



Universidad
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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 on English vocabulary learning through technology among middle basic education students at a public institution of Loja city. School year 2022-2023.

Gamificación en el aprendizaje del vocabulario Inglés a través de la tecnología en estudiantes de educación básica media de una institución pública de la ciudad de Loja. Año lectivo 2022-2023.

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

AUTORA:

Evelin Paola Ramírez Saraguro

DIRECTOR:

Lic. Jhimi Bolter Vivanco Loaiza Mg. Sc.

Loja - Ecuador

2023

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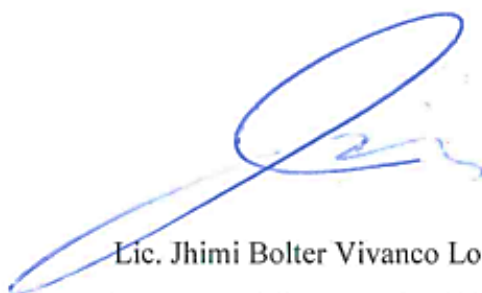
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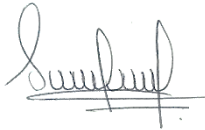


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Firma:

Cédula de Identidad: 1104787195

Fecha: 13 de abril del 2023

Correo electrónico: evelin.ramirez@unl.edu.ec / eprs17@hotmail.com

Teléfono: 0993049654

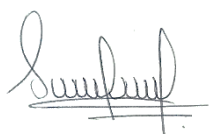
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Firma:

Autora: Evelin Paola Ramírez Saraguro

Cédula: 1104787195

Dirección: San José – Loja

Correo electrónico: evelin.ramirez@unl.edu.ec

Telefono: 0993049654

DATOS COMPLEMENTARIOS:

Director del Trabajo de Integración Curricular: Lic. Jhimi Bolter Vivanco Loaiza Mg. Sc.

Dedication

First of all, I thank God for giving me the wisdom and courage to work towards my goals. In addition, to my dear parents and siblings for their unconditional support, love and advice that have been fundamental pillars during my academic formation and as a person. Also, to my grandmothers who always give me their blessing and motivate me to persevere. Likewise, to my grandfather who I am sure protects me from heaven. Last but not least, to all my relatives and friends who have cheered me on over the years. Thank you all from the bottom of my heart, without you this would not have been possible.

Evelin Paola Ramírez Saraguro

Acknowledgment

First of all, I would like to thank the Universidad Nacional de Loja for giving me the opportunity to carry out my studies. Likewise, to the career of Pedagogía de los Idiomas Nacionales y Extranjeros for forming me not only academically but also for cultivating the love towards my profession. Likewise, I express my gratitude to my Director Lic. Jhimi Bolter Vivanco Loaiza Mg. Sc. for guiding me in the development of this research. Also, to my professor Lic. Miriam Eucevia Troya Sanchez Mg. Sc for her patience and guidance in the presentation of this work. Finally, I am especially grateful to the Unidad Educativa "Filomena Mora de Carrión" for allowing the realization of my work project.

Evelin Paola Ramírez Saraguro

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1. Title

Gamification on English vocabulary learning through technology among middle basic education students at a public institution of Loja city. School year 2022-2023.

2. Resumen

Esta investigación engloba la gamificación a través de la tecnología como una estrategia educativa que hace uso de elementos de juego contribuyendo y facilitando la adquisición de nuevo vocabulario de una forma entretenida y objetiva. Por lo tanto, el propósito de esta investigación fue: incrementar el aprendizaje de vocabulario en Inglés mediante el uso de la gamificación a través de la tecnología. Además, se empleó el método mixto ya que se abarcó tanto la parte cualitativa como la cuantitativa del estudio. Asimismo, el diseño de la investigación corresponde a un ciclo de investigación. En cuanto a los instrumentos, se aplicaron el ante prueba, prueba posterior, la guía de observación y la lista de cotejo para registrar los datos obtenidos y observados durante el desarrollo de la investigación. Además, el análisis de los datos se cubrió con la estadística descriptiva, se representó en tablas y gráficos y también el análisis temático para interpretar las observaciones anotadas en los instrumentos. Como resultados, se estableció que la aplicación de la gamificación es efectiva en el aprendizaje del uso de pronombres y preposiciones, así mismo en el significado de sustantivos, verbos y adjetivos del vocabulario Inglés, también que los juegos Wordwall, Kahoot y Baamboozle son medios útiles para trabajar en el aprendizaje de nuevas palabras y además que la tecnología es una herramienta que facilita la presentación de los juegos, la asimilación y retención de la teoría. Para concluir, se recomienda incorporar la gamificación para mejorar el aprendizaje de vocabulario, implementar las herramientas mencionadas anteriormente porque enganchan y motivan a los alumnos a participar en el aprendizaje y por último incluir la tecnología junto con los juegos porque facilita el trabajo y los resultados del aprendizaje.

Palabras claves: aprendizaje del vocabulario, beneficios de la gamificación., estrategias de enseñanza gamificadas, uso y significado del vocabulario.

2.1 Abstract.

This research encompasses gamification through technology as an educational strategy that makes use of game elements contributing and facilitating the acquisition of new vocabulary in an entertaining and objective way. Therefore, the purpose of this research was: to increase English vocabulary learning by using gamification through technology. In addition, the mixed method was employed since both the qualitative and quantitative parts of the study were covered. Likewise, the research design corresponds to a research cycle. As for the instruments, the pretest, posttest, observation guide and checklist were applied to record the data obtained and observed during the development of the research. In addition, the data analysis was covered with the descriptive statistics, it was represented in tables and graphs and also the thematic analysis to interpret the observations noted in the instruments. As results, it was established that the application of gamification is effective in the learning of the use of pronouns and prepositions, likewise in the meaning of nouns, verbs and adjectives of the English vocabulary, as well as that the Wordwall, Kahoot and Baamboozle games are useful means to work on learning new words and also that technology is a tool that facilitates the presentation of the games, assimilation and retention of the theory. To conclude, it is recommended to incorporate gamification to improve vocabulary learning, to implement the tools mentioned above because they engage and motivate students to participate in learning and finally to include the technology together with games because it facilitates the work and learning outcomes.

Keywords: *vocabulary learning, benefits of gamification, gamified teaching strategies, use and meaning of vocabulary.*

3. Introduction

Vocabulary in the English language is one of the fundamental bases for the development of communication. As it is claimed by Nation (2013), vocabulary knowledge is an important part of language acquisition as it is reflected in language use and proficiency. Likewise, Alqatani (2015) mentioned that the total group of the words that students acquire and make use are relevant in the mastery of a language. As a result, vocabulary is an effective element present in the reading, writing, listening and speaking skills in the level A1 of learning competence establish by the Ministry of Education in 2016.

However, based on the researcher experiences obtained during the pre-professional practices detected that students from middle basic education have problems in vocabulary learning. In addition, it was supported by a group of researchers who commented that some teachers and learners focused and believed that true language learning is based on the acquisition of grammatical systems, although vocabulary is the basis of the aspects of language that enable the successfully and freely communication (Horst, 2014; Huynh and Iida, 2017).

To carry out this research, the following general problem was established: How can gamification increase English vocabulary learning by using technology among Middle Basic Education students at a Public Institution of Loja city during the school year 2022-2023. Furthermore, the following research sub-questions were established: what is the effectiveness of gamification on the development of English vocabulary; what gamified teaching strategies are useful in the development of English vocabulary learning and what are the benefits of gamification by using technology in the improvement of English vocabulary learning.

A review of preliminary studies found that some authors suggested that gamification in vocabulary learning with competitive and cooperative activities can facilitate sustained motivation and effort among English language learners (Dindar et al., 2021). Also, it is mentioned that the inclusion of games through technology in the classroom creates a fun, engaging, and motivating environment that promotes academic performance, which reflects positively on students' test scores (Jabali, M. and Walker, C., 2021). In addition, the selection of appropriate games can encompass students' different learning modes and styles, helping to foster autonomy and self-regulation of learning (Rahmah Fithriani, 2021).

But despite that, past research has not illustrated that all the games used contain some of the most notable game elements such as: level, points, competition, competition, competition and

novelty. That is why the present research was conducted to make known which games are the most useful in learning English vocabulary, taking into account the above-mentioned elements that facilitate and help to present more participatory scenarios for learning the English language. To fill this gap, a research will be carried out with the students of a middle basic education of a public institution in the city of Loja.

Moreover, the beneficiaries of this research are the students of middle basic education of a public school in Loja city, the English's teachers of the institution and future researchers because through this document relevant information is shared about gamification through technology as an innovative proposal that helps to improve the learning of English vocabulary indicators.

That is why, the researcher worked on an intervention plan for 40 hours with a group of 18 students of the sixth year from middle basic education in the 2022 - 2023 academic period, thus successfully applying the elements of the game through technology in the learning of the meaning and use of English vocabulary. Despite that, the following limitations were presented: the interruption of the English classes, the low coverage of the Internet network and the fact that this research does not have a control group. These limitations caused that some of the times the students lost the connection of vocabulary worked on, the games did not load quickly and finally the results of this project cannot be generalize since the researcher only worked with a group of students.

To carry out this research, the following general objective was established: to increase English vocabulary learning by using gamification through technology among Middle Basic Education students at a Public Institution of Loja city. School Year 2022-2023 In the same line of research, the following specific objectives were established: to identify the effectiveness of gamification on the development of English vocabulary learning; to apply gamified teaching strategies by using technology in the development of English vocabulary learning and to describe the benefits of gamification through technology in the improvement of English vocabulary learning.

4. Theoretical Framework

Gamification through technology for learning English vocabulary in the educational environment is used as a strategy that facilitates and brings various benefits to the teaching and learning of the words present in the four language skills.

4.1. Gamification

4.1.2 Definition of Game

The game is an artificial simulation process in which players participate by following a set of established rules to obtain a measurable outcome (Salen Tekinbas and Zimmerman, 2004). Therefore, games are playful or competitive activities in which rules are established to develop the actions of the activity, thus allowing the individual or group of individuals to engage in them to obtain a result.

The game could also be defined according to the ideas of Al-Azawi and Al-Blushi, (2016) as a system that involves the interaction between individuals who have the basic knowledge of how it works and the joint interest to carry it out; In a video game, for example, there is an interface to generate visual feedback, in a traditional game the players will be divided into different roles, through which group interaction will be generated.

In any case, the purpose of a game is the fun of its participants, while they achieve an individual or group objective.

4.1.3 Game Elements

Game elements can be defined as features, terms or techniques that facilitate the achievement of outcomes in the game (Sakchai Muangsrinoon, 2021). The following are some of the game elements described by researchers Toda et al (2019):

- Level: corresponds to the user's ability to complete an activity as progresses through the game, allowing the player to access more productive or challenging tasks (Toda et al., 2019).
- Points: these are a numerical recognition of skills demonstrated in the game, and also serve as motivation for users (Toda et al., 2019).
- Competition: it is the performance of players in a respectful and controlled challenge environment. These remains help users to work towards achieving a goal (Toda et al., 2019).

- Cooperation: it is when players work or collaborate with each other, in groups or in pairs to achieve a common goal (Toda et al., 2019).
- Novelty: this refers to unexpected updates, changes or surprises in the game such as changing the order of questions, gaining or losing points (Toda et al., 2019).

4.1.4 Definition of Gamification

According to Deterding et al. (2011) gamification is the use of game elements and designs for specific purposes and not only for fun or entertainment. In short, gamification could be present in a social, work or academic environment through the use of game elements. In addition, it seeks to reinforce or achieve a specific action in the areas of collaboration, participation, performance and skills of those who are immersed in this process.

That is why, through gamification, specific activities are carried out to obtain concrete results that make it possible to visualize the opportunities and deficiencies in the different environments in which users participate.

For example, in education would combine the elements of fun and educational concepts to increase student's motivation (Al-Azawi and Al-Blushi, 2016); the same authors also mention three benefits of gamification: increase engagement, increased interaction with the user and greater loyalty.

4.1.5 Definition of Teaching Strategy

Teaching strategies are techniques, methods, plans, activities or actions that are carried out in the classroom to take advantage of the reactions that these produce in the behavior of students to achieve specific teaching-learning objectives effectively (Ayua, 2017). Certainly, teaching strategies are educator-directed processes.

These strategies can be techniques, games, use of electronic devices or previously planned activities to support the transmission of content between teacher and students. A point to consider is that teaching strategies are flexible since they adapt according to the needs and resources with which the activities or tasks can be handled. To conclude, teaching strategies are the use of resources or materials that are handled with a specific purpose, which is to contribute to the educational process.

4.1.6 Gamification in Education

In keeping with Ersoy and Belet (2021) gamification is the transmission of content whose purpose is educational and not just for fun. This tool makes use of game elements to ensure participation and sustain user interest in educational environments. Thus, gamification is a strategy adopted in the field of education that seeks to keep afloat the participation and interest of students through attractive and strategic games that contain the elements of the game, which facilitate the learning achievements of those involved.

Likewise, gamification is adaptable and can apply in the different stages of a lesson plan of the class, depending on the materials or tools available, it is possible to make changes to the games to develop them well. Since, these games can be worked only by following instructions provided by the teacher or using physical materials such as cards, sheets, the blackboard, and in the best of cases using technology.

“Gamification aims to engage learners, enhance learning, and solve problems” (Zhang and Zhonggen, 2022). Therefore, it is concluded that several alternatives can be presented for the practice of academic gamification. In addition, the use of gamification supports the achievement of learning objectives. In the design or selection of games, educators look for these to be closely related to the theme of the classes to work on. In general, gamification helps students to acquire and practice the subjects of study. Furthermore, allows them to reflect on their successes and mistakes, the same ones that are made known by the applications, platforms or the teacher.

Finally, based on the researcher's experience of this work, it is commented that gamification can be managed through individual or group work. While the student works individually, consciously or unconsciously analyzes the contribution that was made. Regarding group work, students support each other by sharing their knowledge to make decisions about the game in which they participate. In conclusion, gamification offers the alternative of working individually or collaboratively.

4.1.7 Types of Games for Gamification

As reported by Burton et al. (2018) the following types of games are some of those that are directly aligned with gamification.

4.1.7.1 War Games. Concerning education, war games are scenarios carried out from programs or a series of instructions in which strategies for decision-making work. Another usefulness of these games is that they allow the instructor to evaluate or plan a process or strategy.

4.1.7.2 Simulation Games. This category of games is the one that takes place in scenarios in everyday life but is adapted to virtual reality. Nowadays, thanks to technological advances, people have access to simulation games in apps or on the internet.

4.1.7.3 Serious Games. As the name implies, these are games that are applied with seriousness in a specific area, thus encouraging the achievement of activities or objectives. As mentioned by Oliveira and Peterson (2014) Serious games aim to create a ludic experience, with the purpose of enhancing understanding, and delving into a specific topic or a specific skill.

4.1.7.4 Alternate Reality Games (ARG). It is the type of game in which the person plays in a world within virtuality and in which, depending on the player's decisions or actions, a result is obtained.

4.1.8 Benefits of Gamification in Vocabulary Learning

As believed by Felicia (2020) gamification can contribute to the development of cognitive, spatial, and motor skills. The researcher also emphasized that games can be used for various purposes, such as teaching, recall, and problem-solving. Moreover, the researcher mentions that games can be developed using physical materials or digital media in which students have the opportunity to participate in engaging and competitive environments that stimulate learning.

For the mentioned reasons teachers could use digital games created not with the primary purpose of pure entertainment, but more than that with the main idea of reinforcing learning, improving training, and helping the students to achieve better results in the four English skills (Loh, et al., 2015). Therefore, the games selected by the teachers can include pedagogical methods to reinforce the subject of the classes.

Consequently, through the researcher's experiences in life as a student, in the development of pre-professional practices and in the previous literature reviewed, the following benefits of gamification in vocabulary learning were postulated:

4.1.8.1 Acquisition of New Knowledge. Gamification helps in the process of theory assimilation. Using this strategy, it is possible to practice the new vocabulary of a topic, thus working on its acquisition and mastery.

In an example exposed by Sanmugan, et al (2015). It was stated that when the teachers made a tour for the first-year students of the institution's library, very few learners attended. However, the students were more involved and willing to participate when the library was made known through a game, in which pupils had to complete activities to continue doing the virtual

tour. Through this example, it can be seen that gamification is an excellent resource for acquiring new knowledge, achieving greater student interest and better results.

4.1.8.2 Stimulates Knowledge. Gamification in vocabulary learning stimulates learners to make use of their memory and at the same time encourages students to exercise the activity of decision-making, which is based on their prior knowledge. For example, while pupils are playing a game in which they have to match a picture with its correct meaning, learners look at the picture and try to match it with the right word based on its spelling or pronunciation.

4.1.8.3 Captures the Attention of Learners. Gamification is recognized as an attractive strategy to work with students. Since the learners are curious to know how a game is established and developed based on the vocabulary that has been learned or is going to be learned.

As stated by Siu Yin and Kai Yin (2021), the human being pays more attention to everything that provokes curiosity. It can be assumed that one of the ways in which students' attention can be gained is through the dynamic activities that are present in the games.

4.1.8.4 Promotes Participation. The contribution of the students in the learning of the vocabulary is stimulated through the elements of the game since these are catching to the learners, which makes them want to participate spontaneously.

One point to consider is that the balance between the challenge and the game creates the feeling of reaching a proposed goal individually or in a group, which encourages students to participate (Kim, et al, 2018; Zhang and Zhonggen, 2022).

4.1.8.5 Strengthens Teamwork. In some cases, gamification can be carried out in work groups. This is where the students support each other by making use of their knowledge and also discuss among themselves which is the best word or vocabulary to select or use according to the activity they are doing in the game.

Hence, through gamification, learners can also achieve a goal based on collaboration. Zhang and Zhonggen (2022) affirm that working in a community way contributes to the growth of the participants involved. This can easily be related to the participation of groups in learning a foreign language.

4.1.8.6 Allows to Increase in the Level of Difficulty. Generally, games are developed from a low level to a higher level. Through these steps, learners can start by playing with single words and as pupils are progressing in the game they must complete, form, or verify sentences with those words.

Al-Azawi and Al-Blushi (2016) comment that gamification fosters the ability to solve more difficult problems and results in the achievement of better learning outcomes.

4.1.8.7 Offers Immediate Feedback. As gamification is a strategy applied in the educational field, it is previously established how it works and what it is intended to achieve with its implementation. Respectively, from the topic and the rules established in the game that the students know if their answers or actions related to the vocabulary were correct or not because the game allows them to continue being part of it or to obtain points, consenting participants to have instant knowledge of their participation in the activity.

4.1.8.8 Helps to Achieve the Goals. Vocabulary gamification is a process in which the teacher offers a way to use and master words related to a subject of study, this is reflected in the results when students are understanding an audio or reading or when pupils produce a text or dialogue.

In conformity whit Siu Yin and Kai Yin (2021), it is appropriate to use gamification when learners lose interest or attention since this strategy helps to focus and achieve the objectives of the class in relation to the topics that must be covered.

4.2. Technology

4.2.1 Definition of Technology

Technology is the use of scientific knowledge principles of an area to be applied in an environment to advance, improve or solve an issue (Ford, 2021). In others words, technology is a process that makes use of the knowledge that one has about a specific sector or activity, this implies the use of strategies, methods or techniques to develop a plan or product that satisfies an objective, a need or seeks to solve a problem.

In other words, technology is defined as a tool that can be very useful for the development of different activities when it is well used, through it is possible to enhance a particular activity and achieve greater relevance (Costley, 2014).

4.2.2 Hardware and Software

Hardware and software are complementary elements that allow the correct operation of technological devices related to information and communication.

- **Hardware:** it refers to the visible and manipulable physical components that make up a device. For example, in the case of a cell phone, the hardware is the buttons.

- **Software:** it refers to the programs or functions required by a device to accomplish or perform a job. An example of software on a computer is the Google Chrome program, which is a search engine that allows the user to research or access various sources or tools.

4.2.3 Technology in Education

On the authority of Ahmadigol (2016) education is one of the areas that due to the environment, characteristics and needs of those involved have adopted the use of technology, transforming and developing changes in theory to provide manageable and effective learning in the educational system.

Currently, the use of technology in educational environments has become a work tool. In reality, some institutions make use of technological artifacts such as sound equipment, computers with internet access and web platforms where students have access to work material, activities and the alternative of submitting their assignments online. Also, teachers make adequate use of this tool in the search for teaching materials or resources that contribute to the educational process of teaching to intertwine the subject of work and the understanding of the students. To summarize, technology is a tool that has gained great acceptance in the educational environment.

Additionally, the variety of technological resources such as audio, videos, games, dynamics and platforms are beneficial for the presentation of content, its reception and work because these attract students' attention and encourage work, which positively influences the learning- teaching process.

4.2.4 Benefits of Technology in Education

In the opinion of Raja and Nagasubramani (2018) technology in education is a tool that allows a better understanding and retention of the subjects of study taught in the education system. Whence, it is through these results that technology is able to contribute to improving the educational quality of students.

In agreement with the opinion of Budhwar (2017), the benefits of technology in education are linked to the need to prepare students for a globalized world, in which they will always have a link with different devices and technological tools. Indeed, teaching and making correct use of technological devices means a breakthrough for education.

Listed below are some of the benefits of technology in education considered by the researcher of this research project:

4.2.4.1 Contributes to the Application of Teaching Strategies. The use of technology in its various forms and presentations is used by teachers and students in the work process of the activities, thus improving the quality of learning through these resources.

Teachers can use technology to teach other skills that without technology it would not be possible to agree on a single class, this also helps to creating less stifled individuals (Zirawaga, et al, 2017).

4.2.4.2 Availability of Updated Content. The Internet is a constantly updated technological network that allows access to various platforms or sites containing educational material. For example, access to up-to-date digital texts at all times keeps learners up to date with new materials, helping them learn quickly (Budwar, 2017).

4.2.4.3 Adaptable. Technology in the classroom is an adaptable tool that is oriented to work in base on the learning needs of students through the use of different models or tools.

The results of an investigation executed by Mardiana (2020), demonstrated that technology provided a group of teachers with access to globalized information regarding their educational topics, which allowed the pupils to enrich their learning experiences.

4.2.4.4 Helps Content Retention. The use of technology is an alternative that helps to capture the attention of learners, keeping them more involved in the content and at the same time working on the storage of new knowledge presented through this medium. In this context, Al-Azawi and Al-Blushi (2016) mention that it has been shown that the use of technology in education is more attractive when it comes to engaging the attention of students compared to the instruments traditionally used, achieving more learning retained by the student.

4.2.4.5 Promotes Participation. Through the use of dynamic channels such as platforms, activities or games, the intervention of the student is stimulated. In this way, learners are involved individually or collaboratively in these activities. As a result, learners maintain an active role in achieving the learning objectives.

There is a participatory learning methodology worked through technology, this was proposed by the United States Department of Education (2017) through which they promote the reading of virtual books, the students shared the information they read with students from different parts of the world. This is an example that not only shows the diversity of how this tool was used but also that it allowed the participation of different individuals around the world.

4.2.4.6 Class Time Management. The previous selection of the technological tools that intervene in the teaching and learning process helps the teacher to optimize the working time in the classroom. In this way, it is possible to take advantage of the distribution of time and make efficient use of this material that contributes to educational activities.

In the same context, authors such as Radu et al., (2011) mention that even thanks to technology the speed with which students learn increases, since the material is available on the Internet all the time and access to different questions are resolved. faster than in the past.

4.2.5 Technological Tools for Gamification

At present, young people and adolescents are called "digital natives" because they have lived all their lives with the interaction of computers and devices, making use of Whatsapp, Instagram and other applications in their day to day. Therefore, traditional classes become a boring process that does not involve their daily lives (Sanmugan et al., 2015). An alternative to improve this situation is the use of technological tools for gamification as they capture the attention of students, motivate them and create better results in the educational process.

The following websites can be used by the teacher as gamified tools to support the content of a class:

4.2.5.1 Baamboozle. This is a website that allows you to create some types of games, however seasonal access to most of them is paid. But one game that is constantly freely accessible is a dynamic table, in which a number must be selected to read the question or instruction to be carried out and depending on the answer or action carried out, it is marked whether it is correct or not. In turn, within the numbers of the dynamic table, there are surprises that motivate the apprentices (Saud et al., 2022), such as taking points from the other team, losing or winning them, it makes the game more dynamic and fun.

4.2.5.2 Wordwall. This is a free website as it offers games, lessons or activity templates. There are templates for the quizzes, open the box, random cards, unscramble, label diagram, crossword, matching, sort by groups, match by pairs, anagram, maze chase, find the missing word, game show, whack -a- topo, crossword, etc. In addition, within these templates, the creator can add images, and even add text. As well as, this is an option that provides digital material and that can be very useful in the acquisition of English (Moorhouse and Kohnke, 2022).

4.2.5.3 Kahoot. It is also a free web tool that allows users to access pre-made games related to a specific topic or create games from scratch; easy to use for students and an easy-to-use

resource for teachers, fulfilling the objective of capturing the attention of students while they learn (Plump and La Rosa, 2017). When creating a game, the creator has the option to insert slides, images, videos, and audio, set the time for each activity, ask true or false, and multiple-choice questions. This tool allows the creator to share the activity with a specific group through a link or a code. Another advantage of this game is that it can be played individually or in groups. Finally, it allows the creator and the participants to display on the screen the name and the contribution that each participant has made.

4.3. Vocabulary

4.3.1 Definition of Vocabulary

Some authors define vocabulary as: an essential element that lays the foundation for language learners to successfully master the skills of speaking, listening, reading and writing (Schmidt and Richards, 2010). Besides, Alqahtani (2015) defines vocabulary as the total group of words that a person uses in the context of his or her professional or personal life for the purpose of communicating ideas. Basically, vocabulary cannot be defined as the knowledge of the meaning of words alone, but also of their connection; since language needs to connect the meanings of several words to express an idea.

4.3.2 The Importance of Vocabulary

Vocabulary plays a remarkable and useful role in a language. It is considered remarkable because it is present in the development of the four language skills. And it is useful because having knowledge and making proper use of it helps to achieve a better command of the language. It should be noted that vocabulary must be worked on by teachers as a substantial branch of communication. In closing, this has a great impact on the language that a pupil is learning and expressing.

The professor Lessard-Clouston (2021) comments that teaching vocabulary in English is necessary because without sufficient vocabulary learners cannot understand what others are trying to say nor can they express their own ideas. Thus, if the learner does not have a general or minimal vocabulary, this will be an obstacle in the interpretation process. Because having a poor vocabulary impedes the understanding of instructions, tasks and communication. Also, learning and enriching vocabulary in general contributes to the process of learners' performance in the English language. Because if they have and handle a variety of words, it is an advantage in the production of the four

linguistic skills of the English language. In general, vocabulary is an essential element, which is always present in the structure of communication through its various forms.

4.3.2.1 In Listening and Reading. It is common for most students to acquire new words randomly, but it is no less important. Moreover, exposure to hearing the pronunciation of vocabulary helps them to become familiar with these sounds and to memorize them. Similarly, reading sentences, short or long texts, allows them to establish relationships between new words and the topic of the text, thus obtaining in some cases the meaning of these words. It is known that those people who have the habit of reading frequently have greater fluency when speaking, this is something that also applies to students who are learning a language (Alqahtani, 2015). In addition, through reading, learners observe the correct spelling of new vocabulary.

4.3.3.2 In Speaking and Writing. Students produce and practice the acquired vocabulary knowledge, thus fostering productive communication in the presentation of these language skills. In speaking, the words learned are used in the development of a conversation that generates greater fluency (Alqahtani, 2015). And in writing, learners incorporate vocabulary in the composition of sentences or texts that convey content, messages or express their ideas. It can be concluded that when students are speaking or expressing what they want there will be a mix of memories between what the pupils have heard and what they have read.

4.3.3 Vocabulary Acquisition

As claimed by Nordquist (2019) vocabulary acquisition is the process of acquiring words of a language. Similarly, vocabulary acquisition can be described as an everyday activity that people do by which they learn words or phrases. New vocabulary can be acquired at home, at school, at work or even when doing a simple activity such as shopping at the supermarket. Therefore, acquiring vocabulary is an activity that occurs in different ways and different contexts.

Clearly, the acquisition of vocabulary in English is an action in which there are dimensions and processes to consider in learning. Effectively, these help to identify how new words are acquired. And at the same time, how these words work. In conclusion, there are interesting points to know about vocabulary acquisition in the learning process.

Two dimensions to recognize in vocabulary acquisition mentioned by Webb (2005) are receptive and productive vocabulary.

4.3.3.1 Receptive Vocabulary. This focuses on how well students can grasp a word or phrase. This dimension is most realized in listening and reading. For example, listening to the teacher in the target language, a recording, a video, reading sentences, paragraphs, stories, etc.

4.3.3.2 Productive Vocabulary. This refers to how learners use and produce vocabulary. Generally speaking, writing skills are involved in this dimension. For example, talking about a specific topic, practicing the language with their teacher and peers, and writing words that contribute to the composition of sentences or texts.

Two processes to consider in vocabulary acquisition are implicit and explicit learning. For students learning a new language, both are necessary, since they are considered complementary (Schmitt, 2000).

4.3.3.3 Implicit Learning. This is unplanned or occurs unconsciously, either inside or outside the classroom. For example, when the teacher describes an animated movie or any other genre but whose title is in English and then asks the students what the name of the movie is. It is through this simple activity that students make an instant analysis of what movie might fit the given characteristics and once they say the correct name of the movie, the teacher shows the link between the activity that has been done and the contribution it has on the topic of the class.

4.3.3.4 Explicit Learning. It focuses on the management of an activity or task to be performed. For example, learning qualifying adjectives by means of worksheets to work with descriptive sentences in the present simple tense. Within this activity, it is a requirement to use these adjectives because without them the work will be unfinished. Evidently, the acquisition of qualifying adjectives is objective learning, since it is done in order to successfully complete the whole activity.

4.3.4 The Aspects of Vocabulary

The linguist Nation (2013) establishes three significant aspects to take into account in vocabulary learning.

- **Form:** involves its pronunciation (spoken form); its spelling (written form) and the parts of words (affixes) that may be part of it (Nation, 2013).
- **Meaning:** understands the form and meaning in relation to other vocabularies; concept and reference of a word as a function of context and associations which refers to modeling the organization of the lexicon to better understand the language (Nation, 2013).

- Use: involves the grammatical functions in which part of speech it goes; collocations types of words that can go with it and restrictions of use depending on frequency and context (Nation, 2013).

The following table shows an overview of the types of knowledge and the types of learning that can occur in each of them.

Table 1

Kinds of vocabulary knowledge and the most effective kinds of learning.

Kinds of knowledge	Kinds of learning
Form	Implicit learning
Meaning	Strong explicit learning
Use	Implicit and explicit learning

Note. Adapted de Learning Vocabulary in Another Language (p.50), by I.S.P. Nation, 2013, Cambridge University Press.

The table below presents some of the activities that can be done in each of the vocabulary aspects.

Table 2

A range of activities for vocabulary learning.

Form	Read aloud Word and sentence dictation Finding spelling rules Filling word part tables Cutting up complex words Choosing a correct form
Meaning	Matching words and definitions Choosing the right meaning Explaining connections Classifying words

	Finding opposites
	Finding examples
Use	Matching sentence halves
	Putting words in order to make sentences
	Matching collocates
	Finding collocates
	Identifying constraints
	Classifying constraints

Note. Adapted de Learning Vocabulary in Another Language (p.126), by I.S.P. Nation, 2013, Cambridge University Press.

4.3.6 Parts of the Speech

A language is composed of a large number of words, which are basic elements in the formation and reproduction of communication. Earlier in the field of linguistics, 8 categories of parts of speech were considered. Nonetheless, nowadays some authors based on new studies cite determiners as an independent category, thus giving a total of nine categories of the sentence: noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection and determiner. The study of these categories helps to understand the function of each word or the possible meanings it has within a sentence depending on the context (Khan, 2020).

- Noun: is a word used to refer to a place, a person or something. There are many types of nouns depending on some aspects. For example: Raúl, girl, ball, happiness, family, smartphone, book, flour, smiling, princess, baking.
- Pronoun: is a word that replaces a noun in a sentence or phrase. For example, he, she, they, my, your, our, that, these, etc.
- Verb: is a word that shows action or what happens to something. For example, am, is, sleep, run, may, might, eat, etc.
- Adverb: is a word that modifies a verb, adjective or other adverbs to give more information about how something happened or was done. For example, there, ago, quickly, often, quiet, etc.
- Adjective: is a word that provides complementary information about the quality, degree or type of a noun, pronoun or noun phrase. For example, short, beautiful, honest, much, every, etc.

- **Preposition:** is a word that comes before nouns or pronouns. It indicates the relationship between the person or thing indicated concerning something else. For example, on, at, off, up, into, etc.
- **Conjunction:** is a word that joins phrases or clauses to make them more compact. For example, but, however, and, and, or, that, etc.
- **Interjections:** are words that are usually used with an exclamation mark and serve to express emotions. For example, Sorry! Ouch! Oh, no! Oh, my God! What? etc.
- **Determiners:** are words that are placed before nouns or adjectives to introduce them without providing additional information, unlike adjectives. For example, a, the, every, any, that, my, your, which, etc.

4.3.8 Vocabulary Teaching Techniques

The vocabulary teaching techniques must be aligned with the students, that is, they must be appropriate according to the language proficiency level of the learners, thus allowing them to achieve the learning goals (Yu, 2020). These are under the selection of the teacher because the educator knows the strengths and weaknesses for the acquisition of new words by the students. To sum up, it is up to the teacher to carefully decide which techniques are the most appropriate and productive for working with students, remembering that the techniques for teaching vocabulary will be different even in aspects such as age or the number of students

These are some vocabulary teaching techniques that the teacher can use:

4.3.8.1 Adapting Content to the Needs of the Learner. For language learning to be effective, the educator must identify the topics in which students need more work or help. In this way, the teacher can organize or reorganize the work plan. For example, to be able to describe the members of the family, you first need to know the vocabulary related to the family and the vocabulary related to adjectives. This organization of the content to be learned will have a great impact on the student's language skills.

4.3.8.2 Interactive Process. There are a number of activities and methods that teachers can apply to create dynamic and interactive processes in vocabulary teaching. (Alqahtani, 2015). It must be remembered that the classroom should not be a monotonous place in which the student can always predict what is going to happen; rather it becomes a means by which the student learns and, in this case, expands her vocabulary, through music, videos, readings and games.

4.3.8.3 Use of the media. The presentation of images, songs, videos or games in teaching can be materials that help to relate a word with the specific or general content of a topic. At the same time, it can facilitate the retention process of learning vocabulary for pupils, for example when the teacher shows images, these remain in the memory of the students and it is increasingly easier for them to relate the words' meaning (Alqahtani, 2015).

4.3.8.4 Spider Diagram. It is a graphic representation in the form of a spider in which only words, sentences or phrases are used. In the center of this diagram is the title, and from it the subtitles branch, creating an image of the class (Umar, 2018). For example, in the center of the diagram is the theme house and the sub-themes are the areas of the house such as the kitchen, living room or bedroom and within these it is written what elements there are or what activities are carried out in that place. place. This is a very useful strategy to learn vocabulary for a specific topic.

4.3.8.5 Give Examples Based on Real Contexts. Using actions or situations from everyday life as examples is a beneficial technique that allows learners to engage in contextual interactions with real life events and become familiar with the target language in a more objective way. This is supported by Jones (2016) who mentions that it is easier for students to learn vocabulary when they relate the word to something they have experienced or know.

4.3.8.6 Creating Vocabulary Sections in The Notebook. Although this is a technique that is considered traditionalist, the reality is that it is still practical as long as its use is not abused. That said, creating general, alphabetical, or thematic vocabulary sections in a specific part of the workbook is a tool that makes it easier to remember or review newly learned words. Thus, students take control of their vocabulary learning, at the same time, the teacher can use the vocabulary written in the notebook to correct or review the words with the students, when necessary. It is also important to mention that with the advancement of technology, a digital notebook shared between teacher and student would be very useful and more practical (Abdulaziz, 2019).

4.4 Preliminary Studies

This research review section served the purpose of helping the researcher of this project to recognize and understand the studied topics of gamification in the teaching and learning of English vocabulary, as well as to help future readers to have a guide on this topic, which is addressed within the educational contexts.

The research led by Dindar et al. (2021) was carried out in China. This aimed to investigate task effort, learning achievement, motivation, and social outcomes associated with cooperative or competitive gamified English vocabulary learning conditions. It was an experimental study. The instruments used for data collection were applications, demographic questionnaire, evaluation, intrinsic motivation inventory subscale and self-report. Regarding the results, the authors indicated that gamified cooperation and gamified competition can be equally effective in facilitating better learning achievement while facilitating the same levels of interest and enjoyment of the task in students.

Furthermore, in quasi-experimental research conducted in Indonesia in 2021 by researcher Fithriani. It aimed to answer the following research questions: does mobile-assisted gamification significantly affect students' vocabulary learning outcomes and what benefits do they perceive from its use? Overall, the results showed that the effectiveness of mobile-assisted gamification (MAG) as an educational tool is ideal for vocabulary learning, as it allows EFL learners to continuously acquire new words and practice their usage in and out of the classroom. In addition, the use of (MAG) gave the group of participants the opportunity to extrapolate more with new content than their peers who learned vocabulary without MAG. These results were concluded by collecting data through pre-test, post-test and questionnaire instruments. In summary, the researcher supports the idea of adapting the use of MAG in the curriculum, taking into account the variety of features and modalities that can facilitate students' different learning styles and promote autonomy and self-regulation of learning.

Likewise, the researchers Jabali and Walker (2021) developed research in the country of Saudi Arabia. The research question that directed this study was: does the use of FlipQuiz influence the vocabulary test scores of 7th graders in a Saudi Arabian English language learning classroom? As for the design research, this corresponds to that of an experimental study. The following instruments were used to gather information: pre-test, post- tests and surveys. Therefore, the results obtained indicated that FlipQuiz has a significant effect on students' motivation and engagement, especially in English vocabulary classes, which was positively reflected in students' test scores. Based on the results obtained, the authors recommend the inclusion of technology in the classroom, creating a fun, engaging and motivating environment that can support learners' academic performance.

Similarly, the present quantitative study was conducted by Fahandezh and Mohammadi in Iran in 2021. In this research, it was proposed to improve vocabulary learning by using

gamification in the context of Flipped classroom. At the same time, the research questions posed were: does gamified Flipped classroom have a significant effect on vocabulary improvement of Iranian pre-intermediate EFL learners and is the rate of vocabulary learning equal between gamified Flipped classroom and non-gamified flipped classroom? In order to answer the above research questions, the placement test, pre-test and post-test instruments were used. The results showed that, a gamified Flipped classroom is an effective and useful method that can help students improve vocabulary learning and that the learning of the participants in Flipped classroom with the use of games had a statistically significant improvement compared to traditional Flipped learning. In conclusion, the researchers suggest the application of a gamified Flipped classroom because it can help trainers and learners by providing a fun, interesting and creative condition for better language learning performance.

Additionally, as reported by Pérez (2022) in her research conducted in Ecuador. Which main objective was to identify the importance of the application of gamification strategy for vocabulary acquisition in post-pandemic English. A qualitative research design was applied. The interview questionnaire instrument was applied for data collection. Finally, the results obtained by the researcher demonstrated that gamification is one of the most useful didactic strategies to achieve meaningful learning of English as a second language, as well as vocabulary acquisition and improvement of communicative skills.

In the same line of research, in order to establish the effectiveness of the gamification strategy in the acquisition of English vocabulary gamification strategy in the acquisition of vocabulary in the English language in students of the first semester of the Pedagogy Program in National and Foreign Languages at Universidad Técnica de Ambato. The researchers Buenaño et al. conducted this study in Ecuador in 2022. It corresponded to a quasi-experimental design in which the pretest, questionnaire and posttest instruments were used. At the end, the results indicated that the Duolingo platform, which resembles a game platform in which students must complete all the lessons in order to level up by earning points and gaining positions, facilitated the learning of English vocabulary due to its ability to attract students' attention, its ease of use and the variety of activities it contains.

Making a general analysis of the research collected, it is concluded that some of them were more aimed at knowing the effectiveness and effects of gamification, by comparing the results between a group of gamified and a non-gamified group of participants. In addition, some of them focused on determining the benefits of gamification in education. Also, there was research oriented

to analyze the importance of gamification in education after the Covid-19 pandemic. Likewise, another research focused on investigating task effort, learning performance, motivation, and social outcomes associated with cooperative or competitive gamified English vocabulary. In summary, these investigations demonstrate that gamification is a useful and innovative strategy that contributes significantly to learners' performance in English language acquisition. However, more research is needed to address more gamification tools for English as a foreign language vocabulary learning.

5. Methodology

5.1 Setting and participants

This research was carried out at a public school in Loja city - Ecuador, located in northwestern South America, between Colombia, Peru and the Pacific Ocean. The city of Loja is located in the south of the country at the following coordinates: latitude -3.99313 and longitude -79.20422.

The method used for the selection of the population was convenient sampling. This directly selects participants based on the research topic and also on the opportunities or needs of the researcher (Stratton, 2021). The participants of this study were 18 students, 10 males and 8 females, whose average age is between 9 and 11 years old. These students belong to the middle basic education. The target group has an A2.1 level of English language proficiency according to the Ministry of Education (2016). To respect the privacy of the students the researcher gave a code to each student. And the representatives of this group of students signed a consent form (annexe 1) due to the age of the participants in this research (Creswell, 2018).

5.2 Procedure

5.2.1 Method

The mixed method was used in this research, it is complementary as it unites qualitative and quantitative approaches to cover or give greater validity to the research through various data collection instruments, thus helping to answer the research questions and target the research objectives (Dawadi et al., 2021).

This research made use of the qualitative method since in the words of Ahmad et al. (2019) it allows observing attitudes, perspectives or behaviors of the progress of the participants in research. Therefore, this method was used to collect information regarding which gamified strategies are useful and what are the benefits of technology in English vocabulary acquisition. And this research also corresponds to the quantitative method as Ahmad et al. (2019) mention that, it helps to quantify objective data through pretest and posttest, in order to answer what is the effectiveness of gamification on the development of English vocabulary learning.

5.2.2 Research design

The design of this study was guided by the research-action cycle model proposed by Efron & Ravid (2019), which through its six execution steps helped the researcher determine the problem and provided a productive solution to it.

5.2.2.1 Identifying the Problem. For the identification of a problem in the teaching and learning of the English language, the researcher used the experiences obtained when executing the pre-professional practices. Based on this, the researcher determined that vocabulary is one of the areas of English in which students faced learning problems. Hence, the following general research problem was posed: how can gamification increase English vocabulary learning through technology among middle basic education students at a public institution of Loja city. School year 2022-2023.

5.2.2.2 Gathering Background Information. Once this problem was recognized, a more guided diagnosis was carried out with students from the sixth year of middle basic education, who were previously selected as the target group to develop this research. Consequently, the researcher applied a pretest to determine their vocabulary knowledge and averages.

5.2.2.3 Designing the Study. Analyzing the problem detected and the factors that led to this event, the researcher designed a novel intervention plan based on Gagne's model of nine instructional events (2014). The plan was composed of different strategies and instruments guided by the research question of the project and thus on student learning.

5.2.2.4 Collecting Data. The time of application of the proposal in the institution was 40 hours of class in periods of 6 hours per week giving a total of 7 weeks, in which data was collected on how gamification through technology helped to increase the learning of English vocabulary. Strategies such as video presentations, images, and worksheets were also used. And for data collection instruments such as pretest and posttest, an observation guide and checklist were used.

5.2.2.5 Analyzing and Interpreting Data. In order to answer the research question, establish conclusions and recommendations that give validity to this research work, the researcher proceeded to analyze the quantitative and qualitative data, which were interpreted through the use of statistical tables and graphs, this information was obtained through the data collection instruments.

5.2.2.6 Implementing and Sharing Results. The results obtained during this research process were shared with the educational community in which the study was developed in order that this information allows a reflection on how gamification through technology in learning English vocabulary can help expand students' word range. Likewise, they were shared in the digital repository of the University with the objective that this information helps new researchers to have theoretical references of these variables to generate new studies.

5.2.3 Data collection sources and techniques

For the quantitative part related to numerical patterns (Ahmad et al, 2019), the researcher worked with the paper and pencil method that makes use of instruments to measure the skills of students based on a topic of study (Gay et al., 2012). This was carried out using the pretest and posttest instruments (annexe 2), the same ones that were taken in a formal way to know what is the participants' measure of knowledge about English vocabulary (Creswell, 2018). The pretest and posttest share the same structure and content, that is, both had five closed questions, in which the student had to fill in the blanks with the given information, join and underline (Creswell, 2018), in relation to the vocabulary indicators that are meaning and use of the topic's nouns, pronouns, verbs, adjectives and prepositions. Therefore, the pretest was taken before the intervention plan to know the participants' averages about English vocabulary and then the posttest was used to demonstrate the effectiveness of gamification in developing English vocabulary learning. The results obtained in these instruments were compared with the grading scale established by the Ministry of Education (annexe 3) in relation to the criterion-reference scoring proposed by (Gay et al., 2012).

In addition, the observation method was used in which the researcher was a participant observer, meaning that while the researcher was teaching classes at the same time observed the students' reactions to the application of the gamification and vocabulary variables through technology (Gay et al., 2012). In such a way is that the observation guide instrument (annexe 4) was an organized means that served for data collection (Kawulich, 2012), allowing the researcher to establish through the elements of the game: components, mechanics and dynamics which were the gamified teaching strategies useful in the development of English vocabulary learning. Likewise, the checklist instrument (annexe 5) was applied through the items observed and marked by the researcher (Chaparro et al., 2019) in relation to the memory, decision-making, level of difficulty, assimilation of theory, participation, student attention, feedback and teamwork that the benefits of gamification through technology in English vocabulary learning were concluded.

For the qualitative method, which is a process that focuses on inquiring into the "why" of things through the collection and analysis of observational data (Ahmad et al, 2019), the researcher used the observations section in the observation guide and checklist instruments to record any novelties, reactions, or inconveniences that arose during the application of the research variables. In this way, theoretical support was given to the results of the gamified teaching strategies that

were useful in the development of English vocabulary learning and the benefits of gamification through technology in English vocabulary learning.

5.2.3 Data analysis

Descriptive statistics were used to present in a summarized and organized way (Kaur et al., 2018) the quantitative data through frequency measures and measures of central tendency represented in tables, graphs and the mean. Besides, for qualitative data, thematic analysis was employed to interpret the information (Creswell, 2018) noted in the observations section of the instruments.

6. Results

Before starting with the breakdown of the results, it is worth mentioning that this research only focused on the "meaning and "use" indicators, but not on the "form" of the vocabulary. This is due to several factors such as: the workbook which mostly contained activities to complete, the activities suggested by the institution's teacher which generally consisted of providing environments for reproduction but not production of the language and last but crucial the real knowledge level of the English learners did not allow for activities such as reading aloud, dictating words/phrases or completing word tables containing affixes. For this reason, the researcher gave more value to the indicator "meaning", since associating words with their meaning allows learners to "use it" within contexts.

6.1 Pretest and posttest results

Objective 1:

To identify the effectiveness of gamification on the development of English vocabulary learning.

6.1.1 Pretest results

Table 3

Pretest results of sixth-grade students' English vocabulary performance.

Code	Meaning (6/6)	Use (4/4)	Total 10
Student 1	1.50	0.50	2.00
Student 2	2.50	1.50	4.00
Student 3	1.00	1.50	2.50
Student 4	0.50	1.00	1.50
Student 5	1.00	0.50	1.50
Student 6	0.75	1.50	2.25
Student 7	2.50	0.50	3.00
Student 8	4.00	0.00	4.00
Student 9	3.50	3.00	6.50
Student 10	3.00	1.00	4.00
Student 11	2.00	1.00	3.00
Student 12	3.00	2.00	5.00
Student 13	0.75	2.00	2.75
Student 14	2.50	0.00	2.50
Student 15	3.00	1.00	4.00

Code	Meaning (6/6)	Use (4/4)	Total 10
Student 16	2.50	1.00	3.50
Student 17	1.00	1.00	2.00
Student 18	1.00	0.00	1.00
Mean	2.00	1.06	3.06

The results obtained in the application of the pretest to measure the vocabulary knowledge of sixth-grade students in middle basic education are shown in Table 3.

First, in the "meaning" indicator, the researcher was able to establish that the average of the participants was weak (2/6) since the students presented some deficiencies in relating words in categories, through the presentation of images and recognizing the writing of words according to their meaning and specific vocabulary. As a result, this average was established as the higher of the two indicators.

At the same time, in the "use" indicator, the average of (1.06/4) of the learners was considered by the researcher as poor since the students met few performance criteria about recognizing the correct use of the word according to its grammatical function and depending on the context. Therefore, this was the lowest score compared to the other indicator.

In summary, the final average (3.06/10) presented in Table 3, determined that the students sixth-grade students in middle basic education in the performance of the “meaning” and “use” of vocabulary in English do not reach the required learning (7/10) according to the scoring scale established by the Ministry of Education. Based on the results obtained, the researcher carried out the present research work.

6.1.2 Posttest results

Table 4

Posttest results of sixth-grade students on the development of English vocabulary learning.

Code	Meaning (6/6)	Use (4/4)	Total 10
Student 1	4.50	1.50	6.00
Student 2	5.50	0.50	6.00
Student 3	1.75	1.50	3.25
Student 4	2.00	4.00	6.00
Student 5	2.75	2.00	4.75

Code	Meaning (6/6)	Use (4/4)	Total 10
Student 6	3.75	1.50	5.25
Student 7	0.75	0.00	0.75
Student 8	5.00	3.00	8.00
Student 9	5.00	3.00	8.00
Student 10	2.25	0.50	2.75
Student 11	3.50	1.50	5.00
Student 12	5.50	3.00	8.50
Student 13	3.25	1.00	4.25
Student 14	1.75	0.50	2.25
Student 15	6.00	2.00	8.00
Student 16	5.00	1.00	6.00
Student 17	3.00	1.00	4.00
Student 18	2.25	0.50	2.75
Mean	3.53	1.56	5.09

Table 4 represents the results of 40 hours of interventions which were evaluated through the posttest instrument to identify the effectiveness of gamification in the development of English vocabulary learning of sixth graders.

In the "meaning" indicator, the average (3.56/6) of the students was acceptable since they were able to relate a list of words with their corresponding category, associate the meaning of the words by means of pictures and distinguish the written form of words based on their meaning. But even so, the pupils presented several errors in the development of the content. Despite the above, this is the indicator with the highest average.

In relation to the indicator of "use" the trainees' mean of (1.56/4) was stated as poor because students face significant performance problems in distinguishing the use of words depending on their grammatical function and based on the context. Hence, this mean is considered the lowest.

As a result, it can be observed in Table 4 that the final average of the sixth grade students in the posttest was (5.09/10) based on the indicators of "meaning" and "use" of English vocabulary. This score was compared with the national scoring scale given by the Ministry of Education. Consequently, it is concluded that the pupils do not reach the required learning which is (7/10).

6.1.3 Pretest and posttest results comparison

Table 5

Total pretest and posttest mean 6th-grade students' performance in vocabulary.

Indicator	Pretest	Posttest
Meaning (6/6)	2.00	3.53
Use (4/4)	1.06	1.56
Total mean	3.06	5.09

The final averages of the students in the execution of the pretest and posttest in relation to the English vocabulary indicators: “meaning” and “use” are represented in Table 5.

First, there is a notable increase in the students' mastery in the categorization, in the association of images and in the recognition of the written form of words according to their meaning and in relation to a specific vocabulary. Similarly, a modest development is shown in the use of words according to their grammatical function and depending on their context.

To conclude, the average (3.06/10) obtained in the pretest before the intervention plan had a visible increase in the average of the posttest (5.09/10) after the application of the variables of this work. Thus, going from a rating of "do not reach the required learning" to "are close to achieving the required learning" according to the Ministry of Education's scoring scale.

6.2 Observation guide results

Objective 2:

To apply gamified teaching strategies by using technology in the development of English vocabulary learning.

The following results obtained through the observation guide about the game elements of the different tools used in this research were recorded through the following frequency scale: 5= always; 4= often; 3= sometimes; 2= rarely; 1= never and 0= does not apply.

Figure 1

Results of the game elements in the Baamboozle tool.

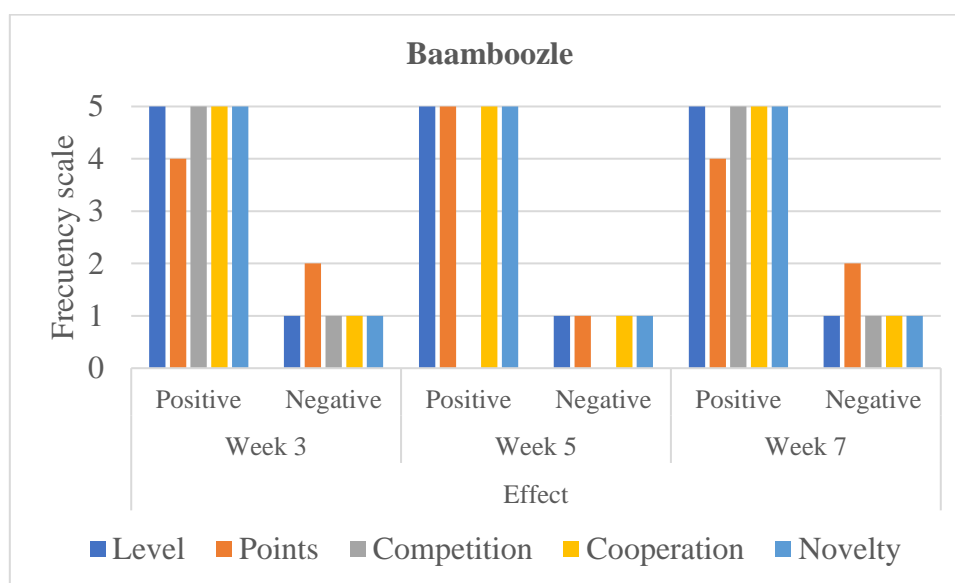


Figure 1 illustrates the results about the positive and negative effect of the game elements of the Baamboozle tool during the application of three different weeks.

The results obtained during weeks 3 and 7 are the same, which are justified by the fact that the tool was used in groups. Thus, it was evident that the students "always" progressed in the "level" of the game as they answered the questions. As for the "points" the participants were "often" motivated, but when the losing team was established the students "rarely" showed discouragement. Likewise, the "competition" "always" took place in a respectful and orderly manner as both teams tried not to give clues about the answer to the opposing team. In addition, "collaboration" was "always" reflected in the teams as the trainees wanted their team to win. Finally, "novelty" such as winning, losing or equaling points was one of the elements that "always" caused fun as a surprise factor in the development of the game.

In week 5 the application of the results of the tool varied because the whole class participated in the resolution of the game. First, participants "always" advanced in the "level" of the game while answering the questions. Also, the "points" obtained by the learners "always" acted as a source of incentive. Concerning the "competition" this was not considered since it "does not apply" in the development of this game, however, the "cooperation" among the students was "always" present as they tried to support each other in the selection of the answers. Lastly, "novelty" such as winning or losing points "always" produced enthusiasm among the pupils.

Figure 2

Results of the game elements in the Wordwall tool.

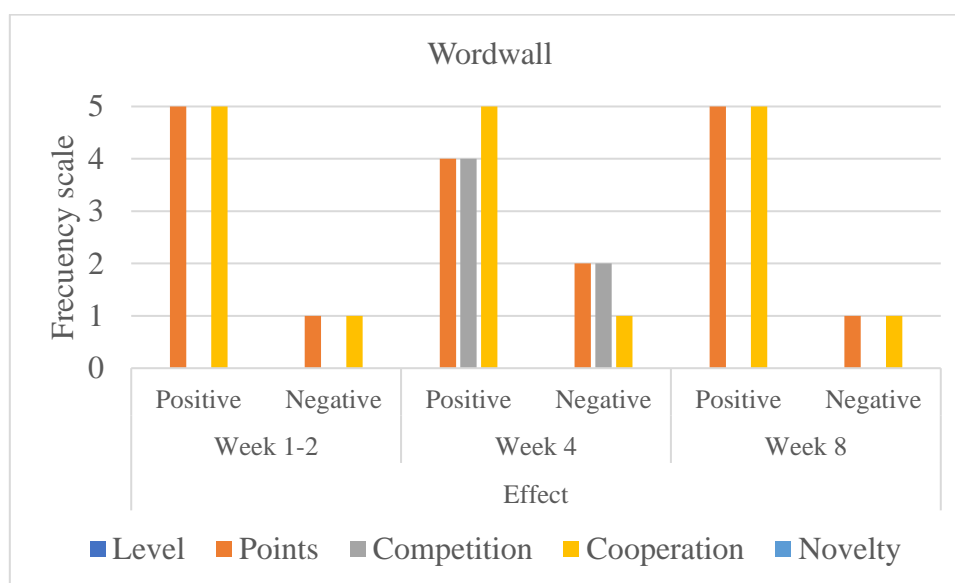


Figure 2 shows the results of the positive and negative effects of game elements during 4 non-consecutive weeks of the Wordwall tool.

Weeks 1, 2 and 8 presented the same results since the game was played with the whole class and not in groups. To begin with, the elements of "level", "competition" and "novelty" in this game "do not apply" since the dynamic was based on the only instruction to match answers displayed on a single screen, to work as a single group and there was no presence of surprises. As for the "points", these were "always" a token of recognition that inspired the pupils. To conclude, the "cooperation" of the participants was "always" visible as they shared and contrasted information before they gave an answer.

In regard to week 4, the game was worked in groups so the results varied. First, the elements of "level" and "novelty" as mentioned in the previous paragraph also "do not apply" in this game. Instead, the "points" served "often" as stimulation for the students, but nevertheless "rarely" discouraged the team that did not win. Likewise, "competition" occurred "often" in a systematic and courteous environment. In the same way, "cooperation" among the trainees was "always" supportive in order to achieve the best participation in the game.

Figure 3

Results of the game elements in the Kahoot tool.

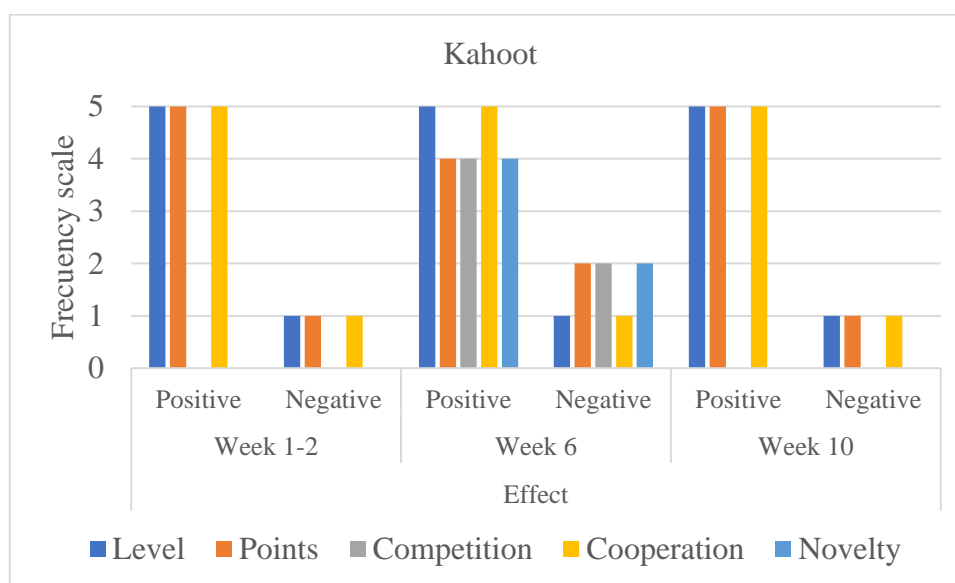


Figure 3 presents the results obtained in 4 different weeks of application of the Kahoot tool in which the positive and negative effects of the game elements were collected.

Weeks 1, 2 and 10 share the same results of the frequency scale because the tool in these weeks was carried out in general way with the students. First of all, the elements of "competition" and "novelty" were determined "do not apply" since they were not played in groups and the game was played through the "review" option in which there are no prizes. Besides, the students' decision making "always" allowed them to progress in the "level" of the game. As well as, the "points" which "always" gave value to the actions performed by the pupils. And also, the pupils "always" demonstrated the element of "cooperation" in a pleasant way.

The results collected in week 6 changed markedly compared to the other weeks because this time the game was managed in teams. The "level" of the game "always" occurred effectively, as students moved from simple to somewhat more complex questions. In addition, "points" and "novelty" served "often" as positive indicators of rewards and gifts for work done. Similarly, "competition" "often" took place in a controlled manner, as "question time" "rarely" rushed participants to a decision. Finally, "cooperation" during the game was "always" produced by the participants.

6.3 Checklist results

Objective 3:

To describe the benefits of gamification through technology in the improvement of English vocabulary learning.

Table 6

Related to the students

Benefits of gamification through technology in English vocabulary learning	Yes	No
1. The dynamics of the games through the use of technology help the students in the assimilation and retention of the words.	100 %	0 %
2. The games develop on the web pages are a strategy that motivates students to make use of their memory and to exercise decision-making in relation to the vocabulary being worked on.	100 %	0 %
3. The different game web pages in which the vocabulary is presented capture the attention of the students.	100 %	0 %
4. The presentation of game elements through technology encourages student participation in vocabulary learning.	100 %	0 %

Table 6 shows that the 4 statements above were observed 100% of the intervention as benefits of gamification through technology having an impact on students thanks to the dynamics and presentation of the game that helped students to similar theory, retain words, make use of their memory, make decisions, capture their attention and motivate their participation while learning and reinforcing the knowledge of new vocabulary.

Table 7

Related to the gamified tools

Benefits of gamification through technology in English vocabulary learning	Yes	No
5. The elaboration of games using technological tools can be adapt to the level of difficulty of vocabulary learning.	100 %	0 %
6. The games presented on web pages for vocabulary learning provide immediate feedback, which helps to manage class time.	90 %	10 %
7. The games created on the different web pages available supported the learning objectives, in which the acquisition and use of vocabulary are present.	100 %	0 %

Table 7, presents 3 statements of the benefits of gamification through technology in English vocabulary learning in relation to gamified tools. As a first point, 2 of the benefits were 100%

observed during the weeks of the researcher's work, since the development and presentation of the games in web pages allowed adapting the level of difficulty of the questions or activities, which supported the fulfillment of the learning objectives in a more proportionate way. On the other hand, 1 of the statements was observed in a 90 % this because 1 time the researcher developed a game by groups in the tool "Woordwall" in which te teacher had to cover the answers and score of the first team so that the other did not see, due to this the game did not provide immediate feedback if not it had to be performed 3 times so that all the trainees observe the correct answers.

7. Discussion

The aim of this research was: to increase English vocabulary learning by using gamification through technology among middle basic education students at a public institution of Loja city. School year 2022-2023. For this reason, the researcher established sub-questions.

The first sub-question was: what is the effectiveness of gamification in the development of English vocabulary learning? This was answered by comparing the results of the pretest and posttest, the students after working with the gamification strategy through technology increase 2.03 points in the mean of the exam, as their grade improve from 3.06/10 to 5.09/10 thus showing a remarkable improvement in the use and meaning of vocabulary. This is corroborated by the authors Buenaño et al., 2022; Fahandezh and Mohammadi, 2021; Fithriani, 2021; Pérez, 2022 who state that gamification is a didactic strategy that by means of some elements such as points and positions captures the attention of the pupils allowing them to practice inside and outside the classroom. Likewise, in reviewing the literature, it is found that gamification contributes to the transmission of learning content (Ersoy and Belet, 2021). Therefore, gamification allows to achieve and enrich a more productive vocabulary teaching and learning compared to traditional classes.

The second sub-question was: what gamified teaching strategies are useful in the development of English vocabulary learning? The results of the observation guide exposed that Baamboozle, Wordwall and Kahoot are useful tools that through the level, points, competition, cooperation and novelty of the game created engaging scenarios for vocabulary learning. These results are consistent with Dindar et., 2021; Fithriani, 2021; Walker, 2021 as they comment that ideal games in education make use of elements such as competition and cooperation, which leads to positive results in the acquisition of new words. Moreover, prior literature has noted, these websites are viable because they give the teacher the opportunity to create games from scratch and adapt the instruction according to the needs and knowledge of the participants, provide pre-made games by other users, are easy to use, engage students, and create fun learning ((Moorhouse and Kohnke, 2022; Plump and La Rosa, 2017; Saud et al., 2022). Hence, these gamified tools were attractive sources of learning and entertainment that encouraged student participation and at the same time made learning more productive.

The last sub-question was: what are the benefits of gamification through the use of technology to enhance English vocabulary learning? The results of the checklist determined that in all classes gamification through technology benefited students' vocabulary learning in the

processes of assimilating theory, retaining words, using memory, making decisions and capturing their attention. Additionally, in most cases it was beneficial in adapting the level, providing immediate feedback and supporting the learning objectives. This is consistent with the findings of Walker (2021) who mentions that technological gamification has a positive impact on students as it motivates them to participate and this is reflected in the vocabulary they know and use. And in accordance with the literature background, it is reported that gamification through technology is favorable in teaching as it allows students to participate in engaging and competitive learning environments (Felicia, 2020). Thus, gamification through technology not only offers benefits but also facilitates the achievement of learning objectives through the activities, components and reactions caused by digital games.

Nevertheless, this research had certain limitations. First, the written "form" of vocabulary was not deepened, as the activities encompassing this indicator were complex according to the learners' real level of English. Second, due to internal and external factors, the participants did not have all the hours of English class, which affected the connection and learning of the topics. Third, the poor wireless network coverage inside the classrooms caused some delay in loading the games. Finally, this study does not have a control group, thus the researcher cannot generalize the results on the variables, as they only pertain to this work. Consequently, it is suggested to future researchers and teachers to promote guided and autonomous production of the written "form" of the vocabulary according to the students' knowledge, to cautiously take into account the calendar of academic activities of the institution in which a study is conducted, to establish an area in which network coverage allows working without major inconveniences and to apply gamification through technology with a control group to share the results and experiences of the research with the educational community.

8. Conclusions

Firstly, it was concluded that gamification through technology was a powerful strategy. When it was worked in an orderly environment and following rules. This successfully improved the learning of the meaning of nouns, verbs and adjectives, as well as the use of pronouns and prepositions in short sentences. However, the written form of vocabulary was not worked on or evaluated because the activities that encompass this indicator were difficult for the participants. Moreover, the book and activities were always developed from the instruction to complete with given words or multiple options due to the real English level of the learners.

Secondly, the presentation and dynamics of Kahoot, Wordwall and Baamboozle tools quickly captured the students' attention, entertained them, promoted competition, promoted camaraderie and recognized their participation through points as they worked on learning new vocabulary for the class topics. In addition, the Baamboozle tool was the most accepted by the students, thus the competition and cooperation made the learners focus more on the contributions they made during the acquisition of the new vocabulary.

Lastly, the technology was a favorable tool that facilitated the assimilation of the words and their retention during the games developed. Also, the combination of technology and games created interest in the students and encouraged them to make decisions about the vocabulary they were learning.

9. Recommendations

As a first point, it is suggested to implement gamification through technology within the lesson plans as a strategy that provides interesting and participatory scenarios for the development of learning the use and meaning of English vocabulary. As well as, to encourage and work within the classroom the guided and autonomous production of the written form of words.

Likewise, it is proposed to make use of Kahoot, Wordwall and Baamboozle games, since they facilitate the learning or review of vocabulary in a fun but at the same time objective way. In addition, the application of gamification using technology is encouraged as it helps to obtain better learning results in the meaning and use of English vocabulary.

In addition, it is recommended to encourage English language learning in a more engaging way and make as many connections with the real world as possible according to the age of the students through the music they listen to, the latest movies, the apps they use, etc.

Finally, it is proposed to use gamification through technology with the skills of listening, reading, writing and speaking English.

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11. Annexes

Annex 1. Consent form



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

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señores

PADRES DE FAMILIA

De la Unidad Educativa “Filomena Mora de Carrión”

Reciban un cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo/hija en la realización del proyecto de investigación: “Gamificación en el aprendizaje de vocabulario en Inglés a través de la tecnología en estudiantes de educación básica media”, el cual tiene como objetivo incrementar el aprendizaje de vocabulario en Inglés mediante el uso de la gamificación a través de la tecnología.

Yo, _____, con cédula de identidad _____, representante de la/el estudiante _____ he leído este documento de consentimiento informado que me ha sido entregado, he comprendido el tema y el objetivo del proyecto que se va a realizar.

También he sido informado/a de que mis datos personales y de mi representada/o, serán protegidos y manejados bajo confidencialidad por parte del investigador.

En conocimiento pleno me sirvo consentir y autorizar la participación de mi hijo/hija en la realización del proyecto a cargo del estudiante de la Universidad Nacional de Loja con fines investigativos y de aprendizaje.

En la ciudad de Loja, a lasH..... de..... (días, mes y año)

Firma:

Nombres y Apellidos:

C.I.:

REPRESENTANTE

Annex 2. Pretest and posttest



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DATA COLLECTION SOURCE: PRETEST / POSTTEST

Dear student, please answer the following questions in a clear and honest way.

Student's code:	
Date:	

Note: You have 40 minutes to solve the following questions. Concentrate, read and analyze them carefully. Good luck!

MEANING / NOUNS

1. Classify the following words in the correct category. (2p)

brother – birds – desk – soup – bed – grandfather – monkey – apple

Food	Family	Animals	Objects

USE / PRONOUNS

2. Complete the following sentences with the correct pronoun. (2p)

his- those -she – that

- a) Maria bought a bicycle, goes to school early every day.
- b) shoes are cheap.
- c) expression is happy.
- d)..... cat is very small.

MEANING / VERBS

3. Match the verbs with the correct pictures. (2p)



run

cry

write

drink



MEANING / ADJECTIVES

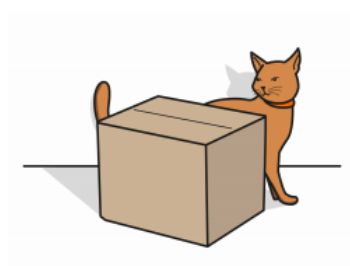
4. From the following list of words underline the adjectives. (2p)

- | | |
|--------------|-------------|
| a) drink | f) smart |
| b) clock | g) children |
| c) good | h) small |
| d) car | i) running |
| e) beautiful | j) sing |

USE / PREPOSITIONS

5. Choose and complete each sentence with the correct preposition (2p).

next to – behind – between – on



a) The cat is.....the box.



b) The church isthe school.



c) The theater is.....the pharmacy and the police station.



The books are.....the table.

THANK YOU FOR YOUR COLLABORATION

Annex 3. Grading scale

GRADING SCALE ACCORDING TO THE MINISTRY OF EDUCATION

Quantitative Score Range	Qualitative Score Range
9-10	Masters the required learning
7-8.99	Achives the requiered learning
4.01-6.99	Is close to achieving the required learning
4-0	Does not reach the required learning

Annex 4. Observation guide



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DATA COLLECTION SOURCE: OBSERVATION GUIDE

Note: The following observation guide will be used by the researcher to gather information about the positive or negative effect that game elements have on the tools selected as gamification strategies.

Researcher:	Evelin Paola Ramirez Saraguro
Level:	Middle basic education

GAMIFIED TEACHING STRATEGIES						
PUNCTUATION SCALE	5= always / 4= often / 3= sometimes / 2= rarely / 1= never 0= does not apply					
INFORMATION	Week:		Week:		Week:	
	By groups / Whole class		By groups / Whole class		By groups / Whole class	
GAME ELEMENTS	1. BAAMBOOZLE		2. WORDWALL		3. KAHOOT	
	Effect		Effect		Effect	
	Positive	Negative	Positive	Negative	Positive	Negative
	Scale	Scale	Scale	Scale	Scale	Scale
Level: user's ability to complete an activity as progresses through the game, allowing the player to access more productive or challenging tasks						
Points: numerical recognition of skills demonstrated in the game, and also serve as motivation for users.						
Competition: players' performance in a respectful and controlled challenge environment.						
Cooperation: players work or collaborate with each other to achieve a common goal						
Novelty: unexpected updates, changes or surprises in the game such as changing the order of questions, gaining or losing points						
Observations:						

Annex 5. Checklist



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DATA COLLECTION SOURCE: CHECK-LIST

Researcher:	Evelin Paola Ramirez Saraguro
Level:	Middle basic education
Week:	

BENEFITS OF GAMIFICATION THROUGH TECHNOLOGY IN ENGLISH VOCABULARY LEARNING	YES	NO	OBSERVATIONS
1. The dynamics of the games through the use of technology help the students in the assimilation and retention of the words.			
2. The games develop on the web pages are a strategy that motivates students to make use of their memory and to exercise decision-making in relation to the vocabulary being worked on.			
3. The different game web pages in which the vocabulary is presented capture the attention of the students.			
4. The presentation of game elements through technology encourages student participation in vocabulary learning.			
5. The elaboration of games using technological tools can be adapt to the level of difficulty of vocabulary learning.			
6. The games presented on web pages for vocabulary learning provide immediate feedback, which helps to manage class time.			
7. The games created on the different web pages available supported the learning objectives, in which the acquisition and use of vocabulary are present.			

Annex 6. Lesson plans

LESSON PLAN 1-2	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: Application of the pre-test Greetings (Wh questions – Statements with to be)
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: October 28, 2022.	Pre-service teacher: Evelin Paola Ramirez Saraguro.
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3-3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	At the end of the lesson, students will be able to write and produce short dialogues using greetings such as: Good morning / Nice to meet you and questions and answers about personal information such as: What is your name? / My name is Frida or I am Frida.
Warm-up and Objective Discussion	
<p>Show students a video clip without the volume of Homer Simpsons meeting and greeting former President Ford. Then ask students to interpret the video and deduce what the scene is about. Then ask them to think about what questions and answers were used in the video. At the end, the video will be played with the volume for students to hear the greetings and to be statements used by the characters.</p> <p>Students will be informed that they will learn how to greet and ask questions and short answers in English, and they will also learn the importance of this subject of study to have a cordial communication and to be able to share information with another person.</p> <p>Resources Video: https://www.youtube.com/watch?v=A0-AD3bFjF8</p>	
Instruct and Model	
<p>Instruct In the vocabulary section at the end of the notebook, students will write some new words related to the topic and others that need to be remembered for a better understanding of the language and the activities to be carried out. Words: respectful, kind, polite / classify, match. Show a video in which the students hear the clear pronunciation of the different greetings of the day. Ask the students to repeat the word after listening to the playback. Second, briefly explain and show a picture of the wh - questions. Then, show and explain to students a picture that summarizes the use of be statements.</p> <p>Model</p>	

Ask for the collaboration of the English teacher of the educational unit to make a short dialogue making use of the greetings, wh – questions and statements with be. For example: A: Good morning? / B: Hi / A: What is your name? /B: My names is Paola.

Resources

Notebook: vocabulary

Video: <https://www.youtube.com/watch?v=by1QAoRcc-U>

Picture 1: <https://bit.ly/3gGw3pL>

Picture 2: <https://www.pinterest.es/pin/302937512449895872/>

Guided Practice

Students should complete activity number 1 in the book on page 10, in which they should look at the image and complete the dialogue. The teacher will project the images with the specific information (name, age, member of the family) so that the activity can be completed successfully.

Less guided activities

Teamwork. All students will participate to play a Kahoot related to the vocabulary of greetings, "wh" questions and "to be" statements. (A picture will be shown, a gift, multiple choices and the option of correct or not correct will be given).

Resources

Book: page 10

Kahoot:https://kahoot.it/challenge/06827630?challenge-id=83cc55a0-b625-4845-9e29-c9b75d6284f7_1670348138638

Independent Practice

Team work. Students will play a game on the Wordwall website related to greetings, wh-questions and to be statements.

Resources

Wordwall: <https://wordwall.net/resource/37416781>

Assessment

Students will have to solve a short worksheet (one question) related to greetings (good night, nice to meet you).

Resources

Worksheet

LESSON PLAN 3	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: Countries and nationalities (Yes/ no questions with to be)
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: November 21-December 1, 2022.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	By the end of the lesson, students will be able to demonstrate their knowledge of countries and nationalities in English. At the same time, students will be able to ask and answer simple questions such as: Where are you from? / I am from Ecuador.
Warm-up and Objective Discussion	
A song will be played to the students in which they will hear several names of countries. Students will be informed of the importance and usefulness of asking yes/no questions and giving short answers in order to be able to make a correct exchange of information in communication.	
Resources https://www.youtube.com/watch?v=V1508wboZXk	
Instruct and Model	
Instruct First, in the vocabulary section at the end of the notebook, students will write some new words related to the topic and others that need to be remembered for a better understanding of the language and the activities to be carried out. Words: flag, country, nationality / underline. Next, the grammar of yes/no questions and short answer questions will be explained, which the students should copy in their notebooks.	
Model Ask the collaboration of the English teacher of the educational unit to make a brief example. Teacher A will have a printout of a country's flag. Teacher B will ask: Where are you from? and teacher A will answer: I am from Japan.	
Resources Notebook: vocabulary Book: page 13 Board: grammar Print: fag of Japan	

Guided Practice
<p>Students should do activity number 2 in the book on page 12, in which they should look at the image and write short sentences. The teacher will guide the students in the correct writing of the sentences based on the information shown in a box next to the images in the book.</p> <p>Students must complete activity number 4 of the book on page 14 with the assistance of the teacher, the students have to make a sentence based on which country and nationality is shown in each image.</p> <p>Less guided activities</p> <p>Teamwork. Students will be divided into two groups to play Baamboozle game related to the vocabulary of countries and nationalities (Students have to choose a number from the table and will be shown a picture or asked a question. Points can be stolen by the other team or extra points can be earned, etc.)</p> <p>Resources</p> <p>Book: pages 12 - 14</p> <p>Bamboozle: https://www.baamboozle.com/game/1304965</p>
Independent Practice
<p>Pair work. Students will work on exercise 6 on page 15 of the book.</p> <p>Resources</p> <p>Book: page 15</p>
Assessment
<p>Students must solve a little worksheet (two questions) related to countries and nationalities.</p>

LESSON PLAN 4	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: My school (Determiners: There is / There are)
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: December, 1 – 12, 2022.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	At the end of the lesson, students will be able to illustrate their knowledge of the correct use of demonstratives in relation to objects in the classroom. For example: There is a table / There are some markers.
Warm-up and Objective Discussion	
<p>Students will be shown a video, which gives examples with images of the use of determiners: there is /there are.</p> <p>Students will be informed about how positive it is to learn how to use determiners properly when they want to communicate some information</p> <p>Resources https://www.youtube.com/watch?v=sRgRbdK5EGQ</p>	
Instruct and Model	
<p>Instruct In the vocabulary section at the end of the notebook, students will write some new words related to the topic and others that need to be remembered for a better understanding of the language and the activities to be carried out. Words: wastebasket, bookshelf, poster, markers / choose, complete.</p> <p>To begin with, the teacher will explain the grammar of determiners (there is / there are). Then, the teacher will explain and show the relationship of (a-an-some) to determiners. Students should copy in their notebooks what the teacher has explained.</p> <p>Model The teacher will select 2 objects from the class and perform examples using the correct demonstratives. For example: There is a chair / There are some books.</p> <p>Resources Notebook: vocabulary Board: grammar Objects: class</p>	

Guided Practice
<p>Reading page 17 of the book. (The teacher will read only once while the students listen to the pronunciation. Then, the teacher and the students will read together).</p> <p>The students, together with the teacher, will make 5 examples of the use of determiners based on the image on page 19 of the book. For example: There is a green board.</p> <p>Less guided activities</p> <p>Students do the activity 1 on page 18 of the book. In which they will have to look at the image and complete with the information provided in the boxes (There is/singular/a – an) and (There are/plural/some).</p> <p>Resources</p> <p>Book: pages 17 – 18 - 19</p>
Independent Practice
<p>Team work. Students will be divided into 2 groups to play the game "Group sort" referring to determiners (there is /there are) and (a - an- some).</p> <p>Resources</p> <p>Wordwall: https://wordwall.net/resource/38775427</p>
Assessment
<p>Students will have to solve a small worksheet related to the use of determiners (there is / there are) and (a – an – some).</p> <p>Resources</p> <p>Worksheet</p>

LESSON PLAN 5	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: Plural of nouns – Adjectives (Rules – List of adjectives)
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: December 8 - 16, 2022.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	By the end of the lesson, students will be able to illustrate and practice their knowledge of plural rules and will be able to use adjectives correctly when describing a person or object. For example: an apple – some apples / the big book / the short rulers.
Warm-up and Objective Discussion	
<p>First, students will be shown a video of a song about plurals. In it there are images and writing examples such as: this is a lemon and these are lemons. Then, following the same format as the previous video, a new video of the adjectives will be played to the students. In this one there are examples such as: big (hippopotamus) and small (midge). Students will be informed about how important it is to learn to use the plural of nouns correctly when they want to communicate something.</p> <p>Resources https://www.youtube.com/watch?v=1JdRn2HdAx8 https://www.youtube.com/watch?v=3JZi2oDvPs4</p>	
Instruct and Model	
<p>Instruct The teacher will explain the 4 rules of the plural of the noun that will be studied in the unit. The first three rules correspond to regular verbs. 1) Add "s" to form the plural of the nouns: key/keys. 2) For nouns that in ss-sh-ch-x-o add "es" to the plural form: coach/coaches 3) For nouns that end in "y" preceded by a consonant, change the "y" to "i" and add "es": cherry/cherries. 4) The fourth rule corresponds to irregular nouns: leaf/ leaves. Then, the teacher will present the students some slides, in which the image and writing of some adjectives such as: good and bad will be observed. Examples: There are some books. / They are good books. There is a beautiful flower. / It is an ugly flower.</p> <p>Model</p>	

The teacher will select objects from the class and carry out the example using the plural and the correct adjective for it. For example: There is a rule / The rule is short; There are some rules / The rules are long.

Resources

Board: grammar

Slides: adjectives

Objects: class

Guided Practice

The students and the teacher will read each one of the rules of the nouns that are from pages 21 to 23 and complete the examples. Example: Rule 2.- For nouns that end in ss-sh-ch-x-o add "es" to the plural form: a glass / some glass__

Less guided activities

Students will write and read an example of a sentence using one of the adjectives shown in class. The teacher will help them if necessary. Example: The elephant is big.

Resources

Book: pages 21 – 22 – 23

Notebook: sentence

Independent Practice

Teamwork. The students will be divided into two groups to play a Bamboozle, in which questions will be asked, examples or images will be shown to see if they are correct according to the plural of the nouns ("s" - "es" - y:i "es" and irregular) and also in relation to adjectives (big, small, smart, lazy, etc.)

Resources

Bamboozle: <https://www.baamboozle.com/game/1319842>

Assessment

Students will have to solve a small worksheet related to the plural of nouns ("s" - "es" - y: i "es" and irregulars) and also in relation to adjectives (big, small, intelligent, lazy, etc.)

Resources

Worksheet

LESSON PLAN 6	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: Demonstratives: This – These – That – Those Prepositions of place: in, on, under, behind, between, next to.
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: December, 16 - 23, 2022.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	Students will be able to use demonstratives and prepositions of place to locate targets within a space. For example: Those are some balls / Those are some balls under the chair.
Warm-up and Objective Discussion	
<p>Students will be shown a video of a song in which they will observe and listen to examples of the use of demonstratives: this, that, these and those. For example: This is a fish / That is a cat.</p> <p>Students will be informed of how important it is to learn to use demonstratives and prepositions of place appropriately when you want to make known where is something located.</p> <p>Resources YouTube: https://www.youtube.com/watch?v=4KriRML8_ps</p>	
Instruct and Model	
<p>Instruct First, the teacher will explain the grammar of demonstratives (this- that) here and singular; (these – those) there and plural. Next, the teacher will show a picture of prepositions of place and explain how they relate to demonstratives. Example: <u>These are</u> some notebooks <u>under</u> the table. Students should copy in their notebooks what the teacher has explained.</p> <p>Model The teacher will select 2 objects from the class and perform examples using the correct demonstratives and prepositions of place. For example: <u>That is</u> a clock / <u>That is</u> a clock <u>on</u> the wall / <u>Those are</u> some tables / <u>Those are</u> some tables <u>next to</u> the winddowns.</p> <p>Resources Board: demonstratives Picture: prepositions of place</p>	

Objects: class
Guided Practice
<p>The students will fill out a worksheet, which will be given to them by the teacher. On the worksheet they have two activities. The first one corresponds to determiners (this-that-these-those), example: _____ is a computer game. And the second one to prepositions of place (in - on - under - behind - between - next to), example: Those scissors are ____ the table.</p> <p>Less guided activities</p> <p>The students will write and share an example with determiners (this-that-these-those) and prepositions of place (in - on - under - behind - between - next to) based on the objects in the classroom.</p> <p>Resources</p> <p>Worksheet</p> <p>Notebook: example</p> <p>Objects: class</p>
Independent Practice
<p>Team work. Students will be divided into 2 groups to play the game "Kahoot" referring to the use of demonstratives (this-that-these-those) and prepositions of place (in – on – under – behind - between - next to). The game will show a picture or a gift and give multiple choices and the option of correct or incorrect.</p> <p>Resources</p> <p>Kahoot:https://create.kahoot.it/share/determiners-and-prepositions-of-place/8c7674bb-d2e5-4b8d-a4f3-6513a2b65a9e</p>
Assessment
<p>Students will have to solve a small worksheet (two questions) related to the use of demonstratives (this-that-these-those) and prepositions of place (in – on – under – behind - between - next to).</p> <p>Resources</p> <p>Worksheet</p>

LESSON PLAN 7	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: What time it is?
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: December, 22 - 30, 2022.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	Students will be able to tell the time on analog or digital clocks when communicating with another person. Example: It's a quarter past eight.
Warm-up and Objective Discussion	
<p>The first video that students will be shown is about a song in which they will see and hear examples of time. For example: What time is it? It's at one o'clock.</p> <p>Students will be informed of the usefulness of learning to tell the time when they want to report an event or meeting.</p> <p>Resources YouTube: https://www.youtube.com/watch?v=K5q65e_E-os</p>	
Instruct and Model	
<p>Instruct The teacher will project to the students the image of a clock, in which it is observed that the left side corresponds to the expression "to" and the right side to the expression "past". Likewise, the teacher will explain the different expressions that are used to refer to the minutes. The most common go from 5 to 5: five, ten, twenty and twenty-five. But there are others such as: quarter, half and o'clock.</p> <p>Model With the help of the English teacher of the institution, an example of the time will be made. Example: A: What time is it? / B: Quarter past six.</p> <p>Resources Picture 1: a clock Picture 2: a clock Webpage: https://bit.ly/3WkTiFx</p>	

Guided Practice
The students with the teacher will practice the time on a web page, the image of a clock is shown and they are given a choice between three options. Example: 4:30 (a. It's half past three / b. It's half past four / c. It's half past five)
Less guided activities The students will complete activity 1 on page 26. They have to complete a conversation about the time. Resources Book: pages 26 Web pages: https://bit.ly/3PtKLO9
Independent Practice
Team work. Students will be divided into 2 groups to play the game "Bamboozle" referring to the time (quarter, half and o'clock). In this game, students must choose a card that is numbered, the teacher will read the question and depending on their answer, it will be marked if it is correct or not. Resources Bamboozle: https://www.baamboozle.com/game/1360057
Assessment
Students will have to solve a small worksheet (one question) related to the time (quarter, half and o'clock). Resources Worksheet

LESSON PLAN 8	
Class: Sixth-year "B-C"	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: Birthdays (Calendar, the months, ordinal numbers and prepositions of time)
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: January, 12-16, 2023.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	By the end of the lesson, students will be able to create short sentences with information (time, day, week and month) related to the birthday theme. Example: My birthday is on 17 th February. It is on Friday. My party is at 08:30.
Warm-up and Objective Discussion	
<p>The video that students will see is about a birthday song for Lisa Simpson. Students will hear the time on the video: 6:00 am and also the theme of the class: birthday.</p> <p>Students will be informed of how convenient it is to know how to tell information regarding events when they want to transmit this data to other people.</p> <p>Resources YouTube: https://www.youtube.com/watch?v=RLuyHWP_wnM</p>	
Instruct and Model	
<p>Instruct</p> <p>As a reminder, the teacher will show and reproduce in order the pronunciation of the seven days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday). Also, in order to fulfill the same purpose, a video of a song of the months of the year (January, February, March, etc.) will be played.</p> <p>Next, the teacher will explain the topic of ordinal numbers. The function of ordinal numbers is to represent the place of a person, animal, thing or event in an ordered sequence. Also, that most of them are written similarly to cardinal numbers but the words "st, nd, rd, th, or tenth" are added at the end.</p> <p>Finally, the teacher will project and explain the use of prepositions of time with the help of an image (in: months / on: days, July 3rd / at: hours).</p> <p>Model</p> <p>The teacher will project the invitation card to Lisa Simpson's birthday, which contains only brief information. Therefore, the teacher will make short sentences with this information, adding the correct prepositions of time. Example: Lisa's birthday is on Sunday/ It is at 8:00 pm.</p> <p>Resources YouTube: https://www.youtube.com/watch?v=loINI3Ln6Ck (Days)</p>	

<p>https://www.youtube.com/watch?v=-d3jkbP1xc8 (Months)</p> <p>Book: page 28 (Ordinal numbers)</p> <p>Picture 1: prepositions of time</p> <p>Picture 2: Lisa Simpson's birthday invitation card.</p>
Guided Practice
<p>The teacher together with the students will answer the questions of activity 2 and 4 on pages 27 and 28 of the book. Example: How many days are there in a week?/ Seven ; How many days are there in January? / Thirty-one.</p> <p>Less guided activities</p> <p>The students will do activity 7 on page 30 of the book. The activity consists of answering the questions with the information given in the box. Example: When is John's birthday / It is on Monday / It is on January 10th / It is at 03:30 p.m.</p> <p>Resources</p> <p>Book: pages 27 – 28 - 30</p>
Independent Practice
<p>Teamwork. The whole class will participate in the Wordwall tool matching game. The game is related to days of the week, months, time and prepositions of time.</p> <p>Resources</p> <p>Wordwall: https://wordwall.net/resource/42584549</p>
Assessment
<p>Students have to solve activity 8 on page 31 of the book. The activity consists of completing the 6 sentences with the correct prepositions of time (in, on and at).</p> <p>Resources</p> <p>Book: page 31</p>

LESSON PLAN 9	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: Review of topics covered in class (questionnaire) Partial evaluation. Application of the post-test.
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: January, 23 - 27, 2023.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	The contents to be discussed do not apply in this section.
Warm-up and Objective Discussion	
The contents to be discussed do not apply in this section.	
Instruct and Model	
The contents to be discussed do not apply in this section.	
Guided Practice	
The contents to be discussed do not apply in this section.	
Independent Practice	
The contents to be discussed do not apply in this section.	
Assessment	
The contents to be discussed do not apply in this section.	

LESSON PLAN 10	
Class: Sixth-year “B-C”	School year: 2022 -2023
N. ° students: 39 students (19 boys – 20 girls)	Topic: What they are doing? (Present continues)
Age: 9 – 11 years old	
Language level: A2.1	Type of institution: Public
Date: January, 2023.	Pre-service teacher: Evelin Paola Ramirez Saraguro
Schedule: 7h10 – 7h50 8h30 – 9h50 10h30 – 11h50 11h10 – 11h50	
N. ° of periods: 3 - 3	
Materials	Lesson Objectives
Textbook Title: Happy Learning 6.	By the end of the lesson, students will be able to communicate actions that are happening at the moment and use verbs in the present continuous tense in context. Example: Laura is eating an apple.
Warm-up and Objective Discussion	
<p>The teacher will project a spider diagram, on which the students will be asked to write down as many verbs as they can remember. Examples: study, read, write, etc.</p> <p>Students will be informed of the usefulness of the present continuous for when they want to communicate actions that are happening at that precise moment, currently in relation to some event or passing situations.</p> <p>Resources Picture 1: spider diagram</p>	
Instruct and Model	
<p>Instruct</p> <p>The teacher will tell the students write the following verbs with their Spanish meaning in the vocabulary section. The same verbs are present through pictures in the page 33 of the book. Verbs: clean (limpiar), walk (caminar), buy (comprar), read (leer), eat (comer), play (jugar), run (correr), drive (conducir), ride (montar), watch (mirar).</p> <p>The teacher will explain the grammatical structures to form the present continuous.</p> <p>Affirmative: S + (am/is/are) + V - ing + C. Ex: Maria is cooking lunch.</p> <p>Negative: S + (am/is/are) (not) + V - ing + C. Ex: Maria is not cooking lunch.</p> <p>Question: (Am/is/are) + S + V - ing + C + ?. Ex: Is Maria cooking lunch?</p> <p>Short answers: Yes + , + Personal pronoun + (am/is/are). Ex: Yes, she is.</p> <p>No + , + Personal pronoun + (am/is/are) (not). Ex: No, she is not.</p> <p>Model</p> <p>The teacher will ask the students to observe the other English teacher and think about what activity she is doing at that moment. The teacher (will pick up a book and pretend to be reading). The teacher will proceed to write the sentence on the board and then read it.</p>	

Resources Notebook: vocabulary Board: grammar Verbs: page 33 of the book
<p style="text-align: center;">Guided Practice</p> <p>The teacher together with the students will carry out activities 1, 2, 3 and 4 which are on pages 34 to 37 of the book. In activity 1 they have to complete the sentences according to the images. Ex: Image of a sleeping boy (He is sleeping). In activity 2 they have to look at the images and answer. Ex: What is Vicky doing? (She is walking). In activity 3 answer the questions in the short form. Ex: Is Margaret sleeping? (Yes, she is). In activity 4 watch the image and complete the sentences with the words from the box. Ex: Peter and Charles are (playing).</p> <p>Less guided activities In pairs, students will do activity 5 on page 38 of the book. This consists of matching the sentences with the correct image. The teacher helps the students with the unknown vocabulary. Example: Image (girl writing) is with the sentence (She is writing a letter).</p> <p>Resources Book: pages 34- 35- 36 – 37 – 38</p>
<p style="text-align: center;">Independent Practice</p> <p>Teamwork. The whole class will participate in the Kahoot game. The game is related to the present continuous (verbs + ing).</p> <p>Resources Kahoot game: https://kahoot.it/challenge/01939525?challenge-id=83cc55a0-b625-4845-9e29-c9b75d6284f7_1673151956666</p>
<p style="text-align: center;">Assessment</p> <p>Students will have to solve a small worksheet (two questions) related to the present continuous (verbs + ing).</p> <p>Resources Worksheet</p>