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## **Universidad Nacional de Loja**

**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Gamification and English vocabulary learning among students of superior basic education at a public institution of Loja, during the 2022-2023 school year.**

**Gamificación y aprendizaje de vocabulario en inglés en estudiantes de educación básica superior en una institución pública de Loja, durante el año escolar 2022-2023.**

**Trabajo de Integración Curricular  
previo a la obtención del título de  
Licenciado en Pedagogía del  
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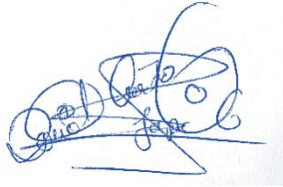


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## **Dedication**

I want to start by giving thanks to God for being by my side this entire time, guiding me and taking care of me. Furthermore, with deep affection dedicate this research work to my beloved parents Cecilia and Manuel for their unconditional support, patience and sacrifice they have given to me. To my dear brothers who have always motivated me to keep going and never quit. In the same way, to all my family, friends and classmates who were indispensable during this process thanks to their support, time, advice and love.

*David Jeremías Japón Contento*

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*David Jeremías Japón Contento*

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## **1. Title**

**Gamification and English vocabulary learning among students of superior basic education at a public institution of Loja, during the 2022-2023 school year.**

## 2. Resumen

El objetivo general de la presente investigación fue mejorar el aprendizaje de vocabulario en inglés mediante el uso de gamificación entre estudiantes de educación básica superior de una institución pública de Loja, durante el ciclo escolar 2022 - 2023. La investigación adoptó una metodología mixta, donde la información cuantitativa y cualitativa fue recolectada y dirigida por el diseño de investigación acción. Los instrumentos aplicados fueron el pretest para diagnosticar los problemas que limitaban la mejora del aprendizaje del vocabulario en inglés, el posttest para validar la efectividad del uso de la gamificación y la mejora de los estudiantes en el vocabulario, y el cuestionario y lista de verificación para determinar el nivel de aceptación de la gamificación por los estudiantes. Los resultados obtenidos fueron procesados mediante el programa EXCEL y analizados empleando la media como medida de tendencia central. La puntuación del promedio total en el pre-test que los estudiantes obtuvieron fue de 4.92/10. Afortunadamente, en el post-test, los alumnos pudieron superar la mayoría de sus problemas de vocabulario en inglés alcanzando un promedio de 7.93/10. Según el cuestionario aplicado al final del plan de intervención, los estudiantes coincidieron en que las actividades de gamificación fomentan actitudes positivas para aprender más vocabulario, competencia significativa y colaboración activa entre los equipos de trabajo. En resumen, los presentes hallazgos mostraron la efectividad del empleo de la gamificación que tuvo en la mejora de los aspectos del vocabulario en inglés: forma, significado y uso, demostrando un progreso exitoso en los estudiantes de noveno año, ofreciendo al profesor y a los estudiantes un ambiente de clase entretenido y motivador.

***Palabras clave:*** actividades interactivas, actitudes positivas, herramientas de gamificación, incrementar el vocabulario.

## 2.1. Abstract

The general objective of the present research was to improve English vocabulary learning by using gamification among students of superior basic education at a public institution of Loja, during the 2022 - 2023 school year. The research adopted a mixed methodology, where quantitative and qualitative information was collected and directed by the action research design. The instruments applied were the pretest to diagnose the issues that limited the improvement of English vocabulary learning, the post-test to validate the effectiveness of the gamification use and improvement of students in vocabulary, and the questionnaire and checklist to determine the level of gamification acceptance by students. The results obtained were processed by using the EXCEL program and analyzed by employing the mean as a measure of central tendency. The total score means, in the pre-test that students obtained was 4.92/10. Fortunately, in the post-test, students could overcome the majority of their English vocabulary issues attaining a mean of 7.93/10. According to questionnaire applied at the end of the intervention plan, students agreed that gamification activities encourage positive attitudes to learn more vocabulary, meaningful competition and active collaboration among the teams' work. In summary, the present findings showed the effectiveness of gamification employment that had in the improvement of English vocabulary aspects: form, meaning and use, demonstrating successful progress in the ninth-year students, offering teacher and students an entertaining and motivation classroom environment.

***Keywords:*** *interactive activities, increasing vocabulary, gamification tools, positive attitudes.*

### 3. Introduction

Vocabulary is mainly a key aspect for learning a second language, since having sufficient vocabulary knowledge can influence the learners in their four skills. Moreover, it is important to highlight that vocabulary is crucial for constructing sentences and expressing thoughts and meanings, as well as, it is a fundamental prerequisite of language communication, therefore a strong and growing vocabulary is required. In accordance with the Ministry of Education (MINEDUC) students are expected to reach the A1.2 level of proficiency according to the Common European Framework of References (CEFR) (National Curriculum of English, 2019).

However, through the researcher's observations, learners were not able to understand, predict, infer or deduce literacy and implied meanings of unknown words in short texts, they presented difficulties in identifying suffixes and prefixes to form new words, in selecting the correct meaning of words and problems to use vocabulary in context. In the same way, the previous research of Boyinbode (2019) explained that a challenging aspect to manage is vocabulary retention which did not allow students to express their own ideas more completely. According to Weissheimer et al. (2019) observed that students present a limited number of English vocabulary due to the lack of words memorization. Similarly, Tamtama et al. (2020), described that students before using gamification were not encouraged to pay attention to learning new vocabulary taught by the researcher in the class.

Considering the aforementioned vocabulary issues, this research work mainly proposed to investigate the following research question: How does the use of gamification improve English vocabulary learning among students of superior basic education at a public institution of Loja, during the 2022-2023 school year? To approach this interrogative, three sub problems have been derived: what are the issues that limit the improvement of English vocabulary learning? which tools of gamification are suitable to improve English vocabulary learning? and how effective is the application of gamification in improving English vocabulary? All of this will be addressed with the 9<sup>th</sup> school year.

In the same way, some previous studies about the use of gamification in English vocabulary learning brings some benefits for the teachers in delivering the material for the class. Mustiarini (2020) holds the view that, learning vocabulary through guessing picture games as a successful method was enjoyable, this increased new vocabulary, enthusiasm, active learning, and made it easier to remember words. Additionally, according to Shabaneh and Farrah (2019) gamification helps students to retain unfamiliar vocabulary, to associate new information with their surroundings and to develop their language, and communicative skills.

Furthermore, the authors cited above, recommend to do further research based on the possibility of using technological applications in the process of learning English with students with higher education in order to elicit more information about their performance and attitudes to improve the teaching-learning process. For this reason, this research carried out a mixed research method to fill the gap identified in using English vocabulary, therefore, the methodological proposal was elaborated based on gamification tools such as Educaplay, Genially and Kahoot with students of the ninth year at a public institution of Loja.

This researcher is expected to make valuable contributions to students to improve the English vocabulary learning, allowing them to reach the learning objectives of the National Curriculum of English. As well as, it was beneficial for professors because the employment of gamification is an innovative methodology. Also, it is useful for the educational community to create an entertaining learning environment and to teach vocabulary in a better structured way, following the three vocabulary aspects: form, meaning and use.

The main focus of this research was to improve the English vocabulary acquisition by using gamification. Throughout the instructional time, which lasted forty academic periods, the students of the ninth year showed satisfactory progress in using the English vocabulary. Despite this, some limitations were identified during this time, some students did not have a cell phone or computer to carry out the different gamification activities, so the practice was not sufficient and their self-learning was affected. As well as, the teaching and learning process with gamification tools was interfered, due to some interactive activities are not for free uses, therefore the gamification tools were not totally explored by the teacher nor by students.

Finally, this research work established as a general objective to improve English vocabulary learning by using gamification among students of superior basic education at a public institution of Loja, during the 2022 - 2023 school year. Along with this, three specific objectives were planned to develop appropriately this investigation: to diagnose the issues that limit the improvement of English vocabulary learning, to apply the most suitable tools of gamification to improve English vocabulary learning and, to validate the effectiveness of the application of gamification in improving English vocabulary learning among students of the ninth year.

## **4. Theoretical Framework**

Today, the role of technology is to facilitate educational, communicational and social processes. For this reason, more and more users must be participants within this computational knowledge in the educational area, with the purpose to develop skills in both students and teachers to identify its correct use and operation. Gamification is a clear example of a virtual teaching methodology that allows content to be shown interactively in a classroom, planning various activities such as board games or competition games in groups through platforms with useful and unique interfaces with very creative templates. In this way, the teaching work is taking on a new objective in class.

This chapter has the purpose of building a relevant theoretical revision about the independent and dependent variables of this study. Mainly, some significant approaches were found in this process to understand and study gamification to develop English vocabulary. As well as, the gathering of new methodologies, strategies and activities contribute significantly to reach the general research objective. Firstly, the independent variable “gamification” is defining, the elements of gamification are named, and the most important and helpful gamification digital tools for teaching English Vocabulary are detailed.

In the same way, English vocabulary learning is investigated as the dependent variable of this research. In this part, some topics are developed such as: what is vocabulary, types of English vocabulary, English vocabulary acquisition process and principles of teaching vocabulary. As well, a segment about the form, meaning and use of a word is described as implications to ensure the correct knowledge of it. Finally, at the end of this theoretical framework, six previous studies are summarized which comprise the analysis of gamification and English vocabulary learning, each research study shows the instruments, the samples and the type of research that were employed and indicate the most noteworthy results. All the theoretical references were obtained from the following bibliographical sources: Google Academic, Technology and Engineering Systems Journal, Procedia Computer Science, Oxford Handbooks for language Teachers, other.

### **4.1. Gamification**

#### ***4.1.1. Conceptualizing Gamification***

Gamification is the application of schemes and mechanisms known from games, particularly in various group activities, to boost engagement to make users perform specified tasks. Tasks, challenges, achievement badges, levels of difficulty, progress bars, or other indicators of how near a person is to completing an assignment or progressing to the next level are examples of these systems and patterns (Wdowicka and Mierzejewska, 2022).

Similarly, according to Vega and Hernández (2017), gamification can be defined as the usage of game design principles in the teaching-learning process in order to transform an ordinary, non-gaming activity into a joyful and engaging game. On the other hand, serious games are offered as an effective and fun means of conducting cognitive testing since they mix an educative serious goal with game purposes and guidelines. Sánchez (2015) argued that this practice, known as gamification, is linked to serious games and stems from the application of entertaining technologies, such as video games, to educational activities.

Gamification is about being aware of and systematizing a technique, a new way of conducting a class, and directing learners in the knowledge acquisition employing new approaches that give them with more meaningful learning. To put it another way, establish learning scenarios that allow students to acquire specific competencies. There are numerous definitions for this new notion, but it can be stated that gamification in education entails using game design concepts and dynamics to excite and enhance student participation (Fernández, 2015).

Along with big data, learning analytics, and adaptive/personalized learning, gamification is one of the most popular themes in the learning and development area. Gamification of learning activities is being pursued by organizations in order to increase student motivation, engagement, and enjoyment in training events (Jackson, 2016).

#### **4.1.2 Gamification Elements**

Gamification elements are the recurrent characteristics that are used to create games. Points, badges, leaderboards, progress bars/progression charts, performance graphs, quests, levels, avatars, social elements, and awards are all examples of these elements. All of these components have diverse objectives and can be used in any educational setting. Table number 1 has a precise description of each component (Figueroa, 2015).

**Table 1**

*Gamification elements*

<b>Elements</b>	<b>Definitions</b>
Points	Numeric accumulation based on certain activities.
Badges	Visual representation of achievements for the use shown online.
Leaderboards	How the players are ranked based on success.
Progress bars/Progression	Shows the status of a player.
Performance graph	Shows player performance.
Quests	Some of the tasks players have to fulfill in a game.



<b>Elements</b>	<b>Definitions</b>
Levels	A section or part of the game.
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with other user through the game.
Rewards/reward system	System to motivate players that accomplish a quest.

Retrieved from *Using gamification to enhance second language learning* (p. 89), by J. Figueroa, 2015, Digital Education Review. Copyright 2015 by Jorge Figueroa.

Alternatively, Soman et al. (2013) classify gamification into self and social elements.

Self-elements refer to the points, the levels, the trophies and badges, virtual goods, storyline, time restrictions and aesthetics. These components encourage pupils to compete with themselves and recognize their own accomplishments. On the contrary, social elements are considered the leaderboards, virtual goods, interactive cooperation and storylines. Here, students are placed among other students and as a result of these elements, their progress and accomplishments are made public.

**Table 2**

*Examples of Gamification Mechanics*

<b>Self-Elements (Complete stage)</b>	<b>Social Elements (Push Stage)</b>
Points	Leaderboards
Levels	Virtual Goods
Trophies/Badges	Interactive Cooperation
Virtual Goods	Storyline
Storyline	
Time Restrictions	
Aesthetics	

Reprinted from *A practitioner's guide to gamification of education* (p. 7 - 16) by Soman et al. (2013), Rotman School of Management, University of Toronto. Copyright 2013 by Wendy Hsin, Yuan Huang and Dilip Soman.

Additionally, Kang and Kusuma (2020) outline the eight most popular gamification features utilized in online education. Points are used to evaluate the success or accomplishment of students. Levels describe the difficulty of the learning content and the advancement of the students. The leaderboard ranks all participants' scores to generate competitiveness. Progress Bar depicts the activities that students must accomplish to advance through the course. When learners interact with a learning activity to promote engagement, the system provides feedback. Badges are awarded for successful completion of activities. Avatar permits the design of a virtual identity, including photographs, a username, and a password. Chat enables communication with other members to stimulate conversation.

### ***4.1.3. Gamification as a Motivational Resource***

Fernández (2015) distinguishes between two kinds of motivation, which teachers should act on: intrinsic motivation, in which the individual performs a particular action for the simple enjoyment of doing it, without receiving any external reward, and extrinsic motivation, in which the individual desires what the learner obtains in compensation for the effort made.

Starting from the point that everyone is unique, it can be said that what inspires one person may not motivate another. The research work of Dale (2014) cites to Dr. Kim, who detailed four types of motivational behavior:

- *Express*. Self-expression is a primary incentive for participation in modern social gaming and social networking. People who appreciate self-expression are inspired by the prospect of expanding their talents to express themselves.
- *Compete*. Social gameplay and self-improvement are driven by competition, which means that a student competes with her or himself to improve his/her own progress. People who prefer competition suppose that almost everyone enjoys competition, whereas competition is only one of many motivators, so it is frequently not the most effective.
- *Explore*. Information, access, and knowledge motivate those who enjoy exploring; isolated spots will be meaningless to them.
- *Collaborate*. Collaboration and group action are intentional ways of socializing. Collaborative people appreciate winning together with others and being a part of something bigger than themselves.

Following in the same line of investigation about extrinsic and intrinsic motivation, Nevid cited in Stieglitz et al. (2017) conceptualize them in order to show the difference:

- Extrinsic motivations are those that originate from outside the individual and frequently entail external rewards like prizes, money, social recognition, or praise.
- Intrinsic motivations are those that arise from inside the individual, such as attempting to solve a puzzle just for the self-satisfaction of doing so.

### ***4.1.4. Gamification and Education***

**4.1.4.1. Step Process to Gamify Effectively a Topic in Education.** Soman p. (2013) identify five steps to gamify concepts:

1. In the first step, the designer has to understand the target audience and the context, considering the time of the learning program, the place where the program will be conducted and the student group size.

2. In the second one, learning objectives will be defined. It is necessary to plan general instructional goals, specific learning goals, and behavioral goals.
3. Step three, looks for structuring the experience, this step is a useful tool for educators because they allow them to organize knowledge and define what students must learn and achieve at the conclusion of each stage.
4. The step number four is about identifying resources, among these resources is considered the tracing mechanism, currency, level, rules and feedback.
5. Finally, in step five, the designer has to apply the gamification elements, which are classified in self and social elements and can be noticed in table 2.

**Figure 1**

*Step process to gamify effectively a topic in education*



Reprinted from *A practitioner's guide to gamification of education* (p. 7-16) by Soman et al. (2013), Rotman School of Management, University of Toronto. Copyright 2013 by Wendy Hsin, Yuan Huang and Dilip Soman.

**4.1.4.2. Principles of Gamification in Learning.** Kang (2020) points out how gamification principles could be used to make learning a habit and additive just like a game. Therefore, the researcher proposes five gamification principles:

**Table 3**

*Five principles of gamification*

Principles	Conceptualization
Achievement and progress	Players feel that are in another level.
Competition	To compete and see how other players are doing, compare the rankings among students.
Surprise	Elements of surprise that players are not going to know where or when are going to pop out like unexpected messages,
Rewards	These can be tangible things, for example, vouchers or freebies.
Recognition	Public recognition among a group, show winners that are on the top.

Adapted from *Principles of Gamified Learning* (VIDEO FILE) by Kang, 2020, Gnowbe Pte. Ltd. Copyright 2020 by Young Kang.

#### ***4.1.5. Gamification for Teaching and Learning English***

Learning a second language is a crucial skill for students in the twenty-first century. Second language training has incorporated new concepts based on this to inspire learners in their pursuit of fluency. Gamification is a notion that may be applied to both digital natives and digital immigrants who are learning a foreign language.

In the study of Figueroa (2015), in the conclusion part, it is described that using gamification in English learning improves the learning process. Simultaneously, learning interventions must be approached with caution. Gamification benefits English students in a variety of ways. Furthermore, the learner progresses from being introverted to a more motivational state as a result of positive feedback and the game features used. Gamifying the English lessons improve writing, reading, and speaking skills while also encouraging collaboration and engagement. The aims and goals for using Gamification in English learning must be clear.

In the same line, Haci et al. (2016) developed a research work titled Integration of gamification technology in education, where the results showed that teaching language using information and communication technologies (ICT) in a gamification context boosted language acquisition significantly. Observations also demonstrate that technology-assisted learning greatly increases children's attention and accelerates their learning.

#### ***4.1.6. Relationship between Gamification and Vocabulary Learning***

Vocabulary is one aspects of language that should be learned, as it serves as the foundation to build languages and plays an essential role in communication. When implemented correctly in educational settings, gamification has been shown to increase students' engagement and motivation to learn. It is believed that the value of educational games has been increasing in language education because they help to make language education more entertaining. One way to draw attention to this trend is through the use of games for learning vocabulary.

In light of the fact that students are highly engaged while playing a game, it makes sense to incorporate aspects of game design in order to motivate students and provide a space for comprehensive vocabulary instruction. The first step in the process of developing a gamified vocabulary curriculum is to establish distinct educational objectives, to select key terms with care, and to transform activities into mission challenges (Kingsley and Grabner, 2017).

In the innovative study of Kand and Kusuma (2020), the Hybrid Learning Model is applied for learning vocabulary by using the “VocaManager” web application. The objective of the application is to assist students in effectively learning new vocabulary terms daily by generating a learning system adapted to their individual personalities. In addition, the program

is compatible with mobile devices and PCs, which contributes to its usability. The Hybrid Learning Model distinguish between three important stages of pre-play, gameplay, and post-play.

As well as Vasbieva et al. (2016) “investigate the effects of the blended learning approach on teaching English vocabulary to ESL learners. This approach can be defined as a combination of a face-to-face classroom component with online instruction” (p. 1195). The researcher concluded that the proposed blended learning approach enhanced the students' vocabulary achievement according to the findings. The proposed blended learning approach for teaching vocabulary was generally well received by the students, who preferred it to regular classroom-based learning because it allowed them to work freely and at their own time. In the future, blended learning is projected to become the major instructional model.

#### ***4.1.7. Gamification Digital Tool for Teaching English Vocabulary***

**4.1.7.1. Kahoot.** Designing a Kahoot! learning game just takes a few minutes. Teachers can build a Kahoot form using mix and combine questions with the help of the question bank tool, update a template, or adopt different Kahoots published by other users. It lets educators share Kahoots with learners to keep them engaged outside of class. Additionally, through the use of groups, educators can also share Kahoots with other teachers and arrange them according to relevant subjects or areas (Kahoot, 2022). Finally, on the same web page are described the most significant uses of interactive lessons with Kahoot:

- Collect information that will allow teachers to plan their interactive lessons optimally, given by the current situation of the class.
- Foment participation through interactive questions using quizzes, polls, and typed responses tools, it encourages student focus and participation.
- Real-time reports, let teachers instantly know how the class feels about the topic taught.
- Review of learned material, which means adding a slide with the main items that were covered to aid students in remembering the most essential information from the lesson.
- Assign students challenging tasks that can be completed in an autonomous way in order to practice and reinforce knowledge after class.
- Motivate students to construct their own Kahoots. It is a beneficial way for them to enhance their creativity, research, and presentation skills.

**4.1.7.2. Educaplay.** It is similar to an online tool or platform that gives educators the ability to develop free educational games or aids that have a creative and professional end result. The management of the website is completely free, and there is no requirement to use any specific software. Juan Diego Polo is the brain behind the creation of Educaplay (Surachmi and Sison, 2021).

According to the Educaplay (2021) webpage, there are exactly sixteen types of activities that can be used by educators, for instance: froggy jumps, unscramble letters games, unscramble words game, crossword puzzle, word search puzzle, ABC game, memory game, quiz, matching columns game, riddles and more. In order to make learning English more enjoyable and to encourage students' creative thinking, Educaplay can be used as a form of media in online classes. To use it, educators need only register for the platform once, and doing so is completely free of charge. After that, the educator is free to create activities, engage in play, and discover additional educational games.

**4.1.7.3. Genially.** The Genially Team (2022) posts on their webpage a clear idea of genially platform. They mentioned that genially is the most adaptable instrument available for the generation of a wide variety of extraordinary content. Their goal is to make it possible for anyone, regardless of experience level, to create content that is both visually engaging and interactive. Besides, they said it is not always simple to get people motivated, thus, the educational platform Genially, is the technology that is used in schools to teach and learn via the usage of interactive learning resources. The transition into the digital age is here, and it will affect students and educators at every stage of the educational process.

Without the desire to study, there is no possibility of success, students are now able to enjoy both studying and creating, which was previously thought to be impossible. Students are encouraged to participate more actively and are assisted in becoming more conscious of their accomplishments when digital content is enhanced with animation and involvement. As a final fact, this platform was created in 2015 in Spain (Genially, 2022).

Cuesta, (2022) implements genially games for enhancing EFL reading and writing skills in online education, obtaining effective outcomes, she concludes that students who want to improve their writing abilities can benefit from playing genially games. Therefore, some of the game-based exercises that can effectively develop writing abilities include recognizing and utilizing the right grammatical structures, detecting acceptable transitions, structuring thoughts in paragraphs, and showing awareness of essay organization. But also, students have the opportunity to expand their vocabulary and improve their writing abilities by participating in these games.

**4.1.7.4. British Council.** The English British Council is one of the most well-known English-learning websites on the web. It is a good website because it provides materials for learning English at multiple levels. This includes English for children and teenagers, English for university students, English for the workplace, and English learning solutions for businesses. Here, the researcher will exclusively concentrate on English for teenagers. This section is also broken into numerous subcategories. These include listening and watching, grammar and vocabulary, fun and games, business and work, writing, and the International English Language Testing System (IELTS) (BritishCouncil, 2022).

However, the researcher focuses just on the vocabulary area. Alimi and Syafei (2013) of Universitas Negeri Padang conducted a study about the website Learn English British Council. According to their research, the Learn English British Council website has a positive impact on students' vocabularies. Finally, this website allows users to “build connections, understanding and trust between people in the United Kingdom (UK) and other countries through arts and culture, education and the English language. Learning English with the British Council will help everyone unlock a whole new world of opportunity” (BritishCouncil, 2022).

#### ***4.1.8. Advantages of Using Gamification in the Development of English Vocabulary***

The main benefit of using gamification is to offer students support with impacts and scopes that are worth discovering. According to Escamilla et al. (2016) on their investigation mention the importance of gamification as motivation that means stimulating the students' capacity and creating a dynamic learning environment. Furthermore, it informs students about their progress providing feedback that guides learners to the correct answer. Therefore, gamification is considered as an element that boosts the students' knowledge, since it helps with the retention of knowledge. Additionally, the use of gamification helps the classrooms create a cooperating learning environment where students can foment teamwork to achieve a common objective, this encourages the students to develop social skills including to them be part of a team and being participants in the decision making, directing, respecting, arguing, valuing other ideas, and recognizing others' capacities, among others. On the other hand, gamification includes some game elements that motivate learners, such as rewards, the players' experience will certainly be favorable while they are strongly motivated and provide meaningful experiences, a safe environment for exploring, thinking and trying.

#### ***4.1.9. Disadvantages of Using Gamification in the Development of English Vocabulary***

In accordance to Raikhan (2022), details some disadvantages of implemented gamification in learning the English language, the researcher argue that the most important aspects of the lesson are the objectives, which may be compromised by poorly designed games

that do not provide a teaching function. Second, game-based learning is more difficult than it appears since creating a game that actually meets kids' unique requirements necessitates study. In addition, there isn't a guide that will walk teachers through each step. Some games are simply disguised quizzes that neither encourage nor entertain students. The last one refers to the high cost of gamification design. It's evident that students get bored playing the same games repeatedly, so we need to find fresh ways to keep them engaged. However, inventiveness isn't the only obstacle; preparing gamified activities might take a long time, for this reason, it is regarded as a costly development.

In the same way, researchers have analyzed some applications for gamification in English learning. In the case of Redjeki and Muhajir (2020), select a teacher as the sample of their research work. Here, Duolingo was employed in the classroom as a gamification tool for English instruction. The results of the teacher's questionnaire and interview indicate that Duolingo is enjoyable, simple to use, and beneficial for strengthening English grammar, vocabulary, listening, and translation. However, the greatest disadvantage for students in this study is that the application consumes internet and requires a stable internet connection, when their internet is failing, they are unable to keep going with their activities using the application. The educator is really concerned about three factors: first, the long-term use of Duolingo can cause exhaustion or damage to the eyes due to excessively searching at the phone's screen; second, when students really focus on Duolingo, it can lead to fewer friendships with individuals around them because they are so busy with their smartphones; and third, the emergence of bad ads on Duolingo might even interrupt students' concentration and have a negative impact on them.

## **4.2. English Vocabulary Learning**

### ***4.2.1. What is Vocabulary?***

Vocabulary is a wide aspect of a language; this research work aims to look for theoretical scientific bases in order to explain its definition and its educative instruction. In the Cambridge Dictionary vocabulary is described as “all the words that exist in a particular language or subject”. As well as, Susanto (2017) argues that “vocabulary is considered as the central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language”.

Inside the English vocabulary, it is stated that vocabulary knowledge is inherent to all language use and becomes an essential component of second language acquisition. A vast vocabulary is necessary for both receptive and productive use of English: 8000 – 9000-word families are required to comprehend a wide variety of written discourse, and 2000 – 3000 word families are required for appropriate comprehension of spoken discourse (Syarifuddin, 2017).



#### ***4.2.2. Importance of English vocabulary learning***

In the context of the globalization trend, the internationalization of language is inevitable, thus, English will definitely play the most relevant role. It consists of pronunciation, vocabulary, and grammar. Clearly, vocabulary is the most important and dynamic of the three aspects. Therefore, vocabulary is crucial for constructing sentences and expressing thoughts and meanings, as well as a fundamental prerequisite of language communication, therefore a strong and growing vocabulary is required (Bai, 2018).

Because of a limited vocabulary in a second language makes it difficult to communicate effectively, developing one's vocabulary is sometimes seen as one of the most important features for learning a foreign language. Taking into consideration how essential it is to expand one's vocabulary, Schmitt cited in Susanto (2017) draws attention to the fact that having a good vocabulary is essential to both, being able to communicate effectively and learning a second language.

Jamalipour and Khomeijani (2015) agree that vocabulary is the most important tool for communication. However, language students frequently report that it is also the area in which they experience learning difficulties. The process of acquiring new vocabulary is set in motion by a number of different elements, such as explicit and implicit methods, activities conducted individually or in groups, as well as motivation and learning strategies.

A similar conclusion was reached by Dakhi and Fitria (2019), they acknowledge that in the language usage, vocabulary plays a crucial function. It is at the core of language proficiency. Moreover, it appears to serve as a foundation for communication, a reflection of social reality, an emotional stimulant, and a predictor of intellectual performance. In addition, according to earlier research, receptive and productive vocabulary, as well as active and passive vocabulary, have distinct effects on the performance of language skills.

#### ***4.2.3. Types of English Vocabulary***

It is essential to account for the vocabulary types to have a better grasp of how to teach them effectively based on the context, learning style and preferences of the learners, and their requirements. Receptive and productive vocabulary, and active and passive vocabulary, are two well-known categories. Listening and reading vocabulary are words typically comprehended throughout the language perception process. Likewise, written and spoken vocabulary is comprised of productive-active-passive words used (Dakhi and Fitria, 2019). Table 4 illustrates the lexical categories.

**Table 4***Types of Vocabulary*

	<b>Receptive</b>	<b>Productive</b>	<b>Active</b>	<b>Passive</b>
Listening vocabulary	✓			
Speaking Vocabulary		✓	✓	✓
Reading Vocabulary	✓			
Writing Vocabulary		✓	✓	✓

Reprinted from *The principles and the teaching of English vocabulary: A review* (Vol. 5(1)., p. 23) by S. Dakhi and T. Fitria, 2019, *Journal of English Teaching*. Copyright 2019 by Saniago Dakhi and Tira Fitria

**4.2.3.1. Receptive Vocabulary vs. Productive Vocabulary.** The language that a reader comes across when reading and listening is referred to as their receptive vocabulary. They are the words that readers and listeners employ in order to understand the messages that are conveyed to them. There is a close connection between vocabulary of this kind and receptive language skills (Dakhi and Fitria, 2019).

On the other hand, productive vocabulary is the collection of words that are utilized in the production of the communication. Speaking and writing are two fundamental abilities that naturally make use of productive vocabulary. In a summary, they are referred to productive language skills (Dakhi and Fitria, 2019).

**4.2.3.2. Active Vocabulary vs. Passive Vocabulary.** The active vocabulary consists of the words that listeners and writers employ to communicate effectively. They are the words that are readily recalled and employed in situations of speech and writing. In practice, the active words are those that learners can use in writing and speech without pausing or making an effort to recall (Dakhi and Fitria, 2019).

In comparison, passive vocabulary refers to words that are not fully comprehended, therefore they are used sparingly in writing and speech. In light of this, it can be inferred that passive vocabulary is a prerequisite for active vocabulary. As individuals have varied capacities and words have varied degrees of comprehensibility, this phase is optional and must be acquired prior to active vocabulary mastery (Dakhi and Fitria, 2019).

In another perspective, in the book entitled *How Vocabulary is Learned?* written by Webb and Nation (2017), words are organized into different categories based on the frequency with which they appear in various types of discourse. The categories of high frequency and low frequency words are the ones that are used the most commonly. The concepts "technical vocabulary" and "academic vocabulary" refer to a group of words that are utilized more frequently within a particular category of discourse. These categories are useful since they provide some indicators as to which terms are necessary to learn.

- High-frequency words are simply those words that are used the most frequently in written text, for example, "and", "the", "as", and "it". It's common for them to be words that don't have much meaning on their own, but they add a significant amount to the overall meaning of a statement. Low frequency words.
- Any term that is not high-frequency is considered low-frequency word. There are tens of thousands of low-frequency terms in the English language, indicating a wide range of frequency within this category. Some occasionally occurring words in the English language are "apopemptic," "diaphoretic," and "rebarbative".
- Technical words reflect specialized information that is necessary for mastering a certain topic; if someone want to learn about psychology, engineering, or cookery, learners will have to learn the frequent technical vocabulary found in the literature on those fields.
- Academic word lists are an important resource for English for Academic Purposes (EAP) because they reveal the words that are useful for all those who plan to study in English-medium institutions, acquiring a list of frequent academic words could have a good impact on the understanding of academic discourse: lectures and academic texts. Since, although many variables determine comprehension, it has been demonstrated that vocabulary knowledge has the biggest impact on whether or not a student comprehends a book or a speech. Certainly, academic texts and speeches will be complicated to understand if a large number of unfamiliar phrases are employed.

#### ***4.2.4. English Vocabulary Acquisition Process***

According to Hatch and Brown cited in Kodama and Shirahata (2020) describe how learners process Second Language (L2) vocabulary. They propose a model that facilitated the acquisition of L2 vocabulary. According to them, there are five important steps for vocabulary acquisition.

- Step 1. Encountering new words. There are numerous opportunities for English language learners to encounter new vocabulary, including reading and listening materials, as well as teacher input. Learners may encounter this step accidentally or with intention.
- Step 2. Getting the word form. Both, the morphological and auditory components of new words contribute to the learners' ability to identify forms and construct a first

image of the words. After that, students of a second language use mental effort in order to comprehend the definitions of unknown words.

- Step 3. Getting the word's meaning. Students could check words in a dictionary and then question their teachers or classmates to verify their definitions.
- Step 4. Consolidating word form and meaning in memory. The fourth stage is critical for storing the new words, implying that the L2 word test can be one of the most beneficial activities for reviewing the new words in order to maintain and retrieve them from memory within that step.
- Step 5. Then, learners use the target words in step five.

#### ***4.2.5. Approaches to English Vocabulary Teaching***

**4.2.5.1. Implicit Vocabulary Teaching.** This is a method of instruction in which language learners acquire vocabulary instinctively, indirectly, and contextually. Those who employ this method of learning a language usually learn it naturally. According to Nezhad et al. (2015), implicit vocabulary acquisition through reading is dependent, to a large extent, on the learner's capacity to deduce the meaning of words based on the context; hence, it is necessary to be familiar with the words that are used in the context.

On the other hand, as a disadvantage of implicit vocabulary instruction is time-consuming. Also, the classroom will be filled with confusion as a result of an unprepared teacher. Proper preparation is necessary for English teachers to run teaching and learning in an engaging manner (Dakahi and Fitria, 2019).

**4.2.5.2. Explicit Vocabulary Teaching.** "Explicit learning is said to be characterized by more conscious operation where the individual makes and tests hypotheses in a search for structure" (Nezhad et al., 2015, p. 22). Vocabulary acquisition requires a methodical and direct approach, as well as a knowledge of its goals. It also demands learners to comprehend the process, anticipate solutions to the problem, evaluate and reflect on the outcome. Cognitive strategies, note-taking, dictionaries, and other associational learning techniques, such as the semantic approach and mnemonic method, are more likely to achieve this goal. Explicit vocabulary teaching comprises form, meaning, and use of words (Dakahi and Fitria, 2019).

#### ***4.2.6. Vocabulary Learning Strategies***

The purpose of using strategies is to enhance learning; strategies are learners' behaviors or actions, not thoughts. Thus, vocabulary learning strategies can be characterized as behaviors or acts that learners employ to enhance their vocabulary acquisition (Bai, 2018). O'Malley and Chamot cited in Bai (2018) differentiate three broad categories of learning strategies: metacognitive, cognitive, and social/affective.

**4.2.6.1. The use of Metacognitive Strategies.** This can be attributed to the majority of English teachers' instructional practices. In their teaching practice, they typically select a few essential terms and provide students with extensive explanations, emphasizing many areas of word knowledge, such as numerous meanings, grammatical features, collocations, etc. The majority of pupils pay closer attention to commonly used words that are highlighted or brought to their attention, students frequently pay selective attention to certain words or types of word knowledge.

**4.2.6.2. The Use of Cognitive Strategies.** Are the most commonly strategies employed. The approach for dictionary use is one of the cognitive methods. It has the highest usage frequency. The majority of subjects frequently use dictionaries. Many students pay close attention to phrases and idioms that accompany the words they search up. The majority of individuals not only look up new words they encounter to determine their meaning, but also check up on previously learned words for more precise usage or to confirm their understanding of them. When looking up a word in a dictionary, fewer students pay attention to its English definition. The cognitive methods also include taking notes, numerous students record the beneficial expressions or phrases associated with a word.

**4.2.6.3. The Use of Social/Affective Strategies.** Infrequently did students actively seek opportunities to practice and gain English vocabulary through English communicative activities. Most students prefer to study on their own rather than with their classmates, native speakers, or other individuals. As is common knowledge, learners have a greater understanding of their own in building self-confidence, self-encouragement, and minimizing fear when faced with challenges. Therefore, teachers must reinforce their social and affective skills.

#### ***4.2.7. The Knowledge Involved in Knowing a Word***

As stated in Rosauli and Jafari (2016), the vocabulary knowledge encompasses the mastery of the following types of information:

- Meaning: to know the explicit and implicit meaning of a word.
- Written form: to know the spelling or dictation of a word.
- Spoken form: to know the pronunciation of a word.
- Part of speech: to know if the word is noun, verb, adjective, etc.
- Frequency: to know if the word is old-fashioned, common or rare.
- Collocations: to know the certain words that accompany a word.
- Register: to know if the word is formal or informal; general or technical.
- Associations: to know how a word relate to other words.

Moreover, in relation to Syarifuddin (2016), a greatest description about what kind of knowledge is implied in knowing clearly a word is provided, so that, words can be used correctly and successfully. When the spoken/written form and meaning of a lexical item are known, it is believed that the item has been mastered. It appears that knowing the form-meaning relationship of a lexical item is the first and perhaps most important part of lexical knowledge that must be learned, and this knowledge may be sufficient for receptive usage. For better understanding, in Table 5 is described the fact that there are many different kinds of knowledge necessary in order to utilize a word efficiently and correctly.

As can be seen in Table 5, there are three distinct aspects or categories that make up one's knowledge of words: knowledge of form, knowledge of meaning, and knowledge of use. Each of these parts is further segmented into three subgroups on their own. Each subgroup is further segmented into productive knowledge (represented by a P) and receptive knowledge (represented by a R). The receptive knowledge of a word relates to words that are recognized when are heard or read, whereas the productive knowledge refers to words that may be remembered and employed in speech or writing (Syarifuddin, 2016).

**Table 5**

*The knowledge involved in knowing a word*

<b>Form</b>	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written or spelled?
	Word parts	R	What parts are recognizable in the word?
		P	What word parts are needed to express this meaning?
<b>Meaning</b>	Form and Meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning
	Concepts and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
<b>Use</b>	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

*Note.* Reprinted from *Deliberate learning of Second Language (L2) vocabulary: Research – based guidelines* (p. 212 - 213), by Syarifuddin, 2016, KnE Social Sciences. Copyright 2016 by Syarifuddin.

#### **4.2.8. Form**

Knowledge of form includes knowing how a word sounds (the phonological form), how it looks (the written form), and what prefixes and/or suffixes we use to add or change the meaning of a word. For example, the term teacher is composed of the word components teach and -er). We insert the suffix -er to establish a new meaning signifying "teacher" (Syarifuddin, 2016).

**4.2.8.1. Prefixes.** A prefix is a word component that is inserted before the root word. Typically, a prefix modifies the meaning of the root word. For example, adding the prefix un-, an original English suffix as opposed to the Latin in-, to the word happy creates a new word with a new meaning. The "not" connotation of the prefix "un-" alters the meaning of "happy" to "not happy." Along with un-, the prefix re-' is one of the most common and easily understood prefixes in the English language. These prefixes appear most frequently and have straightforward meanings, un- denotes not ({un}happy = not happy) or the opposite (as in {un}tie), and re signifies "again" as in "{re}do" (do again) or back (as in repay) (Yurtbaşı, 2015).

Prefixes are useful since they do not alter the spelling form of the root word. As with the term unwilling, the prefix simply is added to the beginning of the root word. Therefore, the prefix is spelled the same regardless of the root word to which it is linked. For instance, if learners learn how to spell the prefix poly-, as in polygon, we may assume that poly will be spelled the same in the words polygraph, polyester, and polygram. But when two letters appear, students need to be careful, when the prefix un- is added to the word natural, both the prefix and the base word retain their original spellings. Therefore, the result is {un}natural (Yurtbaşı, 2015).

**4.2.8.2. Suffixes.** "It is kind of affixes that are located at the end of the word. In addition, adding suffix at words may also change part of speech, not only changes meaning of words" (Ro'aini and Auliya, 2019, p. 51).

Students who are familiar with suffix definitions and meanings are better able to recognize and use contextual and etymological cues, which enables them to make inferences about the meaning of unknown words. Given that knowledge of suffixes is necessary in all English International tests, teaching children essential suffixes from a young age, even at the primary level, helps them to develop a solid base of speech components (Yurtbaşı, 2015).

Actually, students find it very helpful to learn suffixes by their types, such as Noun Suffixes, Adjective Suffixes, Adverb Suffixes, and Verb Suffixes with various examples.

Such suffixes as "-ation," "-acity," "-ator," "-hood," "-ment," "-or," "-sion," "-tude," and "-ure" can be used to identify a noun by their respective meanings and examples. Related to the usage of adjective suffixes, words with the following endings are appropriate: "able," "fold," "ian," "ible," "-ing," "-ish," "-ive," "less," "-ous," and "worthy." It is customary to employ the suffixes "-ably," "-ibly," "ward(s)," and "-wise" with adverbs as well as "-ate," "-en," "-ify," and "-ize" with verb endings (Yurtbaşı, 2015).

#### **4.2.9. Meaning**

Similarly, knowledge of meaning is separated into three components. The first component is form and meaning, which requires the capacity to link form to meaning and, in the case of a foreign language, connecting a foreign word to its equivalent in the original tongue. The other component, concepts and referents, and associations, illustrate that a term in one language may require several translations or have various meanings and relationships in another. When used to characterize a person, the English word *fat* carries extremely negative connotations, it is considered impolite (Syarifuddin, 2016).

#### **4.2.10. Use**

Likewise, knowledge of use is separated into three sections. The first sub-division, grammatical functions, includes understanding which part of speech a word belongs to and, as a result, how it will connect to other words. The collocation sub-division refers to the ability to recognize words that are commonly paired with a specific term. For instance, the terms train and food can be combined with the word fast, but not with the word quick; hence, combinations such as the rapid train and quick food will seem "unnatural" or "wrong" to English native speakers (Syarifuddin, 2016).

**4.2.10.1. Parts of Speech.** In the English language, there are nine different parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections. Determiners are also a component of speech. Some writers and websites only count eight different parts of speech, and determiners are included in the adjective group in their system. Recent research, on the other hand, classifies determiners as another individual unit of speech. These nine categories of words are classified according to their role within sentences. When used in a variety of sentences, a single word can sometimes perform the functions of more than one component of speech (Ahmad, 2022).



**Table 6***Parts of speech meanings*

<b>Parts of speech</b>	<b>Meaning</b>
Noun	A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action. Examples: cowboy, theatre, box, thought, tree, kindness, arrival
Verb	A verb is a word which describes an action (doing something) or a state (being something). Examples: walk, talk, think, believe, live, like, want
Adjective	An adjective is a word that describes a noun. It tells you something about the noun. Examples: big, yellow, thin, amazing, beautiful, quick, important
Adverb	An adverb is a word which usually describes a verb. It tells you how something is done. It may also tell you when or where something happened. Examples: slowly, intelligently, well, yesterday, tomorrow, here, everywhere
Pronoun	A pronoun is used instead of a noun, to avoid repeating the noun. Examples: I, you, he, she, it, we, they
Conjunction	A conjunction joins two words, phrases or sentences together. Examples: but, so, and, because, or
Preposition	A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence. Examples: on, in, by, with, under, through at.
Interjection	An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. Examples: Ouch!, Hello!, Hurray!, Oh no!, Ha!
Article	An article is used to introduce a noun. Examples: the, a, an

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**4.2.10.2. Collocations.** This is a subcategory of vocabulary and refers to a frequent and meaningful combination of content words with other lexical and grammatical units (Vainik et al., 2020).

Collocation occurs at the intersection between grammar and lexis. It is true that the collocation is a combination of more than two words, but these two words should syntactically be acceptable. Collocation is arranged from more syntactically flexible combinations of words to more syntactically fixed combinations of words. Some collocated words are fixed in terms of syntax and some are not. Collocation contributes to make the text more cohesive through the semantic relations of the collocated words (Igaab and Hanan, 2018, p. 98-99).

Systematically, collocation can be divided into two basic categories: lexical collocations and grammatical collocations. A lexical collocation may consist of nouns, adjectives, verbs, and adverbs, such as "warmest regards" and "strictly accurate". The structures and examples of the seven types of lexical collocations are provided below (Benson et al., 1986, as cited in Harida and Hamka, 2019).

- a. Verb (denoting creation or activation) + noun (pronoun or prep. Phrase) e.g. compose music; make an impression.
- b. Verb (meaning eradication or nullification) + noun e.g. revoke a license; demolish a house.
- c. Adjective + noun, e.g: strong tea; a rough estimate
- d. noun + verb, e.g: bees buzz; bombs explode
- e. noun 1 of noun 2, e.g: a pack of dogs; a herd of buffalo
- f. adjective + adverb/ adverb + Adjective, e.g sound asleep; hopelessly addicted
- g. verb + adverb, e.g anchor firmly; argue heatedly

**4.2.10.3. Register.** The final subcategory of knowledge of use is register. The term register refers to “a combination of the kind of activities and topics we are writing and talking about (sometimes called field), the tone we wish to use (based on the participants and their relationship with each other) and the mode of the communication (for example email, formal oral announcement, literary novel or tweet)” (Hamer, 2012, p. 77).

### **4.3. Previous Studies about Gamification and English Vocabulary Learning**

In the section of previous studies, it is shown the effectiveness of the application of gamification in vocabulary learning through non-native English speaker countries around the world. The present is a summary of six scientific articles which contribute with positive findings and solid basis to this current investigation development. The most relevant information of these papers is classified in table number 7 in the following categories such as: author and year, country, research type, research design, population and level of education.

**Table 7***Previous studies that have investigated Gamification and English Vocabulary Learning*

<b>Author and year</b>	<b>Country</b>	<b>Research Type</b>	<b>Research design</b>	<b>Population</b>	<b>Level of Education</b>
Weissheimer et al. (2019)	Brasil	Article	Mixed method	32 students	Higher education
Tamtama et al. (2020)	Indonesia	Article	Mixed-method	Students from 5-6 years	Kindergarten schools
Mustiarini (2020)	Malaysia	Article	Qualitative	Students from 7th grade multimedia class	Primary education
Boyinbode (2018)	Nigeria	Article	Qualitative	71 students	Higher education
Shabaneh and Farrah (2019)	Palestine	Article	Descriptive study	20 students	Elementary education
Panfilova et al. (2022)	Russia	Article	Action research	342 students	Higher education and university.

Classification of six previous studies about gamification on vocabulary.

The research work of Boyinbode (2018) involved the development of a mobile English vocabulary learning system that incorporated gamification approaches as a source of encouragement for students. It is in line of a qualitative study; the data collection was done through a survey applied to 71 participants. This program included the necessary game functions for learning English vocabulary. In addition, information technology was implemented, including gamification tactics, text-to-speech features, and effective difficulty level adjustments using the difficulty curve concept. The experimental results demonstrated that the devised system considerably improved the English vocabulary skills of students and stimulated their enthusiasm in learning.

In another research of line, Weissheimer et al. (2019) developed a mixed research design about “Gamification and L2 vocabulary learning: The Vocabox Experience in the Languages without Borders Program”. The data were collected using an observation grid during classes and conducting two focal discussion sessions, one with the students and one with the teachers who implemented the games in their classes. According to the findings, the qualitative results indicate that both, teachers and students view the vocabulary experience as a valuable learning opportunity, although teachers tend to perceive learning in a larger context while students view it primarily as the memory of new vocabulary. The quantitative data indicates that teachers favored using vocabulary games to warm up their classes and that the games' designs had

elements of both competition and teamwork. Regarding the students, they exhibited greater involvement in developing the gamification activities overall.

Shabaneh and Farrah (2019) carried out a mixed research work to explore the efficiency of using gamification in vocabulary inside classrooms. It involved a population on 20 students from a public institution. This is a descriptive study. The data for this study was collected through pretests and posttests and class observation. The findings of the research revealed the efficiency of utilizing games in the educational process because it helped students to retain unfamiliar vocabulary, to associate new information with their surroundings and to develop their language and communicative skills. It recalls that gamification is the best model to brush up on the students' knowledge in an effective and successful way.

Mustiarini (2020) developed a qualitative research study with the aim to know "How is the effect of the use of gamification in learning vocabulary?". Observation and interviews are the instruments to collect the information from the 7th grade multimedia class. Based on observations and interviews, the activities of students in learning to use guessing pictures games get good results. The outcomes obtained were the product of data processing techniques assisted by a picture-guessing learning strategy game. The results of the interviews indicated that they agreed with learning vocabulary through guessing picture games because it was enjoyable, increased new vocabulary, enthusiasm, and active learning, it was not monotonous, and made it easier to remember words.

Moreover, it is relevant to cite the research work of Tamtama et al. (2020), the objective of this study was to develop an approach for teaching and learning English, particularly for kindergarten-aged. The gamification technique employed was a mobile phone application with games. The app contains three categories in the introduction to English: numbers, pictures, and spelling, so the researcher used the concept of gamification and following a flowchart methodology, a mobile application is developed which allows youngsters to playfully learn English. Students were assessments through questions in the mobile phone application, as well, report of table scores and rewards was taking into account to detailed the findings of this research. Gamification increased children's interest and motivation to learn English. It showed the information more comprehensible and visually appealing. The contribution of this paper is to stimulate children's desire to learn English through alternative learning approaches, specifically gamification.

Finally, a mixed research design was applied by Panfilova et al. (2022) which purpose was to analyze the main functions and characteristics of 55 educational mobile games for Increasing vocabulary when learning a foreign language. It had the participation of 342 students

from Higher education and university. Tests were applied for each group of students, as well, surveys and anonymous questionnaires. The main findings for this research indicated that students memorized 80-90% of vocabulary with the help of mobile applications, the researcher pointed out that gamification can be used as an aid when using mobile learning methods in teaching foreign languages.

The present literature review encompasses three principal themes, gamification, English vocabulary learning and previous researches about the independent and dependent variables. Within the most significant information gathered, the most useful gamification tools are Educaplay, Genially and Kahoot. Similarly, five steps process to gamify effectively a lesson are described in details and the most commonly gamification elements are points and leaderboard. On the other hand, English vocabulary learning is crucial for constructing sentences and expressing thoughts and meanings, as well as a fundamental prerequisite of language communication, therefore a strong and growing vocabulary is required (Bai, 2018). Therefore, the authors propose three distinct aspects or categories that make up one's knowledge of words: knowledge of form, knowledge of meaning, and knowledge of use, so this present research work is framed in this approach.

To conclude, the previous studies were developed with the aim of emphasizing the benefit and importance of use of gamification to teaching and learning vocabulary as a foreign language. Furthermore, many researchers agree that gamification is a useful method to receiving, absorbing and understanding new English vocabulary. Therefore, the use of gamification inside the classroom provides a positive experience for teachers and students because it creates an enjoyable learning environment, and it can provide for teacher a better, interesting and motivator way to give the class. It is important to mention that many researchers used a bunch of games, elements and application in order to have better results. Therefore, it would be important to research more gamification tools in different level of education in the further studies, thus, teachers would have new and successful results and a wide variety of tools to use.

## **5. Methodology**

### **5.1. Setting and participant**

The present research work was developed at a public institution in San Lucas parish, in the province Loja, in the south of Ecuador, in South America. The geographical coordinates in decimal degrees of this city are: latitude: -3.9931300 and longitude: -79.2042200. The city has a population of about 181,000, and is situated 2060 m (6758 ft) above sea level.

The population of this study was the students of the Superior Basic Education Level of a public institution of Loja city. The sample was a group of ninth-grade students. The participants were selected through a convenient sampling, since they all shared similar criteria such as: all of them are in the A1.2 English proficiency level according to the National Curriculum of Ecuador, in addition, they were the same age between thirteen to fourteen years old, within this group there were nineteen students among them twelve boys and seven girls. Moreover, the participants had the same availability at a given time and the willingness to participate in the research study. These characteristics made a homogeneous sample. Finally, as stated by Creswell (2012), in order to follow the ethical principle of privacy, all participants were given a code.

### **5.2. Procedure**

#### ***5.2.1. Method***

The current research was conducted by utilizing the mixed approach in which quantitative and qualitative data was gathered with the objective to study the effectiveness of the application of gamification to improve English vocabulary. This method provided the researcher a stronger understanding of the research question, obtaining different perspectives and explanations about the quantitative and qualitative results. This granted both opportunities to evaluate the process as well as the outcomes of the entire methodological proposal (Creswell and Creswell, 2018).

According to Creswell (2012), the quantitative method involved the establishment of statements, and research questions, which must be specific, limited, measurable, and observable. For this reason, it was essential to use a structured test as a research instrument to collect numeric information after applying statistical analysis. The final findings allowed the researcher to understand the relationship between the variables, compare the results with previous studies and give an answer to the research question. Within this investigation, there was just one group of participants and there was no control group. Moreover, the participants

were tested through a pre and post-test before and after the application of gamification activities to measure their English vocabulary level.

As well as, the qualitative method started by identifying a central issue in an educational environment, this method allowed the researcher to explore the variables in order to elaborate a detailed understanding of this phenomenon. The data collection was based on the participants' perceptions recorded in a descriptive way. Similarly, to analyze the data, the researcher utilized subjective reflexivity and applied evaluative criteria to interpret the behaviour of participants face to the treatment to solve a problem. The current research employed a questionnaire at the end of the intervention plan and recorded the most relevant events during the classes, this helped to obtain relevant standpoints and perceptions about the acceptance of implementation of gamification to improve the English vocabulary.

### **5.2.2. Research design**

This investigation followed the process of the action research design, which provided a valuable way for teachers to solve educational problems that are important to them in their daily work. The process of this research design was diagnosing, action planning, acting, evaluating and reflecting, proposed by Gerald Susman (1983). Therefore, the researcher started choosing the action research as an alternative to solve the research problem: How does the use of gamification improve English vocabulary learning?

**5.2.2.1. Diagnosing:** The study began by recognizing a difficulty in the English vocabulary learning of the target population, which were the ninth-grade students during the practicum of the researcher. In order to access to the population, the researcher requested the educational institution the corresponding permission through a legalized document to be able to interact with the students to develop the intervention proposal. The researcher was able to gather further information on the issue through the application of the pre-test to the target group, allowing for a more precise diagnosis. Through this analysis, it was feasible to describe and define a research general problem that was addressed by the following question: How does the use of gamification improve English vocabulary learning among ninth grade students at a public institution of Loja, during the 2022 - 2023 school year? For the purpose of guiding the research work, the primary problem was subdivided into three sub-questions aligned with determining the effectiveness, the strategies, and the students' effectiveness of gamification upon English vocabulary learning.

**5.2.2.2. Action Planning:** After identifying the primary issue with English vocabulary learning. Subsequently, a significant literature review was developed where some scientific articles were the base to initiate this study. It was the medium to collect

strategies, techniques, experiences and useful information to formulate the methodological proposal. The researcher investigated a broad range of materials and viable solutions in order to properly address the issue. From these assumptions, an action plan was established that incorporates fundamental strategies for enhancing English vocabulary learning within the target group. The plan was connected with the research question mentioned in the study, and the research instruments were established based on the characteristics of the participants as well as the study's design.

The action plan was designed based on Soman et al. (2013) model, who propose five steps to effectively gamify a topic in education. The first step was to understand the target audience and the context, the second one was to define learning objectives, the third one was to structure the experience, the next one was to identify resources and the final step, the teacher applied the gamification elements. This proposal was developed based on gamification tools like: Kahoot, Genially and Educaplay, which were essential to motivate students to learn English Vocabulary. All the activities proposed allowed them to be active in class and provided them opportunities to practice and master new words with their form, meaning and use. The instruction basically covered forty academic periods with the ninth-year students and was planned in ten lesson plans.

**5.2.2.3. Acting:** At this step, the researcher developed a well-designed intervention plan based on an examination of theoretical sources. It was implemented through the application of certain gamification strategies that aided in the solution of the English vocabulary learning issues. The research problem was addressed in the proposal. During the research phase, the intervention plan (Annex 7) was applied as a strategy that was continuously monitored, reviewed, and altered to establish its efficacy. During the proposal application process, the researcher collected data utilizing a checklist (Annex 3) which permitted the recording of essential information. Later, it was utilized to correlate or compare the data and present the study's findings. The plan's adaptability enabled the researcher to make precise adjustments during the action phase by monitoring the strategies implemented as an effective answer to the research questions.

The intervention plan (Annex 7) lasted forty hours during ten weeks of English instruction, and it was carried out throughout the school year 2022-2023. The schedule for parallel A was: Wednesday – 1st and 2nd hour and Thursday – 5th hour during the morning session. It is essential to note that the teaching approach was implemented through face-to-face sessions in Unidad Educativa Intercultural Bilingue “Mushuk Rimak” in Loja city with ninth-year students. During the course of the English language teaching and learning process,



the lessons were delivered with the assistance of technological resources, which made it easier to achieve the desired objectives, which were aimed at enhancing students' ability to learn English vocabulary

**5.2.2.4. Evaluating and reflecting:** Once this proposal was applied, the posttest was administered to evaluate the student's vocabulary level along with the questionnaire, which was useful to validate the effectiveness of the application of gamification with students in the classroom. When the results were obtained, the researcher established if gamification had a positive impact on English vocabulary learning and reflected on what had been learned during the study. In addition, this step aimed to analyze the outcomes of the intervention plan by assessing the quantitative and qualitative data gathered throughout the action phase. The overall findings were given in the form of conclusions and recommendations that can aid in answering the specific research questions posed in this study and in developing future studies on the topic. It is vital to publish the findings since they might be utilized by a variety of educators who are always seeking ways to enhance their English as a Foreign Language teaching practice.

#### ***5.2.3. Data collection sources and techniques***

This research worked with the paper and pencil technique and observation for data collection proposed by Gay et al. (2012). The paper and pencil technique were useful to recall quantitative data by using a pre and posttest and a questionnaire. On the other hand, the employment of the checklist through participatory observation helped to collect both quantitative and qualitative data (Gay et al., 2012). The first instrument (Annex 1): pre and posttest covered five questions, the first, the second, the third and four followed the selection method, where the students had to match the answers and the last question followed the supply method, so, the students had to write an open answer (Gay et al., 2012). The pre-test was beneficial to measure the students' level in using English vocabulary before the application of gamification, as the strategy to improve the students' difficulties. The same test as post-test was administered to determine students' improvement after the intervention plan. This instrument assessed the form, meaning and use of the English vocabulary, the teacher tested the spelling, the meaning, the grammatical function and the register of words. At last, a scoring guide (Annex 4) was established with the goal of grading the pre and post-test aligned with the Ministry of Education by using the criterion-referenced scoring proposed by Gay et al. (2012).

Additionally, the questionnaire as the second instrument (Annex 2) was designed to gather qualitative information about the participants' teaching and learning experiences, regarding the use of gamification to enhance English vocabulary learning. Moreover, it is consistent with the paper and pencil approach, which includes five closed questions, which

were developed by the researcher using the Linkert scale model (Gay et al., 2012). The researcher was able to gather information about the behaviours, understanding, perceptions, and views of the participants toward gamification. The questionnaire aimed to gather data on gamification indicators like competition, rewards, motivation, gamification tools, and participation. Just before the intervention plan ended, the questionnaire was handed out to the students.

Finally, the application of the checklist (Annex 3) followed the observational method, which is useful for gathering data from students' natural classroom settings. The researcher observed each event during the lessons, attitudes, working preferences of students, improvements and interaction and participation. In addition, the researcher acted as a participant observer during the implementation of the methodological proposal, who came in contact actively and directly with the students while he was filling out the checklists (Gay et al., 2012). The contents observed in the checklist were related to the learning of English vocabulary: form, meaning and use, it tried to recall the level of understanding of suffixes, prefixes, meaning, parts of speech and register.

#### ***5.2.4. Data analysis***

To start processing the quantitative information, the researcher implemented a descriptive analysis, which uses statistical procedures. This method helps to summarize the overall trends or tendencies of the quantitative results. Therefore, the researcher interpreted the pre and posttest scores by incorporating a measure of central tendency: the mean. The pre and posttest results and comparison of general means were displayed in tables, detailing the scores gotten in each vocabulary aspect. Along with this, the questionnaire was developed by using the Likert Scale system, and the results were presented by using bar charts for its analysis and interpretation, these findings were corroborated with the data gathered from the checklist applied during each English lesson. Finally, both the information collected from the pre-posttest and the questionnaire was inputted in the EXCEL program for their statistical analysis and visual representation. Each table and bar charts have a descriptive and narrative text in order to interpret the findings and corroborate the results (Creswell, 2012).

## 6. Results

### 6.1. Pretest results

The pretest was useful for the researcher to diagnose the issues that limit the improvement of English vocabulary learning among, ninth-grade students at a public institution in Loja, during the 2022 - 2023 school year. The results obtained are shown in the following table.

**Table 8**

*Pretest results on the performance of English vocabulary of ninth-grade students.*

<b>Students' code</b>	<b>F. 4/4</b>	<b>M. 2/2</b>	<b>U. 4/4</b>	<b>TOTAL 10/10</b>
UEIBMR01S	1.60	1.20	0.70	3.50
UEIBMR02S	3.20	2.00	1.50	6.70
UEIBMR03S	3.20	1.20	1.70	6.10
UEIBMR04S	2.40	1.20	0.90	4.50
UEIBMR05S	2.40	1.20	1.70	5.30
UEIBMR06S	2.40	1.20	1.70	5.30
UEIBMR07S	2.80	1.20	1.70	5.70
UEIBMR08S	2.40	1.20	0.90	4.50
UEIBMR09S	1.60	1.20	1.90	4.70
UEIBMR10S	1.60	2.00	0.50	4.10
UEIBMR11S	2.40	2.00	0.70	5.10
UEIBMR12S	3.20	2.00	1.70	6.90
UEIBMR13S	2.00	2.00	0.90	4.90
UEIBMR14S	2.40	1.20	1.50	5.10
UEIBMR15S	1.60	0.80	1.30	3.70
UEIBMR16S	3.20	0.40	1.10	4.70
UEIBMR17S	4.00	2.00	1.50	7.50
UEIBMR18S	0.80	0.80	0.70	2.30
UEIBMR19S	1.60	2.00	0.50	4.10
UEIBMR20S	1.60	0.80	1.30	3.70
<b>MEAN</b>	<b>2.32</b>	<b>1.38</b>	<b>1.22</b>	<b>4.92</b>

**UEIBMR01S** = Unidad Educativa Intercultural Bilingue "Mushuk Rimak" 01 student, **F.** = Form, **M.** = Meaning, **U.** = Use

Table 8 provides an overview of the pretest results, it was administered before the application of the intervention plan, with the aim to diagnose the issues that limit the improvement of English vocabulary learning. The total score mean that students got in the pretest was 4.92/10, this means that the students could not reach the average score (7/10) compared with the national grading scale (see Annex 4). Therefore, the findings confirm that students showed lack of knowledge to use vocabulary properly in terms of form, meaning and use.

Related to “Form aspect” as the first component of vocabulary whose mean was 2.32/4 the participants presented difficulties in identifying the written form (spelling) of words and how the words look like, in the same line, students faced problems in applying knowledge about prefixes and suffixes to add or change the meaning of a word. In a similar way, regarding the “Meaning aspect” of vocabulary with a mean of 1.38/2, students showed problems in linking the form of words to their meaning, had difficulties to employ new vocabulary concepts when the English language is in use either in written or spoken form, and to identify various meanings of a single word in relation to the context. At last, in the component of “Use aspect” with a mean of 1.22/4, that demonstrated that the participants did not recognize the grammatical functions of words such as verbs, adjectives and nouns. In addition, students were not able to register the vocabulary imparted in a written form, in this case, students were asked to write some descriptions of some electronic products and household appliances by using adjectives.

In summary, the most affected aspect that students had was in “Use aspect”, since they could not employ the vocabulary presented to write short descriptions about features of some electronic devices and home artefacts by using adjectives, they did not manage the grammatical function of the part of speech such as nouns and adjectives and they presented problems to use the appropriate vocabulary according to a context either written, spoken, formal or informal. On the whole, students showed difficulties in the three vocabulary aspects: form, meaning and use.

## 6.2. Posttest results

The posttest was useful for the researcher to validate the effectiveness of using gamification to improve the English vocabulary learning among ninth-grade students at a public institution in Loja, during the 2022 - 2023 school year. The results obtained are shown in the following table.

**Table 9**

*Posttest results on the performance of English vocabulary of ninth-grade students.*

<b>Students' code</b>	<b>F. 4/4</b>	<b>M. 2/2</b>	<b>U. 4/4</b>	<b>TOTAL 10/10</b>
UEIBMR01S	4.00	2.00	2.00	8.00
UEIBMR02S	4.00	2.00	2.00	8.00
UEIBMR03S	4.00	2.00	1.60	7.60
UEIBMR04S	4.00	2.00	2.00	8.00
UEIBMR05S	4.00	2.00	2.20	8.20
UEIBMR06S	4.00	2.00	2.20	8.20
UEIBMR07S	4.00	2.00	2.00	8.00
UEIBMR08S	4.00	2.00	2.20	8.20
UEIBMR09S	4.00	2.00	2.00	8.00

<b>Students' code</b>	<b>F. 4/4</b>	<b>.M. 2/2</b>	<b>U. 4/4</b>	<b>TOTAL 10/10</b>
UEIBMR10S	4.00	2.00	2.00	8.00
UEIBMR11S	4.00	2.00	2.00	8.00
UEIBMR12S	4.00	0.80	2.00	7.80
UEIBMR13S	4.00	2.00	2.20	8.20
UEIBMR14S	4.00	2.00	2.00	8.00
UEIBMR15S	4.00	2.00	2.00	8.00
UEIBMR16S	4.00	2.00	2.60	8.60
UEIBMR17S	4.00	2.00	2.20	8.20
UEIBMR18S	2.00	2.00	2.20	7.20
UEIBMR19S	4.00	2.00	2.20	8.20
UEIBMR20S	4.00	2.00	2.20	8.20
<b>MEAN</b>	<b>3.90</b>	<b>1.94</b>	<b>2.09</b>	<b>7.93</b>

**UEIBMR01S** = Unidad Educativa Intercultural Bilingue “Mushuk Rimak” 01 student, **F.** = Form, **M.** = Meaning, **U.** = Use

Table 9 illustrates the results of the posttest, which was applied after the application of intervention plan with the aim to validate the effectiveness of the application of gamification in improving English vocabulary learning, among ninth-grade students. A generally significant positive mean was obtained from the participants 7.93/10, which indicates that they have achieved the required learning according to the national grading scale detailed on Annex 4. Moreover, students showed a strong improvement in the three vocabulary aspects: form, meaning and use.

Participants got the highest score mean within the “Meaning aspect” that was 1.94/2 which demonstrated students could identify the concept of a word and understand the equivalent meaning. In the same way, another valuable score mean was achieved in the “Form aspect” that was 3.9/4, which is evident students improved the pronunciation of the words, to spell them correctly and to add properly prefixes and suffixes to change the meaning of words. Finally, within the “Use aspect” students reached the lowest score mean 2.09/4, where students still face problems to identify the grammatical function of words (parts of speech), how the words can be connected with other to make sentences, and have few abilities to use a specific set of vocabulary in context to communicate something either in written or spoken form.

### **6.3. Comparison of the Pretest and Posttest means**

The comparison between the pretest and post test scores is described in Table 10, which is useful for the researcher to show the level of progress that students reached after the intervention plan in the three vocabulary aspect: form, meaning and use. As well as, to confirm the effectiveness of gamification to improve English vocabulary. Finally, to identify if students still continue presenting any other vocabulary problem.

**Table 10**

*Comparison of the Pretest and Posttest means of the 9<sup>th</sup> “A” grade students in the use of English vocabulary.*

<b>Indicators</b>	<b>Pretest</b>	<b>Posttest</b>
<b>Form (4/4)</b>	2.32	3.90
<b>Meaning (2/2)</b>	1.38	1.94
<b>Use (4/4)</b>	1.22	2.09
<b>Total means</b>	<b>4.92</b>	<b>7.93</b>

As can be seen in Table 10, it shows a comparison between the pretest and posttest scores, which evaluated the English level in using vocabulary before and after applying the intervention plan, based on gamification tools. The results obtained support a positive improvement in the three-vocabulary aspects: form, meaning and use. The means of “Form aspect” increased from (2.32/4), in the pretest to (3.9/4) in the posttest, this important progress evidenced that students could easily write words with the correct spelling, pronounce words, and use prefixes and suffixes. Likewise, students demonstrate high performance in the “meaning aspect”, they develop the ability to get the concepts of words by reading or using visual representation, labelling and matching activities. The score means changed from (1.38/2) in the pretest to (1.94/2) in the posttest. Finally, the progress reached in the “Use aspect” of vocabulary is a little low, the mean in the pretest is (1.22/4), and in the posttest is (2.09/4) it means that students have not developed sufficient knowledge to differentiate part of speech such as adjectives, nouns, and verbs, therefore they are unaware of their grammatical functions.

To conclude, it is important to highlight the total score means, in the pre-test, students obtained 4.92/10. Fortunately, in the post-test, students could overcome the majority of their English vocabulary issues attaining a mean of 7.93/10. In summary, these results showed the effectiveness of gamification in the improvement of English vocabulary, demonstrating a successful progress in the ninth-grade students.

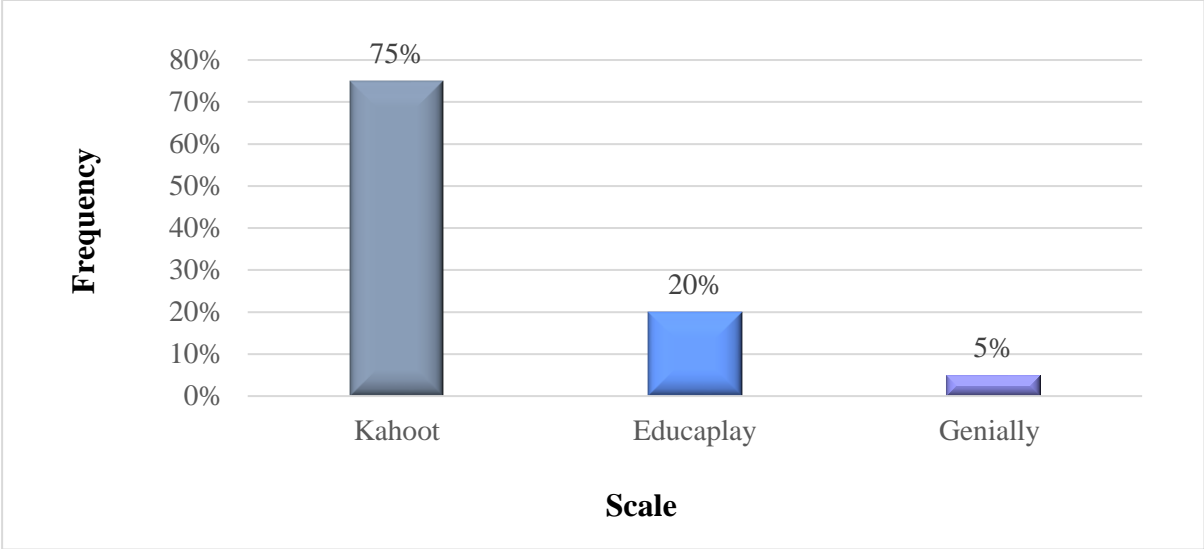
#### **6.4. Questionnaire results**

The instrument of the questionnaire was applied when the intervention plan was finished with the aim to apply and identify the most suitable tools of gamification to improve English vocabulary learning among ninth-grade students of superior basic education at a public institution of Loja, during the 2022 - 2023 school year. The results are presented through figures.

**Question 1: Which gamification tools did you prefer to work with to overcome the issues presented in English vocabulary learning?**

**Figure 2**

*Gamification tools preferences to overcome English vocabulary issues.*



As it is visibly set out in Figure 2, the majority of participants 75% mentioned they prefer to work with Kahoot!, a significant number of participants 20% agreed to work better with Educaplay, and some others (5%) of students chose to work preferably with genially. These positive results obtained are verified and confirmed through the observations written down in the checklist, which explained that the activities settled in Kahoot! were the most useful strategies to develop English vocabulary in a challenging manner, especially in the aspect of meaning. Similarly, Educaplay contributed meaningfully to practicing spelling and helped students to check vocabulary either in a written or in a spoken way. To conclude, the three gamification tools were employed by the researcher during the intervention plan, and all of them added value to the students' effective English vocabulary learning. Therefore, the most suitable gamification tools applied for improving English vocabulary learning were: Kahoot!, followed by Educaplay, and the least Geneally.

**Question 2: What kind of rewards did you get for completing the gamification activities to learn English vocabulary?**

**Figure 3**

*Kind of rewards gotten for completing gamification activities.*

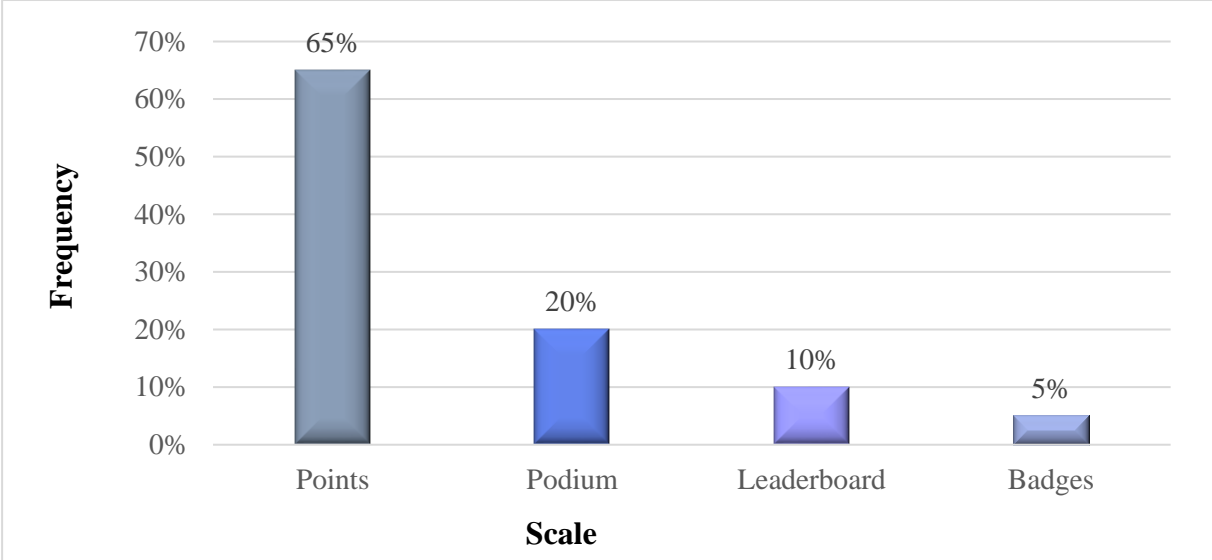


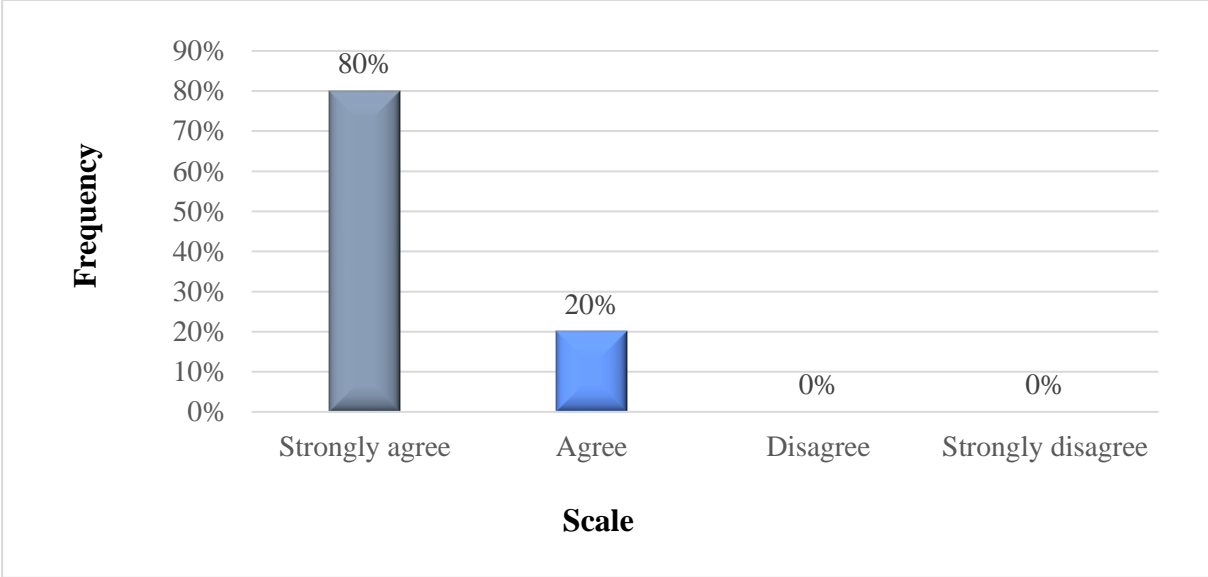
Figure 3 illustrates the different kinds of rewards that students got for developing their gamification activities in the English class. More than half of them (65%) indicated that they received points, 20% of participants were positioned in the podium, and a small number of them (10%) were placed on leaderboards, and finally, just 5% of them have been rewarded by using badges. According to the information gathered during each lesson plan in the training phase through observation by using a checklist, the researcher could notice that given points motivated students more to learn English vocabulary than given badges, therefore most of the gamification activities were provided points as a way to prize students, most of them liked to accumulate scores during the lesson to compare with others at the end of the class. In conclusion, the majority of students were provided with points for each gamification activity finished to practice vocabulary form, meaning and use.



**Statement 3: The implementation of gamification tools helped you to overcome the issues presented in English vocabulary learning.**

**Figure 4**

*Gamification tools to overcome English vocabulary issues.*

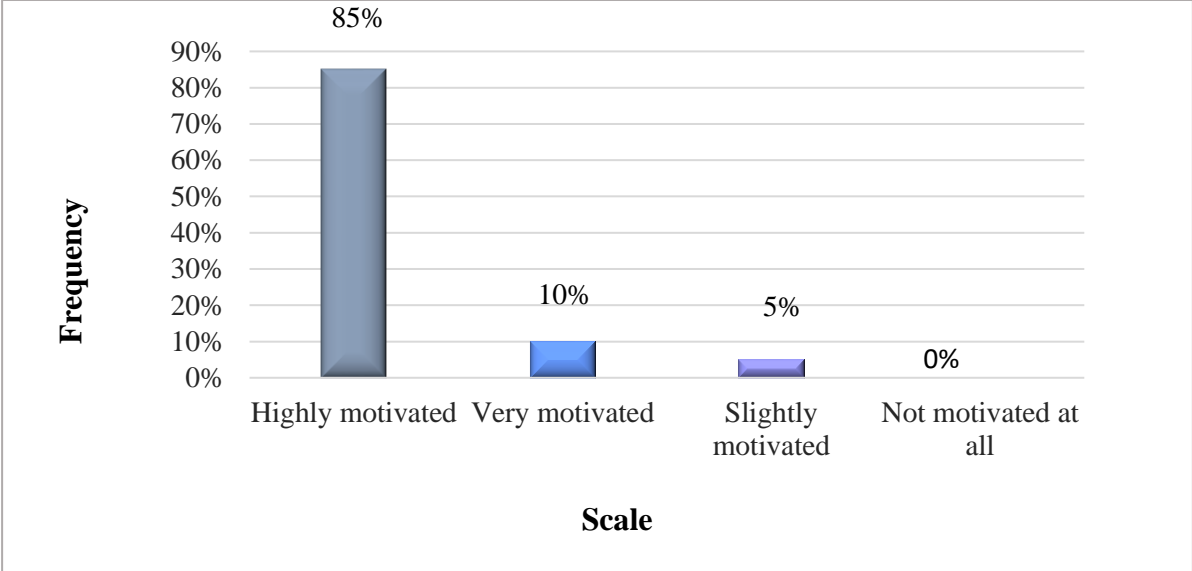


The findings in Figure 4 evidence that a significant majority of students (80%) strongly agree that the application of gamification tools in English class helped them to overcome the issues presented in vocabulary learning, in the same way, 20% of them agreed with the same fact mentioned above. Moreover, this result is corroborated with the information obtained from the checklist where the researcher took note about the use of Kahoot!, when this gamification tool was applied. It facilitated students to understand better the meaning and use of vocabulary because it created group game competitions between them. At last, it clearly indicates that students showed a high level of gamification tools acceptance since they contributed positively to addressing their English vocabulary concerns.

**Question 4: According to your learning experiences, how motivated did you feel during the application of gamification tools to learn English vocabulary?**

**Figure 5**

*Motivation to learn English vocabulary by using gamification tools.*

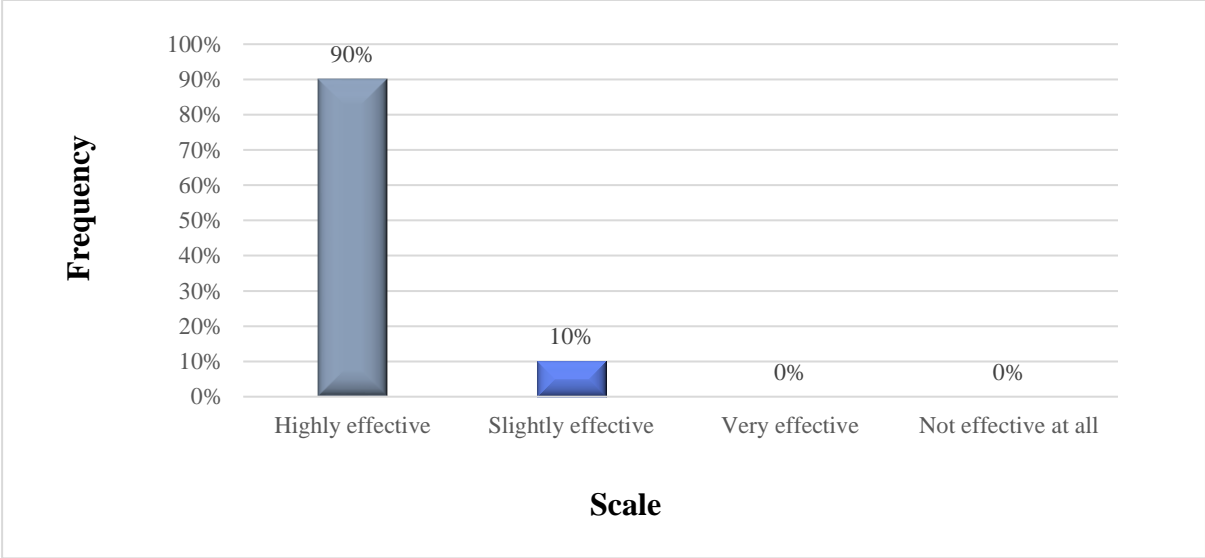


As it can be seen Figure 5 the data demonstrates that 85% of students felt highly motivated during the application of gamification tools to learn English vocabulary, similarly, another small part of them (10%) said that according to their learning experience with gamification activities made them felt very motivated as well. According to the remarks collected from the checklist, the researcher was aware that when the contents were presented on Genially, students were interested in the topic especially when the teacher used interactive images to show vocabulary, as well as, the Educaplay games like scrabble letter and matching columns were the favorite activities for students to practice spelling. In summary, gamification tools contributed significantly to the students’ improvement to develop vocabulary skills in a motivational manner.

**Question 5: How effective is the use of gamification activities to encourage active participation in class when learning English vocabulary?**

**Figure 6**

*Encouragement of students' participation by using gamification activities.*

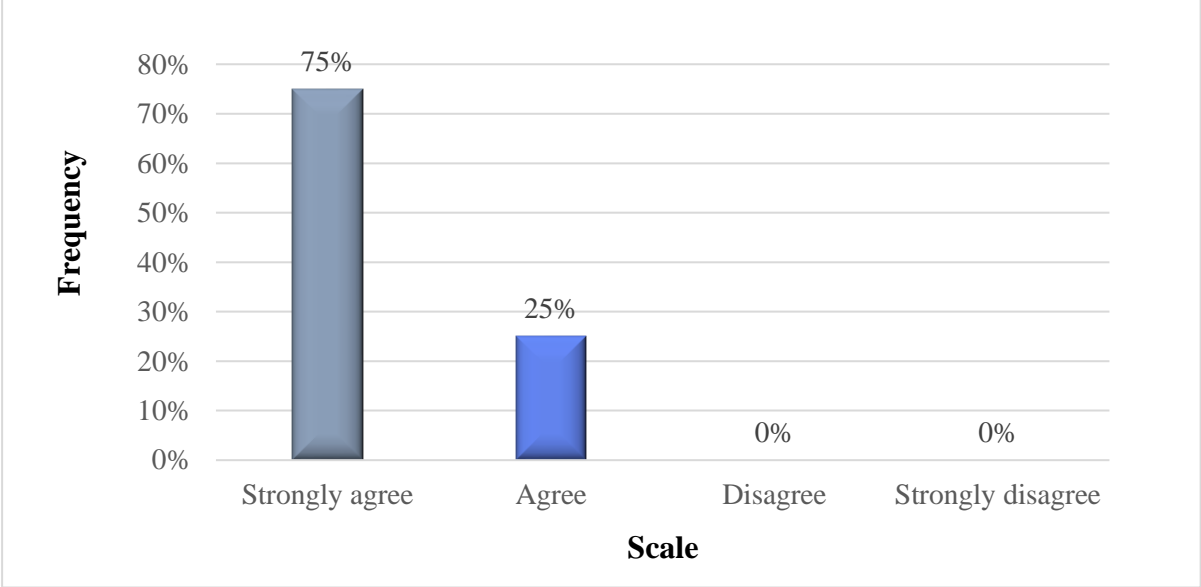


The results in Figure 6 indicate that almost all participants (90%) considered that the use of gamification activities was highly effective to encourage active participation in class at the moment to learn English vocabulary, and the other small part (10%) said it was slightly effective. That demonstrated students were involved in an entertaining and active learning environment, which allowed them to experiment innovative ways to perform their English vocabulary learning. In relation to the checklist data, it is corroborated that students enjoyed being part of games, they liked to compete in pairs and in groups, they showed a dynamic way to interact with others and lastly, they demonstrated collaboration skills in the workgroups, therefore it is concluded that the application of gamification activities like: Kahoot!, Educaplay and Genially were significant effective to learn English vocabulary.

**Statement 6: The use of gamification in the English classes encourages positive competition among your classmates.**

**Figure 7**

*Competition encouragement by using gamification in the English classes.*



In Figure 7 there is a clear trend of agreement regarding the use of gamification to encourage positive competition among the class. In other words, a huge number of participants (75%) strongly agree with the aforementioned statement. This means that students were influenced by a positive sense of competition, where their social skills and self-improvement were developed in a dynamic way. These meaningful findings are supported and validated by the data collected in the checklist. The researcher could appreciate that students make more effort when they have to complete a competition game either in groups or pairs rather than when they have to develop activities alone. Overall, the employment of gamification tools like: Kahoot!, Educaplay and Geneally were successful to encourage friendly and positive competition among the class, as well as, it created excellent relationships among students.

## 7. Discussion

The present research was developed with the objective to improve English vocabulary learning by using gamification among students of superior basic education at a public institution of Loja, during the 2022 - 2023 school year. In order to accomplish this general objective, the following sub-questions were established.

The first question of this research explains: what are the issues that limit the improvement of English vocabulary learning among students of superior basic education at a public institution of Loja, during the 2022-2023 school year? In response, the research supported this question based on the application of the pretest to participants whose total mean was 4.92/10. The results of the pretest showed that students present difficulties to master the form, meaning and use of the English vocabulary.

Since, vocabulary is crucial for constructing sentences and expressing thoughts and meanings, as well as a fundamental prerequisite of language communication, therefore a strong and growing vocabulary is required (Bai, 2018). A limited vocabulary in a second language makes it difficult to communicate effectively, developing one's vocabulary is sometimes seen as one of the most important features for learning a foreign language, this researcher's perception is in agreement with the conclusions settled by Susanto (2017) in his research work.

The second question was focusing on answering: which tools of gamification are suitable to improve English vocabulary learning among students of superior basic education at a public institution of Loja, during the 2022-2023 school year? Throughout the research work, the most appropriate gamification tools were selected to improve English vocabulary learning. The results of the present research identify three effective digital gamification tools to work with the students, one of them is Kahoot!, the second one is Educaplay and last one is Genially, all of them fomented participation and encouraged students to be focused on the development of vocabulary activities. According to the findings, students chose Kahoot! as their favorite gamification tool followed by Educaplay, and Genially as their least favorite.

As mentioned in the literature review, Shabaneh and Farrah (2019) demonstrated that using gamification strategies in the learning process, helped students retain new vocabulary, make connections between new contents and their environment, and improve their linguistic and communicative abilities. Most significantly, gamification tools inform students about their progress providing feedback that guides learners to the correct answer (Escamilla et al., 2016). However, this present investigation showed limitations to fully complying with the main objective, some students did not have a cell phone or computer to carry out the different gamification activities, so the practice was not sufficient and their self-learning was affected.

As well as, the teaching and learning process with gamification tools was interfered, due to some interactive activities are not for free, therefore the gamification tools were not totally explored by teachers nor by students.

Regarding the third question, the researcher aimed to describe: how effective is the application of gamification in improving English vocabulary among Students of superior basic education at a public institution of Loja, during the 2022-2023 school year? The effectiveness of gamified teaching in English vocabulary was reflected in the pretest and posttest scores with a difference of 3.01 points of progress.

A strong relationship between this positive result and previous studies has been reported in the literature. Tamtama et al. (2020) argued that gamification increased children's interest and motivation to learn vocabulary English, which allowed them to show the information more comprehensively and visually appealing. Mustiarini (2020) explained learning vocabulary through guessing picture games was enjoyable, increased new vocabulary, enthusiasm, and active learning, it was not monotonous and made it easier to remember words.

In summary, the use of gamification inside the classroom provides a positive experience for teachers and students because it creates an enjoyable learning environment, and it can provide for teachers a better, interesting and motivator way to give the class. The effectiveness of gamification was verified because students could overcome their vocabulary issues, such as: spelling, identification of word forms, word meanings, word function and word uses. On the other hand, an important limitation needs to be considered, sometimes students got deconcentrated when they used the cell phones in class, therefore, the teacher made the technological devices use just for developing the gamification activities and encourage them to follow this classroom rule. Finally, the findings obtained from this research will be beneficial for other researchers and future investigations to explore in different samples the progress of students and the perception of them face to gamification tools.

## **8. Conclusions**

- The issues that ninth-grade students faced in vocabulary learning implied difficulties in the form, meaning and use of words. Students faced problems in spelling, in adding suffixes and prefixes to form new terms, in linking the form of words to their meaning and in recognizing the grammatical functions of words in a real context.
- The use of gamification tools like: Kahoot!, Educaplay and Genially supported significantly the learning and improvement of English vocabulary, and decreased the students' limitations. Therefore, through these motivational and interactive technological tools, students were able to use correctly the three vocabulary aspect: form, meaning and use.
- Gamification was effective to improve English vocabulary learning, students demonstrated a high level in using vocabulary to communicate effectively. Gamification provided students with valuable learning experiences. Since, it increased their motivation for learning new words, encouraged positive competition and active participation and mainly, it helped students to overcome their vocabulary issues.

## **9. Recommendations**

- Teachers should diagnose the issues that limit the learning of students' vocabulary to start planning an innovative methodological proposal based on their weaknesses and interests by applying gamification tools, which will allow the teacher to keep recording their improvement and provide entertaining lessons.
- English teachers should apply gamification tools in class to provide students with enjoyable activities that imply positive competition and collaboration to develop vocabulary activities. Genially can be used to present the contents, Educaplay to practice the spelling, form and meaning of words and Kahoot! to evaluate the lesson. As well as, the use of this gamification elements should be utilized to reward the students' performance.
- The researcher recommends the use of gamification tools in their instructional lessons as it is effective to improve English vocabulary, with the purpose to encourage students' participation, collaboration and positive attitudes to learn more new words. In addition, teachers should plan interactive gamification activities to facilitate the whole study of the three vocabulary aspects: form, meaning and use.



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## 11. Annexes

### Annex 1. Pre-test and Post-test



**UNIVERSIDAD NACIONAL DE LOJA**  
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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**DATA COLLECTION SOURCE: PRE-TEST AND POST-TEST**

Student's Code:..... Date:.....

The objective of this test is to collect information about the students' knowledge in the use of English vocabulary. Please, read carefully and answer the following questions.

**1. Match the prefixes with the roots to form new words. (Form) 2. Points**

- |          |          |
|----------|----------|
| a. step  | husband  |
| b. grand | daughter |
| c. ex    | son      |
| d. step  | wife     |
| e. ex    | father   |

**2. Complete the words with the suffixes from the box. (Form) 2. Points**

**er - or - ly - able - er**



p r o j e c t [ ] [ ] [ ]



d i s h w a s h [ ] [ ] [ ]



f r i e n d [ ] [ ]










f r e e z [ ] [ ]






a f f o r d [ ] [ ] [ ]

3. Match the vocabulary about electronic devices with the correct picture (Meaning) 2. Points.

a.    c. 

b.   d. 

 e. 







4. Classify the words from the box in adjectives, nouns and verbs. (Use) 2. Points.


	Adjectives	Nouns	Verbs
a.			
b.			
c.			
d.			
e.			

juicer  
cook  
single  
desktop  
film  
friendly  
dryer  
antique  
webcam  
popular

5. Write the correct feature for each of the following products. Use the vocabulary taught. (Use) 2. Points.

a.  .....  
 b.  .....

c.  .....  
 d.  .....

e.  .....

\*Rice cooker  
\*Desktop computer  
\*Digital camera  
\*Air conditioner  
\*Juicer

## Annex 2. Questionnaire



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### DATA COLLECTION SOURCE: QUESTIONNAIRE

Student's Code:..... Date:.....

The objective of this questionnaire is to collect information about the perceptions that you have toward the implementation of gamification to improve English vocabulary. Read carefully the questions and answer them according to your learning experience in class. Choose one option for each question.

**1. According to your learning experience, how motivated did you feel during the application of gamification tools to learn English vocabulary?**

- Highly motivated ( )
- Very motivated ( )
- Slightly motivated ( )
- Not motivated at all ( )

**2. The implementation of gamification tools helped you to overcome the issues presented in English vocabulary learning.**

- Strongly agree ( )
- Agree ( )
- Disagree ( )
- Strongly disagree ( )

**3. What kind of rewards did you get for completing the gamification activities to learn English vocabulary?**

- Points ( )
- Podium ( )
- Leaderboard ( )
- Badges ( )



**4. How effective is the use of gamification activities to encourage active participation in class when learning English vocabulary?**

- Highly effective ( )
- Slightly effective ( )
- Very effective ( )
- Not effective at all ( )

**5. The use of gamification in the English classes encourage positive competition among your classmates.**

- Strongly agree ( )
- Agree ( )
- Disagree ( )
- Strongly disagree ( )

THANKS FOR YOUR COLLABORATION

**Annex 3. Checklist**



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**DATA COLLECTION SOURCE: CHECKLIST**

Checklist					
<u>Observation #:</u>		<u>Date/Time:</u>		<u>Role of the researcher:</u>	
<u>Topic:</u>		<u>Participants:</u>		<u>Duration of the observation:</u>	
<u>Objective of the lesson</u>					
Aspect to be observed		Level of acceptability			Remarks
		Yes	Sometimes	No	
FORM	Students can use Suffixes				
	Students can use Prefixes				
MEANING	Students understand the meaning of the new vocabulary.				
USE	Students can identify the part of speech (nouns, adjectives, and verbs)				
	Students can register their learning in a written or spoken form.				

## Annex 4. Scoring guide



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- 1. Match the prefixes with the roots to form new words. (Form) 2. Points**
  - a. Stepson (0,4)
  - b. Grandfather (0,4)
  - c. Exwife (0,4)
  - d. Stepdaughter (0,4)
  - e. Exhusband (0,4)
  
- 2. Complete the words with the suffixes from the box. (Form) 2. Points**
  - a. Projector (0,4)
  - b. Dishwasher (0,4)
  - c. Friendly (0,4)
  - d. Freezer (0,4)
  - e. Affordable (0,4)
  
- 3. Match the vocabulary about electronic devices with the correct picture (Meaning) (2 points).**
  - a. Keyboard (0,4)
  - b. Webcam (0,4)
  - c. Headphones (0,4)
  - d. Speakers (0,4)
  - e. Printed (0,4)
  
- 4. Classify the words from the box in adjectives, nouns and verbs. (Use) 2 points.**
  - a. Juicer (n), cook (v) (0,4)
  - b. Single (adj), desktop (n) (0,4)
  - c. Film (v), friendly (adj) (0,4)
  - d. Drier (n), antique (n) (0,4)
  - e. Webcam (n), popular(adj) (0,4)
  
- 5. Write one feature for each one of the following products. Use the adjectives taught. (Use) 2 points.**
  - a. Digital camera (0,4)
  - b. Rice cooker (0,4)
  - c. Juicer (0,4)
  - d. Desktop computer (0,4)
  - e. Air conditioner (0,4)

## Annex 5. Grading Scale



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

### *Scoring guide for vocabulary learning*

<b>Qualitative Scale</b>	<b>Quantitative Scale</b>	<b>International equivalence</b>
Excellent	9 – 10	Outstanding
Very well	8 – 8,99	Remarkable
Well	7 – 7,99	Good
Approved	Equal to or greater than 7	Sufficient
Reproved	Less than 7	Insufficient

### *Scoring guide for gamified teaching*

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

## Annex 6. Lesson plans

LESSON PLAN 1	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> November 8 <sup>th</sup> and 10 <sup>th</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

1. DEVELOPMENT OF THE LESSON	
<p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>- The basic family members' vocabulary</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<p><b>TARGET AUDIENCE:</b> Students with an A1.2 English level.</p>	
<p><b>LEARNING OBJECTIVE:</b> At the end of the lesson, students will be able to identify the form, meaning and use of the extended family members' vocabulary by developing some activities on Genially, Kahoot and Educaplay.</p>	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: Teach famous families. (15 minutes)</b></p> <p>For this activity, Teacher uses a diagram of the chosen famous family's tree online and hands a worksheet in pairs. Teacher creates some comprehension questions to go with it, so the students can fill in the correct family vocabulary.</p> <p>If the teacher is using "The Simpsons," the questions could look something like this:</p> <p style="padding-left: 40px;">Bart is Homer's _____ Homer is Marge's _____ Bart and Lisa are Homer's _____</p> <p><b>Stage 2: Present the content.</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1.</b> Teacher presents the following vocabulary by using a family tree programmed on Genially. (10 minutes)</li> </ul> <p><i>Grandmother, Grandfather, Mother in law, Father in law, Sister in law, Brother in law, Son, Daughter, Uncle, Aunt</i></p>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<ul style="list-style-type: none"> <li>- <b>Slide 2.</b> Teacher explains the meaning of <b>English prefixes and suffixes</b> and gives some examples. (10 minutes)</li> <li>- <b>Slide 3.</b> Teacher explains that this set of vocabulary functions as nouns and shows some useful phrases to write about the family. (5 minutes)</li> </ul> <p><i>I have ..... aunts.</i>  <i>She is my cousin.</i>  <i>Roberts is my brother-in-law.</i></p> <p><b>Stage 3: Provide learning guidance. (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Gamification activity 1: The teacher helps students to practice spelling by using a game on Educaplay: Unscramble letters.</li> <li>- Teacher help students to practice pronunciation by repeating the words in groups and individually.</li> </ul> <p><b>Sate 4: Students practice</b></p> <ul style="list-style-type: none"> <li>- Gamification activity 2: Students develop a game competition on Kahoot in order to memorize the new vocabulary. (15 minutes)</li> <li>- Gamification activity 3: Students complete sentences by using the family members' vocabulary on the Educaplay platform. (10 minutes).</li> <li>- Students read and listen to two women discussing family photos, then read some facts and check true, false or no inf. Pg. 27. (15 minutes).</li> </ul> <p><b>Stage 5: Assessment and Feedback. (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students complete a chart with information about their extended family, write the number of people in each category, then, compare charts with their classmates by using the following key question: “<i>How many_____s do you have?</i>” pg. 27</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p>Educaplay, Genially, Kahoot</p> <p><a href="https://view.genial.ly/605f3f010138370d9e847a86/interactive-content-the-simpsons-family-by-hugo">https://view.genial.ly/605f3f010138370d9e847a86/interactive-content-the-simpsons-family-by-hugo</a></p> <p><a href="https://view.genial.ly/611c4b284092e60d6f13851a/interactive-content-vocabulary-family-members">https://view.genial.ly/611c4b284092e60d6f13851a/interactive-content-vocabulary-family-members</a></p> <p><a href="https://es.educaplay.com/recursos-educativos/c-42632-4-spelling-activity-3-family-4.html">https://es.educaplay.com/recursos-educativos/c-42632-4-spelling-activity-3-family-4.html</a></p> <p><a href="https://create.kahoot.it/share/family-game-competition/fed9a180-24eb-4f17-b746-82e5f16365b6">https://create.kahoot.it/share/family-game-competition/fed9a180-24eb-4f17-b746-82e5f16365b6</a></p> <p><a href="https://www.educaplay.com/learning-resources/3622153-cuantas-personas-hay-en-tu-familia-act-1.html">https://www.educaplay.com/learning-resources/3622153-cuantas-personas-hay-en-tu-familia-act-1.html</a></p> <p><a href="https://www.educaplay.com/learning-resources/8675832-family-memebers.html">https://www.educaplay.com/learning-resources/8675832-family-memebers.html</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard, rewards</p>

<b>LESSON PLAN 2</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> November 15 <sup>th</sup> and 17 <sup>th</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

<b>1. DEVELOPMENT OF THE LESSON</b>	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Relationships and marital status vocabulary.</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b>	
Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b>	
At the end of the lesson, students will be able to report news about relationships by using the marital status vocabulary within a context and according to their form and use.	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: Listen to a song. (15 minutes)</b></p> <ul style="list-style-type: none"> <li>- Teacher presents the song "Alone" from Alan Walker on the Genially program and gives to students a worksheet about this song.</li> </ul> <p><b>Stage 2: Present the content: (15 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1.</b> Teacher presents the vocabulary by using Genially resources.</li> </ul> <p><i>Single, Engaged, Fiancé, Fiancée, Married, Separated, Divorced, Ex-husband, Ex-wife, Widowed</i></p> <ul style="list-style-type: none"> <li>- <b>Slide 2.</b> Teacher explains the suffixes and prefixes used in this set of vocabulary.</li> <li>- <b>Slide 3.</b> Teacher explains that this set of vocabulary functions as adjectives.</li> <li>- <b>Slide 4.</b> Teacher shows some examples by using these adjectives.</li> </ul> <p><b>Stage 3: Provide learning guidance</b></p> <ul style="list-style-type: none"> <li>- The teacher makes students repeat these words and checks students' pronunciation. (10 minutes)</li> </ul>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<ul style="list-style-type: none"> <li>- Gamification activity 1. Teacher checks students' spelling by using a game on Educaplay: Fill a crossword (15 minutes).</li> <li>- Students develop a Game on Educaplay to recall the new vocabulary: Memory game. (15 minutes)</li> </ul> <p><b>Sate 4: Students practice</b></p> <ul style="list-style-type: none"> <li>- Students develop a Game on Genially: Board game with the new words. (20 minutes)</li> <li>- In a Worksheet, students listen and read to a conversation and check the meaning of the marital status vocabulary. P. 29. (10 minutes)</li> <li>- In the same photo - story of the conversation, students underline the key vocabulary. (5 minutes)</li> </ul> <p><b>Stage 5: Assessment and Feedback</b></p> <ul style="list-style-type: none"> <li>- Skill: Speaking (15 minutes)</li> </ul> <p>Activity: Students work in pairs and adapt to their reality the Conversation model by using the words that comes with prefixes and suffixes and perform it in front of the class.</p> <ul style="list-style-type: none"> <li>- Techer gives feedback to students on the board about pronunciation and use of this set of vocabulary.</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p>Educaplay, Genially,  <a href="https://www.educaplay.com/learning-resources/6027095-extended_family.html">https://www.educaplay.com/learning-resources/6027095-extended_family.html</a>  <a href="https://es.educaplay.com/recursos-educativos/5345748-extended_family_with_sound.html">https://es.educaplay.com/recursos-educativos/5345748-extended_family_with_sound.html</a>  <a href="https://create.kahoot.it/share/fc5cca8e-cdd6-414c-8d6a-a4a8df2965b5">https://create.kahoot.it/share/fc5cca8e-cdd6-414c-8d6a-a4a8df2965b5</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard, rewards</p>

Loja, November 15th, 2022



<b>LESSON PLAN 3</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> November 22 <sup>nd</sup> and 24 <sup>th</sup> 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

<b>1. DEVELOPMENT OF THE LESSON</b>	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Other family Relationships' vocabulary</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b>	
Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b>	
At the end of the lesson, students will be able to describe extended families by using advanced family members' vocabulary formed by adding some prefixes.	
	<p><b>Stage 1: Activate prior learning (15 minutes)</b></p> <p><b>Warm-up: Group competition</b></p> <p>With the vocabulary learned in the previous classes, the teacher divides the class in three groups, each group has to choose a name, form a column, and go to the board one by one in turns to write a word related to the family vocabulary, the group that writes more words correctly during one minute is the winner.</p> <p><b>Stage 2: Present the content: (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1.</b> The teacher presents the following vocabulary by using a family tree programmed on Genially.</li> </ul> <p><i>Stepfather, Stepmother, Stepbrother, Stepsister, Stepson, Stepdaughter, Half-sister, Half brother</i></p> <ul style="list-style-type: none"> <li>- <b>Slide 2.</b> The teacher explains how the prefixes "step" and "half" help to form new words.</li> <li>- <b>Slide 3.</b> The teacher presents some sentences as examples.</li> </ul> <p><b>Stage 3: Provide learning guidance.</b></p> <ul style="list-style-type: none"> <li>- Using slide 1, the teacher makes students repeat these words and checks students' pronunciation by working in groups. <b>(10 minutes)</b></li> </ul>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<ul style="list-style-type: none"> <li>- Using slide 3, the teacher says to students that these words function as nouns and explain why. <b>(10 minutes)</b></li> <li>- Gamification activity 1: with the help of the teacher students develop the <i>froggy jump game</i> on Educaplay: players have to make a frog jump through the places with the correct answers to questions until they get it safely to the shore. Players will be thrilled having to answer against the clock, fighting to avoid running out of time or lives. <b>(20 minutes)</b></li> </ul> <p><b>Sate 4: Students practice. (15 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students answer orally the following question: <i>Do you have a stepfather or stepmother? Who is he/she?</i> <i>Do you have a stepbrother or stepsister? Who is he/she?</i> <i>Do you have a half-sister or half-brother? Who is he/she?</i></li> </ul> <ul style="list-style-type: none"> <li>- Gamification activity 2: Students develop a quiz on Kahoot about the use of the prefixes <i>step</i> and <i>half</i>.</li> </ul> <p><b>Stage 5: Assessment and Feedback. (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- The teacher makes the following statement to the students “<i>In your own opinion, how would you behave if you had a stepfather or stepmother in your life? Would you accept your stepbrothers and stepsisters?</i>” So, they have to write a paragraph of six lines expressing their reasons.</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p>Educaplay, Genially, Kahoot</p> <p><a href="https://www.educaplay.com/learning-resources/13511227-other_family_relationships.html">https://www.educaplay.com/learning-resources/13511227-other_family_relationships.html</a></p> <p><a href="https://view.genial.ly/637c4341ac613000195006e8/presentation-presentacion-uni-educacion">https://view.genial.ly/637c4341ac613000195006e8/presentation-presentacion-uni-educacion</a></p> <p><a href="https://create.kahoot.it/share/other-family-relationships/4fb5f6d6-daa4-4a4f-9d5b-45b8d292c31d">https://create.kahoot.it/share/other-family-relationships/4fb5f6d6-daa4-4a4f-9d5b-45b8d292c31d</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard.</p>

Loja, November 22<sup>st</sup>, 2022

<b>LESSON PLAN 4</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> November 29 <sup>th</sup> and December 1 <sup>st</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

<b>1. DEVELOPMENT OF THE LESSON</b>	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Similarities and differences between family members.</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b>	
Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b>	
At the end of the lesson, students will be able to compare some family members by classifying their similarities and differences in a graphic organizer taking into account the suffixes added to the key vocabulary.	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: Group competition (10 minutes)</b></p> <p>The teacher divides the class into four groups and gives each group half part of the new vocabulary to be taught in this class, so students have to match the root words with the right suffixes to form adjectives, who finishes first is the winner.</p> <p><b>Stage 2: Present the content:</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1.</b> The teacher presents the following vocabulary by using flashcards with the help of Genially. (10 minutes)</li> </ul> <p><i>Friendly, Serious, Sporty, Careful, Original, Joyful, helpful, funny</i></p> <ul style="list-style-type: none"> <li>- <b>Slide 2.</b> The teacher explains how to use some suffixes to form new words, and emphasizes which part of the words is the root and which ones are the suffixes. (10 minutes)</li> <li>- <b>Slide 3.</b> The teacher presents some sentences as examples with the help of visual aids and explains that this vocabulary functions as adjectives (10 minutes).</li> </ul>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<p><b>Stage 3: Provide learning guidance</b></p> <ul style="list-style-type: none"> <li>- Gamification activity 1: the teacher by using an Educaplay resource, helps students to practice the spelling part of the word by reading their meanings and completing a crossword. (20 minutes)</li> <li>- Using the flashcards, the teacher makes students repeat these words and checks students' pronunciation. (10 minutes)</li> <li>- Students answer orally the following question: (10 minutes)</li> </ul> <p><i>Who is the most careful in your family?</i>  <i>Who is the most serious in your family?</i>  <i>Are you an original person?</i>  <i>Do you consider yourself a joyful classmate?</i></p> <p><b>Sate 4: Students practice. (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- In a worksheet, students read and complete some sentences and match some words with their meanings.</li> </ul> <p><b>Stage 5: Assessment and Feedback. (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Gamification activity 2: The teacher divides the class in four groups to develop a quiz in Kahoot! The teacher gives feedback for each question answered.</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p><a href="https://view.genial.ly/6372d28341161a0011d7534f/presentation-presentacion-pop">https://view.genial.ly/6372d28341161a0011d7534f/presentation-presentacion-pop</a>  <a href="https://view.genial.ly/6372fd339c0fa000195b782a/presentation-presentacion-formas-basica">https://view.genial.ly/6372fd339c0fa000195b782a/presentation-presentacion-formas-basica</a>  <a href="https://www.educaplay.com/learning-resources/13447801-relationships_marital_status.html">https://www.educaplay.com/learning-resources/13447801-relationships_marital_status.html</a>  <a href="https://www.educaplay.com/learning-resources/6002762-marital_status.html">https://www.educaplay.com/learning-resources/6002762-marital_status.html</a>  <a href="https://view.genial.ly/6372ec1e72c4dc0010bd71cb/interactive-content-juego-de-mesa">https://view.genial.ly/6372ec1e72c4dc0010bd71cb/interactive-content-juego-de-mesa</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard.</p>

Loja, November 29<sup>st</sup>, 2022

<b>LESSON PLAN 5</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> December 6 <sup>th</sup> and 8 <sup>th</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

<b>1. DEVELOPMENT OF THE LESSON</b>	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Review unit 1 "Extended families vocabulary"</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b>	
Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b>	
At the end of the lesson, students will be able to recall the knowledge learned during these four weeks about family vocabulary, concepts of the vocabulary, grammatical function of the words and the prefixes and suffixes used.	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: hangman (10 minutes)</b></p> <p>The teacher thinks in a keyword and writes the number of letters on the board using dashes to show how many letters there are. Next, the teacher divides the class into two groups, and makes groups guess the words in turns. The team who guesses more words is the winner.</p> <p><b>Stage 2: Present the content:</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1.</b> Teacher explains again the use and meaning of Prefixes and suffixes of the English Language. (10 minutes)</li> <li>- <b>Slide 2.</b> Teacher shows a chart with examples of prefixes and suffixes and help students to make the difference between them.</li> <li>- <b>Slide 3.</b> Teacher shows a chart classifying the vocabulary taught in the right part of the speech used in this unit (in nouns and adjectives). (10 minutes)</li> </ul>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<p><b>Stage 3: Provide learning guidance</b></p> <ul style="list-style-type: none"> <li>- Gamification activity 1: the teacher by using an Educaplay resource “Unscramble letters”, helps students to review in general the spelling part of the words (Extended families, marital status, other family’s relationships, similarities and differences) (20 minutes)</li> <li>- Using the flashcards, the teacher makes students repeat these words and checks students’ pronunciation. (10 minutes)</li> <li>- Students answer orally the following question: (10 minutes)</li> </ul> <p><i>How many sisters do you have?</i>  <i>Do you have any half-brothers or sisters?</i>  <i>Is your mother serious?</i>  <i>Is your grandma funny?</i>  <i>Is your father/mother divorced?</i>  <i>Are you single?</i></p> <p><b>Sate 4: Students practice. (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Gamification activity 2: students read some sentences and choose true if the sentence is correct or choose false if the sentence is wrong. It will be developed in a quiz on Kahoot!</li> </ul> <p><b>Stage 5: Assessment and Feedback. (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students compare four members in their families and write about how they are similar and how they are different in a paragraph of eight lines. Students write about the personalities of their families. Teacher checks coherence and spelling.</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p>Educaplay, Genially, Kahoot</p> <p><a href="https://view.genial.ly/638d4dfc64e88d0010639de2/presentation-presentacion-zen-moderno">https://view.genial.ly/638d4dfc64e88d0010639de2/presentation-presentacion-zen-moderno</a></p> <p><a href="https://www.educaplay.com/learning-resources/13611377-unit_1_review_extended_families.html">https://www.educaplay.com/learning-resources/13611377-unit_1_review_extended_families.html</a></p> <p><a href="https://create.kahoot.it/details/8073ba82-9a51-48d8-bf70-951d9312b848">https://create.kahoot.it/details/8073ba82-9a51-48d8-bf70-951d9312b848</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard.</p>

Loja, December 6<sup>th</sup>, 2022

LESSON PLAN 6	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> December 13 and 15 <sup>th</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

1. DEVELOPMENT OF THE LESSON	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Electronic devices</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b> Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b> At the end of the lesson, students will be able to understand and know how to use the electronic devices' vocabulary to express which ones are extremely necessary for their lives and why.	
<b>STRUCTURING THE EXPERIENCE:</b>	<p><b>Stage 1: Activate prior learning</b> <b>Warm-up: Spelling words (15 minutes).</b> Teacher gives students some cards with the name of the electronic devices and makes them spell the word by taking turns. The students have to use correctly the pronunciation of the alphabet. Students have to train themselves before spelling the words in front of the class.</p> <p><b>Stage 2: Present the content: (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1:</b> The teacher presents the new unit main topic about technology.</li> <li>- <b>Slide 2:</b> The teacher presents the new vocabulary by using a video.</li> </ul> <p><i>Digital camera, Headphones, Printer, Webcam, Speakers, Keyboard, Desktop computer, Projector</i></p> <ul style="list-style-type: none"> <li>- <b>Slide 3:</b> The teacher presents a chart with examples of words that comes with English <b>prefixes and suffixes</b>.</li> </ul> <p><b>Stage 3: Provide learning guidance (15 minutes)</b></p> <ul style="list-style-type: none"> <li>- Teacher makes students listen and repeat the new vocabulary.</li> <li>- Teacher divides the class into four groups, so they have to read aloud the vocabulary by taking turns.</li> </ul>

	<ul style="list-style-type: none"> <li>- With the help of the teacher, students make a list of five products that are necessary for their lives, putting them in order from most important (1) to least important (5). The students explain orally their list using the phrases: <i>I can't live without ....., I use it for.....</i></li> </ul> <p><b>Sate 4: Students practice</b></p> <ul style="list-style-type: none"> <li>- <b>Gamification activity 1:</b> Students match columns, the pictures of electronic devices with their names. (20 minutes)</li> <li>- <b>Gamification activity 2:</b> Students answer a quiz using a Genially resource about electronic devices (20 minutes)</li> </ul> <p><b>Stage 5: Assessment and Feedback: (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students write a short paragraph about which electronic device they need to have at home and why. Students help each other in pairs to give significant and constructive feedback. After that, the teacher checks punctuation and coherence.</li> </ul>
<b>GAMIFICATION RESOURCES:</b>	Educaplay, Genially, Kahoot <a href="https://view.genial.ly/638fec604535340017667d49/interactive-content-quiz-dardos">https://view.genial.ly/638fec604535340017667d49/interactive-content-quiz-dardos</a> <a href="https://www.educaplay.com/learning-resources/13625996-electronic_devices.html">https://www.educaplay.com/learning-resources/13625996-electronic_devices.html</a> <a href="https://view.genial.ly/6390019676c53800188e442e/presentation-presentacion-vibrant">https://view.genial.ly/6390019676c53800188e442e/presentation-presentacion-vibrant</a>
<b>GAMIFICATION ELEMENTS TO BE APPLIED:</b>	Points, leaderboard.

Loja, December 13<sup>th</sup>, 2022



<b>LESSON PLAN 7</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> December 20 <sup>th</sup> and 22 <sup>nd</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

<b>1. DEVELOPMENT OF THE LESSON</b>	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Collocations to talk about the uses of electronic devices</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b>	
Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b>	
At the end of the lesson, students will be able to recommend a brand or a model of any electronic device by taking into account the function of each one of them.	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: Technology discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>- To start the class, the teacher asks the following questions to students and holds a discussion about technological devices.</li> <li>- <i>What three gadgets do you use most often? Have they changed in your lifetime?</i></li> <li>- <i>Which of your gadgets would you like to update? Why?</i></li> <li>- <i>What modern technology makes your life easier? What makes it a bit more difficult?</i></li> </ul> <p><b>Stage 2: Present the content: (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1:</b> The teacher presents the new vocabulary through an interactive image on Genially. <i>Take a picture, Upload a photo, Make a video, Scan a document, Make a photocopy</i></li> <li>- <b>Slide 2:</b> The teacher explains that this set of collocations functions as verbs in a sentence.</li> <li>- <b>Slide 3:</b> The teacher shows to students some examples.</li> </ul>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<p><b>Stage 3: Provide learning guidance (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Teacher makes students listen and repeat the new vocabulary.</li> <li>- Teacher divides the class into four groups, so they have to read aloud the vocabulary by taking turns.</li> <li>- Teacher checks students' pronunciation.</li> <li>- <b>Gamification Activity 1:</b> Teacher checks students' spelling by using a game on Educaplay:</li> </ul> <p><b>Stage 4: Students practice</b></p> <ul style="list-style-type: none"> <li>- <b>Gamification Activity 2:</b> Students read carefully to match sentences on Educaplay platform (20 minutes)</li> <li>- Students read a conversation model where the participants talk about recommending a brand of any electronic product. So students have to work in pairs and adapt it to their reality in a written form (20 minutes).</li> </ul> <p><b>Stage 5: Assessment and Feedback (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students roll play the conversation in front of the class. Teacher checks the students' pronunciation and coherence of the contents.</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p>Educaplay, Genially  <a href="https://view.genial.ly/63965f143d3dee0017211a25/interactive-image-imagen-interactiva">https://view.genial.ly/63965f143d3dee0017211a25/interactive-image-imagen-interactiva</a>  : <a href="https://www.educaplay.com/learning-resources/13650721-collocation.html">https://www.educaplay.com/learning-resources/13650721-collocation.html</a>  <a href="https://www.educaplay.com/learning-resources/13650867-electronic_devices.html">https://www.educaplay.com/learning-resources/13650867-electronic_devices.html</a>  <a href="https://www.educaplay.com/learning-resources/13650867-electronic_devices.html">https://www.educaplay.com/learning-resources/13650867-electronic_devices.html</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard.</p>

Loja, December 20<sup>th</sup>, 2022

LESSON PLAN 8	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> December 27 <sup>th</sup> and 29 <sup>th</sup> , 2022	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for todays' world by Joan Saslow and Allen Ascher	

1. DEVELOPMENT OF THE LESSON	
<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>- Household appliances and machines</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b> Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b> At the end of the lesson, students will be able to understand the functions of household appliances and machines by classifying them according to their purpose and category.	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: Brainstorming (15 minutes)</b></p> <p>The teacher writes on the board two household appliances (<i>washing machine and dishwasher</i>), so, students have to go to the board and write some general ideas about these products. The ideas can be about the brands, the necessity of those products, the importance, about the purpose and so on.</p> <p><b>Stage 2: Present the content: (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1:</b> The teacher presents a video with the new vocabulary using visual representations. <i>Dishwasher, Juicer, Air conditioner, Freezer, Dryer, Vacuum cleaner, Rice cooker</i></li> <li>- <b>Slide 2:</b> Teacher explains the use of the suffix “er” to form nouns and gives some examples.</li> <li>- <b>Slide 3:</b> Teacher explains the meaning of each one of the new words and shows some sentences as examples and emphasizes that this set of vocabulary functions as nouns.</li> </ul>

<p><b>STRUCTURING THE EXPERIENCE:</b></p>	<p><b>Stage 3: Provide learning guidance (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- The teacher makes students pronoun and spell the new words by using some printed cards.</li> <li>- The teacher asks the following question to star a short discussion in class: <i>Which is for you the most essential and indispensable household appliance and why?</i> Using the phrase “I can live without ..... </li> <li>- <b>Gamification Activity 1:</b> Teacher checks students’ spelling by using a crossword game on Educaplay:</li> </ul> <p><b>Sate 4: Students practice</b></p> <ul style="list-style-type: none"> <li>- <b>Gamification activity 2:</b> Students complete a Kahoot where they can complete sentences and practice the meaning and use of household appliances and machines <b>(20 minutes)</b>.</li> <li>- The teacher forms groups of five members to work in a graph paper, the groups have to create a graphic organizer where they could write and classify the household appliances and machines according to their purpose: for cleaning and washing, for food preparation, for cooking and for storing food. <b>(20 minutes)</b></li> </ul> <p><b>Stage 5: Assessment and Feedback (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students present in front of the class their graphic organizer and explain each household appliance with its corresponding purpose. Also, students have to present in the graph paper some sentences using the new vocabulary as examples.</li> </ul>
<p><b>GAMIFICATION RESOURCES:</b></p>	<p>Educaplay, Genially, Kahoot</p> <p><a href="https://view.genial.ly/6399e61f9a75ad00152b5a16/presentation-presentacion-cubos">https://view.genial.ly/6399e61f9a75ad00152b5a16/presentation-presentacion-cubos</a></p> <p><a href="https://www.educaplay.com/learning-resources/13666413-household_appliances_m.html">https://www.educaplay.com/learning-resources/13666413-household_appliances_m.html</a></p> <p><a href="https://create.kahoot.it/share/household-appliance/f54c74b6-92c4-433f-9a4f-1e3b15fe372a">https://create.kahoot.it/share/household-appliance/f54c74b6-92c4-433f-9a4f-1e3b15fe372a</a></p>
<p><b>GAMIFICATION ELEMENTS TO BE APPLIED:</b></p>	<p>Points, leaderboard.</p>

Loja, December 27<sup>th</sup>, 2022

<b>LESSON PLAN 9</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> January 3 <sup>rd</sup> and 5 <sup>th</sup> , 2023	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3 <sup>rd</sup> and 4 <sup>th</sup> hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

## 2. DEVELOPMENT OF THE LESSON

<p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>- Features of products.</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>
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<p><b>TARGET AUDIENCE:</b> Students with an A1.2 English level.</p>
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<p><b>LEARNING OBJECTIVE:</b> At the end of the lesson, students will be able to differentiate the form, meaning and use of a short list of adjectives useful to describe the features of technological products by carrying out some training activities in Educaplay and Kahoot and by developing a discussion in groups. <i>This camera is antique.</i></p>
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<b>STRUCTURING THE EXPERIENCE:</b>	<p><b>Stage 1: Activate prior learning</b> <b>Warm-up: 5 Coolest Gadgets and Inventions That Will Blow Your Mind (15 minutes).</b> Students watch a video about some interesting and strange products and the teacher will ask to the class the following questions. <i>Which product is the strangest? Why?</i> <i>Which product do you consider that is obsolete?</i> <i>Which product do you consider that is convenient?</i></p> <p><b>Stage 2: Present the content: (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Slide 1:</b> Teacher shows to students a list of adjectives to describe products by using an interactive image on Genially. In the same slide, teacher shows to students some sentences as examples of the new vocabulary in context. <i>Convenient, Popular, Portable, Affordable, Guaranteed, Obsolete, Antique</i></li> <li>- <b>Slide 2:</b> Teacher explains the grammatical function of adjectives in the English language.</li> <li>- <b>Slide 3:</b> Teacher explains the use of the suffix <i>able</i>.</li> </ul> <p><b>Stage 3: Provide learning guidance (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- The teacher read aloud the examples in slide 1 and make students</li> </ul>
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	<p>repeat them.</p> <ul style="list-style-type: none"> <li>- The teacher makes students pronounce and spells the new words by using some printed cards.</li> <li>- <b>Gamification Activity 1:</b> Teacher helps students to check <b>the meaning</b> of the new words by developing a crossword game on Educaplay:</li> </ul> <p><b>State 4: Students practice</b></p> <ul style="list-style-type: none"> <li>- <b>Gamification activity 2:</b> Students complete a Kahoot questionnaire, for each statement students have to choose true or false, here they can practice the meaning and use of the adjectives taught in this lesson (<b>20 minutes</b>).</li> <li>- Students work in groups of three by completing a worksheet. The students have to look at the pictures of technological products and decide which adjective matches well according to its features. Each opinion has to be written above the photos. (<b>25 minutes</b>)</li> </ul> <p><i>The brand is..... I considered .....</i>  <i>It is convenient because..... I recommend it .....</i>  <i>It is used for.....</i>  <i>It is obsolete because..... I don't recommend it .....</i></p> <p><b>Stage 5: Assessment and Feedback (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- According to the last activity, one member of each group has to read aloud the descriptions written in the worksheets. So, the teacher has to grade if students use the new adjectives taught, pronunciation and grammar. The teacher writes on the board the possible mistakes and gives general feedback at the end of the activity.</li> </ul>
<b>GAMIFICATION RESOURCES:</b>	<p>Educaplay, Genially, Kahoot  <a href="https://www.youtube.com/watch?v=PKATJiyz0iI&amp;t=109s">https://www.youtube.com/watch?v=PKATJiyz0iI&amp;t=109s</a>  <a href="https://view.genial.ly/63b0763ca9be3a00104f0850/presentation-presentacion-en-blanco">https://view.genial.ly/63b0763ca9be3a00104f0850/presentation-presentacion-en-blanco</a>  <a href="https://www.educaplay.com/learning-resources/13716577-technological_products.html">https://www.educaplay.com/learning-resources/13716577-technological_products.html</a>  <a href="https://create.kahoot.it/details/60f72136-63fd-4692-ac10-fb0bcc7d7319">https://create.kahoot.it/details/60f72136-63fd-4692-ac10-fb0bcc7d7319</a></p>
<b>GAMIFICATION ELEMENTS TO BE APPLIED:</b>	<p>Points, leaderboard.</p>

Loja, January 3<sup>rd</sup>, 2023

<b>LESSON PLAN 10</b>	
<b>Class:</b> 9no EGB <b>Number of Students:</b> 20	<b>School year:</b> 2022-2023
<b>Language Level:</b> A1.2	<b>Topic:</b> The basic family members' vocabulary
<b>Date:</b> January, 10 <sup>th</sup> and 12 <sup>th</sup> , 2023	<b>Type of institution:</b> Public
<b>Teacher:</b> David Jeremías Japón Contento	<b>Schedule:</b> Tuesday- 3rd and 4th hour an Thursday 3 <sup>rd</sup> hour. <b>Time per lesson:</b> 40 minutes
<b>Bibliography:</b> English for today's world by Joan Saslow and Allen Ascher	

<b>2. DEVELOPMENT OF THE LESSON</b>	
<b>CONTENTS:</b> <ul style="list-style-type: none"> <li>- Review unit 2 "Technology"</li> <li>- Form: prefixes and suffixes.</li> <li>- Meaning: concept and context.</li> <li>- Use: grammatical functions and register</li> </ul>	
<b>TARGET AUDIENCE:</b> Students with an A1.2 English level.	
<b>LEARNING OBJECTIVE:</b> At the end of the lesson, students will be able to recall the knowledge learned during these four weeks about technology vocabulary, concepts of the vocabulary, grammatical function of the words and the prefixes and suffixes used by developing some gamification activities.	
	<p><b>Stage 1: Activate prior learning</b></p> <p><b>Warm-up: Social media logos (15 minutes)</b></p> <p>The teacher brings cards to the class about the logos of different social networks such as Instagram, Facebook, Twitter, TikTok, etc. Then the teacher asks a student to choose any logo to be described without showing it to the rest of the class, while the student describes the logo (the color, the form, the signs, the function, etc.), the others must guess which social network is being talked about.</p> <p><b>Stage 2: Present the content: (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Teacher explains again the use and meaning of Prefixes and suffixes of the English Language by showing a video on YouTube and by solving students' doubts.</li> </ul> <p><b>Stage 3: Provide learning guidance</b></p> <ul style="list-style-type: none"> <li>- Teacher helps students to analyse and understand the video and explain the examples presented. (10 minutes)</li> <li>- Teacher asks students to list some examples of prefixes and suffixes taught during this unit. So, the teacher makes a brainstorming on the board. (10 minutes)</li> <li>- <b>Gamification activity 1:</b> In order to recall and practice one more time the spelling part of the technology vocabulary, students develop a game on Educaplay: <i>unscramble letters</i>: This game consists of</li> </ul>

	ordering twenty words through the observation of some pictures (20 minutes).
<b>STRUCTURING THE EXPERIENCE:</b>	<p><b>Stage 4: Students practice. ( 20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students develop a worksheet, they classify some words according to their grammatical function. Students read some words and circle the ones that have a suffix in their form. Finally, they write some sentences with the words: <i>portable, printer, rice cooker, take a picture and juicer.</i></li> </ul> <p><b>Stage 5: Assessment and Feedback. (25 minutes)</b></p> <ul style="list-style-type: none"> <li>- <b>Gamification activity 2:</b> To end the unit, students develop a general quiz about the use and meaning of the technology vocabulary, teacher takes note of the mistakes that students make in this activity and give feedback to all the class by using the board.</li> </ul>
<b>GAMIFICATION RESOURCES:</b>	<p>Educaplay, Genially, Kahoot</p> <p><a href="https://www.youtube.com/watch?v=U_6mfwXe3Bo">https://www.youtube.com/watch?v=U_6mfwXe3Bo</a></p> <p><a href="https://www.educaplay.com/learning-resources/13719936-review_unit_2_technology.html">https://www.educaplay.com/learning-resources/13719936-review_unit_2_technology.html</a></p> <p><a href="https://create.kahoot.it/details/6996c4e4-3921-4c59-8e3c-420788fe7629">https://create.kahoot.it/details/6996c4e4-3921-4c59-8e3c-420788fe7629</a></p>
<b>GAMIFICATION ELEMENTS TO BE APPLIED:</b>	Points, leaderboard.

Loja, January 10<sup>th</sup>, 2023