Gamification and memes for grammar learning purposes:
A cross-curricular experience

Mª del Mar Suárez

Ferran Gesa

Neus Frigolé

DiDAL

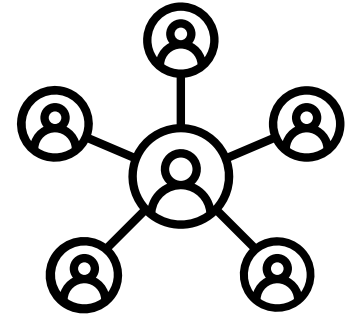UNIVERSITAT DE BARCELONA

JALTCALL

Why this innovation?

COVID-19 → lack of motivation → success to date

English Language for Teaching Purposes (Early Years Education degree)

Grammar – flipped classroom (Just-In-Time Teaching)

Intra and inter-classes gamification

Memes

Virtual environment➜ variety of genres (Warner & Dupuy, 2018)

Memes ➜ informal genre to foster motivation (Vasudevan et al., 2010).

| Grammar | Humor | Multimodal environment (Moodle + Instagram) | Digital communicative competence |

Thin-layer gamification (Marczweski, 2013)

PBL (Points, Badges, Leaderboard)

Inconsistent results in learning, but mostly positive in effort, motivation, commitment, competition

High-stakes →
Stress/ anxiety?

G OAL
- Getting points and badges as a reward for having done a good job

A CCESS
- Different levels of complexity → the higher the quality of their job, the higher the chances to win

F EEDBACK
- Almost immediate thanks to the VLEs

C HALLENGE
- Competing with and against their peers while…

C OLLABORATION
- … collaborating in their learning process with their feedback

MODEL

+

P OINTS
- Depending on their standings in the inter-class vote, more or less points were given (1st: 25 p.; 2nd: 20 p.; 3rd: 16p.; etc.)

B ADGES
- The winner in each round was given a wildcard in one of the compulsory tasks of the course.

L EADERBOARD
- The accumulation of points obtained per round.

Objectives

1. Practicing English gramar in a multimodal environment while fostering **metalinguistic reflection** through a **humor genre**.

2. **Motivating our students through gamification**

   2.1. Getting to know the effects of applying thin-layer gamification through **points** (P) and **badges** (B) – and its addition to the students' marks (+ 0.5 points for the winning team) – on their **effort, motivation, commitment, competitiveness and stress/anxiety.**

   2.2. Determining the effects of PBL on the student's behavior depending on the delay in achieving the reward.

Methodology

English Language for Teaching (Year 1 Early Years Education degree)

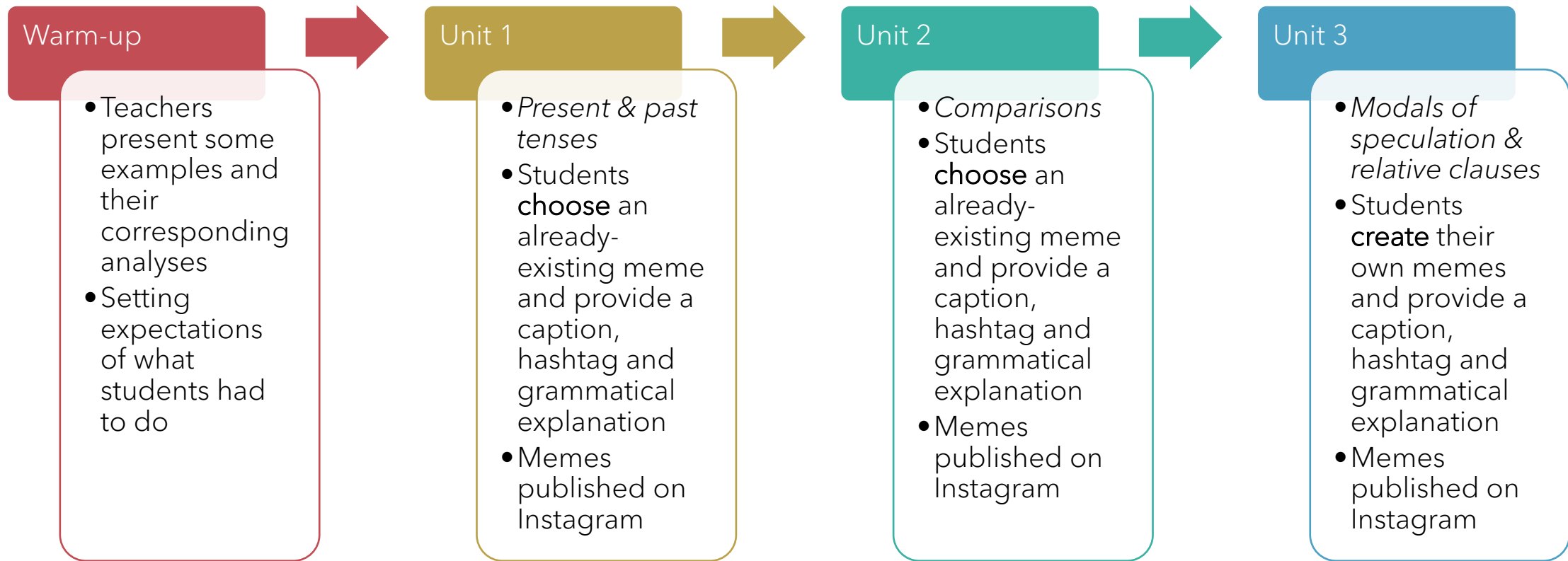Oral and Written Expression in English (Year 3 – Media Studies degree)

EFL though much of the interaction in Early Years Education was in the L1

2 Early Years Education groups (N=41) + 1 Media Studies group

(N= 18)

Work in groups of 4-5 students in class

Teachers were in charge of sharing the memes and texts on Instagram.

Rounds

Warm-up
- Teachers present some examples and their corresponding analyses
- Setting expectations of what students had to do

Unit 1
- *Present & past tenses*
- Students **choose** an already-existing meme and provide a caption, hashtag and grammatical explanation
- Memes published on Instagram

Unit 2
- *Comparisons*
- Students **choose** an already-existing meme and provide a caption, hashtag and grammatical explanation
- Memes published on Instagram

Unit 3
- *Modals of speculation & relative clauses*
- Students **create** their own memes and provide a caption, hashtag and grammatical explanation
- Memes published on Instagram

Media Studies studies would create a ppt with audio after each round to provide Early Years Education students' shortlisted memes with feedback on their memes choice/creation, language and grammatical explanations.

ICT

(0) Meming while learning (CA only)

Setting up the meme foundations and Round 1

- ❓ Meme competition groups
- 🅟 Meming for learning what? ⏱ 🅐⬇
- 🌐 Our Insta! #leplea2122
- 🗂 U1 memes: present and past tenses
- ❓ U1 memes - Time to vote!
- 🅟 Round 1! - Results 🔄 🅐⬇

Instagram   🔍 gimme   ⌂ ✈

gimmeamemeub2122   [Message] 👥 •••

27 posts   25 followers   2 following

Gimme A Meme UB
Meming while learning #leplea2122
www.ub.edu/rimda/content/didalub

Me: I don't understand the modals of speculation
Classmates:
"WE"

Modals of speculation and deduction
Mustn't   Can't
Students

When in the exercise of relative clauses you write "THAT" in all the spaces

When you realize that you couldn't repeat the relative pronoun

Gamification criteria: Media Studies to Early Years Education

- Visual impact of the meme

- Thoroughness of the grammatical explanation

- Adequacy of caption and hashtags

Gamification criteria: Early Years Education to Media Studies

- Clearest explanation

- Best oral performance

- Reward: +0.5 on oral performance

Points rounds 1+2+3

Final standing	Group	N of points R1 + R2 + R3
1	2D_D (XXXXX et al.)	10 + 25 + 25 = **60**
2	4B_E (XXXXX et al.)	20 + 20 + 16 = **56**
3	4B_B (XXXXX et al.)	25 + 9 + 8 = **42**
4	2D_B (XXXXX et al.)	9 + 10 + 20 = **39**
5	2D_A (XXXXX et al.)	8 + 16 + 11 = **35**
5	4B_C (XXXXX et al.)	16 + 9 + 10 = **35**
5	4B_D (XXXXX et al.)	13 + 13 + 9 = **35**
8	2D_C (XXXXX et al.)	9 + 10 + 13 = **32**
8	4B_A (XXXXX et al.)	11 + 11 + 10 = **32**

YOU'RE A WINNER BABY

BRING IN THE CHAMPAGNE
memegenerator.net

Congratulations to **Noelia**
~~██████████████~~
~~██████████████~~

They have won a wild card in a (0) task!!!

1

Congratulations to ~~██████████████~~
~~██████████████~~

They have won a wild card in a (0) task!!!

WINNER!!!

Congratulations to
~~Katie Coleman, Maria~~
~~Estrada, Berta Ferrer,~~
~~Alba Roca and Neth~~
~~Zambrano!!~~

They have won 0.5
points extra in the
final mark!!

Points and badges: symbolic reward

Wildcards in one of these tasks
(20 in total throughout the course)

12.5%

12.5%

12.5%

12.5%

50%
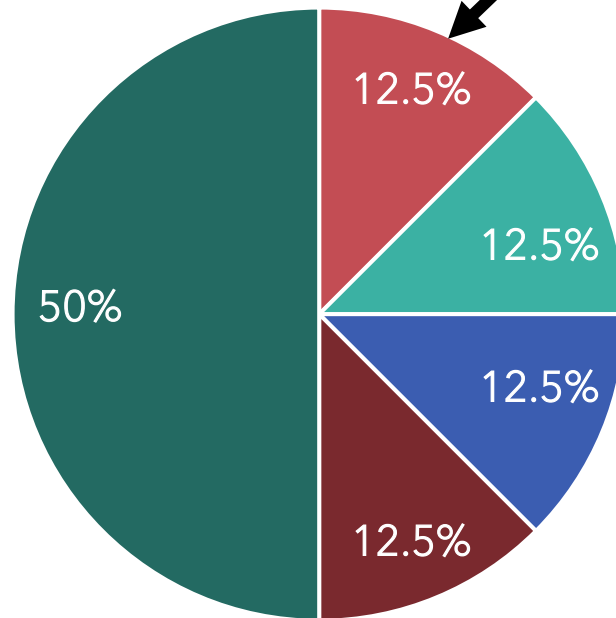
■ (0) Tasks   ■ Task 1   ■ Task 2   ■ Task 3   ■ Final exam

Method: Instrument

1. **Long-term reward**: The possibility of winning 0.5 extra points in the final mark of the course made me…:

2. **Short-term reward**: The possibility of winning badges (and so, a wildcard in a compulsory task) made me…:

|	almost never	sometimes	often	nearly always
a) Make a greater effort to do a good job	●	○	○	○
b) Give a better kind of feedback to my classmates	○	○	○	●
c) Feel more motivated	○	○	●	○
d) Feel more committed with the task	○	●	○	○
e) Want to win no matter what	○	○	○	●
f) Feel stress	○	○	○	●
g) Feel happy about my classmates even if I was losing	○	○	●	○

Results: Points… and the possibility to get 0.5 extra points
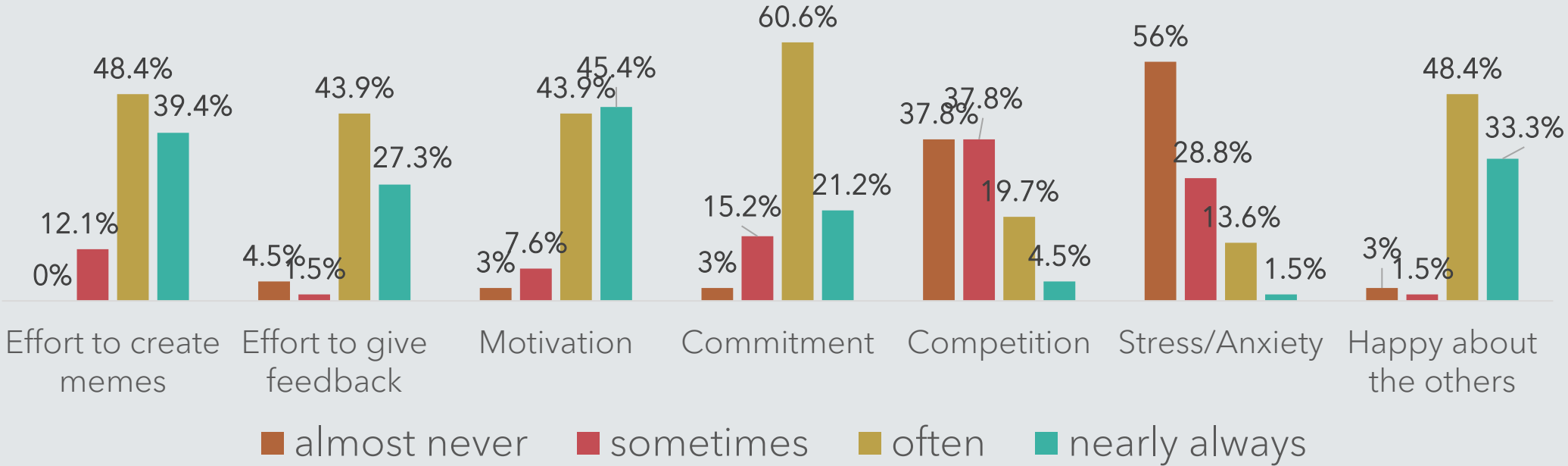
Results: Points (0.5 final mark) - long run

	2. Effort to give feedback	3 Motivation	4. Commitment	5. Competitiveness	6. Stress	7. Happy about the others
1. Effort to create memes	.526** .000	.638** .000	.519** .000	.188 .130	.133 .289	.130 .299
2. Effort to give feedback		.547** .000	.455** .000	.066 .598	.138 .271	.077 .541
3. Motivation		-	.608** .000	.196 .115	-.100 .424	.055 .659
4. Commitment		-	-	.101 .419	-.014 .908	.079 .530
5. Competitiveness		-	-	-	.169 .175	-.177 .155
6. Stress						-.019 .881

Results: Badges… and the possibility to earn a wildcard
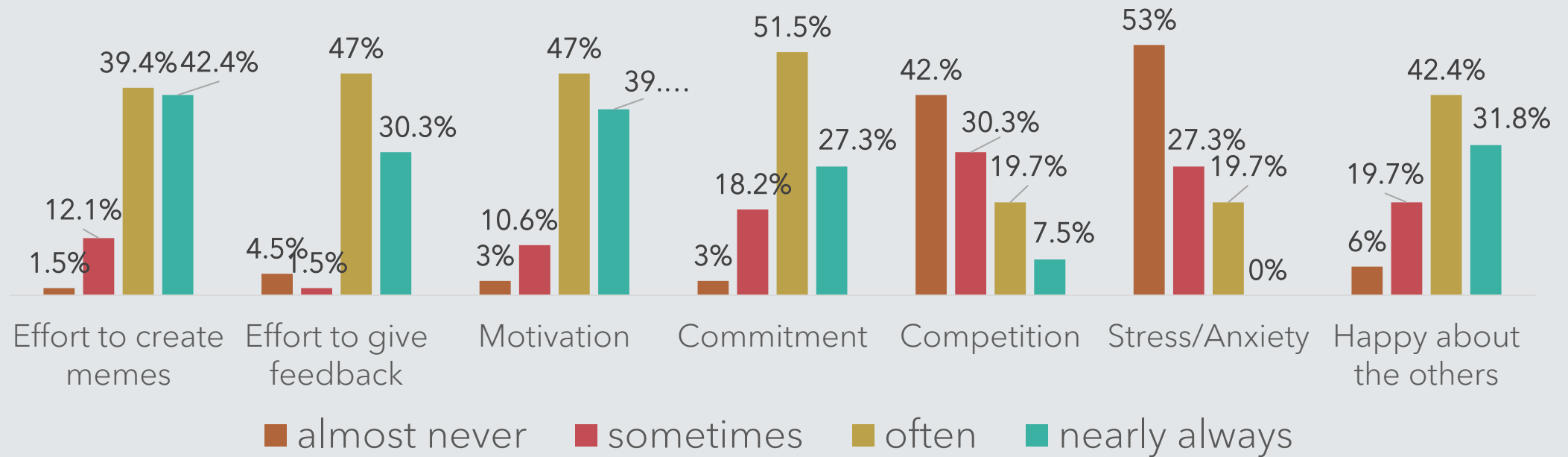
Results: Badges (wild card) – short run

	2. Effort to give feedback	3 Motivation	4. Commitment	5. Competitiveness	6. Stress	7. Happy about the others
1. Effort to create memes	.577** .000	.639** .000	.690** .000	.128 .307	.113 .368	.069 .581
2. Effort to give feedback		.615** .000	.506** .000	.177 .156	.272* .027	-.009 .945
3. Motivation		-	.665** .000	.126 .311	-. 026 .837	.015 . 905
4. Commitment		-	-	.091 .466	.107 .391	.090 .472
5. Competitiveness		-	-	-	.249* .044	-.066 .599
6. Stress						-.071 .571

	Median		Wilcoxon (*p*)
	Points (long run)	**Badges (short run)**	
1. Effort to create memes	3.00	3.00	1.000
2. Effort to give *feedback*	3.00	**3.00**	**.002**
3. Motivation	3.00	3.00	.107
4. Commitment	3.00	3.00	.593
5. Competitiveness	2.00	2.00	.861
6. Stress	1.00	1.00	.248
7. Happy about the others	3.00	3.00	.157

1. almost never   2. sometimes   3. often   4. nearly always

Results: Points or badges?

Media Studies students' questionnaires

When teaching multimodality to your peers at the Faculty of Education through your oral PowerPoint, ...

Did you do anything in particular to be didactic when recording your explanations?

Response	Average	Total
Yes, although I based my analysis on the notes provided by the instructor.	46%	6
Yes, and I added ideas of my own to the analysis.	85%	11
No, I only focused on getting the task done, without thinking about any didactic purposes.	8%	1
Other...	15%	2

Media Studies students' questionnaires

Did you give any positive reinforcemen or negativefeedback to the creators of the memes in your ppt recording, that is, did you congratulate the students on their work, for example? Why (not)?

| Respondent	Response
	We didn't directly congratulate them, but we said a few times that the meme was well done and we didn't find much wrong with it when analyzing it.
	I think some students should be more "clear" with their memes.
	We explained the things they have right and the things they have wrong in the best way possible, to help them improve.
	Yes, we thought it could reinforce them making them proud of their word.
	We said that the meme was pretty good and that they had done a good job.
	We just didn't think about it.
	I tried encouraging them to keep practising, as well as making them notice the parts where there was a misunderstanding (as we thought) or something that could have been improved.

Discussion

Theory-driven gamification design model

GAFCC model

Stress only influential in the short run

Competitiveness, similar pattern to stress

Effort to give feedback, ambivalent

Badges, greater influence
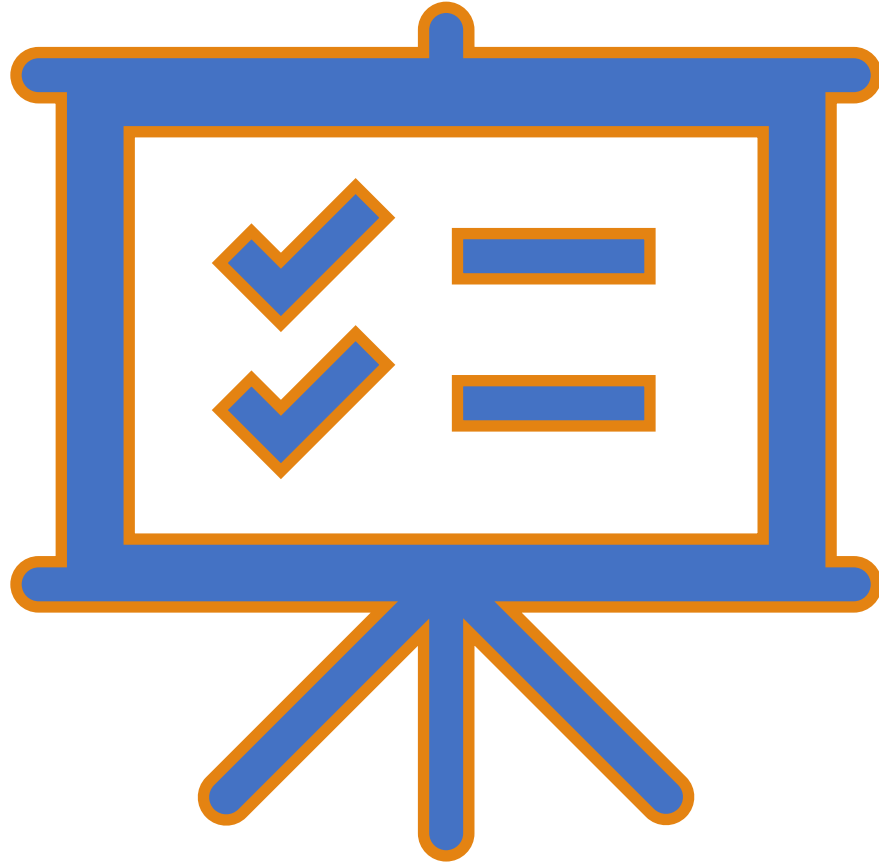
Conclusion

- Class cohesion and inter-faculty project thanks to ICT tools and gamification.

- Dynamic project, thanks to ICT and social network tools.

- Effort, motivation and commitment enhanced

- *GAFCC model* covered

- More meaningful / contextualized PBL

- Did they learn any grammar?

- Did they learn any multimodal communication devices?

mmsuarez@ub.edu

ferran.gesa@ub.edu

neusfrigole@ub.edu

Thank you!
グラシアス