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Facultad de la Educación el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Increasing vocabulary through gamification among tenth graders at a public high school in the city of Loja during the 2021-2022 school year

Incremento del vocabulario a través de la gamificación entre los estudiantes de décimo grado en una institución pública de la ciudad de Loja durante el año lectivo 2021-2022

Trabajo de Integración Curricular previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

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Dedication

This thesis is dedicated to my mother María for her unconditional love, patience, sacrifice and effort she made in order to allow me to achieve my dreams, and for having instilled in me values of courage to face the difficulties along my life. To my siblings Keli, Neyba, Nancy, Nelson and Víctor who always supported and motivated me during my studies to never give up. I express to all of them my gratitude for being the main support in my life.

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Luis Lenin Armijos Rivera

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1. Title

Increasing vocabulary through gamification among tenth graders at a public high school in the city of Loja during the 2021-2022 school year

2. Resumen

Este trabajo de investigación se llevó a cabo para conocer la efectividad de la gamificación para incrementar el vocabulario en inglés entre los estudiantes de décimo grado de un colegio público de la ciudad de Loja, durante el año lectivo 2021-2022. Para el desarrollo de este estudio se utilizó un método mixto. Para el análisis de los datos cuantitativos se utilizaron fórmulas estadísticas y los instrumentos de recolección de datos fueron un pretest y postest, y un cuestionario; para el análisis de los datos cualitativos, se utilizó el análisis temático para comprender las percepciones de los estudiantes sobre la gamificación, y el instrumento de investigación fueron las notas de campo. Esto significa que las fuentes cuantitativas ayudaron a evaluar el desempeño del vocabulario de los estudiantes y recopilar datos sobre sus percepciones hacia el proceso de instrucción; mientras tanto, las fuentes cualitativas se emplearon para identificar los comportamientos, interacciones y actitudes de los estudiantes hacia el uso de la gamificación para aumentar el vocabulario. En esta investigación participaron 18 estudiantes de décimo grado que tienen un nivel de dominio del idioma inglés A2.1. Los resultados mostraron que existe una diferencia estadísticamente significativa $p \geq 0,05$ entre el pretest y el postest, lo que demostró que después del plan de intervención, los estudiantes aumentaron su nivel de vocabulario en inglés y mejoraron cinco aspectos del vocabulario como la ortografía, las colocaciones, el uso de palabras, significado y función gramatical. Por lo tanto, el uso de la gamificación fue efectivo para ayudar a los estudiantes a aumentar el vocabulario y mejorar sus aspectos, ya que los motivó a aprender y dominar el inglés mediante el desarrollo de actividades interactivas que llamaron su atención y promovieron el aprendizaje efectivo del vocabulario.

Palabras claves:

Elementos de gamificación, motivación, actividades interactivas, ambientes participativos

2.1 Abstract

This research work was carried out to know the effectiveness of gamification to increase English vocabulary among tenth graders at a public high school in the city of Loja, during the 2021-2022 school year. For the development of this study, a mixed method was used. For the analysis of quantitative data, statistical formulas were used and the data collection instruments were a pretest and posttest, and a questionnaire; for the analysis of the qualitative data, thematic analysis was used to understand the students' perceptions toward gamification, and the research instrument was the field notes. This means that the quantitative sources helped to evaluate the students' vocabulary performance and collect data about their perceptions toward the instructional process; meanwhile, the qualitative sources were employed to identify the students' behaviors, interactions, and attitudes toward the use of gamification to increase vocabulary. In this research, 18 tenth graders who have an A2.1 English proficiency level were involved. The results showed that there is a significant statistical difference $p \geq 0,05$ between the pretest and posttest, which demonstrated that after the intervention plan, the students increased their English vocabulary level and improved five aspects of vocabulary such as spelling, collocations, word usage, meaning and grammatical function. Therefore, the use of gamification was effective to help students to increase vocabulary and improve its aspects since it motivated them to learn and master English by developing interactive activities that caught their attention and promoted the effective vocabulary learning.

Keywords:

Gamification elements, motivation, interactive activities, participatory settings

3. Introduction

Ecuador is considered as one of the Latin American countries, where the mastery of the English Language is not good enough. Ecuador takes the position 90th of 112 countries in Latin America (EF EPI, 2021). This situation demonstrates that the Ecuadorian students require of a broader vocabulary to produce the English language. It is necessary to indicate that the Ecuadorian government is expected that tenth graders reach the A2.1 proficiency level as well as that the English teachers motivate them to increase their amount of vocabulary in order to use it in real-life contexts (Mineduc, 2016). Therefore, to achieve these desired goals it is needed that the teachers implement the most appropriate strategies and techniques to enable students to acquire English vocabulary effectively.

Despite the aforementioned, tenth graders do not fulfill these requirements. In consonance with Gutiérrez et al. (2019), students have a significant limitation in learning vocabulary because teachers are more interested in the development the receptive and productive skills instead of vocabulary. It is evident that the activities that are carried out during the teaching and learning process do not allow students to practice and acquire vocabulary. Consequently, if these situations are not controlled students will not be able to understand and produce the English language successfully.

The purpose of this research was to increase the vocabulary knowledge among tenth graders students; for that reason, the researcher used gamification to help learners to acquire vocabulary in funny and interesting way. The following questions were addressed: How does gamification increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021- 2022 school year? The subquestions of this study are: What are the most suitable gamification elements that increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year? How does gamification contribute to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year? How effective is the application of gamification to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year?

Some pieces of research have focused on the use of gamification to improve the English competences, especially to help students to learn vocabulary. The results of these studies have showed that gamification empowers students to increase the vocabulary level by motivating them

to acquire words as well as to create active and dynamic environments where the teaching and learning process is carried out successfully (Jordán *et al.*, 2022; Adi *et al.*, 2022; Waer, 2021; Jordán, 2021; Valdivieso, 2016; Boyinbode, 2018).

It is essential to point out that despite an increase of interest in using gamification to enable students to learn vocabulary, it is surprising that a few pieces of research have been carried out on the topic. Gamification in educational settings is limited; this means that very few studies have been conducted to teach English, particularly English vocabulary. However, gamification is a good way to acquire vocabulary in active settings. Adi *et al.*, (2022) in their research suggest to develop studies toward the activities that are developed using gamification to increase vocabulary. Jordán (2021) also recommends to conduct further researches on gamification to increase vocabulary and to improve the other English skills to know the efficacy of it into the classroom.

This research contributed to the tenth grades because with the implementation of gamification they increased their vocabulary level. The use of gamification and its elements motivated, engaged, and caught the students' attention to allow them to learn vocabulary in meaningful ways. This situation facilitated that the students acquire more vocabulary to reach the A2.1 level that is required by the National Curriculum. This research also contributed to the English teachers who are interested in teaching vocabulary in active and significant ways since it is a guide for them as well as to the researcher of this work due to the fact that the pre-service teacher gained experience and knowledge about the importance of gamification in the classroom settings. Besides, this investigation contributed to the areas of study of the Facultad de la Educación, el Arte y la Comunicación and the areas of research of the English major as they are emphasized on the implementation of innovative proposals to guarantee the acquisition of the English language (Universidad Nacional de Loja, 2021). Therefore, this study investigated the effectiveness of a new strategy which is gamification to allow students to learn vocabulary; strategy that was really effective, and at the same time motivated students to continue learning more and more vocabulary.

Gamification and ICT were useful tools for learning English vocabulary in active settings. It is crucial to indicate that this research work contributed to the Plan de Creación de Oportunidades (2021) which is aligned also to the Sustainable Development by promoting and implementing an

innovative strategy to improve the students' vocabulary level and as well as contributed to the improvement of the educational system through the execution of innovative proposals and the use of ICT to improve the quality of the teaching and learning process. Lastly, in relation to International Training Centre of the International Labour Organization (2017) this work contributed to generate an inclusive education for the students to guarantee a meaningful learning as it is established on the objective number four of the Sustainable Development.

The general objective that was established to carry out this research work was to increase the EFL vocabulary through gamification among tenth graders at a public high school in the city of Loja during the 2021 - 2022 school year and the specific objectives were: to identify the most suitable gamification elements that increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year, to implement an intervention plan based on gamification to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year and to reflect on pre-service teacher' and students' perceptions about the effectiveness of gamification to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year.

Due to the nature of the research, gamification was implemented during the lessons through the lesson plans in order to increase the students' vocabulary level. In the research, five aspects of vocabulary were taken into account; these were meaning, spelling, collocations, word usage, and grammatical functions. This research work was carried out with 18 tenth graders at a public high school in the city of Loja during the 2021-2022 school year. However, during the implementation of the strategy, there were some limitations such as the lack of internet connection and the lack of technological tools such as computers, projector, speakers to encourage students to learn vocabulary. Though, those issues were faced by the pre-service teacher who offered students the opportunity to learn vocabulary involving technology and online platforms in the educational setting.

4. Theoretical Framework

Vocabulary is considered as the main element to produce the English language. It is also the bridge to allow students to develop the four basic language skills such as listening, speaking, reading, and writing (Mineduc, 2016). If language learners manage a good range of vocabulary, they will produce English successfully. One of the most effective strategies for helping students to increase their level of vocabulary is gamification. Due to the fact that gamification catches the students' attention, it is also an excellent way to promote the acquisition of vocabulary (Mustiarini, 2020). Hence, the purpose of this section is to present the literature review about gamification and vocabulary as well as to present the previous studies related to the topic under study. The first part is related to the independent variable which is gamification and that includes the definition of gamification, gamification and educational innovation, gamification and information and communication technology (ICT), theories of gamification in the learning process, gamification in the English classroom, gamification to teach vocabulary, advantages of gamification to teach vocabulary, importance of motivation in gamification, elements of gamification, types of players, gamification resources, teacher's role and gamification, as well students' role and gamification. The second part contains information about the dependent variable that is vocabulary and consists of the definition of vocabulary, importance of vocabulary, importance of teaching vocabulary, challenges in teaching vocabulary, theories in teaching vocabulary, the process to teach vocabulary, techniques to teach vocabulary, strategies to teach vocabulary, activities to assess vocabulary, types of vocabulary, aspects of vocabulary and vocabulary retention. The third section presents an individual summary of six previous studies which are focused on the effectiveness of gamification to increase vocabulary.

4.1 Gamification

4.1.1 Definition of Gamification

Gamification is a method that involves the implementation of game elements in non-game environments to promote the students' motivation which proves that during the teaching and learning process the students are involved in the development of the instructional activities at the same time, they acquire knowledge (Krisbiantoro, 2020). It evidently demonstrates that gamification is an excellent way to encourage students to increase their vocabulary. Certainly, through the use of gamification, students feel motivated; therefore, they have the chance to increase

their vocabulary in exciting settings. Furthermore, by the use of gamification teachers are able to draw the students' attention facilitating in this way the acquisition of vocabulary which enables them to produce the English language skills meaningfully.

In accordance with Figueroa (2015), gamification is the incorporation of game elements that provoke on students the feeling of empowerment and engagement when developing tasks to improve their English. Based on it, it could be argued that gamification is a key to allow students to learn vocabulary with enthusiasm because it promotes cooperation and indirect competence among students as well as they receive feedback when they make mistakes. Gamification helps language learners to get the vocabulary from the lessons interactively. With the use of those words, students are able to produce the English language. It is crucial to say that as gamification motivates students and catches their interest, they are engaged to learn a significant amount of vocabulary with satisfactory outcomes.

4.1.2 Gamification and Educational Innovation

Educational innovation is the implementation of new methodologies into the classroom to guarantee a better and interactive teaching and learning process and a better quality of education. Rincon et al. (2022) point out that educational innovation requires that teachers are innovators and agents of change to create settings where students can learn in meaningful ways; it means becoming the pedagogy into an innovative one to satisfy the students' needs. Concretely, it means that in the educational context, innovation is essential since its purpose is to make students participate during the lessons; thus, to get it, teachers need to motivate them to learn. One relevant way to motivate students is through the use of gamification which main goal is to become language learners in the central element of the teaching and learning process where they will develop autonomy to carry out every single task assigned in the instructional process.

Gamification is considered an innovative process that encourages students to acquire knowledge through the implementation of creative and dynamic activities which challenge the traditional learning ways of teaching and learning (AlSaad & Durugbo, 2021). Understanding it as such, educational innovation looks forward to the renewable and continuous improvement of education where both teachers and students work with new techniques which are centered on the students' learning and supported by technological tools which stimulate the active learning process. Unquestionably, gamification is an innovative way to teach and learn as it is useful to

motivate students to be involved in fun and active learning environments. The application of gamification in the classrooms means the transformation of educational innovation.

4.1.3 Gamification and Information and Communication Technology (ICT)

The employment of ICT in the teaching and learning process is relevant since it engages learners to become participative and facilitates the retention of vocabulary. When ICT is implemented in the classroom, students are more involved in the development of instructional activities to increase their vocabulary level. Therefore, the implementation of gamification and ICT enrich the learning process. In agreement with Pérez and Crespo (2022), both gamification and ICT improve the process of knowledge acquisition and reduce the distraction of the students and also help them to improve their academic achievement by activating their participation as well as individual and collaborative work. In a few words, the use of gamification and ICT in the classroom empowers learners to improve their vocabulary knowledge as they work with activities that involve the components of games which facilitate the faster acquisition of vocabulary related to the lesson topics.

4.1.4 Theories of Gamification in the Learning Process

Kim et al. (2018) establish that the three most relevant theories related to gamification are the following ones:

4.1.4.1 Motivation Theory. This theory is focused on the students' emotions that are reflected on them when they work with activities that encourage them to learn vocabulary. It shows that motivation is an essential part of the learning process; therefore, teachers should implement the most useful activities in the classroom to inspire students to learn vocabulary in active settings. Furthermore, it is needed to remark that there are two kinds of motivations that are involved when students learn; they are intrinsic and extrinsic motivation. The first motivation is emphasized on the students' responses when they develop motivating and interesting activities which provoke that they have the necessity to learn something to feel comfortable with themselves. On the other hand, extrinsic motivation is caused by aspects that not necessarily take part of the learning process; it is, for example, the use of gamification elements such as rewards, points or badges (Kim et al., 2018). In other words, intrinsic motivation refers to the internal emotions that students feel when carrying out the activities and extrinsic one makes emphasis on external elements that boost students to learn vocabulary.

In short, this theory pretends to make teachers conscious of the importance of motivation in the classroom. It is because students learn better and get concentrated easier when they are motivated. So, the teacher's role is to select interactive but significant activities to encourage students to learn vocabulary in active environments to get significant outcomes at the end of each lesson. Motivating students intrinsically and extrinsically can be a difficult task but not impossible when the goal is to be an excellent and innovative teacher who wants to enable students to learn vocabulary, thus the English language.

4.1.4.2 Self-Determination Theory. It is the theory that is focused on the knowledge that is acquired based on the students' needs and the willingness that they have to learn vocabulary in the classroom. This theory is determined by the autonomy to develop tasks and the success that students have when they learn what the teacher has planned in each lesson. It also is determined by competition among students. The competition takes place among students when the teachers develop meaningful activities to make them develop critical thinking skills to give an answer to each challenge and promote the learning of vocabulary. The gamified activities should be challenging but entertaining. Moreover, this theory emphasis on the importance of motivation to make students work independently to acquire and increase vocabulary (Kim et al., 2018).

Self-determination theory is important in gamification to increase vocabulary as it allows students to be confident about the amount of vocabulary, they learn in each lesson. This is because those words will help them to carry out the gamified activities in proper ways and also because students will be ready to compete among classmates by putting into practice the vocabulary, they learned in the lesson topic which will encourage them to feel comfortable with their progress and themselves.

4.1.4.3 Achievement Goal Theory. It refers to the theory that consists of making students work directly focused on the objectives of the lessons. It means that students have to develop specific activities to learn the vocabulary from a specific lesson topic. Seifert (2004 as cited in Kim et al., 2018) postulates that there are two types of goals; these are mastery and performance ones. The mastery goals occur when students are interested in learning acquisition and the improvement of their knowledge. In relation to vocabulary learning, these goals pretend to allow students to master the vocabulary of a lesson and its aspects by developing different gamified activities. Meanwhile, performance goals are about the display of abilities to get better results than

others. The comparison of outcomes among students is the main element of the performance goals so being the best student in every single activity is the most significant achievement for them.

4.1.5 Importance of Motivation in Gamification

Gamification is important to generate motivation in the classroom. Motivation is the impulse that students have to carry out activities that will help them to learn vocabulary. When students are motivated, they make their best effort to acquire new words. Molina and Llorens (2020) mention that to enhance the students' motivation, teachers can give them the chance to learn something by doing, give immediate feedback, correct their mistakes naturally as well as control their progress to know if they are increasing their vocabulary level. In the teaching and learning process, it is required that students are motivated to have a better perception of the teaching and learning process.

Rincon et al. (2022) indicate that gamification stimulates the intrinsic and extrinsic motivation.

4.1.5.1 Intrinsic motivation. It refers to the internal challenges or desires that students have to develop an activity to get meaningful results and a good learning experience.

4.1.5.2 Extrinsic motivation. It refers to the elements that are not linked directly with the activity but it encourages students to do something to get external things or incentives like rewards or extra points to promote their learning.

Succinctly, gamification supports the learning process because the students are motivated and when they feel motivated, they learn and increase vocabulary fruitfully. With gamification, the educational process becomes beneficial due to the teachers achieve the desired goals of the lessons in effective ways and the students feel confident with their knowledge.

4.1.6 Gamification in the English Classroom

Gamification plays a relevant role in today's education as it enables teachers and students to teach and learn in interactive ways; gamification requires the implementation of activities that involve game elements to make the teaching and learning process entertaining and effective (Ezgi & Levent, 2022). Gamification is an excellent tool to be implemented in the classrooms since it guarantees that students learn the English language in enjoyable and active environments, where the goal is to facilitate them to acquire this important language. Gamification also allows students to have better learning experiences because it motivates them to increase their vocabulary by

developing gamified activities in which students can practice and improve their English skills actively.

4.1.7 Gamification to Teach Vocabulary

Gamification is essential to teach vocabulary due to the fact that it involves game elements to make the learning of it more interesting. Besides, gamification is relevant in vocabulary acquisition since it gives students the opportunity to learn as many words as they can by developing activities that stimulate their memory to learn new words or reinforce previous ones (Valdivieso, 2016). Gamification is required in the classrooms to motivate students to learn vocabulary in interactive ways. With the implementation of gamification, language learners have the chance to practice the words as many times as they want in order to manage them well in real contexts. Moreover, it is noteworthy to stand out that thanks to gamification, students learn vocabulary and increase their range of it in active ways.

4.1.8 Advantages of Gamification to Teach Vocabulary

eLearning (as cited in Furdu et al., 2017) establishes that some of the advantages of gamification are:

It offers an interactive learning experience as it creates enjoyable settings to allow students to acquire vocabulary.

It gives students the opportunity to receive immediate feedback; it is because, through the development of the gamified activities, the teachers know the learners' progress in each activity which facilitates them to give feedback when it is necessary.

It offers students active environments where they can put into practice what they have learned in the lessons.

It can change the students' behaviors since it catches their attention which guarantees the retention of vocabulary and general knowledge.

It enables the achievement of the learning goals due to the fact that gamification is versatile and the teacher can adapt any activity to promote the students' learning.

Based on these advantages, it is relevant to remark that gamification is a useful way to help students to increase vocabulary as it motivates them to learn this skill in positive and interactive environments where motivation is an essential element to assure the learning of vocabulary with success.

4.1.9 Elements of Gamification

According to Werbach and Hunter (2012, as cited in Azzouz and Gutiérrez, 2020), the elements of gamification are three: dynamics, mechanics, and components.

4.1.9.1 Dynamics. It refers to the behaviors and motivation that students show when they develop instructional activities. Werbach and Hunter (2015, as cited in Peterson et al., 2021) indicate that some dynamic elements are the following ones:

4.1.9.1.1 Constraints. They are the limitations that students face while they develop an activity through gamification.

4.1.9.1.2 Emotions. They are the feelings generated by the elements of games during the learning process; these emotions can be happiness, curiosity, or frustration.

4.1.9.1.3 Narrative. It is related to the narration of a story by using the vocabulary learned in the lesson as well as characterizing activities based on gamification.

4.1.9.1.4 Progression. It is the progress and advancement that students get during the development of an instructional activity.

4.1.9.1.5 Relationships. They make emphasis on the students' interactions, and cooperation to work in teams.

4.1.9.2 Mechanics. It is about the processes that promote the active learning; this means that students are involved in the action process to learn words. Some elements of mechanics are established by Werbach and Hunter (2015, as cited in Peterson et al., 2021); these are:

4.1.9.2.1 Challenges. They are tasks that students have to solve to continue with other questions or activities.

4.1.9.2.2 Chance. It is related to the number of opportunities that students have in order to answer the questions from an activity.

4.1.9.2.3 Competition. When a competition takes place, at the end of an activity will be a group of students or a student who is the winner and the loser.

4.1.9.2.4 Cooperation. It occurs when students work together in order to achieve the desired goals of an activity.

4.1.9.2.5 Feedback. It refers to the comments that the teacher gives to the students while they are carrying out an activity in order to improve, add or correct something.

4.1.9.2.6 Resource Acquisition. It refers to the set of valuable elements that students acquire during the development of an activity; they receive these resources for giving the correct answers to the questions.

4.1.9.2.7 Rewards. They are prizes that the students receive when they finish or accomplish an activity or a question in proper ways.

4.1.9.2.8 Transactions. They occur when the students exchange the elements that they win in an activity.

4.1.9.2.9 Turns. It is the order that students have to follow to participate in the activities planned by the teacher to help them to increase their vocabulary.

4.1.9.2.10 Win states. They refer to the accomplished tasks that allow students to become the winner.

4.1.9.3. Components. They are considered as individual elements that take place in the gamified system and that are founded in games. According to Werbach and Hunter (2015, as cited in Peterson et al., 2021), the most important components of gamification are:

4.1.9.3.1 Points. They refer to the number of points that students get when they develop an activity.

4.1.9.3.2 Badges. They show the achievements that students got in a specific activity. It is shown through a visual illustration.

4.1.9.3.3 Avatar. It is the characterization of a student, being something or someone different giving individualization and the opportunity to create his own identity.

4.1.9.3.4 Leaderboards. It refers to the position (first, second third, etc. place) where the students are placed while developing an activity.

4.1.10 Types of Players

Bartle (as cited in Kocadere & Çağlar, 2018) remarks that there are four types of players when developing activities that involve gamification; they are distinguished by the way they play. These players are:

4.1.10.1 Killers. They are focused on getting the first place by dominating other players even though they do not complete properly the activities or challenges. When they carry out activities, they feel a high level of superiority as they try to win as many points as they can in order to achieve the best scores to have control over the whole class.

4.1.10.2 Achievers. The aim of these players is to win every single activity and to collect points by solving the challenges in accurate ways. To get points, these players are involved in the learning process where they have the chance to put into practice what they have studied in a lesson. They are also focused on getting higher scores and developing correct activities by becoming the best players in specific tasks.

4.1.10.3 Sociable. The interest of this type of player is to interact with others and play together to win common goals. The purpose of the sociable players is to create positive and social bonds with their teamwork; it is to maintain good relationships and communication to carry out activities that involve the use of gamification elements accurately.

4.1.10.4 Explorers. They enjoy exploring the learning setting where the activities are developed, with the objective to allow students to explore knowledge by putting into practice what they have learned in each lesson. They are interested in discovering new things to get a stronger knowledge. They like to discover new information in all activities to reinforce the lesson topic.

In the development of the activities which involve gamification, it is crucial to identify the type of players in order to determine the most effective gamification elements such as mechanics, dynamics and components to allow students to learn and reinforce their knowledge in positive and interactive learning settings. The classification of players enables teachers to choose the most appropriate activities that are according to the students' interests and needs.

4.1.11 Gamification Resources

4.1.11.1 Resources to Obtain Rapid Responses from Students. Some relevant resources to get instant answers in a gamified activity are the following ones.

4.1.11.1.1 Kahoot. This is an interactive platform that helps students to increase and improve motivation and be active during the learning process. It also facilitates the evaluation of the students' knowledge about a topic in real time (Llerena & Rodríguez, 2017). It establishes that Kahoot is an excellent tool to promote learning since it has the dimension to motivate students to learn through the development of interactive activities that empower the reinforcement of a lesson topic. Moreover, this tool is effective because students have the chance to receive instant feedback about any specific topic or question. It also offers teachers the opportunity to personalize activities according to the students' needs or to choose activities that are designed by other teachers to practice any topic.

4.1.11.1.2 Socrative. It is a wonderful digital tool that allows the teachers to develop a variety of activities to measure the students' knowledge or understanding of a topic. It also offers the teachers the opportunity to get the results from the activities developed by the students in real time which allow the instructors to give students feedback (Shaban, 2017). This tool enables teachers to evaluate students at the end of a lesson in a very easy way as they only have to make questions in this tool and receive the students' scores immediately.

4.1.11.1.3 ClassDojo. It is a tool that helps teachers to make activities where students choose an avatar that represents them and uses game elements such as points, leaderboards, and levels which catch the students' attention and involve them in the development of interactive activities to increase vocabulary. When students win points, they show positive attitudes toward the learning process and the teachers can maintain a good management of the classroom (Kaplan et al., 2021). ClassDojo is a powerful resource that allows students to receive rewards for their correct answers and feedback when it is necessary to reinforce vocabulary knowledge. The gamification elements enable the improvement of the students' behavior in the class as those elements motivate them to learn vocabulary in active ways.

4.1.11.1.4 Deck. toys. It is an interactive resource that enables students to solve challenges about the lesson topic which are displayed as a learning path; it is that students have to solve challenge by challenge, while they go completing the activity, they go finishing the questions from the path (Salgado, 2020). Deck. toys tool consists of some questions or challenges that require to be answered well in order to advance to the next one until to finish answering them as quickly as possible.

4.1.11.1.5 Fling the Teacher. This platform consists of making a set of fifteen questions that have to be answered correctly by the students because if they answer the question in the wrong way, they have to start again from the first question (Byrne, 2019). Fling the teacher is an activity that makes students think before answering the questions since they do not have the chance to continue solving other questions if they make mistakes; it means that a wrong answer can make them lose the activity if they do not read well the question.

4.1.11.2 Resource to Design Avatars. The most interesting resource to design avatars is the Bitmoji platform.

4.1.11.2.1 Bitmoji. It is a free platform that facilitates the creation of a variety of avatars that help students to identify them while developing an activity (Fedewa, 2022). When students are represented with avatars, and see how they move on when answering the questions or challenges well, they feel motivated to be the first ones to win the activity. Therefore, it is recommended to use this platform to customize avatars for the students.

4.1.11.3 Resource to Design Badges. The most relevant tool to design badges to give students for their achievements in the gamified activities is the BadgeMark resource.

4.1.11.3.1 BadgeMaker. It is a digital resource that enables teachers to create their own badges as well as it offers them a variety of badges that are already designed and that should be chosen taking into account their interests or purposes in the classroom (Tecnológico de Monterrey, 2016). As gamification involves game elements, a badge is an interesting element to give students to make them feel happy about their progress in the class.

4.1.12 Teacher's Role and Gamification

The teacher's role is focused on the development and implementation of activities that involve game elements to create environments where the students are motivated, encouraged, and challenged to learn during the teaching and learning process (Tecnológico de Monterrey, 2016). Gamification enriches the learning process; therefore, teachers have to take advantage of it and design challenging and motivating activities that inspire students to learn vocabulary in innovative and meaningful ways. It is crucial to remark that teachers are considered a guide in the classroom since they are the facilitators of knowledge; this means that they share their knowledge with the students to help them to understand the lesson topics with facility. The teacher's role is to teach with patience and by using interactive tools to encourage students to learn vocabulary as well as to teach with the purpose to achieve the objectives planned in the lessons.

4.1.13 Students' Role and Gamification

Students play an important role in the classroom when gamification is implemented. It is because they are the center of the learning process. Smiderle et al. (2020) cite that when gamification takes place in a learning setting, students are engaged to learn and optimize their knowledge. Inside the classroom, gamification makes students learn vocabulary without effort and become them in the main element of the learning process which helps to generate active participation, optimal behavior, and opportunities to practice and improve the language level and

learning experience. With gamification, students develop interactive activities which permit the effective acquisition of English vocabulary. It is important to say that when teachers give students any gamification elements such as rewards or badges, they feel motivated to continue developing the activities well and learning at the same time.

4.2 Vocabulary

Vocabulary is important since it is the basis to develop the linguistic skills such as listening, speaking, reading, and writing. Vocabulary is of paramount significance for English as a Foreign Language (EFL) learners as it is the main core to learn the English language as well as to understand and produce it with coherence and cohesion. Yokubjonova (2020) affirms that vocabulary is crucial because a significant amount of it permits students to improve their proficiency language level successfully.

4.2.1 Definition of Vocabulary

Vocabulary is the most important element to master the English language since without having enough word stock there is no chance to produce the basic linguistic skills such as listening, speaking, reading, and writing (Nuraeni & Lube, 2020). It clearly demonstrates that vocabulary constitutes the basis to produce the language as well as to understand the language in written and spoken ways. Furthermore, it is crucial to point out that the understanding and production of the language depend on the vocabulary that students know but if they do not have a sufficient repertoire of words, they will not be able to understand the language with success.

Conforming to Yurko et al. (2019), vocabulary is the key element to understand a language and boost effective communication among individuals. This confirms that good communication depends on rich word knowledge. It is needed to add that if students learn as many words as possible, they will increase their vocabulary; therefore, they will be able to understand and use the English language with fewer problems. This means that when the vocabulary level increase, students become successful because they can listen, speak, read, and write in excellent ways.

4.2.2 Importance of Vocabulary

When learning the English language, the most important element to be mastered is vocabulary; it is because it is not possible to understand it without knowing enough range of words. It reflects that vocabulary is the core indicator of the English language understanding. Lelawati et al. (2018) postulate that vocabulary is so important when learning a target language because it

enables students to comprehend the language better. They also express that for helping students to acquire vocabulary actively, the teachers must apply proper materials and strategies to permit them to enrich their word knowledge. It undoubtedly denotes that the students have the necessity to strengthen their vocabulary level in order to recognize, use and understand the words in context.

In line with Alqahtani (2015), vocabulary is important as it is the fundamental element of the communicative competence; for this reason, it is required that students learn and accumulate a great range of words on their minds in order to have them available when they want to express something. He also stands that the more vocabulary students know, the more able to learn and understand the language they will be. What it means is that vocabulary is significant because it allows students to communicate through oral or written texts. Otherwise, it boosts students to understand and write texts as well as gives them the opportunity to produce the English language orally to express ideas about a precise topic. Undoubtedly, vocabulary is a powerful predictor of English language knowledge.

4.2.3 Importance of Teaching Vocabulary

Teaching vocabulary is the key to enhance the learning of a language; therefore, teachers must teach vocabulary and know the importance of it for the learners since they require of this fundamental facet to maintain effective interactions with others as well as to understand both oral and written messages. Aziz (2015) states that teaching vocabulary is relevant due to the fact that it is essential to empower students to learn and improve their vocabulary level. Hence, the English teachers have an important role in the student's vocabulary acquisition as they have the task to help learners to expand their vocabulary with the purpose to encourage them to produce the English linguistic skills. Besides, when teaching vocabulary, students must be conscious of the importance of it to understand and produce the English language. The role of the teacher is to teach vocabulary and the role of the students is to acquire and retain that vocabulary and put it into practice.

4.2.4 Challenges in Teaching Vocabulary

Jata and Aziz (2022) mention that when students have a poor level of vocabulary, they are limited to perform the English language; therefore, students need to be more exposed to the vocabulary to understand the language in better ways. It means that when students do not master vocabulary, they feel frustrated because they need to increase their level of it and to improve their English performance. Learning vocabulary is challenging but using the appropriate strategies such

as gamification and resources like technological ones, the vocabulary acquisition will become easier and the students will produce the language in meaningful ways.

Vocabulary is the main core of the language so it is crucial to encourage students to acquire it to make the learning process more participatory and generate active environments where the students and the teacher work cooperatively to achieve the goals that are established in each lesson to get significant outcomes and an effective teaching and learning process.

4.2.5 Theories in Teaching Vocabulary

The two most relevant theories to teach vocabulary based on visual images and words are the following ones.

4.2.5.1 Cognitive Theory of Multimedia Learning. This theory is related to the use of words and images which are considered the two main elements of multimedia to illustrate vocabulary (Kanellopoulou et al., 2019). These authors also mention three important kinds of memories which take part of this theory. The first one is sensory memory which permits students to learn vocabulary when they hear or see it. Within this type of memory, it is found the visual (images, written words) and auditory (verbal pronunciation of words) sensory memory. The second one is working memory which enables learners to put into practice the vocabulary they learn with the help of visual representation like images and written and spoken words with the purpose to have a better performance of the English language. And the last kind of memory is the long-term memory which consists of words that are learned by the students and are stored in their minds for a long time as they are unforgettable and useful for them to communicate.

Cognitive theory of multimedia learning is an essential one to facilitate students to learn and increase their level of vocabulary. This is because vocabulary is related mainly with the pictorial system which illustrates words by using pictures that represent them. This relevant aspect makes students get concentrated to learn vocabulary while they look at pictures. This theory is also related to the verbal system which allows students to improve the pronunciation of words and identify them when they are spoken individually or in context.

4.2.5.2 Dual Coding Theory. It is about the learning that is gotten through the combination of verbal and visual codes which are connected to each other to enable the acquisition of vocabulary in better ways (Moody et al., 2018). It means that vocabulary learning occurs when the vocabulary is spoken or written as well showed in visual representation such as pictures. When

vocabulary is represented in verbal and visual codes, it is learned successfully as it is stored in the students' minds for a long time. Being this the case, it is crucial to say that when vocabulary is associated with images, it is easy to learn and becomes memorable.

4.2.6 *The Process to Teach Vocabulary*

Katemba (2022) postulates that Presentation, Practice, and Production (PPP) is an effective process to teach vocabulary. These three stages allow students to learn and understand vocabulary in active ways.

4.2.6.1 Presentation. In this stage, the teacher presents to students the vocabulary that will be part of the lesson. To do it, the teacher displays to the learners images and writes the words that represent them in order to help students to understand their meanings.

4.2.6.2 Practice. Here, the students have the chance to practice the vocabulary presented in the first stage by repeating words in individual or choral ways, giving and answering questions, or through the cue-response drills where the teacher gives cues to the students and they have to make sentences, for example, using those words or cues. It also refers to the step where students have the opportunity to practice the different aspects of vocabulary such as spelling, use, meaning, collocations and to identify the correct grammatical function of the words.

4.2.6.3 Production. This stage offers students the freedom to make their own sentences by using the words from the lesson in context or to draw pictures that characterize that vocabulary in order to make it easy to remember. Besides, at this point, students produce the vocabulary in context in both oral and written ways.

Presentation, practice, and production are three relevant stages to follow to teach vocabulary as they enable to introduce the main vocabulary of a lesson, practice the aspects of vocabulary like form, meaning and use to build meaningful sentences and recognize it in real contexts.

4.2.7 *Techniques to Teach Vocabulary*

Noviarini (2017) claims that there are three useful techniques to teach vocabulary easier as well as to facilitate students to retain vocabulary; these techniques are mentioned below:

4.2.7.1 Guess the Word. It occurs when the teacher shows students images and asks them to guess the word that represents to each one. The teacher also can describe the words and suggest

learners to say the words that are described. It is an excellent technique to empower students to learn vocabulary and be active during the lessons.

4.2.7.2 Guess the Picture. This technique consists of displaying pictures to the students which contain the vocabulary that is being taught in the lesson and then the teacher can give the meaning of any word or can describe them in order to make students guess the picture that he is describing. Using pictures to teach vocabulary is fundamental since students retain vocabulary with success when they have contact with elements that represent words.

4.2.7.3 Repetition drill. To carry out this technique, the teacher says words and asks students to repeat them after him. It means that the teacher is considered as a model to imitate because what the teacher says is repeated by the students.

4.2.8 Strategies to Teach Vocabulary

Nation (2000) cites that there are three strategies that are useful to teach vocabulary; these are: planning vocabulary learning, sources, and processes.

4.2.8.1 Planning Vocabulary Learning. This strategy refers to the selection of words that are related to a lesson topic and that is pretended to be learned by students to produce the English Language successfully. Planning the vocabulary is needed to help students to understand a lesson since it is the main element to produce meaningful sentences and to comprehend the meaning of them.

4.2.8.2 Sources. In order to help students to learn and increase vocabulary, it is necessary to encourage them to use sources like platforms to practice vocabulary or dictionaries to get information about any new word as well as the teachers can give them the opportunity to learn vocabulary with flashcards, word cards, or letter cards to practice the different vocabulary aspects to use it well in context in both orally and written ways. The purpose of the sources is to motivate students to learn vocabulary and its aspects deeply.

4.2.8.3 Processes. This strategy refers to the ways in which vocabulary is learned and recalled to use in context. It is closely related to three important words: noticing, retrieving, and generating. Noticing implies to see the vocabulary presented in the lessons, and take it as relevant one to be learned. Retrieving means to remember the words already seen. Finally, generating involves to identify the words in reading and listening activities and to use the words when speaking or writing. These three important aspects of processes should be implemented to allow

students to learn vocabulary successfully. The processes strategy implies the learning of vocabulary, the recall of it to make it available to use in context.

These strategies are useful to organize the vocabulary that is desired to be learned in every single lesson, select sources to promote the students` vocabulary learning as they are in charge of catching their attention and make the teaching and learning process active. The vocabulary that is supported by different sources and with effective processes allows students to practice and reinforce that vocabulary to achieve the instructional aims.

4.2.9 Activities to Assess Vocabulary

4.2.9.1 Multiple Choice. It is one of the most useful ways to score activities immediately as it is simple to use and easy to evaluate students quickly (Senthil & Ahila, 2020). This type of activity enables teachers to identify instantly the questions in which students have had problems so that they can give them feedback to solve their doubts about their answers. To assess vocabulary, students, for example, have to choose the correct words to get meaningful sentences or paragraphs or select words that are spelled properly.

4.2.9.2 Matching. This activity refers to the joining with lines of two items which are in two different columns and have to be matched to connect to each other (Benassila, 2021). In terms of vocabulary, it can be used to link the meaning of words with the correct ones, to link pictures with their correct words, or to match words that are related to each other, for example, synonyms or antonyms.

4.2.9.3 Completion Sentences. In this type of activity, the students have to complete sentences related to the lesson topic. In the context of vocabulary, students have to complete sentences by writing the correct word in each space to get meaningful ones. Guim (2019) points out that in this type of activity, students must fill in the gaps with the missing words to complete sentences.

4.2.10 Types of Vocabulary

Mohamad and Baharudin (2016) make reference to two types of vocabulary that refer directly to the receptive and productive English skills; these are:

4.2.10.1 Receptive Vocabulary. It is the vocabulary that students understand when they listen to, or read something. It indicates that students are able to recognize words while they listen

to conversations, dialogues, audios, and radial programs or see words individually or in context, for example, in magazines or books.

4.2.10.2 Productive Vocabulary. It refers to the vocabulary that students know and use to produce the speaking and writing skills. This means that productive vocabulary is the one that helps students to express any idea, feeling or thought in a spoken, or written way. Producing the vocabulary means to perform the language by using the words that are already retained in the students' brains.

4.2.11 Aspects of Vocabulary

As claimed by Nation (2001, as cited in Alhatmi, 2019) the aspects of vocabulary are the following:

4.2.11.1 Form. It refers to the spoken form of the words; it means the correct pronunciation of them. It is also emphasized on the written form; it is in the accurate spelling of words as well as it deals with the word parts such as the root, suffix, and prefix.

4.2.11.2 Meaning. It concerns the aspects like form and meaning which refer to the selection of the exact word forms and the use of them well in context; concept and referents are related to the meaning of specific referents like people, things, actions, or states; and the last aspect of meaning is association which is concerned with the relationship that exists between one word with other.

4.2.11.3 Use. It contains aspects like grammatical functions that refer to the role that each word takes in context; it refers to the part of speech (verbs, nouns, adjectives, adverbs); collocations are about words that go together naturally and the last aspect is constraints on use which refers to the register of words and the frequency they are used in context. It is important to state that register is focused on the formal or informal language.

Knowing the different aspects of vocabulary is important because students will manage the meaning of words which will help them to understand the English language with facility and produce the language easier. It is relevant to indicate that the mastery of vocabulary aspects enables a better performance of the language as it gives confidence to the students.

4.2.12 Vocabulary Retention

Vocabulary retention refers to the ability that students have to recall vocabulary for a period of time (Sadeghi & Moghadam, 2016). The retention can occur during a short or long period.

However, to internalize the vocabulary, it is recommended that students retain it for a long time. It means that to retain vocabulary in effective ways, teachers have to implement excellent resources that guarantee the long-term vocabulary retention which contributes to a better English performance. When working with interactive activities students have the chance to learn vocabulary better because they catch their attention and get them concentrated. The retention of vocabulary is needed for language learners since they will be able to produce English naturally and without being forced to do it. When vocabulary retention occurs, students are able to remember the vocabulary for a long period and if they use it in context every time, probably they will never forget that vocabulary since it becomes part of their lives.

4.3 Previous Studies

In this section, we can find some studies that are focused on the investigation of the effectiveness of gamification to increase the students' vocabulary level. These researches constitute the basis to develop this study which has the purpose to give a clear vision of the importance of gamification to increase vocabulary in the English as a Foreign Language (EFL) classrooms.

Table 1

Studies Investigating Gamification and Vocabulary

Study	Research Type	Country	Population	Methods	Level of Education
Jordán et al. (2022)	Article	Ecuador	73 students	Mixed	Tertiary
Adi et al. (2022)	Article	Indonesia	16 students	Quantitative	Primary
Waer (2021)	Article	Egypt	68 students	Mixed	Tertiary
Jordán (2021)	Thesis	Ecuador	73 students	Mixed	Tertiary
Valdivieso (2016)	Thesis	Ecuador	25 students 25 parents 1 teacher	Qualitative	Primary
Boyinbode (2018)	Article	Indonesia	71 students	Qualitative	Tertiary

Note. Previous studies on gamification to increase vocabulary.

Six studies were chosen for the analysis (Table 1). All of them are directly focused on the application of gamification to enable students to acquire and increase their English vocabulary.

Furthermore, it is necessary to add that the selected studies were developed in different countries such as Ecuador, Egypt, and Indonesia. Besides, table 1 shows that four studies were carried out in universities, and two in schools. Based on the results of the six studies, it is crucial to add that they were significant and encouraged the learning of English vocabulary.

Another reason for selecting these studies is that they were focused on investigating the effects of using gamification to increase the students' vocabulary as well as on the students' perceptions toward the implementation of it. Additionally, these papers were relevant since they allowed to the language learners to acquire and retain vocabulary in fun and entertaining ways.

Jordán et al. (2022) developed a quasi-experimental design to determine the effectiveness of gamification to acquire English vocabulary. 73 students from the first semester of the *Pedagogía de los Idiomas Nacionales y Extranjeros* took place in it. A pre and posttest, and a questionnaire were applied to collect data. Finally, the results showed that the students increased their level of vocabulary after the intervention plan; they went from the basic level to the pre intermediate one. Besides, it indicated that with the use of gamification there was a significant progress in the development of vocabulary competence.

Adi et al. (2022) carried out a quantitative research to explore the effects of a gamification quiz on the mastery of vocabulary. It involved a population of 16 students from the fourth year. A pretest and posttest were used as the research instruments. The findings of this study revealed that the implementation of gamification was significant as it created a positive impact in the classroom. Furthermore, it showed that the learning based on gamification motivated students to improve and master their vocabulary.

A mixed-method study was developed by Waer (2021) which purpose was to determine the effects of gamification on EFL learners' vocabulary and their attitudes toward the application of it. It was aligned to answer the question: what is the effect of using gamification on vocabulary? A vocabulary test, an attitude questionnaire, learning logs, and follow-up interviews were used to collect data. It had the participation of 68 English students. This study showed that the intervention of gamification in the class was remarkable; this means that it was effective since the students increased their level of vocabulary significantly. Furthermore, it pointed out that through the gamification strategy the students' attitudes when learning vocabulary was positive and they felt excited and motivated to increase their vocabulary knowledge.

Jordán (2021) carried out a descriptive and correlational research aimed to establish the effects of gamification to retain English vocabulary. In this study, 73 students were involved. A pretest, posttest, and a questionnaire were used as data collection instruments. The findings of this research demonstrated that gamification helped students to increase their vocabulary level. Besides, gamification was effective because it allowed students to go from a basic to an intermediate vocabulary level.

A qualitative research was carried out by Valdivieso (2016) to promote the improvement of students' vocabulary level. It involved the participation of 1 English teacher, 25 students, and 25 parents. Observations, note-taking, an interview, and a survey were the instruments applied to collect data. This study revealed that the implementation of gamification empowered students to increase and reinforce their vocabulary knowledge. Additionally, gamification was considered an excellent and useful strategy to encourage students to improve their vocabulary level.

Boyinbode (2018) conducted qualitative research in order to determine the effectiveness of gamification in learning vocabulary. A population of 71 students was part of this study. The researcher used a survey as the tool to collect the data. This research demonstrated that gamification motivated and urged students to learn vocabulary successfully. Gamification also offered learners the required motivation to acquire English vocabulary.

This research review's purpose was to help the reader to know the benefits and importance of gamification to teach vocabulary in effective and meaningful ways. This was significant because gamification offers teachers a new way to teach in motivating ways whose main objective is to catch the students' attention and interest to learn vocabulary. Many pieces of research have been carried out about the implementation of gamification in the educational context. Most of the research was about the inclusion of game elements into non-game environments. However, more investigations are required to get more results about the role of gamification in the educational field, especially in the English teaching and learning process. It is important to do more research focusing on the most suitable gamification elements to implement in the lessons to make them interactive.

5. Methodology

5.1 Research Setting

This thesis work was carried out in a public high school in San Sebastián parish, in the city of Loja which is located in the south of Ecuador, in the Highland geographical area. The geographical coordinates of this city are: Latitude: -3.98333, Longitude: -79.2 3° 58' 60" South, 79° 12' 0" West. It has a surface of 1.928,00 km² and its altitude is 2.069 m. Loja is known as the cultural capital of the country since in it takes place a variety of cultural events and holds the arts as the richest tradition.

5.2. Procedure

5.2.1. *Research Methods*

This work was a mixed method study which was focused on the use of gamification to increase vocabulary. The mixed method research provided a better understanding of the phenomena under study (Dawadi et al., 2021). Therefore, it included elements of quantitative and qualitative research to collect data. In relation to the quantitative research, the quasi-experimental design was employed to collect data through the pre and posttest to evaluate the students' vocabulary performance. This showed that the quantitative results allowed to evaluate and explained the effectiveness of gamification to increase the students' vocabulary level. It dealt with a group that was pretested, involved in a treatment, and then tested again (Gay et al., 2012). Besides, to collect data about the students' perceptions towards the intervention plan, a questionnaire was applied which was designed with the help of the Likert scale. On the other hand, for the collection of the qualitative data, field notes were used to take notes of the students' behaviors toward the intervention plan. As a matter of fact, both research methods enabled to explain the data obtained in the instructional process.

For executing the research study, some steps were followed to develop the activities in order; these steps are the following ones:

To begin with, the high school in which the intervention plan was carried out was identified. Then, the researcher made an approach to it where he talked with the principal, with the Coordinator of the English Department who is also the teacher of the English subject from whom the researcher obtained permission to carry out the intervention plan. After that, the official letter

was delivered to the principal of the public high school who gave the approval to carry out the Research Project for the thesis work.

Once the high school was selected, the researcher started with the intervention plan which consisted of designing and carrying out lesson plans that contained the most basic elements to get well-structured lesson plans to implement gamification in the EFL classroom to help students to increase their vocabulary level. These elements are described below:

The first element was learning objectives which are statements that describe what students will be able to do upon completion of a unit of instruction. They are usually established at the beginning of a design phase of a course (Javad, 2021). The second basic element was the practice activities which refer to the activities that were developed during the teaching and learning process to practice what the students learned in a lesson. Practice activities are related to the control and free practice activities which allow learners to put into practice what they have learned in a lesson (Abdulghani, 2021). The third one was instructional resources which were ways and means of making the teaching and learning process meaningful. Also, they were the tools that were chosen in order to promote and encourage effective teaching and learning experiences permitting students to achieve the objectives established in a lesson (Olokooba, 2021). The instructional resources used during the intervention plan were: textbooks established by the Ecuadorian Ministry of Education, and interactive activities to practice and increase vocabulary through gamification. The last basic element of the lesson plan was assessment which referred to the measurement of the students' learning (Aada, 2020); this means that students had to apply the knowledge acquired in a lesson in order to get a score.

This research project began with the application of the pretest to the tenth graders to evaluate their performance in vocabulary. It was carried out during the first session. Then, to develop the other sessions, the researchers applied the lesson plans which were designed with essential elements like learning objectives, practice activities that took part in each lesson, the instructional resources that were used, and the assessment part to evaluate the students' vocabulary level at the end of each lesson. The activities developed during the teaching and learning process were focused on increasing the students' vocabulary level.

To carry out the instructional activities, the researcher gave clear instructions to the students to develop the skill of vocabulary. Once students carried out the different activities related

to the aspects of vocabulary, the researcher took notes from the students' interactions and attitudes toward the use of gamification to increase vocabulary; those notes were taken at the end of each lesson with the help of the research instrument called field notes.

At the end of the intervention plan, the researcher applied the posttest to the students to evaluate again their vocabulary knowledge. This was with the purpose to know the effectiveness of gamification to increase the students' vocabulary. Another instrument that was applied in the last session was the questionnaire which was designed with the help of the Likert Scale to know the students' perceptions toward the instructional process.

The intervention plan was carried out during 18 sessions in a period of eight weeks. These sessions were developed in the following schedule: on Monday from 16:00 to 16:40; on Tuesday from 16:00 to 17:20 and on Friday from 13:00 to 14:20; accomplishing five hours per week.

5.2.2 Data Collection Sources and Techniques

The present research used quantitative and qualitative techniques to gather data about the effectiveness of gamification to increase vocabulary. The quantitative technique was focused on the numerical data; it was on the cognitive dimension which measured the intellectual process of the students (Gay et al., 2012). Therefore, the quantitative instruments were the pretest and the posttest to evaluate the students' vocabulary level. These tests were designed based on the paper-and-pencil methods which referred to questions of selection like matching, multiple choice, and questions of supply such as completion questions about the aspects of vocabulary (Gay et al., 2012). Another quantitative instrument was the questionnaire which was designed by utilizing the Likert Scale with the aim to understand the students' perceptions toward the use of gamification to increase vocabulary during the teaching and learning process. On the contrary, the qualitative data made emphasis on the students' emotions like attitudes or interests while learning (Gay et al., 2012). Hence, the researcher used field notes as the qualitative instrument to collect data from the students' emotions toward the instructional process at the end of each lesson. As claimed by Mack et al. (2005), the field notes made reference to the information collected by the researcher through non-participant observation. Then, the notes were taken in base on the experience and observation of the researcher, for instance, in relation to the students' behavior and reactions in the teaching and learning process.

By the same token, it is crucial to mention that the data obtained with the help of the research instruments is detailed in the following lines:

The pretest was applied in the first session and the posttest in the last one. Both allowed the researcher to gather quantitative data, which enabled to make a comparison of the results obtained before and after the intervention plan. These sources allowed to measure the intellectual process of the students; it is to evaluate the students' performance in vocabulary (spelling, collocation, word usage, meaning, and grammatical function); thus, knowing the effectiveness of gamification. The results obtained from the pre and posttest showed that the application of gamification to increase vocabulary was effective and the students mastered the English vocabulary taught during the intervention plan as they got excellent scores after the treatment. Unquestionably, all the students (100%) achieved a higher score after the treatment which facilitated them to meet the goals of the Mineduc (2016).

The questionnaire is another quantitative source that was applied in the last session and enabled to reflect on the students' perceptions about the effectiveness of gamification in the English lessons. This instrument demonstrated that almost all the students strongly agreed that the application of gamification helped them to increase vocabulary and improve the management of its aspects. The students from the sample indicated that gamification helped them to acquire vocabulary in fun and interesting ways; the points, badges, and leaderboards motivated them to be more competitive; gamification elements like challenges, competitions, and rewards encouraged them to learn vocabulary; feedback helped to master English words, as well as most of the students revealed that they learned vocabulary with gamification better than regular tasks.

Further, the field notes which are qualitative sources were applied at the end of each lesson by the pre-service teacher. In these instruments were taken notes about the most suitable gamification elements that empowered students to increase vocabulary; these gamification elements were: badges, points, leaderboards, challenges, opportunities, cooperation, competition, rewards and feedback. In the instructional processes, students were also involved in different emotions such as happiness or curiosity when answering questions or solving challenges. Likewise, the field notes allowed to reflect on the teacher's perceptions about the effectiveness of gamification to increase vocabulary. Here, some patterns such as behaviors, relationships, and motivation were established in order to determine the efficacy of gamification in the learning

process. During the teaching and learning process, the students maintained good discipline and showed positive behaviors in the classroom while developing the vocabulary activities; the relationships among them were based on respect and cooperation to solve the tasks, and they felt very motivated when learning vocabulary with gamification since they were involved in active and dynamic settings which were perfect to increase vocabulary effortlessly. Finally, the collected notes reflected that the implementation of gamification in the classroom was effective in every lesson as the tenth graders increased their vocabulary and had a better domain of the aspects of vocabulary like spelling, collocations, meaning, word usage, and grammatical functions.

5..2.3 Research Participants

The population was chosen based on the cluster sample, which was focused on the selection of intact groups, not individuals; the groups were randomly selected (Gay et al., 2012). The population of this research was 18 tenth graders, who study in the afternoon session at a public high school in the city of Loja during the 2021-2022 school year. The participants of this study have an A2.1 English proficiency level. They were six girls and twelve boys who were about fourteen and fifteen years old. Besides, to apply the intervention plan, the official letter was delivered to the principal of the high school who gave the approval to implement it with the sample aforementioned.

5.3 Data Analysis

The analysis of the quantitative data was carried out with the help of statistical formulas to test the significance of this research. The statistical formulas refer to the numerical data that is gathered, organized, analyzed, interpreted, and reported in order to identify the deviation between the results of the pre and posttest (Zulfiqar & Bala, 2016). The quantitative methodology allowed the researcher to measure and compare the students' vocabulary levels through the pre and posttest results.

In addition, the Wilcoxon signed-rank test was used to determine if students have increased their vocabulary level. Xia and Sun (2020) point out that the purpose of this type of test is to compare the results obtained from a single sample and to identify if the mean ranks vary one from the other one. Thus, this test was focused on reflecting if the population had got a significant statistical difference between the results obtained before and after the treatment.

In the same way, the data obtained from the questionnaire which was designed based on the Likert Scale and focused on the students' perceptions toward the use of gamification to increase vocabulary, was analyzed with the help of descriptive statistics. To analyze the data, it was tabulated and illustrated in graphics. One graphic per each question of the questionnaire was developed and the frequency was determined by the number of students who agreed on each question of this research instrument.

Otherwise, the analysis of the qualitative data was carried out with the use of the thematic analysis which referred to the process where the researcher identified patterns or themes across the data shared by the sample (Moirá & Brid, 2017). The patterns or themes came out from the information gathered in the field notes. This displays that the information obtained in the field notes empowered the researcher to determine the patterns that were related to the activities to increase vocabulary and the students' behaviors while learning with gamification. Those patterns were classified into subcategories which enabled the researcher to collect, analyze and narrate information easily.

6. Results

The results obtained from the data collection instruments such as the pretest and posttest are detailed in this section. These research instruments allowed to the researcher evaluate the students' performance in vocabulary (spelling, collocation, word usage, meaning, and grammatical function). Besides, a questionnaire with closed-ended questions and designed using the Likert scale was applied in order to gather data on students' perceptions toward the implementation of gamification to increase vocabulary.

6.1 Pretest and Posttest Results

The pretest and posttest results enabled the researcher to determine the effectiveness of gamification to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year. The gotten results are showed in the table below.

Table 2

Wilcoxon Test to Compare the Pre and Posttest Results on Vocabulary

Students' code	Pretest Scores	Posttest Scores	Difference (pretest-posttest)	Ranks
10EGBA01	4	9,5	-5,5	17
10EGBA02	4,5	9	-4,5	8
10EGBA03	7,5	10	-2,5	2
10EGBA04	4,5	9	-4,5	9
10EGBA05	5	9	-4	6
10EGBA06	6	9	-3	3
10EGBA07	4,5	9	-4,5	10,5
10EGBA08	3	7,5	-4,5	10,5
10EGBA09	3,5	8,5	-5	15
10EGBA10	4,5	8	-3,5	4
10EGBA11	3,5	8	-4,5	12
10EGBA12	4	9	-5	16
10EGBA13	5,5	10	-4,5	13
10EGBA14	1	7	-6	18
10EGBA15	5	9,5	-4,5	14
10EGBA16	4	8	-4	7
10EGBA17	4	7,5	-3,5	5
10EGBA18	5	7	-2	1

Note. 10EGBA= Tenth year of Educación General Básica , 01=Students' code.

Table 3

Wilcoxon Ranks

	Ranks	N	Sum of ranks
Pretest scores			
Posttest scores	Negative ranks	18	171
	Positive ranks	0	0
	Ties	0	
	Total population	18	
	Critic value	40	
p ≤ 0,05			

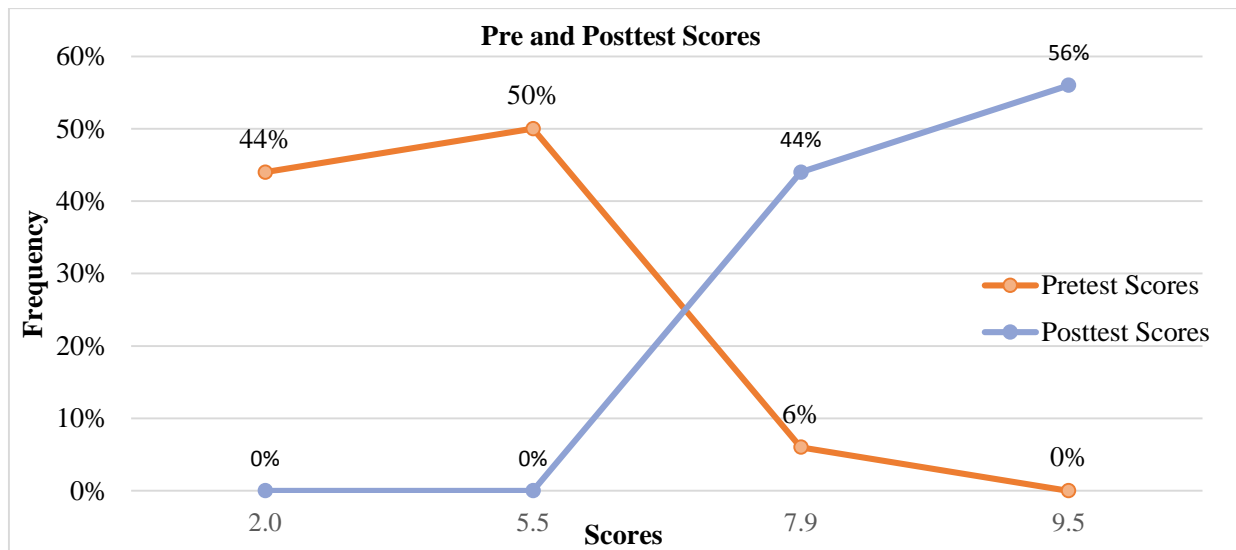
Note. Wilcoxon Ranks.

The table 3 shows the ranks from the pretest and posttest. It indicates a comparison of the scores of the tenth graders that were obtained before and after the intervention which was focused on gamification to increase vocabulary. Furthermore, this table displays that 18 of 18 students got a higher score after the implementation of gamification. It reflects that after the intervention plan, the students increased their levels of vocabulary.

Hence, the Wilcoxon test results demonstrated a significant statistical difference ($p \leq 0.05$) between the pre and posttest. This means that there is a high probability (95%) that the application of gamification to increase vocabulary was effective. The positive results which were gotten in this intervention will be further confirmed with the data of the post questionnaire.

Figure 1

Pretest and Posttest Comparison Before and After the Intervention Plan



Note. Comparison of the pre and posttest scores.

As it is shown in figure 1, the pretest was applied to tenth graders to know their vocabulary levels. Thus, it shows that 94% of students were under average; this is less than 7/10. These students did not get the minimum average; therefore, they did not reach the A2.1 English proficiency level that is established by the Ministry of Education (Mineduc, 2016). It is necessary to point out that this percentage of students did not have a broader vocabulary which was reflected on the difficulties they had to spell words properly, use collocations in accurate ways to form sentences with clarity, and use words properly in context. They also faced problems to identify the meaning of words and recognize the correct grammatical function of them. Meanwhile, only 6% of students fulfilled the expectation of the Mineduc.

On the other hand, the results of the posttest displayed in Figure 1, demonstrated that there was a significant increase in the students' vocabulary. Unquestionably, all the students (100%) achieved a higher score after the application of the intervention plan; 94% of students were placed in the excellent score range with a score of 9,5/10. Meanwhile, 6% of them were placed in the average score range of 7,9/10. It evidently shows that in the posttest, the students had very few problems to spell words, select collocations to get meaningful sentences, use the words well in context to get an accurate paragraph, recognize the exact meaning of words and identify the correct grammatical function of words. Definitely, after the intervention plan, all the students increased their vocabulary levels which facilitated them to meet the expectations of the Mineduc.

Finally, conforming to Yurko et al. (2019), vocabulary is the key element to understand a language and boost an effective communication among individuals. This confirms that good communication depends on rich word knowledge. It is needed to add that if students learn as many words as possible, they will increase their vocabulary; therefore, they will be able to understand and use the English language with fewer problems. This means that when the vocabulary level increase, students become successful because they can listen, speak, read, and write in excellent ways.

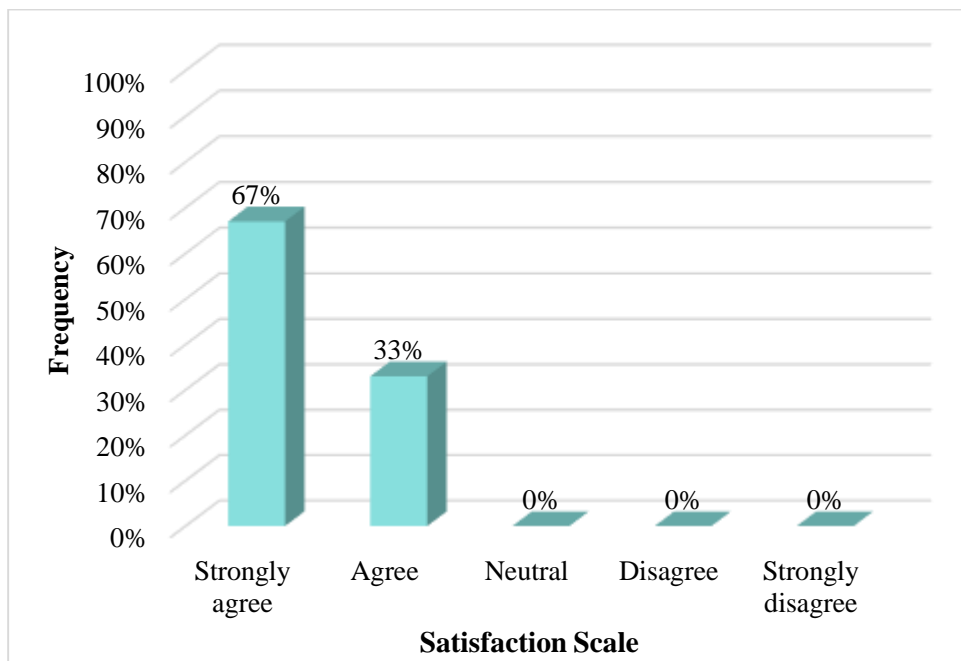
6.2 Questionnaire and Field Notes Results

To reflect on pre-service teacher's and students' perceptions about gamification to increase vocabulary a questionnaire and field notes were used. The questionnaire had five closed statements designed based on the Likert Scale which scales were: strongly agree, agree, neutral, disagree, and strongly disagree. In addition, to reinforce these results, the field notes were implemented which

consisted of two main sections; the first section was the description of the event and the second one referred to the reflective notes about the students' interaction while learning vocabulary through gamification. It is important to highlight that 18 tenth graders were involved in this research.

Figure 2

Level of Agreement on Expressing that Gamification Helps to Acquire Vocabulary in Fun and Interesting Ways



Note. Gamification helps students to acquire vocabulary.

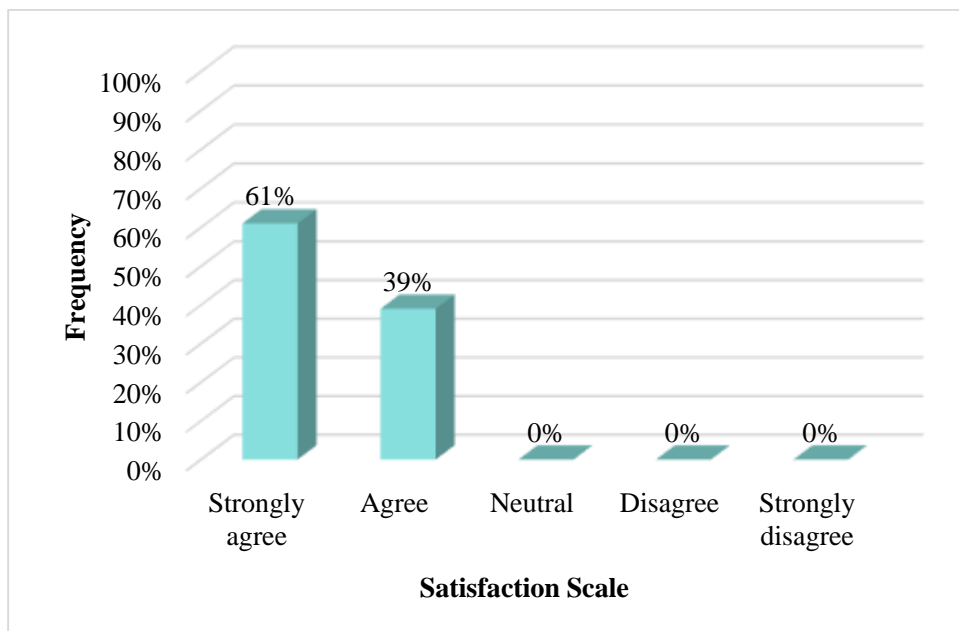
Analysis and Interpretation

The results displayed in figure 2 show that 63% of students strongly agreed with this statement and 33% of them agreed. It clearly shows that gamification helped students to acquire vocabulary in fun and interesting ways which means that students were always enthusiastic and active in every single lesson. Gamification encouraged learners to participate and learn vocabulary through the development of interactive activities that involved gamification elements to facilitate them to master the vocabulary of each lesson and increase the level of it. Based on the researcher's observations which were reflected on the field notes, it was noticed that all students were engaged with the gamified activities to learn vocabulary since they were active and enjoyed the teaching and learning process that involved technology to make it more interesting. Gamification helped

students to internalize and maximize their vocabulary learning and put it into practice, improving their English performance. In few words, these results demonstrate that students could increase their vocabulary in fun and active learning settings.

Figure 3

Level of Agreement on the Use of Points, Badges and Leaderboards to Be More Competitive



Note. Gamification elements motivate students to be competitive.

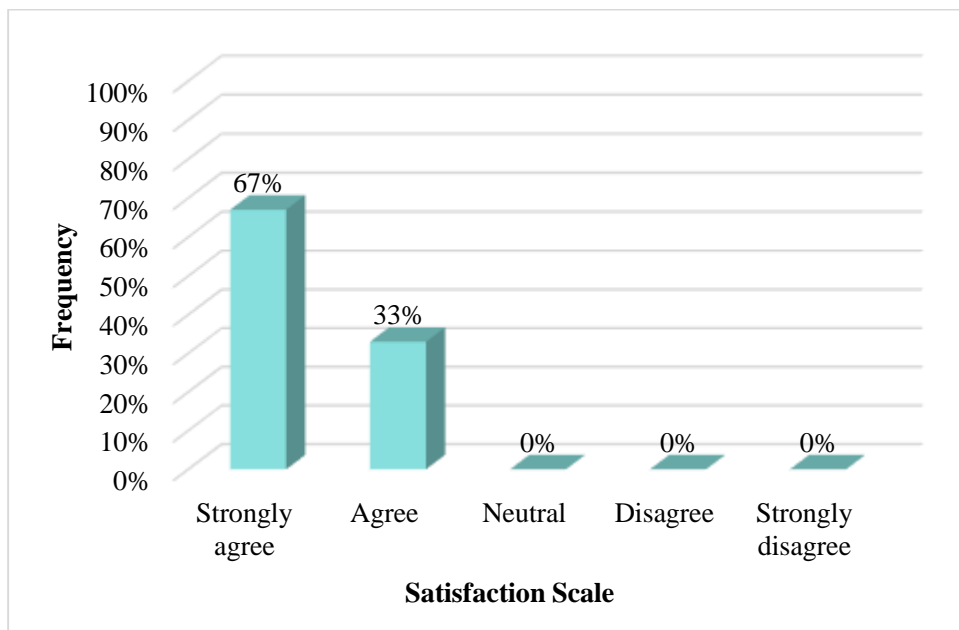
Analysis and Interpretation

Figure 3 illustrates that 61% of students strongly agreed and 39% agreed that the points, badges, and leaderboards that they achieved during the development of the gamified activities motivated them to be more competitive. It indicates that gamified activities enabled students to get enough confidence to participate and be competitive because their vocabulary knowledge was supported by interactive activities that involved gamification elements to facilitate the practice and understanding of vocabulary and its aspects. Based on the notes that the researcher took at the end of each lesson, it was concluded that with the implementation of gamification elements like points, leaderboards, or badges, the students were really motivated to increase their vocabulary level and become competitive. It is because they liked to see their progress and be the first ones in each activity that was assigned to them. When they won points, saw their progress reflected on leaderboards, and received badges for their accurate vocabulary responses, they felt confident and motivated to continue being competitive. It is crucial to set out that those gamification elements

were excellent sources to activate students to be competitive and at the same time to enrich their vocabulary knowledge.

Figure 4

Level of Agreement on the Implementation of Challenges, Competitions and Rewards to Learn Vocabulary



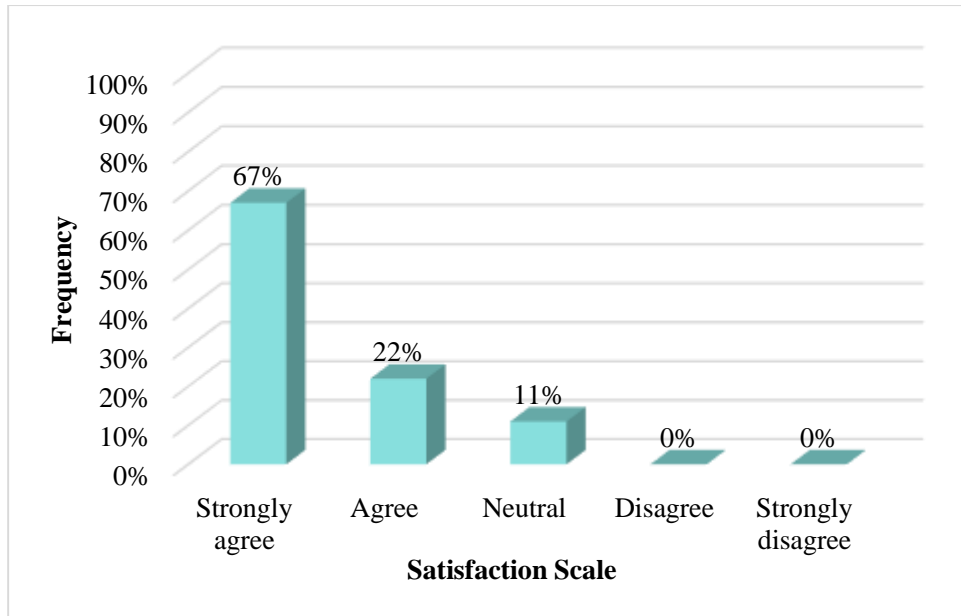
Note. Gamification elements encourage students to learn vocabulary.

Analysis and Interpretation

The results shown in figure 4 reveal that 67% of students strongly agreed, and 33% agreed that gamification elements such as challenges, competitions, and rewards encouraged them to increase their vocabulary level. In fact, it indicates that the activities which involved these gamification elements enhanced students to learn vocabulary in participatory learning environments where they were the main agents of learning. Concerning the researcher`s notes, it was determined that those elements were notably useful for learners as they stimulated them to learn vocabulary in meaningful ways. The gamified activities that implied the solving of challenges, competitions carried out in groups or individually, and the rewards that the students got at the end of each lesson motivated them to learn and practice the vocabulary presented in each lesson without effort.

Figure 5

Level of Agreement on Feedback to Master English Words



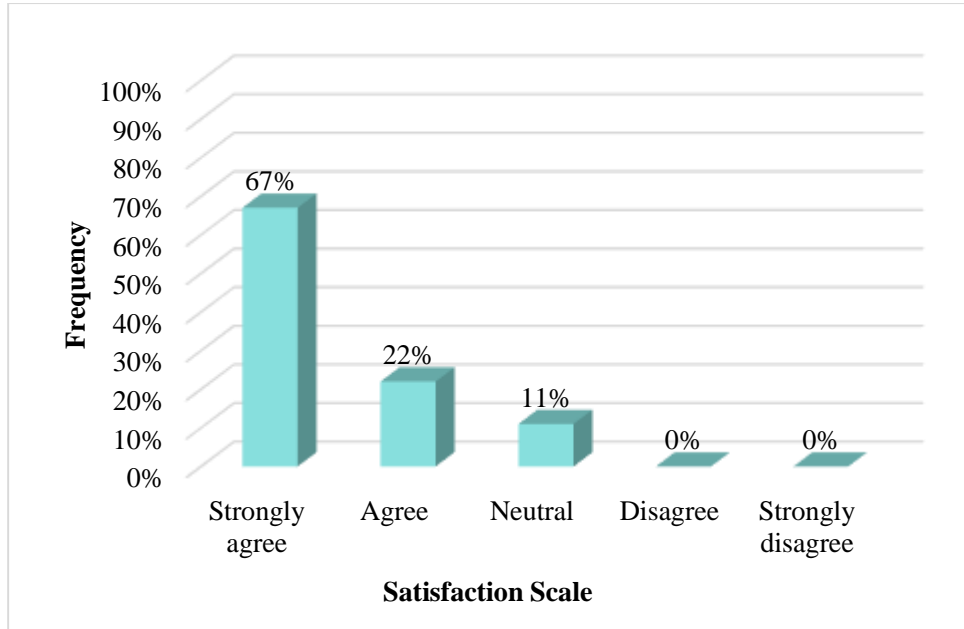
Note. Feedback to help students master vocabulary.

Analysis and Interpretation

The data in figure 5 point out that 67% of students strongly agreed, 22% agreed and 11% were neutral in this statement which means that the feedback provided to the students was useful to help them to understand and master English words. It indicates that students admitted that feedback helped them to internalize and master the English vocabulary in each lesson which facilitated them to increase their vocabulary level. Taking into account the researcher`s observation, it was determined that this gamification element was really important for students as it helped them to understand, reinforce and learn vocabulary in better ways and also because they could solve their doubts about the vocabulary aspects with the help of the pre-service teacher. In short, students had a better domain of the vocabulary in each lesson thanks to the given feedback.

Figure 6

Level of Agreement on Vocabulary is Better Learned with Gamification rather than Regular Tasks



Note. Learning vocabulary better with gamification rather than regular tasks.

Analysis and Interpretation

As it is evidenced in figure 6, the data gathered from the last statement of the questionnaire displays that 67% of students strongly agreed, 22% agreed and few students were neutral 11% about it, which evidently indicates that students learned more vocabulary when working with gamification rather than with regular tasks. Noticeably, gamification was an innovative way to promote the vocabulary learning through interactive activities. Based on the notes the researcher took, it was concluded that gamification was effective during the teaching and learning process since students showed a great domain of the English vocabulary while developing the different gamified activities, thus they increased their vocabulary level and improved their English performance.

7. Discussion

The following section contains the discussion of this research. It holds the comparison of the results of this study with some previous studies that were selected. This section also details the answers to each research question, some strengths, and limitations that were found during the intervention plan, and suggestions for further investigations.

This study was focused on gamification to increase English vocabulary among tenth graders of a public high school in the city of Loja during the 2021-2022 school year, which brought out a positive upgrade in the students' achievement. This upgrade is reflected on the Wilcoxon test which showed a significant statistical difference of the scores $p \geq 0,05$ between the pretest 4.4/10 and the posttest 8.7/10. These results point out the effectiveness of gamification to help students to increase their vocabulary levels. Certainly, as it is mentioned by Valdivieso (2016), gamification is relevant in vocabulary acquisition since it gives students the opportunity to learn as many words as they can by developing activities that stimulate their memory to learn new words or reinforce previous ones.

After applying the intervention, the results obtained in the posttest demonstrated that gamification was really useful to promote the increasing of vocabulary and the improvement of its aspects such as spelling, collocation, word usage, meaning, and grammatical function of words. The language learners were boosted to learn vocabulary through the development of interactive activities that included gamification elements with the purpose to grab the students' attention, motivate them to increase their range of vocabulary with success and in active settings and assure the vocabulary mastery to make the teaching and learn process effective. In addition, it is set up that this research was focused on a single group study which consisted of applying the pre and posttest to one single group of students to know the effectiveness of gamification to increase vocabulary. Concerning the results obtained in both tests, it could be said that there were significant differences in the students' vocabulary performance.

It is crucial to stand out that the results obtained in this research work and the studies which were established in the previous studies section coincide among all. In the study that was carried out by Jordán *et al.* (2022), the results showed that the students increased their level of vocabulary after the intervention plan; they went from the basic level to the pre-intermediate one. Besides, it indicated that with the use of gamification there was significant progress in the development of

vocabulary competence. In the study of Adi et al. (2022), the results were that the implementation of gamification was significant as it created a positive impact in the classroom. Furthermore, it showed that learning based on gamification motivated students to improve and master their vocabulary. Waer (2021) in his results established that the use of gamification in the classroom was remarkable; this means that it was effective since the students increased their level of vocabulary significantly. Furthermore, the results pointed out that through the gamification strategy the students' attitudes when learning vocabulary were positive and they felt excited and motivated to increase their vocabulary knowledge. Jordán (2021) demonstrated that gamification helped students to increase their vocabulary level. Gamification was effective because it allowed students to go from a basic to an intermediate vocabulary level. Valdivieso (2016) in his investigation revealed that the implementation of gamification empowered students to increase and reinforce their vocabulary knowledge. Gamification was considered an excellent and useful strategy to encourage students to improve their vocabulary level. Finally, Boyinbode (2018) demonstrated that gamification motivated and urged students to learn vocabulary successfully. Gamification also offered learners the required motivation to acquire English vocabulary.

This study had some strengths that made the teaching and learning process easier and limitations that did not allow to carry out the intervention properly. In the context of strengths, it is remarked that students were motivated and active to learn and increase their vocabulary level through gamification; it means that students felt enthusiastic to develop the different gamified activities to improve the vocabulary aspects. Another strength was the support given by the teacher who acted as a guide and monitor in the learning process by giving feedback when it was necessary to help students to solve doubts or clarify something. The students were the center of the learning process where they had the chance to participate freely and learn from their mistakes. Respect among all was the primordial aspect when developing activities. The last strength was the population which was small; this was a relevant factor to carry out the lessons successfully. On the contrary, the limitations that emerged in the classroom were the lack of technological resources such as internet connection, computer, and projector.

In this research, enough information was collected to answer the research questions established on it. Answering the central question, How does gamification increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year?

It is crucial to indicate that gamification helped students to increase vocabulary since it caught their attention, motivated them to be active, and created participatory settings where all students took part of an interactive learning process. Gamification was an excellent way to encourage students to increase vocabulary in fun and active ways.

In the case of the subquestions, the following information was found. What are the most suitable gamification elements that increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year? The most suitable gamification elements that enabled students to increase vocabulary were: badges, rewards, points, challenges, leaderboards, cooperation, and feedback. There were also some emotions such as curiosity for solving challenges, happiness when they solved the questions well, and sometimes sadness for the wrong answers. However, they learned from their mistakes and with the given feedback they mastered the vocabulary in every single lesson. This data was obtained with the help of the instruments like questionnaire and field notes. How does gamification contribute to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year? It is relevant to remark that gamification contributed significantly to get positive results at the end of each lesson as it allowed students to increase their vocabulary effortlessly. Moreover, answering the last sub question, How effective is the application of gamification to increase vocabulary among tenth graders at a public high school in the city of Loja during the 2021-2022 school year? It is needed to indicate that the application of gamification in the classroom was effective because it was reflected on the results obtained in the posttest; this means, the results that were obtained by the students after the intervention plan. It evidently demonstrated that gamification had a positive impact on the learning process as it enabled students to increase their vocabulary level with success.

Lastly, it is suggested to develop further investigations of gamification not only on vocabulary but also on other English skills to know the effectiveness of gamification in the learning process.

8. Conclusions

The application of gamification allowed students to increase their vocabulary level. They overcome the problems presented in vocabulary, in relation to spelling, collocations, word usage, meaning, and grammatical function. Therefore, students increased their range of words. It is important to add that the highest improvement students had was on spelling; however, they continued having some limitations on using words in context.

Gamification elements such as mechanics, dynamics, and components are significant to help students to increase their English vocabulary. They involve students in interactive learning settings where they show positive attitudes toward the instructional process and are willing to learn more and more vocabulary. It evidently indicates that students are motivated to learn vocabulary when working with gamification.

Students showed positive attitudes toward gamification as they were engaged in the development of different gamified activities through the use of digital platforms like Kahoot, Quizzes, Classdash, Socrative, Flip the teacher, and so on, which got them involved in motivating and active learning settings. Thus, learners increase their English vocabulary in efficient ways. The majority of them agreed that they learned vocabulary better with gamification rather than with regular tasks which demonstrated that gamification was really effective to increase their vocabulary level.

9. Recommendations

Gamified activities should be used by teachers as they enhance students to increase vocabulary. The tasks developed during the teaching and learning process allow students to practice the vocabulary aspects. Therefore, students are able to spell words properly, use them well in context, form meaningful collocations, identify their meaning or recognize the correct grammatical function to which they belong to. Definitely, the activities that involve game elements motivate students to increase vocabulary since they create active learning environments. Finally, continued practice is needed on vocabulary to identify learners' vocabulary issues with an emphasis on word usage.

Teachers should include gamification in the learning process as it involves elements such as badges, rewards, points, feedback among others as a means to allow students to learn and apply vocabulary in context with success. To do it, teachers can apply a variety of activities that include gamification elements in order to enable them to practice and improve the desired vocabulary aspects. This means that the activities should be developed in order to help students to reinforce and learn new words to increase their vocabulary level. It is necessary that at the end of each activity teachers congratulate and motivate students to continue learning vocabulary with enthusiasm.

Teachers should include gamified activities to help students practice and increase their English vocabulary. The use of platforms such as Kahoot, Socrative, Dec.toys, Fling the teacher, ClassDojo, among others, facilitates the development of gamified activities to increase vocabulary in interactive and motivating ways. It is crucial to remark on the importance of these tools to involve learners in an innovative way to practice and increase vocabulary in enjoyable ways.

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11. Annexes

Annex 1: Certificado de Estructura, Coherencia y Pertinencia

Loja, 20 de abril de 2022

M.Sc.

Rosa Paola Moreno Ordoñez

**DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Ciudad

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de Trabajo de Integración Curricular denominado: **INCREASING VOCABULARY THROUGH GAMIFICATION AMONG TENTH GRADERS AT A PUBLIC HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR**, de la autoría del estudiante Luis Lenin Armijos Rivera, en el que se ha podido evidenciar que el autor ha incorporado todas las sugerencias y observaciones indicadas; por lo tanto, se emite el INFORME FAVORABLE en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.



Firmado electrónicamente por:
**CARMEN AURORA
OJEDA PARDO**

M.Sc. Carmen Aurora Ojeda Pardo
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE
LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Annex 2: Oficio del Director del Trabajo de Integración Curricular



**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ofc.084-D.CII/PINE-NG-AEAC-UNL
Loja, abril 22 del 2022

Doctora M.Sc.
Carmen Aurora Ojeda Pardo,
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **INCREASING VOCABULARY THROUGH GAMIFICATION AMONG TENTH GRADERS AT A PUBLIC HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR**, de autoría de **LUIS LENIN ARMIJOS RIVERA**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



**ROSA PAOLA
MORENO
ORDONEZ**

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pre and Posttest and Scoring Guide



Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros




Dear student. As undergraduate students, the following test will help us to analyze your understanding about English vocabulary. Please, answer the following questions as honestly as you can, your identity will be kept anonymous.


Student's code: _____

Date: _____

1. Look at the pictures below and complete the missing letters as corresponds.

(2 points) (Spelling)

Picture	Word
<p>a) </p>	<p>t _ _ ch _ _ ol _ _ g _ _</p>
<p>b) </p>	<p>d _ _ v _ _ c _ _ s</p>
<p>c) </p>	<p>a _ _ p _ _ ic _ _ t _ _ o _ _ s</p>

<p>d) </p>	<p>i _ _ v _ _ n t _ _ r</p>
---	------------------------------

**2. Choose the correct word (a, b, c or d) to form the proper English collocation for each space.
(2 points) (Collocations)**

1. When people carry out researches, they can look for digital _____ in the internet instead of printed ones.

- | | |
|-------------|---------------|
| a) notebook | c. worksheets |
| b) notes | d. books |

2. People may use social _____ like Facebook or Instagram to allow others know the importance of eating healthy food to guarantee the integral health.

- | | |
|----------------|-------------|
| a) websites | c. networks |
| b) experiments | d. problems |

3. The internet help us to spread information about a variety of cultural _____ such as concerts, or exhibitions that catch the people's attention.

- | | |
|-----------|--------------|
| a) life | c. meetings |
| b) events | d. existence |

4. There are different technological _____ that are really useful for people, for instance, printer, cellphones, computers etc.

- | | |
|----------------|--------------|
| a) innovations | c. reasoning |
| b) changes | d. thoughts |

5. Identify the words that belong to the correct part of speech.
(2 points) (Grammatical function)

Grammatical Function (Part of speech)	Examples of grammatical function	Answer
1. Nouns	a) communicate, invent, achieve, create	
2. Verbs	b) probably, practically, carefully, immediately	
3. Adjectives	c) machines, future, life, internet	
4. Adverbs	d) real, important, technological, possible	

THANKS FOR YOUR COLLABORATION!



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
PRE AND POSTTEST SCORING GUIDE

QUESTION 1 (SPELLING)

LITERAL	ANSWER	SCORE
A	Technology	0.5
B	Devices	0.5
C	Applications	0.5
D	Inventor	0.5

QUESTION 2 (COLLOCATION)

NUM BER	ANSWER	SCORE
1	D	0.5
2	C	0.5
3	B	0.5
4	A	0.5

QUESTION 3 (WORD USAGE)

NUMBER	ANSWER	SCORE
1	D	0.5
2	A	0.5
3	C	0.5
4	B	0.5

QUESTION 4 (MEANING)

NUMBER	ANSWER	SCORE
1	C	0.5
2	A	0.5
3	D	0.5
4	B	0.5

QUESTION 5 (GRAMATICAL FUNCTION)

NUMBER	ANSWER	SCORE
1	C	0.5
2	A	0.5
3	D	0.5
4	B	0.5

Annex 4: Questionnaire



FACULTAD DE EDUCACIÓN, ARTE Y COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. Gamification helps you to acquire vocabulary in fun and interesting ways.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The points, badges and leaderboards that you achieve motivate you to be more competitive.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Challenges, competitions and rewards encourage you to learn vocabulary.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Feedback helps you to master English words.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. You learn vocabulary with gamification better than regular tasks.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANKS FOR YOUR COLLABORATION!

Annex 5: Field Notes



FACULTAD DE EDUCACIÓN, ARTE Y COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

Researcher's name: _____

FIELD NOTES		
Observation #: Topic: Objective of the session: (what will students be able to do/know at the end of this session)	Date /Time: Class size: Participants: Students of tenth-year and the researcher	Location: Duration of the observation start/end time: Observer involvement: Not participant
Description of the event		Reflective notes

Annex 6: Grading Scale

Vocabulary Knowledge

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Gamification

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

Annex 7: Lesson Plans

LESSON PLAN 1

Class: 10 th Grade “A” N° Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Technological tools to communicate
Date: May 3 rd , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To explain the meaning, correct spelling of words related to technological tools - To write sentences properly by using the vocabulary in context. 	<ul style="list-style-type: none"> - Pre-test - Pedagogical module - Whiteboard - Markers - Notebook - Flashcards - Kahoot platform
Warm-up and Objective Discussion	
<p>The teacher asks students to divide the class in two groups in order to play the broken phone. He gives students a phrase about communication and they have to pass the message with all the members of the group. Then, the last student of each group has to write on the board the message he/she received.</p> <p>After that the teacher explains students the objective of the lesson: to explain the meaning, correct spelling of words related to technological tools to use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Show students some flashcards related to technological tools to communicate. Explain the meaning and pronunciation of words. Ask students to pay attention to the way in which words are written.</p> <p>Model Show students some disordered words and demonstrate them how to unscramble those words.</p>	

Write sentences by using the vocabulary from the lesson.
Guided Practice
<p>Students unscramble words from the lesson to get meaningful ones.</p> <p>Students are divided in three groups and write sentences by using the vocabulary given by the teacher.</p> <p>Ask students to write some sentences on the whiteboard in order to check mistakes.</p>
Independent Practice
<p>Students carry out a Kahoot Activity.</p> <p>Students are divided in three groups to complete some sentences by choosing the correct word. Select words that are properly spelled.</p> <p>Match pictures with their correct words (Gamification elements: competition, cooperation, relationships, feelings).</p> <p>Every time they answer a question, they can see the amount of points they win (Gamification element: points, progression)</p> <p>Watch a leaderboard with their achievements (Gamification element: leaderboard).</p> <p>Receive feedback when it is necessary (Gamification element: feedback).</p>
Assessment
Students will be assessed by completing some sentences with the correct vocabulary from the lesson.
Note: The first hour of the lesson (40 minutes) will be taken in order to apply the pre-test to the students.

Annexes

Flashcards






Kahoot Activity

1 - Quiz

His smartphone and _____ are monitored.




30 sec

- speakers
- radio
- headphones
- computer

7 - Quiz

Look at the picture and choose the correct word.




30 sec

- COMPUTER
- COMPUTER
- CUMPUTER
- COMMPUTER

8 - Quiz

Look at the picture and choose the correct word.



30 sec

- proyector
- projecto
- projecttor
- projector

UNIDAD EDUCATIVA DR “MANUEL AGUSTÍN CABRERA LOZANO”

STUDENT NAME: _____

TEACHER STUDENT: LUIS ARMIJOS RIVERA

GRADE: 10th “A”

Topic: Technological tools to communicate



Instruction: Fill in the gaps to get meaningful sentences by using the words from the box.

television	computer	radio	smartphone
headphones			

1. With the help of the internet connection and a _____ people can look for any information to do research.
2. People who do not have a TV to watch news, listen to them through a _____.
3. _____ are useful tools to allow to one person to listen to music or any information in a personal way.
4. A _____ is a very important gadget that people take with them to every place to keep in touch with a single call with the family or friends immediately.
5. A _____ requires of an antenna to watch any channel.



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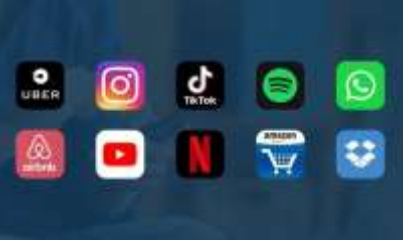
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros


Dear student. As undergraduate students, the following test will help us to analyze your understanding about English vocabulary. Please, answer the following questions as honestly as you can, your identity will be kept anonymous.

Student's code: _____

Date: _____

- 1. Look at the pictures below and complete the missing letters as corresponds.**
(2 points) (Spelling)

Picture	Word
a) 	t _ _ ch _ _ ol _ _ g _ _
b) 	d _ _ v _ _ c _ _ s
c) 	a _ _ p _ _ ic _ _ t _ _ o _ _ s

 <p>d)</p>	<p>i _ _ v _ _ n t _ _ r</p>
---	------------------------------

2. Choose the correct word (a, b, c or d) to form the proper English collocation for each space.

(3 points) (Collocation)

1. When people carry out researches, they can look for digital _____ in the internet instead of printed ones.

- | | |
|-------------|---------------|
| a) notebook | c. worksheets |
| b) notes | d. books |

2. People may use social _____ like Facebook or Instagram to allow others know the importance of eating healthy food to guarantee the integral health.

- | | |
|----------------|-------------|
| a) websites | c. networks |
| b) experiments | d. problems |

3. The internet help us to spread information about a variety of cultural _____ such as concerts, or exhibitions that catch the people's attention.

- | | |
|-----------|--------------|
| a) life | c. meetings |
| b) events | d. existence |

4. There are different technological _____ that are really useful for people, for instance, printer, cellphones, computers etc.

- | | |
|----------------|--------------|
| a) innovations | c. reasoning |
| b) changes | d. thoughts |

3. Complete the paragraph with the words from the boxes.

(2 points) (Word Usage)

a) gadgets

c) messages

b) people

d) internet

The importance of technology in communication.

Technology plays a vital role in communication. Nowadays, for everyone, it is important to have 1)

connection and technological 2) such as cellphones or

computers to send 3) through the social networks or write emails. Thanks to it, it is

possible that 4) keep in touch immediately with their family and friends without

matter the distance. Definitely, technology allows people to communicate with others so fast.

4. Match the words with their correct meanings.

(2 points) (Meaning)

1.worldwide

a) Something that has never been made before, or the process of creating something that has never been made before.

2.invention

b) The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment.

3. virtual assistant

c) Existing or happening in all parts of the world.

4. technology

d) A computer program or device that is connected to the internet and can understand spoken questions and instructions, designed to help you to make plans, find answers to questions.

- 5. Identify the words that belong to the correct part of speech.**
(2 points) (Grammatical function)

Grammatical Function (Part of speech)	Examples of grammatical function	Answer
1. Nouns	a) communicate, invent, achieve, create	
2. Verbs	b) probably, practically, carefully, immediately	
3. Adjectives	c) machines, future, life, internet	
4. Adverbs	d) real, important, technological, possible	

THANKS FOR YOUR COLLABORATION!

LESSON PLAN 2

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Social networks
Date: May 6 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 13:00 – 14:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the meaning of the most relevant words and collocations about social networks - To spell and use the vocabulary well in sentences. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Worksheet - Socrative platform
Warm-up and Objective Discussion	
<p>The teacher throws a ball to a student in order to play the spinning ball and asks him/her to tell a word related to social network. The student answers and throws the ball to another classmate and asks for another word and the game continues in the same way until everyone has played.</p> <p>The teacher presents the objective of the lesson: to explain the meaning, correct spelling of words and collocations related to social networks and to use them correctly in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Show students some words and collocations related to social networks. Explain the meaning and pronunciation of words. Ask students to look at how words are spelled.</p> <p>Model Look a flashcard and say the word that represent it. Look at one flashcard and demonstrates students how they should spell it properly. Write sentences by using the vocabulary about social networks.</p>	

Guided Practice

Students go to the board in order to spell correctly the words from the lesson.
Work in pairs in order to write 5 sentences by using the vocabulary about social networks which are given by the teacher.
Share the sentences with the whole class.
Complete a short paragraph by using the vocabulary from the lesson.
Put the words in the correct place to get meaningful sentences.
Find 3 words and 3 collocations about social networks in the word search.

Independent Practice

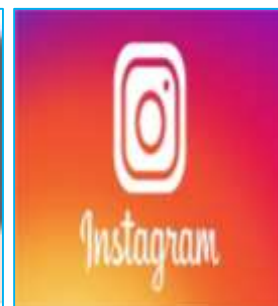
Students are divided in two groups to develop the activity called Space Race.
Each team is represented by a rocket (Gamification element: avatar). The activity starts when the teacher gives the order.
Answer questions related to the vocabulary aspects: meaning, spelling, collocations and use.
Work together to win points for their groups in order to win the competition (Gamification elements: competition, cooperation, relationships)
When students answer the questions right, their rocket will show a progression; if it does not happen, the groups will not progress (Gamification elements: progression, feelings).
At the end of the activity, students will receive feedback if it is necessary (Gamification element: feedback).
A badge is given to the winner group (Gamification element: badge)
Show students their achievement through the leaderboard (Gamification element: leaderboard).

Assessment

Students match the words and collocations about social networks with their correct meanings.

Annexes

Flashcards





Word Search

Social Networks

0 SCORE 00:03 TIME

K	V	V	D	X	A	Y	N	I	B	J	D	H	M	N	C	H	Q		
M	I	W	A	A	D	W	F	D	N	D	O	O	P	F	C	R	K	J	
F	R	I	E	N	D	L	Y	U	S	E	R	N	T	N	V	U	V	P	
R	C	R	S	Q	C	H	B	O	Q	N	E	O	M	W	X	Y	I	X	
A	O	M	T	H	N	O	C	D	U	E	H	I	V	O	Q	O	D	C	
W	B	A	O	N	V	M	R	M	F	T	A	T	E	M	N	C	O	E	
O	C	R	R	C	P	U	P	F	W	W	J	C	P	Q	O	L	F	L	
W	F	C	E	P	F	C	H	O	S	O	V	A	D	R	C	V	G	Q	
G	A	A	I	K	W	W	V	Y	N	R	B	R	S	I	F	S	B	R	
D	C	T	N	Y	I	C	S	Y	O	K	I	E	X	R	A	Y	K	A	
L	E	S	F	O	J	D	Y	K	V	I	S	T	F	L	R	J	C	Y	
O	B	N	O	Y	X	F	N	Q	L	I	D	N	U	I	N	R	P	X	
Y	O	I	R	J	T	L	C	C	L	V	X	I	P	P	D	X	P	E	
W	O	L	M	G	C	X	U	I	P	O	A	L	C	Y	A	X	L	T	
P	K	I	A	H	H	I	E	T	U	B	I	A	T	F	A	N	V	K	
P	D	J	T	D	V	P	V	H	C	R	E	I	J	A	M	D	J	X	
I	N	A	I	I	I	C	U	N	R	X	G	C	C	Y	E	B	Y	S	Y
F	C	F	O	E	D	P	C	U	Y	X	Q	O	T	C	W	R	Q	A	
W	I	P	N	S	S	S	Y	E	F	E	R	S	A	A	Q	V	F	V	

1. SOCIALINTERACTION
2. STOREINFORMATION
3. FRIENDLYUSER
4. INSTAGRAM
5. FACEBOOK
6. NETWORK

Space Race Activity

CREAND06634 180 >

LAUNCH QUIZZES ROOMS EFFORTS RESULTS

Space Race **START**

Blue

Magenta

1. Choose the correct meaning of social interaction.

- A The process of saving data on a computer, smartphone, memory stick, or in an online system.
- B Objects or machines that have been invented for a particular purpose.
- C An exchange of ideas, information, or beliefs, between two or more individuals.



2. Choose the missing letters in order to get a meaningful word or collocation.

G_ _l_n_

- A e oie
- B o oie
- C o oei

3. Choose the correct word or collocation that fits in the sentence. Oh

no! I _____ the wrong document.

- A delete
- B go online
- C store information

Badge



UNIDAD EDUCATIVA DR “MANUEL AGUSTÍN CABRERA LOZANO”

STUDENT NAME: _____

COURSE: 10th “A”

DATE: _____

TEACHER STUDENT: LUIS ARMIJOS RIVERA



Instruction: Complete the following passage by using the vocabulary from the box.

SOCIAL NETWORKING

-Device -delete -up-to-date -out-of-date -downloaded -go online
-do a search



1. **A:** What is this little ?
B: It is a memory stick for the computer. I use it to .
2. **A:** I am afraid that the information in this book about Finland is
B: That is OK. Let's and to look up the latest information.
3. **A:** Oh no; I the wrong . I do not want these games.
B: No problem. It is easy to them.
4. **A:** I really want a new MP3 player. I got mine 3 years ago. It is not
B: But it still works very well. Anyway, I think the older ones are more than the newer models.



UNIDAD EDUCATIVA DR “MANUEL AGUSTÍN CABRERA LOZANO”

STUDENT NAME: _____

COURSE: 10th “A”

DATE: _____



TEACHER STUDENT: LUIS ARMIJOS RIVERA

Topic: Social Networks

Instruction: Match the pictures with their correct definitions.



The process of saving data on a computer, smartphone, memory stick, or in an online system.



Objects or machines that has been invented for a particular purpose.

Social interaction



It is an online photo-sharing social media platform and application.

Store information



It connects people with family, friends and others. You can post on your walls and receive comments and it was created by Mark Zuckerberg.

Devices



An exchange of ideas, information, or beliefs, between two or more individuals.

LESSON PLAN 3

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Social inclusion in the digital era
Date: May 9 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 16:40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the correct spelling of words and collocations related to social inclusion in the digital era and use them well in context. 	<ul style="list-style-type: none"> - Pre-test - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Aulaemjogo Platform
Warm-up and Objective Discussion	
<p>Back-to-Back Drawing: The teacher divides the class in four groups. Then, he asks students to stand up and make four columns, then he gives to the last student a picture which is related to the vocabulary of the lesson. For example, a computer, smartphone. This student has to draw the picture on the back of his/her classmate who is in front. Finally, the last student draws that picture on the board.</p> <p>After that the teacher explains students the objective of the lesson: to identify the correct spelling of words and collocations related to social inclusion in the digital era and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Present vocabulary related to social inclusion in the digital era by using flashcards. Explain the meaning and pronunciation of words. Ask students to pay attention to the way in which words are written.</p>	

<p>Model</p> <p>Presents some flashcards without their names and model the activity by choosing one flashcard and writing the name that represent it.</p> <p>Write some sentences with the vocabulary from the lesson.</p>
<p>Guided Practice</p>
<p>Students go to the board to write the correct words or collocations that represent some flashcards. Students write two sentences using the vocabulary from the lesson in their notebook. Ask students to write some sentences on the whiteboard in order to check mistakes.</p>
<p>Independent Practice</p>
<p>Students develop the Zumbidash activity. Its objective is to eliminate the zombie before it crosses the garden and eats the plant (Gamification element: avatar, challenge). Students form four groups. Each group receives an avatar of a plant which has a specific color. (Gamification element: emotions, competition, cooperation, relationships, turns). Students are challenged to answer correctly the questions which contain the vocabulary from the lesson to avoid the destruction of their plants or avatar. Students of each group work together to answer correctly the questions to defeat the zombie and win the activity. They compete in groups and show respect each other as well as respects the turns to carry out it. When they answer well the questions feel happy and if they answer bad, they feel sad. Show the position of the students in every question they answer (Gamification element: progression. The activity shows their progress each time).</p>
<p>Assessment</p>
<p>Students look for 3 words and 3 collocations about social inclusion in a word search.</p>

Annexes

Flashcards





Word Search



Zumbidash Activity



Badge



LESSON PLAN 4

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Social inclusion in the digital era
Date: May 10 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the meaning of words and collocations related to social inclusion in the digital era and use them correctly in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Cellphone - Canva Presentation (Flashcards) - Worksheet - Google form - QR codes
Warm-up and Objective Discussion	
<p>Hangman Activity: The teacher thinks of words related to the lesson topic and write on the board the number of letters that the words have and the spaces to write the letters of the chosen words. After that, he suggests students to say letters to form the words. If the letters given are right, the teacher writes them in the correct place; and if the letters do not appear in the word, he starts drawing the image of a hanging man. The activity continues until the students guess the word or the teacher completes the diagram of the hang man.</p> <p>After that the teacher explains students the objective of the lesson: to identify the meaning of words and collocations related to social inclusion in the digital era and use them correctly in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Present the vocabulary to the students using some flashcards which contains words and collocations related to social inclusion in the digital era. Explain the meaning and pronunciation of words. Ask students to look at how words are spelled.</p>	

<p>Model</p> <p>Ask students to repeat that vocabulary after him. Present some flashcards without their names and he models the activity by choosing one flashcard and writing the name that represent it. Write some sentences using the vocabulary from the lesson</p>
<p>Guided Practice</p>
<p>Students go to board, choose one flashcard and write the correct word or collocation that represent it. Write 5 sentences by using the vocabulary from the topic in their notebook. Go to the board and write their sentences. Read a passage about digital era and answer some questions.</p>
<p>Independent Practice</p>
<p>Students carry out the Scape Room activity. Its objective is to scan the QR codes which show different questions which refer to the vocabulary from the lesson. Students are divided in five groups. They have to scan one by one the QR codes, answer the questions to continue with other challenge (question) and write in piece of paper the clues they obtain once they answer them properly (Gamification elements: challenges, cooperation, relationships). Students work together with respect to complete the challenges in the correct way. Finish scanning the QR codes, they write the joined clues (Gamification elements: badge, constraints, feedback Receive a badge and for the students who could not complete the challenge will receive feedback</p>
<p>Assessment</p>
<p>Students develop a crossword taking into account the meanings of the vocabulary from the lesson.</p>

Annexes

Flashcards





Scape Room Activity



QR CODE 1

QR CODE 2

QR CODE 3

QR CODE 4

FINAL LOCK



Badges



LESSON PLAN 5

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Equality diversity and inclusion
Date: May 13 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 13:00 – 14:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To recognize the correct spelling of words and collocations related to equality diversity and inclusion, classify them in their correct grammatical function and use them well in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Aulaemjogo Platform - YouTube video - Worksheet - YouTube video https://www.youtube.com/watch?v=maw6htmlN
Warm-up and Objective Discussion	
<p>Charades: The teacher divides the class in four groups then, he provides a word to one student of each group. Later, students need to act out the word to their classmates. Those words are related to the topic. The others students will try to guess the word.</p> <p>After that the teacher explains students the objective of the lesson: to recognize the correct spelling of words and collocations related to equality diversity and inclusion, classify them in their correct grammatical function and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Show students some words and collocations related to related to equality diversity and inclusion by using flashcards. Explain the meaning and pronunciation of words. Ask students to look at how words are spelled.</p>	

<p>Model</p> <p>Look a flashcard and say the word that represent it. Look at one flashcard and demonstrates students how they should spell it properly. Classify vocabulary in their correct grammatical functions. Writes some sentences using the vocabulary related to the lesson.</p>
<p>Guided Practice</p> <p>Students go to the board to complete the missing letters to get meaningful words and collocations. Students watch a video about equality diversity and inclusion and share their opinions by using the vocabulary from the lesson. Students write sentences based on the video by using the words and collocations about equality diversity and inclusion. Students go to the board and write some sentences.</p>
<p>Independent Practice</p> <p>Students develop the Clash Dash activity. Its objective is to destroy the opposing team's fortress by answering questions correctly Students are divided in two groups to develop the activity (Gamification elements: emotions, cooperation, relationships, turns. Work together to answer correctly the questions to destroy the fortress of the other group Compete in groups and show respect each other as well as respect the turns to carry out it properly. Show students their position the position of each group (Gamification element: progression. The activity shows their progress each time). Placed students according to their points (Gamification element: points, leaderboard, badge. Allows students to see their position and win badges when the activity has been fished correctly).</p>
<p>Assessment</p> <p>Students look at some pictures and select the correct written form of words and collocations about the topic.</p>

Annexes

Flashcards





Clash Dash Activity



Badge



LESSON PLAN 6

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Technology in education
Date: May 16 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 16:40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the correct spelling of words and collocations related to technology in education. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Baamboozle Platform - Worksheet
Warm-up and Objective Discussion	
<p>Sentence scramble: The teacher shows students some disordered sentences which contain vocabulary related to technology in education, scramble them and say the sentences they formed.</p> <p>After that the teacher explains students the objective of the lesson: to identify the correct spelling of words and collocations related to technology in education.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Show students some flashcards which contain words and collocations about technology in education. Teacher shows students the flashcards with their names and they say the name of them. Ask students to pay attention to the way in which words are written.</p> <p>Model Select one flashcard and models the activity by writing the name that correspond to the chosen picture. Write some sentences with the vocabulary from the lesson.</p>	

Guided Practice
Write 3 sentences with the vocabulary from the vocabulary. Go to the board to write the correct words or collocations that represent those flashcards.
Independent Practice
Students develop the Baamboozle activity. Divide students in groups to answer questions correctly and win points (Gamification element: challenges, competition). Students are challenged to answer properly questions about technology in education to win the competition.) Work together to answer the questions in an accurate way in order to win points during the activity. Work cooperatively in groups and show respect each other as well as respect their turns. Students can see the position of each group (Gamification element: progression. The activity shows their progress each time). Students at the end of the activity see the number of points they have achieved in the activity (Gamification element: points, badge. It allows students to see their position and know the winner group which receives a badge).
Assessment
Students match the words and collocations with the words that represent them.

Annexes

Flashcards



Bamboozle Activity

The image shows a screenshot of the Bamboozle game interface. On the left is a 3x5 grid of blue buttons numbered 1 through 15. The top of the grid is labeled 'Team 1', 'Team 2', and 'Team 3'. On the right are two puzzle panels. The top panel is titled 'GUIDANCE' and asks to 'Order the following word: EUNCAIDG'. Below the word are icons for undo, redo, and a pencil. A blue arrow button is on the right. The bottom panel is titled 'PRACTICE' and asks to 'Order the following word: RPCIECAT'. It has the same icons as the top panel and a small black cat icon on the right.

Badge



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN
CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

- **Instruction: Match the pictures with the words that represent each one.**



Practice



Technology



Online spaces



Learn



Classroom

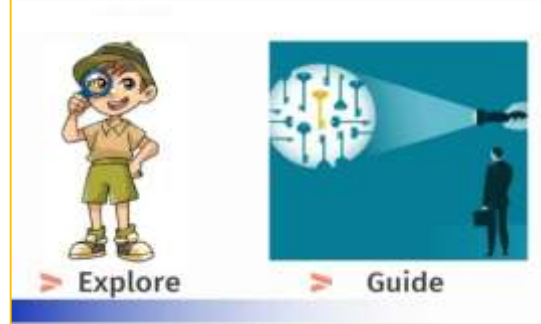
LESSON PLAN 7

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Technology in education
Date: May 17 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the meaning of words and collocations related to technology in education and classify them in their correct grammatical function and use them correctly in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Cellphone - Canva Presentation (Flashcards) - Worksheets - Power Point (Jeopardy Activity)
Warm-up and Objective Discussion	
<p>Odd one out: The teacher thinks of words related to technology in education and write them on the board, for example verbs (study, practice, learn, technological) and ask them what is the word that does not belong to the category.</p> <p>After that the teacher explains students the objective of the lesson: to identify the meaning of words and collocations related to technology in education and classify them in their correct grammatical function and use them correctly in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some flashcards which contains words and collocations related to technology in education with their meanings Read aloud the words with the correct pronunciation. Ask students to look at how words are spelled. Show a table where students can find the vocabulary classified in their correct grammatical function and tells them the meaning of those words and collocations.</p>	

<p>Model</p> <p>Ask students to repeat that vocabulary after him. Show students the flashcards without their names and asks them to say the correct word or collocation Write some sentences using the vocabulary from the lesson</p>
<p>Guided Practice</p>
<p>Write 5 sentences by using the vocabulary about technology in education. Complete a reading passage by using the vocabulary related to technology in education.</p>
<p>Independent Practice</p>
<p>Students develop the Jeopardy activity. Its objective is to answer questions related to the vocabulary from the lesson. The questions require to be answered correctly to win points for each group. Divide the class in two groups. They choose a category (verbs, nouns, adjectives, adverbs, collocations) and answer the questions. Students should know that the easier questions have less points than the hardest ones. (Gamification elements: challenges, cooperation, emotions, relationships, turns, points, competition. Students carry out the activity by competing in groups, showing respect toward each, listening to each other and respecting the turns to complete the challenges in the best way. When they answer a question well, they can see the number of points they achieve (Gamification element: points, progression. The points show their progression while answering the questions). Students can see their final score (Gamification elements: win states, badge, constraints, feedback The group of students that get more points feels satisfaction for mastering the vocabulary from the lesson. They will receive a badge for their effort. For the group of students that presents constraints or limitations to develop the activity will receive feedback).</p>
<p>Assessment</p>
<p>Students fill in the gaps by using the vocabulary from the lesson to form meaningful sentences about technology in education.</p>

Annexes

Flashcards



Jeopardy Activity



VERBS	NOUNS	ADJECTIVES	ADVERBS	COLLOCATIONS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400

Badge



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

TECNOLOGY IN EDUCATION

1. Use the words from the box to complete the following paragraph about technology in education.



Technology changed the world and the way people live. There are lots of electronic and digital _____ that make our lives easier. Thanks to the _____, we can _____ in just a few seconds with _____ on the other side of the world. E-books and new _____ programs have helped us _____ things and have made _____ more interesting.



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

1. Fill in the gaps to form meaningful sentences about technology in education by using the vocabulary from the box.

guide	online spaces	classroom	digital learning
technology			

✚ _____ is very important in today's learning process.

✚ Students prefer to go to have classes in the _____ instead of having online classes.

✚ The teacher is a _____ for students during the teaching and learning process.

✚ There is a variety of _____ such as websites, articles etc. where students can go online to learn or reinforce a lesson.

✚ During the pandemic, _____ was the unique way in which students could continue studying and acquiring knowledge.

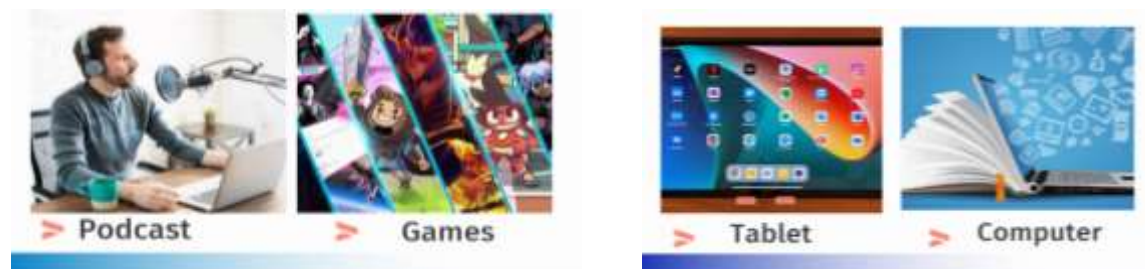
LESSON PLAN 8

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Technological resources to promote learning
Date: May 20 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 13:00 – 14:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To recognize the meaning, correct spelling of words and collocations related to technological resources to promote learning, and use them well in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Worksheet - Content generator. Com (Platform)
Warm-up and Objective Discussion	
<p>Spot the word: The teacher puts a long word up on the board. That word is related to the lesson topic, for example, technological. Then, he asks students to create as many words as they can from the given word.</p> <p>After that the teacher explains students the objective of the lesson: to recognize the meaning, correct spelling of words and collocations related to technological resources to promote learning, and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Displays students some flashcards which contains words related to technological resources to promote learning Explain the meaning and pronunciation of words. Say the meaning of those words.</p> <p>Model Look a flashcard and say the word that represent it. Look at one flashcard and demonstrates students how they should spell it properly. Classify vocabulary in their correct grammatical functions. Writes some sentences using the vocabulary related to the lesson.</p>	

Asks students to pay attention to how words and collocations are written, erases some letters of that vocabulary, models how students have to spell that vocabulary and say the meaning of them.
Guided Practice
<p>Students go to the board to complete the missing letters to get meaningful words and collocations and say the meaning of them.</p> <p>Listen to an audio track about technology in education and answer some questions.</p> <p>Write two sentences with the vocabulary from the lesson</p> <p>Go to the board to write one sentence.</p>
Independent Practice
<p>Students develop the Clash Dash activity. Its objective is to destroy the opposing team's fortress by answering questions correctly</p> <p>Students are divided in two groups to develop the activity (Gamification elements: emotions, cooperation, relationships, turns.</p> <p>Work together to answer correctly the questions to destroy the fortress of the other group</p> <p>Compete in groups and show respect each other as well as respect the turns to carry out it properly.</p> <p>Show students their position the position of each group (Gamification element: progression. The activity shows their progress each time).</p> <p>Placed students according to their points (Gamification element: points, leaderboard, badge.</p> <p>Allows students to see their position and win badges when the activity has been fished correctly).</p>
Assessment
Students look at some pictures and select the correct written form of words and collocations about the topic.

Annexes

Flashcards





> Online Course



> Smart board

Fling the Teacher Activity



Badge



LESSON PLAN 9

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Sports and exercises to be healthy
Date: May 24 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> ❖ To identify the meaning, correct spelling of collocations related to sports and exercises to be healthy and to use it in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Cellphone - Canva Presentation (Flashcards) - Worksheets - Quizizz platform
Warm-up and Objective Discussion	
<p>I know 5 words: The teacher has a ball on his hands and says I know 5 names of sports. Once he says that throws the ball to one student and that student throws to another one. The game continues until the first 5 students have said a sport. After that the ball returns to the teacher and other 5 students do the same activity. The activity ends when all students participate.</p> <p>After that the teacher explains students the objective of the lesson: To identify the meaning, correct spelling of collocations related to sports and exercises to be healthy and to use it in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some collocations related to sports and exercises to be healthy by using flashcards. Ask students to pay attention to how the collocations are spelled.</p>	

<p>Model Presents some flashcards without their names and model the activity by choosing one flashcard and writing the name that represent it. Models some sentences by using the vocabulary from the lesson.</p>
<p>Guided Practice</p>
<p>Go to the board, look at one flashcard that does not have its name and spell it properly. Write 5 sentences by using the vocabulary about sports and exercises to be healthy. Read a small paragraph about the topic and answer some questions.</p>
<p>Independent Practice</p>
<p>Develop a Quizizz Activity. Its objective is to answer questions related to the vocabulary from the lesson. The questions require to be answered correctly to win points for each group. Students are divided in three groups Students enter to the Quizizz platform and answer 10 questions Students work in their groups. If the groups answer correctly, they will win points (Gamification elements: challenges, cooperation, relationships, points, competition) Answer a question if it right or wrong (Gamification element: emotions, progression. See the number of points they have achieved in the activity (Gamification element: points. The group that has more points is the winner and receive a badge. (Gamification element: badge. It motivates students to continue learning vocabulary). Students receive feedback about any aspect of vocabulary (Gamification element: constraints, feedback. It enables students to reinforce any aspect of the vocabulary from the lesson.)</p>
<p>Assessment</p>
<p>Students write the correct verb (go, do, play) to form meaningful collocations about the topic.</p>

Annexes

Flashcards






Quizz Activity

 Q. She ____ (dance) every Monday.

answer choices

dancing dances

danced dance

 Q. Complete the following sentence: choose the correct collocation for it.
I ____ fishing with my friends.

answer choices

play do

go

Badges



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

1. Read the following passage about sports and exercises to be healthy.

I am Alexander. I'm twelve years old. I like sports. I'm good at surfing but I'm not good at skiing. I'm good at skateboarding but I'm not good at ice-skating. I'm good at snowboarding but I'm not good at in-line skating

1. Alexander is good at skiing.

TRUE

FALSE

2. Alexander is not good at skateboarding.

TRUE

FALSE

3. He is good at surfing.

TRUE

FALSE

4. He is not good at in-line skating.

TRUE

FALSE

UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

1. Students write the correct verb to form meaningful collocations about sports and exercises to be healthy.

Go/Do/Play

1. swimming
2. yoga
3. gymnastics
4. tennis
5. football
6. athletics
7. karate
8. surfing
9. rugby
10. basketball
11. judo
12. hiking
13. volleyball
14. skiing
15. running

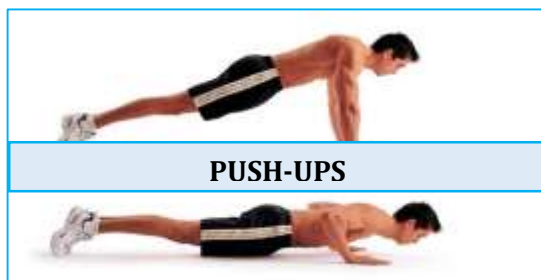
LESSON PLAN 10

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Sports and exercises to get fit.
Date: May 27 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 13:00 – 14:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To recognize the meaning, correct spelling of words related to sports and exercises to get fit, identify their grammatical function and use them well in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Worksheets - Deck. toys platform
Warm-up and Objective Discussion	
<p>Spelling activity: The teacher works with the whole class, he says students to stand up and form a circle, then the teacher says a word, and the teacher models how to spell that word. After that, he asks students to say one letter of the word. Students who say a wrong letter returns to their seats. If students do not give a wrong answer teacher gives a new word. The activity finishes when one student is left.</p> <p>After that the teacher explains students the objective of the lesson: to recognize the meaning, correct spelling of words related to sports and exercises to get fit, identify their grammatical function and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Present the vocabulary to the students using some flashcards which contains words and collocations related to social inclusion in the digital era. Teacher says the meaning of those words Show students the flashcards without their words and ask them to say the name of them. Ask students to look at how words are spelled.</p>	

<p>Model Present students a table which shows the words from the lesson categorized according to their grammatical function and explains the meaning of each category. Model some sentences by using the vocabulary from the lesson.</p>
<p>Guided Practice</p> <p>Go to the board to write the names that represent each flashcard and say the meaning of them. Work in pairs and write 5 sentences by using the vocabulary from the lesson. Write on the whiteboard their examples to check their mistakes if it is necessary. Read a paragraph about sport and answer some questions</p>
<p>Independent Practice</p> <p>Develop the activity called Learning Path. Narrate a story in which students have to complete the stages of the activity to defeat a monster. (Gamification element: narrative) Divides the class into 3 groups (Gamification elements: cooperation, relationships) Solve some challenges in which they have to answer questions related to the topic (Gamification element: challenges). See their progress on the activity and the points they get in each question (Gamification element: progression, points). The group that achieves more points wins the activity and receive a badge and reward (Gamification element: badge, reward) At the end of the activity students who had constraints with the questions receive feedback (Gamification element: feedback. It helps students to reinforce their vocabulary knowledge as well as to correct mistakes)</p>
<p>Assessment</p> <p>Students order some sentences which includes the vocabulary from the lesson.</p>

Annexes

Flashcards



TRAINER



WEIGHTS



RUN



TRAIN



Learning Path Activity



Badge



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

READING ACTIVITY

1. Read the following paragraph about Serena Williams and answer some questions related to it.

My name is Serena Williams. I'm an American tennis player. I'm 40 years old. I love playing tennis. It's my favourite sport! To be a professional tennis player you need to practice a lot and do exercise. When I play tennis, I wear a shirt, shorts, and trainers. I need of course a racket and a tennis ball. I don't wear a suit or a helmet. I don't need a harness either. So, you don't need so many things to play tennis.



- Read the text again and answer the questions:

1) How old is she? _____

2) What sport does she play? _____

3) What do you need to be a professional tennis player?

a) eat a lot b) sleep a lot c) practice a lot

4) What clothes does she wear to play tennis?

a _____, _____ and _____

5) What equipment does she need?

a _____ and a _____

UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

ORDERING SENTENCES

Instruction: Order the following sentences related to sports and activities to get fit.

1. every/do/ Friday. /We/squats

2. around/I/run/everyday.

3. love/ to/ be/ I/ fit. Therefore, /go / to/ I/ gym/the/ all afternoons.

4. does/ push-ups/He/ because/ a/ is/ he/ soldier.

5. sports/ train/They/Saturdays /on/.

LESSON PLAN 11

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Ways to improve mental health
Date: June 6th, 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 16:40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - Recognize the correct spelling of words related to ways to improve mental health. - Use the vocabulary accurate in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Zumbidash platform - Worksheet
Warm-up and Objective Discussion	
<p>Writing game: The teacher divides the class into two groups, with a marker divides the whiteboard in two parts and writes the number of each group. The students make a column and he gives a number to each one. He gives to the first student a marker and asks to all of them to write only one letter in order per each one. Then, he says a word related to the topic; for instance, projector. Once they write the word, the teacher checks if it is right. The group that does it well wins a point.</p> <p>After that the teacher explains students the objective of the lesson: To recognize the correct spelling of collocations and words related to ways to improve mental health and use them in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display some vocabulary related to ways to improve mental health by using flashcards. For example, take a break, do exercises, have fun, etc. Ask students to pay attention to how the collocations are written.</p>	

<p>Model Erases the words that belong to each picture and models how students have to spell that vocabulary. Model some sentences by using the vocabulary from the lesson.</p>
<p>Guided Practice</p>
<p>Go to the board and write properly the names of the flashcards and then spell the words. Writes 2 sentences on their notebook with the vocabulary from the lesson. Say sentences using the vocabulary lesson.</p>
<p>Independent Practice</p>
<p>Develop the Zumbidash activity. Its objective is to eliminate the zombie before it crosses the garden and eats the plant (Gamification element: avatar, challenge. Students are challenged to answer correctly the questions which contain the vocabulary from the lesson to avoid the destruction of their plants or avatar). The zombie has three lives (Gamification element: chance. It refers to the opportunities that students have to answer the questions well and take care of their plants). Teacher divides the class in 2 groups. Each group receives an avatar of a plant which has a specific color. (Gamification element: emotions, competition, cooperation, relationships, turns. The students of each group work together to answer correctly the questions to defeat the zombie and win the activity. They compete in groups and show respect each other as well as respects the turns to carry out it). Each time that students answer a question they can see the position of each group (Gamification element: progression. The activity shows their progress each time). At the end of the activity students are placed according to their points (Gamification element: points, leaderboard, badge. It allows students to see their position and win badges when win the activity). The group that answers more questions well is the winner and receive a badge (Gamification element: badge. It motivates students to learn vocabulary).</p>
<p>Assessment</p>
<p>Students listen to the teacher and writes the word from the lesson that he says.</p>

Annexes

Flashcards





Zumbi Dash Activity



Badges



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

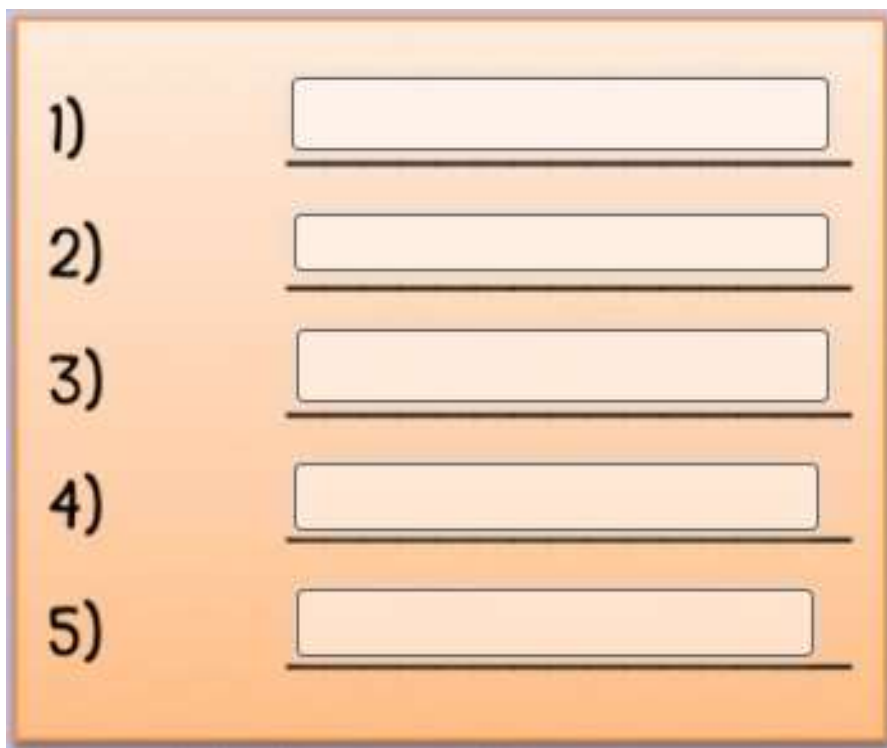
NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

Instruction: Listen to the teacher and write the words that you hear.



1)

2)

3)

4)

5)

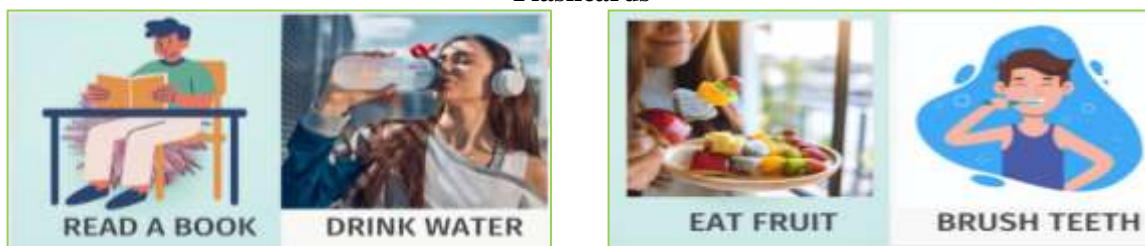
LESSON PLAN 12

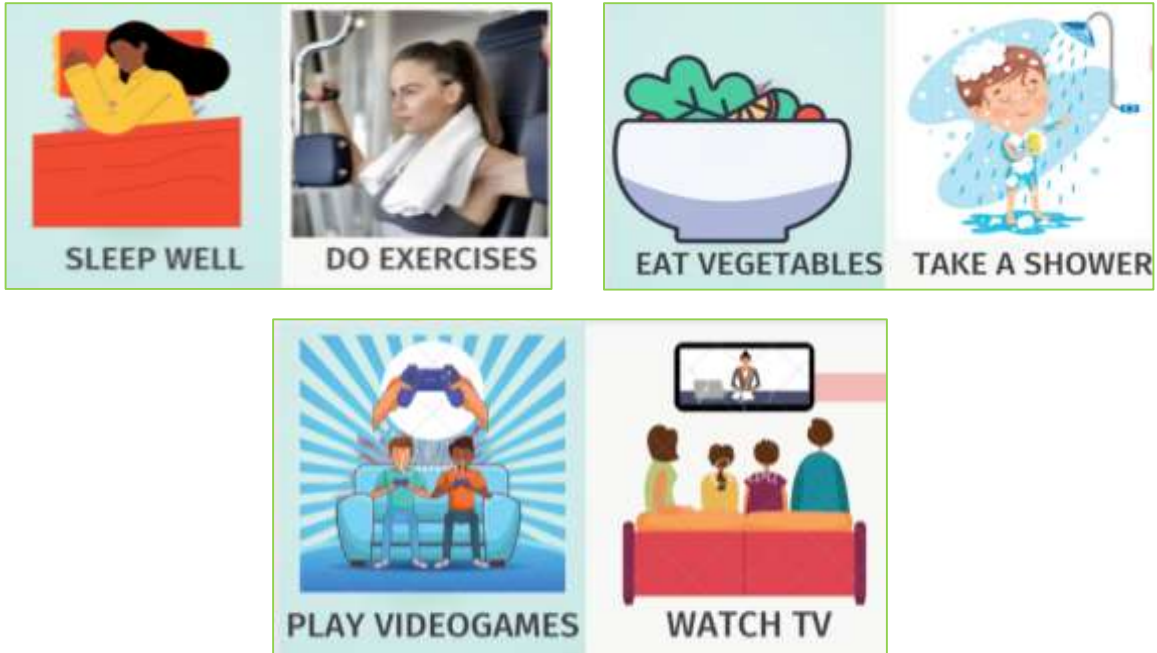
Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Healthy and unhealthy activities
Date: June 7th, 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16h00 – 17h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - Recognize the meaning and correct spelling of collocations related to sports and exercises to be healthy. - Use the vocabulary in context to get meaningful sentences 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Cellphone - Canva Presentation (Flashcards) - Worksheets - BlooKet platform
Warm-up and Objective Discussion	
<p>Guess the word: The teacher works with the whole class, then he asks one student from the group to go in front of the class. The teacher tells to the student a word and he/she acts out and the students try to guess the word. After that, he chooses 2 more students and repeats the same process.</p> <p>After that the teacher explains students the objective of the lesson: To identify the meaning, correct spelling of collocations related to sports and exercises to be healthy and to use it in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some collocations related to sports and exercises to be healthy by using flashcards. Show students the flashcards without their names and ask them to say the correct collocations. Ask students to pay attention to how the collocations are spelled.</p>	

<p>Model</p> <p>Model the pronunciation of the words and ask students to repeat them. Model some sentences by using the vocabulary from the lesson.</p>
<p>Guided Practice</p>
<p>Go to the board, look at one flashcard that does not have its name and spell it properly. Write 4 sentences by using the vocabulary about sports and exercises to be healthy. Read paragraph about the topic and answer some questions.</p>
<p>Independent Practice</p>
<p>Develop the Blooket Activity. Its objective is to answer questions related to the vocabulary from the lesson. The questions require to be answered correctly to win points and get an avatar. When students get points, they also get coins, the coins are used to improve the ability of their avatar. Students are divided into three groups. Students enter to Blooket platform and answer 10 questions. Students work in their groups. If the groups answer correctly, they will win points and one avatar (Gamification elements: challenges, avatar cooperation, relationships, points, competition.) When students answer a question if it right or wrong (Gamification element: emotions, progression. The activity shows their progress each time and students will show their feelings according to their answers). When the activity finishes, students have the opportunity to see the number of points they have achieved in the activity (Gamification element: points) The group that has more points is the winner and receive a badge. (Gamification element: badge. It motivates students to continue learning vocabulary). At the end of the activity students who had difficulties to solve any question receive feedback (Gamification element: constraints, feedback. It enables students to reinforce any aspect of the vocabulary from the lesson.)</p>
<p>Assessment</p>
<p>Students write and classify the habits and routines in their correct category (do/ don't)</p>

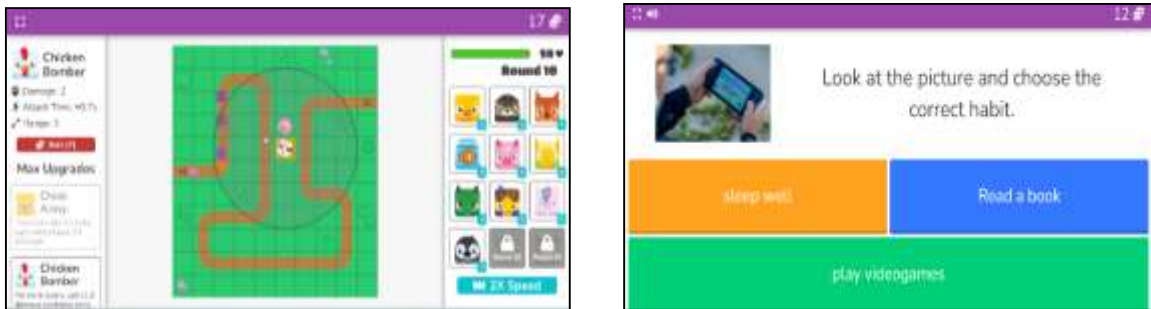
Annexes

Flashcards





Blooket Activity



Badges



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

1. Look and choose the following activities and classify them in the correct category (do or don't).



Do	Don't

LESSON PLAN 13

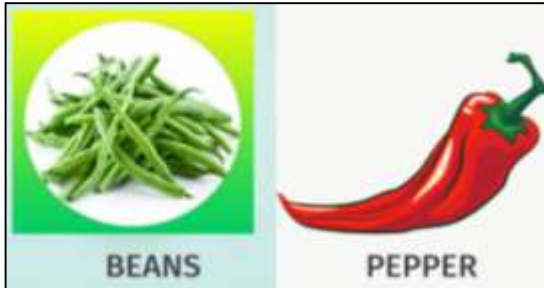
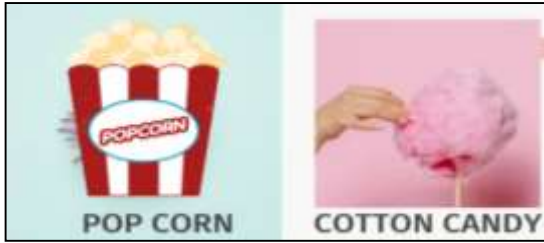
Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Healthy and unhealthy food
Date: June 10th, 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - Recognize the correct meaning and spelling of words and collocations related to healthy and unhealthy food. - Use the vocabulary properly in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Worksheets - Playfactible platform
Warm-up and Objective Discussion	
<p>Two truths and one lie: The teacher writes three sentences on the board and ask them to guess which of them are true and the one that is false. These sentences include the vocabulary from the lesson.</p> <p>After that the teacher explains students the objective of the lesson: To recognize the meaning, correct spelling of words, collocations related to healthy and unhealthy food and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some vocabulary about healthy and unhealthy food by using flashcards. Show students the flashcards without their words and ask them to say the name of them. Ask students to pay attention to how words are written and erases the name of the flashcards.</p> <p>Model Model how students have to spell that vocabulary and say the meaning of them. Model the pronunciation of the words and ask students to repeat them. Model some sentences by using the vocabulary from the lesson.</p>	

Guided Practice
<p>Go to the board to write the names that represent each flashcard and say the meaning of them. Students work in pairs and write 3 sentences by using the vocabulary from the lesson. Write their examples on the whiteboard to check their mistakes if it is necessary. Read a passage and answers some questions related to it.</p>
Independent Practice
<p>Develop the Jeopardy activity. Its objective is to answer questions related to the vocabulary from the lesson. The questions require to be answered correctly to win points for each group. Students are divided into three groups.</p> <p>Answer questions related to the aspects of vocabulary. Students should know that the easier questions have less points than the hardest ones. (Gamification elements: challenges, cooperation, emotions, relationships, turns, points, competition.</p> <p>Carry out the activity by competing in groups, showing respect toward each, listening to each other and respecting the turns to complete the challenges in the best way. If they answer right, they win the number of points assigned per each question and feel happy or sad according to their answers).</p> <p>When they answer a question well, they can see the number of points they achieve (Gamification element: points, progression. The points show their progression while answering the questions). Once the activity finish, both groups can see their final score (Gamification elements: win states, badge, constraints, feedback. The group of students that get more points feels satisfaction for mastering the vocabulary from the lesson. They will receive a badge for their effort. The group of students that presents constraints or limitations to develop the activity, the teacher will give them feedback).</p>
Assessment
<p>Students match the pictures with their correct words.</p>

Annexes

Flashcards





Badge



Jeopardy Activity



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"










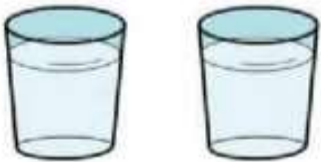
NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

Instruction: Match the pictures with the correct name.

	Glass of water	
	Chicken	
	Carrot	
	Cheese	
	Eggs	
	Tomato	
	Grapes	
	Lettuce	
	Melon	
	Ice cream	

UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

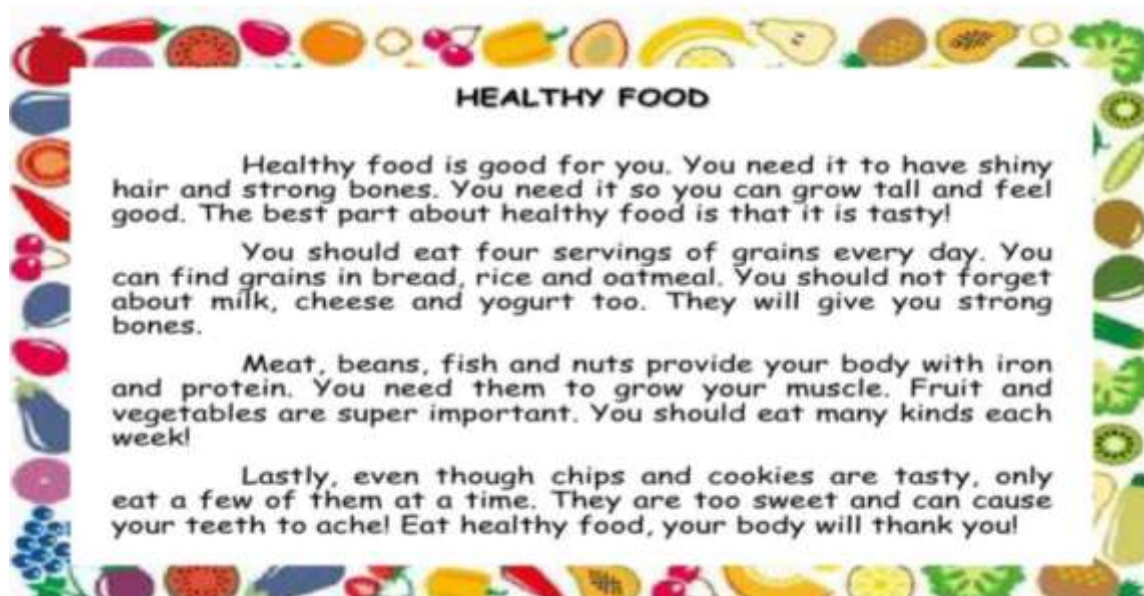
TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

Instruction: Read the following information and complete some sentences related to it.

READING COMPREHENSION



HEALTHY FOOD

Healthy food is good for you. You need it to have shiny hair and strong bones. You need it so you can grow tall and feel good. The best part about healthy food is that it is tasty!

You should eat four servings of grains every day. You can find grains in bread, rice and oatmeal. You should not forget about milk, cheese and yogurt too. They will give you strong bones.

Meat, beans, fish and nuts provide your body with iron and protein. You need them to grow your muscle. Fruit and vegetables are super important. You should eat many kinds each week!

Lastly, even though chips and cookies are tasty, only eat a few of them at a time. They are too sweet and can cause your teeth to ache! Eat healthy food, your body will thank you!

1. We need to eat healthy food to have
2. Healthy food is also needed so we can good.
3. We should eat of grains every day.
4. Grains can be found in food such as .
5. Milk, cheese and yogurt will give us .
6. Meat, beans and fish provide our body with .
7. We should eat many kinds of each week.
8. We should not eat too much as they are too sweet and can cause our teeth to ache.

LESSON PLAN 14

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Personal hygiene
Date: June 13 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 16:40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To recognize the correct spelling of collocations and words related to ways to personal hygiene and use them in context 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Socrative (space race) - Worksheet
Warm-up and Objective Discussion	
<p>Spot the error: Teacher write some sentences on the board, each with a variety of errors, and challenge learners to spot them in order to get meaningful sentences which contains the vocabulary from the lesson, for example, toothpaste.</p> <p>After that the teacher explains students the objective of the lesson: to recognize the correct spelling of collocations and words related to ways to personal hygiene and use them in context</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher displays some vocabulary related to personal hygiene by using flashcards. Ask students to pay attention to how the words and collocations are written.</p> <p>Model Models how students have to spell the vocabulary. Models some sentences by using the vocabulary from the lesson.</p>	
Guided Practice	

Go to the board and write properly the names of the flashcards and then spell the words.
Write 2 sentences on their notebooks by using the vocabulary from the lesson.
Say sentences using the vocabulary lesson.

Independent Practice

Develop the Space race activity by using Socrative. Its objective is to answer questions to win the race (Gamification element: challenge).

Divide the class in 3 groups. Each group receives an avatar of a rocket which has a specific color. (Gamification element: avatar, emotions, competition, cooperation, relationships, turns). Students of each group work together to answer correctly the questions win points and the activity.

Compete in groups and show respect each other as well as they respect the turns to carry out it. Each time that students answer a question they can see the position of each group (Gamification element: progression. The activity shows their progress each time).

Place students according to their points (Gamification element: points, leaderboard, badge)

Allow students to see their position and win badges when win the activity.

The group that answers more questions well is the winner and receive a badge (Gamification element: badge. It motivates students to learn vocabulary).

Assessment

Students complete some sentences by using the vocabulary from the lesson.

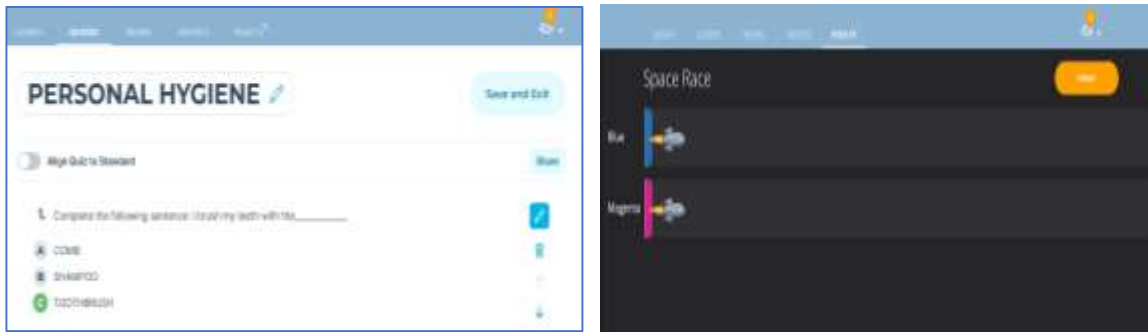
Annexes

Flashcards





Socrative (Space Race Activity)



Badge



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

Instruction: Complete the sentences with correct word that represent the picture.

1. I dry my hands with a



2. I use in the restroom.



3. I comb my hair with a .



4. I use a to see me.



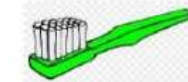
5. I put on my toothbrush.



6. I wash my hair with .



7. I brush my teeth with a .



8. I clean my body with a .



LESSON PLAN 15

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Health problems.
Date: June 14 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the meaning, correct spelling of words and collocations related to health problems and to use them properly in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Cellphone - Canva Presentation (Flashcards) - Worksheets - Class dash platform
Warm-up and Objective Discussion	
<p>Vocabulary builder activity: Teacher asks to one student to go up to the front, gives to him a flashcard and shows to the whole class and they have to guess the word that represent the picture.</p> <p>After that the teacher explains students the objective of the lesson: to identify the meaning, correct spelling of words and collocations related to health problems and to use them properly in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some collocations related to health problems by using flashcards. For instance, backache, toothache. Teacher says the meaning of those words Ask students to look at how words are spelled.</p> <p>Model Model some sentences by using the vocabulary from the lesson. Models some sentences by using the vocabulary from the lesson.</p>	

Guided Practice

Go the board, look at one flashcard that does not have its name and spell it properly.
Write 4 sentences by using the vocabulary about health problems.
Look at some pictures and choose the sentences that represent each one.

Independent Practice

Develop the Clash Dash activity. Its objective is to destroy the opposing team's fortress by answering questions correctly.
Divide in two groups to develop the activity (Gamification elements: emotions, cooperation, relationships, turns).
Work together to answer correctly the questions to destroy the fortress of the other group.
Compete in groups and show respect each other as well as respect the turns to carry out it properly.
See their position (Gamification element: progression. The activity shows students their progress each time).
Place students according to their points (Gamification elements: points, leaderboard, badge)
Win badges when the activity finished.

Assessment

Students find in a search word some vocabulary related to the lesson topic.

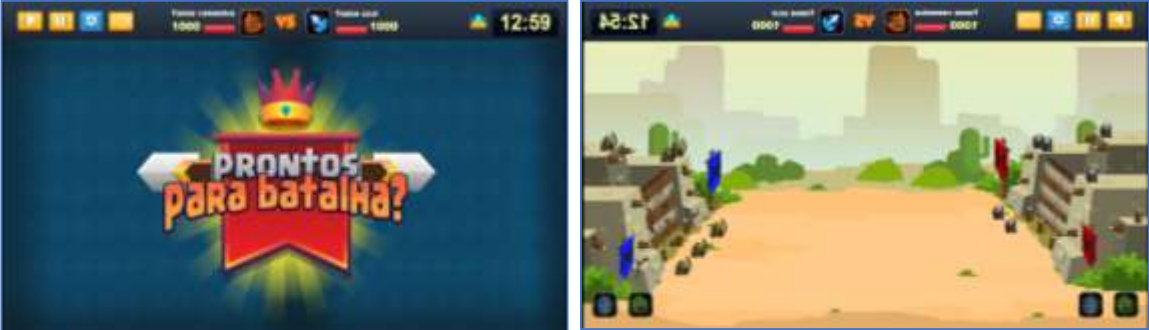
Annexes

Flashcards





Clash Dash Activity



Badge



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"









NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

1. Look at the pictures and choose the correct sentences related to health problems.

Choose the correct answer:			
<p>1. What's the matter?</p> <p>a. I have a stomach-ache.</p> <p>b. I have pain in the neck.</p> <p>c. I have a cough</p>		<p>5. What's the matter?</p> <p>a. My legs hurt.</p> <p>b. My chest hurts.</p> <p>c. My knees hurt.</p>	
<p>2. What's the matter?</p> <p>a. I have a fever.</p> <p>b. I have a toothache.</p> <p>c. I have an earache.</p>		<p>6. What's the matter?</p> <p>a. My head hurts.</p> <p>b. My shoulders hurt</p> <p>c. My cheeks hurt.</p>	
<p>3. What's the matter?</p> <p>a. I have a toothache.</p> <p>b. I have a cold.</p> <p>c. I have a sore throat.</p>		<p>7. What's the matter?</p> <p>a. My feet hurt.</p> <p>b. My knees hurt.</p> <p>c. My back hurts.</p>	
<p>4. What's the matter?</p> <p>a. My knees hurt.</p> <p>b. My legs hurt.</p> <p>c. My hands hurt.</p>		<p>8. What's the matter?</p> <p>a. My foot hurts.</p> <p>b. My elbows hurt.</p> <p>c. My knee hurts.</p>	

FIND THE FOLLOWING WORDS:

- FEVER
- HEADACHE
- STOMACHACHE
- COUGH
- COLD
- BACKACHE
- CUT
- BROKEN LEG
- TOOTHACHE



I	C	C	C	Y	W	I	W	Z	I	A	K	B	I
F	U	U	O	X	Y	F	X	Z	I	H	Q	A	L
S	T	U	L	U	W	K	S	W	M	I	P	C	L
I	T	Z	D	C	G	M	H	A	I	D	P	K	N
G	L	O	U	F	B	H	Q	M	N	T	U	A	E
C	K	M	M	A	U	J	C	Y	J	Q	C	C	S
C	B	R	C	A	N	P	H	Q	U	O	V	H	S
D	Z	N	Y	N	C	Y	X	I	R	S	R	E	Z
R	F	E	V	E	R	H	M	C	Y	V	O	B	S
J	A	I	C	Y	H	E	A	D	H	A	C	H	E
C	H	R	M	P	B	I	S	C	F	P	J	A	W
L	X	O	W	X	T	M	D	S	H	O	U	L	D
T	O	O	T	H	A	C	H	E	P	E	R	Q	T
K	D	V	G	O	B	R	O	K	E	N	L	E	G

LESSON PLAN 16

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Accidents and injuries.
Date: June 17 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 13:00 – 14:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To recognize the meaning, correct spelling of words, collocations related to accidents and injuries and use them well in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Worksheets - Playfactable Platform
Warm-up and Objective Discussion	
<p>Two truths and one lie: The teacher writes three sentences on the board and ask them to guess which of them are true and the one that is false. These sentences include the vocabulary from the lesson.</p> <p>After that the teacher explains students the objective of the lesson: to recognize the meaning, correct spelling of words, collocations related to accidents and injuries and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some vocabulary about accidents and injuries by using flashcards. For example, cut, be bitten, scratch, etc. Say the meaning of those words. Ask students to look at how words are spelled.</p> <p>Model Model how students have to spell that vocabulary and say the meaning of them. Model some sentences by using the vocabulary from the lesson.</p>	

Guided Practice

Go to the board to write the names that represent each flashcard and say the meaning of them. Work in pairs and write 3 sentences by using the vocabulary from the lesson. Write on the whiteboard their examples to check their mistakes if it is necessary. Complete some sentences by using the vocabulary from the lesson.

Independent Practice

Develop the Jeopardy activity. Its objective is to answer questions related to the vocabulary from the lesson.

Divide the class into three groups.

Answer questions related to the aspects of vocabulary. Students should know that the easier questions have less points than the hardest ones. (Gamification elements: challenges, cooperation, emotions, relationships, turns, points, competition.

Carry out the activity by competing in groups, showing respect toward each, listening to each other and respecting the turns to complete the challenges in the best way.

Win points when students answer the questions correctly.

See the number of points they achieve (Gamification element: points, progression. The points show their progression while answering the questions).

See their final score (Gamification elements: win states, badge, constraints, feedback. The group of students that get more points feels satisfaction for mastering the vocabulary from the lesson.

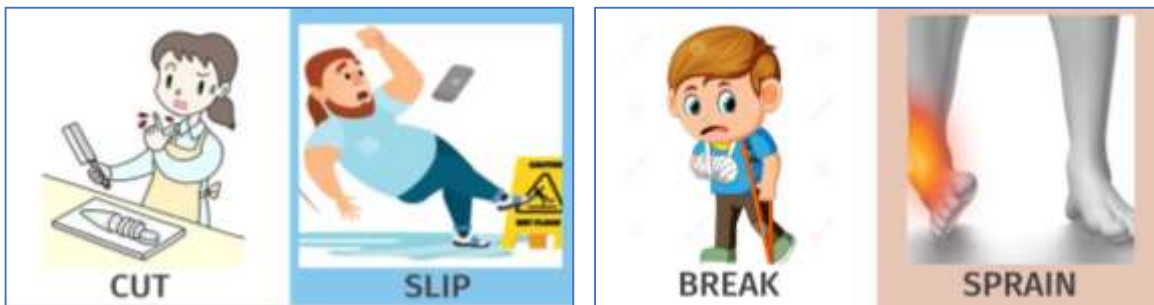
Receive a badge for their effort and, for the group of students that presents constraints or limitations to develop the activity will receive feedback.

Assessment

Students listen to a small dialogue and complete it by using the vocabulary from the lesson.

Annexes

Flashcards





Jeopardy Activity



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

Complete the sentences with the words below.

CUT – SLIP – BE STUNG – BE BITTEN – HIT – BURN – SCRATCH
BREAK – TRIP OVER – FALL OFF – SPRAIN – BRUISE

1. That's the tallest man I've ever seen in my life! He is going to his head on the door!
2. I hit my arm on a shelf and now I've got a on it. It's all black and blue now.
3. Little John his finger while he was trying to make a sandwich for his mum.
4. Be careful not to your hand while building the campfire!
5. Michael, you'll your chair if you don't sit down properly!
6. You can by bees if they get angry.
7. Be careful! Don't on the wet floor!
8. Cats tend to when you try to hug them. They aren't as sociable as dogs.
9. You'll your legs if you carry on doing Parkour without protections.
10. Be careful not to ! I've left some boxes in the middle of the corridor.
11. It is very common in summer to by mosquitoes if you are by the river.
12. A: Did you break or your ankle?
B: Oh! Thanks for asking! It's not broken, but it hurts a little bit.

UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA

COURSE: _____

DATE: _____

Instruction: Listen to the audio and complete the dialogue.

Doctor: Good afternoon. What can I do for you?

Patient: I've ¹³ myself.

Doctor: Oh dear. May I take a look?

Patient: Sure.

Doctor: it's quite red. When did you do it?

Patient: This ¹⁴ .

Doctor: I'll put some ¹⁵ and a ¹⁶ on it for you.



LESSON PLAN 17

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Reinforcement about personal hygiene
Date: June 20 th , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 16:40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To reinforce the correct spelling of collocations and words related to personal hygiene and use them well in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Canva Presentation (Flashcards) - Deck. toys platform - Worksheet
Warm-up and Objective Discussion	
<p>Hangman: The teacher makes a drawing of a man on the whiteboard; he writes some letters of a word and asks students to guess that word; if students make a mistake the life of the man will reduce. If they guess all the words students win the game.</p> <p>After that the teacher explains students the objective of the lesson: to reinforce the correct spelling of collocations and words related to personal hygiene and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher displays some vocabulary related to personal hygiene by using flashcards. Ask students to pay attention to how the words and collocations are written.</p> <p>Model Models how students have to spell the vocabulary. Models some sentences by using the vocabulary from the lesson.</p>	
Guided Practice	

Go to the board and write properly the names of the flashcards and then spell the words.
Write 2 sentences on their notebooks by using the vocabulary from the lesson.
Say sentences using the vocabulary lesson.

Independent Practice

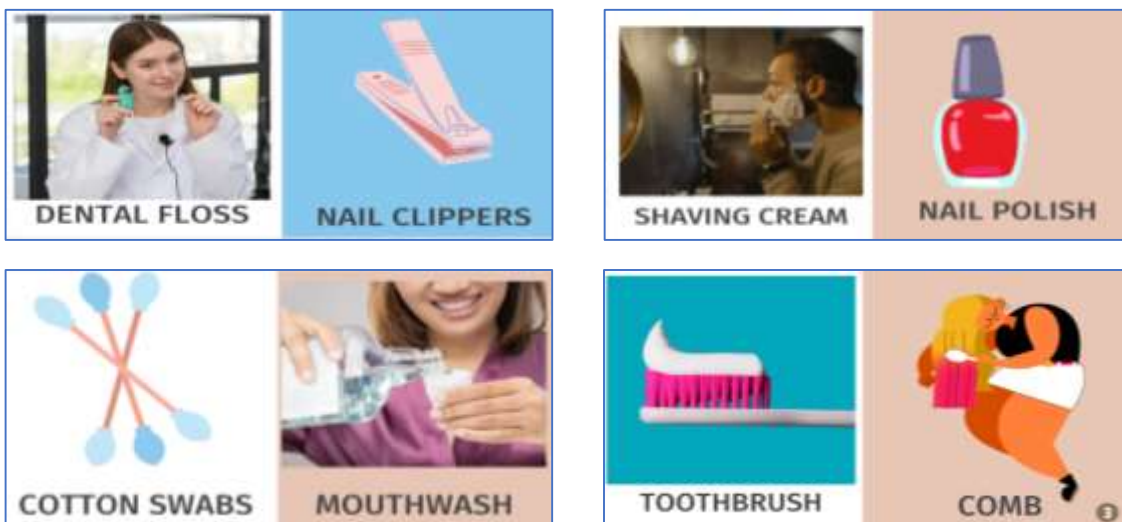
Develop the activity called Learning Path. The teacher narrates a story in which students have to complete the stages of the activity to defeat a monster. (Gamification element: narrative)
Divide the class into 3 groups (Gamification elements: cooperation, relationships).
Solve some challenges in which they have to answer questions related to the topic (Gamification element: challenges).
See their progress on the activity and the points they get in each question (Gamification element: progression, points).
The group that achieves more points wins the activity and receive a badge and reward (Gamification element: badge, reward).
Students who had constraints with the questions receive feedback (Gamification element: feedback. It helps students to reinforce their vocabulary knowledge as well as to correct mistakes).

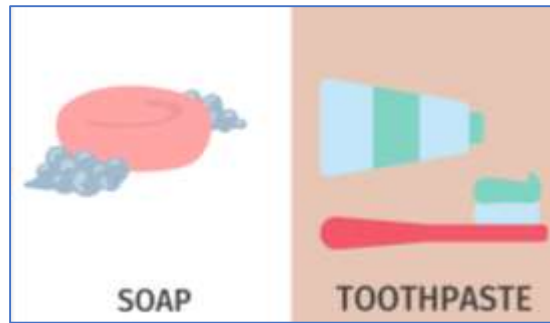
Assessment

Students have to complete sentences by recognizing the correct personal hygiene item.

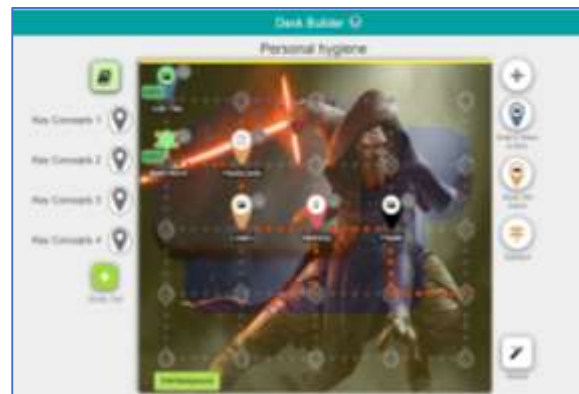
Annexes

Flashcards





Learning Path



Badge



UNIDAD EDUCATIVA DR. "MANUEL AGUSTÍN CABRERA LOZANO"

NAME: _____

TRAINEE STUDENT: LUIS ARMIJOS RIVERA






COURSE: _____

DATE: _____

Instruction: Complete the sentences with the correct words.

Personal Hygiene Products

mirror - toilet paper - soap - towel - toothbrush - shampoo - comb - toothpaste

1.	What is it? It is a _____.	
2.	What is this? This is a _____.	
3.	What is it? It is a _____.	
4.	What is this? This is a _____.	
5.	What is it? It is a _____.	

LESSON PLAN 18

Class: 10 th Grade “A” Nº Students: 18 students	School year: 2021-2022
Language Level: A2.1	Topic: Reinforcement about health problems
Date: June 21 st , 2022	Type of institution: Public
Teacher Student: Luis Lenin Armijos Rivera	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> - To reinforce the correct spelling of words and collocations related to health problems and to use them properly in context. 	<ul style="list-style-type: none"> - Pedagogical module - Whiteboard - Markers - Notebook - Projector - Cellphone - Canva Presentation (Flashcards) - Worksheet - Fling the teacher platform - Posttest - Questionnaire
Warm-up and Objective Discussion	
<p>The captain orders activity: Teacher says that a ship is about to sink and the captain orders students to say and spell words or collocations related to health problems. For instance, stomachache</p> <p>After that the teacher explains students the objective of the lesson: to reinforce the correct spelling of words and collocations related to health problems and to use them properly in context</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Display students some collocations related to health problems by using flashcards. For instance, backache, toothache. Teacher says the meaning of those words Ask students to look at how words are spelled.</p> <p>Model Model some sentences by using the vocabulary from the lesson.</p>	

Teacher spells the vocabulary.
Guided Practice
Go to the board, look at one flashcard that does not have its name and spell it properly. Say sentences by using the vocabulary about health problems.
Independent Practice
Students carry out the “Fling the teacher” activity. Its objective is to answer questions which contain the vocabulary from the lesson in proper ways. Divide in groups of four to develop the activity (Gamification elements: emotions, cooperation, relationships, challenges, constraints, chance, competition). Work together actively to give positive answers to the questions. Compete in groups by showing opinions with respect. Each time that students answer a question they can see points they achieve (Gamification element: progression, constraints. The activity shows their progress each time and if they make mistakes or constraints have to start the activity again). At the end of the activity, the group that finishes first is the winner and receive a badge (Gamification element: badge. It allows students to motivate learning vocabulary).
Assessment
Students listen to a short audio and match some pictures with the correct number.

Annexes

Flashcards





Fling the Teacher Activity

The image shows a screenshot of a digital game interface. On the left, a blue panel contains the text "CREATE YOUR OWN 'FLING THE TEACHER' CARD!" and "HEALTH PROBLEMS". On the right, a yellow panel displays a question: "1. Order the following words: ATHACHCOE a." Below the question are four options: A TOTHACHE c., B TOOTHACHE b., C TOOTHACH, and D TOOTHCHE d. To the right of the options is a "Gold Star" badge featuring a cartoon character's face. At the bottom of the yellow panel are icons for "Ask", "Vote", and "Take". A vertical black bar on the far right contains numbers 1 through 15.

Badge





Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación



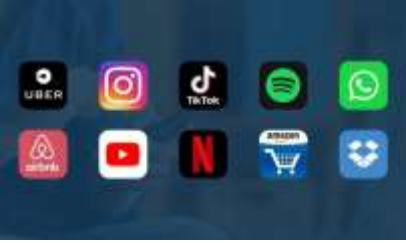
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

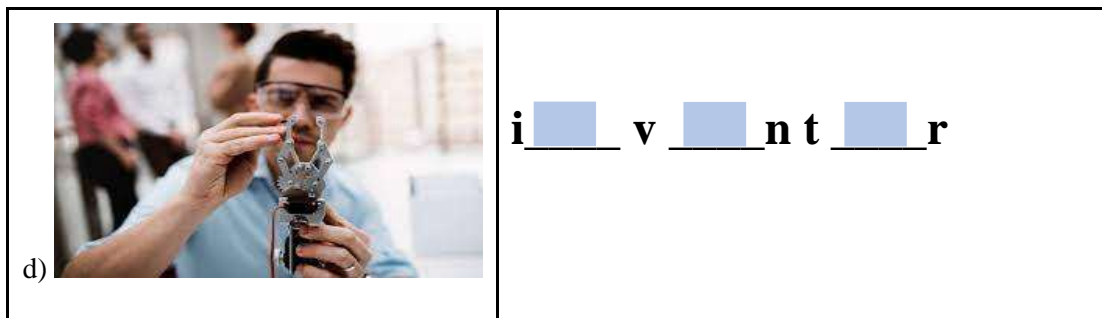
Dear student. As undergraduate students, the following test will help us to analyze your understanding about English vocabulary. Please, answer the following questions as honestly as you can, your identity will be kept anonymous.

Student's code: _____

Date: _____

- 1. Look at the pictures below and complete the missing letters as corresponds.**
(2 points) (Spelling)

Picture	Word
a) 	t _ _ ch _ _ ol _ _ g _ _
b) 	d _ _ v _ _ c _ _ s
c) 	a _ _ p _ _ ic _ _ t _ _ o _ _ s



2. Choose the correct word (a, b, c or d) to form the proper English collocation for each space.

(3 points) (Collocation)

1. When people carry out researches, they can look for digital _____ in the internet instead of printed ones.

- | | |
|-------------|---------------|
| a) notebook | c. worksheets |
| b) notes | d. books |

2. People may use social _____ like Facebook or Instagram to allow others know the importance of eating healthy food to guarantee the integral health.

- | | |
|----------------|-------------|
| a) websites | c. networks |
| b) experiments | d. problems |

3. The internet help us to spread information about a variety of cultural _____ such as concerts, or exhibitions that catch the people's attention.

- | | |
|-----------|--------------|
| a) life | c. meetings |
| b) events | d. existence |

4. There are different technological _____ that are really useful for people, for instance, printer, cellphones, computers etc.

- | | |
|----------------|--------------|
| a) innovations | c. reasoning |
| b) changes | d. thoughts |

3. Complete the paragraph with the words from the boxes.

(2 points) (Word Usage)

a) gadgets

c) messages

b) people

d) internet

The importance of technology in communication.

Technology plays a vital role in communication. Nowadays, for everyone, it is important to have 1)

_____ connection and technological 2) _____ such as cellphones or

computers to send 3) _____ through the social networks or write emails. Thanks to it, it is

possible that 4) _____ in touch immediately with their family and friends without

matter the distance. Definitely, technology allows people to communicate with others so fast.

4. Match the words with their correct meanings.

(2 points) (Meaning)

1.worldwide

a) Something that has never been made before, or the process of creating something that has never been made before.

2.invention

b) The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment.

3. virtual assistant

c) Existing or happening in all parts of the world.

4. technology

d) A computer program or device that is connected to the internet and can understand spoken questions and instructions, designed to help you to make plans, find answers to questions.

- 5. Identify the words that belong to the correct part of speech.
(2 points) (Grammatical function)**

Grammatical Function (Part of speech)	Examples of grammatical function	Answer
1. Nouns	a) communicate, invent, achieve, create	
2. Verbs	b) probably, practically, carefully, immediately	
3. Adjectives	c) machines, future, life, internet	
4. Adverbs	d) real, important, technological, possible	

THANKS FOR YOUR COLLABORATION!



Universidad
Nacional
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FACULTAD DE EDUCACIÓN, ARTE Y COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. Gamification helps you to acquire vocabulary in fun and interesting ways.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The points, badges and leaderboards that you achieve motivate you to be more competitive.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Challenges, competitions and rewards encourage you to learn vocabulary.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Feedback helps you to master English words.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. You learn vocabulary with gamification better than regular tasks.

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANKS FOR YOUR COLLABORATION!