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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

The impact of gamification on English vocabulary learning among middle basic education students at a public institution in Loja city, school year 2022-2023.

El impacto de la gamificación en el aprendizaje del vocabulario de inglés en los estudiantes de educación media en una institución pública de la ciudad de Loja, año lectivo 2022-2023.

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

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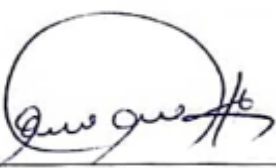Lic. Edgar Mariano Castillo Cuesta Mgtr.

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Dedication

Firstly, this research work is dedicated to God for allowing me to achieve my dream. To my parents Jorge and Mirian whose infinite love, wisdom, and patience guided me to achieve my dreams, likewise, thanks for teaching me that with courage and patience in order to help me achieve all what I have desired. Thanks, to my siblings Glenda, Nayelhi, and Jorge Sebastian for always supporting me and motivating me to take this big step in my life. To my husband Anthony, for his unconditional love and support, for accompanying me throughout this process. I express my most sincere gratitude; this achievement belongs to all of us.

Karol Estefania Irene Gualan

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1. Title

The impact of gamification on English vocabulary learning among middle basic education students at a public institution in Loja city, school year 2022-2023.

2. Resumen

El vocabulario se ha convertido en un componente fundamental en el aprendizaje de la lengua inglesa. Por ello, es fundamental aplicar estrategias que ayuden a los alumnos a aprenderlo de una forma eficaz y amena. Por este motivo, este estudio pretendía determinar la mejora del aprendizaje del vocabulario en inglés mediante el uso de la gamificación. Además de determinar las posibles estrategias y actividades que logren alcanzar un mejoramiento en el rendimiento académico de los estudiantes de sexto año de Educación Básica en una institución pública de la cuidad de Loja, año lectivo 2022-2023. Para la recogida de datos cuantitativos y cualitativos se utilizó un método mixto y un diseño de investigación-acción mediante un pre-test, un post-test, un cuestionario y notas de campo. Asimismo, la estadística descriptiva ayudó a interpretar los datos numéricos. Por otra parte, los principales resultados del pre-test y del post-test ponen de relieve las diferencias significativas que se identificaron en las puntuaciones de los estudiantes en cuanto al nivel de vocabulario, considerando los aspectos del vocabulario como lo son forma, significado y forma, antes y después del tiempo de intervención. Del mismo modo, los resultados del cuestionario muestran las percepciones positivas de los estudiantes con respecto al uso de la gamificación para el aprendizaje y mejoramiento del vocabulario en inglés. Las principales conclusiones de este estudio destacan que la implementación de la gamificación ha conseguido una mejora en el aprendizaje del vocabulario en inglés y proporciona actividades que ayudan a los estudiantes a aprender en un entorno interactivo.

Palabras clave: *Aprendizaje de inglés, estrategias de gamificación, gamificación, vocabulario.*

2.1. Abstract

Vocabulary has become a fundamental component of English language learning. Therefore, it is essential to apply strategies that help students learn vocabulary in an effective and enjoyable way. For this reason, this study aimed to determine the improvement of English vocabulary learning through the use of gamification, as well as to determine the possible strategies and activities to achieve an improvement in students' academic performance. A mixed method and action research design was used to collect quantitative and qualitative data through a pre-test, a post-test, a questionnaire and field notes. M, descriptive statistics helped to interpret the numerical data. On the other hand, the main results of the pre-test and post-test highlight the significant differences that were identified in the students' vocabulary level scores, considering vocabulary aspects such as form, meaning and shape, before and after the intervention time. Similarly, the questionnaire results show the students' positive perceptions regarding the use of gamification for English vocabulary learning and improvement. The main conclusions of this study highlight that the implementation of gamification has achieved an improvement in English vocabulary learning and provides activities that help students learn in an interactive environment.

Keywords: English learning, gamification, gamified strategies, vocabulary

3. Introduction

Vocabulary has a relevant role in language learning, so it can be defined as "the words of a language, including similar items and phrases or chunks of several words with covers a particular meaning, the way individual words do" (Lewis, 1993). That is to say, vocabulary helps language users express or communicate their ideas, thoughts, and feelings. This agrees with Alzharif (2012) who states that "vocabulary has been largely viewed as an important component in language learning and language acquisition" (p. 78). Within this framework, the Ecuadorian Ministry of Education aims for learners to reach an A2.2 level of English vocabulary proficiency according to the Common European Framework of References (CEFR) at the end of the Middle Basic Education sublevel which was the grade of the population.

However, through the teaching practicum in a public educational institution, the researcher identified some problems related to the learning of English language, students did not have enough knowledge about sentence structures, they have difficulties understanding the language and they are not able to speak it because of the lack of vocabulary knowledge. Likewise, Machado (2019) in his study informed that students in Ecuador show a low English language proficiency level and normally they tend to fail at reaching it at school. Besides, some previous studies have shown that learners at this level portray some vocabulary deficiencies that inhibit them to acquire the target language during their learning process at school. Namely, some problems that affect vocabulary learning dictates as follows: first, learners do not have enough time or interest to learn. In addition, EFL classrooms are embedded with the memorization technique which requires students to learn something through extensive amounts of repetition. Consequently, this has caused students to lose interest not only in one aspect of the English language, vocabulary but in overall language learning (Elyas & Alfaki, 2014; Jordán, 2021; Mutalid et al., 2014).

In light of the above, due to the various issues identified, this research aimed to determine the improvement of English vocabulary learning by using gamification. Based on this statement, the researcher has established the following research questions that guided the research process. The general question was: Do the students improve English vocabulary learning by using gamification? Which is related to these subproblems: What is the effectiveness of gamification on the development of English vocabulary? What strategies support the development of English vocabulary learning by using gamification? And what are the learners' perceptions about gamification in English vocabulary?

Consequently, some previous studies presented by Dindar et al., (2021); Gunnel and Top (2018) show that gamification has become one of the most relevant tools in the learning process of English vocabulary, relating learning with fun experiences. This statement is supported by Buenaño et al., (2020); Hazar (2020); Ketola (2019) present gamification as a means to motivate and engage students in the acquisition of English vocabulary. In the same way, gamification involves the concept of learning through games in which learners participate actively which creates a comprehensive teaching-learning atmosphere for vocabulary learning.

Furthermore, Buenaño (2022) in his research suggests continuing to do more research applying other gamification strategies. For this reason, the researcher developed this research by applying flashcards, games, and songs as gamification strategies to improve English vocabulary performance among middle basic education students at a public institution in Loja city.

This research contributes to the application of gamification in which students improved their vocabulary level. Moreover, this research contributes to the English teachers who are interested in teaching vocabulary in innovative methodology. In this regard, the researcher implemented gamification as an innovative strategy to improve students' vocabulary levels. Likewise, the use of its elements engaged the students' attention to allow them to learn vocabulary in significant ways.

Besides, this methodology was employed for 40 hours through the lesson plans in order to improve the students' vocabulary knowledge. In this research, vocabulary aspects were considered like form, meaning, and use. This research work was carried out with 31 sixth-grade students at a public institution in the city of Loja during the 2022-2023 school year. Nevertheless, within the development of the intervention plan, the limitations were that the educational institution does not have technological resources and an internet connection, and the time period was short.

Due to the aforementioned, the general objective that was established to carry out this research work was to determine the improvement of English vocabulary learning by using gamification, and the specific objectives were to find out the effectiveness of gamification on the development of English vocabulary, to apply gamified strategies to develop English vocabulary learning among middle basic education students at a public institution in Loja city. and to describe the students' perceptions about gamification in English vocabulary learning.

This research paper contains the introduction that emphasizes the background of this research. Additionally, the theoretical framework that supports the theory with other authors

and studies. The methodology contains the research design, a research method, and instruments. Likewise, the results mention the different scores between the pretest and posttest. The discussion contains the comparison of these results with previous studies and recommendations for future research. Finally, the conclusions and recommendations that are derived from the analysis of the results.

4. Theoretical Framework

This section is intended to support scientifically the development of this research work with theoretical information based on outstanding researchers, pedagogues, and professional authors that have investigated the topic of this study. The contents of this theoretical frame are according to two variables; the first part is about gamification and the second part is related to vocabulary with its subtopics such as definition, importance, elements, strategies, and advantages.

Namely, the databases in which the relevant information was collected were Erick and Google Academic where the researcher selected some research articles related to gamification and vocabulary. Furthermore, books, journals, and websites also contain important information about the research topic which was used by the researcher.

4.1. Gamification

Gamification is "the use of game design elements in non-game contexts" (Deterding et al., 2011, p.10). Besides, as Pujola (2021) mentions "gamification is an important and powerful weapon in the arsenal for learning, marketing, and behavior change of any kind" (p. 3). Additionally, Kapp (2012) assumes that gamification is "the use of game mechanics to make learning and instruction more fun" (p. 11).

Importantly, Kim et al., (2018) mention some characteristics of gamification which are:

- Gamification is not a single activity but a set of relevant activities and systematic processes.
- Gamification should have the purpose to solve specific problems.
- The mere use of game mechanics such as icons and skins should not be considered gamification. Gamification should be based on the properties of game resources.

    Gamification has become a strategy that can be applied in all aspects and contexts, creating a fun environment and promoting motivation. Additionally, this is the application of games properly thus leaving aside the boring and outdated processes.

4.1.1. Elements of Gamification

For an adequate application of gamification is important to consider the following elements as Buljan (2021) describes the most relevant are:

4.1.1.1. Points system. Assigning aspects to different tasks can encourage learners to work hard. It also gives an accurate representation of their efforts to show how much progress they have made throughout the course or lesson.

4.1.1.2. Badges. They are a great way to recognize and reward individuals for their efforts. A badge is an award given in the form of a virtual item or image pinned to your profile. It's a spectacular way to show that you appreciate hard work and the effort that goes into it.

4.1.1.3. Leaderboards. These are great for creating competition among students, as they want to see their name on the front burner and therefore work harder. You can even produce separate categorization tables based on different sets, dividing people into smaller sets for better competition.

4.1.1.4. Challenges. A challenge is a task that requires a person to accomplish something using their time and effort but has no negative consequences if it is not performed or performed incorrectly. Problems can involve learning tactics such as problem-solving where people must think outside the box to find a solution.

4.1.2. Game

"A game is a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often eliciting an emotional reaction" (Kapp, The gamification of learning and instruction, 2011, p. 7).

According to Brathwaite & Schreiber (2009), game design is a process of designing the content and the game rules. Every game has goals that player needs to reach, which are built using the game design process. Good game goals make the player immersed in the game and every action that the player takes becomes more meaningful.

Additionally, Schell (2008) listed the characteristics of games such are entered willfully have goals, have conflict, have rules, have to win and lose, are interactive, having to challenge, create their internal value, engaging players, are closed formal systems.

By playing the game, students may be able to understand new concepts and ideas, take different perspectives, and experiment with different options and variables. For example, in my first Spanish class, the first week of school, I used to play card games a lot. The students were a group of 4-5 people. Each one reads the description of the card game. After that, the game was played completely silently. After the first round, one student in each group (usually the "winner") moved to another group. We usually played 3 or 4 rounds.

4.1.3. Gamification in Education

Gamification is simply the use of game mechanics to make learning and instruction more fun. Considering the idea of engagement, story, autonomy, and meaning. Games bring experiences meaning. For that, they provide a set of boundaries within a safe environment to explore, think and try things out (Karl M, 2012, p. 11).

Pujola (2021) points out that gamification can be used in all educational contexts from primary to adult education and can be applied in any pedagogical approach: communicative flipped classroom, or task-based learning. Gamified educational environments should create learning conditions to increase students' engagement, activate their learning, develop their autonomy, and thus, motivate them. (p. 111)

Gamification is a pedagogical trend with great potential and a positive effect on student engagement, but it is still to be proved that the increase in knowledge results in better learning outcomes (Dehghanzadeh et al., 2019). Additionally, the constant growth of experiences of gamification education in language teaching helps to know the probable approaches in the development of linguistic abilities and language learning tactics that confirm that gamification is an effective methodological plan.

Importantly, Sangkung et al. (2018) in their book define "gamification in learning and education as a set of activities and processes to solve problems related to learning and education by using or applying the game mechanics" (p.29). In addition, the author defines "Gamification can be useful for learning and instruction because it can promote learner engagement. The fact that many educators face problems related to student interest and engagement in their classrooms."

According to Kiryakova et al. (2014), the development of an effective strategy for the implementation of gamification in English learning implies deepening analysis of existing conditions and available software tools. These authors suggest developing this strategy following these steps:

- **Determination of learners' characteristics.** Once teachers have implemented new approaches in the learning process, it is important to conceptualize the characteristics (profiles) of students to decide whether the new tools and techniques might be correct.

- **Definition of the learning objective.** The learning objectives should be specific and clearly defined. The purpose of learning is to achieve learning goals, otherwise, each

of the classes (including the lesson on gamification) will seem useless. The goals determine what content and didactic activities will be included in the learning process (Kiryakova et al., 2014).

- **Creation of educational content and activities for gamification.** educational content should be interactive, engaging, and rich in multimedia resources. The training activities must be carried out and permitted within the scope of the learning objectives and allow (Simões et al., 2013):
  - Multiple performances: learning activities should be planned so students can repeat them in case of a failed attempt. It is essential to produce conditions and opportunities to be able to reach the final objective.
  - Flexibility: the learning activities should be achievable. They must be adapted according to students' potential and skill levels.
  - Increase difficulty level: each subsequent activity is expected to be more complex, requiring more effort from students and corresponding to their newly acquired knowledge and skills.
  - Multiple paths: This allows students to build their strategies, which is one of the key characteristics of active learning.

- **Additional game elements and mechanisms**. A key element of gamification is the integration of tasks that learners must complete. Completing tasks leads to the accumulation of aspects, the transition to higher levels, and the receipt of prizes. Each of these activities continues to focus on achieving predefined learning objectives (Kiryakova et al., 2014).

4.1.4. Importance of Gamification in Education

Due to the low level of student learning and interest, and within the educational field, the same methodologies and forms of instruction continue to be used, which many consider being out of touch with the interests and needs of students. Nowadays there is gamification.

Gamification in the educational environment is not limited to adding games to the process of instruction or skill development, but its potential to facilitate learning can be exploited by adhering to the properties of the game. As with educational games, players also have the option of using gamification for various purposes besides using it as a source of fun and enjoyment. Gamification should not be tied to certain environments, goals, or scenarios. The customer should focus on improving their experience, having fun, and participating (Deterding et al., 2011).

According to Muntean (2016), gamification does not mean creating a game. It means making education more enjoyable and attractive without compromising the credibility of education. Gamification helps students motivate themselves to learn. Positive feedback encourages students to move forward, be interested, and learn. Gamification can be a powerful impetus for deciding whether they should study/read more.

Commenting on the importance of gamification in education, Akdogan (2014), argues that games have a monumental educational cost and have the potential to be used in the classroom to get students to use the language instead of just thinking about learning the basic formulas. Games encourage students to interact, cooperate and be creative by using language in meaningful ways. Students want to participate in the professions; play games and are mostly ambitious. For them to participate, they must be able to understand and communicate in the target language. Games further encourage students to stay engaged with work, and a teacher can use them to produce areas where language is effective.

Overall, there seems to be some evidence to indicate that gamification in education has become one of the most innovative methodologies of recent times in the educational field, since through it you can achieve better learning results, thus improving the interaction between students and teacher-student. This boosts motivation and commitment at the time of studying. In addition, gamification presents a diversity of strategies, which can be used effectively and efficiently.

4.1.5. Advantages of Gamification for Learning

Klercq (2015) lists some advantages of gamification that have become so dominant in the educational field. These are:

- Gamification has a huge motivating impact. Often, training is abandoned due to lack of motivation, but well-designed games manage to engage the player in completing the training, as he wants to achieve the goal of the game.
- It allows the customer to experiment in safe situations, that is, the player can make bad decisions that have the possibility of bad consequences, but since it is a game, there are no real evils. So, an enormous help for professions or industries in which training in a real environment is not feasible due to the size of the error.
- Games help practice skills that might be difficult or impossible to practice with any other methodology since the player can "work on the degree of reactions, not just

learning content". In addition, "the games make it possible to objectively assess the degree of development of these skills".

- Games that can be used outside of the classroom also provide more flexibility as they can be used at any time and the player can learn at their own pace. This is of paramount importance when we talk about games designed for experts.

- They constantly teach "learning to learn" and, once accessible in digital media, they also train ICT skills. In addition, another virtue of social games, specifically, is that they help to carry out group work and make the player aware that working in synergy helps to develop new ideas.

The various advantages that are shown through gamification, help to improve within the educational field, thus increasing the productivity and effectiveness of the teaching and learning process, thus achieving a better interest among students when learning, the most important thing is not to lose the academic objective to be achieved through gamification.

4.1.6. Enhance Second Language Learning through Gamification

A rather fundamental aspect of gamification with educational goals is based on the implication of educational purposes. The student will view the specified educational goals as tasks that need to be completed to move from one phase to another. Ultimately, the task and the transition from one phase to another become some form of learning outcome. This gives L2 educators alternatives to positively plan for the language learning process and the levels of fluency they continue to work with and rethink their methods based on the similarities they find in games and learning. For example, when doing gamification, an L2 student might think of themselves as a gamer who hopes to earn a degree (Flores, 2015)

Additionally, Flores (2015) points out that the use of gamification in L2 learning positively aids the learning experience based on the information presented. At the same time, learning interventions should be approached with caution. Gamification helps the L2 learner in various personality components. Additionally, the student moves from a timid to a more motivated shyness mode in the functionality of positive feedback and the game resources used. The gamification of the L2 classroom optimizes the learning of writing, reading, and learning and motivates participation and relationship. Through gamification, the educator can generate meaningful experiences that will move away from a game mentality toward a techno-constructivist mentality. To win with gamification in L2 learning, goals, and targets must be aligned and have formal evaluation criteria.

4.2. Vocabulary

Some authors have similar definitions of vocabulary. According to Diamond & Gutlohn (2006), vocabulary is the justification of words and their meaning. This means that understanding and using a language is not achieved without first establishing a solid foundation of vocabulary. In addition, the student should be able to recognize words and know their meaning. Moreover, Hiebert (2020) claims that "vocabulary is central to acquiring, remembering, and using knowledge".

In addition, Susanto (2017) points out that vocabulary learning is a big part of learning foreign languages. The meanings of new words are often emphasized, either in books or in verbal communication. Vocabulary is considered central in language teaching and is of utmost importance for a language learner. Vocabulary is vital to learning a foreign language.

"Vocabulary is the collection of words that an individual knows. Hence, vocabulary represents an important area of knowledge in a target language" (Arequipa & Cueva 2016, p.2).

Vocabulary is essential for teaching and learning English because without sufficient vocabulary, students cannot understand others or express their thoughts. Especially as students develop fluency and expressiveness in English; they need to gain a more creative understanding of vocabulary and develop their own customized vocabulary learning tips. Students are constantly instinctively aware of the value of vocabulary in language learning. Various factors influence language learning both individually and in general. Motivation, ability, and learning tactics are matter-specific factors influencing language acquisition by learners (Akdogan, 2017).

One of the most important aspects that there are in vocabulary is a word which term is the smallest significant unit of language used to form phrases and sentences that primarily represent an object, initiative, action, idiom, etc. Additionally, vocabulary is valued as a complex of type and meaning. Vocabulary is not mentioned, but it is implied that vocabulary is necessary for communication. Vocabulary is more relevant than grammar because without the ideal grammatical composition, we can speak, but without vocabulary, we cannot. Words are at the root of communication and a solid vocabulary optimizes each of the areas of communication such as listening, speaking, writing, and reading. Vocabulary is the most important skill to learn a language, all languages contain words (Boers, 2022).

Vocabulary is one of the most important parts of learning a new language, and without the necessary knowledge, it would be impossible to express our thoughts, feelings, and ideas. Also considering that thanks to the vocabulary we can acquire the four skills of the English language, which are: reading, speaking, writing, and speaking.

Within this theme, it is important to consider "vocabulary size which is considered the number of vocabularies that a person knows to some extent. A five-year native speaker child who is about to start school knows around 3,000- word families" (Biemiller & Slonim, 2001).

4.2.1. Importance of English Vocabulary

When learning English, vocabulary is necessary for learning a language as it allows individuals to communicate and express ideas, feelings, and thoughts in the language they are still learning. According to Wilkins (as cited in Tariq & Ibrahim, 2014) "while without grammar very little can be conveyed without vocabulary nothing can be conveyed" (p.41). In addition, Arequipa & Cueva (2016) pointed out that vocabulary is the most essential part of the teaching-learning process of a language because if the students don't have sufficient knowledge of it, it affects drastically and impedes the production of the language.

Vocabulary teaching and learning is an ongoing challenge for both teachers and students as there has generally been minimal focus on vocabulary building in the ESL classroom. In several institutions, it is envisaged that the use of games is one of the practices that can contribute to the students once the students play with other students. Therefore, this technique will help develop their interpersonal skills and vocabulary. You are encouraged to communicate confidently in the target language. One way to improve student learning is to have students view pictures or activities. This allows them to expand their vocabulary and they will enjoy using games, play activities, and materials. It is equally effective for teachers. Proverbs will also come in handy for teachers (Ghalebi et al., 2020).

> "The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency" (Fortes, 2017, p. 12)

Considering the above-mentioned vocabulary is one of the most important components in the acquisition of a new language, and that it is within the educational approach since, without it. Besides, it would not be possible to learn another language. In addition, vocabulary helps to understand and develop the four skills.

Once you've applied gamification to teaching, it's critical to consider that award badges have the potential to shift from handing out printed badges after completing a task to having online leaderboards throughout the year. When deciding what kind of badges to give students, remember to think of all your students. Focus on rewarding healthy learning habits, like staying focused or persisting in defeat, rather than simply rewarding good grades. Thus, gamification help to increase the student's participation and can learn in a better way, as a result, the teacher can obtain better outcomes in the teaching-learning process.

4.2.2. Features of Vocabulary

According to Smith (2022), educators need to consider all the important information you will need to know about English vocabulary to teach it effectively, namely meaning, spelling, pronunciation, part of speech, word family, frequency, and usage.

4.2.2.1. Meaning. Many English words have multiple meanings. Some meanings of a given word may be similar, but others may be very different.

4.2.2.2. Spelling. It is important when using the word in a sentence. English is notorious for being difficult to spell, and many words are spelled differently than people pronounced.

4.2.2.3. Pronunciation. Knowing the pronunciation of a word is especially important if want to use it while speaking or understand it while listening. Pronunciation can be a difficult area, such as spelling. This is because some words that are spelled in the same way are pronounced differently.

4.2.2.4. Part of Speech. It is important to know the part of speech of each word you learn. This means whether the word is a noun, verb, adjective, or adverb.

4.2.2.5. Word Family. A word family is a group of "related" words through a common root word (Smith, 2022)

4.2.2.6. Frequency. Some words are more common than others. Very rare words are not worth learning unless they are important in a particular field of study.

4.2.2.7. Usage. Studying individual words alone is not enough. If learners want to increase their vocabulary and use words productively when speaking or writing, they need to understand how they are used.

4.2.2. Vocabulary Aspects

When educators teach vocabulary to increase students' knowledge of words and phrases, they need to know all these different elements that will help them improve and use their English vocabulary, and it is helpful to develop the four skills: reading, writing, listening and speaking. As Nation (2001) describes:

Table 1

What is involved in knowing a word?

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

Source. Adapted for Nation (2011, p.27)

4.2.3. Types of Vocabulary

According to Montgomery (2007), there are four types of vocabulary: listening, speaking, reading, and writing. The first two make up the spoken vocabulary and the last two make up the written vocabulary. Children begin to master listening and speaking vocabulary

years before they begin to build reading and writing vocabulary. Spoken language forms the basis of written language.

4.2.3.1. Listening Vocabulary. The words we hear and understand. From the womb, the fetus can hear the sound as early as 16 weeks. In addition, babies listen all the time they are awake, and in that way, we learn new words throughout our lives. By the time we grow up, most of us will recognize and understand nearly 50,000 words.

4.2.3.2. Speaking Vocabulary. The words we use when speaking. The vocabulary we speak is relatively limited. Most adults use only 5,000 to 10,000 words for all conversations and instructions. This number is much less than our listening vocabulary, probably because of its ease of use (Uchikoshi, 2012).

4.2.3.3. Reading Vocabulary. The words we understand when reading the text. You can read and understand many words that you do not use in spoken language. This is the second-largest vocabulary for the reader. If you are not a reader, you cannot "extend" your vocabulary.

4.2.3.4. Writing Vocabulary. Words that you can remember when writing to express yourself. The teachers generally easier to explain ourselves verbally by expressing our thoughts using facial expressions and intonations, rather than finding the right words to convey the same thoughts in writing. I feel that. The vocabulary we write is greatly influenced by the words we can spell (Montgomery, 2007).

4.2.4. Strategy to Learn English Vocabulary

Vocabulary is the group of words that a student knows. Therefore, vocabulary represents a fundamental area of understanding in a target language. Therefore, learners need to be aware of the different techniques, strategies, procedures, and skills they need to develop to acquire English vocabulary.

There are many different strategies that learners can use in the process of learning English vocabulary. The following classification is a general review of this topic.

4.2.4.1. Cohen's (1990) Classification of Vocabulary Learning Strategy (VLS). According to Behforouz & Ghaithi (2022), the first classification of vocabulary Learning Strategy (VLS) was developed by Cohen (1990). He divided the vocabulary strategies into three groups: remembering words, vocabulary learning, and practicing words.

A. The remembering words strategies consist of nine components as follows:

1. Creating a link between the word and the sound, whether in the native or foreign

language.

2. Explaining the word meaning.

3. Observing the word structure.

4. Relating the word to a topic.

5. Considering the occurrence of the word in isolation and among other words

6. Relating the word to a context.

7. Relating the word to a mental image.

8. Relating a physical dimension to the word.

9. Having a keyword that represents the word.

B. The VLS includes three components as follows:

1. Analyzing the word.

2. Learning about its derivatives.

3. Learning dictionary skills.

C. The practicing *word* strategies consist of three components as well:

1. Using flashcards.

2. Making groups.

3. Explaining the word and putting it in different contexts of occurrence*.* (p. 288)

4.2.4.2. Cohen's (1990) Classification of Vocabulary Learning Strategy (VLS).
Brown & Payne (1994) propose a classification in which there are five steps for vocabulary
learning:

- The first step is to generate opportunities to find new words to learn. This can be
  achieved by listening to the radio, watching TV, reading books and newspapers in the
  target language, and talking to native speakers.

- The second step is to learn about the manner of words. This can be achieved by having
  similar sets of sounds and using phonetic symbols to differentiate the sounds. This can
  also be true when words are related to similar words in another language.

- The third step aims to review the meaning of the words. This can be done by guessing,
  trying to find the meaning in the dictionary, asking native speakers for the meaning,
  asking competent speakers of the language for the meaning, and providing a mental
  picture of the words by relating them to pictures.

- The fourth step is to link the image and meaning of the word so that they become part
  of the student's memory. This can be done through many methods of society and
  memory.

- Finally, comes the stage of using the word. This step requires the use of new words in the environment. However, if the learning goal is only receptive, this step can be ignored because it is a useful step (Behforouz & Ghaithi, 2022).

4.2.5. Vocabulary Learning by Using Gamification

Teaching vocabulary through games is beneficial as the games create joy and interest in learning. With the development of effective tools for teaching vocabulary, students can easily accept new foreign languages. Learning vocabulary is considered a difficult task as you must memorize unfamiliar words and spellings. Games can be an effective way to motivate students and get them more involved in the learning process. The technology used in the classroom is moving from traditional pen and paper education to more interactive and productive digital classroom activities (Hashemi, 2021).

According to Bakhsh (2016), games have proven to be a successful way to teach young learners vocabulary, but teachers and students have some challenges. The first challenge is noise and disorganized classrooms. When children are excited, they can move around and talk too much, making it difficult to control and manage classes.

4.2.6. Strategies for Vocabulary Teaching by Using Gamification

Within the gamification, is important to consider some strategies that help teachers with better way vocabulary, and some of them are mentioned:

4.2.6.1. Flashcards. They are a great resource and can be used at any time throughout the session. This is a great way to introduce, review and review vocabulary, and when students feel comfortable with the assignments, they can hand out the first words typed for use in small groups.

4.2.6.2. Songs. They have special benefits for those who continue to learn a new language. As you may know from your analysis of English or other languages, listening to music and singing is a natural and enjoyable way to create new sounds, words, and phrases. By the way, learning a song or a musical tool is similar in many ways to learning a language (Lems, 2018).

4.2.6.3. Games. Games are beneficial and effective for learning vocabulary. They are motivating as they mainly involve friendly competition and create a collaborative learning environment where students can work together. They improve students' communication skills and could use the target language. Hence, vocabulary games bring a real environment to the

classroom and improve students' use of English flexibly and communicatively (Derakhshan & Khatir, 2015).

4.2.7. Games for Vocabulary Teaching by Using Gamification

As mentioned, vocabulary is one of the most relevant components when learning a new language, that is why it is important to implement gamification as a strategy to learn in a different and more fun way as Elyas & Alfaki (2016) mentioned:

4.2.7.1. Hot Potato. The class is divided into teams A and B; two groups sit on opposite sides of the room. 2 chairs will be placed around the class so that the one sitting on the chair is facing his team and the board is behind him. Later, his teacher writes the word on the blackboard, but the student in the chair does not see him. Each team will have one minute after the signal to start the match.

4.2.7.2. Memory Challenge. It could be used to teach vocabulary to teenage students. Students should sit in pairs or form small groups. Each group has 3 minutes to write down as many words as they can remember from the previous lesson, for example, animals The group that remembers the most words wins the game (Elyas & Alfaki 2016).

4.2.7.4. Pictionary. The class should be divided into two teams. Each team sits on the other side of the classroom. One student from each team will be asked to come to the board. The teacher then puts out a word or phrase on the board for the student to draw as a clue. The team that can guess the word will get points (Hamer & Lely, 2019).

4.2.7.5. Bingo. The teacher writes 10 words on the board, and each student chooses and writes down 5 words. The teacher then randomly chooses a word without saying it and gives the student its definition or synonym. He or she should shout Bingo when the student guesses the correct word! And win the round.

This section details some gamification activities that the teacher can use when teaching vocabulary, as mentioned by Akdogan (2017):

4.2.7.6. Matching Game. Prepare a set of flashcards for each vocabulary of interest and hang a large piece of paper on the wall so that each group can start working later. Ask the group to match the flashcards. Give each group a key so you can see what the other groups are doing.

- Material: pictures, a large piece of paper, pencil.

4.2.7.7. Crossword Puzzle. This contains a series of placed squares. The goal of this game is to fill the white squares with letters. These words are the answer to a series of clues. Helps you practice your vocabulary, levels, and course goals. The vocabulary is also extended (Orawiwatnakul, 2017).

4.2.7.8. Spelling Puzzle. This is a game in which students challenge to spell various objects by rearranging letters. This game aims to integrate the knowledge of words by associating spelling with visual expressions.

- Materials: the objective of pictures for the describer to use the correct name (Akdogan, 2017)

4.2.9. Advantages of Gamification to teaching vocabulary

According to Kingsley & Grabner (2017), some advantages help to develop vocabulary knowledge.

- Games create various contexts.
- Make the lessons more interesting, enjoyable, and effective.
- Encourage students to interact and communicate.
- Games are an effective solution to solve problems in learning vocabulary.
- It is enjoyable, fun, and appropriate to be used in learning vocabulary class.
- It promotes and motivates the students to increase their ability in learning vocabulary.
- They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem.
- Through games, students can learn a variety of important skills.

4.2.10. Assess Vocabulary

According to White (2022), there are many ways to assess vocabulary in the form of tests and forms. It is ideal to use multiple assessments since each has its restrictions. Discover several of the simplest possibilities that you could start using as part of your evaluation process.

4.2.10.1. Define the Word. One way to assess vocabulary is to ask a person for the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the simplest way to assess whether a student has mastered these new vocabulary words is to give them a closed book test in which they must grant the definitions.

4.2.10.2. Choose the Correct Word. Once students know what a word means, they can use that understanding to choose the correct term from a variety of possible ones. Assessments that require students to choose between similar words can be a good way to assess vocabulary. An assessment like this commonly confused word worksheet can show if a student knows the definition of a word well enough to distinguish it from a similar term (White, 2022).

4.2.10.3. Use the Word in Context. The true value of knowing a word is being able to use it in the environment. Assessing whether a student can use a word correctly in the environment provides information about whether they can exercise their understanding of the definition. One way to do this is to encourage students to write basic sentences using vocabulary words and then check their work to see if they are still using the terms correctly.

4.3 State of art

In this section, some studies focused on the influence and effectiveness of gamification on the English vocabulary level. These research works are related to the basis of the development of this study which highlights the relevant aspects of the impact of gamification on teaching vocabulary of English as a Foreign Language. Within the development of this research work, six previous studies have been selected that focus on increasing English vocabulary in students at different educational levels. These works are characterized by the relevance of gamification as an effective tool.

First, Shabanch & Farrah (2019) carried out research called "The effects of games on vocabulary retention", which implemented a descriptive design. Moreover, the aim of this research was to figure out the efficiency of using games inside classrooms and develop the implementation with 20 randomly chosen students (ten males and ten females) of third grade and fourth grade in Palestine. Likewise, the instruments of pretest and posttests and class observation were applicated to collect data. Finally, the research findings revealed the efficiency of using games in the educational process. Accordingly, games help students to retain unfamiliar vocabulary, associate new information with their surroundings and develop their language and communicative skills, games inside the classroom have a positive effect on students' vocabulary performance.

In the same regard, mixed research was conducted by Dindar et al. (2020), about the effects of gamification of cooperation and competition on English vocabulary learning. The aim of this research was to investigate the task effort, learning achievement, and motivational and social outcomes associated with gamified English vocabulary learning in cooperative or competitive conditions. Moreover, 75 Chinese university students were recruited from four different universities in China, the instruments that helped to recollect data were: the Baicizhan mobile language learning app, demographics questionnaire, vocabulary test, and task effort. Finally, this research concluded that the positive influence of gamified cooperation on creating meaningful connections among learners should not be ignored, even though it facilitates similar learning and motivation outcomes as gamified competition and recommend that a possible

future avenue of research would be to design a gamification experiment as a combination of within- and between-group activities.

In the same context, Hazan (2020) developed research called "Use of the digital game in teaching vocabulary to young learners", which implemented an experimental design. In addition, this research had an objective: to examine the effectiveness of digital games on third-grade English vocabulary development and learning, and how effective is the use of digital games to enhance vocabulary? was a research question. Likewise, 37 students from two separate classes, a class of 20 students were identified as the experimental group, and another class of 17 students was assigned as the control group who were participants in this study, and the instruments were pre-test and post-test which helped to answer the question. Consequently, findings indicated that digital games' usage in teaching vocabulary is effective for learners to improve their vocabulary knowledge, digital tools are indispensable parts of most children's lives, and using these tools in school could motivate children to enjoy classes more.

A mixed-method study was conducted by Gunel and Top (2022) called "Effects of Educational Video Games on Games Vocabulary Learning and Retention" which aim was to integrate video games into classrooms not as a replacement for regular lessons but as supplementary materials under the teacher's supervision. Moreover, the instruments achievement test and interview questions were implemented, and participants were Ninety-six middle school students, 48 in the control group and 48 in the experimental group of sixth and seventh grades who helped to develop this study. In consequence, the main results were in English lessons, where educational video games developed according to the student's individual needs are applied as supplementary material together with traditional methods under the teacher's supervision, students have fun, and their motivation for the lesson increases.

In this regard, Ketola (2019) carried out twofold research called "Gamified Vocabulary Learning" which objective was to shed light on the use and reception of digital learning games and especially the monolingual English vocabulary learning platform and mobile app Vocabulary.Com and its effects on motivation and learning outcomes of students in the Finnish upper secondary school context. It was aligned to answer the question what is the impact of the use of Vocabulary.com and digital learning games in general on first-year upper secondary school students' motivation regarding learning new vocabulary? Additionally, participants of this study were in Questionnaire 1 contributed 27 students first-year and 22 students second-year students, whereas in Questionnaire 2 there were 25 students and it applied questionnaires like an instrument. Furthermore, this study showed that the Duolingo platform facilitates the

learning of vocabulary in the English language due to its ease of use and the variety of activities it contains.

In the same way, quasi-experimental research was conducted by Buenaño et al., (2022) which aims to establish the effectiveness of the Gamification strategy in vocabulary acquisition in the English language in the students of the first semester at Pedagogy of National and Foreign Languages Program at Universidad Técnica de Ambato. Furthermore, the population who participated in this study were 73 students first semester at Pedagogy of National and Foreign Languages Program, and the pretest and posttest helped to collect data. Finally, the results of this study revelated that a posttest was applied, which showed that the students went from a basic to an intermediate level, establishing the effectiveness of the proposed gamification strategy (Duolingo learning platform) in the acquisition of new vocabulary, and it recommended that continue doing more research applying other gamification strategies.

In sum, this research review aimed to highlight some different points of view on the impact and benefits of gamification in the improvement of English vocabulary in the educational context. Thus, it was important because through gamification teachers create a fun and innovative methodology to increase students' English vocabulary. Moreover, it enhances motivation, participation, interaction, and interest in the students, through recreational activities that stimulate memory, sequence, classification, observation, similarities, and differences in basic skills in learning vocabulary. In the same context, some researchers emphasized that gamification help students retain unfamiliar vocabulary, associate new information, and develop their language and communication skills. On the other side, some research works consider continuing to carry out more research by applying gamification strategies and exploring gamification elements to teach and learn English vocabulary, minimizing conventional processes inside the classroom.

<h1 align="center">5. Methodology</h1>

In this section, the methodology explains how the researcher intends to carry out this research. The segments are developed considering settings, participants, procedure, methods research design and data analysis.

5.1. Settings and Participants

This research work was carried out at a public institution in the city of Loja, located in the south of Ecuador. The geographical coordinates of this city are longitude: -79.2 3° 58′ 60″ South, 79° 12′ 0″ West, and latitude: -3.98333. It has a surface of 1.928,00 km2 and its altitude is 2.069 m.

The population of this study was middle basic education students of a public education institution in the city of Loja. In the same way, the researcher selected the participants in the sixth grade of middle basic education by convenience sampling. According to Emerson (2015), this method helps researchers obtain the number of participants they desire. In this method, sampling is simply based on who is available or who volunteers to participate in the study (Gay et al., 2012). The sampling had been taking an intact group of 31 students in the sixth year of public school during the 2022-2023 school year. Of the whole group, 16 were males and 15 were females whose age average was between ten and twelve years old. The target group had an A1 level of proficiency in the English language. Considering the age of the students a consent form was signed by the target representatives. Importantly, the research uses a code to identify each participant to protect the ethical principle of privacy.

5.2. Procedure

5.2.1. Method

The present work developed a mixed method which represents an alternative methodological approach that combines qualitative and quantitative research approaches, allowing researchers to examine complex phenomena in detail (Halcomb & Hickman, 2015). Within this research, to collect qualitative data has performed a questionnaire considered students' perceptions about the impact of gamification on vocabulary learning. According to Gay et al., (2012), the main goal of qualitative research is to understand a social situation or activity as seen from the perspective of the research participants. In this way, it attempted to answer the sub-question which was: What are the learners' perceptions about gamification in English vocabulary learning among middle basic education students at a public Institution in Loja city?

On the other hand, quantitative research is the collection and analysis of numerical data to describe, clarify, forecast, or regulate interesting occurrences (Gay et al., 2012). Therefore, the collection of quantitative data helped to identify and evaluate the effectiveness of gamification on English vocabulary level through the application of pretest and posttest. It answered the sub-question: what is the effectiveness of gamification on the development of English vocabulary with middle basic education students at a public institution in Loja city?

5.2.2. Research design

The present research was worked on by using the practical action research model, which contributed to solving the problem of English vocabulary learning by using gamification. Practical action research is focused on a "how-to" approach to the processes of action research. Moreover, teacher researchers choose their own areas of focus, determine their data collection techniques, analyze, and interpret the data, and develop action plans based on their findings (Gay et al., 2012). As a researcher and future teacher of the English language subject, this model has been suitable because this study has been sequenced in the following stages suggested by Gerald Susman (1983) which were: diagnosing, action planning, action, evaluating, and reflecting. These stages have been adopted by the researcher in this study:

5.2.2.1. Diagnosing: Through internships, the researcher identified a problem in the vocabulary knowledge of the target researched group. The researcher was able to find out some more information and developed a literature review in databases such as research articles, books, and journals about the problem and possible solutions, so it was possible to develop a more detailed diagnosis. Through this analysis, it was possible to state and define a research general problem that was addressed to ask how can students improve English vocabulary learning by using gamification among middle basic education students at a public institution in Loja city? To guide the research process, the main problem was divided into three sub-questions which are aligned to find out the effectiveness, the strategies, and students' perceptions about gamification over vocabulary.

After that, the educational institution in which the intervention plan was carried out was identified. Then, the researcher requested official permission to carry out the intervention plan from the Coordinator of the English Department. After that, the official letter was delivered to the principal of the public institution who approved to apply the intervention plan for the thesis work. In this stage, the first-class the researcher applied the pre-test in order to measure their English vocabulary level.

5.2.2.2. Action Planning: Once the researcher identified the main problem of vocabulary, a wide range of information and alternative possible solutions of gamification have been researched to respond to the problem effectively. Moreover, the researcher considered some gamified strategies such as games, songs, and flashcards that were applied in each session of intervention considering the implementation of gamification. For this reason, the researcher applied some games such as matching crossword puzzles, parrot games, and spelling puzzles which helped to teach in an innovative methodology.

The researcher considered some indicators when developing the lesson plan (Annex 4) within the gamification: points systems, gadgets, participation, interaction, and learners' interest. In the same way, vocabulary was considered by some indicators such as form (speaking: pronunciation and writing: spelling), meaning (context/associations/visuals), and use (grammar-word phrases, collocations, compound words). Importantly, this indicator helped to fulfill effectively the objectives established.

The researcher elaborated ten lesson plans which were aligned with Gagne's nine events of instruction. They help the teachers build a framework to prepare and deliver instructional content while considering and addressing conditions for learning (Gagne, 1992). These events were developed in some stages such as warm-up and objective discussion, instruct, model, guide practice (less guide practice), independent practice, and assessment, which was useful for developing the intervention to teach vocabulary effectively.

5.2.2.3. Acting: In this stage, the researcher developed the next interventions, the researcher performed the lesson plans which were designed with Gagne's nine events of instruction as mentioned before. During the proposal's application, the researcher collected the data using group observation, where the researcher analyzed the behaviors on the application of games to improve English vocabulary level.

The time that was developed in the plan of intervention was forty hours of English class. It was carried out in approximately ten weeks, during the 2022-2023 school year. It is important to point out that the teaching methodology was by using gamification. It was developed through on-site classes in the public institution which belonged to the selected target group of learners in the city of Loja. The classes were developed by using a variety of games such as matching crossword puzzles, parrot games, and spelling puzzles which helped to get the expected outcomes that were addressed to improve vocabulary in the English language teaching-learning process.

5.2.2.4. Evaluating & Reflecting: At the end of the intervention, the researcher applied a post-test to measure the English vocabulary knowledge of the sixth-grade of middle basic education students. This was with the purpose to identify the effectiveness of gamification on English vocabulary learning, therefore, to answer the first sub-question. Likewise, a questionnaire was implemented in order to know the students' perceptions about the application of gamification to English vocabulary learning.

This stage analyzed the results obtained from the plan of intervention by interpreting the quantitative and qualitative data collected during the action stage. The general findings were reported by establishing conclusions and recommendations that helped to answer the research-specific questions stated in this study and develop further research about the impact of gamification on English vocabulary learning.

5.2.3. Data Collection Sources and Techniques

The development of the present research was by using quantitative and qualitative methods to collect data about the effectiveness of gamification to improve English vocabulary. In the same way, the quantitative instruments such as pre-test, post-test, and questionnaire were designed based on the paper-and-pencil technique which is related to two categories: selection that includes multiple-choice, true-false, and matching questions, and supply which is about questions that require the responder to fill in the blank or write a short answer (Creswell, 2012).

The quantitative data was spotlighted on collecting numeric data from the application of a pretest and posttest (Creswell, 2012). Within this method, the quantitative instruments were the pre-test and post-test (**Annex 1**)which were used to measure the students' English vocabulary level and consider some aspects of vocabulary such as form, meaning and use. Moreover, according to Creswell (2012), the pre-test provides a measure of vocabulary performance before an intervention plan. In the same way, the post-test is a measure that was applied to the students during the last week of the intervention plan, to gather data about the improvement of vocabulary by using gamification. (Creswell, 2012). These tests included five questions that are closed-ended questions. Moreover, according to Gay et al., (2012), these tests were scored by using the criterion-referenced test which the researcher scored by using a scale in which 9,00-10,00 master the required learning, 7,00-8,99 achieves the required learning, 4,01-6,99 is close to achieving the required learning and ≤4 does not achieve the required learning according to Mineduc (2016).

Within this research work, the questionnaire (**Annex 2**) was a mixed instrument in which ten closed-ended questions provide the inquirer with quantitative data and these questions had the option to justify their selection which collected qualitative or text information (Zohrabi, 2013) that enabled to reflect on the student's perceptions about the effectiveness of gamification on English vocabulary learning. These questions were elaborated on using the Likert scale which has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about gamification on English vocabulary.

In the same regard, the qualitative instrument was applied by using the observation method. According to Gay et al., (2012), observation is an understanding of the natural environment as lived by participants, without altering or manipulating it. In the same context, the researcher was a participant spectator of the situation observing and collecting data on the activities, people, and physical aspects of the setting through field notes (**Annex 5**) (Gay et al., 2012). For this reason, the field notes were written by the pre-service teacher at the end of each lesson. The field notes were used as the qualitative instrument which is the data analyzed to provide a description and understanding of student behavior and reactions in teaching and learning. (Gay et al., 2012).

5.3 Data analysis

For the collection of quantitative data, this study implemented a descriptive statistic that helps to summarize the overall tendency in numerical data (Creswell, 2012). Likewise, the researcher interpreted the pretest and posttest by using a measure of central tendency, the mean. Therefore, for representing these results was applied a frequency of measure, in this case, were tables that helped to compare with detail the mean scores of each vocabulary aspect on the pre-test and post-test results. In the same way, the data obtained from the questionnaire was represented by using frequency measures which were illustrated in bar charts. Each graphic was presented per each question and the frequency was determined by the number of students who agreed on each question of this research instrument. During the development of the intervention plan, this information was evidenced in field notes which attempted to corroborate the quantitative data.

6. Results

The results obtained from the quantitative and qualitative instruments are described in this section. The pre-test and post-test instruments allowed the researcher to measure the students' vocabulary level (form, meaning, and use). Likewise, a questionnaire with closed-ended questions and opened-ended questions was applied in order to gather data on students' perceptions toward the implementation of gamification to learn vocabulary.

6.1 Pre-test and Post-test Results

The pre-test and post-test results enabled to determine the improvement of English vocabulary learning by using gamification among middle basic education students at a public institution in the city of Loja, 2022-2023 school year. The results are shown in the table below.

Table 2

Pre-test results on the performance of sixth-grade students' vocabulary knowledge

Students' code	Form 4/4	Meaning 4/4	Use 2/2	Total 10
6MBE01	0.00	2.40	0.00	2.40
6MBE02	0.20	2.00	0.00	2.20
6MBE03	0.20	2.30	0.00	2.50
6MBE04	0.60	2.60	1.60	5.70
6MBE05	1.20	2.40	0.00	3.60
6MBE06	0.60	2.40	0.00	3.60
6MBE07	0.80	2.00	0.80	3.60
6MBE08	0.20	3.60	0.00	3.80
6MBE09	0.60	0.40	0.00	1.00
6MBE10	0.00	3.60	0.00	3.60
6MBE11	0.80	2.40	0.00	3.20
6MBE12	0.40	3.60	0.40	4.20
6MBE13	1.00	2.60	0.00	3.60
6MBE14	0.20	2.00	0.00	2.20
6MBE15	1.40	1.60	1.60	4.60
6MBE16	0.80	0.40	0.00	1.20
6MBE17	0.80	0.80	0.00	1.60
6MBE18	0.40	3.60	0.00	4.00
6MBE19	0.20	2.80	0.00	3.00
6MBE20	0.80	3.20	0.40	4.40
6MBE21	0.20	4.00	0.40	4.60
6MBE22	0.40	2.60	0.40	3.40
6MBE23	0.20	2.80	0.40	3.40

Students' code	Form 4/4	Meaning 4/4	Use 2/2	Total 10
6MBE24	0.20	4.00	0.40	4.60
6MBE25	0.20	1.60	1.20	3.00
6MBE26	0.60	2.80	0.00	3.40
6MBE27	1.40	3.60	0.80	5.80
6MBE28	0.80	3.60	0.00	4.40
6MBE29	1.00	2.80	0.40	4.20
6MBE30	0.20	0.40	0.80	1.40
6MBE31	1.00	1.20	1.20	3.20
Average	**0.56**	**2.45**	**0.35**	**3.61**

6MBE= Sixth Grade of Middle Basic Education, 01=Students' code.

Table 2 provides the results obtained from the pre-test which was applied to the sixth-grade middle basic education students before the intervention plan to measure the target group's vocabulary knowledge. Overall, the most striking result to emerge from the data is that 100% of the participants could not reach the average score (7/10) compared to the national grading scale. Therefore, it showed that students did not accomplish the necessary vocabulary learning.

Within the "form aspect" of vocabulary (0.56/4.00), students' remembrance of the spelling and pronunciation was not efficacious as expected. It is notable that the participants could not pronounce some words in the correct intonation, and they said the word according to their writing, without considering the word stress of the vocabulary. Additionally, this reflected the difficulties that they had to spell words properly.

In the regard to the "meaning aspect" of vocabulary (2.45/4.00), students' recognition of the meaning of the words was partially predictable. It is interesting to note that, students could identify partly the meaning by using images and recognize the significance of their vocabulary, but the results present that in some cases they confused the meaning with other contexts.

Finally, in the use aspect of vocabulary (0.35/2.00), students' identification of the use of vocabulary was not efficient as expected. The students could not recognize the correct grammatical function of the word or phrase, or collocations that normally go with them. This is indicative of the lack of learning of the grammatical structures of the tenses and the use of the vocabulary.

Ultimately, this was included to verify that the lower vocabulary knowledge was an important issue, because vocabulary is a base to learn the English language. Considering this, the above results helped the researcher decide to carry out an intervention plan by using gamification in this population.

Table 3

Posttest results on the performance of sixth-grade students' vocabulary knowledge

Students' code	Form 4/4	Meaning 4/4	Use 2/2	Total 10
6MBE01	3.20	3.60	1.60	8.40
6MBE02	3.60	3.00	2.00	8.60
6MBE03	3.40	3.20	2.00	8.60
6MBE04	4.00	4.00	2.00	10
6MBE05	3.60	4.00	2.00	9.60
6MBE06	3.40	4.00	1.40	8.80
6MBE07	4.00	3.60	2.00	9.60
6MBE08	3.20	3.60	1.60	8.40
6MBE09	2.60	3.60	1.60	7.80
6MBE10	4.00	2.60	2.00	8.60
6MBE11	3.80	3.00	1.60	8.40
6MBE12	3.60	4.00	2.00	9.60
6MBE13	4.00	3.60	1.00	8.60
6MBE14	3.20	4.00	1.20	8.40
6MBE15	3.40	3.60	1.60	8.60
6MBE16	2.60	3.60	1.00	7.20
6MBE17	2.60	3.80	1.60	7.40
6MBE18	3.40	3.60	1.60	9.00
6MBE19	4.00	2.80	1.20	8.00
6MBE20	3.80	3.20	2.00	9.00
6MBE21	4.00	4.00	2.00	10
6MBE22	4.00	4.00	1.40	9.40
6MBE23	3.20	3.80	0.40	7.40
6MBE24	4.00	4.00	2.00	10
6MBE25	2.60	3.60	2.00	8.20
6MBE26	3.60	4.00	1.60	9.20
6MBE27	4.00	4.00	2.00	10
6MBE28	4.00	4.00	2.00	10
6MBE29	3.60	4.00	1.60	9.20
6MBE30	2.60	3.60	1.60	7.80
6MBE31	3.40	3.20	2.00	8.60
Average	**3.50**	**3.63**	**1.66**	**8.70**

6MBE= Sixth Grade of Middle Basic Education, 01=Students' code.

As can be seen in Table 3, the results obtained from the post-test which was applied to the sixth grade of middle basic education learners after the intervention plan in order to measure the target group's vocabulary level. On the whole, the most relevant result of the data is that

100% of the participants could achieve the average score (7/10) in which 13 students were placed in the excellent score range with a score of 9.00-10. In the same way, 18 of them were placed in the average score range of 7.00-8.99.

Regarding the "form aspect" of vocabulary (3.50/4.00), students' recognition of spelling and pronunciation had a significant increase as expected. The results of this data found clear support for the improvement of spelling, where the students could recognize the correct word order of the vocabulary and they could spell words properly. Another impressive result was that the students demonstrated their pronunciation advancement when they pronounce the words in the correct intonation and considered the word's stress on the vocabulary. However, they still had problems with long words in which they had difficulty expressing them.

Within the "meaning aspect" of vocabulary (3.63/4.00), students' identification of the meaning of the words was excellent as predictable. Strong evidence of the improvement of meaning was found when the students could identify the meaning by using images and recognize the exact words' significance.

Finally, in the "use aspect" of vocabulary (1.66/2.00), students' recognition of the grammatical use of words had an important improvement as expected. This delivers significantly better results due to an increment in the identification of the correct grammatical functions of the word or phrase, or collocations that normally go with them. This is indicative that students could recognize the grammatical structures of the tenses and use of the vocabulary. On the other hand, there was a little problem with identifying the correct grammatical function of words, they were confused in some cases.

To sum up, it is worth discussing these interesting facts revealed by the results of the highest score mean were in form and meaning aspects and the lower score mean was in the use aspect in which students could identify the usage of words in grammatical sentences. These results have successfully highlighted the improvement of the vocabulary level by using gamification.

Table 4

Pretest and posttest means summary of the performance of the sixth-grade students' vocabulary knowledge.

Vocabulary Aspects Mean	Pretest	Posttest
Form (4/4)	0.56	3.50
Meaning (4/4)	2.45	3.63
Use (2/2)	0.35	1.66
Total Mean (10)	**3.61**	**8.70**

As shown in Table 4, summarizes the mean of scores obtained by the students' vocabulary performance in the pretest and posttest. The purpose of the application of both tests was to measure and determine the improvement of English vocabulary learning in middle basic education students, considering the vocabulary aspects such as form, meaning, and use.

Within these results, it is important to highlight the fact that the average of the "form aspect" in the pretest was 0.56/4 while in the posttest was 3.50/4. Beyond doubt, students demonstrated improvement in spelling and pronunciation of words after the intervention plan. In the same way, it is notable that the average of the "meaning aspect" in the pretest was 2.45/4, and in the posttest. By the way, this implies that recognition of the meaning of vocabulary through images has improved in the posttest. Likewise, it is interesting to note that, the average of the "use aspect" in the pretest was 0.35/2 while in the posttest was 1.66/2. It indicates that, after the intervention plan, a high level of identification of the grammatical functions of vocabulary was collected.

Recapitulating, the total pretest mean was 3.61/10 while the posttest means was 8.70/10. Importantly, these results revealed that the application of gamified elements and strategies was effective in increasing vocabulary level in the sixth grade of middle basic education students. Additionally, the great improvement in vocabulary knowledge could be evidenced by comparing the pre-test and post-test. For that, the results from the questionnaire helped to analyze data on the improvement of English vocabulary learning by using gamification.

6.2 Questionnaire Results

The results obtained from the closed-ended questions and opened-ended sections on the questionnaire attempted to analyze data for responded the specific objectives of this research called to apply gamified strategies to develop English vocabulary learning and to describe the students' perceptions of gamification in English vocabulary learning among middle basic education students at a public institution in Loja city.

Figure 1
Students' enjoyment of gamification in vocabulary learning
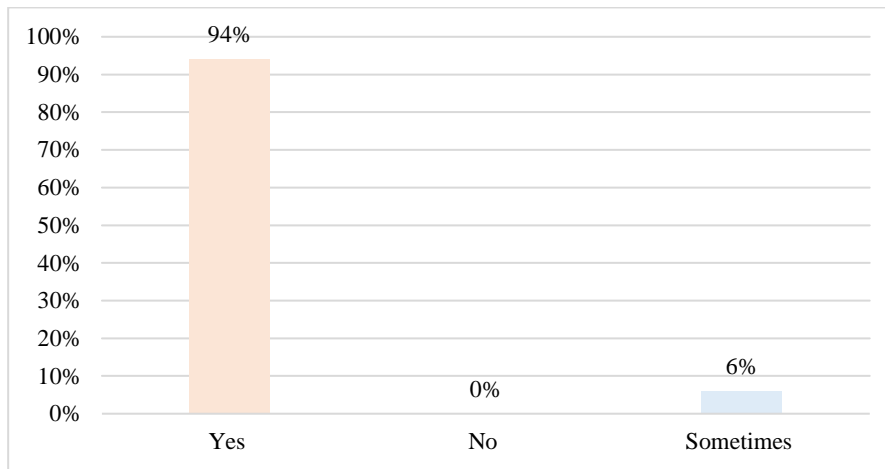
As shown in Figure 1, the highest percentage of students (94%) responded that they liked to learn vocabulary through gamification and mentioned that they enjoyed learning English with different games in the classes. Based on the researcher's observations, the teacher could identify that many students felt motivated and showed positive emotions in the development of gamified strategies.

On the other hand, a lower percentage of students (6%) answered that they liked sometimes to learn vocabulary because they said that in some cases, they felt so tired, and were not in the mood to play.

Figure 2
Students feelings of vocabulary learning by using gamification.
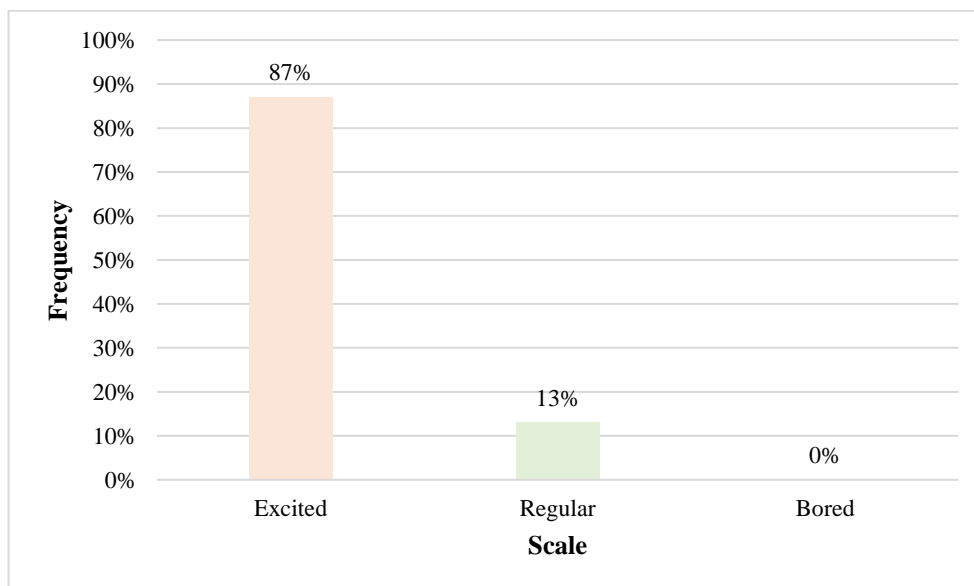
As it can be seen in Figure 2, 87% of the students expressed that they felt "excited" when they learn vocabulary through games. From the open-ended section of this question, they

expressed that they enjoyed learning with games, as they had never learned in this way before, especially in English, which was a subject that not many students liked. In the same way, the researcher's field notes corroborate this result, because the teacher noticed that the students were very enthusiastic about the activity and most of them wanted to participate. However, one of the drawbacks was that some of the games could only be played by a few students, and some students were unable to participate.

On the contrary, a lower percentage of students (13%) mentioned that they felt "regular" because some games were already known to them, which did not generate the same excitement as other classmates who were new to the game.

Figure 3

The students' level of increment of new vocabulary through gamification.
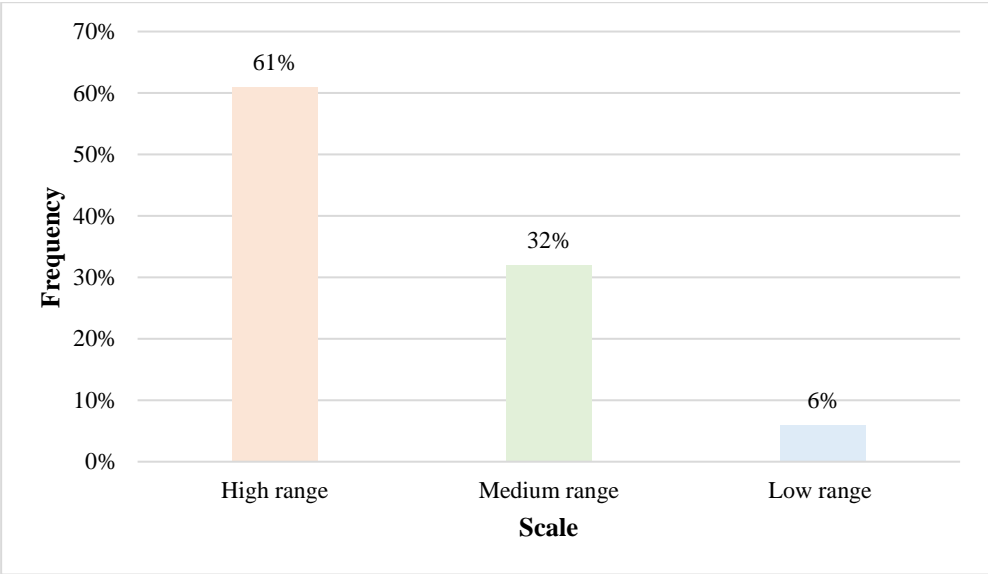
As shown in Figure 3, the highest percentage of students (61%) mentioned that they could increase a "high range" their English vocabulary level. Within this question, some students said that they learned a lot of vocabulary because they could remember the vocabulary when read and listened to it. Moreover, 32% of them expressed that they improved in a "medium range" their vocabulary knowledge. The researcher's observations highlighted that some students were not very interested in learning English, as some of them expressed that learning a new language is very complicated. Finally, a lower percentage of the students (6%) answered that they could learn a "low range" of vocabulary. Some of them said that they do not like English because it was very difficult for them to learn it.

Figure 4

Methodologies to learn vocabulary by using gamification.
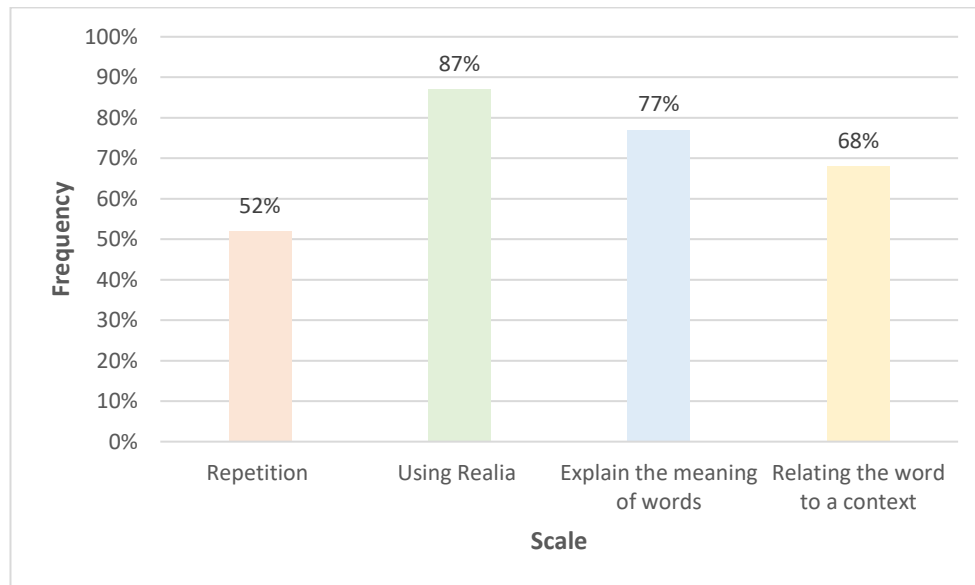
As it can be seen in Figure 4, 87% of the students expressed that they preferred to use "realia" to learn vocabulary. Some of them mentioned that it was easier to learn the vocabulary when the teacher showed them the objects and then they remembered the words. Likewise, "explaining the meaning of words" was chosen by 77% of the students. From the researcher's field notes, it was identified that the majority of the students could learn better when the meaning of the word is explained because they remembered it and mentioned it together with the word. In the same way, a percentage of the students selected "relating the word to a context". From the opened ended section, students expressed that they learned a lot of vocabulary by relating it to the connection because when they learned the parts of a room, then they went to their room and related it to what they learned. Finally, the 52% of the students mentioned that they like to learn a new vocabulary by using "repetition", because when they repeated a lot of time the same way, they could learn.

Figure 5
Gamified strategies that helped students to increase their English vocabulary.
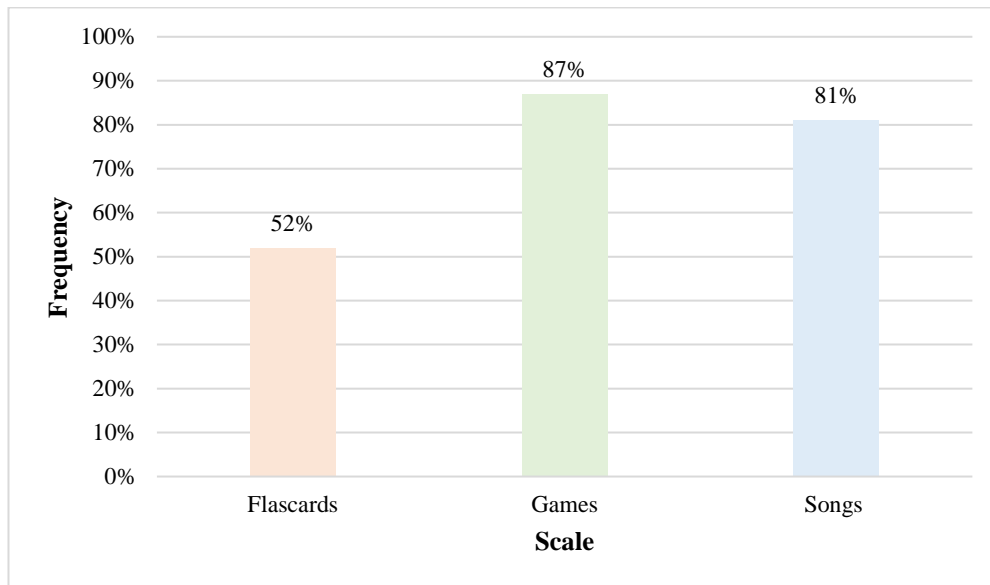
The figure 5 showed the frequency of gamified strategies that helped students to increase their English vocabulary, the highest percentage of students (87%) expressed that "games" were one of the best gamified strategies. It is interesting to note that, the students created a fun and playful environment, where they felt excited about the various activities, they were engaged in. They also mentioned that these games were used at home which strengthened learning outside the classroom. Likewise, 81% of the students considered "songs" as a good way to learn English vocabulary. From the researcher's field notes, it could be emphasized that the students were able to improve their pronunciation and that they liked it because they actively participated in the application of this strategy. Finally, the "flashcards" had 52% of the selection from students. It is important to highlight these results that students could identify in a better way the meaning of words through images. Additionally, some of them mentioned that it is easier to learn with flashcards because when they see the picture, they remembered the vocabulary.

Figure 6

Students' interaction and participation in the development of games to learn vocabulary.
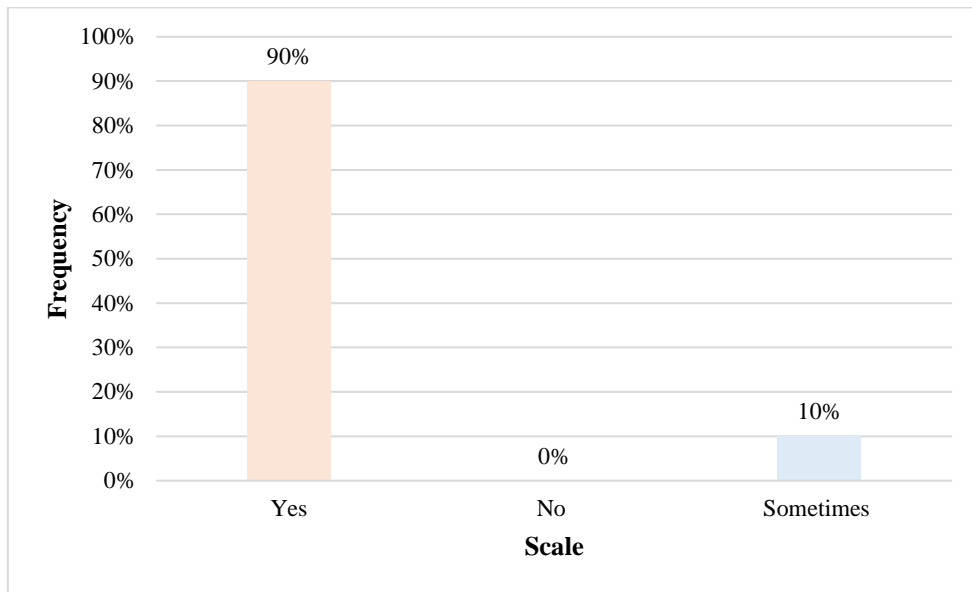
The results displayed in figure 6 show that 90% of students argued that they liked to interact and participate in the development of games to learn vocabulary because students demonstrated that they were more active when the teacher mentioned the game and most of them could participate in the development of the games. On the other hand, 10% of them, expressed that in sometimes they liked to interact and participate in the development of gamified activities to learn vocabulary. Through the researcher's observations, the teacher identified that some students showed that they were a little insecure about mentioning an incorrect answer when participating.

Figure 7

Games that students liked for learning vocabulary.
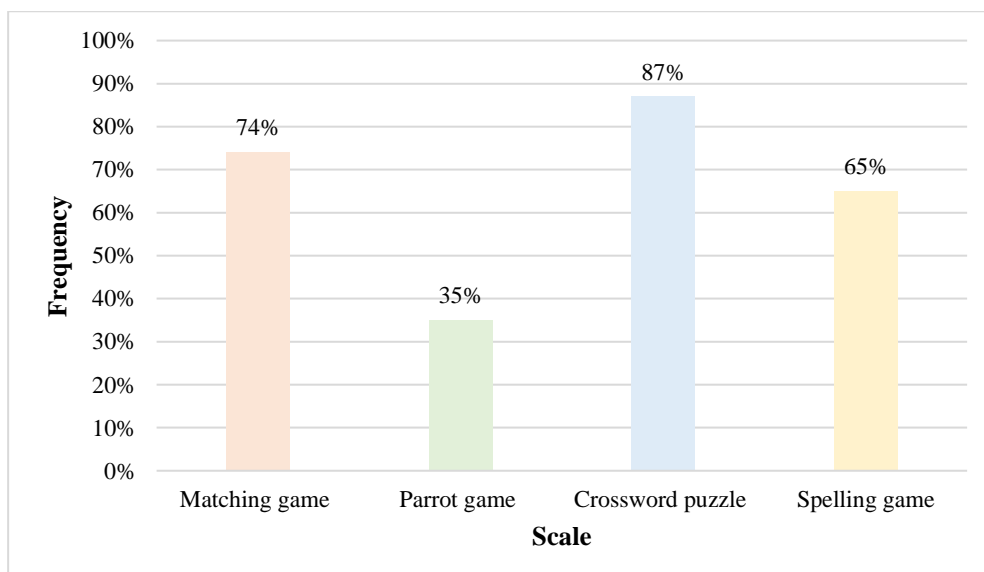
As it can be seen in Figure 7, the highest percentage of students (87%) expressed that "crossword puzzles" were one of the best games for vocabulary learning. From the students' opinions, crossword puzzles were useful because they learned the correct spelling of the words in an interesting way. Likewise, 74% of them considered that the "matching game" was an interesting game for learning vocabulary. Some of them said this game helped them a lot to relate the meaning of the words with images and remember better, every time they saw the images and could remember the vocabulary. Additionally, a "spelling game" was selected for 65% of the students. From the researcher's field notes, the teacher noticed that the students had a great interest in learning the spelling of each word so that later in the activities they could perform it in the best way. Moreover, a percentage of the students (35%) selected the option of the "parrot game" as a good game to learn vocabulary. From the opened-ended section, students mentioned that the game was a lot of fun, and the could all play it but, it was a bit complicated because they are bad at remembering words.

Figure 8

Students' motivation in the application of badges
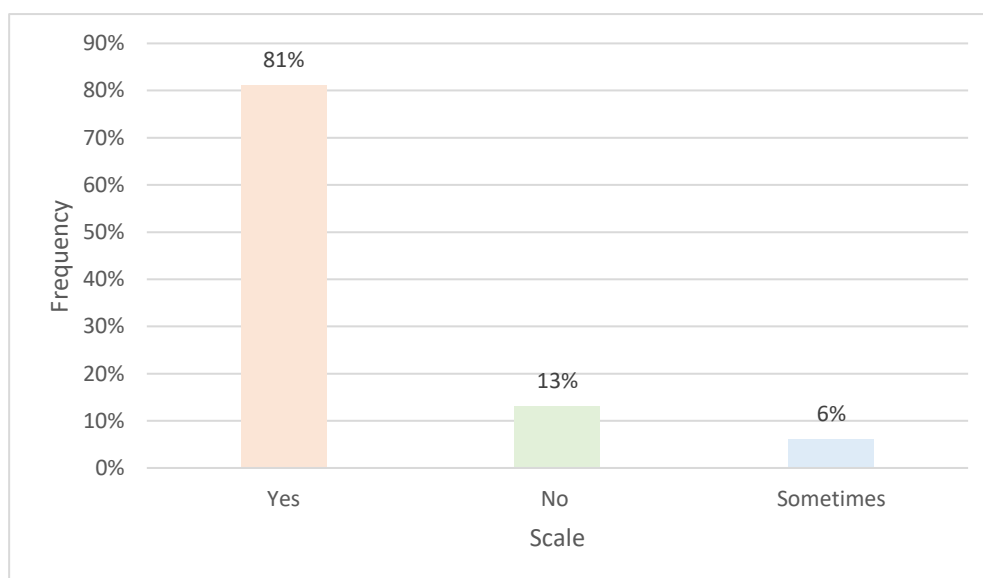
This figure 8 demonstrates a comparison of the application of gamified elements to English vocabulary, the highest percentage of the students (81%) emphasized they felt motivated when they won badges. From the opened-ended section, some students expressed that when they earned a badge, they were motivated to keep learning so they could earn more.

Moreover, a percentage of the students (13%) denoted that they did not feel motivated when the teacher gives badges. From the researchers' field notes, in some activities in which

only one person won, the teacher could notice the students' lack of motivation since everyone could win.

Besides, a lower percentage of the students (6%) selected the option that in they sometimes felt motivated when they won badges. From the opened-ended section, students said that sometimes they did not feel like participating so they did not win, but when they did participate, they were very excited to win a badge.

Figure 9

Students' motivation in the application of point systems
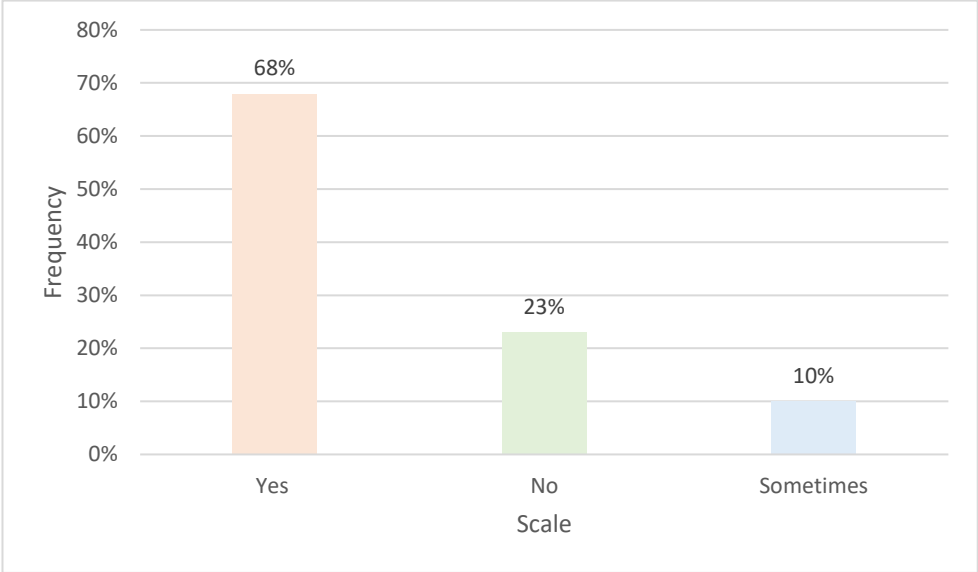
As shown in Figure 9, the 68% of the students mentioned that they wanted to participate in all activities and won the majority of points for that earned badges as illustrated in the researcher's field notes. Likewise, 23% of the students mentioned that they did not feel motivated when the teacher applied points systems. Some of them commented that earning points was very repetitive and they could not win them every time. Nonetheless, the 10% of the students expressed that they sometimes felt motivated when the teacher applied the points system. Some of them mentioned that the application of the point system made them a bit nervous, which did not allow them to fully concentrate on the development of the game.

7. Discussion

The following section describes the discussion of this study showing a comparison of the results of this research with some previous studies described previously. Moreover, this section mentions important information that attempts to answer each research question, and the limitations that were identified during the intervention plan; moreover, it intends to give suggestions for further investigations.

Recalling the purpose of the current study, it was to determine the improvement of English vocabulary learning by using gamification among middle basic education students at a public institution in Loja city. Therefore, the researcher proposed three sub-questions that attempted to fulfill the general and specific objectives.

The first sub-question in this study sought to answer, "What was the effectiveness of gamification on the development of English vocabulary?" For this reason, this question was reflected by comparing the pre-test which means was 3.61/10, and the post-test which means 8.70/10. For that, it is interesting to note that, an improvement in students' vocabulary knowledge could be evidenced. Alike, gamification helps students retain foreign vocabulary, and relate new information to their environment (Ketola, 2019; Shabanch and Farrah, 2019). These results are consistent with the research of Hazar (2021), who emphasized that gamification usage in teaching vocabulary is effective for learners to improve their vocabulary knowledge. These results confirm that gamification was a strategy that improved the vocabulary level of the students, as it offered a wide variety of games or activities that helped to create an interesting and entertaining environment.

In this regard, the second sub-question was "What strategies support the development of English vocabulary learning by using gamification?" therefore, the results of the question presented in figure 5 showed that the implementation of some gamification strategies such as flashcards, songs, and games helped to improve the teaching methodology and increase students' motivation and interest in English vocabulary learning. This is corroborated by Thiagarajah et al., (2022) who point out that games are an excellent educational tool that provides classroom fun, concept research support, and positive energy that appears to be translated into motivation and increased meaningfulness. Likewise, Ketola (2019) highlights that games and flashcards facilitate the learning of vocabulary in the English language due to their ease of use and the variety of activities it contains. The use of gamified strategies facilitates the learning in English vocabulary due to the variety of activities it contains (Buenaño, 2022;

Ketola, 2019). It evidently demonstrated that gamification had extensive alternatives of games or activities that are interesting for students and motivated them to learn in a fun way.

Moreover, the second sub-question in this research work was "What are the learners' perceptions about gamification in English vocabulary learning among middle basic education students at a public Institution in Loja city? Therefore, the results highlighted on students' perceptions which are obtainable in Figures 1, 2, 3, and 6 emphasize that gamification had a positive impact to learn English vocabulary within the intervention plan. This result is in agreement with Hazar's (2020) findings which showed that the application of gamification in vocabulary learning is practical for students to improve their vocabulary level. Moreover, the results of Gunel and Top (2022) mentioned the student's perception of gamification in which stated that they wanted to play the game again because of its entertaining quality, and they learned vocabulary items by having fun.

In the same way, the use of gamified elements like point systems, leaderboards, and badges supported students' interactions, motivation, and participation in the development of gamified activities as shown in Figures 8 and 9. The research of Dinar et al., (2020) corroborated the positive influence of gamified elements on creating meaningful connections, it facilitates similar learning and motivational outcomes. In the same way, the gamified elements improved the educational environment since the application of the same helped the students to feel safe and interested in the development of the activities.

Within the development of the intervention plan, the limitations were that the intervention period was very short. In addition, the educational institution did not have the implementation of technological resources, or the internet, which greatly hindered the process.

Lastly, it is suggested to develop further research about gamification and gamified elements and strategies on vocabulary and other English skills to know the effectiveness of gamification in the learning process.

8. Conclusions

Gamification allows students to achieve an improvement in English vocabulary level because they can increase a high range of words considering vocabulary aspects such as form, meaning, and use. Additionally, they can understand complex sentences and readings in a better way.

Gamification provides some strategies, resources, and activities like games, songs, and flashcards which help students to learn in a fun and meaningful way, creating an interactive environment where they feel motivated to participate in the development of the class.

Students' perceptions regarding the use of gamification to improve their English vocabulary were mostly positive because they found themselves actively involved in the teaching and learning process. Moreover, this teaching methodology was innovative and attractive, allowing students to spark their interest in learning vocabulary.

9. Recommendations

Gamification should be included by teachers as they enhance students to improve students' vocabulary knowledge because the implementation of gamification allows students to practice the vocabulary aspects such as form, meaning and use.

Teachers should incorporate gamified strategies, resources, and activities like games, songs, and flashcards that allow students to learn and reinforce new words. Likewise, it offers various alternatives that help students learn vocabulary or other English skills in a motivational process to enhance their learning.

Educational institutions should implement technological resources that allow teachers and students to facilitate the use of gamification or other strategies to improve the development of English language skills, especially vocabulary.

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Annex 1. Pre-test and Post-test

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONAL Y EXTRANJEROS

Pretest and Posttest A2.2 level

Code participant: _____ **Course:** _____

Date: _____ **Time:** 40 minutes.

Dear students, the current test has an objective to measure vocabulary knowledge by using gamification. Pay attention to the corresponding instructions. Please answer the questions honestly. Your answer will be confidential.

1. **Order each word about the means of transportation (form aspect) 2p (0,40 e/a)**

clsaraooms

laibryr

_____

_____

mgy

ofcife

lchunrmoo

_____

_____

_____

2. Match each word with the correct picture (Meaning aspect) 2p (0,4 e/a)

Ceiling

Wall

Window

Door

Floor

3. Write the missing word, consider the image (Use aspects) 2p (0,50 e/a)

This is a _____

My favorite food is _____

I like to eat _____
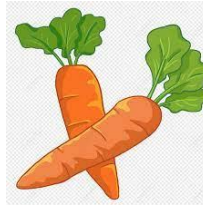
The _____ are orange

4. Find the words in the alphabet soup about school supplies (meaning aspect) 2p (0,40 e/a)
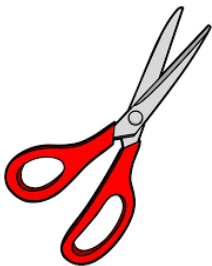
P	P	E	N	C	I	L	K	A
O	A	U	L	E	O	S	R	M
S	E	P	U	M	N	C	U	L
O	L	L	E	O	M	I	N	E
P	G	M	P	R	R	S	U	O
M	A	R	K	E	R	S	I	S
E	A	A	O	A	P	O	S	C
S	T	I	L	I	X	R	P	D
E	A	P	U	E	P	S	N	D
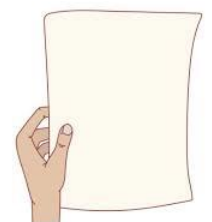
5. Pronounce the following vocabulary 2p (Form aspect)

Word	Excellent (0.3p)	Partially good (0.15p)	Need to improve (0p)
Picture			
Washroom			
Grapes			
Window			
Lunchroom			
Paint			
Total			

1. **Question (form aspect)**

Picture	Answer	Score
1	Classroom	0.40
2	Library	0.40
3	Gym	0.40
4	Office	0.40
5	Lunchroom	0.40

2. **Question (meaning aspect)**

Picture	Answer	Score
1	Ceiling	0.40
2	Door	0.40
3	Floor	0.40
4	Window	0.40
5	Wall	0.40

3. **Question (use aspect)**

Picture	Answer	Score
1	Strawberry	0.50
2	Pizza	0.50
3	Rice	0.50
4	Carrots	0.50

4. **Question (meaning aspect) 0.40 e/a**

Annex 3. Grading Scale

Qualitative scale	Quantitative scale	International equivalence
Excellent	9 - 10	Outstanding
Very well	8 – 8.99	Remarkable
Well	7 – 7.99	Good
Approved	Equal to or greater than 7	Sufficient
Reproved	Less than 7	Insufficient

Grading Scale for Vocabulary

Aspects	Low	Acceptable	High
Form (4p)	0.5- 1.9	2-3	3.1- 4
Meaning (4p)	0.5- 1.9	2-3	3.1- 4
Use (2p)	0.5- 1.0	1.1-1.5	1.5-2

Annex 4. Questionnaire

	FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
	CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONAL Y EXTRANJEROS

Questionnaire

Code participant: _____ **Course:** _____

Date: _____

Dear student, the researcher requests your cooperation by answering the following questions to help me conduct my research about the impact of gamification on English vocabulary learning. The information you will provide is confidential and will be used to acquire data for research purposes. Very grateful for your feedback.

1. **Did you like to learn vocabulary with games?**

    ◯ Yes   ◯ No   ◯ Sometimes

Why: _____

2. **How did you feel learning vocabulary through games?**

    ◯ Excited   ◯ Regular   ◯ Bored

Why: _____

3. **How much new vocabulary have you learned through games?**

    ◯ a long range of vocabulary

    ◯ a middle range of vocabulary

    ◯ a short range of vocabulary

4. **How did you like to learn Vocabulary by using gamification?**

    ◯ Repetition   ◯ Explain the word's meaning.

    ◯ Using realia   ◯ Relating the word to a context

Why: _____

5. Which gamified strategies helped you to increase your vocabulary?

◯ Flashcards   ◯ Games   ◯ Songs

Why: _____

6. Did you like to interact and participate in the development of games to learn vocabulary?

◯ Yes   ◯ No   ◯ Sometimes

Why: _____

7. Which games did you like for learning vocabulary?

◯ Matching game   ◯ Crossword puzzle

◯ Parrot game   ◯ Spelling game

Why: _____

8. Did you feel motivated when you won badges?

◯ Yes   ◯ No   ◯ Sometimes

Why: _____

9. Did you feel motivated when the teacher applied the points system?

◯ Yes   ◯ No   ◯ Sometimes

Why: _____

Thanks for your collaboration!

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

Field Notes

The impact of gamification on English learning vocabulary among middle basic education students at a public institution in Loja city, 2022-2023 school year.

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

Annex 6. Informed Consent

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señor/a

PADRE/MADRE DE FAMILIA

De la Unidad Educativa " Lauro Damerval Ayora"

Reciban un cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo/hija en la realización del proyecto de investigación: "El impacto de la gamificación en el aprendizaje de vocabulario en inglés en estudiantes de educación media básica.", el cual tiene como objetivo estrictamente académico, lo cual servirá al estudiante practicante a realizar su trabajo de investigación, como requisito para su titulación.

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

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

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

En la ciudad de Loja, del………………………..……..……… (días, mes y año)

Firma:

Nombres y Apellidos:

C.I.:

REPRESENTANTE

Lesson plan 1	
Language level: A1.1	**School year:** 2022-2023
Age: 10-12 years old	**Topic:** Where is the gym?
N of periods: 2 hours (80 minutes) 1 hour (40 minutes)	**Type of institution:** Public
	Pre-service teacher: Karol Estefania Irene Gualan
Class: Sixth grade **Date:** Wednesday, October 26, 2022 **Schedule:** 07:10 to 08:30 **Date:** Thursday, October 24, 2022 **Schedule:** 08:30 to 09:10	**Lesson Objectives**
	At the end of the lesson, students will be able to - identify parts of the school vocabulary. - Ask and answer questions with the vocabulary

Materials	Vocabulary
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	classroom, music room, washroom, library, janitor's room, nurse's room, gym, office, lunchroom, science room, art room, and computer room

Warm-up and Objective Discussion
The teacher gives 6 post-it notes for each row and at the front, she puts a basket, each group has to write the vocabulary about the school subjects in one minute and deposit it in the basket, the team that has more words wins. The teacher explains that we will now learn about the school parts that are related to the previous class.

Instruct and Model

Instruct

First, show a YouTube video about school places. The video displays the information in pictures, words, and sounds with the connected school subjects' vocabulary and school parts.

The teacher gives the class with flashcards about vocabulary on the topic: Where is the gym? classroom, music room, washroom, library, janitor's room, nurse's room, gym, office, lunchroom, science room, art room, and computer room, then the teacher explains the spelling of each word and their meaning.

Model

On the board, the teacher explains the grammatical structure of where is the ......? and .... is on .... depending on the vocabulary learned. For example: where is the gym? And the answer is the gym is on the second floor. Finally, the teacher introduces guided practice.

Resources: https://www.youtube.com/watch?v=2i4CbCINjWA

Guided Practice
Give students a worksheet with a picture of the school and ask them to fill in the gaps with part of the school. For example, the office is ……the floor. So, students will have to associate the image with the part of the school to fill in the gaps correctly. (Annex 1) **Less guided activities** Group work. The class will divide into pairs, facing each other. One student will give prompts about vocabulary learned and describes them to his partner. For each correct answer, the team will give one point. If the native language or the item's name is used to describe it, no points are awarded. Time should monitor.

Independent Practice
The teacher presents a worksheet on the vocabulary learned and the students solve it individually

Assessment
Students draw a picture of the vocabulary words they have learned, and then make sentences about the pictures they have drawn and expose in the next class.

<table>
<tr><td colspan="2" align="center">**Lesson plan 2**</td></tr>
<tr><td>**Language level:** A1.1</td><td>**School year:** 2022-2023</td></tr>
<tr><td>**Age:** 10-12 years old</td><td>**Topic:** Phonics BL-BR and CL-CR</td></tr>
<tr><td>**N of periods**: 2 hours (80 minutes)
 1 hour (40 minutes)</td><td>**Type of institution:** Public</td></tr>
<tr><td rowspan="3">**Class:** Sixth grade
Date: Wednesday, October 26, 2022
Schedule: 07:10 to 08:30

Date: Thursday, October 24, 2022
Schedule: 08:30 to 09:10</td><td>**Pre-service teacher:** Karol Estefania Irene Gualan</td></tr>
<tr><td align="center">**Lesson Objectives**</td></tr>
<tr><td>At the end of the lesson, students will be able to
 - recognize the differences between BL- BR, and CL-CR
 - identify the new vocabulary when the word is with BL or BR and CL or CR.</td></tr>
</table>

Materials	Vocabulary
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	Bl: block, blanket, blue, black, blossom Br: brain, brush, brick, bread, brown Cl: class, clap, clam, cloud, clock Cr: creek, crocodile, crane, crow, crab

Warm-up and Objective Discussion

Students form two groups; each group is sorted by columns. The teacher places the first two participants of each group with their backs to each other and gives them each a flashcard about some words with Bl-Br or Cl-Cr, when the teacher indicates it, they turn around and have to say the correct name of their partner opponent, the one who says it first wins points, the team with the most points win. The teacher introduces the new class and explains the importance to learn phonics in this case CL-CR and BL-BR.

Instruct and Model

Instruct
Show a video about the differences between BL and BR.

Show slide 1. Some words contain BL and students repeat the pronunciation and learn new vocabulary.
Show slide 2. Some words contain BR and students repeat the pronunciation and learn new vocabulary.

Show a video about the differences between BL and

Show slide 3. Some words contain CL and students repeat the pronunciation and learn new vocabulary.
Show slide 4. Some words contain CR and students repeat the pronunciation and learn new vocabulary.

Model

The teacher shows flashcards about words that contain the phonics BL-BR and CL-CR, and the students correctly pronounce the words and learned the meaning of these words.

Resources: https://www.youtube.com/watch?v=GTuqwybhjtk
https://www.youtube.com/watch?v=gr5sorDoH2s
https://www.youtube.com/watch?v=yfmckYo92j8
https://www.youtube.com/watch?v=yrDffjZaMCs

Guided Practice

Then, students open the English book and look at the vocabulary and recognize the words and identify which word is with BL or BR, and CL-CR after the teacher says the word and the students listen and fill in the missing letters depending on the words that teacher says.

B. Listen and fill in the missing letters. (P-CD Track 2)

1. _____ _____ue
2. _____ _____ead
3. _____ _____ick
4. _____ _____ack
5. _____ _____own
6. _____ _____ossom

B. Listen and fill in the missing letters. (Track 6)

1. _____ _____ane
2. _____ _____oud
3. _____ _____am
4. _____ _____ab
5. _____ _____ow
6. _____ _____ock

Less guided activities

One student will say a word (depending on the category that the teacher says) Student will say the same word and then one new word. Once someone will forget what was said or cannot add something, he or she is out of the game.

Independent Practice

The teacher presents a worksheet where the students have to answer the questions, in the first activity they have to look at the images and classify them accordingly. In the second activity, the students write Cr or Cl depending on the image. Finally, in the last activity, the students write 2 sentences with BL or BR and 2 sentences with Cl or CR.

Assessment

In pairs, students make 5 sentences and draw them, depending on the category that teacher assigned. After that, between pairs interact and share these sentences and pronounce these sentences.

Finally, pairs of students will present their sentences and their correct pronunciation will be checked.

Lesson plan 3	
Language level: A1.1	**School year:** 2022-2023
Age: 10-12 years old	**Topic:** What do you do in the library?
N of periods: 2 hours (80 minutes) 1 hour (40 minutes)	**Type of institution:** Public
Class: Sixth "B" **Date:** Wednesday, November 09, 2022 **Schedule:** 07:10 to 08:30 **Date:** Thursday, November 10, 2022 **Schedule:** 08:30 to 09:10	**Pre-service teacher:** Karol Estefania Irene Gualan
	Lesson Objectives
	At the end of the lesson, students will be able to - identify the vocabulary of some types of books that there are in the library. - Ask and answer questions with the vocabulary

Materials	Vocabulary
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	Magazine. dictionary, atlas, storybook, poster, comic book, science book, puzzle book

Warm-up and Objective Discussion
The teacher gives an object for the students to pass from hand to hand until the teacher says stop, the student who has the object in his hands must answer the question that the teacher asked about the topic exposed last class, if the student answers well to win a badge. After that, the teacher introduces a new topic related to the books found in a library and uses some words learned in the last classes.

Instruct and Model

Instruct

Listen to a song about some types of books.

The teacher shows a PowerPoint presentation on the different types of picture books, highlighting their meaning, spelling, and pronunciation of vocabulary. (Magazine. dictionary, atlas, storybook, poster, comic book, science book, puzzle book). After that, the teacher indicates some verbs that are related to the previous vocabulary. (Read books, use atlases, look at posters and listen to stories)

Model
On the board, the teacher explains the grammatical structure of where is the ......? and .... is on .... depending on the vocabulary learned. For example: where is the gym? And the answer is the gym is on the second floor. Finally, the teacher introduces guided practice.

Resources: https://www.youtube.com/watch?v=2i4CbCINjWA

Guided Practice
Give students a worksheet with a picture of the school and ask them to fill in the gaps with part of the school. For example, the office is ……the floor. So, students will have to associate the image with the part of the school to fill in the gaps correctly.

Less guided activities

Group work. The class will divide into pairs, facing each other. One student will give prompts about vocabulary learned and describes them to his partner. For each correct answer, the team will give one point. If the native language or the item's name is used to describe it, no points are awarded. Time should monitor.

Independent Practice
The teacher presents a worksheet on the vocabulary learned and the students solve it individually
Assessment
Students draw a picture of the vocabulary words they have learned, and then make sentences about the pictures they have drawn and expose in the next class.

<table>
<tr><td colspan="2" align="center">Lesson plan 4</td></tr>
<tr><td>Language level: A1.1</td><td>School year: 2022-2023</td></tr>
<tr><td>Age: 10-12 years old</td><td>Topic: Review- Evaluation U1</td></tr>
<tr><td>N of periods: 2 hours (80 minutes)
                    1 hour (40 minutes)</td><td>Type of institution: Public</td></tr>
<tr><td rowspan="2">Class: Sixth "B"
Date: Wednesday, November 16, 2022
Schedule: 07:10 to 08:30

Date: Thursday, November 17, 2022
Schedule: 08:30 to 09:10</td><td>Pre-service teacher: Karol Estefania Irene Gualan</td></tr>
<tr><td align="center">Lesson Objectives

At the end of the lesson, students will be able to demonstrate their knowledge of the vocabulary learned in previous lessons</td></tr>
</table>

Materials	Vocabulary
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	classroom, music room, washroom, library, janitor's room, nurse's room, gym, office, lunchroom, science room, art room, and computer room Bl: block, blanket, blue, black, blossom Br: brain, brush, brick, bread, brown Cl: class, clap, clam, cloud, clock Cr: creek, crocodile, crane, crow, crab Magazine. dictionary, atlas, storybook, poster, comic book, science book, puzzle book

Warm-up and Objective Discussion

The teacher gives pieces of paper to all students, on which they must write all the words they remember from the vocabulary learned in the previous class, the student who does it in less time and the words' spelling is correct, wins a badge. After that, the teacher informs the students that this class will be about reviewing the content learned in the previous lessons.

Instruct and Model

Instruct
Show a video about the subjects and parts of the school, for the students to remember the vocabulary they have learned.

The teacher shows a PowerPoint presentation about the subjects that the students have in the school, which were previously learned. After that, the teacher shows a PowerPoint presentation about parts of the school, which were previously learned, too. Finally, the teacher shows a video about words that start with br or bl, cr or cl, fr or fl, and dr or tr.

Model
On the board, the teacher shows some flashcards about previously learned vocabulary. The students remember the name of the image shown and pronounce it correctly, after which a student comes to the front to write it down remembering the spelling of the word.

Resources: https://www.youtube.com/watch?v=2i4CbCINjWA,
https://www.youtube.com/watch?v=AnZxeX_8mVk

Guided Practice

Students open the English book, on page AB4. The teacher solves together with the students the activities presented in the workbook. For example, the teacher explains about activity A,

where the students need to recognize the name according to the picture and match accordingly and so on with the other activities. Finally, the teacher and students check if the answers were answered correctly.

Less guided activities
GROUP WORK. The class will divide into three groups, the teacher presents a digital game called "Choose a card", where each group will have one turn per student. One representative from each group comes to the front, chooses a card from 1 to 20 and opens this question and the student must answer it, team members can help, if the question is answered correctly a point is added. The team with the most points is the winner of the game, winning badges.

Resources: https://wordwall.net/es/resource/38160429
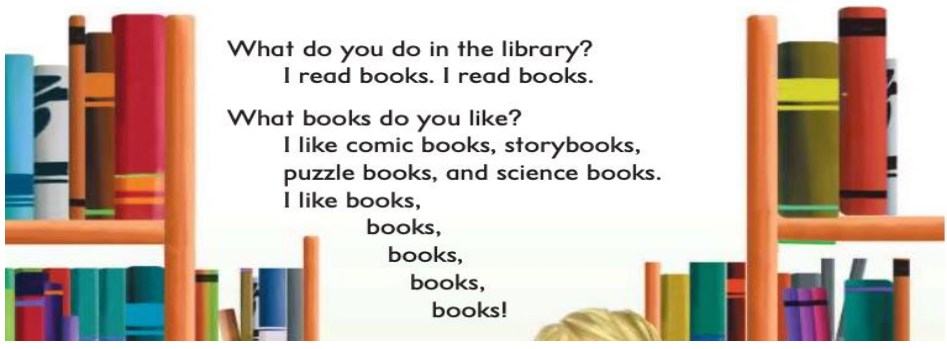
Independent Practice
Students must review at home on the contents of the previous class.
Assessment
Having previously reviewed the contents learned, the teacher presents an evaluation with several questions that the students must answer correctly.

<table>
<tr><td colspan="2" align="center">Lesson plan 5</td></tr>
<tr><td>Language level: A1.1</td><td>School year: 2022-2023</td></tr>
<tr><td>Age: 10-12 years old</td><td>Topic: What do you do in the library?</td></tr>
<tr><td>N of periods: 2 hours (80 minutes)
        1 hour (40 minutes)</td><td>Type of institution: Public</td></tr>
<tr><td rowspan="2">

Class: Sixth "B"
Date: Wednesday, November 23, 2022
Schedule: 07:10 to 08:30

Date: Thursday, November 24, 2022
Schedule: 08:30 to 09:10</td><td>Pre-service teacher: Karol Estefania Irene Gualan</td></tr>
<tr><td align="center">Lesson Objectives

At the end of the lesson, students will be able to write sentences in present simple with some verbs that relate to the types of books that there are in the library</td></tr>
<tr><td align="center">Materials</td><td align="center">Vocabulary</td></tr>
<tr><td>Textbook Title
English A1.1 Ministry of Education.
Flashcards, worksheet</td><td>Read books, use atlases, look at posters, listen to stories.</td></tr>
<tr><td colspan="2" align="center">Warm-up and Objective Discussion</td></tr>
<tr><td colspan="2">The teacher informs the students what the activity consists of, in this case, the teacher gives clues about what kind of book, and the students must tell which one it is. For example, the teacher says it is a book in which you can read about stories, and fables and the students say a book of stories. At the end of the game, the teacher informs the students of the class objective and the importance of verbs in writing a sentence.</td></tr>
<tr><td colspan="2" align="center">Instruct and Model</td></tr>
<tr><td colspan="2">Instruct
Listen to a song about some types of books.

The teacher shows the slides (annex 1) of the types of books to remind the students what they learned in the last lesson, after that, the teacher presents a sentence, and the students identify what are the parts of the sentence and together they write the structure of the sentence.
The teacher shows the verbs to learn and explain their meaning (Read, use atlases, look at, listen)

Model
On the board, the teacher explains the grammatical structure of the present simple and teaches some sentences that can use with the vocabulary learned (Magazine. dictionary, atlas, storybook, poster, comic book, science book, puzzle book). For example, what do</td></tr>
</table>

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you do in the library? I listen to ___. I read ___. I look at ___. I use ___.

Resources: CHILDREN AUDIO CD7_Track-15.mp3

Guided Practice
The teacher presents a worksheet, on which the students have to solve it correctly. In the first activity the teacher indicates that the students have to order the sentences with the structure already learned, in the second activity the students have to answer the questions, described in the worksheet. At the end of the activity, the teacher and students check if all answers are correct. **Less guided activities** GROUP WORK. The class will divide into three groups, the teacher presents a digital game called Memory game, where students will have one turn per game, each group will have one representative per game. The game consists of a series of cards to be revealed and students must guess the two pairs of matching images. Upon finding the two matching images, the student must make a sentence about the type of book found, if they get it right, they will be assigned a point, the team with the most points win the game. Resources: https://interacty.me/projects/73b205c4f0531185
Independent Practice
Students make five sentences with the verbs and types of books learned and draw a sentence that he/she likes the most.
Assessment
The student describes or acts on one of the sentences described in his/her work, and his/her classmates must speak the complete sentence, in which the teacher will grade on the correct pronunciation and structure of the sentences, and the correct pronunciation and structure of the sentences.

<table>
<tr><td colspan="2" align="center">Lesson plan 6</td></tr>
<tr><td>Language level: A1.1</td><td>School year: 2022-2023</td></tr>
<tr><td>Age: 10-12 years old</td><td>Topic: What do you do in the library? Sentences</td></tr>
<tr><td>N of periods: 2 hours (80 minutes)
        1 hour (40 minutes)</td><td>Type of institution: Public</td></tr>
<tr><td rowspan="2">Class: Sixth "B"
Date: Wednesday, November 23, 2022
Schedule: 07:10 to 08:30

Date: Thursday, November 24, 2022
Schedule: 08:30 to 09:10</td><td>Pre-service teacher: Karol Estefania Irene Gualan</td></tr>
<tr><td align="center">Lesson Objectives

At the end of the lesson, students will be able - to recognize some verbs that relate to the types of books that there are in the library and - answer questions using the vocabulary</td></tr>
<tr><td align="center">Materials</td><td align="center">Vocabulary</td></tr>
<tr><td>Textbook Title
English A1.1 Ministry of Education.
Flashcards, worksheet</td><td>Read books, use atlases, look at posters, listen to stories.</td></tr>
</table>

<table>
<tr><td align="center">Warm-up and Objective Discussion</td></tr>
<tr><td>The students play the game of "hangman" to remember the vocabulary learned in the previous lesson, the teacher will divide the room into 3 groups, and each group will have one chance per turn. After that, the teacher writes some letters of the word, and the students will have to say the letters that the word has. For example, m___z__e_ the team with the most correct answers wins the game.</td></tr>
</table>

<table>
<tr><td align="center">Instruct and Model</td></tr>
<tr><td>Instruct
 The teacher shows the verbs to remember and explain their meaning (Read, use, look at, listen to). After that, the teacher shows some sentences, and the students recognize what are the parts of the sentence and together they write the structure of the sentence using the verbs that they had learned.

Model
The teacher shows flashcards with images of activities that people do in the library and the students write sentences with the verbs and vocabulary that they had learned, where the students use their imagination and make sentences.</td></tr>
</table>

<table>
<tr><td align="center">Guided Practice</td></tr>
<tr><td>Students open their book on page 30. The teacher gives the indications about the activity to be done first, the students have to read the reading, and understand what it is about, so that after that they can answer correctly the questions about the reading.

Less guided activities
GROUP WORK. The class will divide into three groups, the teacher presents a digital game.</td></tr>
</table>

Students will be allowed to respond once per turn. In addition, they can remove the letters to form the correct sentence, the group that answers best and in the shortest time wins points, the team that has the most points wins a badge and the game.

Resource: https://wordwall.net/es/resource/38749489

Independent Practice
Students make five sentences with the verbs and types of books learned and draw a sentence that he/she likes the most.
Assessment
The student describes or acts on one of the sentences described in his/her work, and his/her classmates must speak the complete sentence, in which the teacher will grade on the correct pronunciation and structure of the sentences, and the correct pronunciation and structure of the sentences.

Lesson plan 7	
Language level: A1.1	**School year:** 2022-2023
Age: 10-12 years old	**Topic:** Personal Information
N of periods: 2 hours (80 minutes) 1 hour (40 minutes)	**Type of institution:** Public
Class: Sixth "B" **Date:** Wednesday, December 07, 2022 **Schedule:** 07:10 to 08:30 **Date:** Thursday, December 08, 2022 **Schedule:** 08:30 to 09:10	**Pre-service teacher:** Karol Estefania Irene Gualan
	Lesson Objectives
	At the end of the lesson, students will be able to express their personal information using the vocabulary learned in this lesson.
Materials	**Vocabulary**
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	Read books, use atlases, look at posters, listen to stories.

Warm-up and Objective Discussion
The teacher reminds the students about the contents learned and explains what the game consists of. In this lesson, the teacher will mimic the activities that we can do in a library and the student must write it in his notebook, the first one to do it wins a badge. For example, the teacher mimes reading a book and the students write I read books. Finally, the teacher explains to their students that in this lesson, we can learn the vocabulary about the personal information, and the importance to learn because they can know how to answer when other people ask them.

Instruct and Model
Instruct Show a video about writing personal information. The teacher shows the video again which details the vocabulary of personal information, explains to the students the meaning of each word, and what information they should answer when asked about their information. **Model** The teacher explains on the board how to answer some questions about personal information, for example when asked What is your first name? students should answer "My first name is Maria" and in the same way answer the other questions about personal information. Resource: https://www.youtube.com/watch?v=oBJXEpClOj0

Guided Practice
The teacher uses the video again to answer the questions presented. Students should copy the questions on a worksheet and answer the questions with their own information. The teacher reinforces the previous explanation and verifies that the students do it correctly.   **Less guided activities** GROUP WORK. The class will divide into 2 groups. The teacher gives the indications about what the game of this lesson is about. The game is called "Froggy Jumps" about

personal information, the game consists of a question and three options in which the correct answer must be selected for the froggy to move forward. The team that does it in the shortest time and answers correctly wins the game.

Resource: https://es.educaplay.com/recursos-educativos/12410540-personal_information.html

Independent Practice

Students should make a card on a cardboard, describing their personal information. In this activity the students write about family name, first name, address, phone number, school, teacher.

Assessment

Students must solve the worksheet presented by the teacher, which consists of matching questions with answers as appropriate. For example, what is your name?, which corresponds with my name is Mateo and so on with the other questions, in the second one they must choose the correct option from the list of alternatives.

Lesson plan 8	
Language level: A1.1	**School year:** 2022-2023
Age: 10-12 years old	**Topic:** Parts of a room
N of periods: 2 hours (80 minutes) 　　　　　　　1 hour (40 minutes)	**Type of institution:** Public
Class: Sixth "B" **Date:** Wednesday, December 14, 2022 **Schedule:** 07:10 to 08:30 **Date:** Thursday, December 15, 2022 **Schedule:** 08:30 to 09:10	**Pre-service teacher:** Karol Estefania Irene Gualan
	Lesson Objectives
	At the end of the lesson, students will be able to identify the parts of a room using the vocabulary and make sentences with them.
Materials	**Vocabulary**
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	Ceiling, wall, window, door, and floor.

Warm-up and Objective Discussion
The teacher reminds the students about the contents learned and explains the game. In this lesson, students play a game called "Hot Potato", which consists in the teacher throws a ball and asks a question about personal information, the student catches the ball and has to answer a question, if he/she answers correctly he/she wins a badge, now the same student asks a question and throws the ball to the student of his/her choice. For example: Students A. What is your name and student B. responds: My name is .... Finally, the teacher informs her students about the objective of this lesson, and the importance of learning the vocabulary in this case the parts of a room.

Instruct and Model
Instruct Show a video about parts of a room. After showing the video, the teacher asks the students if they recognize any word described in the video? and it's meaning. After that the teacher shows a PowerPoint presentation on the vocabulary of the parts of a room, emphasizing its meaning and pronunciation. **Model** On the board the teacher draws a picture of a room and brings flashcards with the names of the parts of a room, and together with the students they place the name as appropriate, then the teacher focuses on the spelling and pronunciation of the vocabulary. After that, the teacher asks the students where the door is, one student stick the flashcard with the name on the drawing of the door. Resource: https://www.youtube.com/watch?v=tFBCeOYZFjw

Guided Practice
Students open the English book on page AB23. The teacher gives instructions to the students about the activities to be carried out. First of all, in the activity one must match the name of the part of the room with its respective drawing. At the end of the activity the teacher and students will verify that the answers are correct.

A. Look and match.

door
window
floor
wall
ceiling

Less guided activities

GROUP WORK. The class will divide into 2 groups. The teacher gives the indications about what the game of this lesson is about. The game is called "Word Wall" about parts of a room, the game consists in each team must order the letters of the word presented, the team that does it faster and without spelling errors, wins a point, at the end of the game the team that gets more points wins the game.

Resource: https://wordwall.net/es/resource/37772328/parts-of-a-room

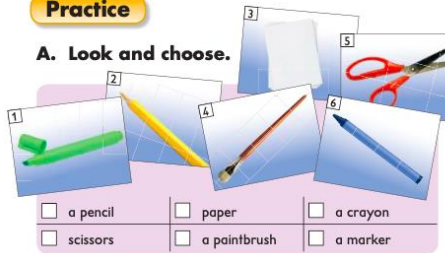| **Independent Practice** |
|---|
| Students draw and color their room and name the parts of a room, as we have already learned in this lesson. |

Assessment
Students present their work to all class and indicate which floor, ceiling, wall, window, and door about their own rooms.

Lesson plan 9	
Language level: A1.1	**School year:** 2022-2023
Age: 10-12 years old	**Topic:** Art class supplies
N of periods: 2 hours (80 minutes) 1 hour (40 minutes)	**Type of institution:** Public
Class: Sixth "B" **Date:** Wednesday, December 21, 2022 **Schedule:** 07:10 to 08:30 **Date:** Thursday, December 22, 2022 **Schedule:** 08:30 to 09:10	**Pre-service teacher:** Karol Estefania Irene Gualan
	Lesson Objectives
	At the end of the lesson, students will be able to identify some art class supplies using the vocabulary and make sentences with them.
Materials	**Vocabulary**
Textbook Title English A1.1 Ministry of Education. Flashcards, worksheet	**Verbs:** draw, paint, cut. glue **Vocabulary:** scissors, paintbrush, paper, pencil, marker, crayon.

Warm-up and Objective Discussion
The teacher reminds the students about the contents learned and explains the game. In this lesson, students play a game called "Boll". First, the teacher asks questions about personal information and passes a ball, the student who has de ball answers the questions, and the same boy or girl ask a question for other classmates. If the student answer correctly, wins a badge.

Instruct and Model
Instruct Show a video about art class supplies. After showing the video, the teacher asks the students if they recognize any word described in the video? and its meaning. After that the teacher shows a PowerPoint presentation on the vocabulary about art class supplies, emphasizing its meaning and pronunciation. **Model** The teacher shows realia and brings flashcards with the names of the art class supplies, and together with the students they place the name as appropriate, then the teacher focuses on the spelling and pronunciation of the vocabulary. After that, the teacher asks the students what is a _____?, students show a school material depending the questions that the teacher ask. For example, what is a pen?, And the students show a pen that they have. Resource: https://www.youtube.com/watch?v=hjFaqDNUVFo

| Guided Practice |
|---|
| Students open the English book on page 46. The teacher gives instructions to the students about the activities to be carried out. First, in the activity one must match the name of the art class supplies with its respective drawing. At the end of the activity the teacher and students will verify that the answers are correct. |

Practice

A. Look and choose.

☐ a pencil   ☐ paper   ☐ a crayon
☐ scissors   ☐ a paintbrush   ☐ a marker

Next, students open the English book on page AB28. In this activity the students must paint the art class supplies with the color that there are in the question B. After that, the students must write their name. At the end of the activity the teacher and students will verify that the answers are correct.

B. Look and color.
1. Color the crayons purple, yellow, and blue.
2. Color the markers red and brown.
3. Color the paintbrush pink and yellow.
4. Color the scissors green and red.
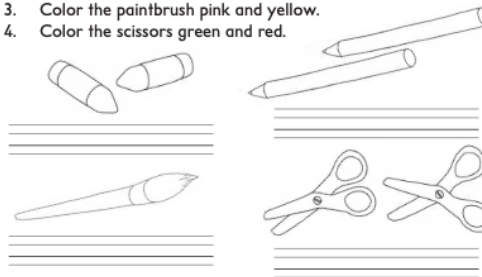
5. Write the words.

paintbrush   crayons   markers   scissors

Less guided activities

GROUP WORK. The class will divide into 2 groups. The teacher gives the indications about what the game of this lesson is about. The game is called "Balloon bursting" about art class supplies, the game consists in each team must match the word with their definitions, the team that does it faster and match correctly, wins a point, at the end of the game the team that gets more points (points system) wins the game and a badge.

Resource: https://wordwall.net/es/resource/39352185

Independent Practice
Students make a glossary with art class supplies. In this glossary the students write the name and make a draw about them. After that, students present their work to all class and indicate about their draw.
Assessment
Students develop a worksheet about art class supplies. In the activity A, students must match the pictures with their name. In the activity B, students must unscramble the sentences correctly, consider the sentences structures.

<table>
<tr><td colspan="2" align="center">Lesson plan 10</td></tr>
<tr><td>Language level: A1.1</td><td>School year: 2022-2023</td></tr>
<tr><td>Age: 10-12 years old</td><td>Topic: What do you want to eat?</td></tr>
<tr><td>N of periods: 2 hours (80 minutes)
　　　　　　1 hour (40 minutes)</td><td>Type of institution: Public</td></tr>
<tr><td rowspan="2">Class: Sixth "B"
Date: Wednesday, January 04, 2022
Schedule: 07:10 to 08:30

Date: Thursday, January 05, 2022
Schedule: 08:30 to 09:10</td><td>Pre-service teacher: Karol Estefania Irene Gualan</td></tr>
<tr><td align="center">Lesson Objectives

At the end of the lesson, students will be able to
- to recognize some food group's family.
- to talk about what they want to eat.</td></tr>
<tr><td align="center">Materials</td><td align="center">Vocabulary</td></tr>
<tr><td>Textbook Title
English A1.1 Ministry of Education.
Flashcards, worksheet</td><td>Vocabulary: strawberries, grapes, carrots, potatoes, tomatoes, beans, a chocolate bar, fish, rice, noodles, French fries, pizza, chicken, ice cream</td></tr>
<tr><td colspan="2" align="center">Warm-up and Objective Discussion</td></tr>
<tr><td colspan="2">The teacher reminds the students about the contents learned and explains the game. In this lesson, students play a game. The game consists of the teacher showing a shape of a type of food group. Moreover, all students can participate and only have five seconds to answer. Students raise their hand and answer, if the answer is correct, the student goes to the board and writes the answer, if the spelling and pronunciation is correct the student wins a badge. At the end of the game, the teacher informs the students of the objective of this lesson and the importance of learning food vocabulary.

Resource: https://www.youtube.com/watch?v=AvTiyEuQ6vI</td></tr>
<tr><td colspan="2" align="center">Instruct and Model</td></tr>
<tr><td colspan="2">Instruct –
Show a video about food vocabulary.

After watching the video, the teacher asks if they remember some of the foods presented and their pronunciation. After that, the teacher presents flashcards about some foods and focuses on the spelling and pronunciation of each of the foods.</td></tr>
</table>

Model

On the board, the teacher presents how students can respond when asked what they want to eat, and also focuses on the simple present tense structure and using the vocabulary learned in this lesson. For example, what do you want to eat? And the possible answer I want to eat _____.

Finally, the teacher reinforces the questions and answers using the vocabulary, she presents a song about food vocabulary.

What do you want to eat?
I want some French fries, please.

What do you want to eat?
Some French fries and some noodles, please.

What do you want to eat?
Some French fries, some noodles, and some fish, please.

What do you want to eat?
Some French fries, some noodles, some fish, and some carrots, please.

What do you want to eat?
Some French fries, some noodles, some fish, some carrots, and a pizza, please.

What do you want to eat?
Some French fries, some noodles, some fish, some carrots, a pizza, and some grapes, please.

Resource:
https://www.youtube.com/watch?v=DOT15xaX7-E

Guided Practice

Students open the English book on page 52. The teacher gives instructions to the students about the activities to be carried out. First, in the activity, one must match the name of the food vocabulary with its respective drawing. At the end of the activity, the teacher and students will verify that the answers are correct.
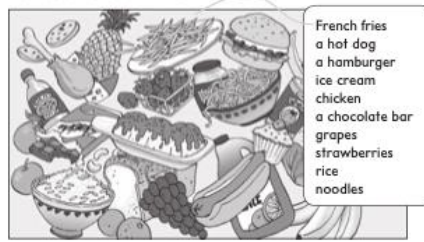

Practice

A. Look and choose.

☐ potatoes   ☐ ice cream   ☐ tomatoes
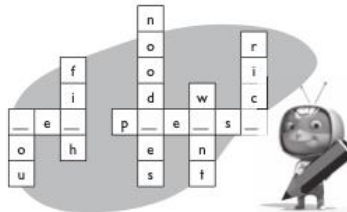☐ a chocolate bar ☐ fruit   ☐ noodles

Next, students open the English book on page AB35. In this activity, the students should observe and match as appropriate, where an image is shown, in which are the food, and on the right side the names, students should identify the name of each one and match. In activity B, students should fill in the crossword puzzle with the missing letters.

Play and learn

A. Look and write.

French fries
a hot dog
a hamburger
ice cream
chicken
a chocolate bar
grapes
strawberries
rice
noodles

B. Write the letters. Read the words.

Less guided activities

GROUP WORK. The class will divide into 2 groups. The teacher gives indications about what the game of this lesson is about. The game is called "Bamboozle" it consists of each team having one opportunity per turn. One participant from each group chooses a card, which will show a question, if the question is answered correctly, the team wins a point, otherwise the other team wins the points. At the end of the game the team with the most points win the game and a badge.

Resource: https://www.baamboozle.com/quiz/629230

Independent Practice
Students make a glossary about food vocabulary. In this glossary the students write the name and make a drawing about them. After that, students present their work to all class and indicate about their draw.
Assessment
In pairs, the students should elaborate a dialogue on questions and answers, considering the vocabulary learned in class. For example, one student asks what do you want to eat? and the other student answers I want to eat _____