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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Gamified teaching and English grammar learning through technology among ninth year students at a public institution of Loja city. School year 2022-2023.

Enseñanza gamificada y aprendizaje de la gramática del inglés a través de la tecnología en estudiantes de noveno año de una institución pública de la ciudad de Loja. Año escolar 2022-2023.

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Certification

Loja, 21 de marzo del 2023

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Dedication

I like to dedicate my work to my family, who were always there for me. I want to give special thanks to my dear mother, Esther Celi, and my sister, Maria Elena Torres who have been my source of inspiration, support, and guidance. They have taught me to be unique and determined, to believe in myself, and be always persevere.

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1. Title

Gamified teaching and English grammar learning through technology among ninth year students at a public institution of Loja city. School year 2022-2023.

2. Resumen

La gamificación es una herramienta innovadora para motivar a los estudiantes a aprender la gramática del inglés, fundamental para la producción y comprensión de una lengua extranjera. El objetivo de este estudio fue mejorar el aprendizaje de la gramática del inglés mediante el uso de la enseñanza gamificada a través de la tecnología entre estudiantes de noveno año de una institución pública de la ciudad de Loja durante el ciclo escolar 2022 – 2023. Este trabajo de investigación se enmarcó en los cuatro pasos del diseño de investigación acción y siguió una metodología mixta, lo que implicó recolectar datos cuantitativos y cualitativos. Los instrumentos aplicados fueron el pretest, el posttest, el cuestionario y las notas de campo. Los resultados alcanzados fueron registrados en el programa EXCEL para su análisis estadístico según las medidas de tendencia central: la media y fueron presentados mediante tablas y gráficos de barras. Los resultados de esta investigación mostraron que la media general del pretest fue de 3,07/10, mientras que el posttest fue de 7,64/10. Por lo tanto, los estudiantes se desempeñaron mejor durante los ejercicios de gramática después de experimentar el uso de juegos digitales, como Educaplay, Baamboozle, BritishCouncil y Wordwall. De manera similar, los resultados del cuestionario demostraron que los estudiantes estaban de acuerdo en que la gamificación fomenta actitudes positivas en clase, se sintieron motivados al usar insignias de gamificación como recompensa por completar actividades y les ayudaron a aprender de una manera divertida. En resumen, parece posible que estos resultados se debieron a la eficacia de la aplicación didáctica gamificada a través de la tecnología para abarcar el estudio de las dimensiones gramaticales: la forma, el significado y el uso.

Palabras claves: gramática del inglés, gamificación, tecnología, motivación en la educación, juegos digitales.

2.1. Abstract

Gamification is an innovative tool to motivate students to learn English grammar, which is fundamental for the production and comprehension of a foreign language. The objective of this study was to improve the English grammar learning by using gamified teaching through technology among ninth-year students at a public institution of Loja city during the 2022 – 2023 school year. This research work was framed in the four steps of the action research design and followed a mixed methodology, which implied collecting quantitative and qualitative data. The instruments applied were the pretest, the posttest, the questionnaire and the field notes. The results achieved were registered in the EXCEL program for their statistical analysis according to the measures of central tendency: the mean and were presented by using tables and bar charts. The results of this research showed that the general pretest mean was 3.07/10, while the posttest was 7.64/10. Therefore, students performed better during grammar exercises after experiencing the use of digital games, such as Educaplay, bamboozle, BritishCouncil and Wordwall. Similarly, the questionnaire results demonstrated students agreed that gamification encouraged positive attitudes in class, they felt motivated by using gamification badges as rewards for completing activities and helped them to learn in a fun way. In summary, it seems possible that these results were due to the efficacy of the gamified teaching application through technology to cover the study of grammar dimensions: form, meaning and use.

Keywords: English grammar, gamification, technology, motivation in education, digital games.

3. Introduction

Grammar is a fundamental and an important feature of the English language. Grammar is constituted of rules that operate systematically and run in both directions: from meaning to form (production) and form to meaning (comprehension). According to the Ministerio de Educación del Ecuador students from 9th year are expected to have the A1.2 level because students must be able to organize words and messages and make them meaningful.

Nonetheless, regarding to the researcher's experience during the observation phase has become aware that students from 9th year did not fulfill these requirements because they cannot follow the word order to form correct sentences. In addition, they presented some difficulties in identifying the meaning of some of the tenses. According to the research work of Castillo (2020) it was evident that students had limited knowledge about some grammar structures including present perfect, modals, gerunds and infinities, and phrasal verbs. Therefore, teachers should innovate their teaching-learning process. As stated, in the research work of Dehghanzadeh et al. (2021), one way is applying digital gamification as a fun and enjoyable method to support Learning English as a Second Language (ESL).

Taking into account the aforementioned issues, this research project has essentially considered investigating the following problem: How can gamified teaching improve the English grammar learning through technology among ninth-year students at a public institution of Loja city during the 2022 – 2023 school year? Therefore, to give an answer to this interrogative, it was as well fundamentally to plan the following subproblems: How effective is gamified teaching on the improvement of English grammar learning by applying technology? What gamified strategies are useful in the development of English grammar learning by using technology? and What are the students' perceptions about learning grammar by using gamified teaching with technology? All of this will be addressed with the 9th school year.

Previous research has indicated that various gamification strategies have a positive impact on assisting the teaching and learning process of grammar, contributing to the educational field with an innovative strategy (Mila and Mahbub,2022; Castillo, 2020; Asifayanti et al., 2021). Likewise, according to Ardi and Rianita (2022); Phuong (2020) gamification elements such as levels, points, and badges allow students to increase their motivation, sense of competition, curiosity, and teamwork, therefore, this encourages students to keep doing the English grammar activities in an entertainment environment.

Even though, according to Ardi and Rianita (2022), recommended for further research to include a greater number of participants and employed mixed methods to show the influence of gamification on students' engagement. For that reason, this research was

carried out using mixed method to collect data and gain a complete picture about the influence of gamifications in the improvement of English grammar.

It is expected that this study will bring useful contributions to the students in the improvement of English grammar, which allowed them to reach the learning objectives established on the National Curriculum of English. In addition, the implementation of the gamification tools was beneficial for teachers who want to create entertaining learning lessons through technology. Finally, this research provided the educational community with a clear and concrete way of how the study of grammar should be carried out.

This research study focused on the improvement of the English grammar by using gamification, where the ninth year students' progress was satisfactory after the intervention plan, which lasted forty academic periods during the 2022 – 2023 school year in the city of Loja, one limitation appeared, some students did not have the technological equipment in the educational institution to practice gamification activities, therefore, most of them had to work in groups or in pairs and their participation and autonomy were affected.

Finally, this research was proposed as a general objective to improve the English grammar learning by using gamified teaching through technology among ninth year students at a public institution of Loja city during the 2022 – 2023 school year. Besides that, the specific objectives that were developed during the research were: to verify the effectiveness of using gamified teaching in the improvement of English grammar learning by using technology; to apply gamified strategies in the development of English grammar learning by using technology and to describe the students' perceptions about the use of gamified teaching on the improvement of the English grammar learning through technology among ninth-year students.

4. Theoretical Framework

The 21st century has seen technology integrated into schooling. Gamification, in particular, and online games have been incorporated into conventional classroom training and have a starting point in language learning. It is suggested that gamification offers possibilities for teachers and students to concentrate on enjoyable game components that can be applied in non-game situations, like the classroom.

The purpose of this chapter is to construct a significant revision of theoretical fundamentals about the independent and dependent variable, in order to provide knowledge and strategies to achieve the objectives proposed in the planning of this research. First, this section comprises the study of the gamified teaching as the independent variable of this research, it starts conceptualizing the word gamification, describing the gamification principles and elements, as well as defining how the teachers could conduct an English lesson by using gamification resources. Likewise, the most useful technological gamification tools and strategies to use in English grammar lessons are developed in this part.

In like manner, English grammar learning through technology is investigated as the dependent variable of this study, the most significant literature review encloses the characterization of what is grammar, types of English grammar, English grammar competence, dimensions, sentences types and parts of the speech. As well, a segment on teaching English through technology is detailed. Finally, a summary of previous studies that include the analysis of gamified teaching and English grammar learning are presented, which contribute mainly with real data, results and statistics about how these two research variables complement each other to improve the teaching – learning process of EFL.

4.1. Gamification

4.1.1. What is Gamification?

Since the last decade, gamification is a new term with a technological and educational perspective, many authors agree that some game design elements are used to make the teaching learning process more enjoyable and pleasurable. As it is mentioned: “Gamification is the application of game mechanics and player incentives to non-game environments” (O'Donovan et al. 2013, p. 242). Moreover, Vega, (2017) proposed in his study to apply serious games to approach serious intentions in education by following game rules and clear objectives in order to carry out a cognitive assessment.

Similarly, there are multiple definitions for this term, in another point of view explains that: “Gamification describes a series of design principles, processes and systems used to influence, engage and motivate individuals, groups and communities to drive behaviors and

effect desired outcomes” (Wang, 2011, para. 1). Furthermore, “Gamification is a relatively new trend that focuses on applying game mechanics to non-game contexts in order to engage audiences and to inject a little fun into mundane activities besides generating motivational and cognitive benefits” (Sardi et al. 2017, p. 31).

According to Werbach and Hunter (2012), the term "Gamification" refers to the application of game elements as well as game design techniques to situations that do not involve the playing of a game. The prosperity of the gaming industry, the rise of social media, and years of research into human psychology all contributed to the formation of this theory. In general, any activity, assignment, process, or theoretical setting can be transformed into a game.

4.1.2. Gamification Elements

In view of the fact that gamification appeared, it has been studied to be applied in several areas, for example, for business purposes, for medical practices, for education, and so on. Gamification has already been widely utilized in learning settings and instructional techniques to increase students' interest and motivation by employing game design aspects. As Wang et al. (2022) consider that points, challenges, scoring, leaderboards, progress bars, ranks, awards, and incentives are common gamification elements that frequently appear in gamification implementations as well as stories or narratives. In addition, the authors describe common gamification design principles, which are goals and challenges, personalization, rapid feedback, visible feedback, freedom of choice, freedom to fail, and social involvement.

4.1.2.1. Points. Alternately referred to as scores, experience points, skill points, and so on. It is a straightforward method for offering extrinsic feedback in response to the actions of users. Points are the most fundamental element included in every type of gamified application (Toda, 2019).

4.1.2.2. Competition. It is a fundamental idea that is connected to a competition in which one user competes against another user to accomplish a shared objective, such as through the use of scoreboards that are determined by the total number of points, badges, levels, podium, etc (Toda, 2019).

4.1.2.3. Badges. The successions of badges guide them on a learning path and students receive feedback from inbuilt sequencing so that there are multiple small units of accomplishment. Within these, there are larger units that acknowledge a unit of accomplishment (Botra et al., 2014).

4.1.3. Gamification as a Motivational Resource

There are some authors that consider gamification as a motivational resource and they classify it as extrinsic and intrinsic; so, gamification as a motivational resource should be part

of the teaching learning process to avoid learners' failure. In table number 2 are detailed examples of extrinsic and intrinsic rewards developed by Dale (2014).

Table 1

Extrinsic and Intrinsic motivation

Extrinsic	Intrinsic
Money	Recognition
Points, badges, trophies	Personal Achievement
Prizes	Responsibility
Progress bars	Power
Quest	Fun
	Mastery

Reprinted from *Gamification: Making work fun, or making fun of work* (Vol. 31(2)., p. 87) by S. Dale, 2014, SAGE Publications. Copyright 2014 by Steve Dale.

4.1.3.1 Extrinsic Motivation. It refers to behaviors that are motivated by external rewards, such money, fame, grades, and acclaim. It occurs when pupils are rewarded with praise or rewards for doing tasks that inspire them to attain their goals. Extrinsic motivation refers to actions that are prompted by external factors, such as financial incentives or social pressure (Razali et al., 2020).

4.1.3.2 Intrinsic Motivation. It is about developing something that is fun or exciting in and of itself. In gamification, it's important to figure out what the system's intrinsic motivations are in order to choose which gamification elements to use, with the idea of self-determination, which is often used to look at how motivated students are to gain knowledge. It is also a way to get students to act in ways that help them reach their goals and keep doing so. Intrinsic motivation is important for the growth of gamification because it makes students more likely to just do what they would like to and what is good for them (Razali et al., 2020).

4.1.3.3 Tips to stimulate students based on intrinsic motivation. According to, Kusrkar (2012) ensures the application of some tips to stimulate the intrinsic motivation in students through autonomy-supportive classroom teaching derived from Self Determination Theory (SDT). At this point, SDT describes three essential psychological expectations that must be met for intrinsic motivation. These are the autonomy, competence, and relatedness requirements. The urge for autonomy is the desire to perform an activity for one's decision. The requirement for learning competency is the need to feel able to comprehend a lesson. Finally, the need for relatedness is the need to have a sense of connection or belonging with classmates and professors.

- Tip 1. Determine and foster what students require and desire from teaching sessions, and organize the teaching approach to address these requirements. This is intended to make the learning more meaningful, engaging, and interesting, creating a true interest in the topic among the students.
- Tip 2. Supports students in achieving an internal state of self-determined motivation. Students who are seriously interested in the topic, devote time and effort to research about it, arrive to class well-prepared, and are more focused. Therefore, their attitude in and out of class demonstrates their interest in the subject. It is better if students have an internal state of motivation instead of external incentives.
- Tip 3. Enable learners to assume greater responsibility for their education. It has been demonstrated that giving students control over their own education motivates them. A way to encourage students to assume greater responsibility for their learning, includes posing questions to be discussed in subsequent sessions and assigning topics for self-directed learning. Appropriate student involvement in class sessions transmits the responsibility for learning from the teacher to the students, consequently, the learning will become more independent.
- Tip 4. Challenge students throughout class, for example, students can prepare and present concepts in groups. This makes students feel more independent and capable in their learning, as well as allowing them to develop soft skills such as giving a presentation to a knowledgeable public. The tasks should be neither too hard nor too easy, the sense of confidence boosts intrinsic motivation.
- Tip 5. Teachers should provide positive, and constructive feedback on the students' educational process to highlight the gap between their current and expected comprehension. The style of providing feedback should not be intimidating, it should be aimed toward learning issues rather than the individual, offering suggestions is a constructive method for future progress.

4.1.4. Gamification and education

Gamification in education is the application of game design concepts to excite and make more impactful the student's interaction with the education process, with the goal of ensuring that he or she achieves appropriate outcomes. Also, the author utilizes humans' inherent aptitude for competition and play to make specific jobs less monotonous and, as a result of such strategies, become more creative and efficient (Figuerola, 2015).

After reviewing some research about gamification, there are multiple authors that directly relate it to education. Wiggins (2016) described that gamification is a novel strategy

that appears with the end of replacing traditional instructional methodologies. As well, Sánchez (2015) associates gamification with serious works to be used in educational practices and emphasizes this as a way to increase concentration, effort, motivation, and acknowledgment of students. Likewise, gamification in learning and education is needed to help students check their progress, promote collaborative skills, and ensure their learning performance and academic achievement. It will be the result of gamified instructions (Kim et al., 2018).

Researchers, with the purpose to explain the basis of gamification in education, used the meaning of videogames as technology and related them to cognitive processes. Applying cognitive processes to students from any age involves diverse requirements and responsibilities, therefore, the objectives of gamification should detail specifically the target audience and the users to develop a correct optimization of these techniques, taking into account the competencies and skills that each learner has. Moreover, in a gamification process is essential to maintain a balance, if the gamification instrument has impossible progression students will get frustrated because of the high level of difficulty, on the other hand, the absence of challenges in gamification or games that are too easy are abandoned much faster because the player is able to realize quickly that there is no fun factor in it (Contreras and Eguia, 2016).

On the other hand, one real example of gamification that teachers use currently is Google Forms which was added by Google, teachers were empowered to gamify their lessons to produce and award badges for students who develop great work. In the same way, students can share their results on social media or even have them to support their job applications. Through these gamification elements, students are aware of their own progress and can know the best performers in each course group (Growth Engineering, 2021).

4.1.4. Gamification and English language learning

Some research articles have used gamification in English development with the aim to improve language skills. As well, technology comes together with gamification and English and in the past, new technological resources have emerged to address English language issues.

As Fogg cited in the research study of Figueroa (2015) supports that the purpose of incorporating gaming principles into educational settings is to provide students with access to a learning environment that is both more engaging and more fruitful for them. After considering this point, the Second Language (L2) learner develops an interest in participating in this activity. This is predicated on the notion that L2 education has been heavily involved in technological innovation for a considerable amount of time. Learners need to be motivated in order to change or initiate a particular behavior, and gamification provides opportunities for the L2 learner to

strengthen its language learning experience while simultaneously acquiring the skill to solve any task or challenge the class, the unit, or the topic presented.

4.1.5. Technological gamification tools and strategies to use in English grammar

With the benefits that designers have from technology, some technological software and platforms have been created during the last decade. For example: Wordwall, Educaplay, Baamboozle and BritishCouncil. All of them have been developed for different educational purposes.

4.1.5.1. Wordwall. It is a free online tool creating learning activities. It is a web application that contains interesting educational and interactive quiz-based games. This application can be an exciting learning resource, media and assessment tool for students. Wordwall also provides examples of the creativity of teachers to make it easier for new users to use and create the materials provided in the media (Nenohai et al., 2022).

4.1.5.2. Educaplay. The implementation of digital games in Educaplay was seen as a motivating factor for students to learn English and perform the tasks that were proposed in their Canvas virtual platform, because Educaplay allowed users to easily design and share interactive educational activities, playing these games helped students develop an active and dynamic learning style, which in increased their enthusiasm in mastering the language being studied. Furthermore, the digital games provided by Educaplay were simple to use, did not call for any further registration, and provided instant feedback (Cuesta, 2020).

Table 2

Educaplay Platform Functionalities

Activity	Functionality
1. Riddles	Find a word from a series of clues.
2. Crucigram	Complete a word, through clues that can be: written, sound or image.
3. Letter Soup	Find words in the soup of letters the words requested.
4. Complete text	Add the missing words in a paragraph or sentence.
5. Dialogue	Cancel the audio of one or more characters so that the user can assume the role of that character. There are two playbacks modes: continuous playback and phrase by phrase playback.
6. Dictation	Write on the platform the text to be heard in the dictation.
7. Short letters	Sort letters to form a word or phrase.
8. Linking elements	Review concepts by associating several words or images.
9. Create test questionnaire	Build questions adapted to the concepts you want to evaluate.
10. Videoquiz	Put questions on the video, you can resort to YouTube.

Reprinted from *Educaplay as teaching media in virtual classes*. (p. 4 - 5) by K. Sison and S. Surachmi, 2021, Universitas Muria Kudus. Copyright 2021 by Karl Sison and Sri Surachmi.

4.1.5.3. BritishCouncil. “Build connections, understanding and trust between people in the United Kingdom (UK) and other countries through arts and culture, education and the

English language. Learning English with the British Council will help everyone unlock a whole new world of opportunity” (BritishCouncil, 2022).

4.1.5.4. Baamboozle. Similar to quiz competitions, Baamboozle is an edugame concept that operates online and does not require students to register an account. The advantages of the Baamboozle website include its usability, the fact that it can be utilized for offline and online learning, and its flexibility of use. Inviting students to learn and play simultaneously so that children do not become bored with learning (Rahayu and Rukmana, 2022).

Technology is being used more and more in environments designed for language instruction in order to encourage student engagement, improve classroom dynamics, encourage student autonomy, and enhance the overall learning experience for students. A growing number of educators are turning to digital apps and tools as a more engaging alternative to the activities that are traditionally used in the classroom. Based on the gamification tools analyzed before, there are multiple strategies to apply in an English grammar lesson, some of them are useful for learner engagement, giving students opportunities to practice a topic, for assessment and for offering significant feedback.

Table 3

Gamification strategies

Gamification tool	Name of activities	Description
Wordwall	Match up	Teachers can enter the topic that they would like to cover in class into the Wordwall and received a variety of readymade fully customizable activities such as quiz, match up, open the box, find the missed word, gameshow, words search and many others.
	Missing word.	
Educaplay	Matching Columns Games	The objective of this activity is to match an item in one column with its pair in a second column. Each item can be text, an image, or audio. The user identifies the matching pair by clicking on the two items that form it
	Fill in the Blanks Game	It consists of filling in the missing words of a given text. The text can be phrases, sentences, or even full paragraphs. The difficulty level of the activity will vary depending on how many words are missing from the text.

Gamification tool	Name of activities	Description
BritishCouncil	BritishCouncil resources	Helps students to explain the verb tenses and grammar rules in a clear and simple way, with clear grammar explanations and practice exercises to test their own understanding.
Baamboozle	Games	Offers a series of games to play in teams' competitions for a number of different topics.

This table is created by the researcher of this study, where explains different gamification activities to help students to improve their EFL grammar learning, gathered directly from each gamification tool.

4.2. EFL grammar learning

4.2.1. What is grammar?

How complex could it be to define grammar? In order to understand the meaning of this word, and after having searched for significant literature review, some authors contribute with their knowledge for this topic. Berry (2018) supports the view that Grammar is a branch of linguistics that investigates both, the form and structure of words (morphology) and the manner in which the parts of sentence structure are joined in sentences (syntax). Moreover, the same author argues for a second definition where explain that “Grammar is what turns words into language” (p. 4), for this concept a number of factors were considered: First, language is fundamentally a means of meaningful communication, but grammar is the means by which linguistic forms convey that meaning. Finally, grammar is constituted of rules that operate systematically and run in both directions: from meaning to form (production) and form to meaning (comprehension).

Establishing the importance of the topic, the study of grammar focuses on how humans put meaning into sentences by putting words together properly. These word combinations come together to form larger structures, which are referred to as phrases, clauses, sentences, and paragraphs, and grammar studies how they are constructed, as well as the meaning and effects that the various constructions convey (Cristal, 2017).

Moreover, grammar can be defined as the set of structural rules governing the formation of sentences, phrases, and words in any particular language. Linguistics is the systematic study and description of a language, which enables people to comprehend how words and their component parts are combined to make sentences. Also, the author affirms that grammar rules can assist students to establish the habit of logical and clear thought. After mastering grammar, students can use a language with greater precision. Without proper grammar, it is hard to communicate clearly. Correct grammar prevents misinterpretation when communicating

thoughts and ideas. A person with weak grammatical abilities can leave others with an unfavorable impression (Saidvaliyevna, 2018).

4.2.2. English grammar competence

Mastering the English language's structure will facilitate our ability to acquire the language and successfully communicate our thoughts and feelings. Without understanding the structure of the language, we may encounter several obstacles. This implies that teaching grammar has always been a major component of foreign language instruction, as grammatical competence is essential for communication (Apsari, 2018).

According to Mukhtarovna and Borisovna (2020) the formation of grammatical competence entails the formation of its three primary components:

1. The capacity to comprehend and codify certain semantic units in the form of sentences formed in accordance with the rules of the target language's grammar.
2. Formed understanding of the grammatical rules, according to which the succession of lexical elements in a foreign language may be turned into a meaningful expression.
3. The formation of skills and capabilities that enable the speaker to make appropriate use of the grammatical characteristics of the language being studied in line with the communicative circumstances and the communicative demands of the given language speech act.

Therefore, possessing the necessary grammatical competence will aid students in acquiring this capacity in language production. It is intimately connected to the right combination of lexical resources and rules. In addition, it refers to the capability to comprehend the information or concept conveyed through interactions with others. Consequently, it plays a crucial role in facilitating such communication (Rofid, 2018).

4.2.2.1. Types of grammatical skills to become grammatical competent. According to the interpretation of Passov cited in Mukhtarovna and Borisovna (2020) grammatical skill is a synthesis of the selection of a model that is suitable for the speech task in this context and the accurate design of a speech unit of any level, conducted within the skill parameters and serving as one of the prerequisites for completing speech activity. In addition, in the research study of Mukhtarovna and Borisovna (2020), four types of grammatical skills were established:

- Language grammatical skill is the ability to generate grammatical structures and forms outside of speech. This kind of grammatical ability is directly developed through the use of specialized training exercises.

- Speech grammar skill is the ability to recognize and use grammatical events in both receptive and producing speech activities. Consequently, speech grammar skills are classified as either receptive or productive.
- Receptive grammar skills are the ability to correlate grammatical patterns and structures with their meaning when reading foreign language texts and perceiving foreign speech through hearing.
- Productive grammar skills are the selection and use of grammatical utterance patterns in accordance with the norms of the studied language and communicative tasks in the speaking and writing processes. In other words, receptive grammar skills present themselves in receptive types of speech activity, such as reading and listening, whereas progressive grammar skills show themselves in productive types of speech activity, such as speaking and writing.

The representation of knowledge in the formation of a speech grammatical skill relies on whether the grammatical occurrence is assimilated within the productive or receptive type. Therefore, when developing productive grammatical abilities, the purpose of the studied grammatical structure is demonstrated first, followed by its meaning, and finally its form is introduced. Regarding receptive grammar abilities, the ability to recognize and comprehend grammatical events in written and spoken text, knowledge is supplied in the following order: first a form is introduced, followed by its function and meaning (Nurutdinova et al, 2021).

4.2.3. Importance of teaching grammar as a foreign language

According to some relevant scientific contributions about the importance of teaching English Grammar, Ismael (2010) cited in Apsari (2018) points out that grammar is the system of structural devices that organizes the meaning of a language. Regarding structure, it is the fundamental knowledge and skill for comprehending the language as it is naturally formed and employed. Moreover, it involves the organization and combination of words, clauses, or sentences. Also, the author clarifies that learners cannot ignore that structure drives them to build grammatically acceptable sentences to convey message, ideas, and facts in their daily speaking and writing. In addition, it is emphasized that grammar plays an important part in communication since it demonstrates how language is employed.

Acquiring a foreign language requires an accurate comprehension of language structures; hence, grammar training is a crucial component of foreign language instruction. Context-based grammar teaching has a positive effect on students' ability to employ grammatical structures effectively in language skills. It is always beneficial for students to observe how language functions in sentences or paragraphs; therefore, teaching grammar in

context will provide students with the opportunity to observe how grammatical structures function in sentences. Teaching grammar in context will aid students in acquiring the nature of the language, hence enhancing their comprehension of the language (Mart, 2013).

In the same degree, Rossiter (2021) argues that grammatical rules, spelling and vocabulary, and even pronunciation, are all examples of language codes. And just as with any other kind of code, in order to have efficient communication, both speakers and listeners need to be working with the same codes. When a writer employs one code and a reader attempts to comprehend what is written by employing a different code, it is possible that the reader will not comprehend, and the exercise in communication will fail, or only succeed in one part.

Likewise, grammar is essential to language development and plays an equal role with other abilities such as reading, listening, writing, and speaking. In linguistics, grammar is a basic aspect of language acquisition. But grammar is different from other skills because it has rules about how clauses, phrases, and words are put together in any natural language. This concept also includes the study of these rules, which encompasses morphology, syntax, and phonology, and is frequently supplemented by phonetics, semantics, and pragmatics (Matkasimova and Makhmudov, 2020).

Finally, according to the comment of Jumabayeva (2021), grammar is highly important within the teaching process due to grammar organizing the lexicon to have sense units. There is a system of preconceptions that arranges words inside sentences. Grammar develops the capacity to construct correct sentences and replicate information accurately. The knowledge of certain grammatical structures enables students to distinguish between their native language and the target language.

4.2.4. Approaches for developing English grammar

For teaching ESP grammar, cognitive approaches are recommended. One is the deductive approach or directly teaching grammar; teachers should teach English for Specific Purposes [ESP] learners' rules and particular facts regarding ESP, and then have them use these rules when using ESP. The second is the inductive approach, or teaching grammar implicitly; teachers allow ESP students to discover grammatical rules via their use of the language (Syvak, 2018).

Table 4*Cognitive approach to learning and teaching grammar*

Cognitive Approach to Grammar Learning	Explanation
Deductive learning (explicit): <ul style="list-style-type: none"> • The Grammar Translation Method 	Learners are taught rules and given specific information about a language; they then apply these rules when they use language.
Inductive learning (implicit): <ul style="list-style-type: none"> • Direct Method; • Communicative Approach; • Counseling Learning) 	Learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language; language teaching methods that emphasize the use of the language rather than presentation of information about the language.

Reprinted from *Importance of grammar in ESP*. (Vol. 54., p. 51) O. Syvak, 2018, Science and Education a New Dimension. Philology. Copyright 2018 by Olena Syvak.

4.2.5. English grammar learning through technology

Technology has an effect on language education in all areas of skill, including listening, speaking, reading, and writing, as well as all other areas of English Language competencies (grammatical, sociolinguistic, discourse, and strategic). In light of its significance in all of these domains, teaching grammar using technology presents an exclusive set of challenges as well as opportunities for its mastery. Using technology to teach grammar frequently does not include software applications designed expressly for language acquisition, but rather communicative or learning tools available for a range of purposes. Or, instruction is conducted by combining a number of instruments based on the circumstances of the course. In this sense, training becomes increasingly crucial as teachers pick among technology advancement to fit the individual demands of their students and the curriculum. (Bikowski, 2018).

Technology has always played an integral role in the teaching and learning environment. It is a crucial component of a teacher's career that allows them to promote students' learning. When discussing the use of technology in education, the term "integration" is utilized. As technology has become an integral part of our daily lives, it is important to reconsider the concept of integrating technology into the curriculum and to seek to integrate technology into teaching to help the learning process. In other words, technology becomes an inherent element of the learning experience and a significant challenge for educators, beginning with the preparation of learning experiences and continuing through the teaching and learning process (Ahmadi, 2018).

Moreover, Ahmadi (2018) proposed some recommendations for the successful integration of Technology in English lessons:

- It is important for educators to develop a strategy for the use of technology that takes into account integration tactics as well as purchase decisions.
- Curriculum requirements must be tightly connected with the technology plan. When incorporating technologies into the classroom, teachers should be aware of the most successful instructional strategy.
- Teachers should investigate how technology might assist them in moving away from teacher-centered education and toward student-centered instruction.
- Teachers of foreign languages should encourage their students to use technology to improve their language abilities.
- Teachers should develop instructional materials that include technology.
- These resources should emphasize teaching and learning rather than technology issues alone.

3.2.1. Dimensions of English grammar

In the meanwhile, the underlying principles of grammar instruction emphasize all three dimensions of grammar, including form, meaning, and use, allowing students to practice and employ forms in communicative activities while stressing both input-based (comprehension) and output-based (production) grammar (Rofid, 2018).

3.2.1.1. Form. It denotes the composition of a phrase or a clause. The form indicates either the needed form of a word (She likes to travel is preferred to She likes travel) or a required word order (I can't tell you is preferred to I no can't tell you). Form is frequently stated in terms of norms that speakers follow whether consciously or subconsciously (Roza, 2018). “Form refers to the visible and audible parts of grammar units: structure, endings, syntax (word order), choice of noun or verb, etc” (Word Learning, 2017) (p. 6).

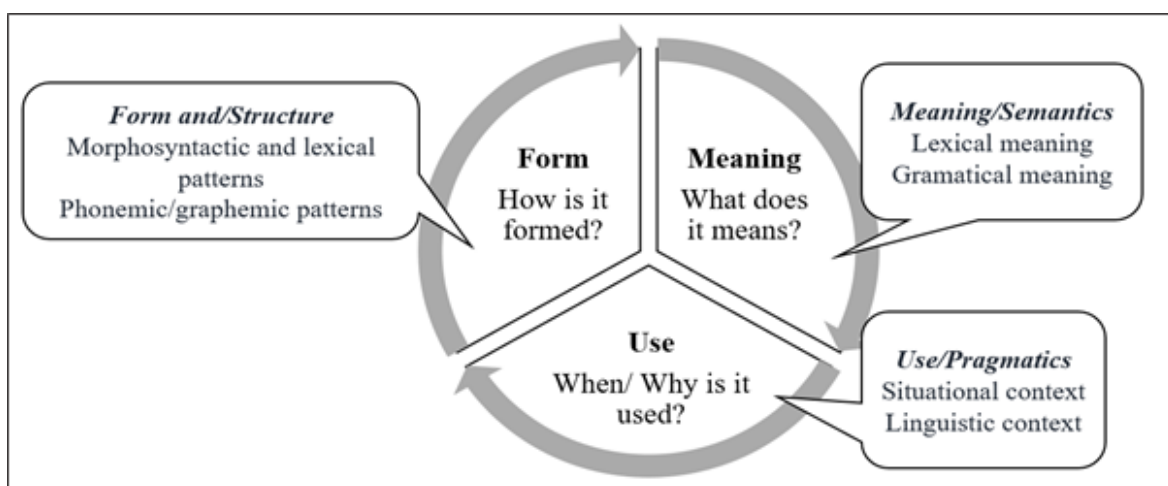
3.2.1.2. Meaning. It refers to the semantic component, understanding the meaning of words, which would need some type of associative learning, therefore, students have to make connections between the form and meaning of a certain target structure (Roza, 2018). According to Word Learning (2017) “there are two aspects of meaning. First, what is the ‘essential’ meaning of a grammar structure? Second, what does it mean in the context it’s being used in?” (p. 6).

3.2.1.3. Use. It corresponds to choosing the appropriate grammar form for a given situation, therefore, students have to decide on among two or more forms the one that is most suited for the setting and or according to how they intend to position themselves, such as namely in a cooperative manner, a polite way, or an assertive way (Roza, 2018). That means “the grammar structures we choose to use are determined by the situation we are in and/or what we want to communicate to our listener(s). Use is interconnected with meaning” (Word Learning, 2017, p. 6).

In addition, for a better understanding of the English Grammar dimensions, Freeman (2014) in her book titled “Teaching Grammar” proposed a pie chart to explain the complexity of grammar, and three dimensions were concerned: Structure or form, semantic or meaning, and the pragmatic conditions governing use, as well as, one real example is presented on Table 5.

Figure 1

A three-dimensional grammar framework



Reprinted from *Teaching Grammar* (4th ed., p. 259) by D. Freeman, 2014, Boston, MA: National Geographic Learning. Copyright 2014 by Diane Freeman.

Table 5

Example: Form, meaning and use: Present perfect tense.

How is a unit of language formed?	What does the unit of language mean?	When and why is the unit of language used?
For example: The present perfect is formed with <i>have</i> plus the past participle of the main verb.	For example: <i>Have you seen that movie?</i> The core or essential meaning of the perfect is prior, and it is used in relation to some other point in time.	For example: a) My father lived here all his life. b) My father has lived here all his life.

How is a unit of language formed?	What does the unit of language mean?	When and why is the unit of language used?
	<p><i>I have seen that movie before.</i></p> <p>In this sentence, the present perfect describes a prior experience or activity that has current relevance: <i>I have seen that movie, so I know what happens in it.</i></p>	<p><i>Sentence a</i> refers to a complete action – implies that the father has left or is dead. <i>Sentence b</i> refers to an incomplete action – the father still lives here.</p>

Reprinted from *Ways of meditating grammar encounters in the classroom*. (p. 6) O. Word Learning, 2016, FHI 360 The Science of Improving Lives. Copyright 2016 by Word Learning.

4.2.7. Sentences types in the EFL grammar

As reported by Kramer (2021) there are two ways to classify sentences: by their function and by their structure. When a sentence is described based on its function, it is described based on what it does. According to their function, there are five different types of sentences: declarative, interrogative, exclamatory, imperative, and conditional sentences.

4.2.7.1. Declarative sentence. A declarative sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentence ends with a period (.) (Beare, 2019).

Examples:

- I forgot to wear a hat today.
- Your pizza is doughy because you didn't cook it long enough.
- Spiders and crabs are both members of the arthropod family.

4.2.7.2. Interrogative sentence. The interrogative asks a question. In the interrogative form, the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ...?). The interrogative form ends with a question mark (?) (Beare, 2019).

Examples:

- How long have you lived in France?
- When does the bus leave?
- Do you enjoy listening to classical music?

4.2.7.3. Exclamatory sentence. The exclamatory form emphasizes a statement either declarative or imperative with an exclamation point (!) (Beare, 2019).

Examples:

- Hurry up!

- That sounds fantastic!
- I can't believe you said that!

4.2.7.4. Imperative sentence. The imperative form instructs (or sometimes requests). The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a period (.) or an exclamation point (!) (Beare, 2019).

Examples:

- Open the door.
- Finish your homework
- Pick up that mess.

4.2.7.5. Conditional sentence. Are sentences that discuss factors and their consequences in an if-then structure. Their structure is (Kramer, 2021):

- Conditional clause (typically known as the if-clause) + consequence of that clause.

Example:

- When you eat ice cream too fast, you get a brain freeze.

4.3. Previous studies about gamified teaching and EFL grammar learning

This section presents the state of art, which introduces literature relevant to the present research. This literature is based on a compilation of a total of six previous studies which reported interesting findings after the application of gamification in EFL grammar. As a result, this information will support the researcher to provide more grounded statements on the effects that gamification has on EFL grammar. For that, the data gathered from these papers has been classified in the Table 5 in the following categories such as: 1) Author and year, country, method, instruments, and level of education.

Table 6

Previous studies that have investigated Gamification and EFL grammar.

Author and year	Country	Level of Education	Method	Instruments
(Ardi and Rianita, 2022)	Indonesia	Prymary	Qualitative case study	Observation Interview Reflective journal
(Asifayanti et al., 2021)	Indonesia	Secondary	Mixed-method	Interviews Observation lists Documentation
(Castillo-Cuesta, 2020)	Ecuador	Tertiary	Mixed-method	Pre and post-questionnaires Writing rubrics

Author and year	Country	Level of Education	Method	Instruments
(Mila and Mahbub, 2022)	Indonesia	Tertiary	Sequential explanatory mixed method	Questionnaire Semi-structure interview
(Phuong, 2020)	Ecuador	Tertiary	Qualitative	Survey questionnaires
(Redjeki and Muhajir, 2021)	Malaysia	Tertiary	Action research	Observations Questionnaires Documentations

Categorization of six previous studies that have conducted research on gamification and EFL grammar.

The studies presented in table 5 depict a notorious diversity in EFL contexts where Gamification has been applied to nurture learners' grammar growth. For instance, the research works raise from countries such as Indonesia, Malaysia, to Ecuador. Additionally, 2 out of 6 papers utilized the mixed-method to direct their investigation presenting both qualitative and quantitative data on the variables. In contrast, 2 out of 6 followed the qualitative design, whereas Mila and Mahbub (2022) applied the sequential explanatory mixed method to conduct their research. Finally, just 1 of the 6 studies used the action research design to investigate the effects of Gamification on EFL grammar.

It is important to mention that despite the diversity in the research works, all these studies were carried out within public educational institutions, mostly in tertiary education (5 out of 6) and just one in secondary. Additionally, it is evident that the researchers also employed a variety of instruments which helped them to register the effects of one variable on the other.

Considering the aforementioned information, the literature review of these papers played an important role in the development of the present research. This is because the objectives, research questions, and instruments that these scholars used in their investigations, also functioned as a solid basis to shape this research. Moreover, these papers allowed to notice that the use of gamification in class did not only mean gains in EFL grammar development, but also increased engagement, interaction, and collaboration among learners.

One of the recent research projects works that shows the positive effects of Gamification in EFL grammar is the study conducted by Ardi and Rianita (2022). They did a qualitative case study interviewing 22 students and 1 grammar lecturer and collecting reflective journals developed by the students. These interviews and reflective journals along with the observation technique operated as the instruments of their research. However, the most interesting part of this study were the perceptions that the researcher could gather in relation to Gamification. They reported that Gamification improved learners' EFL grammar by mainly increasing their engagement. In other words, after the application of gamified teaching, students were more

focused on the grammar tasks and developed a sense of peer-collaboration. The researchers explained that these were a kind of side-effect produced by the joy and excitement of playful applications and activities which rewarded their sense of competition.

Similarly, Asifayanti et al. (2021) carried out mixed research to analyze the teacher's perspectives of the use of gamification during online grammar teaching. Their rationale of conducting this research was the little use of gamification in English class despite the enormous benefits of it. Thereby, the instruments they used to collect the data consisted of some observation lists, interviews, and a collection of students' works. As the results of this research, the authors reported a clear increase in learners' grammar learning. Furthermore, Gamification was described as a constructive teaching approach capable of transforming complex grammar topics to more enjoyable tasks. For that, the researchers concluded that through the use of gamification elements, students can get inspired and entertained while simultaneously enhancing their grammar proficiency.

In the same line of thought, Castillo (2020) developed mixed research to analyze the usage of digital games on EFL grammar. For that, they attempted to answer what would be the impact and learners' perceptions after using some gamified tools. In this sense, they elaborated a Pre- and Post-questionnaire with writing rubrics to collect the data. At the end, they found out that students performed better during grammar exercises after experiencing the use of digital games, such as Educaplay. Moreover, they reported incredible gains in students' interest for class activities, revealing that over 80% of learners claimed that gamified methodology raised their interest towards English learning.

Furthermore, in 2022, because Mila and Mahbub were concerned about their Ecuadorian students' deficiencies in EFL grammar, they decided to conduct sequential explanatory mixed research with the purpose of examining their learners' perceptions on the use of board games to assist their grammar nurturing. Data was collected through a questionnaire and a semi-structured interview. Through these instruments, they could notice that the use of gamification created a fresh and interactive learning environment in grammar classes. Thus, the researchers concluded that gamification was greatly to assist grammar learning due to the fact that most students demonstrated positive attitudes towards the use of it.

In addition, with the aim of exploring the perceptions of EFL Vietnamize learners towards online gamified learning, Phuong (2020) carried out a qualitative study. For that, he designed a survey and a questionnaire to gather the data. The findings showed that most learners liked the idea of learning through this methodologic approach that somehow reminded them.

Likewise, the researcher determined that gaming elements such as badges and leaderboards were a great source of motivation for students who were eager to continue doing the activities.

Finally, the action research developed by Redjeki and Muhajir (2021) is worthy of comment since they investigated how the gamification of Duolingo could enhance the grammar learning process of EFL students. They structured this research because they noticed that their students found it challenging to cope with grammar. Within this framework, a questionnaire, students' work, and observation were utilized as the main instruments to collect information. Core results depicted that Duolingo impacted students positively in two main ways, their motivation and self-directed learning. Additionally, learners' grammar competence also increased as most of the Duolingo exercises held plenty of embedded grammatical concepts in it. Thus, the researchers suggested conducting future investigations implementing Duolingo with other language skills to support the EFL teaching-learning process.

The present literature review shows three major themes, gamification, English grammar through technology, and previous studies about the dependent and independent variables. All of the information gathered is supportive for readers to know the relevance of gamification to teach English grammar. Within the major findings are detailed the principles of gamification and the most appropriate technological tools to gamify a lesson such as Educaplay, BritishCouncil and Bamboozle. Besides, other worthy outcomes state that the gamification elements increase students' motivation and the sense of competition, challenge, creativity, curiosity and team working, some examples are levels, points and badges.

An open discussion is still going around about the most applicable way to develop English grammar in students, so in the second theme, the researcher Ahmadi (2018) suggests that the curriculum requirements must be tightly connected with the technology plan. Therefore, teachers should investigate how technology might assist them in moving away from teacher-centered education and toward student-centered instruction. To accomplish that, it is important to understand how English grammar should be studied. Findings underline that the key principle for grammar instruction emphasizes three dimensions of grammar, including form, meaning, and use. In the same way, two approaches are recommended for acquiring grammar through deductive and inductive learning.

As a final observation, previous studies in this area of research have reported that the English grammar competencies are successfully developed by using gamification. However, it is still necessary to specifically identify how each gamification element contributes to the development of English grammar and which one would be the most appropriate to develop the form, meaning and use of grammar. On the other hand, it would be important to develop more

research in the elementary education sublevel on how to apply gamification strategies at an early age to learn English. Finally, it is suggested that other socio-cultural practices can be achieved through gamification, showing the success of gamification in a different culture with different learning pattern needs.

5. Methodology

5. 1. Setting and participant

This research study was developed at a public urban institution in the city of Loja, which is located at latitude: -3.9931300 and longitude: -79.2042200 geographical coordinates in decimal degrees at the south of Ecuador in the continent of South America. Finally, this research was carried out during ten weeks with the ninth-year students within the 2022 – 2023 school year.

The researcher took into account the Superior Basic Education Level as the population of this research, from which a sample was selected through convenient sampling, the research analyzed carefully the similar characteristics that could benefit the correct development of this study. “Groups chosen by convenience sampling are conducive to self-selection, administrative decision, time of the class, number of the years of exposure and many other polluting influences” (Farrokhi and Mahmoudi, 2012). Therefore, the ninth-year students were the sample of this research, due to this group shared the same level of English A1.2 corresponding to the National Curriculum of Ecuador, shared the same geographical proximity and the same age, they are thirteen and fourteen years old, within this group, there are twelve girls and sixteen boys with the total of twenty-nine students. Finally, the researcher protected the privacy of students through giving a code for each one (Creswell, 2012).

5.2. Procedure

5.2.1. Method

This investigation is focused on the mixed method, it was fundamentally useful to analyze and process quantitative and qualitative information, Creswell (2012) explained that inside the mixed methods research design “the basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself”.

The quantitative approach involves the creation of statements and research questions, which should be measurable and observable. Also, it seeks to explain the relationship among variables. The intention of the researcher is to collect numeric data through instruments with preset questions and responses such as tests. In addition, to process and analyze the results, it is indispensable to apply multiple statistical procedures such as comparing groups or relating scores with the purpose of addressing the research questions or hypotheses (Creswell, 2012). Therefore, in this research, the quantitative data was collected through the application of the pre-test at the beginning and a post-test (Annex 1) at the end of the intervention plan to evaluate

students' English grammar levels before and after the methodological proposal, this allowed the teacher to verify the effectiveness of the gamified teaching to learn EFL grammar.

The qualitative approach starts with the identification of a central phenomenon which was needed to be explored and understood to know how the variables behave in a research setting. The collecting data is documented in words through the application of interviews, surveys, questionnaires, observation checklists, and others. All of them provide the researcher different perspectives of the study and help to interpret and identify patterns when the independent and dependent variable interact. To analyze the findings and write the final report, the researcher has to be flexible and use subjective reflexivity to interpret the views of participants, which are the center of the study (Creswell, 2012). Consequently, this investigation gathered the information by administering a questionnaire (Annex 2) at the end of the intervention plan and writing down field notes, one for each lesson, that permitted obtaining from the participants their perceptions, points of view, criteria and level of acceptance of the gamification activities to learn EFL grammar.

5.2.2. Research design

The researcher followed the procedure of the practical action research to give a solution to the teaching - learning process of EFL grammar by using gamification. This model has been suitable for the researcher's purposes because this study has been sequenced in the following stages: diagnosing, action planning, acting and evaluating and reflecting, which were suggested by Gerald Susman (1983). Furthermore, since this study involves the application of an intervention proposal, it started by pointing out a problem, then looking for information to seek a possible solution, then an intervention plan was made to be used with the target research group, and finally, conclusions and recommendations were built based on the results after implementing the intervention proposal.

5.2.2.1. Diagnosing: the study's first step was to identify an issue with the target research group in the EFL grammar learning during the internship period of the researcher. Continuing with the study process, the researcher carried out legalized procedures by the educational institution, requesting the opportunity to implement the methodological proposal (Annex 7) with the ninth-year students. Once this was achieved, the pre-test was applied to participants to know their English grammar level. This analysis of the results made it possible to describe and outline a general research problem that was addressed to answer the following question: How can gamified teaching improve the EFL grammar learning through technology among the Superior Basic Education students at a public institution of Loja City during the 2022 – 2023 school year? The primary research problem was split into three sub-problems to

help direct the research process. These three sub-problems are related to determining the efficacy, techniques, and the students' perspectives of gamified teaching for EFL grammar learning.

5.2.2.2. Action Planning: In order to successfully address the issue, a wide range of information and alternatives to potential solutions have been examined after the researcher recognized the primary problem regarding EFL grammar learning. The teacher reviewed extensive literature about the independent and dependent variable with the aim to find the most useful theories, approaches, strategies, techniques and activities which were indispensable to elaborate the methodological proposal. In the same way, some scientific articles contributed with relevant findings, which served as the principal center to develop this study. At this point, the researcher has an effective intervention strategy that was developed after extensive theoretical investigation.

An action plan was created to give a solution to the preview mentioned general research question, and it contains a crucial strategy with ten lesson plans. The intervention plan was in line with the study's stated research question, and the research tools have been created taking into account both participant characteristics and the study's design. The lesson plans were constructed in relation to Robert Gagne's (1992) Nine Events of Instruction in order to plan appropriately an English lesson to address the gamified teaching and the EFL grammar learning. The lesson plans were elaborated with the following implications: lesson objectives, warm and objective discussion, instruct and model, guided practice, independent practice and assessment.

In addition, this intervention was elaborated based on technology, this allowed the teacher to present games at class in Wordwall, Educaplay, BritishCouncil and Baamboozle. Moreover, these technological resources permitted students to interact with each other and participate actively in class. Through it, students learned how to use grammatically correct the form, the meaning and use of the Present Progressive and the Present Simple tenses.

5.2.2.3. Acting: At this point, the researcher has an effective intervention strategy that was developed after extensive theoretical investigation. During the course of the study process, the plan of intervention was put into action as a strategy that was continuously observed, assessed, and altered to establish its efficacy. The researcher gathered data during the application of the proposal by utilizing field notes (Annex 3), one for each lesson, capturing crucial information. Later, it was utilized to relate the data and present the study's findings. Due to the flexibility of the plan, the researcher was able to make precise adjustments during the action stage by assessing how well the strategies used to address the gamified teaching and the EFL grammar learning are working.

The proposed intervention was carried out by providing face-to-face classes through the academic year 2022-2023 at the educational institution in the city of Loja, during the months of October, November, December and January. The instruction was in the morning and lasted 40 sessions. The schedule was: Monday at 7:10 to 08:30 am and Thursday at 08:30 to 09:10 am.

5.2.2.4. Evaluating and reflecting: at this step, the researcher applied the post-test (Annex 1) to verify if participants have improved their EFL grammar learning, as well as, the questionnaire (Annex 2) was administered to know the participants' perception and acceptance face to the gamified teaching. After analyzing the quantitative and qualitative data gathered throughout and after the course of the intervention, the results were analyzed. The overall results were presented along with conclusions and recommendations that can benefit in both developing future research on the subject as well as providing answers to the study's specific research questions. The results should be reported because a variety of educators who are always looking for methods to improve their teaching of English as a foreign language may find them useful.

5.2.3. Data collection sources and techniques

In this section, the methods, techniques and instruments to collect the data are described. The paper and pencil method were employed to collect quantitative and qualitative data through the application of the pretest, posttest and the questionnaire, as well as observation was used to collect qualitative information by using field notes (Gay et al., 2012).

5.2.3.1. Pre-test and post-test: The pre-test measured the students' performance in EFL grammar before implementing the intervention plan. The same test as post-test was applied to measure the improvement that students achieved after this instructional process (Annex 1). This test measures the form, meaning and use of the simple present tense and the present progressive tense of the English language. According to the paper and pencil method, this test was designed to collect quantitative data where five questions were drawn up. The first and the second ones measured the form of the grammar structure and the third and four questions measured the meaning of the English grammar. Those questions were elaborated based on the selection category. Students had to correct errors, order sentences, choose the correct answer and match interrogative sentences. On the other hand, the fifth question was written by using the supply category to measure the use of English grammar, where students had to give a short-written answer (Gay et al., 2012). At last, the researcher used the grading scale established by the Ecuadorian Ministry of Education through the criterion-referenced scoring proposed by Gay et al. (2012).

5.2.3.2. Questionnaire: This instrument was elaborated to collect qualitative and quantitative data about the use of gamification to improve EFL grammar (Annex 2). In addition, it is aligned with the paper and pencil method, which contain six mixed questions: open and closed ones. The researcher used the Linkert scale model and free responses to plan the questions (Gay et al., 2012). This questionnaire allowed the researcher to be aware of the participants' attitudes, acceptance and perceptions about the gamified teaching. The questionnaire tried to get information about the indicators of gamification such as: competition, points, badges, motivation, gamification tools and positive attitude. Finally, the questionnaire was applied to students just at the end of the intervention plan.

5.2.3.3. Fieldnotes: It is an instrument inside of the observation method to gather qualitative data by watching the participants in their natural environment, without altering or manipulating it (Annex 3). In this part, the researcher took the role of a participant observer because the researcher interacted directly with the students at the moment of recording the notes (Gay et al., 2012). Finally, the researcher documented each lesson's events, activities, participant actions, attitudes, and feelings concerning the gamified teaching by filling some fieldnotes, one for each lesson, during the whole methodological proposal ten field notes were written.

5.2.4. Data analysis

The quantitative information collected from the pretest and the posttest were processed through a descriptive statistics analysis and by employing the mean as a central tendency measure. The test results and a comparison between the averages were presented in tables, detailing the mean that students obtained in each dimension of grammar: form, meaning and use. Likewise, the questionnaire was created utilizing the Likert Scale system, and the results of each question were visualized through bar chats (Creswell, 2012). Meanwhile, a descriptive and narrative text were included with each table and figure used to support the interpretation of the results, as well as, here was included the data gotten field notes fieldnotes, which was collected class by class throughout the English instruction as part of the methodological proposal. Finally, all the data obtained from the research instruments was entered and processed by using the EXCEL program, which was helpful to elaborate the statistical analysis of the results and the visual representation (Creswell, 2012).

6. Results

The present segment details the finding of this research study after applying the data collection instruments. The pretest and posttest were employed to verify the effectiveness of using gamified teaching in the improvement of English grammar learning by using technology among ninth year students at a public institution of Loja city during the 2022 – 2023 school year through tables and a comparison analysis.

6.1. Pretest results

Table 7

Pretest scores of the 9th “A” year students of Basic General Education in the use of English grammar.

Students’ code	F 4/4	M 4/4	U 2/2	TOTAL 10/10
UELDA01S	1	2,5	0	3,5
UELDA02S	0	1	0	1
UELDA03S	0	3	0	3
UELDA04S	0	2	0	2
UELDA05S	1	3	0	4
UELDA06S	0,5	2,5	0	3
UELDA07S	2	4	0,5	6,5
UELDA08S	1	3	0,5	4,5
UELDA09S	0	1	0	1
UELDA10S	0	2	0	2
UELDA11S	1,5	3	0,5	5
UELDA12S	0	3,5	0	3,5
UELDA13S	1	3	0	4
UELDA14S	0	3	0	3
UELDA15S	0,5	1,5	0	2
UELDA16S	1	1,5	0	2,5
UELDA17S	0,5	1,5	0	2
UELDA18S	0	2	0	2
UELDA19S	0	2,5	0	2,5
UELDA20S	1	3	0	4
UELDA21S	2	2,5	0	4,5
UELDA22S	2	3	0	5
UELDA23S	0	3	0	3
UELDA24S	1	3	0	4
UELDA25S	0	1,5	0	1,5
UELDA26S	0,5	2,5	0	3
UELDA27S	0	2,5	0	2,5
UELDA28S	0	2	0	2
MEAN	0,59	2,45	0,05	3,09

UELDA01S = Unidad Educativa “Lauro Damerval Ayora” 01 student, **F** = form, **M** = meaning, **U** = use.

The pretest was applied to the ninth “A” year students from Basic General Education, with the objective to be aware of the level of the English grammar skills of participants. As can be seen from Table 7, all the students got scores below the average established by the Ministry of Education in its grading scale (7/10) (See Annex 5). The total mean score gotten was 3.09/10, which was very far from reaching the average level expected. This evidenced that students had difficulties in recognizing the form, meaning and use of some particular grammar structures.

According to the dimension of *form* with a mean of 0.59/4 (14.75%), students presented problems identifying the structure of a phrase or a clause sentence, which required word order and didn’t let them build accurate sentences for right communication.

In a similar way, regarding the dimension of *meaning* with the mean of 2.45/4 (30.75%), the students showed difficulties to match half parts of sentences according to their context and meaning. The students did not understand the reason or intention of a specific grammatical structure which is indispensable to reach a meaningful meaning.

Finally, the mean of 0.05/2 (2.5%) was obtained in the component of *use*, which demonstrated that students found it complicated to choose the appropriate grammar form for a determined situation, setting or according to what they intend to communicate to others. Students didn’t identify the grammar structure of the Present progressive tense to describe some pictures about what the people are doing. So, if students don’t recognize the different English tenses, they won’t understand the context and neither expressed appropriately.

6.2. Posttest results

Table 8

Posttest scores of the 9th “A” year students of Basic General Education in the use of English grammar.

Students’ code	F 4/4	M 4/4	U 2/2	TOTAL 10/10
UELDA01S	2,5	3	2	7,5
UELDA02S	4	4	1,5	9,5
UELDA03S	3,5	1,5	1,5	6,5
UELDA04S	1	4	0,5	5,5
UELDA05S	0	3	0	3
UELDA06S	2,5	3	1	6,5
UELDA07S	3	3	0,5	6,5
UELDA08S	2	3,5	1,5	7
UELDA09S	3,5	4	2	9,5
UELDA010S	3	4	1,5	8,5
UELDA011S	3	4	1	8
UELDA012S	4	4	2	10
UELDA013S	1	4	2	7
UELDA014S	2,5	3	1,5	7

Students' code	F 4/4	M 4/4	U 2/2	TOTAL 10/10
UELDA015S	3	3	1,5	7,5
UELDA016S	2	3,5	1,5	7
UELDA017S	3,5	4	2	9,5
UELDA018S	3	1,5	0	4,5
UELDA019S	2	3,5	1	6,5
UELDA020S	3	3,5	0	6,5
UELDA021S	3	4	1,5	8,5
UELDA022S	3	4	1,5	8,5
UELDA023S	2	4	2	8
UELDA024S	2,5	4	2	8,5
UELDA025S	3	4	1,5	8,5
UELDA026S	4	3,5	1,5	9
UELDA027S	4	4	1,5	9,5
UELDA028S	4	4	2	10
MEAN	2,77	3,52	1,35	7,64

UELDA01S = Unidad Educativa "Lauro Damerval Ayora" 01 student, **F** = form, **M** = meaning, **U** = use.

A significant positive result for the posttest is shown in Table 8, which demonstrates that after the application of forty sessions of instruction by using gamified teaching along ten weeks, students overcome their English grammar difficulties in the three grammar dimensions, form, meaning and use. The total mean score was 7.64/10, which demonstrated that students achieved the required learning according to the grading scale of the Ministerio de Educación del Ecuador (See Annex 5).

The highest score that participants obtained was in the dimension of *meaning* (3.52/4) 88%, which showed meaningful progress. Currently, after students practiced grammar with the gamification activities such as quizzes, competition team, unscramble words, sentence completion and other, students are able to match half part of sentences to create a complete whole meaning, therefore, students have the ability to differentiate the significance, the reasons or intentions of English grammar structures, thus, communication was carried out in a clear and coherent way.

Likewise, another meaningful progress after using games was evidenced in the dimension of *use* with a mean of (1.35/2) 67.5%, which determined that students could employ accurate grammar structures in context, they knew when and why a particular grammar structure should be used either spoken or written. Specifically, the students understand that the grammar structure of the simple present continuous is used to describe events that are happening at the moment of speaking.

Otherwise, the lowest score was obtained for the dimension of *form* (2.77/4) 69.25%, which demonstrated that students found difficulty in writing positive, negative and interrogative sentences with the correct grammar structure. Even though the most appropriate gamification

tools were used to practice the dimension of form, participants showed some mistakes by developing the grammar activities such as word order and correction of mistakes in sentences. However, students could develop positively other aspects of the dimension of form, they reached mastering the appropriate function of the word order and were able to choose the correct verb tenses and the most suitable grammatical rules.

6.3. Comparison of the Pretest and Posttest means

Table 9

Comparison of the Pretest and Posttest means of the 9th “A” year students of Basic General Education in the use of English grammar.

Indicators	Pre-test	Post-test
Form (4/4)	0,59	2,77
Meaning (4/4)	2,45	3,52
Use (2/2)	0,05	1,35
Total means	3,09	7,64

The information presented in Table 9 shows a comparison between the scores obtained from the pretest and posttest; these instruments measured the students’ skills in using English grammar before and after applying gamification strategies. These results evidence strong improvement in the three dimensions: form, meaning and use.

The mean achieved for the dimension of *form* in the pretest was 0.59/4 (14.75%) in contrast to the posttest 2.77/4 (69,25%), being the most significant improvement that students reached after applying gamification strategies by using technology during each English lesson. Therefore, currently students are able to use correctly the word order to form correct grammar structures, verb tenses and spelling grammatical rules.

Similarly, the mean for the dimension of *meaning* was 2.45/4 (61.25%) in the pretest and 3.52/4 (88%) in the posttest, this proves that students understand clearly what meaning a particular grammar structure conveys when it is in a written text and or in a spoken form. Students are able to comprehend the reason or intention of a specific grammatical structure according to a given situation.

At last, in a less successful way, students demonstrated a moderate level of grammatical competence because they had few problems to use English grammar appropriately according to real context, social environment and verb tenses, it is proved by comparing the means in the dimension of *use*, which differ from 0.05/2 (2.5%) in the pretest to 1.35/2 (67%) in the posttest.

In summary, the general pretest mean was 3.07/10, while the posttest was 7.64/10. Both results provide important insights into the enhancement of English grammar by using gamified teaching. It seems possible that these results are due to the efficacy of the application of the methodological proposal based on gamification. The results of the questionnaire are going to be used to additionally examine the effectiveness of treatment, as well as, the information written down on the field notes.

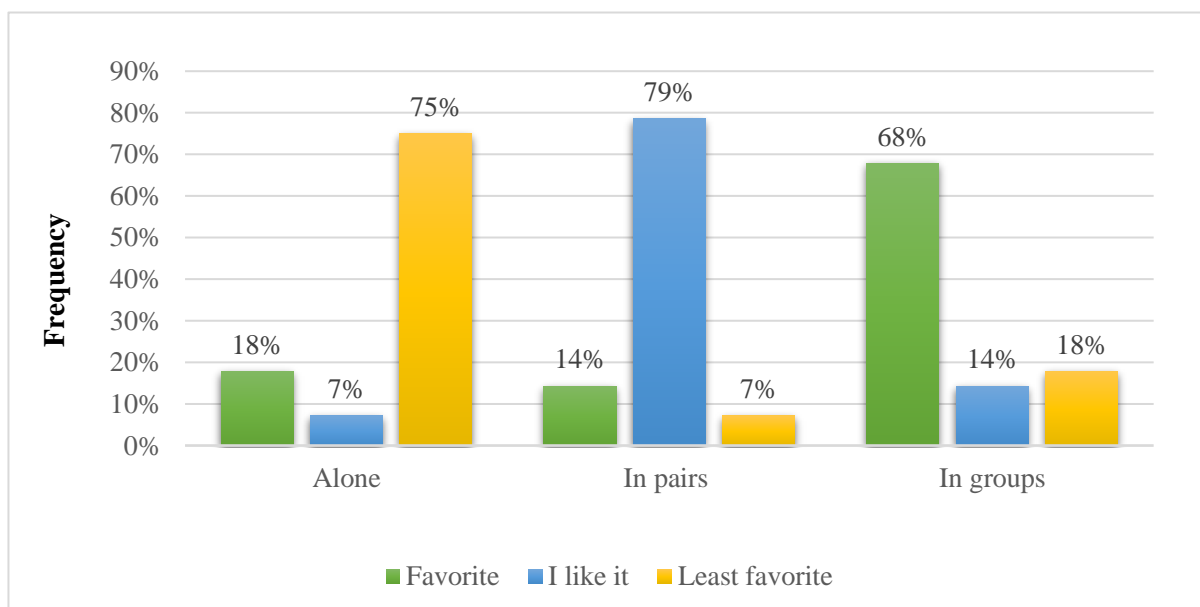
6.4. Questionnaire results

After the implementation of the intervention plan, the researcher employed a questionnaire to participants with the aim to describe the students' perceptions about the use of gamified teaching on the improvement of the English grammar learning through technology. In addition, the questionnaire was useful to verify if the following specific objective was accomplished: to apply gamified strategies in the development of English grammar learning by using technology. The general results are presented through figures and corroborated with the information gotten from the open question and from the fieldnotes.

Statement 1: Using the scale, classify the following types of competition depending on how did you prefer to participate. (1 favorite, 2 I like it, 3 least favorite)

Figure 2

Students' preferences for types of competition.



As it can be seen, Figure 2 shows that most of students (68%) affirmed that their favorite way to compete in order to develop the gamification activities is through working in groups, as well as, the second option of preference to compete is working in pairs (79%). This can be validated with the opinion of Student 7, who commented that “it is more enjoyable to play in a

group” [Es mas divertido jugar en grupo], student 4 commented that “ In a group it is more fun and we learn to share” [En grupo es mas divertido y aprendemos a compartir] and students 4 write about working in pairs, who established that “ I can share with my friend and I can learn more” [Puedo compartir con mi amigo y luego aprender mas]. On the other hand, the least favorite way to compete chosen by 75% of students was working alone. Student 1 said that “Because it is boring” [Porque es aburrido], Student 5 argue that “I don’t like to be alone and I cannot concentrate, because when I have a question, the other one helps me” [No me gusta estar solo y no puede concentrarme, por que cuando tengo una pregunta, los otros me ayudan]. In fact, students prefer to develop gamification activities in groups rather than in pairs or alone.

Statement 2: Did you think that earning points encourages you to learn more?

Figure 3

Earning points as a way to encourage students to learn more.

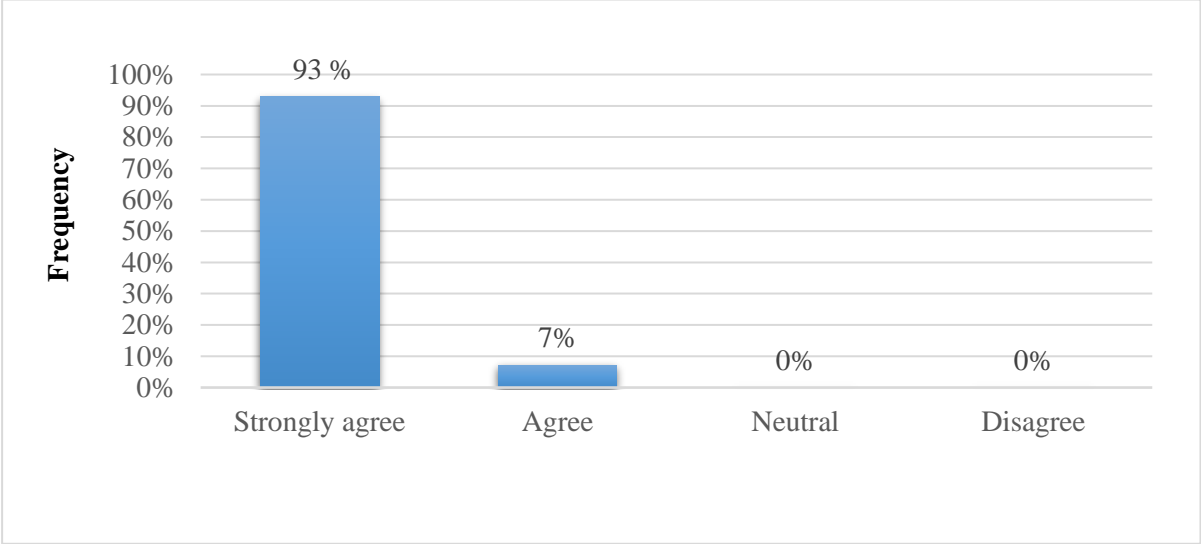


Figure 3 illustrates that a significant majority of participants (93%) strongly agree with the fact that earning points during the development of each gamification activity have encouraged them to learn more about English grammar. This is confirmed with the different points of view of students gotten from the open questions in the questionnaire, Students 26 said “It is motivational to see that I got high points” [Por que motiva ver que saco buenas notas], Student 24 commented “Gaining points encourage more to keep learning and improve more” [Ganar puntos anima más a seguir aprendiendo y mejorar más] and Student 22 stated that “When I win scores, I feel that I am improving” [Cuando gano puntos siento que voy mejorando]. In summary, the points as a gamification element caused a positive impact on students and helped them to learn in a motivational manner the English grammar.

Statement 3: Did the use of gamification in class motivate you to have a positive attitude in learning?

Figure 4

Students' motivation to have a positive attitude in class by using gamification.

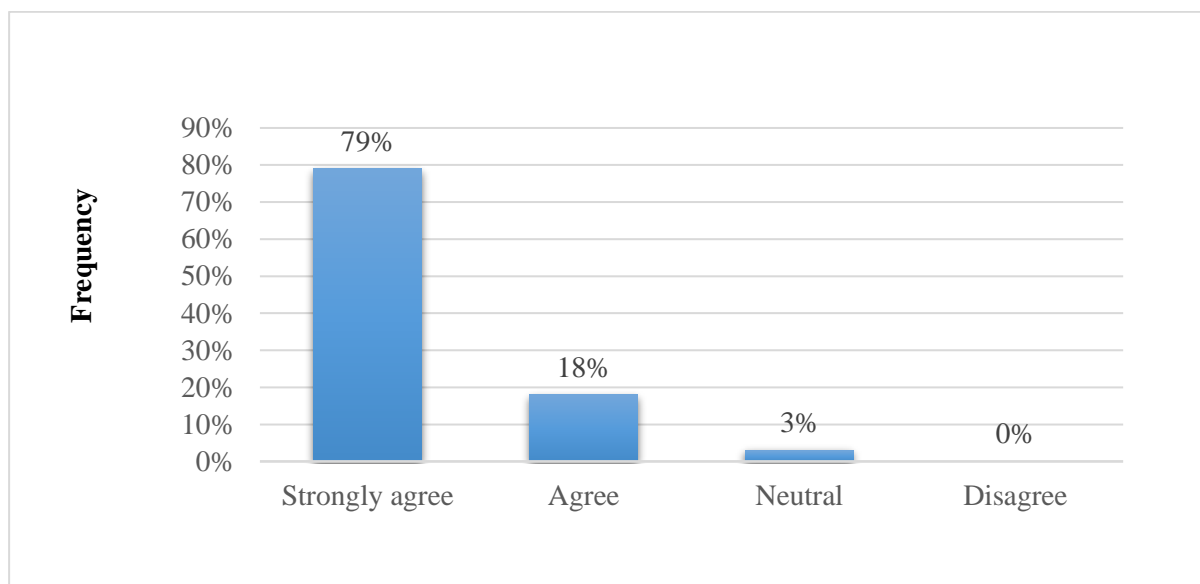


Figure 4 presents an overview of the use of gamification in class, a large number of participants (79%) strongly agreed that the employment of gamification in the English class motivate them to show a positive attitude to learn grammar, as well as, a small minority of participants just 18% agreed with the aforementioned fact. This is corroborated by students' personal opinions, for example, Student 22 said "because gamification made the class look easier" [Por que la gamificación hacía ver más fácil la clase], Students 7 argued "I felt joyful while I learnt" [Me sentía alegre mientras aprendía] and Student 24 stated "I do like to have a positive attitude to keep learning" [Si me gusta tener una actitud positiva y seguir aprendiendo]. In conclusion, it demonstrates a significant contribution to ensure positive interactions among students at the moment to work with gamification activities to practice grammar.

Statement 4: Did the gamified strategies help you to learn in a fun way?

Figure 5

Learning in a fun way by using gamified teaching

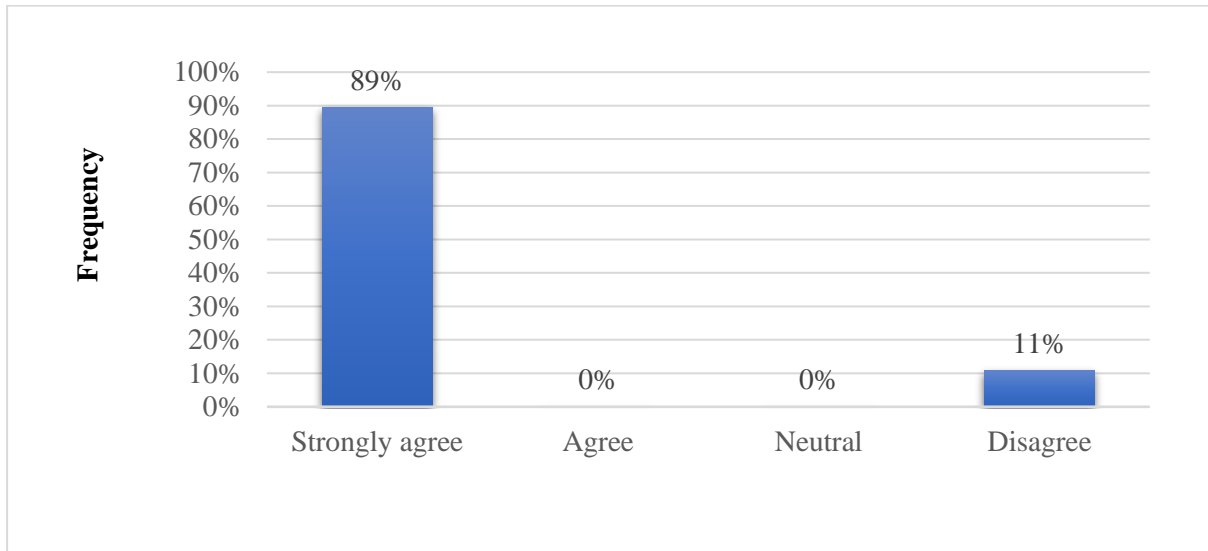
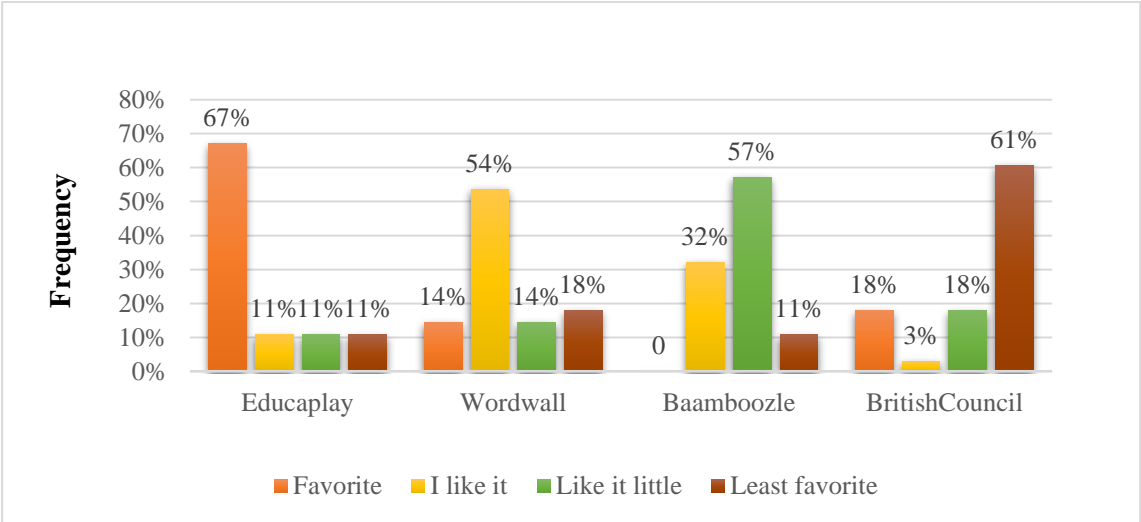


Figure 5 provides information about the use of gamified teaching in English class, it explains that 89% of participants strongly agreed with the fact that gamified teaching allowed them to learn English grammar in a funny way. The researcher noticed during the training process that students participated actively, they liked a lot to compete in groups, and they felt entertained and motivated while the gamification activities were developed, all of these observations are written in the field notes. In a similar way, some encouraging students' comments indicated that "It was enjoyable and we learn better" (Student 2) [Fue divertido y aprendimos mejor], another opinion establish that "The teacher made us all play and participate" (Student 12) [La profesora nos hacía jugar y participar a todos]. This interpretation contrasts with a small number of students (11%) who totally disagree with the fact mentioned above, some of them argued that still persist some doubts in the grammar topics. Despite this, these considerably significant findings confirmed that a big number of students have learned English grammar in an amusing way.

Statement 5: Using the scale, classify the following strategies depending on how much you like them to learn the English grammar. (1 Favorite, 2 I like it, 3 liked it little, 4 least favorite)

Figure 6

Gamification strategies to learn grammar.

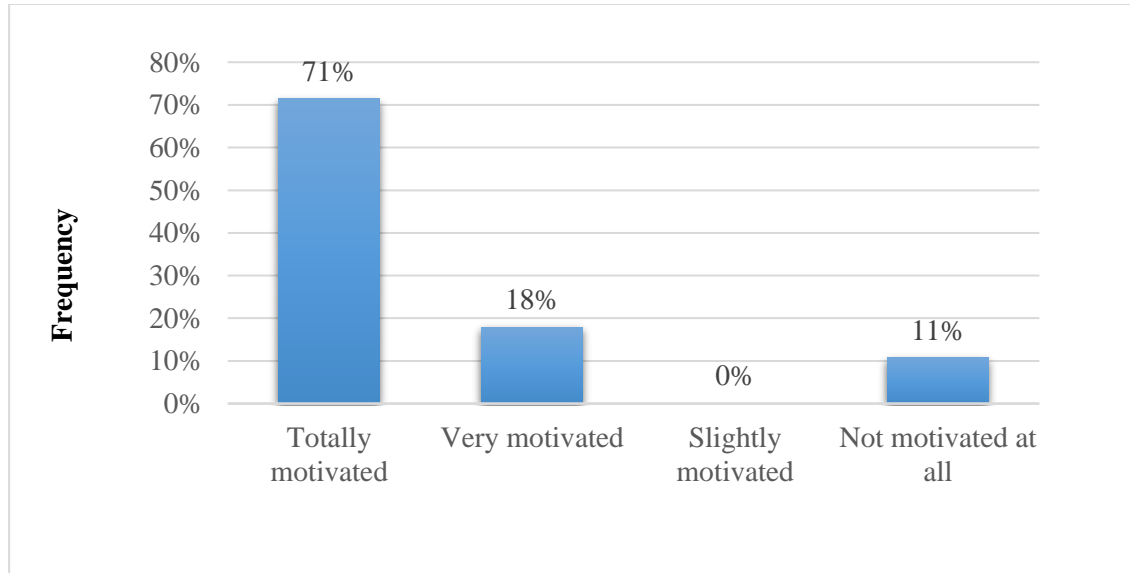


The findings in Figure 6 evidence that the most favourite gamification tools for students were Educaplay with an acceptance of 67% and Wordwall with an approval of 54% according to the preference scale. Compared to that, the least favorite gamification tool for 61% of students was BritishCouncil, similarly, the 57% of participants indicated they just liked Baamboozle a little. Student 14 pointed out that prefer practicing English grammar by using Educaplay because it helped to learn more, meanwhile, the student did not like working with BritishCouncil because it was hard to understand the contents. In summary, students prefer to work more with Educaplay rather than with BritishCouncil, the researcher realized that the games in Educaplay like froggy jump, crosswords, unscramble letters and matching columns encourage students to compete in class for the best score and positive influence them to train grammar.

Statement 6: How motivated did you feel when the teacher used badges to reward your grammar activities participation?

Figure 7

Motivation by using badges to reward students' participation.



As it can be noticed in Figure 7, 71% of students felt totally motivated when the teacher used badges to reward their participation in developing the grammar activities, as well as, regarding the above mentioned, the 18% of the participants said that they also felt very motivated in connection with badges. As a support to these findings, some positive references from students were collected, Student 1 claimed that “It motivated me to continue learning and participate in classes” [Me motivaba a seguir aprendiendo y participar en las clases], Student 10 commented that “It inspired to compete” [Me inspiraba a competir]. Finally, Student 18 explained that felt “very happy to overcome one more stage” [muy alegre por superar una etapa más], when reached levels, some badges were given by the teacher. After all, a huge portion of participants agreed that obtaining badges encouraged them to study English grammar more actively. Finally, when the teacher provided badges to students, guided them on a learning path as multiple small units of accomplishment, that was beneficial because some feedback also was imparted.

7. Discussion

The main goal of this research study was to improve English grammar learning by using gamified teaching through technology among ninth-year students at public institutions of Loja city during the 2022-2023 school year. From this general objective, these sub-questions were shown.

The first question in this research was; How effective is gamified teaching on the improvement of English grammar learning by applying technology among ninth-year students at a public institution of Loja city during the 2022 – 2023 school year? The effectiveness of gamified teaching in English grammar was reflected in the pretest and posttest with a difference of 4.55 points of progress.

It is corroborated with the research work of Phuong (2020), evidenced in the results that the majority of students appreciated the concept of learning using this technological approach because it appeared innovative to them. Moreover, the present findings are in agreement with the research work of Mila and Mahbub (2022), the researchers concluded that gamification greatly assisted grammar learning due to the fact that most students demonstrated positive attitudes towards the use of it. Finally, these findings support the idea that participants could overcome EFL grammar issues by working with gamification strategies, which allowed students to cover the study of the three grammar dimensions: form, meaning and use. It was helpful for learners since they could get inspired and entertained while simultaneously enhancing their grammar proficiency.

The second question focused on answering; What gamified strategies are useful in the development of English grammar learning by using technology among ninth year students at a public institution of Loja city? The researcher identified the most effective gamification strategies with the help of the application of the questionnaire to students and the field notes collected during the research. In reviewing the literature, gamification has been described as a helpful instructional strategy that can turn difficult grammatical concepts into enjoyable tasks (Asifayanti et al., 2021). Prior studies have noted the importance of the use of Educaplay, which is perceived by learners as a motivating factor that allowed users to easily design and share interactive educational activities (Cuesta, 2020). Similarly, Baamboozle is identified as a flexible tool to be utilized for offline and online learning to encourage learner engagement (Rahayu and Rukmana, 2022).

As it can be noticed, results demonstrated that the use of technology for English grammar learning improves classroom dynamics, encourages student autonomy, and enhances the overall learning experience for students, thus, gamification strategies contribute

meaningfully to addressing students' issues. However, during the instructional time, one limitation arose, not all students had the technological equipment in the educational institution to practice gamification activities, therefore, most of them had to work in groups or in pairs and their participation and autonomy were affected.

Finally, the third question of this study aimed; What are the students' perceptions about learning grammar by using gamified teaching with technology among ninth year students at a public institution of Loja city during the 2022 – 2023 school year? In response, the data gathered from field notes during the intervention plan and from the questionnaire applied at the end of the research process validate that students showed a high level of gamification acceptance. As mentioned in the literature review, Figueroa (2015) affirmed that gamification encourages students' competition and makes tasks become less monotonous and more creative. Similarly, Mila and Mahbub (2022) argued that gamification ensures positive attitudes in students, as well as, Asifayanti et al. (2021) determined that the use of game elements improves students' participation and self-confidence when students see that they are being rewarded by the system with more points every time they participate, they will be more motivated to participate more frequently.

The researcher noticed that gaming elements such as badges, points and leaderboards can be a source of motivation but also can cause demotivation for learners at the same time. In this case, this current study presents a limitation corresponding to game elements, the first one implied that few students felt affected and a little demotivated by not getting relevant badges or points. This happened because some of them always finished the activity at last and made some grammatical mistakes. Finally, even though the general findings of this research were positive for the sample target. It is recommended for further researches working with larger samples to give more reliability to the research.

8. Conclusions

- It is concluded that the use of gamified teaching was effective for the improvement of English grammar learning. Students are able to use correctly the word order, verb tenses and spelling grammatical rules. Also, they could understand clearly what meaning a particular grammar structure conveys and how to use them in a real context.
- The finding of this study explains that the most favorite gamified strategies for students were Educaplay and Wordwall. Since they ensure motivational and active learning, students felt more confident working in groups rather than alone to develop the grammar activities, thus, motivating positive competition.
- A high level of gamification acceptance was shown by students. Students agreed that gamification contributed significantly to overcome the English grammar issues, help to learn more in a funny way. Finally, it motivates them to have a positive attitude. That is to say, they become more cooperative and participate in the English teaching processes.

9. Recommendations

- It is recommended to implement the use of gamified teaching to improve the English grammar learning in their daily practices with the aim to foment motivational classrooms and positive attitudes in students. As well as, it is important to focus on the study of the three grammar dimensions: form, meaning and use with the purpose to communicate effectively.
- Teachers should use different gamified strategies to support the teaching learning process, since students learn easier with the management of technology, besides the process is based on students' interest. Similarly, teachers should use gamification elements such as points, competitions and badges to reward students' performance.
- Gamification strategies must be used by teachers because they help and support students learning in an easy and funny way, besides, it motivates students to work in a collaborative way and encourages them to compete positively.

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11. Annexes

Annex 1. Pre-test and Post test



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: PRE-TEST AND POST-TEST

The objective of this test is to collect information about the students' knowledge in using EFL grammar. It will be taken 40 minutes to solve the following questions. Concentrate, read and analyze carefully. Good Luck.

Student's Code:.....

Date:.....

Level: 9th A1.2

1. Identify one grammar error in each sentence and correct it. (Form) 2 points.



a) Where do Daniel work every day?



b) What are Britney doing right now?



c) What time does Carol start his yoga class?



d) What is Sally eat at this moment?

2. Order the following words to form interrogative questions. (Form) 2 points.

a. How often / to the movies/ he / does / ? / go /



b. do / When / celebrate / ? / you / your birthday /



c. Where/ they / are / now / going / ? /



d. Where / swimming / is / ? / right / Sue / now /



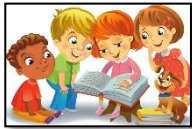
3. Look at the pictures and choose the correct answers. (Meaning) 2 points.



- a. Is she driving a car?
 Yes, she is
 No, she isn't
 Yes, he is



- b. Does Christian cook the dinner?
 Yes, he does
 Yes, he do
 Yes, she does



- c. Are they reading a book?
 Yes, he is
 No, they aren't
 Yes, they are



- d. Does Daniel do the homework?
 Yes, he does
 No, he doesn't
 Yes, she does

4. Match the questions with the correct WH Words. (Meaning) 2 points.

- *** Where
- *** What
- *** Why
- *** How

- a. do you get to the park?
- b. does Andreina live?
- c. is the teacher eating?
- d. are the students running in the court?

5. Choose one of the pictures and write four complete sentences about what the individuals are doing. Paint a circle. (Use) 2 points.



- a)
- b)
- c)
- d)

THANKS FOR YOUR COLLABORATION

Annex 2. Questionnaire






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DATA COLLECTION SOURCE: QUESTIONNAIRE

Student's code:
 Date.....





The aim of this questionnaire is to collect information from students' perceptions about the application of gamified teaching for improving EFL grammar. Read carefully each one of the questions and mark a x in the parenthesis.

- 1. Using the scale, classify the following types of competition depending on how did you prefer to participate. (1 favorite, 2 I like it, 3 least favorite)**

		
Alone ()	In pair ()	In groups ()





Why was the most favorite?.....
 Why was the less favorite?.....

- 2. Did you think that earning points encourage you to learn more?**

			
Strongly agree ()	Agree ()	Neutral ()	Disagree ()





Why?.....

- 3. Did the use of gamification in class motivate you to have a positive attitude in learning?**

			
Strongly agree ()	Agree ()	Neutral ()	Disagree ()





Why?.....

4. Did the gamified strategies help you to learn in a fun way?

			
Strongly agree ()	Agree ()	Neutral ()	Disagree ()

Why?.....




5. Using the scale, classify the following strategies depending on how much you like them to learn the English grammar. (1 Favorite, 2 I like it, 3 liked it little, 4 least favorite)

	 Wordwall		
Educaplay ()	Wordwall ()	Baamboozle ()	BritishCouncil ()

Why was the most favorite?.....

Why was the less favorite?.....

6. How motivated did you feel when the teacher used badges to reward your grammar activities participation?

			
Totally motivated ()	Very motivated ()	Slightly motivated ()	Not motivated at all ()

Why?

THANKS FOR YOUR COLLABORATION

Annex 3. Field notes



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DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #:	Date/Time:	Role of the researcher:
Topic:	Participants:	Duration of the observation:
Objective of the session:		
Description of the event		Reflective Notes

Source: Gay, Mills, Airasian, 2012, p. 429. Educational Research. Competencies for Analysis and Applications

Annex 4. Scoring guide

- 1. Read the answers and write questions for each one using the grammar structure of present progressive or simple present tense. (Form) (2 points)**
 - a. Where does Daniel work every day? (0,5)
 - b. What is Britney doing right now? (0,5)
 - c. What time does Carol start her yoga class? (0,5)
 - d. What is Sally eating at this moment? (0,5)
- 2. Order the following words to form interrogative questions. (Form) 2 points.**
 - a. How often does he go to the movies? (0,5)
 - b. When do you celebrate your birthday? (0,5)
 - c. Where are they now? (0,5)
 - d. Where is Sue swimming right now? (0,5)
- 3. Look at the pictures and choose the correct answers. (Meaning) 2 points.**
 - a. No, she isn't (0,5)
 - b. Yes, he does (0,5)
 - c. Yes, they are (0,5)
 - d. No, he doesn't (0,5)
- 4. Match the questions with the correct WH Words. (Meaning) 2 points.**
 - a. How (0,5)
 - b. Where (0,5)
 - c. What (0,5)
 - d. Why (0,5)
- 5. Choose one of the pictures and write five complete sentences about what the individuals are doing. (Use) (2 points)**
 - a) Answer might vary. (0,5)
 - b) Answer might vary. (0,5)
 - c) Answer might vary. (0,5)
 - d) Answer might vary. (0,5)

Annex 5. Grading Scale

EFL grammar learning

Quantitative score range	Qualitative score range
10	Exceed the required learning
9	Master the required learning
7-8	Achieve the required learning
5-6	Do not achieve the required learning
4-0	Failing

Gamified teaching

Quantitative score range	Qualitative score range
81-100%	High level of gamified teaching effectiveness
61-80%	Expected level of gamified teaching effectiveness
41-60%	Moderate level of gamified teaching effectiveness
21-40%	Unexpected level of gamified teaching effectiveness
01-20%	Low level of gamified teaching effectiveness

Annex 6. Lesson plans

Lesson plan 1	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Present simple / present progressive (Pretest)
Language level: A1.2	Type of institution: Public
Date: Tuesday, October 25, 2022 9no B 9 no A Date: Wednesday, October 26, 2022 9no A N periods: 3	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Pre-test (Sheets)	Identify the English Grammar level that students have and the problems that they resent in using it with the aim to apply gamification tools to cover those unmastered aspects.
Warm-up and Objective Discussion	
Do not apply	
Instruct and Model	
<p>Instruct First, give the students the pretest and read to them the instructions, be sure they understand. Before students begin taking the pre-test, explain the objective of the pretest. Moreover, the limit time for the pretest is informed.</p> <p>Model The teacher explains in Spanish how each question of the pretest should be completed.</p>	
Guided Practice	
Does not apply	
Independent Practice	
Does not apply	
Assessment	
Does not apply	

Loja, October 21, 2022

Lesson plan 2	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: What's Your Family Like?
Language level: A1.2	Type of institution: Public
Date: October Monday 31, 2022 9no B (2h) Date: November Thursday 01, 2022 9no A and 9no B (3h) Date: December Wednesday 21, 2022 9no A (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Flashcards PowerPoint slides Projector Computer Markers Board	At the end of the lesson, students will be able to describe themselves and their family members by using simple present tense with the verb to be.
Warm-up and Objective Discussion	
<p>Roleplays: The teacher presents flashcards with some characters, and asks learners to guess the personality of each one. After that, students are asked to mention the antonyms of the personality that was previously guessed.</p> <p>Students are informed that today they will learn to describe themselves, and their family members' personality using the present simple with the verb to be. The teacher checks for understanding.</p>	
Instruct and Model	
<p>Instruct</p> <p>The teacher uses PowerPoint slides to explain the present simple with the verb to be (Grammar). Show slide 1, the teacher explains students when they can use the present simple of the verb to be.</p> <p>Meaning: We use the present simple with the verb to be to talk about situations, describe people and states in the present.</p> <p>Show slide 2, the teacher helps students recall the personal pronouns.</p> <p>Show slide 3, the teacher explains the affirmative structure of the present simple with the verb to be.</p> <p>Form: (Subject+ to be (am/is/are) +C). The teacher shows examples. The teacher asks students for some adjectives that can describe Homer Simpson to form a sentence.</p> <p>Show slide 4, the teacher explains the negative structure of the present simple with the verb to be.</p> <p>Form: (Subject+ to be (am/is/are) +not+ C). The teacher shows examples. The teacher asks students for some adjectives that can describe Homer Simpson to form a sentence.</p> <p>Show slide 5, the teacher explains the interrogative structure of the present simple with the verb to be.</p>	

Form: (To be (am/is/are) Subject?) The teacher shows examples. The teacher asks students for some adjectives that can describe Homer Simpson to form a sentence. Also, students answer the question. Then the teacher asks students what is the structure of the: Affirmative, negative and yes/no questions to see if the students remember.

Link Slides:

https://docs.google.com/presentation/d/1kFN8jimmUdeEQ2gYGeNoaVaxig_XxDsU/edit?usp=sharing&oid=109379954184254393836&rtpof=true&sd=true

Model

The teacher models how to make a sentence with the information previously presented about Homer Simpson. For example: Homer Simpson is lazy and funny, and he is not quiet.

Guided Practice

The teacher writes some affirmative, negative, interrogative, and yes/no question sentences with wrong structure so that students can find the mistakes of each one. Students correct the mistakes on the board. Teacher and peer feedback is done.

Less guided activities

Individual activity: The teacher shows students an activity in EDUCAPLAY APP and the students have to complete the sentences with the correct adjective.

Educaplay games. (Gamification elements: Points)

Resource link 1: https://www.educaplay.com/game/13311192-matching_personalities.html

Resource link 2: https://es.educaplay.com/recursos-educativos/13320064-adjetivos_using_the_simple_present_with_the_verb_to_be.html

Resource link 3: <https://es.educaplay.com/recursos-educativos/13328801-adjetivos.html>

Independent Practice

Students describe Barth Simpson's personality by using some adjectives presented in the warm up.

Assessment

As homework, students describe the personality of one family member using affirmative and negative structure. **(Use Writing)**

For example: My mother's name is Esther, she is a shy and nervous person.

Loja, October 24, 2022

Lesson plan 3	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Give personal Information
Language level: A1.2	Type of institution: Public
Date: November Monday, 07, 2022 9no A (2h) Date: November Tuesday 08, 2022 9no B /9no A (3h) Date: November Wednesday 09, 2022 9no B (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Worksheet Projector	At the end of the lesson, students will be able give and receive personal information by using wh- questions with the verb to be
Warm-up and Objective Discussion	
<p>Tingo tingo tango (Game) Students form a circle and toss an eraser to each other while the teacher says “tingo, tingo, tingo”. When they hear “Tango”, the last person who touched the eraser has to answer a WH- questions asked by the teacher. For example: What is your name? / What is on your backpack? / Where are you from? The teacher says to students that they will learn to form WH question to give and receive personal information by using the verb to be.</p>	
Instruct and Model	
<p>Instruct The teacher uses the power point presentation to explain the structure of the WH questions. Also, the teacher presents the questions’ words (when, what, how, where, etc.) and their usage. Form: (Wh- questions+ Main Verb+ Subject+ Complement?) Meaning: We use them to ask for information relating to persons, things, facts, time, place and reason. Link Slide: https://docs.google.com/presentation/d/1JnB6HB0WeTKPwy73toW3KivJZuSfoUEz/edit?usp=sharing&ouid=109379954184254393836&rtpof=true&sd=true</p> <p>Model The teacher writes three WH questions on the board and models with the students the interaction with the questions and the answers. For example: Where is your home? / When is your birthday?</p>	

Guided Practice

Students develop an activity with the aid of the teacher in EDUCAPLAY website about WH questions for personal information.

Educaplay game. (Gamification elements: Points)

Resource link 1: https://es.educaplay.com/recursos-educativos/13309873-question_words.html

Less guided activities

Based on the activity in the EDUCAPLAY website, students select one question to write an answer on their notebooks.

When is your birthday?

Where are you?

What is your favorite fruit?

Independent Practice

Individual work: Students work in an activity about wh- questions.

Tick the correct Wh- word

1. Who / Why / Where
are the kids?

They are outside now.

2. How / Who / Why
is the baby in bed ?

Because he is very tired.

3. What / When / How old
is the test?

on Friday

Assessment

Pair work:

Students select a partner to work with. Then, student A asks three questions to student B after answering student B has to ask three questions using different Wh- questions to student A and respond.

(Use: Speaking)

For example:

Student A: What is your favorite color?

Student B: My favorite color is blue.

Loja, November 01, 2022

Lesson plan 4	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Daily routines
Language level: A1.2	Type of institution: Public
Date: November Monday 14, 2022 9no A (2h) Date: November Thursday 15, 2022 9no B/ 9no A (3h) Date: November Wednesday 16, 2022 9no A (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Board Slides Markers Projector Bamboozle website British council	At the end of the lesson learners will be able to describe their daily routines using the present simple.
Warm-up and Objective Discussion	
<p>Onion ring: The teacher makes two columns; column A is handed out a piece of paper sheet with some questions about daily routines. Students make two columns; column A asks the question and column B answers. Then, column B asks and column A answers.</p> <p>For example:</p> <ul style="list-style-type: none"> • What time do you wake up? • What time do you have breakfast? • What time do you go to school? • What time do you get home from school? • What time do you have lunch? • Do you do exercises in the afternoon? • Do you watch television at night? • How often do you watch a movie at night? <p>The teacher mentions to students that today they will learn the present simple to talk about their routines.</p>	
Instruct and Model	
<p>Instruct</p> <p>Show slide 1: The teacher explains the usage of the present simple. (Daily routines). Meaning: We use the present simple to describe daily routines and also, activities that we do regularly. Show slide 2: The teacher explains the positive structure form of the present simple.</p>	

Form: (Subject+ V-1/s-es+ C). The teacher gives some examples of her daily routine. Students say the structure and the teacher follows them by writing the sentences according to the students' comments. The teacher explains that for the verbs with the third person, -s, -es, and -ies must be added.

Show slide 3: The teacher explains the negative structure form of the present simple.

Form: (Subject+ don't or doesn't+ V+ C). The teacher gives some examples of her daily routine. Students say the structure and the teacher follows them by writing the sentences according to the students' comments.

Show slide 4: The teacher explains the interrogative structure form of the present simple.

Form: (Do/ Does+ V+ C?). The teacher gives some examples of her daily routine. Students say the structure and the teacher follows them by writing the sentences according to the students' comments. The teacher explains how questions must be answered.

Link Slide:

<https://docs.google.com/presentation/d/1JnB6HB0WeTKPwy73toW3KivJZuSfoUEz/edit?usp=sharing&ouid=109379954184254393836&rtpof=true&sd=true>

Model

The teacher writes on the board her whole daily routine by using the sentences previously developed in the explanation of the sentences' structures.

Guided Practice

Students play a game on the Bamboozle websites.

The teacher divides students in two groups and starts to identify the correct structure of the verbs for the third person. The group that gets most answers correct, wins.

Bamboozle game (Gamification elements: Competition)

Resource link 1: <https://www.bamboozle.com/smallquiz/164849>

Less guided practice

Students develop an activity to unscramble sentences with the correct structure in the British council platform.

BritishCouncil game (Gamification strategy: badges)

Resource link 2: <https://learnenglishkids.britishcouncil.org/writing-practice/my-day>

Independent Practice

Students answer in their notebook some questions about their routines to later make a paragraph.

Example:

- What time do you wake up?
- What time do you have breakfast?
- What time do you go to school?
- What time do you get home from school?
- What time do you have lunch?
- Do you do exercises in the afternoon?
- Do you watch television at night?

Assessment

Individual work: Students write a paragraph about their daily routine by using the information completed in the previous questions in the present simple. Finally, the teacher asks some students to read about their daily routine.

Use: Writing/ Speaking

Loja, November 07, 2022

Lesson plan 5	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Daily routines
Language level: A1.2	Type of institution: Public
Date: November Monday 14, 2022 9no A (2h) Date: November Thursday 15, 2022 9no B/ 9no A (3h) Date: November Wednesday 16, 2022 9no A (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Board Slides Markers Projector Bamboozle website British council	At the end of the lesson learners will be able to describe their daily routines using the present simple.
Warm-up and Objective Discussion	
<p>Onion ring: The teacher makes two columns; column A is handed out a piece of paper sheet with some questions about daily routines. Students make two columns; column A asks the question and column B answers. Then, the column B asks and column A answers.</p> <p>For example:</p> <ul style="list-style-type: none"> • What time do you wake up? • What time do you have breakfast? • What time do you go to school? • What time do you get home from school? • What time do you have lunch? • Do you do exercises in the afternoon? • Do you watch television at night? • How often do you watch a movie at night? <p>The teacher mentions to students that today they will learn the present simple to talk about their routines.</p>	
Instruct and Model	
<p>Instruct</p> <p>Show slide 1: The teacher explains the usage of the present simple. (Daily routines).</p> <p>Meaning: We use the present simple to describe daily routines and also, activities that we do regularly.</p> <p>Show slide 2: The teacher explains the positive structure form of the present simple.</p>	

Form: (Subject+ V-1/s-es+ C). The teacher gives some examples of her daily routine. Students say the structure and the teacher follows them by writing the sentences according to the students' comments. The teacher explains that for the verbs with the third person, -s, -es, and -ies must be added.

Show slide 3: The teacher explains the negative structure form of the present simple.

Form: (Subject+ don't or doesn't+ V+ C). The teacher gives some examples of her daily routine. Students say the structure and the teacher follows them by writing the sentences according to the students' comments.

Show slide 4: The teacher explains the interrogative structure form of the present simple.

Form: (Do/ Does+ V+ C?). The teacher gives some examples of her daily routine. Students say the structure and the teacher follows them by writing the sentences according to the students' comments. The teacher explains how questions must be answered.

Link Slide:

<https://docs.google.com/presentation/d/1JnB6HB0WeTKPwy73toW3KivJZuSfoUEz/edit?usp=sharing&ouid=109379954184254393836&rtpof=true&sd=true>

Model

The teacher writes on the board her whole daily routine by using the sentences previously developed in the explanation of the sentences' structures.

Guided Practice

Students play a game on the Bamboozle websites.

The teacher divides students in two groups and starts to identify the correct structure of the verbs for the third person. The group that gets most answers correct, wins.

Bamboozle game (Gamification elements: Competition)

Resource link 1: <https://www.baamboozle.com/smallquiz/164849>

Less guided practice

Students develop an activity to unscramble sentences with the correct structure in the British council platform.

BritishCouncil game (Gamification strategy: badges)

Resource link 2: <https://learnenglishkids.britishcouncil.org/writing-practice/my-day>

Independent Practice

Students answer in their notebook some questions about their routines to later make a paragraph.

Example:

- What time do you wake up?
- What time do you have breakfast?
- What time do you go to school?
- What time do you get home from school?
- What time do you have lunch?
- Do you do exercises in the afternoon?
- Do you watch television at night?

Assessment

Individual work: Students write a paragraph about their daily routine by using the information completed in the previous questions in the present simple. Finally, the teacher asks some students to read about their daily routine.

Use: Writing/ Speaking

Lesson plan 6	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Actions that are happening at the moment of speaking
Language level: A1.2	Type of institution: Public
Date: November Monday 28, 2022 9no A (2h) Date: November Thursday 29, 2022 9no B/ 9no A (3h) Date: November Wednesday 30, 2022 9no A (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Board Makers Projector British Council Slides	At the end of the lesson, students will be able to write about actions that are happening at the moment of speaking by using the present progressive.
Warm-up and Objective Discussion	
<p>Imagination game Ask students to close their eyes and think of a person that it's important for them (like their mom, dad, husband, wife, dog, etc), tell them to think about what are they doing right now For example: 'She is preparing lunch', 'he is working', 'he is running'. The teacher mentions to students that they will learn about actions that are happening at the moment of speaking by using the present progressive.</p>	
Instruct and Model	
<p>Instruct Show slide 1: the teacher explains the usage of the present progressive tense. Meaning: We use the present progressive to talk about actions that are happening at the moment of speaking. Show slide 2: the teacher explains the positive structure form of the present progressive. Form: (S+ Aux (am/is/are) + V-Ing). The teacher gives some examples of some actions that are happening right now. Students say the structure and the teacher follows them by writing the sentences according to the students' comments. For example: Teacher: What is the teacher doing now? Students: The Teacher is writing on the board. Show slide 3: The teacher explains some spelling tips For example: 1. Add ing to most verbs. Ex. play > playing.</p>	

2. For verbs that end in ie, change the ie to y and add ing. Ex: die > dying

Show slide 4, the teacher explains the negative structure form of the present progressive tense.

Form: (S+ Aux (am/is/are) not+ V-ing)

Show slide 5, the teacher explains the interrogative structure form of the present progressive. Also, the teacher explains how questions must be answered.

Form: (Aux (am/is/are) +S+ V-ing?)

Link Slides:

<https://docs.google.com/presentation/d/12xVRSVOosmggXfnKR00ddETtF17gxnBx/edit?usp=sharing&ouid=109379954184254393836&rtpof=true&sd=true>

Model

The teacher writes on the board about what her mom is doing right now by using the present progressive and the correct structure.

For example: My mom is making lunch at this moment. She is preparing some rice with chicken and a salad. She is using a lot of vegetables like tomato, lettuce and carrots.

Guided Practice

Students play a game on the Bamboozle website.

The teacher divides students in two groups and the students have to see the image and say what the image is doing. The group that gets most answers correct, wins

For example:

Question: What is he doing?

Answer: He is eating

Bamboozle game: (Gamification Elements: Points, Competition)

Resource link 1: <https://www.baamboozle.com/game/428950>

Less guided practice

Students develop an activity about present progressive.

Wordwall game Resource link 2: <https://wordwall.net/es/resource/19633554/present-continuous>

Independent Practice

The teacher presents some videos of people doing something and the students have to write the answers in their notebooks.

Educaplay game Resource link 3: https://www.educaplay.com/learning-resources/9169749-present_progressive.html

Assessment

Students write 5 sentences about what they are doing by using the present progressive.

For example:

I am working out

I am eating lunch.

Use: Writing

Loja, November 21, 2022

Lesson plan 7	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Costumes
Language level: A1.2	Type of institution: Public
Date: December Monday 5, 2022 9no A (2h) Date: December Thursday 6, 2022 9no B/ 9no A (3 h) Date: December Wednesday 7, 2022 9no A (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Board Makers Projector British Council Slides	At the end of the lesson, students will be able to recognize and describe the costumes used in different cultures by using the present progressive.
Warm-up and Objective Discussion	
Students play a game about general cultural questions of a bamboozle game. The teacher divides the class into two groups. After that, the teacher says, you will learn about Chinese, Indian. For example: What is Chinese food? Sushi Bamboozle game Resource link 1: https://www.baamboozle.com/game/759396	
Instruct and Model	
<p>Instruct Students are presented with some pictures about the Chinese and Indian costumes. The teacher labels in the pictures all the clothing vocabulary. Students are asked to guess the meaning of some vocabulary words. The teacher presents a video about Chinese and Indian costumes. Form: (S+ Aux (am/is/are) + V-ing) Link slides: https://docs.google.com/presentation/d/1o9ca5xAELEC9OnnEmImYHymAziuQoIMe/edit?usp=sharing&oid=109379954184254393836&rtpof=true&sd=true</p> <p>YouTube links:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=l7vfu6wywUg • https://www.youtube.com/watch?v=wiWEBzZofjo • https://www.youtube.com/watch?v=Ku0g30JQxN0 <p>After presenting the videos, the teacher describes the clothing of each culture.</p> <p>Model The teacher asks students some questions to help them recall the vocabulary for each culture. For Example: What Chinese People are wearing? /They are wearing a sash.</p>	

Guided Practice

By using the same previous pictures, students describe what the person is wearing by using the present progressive.

For Example: What Indian people are celebrating? /They are celebrating Diwali

Independent Practice

The teacher asks to work in pairs and find some differences and similarities among the two cultures (Chinese and Indian). Students make a Venn Diagram in their notebooks and write the differences and similarities.

Assessment

Students are asked to describe three pictures of a culture, by using the present progressive.

For example: She is walking in sandals and a sash, in addition, he is using a long skirt.

Use: Writing

Loja, November 28, 2022

Lesson plan 8	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Culture and costumes
Language level: A1.2	Type of institution: Public
Date: December Monday 12, 2022 9no A (2h) Date: December Thursday 13, 2022 9no B/ 9no A (3h) Date: December Wednesday 14, 2022 9no A (1h) N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Projector YouTube videos	At the end of the lesson, students will be able to distinguish the usage of the present simple and progressive by writing about culture costumes.
Warm-up and Objective Discussion	
Contrasting cultures: the teacher presents some pictures about different cultures and students are asked to try to find out the differences between them. The teacher mentions that today they will learn about cultures and use the present simple and progressive to talk about their costumes.	
Instruct and Model	
<p>Instruct</p> <p>Show slide 1: the teacher explains the differences about the present simple and progressive in contrast to each other. The differences about the form, meaning, and use of each tense are presented. After the explanations the teacher asks students to recall the differences and to give some examples.</p> <p>Link slides: https://docs.google.com/presentation/d/1CRIB_laZzlCDgWh352GN8w7SZ8_8vyLh/edit?usp=sharing&ouid=109379954184254393836&rtpof=true&sd=true</p> <p>Model</p> <p>The teacher writes three examples about the Ecuadorian culture by using the present simple and progressive.</p> <p>Form: She is wearing an Anaco and Poncho now / She wears an Anaco and Poncho</p> <p>Meaning: Present progressive to talk about actions at the moment of speaking/ Present simple to talk about facts and habits</p>	
Guided Practice	
First, the teacher presents some videos about Saudi Arabia “Ramadan” and St Patrick’s Day (celebrations). Next, Students are presented again with pictures of the warm up and this time the teacher gives some differences for the cultures by using present simple and progressive.	

For example:

- I'm from Saudi Arabia. Today I'm wearing traditional Arabian clothes. This morning I'm fasting because we're celebrating Ramadan. During Ramadan, we never eat until sunset.
- I'm Irish. I'm wearing green clothes today because we're celebrating St Patrick's Day. It is great. Right now, people are dancing and singing traditional Irish songs. I always watch the parade in the street.

Videos YouTube:

- **Resource link 1 Ramadan:** <https://www.youtube.com/watch?v=FMjRVoz-O70>
- **Resource link 2 St Patrick's Day** <https://www.youtube.com/watch?v=IMSrtkKVAcS>

Independent Practice

Students are asked to work on an activity that is in the English language book page 25. They have to first circle the answer by looking at the context of the paragraph.

Student's English book A1.2:

<https://educacion.gob.ec/wp-content/uploads/downloads/2018/05/9NO-EGB-A1.2-INGLES-STUDENT-BOOK.pdf>

Assessment

Students are asked to paste a picture about the St Patrick's Day and to write a paragraph describing What are they wearing? How do they celebrate? What do they eat? By using the present simple and progressive. **Use:** Writing

Loja, December 05, 2022

Lesson plan 9	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Writing an e-mail
Language level: A1.2	Type of institution: Public
Date: December Monday 19, 2022 9no B Date: December Tuesday 20, 2022 9no A and 9no B Date: December Wednesday 21, 2022 9no A N^a of periods: 6	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Board Makers Projector Slides	At the end of the lesson, students will be able to write an email about a cultural celebration by using the present progressive.
Warm-up and Objective Discussion	
What am I doing? Students mime different actions you can do with one object. Their partners describe each activity they are doing until they guess what the object is. The teacher says to students that today you will learn to write an email about celebrations using the present progressive.	
Instruct and Model	
Instruct The teacher explains the structure of an email (introduction, body and ending) by using Form, Meaning and Use and provides students with connectors. Connectors: Today, actually and on this day. Form: Present progressive structure (S+ Vert to be+ V-ing+ C) Meaning: To talk about actions that are happening at the moment of speaking. Use: Write an email about cultural celebrations. Link slides: https://docs.google.com/presentation/d/1soTcjC1l6Wmjv_ljsNQezF0mAe1i2hFf/edit?usp=sharing&oid=109379954184254393836&rtpof=true&sd=true Model The teacher writes the prompts to write an email For Example: Country: China Celebration: New Year Date: The end of January or the beginning of February Activities: <ul style="list-style-type: none"> • Don't go to work 	

- They usually go outside to watch the parade
- Eat a lot of food and
- Watch fireworks at night

Guided Practice

Based on the structures and the prompts previously presented the teacher presents an example of an email. The teacher asks students to find the connectors and the prompts in the example. Pag (26)

Independent Practice

Students complete an e-mail by using the prompts presented in the students' book. Pag (27)

Country: The USA

Celebration: Independence Day

Date: July 4th

Activities:

- watch fireworks
- hang out with friends
- eat barbecued hamburgers and hot dogs
- wear colorful clothes, hats (red - white - blue)

Student's English book A1.2:

<https://educacion.gob.ec/wp-content/uploads/downloads/2018/05/9NO-EGB-A1.2-INGLES-STUDENT-BOOK.pdf>

Assessment

Students complete an activity of the student's workbook. (Pag 20)

Baamboozle game Resource link 1: <https://www.baamboozle.com/game/429730>

For example: Parts of an email. / Good morning (Greeting)/ Best regards, (Closing)

Loja, December 12, 2022

Lesson plan 10	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Idioms
Language level: A1.2	Type of institution: Public
Date: December Thursday 27, 2022 9no A /9no B (3h) Date: December Wednesday 28, 2022 9no A (1h) N^a of periods: 4	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Textbook: Ministerio de Educación English book A1.2 Board Makers Projector Slides	At the end of the lesson, students will be able to use idioms to describe celebrations. At the end of the lesson, students will be able to describe different celebrations by using the present progressive.
Warm-up and Objective Discussion	
<p>Tingo tingo tango: Students form a circle and toss an eraser to each other while the teacher says “tingo, tingo, tingo”. When they hear “Tango”, the last person who touched the eraser has to answer the question: “Which Ecuadorian celebration do you enjoy the most and why?” to remember prior knowledge. The teacher mentions to students that you will learn some idioms that will help them describe events.</p>	
Instruct and Model	
<p>Instruct The teacher explains the meaning of the idioms and when they can be used students are asked to think of an event where the idioms can be practiced. Form: Present Progressive structure (Subject+ Verb to be+ V-ing+ C) Meaning: To talk about actions that are happening at the moment of speaking. Use: Writing and speaking (Use of idioms to describe celebrations). Link slides: https://docs.google.com/presentation/d/1soTcjC1l6Wmjv_ljsNQezF0mAe1i2hFf/edit?usp=sharing&ouid=109379954184254393836&rtpof=true&sd=true For example:</p> <ul style="list-style-type: none"> • The place is packed • I’m feasting my eyes on • It’s out of this world <p>Model The teacher provides an example using the idioms. For example: They are celebrating carnival. The place is packed.</p>	

Guided Practice

Students with the teacher's guidance complete the activity in the students' book. They select the correct idiom by looking at the context of the sentences. Students are asked to give the answer first and the teacher corrects if necessary. pag (28) activity 1.

Student's English book A1.2: <https://educacion.gob.ec/wp-content/uploads/downloads/2018/05/9NO-EGB-A1.2-INGLES-STUDENT-BOOK.pdf>

Independent Practice

Students are asked to work on an activity that is in the English language book. Students have to identify the meaning for each idiom. Activity 2-3 (pag 28).

Assessment

In pairs, students answer the following questions related to what they have learnt:

For example: Activity 4 (pag28).

- a. What do you think is out of this world?
- b. What places are usually packed in your town?
- c. What do you feast your eyes on?

Educaplay game Resource Link 1: https://www.educaplay.com/game/13664430-idiomatic_expressions.html

As homework, Students practice Matching the pictures with the correct idiomatic expressions.

Loja, December 14, 2022

Lesson plan 11	
Class: ninth-year	School year: 2022 -2023
N^a students: Age: 12 – 14 years old	Topic: Posttest- Survey
Language level: A1.2	Type of institution: Public
Date: January Monday 09, 2023 9no A /9no B (2h) Date: January Tuesday 10, 2023 9no A 9no B (3) Date: January Wednesday 11, 2023 9no B (1h)	Pre-service teacher: Yahaira Alexandra Torres Celi
Materials	Lesson Objectives
Posttest (Sheets) Questionnaire	To administer the posttest to find out the level of improvement of a student's grammar skills. To administer the survey to describe the students' perceptions about the use of gamified teaching on the improvement of English grammar learning through technology.
Warm-up and Objective Discussion	
Does not apply	
Instruct and Model	
<p>Instruct First, give the students the posttest and read to them the instructions, be sure they understand. Before students begin taking the posttest, explain the objective of the posttest. Moreover, the limit time for the posttest is informed. Also, the teacher gives students a questionnaire in order to see the perceptions of the students when they use gamification</p> <p>Model The teacher explains in Spanish how each question of the posttest and the questionnaire should be completed.</p>	
Guided Practice	
Does not apply	
Independent Practice	
Does not apply	
Assessment	
Does not apply	

Loja, January 03, 2023