

GAMIFICATION IN HIGHER EDUCATION: ESP INSTRUCTION FOR LEARNERS OF TOURISM STUDIES

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1. INTRODUCTION

There is a great demand for learning languages in the context in which they are about to be used, and therefore, English for Specific Purposes (hereafter, ESP) is usually fast-paced, goal-oriented, and based on students' specific needs and requirements focused on their professional fields of interest. The teacher's role is no longer the only provider of knowledge but a mediator between the content and the students, who have become active participants in the learning process (Juárez-Díaz & Ojeda-Ruiz, 2021). Technology has found its place in education, and due to the increasingly low engagement of undergraduates in face-to-face lectures (Battin-Pearson et al., 2000), digital resources have been regarded as a rescue door to improve students' engagement in face-to-face classes, approaching a kind of blended learning. Computer-mediated gamified tasks are combined with face-to-face classroom practices.

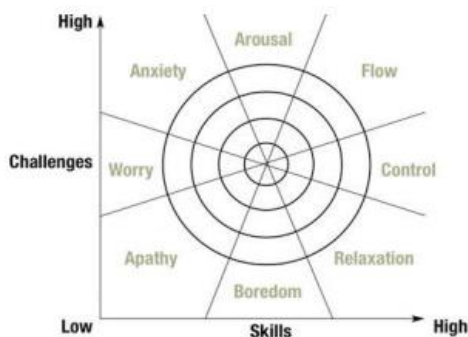
In the context of higher education, new active learning methodologies are increasingly being used (Carrión et al., 2023) and have become a popular educational trend (Briffa et al., 2020). Gamification, which can be defined as “the use of mechanics, dynamics, and frameworks to promote desired behaviors” (Lee & Hammer, 2011, p. 1), can make students feel curious, create expectations, promote improvement, and partnership. Thus, gamification may intervene cognitively (since games provide a complex system of rules that players need to explore through active experimentation and discovery that help them keep engaged with potentially challenging tasks), emotionally (because games evoke

moving motions, provide countless positive emotional experiences such as curiosity, joy, pride and may help students persist through negative emotional experiences by transforming them into positive ones) and socially (games allow students to try on new identities so that they can explore new sides of themselves in the safe space of play (i. e. a shy student can be a leader in the game)). Furthermore, efficient gamification tools can help students take on meaningful roles that are profitable for learning. As Lee and Hammer (2011, p. 4) explain, “By making the development of a new identity playful, and by rewarding it appropriately, we can help students think differently about their potential in school and what school might mean for them.”

Three fundamental underlying theories operate gamification of learning: Pink’s intrinsic motivation theory (2010), goal setting theory (Latham & Locke, 1990, 1991), and Csikszentmihályi’s Flow Theory (1990) (Barros, 2016). As far as Pink’s intrinsic motivation theory (2010) is concerned, it defends that human beings are more motivated when the activities satisfy them. This theory, based on Ryan and Deci’s self-determination theory (2000), is composed of three motivating stages: motivation 1.0., which is the one that makes people survive, motivation 2.0., which took place until the 19th century, when good practice was rewarded and the bad one was punished, and motivation 3.0., which takes place in the 21st century, seeks intrinsic motivation and it is necessary to have a happy life professionally and personally speaking. We need to fulfill three assumptions to produce effective motivation: (i) the autonomy of a person to face challenges individually, (ii) the desire to acquire new skills because of the interest and personal satisfaction in understanding the aim of learning, and (iii) teaching practice. Teachers should promote intrinsic motivation to make students feel their autonomy and competence while enjoying participating and learning with all the proposed activities. Latham and Locke’s (1990) goal-setting theory argues that students’ motivation can be promoted when the goals of the gamified experience are specific and moderately challenging. Goals are related to their performance, content, and intensity. Csikszentmihályi’s Flow Theory (1990) defends that a person’s degree of engagement in an activity depends on his/her degree of concentration. The flow consists

of a state in which the person is completely concentrated on a task, which cannot be too simple since the student would lose interest or too difficult because it would hamper the concentration. If the student is 100% engaged in an activity and there is a balance between personal skills, previous knowledge, and the acquisition of new content while being challenged, the mind is in a state where everything flows, and it is easier to progress. “Being in the zone,” as it is often referred to colloquially, demands being highly motivated and absorbed in an activity. It is represented in the following way:

FIGURE 1. Csikszentmihalyi & Nakamura’s Flow Theory Model (2002)



Source: Csikszentmihalyi & Nakamura (2002)

The vertical axis of this map refers to a challenge and describes the amount of difficulty of the task a student can encounter. When one is too high on the vertical axis, the challenge is too complex, and when too low, too easy. The horizontal axis represents students’ perception of the level of the skills. If it is high, it is very challenging for the individual to perform because s/he has limited skills or vice versa. The combination of both axes produces the states that are depicted: anxiety, worry, apathy, boredom, relaxation, control, flow, or arousal. A student needs to combine at least two of the following factors: intense and focused concentration when doing the activity, action, and realization coincidence, loss of conscious self-awareness, feeling of controlling the task, alteration of time perception and perception of the activity as intrinsically beneficial (Csikszentmihalyi & Nakamura, 2002). This theory justifies why

human beings enjoy playing games: being in a flow triggers intrinsic motivation.

Gamification, as a type of experiential learning, is considered a very effective methodology to increase students' commitment and motivation towards their learning (Putz et al., 2020). Students usually increase their engagement in gamified proposals due to the type and amount of feedback provided. The platforms used in this proposal (*Quizizz, Socrative, Educaplay, Playfactile, Write & Improve*) have a complex system of presenting feedback for students, which renders positive attitudes towards participation while also providing immediate students' achievement (Medure-Jacob, 2020). To do so, it is essential to establish specific learning objectives to provide continuity and matching between the tasks and their assessment, balancing the gamified and practical input.

2. LITERATURE REVIEW

The literature on gamification has been increasing in the last few years (Silva, Rodrigues, & Leal, 2020), especially for foreign language learning (Chaves-Yuste, 2019). Research on gamification has been focused on (i) its definition, framework, and taxonomies, (ii) systems and designs, and (iii) the effect of gamified experiences within a classroom (Nacke & Determing, 2017).

It has been proven that student-gamified response systems allow learners to answer questions and receive immediate feedback, always within a gamified framework. Despite this practice being popular among English for General Purposes (EGP) classes, especially at primary and secondary levels, there is a paucity in the literature concerning their use in ESP courses, especially in the context of tourism.

Zarzycka-Piskorz (2016) argued that 70% of the sample that used *Kahoot* were more motivated to learn ESP due to the reward and competitive system and the higher motivation. Asmali (2018) employed the application *Kahoot* to study to what extent its use could be advantageous for ESP undergraduates in Tourism and hospitality services. He argued that students using this student response system outperformed the ones who answered the same questions in a traditional paper-based form.

Glowacki et al. (2018) also used *Kahoot* to develop lexical and grammatical skills, which improved significantly after utilizing this gamified resource. Moreover, the researchers pointed out that the best results were obtained by shy students who did not show initiative in the face-to-face lessons. Faya and Martín-Macho (2019) used *Socrative*, which increased students' motivation, participation, satisfaction, interaction, engagement, and performance. On their part, Majid et al. (2021) argued that the employment of a digital board game following the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model (Widyastuti & Susiana, 2019) and gamification principles were motivating and appealing for the sample. It enhanced the interaction and active participation of ESP undergraduates. Resmayani and Putra (2019) stated that students paid more attention to the course issues thanks to using *Kahoot* in an ESP for tourism course. Along the same line, Ibañez and Escobar (2021) demonstrated that audiovisual material and collaborative tasks combined with gamification can be efficient in online learning environments to teach ESP to Tourism undergraduates since their proposal improved students' involvement and motivation, writing skills, and vocabulary learning. Also, Sevilla-Pavón and Haba-Osca (2017) worked with collaborative and gamified tasks, and students' feedback was very positive, regarding their motivation and interactivity.

3. MATERIAL OR METHOD

Due to the changing nature of language in different contexts, the resources employed in ESP classes should be carefully tailored and selected considering students' needs and characteristics (Dashtestani & Stojković, 2015). ESP classes also need to use technology (Lesiak-Bielawska, 2015) so that students can be provided with interactive content-based materials related to their future professions while receiving immediate feedback in their specific context (Butler-Pascoe & Wiburg, 2003).

Considering the advantages that research has stated about the utilization of gamification, in this proposal, some of the contents of the subject English 1 for the degree of Tourism are worked: use of modal verbs, passive voice structures, relative clauses, verb tenses and vocabulary

related to traveling and lodging. Students need to travel around the globe and get to know the authentic lifestyles of the different spots and their tourist resources. This experience is thought to be developed in a public university in Madrid with a group of ninety undergraduates (18 years old onwards).

The objectives worked throughout this gamified experience are based on the four linguistic skills, comprehension, and expression of oral and written texts) at the B2 level according to the Common European Framework for Languages (CEFR) (Council of Europe, 2001).

3.1. GAMIFIED PROPOSAL

ESP students sometimes feel tiredness or boredom with conventional communicative activities. Thus, to revise all the content gathered in the subject syllabus, a gamification experience is proposed for the last weeks of the course. As Tourism undergraduates, they are expected to be attracted by other cultures and places all over the world. Thus, they will be asked to visit as many countries as possible in the minimum amount of time. In each of the spots, they will encounter a different challenge. Their correct fulfillment will gratify them with a boarding card to travel to another country.

Hereafter, this gamified proposal comprises the following mechanics, dynamics, components, aesthetics, and emotions (Escamilla et al., 2016):

- Challenge: The main aim of this gamified experience is to visit as many countries as possible. They need to work in groups and individually to fulfill all the tasks proposed in this proposal. The teacher can observe the students' capacity to apply content and knowledge. If the task is performed successfully, the teacher gives students a boarding card that will enable them to travel to a different country.
- Rules: Students need to comply with specific rules to participate in the different activities (turn-taking, completing a mission, how to win clues and rewards, moving from one place to

the other, etc.). By employing these rules, students learn to be respectful and play fair.

- Narrative: Students will identify with a specific character (avatar) and a nationality. Using a narrative eases the association of different concepts or ideas and declarative content. This attractive narrative helps to keep motivation high throughout all the gamified experiences and work hard in all the proposed activities.
- Freedom to choose: Participants choose among different options that will make them go forward and continue exploring or, on the contrary, waste time and/or lose points. First, they need to choose a nationality and create an avatar. Their journey will start from that country, so they may find the most convenient routes to travel to other spots as fast as possible. Thus, they will make decisions, solve problems, and be creative in a safe environment.
- Freedom to make mistakes: Students can experiment and take risks in a safe environment while adopting a new identity through their avatar. Their confidence, participation, resilience, and tolerance towards frustration are developed while feeling safe behaving as another person.
- Rewards: Students are given certain rewards that will facilitate them to obtain new resources that may help them in their journey (i.e., access to extra information) or acquire new abilities. In this gamified proposal, students are provided with boarding cards that will enable them to visit other countries. Thus, students know how to acquire specific abilities and use their knowledge correctly.
- Feedback: It helps to direct the participants to the proposed objective. It is usually offered once the lesson is finished and shows the student's progress. Apart from the constant feedback provided by the teacher, students are aware of their development by counting the number of boarding cards. The higher the number of boarding cards, the better they are fulfilling the tasks.

- Visible status: All the participants know their progress and position regarding their classmates. Badges and rewards are shown on the virtual campus to recognize the student's progress within the game. Thus, they can know which badges to pursue and which countries to be visited to obtain them.
- Progress: As far as the student is going forward in the adventure, the level of activities is higher. Despite the different routes students can choose, students usually move from low-order to high-order thinking skills and develop more complex and challenging tasks, which help them progress toward the established goals.
- Cooperation: Students are enhanced to work cooperatively with other players to fulfill tasks and objectives. Interaction, critical thinking, and decision-making enhance learners' motivation.
- Time constraints: Students complete all the tasks within the established time limit. The objective is to travel to the maximum number of countries in the minimum period. To do so, students optimize resources and make decisions without unnecessary time-wasting.
- Surprise: There are always unexpected elements that can twist the game to keep motivation high. Special elements and unpredicted characteristics may suddenly appear.

Since students encounter different tasks within the gamified experience, they go through several stages with the teacher's guide and scaffolding (Yu-Kai & Sudarshan in Escamilla et al., 2016):

1. Discovery: In this stage, the rules, components, mechanics, and narrative of the game are introduced. Students are told they can travel worldwide to become tourism experts.
2. Onboarding: Students face an easy challenge to engage in the gamified experience. Thus, they can understand how the game works.

3. Scaffolding: The teacher leads the players' process with feedback and guidance. All the tasks proposed need to be balanced regarding their difficulty and students' abilities. By the end of each session, students' progress is displayed on the virtual campus to make them aware of their rewards, position, and status.
4. Pathway to mastery: Students can move forward in the game while gradually acquiring new abilities and knowledge. They finally travel around the world and are aware of all the competencies and knowledge learned throughout the gamified experience.

3. 2. PROCEDURE

The gamified experience is thought to take place at the end of the semester to revise all the ESP for tourism contents studied throughout the course. Some assignments are thought to be done individually, while others need to be fulfilled cooperatively at home or during the lessons. Every day, the teacher will provide students with daily feedback on the work done.

The different tasks are given a grade, and different rubrics will be used to assess them. The practice consists of traveling all around the world to know the touristic spots of the chosen countries: Canada, United States of America, Mexico, Cuba, Haiti, Columbia, Ecuador, Peru, Bolivia, Argentina, Uruguay, Cameroon, Nigeria, Morocco, Spain, Germany, Ireland, United Kingdom, France, Italy, Syria, Pakistan, India, the Philippines, West Timor and Australia. To do so, for the first task, each student will choose a nationality of the aforementioned countries and create an avatar using the webpage www.voki.com. They will research the country and the typical hobbies and activities performed in the chosen spot to introduce themselves. Once all the introductions are recorded, the links will be shared through the virtual campus so every student can watch their partners' presentations. The following poster will be used to see the development of the students' journeys and explain the narrative of this gamified proposal:

performed, they obtain a boarding card to travel to the following country and a grade for each task:

The different tasks that need to be fulfilled in the chosen spots are the following ones:

1. Canada: Students read a blog entry that shows how a youngster's life is in Canada and an article about the lack of sleep in daily life in Quebec (<https://tinyurl.com/y8p4ojjw>). Students' comprehension is checked through a Socrative test (www.socrative.com).
2. United States of America: Students search for information about the “melting pot” concept and read a BBC article about it: <https://tinyurl.com/y8p4ojjw>. Afterward, they read the poem *The New Colossus* by Emma Lazarus and discuss the poem, and how it reflects American culture and the idea of the melting pot. They rewrite their thoughts on the concept. Finally, with an interactive map of the United States (<https://online.seterra.com/es/vpg/3003>), they need to place the different states. They need to find information about the last state presented and record themselves telling the information found and upload their recording to the virtual campus.
3. Mexico: Students read an article about an ordinary day of a Mexican student (<https://tinyurl.com/y9yew9f8>). Then, learners play a Jeopardy game (<https://www.playfacile.com/bchaves/play>) to revise some contents studied in the previous lessons: phrases, vocabulary, relative clauses, passive voice, and phrasal verbs.
4. Cuba: Students watch a TED talk about one of the hidden treasures of Cuba, its medical college: (<https://tinyurl.com/yb7ldsrd>), and write a summary about the previous video using the webpage www.writeandimprove.com.
5. Haiti: Students read an article called “The White Curse [Haiti]” written by Eduardo Galeano (<https://tinyurl.com/dxz5eb>) and write an opinion essay about the previous article. Before writing it, they must read some tips to write a good opinion essay on the blog page.

6. Columbia: Students are presented with some sentences about Columbian tourist spots and relevant facts about the country in a worksheet that needs to be rewritten using passive forms.
7. Ecuador: A text called “Young, Independent and on Holiday!” is read by students who need to answer some reading comprehension questions.
8. Peru: An article about Peruvian education and traditions is uploaded (<https://tinyurl.com/y77gcrd6>). After reading it, students make a mind map with the basic concepts presented in the previous article using one free mind map webpage (i.e., www.mindmaple.com, www.mindmup.com, or <https://bubbl.us>).
9. Bolivia: Students read an article on Bolivia (<https://tinyurl.com/yc4aedcn>) and are asked to make up their own story using the information they have read. They need to record their story in an audio file.
10. Argentina: Students read some articles about some interesting information about Argentina (<https://tinyurl.com/y6wcy8dg> <https://tinyurl.com/ydg2u4cb>) and play with a Scrabble game with the letters provided by the teacher to make up words related to Argentina and work on their spelling.
11. Uruguay: Students are given some sentences with some gaps that need to be filled in with some modal verbs. After that, they will create a comic strip (using www.pixton.com/es, www.toondoo.com, or www.stripgenerator.com) to talk about Uruguay.
12. Cameroon: A video about Cameroon needs to be watched (<https://tinyurl.com/y8ya622r>). Students write a summary of what they have watched in that video and record it in an audio file. Later on, they write an essay about tourism in Cameroon and upload it to Moodle. The teacher will resend these proposals to the head teacher of a Cameroon institution the teacher collaborates with. This way, students can have direct contact with Cameroon undergraduates and may directly learn from a very different reality.

13. Nigeria: Students read an article about Nigeria (<https://tinyurl.com/y76fgv2b>) and make a summary speech of the article. Fluent and natural discourse is required.
14. Morocco: A QR Code must be decoded. Learners read the information it contains (<https://tinyurl.com/ybb4a7xd>, <https://tinyurl.com/y9rfmp6g>) and write a composition comparing Morocco and Spain using the comparison and contrast linkers studied in previous lessons.
15. Spain: Students are presented with some phrases with the preposition that need to be joined with their meaning (in all, in general, in progress, in public, in secret, and in turn). When they have learned the meaning of these phrases, they need to use them to describe one Spanish tourist spot. They need to record themselves for 2-3 minutes and upload the file in Moodle.
16. Germany: The German story The Pied Piper of Hamelin by Robert Browning (<https://tinyurl.com/y7ecf4v5>) is read and retold from one of the characters' points of view. Students explain how Germany can also be visited for its literary tradition.
17. Ireland: A video about the educational system in Ireland is watched (<https://tinyurl.com/yda3zulp>). Students write the most important ideas and explain why it is chosen by so many international students, the most important pillar for Irish tourism. Finally, they revise some grammar and vocabulary in a quiz (www.quizizz.com).
18. United Kingdom: Students watch a video on British boarding schools (<https://tinyurl.com/y9gj567q>) and answer some listening comprehension questions. Then, they work on some grammar and vocabulary used in the video. Once more, students reflect on the popularity of this country to learn the English language, which brings a massive number of students visiting the country as tourists. Finally, they revise the use of neither, either, and both with a game (<https://tinyurl.com/y7ykqkug>).
19. France: Students read a Prezi presentation where the lives of an American and a French youngster are compared

(<https://tinyurl.com/zahvstm>). Then, they are sent some pictures of hexagon pieces where some keywords of French culture are written. They make their taxonomies explaining French tourism using passive voice structures (causative passive voice, double agent passive voice, cleft sentences with passive voice). Thus, students reflect on French tourism in some popular spots.

20. Italy: Students are given some pieces of the popular tale Pinocchio by Carlo Collodi (<https://tinyurl.com/yakrd4om>) which need to be joined in the correct order. Then, they take all the dialogues of the story and report what is being said using reported speech. This way, students reflect on other touristic interests different from popular Italian architecture and gastronomy.
21. Syria: A video about children in refugee camps is watched (<https://tinyurl.com/y8kauljc>), and some listening comprehension questions are answered. Students need to indicate solutions to improve the situation in Syria that can open its doors to tourists.
22. Pakistan: Students listen to an audio file about humanitarian help in Pakistan (<https://tinyurl.com/y96aqw9s>) and do a quiz on www.socrative.com to check if they have understood the listening. Finally, they make a word cloud including at least twenty words related to the concept “humanitarian” using a word cloud generator webpage (i.e., www.wordle.net, www.worditout.com, www.tagxedo.com). This way, students work with humanitarian tourism, which provides, on the one hand, help to all people who need it, but on the other hand, lets visitors know the country.
23. India: To revise some vocabulary and phrasal verbs, students will play “password”, a game in which they find a definition of a word or phrasal verb that starts with every letter of the alphabet (<https://tinyurl.com/y8zyauc9>). At the same time, they get to know Indian traditions and key concepts of this culture.

24. Philippines: Students watch a video and read a conversation. Then, they do some exercises using reported speech (<https://tinyurl.com/netm5ct>) through which they learn about the Philippines' touristic attractions and culture.
25. West Timor: Students are given some worksheets with direct speech sentences that need to be changed into reported speech or vice versa. In all the sentences, students learn about this country and its tourism development.
26. Australia: Students watch the following video <https://www.youtube.com/watch?v=kI2ucw7hP34>, an interview with Nicole Kidman. Several Australian landmarks are presented and tourist ideas are suggested. After watching it individually, students are asked to be grouped and play the following Kahoot game: <https://create.kahoot.it/share/73-questions-nicole-kidman/18839d69-d7bb-4879-bc09-830c8b92488e>

All these activities need to be uploaded to the platform *Moodle*, the learning platform Complutense University provides. A special learning space will be created on this platform with different sections of all the countries. The dynamic employed is the narrative of traveling the globe and stopping in the highlighted spots. The mechanics used are the challenges that need to be solved in the proposed tasks. As a kind of reward, they collect boarding cards. This gamified experience also fosters competitiveness since they can obtain more components (collection of boarding cards) depending on the number of visited countries. All the tasks and all the necessary materials and links to fulfill the activities are included in the blog site of the unit.

4. RESULTS

It is expected that due to the implementation of this gamified experience, students may be more engaged in the ESP lessons since their motivation may significantly increase by being constantly interested in fulfilling the proposed challenges. When achieving the short-term goals, the participants will be extrinsically motivated by the different rewards obtained,

which will help to develop their intrinsic motivation. By being able to make the correct decisions, apply the learned contents, and move forward in the narrative, students will also be intrinsically motivated since they are expected to be eager to continue playing, discovering new challenges, solving problems, and making decisions in a safe environment. By living a different identity, students will be able to face new encounters and risk themselves without any consequence, as can occur in real life.

Besides, we expect students to cooperate and help each other successfully without being asked to do so to be able to fulfill a common objective. Moreover, they will learn to make group decisions, lead or play a role within the group, respect and value other students' opinions and ideas, and recognize not only their abilities and capacities but also their partners'. Finally, the grammar and lexicon contents that seem to be challenging to master, such as the use of modal verbs, reported speech, verb tenses, passive voice in English, and tourism-specialized vocabulary, may be successfully mastered. As far as the game develops, students use the different structures more accurately and fluently.

5. DISCUSSION

As Baur et al. (2015) and Sun and Hsieh (2018) demonstrated, this gamified proposal is also expected to help to increase students' motivation. Students may be constantly engaged in all the proposed activities and may show enthusiasm and commitment. This positive attitude will foster students to acquire the lexical and grammar contents more efficiently, as occurred in Newgarden and Zheng's (2016), Mogrovejo et al.'s (2019), and Sundqvist's (2019) works. Whereas Mogrovejo et al. (2019) focused on games and television contests and Sundqvist (2019) on using English commercial games, the current research is based on students' reality and field of interest. Thus, its learning will be more significant since students are the main protagonists of the adventure in which their learning occurs and may always feel engaged in the process. As was also proved by Barcomb and Cardoso (2020), students may improve their communicative competence by enjoying an anxiety-reduced experience. Hernández-Prados et al. (2021) argued that utilizing games was

beneficial for students' EFL learning, as this proposal intends. Thus, as it has been argued in all the research, gamification is an efficient methodology to help EFL students acquire new lexicon and master grammatical structures by being more motivated and engaged in all the proposed tasks. In the ESP context, Zarzycka-Piskorz (2016), Asmali (2018), Glowacki et al. (2018), and Resmayani and Putra (2019) showed the benefits of using the gamified application Kahoot, and Faya and Martín-Macho (2019) pinpointed that students' motivation and engagement increased due to the use of the gamified Socrative. Majid et al. (2021) highlighted the positive outcomes of working with digital board games, similar to the one proposed in this work, and Ibáñez and Escobar (2021) and Sevilla-Pavón and Haba-Osca (2017) demonstrated how collaborative gamified activities improve students' linguistic skills by feeling more motivated and engaged in all the proposed tasks.

However, the use of gamification is not always beneficial. Rodríguez (2014) showed how students obtained higher results when answering questions on paper and pen rather than when using clicker quizzes. Nystrom (2021) pinpointed the drawbacks of gamification regarding its irrelevance and worsened performance of minimal understanding.

Nonetheless, the didactic proposal presented in this work offers a meaningful learning context for higher education students who study ESP in the field of tourism. All the linguistic skills are practiced and developed while improving and widening the specific language of tourism presented in an appealing and motivating way for students. Moreover, this didactic unit may be implemented when instruction is delivered via network interactivity (e-learning or b-learning) or in face-to-face lessons as long as students have a device with an internet connection in the classes. Thus, this current pedagogical proposal meets the gradual implementation of the sustainable development goals of the 2030 Agenda to achieve quality education. The use of gamification offers pedagogical tools with great potential to make students the real protagonists of their learning (Strelan et al., 2020). Nevertheless, its implementation demands teacher training in these resources (Almusharraf, 2021) and higher commitment (Zawilinski et al., 2020).

6. CONCLUSIONS

This gamified proposal will help students acquire new vocabulary related to tourism and the correct use of modal verbs, reported speech, verb tenses, and passive voice structures in an authentic scenario. All the students are expected to be highly motivated and engaged in all the activities since they will try to travel around the globe. This fact makes them more personally engaged and willing to know what they may encounter in the following countries.

In general terms, this experience is expected to be satisfactory since we hope to observe a progressive and positive development of students' English communicative competence while constantly communicating in the target language. This way, students will improve their tourism lexicon and enhance their mastery of English grammar, which will help them improve their English communicative competence by articulating the language more accurately and fluently.

This proposal comprises a few limitations, such as the sample size and the *ad hoc* tasks used for the gamified experimentation, which reflects the contextualized and localized nature of this research (Burns, 2009). In summary, this gamified proposal makes learning an enjoyable and efficient educational practice experience, with expected positive effects regarding utilizing specific lexicon and English grammar, which will make students use the target language more accurately and fluently.

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