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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Gamification and formative assessment in English learning among superior basic education students at a public institution of Loja city. School year 2022 - 2023

Gamificación y evaluación formativa en el aprendizaje del inglés en estudiantes de educación básica superior de una institución pública de la ciudad de Loja. Año escolar 2022 - 2023

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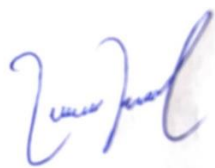


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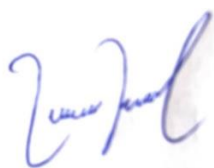
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Dedication

This work is dedicated to my parents since their advice, companionship, and love greatly influenced on who I am today. To my brothers, sister and friends who always were by my side no matter the difficulties.

Kelvin Israel Pindo Erráz

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1. Title

Gamification and formative assessment in English learning among superior basic education students at a public institution of Loja city. School year 2022 - 2023

2. Resumen

La finalidad de la evaluación formativa es proporcionar a los estudiantes información sobre su progreso en el aprendizaje. Por lo tanto, el objetivo de este estudio fue mejorar el aprendizaje del inglés en estudiantes de noveno grado mediante el uso de la gamificación en la evaluación formativa en una institución pública de la ciudad de Loja durante el año lectivo 2022-2023. La metodología utilizada para este estudio fue un método mixto. En ese sentido, para medir la mejora en los estudiantes de inglés se emplearon instrumentos pretest y posttest para la recolección de información cuantitativa. Por otra parte, en relación con la información cualitativa se empleó un cuestionario para recoger los beneficios del uso de la gamificación en la evaluación formativa. Además, los participantes en este estudio fueron 25 estudiantes de noveno curso de educación básica superior. Los resultados de este estudio mostraron en los estudiantes una mejora en el aprendizaje del inglés, tal y como se muestra en sus puntuaciones de posttest. En consecuencia, se determinó que el uso de la gamificación en la evaluación formativa aumentó significativamente la competencia de los estudiantes en inglés.

Palabras clave: Aprendizaje de inglés, evaluación formativa, gamificación

2.1. Abstract

The purpose of formative assessment is to give students feedback on their learning progress. Thus, the objective of this study was to improve English learning in ninth grader students by using gamification in formative assessment at a public institution of Loja city during the 2022-2023 school year. The methodology used for this study was a mixed method. In that regard, in order to gauge the improvement in English learners, pretest and posttest instruments were employed for gathering quantitative information. Moreover, related to qualitative information a questionnaire was employed for collecting the benefits of using gamification in formative assessment. In addition, the participants in this study were 25 students in the ninth grade of superior basic education. The results of this study showed in students an improvement in English learning as is displayed in their posttest scores. Consequently, it was determined that using gamification in formative assessment significantly increased students' proficiency in English.

***Keywords:** English learning, formative assessment, gamification*

3. Introduction

The main goal of formative assessment is to give pupils feedback on their academic development. In this regard, the use of formative assessment allows teachers to learn more about their students and their understanding of the content (Alaye, 2019). In addition, formative assessment is considered important as it helps to influence students in their learning of English, so that they perform better as well as improve (Fitriani et al., 2021). According to the Ecuadorian Ministry of Education MINEDUC (2016) English National Curriculum Guideline intends to develop good listeners and speakers, as well as, students who can assess and analyze content in a multitude of ways employing a combination of skills in a variety of social interactions so that by the end of superior basic education learners will reach an A2.1 level of English according to the Common European Framework of Reference (CEFR) standards.

Unfortunately, it is not the reality of the students in our educational system since learners in different grades of instruction have demonstrated a basic level in English language. It was determined and witnessed by the researcher during his internship in the last school year. Moreover, principal causes were evidenced by the fact that teachers do not apply formative assessment during English classes or it is almost non-existent, and its main drawback is the overcrowded classrooms (Ozan & Kıncal, 2018). In the same vein, limited teacher training related to the use of correct strategies for applying formative assessment in English learning acts as a barrier (Pitoyo et al., 2020).

Thus, knowing this reality the purpose of this study is to support formative assessment in English learning. For that reason, the researcher established the following research question. How can gamification support formative assessment in English learning among superior basic education students at a public institution of Loja city during the school year 2022 - 2023? And the sub-questions of this study are as follows: what is the level of improvement in English learning by using gamification in formative assessment? What are the gamified strategies in formative assessment that help English learning? And what are the benefits of using gamification in formative assessment in English learning? All of this will be addressed with ninth grade students of superior basic education.

As mentioned in previous studies using gamification in formative assessment showed a significant improvement in English proficiency, and the student's attitude toward learning changed favorably (Almache et al., 2020). In the same regard, using gamified tools have an extremely appealing and entertaining appearance to prevent students from becoming easily disinterested in their studies and to boost their motivation. Moreover, these resources make it simpler for teachers to evaluate students' learning abilities (Pertiwi, 2020). Besides, gamified

formative assessment can increase students' engagement with the lesson materials and give real-time feedback (Yassin & Abugohar, 2022).

Even though these studies have worked on gamification and formative assessment these present some deficiencies. Thus, it is advised that further research be conducted on the use of gamified tools to facilitate formative assessment in English learning. For this reason, the researcher intends to fill the gap, especially with learners of superior basic education due to there are not enough studies applied in the Ecuadorian context in order to detect the impact on students' academic performance.

Hence, it can be stated that by incorporating gamification into formative assessment, and the development of the research helped the ninth-grade students to improve their English learning. In this way, it helped students achieve the goal of the Ministry of Education of having students who can assess and analyze content in a variety of ways through the support and use of gamified strategies. Moreover, it is important to note that the researcher's professional development benefited from the application of this study. In addition, gamification as strategy was employed during a period of 40 hours which was supported by several lesson plans focused on improving reading, writing, and vocabulary skills in English learning. This research study was executed with 25 students at a public institution of Loja city during the 2022 – 2023 school year. Nonetheless, during the implementation of the strategy the researcher could recognize that the study had some constraints such as the lack of internet connection and a classroom too illuminated to make use of the projector.

Finally, this research work established as a general objective to improve English learning by using gamification in formative assessment among superior basic education students at a public institution of Loja city. School year 2022 – 2023. In addition, three specific objectives were planned to effectively carry out this research study: to find out the level of improvement in English learning by using gamification in formative assessment, to apply gamified strategies in formative assessment that help English learning, and to explain the benefits of using gamification in formative assessment in English learning with ninth-grade students of superior basic education.

4. Theoretical Framework

This research paper is based on gamification in formative assessment as a way to improve English learning. Therefore, the definition and relevant aspects of gamification and its connection to the English learning environment will be presented first to provide the necessary background to the readers.

4.1. Gamification

4.1.1. Definition

De-Marcos et al. (2014) assert “gamification is the use of game elements and game-design techniques in non-game contexts to engage people and solve problems” (p. 1). In the same line of reasoning Kapp (2012) states “gamification is using game-based mechanics, aesthetics, and game-thinking to engage people, motivate action, promote learning, and solve problems” (p. 10).

Combining the elements of these definitions the term gamification results in using elements of a game such as badges, challenges, leaderboards, rewards, and points with certain dynamics and aesthetics, within the execution of the class in order to encourage participation and increase the performance of the students when they are learning the English language. Thus, the effectiveness of gamification elements inside the classroom helps to improve the students’ attitudes to assimilate English language proficiency. This view is supported by Dichev & Dicheva (2017) who write that “gamification in education is an approach for encouraging learners’ motivation and engagement by incorporating game design principles in the learning environment” (p. 25).

Hence, gamification is a great method since it focuses on the development of students' knowledge by applying game features that support or raise encouragement and motivation in learners to learn. Additionally, gamification in education uses game-design aspects to speed up students' learning, reinforce concepts taught, increase students' interest in classes, boost competitive spirit in the classroom, and motivate them to engage in the learning process.

As Çeker & Özdamlı (2017) assert “the adoption of the gamification method means that students will learn academic subjects using gaming features, which will accommodate to various learning styles” (p. 223).

4.2. Types of Gamification

To delve a bit deeper into the concept of gamification, it is necessary to mention the forms of gamification: structured gamification and content gamification.

4.2.1. Structured Gamification

The employment of gaming components with no tweaks or adaptations to the learning content is known as structural gamification. The content is at the center of the game's structure. This sort of gamification focuses on motivating learners to go through the content and engaging them in the learning process through rewards. Points, badges, achievements, and levels are the most common aspects of this style of gamification.

4.2.1.1 Elements. Several gamify features are used to make structural gamification so much more effective. These features must be properly constructed in order to have a beneficial impact on learning and to move students toward the learning objectives. To illustrate, rules, reward structures, leaderboards, points, and badges are all frequently connected with structural gamification.

4.2.1.1.1 Rules. Everything is kept fair and balanced by the rules. All of the other parts of structural gamification rely on rules to function.

4.2.1.1.2 Reward structures. All of the ways learners are rewarded for actions within the structural gamification are referred to as a reward structure. Earning points, badges, and progressing through levels are all examples of this.

4.2.1.1.3 Leaderboards. A leaderboard is a list of those who have the highest scores, the most points or have progressed to the next level. It's a list of top structural gamification players.

4.2.1.1.4 Points. They can be used to recognize and reward progress as well as the correct responses.

4.2.1.1.5 Badges. It is a representation of achievement. Ribbons, medals, and other symbols are examples of awards.

4.2.2. Content Gamification

The application of game components and game thinking to content to make it more game-like is known as content gamification. To immerse learners, content gamification employs game mechanics such as challenges, storytelling, characters, and feedback loops. In content gamification, rewards are the incentive to engage and motivate learners to continue the learning process.

4.2.2.1 Elements. The most common elements for turning typical learning content into gamified content are:

4.2.2.1.1 Story. When a student is involved in a tale, the learning becomes more powerful and memorable. For instance, when learners are in a similar circumstance, a well-crafted story focuses on assisting them in solving challenges.

4.2.2.1.2 Challenge. Make it necessary for students to seek the knowledge that educators want them to learn. This increases motivation and improves long-term retention.

4.2.2.1.3 Characters. They help students to stay engaged in the activity, for instance, a character can increase the level of understanding and concentration of the student to perform an activity easily or learn more.

4.2.2.1.4 Feedback. Different forms of feedback can be applied to support students' understanding. For instance, self-paced exercises, visual aids, frequent question-and-answer activities or carefully placed comments.

4.2.2.1.5 Freedom to fail. The availability that gamification offers is that students can fail in certain exercises but instead of creating frustration for them, it will be an opportunity to start that activity again.

4.3. Differences Between Gamification and Game-Based Learning

The advancement of technology has been tapped for allowing teachers to try new methods to grasp students' attention in English learning. For instance, the use of games or gamification can be used to stimulate the learning process. However, it is important to point out and establish their differences. First of all, gamification is the use of game-like features to encourage a specific behavior in a non-game context; in other words, it is not game-based learning. At the same time, gamification is the process of engaging people, motivating action, promoting learning, and solving issues via the use of game-based mechanics, and aesthetics (Kapp, 2012). On the other hand, game-based learning can be set as the use of games to achieve learning outcomes. Therefore, students that use game-based learning achieve their educational goals by playing games, and for this reason in game-based learning, the act of playing usually takes center stage (Kim et al., 2009).

Thus, comparing gamification with game-based learning, it is possible to establish the remarkable difference between them. In gamification, mechanics or components of games are used to create a non-game context for hooking students during their learning to make this process more participative and innovative for them. On the contrary, game-based learning focuses on imparting subject content to students by playing games. Hence, playing games play a major role in the class so that students can fulfill their educational goals.

4.4. Theories Behind Gamification

Gamification appears to support a number of learning theories. The sections that follow examine the learning theories that may support gamification's efficacy in education.

4.4.1. Scaffolding theory

The progression from one level to the next with escalating difficulty and the requirement to use more expertise to master the next level is akin to the educational notion of "scaffolding". Vygotsky's zone of development is strongly tied to the scaffolding theory. Students can achieve their learning outcomes if educators can build scaffolds or supporting structures to help them to get the learning outcomes. Scaffolds are educational tactics and practices that help students to progress from one level of knowledge to the next, such as modeling, working with peers, continual feedback, and assessments. These techniques provide the student with the confidence to undertake more difficult activities. In this way, the scaffolding within gamification supports students to achieve their learning outcomes as they progress from one level to the next. Furthermore, because learners are engaged in previous scenarios developing certain exercises, then with the correct application of scaffolding strategies learners will be able to develop certain activities on their own. One approach to scaffolding is to give indications and cues when the student gets stuck. It allows the students to continue their education without becoming trapped on a particular topic, reducing the stress on them and making the class more interesting. These are all present in a good gamified classroom (Khare, 2018).

4.4.2. Self-determination Theory

This theory proposes that people who have self-determination believe they have control over their choices and life. According to Ryan, Rigby, & Przybylski (2006)

The psychological 'pull' of games is largely due to their capacity to engender feelings of autonomy, competence and relatedness, and to the extent that they do so they not only motivate further play, but also can be experienced as enhancing physiological wellness. (p. 347)

Thus, this theory affects motivation since people are more driven to act if they believe their actions will have an impact on the outcome. In self-determination theory, universal psychological requirements motivate humans to grow and evolve. This theory points out that people become self-determined when their needs are accomplished, the three key needs are competence, autonomy, and connection or relatedness (Cherry, 2021).

One of the first elements in self-determination theory is competence. The feeling or sensation of increasing the mastery of a challenge will determine a level of satisfaction and encourage students' confidence and motivation to execute activities.

Secondly, another important aspect of this theory is autonomy. It can be defined as when students have the sensation of controlling or predicting the outcomes regarding the activities that are being developed by them. It means that students have the opportunity and feel motivated to perform that activity.

The last element is connection or relatedness. It can be experienced when students feel connected to each other; for example, when they are developing a gamified activity together.

4.5. Benefits of Using Gamification in Education

Gamification will benefit both teachers and students in a variety of ways. Thus, in the case of the students, they will be inspired to learn more and take their studies from another perspective. Indeed, the purpose behind the usage of gamification in educational context has a great impact and many benefits. Firstly, educational gamification applications boost students' engagement, the topics in the class are better and more permanently understood, as well as, the class results are informative, pleasant, and entertaining. Secondly, when gamification is used in the classroom, it can assist teachers in quickly observing students' learning because the applications allow teachers to see if students' answers are correct and they will be able to identify the level of understanding of their pupils. Finally, an impressive advantage offered by the gamification application is that it can help teachers save time in grading assessments, as it allows them to obtain the results in a matter of seconds (Pektaş & Kepceoğlu, 2019). In the same vein, gamification in education aids learning motivation and makes the learning process more enjoyable for students along with cooperation, communication, and problem-solving are among the benefits of the gamified activities inside of the educational context. Additionally, giving feedback, systematic follow-up, and immediate evaluation of student responses, determines a huge impact of gamification in education that will promote better student performance. Furthermore, having the content available at all times allows students to independently review courses, promoting self-learning (Aljraiwi, 2019).

In addition, gamification in the educational field can bring us more advantages. Here are more benefits:

- Gamification may encourage students to participate in class during their learning process, and provide teachers with better tools to assist and reward students (Lee & Hammer, 2011).
- It alters the standard way of instruction.

- Gamification may elicit a wide range of emotions, from curiosity to delight, as well as positive emotional responses like optimism and pride.
- Instant feedback

Similarly, if the comparison is established between the traditional model and the gamified model, the benefits are noticeable, as is found in table 1.

Table 1

Traditional Model Vs. Gamified Model

Traditional model	Gamified model
Teacher teaches students	Self-learning
Marks to evaluate students	Points to evaluate students
Text (books and board)	Design (more attractive)
Topics to define course contents	Levels (more competition)
Increased complexity	Stages (more complexity)
Test	Master level
Grade	Rank

Adapted from *Gamified Approach to Database Normalization* (Duggal et al., 2014).

4.6. Software Tools for Gamification

Gamification to learn the English language has resulted in the usage of a variety of tools to improve the language learning process and inspire students. With so many educational technology tools to select from, English teachers must tailor them to the specific audience and integrate them with the right language learning technique or strategy. The gamification tools that are used within English learning are:

4.6.1. Duolingo

Is a gamified language learning and translation tool that allows users to advance via several stages. It includes the areas of speaking, listening, grammar, and vocabulary that are essential for learning English, and the content is always delivered in whole sentences. The learner receives instant feedback, and educators can use this tool in everyday homework assignments. It encourages student-led projects, as well as communication and teamwork. Additionally, in order to encourage more individuals to learn the English language, Duolingo employs gamification tactics that offer written and audio learning (Irawan et., al 2020).

4.6.2. Class Dojo

The main goal of Class Dojo is to provide instructors with a platform to assist them in pushing students to learn English using tactics such as avatars, points, and leaderboards. Additionally, parents can participate, be involved, and communicate with the teacher. It keeps

track, shares, and evaluates student engagement while also providing real-time feedback. Thus, teachers can use ClassDojo to reward each student's engagement and good behavior in the classroom by giving them a certain number of points (Williamson, 2017).

4.6.3. Blooket

The teacher selects a question set and a special game mode to use in their class. Next, a code is generated for learners to enter on their own devices to join the game. Pupils will respond to questions to aid in their victory after the game begins. In order to keep learners interested and motivated, this tool provides a range of designs to preset the activities. This tool is focused on evaluation, especially formative assessment. Students receive points for accurate responses. This method of learning or practicing a subject can increase students' interest and engagement (Krishika, 2022).

4.6.4. Quizlet

It is an online tool that serves to create interactive educational activities, for teaching-learning languages. In addition, it allows teachers to create cards, activities to write, practice spelling, tests, etc. The Quizlet application is considered a digital flashcard that provides images to help learners memorize the shape and meaning of words. Moreover, learning modes such as flash cards, games, quizzes and collaborative activities are provided in each module created (Rizky & Wiedarti, 2020).

4.6.5. Jeopardy rocks

It is a tool for creating review content in the Jeopardy format. With the help of the straightforward tool Jeopardy Rocks, teachers may rapidly design a review and assess the learning of pupils. Moreover, by using this game style, teachers can evaluate students' past knowledge and go over the material they have already covered in preparation for quizzes and tests (Rotter, 2004).

4.6.6. LearningApps

LearningApps is a website that allows teachers to create interactive activities in a very fast and simple way. The aim of this website is to support the teaching-learning process through small interactive activities. In fact, English is not the only option to teach there are several options such as German, French, Italian, Russian and Spanish with which the teacher can work. It will depend on the purpose of the class. Additionally, with the help of this free online learning platform, teachers can develop a wide range of educational activities, including matching, fill-in-the-blanks, word searches, crosswords, and many more. This platform also includes a template for exercises that incorporates game-like features, making it appropriate for all kinds of pupils (Susanti et al., 2021).

4.7. 5E as Instructional Model in Gamification

4.7.1. What is the 5E Instructional Model?

The "Five E" educational model was created by the team behind the Biological Science Curriculum Study (BSCS), which was directed by principal investigator Roger Bybee. An instructional model, such as the 5E instructional model, is a learning process model that encourages students to make better decisions, solve problems, and comprehend subjects more deeply. This one encourages students to use their own knowledge and personal experiences to grasp new concepts, design and conduct inquiry processes, collaborate with others, and apply concepts gained to multiple viewpoints (Bahtaji, 2021).

Engagement, exploration, explanation, elaboration, and evaluation are the phases that make up this approach. Each phase has a distinct purpose and adds to the teacher's consistent instruction, as well as the students' comprehension and development of English language skills. The following parts review the various stages of the instruction model in greater depth.

4.7.1.1 Engage. During this stage, the teacher must relate the topic or concept at hand with prior knowledge to engage pupils. Here, learners are encouraged to participate and make questions regarding the topic based on their experiences. Therefore, the educator does not clarify any mistakes about the topic or concept but makes a note to return to them later. The goal of the engagement stage is to get students interested in the topic or concept.

4.7.1.2 Explore. Students might begin to study the challenges linked with the topic once they have developed an interest in it. Thus, learners will have the opportunity to work with their classmates and share their ideas, they will be involved in problem-solving, developing inquiries, and so on. These activities help pupils to be engaged in the activities in order to produce new ideas by using prior information. This allows the teacher to better assess the student's comprehension of the present topic as well as to give comments, and encourage pupils to think about what they have learned.

4.7.1.3 Explain. Students use what they learned in the engage and explore stages to generate a better understanding and explain their ideas regarding the concepts or topics. In relation to the subject, the instructor clarifies concepts, practices, and skills in order to clarify misconceptions in the learners.

4.7.1.4 Extent or elaborate. Students are challenged to broaden their knowledge, get a better comprehension of concepts, and apply them in new situations. In other words, learners get a broader knowledge, more information, and appropriate abilities as a result of new experiences by participating in activities in a new context that allow them to increase their understanding.

4.7.1.5 Evaluate. In this last stage the learners demonstrate their knowledge and abilities. During this phase, teachers use assessments to determine each student's comprehension level. This is also a critical time for students to put their acquired abilities to practice, and evaluate their comprehension according to the learning objectives

4.7.2. Educational Gamification Five-step Model

A sequence of procedures must be taken in order to apply gamification in the teaching and learning process, regardless of the course where teaching practice is being carried out. These will assist the teacher in properly planning the gamification component. The educators adopt a five-step strategy to gamify education as is presented in the following figure.

Figure 1

Applying Gamification in Education



Taken from *A Practitioner's Guide to Gamification of Education* (Hsin-Yuan Huang & Soman, 2013).

4.7.2.1 Step 1 Understanding the Target Audience and the Context. The purpose of this step is to help to the educators to identify and examine the situation of the learners and to have a better understanding of various crucial aspects such as group size, atmosphere, skills, and strengths of their students. Consequently, in this step appears the pain points which are a combination of circumstances that inhibit learners from progressing in their learning. For instance, motivation, skills, pride, learning environment, course type, and emotional aspects, are some of the most typical educational pain points. With that in mind, the instructor will be able to select which gamification aspects will be used.

4.7.2.2 Step 2 Defining Learning Objectives. This step is required for an effective teaching and learning experience at all times. Indeed, learning objectives include assisting pupils in comprehending topics and developing abilities that students will attain at the end of the learning program. Thus, for instance, some specific learning objectives, such as whether the learner understands a subject or is able to perform a task after instructions or explanations were made. Therefore, before implementing gamification, it is essential to define learning objectives in the planning. This allows teachers to have a clear goal and measure the result.

4.7.2.3 Step 3 Structuring the Experience. The teacher develops the sequence and quantifies what the learner needs to learn and achieve at this stage. If pupils are falling, the instructor should reconsider and offer a motivational push to get them to finish the level. To keep students involved and motivated, the educator must progress his instructional program from basic to complicated considering the most appropriate elements for the gamified learning process.

4.7.2.4 Step 4 Identifying Resources. The educators will know which phases can and cannot be gamified after the stages have been defined. Several things must be considered by them, for example, mechanisms for monitoring, levels, regulations, and feedback are among them.

4.7.2.5 Step 5 Applying Gamify Elements. The instructor determines which gamification components to use in this stage. To illustrate, badges, levels, etc.

4.8. Formative Assessment

4.8.1. Definition

The core purpose of formative assessment is to provide students with feedback on their progress. This assertion is supported by Paul et al. (2003) who state:

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, ranking, or certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs. (p. 2)

Besides, formative assessment is a method of gathering evidence of student learning from assessments and modifying instruction in response to feedback (Cauley & McMillan, 2010). Thus, in that way, the definition made by the researcher regarding formative assessment is that it is the process through which teachers collect data on their students' progress and learning requirements and utilize that data to make instructional adjustments.

4.8.2. *Formative Assessment in Teaching English as Foreign Language (TEFL)*

Language instruction includes language assessment as a crucial component. Teaching would be insufficient in meeting the demands of its educational setting without adequate evaluation techniques. It means that a vital part of the instruction includes the formative assessment. It gives the teacher information on the students' skills and is used to assess how well pupils are learning in the classroom, as well as to improve the pupils' learning achievements. Thus, in order to gather data on students' performance, teachers typically conduct formative assessments. According to Akter & Hossain (2020) “formative assessment is a very essential aspect of the teaching-learning process to determine the academic progress of the students during the course” (p. 157). Similarly, OnTesol (2022) highlights some benefits for teachers by using formative assessment in TEFL:

- Teachers might utilize formative assessment to change their teaching tactics or procedures.
- Compared to summative evaluations, formative assessment can assist educators in identifying problem areas more quickly.
- Any format can be used for formative assessment. As a result, they provide teachers a lot of flexibility.
- Teachers can identify instructional practices that could require adjusting by using formative assessments.
- Formative assessment can assist teachers in deciding whether to move on from a specific point of language teaching or dwell a bit longer on it.

4.9. Using Formative Assessment in Instruction

Students will progress from fundamental information to deeper comprehension and a better understanding of their knowledge if the assessment is used throughout instruction. Keeping that in mind, it is recommended to use the correct strategies in order to support learners' understanding before, during, and after instructions.

4.9.1. *Formative Assessment Prior to Instruction*

This factor is so important because teachers here can make accurate diagnoses and learning prescriptions. Knowing what pupils already know before starting instruction allows teachers to focus on what they have not learned yet, avoiding repetition. Pre-assessment findings can also help teachers figure out how much effort each student needs, as well as what

learning goals should be achieved with them. According to National Center on Educational Outcomes (NCEO, 2020):

Teachers can use pre-assessments to test for prerequisite knowledge and skills, monitor progress, to check for misconceptions, to give students advance organizers for a unit or sequence of lessons, to focus student attention on upcoming learning targets, and to set expectations. Pre-assessment can be designed to address the accessibility and accommodations needs of students. (para. 5)

4.9.1.1 Strategies for Assessing Prior to Instruction. Formative pre-assessment is supported by a wide range of creative and interesting tactics and instruments. To emphasize, the researcher has selected four that are very powerful and adaptable.

4.9.1.1.1 ABC Brainstorming. Using the ABC brainstorming method with learners provides teachers with data about what students know regarding a particular topic. In fact, working with a brainstorming strategy will serve as a means to elicit participation from students. Additionally, the benefits of using this strategy include handling different ways of brainstorming, for instance, the educator can use the whiteboard, a technological app and students can interact by answering or launching ideas considering the questions that were made.

4.9.1.1.2 Entrance Slips/Exit Slips. At the beginning and end of a class period, entrance and exit slips are quick writing exercises that allow students the opportunity to use their existing knowledge. It means that on a piece of paper, students answer a question the teacher has created. Questions on the entrance slips are related to imminent learning. Questions about the exit slips refer to the instruction previously received. To test the growth of learning, teachers can use the same question on both the entrance and exit slips.

4.9.1.1.3 Corners. The corners method is a terrific way to get children up from their desks and moving. This learning approach is appealing to some pupils who learn better while moving around. The teacher assigns labels to various classroom spaces. For example, “strongly agree,” “agree,” “disagree,” and “strongly disagree” or another appropriate label. Then, the teacher reads a statement and queries the class to move and take a position at the spot that corresponds to their response. In addition, its strategy encourages students to work collaboratively, support, and discuss with the rest of the class giving reasons why they have chosen that response.

4.9.1.1.4 Oral Questioning/Introductory Discussion. In a pre-lesson conversation, oral questions can prompt students' thought processes. Therefore, students can leverage existing knowledge and foreshadow new topics they will learn through oral questions and discussion.

In addition, the oral inquiry is very useful in pre-assessment at the group level, as it allows gauging the range of emotional and cognitive reactions in relation to the content to be taught.

4.9.2. Formative Assessment During Instruction

Teachers can adapt their lessons to the level of learning that is occurring in the classroom by assessing students while they are learning. Thus, formative assessment is applied in order to bring learning back on track. Teachers might respond with individualized feedback, guidance, and redirection by identifying specific students who need help with certain ideas or applications. At the same time, teachers may keep track of how thoroughly their students are comprehending the content by conducting assessments during the lesson. Moreover, teachers may choose the best instruction for the class by understanding the level at which learners are assimilating new information, to the extent that, if the teacher conducted a pre-assessment to gauge the attitudes or opinions of the content, assessing when students are learning might show to what range they have modified their opinions in response to new information delivered (Greenstein, 2010).

4.9.2.1 Strategies for Assessing During Instruction. A range of response styles, such as querying, organizing, presenting, and signaling, are procedures in which formative assessment may be used to collect many sorts of information. The tactics that the researcher outlines, like in pre-assessment strategies, are all adaptable and they can be used at various stages of the instructional process.

4.9.2.1.1 Graphic organizers. With the use of graphic organizers, students' learning may be visually represented. It means that the template is filled up with the students' ideas and comprehensions of the content covered. Using graphic organizers can be useful to illustrate links and interactions between concepts and these ones can be represented in a variety of ways, including Venn diagrams, bubbles, trees, brackets, flow charts, timelines, T charts, sequences, cycles, and so forth.

4.9.2.1.2 Inside-Outside Circle. The inside-outside circle is a tactic that might give the instructor information on the learning of the students. To execute these strategies students must form two concentric circles and exchange information with a partner that is in the inner circle. Thus, when the teacher asks a question or makes a statement, the inside circle responds and the outside partners will answer when the students switch positions after a certain length of time, possibly a minute or two, or until the teacher directs the outer circle to move in a certain direction.

4.9.2.1.3 Open-Ended Questions. Students must consider their responses and draw on their knowledge and comprehension of a topic while responding to open-ended questions. In order to assess the depth and scope of students' learning, teachers often use open-ended questions. In this case, learners should answer questions that need more than a simple "yes" or "no". In addition, it will help the teacher to determine if students are understanding the subject.

4.9.2.1.4 Thumbs Up, Thumbs Down. This strategy is useful after presenting students a new topic and quickly assesses their understanding of this one by asking them questions. For instance, the teacher may ask pupils to give a thumbs up if they comprehend, and a thumbs down if they do not and need additional explanation. It is a great strategy for figuring out whether or not pupils comprehend the content presented.

4.9.3. Formative Assessment After Instruction

If a teacher has employed formative assessment before and throughout teaching and has been reacting in an instructional way to the data obtained, pupils shouldn't be too far from achieving the learning target. Therefore, this last evaluation will highlight any areas where students need a little more explanation, practice, or reinforcement before a summative evaluation.

4.9.3.1 Strategies for Assessing Post-Instruction. Summarizing, asking questions and providing responses, and writing questions are frequently used as post-instruction formative evaluation techniques. Some strategies are examined in more detail below.

4.9.3.1.1 Nutshelling. Students are asked to summarize their learning and reflect on it as part of the nutshelling activity. To illustrate, learners may summarize a book's storyline by painting an image or performing it in a three-minute play.

4.9.3.1.2 Technique 3-2-1. A simple approach to learning about every student in your class and their level of comprehension of a current unit of study is to use the 3-2-1 strategy. For instance, educators may ask learners to write down three things that they have learned about a subject, two connections they have made personally with the topic, and one area that is unclear or a query they have about the theme. Or on the other hand, vocabulary terms may be among the three things, two ones may be unanswered questions or major concepts while the other one might be a query for another student.

4.9.3.1.3 Whip Around. All of the pupils in the class participate in the formative assessment technique known as a whip around. Thus, the teacher starts by asking a question. The pupils are given some minutes to think about their responses and jot down quick comments.

Then the teacher asks the same question again and "whips around" the classroom, and asks each learner to read one of their notes as an answer.

4.10. Advantages of Formative Assessment

The term formative assessment refers to any task intended to support students' learning. These tasks provide teachers and students with feedback so that teaching and learning strategies may be adjusted in response to the outcomes. The Glossary of Education Reform (2014) points out that:

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. (para. 1)

Since the objective of formative assessment is to measure the mastery of certain skills, some advantages of using formative evaluation effectively include:

4.10.1. Set Learning Objectives

Monitoring student progress helps maintain learning goals so that students have a specific goal to strive for and teachers can help solve misconceptions.

4.10.2. More Successful Academic Performance

The primary purpose of formative assessment is to give instructors and students continuous feedback on their progress toward their objectives, which will help to raise academic success. Students benefit from formative assessment by closing the difference between what they know currently and what they want to learn (Greenstein, 2010).

4.10.3. Tailored Educational Opportunities

The teacher may analyze their educational approaches to see which ones are yielding the intended outcomes and which ones are not by carefully analyzing the formative assessment data.

4.10.4. Increased Student Participation

As a result of the fact that formative evaluation entails establishing learning objectives and tracking the development of those objectives, learners are more engaged in the class in order to achieve their educational goals.

4.10.5. Data-Driven Choices

Making decisions based on the information from periodic learning checks gives teachers more opportunities to focus on other strategies in order that learners can accomplish their learning.

4.11. Feedback as Formative Assessment

Activities that provide formative feedback offer opportunities to measure students' knowledge and skills. By identifying what students have understood and what is unclear, formative feedback helps teachers focus the lesson more effectively. The information conveyed to the learner with the intention of changing his or her thinking or behavior in order to improve learning is known as formative feedback (Shute, 2008). In addition, feedback can be spoken, written, or even using gestures. Therefore, the goal of feedback in the evaluation and learning process is to enhance student performance. Additionally, a teacher must support a student's learning and give feedback in a way that prevents the student from feeling defeated after class. Thus, it is important to consider some effective feedback qualities.

4.11.1. Feedback Ought to be Instructive in Nature

Giving pupils feedback entails explaining both what they are doing well and badly. However, the emphasis of the comments should mostly be on what the learners are doing well. An explanation and an illustration of what is correct and erroneous about a student's work are most beneficial to their learning. A good way for that is utilizing the method of "feedback sandwich" which basically is to insert the negative statement between two affirmative comments. Compliment, Correct, Compliment.

4.11.2. Timely Feedback is Required

The learner responds favorably and recalls the experience of what is being taught in a confident manner when feedback is given right away.

4.11.3. Bestow Sincere Compliments

Every successful outcome, every additional effort, and every learning advancement deserve recognition. Of course, the degree of the praise must be in proportion to the success. For instance, teacher can express good job, well done or nice work.

4.11.4. Give an Illustration or a Model

Giving pupils an example of what image 1 looks like and contrasting it with what image 2 looks like to show them what the teacher is searching for is an excellent way of relating certain ideas and making the learning process easier.

4.11.5. Request that the Pupil Take Notes

Allowing the pupils to write or take notes on their notebooks while teachers give feedback can favorably increase students' performance.

4.12. Web-based Formative Assessment and Feedback

Inside the educational context, the integration of web tools can be an excellent way to provide a formative assessment as well as immediate feedback for supporting the learning of the students. The implementation of web tools in the teaching and learning process can contribute to the enhancement and have a better performance regarding the understanding of the contents delivered to the pupils. Thus, the application of these resources inside of the classroom can bring many advantages. To illustrate, web-based assessments, in contrast to paper-based quizzes, allow students several opportunities to complete a task since they may quickly obtain a number of stored objects or assignments and offer quick feedback (Buchanan, 2000).

Additionally, the application of web-based formative assessment offers the aid of well-designed exercises and visual reinforcement, as well as, it allows learners to work more efficiently and gives them the opportunity to retain the information they need to learn. (Jia et al., 2012).

4.13. Tools for Offering Feedback

The greatest formative assessment tools also assist students in self-reflection and evaluation, enabling them to determine their current learning level and where they need to go. Some of the tools used to provide formative assessment and feedback are described below.

4.13.1. Padlet

The creation of an online bulletin board using Padlet makes it incredibly simple for instructors and students to share and work together. The nice thing about Padlet is how much flexibility it provides. Any device may use it, and virtually any sort of information can be sent, including text, links, uploaded files, photographs, videos, and responses of virtually any kind. Thus, the usage of Padlet as a teaching tool fosters creativity and group learning among students and acts as a priceless learning resource (Waltemeyer et al., 2021).

4.13.2 AnswerGarden

A straightforward option for providing feedback is AnswerGarden. The teacher can use this resource as a creative brainstorming tool at work or in the classroom to promote learning.

Thus, the educator who is interested in using a quick and effective method for obtaining feedback should take a look at to this tool. Therefore, Answer Garden is a very user-friendly web tool that can quickly construct and update word clouds to encourage student engagement in class (Jusmaya, 2022).

4.14. State of the Art

The following section presents some studies and their main results obtained, as well as methodology used regarding gamification and formative assessment in EFL learning.

Table 2

Previous Studies about Gamification and Formative Assessment

Author/Year	Country	Population	Method	Level of Education
Pitoyo et al. (2020)	Indonesia	18 students	Qualitative	University
Abdulgalil & Yassin (2022)	Saudi Arabia	658 students	Quantitative	University
Almache et al. (2020)	Ecuador	25 students	Quantitative	University
Alharbi & Meccawy (2020)	Saudi Arabia	35 students	Qualitative	University
Zulfa & Puspita (2022)	Indonesia	100 students	Quantitative	High school
Putri (2020)	Indonesia	3 students	Qualitative	High school

Classification of studies on the impact of gamification in formative assessment

Six studies were selected for analysis. These studies represent a wide range of contexts, including Indonesia, Saudi Arabia, and Ecuador. Besides, in most of these studies, four out of six were carried out with university students and only two with students from high school. Likewise, three of them adopted qualitative research, whereas the others assumed a quantitative approach. In addition, all educational institutions were public universities, as well as high schools.

Taking into consideration that there are not many teachers, who really consider assessment and the washback effect on students' learning, Pitoyo et al. (2020) conducted a qualitative research into gamification-based assessment whose aimed research was to explore the washback effect of Quizizz assessment platform on students' learning. Moreover, the participants in the study were third-semester English-course students from a university in Surakarta. In order to collect information an observation, in-depth interviews, and a questionnaire were used. The findings revealed that after taking many gamified Quizizz tests,

students felt driven and compelled to learn more deeply. They had an interest in the game's leaderboard, meme, time limit, and test report.

In the same vein, Abdulgalil and Yassin (2022) conducted a study called gamified mobile-assisted formative assessment for reviving undergraduate learners' overall language proficiency with the purpose to examine the effect of using mobile apps in classroom formative assessments on Saudi First Year learners' overall language proficiency compared to the traditional methods of formative assessment. The study's target population was 658 students. The data was obtained through pre-test and posttest which were recorded automatically on the website. The researchers pointed out that the pre- and posttest findings showed that employing mobile apps for formative assessment had a statistically significant favorable impact on students' overall language ability.

Similarly, Almache et al. (2020) in their study on creating learning paths to facilitate formative assessment for EFL learners, which was aimed to measure and know students' perspectives about experiencing formative assessment through the Symbaloo application to improve English skills. To fulfill this purpose, the study evaluated a sample of 25 students from the third university level. The instruments used to gather data were a survey and a pre-test and a posttest. The findings demonstrated a considerable improvement in students' English abilities as well as that formative assessment through Symbaloo learning paths had the potential to enhance learners' performance and influence their motivation positively.

Alharbi and Meccawy (2020) executed a detailed study based on a sample of 35 students, with the purpose to investigate the attitudes of EFL learners towards the use of mobile-based tests in English classes using Socrative as a model for assessment. To support the research work, the researchers collected information using a pre-experiment survey, a Socrative quiz, and a post-experiment survey. Finally, the results showed in the pre-experiment survey, almost half of the participants chose paper-based tests over mobile ones; following the experiment, however, the students' views changed in favor of mobile examinations.

A study was undertaken by Zulfa and Ratri (2022) in a high school in Indonesia, with the objective to discover more about how EFL students feel about Quizizz as an online assessment tool. The research was applied to a representative sample of 100 students. In addition, the process of data collection was through a questionnaire which was which were categorized into 3 aspects of perception, efficacy, benefit, and challenges. In fact, the findings demonstrated that even though there was a barrier to fully deploying Quizizz, most students had a favorable opinion of its use as an evaluation tool.

Finally, a study was performed by Pertiwi (2020) in Indonesia, with the aim of examining the opinions of the students regarding the Quizizz as a tool for evaluating their English-language learning. The instruments used for data collection were interviews and questionnaires. Moreover, the study with 3 participants from a tenth-grade of high school showed that Quizizz can boost students' desire to learn English and make it simpler for teachers to evaluate their learning potential. Additionally, Quizizz has a very appealing and enjoyable appearance to prevent pupils from being easily bored while learning.

This research review's purpose is to help the reader to know how can gamification support formative assessment in English learning. This was crucial because gamification gives teachers an innovative approach to motivating instruction with the primary goal of grabbing students' attention and supporting formative assessment in English acquisition. Numerous studies have been conducted on the use of gamification in the educational setting. In addition, studies focused mostly on using gamified tools to support English acquisition. However, to learn more about the function of gamification in the educational sector, particularly in the teaching and learning of English, more research is nonetheless necessary. Thus, more studies must be conducted with a focus on the gamified tools that will be used to make the lessons more engaging.

5. Methodology

5.1. Setting and Participants

The research work was carried out in a public institution in the city of Loja which is situated in the highland region, in the southern part of Ecuador. The coordinates of the city are as follows: latitude -3.99313 and longitude -79.20422. It has an approximate area of 11,065 km² and it is bordered to the north by the province of Azuay, to the south by the Republic of Peru, to the east by Zamora-Chinchipe, and to the west by El Oro. Loja is known as the musical and cultural capital of the country, for its rich tradition in all types of arts.

In order to execute this study, a convenience sampling technique was applied. Convenience sampling is a sort of sampling where people of the target population are included for the purpose of the study if they fit certain practical requirements, such as being easily accessible, nearby geographically, available at a specific time, or willing to participate (Dörnyei, 2007). Thus the responders are picked depending on their availability and comfort (Creswell & Creswell, 2018).

The population of this research was a total of twenty-five students from superior basic education, who study in the morning session at a public institution in the city of Loja during the school year 2022-2023. The average level of English proficiency among participants is A1.2 according to the National Curriculum. Additionally, participants were between the ages of thirteen and fourteen, and there were twelve girls and thirteen boys.

5.2. Procedure

5.2.1. Method

The current research was carried out utilizing a mixed method. In order to fully address the precise objectives that guided the whole research process, as well as to provide answers to the sub-questions outlined in the research problem, the research design adopted a mixed method in which quantitative and qualitative data were collected. The use of the mixed method entails deliberate data consolidation, allowing researcher to seek a broad understanding of its study by allowing to see how gamification support formative assessment in English learning from various perspectives and research lenses (Shorten & Smith, 2017).

This research was quantitative in that it utilized gamification in formative assessment to enhance students' reading, writing, and vocabulary skills. Therefore, a pretest and posttest were used to gauge the students' knowledge before and after the intervention (Gay et., 2012).

Conversely, it was qualitative because it explained the benefits of using gamification in formative assessment in English learning via a questionnaire and field notes (Gay et., 2012).

5.2.2. Research Design

As a researcher and aspiring English language educator, the research model used to conduct the study was sequenced in the following stages proposed by Susman (1983) which the researcher in this study adapted and which are described in the following section.

5.2.2.1 Diagnosing. First, the institution where the intervention plan was implemented was identified. Thus, the researcher began by finding an issue in the formative assessment of English learning with the target researched group. In order to create a more thorough diagnosis, the researcher was able to gather further information on the issue. Through this analysis, it was feasible to establish and identify a research general topic that was addressed to inquiry. How can gamification support formative assessment in English learning among ninth students at a public institution of Loja city. School year 2022 – 2023? Then, the researcher determined an approach to execute it in the classes and spoke with the Director and the Coordinator of the English Department, from whom the researcher gained authorization to carry out the intervention plan. What is more, the public institution principal received the formal letter and approved the execution of the research project for the thesis.

5.2.2.2 Action Planning. In order to solve the problem, a broad range of information and options of potential possible solutions were explored after the researcher recognized the primary problem of formative assessment in English learning. Thus, one action plan was developed based on the 5E instructional model with lesson plans (see annex 5) to employ gamification, and it contained crucial tactics that helped formative assessment work better with the target audience.

An important consideration at this stage was the design of the research tools, which later assisted in achieving the research goals by gathering and reporting pertinent information on the use of gamification in formative assessment for English learning. Therefore, it was necessary the elaboration of pretest, posttest, questionnaire, field notes and lesson plan based on 5E model.

5.2.2.3 Acting. At this point, the researcher had an effective intervention plan that was developed based on the 5E instructional model. In the same way, lesson plans were developed with the bare minimum of components for employing gamification to promote formative assessment in English learning classes. These phases are explained below.

The first feature was learning objectives, which are declarations of what students were able to do after completing a unit of teaching. The second element was engagement the teacher's goal in this cycle phase was to evaluate students' prior knowledge and spot any potential misconceptions. The motivational nature of this student-centered phase inspired

pupils to want to study more about the upcoming subject (Duran & Duran, 2004). The third one was exploration where learners made observations, gathered data, tested hypotheses, and refined them based on real, practical experiences. They could now respond to inquiries made during the engagement phase thanks to this knowledge (Açışlı et., al 2011). On the other hand, in explanation phase students were able to explain what they understood and ask questions about the ideas they were investigating during the exploration phase. It implied that fresh queries were raised (Duran & Duran, 2004). Additionally, in elaboration stage students had the opportunity to improve their work using the knowledge they had received from the initial production and presentation, thus students could review their plans now, add new components, or think of alternative uses (Rodriguez et., al 2019). The last phase is evaluation that was crucial to determining whether students understood the topic and whether they were able to generalize to other situations (Açışlı et., al 2011). In additon, it is pertinent to mention that all stages of lesson plans based on 5E model were supported by formative assessment strategies taking into consideration activities prior to instruction, during instruction and after instruction which was based on brainstorming, oral questions, open-ended questions, thump up, thump down, whip around. Therefore, formative assessment was a continuous process that gave students constructive feedback in a timely manner, assisting them in reaching their learning objectives and upgrading their accomplishments (Ismail et al., 2022).

The duration of the intervention plan was 40 hours of English class, spread over ten weeks throughout 2022–2023 academic year, which included the application of pretest and posttest. These sessions were developed in the following way: on Monday from 10:50 to 12:00, on Wednesday from 10:10 to 10:50 and from 11: 25 to 12:00, and on Friday from 07:10 to 08:30. It is vital to note that the development of the teaching strategy took place in face-to-face classrooms at the educational institution which belongs to the selected target group of students in city of Loja. The sessions were conducted utilizing gamified tools that assisted in achieving the desired results that were aimed at enhancing formative assessment in the English language teaching and learning process.

5.2.2.4 Evaluating and Reflecting. At the end of the intervention, the researcher applied the pupils a posttest to find out the impact of improvement in English learning by using gamification in formative assessment, as well as a questionnaire was used to gather data on the benefits of gamification during formative assessment in English language learning. Later, it was utilized to triangulate or link the data and present the study's findings. The overall results were presented along with conclusions and suggestions that may help both to develop future research on the topic and to provide answers to the particular research questions of the study.

It is important to share the results because they may be useful to a variety of educators who are always looking for ways to enhance their methods for teaching English as a foreign language.

5.2.3. Data Collection Sources and Instruments

In order to find out the level of improvement in English learning specifically in reading, writing, and vocabulary skills by using gamification in formative assessment specific instruments were employed for gathering information during this research work.

First and foremost, paper-and-pencil technique was selected which included the use of instruments such as pretest and posttest (see annex 1). These ones were developed from two models either the selection or supply. In the selection method, the test takers had to choose from among a set of given answers; a multiple-choice question was designed related to hobbies and the learner had to read, identify and select the correct answer according to the given definition. Likewise, filling in the blanks for completing a reading related to family members, writing short answers providing correct statements for verb to be, demonstratives, and possessives. On the other hand, labeling pictures included supply method (Gay et al., 2012). Thus, to support the impact of gamification in the skills previously mentioned over formative assessment, quantifiable data used pre-test and posttest to compare or measure changes produced in research (Dimitrov & Rumrill, 2003).

Tests were developed based on close-ended questions and focused on detecting the level of improvement in reading, writing, and vocabulary. Furthermore, the data obtained from tests enabled the comparison with the grading scale (see annex 4) established by the ministry of education on students' performance using criterion-referenced scoring (Gay et al., 2012). According to Castro (2021) “to move on to the next school year or pass a term, the student must have a minimum of 7 out of 10 points”. (para. 3)

In the same way, the instrument of a qualitative questionnaire (see annex 3) was ideal for documenting data on the benefits of learners using gamification in formative assessment of English learning (Paradis et al., 2016). In addition, this one was designed with the aim to determine the advantages of gamification in English learning and was based on the Likert scale following a sequence of statements showing whether the student strongly agreed (SA), agreed (A), disagreed (D), neither disagreed nor agreed (N), and strongly disagreed (SD) and considered aspects that focused on motivation, better understanding, suitable feedback, memorable and powerful learning, encourage self-learning, foster optimism, and creativity (Gay., 2012). Besides, this questionnaire was developed based on closed questions because closed questions are quick to complete and simple to design; and they do not unfairly exclude respondents based on their level of verbal ability (Cohen et al., 2007).

What is more, the observation technique supported by the use of field notes (see annex 6) was applied as instruments for gathering information. According to Gay et al . (2012) “observation is on understanding the natural environment as lived by participants, without altering or manipulating it”. (p. 381) Therefore, field notes were used to record, throughout the course of the study all pertinent gamified elements and strategies (characters, leaderboards, badges, points, feedback) of the observed scenario in the most exact and thorough manner feasible in order to explain gamification in reading, writing, and vocabulary for supporting formative assessment in English learning (Gay et al., 2012). For this, ten field notes were completed, each of which was created after the lesson plan was fully implemented.

5.3. Data Analysis

It is significant to note that, given the nature of the study, the researcher processed and analyzed the quantitative and qualitative data using statistical descriptive methods. With the help of the Excel program, the data was displayed in tables, and text along with measures of central tendency and frequency that were helpful to analyze the outcomes of the pretest, posttest and questionnaire.

In first place, quantitative data was examined using tables with the results generated from pretest and posttest. Besides, it allowed the researcher to identify and notice the level of improvement in English learning after applying pretest and posttest instruments. Moreover, the results of tests were verified with the measure of central tendency-mean which allowed to determine the average achieved in learners.

Additionally, the qualitative data in the questionnaire were categorized and analyzed with the aid of tables which shows the frequency of the benefits of gamification in reading, writing and vocabulary in formative assessment in English learning; this frequency was determine through the use of Likert scale. These data were examined based on the students' perceptions and their points of view according to the questions which were classified into categories: strongly agrees, agrees, disagrees, neither disagrees nor agrees, and strongly disagrees.

6. Results

The results obtained from the data collection instruments from the pretest and posttest are detailed in this section. The research instruments allowed to the researcher to evaluate the students' improvement in reading, writing, and vocabulary skills as a result of the implementation of gamification in formative assessment. In the same way, a questionnaire based on close-ended questions was employed to gather information about the benefits of using gamification in formative assessment in English learning. Moreover, this section details how the objectives proposed in this study were accomplished.

6.1. Pretest results

The first objective of this research work was to find out the level of improvement in English learning by using gamification in formative assessment among superior basic education students at a public institution of Loja city. Thus, the researcher employed the pretest and posttest instruments for collecting quantitative information.

Table 3

Pretest results on the performance of ninth-grade students in reading, writing, and vocabulary skills

Student's code	Grammar	Reading	Vocabulary	Writing	Score
	<i>/2.5</i>	<i>/2.5</i>	<i>/2.5</i>	<i>/2.5</i>	<i>/10</i>
9SBE01	2.10	0.35	1.86	0.00	4.31
9SBE02	1.75	0.35	0.62	0.00	2.72
9SBE03	1.75	0.35	0.00	1.26	3.36
9SBE04	1.40	0.00	1.24	0.42	3.06
9SBE05	1.05	0.70	2.50	1.68	5.93
9SBE06	1.40	0.00	1.24	0.42	3.06
9SBE07	0.70	0.70	1.24	0.00	2.64
9SBE08	0.35	0.35	1.86	0.00	2.56
9SBE09	0.70	0.00	1.86	1.26	3.82
9SBE10	0.35	0.00	0.62	0.00	0.97
9SBE11	1.75	0.00	0.62	0.00	2.37
9SBE12	0.35	0.35	1.86	0.00	2.56
9SBE13	2.10	0.35	0.00	0.84	3.29
9SBE14	1.05	0.00	0.00	0.00	1.05
9SBE15	0.70	0.00	0.00	0.42	1.12
9SBE16	1.05	0.35	1.24	0.00	2.64
9SBE17	1.05	0.35	1.24	0.42	3.06
9SBE18	1.05	0.00	1.24	0.00	2.29
9SBE19	1.40	0.35	1.24	0.42	3.41
9SBE20	0.70	0.35	1.86	1.26	4.17

Student's code	Grammar	Reading	Vocabulary	Writing	Score
	<i>/2.5</i>	<i>/2.5</i>	<i>/2.5</i>	<i>/2.5</i>	<i>/10</i>
9SBE21	1.40	1.75	1.24	0.00	4.39
9SBE22	1.05	0.00	0.62	0.84	2.51
9SBE23	0.35	0.35	2.50	0.00	3.20
9SBE24	0.70	0.35	0.64	0.42	2.11
9SBE25	1.40	0.35	0.62	0.00	2.37
Mean	1.11	0.31	1.12	0.39	2.92

9SBE01= Ninth grade student of Superior Basic Education; 01= student's code

Table 3 shows the results of the pretest applied to ninth-grade students in superior basic education in order to establish a baseline of their grammar, vocabulary, reading, and writing skills prior to the intervention plan. That is to say, the application of the pretest allowed the researcher to gather information about students' cognitive skills because it collected significant quantitative data. Moreover, learners got a total mean score of 2.92/10 which was below the expected level of 7/10 according to the grading scale of the Ministry of Education.

First and foremost, taking into account the result from the pretest it is noticeable that learners had difficulties in achieving a score above the average according to the grading scale of Ministry of Education. Therefore, it demonstrated learners' lack of knowledge. Firstly, the score 1.11/2.5 related to the use of "grammar" aspects showed that learners could not structure sentences or questions using the appropriate form of words. In addition, the need for knowledge in "reading" and understanding key ideas in short, uncomplicated texts on familiar topics resulted in a score of 0.31/2.5. Besides, students were not able to comprehend words or associate images with the meaning, so their "vocabulary and writing" skills fell by scores of 1.12/2.5 and 0.39/2.5 respectively, resulting in students scoring low overall on their tests.

6.2. Posttest Results

Table 4

Posttest results on the performance of ninth-grade students in reading, writing, and vocabulary skills

Student's Code	Grammar	Reading	Vocabulary	Writing	Score
	<i>/2.5</i>	<i>/2.5</i>	<i>/2.5</i>	<i>/2.5</i>	<i>/10</i>
9SBE01	2.10	1.75	1.88	2.50	8.23
9SBE02	0.70	2.50	2.50	2.50	8.20
9SBE03	2.50	2.50	2.50	2.50	10.00
9SBE04	1.40	2.50	0.62	2.50	7.02
9SBE05	1.40	2.50	2.50	2.50	8.90
9SBE06	2.10	2.50	2.50	2.50	9.60
9SBE07	2.10	1.75	1.88	2.50	8.23

Student's code	Grammar	Reading	Vocabulary	Writing	Score
	/2.5	/2.5	/2.5	/2.5	/10
9SBE08	1.75	2.50	2.50	2.50	9.25
9SBE09	1.75	2.50	2.50	2.50	9.25
9SBE10	2.50	2.10	2.50	2.50	9.60
9SBE11	2.50	2.50	1.88	2.08	8.96
9SBE12	2.10	2.50	1.88	2.50	8.98
9SBE13	2.10	2.50	2.50	2.50	9.60
9SBE14	2.50	2.50	1.88	2.05	8.93
9SBE15	2.50	1.75	1.88	2.08	8.21
9SBE16	2.10	2.50	2.50	2.50	9.60
9SBE17	1.40	1.40	1.88	2.50	7.18
9SBE18	1.75	1.40	0.62	2.50	6.27
9SBE19	1.75	2.50	1.25	2.50	8.00
9SBE20	2.10	2.50	2.50	2.50	9.60
9SBE21	1.75	2.10	2.50	2.08	8.43
9SBE22	2.10	2.50	2.50	2.50	9.60
9SBE23	1.75	1.40	2.50	2.50	8.15
9SBE24	2.10	1.75	1.88	2.08	7.81
9SBE25	1.75	2.50	2.50	2.50	9.25
Mean	1.94	2.22	2.10	2.41	8.67

9SBE01= Ninth grade student of Superior Basic Education; 01= student's code

As Table 4 shows, there is a significant difference in posttest after the intervention plan. As exhibited in Table 4 the total mean score was 8.67 out of 10. Therefore, based on the findings from the posttest, results revealed a noticeable improvement in grammar, reading, vocabulary and writing skills of learners. Firstly, the scores 2.10/2.5 and 2.41/2.5 were for “vocabulary and writing”. This means learners possessed the capacity to comprehend words or connect visual cues to meaning. In the same way, pupils presented an improvement in “reading” because they could comprehend essential details in simple texts which was determined by their score of 2.22/2.5. Last but not least, the lowest score of 1.94/2.5 was for the “grammar” section where students showed an improvement too. In fact, learners showed that they could use the proper word forms to structure sentences or questions.

Notwithstanding, the lowest score was for grammar. According to the grading scores of the Ministry of Education, it is still considered a good performance since learners achieved the required learning.

6.3. Pretest and Posttest Comparison

Table 5

Comparison of Pretest and posttest means before and after the intervention plan in reading, writing, and vocabulary

Indicators	Pretest	Posttest
Grammar (2.5/2.5)	1.11	1.94
Reading (2.5/2.5)	0.31	2.22
Vocabulary (2.5/2.5)	1.12	2.10
Writing (2.5/2.5)	0.39	2.41
Total means	2.92	8.67

The above table shows the comparison of the pretest and posttest means

Table 5 illustrates the comparison of the results before and after the intervention plan using gamification in formative assessment for improving English learning in such aspects as reading, writing and vocabulary. First and foremost, “writing” skills evidenced a significant improvement because it had the highest score mean of 2.41/2.5 achieved by learners. In the same way, pupils achieved a score of 2.10/2.5 for “vocabulary” as well as, they accomplished a score of 2.22/2.5 for reading and finally 1.94/2.5 for grammar shows that after implementing the plan, the students’ performance considerably enhanced their skills. As is shown in Table 5, pupils achieved the required learning taking into consideration they overcame the average 7/10 established by the Ministry of Education and its grading scale.

Although the overall mean shows an improvement in the ninth-grade students' skills, the results of the questionnaire and field notes corroborated the fact that the change in students' English proficiency was due to the application of gamification in formative assessment in English language learning.

6.4. Questionnaire and Field Notes Results

In order to support the evidence from the posttest after implementing the intervention plan, and provide an answer to the second objective which was intended to apply gamified strategies in formative assessment that help English learning. In the same way, the third objective which attempted to explain the benefits of using gamification in formative assessment in English learning among superior basic education students at a public institution of Loja city. Hence, a questionnaire and field notes were an excellent way for collecting relevant information. Moreover, the questionnaire was elaborated with nine questions and designed based on the Likert scale which involves the following categories: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. In the same way, field notes were employed by the researcher for gathering important information related to the use of gamification in formative assessment during the intervention plan.

Table 6*Motivation and enhancement in activities through gamification*

N°	Questions	Likert Scale				
		SA	A	N	D	SD
1	Did you feel more motivated to learn English by using gamified elements in classes?	88 %	12%	0%	0%	0%
3	Did the use of gamification elements foster optimism and creativity in the students' performance of activities?	60%	32%	8%	0%	0%
7	Did you achieve memorable and powerful learning through the use of gamification tools?	48%	36%	8%	4%	4%

SA: strongly agree A: agree N: neither agree nor disagree D: disagree SD: strongly disagree

The results of Table 6 present that 100% of the students responded positively to question one. In this regard, the use of elements such as leaderboards, points, badges or characters encouraged learners' participation and engagement in learning English. To illustrate this, based on the field notes taken by the researcher, the use of the Jeopardy Rocks platform gave students the opportunity to participate and get involved in the content being presented since they could win as many points as they could according to the correct answer that they selected. Moreover, this tool operated so well because pupils could gauge their prior knowledge related to the content that was planned to be taught by the teacher; in a certain way it was a strategy for assessing the knowledge level of learners prior to the instruction. On the other hand, for question three, 92% of pupils agreed that gamified elements increased their positivity for executing activities. This means that gamified components inspired and provoked pleasant sensations in learners. Concerning the researcher's notes, it was found that those components were beneficial for students to successfully complete certain activities. In addition, it is necessary to mention that constant feedback strategies such as "good job", "well done" or a thumbs up, and formative assessment offered by the teacher helped to raise students' level of confidence for doing activities. Last but not least, the finding for question seven shows that 84% of students considered that they achieved significant and influential learning by using gamified resources in their learning process. Taking into account the researcher's notes, there are countless benefits from using gamified resources such as adding pictures to presentations, sounds in flashcards, and timely feedback which guarantee that learners can progress in their English learning.

All in all, applying components of gamification during the learning process boosted students' concentration and participation in order to get a permanent understanding of the topic; all of these elements combined with the most appropriate formative assessment strategies increased the level of students' English learning.

Table 7
Enhancing English learning through gamification

N ^o	Questions	Likert Scale				
		SA	A	N	D	SD
2	Did the use of gamification to present the topics in the classroom help you to have a better understanding of the contents?	72%	28%	0%	0%	0%
6	Has improved your English learning by using gamification in class?	56%	36%	8%	0%	0%
8	Were gamified tools a good resource to encourage your self-learning?	52%	20%	24%	4%	0%
9	Did you like gamified tools for learning English as a Foreign Language?	52%	32%	16%	0%	0%

SA: strongly agree A: agree N: neither agree nor disagree D: disagree SD: strongly disagree

The data given in Table 7 demonstrates that gamified resources enhanced and promoted English learning in students. In relation to question two, the results indicate that 100% of students agreed and considered gamification a useful way to present topics in order to comprehend them in the best way. For question number six, 92% of the learners agreed and pointed out that gamification helped for improving their English learning skills. Moreover, in question eight, a significant majority of students, 72%, showed comfort in using gamified tools as a great option in their self-learning process whereas the rest of the class showed neither a positive nor a negative attitude toward using gamification in their learning process. Finally, a very large portion of students, 84%, agreed to question nine and indicated that they liked gamified tools for acquiring English learning.

Consequently, based on the field notes of the researcher, the implication of gamification for introducing the content to the class was a terrific way for grasping students' attention as well as including additional details such as images, sounds, to present the content in a more attractive design. Moreover, the use of gamification in class helped to immediately assess students' understanding of the topic presented as these tools could be used to instantly give an assessment to students. Besides, content loaded in gamified platforms offered pupils the opportunity to review the contents again and clarify their misconceptions which was very useful for their English learning process. Lastly, learners loved platforms like Class Dojo because they could use characters when logging into sessions in order to complete an activity assigned for them; as well as the researcher could assign them points according to their completed activities which encouraged better fulfillment in activities performed by pupils. Pupils even asked the researcher to develop more activities with this tool since they could do tasks in a funny way while they learned.

Table 8
Feedback through gamified tools

N°	Questions	Likert Scale				
		SA	A	N	D	SD
4	Was the feedback given through gamification suitable?	44%	32%	12%	8%	4%
5	Were the platforms used to present and develop the class adequate?	72%	20%	4%	4%	0 %

SA: strongly agree A: agree N: neither agree nor disagree D: disagree SD: strongly disagree

As shown in Table 8, a significant majority of the students, 76% agreed and had a positive attitude related to question four. In the same way, for question five, the results demonstrate that 92% of students recognized that platforms were ideal for carrying out and showing the contents of the class. According to the researcher's notes, the utilization of platforms like Padlet and AnswerGarden allowed pupils to share their knowledge and understanding related to the topic presented in the class. The researcher made use of these resources in order to provide feedback in a written way through comments or using gestures like thumbs up or expressions like well done, good job, etc in activities that were completed by the students.

7. Discussion

In this section, the discussion is presented in which the main results of this study are compared to the theoretical framework. In addition, some limitations and recommendations for future research on gamification in formative assessment are also presented. Thus, a general question and three specific questions were developed to guide the development of this research. In this regard, the central question was: how can gamification support formative assessment in English learning among superior basic education students at a public institution of Loja city during the school year 2022 - 2023? In this sense, the evidence demonstrated in a similar way the efficacy of gamification for supporting formative assessment during English learning. As mentioned in previous studies developed by Pertiwi (2020) and Abdulgalil and Yassin (2022) the utilization of gamification for assessing the learning process caused learners to have more motivation to learn and avoid boredom which easily increased their performance for executing English activities. In addition, using gamification for assessing learning in students allowed the teacher to make this process easier and more instantaneous. Furthermore, even though students showed considerable improvement in English learning, it is suggested that further research be carried out with a larger sample size in order to create generalizability of the results.

Regarding the first sub-question: What is the level of improvement in English learning by using gamification in formative assessment among superior basic education students at a public institution of Loja city? The results gathered from the pretest and posttest indicated that pupils showed an improvement in their English skills. Similar results were found in previous study conducted by Almache et al. (2020) where the use of a gamified tool allowed students to facilitate formative assessment on English language learning since it had a positive influence during the learning experience. In a certain way, findings found in that research also apply to this study. It is important to note that the level of improvement can vary based on the individual and their specific learning needs, thus more research is needed to determine the exact impact of gamification in formative assessment in English learning. Moreover, a limitation detected was that this research did not focus on using a specific tool for supporting assessment. Thus further research is needed to focus on employing a specific tool in order to better analyze its effectiveness.

The second specific question for this research was: What are the gamified strategies in formative assessment that help English learning among superior basic education students at a public institution of Loja city? The outcomes show that what was mentioned in the previous research carried out by Pitoyo et al. (2020) such as the implication of points, leaderboards, badges and instant feedback, were useful strategies for encouraging English learning in

learners. These gamified strategies helped to make formative assessment in English learning more enjoyable, engaging, and effective, which led to improved learning outcomes.

The third sub-question of the study is: What are the benefits of using gamification in formative assessment in English learning among superior basic education students at a public institution of Loja city? The findings of this research share similar characteristics with the previous study of Zulfa and Ratri (2022) which demonstrated that learners showed great interest, had a favorable opinion on using gamified tools, and increased their motivation for participating during their learning process. Furthermore, using gamification helped students to understand the content better by presenting information in an interactive way, which led to the improvement of their learning outcomes. However, despite the fact that gamification showed significant benefits for learners, it is recommended that additional research be conducted to include more extensive interventions to improve students' performance when learning English.

Ultimately, gamification proved to help students improve their English language skills by motivating them to participate and become more involved in the content.

8. Conclusions

The use of gamification in formative assessment in English learning resulted in a significant improvement in learners' skills as shown through the pretest and posttest. Hence, this leads to better comprehension and retention of information, which are reflected in test scores. Thus, it is stated that gamification was suitable for promoting English learning.

The implementation of gamified strategies for formative assessment to aid English learning was effective since it allowed researcher to choose appropriate activities and include gamified elements such as leaderboards, points, badges, or characters that aligned with the learning objectives to encourage, and provide feedback on students' performance as well as make the learning experience pleasant for pupils.

Finally, the advantages of using gamification in formative assessment in English learning offered a positive learning environment for increasing engagement and motivation in pupils.

9. Recommendations

Teachers should employ gamification in formative assessment in English learning in their classes since it allows students to increase their understanding of English level in an enjoyable way. The constant use of gamified tools in formative assessment provides learners with adequate support that contributes to their acquisition of English learning.

Among leaderboards, points, badges, or character, the usage of characters in the Class Dojo platform is recommended for increasing learners' performance for doing activities. It gives students access to an engaging, interactive learning environment that encourages interest in what they are learning.

It is recommended that more research be done to apply gamification in formative assessment in English learning. Thus, learners and instructors can be conscious of the different ways in which gamified strategies can benefit learners' acquisition of the English language with the application of formative assessment in EFL classrooms.

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11. Annexes

Annex 1. Pretest and Posttest



UNL

Universidad
Nacional
de Loja

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

DATA COLLECTION SOURCE: PRETEST AND POSTTEST

Dear student the objective of this test is to measure your English proficiency (reading, writing and vocabulary). Please read the instructions and answer correctly. Your answer will be anonymous and confidential.

Student's code: _____

Class: _____

Date: _____

Choose and write the correct word to complete the following sentences. (2.5pts)

1. _____ you a student?

- a. is b. are c. am

2. My sister _____ a journalist at a magazine

- a. is b. am c. aren't

3. They usually _____ to Italy in the summer

- a. go b. goes c. going

4. Cristhian _____ every weekend to visit his parents

- a. travels b. travel c. traveling

5. Look at _____ man over there! He's not wearing any clothes!

- a. this b. that c. these d. those

6. The pens in my hand are _____

- a. my b. mine c. your

7. _____ to concerts?

- a. Does Andrea go b. Do Andrea goes c. Do Andrea go

8. You are given an image and some text with some spaces. You are also given a set of words that go with the spaces. Choose the correct word for each space.

(READING) (2.5pts)

husband grandfather grandmother niece nephew aunt uncle



Hi! I'm Jessica and this is my family. I am 38 years old and I'm from Italy. My (1) 's name is Richard. He is from Scotland and he is 41. We have two children their names are Daniela and Sebastian. We have two cats Milly and Woody also. My husband Richard has a (2) called Martha and she's 17 years old. I have a (3) , his name is Andres and he is 14 years old. My grandparents live in Manchester, my (4) 's name is Peter and my (5) 's name is Marie. We visit them during the summer vacation. My (6) Harry is married to my (7) Lorena. She is Spanish and she loves taking pictures.

9. Choose the correct word for the definition related to hobbies (VOCABULARY) (2.5pts)

It is an excellent outlet for your creativity and passion for music.

- a. Play chess b. play the guitar c. read comic books

The happiness you get when you prepare your food to family members.

- a. Reading b. watching TV c. cooking

It allows you to express your feelings and emotions.

- a. Painting b. fishing c. watching movies

It involves interaction to meet new friends who share similar interests in the gaming world.

- a. Play video games b. swim c. see plays

10. Look at the pictures and write the correct name (WRITING- VOCABULARY) (2.5pts)



Annex 2. Answer Key Pretest and Posttest



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

DATA COLLECTION SOURCE: PRETEST AND POSTTEST

Dear student the objective of this test is to measure your English proficiency (reading, writing and vocabulary). Please read the instructions and answer correctly. Your answer will be anonymous and confidential.

Student's code: _____

Class: _____

Date: _____

Choose and write the correct word to complete the following sentences. (2.5pts)

1. **Are** you a student?
b. is b. are c. am
2. My sister **is** a journalist at a magazine
b. is b. am c. aren't
3. They usually **go** to Italy in the summer
b. go b. goes c. going
4. Cristhian **travels** every weekend to visit his parents
b. travels b. travel c. traveling
5. Look at **that** man over there! He's not wearing any clothes!
b. this b. that c. these d. those
6. The pens in my hand are **mine**
b. my b. mine c. your
7. **Does Andrea go** to concerts?
b. Does Andrea go b. Do Andrea goes c. Do Andrea go
8. You are given an image and some text with some spaces. You are also given a set of words that go with the spaces. Choose the correct word for each space.
(READING) (2.5pts)

husband grandfather grandmother niece nephew aunt uncle



Hi! I'm Jessica and this is my family. I am 38 years old and I'm from Italy. My (1) 's name is Richard. He is from Scotland and he is 41. We have two children their names are Daniela and Sebastian. We have two cats Milly and Woody also. My husband Richard has a (2) called Martha and she's 17 years old. I have a (3) , his name is Andres and he is 14 years old. My grandparents live in Manchester, my (4) 's name is Peter and my (5) 's name is Marie. We visit them during the summer vacation. My (6) Harry is married to my (7) Lorena. She is Spanish and she loves taking pictures.

9. Choose the correct word for the definition related to hobbies (VOCABULARY) (2.5pts)

It is an excellent outlet for your creativity and passion for music.

- b. Play chess b. **play the guitar** c. read comic books

The happiness you get when you prepare your food to family members.

- b. Reading b. watching TV c. **cooking**

It allows you to express your feelings and emotions.

- b. **Painting** b. fishing c. watching movies

It involves interaction to meet new friends who share similar interests in the gaming world.

- b. **Play video games** b. swim c. see plays

10. Look at the pictures and write the correct name (WRITING- VOCABULARY) (2.5pts)



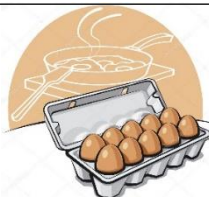
Vegetables



Meat



Cookies



Eggs



Pineapple



Mop

**DATA COLLECTION SOURCE: SURVEY ON THE BENEFITS OF
GAMIFICATION**

Dear student the objective of this questionnaire is to know the benefits of using gamification in formative assessment in English learning. Thus, read about each question carefully and answer honestly.

SA: Strongly Agree 5 **N:** Neither disagree nor agree 3 **SD:** Strongly disagree 1
A: Agree 4 **D:** Disagree 2

- 1. Did you feel more motivated to learn English by using gamified elements in classes?**
a. SA () b. A () c. N () d. D () e. SD ()
- 2. Did the use of gamification to present the topics in the classroom help to have a better understanding of the contents?**
a. SA () b. A () c. N () d. D () e. SD ()
- 3. Did the use of gamification elements foster optimism and creativity in the students' performance of activities?**
a. SA () b. A () c. N () d. D () e. SD ()
- 4. Was the feedback given through gamification suitable?**
a. SA () b. A () c. N () d. D () e. SD ()
- 5. Were the platforms used to present and develop the class adequate?**
a. SA () b. A () c. N () d. D () e. SD ()
- 6. Has improved your English learning by using gamification in class?**
a. SA () b. A () c. N () d. D () e. SD ()
- 7. Did you achieve memorable and powerful learning through the use of gamification tools?**
a. SA () b. A () c. N () d. D () e. SD ()
- 8. Were gamified tools a good resource to encourage your self-learning?**
a. SA () b. A () c. N () d. D () e. SD ()
- 9. Did you like gamified tools for learning English as a Foreign Language?**
a. SA () b. A () c. N () d. D () e. SD ()

Annex 4. Ministry of Education Grading Scale

Qualitative scale	Quantitative scale
Masters the required learning	9.00 – 10.00
Achieves the required learning	7.00 – 8.99
Is close to achieving the required learning	4.01 – 6.99
Does not achieve the required learning	≤ 4

Annex 5. Lesson Plans

Lesson plan 1	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: The present of be verbs
Schedule: 11:25 – 12:00	Type of institution: Public
Date: Friday – Monday, October 28 - 31 , 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 1
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to ask and answer questions in present tense using verbs to <i>BE</i> (am, is, are)
Phase	Events
Engage	<ul style="list-style-type: none"> Using Jeopardy rocks students will participate in teams and discover the new topic to be presented in this case present of be verbs increasing their motivation to learn. Each team should try to guess the correct answer to the questions that will appear in the table regarding to be verbs. Explain to them they are going to learn how to use properly be verbs in questions and statements. Explain students are going to learn how to use be verbs with the correct personal pronouns am, is or are. Tell them that at the end of the week, they will be able to use be verbs for asking questions and doing statements. Resource gamified tool: https://www.playfactile.com/edit/19lrjxh5lz Formative assessment prior to instruction: <i>Entrance Slips</i> Feedback as formative assessment: good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using PowerPoint presentation explains to the students all about <i>Be verbs</i>. Explain the different forms of be verbs, what are the structure for affirmative, negative, interrogative, and yes/no questions.
Explain	<ul style="list-style-type: none"> Using pictures on the presentation make a statement describing the image for example he is a dentist. He is not a lawyer and so on. Using other images students will make descriptions according to the image presented. Learners will describe the pictures giving their own ideas according to what they can see. Formative assessment used: thumbs up

<p>Elaborate</p>	<ul style="list-style-type: none"> • Using the platform Learning Apps ask students to fill in the gaps with the correct be verbs according to the statement. To illustrate, The computer on the desk. • Students will have to analyze in order to fill in the gaps correctly. • Resource gamified tool: https://learningapps.org/12790139 • Formative Assessment used: <i>Whip Around</i>
<p>Evaluate</p>	<ul style="list-style-type: none"> • Pair work, students have to ask and answer questions on page 15 activity A about verb to be and complete the exercise using are, am or is. • Students will work independently on their book completing the exercises on page 15 activity B. • Formative assessment used: self-assessment

Lesson plan 2	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: The present of be verbs
Schedule: 07:10 – 08:30	Type of institution: Public
Date: Monday, November 7 - 11, 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 2
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to give personal information and answer questions in a written way in present tense using be verb (am, is, are)
Phase	Events
Engage	<ul style="list-style-type: none"> Using AnswerGarden web students will write an example using <i>be verbs</i> in order to remember the topic presented last class. Ask them to write an example in an affirmative, negative or interrogative way using <i>be verbs</i>. Tell students they are going to practice reading activities filling in the gaps with the correct form of be verbs. Tell them at the end of the week they will be able to give personal information and answer questions in a written way using be verbs. Resource gamified tool: https://answergarden.ch/create/ Formative assessment prior to instruction: <i>Entrance Slips</i>
Explore	<ul style="list-style-type: none"> Present the reading to students and gives them an example with the way that they should complete for instance, Good Morning, I <i>am</i>, Susan Myers..... Learners should analyze the reading and complete it with the correct be verb in the gaps. At the end of that activity they should read aloud all the reading. Resource gamified tool: https://learningapps.org/display?v=p41dz3v8n22 Feedback as formative assessment: good job, well done or nice work.
Explain	<ul style="list-style-type: none"> In the reading learners should identify at least one example where appears a statement using be verbs and read aloud. Feedback as formative assessment: good job, well done or nice work.
Elaborate	<ul style="list-style-type: none"> Pair work, students have to ask and write down the answer on page 75 activity III according to the hints given Formative assessment: <i>Whip Around</i>. Feedback as formative assessment: good job, well done or nice work.

Evaluate	<ul style="list-style-type: none">• On the book students will work autonomously on page 15 activity C completing the passage with be verbs.• Activities on the book pages 74 and 75 activities I and II• Formative assessment: <i>Whip Around.</i>• Feedback as formative assessment: good job, well done or nice work.
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Lesson plan 3	
Class: Ninth year “B”	School year: 2022 – 2023
N° students 25 Age: 13 – 14 years old	Topic: Jobs
Schedule: 11:25 – 12:00	Type of institution: Public
Date: Monday, November 14 , 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 1
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to identify new vocabulary about different kinds of jobs and make short descriptions about them.
Phase	Events
Engage	<ul style="list-style-type: none"> Using booklet students will work in teams and relate the new topic to be presented in this case vocabulary regarding to jobs. Each team should work collaboratively in order to win as many points as possible and try to guess the correct meaning to the word presented in the game. Explain students they are going to learn about different jobs and their features. Tell them at the end of the week they will be able to talk about different jobs and recognize their features. Resource gamified tool: https://n9.cl/axppq Feedback as formative assessment: good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using PowerPoint presentations present the students’ different kinds of jobs and make them a brief description of each one. Present to the students the slides regarding jobs and use specific words to describe them. To illustrate, doctors have a lot of stress in their jobs. Principals have many worries at their jobs etc.
Explain	<ul style="list-style-type: none"> Present some images of jobs to the students and they will make descriptions according to the images presented. Learners will describe the pictures giving their own ideas according to what they can see. Formative assessment used: thumbs up
Elaborate	<ul style="list-style-type: none"> Individual work. Using Class Dojo platform students make a short description of any job that they decide to talk. Learners must write and least two sentences describing the jobs that they have already decided to talk. To illustrate, A policeman is a person that has a difficult job. A policeman works hard every day. Resource gamified tool: https://n9.cl/qs34f Formative assessment: Whip Around. Feedback as formative assessment: good job, well done or nice work

Evaluate	<ul style="list-style-type: none">• On the book students will work autonomously on page 17 activities A, B y C. They should identify the pictures and label them with the correct name of the job. To illustrate, it a taxi driver, artist, etc.• Students will work independently on their book completing the exercises on page 76 activity I and page 77 activity III.• Formative assessment used: self-assessment
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Lesson plan 4	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: Big Happy Family
Schedule: 07:10 – 08:30	Type of institution: Public
Date: Monday, November 21, 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 2
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to recognize and talk about family members
Phase	Events
Engage	<ul style="list-style-type: none"> Using learning Apps students take turns and try to guess and match the box that has the correct name regarding the family members. Each student should work analytically in order to choose the correct box in the game regarding family members. Explain to students they are going to learn about family members Tell them at the end of the week they will be able to talk about members of their families. Resource gamified tool: https://learningapps.org/view19116080 Feedback as formative assessment: good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using PowerPoint presentations to introduce the students’ members of a family. Show to the students the slides regarding family and teach them how to pronounce correctly the words. Add questions in order to explain how to ask for someone. To illustrate, who is the tall woman? What is the name of your sister? Annex some family trees in order that learners can have a better explanation and understanding.
Explain	<ul style="list-style-type: none"> Show some images of a family and learners must recognize what member is. Learners will look at the pictures and mention if it is a father, mother, brother etc. Formative assessment used: thumbs up
Elaborate	<ul style="list-style-type: none"> Work in pairs. Using the questions on the book page 21 students will talk about their family members. For example, who is he? What is the name of your sister? Are you and your nephew close? Formative assessment: Whip Around and talk for the rest of the class. Feedback as formative assessment: good job, well done or nice work

Evaluate	<ul style="list-style-type: none">• Using jeopardy rocks learners will work in teams to practice their knowledge regarding family members.• Each team must answer the statements that will appear on the screen. To illustrate, my mother's son is my or what do you call your mother's mother?• Students will work independently on homework developing their own family tree. They can use the model presented on slides which was shared with them• Resource gamified tool: https://www.playfactile.com/lafrw17ndn• Formative assessment used: self-assessment
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Lesson plan 5	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: Possessives and Demonstratives
Schedule: 11:25 – 12:00	Type of institution: Public
Date: Monday, November 28, 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 1
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to use possessive or demonstratives pronouns/adjectives and using them in statements to show possession and distance of objects.
Phase	Events
Engage	<ul style="list-style-type: none"> Using learning Apps students will work in teams and fill in the gaps with the correct possessive or demonstrative pronoun/adjective regarding the statement. Each team should work collaboratively in order to win the race filling the gaps with the correct word presented in the game either possessive pronoun or adjective. Explain to students they are going to learn about possessives and demonstratives. Tell them at the end of the week they will be able to use possessive and demonstratives correctly. Resource gamified tool: https://learningapps.org/view12430623 https://learningapps.org/view12429766 Feedback as formative assessment: good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using PowerPoint (see annex 1) presentations to introduce the students’ possessive and demonstratives. Explain the possessive adjective and possessive pronoun and how to use each one of them with the correct subject Describe demonstratives and teach students how to use them in singular and plural as well as which demonstratives use to show something near or far.
Explain	<ul style="list-style-type: none"> Show some images of objects and learners must identify what possessive or demonstrative must use according to the image. Learners will look at the pictures and mention a statement according to the image presented for instance; that is a house, these are my keys. Formative assessment used: thumbs up
Elaborate	<ul style="list-style-type: none"> Individual work. On book page 25 activity A, (see annex 2) students will complete the statement with the correct possessive adjective or possessive pronoun. For example; Kate’s parents are musicians. <i>Her</i> mother is a singer and <i>her</i> father is a guitar player Formative assessment: Whip Around and talk for the rest of the class. Feedback as formative assessment: good job, well done

	or nice work
Evaluate	<ul style="list-style-type: none"> • Using Class dojo learners will give their own examples using a possessive adjective, possessive pronoun or demonstratives. Example: This is my book. Those pens are yours. • Students will work independently on homework developing exercises B and C on page 25 (see annex 2). • Resource gamified tool: https://n9.cl/rywqr • Formative assessment used: self-assessment

Lesson plan 6	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: Too many children?
Schedule: 07:10 – 08:30	Type of institution: Public
Date: Monday, December 5, 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 2
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to show an understanding of some basic details in short texts by answering simple questions regarding families around the world.
Phase	Events
Engage	<ul style="list-style-type: none"> • Using learning Apps students will participate in saying a letter of the alphabet in order to try to guess what is the correct word regarding family member • Each student should mention carefully a letter to complete the word in order to win the game. • Explain to students they are going to know about different families around the world. • Tell them at the end of the week they will be to answer simple questions about families around the world. • Resource gamified tool: https://learningapps.org/view14856831 • Feedback as formative assessment: good job, well done or nice work.
Explore	<ul style="list-style-type: none"> • Using PowerPoint presentations (see Annex 1) to show vocabulary regarding family members on reading <i>Too many children?</i> and teach students how to pronounce them. • Including numbers from the reading in the presentation in order to facilitate understanding for learners and improve reading activities.
Explain	<ul style="list-style-type: none"> • Read aloud the reading for students in order to support and teach them how to pronounce in the correct way the words. • Students must read the article again on page 26, and circle vocabulary related to family members (see Annex 2) • They must read and underline the answers to questions in the article. How big is the largest family in the world? What do the members of the biggest family eat for dinner? How old is the father of the world’s biggest family? • Formative assessment used: thumbs up
Elaborate	<ul style="list-style-type: none"> • Pair work. • On book page 27 activities B, (see annex 3) students will look back at the reading <i>Too many children?</i> and complete the sentences with the correct word according to the article. To illustrate, The Duggars are the <i>biggest</i> family in the United States. • On page 27 activity C, learners must write down the correct numbers in the space given taking into consideration the article already read. For instance, Ziona Chana has 94 children.

	<ul style="list-style-type: none"> • On activity D learners must work collaboratively and mark true or false to statements about reading <i>Too many children?</i> • Formative assessment: Whip Around • Feedback as formative assessment: good job, well done or nice work
Evaluate	<ul style="list-style-type: none"> • Individual work. On page 82 activity III learners must read the article and answer the questions (see Annex 4) • Formative assessment used: self-assessment

Lesson plan 7	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: Just For Fun
Schedule: 11:25 – 12:00	Type of institution: Public
Date: Monday, December 12, 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 1
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to use vocabulary related to hobbies (play video games, play the guitar, play chess) and ask for their preferences in their free time.
Phase	Events
Engage	<ul style="list-style-type: none"> Using learning Apps students will participate in saying a letter of the alphabet in order to try to guess what is the correct word regarding hobbies Each student should mention carefully a letter to complete the word in order to win the game. Explain to students they are going to learn about hobbies and how to express their preferences for spare time Tell them at the end of the week they will be to express their favorite activities in their free time and use the vocabulary of hobbies in the correct way. Resource gamified tool: https://learningapps.org/view14542881 Feedback as formative assessment: Great, good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using cards on Quizlet (see Annex 1) introduce vocabulary regarding hobbies and teach students how to pronounce them. This app offers the option to reproduce the sound so learners can listen what is the correct pronunciation of the words. Include images in the presentation in order to develop a better understanding of the topic that is being presented for learners. Resource gamified tool: https://quizlet.com/764845506/flashcards
Explain	<ul style="list-style-type: none"> Using PowerPoint presentations (see Annex 2) show questions to students asking for hobbies or interests. To illustrate, Do you have any hobbies? What are your hobbies? Ask the students the questions on the presentation and allow them to answer according to their hobbies. Formative assessment: Open-ended questions
Elaborate	<ul style="list-style-type: none"> Pair work. On book page 30, (see annex 3) students must interact in a short dialogue according to their hobbies. Learners must use questions presented on the slides for asking about their hobbies. For instance, <i>when do you play tennis? Where do you play tennis?</i>

	<ul style="list-style-type: none"> • Feedback as formative assessment: good job, well done or nice work
Evaluate	<ul style="list-style-type: none"> • Individual work. On Quizlet (option-try) learners must develop activities regarding hobbies (see Annex 4), To illustrate, according to the image presented they must select if the hobby is true or false. • Formative assessment used: self-assessment • Resource gamified tool: https://quizlet.com/752610542/test

Lesson plan 8	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: Talking about ability
Schedule: 07:10 – 08:30	Type of institution: Public
Date: Monday, December 19, 2022	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 2
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to use the modal verb <i>can</i> and <i>be able to</i> for asking questions and talking about their abilities.
Phase	Events
Engage	<ul style="list-style-type: none"> Using learning Apps students will look at the image and identify and choose what modal it represents either can or cannot. Students must swipe the image and drop either in can or cannot. Explain to students they are going to learn about modal verbs for expressing their abilities Tell them at the end of the week they will be to express their abilities and use modals in the correct way. Resource gamified tool: https://learningapps.org/20392527 Feedback as formative assessment: Great, good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using Slides (see Annex 1) introduce <i>can</i> and <i>be able to</i> for students and teach them how to form questions to ask for abilities. Include images in the presentation in order to develop a better understanding of the topic that is being presented to learners. Resource: https://n9.cl/7s4ik
Explain	<ul style="list-style-type: none"> Using Quizlet (see Annex 2) show images for students and allow them to make questions according to the image presented, they must use <i>can</i> or <i>able to</i> for making questions. For instance, <i>can they dance?</i> Or <i>Is he able to drive?</i> Ask the students to answer the questions on the presentation using can, cannot, he is able to or he is not able to. To illustrate, Yes, they can dance. Formative assessment: Open-ended questions/ Thumbs Up, Thumbs Down Resource gamified tool: https://n9.cl/arfov
Elaborate	<ul style="list-style-type: none"> Pair work. On book page 33, (see annex 3) students must interact with each other and ask questions regarding their abilities. Learners must use questions such as <i>can you speak French?</i> <i>Are you able to dance?</i> Feedback as formative assessment: good job, well done or nice work

Evaluate	<ul style="list-style-type: none">• Individual work. On Padlet learners must write questions using <i>can</i> or <i>be able to</i> (see Annex 4), To illustrate, Can I drive a car?• Formative assessment used: self-assessment• Tool for offering feedback: https://n9.cl/wbilf
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Lesson plan 9	
Class: Ninth year “B”	School year: 2022 – 2023
N° students: 25 Age: 13 – 14 years old	Topic: Simple Present Tense
Schedule: 11:25 – 12:00	Type of institution: Public
Date: Monday, January 2, 2023	Pre-service teacher: Kelvin Israel Pindo Erráez
Language level: A 1.1	N° of periods: 1
Materials	Lesson Objectives
Textbook Outstanding A1.1	At the end of the lesson, students will be able to use present simple tense for talking about habits and routines.
Phase	Events
Engage	<ul style="list-style-type: none"> Using Jeopardy Rocks students will participate in teams trying to answer in a correct way the questions that will appear on the game. Each team must work collaboratively and analyze each question in order to win as many points as they can. Explain to students they are going to learn about present simple tense for talking about habits and routines. Tell them at the end of the week they will be able to use the present simple for expressing habits. Resource gamified tool: https://www.playfactile.com/lbmxpje53e Formative assessment prior to instruction: Corners, introductory discussion Feedback as formative assessment: Great, good job, well done or nice work.
Explore	<ul style="list-style-type: none"> Using Slides (see Annex 1) introduce simple present tense for students and teach them their different structures for affirmative, negative and interrogative ways. Resource: https://n9.cl/7fyavl
Explain	<ul style="list-style-type: none"> Using PowerPoint (see Annex 1) show images for students and ask them to make statements or questions where they can use present simple tense. For instance, <i>she runs in the park every day</i> Or <i>Does she run in the park every day?</i> Formative assessment: Open-ended questions/ Thumbs Up, Thumbs Down Resource : https://n9.cl/7fyavl
Elaborate	<ul style="list-style-type: none"> Pair work. On book page 35, (see annex 2) students must complete the dialogues with the correct form of simple present tense. Learners must work collaboratively and fill the gaps with the correct form of simple present. To illustrate: <i>Does Mike live in that house?</i> Formative assessment: <i>Whip Around</i> Feedback as formative assessment: good job, well done or nice work
Evaluate	<ul style="list-style-type: none"> Individual work.

	<ul style="list-style-type: none">• On Learning Apps (see Annex 3) learners must read the statements and select the correct option according to the simple present tense. To illustrate, I go to school by car.• On Padlet (see Annex 4) learners must write six sentences in which they can use present simple tense for talking about routines or habits.• Formative assessment used: self-assessment• Resource gamified tool: https://n9.cl/8d0pk• Tool for offering feedback: https://padlet.com/kelvinpindo/cnhhov54vdidt3zo
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Annex 6. Field Notes



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DATA COLLECTION SOURCE: FIELD NOTES

Preservice teacher:	
Observer Involvement: Active Participant/Nonparticipant	Setting:
Individual observed:	
Topic:	
Date:	Time:
	Class size:
Descriptive Notes	Reflective Notes