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Gamification and English grammar learning through technology among seventh-grade students at a public institution in Loja city during the 2022-2023 school year.

Gamificación y aprendizaje de la gramática inglesa a través de la tecnología en estudiantes de séptimo grado de una institución pública de la ciudad de Loja durante el año lectivo 2022-2023.

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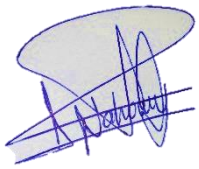
Firma: 

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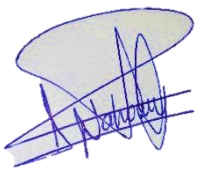

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Dedication

This research project is especially dedicated to my parents Luis and Yanina who with their love, patience, and effort has allowed me to achieve my dream of obtaining my degree.

Thank you to my sisters Lugina and Morena for their unconditional love and support throughout this process, and for always being with me. And to all my family because with their prayers, advice, and words of encouragement, they made me a better person and in one way or another, they accompany me in all my dreams and goals.

I also want to dedicate this thesis to my grandmother my Mami Elsa, who in all her calls always gave me the best advice and never let me give up, thank you, mommy, for always believing in me and never let me fall. I also dedicate this thesis to my grandparents Carlos Orlando and Miguel Alfredo whom I knot from heaven accompany me in every step I take and that right now they should feel proud of the woman I have become.

Finally, I dedicate this project to my friends who helped me make this dream come true, and especially to my little Dulce who always stayed by my side when I had long days of study, thank you all.

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Nahomy Cristina Ludeña Loaiza

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1. Title

Gamification and English grammar learning through technology among seventh-grade students at a public institution in Loja city during the 2022-2023 school year.

2. Resumen

La implementación de juegos en el estudio del inglés es una buena alternativa para motivar a los estudiantes de séptimo grado a aprender más e interesarse por el aprendizaje de la gramática inglesa. El objetivo principal de esta investigación es mejorar el aprendizaje de la gramática inglesa mediante el uso de la gamificación a través de la tecnología en estudiantes de séptimo grado de una institución pública de la ciudad de Loja, durante el Año Escolar 2022-2023. Los participantes fueron estudiantes seleccionados mediante un muestreo por conveniencia, que se conformó con un total de 27 estudiantes. Asimismo, el presente diseño de investigación-acción responde a un enfoque mixto que implica la recolección de datos cuantitativos y cualitativos. El investigador recogió datos cualitativos a través de fichas de una encuesta para analizar las diferentes opiniones, emociones y percepciones de la muestra objeto de estudio respecto al uso de la gamificación. Por otro lado, en los datos cuantitativos se implementó un pre y posttest con el fin de obtener un promedio en la comprensión gramatical y también medir el nivel de mejora con la aplicación de los planes de intervención. Esto llevó a la conclusión de que la gamificación a través de la tecnología aplicada durante el desarrollo de este trabajo de investigación ayudó a los estudiantes a mejorar su aprendizaje de la gramática. Finalmente, como resultado de este proyecto se defiende que los profesores de inglés implementes la gamificación a través de la tecnología como una herramienta para fomentar el estudio, motivación y participación de los estudiantes en el área de gramática.

Palabras clave: juegos en línea, competencias gramaticales, gramática inglesa, percepciones de los estudiantes.

2.1Abstract

The implementation of games in the study of English is a good alternative to motivate seventh grade students to learn more and be interested in learning English grammar. The main objective of this research was to improve the learning of English grammar by using gamification through technology in seventh-grade students of a public institution in the city of Loja, during the School Year 2022-2023. Likewise, the present action research design responded to a mixed approach that involved the collection of quantitative and qualitative data. The researcher collected quantitative data, a pretest and posttest was implemented in order to obtain an average in grammatical comprehension and also measure the level of improvement with the application of the intervention plans. Also, a questionnaire was applied to analyze the different opinions, emotions and perceptions of the sample under study regarding the use of gamification. On the other hand, qualitative data was collected through field notes, in which the teacher kept records about the implementation of games in the class. The participants were students selected through a convenience sampling, which consisted of a total of 27 students. Finally, to the conclusion that gamification through technology applied during the development of this research work helped students improve their grammar learning. As a result of this project, it is advocated that English teachers implement gamification through technology as a tool to encourage students' study, motivation and participation in the area of grammar.

Key Words: online games, grammar competence, English grammar, students perceptions

3. Introduction

Learning grammar in English as a Foreign Language (EFL) helps learners perceive the structures of the language effectively. If learners are given grammatical structures in context, they will be able to master the language better, and use grammatical conventions more effectively in communication (Gaster, 2016). In this regard, the Ministry of education (MinEduc, 2019) includes grammar competences in the areas of reading, listening, and speaking which is estimated to reach A2.2 level for seventh-grade students, established in the National Curriculum by the Common European Framework of Reference for Languages (CEFR). In consequence the national curriculum proposed by the Ministry of Education (2019) defines grammar learning as the ability to effectively communicate.

However, the student-teacher observed during her teaching practicum that students of seventh-grade of a public institution in Loja city, presented deficiencies in English grammar learning as they could not communicate in a correct way because they did not know the structures to create sentences. Similarly, researchers assert that grammar is a complex component in a language, whereby teaching and learning of grammar are difficult (Hashim 2019). Mahmood (2021) said that grammar most of the time is monotonous to learners and they ignore or do not pay attention to know about this specific component. Moreover, according to Galego (2014) Villagrá (2014) Satorre (2014) Compañ (2014) Molina (2014) Llorens (2014), reported that implementing games in the study of English is a good alternative to motivate students to learn more and have interest for English grammar leaning. For those reasons, this research implemented gamification in students from seventh-grade, in English grammar learning.

Based on the previous information, the purpose of this research was to improve English grammar learning by using gamification through technology among seventh-grade students at a public institution in Loja city, during the 2022-2023 school year. This project aimed to answer the central question: How can gamification provide through technology improve English grammar learning among seventh-grade students at a public institution in Loja city? moreover, in order to have clear answer, the researcher formulated essential sub questions: What are the students' perceptions about the use of gamification through technology in learning English grammar? What is the effectiveness of using gamification through technology in learning English grammar? How can gamification provide through technology help in the development of English grammar learning?

Previous studies have demonstrated that the implementation of gamified learning was

effective in terms of grammar achievement, students obtain better results when they learned grammar through the use of online language games (Castillo 2020). Furthermore, Tan (2018) asserted that gamification is an innovative pedagogical strategy in which digital games are applied in an educational environment and as learning tool. In the same context, Hashim (2019) argued that the reason behind the improvement is due to the motivating intervention, that is why, he supports this claim by stating that students learn better when they are excited in the technology game-based teaching method used by the teacher.

Additional, this study addresses a large gap in the existing literature because it focuses specifically on the grammar of seventh-grade students, a group that has received scarce attention in previous research, it has focused on high school and college students, leaving gaps in understanding how games affect grammar learners. The lack of research in this particular population points to the need to explore the application of gamification through technology in different contexts. Therefore, this study addresses this gap by investigating the effectiveness of gamification in enhancing seventh grade students' English grammar learning and providing valuable information on strategies that can be used to support their educational development.

Accordingly, a general objective was established to guide this research project: to improve English grammar learning by using gamification through technology among seventh-grade students at a public institution in Loja city. And the specific objectives were to apply gamified strategies by using technology in the development of English grammar learning, to describe the students' perceptions about gamification using technology in English grammar learning, and to identify the effectiveness of using gamification through technology in English Grammar.

The application of gamification through technology to improve the learning of English grammar offers a series of advantages to students, teachers and institutions. For students, it increases motivation, participation and entertainment, and leads them to develop better study habits. For teachers, gamification through technology allows them to provide feedback on grammar lessons, it also adapts teaching approaches to the individual needs of each student, and it create a very effective environment for better teaching. In addition, schools benefit from the implementation of gamification through technology as it contributes to student success by creating a positive, fun and dynamically stimulating learning environment.

This study provided important advances to the research community in multiple aspects. First, it provided an understanding of grammar learning and yielded the positive results for language learning. Besides, it contributed to identifying the types of sentence-forming structure in the studied grammatical tense for different groups of learners. Finally, the impact of the research on the implementation of gamification through technology transcended academia. As

a result, game-based teaching methods were developed, adapting the diverse needs of learners and fostering innovative approaches to teaching and learning. Also, the scope that this research encompassed on the implementation of gamification through technology to improve English grammar learning.

Finally, the participants of this study were 27 seventh-grade students of a public institution of Loja city, during the 2022-2023 school year. The intervention was developed over 40 hours, and it was found that online games were positively perceived by students. However, there were some limitations during the intervention as the lack of technological devices, internet connection, time and the action research cycle that was developed only one time. Consequently, it is recommended for further researchers to include a greater number of participants to show the influence of gamification on students' engagement. Additionally, increaset time for developing the action research cycle and take into account the technological devices and internet connection of the institution.

4. Theoretical Framework

4.1. Gamification

4.1.1.Origin of gamification

The gamification field started to take flight in late 2010, and it took its roots in the ideaof using game elements and game designs in non-game contexts to reach various objectives while increasing user engagement and motivation (Chitroda 2015).

As a formalized and widely implemented strategy, gamification is a relatively new concept, only gaining traction in the 21st Century. However, gamification has existed for a significantly longer time than many realize.

1978- Richard Bartle, a world renown game designer and researcher at the University of Essex in England, created MUD1. This program was a text-based system that wasthe first in the world to allow

1994- Sony unveiled the first ever console game, PlayStation 1.

1996- The video game industry grew to about $15 billion. multi-player experiences.

2003- The term "Gamification" is said to have been coined by Nick Pelling, a British computer programmer and inventor.

2008- Bret Terril wrote a blog on "gamification", the first recorded use of the word and concept.

2012- Gartner predicts that by 2014, 70% of global 2000 organizations will have at least one gamified application. They also predict that 80% of current gamifiedapplications will fail.

2014- M2 Research predicts that gamification will be a 2.8-dollar industry by 2016

Today- The field of gamification has grown exponentially and gained increased recognition on an organizational level, especially as a tool to attract and retain talent.The future of Gamification will be an exciting one. This field has the potential to saveindustries millions by simulating training in an immersive and realistic environment that increases motivation and engagement.

If Gamification is implemented adequately, its results can surpass any other learning and development method we have used before. It is time to leverage the power of technology and our knowledge of the workings of the human brain to enhance performance and results ina wide range of settings. Gamification is providing a big step in the right direction Chitroda (2015).

4.1.2.Gamification in Learning

Gamification is the process of using mechanics in a non-gaming environment. Most recently in the world, teachers that teach English as a Foreign Language are encouraged to usegaming elements which could motivate and stimulate students to take a more active role in thelearning process (J 2019). For this reason, much attention has been focused on the trend of implementing games in English language learning in non-gaming facilities.

It is much harder to spot gamification these days, not because there is less of it, it is because it is so darn and people can find gamification anywhere. By the way, teachers can create a game using the different apps that nowadays the internet and the computer have. Usinga gamification teacher can make her message more memorable and can create an experience to make her massage come across. Also, Gamification can be used to encourage certain behavior and make it fun to learn something new.

According to the phycologist and philosophy Gross (2012) his seventh grade symbolic function of the theory and says " que los docentes que implementen juego dentro de su clase a nivel escolar y universitario ayudarán a sus estudiantes a adaptarse mejor a su medio y les permitirán tener una mejor vida profesional, gracias a todo lo que un juego involucra" [teachers who implement games within their classrooms at school in scholarship which and universitylevel will help students to adapt better in their environment and will enable them to have betterprofessional life, thanks to all that a game involves.] (Diaz 2017).

Teachers still provide effective content instruction that will capture student's attention and, lead them to mastery of requisite skills and demonstrate competency of grade level state standardmes are supposed to catch the attention of the player itoy that all the other distractions are pushed to the periphery of consciousness, which may lead to experiencinga loss of self-consciousness and a distortion of time when playing.

Additionally, Piaget (2012) mentions that the game is part of the intelligence of the children and Shapiro-Wilk the evolutionary stage. This means that it is related to the maturity and the experience of each one, because through games is how everyone acquires knowledge.

Finally, taking into account what are the benefits of use gamification the researcher finds thefollowing:

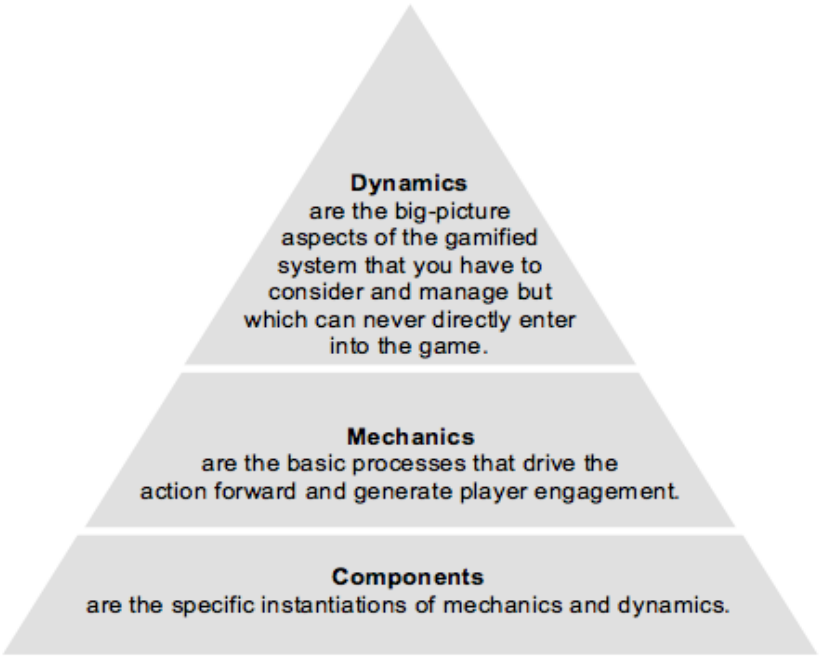
- Students feel like they have ownership over theirinarning
- A more relaxed atmosphere in regardsofo failure, since learners can simply try again

- More fun in the classroom
- Learning becomes visible through progress indicators
- Students may uncover an intrinsic motivation for learning
- Students can explore different identities through different avatars or characters
- Students often are more comfortable in gaming environments, so are more proactiveand open to making mistakes

4.1.3.Gamification System

The Gamification system has to be very clear and carefully ordered to make it efficient. Werbach and Hunter (2012) provided an example on how game elements should be coordinated with each other.

Figura 1. The Game Elements Hierarchy



Take of book *Gamification as a motivational tool* [Figure 3], Werbach & hunter, (2012) p. 82

The pyramid of game elements is a way of visually thinking about various game elements. In the top the authors have Dynamics representing the progression through the system, narratives, and overall constraints that the system outs on players. Second, the authors choose Mechanics, and these are the verbs of the system, and finally, Components that are mentioned here go into the detail of the game (Werbach 2019).

Putting game elements together is an important task, it is hardla y possible to master them all perfectly. A Gamification system has to be in perfect match with a particular situation, its elements have to be aligned with each other and implemented well. Also, the application of the

gamification system aimed at increasing student engagement and participation in an already well-designed and well-executed course.

4.1.4. Gamification Elements

Learning with games is highly recommended because students strive to play, learn, and understand, which leads to games combining knowledge and skills so that new skills can be developed. That is why it is necessary to know what are some of the elements that gamification has in relation to learning.

Table 1 Aplying Gamification to Learning Activities

GAME ELEMENT	EXAMPLES	USEFUL TO INSTRUCTIONAL DESING
Achievement (Progression)	Points Badges Leveling Leaderboards Progression bars Certificates	- Game players get satisfaction from level accomplishment and skill development. Learners enjoy the same types of recognition. - The sense of progression motivates continued effort. Leaderboards provide a social status helpsent, as do points and badges.
Rewards	Equipment tools and other resources to use in game Collectibles Bonuses Power-ups	- Closely related to achievement, rewards can be scheduled into the learning experience. - Both variable and fixed reward schedules are popular game mechanics. Rewards can be based on completing a number of actions, or distributed at set intervals. - Rewards provide extrinsic motivation and recognition - for time, effort, and skills attained.
Story	Narrative arc Quest: The hero's journey	- An adventure setting, a thwarting disaster scenario, or a beating the competition narrative pique learner interest and motivation. - Put the learning experience into a compelling narrative setting. Add characters, conflicts, and resolution to immerse the learner – and learner choices – into the storyline
Time	Countdown Schedule	- A common trope in board games, timers (counting up total time) and countdown clocks create a sense of urgency.

Personalization	Avatar selection Avatar customization Character naming Interactive conversation (ICI)	- From selecting and customizing an avatar to choosing the look-and-feel options (e.g., a dreamy theme or a bright color theme), accommodate individual preferences. - Use the information from learner input fields. For example, if the learner inputs a nickname into a text field, use that nickname within the environment or narrative.
Microinteractions	Toggles Animated	- Details matter when creating a great experience. - Games provide numerous and satisfying moments and microinteractions: a hover-state animation, a sound effect, or a cut-screen narration. But beware of too much flare! - Provide nuanced environmental reactions to learner actions through sound, subtle animations, and cool transition screens.

Take the article Gamification Elements to Use for Learning, (Jakson 2019)

All the studies that were reviewed also show that the application of gamification elements have a positive impact on student learning in the context of which they have implemented.

4.1.5.Understanding the Audience of Gamification

It is very important to understand the audience of a gamified platform. People will not remain engaged in something that does not meet their expectations or is otherwise not fun. By recognizing what types of games and game elements appeal to you specifically, you can better recognize how gamification is affecting you.

According to Foster (2020) teacher has to cultivate active and engaged audiences for your brand; as we know, the audience sits at the heart of any successful communication, the community you build is what supercharges gaming. This is the medium where people want and like to interact, engage and spend their time. So, for this reason, teacher has to explore the gamification and know how it can improve creative communication. And this is going to be sure if teacher develop multiple techniques and tools, successfully games, creating a place where people want and enjoy to spend their time. In addition of it, if teacher follow these aspects, teacher is going to create an authentic audience experience.

4.1.6.Teacher's Role in Gamified Learning

The important role that a teacher has is to create an appropriate technique to increase the communicative competence of the students (Rubio and Conesa 2013). Besides, teachers have

to be clear about the level of knowledge of the learners, the age of the target group, their interests and needs.

Few years ago, the role of the learners was that of a passive subject who listened to the teacher, but this has changed thanks to the communication approach to teaching and learning a second language which makes the students an active subject in language acquisition and the development of communicative competence.

An additional thing that teachers need to do is also make the students understand that group activities involve a natural relationship. Teachers need to value the physic aspects like, a good communication, ventilation, illumination, decorated and choose the correct specific objectives in order to carry out the gamification

According to the researcher there is a lot of possibilities to learn a language through gamification, but teachers have to have clear some special aspects that are:

- Choose a motivated theme
- Adapt the game to the number of learners and their group characteristics.
- Knowledge of the students about English learning.
- Games where the teacher has a moderator role and learners a passive subject.
- Games where learners develop multiple intelligences.
- Games with challenges that include everyone.

On the other hand, teachers can implement gamification using the following examples or tips.

1. Give points for meeting academic objectives.
2. Creating playful barriers.
3. Creating competition within the classroom.
4. Comparing and reflecting on personalized performance
5. Giving Learning badges instead of points or grades.
6. Helping students assume specific perspectives in learning

4.1.7. Typology of Games in Learning Grammar

Grammar games typically refer to those games that require players to use different aspects of grammar including spelling, word choice, punctuation, and understanding different parts of speech. Grammar games might be designed to be played merely for fun, or they may be more like competitivegames in which a player progresses through the game and ultimately wins due to his or her understanding of grammatical concepts (Wiesen 2022).

There are a lot of games that can carry out the learning, the researcher explored some games that are going to help is this research and those are:

4.1.7.1 PowerPoint can be used to play simple question-and-answer games, as well as more complicated games that stimulate the psychomotor s kills of the youngest population, therefore, PowerPoint in this research project was used to increase students' knowledge through games, so the researcher created the games he gave in his class, for example. "among us" "hangman" and "alphabet soup". However, some of the benefits that the researcher finds to using these tools are that PowerPoint's versatility has made it the program most used by teachers and professors to add educational value to their classes and lessons. In turn, students also use the slides to enrich their practical work, projects and other curricular activities. Another benefit ofusing PowerPoint is the visual effectiveness of your presentations. Most speakers and lecturers use PowerPoint to add value to their speeches and presentations in order to catch and hold the attention of their audience for the duration of the lecture (Educativo 2019).

4.1.7.2 Liveworksheets is a tool that allows teachers to create interactive worksheets for their students. Teachers upload traditional print worksheets in PDF or as Word documents, and can then transform these into interactive exercises using different formats such as multiple choice, drag and drop or join the arrows, which can include audio or videos if necessary. This tool has helped us a lot when teaching classes, since the sheets are in accordance and exact to the activity that the teacher is proposing, in many cases, these interactive sheets are very didactic and allow students to better understand the subject being applied. Students also like them because they are very short and concise, they do not need too much text to be understood.

4.1.7.3 Baamboozle This game consists of a board made up of 24 numbered panels. The teamstake turns to choose a panel. Behind the panel is hidden the question they must answer. If the team gets the question right, the shower points are added to their score. Otherwise, they are subtracted, and the turn passes to the next team (Clase 2021).

4.1.8.Use of Technology in English Language Learning

Technology in language learning within educational centers is not the future, but the present of education. The use of technology in language learning has become a very perfect complement in which learners are going to reach proficiency and fluency. The use of technology means that learners have the autonomy and independence to learn how and where you want. Digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary ‘languaging’ (M. Swain) that makes their

language development possible (Motteram 2013).

Now the researcher finds some benefits where technology is very useful in learning English as Foreign Language. Dexway.

1. Individualized approach.
2. Improved cost-benefit ratio.
3. Educational democratization and inclusion.
4. Tracking results
5. The best complementary tool for teachers in the classroom.
6. Motivate and stimulate students to learn.
7. Ease in managing and monitoring student progress.
8. Create a unique experience as much for the teacher as the students.
9. Promote interactivity and collaboration within learning (Torrano 2021).

4.2. English Learning Grammar

4.2.1. How to Teach Grammar to Young Learners

The researcher looked at how on explicit focus grammar is not feasible for young learns, who are not capable of abstract reasoning. In this sense, the researcher says that communication in young learner classrooms needs to be meaning driven, in that the priority needs to be communication and negotiation of the message, and the analysis of the form and grammar comes secondary to this.

According to Pengelley (2019) young learners enjoy very different types of tasks. For example, be meaning driven, with a secondary focus on form; reinforcing a focus on grammar forms by maximizing repetition; Tasks should be age appropriate; Tasks should reflect what our learners might need to do/say/use in their daily lives; That the tasks are enjoyable and challenging, relative to cognitive development of the learners.

For that reason, teachers have to have clear that works for adults will not always work withkids. This means that the traditional practice tasks that teacher might have used to great successmight have limited application for your young learners.

Kids love stories and plays, integrating skills reflects the way language is used in the real world; is important to know that while the focus of your lesson might be grammar, it's important that this grammar focus is situated in the context of a range of opportunities to practice as many skills as possible.

Another author Healy (2020) give us some methods to teach one of them is:

1. **Show How Grammar Works in Texts. -** Provide a clear link between a piece of grammatical knowledge and how authors use it to make meaning. So, rather than telling your child to “use more determiners and pronouns”, show them how determiners and pronouns create cohesion between ideas.
2. **Use Examples and Make them Authentic. -** Grammar is abstract, so use examplesrather than lengthy explanations. The best kind of example is one you find in published literature.
3. **Make Room for Discussion. -** Ask your child what they are trying to write. For instance: “What effect are you trying to create here?” Then use this information todecide what kind of grammar will help them do that.
4. **Encourage Language Play. -** Ask your child to experiment by reordering parts orsplitting the subject and verb, and then notice what happens.

4.2.2. What is Grammar?

Grammar is the system of a language. In most of the cases, people say that grammar is the “rules” of a language; but in fact, the language has no rules. According to (Essberger) If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. What we call "grammar" is simply a reflection of a language at a particular time.

Likewise, grammar is often misunderstood in the language teaching field. The misconception lies in the view that grammar is a collection of arbitrary rules about static structures in the language (Zhang 2009).

4.2.3. Importance to learn Grammar

The study of grammar all by itself won't necessarily make you a better writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraphs. In short, studying grammar may help you become a more effective writer (William, 2020).

Learning proper grammar is important because it is the language that makes it possible for us to effectively talk about language. In our everyday lives, grammar is everywhere. We use it at home, in school, at work, and in the streets. It is the core of a language regardless of one’s

culture, mastery and understanding of it. Being able to use grammar also widens one's vocabulary (William, 2020).

It's important to think of grammar as something that can help you. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book. We study grammar because a knowledge of sentence structure is an aid in the interpretation of literature; because continual dealing with sentences influences the student to form better sentences in his own composition; and because grammar is the best subject in our course of study for the development of reasoning power (Murray, 2013)

4.2.4 Sentences types in the English learning grammar

As reported by Kramer (2021) there are two ways to classify sentences: by their function and by their structure. When a sentence is described based on its function, it is described based on what it does. According to their function, there are five different types of sentences: declarative, interrogative, exclamatory, imperative, and conditional sentence.

4.2.4.1. Declarative sentence. A declarative sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentence ends with a period (.) (Beare, 2019).

Examples:

- I forgot to wear a hat today.
- Your pizza is doughy because you didn't cook it long enough.
- Spiders and crabs are both members of the arthropod family.

4.2.4.2. Interrogative sentence. The interrogative asks a question. In the interrogative form, the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ...?). The interrogative form ends with a question mark (?) (Beare, 2019).

Examples:

- How long have you lived in France?
- When does the bus leave?
- Do you enjoy listening to classical music?

4.2.4.3. Exclamatory sentence. The exclamatory form emphasizes a statement either declarative or imperative with an exclamation point (!) (Beare, 2019).

Examples:

- Hurry up!
- That sounds fantastic!

- I can't believe you said that!

4.2.4.4. Imperative sentence. The imperative form instructs (or sometimes requests). The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a period (.) or an exclamation point (!) (Beare, 2019).

Examples:

- Open the door.
- Finish your homework
- Pick up that mess.

4.2.5 Grammar structure

Grammar involves syntax and morphology. It is the way words, phrases, and clauses come together to make sentences. This component classifies words based on eight parts of speech:

- **Verbs** express what the person, animal, place, thing, or concept does.
- **Nouns** are the name of something such as a person, animal, place, thing, or concept.
- **Pronouns** substitute a noun or a noun phrase.
- **Adjectives** describe a noun or pronoun. (Educativo, 2019).

4.2.6 Grammar Elements

There are a lot of grammar rules in English, but actually, there are 5 fundamental elements which students have to understand in order to communicate properly.

The following 5 principles form the basic framework you will need to become familiarwith in order to speak coherent and grammatically-correct English. They are the foundation onwhich the other rules of English are built (Machado 2020).

4.2.6.1 Word Order The order of words in an English sentence is very important if you want to communicate your thoughts and ideas. A change in word order often results in a change of meaning. It is used to determine the relationship between different words, also word order refers to the conventional arrangement of words in a phrase, clause, or sentence. For example, in the present simple sentence, the subject comes first, then the verb, and finally the complement.

English word order is strict and not very flexible. This means that the order of words in

an English sentence rarely changes: the subject almost always comes before the predicate. There are however a few parts of speech that can move in sentences. We will cover these laterin this lesson (Nordquist 2018).

4.2.6.2 Punctuation is the system of symbols that we use to separate written sentences andparts of sentences, and to make their meaning clear. Each symbol is called a "punctuation mark". It is used to signify pauses, intonation, and stress words. To use punctuation, at least, in English is very essential because the importance of and rules of punctuation allow the reader to understand the writer's meaning. Russel Baker (2919) explains the need for punctuation in a language beautifully: “When speaking aloud, you punctuate constantly — with body language. Your listener hears commas, dashes, question marks, exclamation points, quotation marks as you shout, whisper, pause, wave your arms, roll your eyes, wrinkle your brow. In writing, punctuation plays the role of body language. It helps readers hear the way you want to be heard” Baker (2019).

The most commonly used punctuation marks in English are as follows:

- **Apostrophe (')** An apostrophe is used as a substitute for a missing letter or letters in aword (cannot = can't), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations.
- **Comma (,)** A comma is used to separate phrases or items in a list. She bought milk, eggs, and bread.
- **Exclamation mark (!)** An exclamation point is used to show excitement or emphasis.It is cold!
- **Full stop (.)** A full stop is used to note the end of a declarative sentence. I see the house.
- **Question mark (?)** A question mark is used at the end of a question. When are we going?

4.2.6.2 Tense and Aspects Tenses signify whether a statement refers to the present and past, inwhich the verbs of a sentence place an action. English does not have a future tense, because totalk about the future, English requires the modal verb WILL or the present progressive (Lawless 2022).

Also, to talk about grammatical tense, it has a subcategory that are the aspects, and it refers to allow it describe or understand how an event unfolds over time. Aspects divide in four parts that are: Simple; progressive; perfect; and perfect continuous.

4.2.7 English Grammar Competences

First the researcher wants you to know what competence is. In the psychology dictionary, Colman (2009) defined competence as the capacity, skills, or the ability in doing

something correctly and effectively. Also, Richards & Rodgers (2003) defined the competences as the description of essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. So, the competence is the useful ability that includes skills, knowledge, attitudes, and behaviors acquired by the students in doing the real-world task or activity in the real life in the form of social networking.

So, taking into account what is competence is time to know what is Grammar competence. Grammatical competence is the ability to use the forms of the language (sounds, words, and sentence structure). Moreover, as Valdez (2009) quoted in his study, structural Grammar is an approach to the written and spoken language that focuses on the mechanics and construction of sentences. This approach is very important in studying Basic Grammar Skills or the basic parts of speech. Grammatical competence Grammatical competence is the ability to use the forms of the language (sounds, words, and sentence structure). Moreover, as Valdez (2009) quoted in his study, structural Grammar is an approach to the written and spoken language that focuses on the mechanics and construction of sentences. This approach is very important in studying Basic Grammar Skills or the basic parts of speech.

4.2.8 Techniques for Presenting Grammar in the Classroom

Referent to Ramadan (2019) say that here we have a variety of techniques for presenting new grammar items, and those are:

- **Direct Explain (Explicit Approach)**

  This has the advantage of allowing students to contrast an item of grammar inEnglish with an item of grammar in the students' own language.

- **Discovering the Grammar (Implicit Approach)**

  It is helpful to have students discover the grammar rather than telling themwhat it is. Do this by choosing a text which contains lots of examples of the targetgrammar.

- **Using pictures or drawings (Illustrating grammar Points)**

  Here the teacher can use presentations to illustrate a grammar point veryquickly.

- **Drawing Timelines (Teaching Tenses).**

  Timelines are useful for teaching grammar structures that refer to aspects of time. Timelines are a simple and visual way to clarify the actions and events describedin a sentence.

- **Asking Concept Questions (Checking Understanding)**

  Write a sentence on the board containing the grammar structure.

- **Using Tables (Showing the Form).**

  Tables are very useful for showing the form of the grammar on the board.

- **Using Objects (Presenting the Meaning).**

  Sometimes using objects can work as quickly as anything to present themeaning.

- **Contrasting Structures (Showing the Difference in Meaning).**

  With higher-level grammar, it is useful to ask students to contrast two grammar structures which are similar in certain ways, but which have an importantdifference in meaning.

- **Choosing the Correct Sentence (Correcting Common Grammatical Mistakes).**

  This is similar to the previous technique because you give students twosentences, but one sentence has a mistake related to grammar.

4.2.9 Approaches in teaching grammar

According to Schwarz (2014), grammar teaching should be done as efficiently as possible due to the time constraints and the fact that it should be done by teachers. While there are teachers who prefer to use the structural method in teaching their students thinking that this method is the best to enhance the proficiency in the language, there are also some teachers who prefer to use the gamification method in teaching grammar to their students.

4.2.9.1 The Deductive Approach in Teaching Grammar Umida, Dilora, and Umar (2020) saidthat the deductive approach is the traditional or explicit approach in teaching grammar, the emphasis is on basic skills. This approach involves drawing learners' attention to grammatical forms by giving the learner's grammar rules. They added that the planned Focus on Form approach makes a communicative-based task that brings out the use of a specific grammatical form by the learners. This approach uses the Presentation-Practice-Production PPP technique. It is a framework for teaching grammar.

The grammar rules are explained explicitly by the teacher when presenting them. The teacher presents the rule/pattern/generalization and then goes to provide practice in the application of those rules. The whole approach is cognitive, with learners considering the rules and weighing their words before they speak or write. Little attention is paid to the value of the message.

4.2.9.2 The Inductive Approach in Teaching Grammar Schwarz (2014) stated that this

approach induces the learners to realize grammar rules without any form of prior explanation. Teachers who use this approach believe that the rules will become evident if learners are given or exposed to enough appropriate examples. The grammar point is shown on the board only after extensive practice. The students' learning is interactive, wherein knowledge is built base on what the students already know. Teacher's role is interactive as well. Students work in groups, so every learner's questions and interests are valued. Also, the student's attention is focused on the activity and not the grammar rules but they have ample opportunity to practice the question forms because, in a covert approach, communicative learning is given priority.

4.2.10 English grammar learning through technology

Nowadays, the integration of technology into the foreign language teaching becomes popular. As more and more technological advances with their resources become available, it is necessary that teachers become aware of how those advances might be used to enhance foreign language teaching and learning.

Technology not only facilitates the teachers' tasks and saves their time and effort but also gives immediate, accurate and individual feedback which interests students and benefits students who are not confident doing their tasks in front of the class.

Grammar is usually taught by using traditional method before the availability of computer in the classroom teaching. Grammar lesson seems complex to students, and teaching grammar is challenging. Teachers always rely on blackboard and poster as their teaching aids.

As Hegelheimer & Fisher (2006) says, "Technology can be instrumental in creating an innovative online grammar resource aimed at raising learner awareness of troublesome grammatical features."

Initially, he has some concerns about how students would react to the technology like if the students would be enthused by grammar classes or if technology would help in grammar teaching. But after a semester, he got positive feedback in which 70% of the respondents felt technology made positive contribution to learning grammar, and students wanted more exercises, especially those available online.

Further, in contributing to motivational value, computer technology made students appreciate why they studied the areas they did as the diagnostics test revealed their weaknesses.

In short, the use of technology is fast developing in language teaching and learning. Language educationists have been integrating the use of technology, most particularly computer in teaching. Educational software is creatively developed to help teaching and learning of English. However, it is best to remember that computer is not a substitution for teachers but

rather it is an enabler to help both teachers and students have more opportunities to experience various innovative methods in teaching and learning. Trong Tuan, L., & Thi Minh Doan, N. (2010).

4.2.11 Three-Dimensional Grammar Framework

Grammar teaching in L2 contexts seeks to help learners gain grammar ability so that they can use grammar accurately, meaningfully, and appropriately. These three adjectives that define grammar ability—accurate, meaningful, and appropriate—may be quite different from other teachers' views of grammar. Reflection, however, reveals that grammar knowledge does not just relate to accuracy. Relevant components of meaning (semantics) and use (pragmatics) are important parts of grammar knowledge. Knowing the distinctions between these components of grammar knowledge can help grammar teachers be more effective.

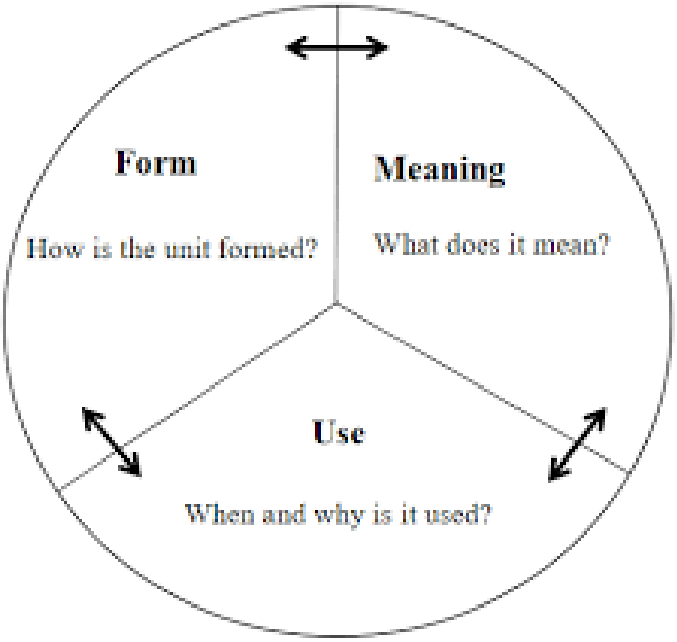
4.2.11.1 Form meaning and Use

Form. - refers to the structure of a phrase or clause, describes either the required form of a word. Form is often described by reference to rules that speakers follow (either consciously or unconsciously) and is likely what most people think of when they think of grammar. Also, it representing **form (structure)** concentrates on "overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text" (Larsen-Freeman, 2001, p. 252).

Meaning. - The meaning (semantic) wedge focuses on what the linguistic structure means, and is suggested to vary between two different patterns: lexical or grammatical. For instance, while the dictionary definition of the preposition "down" exemplifies lexical meaning, the condition and result/outcome meanings conveyed by a conditional exemplifies grammatical meaning (Larsen-Freeman, 2001, p. 252).

Use. - It describes **use/pragmatics** as all aspects of meaning not dealt with by semantics. She restricts her definition to "the study of those relations between language and context that are grammaticalized or coded in the structure of a language" In the related literature, scholars and researchers suggest various methods and techniques to focus on the "use" dimension of linguistic items. For instance, Larsen-Freeman (2001) points out that role plays can serve effectively to practice speech acts (e.g., making requests) because the teacher can manipulate the sociocultural variables underlying these acts (e.g., adjusting the social distance between the parties).

Figura 2. Three-Dimensional Grammar Framework



Note: Book *Teaching Grammar* (4th ed., p. 259) by D. Freeman, 2014, Boston, MA: National Geographic Learning.

4.3 Previous Studies

This section describes some studies related to gamification in English grammar learning. This is done to establish a main idea about why implement gamification in the English classes.

Table 2 Articles about implementation of games in EFL

Authors	Country	Population	Methods	Level of education
Salas Amador Sandy Tatiana	Ecuador	Students of eight- grade of basic Education, making a total of 143 students	Qualitative and Quantitative	Superior
Indah Sri Redjeki	Malaysia	female students from a university in Bogor	Quantitative	University
Priyatno Ardi and Elvira Rianita	Indonesia	The students of second year of study in the teacher education program	Qualitative	Superior
Luz Castillo Cuesta	Ecuador	61 students of UTPL	Mixed approach	University
Dr. Hanan Waer	Egyp	The participants were 59 students	Quantitative Qualitative	Superior
Jon-Chao	Taiwan	ninth-grade	Quantitative	Superior

Hong, Ming-Yueh Hwang, Yi-Hsuan Liu & Kai-Hsin Tai	students 112 students

For this analysis, 5 studies were selected. These studies are from Indonesia, Mexico, Ecuador and Taiwan. All studies talk about the implementation of games in the English grammar learning. As table 1 shows two articles developed in universities, and three are from superior school. Almost all of these studies are from public institutions, except one that is from private university. Finally, (2 out to 6) have a qualitative approach, (2 out to 6) is mixed approach and de least 2 articles are quantitative.

The specific way that the researcher chooses these studies is because all studies implement games in the English grammar learning and show us the good results of implement games in class. Additionally, these studies took into account the teachers and student's perceptions about game in learning. Also, it promotes to future researchers implement that variable to have better results in classes.

After visualizing the above studies, we can note that several educators found that learning the basic grammar of the language becomes a tedious task that discourages students, and, in addition, they tend to become disinterested and abandon the battle to master English, for which Salas Amador Sandy Tatiana conducted a qualitative and quantitative study where she applied gamification for improving grammar learning. The young people took this learning very well and agreed that this educational proposal would achieve greater independence in students felt motivated and attracted by the use of games as didactic means, making students much more active in classes.

In the same way, Redjeki (2021) conducted research on a group of women from Bogor University, where she also applied an online game to improve grammar comprehension, where her results were very favorable. Indah said that implementing this type of online games, in teaching a second language, will help young people in their comprehension. Even if you have several adaptations of the same game, it can be used to develop other skills such as speaking, listening and writing.

In the same line of the above mentioned, we find a study from Ecuador, conducted at the UTPL, where the use of digital games in grammar and vocabulary is analyzed; this research is made by Cuesta (2020) she tells us that she conducted a mixed approach, where she conducted a pretest and a posttest. The first one showed low results, because the young people were studying in a traditional way. When the young woman applied her innovative project, with the

use of digital games where she applied puzzles, crossword puzzles and matching games, the results were better, as it caught the students' concentration and encouraged them to play and learn.

5 Methodology

5.1 Setting and Participants

This research work was carried out and in a public institution with the coordinates -4.007816328703451, -79.20523694674225, situated in Loja city which is located in Ecuador, part of the continent of South America.

The participants were seventh-graders who were selected by a convenience sampling that is proposed by Creswell et al. (2012) who state that nonprobability sampling (or convenience sample), respondents are chosen based on their convenience and availability. However, in convenience sampling technique units are chosen for inclusion in the sample because they are the most easily accessible to the research from a population belonging to the superior basic Education of a public educational Institution of Loja city. The researcher participants have A2.1 proficiency level according to the National Curriculum. The sampling was made up with a total of 27 students aged between ten and twelve years old. Additionally in order to respect the ethical principle of privacy, the students who participate in this research received a code for their data.

5.2.1 Method

The present research design responds to a mixed approach. Creswell et al (2018) state that the mixed method involves the collection and "blending" or integration of quantitative and qualitative data. The goal of this type of research is to demonstrate that combining qualitative and quantitative research produces a better understanding of a research problem or topic than either research approach alone.

In this case, Miles (2014) mentions that qualitative research is the scientific method of observation to collect non-numerical data, interviews, surveys, focus groups or participant observation and observation techniques. For this reason, the researcher collected qualitative data through a survey to analyze the different views, emotions and perceptions of the sample under study regarding the use of gamification.

On the other hand, to have quantitative data a pretest and posttest was implemented in order to obtain an average in grammatical comprehension and also measure the level of improvement with the application of the intervention plans, Miles (2014) says that it is the process of data analysis that is based on numbers.

5.2 Procedure

5.2.1 Research Design

Considering that this study includes the application of an intervention proposal, it responds to an action research model because it started by identifying a problem, continued by searching for information to find a potential solution to English grammar learning by using gamification. Then a plan intervention had been designed to be applied with the students of seventh-grade. Finally, conclusions and recommendations will be give based on the results obtained after the application of the intervention plan. The researcher will develop the research work following the steps of the action research cycle suggested by (Efron & Ravid, 2019).

First **identifying the problem,** based on observations conducted in the EFL classroom, the researcher identified a problem concerning the lack of grammar among students. This problem encompasses difficulty in making sentences, give information in different times, and more. Based on these findings, the researcher proposed the implementation of gamification as a viable solution to effectively address this problem. Therefore, the researchers set the following general problem: How can gamification provided through technology improve English grammar learning among seventh-grade students at a public institution in Loja city.

Gathering Background Information. After identifying this problem, the researcher made a brainstorming and searched for literature review to provide ideas for new techniques and strategies that, in her opinion, produced better results. The researcher ranked in order of importance the different statements and made a matrix where different authors are found giving the respective benefits about using gamification as an innovative strategy in learning grammar in English as a foreign language, and indicated the amount of time that the researcher needed to devote this strategy. Then, the researcher asked for permission from the director of the school by means of a request letter to conduct a detailed diagnosis with the seventh-grade students, who were selected through convenience sampling since they had significant difficulties in English grammar learning.

Designing the study. In this step an action plan was developed with different instruments and strategies focused on improving students' grammar learning, which followed the Gagne's nine events of instruction, since the lesson plans were designed with learning objectives, warm-up, objective discussion, instruct, model, guided practice, independent practice and assessment (Gagne et al, 1990).

Firstly, for the testing technique, a pretest and a posttest were designed to assess students' cognitive dimension before and after the intervention plan. Subsequently, as an observation technique, field notes were designed to closely monitor the progress and

development of the students' performance. Additionally, a questionnaire was elaborated as a survey technique to measure the affective dimension and gather insights into students' perceptions regarding gamification on English grammar learning.

These instruments were designed to gather rich and meaningful data, forming a strong basis for analyzing the effects of gamification on the development of English grammar learning among the participants

Collecting data the researcher implemented the intervention plan with the target group to improve the English grammar learning, during eight weeks.

In this study, a pretest was applied to the students before the intervention plan to gauge their current level of English grammar learning. The purpose of this pretest was to serve as a diagnostic tool, providing valuable information on how to approach the gamification in the intervention plan effectively. In the administration of the pretest, closed-ended questions were adopted. The students were informed about the researcher's presence in their classes and the purpose of the assessment. After that, their collaboration was sought, emphasizing the importance of answering the test questions honestly and to the best of their ability. It was also emphasized that the results of the pretest would not affect their grades or disrupt the normal course of the subject. Following the implementation of the intervention plan, a posttest was administered to assess the impact of gamification on students' grammar learning. Moreover, a questionnaire was also administered to gain insights into the students' perceptions of the use of gamification as a strategy for grammar learning. Finally, attending to the ethical principle of privacy, an individual code system was implemented within the pretest, posttest, and questionnaire to anonymize the identities of individual students.

Then **Analyzing and Interpreting Data.** This step was aimed to analyze and interpret the quantitative and qualitative data collected in the intervention plan through the use of different statistical tables and graphs.

First, the pretest and posttest results were collected to determine the improvement in the students' English grammar learning. These results were then compared to identify any noticeable progress made, using the Microsoft Excel program, the quantitative data obtained from the pretest and posttest were incorporated into the analysis and represented in tables and graphs for a visualization of the general context of the level of improvement that the students acquired. Additionally, the researcher used a questionnaire to collected quantitative data with the used of the closed-ended questions.

And finally, **Implementing and Sharing the Results,** the results and findings obtained

during the research process were shared with the educational community in order to carry out further studies that help teachers to improve their students' grammar learning with gamification through technology.

5.2.3 Data Collection sources and techniques

The data in this study were collected using the paper-and-pencil method of Gay et al. (2012), in which there are two instruments such as pretest and posttest to gather quantitative data (Annex 3) and a questionnaire for qualitative and quantitative data (Annex 1). For the first instrument, the researcher used pretest to assess students' learning grammar before the application of gamification through technology, while the posttest was applied for analyzing the level of improvement of the students in the English learning grammar after the application of gamification through technology. Notably, the test was designed to collect quantitative data and it consisted of five closed-ended multiple-choice questions developed using the selection items in which students selected the correct answer from a series of choices (Gay et al., 2012). The obtained data from the tests were compared with the grading scale (Annex 4) set by the Ministry of Education by using the criterion-referenced scoring proposed by Gay et al. (2012). In addition, the second instrument was employed to collect accurate information regarding students' perceptions of gamification such as motivation, interactions, engagement and fun. In this sense, the researcher designed the questionnaire with selection items which included 7 closed multiple-choice questions followed by a closed-ended question that allowed research participants to express their reasons for the selected closed-ended questions (Creswell, 2012).

Furthermore, observation method is a convenient and effective source for data collection; for that reason, the researcher designed field notes as a qualitative tool to gather qualitative data (Annex 2) by observing participants in their natural environment to check if the gamification was effectiveness for students learning (Gay et al., 2012). The researcher played the role of a participant observer by interacting directly with the student at the moment of note-taking Likewise, the researcher participated as an active participant observer who developed and implemented ten lesson plans focused on developing the students' grammar learning by using gamification through technology (Gay et al., 2012).

5.3 Data Analysis

Statistical data analysis was performed in the Excel program. Descriptive statistics helped to analyze the pretest, posttest, and questionnaire. The results were analyzed using measures of frequency and central tendency, these data were presented in tables detailing the scores and the mean obtained by the students in each question, additionally, Microsoft Excel 2019 was used for editing graphs and tables. Furthermore, the researcher fiedifilcompared the average of the

pre-test and posttest in a table. Likewise, the questionnaire was created utilizing the Likert Scale system, in which a numerical value was designated for each possible response item. Meanwhile, a descriptive and narrative text is included with each table and figure to analyze the findings and support the results, these data are interpreted based on the students' perceptions and effectiveness of the progress made in their English grammar learning as a result of the intervention proposal during the English language instruction learning process.

6 Results

6.1 Pretest and Posttest results

The pretest and posttest results enabled the researcher to identify the effectiveness of using gamification through technology in English grammar learning among seventh-grade students at a public institution in Loja City during the 2022-2023 school year. The gotten results are shown in the table below

Table 3 Comparison pretest and posttest

Aspects	Pretest	Posttest
Form (2,5)	1,51	2,22
Meaning (2,5)	2,32	2,50
Use (5,00)	2,10	3,56
Mean (10)	**5,83**	**8,28**

Figura 3. National Grading Scale

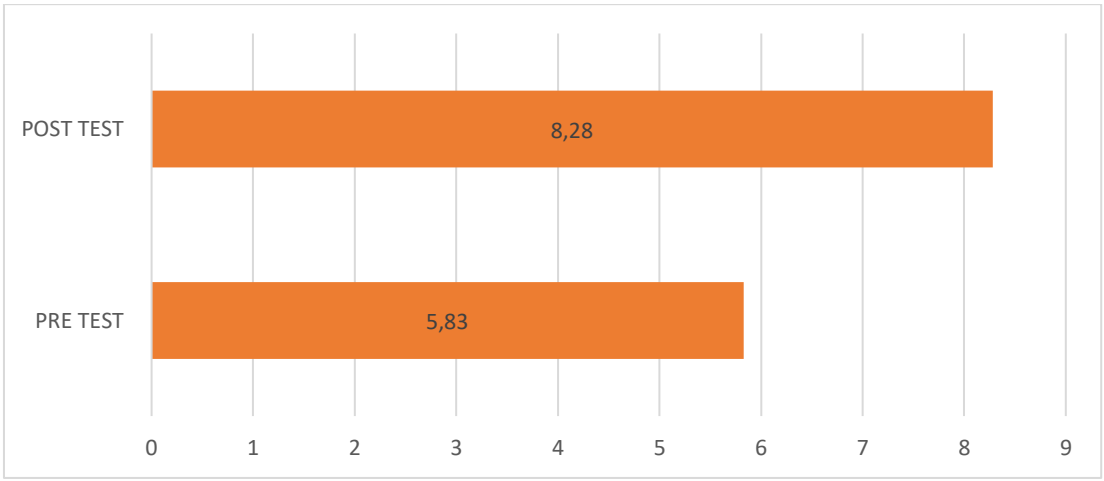


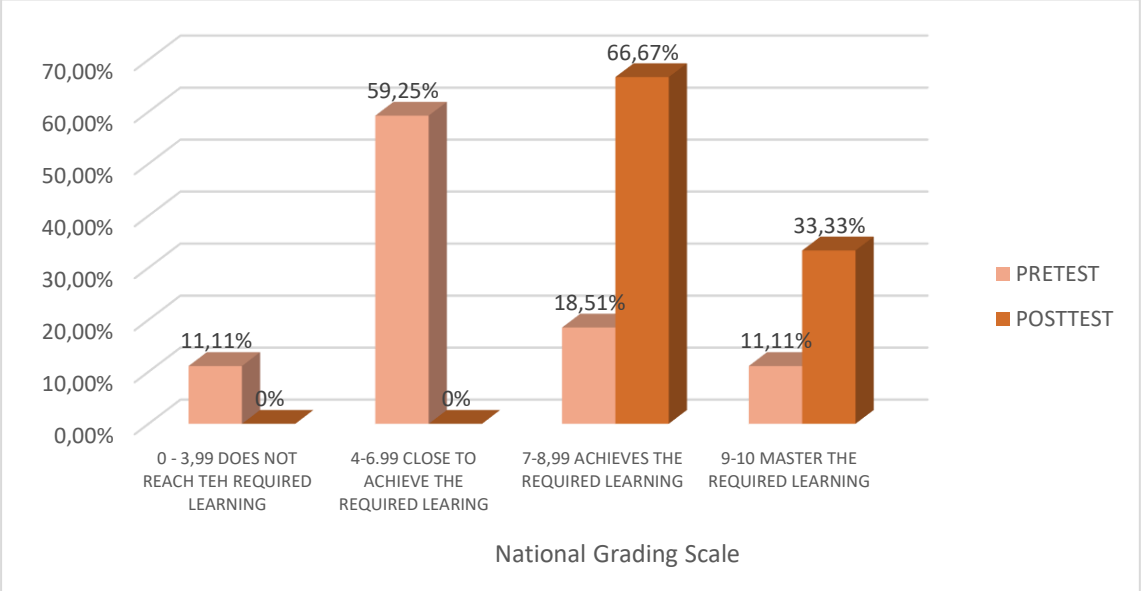
Table 3 and figure 3 show the results obtained in the pretest and posttest of seventh-grade students to establish the level of grammar learning before and after applying the intervention plan with the aim to identify the improvement of English grammar learning by using gamification through technology. As can be observed, an average of 5,83/10 was obtained in the pretest, while the overall score obtained in the posttest was 8,28/10 in English grammar learning and its three components for, meaning and use

Can be notice that student's weaknesses were overcome after the implementation of gamification in their grammar learning. Besides, as it can be seen, they achieved an improvement in "meaning" component of grammar from 2,32/2,50 (98,2%) in the pretest, and 2,50/2,50 (100%) in the posttest, that means that students could know the meaning of the

grammar tense that are learning in that moment. In the "form" component from 1,51/2,50 (60,4%) in the pretest and in the posttest 2,22/2,50 (88,8%), where researcher would notice that students were able to form sentences and recognize the structure of these grammatical tense. However, about the "use" component students obtained 2,10/5 (42%) in the pretest, and 3,56 (71,2%) in the posttest.

Besides, the research made a comparison with the National Grading Scale in which illustrates the significant contribution that the implementation of the intervention plan about gamification has on students in the English grammar learning.

Figura 4. **Pretest and posttest scores compared to the National Grading Scale**



After eight weeks of applying the intervention plan, the participant's performance showed notable improvements in the posttest in relation to the National Grading Scale. A very significant number of students, specifically, (33,33%) were able to master the required learning showing that the application of gamification was very useful for students in English Grammar Learning. Thereafter, (66,67%) of the students achieve the required learning, demonstrating a remarkable increase compared to the pretest where students obtain a (18,51%). Subsequently, (0%) of the students do not have grades less than 7 points in the posttest, while, (59,25%) of the students have grades less than 7 points in the pretest demonstrating that students are close to achieve the required learning, and (11,11%) have grades less than 4 points in the pretest. These findings indicate that the intervention of the lesson plan had a positive impact on the students of seventh grade aligning with the scores of the National Grading Scores.

6.2 Questionnaire and Fieldnotes Results

Objective

To describe the students' perceptions about gamification using technology in English Grammar Learning among seventh-grade students at a public institution in Loja city.

Table 4 Fun

Questions	Totally Disagree	Disagree	Agree	Totally Agree
1. Did you like English class presented in class?	0%	0%	26%	74%
2. Did you like games presented in class?	0%	0%	15%	85%

The presented statement showed the items of the fun indicator in which the first item talked about if the students like the English class presented in class in where the majority of students (74%) totally agreed that they liked the English class presented in the classroom. An additional 26% agreed with this statement. According to the fieldnotes the research could observed that participants liked the English class presented in class, the students who totally agreed expressed that they enjoyed learning a lot through games, finding it fantastic and fun. This suggests that incorporating gamification elements into the English class enhanced their learning experience and made it more enjoyable. The positive feedback from the students indicates that gamification has been successful in fostering engagement and enthusiasm in the classroom.

However, in the second item that refers if students liked the games presents in class the majority of students (85%) totally agreed with this item. An additional 15% agreed with this statement. Making reference in the fieldnotes the researcher obtain that the students who totally agreed expressed that the games featuring characters they knew or were familiar with were more interesting to them compared to other online games. This suggests that the familiarity and connection to the characters in the games contributed to their enjoyment and engagement. The positive response from the students highlights the importance of incorporating familiar elements, such as recognizable characters, when implementing gamification in English grammar learning through technology. These findings reinforce the effectiveness of incorporating gamified activities with known characters to enhance students' interest, motivation, and overall learning experience.

Table 5 Participation

	Questions	Totally Disagree	Disagree	Agree	Totally Agree
4.	Did you like to participate in groups?	0%	0%	26%	74%
6.	Did you like to play alone?	33%	37%	19%	11%

As an overall trend, Table 5 in which is represented the participation indicator has also two items, the first one talked about if students like to participate in groups in which the results of the questionnaire indicate that the majority of students (74%) totally agreed that they liked participating in groups for English grammar learning through gamification. An additional 26% agreed with this statement. With the fieldnotes, the researcher could observe that the students who totally agreed mentioned that group participation made it easier to answer questions, allowed everyone to participate, and created a supportive environment where nobody felt afraid. They also emphasized that participating in groups was more fun.

Moreover, in the second item about if student liked to participate alone, the results of the questionnaire regarding the students' preference for playing alone in the context of gamified English grammar learning through technology show a mixed response. Among the respondents, 19% agreed and 11% totally agreed that they liked playing alone. However, a majority of the students expressed disagreement, with 37% disagreeing and 33% totally disagreeing. Nonetheless, the students who totally disagreed mentioned that their lack of a good relationship with their classmates influenced their preference for not playing alone. This suggests that social dynamics and relationships within the classroom may have affected their inclination towards individual gameplay.

These results support the idea that incorporating group activities in the gamified approach to English grammar learning through technology can be beneficial. By leveraging the power of collaboration and creating an inclusive learning environment, gamification can facilitate more effective learning outcomes and increase student motivation and enjoyment.

Table 6 Motivation

Questions	Totally Disagree	Disagree	Agree	Totally Agree

3.Did you feel motivated to learn English Grammar with Gamification?	0%	0%	15%	85%
8. Did you feel motivated when the teacher presents a game?	0%	0%	26%	74%

In this table the researcher included items related to the motivation indicator. The first item made references if students felt motivated to learn English Grammar with gamification, the majority of students (85%) totally agreed that they felt motivated to learn English grammar through gamification. An additional (15%) agreed with this statement. When the researcher checked the fieldnotes, she could observe that students felt motivated to learn English grammar with gamification, the students who totally agreed mentioned several factors. They highlighted that games made it easier to give answers, added an element of fun to the learning process, and eliminated the fear of making mistakes because they understood that they were in a learning environment.

Likewise, in the second item about if the students feel motivated when the teacher present a game, the majority of students (74%) totally agreed with that statement. An additional 26% agreed with this statement. When the researcher asked why they felt motivated when the teacher presented a game, the students who totally agreed mentioned that they knew the fun moment was coming and that they would learn something new. This suggests that the anticipation of engaging in a game during the class motivated the students, as they saw it as an enjoyable and educational experience.

These results support the proposition that gamification is a valuable approach to promote motivation in English grammar learning. By providing an entertaining and supportive learning environment, gamification through technology can inspire students to actively engage with the material and foster a deeper understanding of English grammar concepts.

Table 7 Engagement

Questions	Totally Disagree	Disagree	Agree	Totally Agree
5. Did you like playing while you are learning?	0%	0%	11 %	93%
7. Did you feel engagement with the games while you were learning?	0%	19%	26%	56%

In this table the engagement indicator was presented with two items, the first asked if

the students like playing while they are learning, as it is observed, most of students (93%) totally agreed that they liked playing while they are learning English grammar. An additional 11% agreed with this statement. According to the fieldnotes, the students who totally agreed mentioned a few reasons. They expressed that playing made them feel secure about what they were learning and found it easier to understand how to form sentences. Additionally, they highlighted that playing while learning increased their knowledge.

In the next question, asked about if students felt engaged with the game presented in class, among the respondents, (56%) totally agreed and (26%) agreed that they experienced engagement with the games. A portion of the students (19%) disagreed with this statement, indicating a lack of engagement, while no students totally disagreed. The students who totally agreed expressed their eagerness to continue learning through games and looked forward to the classes where they could play and learn about different topics. They saw games as a means to enhance their knowledge and found them enjoyable. On the other hand, the students who disagreed indicated that they did not view play and learning as an obligation. They play because is fun not like an obligation.

Table 8 Games Preferences

Questions	Alphabet soup	The hanged man	Among us	Bamboozle
9. What of these games did you like most?	11%	15%	56%	19%

The results of the games preferences of the students indicate that the majority of students (56%) preferred playing Among Us as a gamified approach to English grammar learning through technology. The students' motivation for choosing this game stemmed from their familiarity with the characters, which created a sense of connection and enthusiasm. However, a notable percentage (19%) expressed their liking for Bamboozle, albeit acknowledging that it could become monotonous at times. On the other hand, Alphabet soup received the least amount of appreciation (11%) due to its lack of excitement and the students' perceived boredom in searching for words. While the reasons behind the (15%) preference for The Hanged Man were that they do not have enough words to play it, it can be inferred that these students found the game engaging in some way. These findings emphasize the importance of incorporating familiar characters and maintaining engaging gameplay in gamification for English grammar learning through technology, as it significantly influences students' interest and motivation.

Additionally, ensuring a diverse range of challenges and avoiding monotony is crucial to sustaining long-term engagement and enthusiasm among students.

7 Discussion

The present research aimed at improving English grammar learning by using gamification through technology among seventh-grade students at a public institution in Loja city, during the 2022-2023 School Year. From this objective, tree sub-questions were implemented.

The first sub-question of this research study sought to determine the **effectiveness of using gamification** through technology in English grammar learning. These results support the idea that incorporating gamification techniques and technology into English grammar learning can have a positive impact on student satisfaction and learning outcomes. The improvement is distinctly evident in the scores obtained from the pretest and posttest. The pretest mean score was 5,83/10 meanwhile the posttest mean score was 8.28/10. The noticeable difference between the pretest and posttest mean scores was 2,45 points, which demonstrates the enhancement in the students' English grammar learning. In the results showed by Wear (2021) argued that the experimental group's knowledge significantly increased on the posttest with a big effect, reporting that that the use gamification in learning made them outperform their counterparts who used paper sheets. Also, Castillo (2020) revealed that gamified learning was effective in terms of grammar achievement, students obtain better results when they learned grammar through the use of online language games.

The second question in this research revolved around the **students' perceptions** of the use of gamification through technology in English grammar learning. Findings revealed that the indicators of the gamification related to motivation, participation, engagement and fun, had good results and approval from the students, as each of them were rated positively to improve grammar in EFL students. Additional, students felt more motivated and engaged to participate when the researcher applied the online games. Consequently, this finding corroborates the idea of Hashim (2019) who stated that the reason behind the improvement of English grammar learning is due to the motivating intervention. He further asserts that students learn better when they are excited about the technology game-based teaching method used by the teacher.

As for the last question, **how can gamification provided through technology help in the development of English grammar learning**? In this question the researcher applied fieldnotes, in which she wrote everything that happened in the class, in this way, the researcher found that the application of games inside the class, was suitable for the student’s grammar learning. According to the psychologist and philosopher Gross (2012), teachers who implement games within their classrooms at the school will help students adapt better in their environment and will enable them to have better life, thanks to all that a game involves.

Finally, this research had some limitations while implementing the intervention, such as, the lack of technological devices, internet connection and time. This made the students feel demotivated because they could not play due to the lack of sufficient resources. In addition, another limitation was the time in which the intervention plans were given; the lack of time meant that not all the games that the researcher had could be applied. Finally, it is necessary to mention that the results obtained could have been better if the action research had been done twice or with a greater possibility of time, since action research is a cycle and has its respective interactions.

8 Conclusions

The implementation of gamification through technology in the classroom helped students learn English grammar in their three components, form, meaning, and use. Additionally, this study has shown that the application of gamification in grammar learning brings about exceptional benefits as it provides learners with a positive attitude and increased interest in the activities. Likewise, gamification has contributed to grammar comprehension as well as learner behavior because they became more self-reliant and motivated to complete the games throughout the lesson.

Students' perceptions about the influence of gamification on their English grammar learning were positive because students liked the implementation of games. They felt engaged with the games applied in class, motivated to play in every game, they had fun to share the activities with their classmates, and they liked to participate in groups. Therefore, it can be concluded that the positive views held by seventh-grade students about gamification caused a significance increase in English grammar learning.

It was observed that gamification was an effective innovative proposal to improve the English grammar learning of seventh-grade students as the posttest results accounted for a significant increase. This methodology helped to overcome the grammar-related problems in form, meaning and use faced by the learners. Regarding the component of form, students were able to identify the correct order of sentences; in meaning, students were able to recognize when and how grammatical tenses are used; and, in the component of use, students could write shorts sentences about celebrations.

9 Recommendations

In this study, it is recommended to explore the integration of technological resources to enhance the application of gamification through technology. The purpose of this project was online games and this can be greatly expanded with the use of technology within the classroom. In this way, teachers can create a more dynamic and stimulating learning environment that helps the teaching-learning process in EFL classrooms.

It is suggested to explore the effectiveness of the intervention over a longer period of time, since studies with a longer duration will allow to deepen the effect of gamification as a strategy to improve English grammar learning. In addition, more technological games can be used, which will also help to know with more precision about the perceptions that students have about the application of games in their learning. Thus, by broadening the scope of the research, researchers can explore the impact on different student populations and obtain better results on the implementation of the intervention plan.

One additional suggestion is to allocate more time to conduct the action research process multiple times in order to gather more comprehensive and reliable data from the applied research instruments. Action research is a cyclical process that involves multiple iterations, allowing for continuous improvement and learning. However, due to time constraints, the researcher was only able to conduct one iteration of the action research cycle.

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11. Annexes

Annex 1. Survey

INFORMATIVE DATA

Institution: Escuela de Educación General Básica "Alonso de Mercadillo"
Teacher: Lic. Mireya Reyes
Teacher Candidate: Nahomy Cristina Ludeña Loaiza
Participants: 7th grade "A" ·"B"

RESEARCH PROBLEM	What are the students' perceptions about the use of gamification through technology in learning English grammar learning among seventh-grade students at a public institution in Loja city during the 2022-2023 school year?
OBJECTIVE	To describe the students' perceptions about gamification using technology in English Grammar Learning among seventh-grade students at a public institution in Loja city.

Answer the following questions in order to know your perceptions of using gamification through technology to learn English Grammar Learning.
Take into account the following scale where you can identify your emotions relatedto the perceptions.

Select your gender.

Indicators

Totally Disagree	Disagree	Agree	Totally Agree

1. **Did you like English class?**

2. **Did you feel motivated to learn English Grammar with Gamification?**

3. **Did you like to participate in groups?**

4. **Did you like play while you are learning?**

5. **Did you like to play alone?**

6. **Did you fell engagement with the games while you were learning?**

7. **Did you feel motivated when the teacher presents a game?**

8. **What of these games did you like more?**

	Alphabet soup
	The hanged man
	Among us
	Bamboozle

Thank you!

Annex 2. Fieldnotes

Objective

To apply gamified strategies by using technology in the development of English Grammar Learning among seventh-grade students at a public Institution in Loja city.

Preservice teacher: Nahomy Cristina Ludeña Loaiza **Observer Involvement:** Active Participant/Nonparticipant **Setting: Classroom** **Individual observed:** 7th graders **Topic:** Past simple **Date:** **Time:** **Class size:**	
Descriptive Notes *(Who, what, when, where, why, how) (Detailed, chronological notes about what the observer sees, hears; what occurred; the physical setting)*	**Reflective Notes** (*Concurrent notes about the observer's thoughts, personal reactions, experiences) Theoretical framework*

Annex 3. Pre/Posttest

Pre/Posttest

Student's name: **Grade:**

Teacher's name: Nahomy Ludeña Loaiza.

INTRODUCING OTHER PEOPLE

USE

1. **Using the words of the chart complete the following conversation. (2.5 points)**

Did x2	Went	Cooked	Played	Danced

Norey: Hello Anny, What_____ (do) you do in your last vacations?
Anny: Hi Norey, I_____ **(go)** to the beach**.**
Sam: Really Anny? Amazing I_____ (dance) and _____ (play) whit my cousins. p
Anny: And you norey? What ____ (do) you do?
Norey: Oh, I ____ (cook) with my grandmother.

MEANING OF THE VERBS

2. **Write (T) if is true or (F) if is false according to the meaning of past simple (2.5 points)**

a. Simple Past, is used for past actions that happened either at a specific time ( )
b. Actions that happening in the moment that are happening ( )
c. Actions that happen in the past and continue happening in the present ( )
d. The verb that we use in past simple is in its base form ( )
e. The verb that we use to talk about the past is in past way ( )

FORM

3. **Unscramble de following sentences. (2.5 points)**

He – yesterday – played	**Paul – last vacation – walked**
last month – My – mom – cooked	**cried- The kid – last night**
liked – They – my – ball.	

USE

4. **Using the following verbs write some sentences in past simple. (2.5 points)**

Danced	Drove	Bought	Thought	Played

1. **_____**
2. **_____**
3. **_____**
4. **_____**
5. **_____**

Annex 4. Granding Scale

Quantitative score range	Qualitative score range
10	Very satisfactory
9	Satisfactory
7-8	Little satisfactory
5-6	Needs to improve
4	Failing

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

Annex 5. Authorization

Letter of authorization

Por medio de la presente me permito solicitar la autorización y consentimiento para la participación de su representado en la realización de proyecto de investigación "gamification in learning grammar through technology seventh-grade students at a public institution in Loja city during the 2022-2023 school year" – "gamificación en el aprendizaje de la gramática a través de la tecnología estudiantes de séptimo grado de una institución pública de la ciudad de Loja durante el año lectivo 2022-2023. El cual esta acargo de la investigadora Nahomy Cristina Ludeña Loaiza, estudiante del último ciclo de la carrera de inglés de la Universidad Nacional de Loja

Yo,……., con cédula de identidad……..,representante de la/el estudiante……he leído este documento de consentimiento informado en donde se explica que mi representado (a) será entrevistado por parte de una estudiante de la UNL con fines investigativos y de aprendizaje.

También comprendo que mi representada/o, en cualquier momento puede abstenerse de emitir información y solicitar la cancelación de la entrevista efectuada.

Declaro haber sido informado/a que mis datos personales y de mi representada/o, serán protegidos por el anonimato y la confidencialidad. Así mismo, conozco que en el caso de que esta entrevista afecte la salud mental de mi representada/o se suspenderá inmediatamente.

En la ciudad de Loja, a las……..horas del mes de …… del 2023

Firma: …….
Nombres y Apellidos:……
C.I:……
Representante

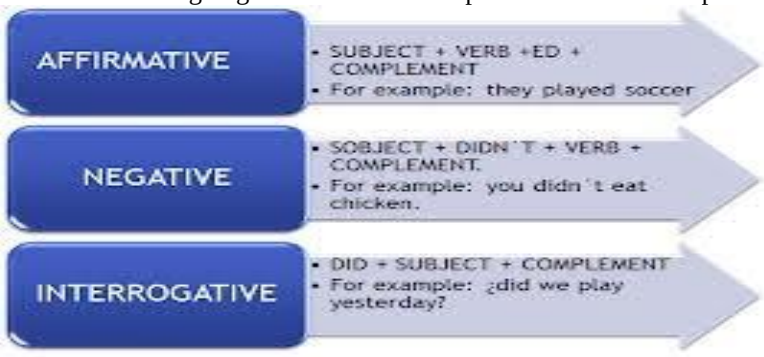
Annex 6. Lesson plans

<table>
<tr><th colspan="2">Lesson plan 2</th></tr>
<tr><td>Class: Seven-year BGU

Nª students: 33</td><td>

School year: 2022 -2023</td></tr>
<tr><td>Language level: A1.2</td><td>Topic: Past Simple</td></tr>
<tr><td>Date:</td><td>Type of institution: Public</td></tr>
<tr><td>Teacher:</td><td>Schedule:

Periods:</td></tr>
<tr><td colspan="2">Bibliography:
• https://www.baamboozle.com/game/116960</td></tr>
<tr><th>Materials</th><th>Lesson Objectives</th></tr>
<tr><td>Textbook Title:
Module 1</td><td>At the end of the lesson, students will be able to identify the structure, use, meaning, and regular and irregular verbs in past simple.</td></tr>
<tr><th colspan="2">Warm-up and Objective Discussion</th></tr>
<tr><td colspan="2">Teacher is going to ask some students what they did in their last birthday. And what they did in their last weekend
Students have to identify about what teacher is talking about and then she is going to explain in a brief way what is past simple, this, in order to achieve that students could identify when we are talking about past simple.</td></tr>
<tr><th colspan="2">Instruct and Model</th></tr>
<tr><td colspan="2">Instruct

Form and meaning
• First teacher is going to present an interact video about past simple (form, structure and meaning)
For example:
We use the past simple for complete actions in the past.
• Then teacher is going to write some examples in the board to explain the structure of the past simple.
 

Model

Students are going to write the structure in their notebook, and then, down to the structure they are going to write some sentences following the structure.

Also, teacher is going to give them a paper where all the verbs are there, they are going to choose some verbs to write 5 sentences, following the structure.</td></tr>
</table>

For example: if he chooses **learn,** they are going to write **I learnt a lot last year.**

sources

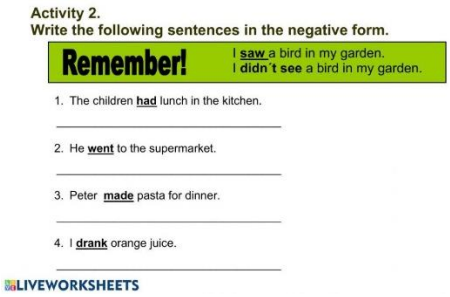
- Markers
- Projector
- Eraser
- Pencil

Guided Practice

USE

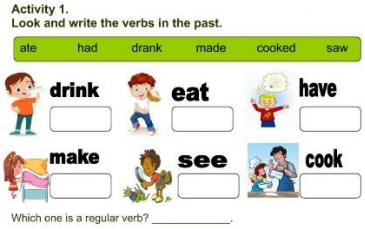
- Teacher is going to give at students a worksheet in order to change the sentences, so if they use affirmative, they have to do them in negative and vice versa.

  For example:



Less guide practices

Students are going to identify the irregular verb in a list of regular verbs.
For example:



Independent Practice

Pair work

Students are going to select some verbs and they are going to write 2 sentences in affirmative way. Then there are going to switch their work to another group and students will have to change into negative.
For example:
If I wrote: I went to Loja
My classmate is going to write
I didn't go to Loja.

Assessment

- Students in bamboozle have to answer some questions about past simple, they are going to be about verbs or sentences in the correct order.
- https://www.baamboozle.com/game/116960

Lesson plan 3	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1	At the end of the lesson, students will be able to write and identify basic sentences and verbs using past simple in order to talk and express actions and stories in past.

Warm-up and Objective Discussion

- Teacher is going to ask students what they did in their last holyday. For example.
  Juan, what did you in holyday? He could answer, nothing teacher I cooked in my home. Or I played with my family.
  Another question could be where did you go in holyday? And some students could answer, I traveled to catamayo, or I went to my grandmother`s house.
- Also, students are going to underline the past verbs of a song that teacher is going to give at them. The song is call we don't talk about Bruno!

And at the end teacher is going to tell at students that finish the class students are going to be able to identify the verbs in a text and sentences in past simple.

Instruct and Model

Instruct

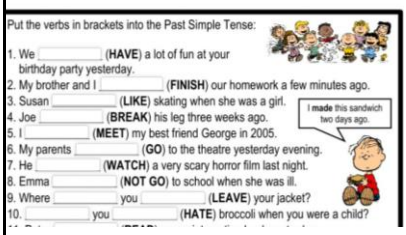
- Then teacher is going to write some examples in the board, after she is going to explain the structure for better understanding.

For example:
She went to the cinema.
Dennis danced in the festival.

- Finally, teacher is going to ask students some sentences in affirmative negative and interrogative.

Model

Students have to enter to liveworksheets and answer one question.



Students have to watch a video about past simple

Students are going to play a game that teacher creates in power point, it consists in a letter soup where students have to find a verb and then select it and the verbs is going to color.

sources

- Markers
- Projector
- Eraser

- Pencil
- Computer
- Youtube: https://www.youtube.com/watch?v=DQlzxDz5T0w
-
- Liveworksheets: https://bit.ly/2PXZ957

Guided Practice

- Teacher is going to give at students one worksheet where they have to unscramble the sentences and color the verb or verbs in past and the auxiliar.

1. Unscramble the following sentences.

Studied - yesterday - She

Andrés – last month. - played – tennis

a lot of papers. - Camila and Robert – cut

For example:
Played - He – around the – park
He played around the park
Did – play – he – park – around the - ?
Did he pay around the park?

Less guide practices

Students are going to read with the teacher a little text and they have to choose if some sentences are true or false.
For example:
https://studylib.es/doc/5415824/past-simple-%E2%80%93-verb--to-be--%E2%80%93-answers

Independent Practice

Group work

Students in groups of four students are going to play a game that teacher creates in PowerPoint and its called "sopa de letras"
Where students have to research about verbs and who most quickly found the verbs and change into past those verbs is going to win.

Assessment

- Students are going to identify irregular verbs in a short text and they are going to write the basic form and the meaning of the verb.

One day, my sister went to the cinema, and she bought some snacks, she watched "Bella and the beast", she spent a nice time with her friends, and then she went at home, and she told us how was the movie.

For example, in the text is **bought** they have to write **buy** and **compar.**

- Also, they have to write short sentences about what they did the last weekend and 4 sentences affirmative, negative and question. With the past tense.

Lesson plan 4	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1	At the end of the lesson, students will be able to write and use appropriately the verbs, auxiliaries, sentences (affirmative, negative) and interrogative in past simple.

Warm-up and Objective Discussion

- Teacher is going to divide the class in five groups and the teacher is going to give five flash cards of sentences that are mixed to each group, students have to unscramble and the group who finish first is going to win a chocolate.
- For example:

The sentences say: played The yesterday. boy

They have to order like: The boy played yesterday.

And at the end of the dynamic, teacher is going to tell at students that at the end of the lesson they will be able to write and use appropriately the verbs and sentences (affirmative, negative and interrogative) in past simple.

Instruct and Model

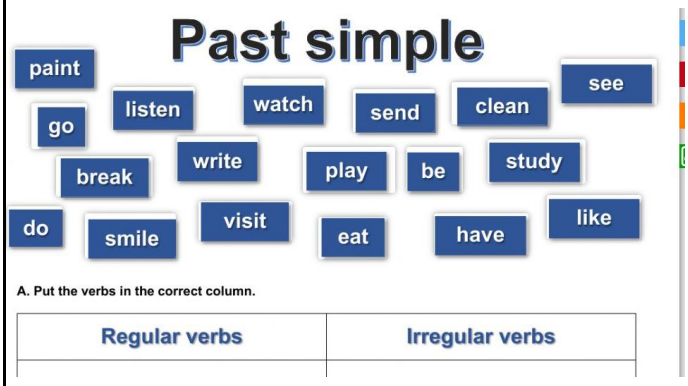
Instruct

- First teacher is going to present a story video about "Billy's First Day at Work", students have to pay attention to the video to answer some questions that teacher is going to provide at them.

At what time did Billy wake up?

Model

Students in liveworksheets have to answer some questions, about order of regular and irregular verbs and choose the correct verbs to the sentences.

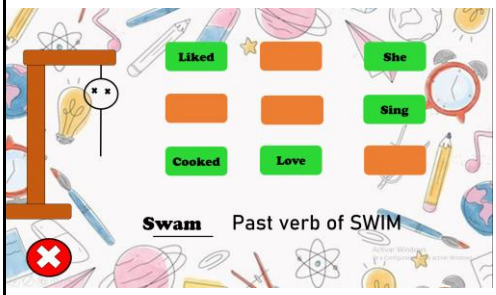


B. Complete the sentences with past form of the verbs in A.

1. (+) Yesterday I _____ football in the park.
2. (+) My mother _____ a book last year. It's very interesting.
3. (-) Peter _____ this colour when he was younger.
4. (?) _____ you _____ a letter to your grandma?
5. (-) We _____ TV last weekend.
6. (+) I _____ a pet rabbit when I was a child.
7. (?) _____ she _____ her room? It was very dirty yesterday!
8. (+) Sarah _____ two sandwiches yesterday.
9. (-) The children _____ the window – it was the dog.
10. (+) I _____ for the test last night. I'm not nervous.

LIVEWORKSHEETS

Additional, students are going to play a game that teacher creates in power point, the name of the game is "el ahorcado" students have to guess letter by letter the verb that is hidden and when someone guess he has to write a sentence with the verb that was find.



sources

- Markers
- Projector
- Eraser
- Pencil
- Computer
- Liveworksheets: https://www.liveworksheets.com/gy255238fy
- Power Point

Guided Practice

- Teacher is going to dictate some verbs in different tenses, that is, present and past tense, and children will have to write the missing verbs.
  For example:
  If the teacher says correr they have to write run
  Or if the teacher says buy they have to write bought and comprar.

Less guide practices

Students are going to write sentences in past simple with the verbs that were dictated before. The first 5 who write 5 sentences is going to win a candy.

Independent Practice

Group work

Students in groups of 5 are going to change their work before done, and are going to identify the verbs and what type of sentence is.

For example, if someone writes **I went to** Macará, the group have to underline **Went** and write: It is affirmative.

The first group who win is going to receive a candy.

Assessment
• The teacher introduces a game called bamboozle, and indicates that all students have to enter in one link that she is going to provide at them through WhatsApp group. She explains how the game will be played: the game consists in choose one number that has a question or sentences and they have so selected the correct verb that is missing. For example, the question or sentences say "I____ (not/change) trains in New York city" so they have to write "did not change" and if they are right, they are going to have a point and if it its wrong they are not going to have a point. https://www.baamboozle.com/game/116960

Lesson plan 5	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1 of 7TH grade	At the end of the lesson, students will be able to recognize specific information about present perfect.

Warm-up and Objective Discussion

Teacher is going to start the class by showing the students some interacting pictures about what is Black Friday and some vocabulary such as (bargain, consumer, afford, ect). Then teacher is going to ask some questions to students like, what do you think black Friday is? Or Do you think is good buy a lot of things? Then, at the end of the lesson teacher is going to them what they will be able to recognize, the use of present perfect tense.

Instruct and Model

Instruct

st teacher is going to present a video about "what is black Friday" Students have to pay attention to the video in order to verify their previous answers.

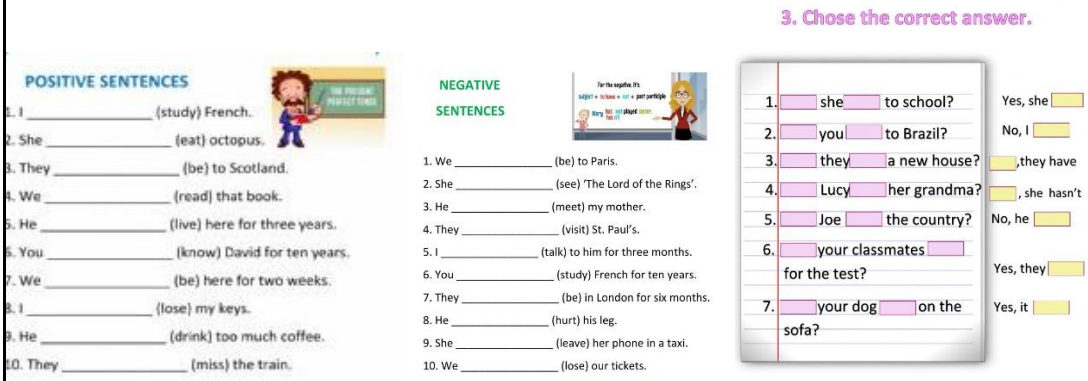
Second, teacher presents another video, which shows the structure, use and meaning of present perfect. For example:
Affirmative structure. S + have/has + past participle verb + C
And then teacher gives some examples, like:
They **have painted** their bedroom.

Model

eacher is going to give at students one worksheet taken from liveworksheets, where students have to select the correct verb and auxiliar to each sentence.

or example, if they have "I ____ (study) French." They have to complete like the following form. " I **HAVE STUDIED** French."

sd they have t do it in positive, negative and interrogative form.



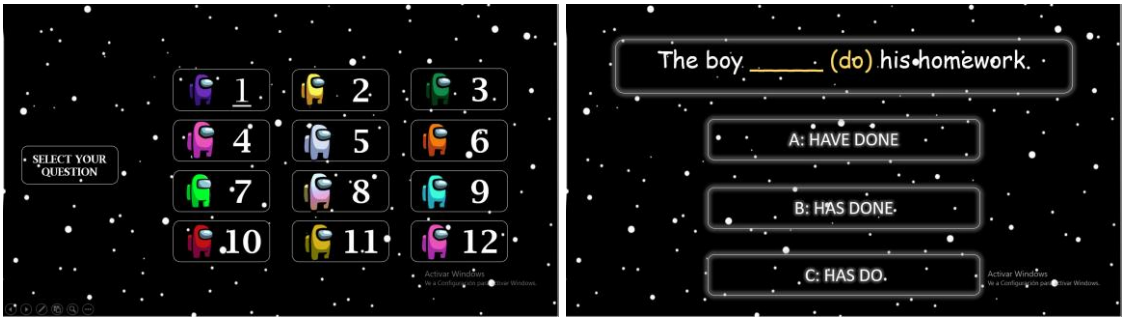
sources

- Markers
- Projector
- Eraser
- Pencil
- Computer
- Liveworksheets: https://bit.ly/3urDC7v
- YouTube: https://www.youtube.com/watch?v=i_ooU6LKab4&t=38s

ttps://www.youtube.com/watch?v=GHRAROf8YP8&t=71s

Guided Practice

- Teacher divides the class into 5 groups of 6 students in each one, then she presents a game called "among us" where students have to select a question and guess the correct option. For example:
  The boy _____ **(do)** his homeworks.
  The have to select letter B. because it is the correct.



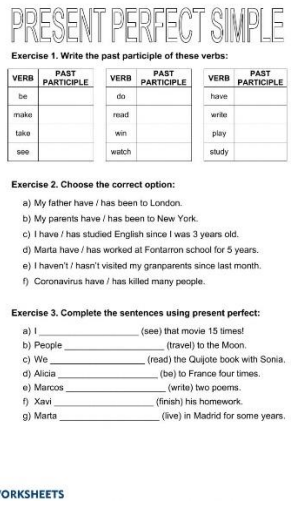
Less guide practices

Students are going to receive a worksheet that teacher creates and they have to check some sentences and know if the sentences are correct or incorrect, if the sentences are incorrect, they have to write the sentences in a good way.
For example:
Have you **eat** Indian food? X
Have you **eaten** Indian food? (yes)

Independent Practice

Group work
tuents in pairs are going to give their own opinions about the question Do you think Black Friday is a good idea for Ecuador?
hen, students talk about it.

Assessment
Students have to write sentences with the vocabulary learnt before such as (bargain, consumer and afford) And they have to complete one worksheet about sentences in affiermative negative and interrogative, about present perfect. Liveworksheet:



PRESENT PERFECT SIMPLE

Exercise 1. Write the past participle of these verbs:

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
be		do		have	
make		read		write	
take		win		play	
see		watch		study	

Exercise 2. Choose the correct option:

a) My father have / has been to London.
b) My parents have / has been to New York.
c) I have / has studied English since I was 3 years old.
d) Marta have / has worked at Fontarron school for 5 years.
e) I haven't / hasn't visited my granparents since last month.
f) Coronavirus have / has killed many people.

Exercise 3. Complete the sentences using present perfect:

a) I _____ (see) that movie 15 times!
b) People _____ (travel) to the Moon.
c) We _____ (read) the Quijote book with Sonia.
d) Alicia _____ (be) to France four times.
e) Marcos _____ (write) two poems.
f) Xavi _____ (finish) his homework.
g) Marta _____ (live) in Madrid for some years.

LIVEWORKSHEETS

Lesson plan 6	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1 of 7TH grade	At the end of the lesson, students will be able to identify sentences in past simple and present perfect to talk about to complete actions in the past and actions that happen in the past and continues in the present.

Warm-up and Objective Discussion

The teacher is going to ask the students what they would do or what they would buy with a dollar. In addition, they will talk about what they think of a world without money? All this using the vocabulary (barter, goods, and service). While the students are giving their opinions, the teacher will write their ideas on the board, creating a brainstorming session.

Instruct and Model

Instruct

Form

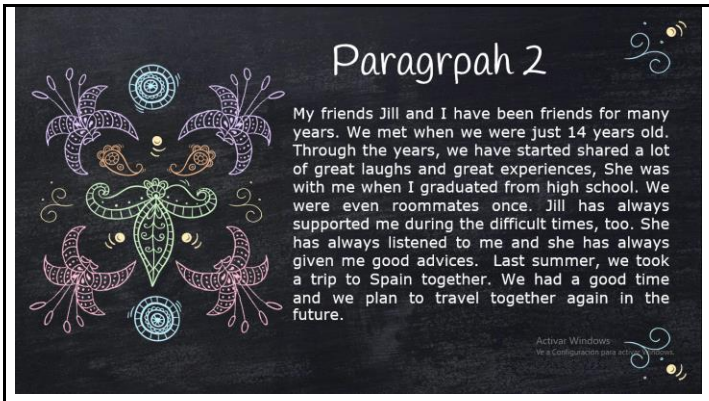
First teacher is going to remember at students the form of past simple and present perfect, for example:
Structure of past simple: S + Verb in past + C
Structure of present perfect: S + have or has + verb in past participle + C
Then teacher shows what are the differences between each form, for example:
I **danced** yesterday.
I **have danced** since 2019.

Meaning

Teacher also is going to explain the grammatical tenses, for example:
The past simple we use to talk about actions that happen in the past and the present perfect is used to talk about actions that happen in the past but it continues happening in the present. Also, teacher is going to explain when we use a paragraph and what it is for, for example:
It is used to produce and interpret a text, and it is composed of a set **of sentences** that have a certain thematic unity.

Model

Once this topic is clear, the teacher will use a PowerPoint slide to present to the students a paragraph in which, together with the students, they will identify the different sentences in the grammatical tenses previously studied



USE

The teacher provides at students a sheet of paper with the paragraph that they have to underline with different colors the sentences that are presented in the paragraph, they do it in turn, it will be easier for them to identify past simple or present perfect, for example:

My friends Jill and I have been friends for many years. We met when we were just 14 years old. Through the years, we have started shared a lot of great laughs and great experiences. She was with me when I graduated from high school. We were even roommates once. Jill has always supported me during the difficult times, too. She has always listened to me and she has always given me good advices. Last summer, we took a trip to Spain together. We had a good time and we plan to travel together again in the future.

Then, in their notebooks, students should make a table which should be separated into past simple and present perfect, in order to identify and write the different sentences that are presented in the paragraph, for example:

PAST SIMPLE	PRESENT PERFECT
- We met when e were just 14 years old.	- Jill an I have been friends for many years.

sources

- Markers
- Projector
- Eraser
- Pencil
- Computer
- Image
- PowerPoint

Guided Practice

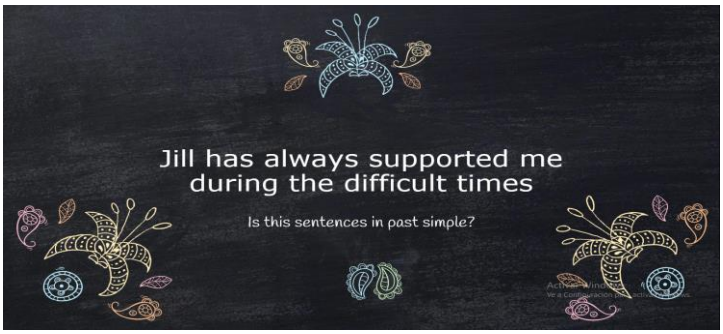
The students will receive a sheet of paper with a paragraph, what they will have to do is to identify the sentences that are in past simple and present perfect.

Dance For All is a company that gives ballet training to young people from the townships. They opened their doors in 1991 and have trained many wonderful dancers since then. Chris has danced there from the age of seven. When he started, he was really excited by the movement and the freedom of dance. Now he studies dance every day and would like to dance abroad. Dance for All is going from strength to strength. To begin with they only had the ballet program, but now they also give contemporary, African and outreach classes. Sadly, in 2008 one of the co-founders of Dance for All, Phyllis Spira passed away. She was an amazing woman and inspired everyone around her with the quality of her dance and her spirit. Here's hoping that Dance for All will continue their wonderful work for years to come!

Independent Practice

Individual Work

The teacher will present at students one game in which the students will say if they are true or false according to the sentences that come out if it is present perfect or past simple.
The game is created by the teacher in PowerPoint.



Assessment

USE/WRITING

The teacher will give the students three paragraphs in which they should identify, underline and write the sentences they find in each paragraph.

Lesson plan 7	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1 of 7TH grade	At the end of the lesson, students will be able to write sentences using past simple and present perfect to talk about complete actions in the past and actions that happen in the past and continues in the present.

Warm-up and Objective Discussion

In the next activity, students should imagine that some time ago, they were walking down the street and found a lottery ticket that said they had won $500. Students should imagine the things they did with it and how lucky they felt when they found it.

The teacher will write all the ideas in a PowerPoint presentation creating a brainstorm.

Instruct and Model

Instruct

FORM

Students using present perfect and past simple form are going to make sentences in order create a paragraph.
For example:
Structure of past simple: S + Verb in past + C
Structure of present perfect: S + have or has + verb in past participle + C
The previous weekend I went to the beach, and I have been very sick since then.

Past Simple **Present perfect**

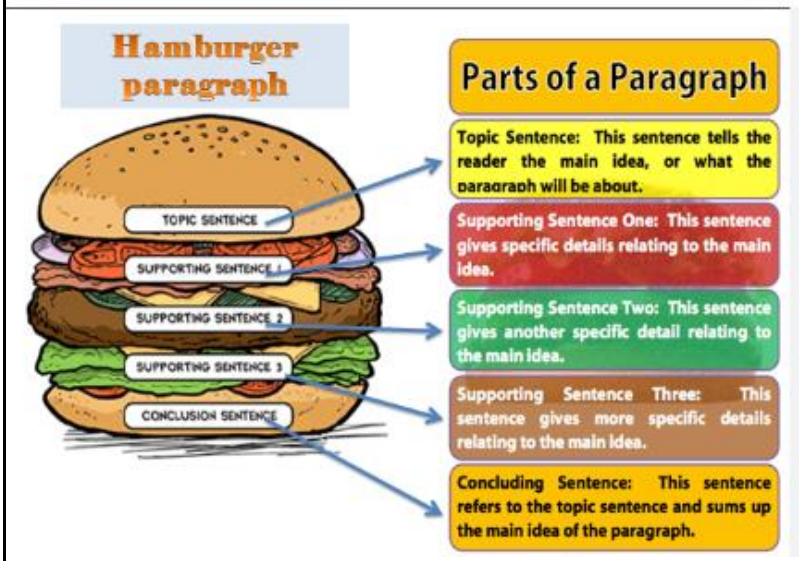
Then, to start the class, teacher is going to explain the parts of a paragraph, for example:

Brainstorming, in a paragraph is shares ideas as soon as they come to mind. Also is a method of generating ideas and sharing knowledge to solve a problem.

Topic sentence is the most important sentence in a paragraph. Sometimes referred to as a focus sentence.

Supporting details are reasons, examples, facts, steps, or other kinds of evidence that explain the main idea.

Concluding sentence is the last sentence in a paragraph. Its job is to summarize the main idea of the paragraph

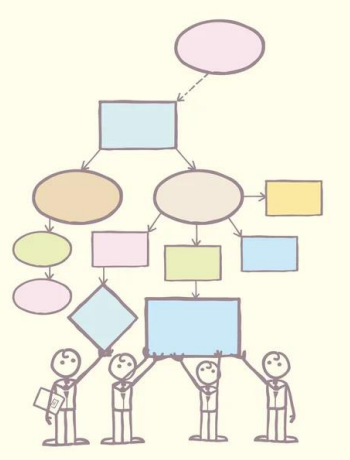


MEANING

Also, teacher explains the grammatical tenses in which the paragraph will be develop., for example:
The past simple we use to talk about actions that happen in the past and the present perfect is used to talk about actions that happen in the past but it continues happening in the present.
After teacher explains the parts of a paragraph, she asks students if they know how to write it. After the students give their ideas, teacher presents a video called “how to write a paragraph”

Model

Teacher in a PowerPoint presentation, will present a topic called Your Lucky Day, where students have to give their ideas to create a brainstorm, for example, they say emotion, happiness, etc, and in the table below students will be saying ideas, and the teacher will be scoring in each box respectively.



After the brainstorming is completed, the teacher will divide the class into 5 groups of 6 people each, where together with the teacher will write the "topic sentence", using sentences in present perfect or in past simple. Once this part is finished, the teacher starts the first sentence of the paragraph. Following this, the teacher will have the students give supporting details about the topic that was chosen, in this case "Your Lucky Day". Once the supporting details have been analyzed, the students with the help of the teacher will start writing the next sentences of the paragraph, missing the last sentence which is the concluding sentence where the teacher will ask the students to summarize everything that was discussed in order to make the last sentence and finish the paragraph. And all sentences will be in present prefect and past simple tense.

Resources

- Markers

- Projector
- Eraser
- Pencil
- Computer
- Image
- YouTube: https://www.youtube.com/watch?v=lMRTtUrSFOc

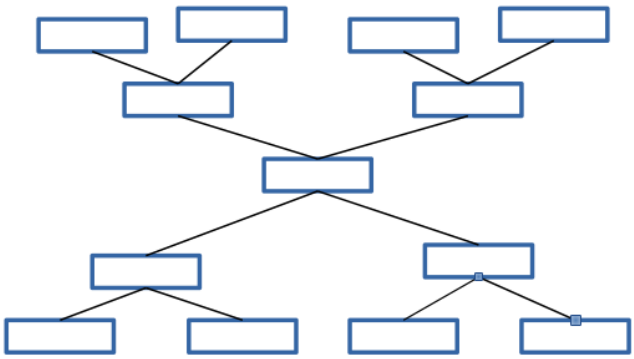
Guided Practice

In the same groups that the students were in, the teacher will play a game in which she will go through each of them and give them a paragraph in which the students must identify the topic, the parts of the paragraph and the sentences that are in past simple and present perfect, this will be done with a specific time and the first group to finish will get a prize and participation in the class.

Independent Practice

Individual Work

Students should choose a topic and create a brainstorm, then choose one for the topic sentence and then create their supporting details. This should be done in a mental chart, so that they can organize their ideas. For example:



The theme you choose will be in the center, and around it the brainstorming, and from each brainstorming you will draw the supporting details, using the grammatical tense.

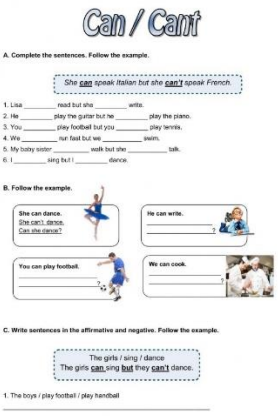
Assessment

USE/WRITING
Students have to write a paragraph with the ideas that they wrote before, using present perfect and past simple. For example, if they in the activity before done they wrote about football, they have to write a similar paragraph like the following.

Additional, students have to enter to https://www.baamboozle.com/quiz/201646/1 (baamboozle) and play a game about parts of a paragraph.
The consist in select one number and answer the question that appear.

Lesson plan 8	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1 of 7TH grade	At the end of the lesson, students will be able to describe their abilities using modal verb CAN.
Warm-up and Objective Discussion	
Teacher shows the students some flash cards about some actions for example, dance, cook, jump sleep swim. Then teacher asks t students what can you do? And they have to imitate the action. Each student participates in class. After that, teacher informs the students that at the end of the lesson, they will be able to talk about their abilities.	
Instruct and Model	
Instruct **Form and meaning** First, the teacher presents slides and explain how to use the Modal Can (Uses, Affirmative, negative, interrogative sentences). For example: Modal verb is use to express some possibility or request, or to say that you are qualified for something. The affirmative structure. S + can + verb + C And then teacher is going to give some examples, for example: They **can cook.** After, Students are going to a video about modal can https://www.youtube.com/watch?v=EAFQ9Pj_hSM **Model**	

Teacher is going hang out a worksheet taken from liveworksheets, where students have to select the correct form the modal Can , (affirmative, Negative)



sources

- Markers
- Projector
- Eraser
- Pencil
- Computer
- Liveworksheets: https://bit.ly/3urDC7v

Guided Practice

USE

- Teacher gives hands out worksheet. Students have to complete these sentences with the following verbs: can, can't.
- Example:
- 1. I am sorry but I ..... help you to move the sofa, I have a backache.
- 2. My little cousin ..... run very fast, he has got lots of medals at home!
- 3. Jerry .....buy a new car at the moment, he hasn't got the money.

Less guide practices

Students have to draw some activities that they can do and then in front of the class they have to explain to their classmates while they imitate the activity.
For example, I draw a child swimming so I have to do an imitation swimming.

Independent Practice

Group work
Students have to watch a video about some activities that a boy can do. They have to draw and write the activity.
https://www.youtube.com/watch?v=8-PQ7_yGa08

Assessment

Students in bombazle have to answer some questions using can o can't according to what it says.

https://www.baamboozle.com/quiz/100634

Lesson plan 9	
Class: Seven-year BGU	**School year:**
Language level: A1.1	**Topic: Past Simple**
Date:	**Type of institution: Public**
Teacher:	**Schedule:** **Periods:**
Materials	**Lesson Objectives**
Textbook Title: Module 1 of 7TH grade	At the end of the lesson, students will be able to know how write a sentences using connector of sequence. First, next, then, after that, last and finally.

Warm-up and Objective Discussion

The students will imagine that they have always been pirates, and they will say what they would have liked to do and what they would continue to do, or if they would change anything. For example, the teacher asks, What would you change about the world by being a pirate? or Why did you become a pirate?

And at the end of the lesson, teacher is going to say at students that know they will be able to know how write a sentence using connector of sequence.

Instruct and Model

Instruct

Form

Students using sentences of present perfect and past simple form are going to write sentences adding a new topic that is connector of sequence. For example:
Structure of past simple: S + Verb in past + C
I went to Loja
Structure of present perfect: S + have or has + verb in past participle + C
I have played the piano since 2008
Connectors of sequence: First, next, then, after that, last and finally.
Sentence: I wake up, after that I when to work.

Meaning

Before to start the class, teacher is going to explain when we use a connector of sequency, for example:
Connectors of sequence are elements that allow you to organize your speech in a logical order, each of them has a specific function.
After teacher explain when we use connectors, she is going to show a video

After this, the teacher will give feedback of the video, where she will tell again which the connectors of frequency, she is going t say the meaning of its connectors, and when we use its. For example:
First, mean primero and we use it at the first of the sentences of a paragraph.

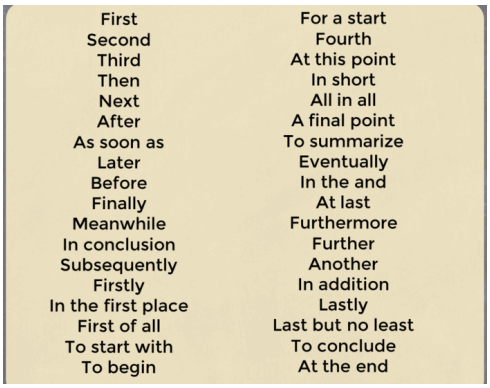
Model

Teacher in a PowerPoint presentation, will present a topic, a paragraph that have some connectors of sequence and students have to identify them.

At 6am, I get up and have a shower. **After that**, I get dressed and eat breakfast. **Then**, I get ready for work and walk to the bus stop.

I catch the bus to the city **and then** go to work. I stop for lunch at 1 o'clock and finish work at 5pm. **After work**, I catch the bus home and ...

Once the teacher has finished explaining and identifying with the students the sequence connectors, she will give the children a sheet with several words where they will have to know which are the connectors previously studied.



First	For a start
Second	Fourth
Third	At this point
Then	In short
Next	All in all
After	A final point
As soon as	To summarize
Later	Eventually
Before	In the and
Finally	At last
Meanwhile	Furthermore
In conclusion	Further
Subsequently	Another
Firstly	In addition
In the first place	Lastly
First of all	Last but no least
To start with	To conclude
To begin	At the end

sources

- Markers
- Projector
- Eraser
- Pencil
- Computer
- Image
- YouTube: https://www.youtube.com/watch?v=py5erJDIcq4

Guided Practice

Students in groups ae going to write some sentences using connector of sequence, they have to write one of each connector study.

Independent Practice

Individual Work

Teacher with the students is going to play a game, where they have that is called "alphabet soup" where students have to find the connector and make sentences with each of then, the person who ends first is going to win.

Assessment
USE/WRITING Students have to write a paragraph using present perfect of past simple, and connectors of sequence and talk about How does it feel to be a pirate?