because they give the sense for the whole didactic performance. First, the Game Reality defines the parameters of simulated environment outside the natural conception of the exposed students' environment. In pedagogical terms, it reduces and simplifies the concepts you are teaching in scale and complexity, and compacts them into the world of the game [2].

Secondly, the intervention of the concept of goals, we must bear in mind that there will be goals based on the context of the game and others that will be set by the player depending on their progress. They could be defined as a point of reference for the game process, but subsequently to the learning process as well.

To attain goals, players must follow different types of rules. “Operational rules” tell players how to advance through and succeed in a game [3]

Finally, regarding the levels, it is important to take into account a development that keeps the student's attention and participation fixed, without neglecting the general dynamics and aesthetics of the initial proposal. Consequently, they could be considered as the transition points to change the concept of their own propose during a determined course of action, and change into another totally new, but connected to game nature already suggested. Games may feature three different kinds of levels: “game levels,” in which the player accomplishes a different set of evolving goals in each level; “playing levels”, where the difficulty of accomplishing the same goals increases; and “player levels,” which mark a player’s progress through the game by offering steady advancement from one level to the next [4].

Table 2. *Game Mechanics*

| Game mechanics | |
|--------------------------------|---|
| Player Types | The categorization of the participants and role. |
| Feedback system - Achievements | Imaginary rewards that encourage the engagement experience. |
| Facts, Concepts and Procedures | Elements that make sense in the environment proposed. |

To introduce the concepts of the second table related to the mechanics, it is important to start with the player notion. The player is a figure that retains certain attributes or, in this proposal, being an avatar (creation of the player in the likeness of himself or at the disposal of his tastes). The player concept is basically the link between the real world and the simulated reality during the didactic proposal. We will have three player concepts, which are described as the “achiever” has one goal: to win, to come out on top in the technical sense. The “explorer” spends extra time

feeling out and learning the game environment. The “socializer” devotes attention to forming relationships with other players.

Secondly, in terms of Feedback system – Achievements, it is essential to understand that they are not behavioral dynamics, since what we seek to obtain through Gamification is the fulfillment of achievements, which are presented as rewards that only generate motivation in the participants. These connected concepts are the parameter system to recognize the effect of the Player actions in the game, and also learning process. So, a sequence of events deliberately crafted to generate a feeling of flow and to hold the players interest [5].

Finally, when a pedagogical proposal is using video game mechanics implies taking into account precise aspects such as roles. On one hand, we need to take into account firstly the teacher in a creative and guiding perspective, which would be not only the one who provide the material, rules, and activities, because it is also the guide for the students during the whole interaction with the game and learning process. On the other hand, in the case of the students, they will be the ones who must have a proactive attitude. However, the roles already mentioned before only could be possible through the following dynamics of “elaboration,” or associating new information with earlier information; “organizing” facts into logical clusters; associating a word with an image; repeating content; incorporating information into stories; sorting information into different groups or matching terms to their definitions.

As a result, the definitions already described from both tables, which specifically describe how to could be improved the use of the vocabulary, the use of grammar, the students’ pronunciation, the students’ fluency, to interact with the concepts (by writing, listening, reading and speaking), using the whole integrated skills throughout these game strategies. Nevertheless, the aspects already mentioned about the integrated skills will be defined later in this theoretical framework.

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