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Gamification on development of English grammar among superior basic education students at a public institution in Loja 2023-2024 school year

Gamificación sobre el desarrollo de la gramática inglesa en estudiantes de educación básica superior de una institución pública de Loja, ciclo escolar 2023-2024

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Dedication

The road has been hard, but the goal is near.

First of all, I would like to dedicate my thesis to God who has been my guide so that I can complete this new stage. I also thank life for giving me the opportunity to be a mother, and to have my daughter Victoria Analí by my side, whom it has become my entire world.

At the same time, I want to thank my family who has unconditionally trusted me.

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1. Title

Gamification on development of English grammar among superior basic education students at a public institution in Loja, 2023-2024 school year.

2. Resumen

Considerando que el dominio de la gramática es uno de los componentes relevantes en los entornos de aprendizaje del inglés como lengua extranjera (EFL), parece necesario encontrar estrategias para cumplir con este requisito. Con esa información en mente, este estudio tiene como objetivo determinar la efectividad de la gamificación en el desarrollo de la enseñanza de la gramática del inglés entre estudiantes de educación básica superior. Para cumplir con este objetivo, el estudio se llevó a cabo durante seis semanas, a través de una propuesta de intervención de investigación-acción utilizando una metodología mixta y siguiendo la estructura del ciclo de investigación-acción, que consta de cuatro etapas principales: reflexión, planificación, acción y observación. Adicionalmente, los participantes fueron 36 estudiantes de educación secundaria, quienes estaban matriculados en una institución pública de Loja, Ecuador. Para recolectar los datos necesarios, el investigador utilizó la técnica de prueba, implementando un pre y un pos test, así como la técnica de observación a través de notas de campo. Los datos cuantitativos se analizaron mediante estadística descriptiva, mientras que los datos cualitativos se analizaron mediante análisis temático. Se observó una mejora significativa entre los resultados del pre test y el pos test, con una diferencia de 2,21 puntos. Además, los datos cualitativos corroboraron estos hallazgos, demostrando que los estudiantes, de hecho, obtuvieron mejores resultados durante las lecciones de gramática después de que se introdujeron estrategias de gamificación.

Además, este estudio explora las percepciones de los estudiantes de primaria sobre la implementación de la gamificación como una estrategia para mejorar el desarrollo de la gramática inglesa. Utilizando un enfoque cualitativo, se realizó un cuestionario a los estudiantes centrado en actividades gamificadas diseñadas para enseñar conceptos gramaticales. Los resultados indican que los estudiantes perciben la gamificación como una herramienta motivadora y efectiva, que no solo aumenta su interés en aprender gramática, sino que también facilita la comprensión y retención de conceptos gramaticales complejos. Los participantes destacaron la diversión y la competitividad de los juegos como factores clave que mejoran su compromiso y participación. En general, se puede concluir que las estrategias de gamificación son realmente efectivas para enseñar gramática de manera comunicativa y son potencialmente un buen complemento para las lecciones de gramática.

Palabras clave: aprendizaje de gramática, gamificación, aprendizaje del idioma inglés, percepciones, elementos del juego.

2.1 Abstract

Considering that mastery of grammar is one of the relevant components of learning English as a Foreign Language (EFL) environment, it seems necessary to find strategies to meet this requirement. With that information in mind, this study aims to determine the effectiveness of gamification in the development of English grammar teaching among superior basic education students. To meet this objective, the study was carried out for six weeks, through an action research intervention proposal using mixed methodology and following the structure of the action research cycle, which consists of four main stages: reflection, planning, action and observation. Additionally, the participants were 36 secondary education students, who were enrolled in a public institution in Loja. To collect the necessary data, the researcher used the testing technique, implementing a pre and posttest, as well as the observation technique through field notes. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed using thematic analysis. A significant improvement was observed between the pretest and pos test results, with a difference of 2.21 points. Furthermore, qualitative data corroborated these findings, demonstrating that students did, in fact, perform better during grammar lessons after gamification strategies were introduced.

Furthermore, this study explores the perceptions of superior basic education about the implementation of gamification as a strategy to enhance English grammar development. Using a qualitative approach, a student questionnaire was conducted focusing on gamified activities designed to teach grammar concepts. The results indicate that students perceive gamification as a motivating and effective tool, which not only increases their interest in learning grammar, but also facilitates the understanding and retention of complex grammar concepts. Learners highlighted the fun and competitiveness of games as key factors that enhance their engagement and participation.

Overall, it can be concluded that gamification strategies are really effective in teaching grammar communicatively and are potentially a good addition to grammar lessons.

Key words: Grammar learning, gamification, English language learning, perceptions, games elements.

3. Introduction

English is a global language that has become the fundamental way to communicate with people around the world, improve access to work and travel opportunities. In order to achieve proficiency in this language, grammar is paramount as it facilitates the comprehension of written texts and oral speeches in English. Moreover, knowing grammar is necessary to express clear and coherent ideas since it allows students to use words in the correct order and to construct sentences. In that way, a good knowledge of grammar enables the writing of coherent texts with fewer errors. In short and as stated by Hashim et al., (2019) grammar provides a solid foundation for effective communication using the English language given that it helps students to speak, write, read and understand the language. Within the Ecuadorian context, the EFL curriculum established that in the eighth year of general basic education, students should reach an A1.1 level according to the Common European Framework of Reference for Languages (CEFR) (Ministerio de Educación [MinEduc], 2016). At this level, learners are expected to possess a grammar knowledge that allows them to write sentences, express themselves and understand simple information.

Unfortunately, it has been observed in past practicum that eighth grade students from a public institution in Loja do not have a basic knowledge of grammar, which has a negative impact on their English language acquisition. Despite the fact that English teachers focus their instruction on grammar, most students are unable to formulate basic sentence structures, even worse, to construct a text or engage in a dialogue. Previous studies corroborate the existence of this problem, indicating that learning grammar is considered very difficult and boring process since the teaching of grammar is tied to memorization methods and sentence writing, which leads to a monotonous class for the students who quickly forget grammatical structures (Koç & Sütçü, 2023; Redjeki & Muhajir, 2020; Sari & Avifah, 2023).

Recent research on various strategies for improving grammar proficiency has highlighted the use of gamification as an innovative, effective, and widely popular technique for teaching and learning English grammar. Based on the findings of previous studies, the incorporation of gamification elements into grammar instruction reduced boredom, promoted collaborative work among students, increased student motivation and concentration within a dynamic and fun learning environment that encouraged students to actively participate and engage in their own learning (Jannah et al., 2023; Koç & Sütçü, 2023; Redjeki & Muhajir, 2020; Sari & Avifah, 2023). Consequently, teaching grammar through gamification demonstrated better learning outcomes, as the positive experience it provides was a key to facilitate the learning of

grammatical concepts and structures (Hashim et al., 2019; Sari and Avifah, 2023).

Despite the fact that all previous studies have demonstrated the effectiveness of gamification for learning grammar, most of them have made use of digital tools for its implementation, that is why, there is a knowledge gap regarding the use of gamification elements without using technology. Furthermore, little research has been done on the effect of this strategy on the learning of eighth-grade students. With the aim of filling these gaps, the present research project attempts to investigate the impact of gamification without the use of ICT to improve the teaching and learning of English grammar among eighth-graders.

Hence, the purpose of this investigation is to develop the English grammar through the implementation of gamification as a didactic strategy for teaching English. In order to carry out the present research work, a general question was established: How does gamification improve the development of English grammar among superior basic education students at a public institution in Loja during the 2023-2024 school year? This question has been divided into two sub-questions: First, what is the effectiveness of gamification to improve the development of English grammar among superior basic education students at a public institution in Loja during the 2023-2024 school year? Second, what are the students' perceptions about the implementation of gamification to improve the development of English grammar among superior basic education students at a public institution in Loja during the 2023-2024 school year?

4. Theoretical Framework

The current theoretical framework seeks to offer a complete understanding of the variables studied in this project: gamification and grammar. To strengthen this framework, previous studies and research work will be included that establish a basis for the project.

Within the English language, grammar is essential because it allows a learner to be able to communicate concrete and clear ideas and although this component is the most emphasized in the teaching of English as a Foreign Language, students struggle to master the basics of grammar. It is here where gamification emerges as an innovative strategy that allows the teacher to make use of game elements to create a more effective, attractive and meaningful grammar learning experience that engages and motivates learners. Thus, the objective of this section is to provide a theoretical background about gamification and English grammar.

The first part of this section covers gamification. It then defines gamification, its importance and benefits in learning English. It describes the elements of gamification and within the indicators of this variable, three gamified activities for learning English are presented.

The second part focuses on the dependent variable. First, it defines grammar, denoting its importance in the language. Later, it describes each of the parts of speech, the construction of sentences and their types. Finally, it explains how to teach grammar and the phases of a grammar lesson.

In the third part, all the previous studies that support the development of this research project are listed and described.

4.1. Gamification

4.1.1. Definition of Gamification

According to Buck (2017) gamification refers to the transfer and implementation of game characteristics and elements into the pedagogical process, such as points, progress, coins, tokens, levels, ranking, feedback, and rewards for completing assignments. Moreover, Gamified methodologies are mostly used in higher education students in order to improve their engagement and motivation when learning, thereby achieving more significant results in their learning process (Alomari et al., 2019).

Another author said that, gamification is the inclusion of game elements and playful thinking in activities that are not games (Kiryakova et al., 2014). Similarly, Arnold (2014) explained that the use of mechanics and game thinking are used to engage users to solve a problem more

effectively. Gamification is not the development of a game, but using gaming features and attributes to strengthen skills, increase engagement in the learning process, or modify behaviors. Based on these definitions, it can be concluded that gamification is a learning technique based on the use of game elements in the educational environment in order to achieve better results, either to acquire knowledge, improve a skill, or reward specific actions, among many other learning objectives.

4.1.2. Gamification in Education

In the current era, Gamification is a growing trend in education, with a growing body of evidence suggesting that it can be an effective tool for teaching and learning. It can promote student engagement by providing a more interactive and fun learning experience (Abadi et al., 2022). Meanwhile, Rincon-Flores et al. (2022), explained that this strategy provides a learning experience with social roles, rules and emotions. That is to say, combining gamification with game elements allows integrating cognitive, emotional and social aspects in the learning process. The cognitive aspect occurs when students receive immediate feedback on multiple trials in a way that results in metacognitive processes or challenges. The emotional aspect occurs when students are recognized for their achievements. Lastly, the social aspect occurs when students work together to solve a challenge or task.

Taking the words of Doğan (2023), to create a gamified learning the use of technology is not a requirement. This author explains that the key to gamifying a classroom is to apply some elements and principles of gamification to the desired process or objective. Some examples of gamification in a real classroom include the use of physical objects to track progress, such as a coin jar where students collect coins every time, they do something good, or a behavior table where students can receive stickers for good behavior. Another example is the use of a point system, where students earn points for good behavior or academic achievement and later use those points to purchase rewards or privileges, such as no homework, free time in class, choice of a seat in the classroom, among many other teacher ideas (Doğan, 2023).

As mentioned above, gamification is a very powerful tool to motivate students to achieve their learning objectives through points, rewards and feedback (Yıldırım & Şen, 2019). There are several ways to gamify an educational environment; among these methods are the use of points, leaderboards, badges for completing a task or demonstrating mastery of subject content (Antonaci et al., 2019). Such game elements encourage students to continue to perform better and constantly improve on assigned tasks. Furthermore, gamification is a tool that has demonstrated to increase engagement, interactive and immersive experiences that appeal to and

capture the desire for challenge and achievement that every human being has. Likewise, Baptista and Oliveira (2018) saw gamification as a means for social interaction and collaboration among students, for instance, creating teams in the classroom to compete with each other to achieve the most points and win.

4.1.3. Advantages of Gamification for learning

Several authors have emphasized that gamification can facilitate learning success. A literature review conducted by Abadi et al., (2022) on the use of gamification in education revealed the benefits of gamification, such as positive effects on class enjoyment, improved learning attitudes, increased participation, among many other advantages that will be explained below.

4.1.3.1. Boosts Learner Engagement

Gamification makes learning enjoyable and engaging, increasing learner engagement in the learning and teaching process. They give learners a sense of pride in completing activities after a series of playful challenges and exercises. When students feel emotionally connected to the content, their retention increases. Gamification makes learners want to achieve the learning objectives of the course. They want to know what they will learn next class (**Smiderle et al., 2020**).

4.1.3.2. Increases Motivation: It is the force that prompts learners to finish the game and complete the learning activities. Badges are used as rewards and can be simple like a sticker or more sophisticated like a gift for the learner. They are a great technique because they give students a sense of achievement (**Rivera & Louise, 2022**). Further on, Rincon-Flores et al., (2022) highlighted that gamification promotes extrinsic and intrinsic motivation. On the one hand, giving a reward or badge promotes extrinsic motivation, on the other hand, completing a challenge increases the learner's intrinsic motivation.

4.1.3.3. Challenges: The gamification strategy challenges the learners to perform to the best of their capabilities. Students can be challenged to do better in several areas of knowledge, thus guaranteeing maximized potential (**Sabornido, 2022**).

4.1.3.4. Immediate Feedback: Gamified learning provides immediate feedback in all scenarios. Learning is facilitated by providing them with the correct solution when they cannot find it on their own and, through this instant feedback, it is easier to find the areas that need to be improved. Leaderboards are another way to provide additional feedback as it allows students to check how they are doing in comparison to their peers (**Kickmeier-Rust et al., 2014**).

4.1.3.5. Social Interaction: While playing the games given by the teacher in groups, the students have the opportunity to engage in conversation with their peers, thus strengthening

their interaction and social skills, as well as fellowship and teamwork to perform the activities (Castelo, 2017).

4.1.3.6. Problem-solving: within the educational field is fundamental to develop students' capabilities. Being this a very complex process to develop, the use of gamification turns it into a game by becoming the activities to be solved into fun, enjoyable and consequently easy to solve (Kapp, 2012).

4.1.4. Game design elements

As outlined by Buenaño (2021) in her study, one of the most recognized classifications to understand the elements that create a gamified experience is Mechanics, Dynamics, Aesthetics (MDA), in other words, gamification is composed of these three game elements, described in this section, starting with game mechanics.

4.1.4.1. Game Mechanics Ardi and Rianita (2022) defined the mechanics of games as those game rules that should be clear and systematic, which should catch and engage the learner to perform the activities successfully. That is to say, it is the way in which the learner interacts with the game to achieve the game goal. Within the game mechanics there are the following components: points, badges, challenges.

The first component are *points*, which are numerical values that are used to evaluate students' performance in either a game or non-game activity (Alomari et al., 2019). Similarly, Kiryakova et al., (2014) indicated that this component is the quantitative value received from completing an activity or task, and can be accumulated as it is performed. Alomari et al. (2019), stated in his article that the point-based system helps the teacher create a healthy competitive learning environment by stimulating the students' desire to receive a reward. It also stimulates commitment to learning, since it's fun and dynamic features encourage students to interact and participate more actively in order to receive a greater number of points. Finally, the use of points challenges students to perform well in each assignment.

The second component is the *badges* which are a visual representation that symbolizes the students' achievement in the game or activity (Alomari et al., 2019). This element shows the students that their effort and good performance is important and taken into account by the teacher (Buenaño, 2021). In this way the students feel more motivated to continue improving and advancing in their learning.

The third game mechanism is the *challenges*. They refer to a pursuit of a specific outcome in which players receive in-game instructions. This element makes the students more competitive while learning because the best of them gets more points or gets the prize (Buenaño, 2021). In

relation to this element, Ardi and Rianita, (2022) found that gamified activities help language learners to enhance their experience and improve their ability to solve problems, tasks, or challenges presented in the classroom. In brief, the challenges help students acquire new skills and progress in multiple areas of learning (Buenaño, 2021).

4.1.4.2. Game Dynamics These game elements are not fundamental to gamification, but they are still part of the MDA framework. In simple words the dynamics is the outcome that the learner has to achieve within the game and this is composed of three elements: emotions, constraints and narrative. These elements create an emotional reaction among learners and show them that there are new ways to learn through fun activities such as games (Buenaño, 2021).

4.1.4.3. Game Aesthetics The next game element is aesthetics, which frames all those audiovisual features of gamified activities; images, eye-catching details, color, sound, among others (Ardi & Rianita, 2022). These aesthetic qualities are the ones that produce curiosity, arouse emotion and motivation in the player to interact with the game and the learning content (Buenaño, 2021). In short, the aesthetic elements of gamification refer to the emotional responses of the learner towards the game.

4.1.5. Gamified Activities to Learn English

4.1.5.1. Grammatical ONE Taking as a reference López (2019), the grammatical ONE is composed of four colored cards (red, yellow, green and blue) and cards with numbers from 1 to 9. Each player is assigned 7 cards and must take turns to get rid of them by matching the number or the color of the last one on the table. There are also cards with special powers, which modify the rules and speed up the game. The colors represent, each one, a different grammatical category.

The rule of the game is that in order to leave a card on the table, the player must say a word of the category that is in play, the categories can be verb, noun, adjective, adverb, among others. Thus, in order to get rid of the cards and reach the goal of the game, the student must be able to indicate words of this category. The student or group with one card left must shout ONE! to win. This game can be played in groups of students, or individually, the teacher can choose which categories to play, or complexities in the game, for example verbs in certain tenses, etc (López, 2019).

Figure 1

Example of the grammatical ONE game



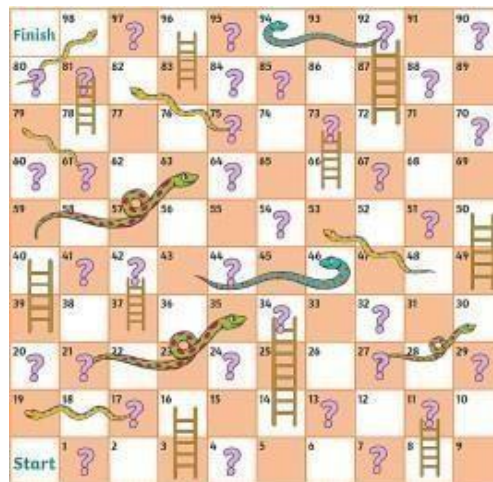
Note. This is an image taken from *grammatical ONE game* by Lopez F. M., 2019, in EDUCATION 3.0 (<https://acortar.link/1WLvWA>)

4.1.5.2. Snakes and Ladders Teachit (2023) defined this game as a board game used in education to practice questions and answers on various topics, such as family, leisure activities, vacations. It is a very suitable game for teenagers and for content review and practice. This game is a board game that can be modified by the teacher according to the needs of the students in order to facilitate language learning (**Teachit, 2023**).

This game uses certain materials, different colored markers for each team, a die, game board, and question cards. At the beginning of the game, the first team or student throws the die and moves up the number of positions indicated by the die. If the player positions on a ladder he/she moves up several positions, but if he/she stops on the head of a snake he/she must come down to the position indicated by the tail of the snake. The player can stop at an interrogation sign, where the teacher will make him choose a card which must be answered, if the player does not answer, he must go back to his previous position. The first student or team to reach the Finish square is the winner (Etacude English Teachers, 2021).

Figure 2

Snakes and Ladders game

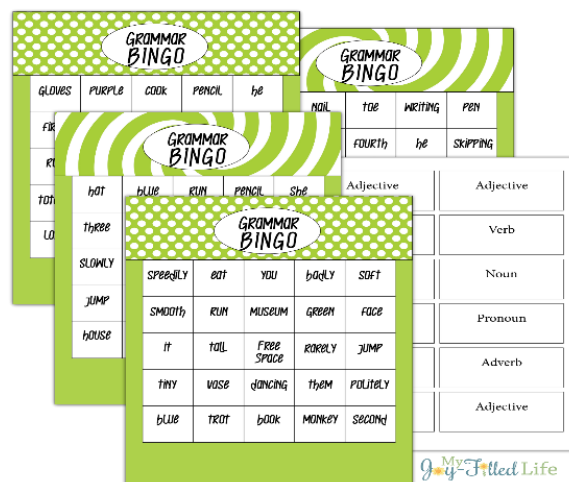


Note. Imagen taken from *Free Conversational Snakes and Ladders* by Twinkl, n.d. (<https://acortar.link/S44bJz>).

4.1.5.3. Grammar Bingo This is a very familiar game for young learners and can be perfectly used for learning grammar in large classes (Lee, 2023). Mulvahill and Fink (2023) provided a useful bingo model to practice the parts of speech in a fun and enjoyable way. In this game students will be given a card with different parts of speech on it. The teacher names a part of speech, for example a verb, and the student must find a verb on the card and put a marker on it. Students can be assigned to cover the entire board, cover a line horizontally, vertically, diagonally, or even in an L-shape (Sarah, 2023).

Figure 3

Grammar Bingo game



Note: This is an image extracted from *Grammar Bingo – Free Printable* by Sarah, 2023, in My Joy-Filled Life (<https://www.myjoyfilledlife.com/grammar-bingo-free-printable/>)

4.2. English Grammar

4.2.1. Definition of Grammar

In a general way Kapatsinski (2014, as cited in Hashim et al., 2019) defined grammar as the system of a language, which helps a learner to read, write and speak English effectively. Further, Redjeki & Muhajir (2020) referred to grammar as the study of the combination of words to form sentences, the structure of a language, the syntactic system, inflections and word formation. To quote Betti (2022) English grammar is the way in which the meanings of words are conveyed in the language, such ways comprise the structure of words, phrases, sentences, clauses, sentences, and entire texts. From the point of view of Freeman & Freeman (2004), grammar is the set of rules that guide the way the language is used to transmit information, for instance; punctuation, word order or syntax, clause construction, among others. Another author revealed that grammar refers to knowledge of the parts of speech, tenses, phrases, clauses, sentences and syntactic structures used to create grammatically well-formed sentences in English (Sioco & Vera, 2018).

To summarize, grammar is the set of rules and principles that govern the structure, composition and usage of a language. It is responsible for describing how words are formed (morphology), how they are arranged in sentences (syntactics) and how they combine to communicate meaning in a coherent way (semantics).

4.2.2. Importance of Grammar

After analyzing how important grammar is for English language teaching, several authors bring to light its true role within the language and why it is necessary to learn it.

As a child grows up, he learns to communicate using the native language by intuition and interference of his environment, this is how children manage to understand grammar intuitively without the need of a teacher to teach them, however, at a certain age, communication, especially written one, needs to follow grammatical rules and principles. Using an analogy, language is a large highway, the words would be the cars, while grammar would be all the traffic signs that put order and indicate where people should walk and how to drive, therefore without grammar a highway could not be functional because it would be a massive chaos (Rossiter, 2021). Without grammar a person would be able to communicate only in an elementary manner and with various errors lacking the ability to express complex ideas.

Another important aspect is that grammar “helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words, sounds, pictures, and body expressions to communicate meaning” (Azar, 2007, p. 2). In order to progress and achieve an advanced level of English, it is necessary to master the principles of grammar.

Moreover, Rossiter (2021) exposed that oral communication is possible with a low level of grammar, but the receiver or listener would have to be constantly asking for clarifications until the message is understood, resulting in an inefficient communication. On the other hand, the same author emphasized that in written communication grammar is vital, given that for a written message to be understandable by the reader and to avoid ambiguity, it must employ grammar, syntax, spelling and vocabulary in an adequate manner.

4.2.3. Parts of speech

English grammar is composed of eight parts of speech, namely: noun, pronoun, adjective, adverb, preposition, conjunctions, interjections and verbs (**Sioco & Vera, 2018**). Knowing each of these parts is essential for a learner to be able to examine his or her writing, identify and correct any grammatical errors and therefore construct sentences and texts that convey a clear and accurate meaning (**Orozco & Flores, 1995**).

4.2.3.1. **Nouns** It is the most extensive part of speech and is used to name an object (ball), place (Indonesia), person (George), abstract idea (love) or animal (kangaroo) (**Krapp, 1908**). Taking into consideration the classification made by Potter (2010) nouns can be: concrete, abstract, common, proper, singular, or plural. *Concrete nouns* exist physically and can be perceived by the senses or at least one of them, for example; apple. *Abstract nouns* are ideas, emotions, or intangible concepts (democracy, love, happiness). Some examples of *common nouns* are city, animal, food; these take that name because they are in a general form and can be *singular or plural*. Contrary to the latter, *proper nouns* are used to specify which person, animal, place or thing is being talked about and begin with a capital letter (e.g., Jhon, France, Pluto).

4.2.3.2. **Pronoun** Instead of using a noun, pronouns are employed (**Krapp, 1908**). They are categorized into: personal (I, me, you, him), possessive (my, mine, yours, yours, yours), relative (who, whom, which), reflexive (myself, yourself, yourself), common indefinite (anyone, any, none, somebody), peculiar indefinite (all, most, some), and demonstrative pronouns (this, that) (**Potter, 2010**).

4.2.3.3. **Adjective** Adjectives are used to describe a pronoun or noun for example; beautiful, cheap, huge, dangerous, green, old, among others. (**Lawton B. Evans, 1921**).

4.2.3.4. **Adverb.** An adverb has the function of modifying a verb and describes “When?”, “Where?”, “Why?”, “How?”, “How much?”, and “In what way?” an action is performed (Vachula, 2008). The principal types of adverbs are; adverbs of manner (carefully), adverbs of time: (yesterday), adverbs of place (everywhere), adverbs of degree (excessively) (indicates to what degree) (Orozco & Flores, 1995).

4.2.3.5. **Preposition** This part of speech is all those linking words that connect words within a sentence, for example: the backpack is *under* the table. Prepositions are followed by pronouns and nouns which are called objects of the preposition (Krapp, 1908). In short, the preposition is the word that links its object to another word in a sentence.

4.2.3.6. **Conjunctions** Vachula (2008) defined conjunctions as the “words that link other words, phrases, or clauses in a sentence. A coordinate conjunction, such as; but, and, nor, or, for, so, is used to connect two words, two phrases, and parts of compound sentences (Krapp, 1908). For instance: I could not see the doctor *but* I saw her assistant. The subordinate conjunction (e.g., because, although, whether, while) links the dependent or subordinate clauses to the independent clause, for example: I told her *that* I should go (Vachula, 2008).

4.2.3.7. **Interjections** These words convey surprise, strong emotions and since they don't have much grammatical connection with the rest of the sentence, the correct use of punctuation must be applied to separate and differentiate them from the sentence (Orozco & Flores, 1995), just as in the following example: *Oh, no!* The fire is getting worse and worse.

4.2.3.8. **Verbs** A verb is a word that expresses action and state of being, that is, it indicates what the subject of a sentence has done, does, is doing, or will do. Verbs can be found in three different forms; voice, tense and transitivity (Orozco & Flores, 1995). *Voice* is divided into active when the subject of the sentence is the one performing the action (Davy kicked the balls) and passive when the subject of the sentence is acting (The balls were kicked by Davy). *Tense*, on the other hand, denotes when the action takes place (present, past or future and their aspects). Finally, verbs can be *transitive or intransitive*. Transitive verbs always have a direct object that receives the action done by the subject within the sentence (July *broke* two dishes). Intransitive verbs, on the other hand, do not need any direct object, for instance; My friends *jumped*.

4.2.4. *Sentence Construction*

Going further, when it comes to sentences, they are described as a set of words, clauses or group of clauses that when arranged in the right order, express a complete meaning (Andersen, 2014).

They are considered the blocks that build a paragraph. The beginning of a sentence is characterized by a capital letter and its end by a punctuation mark.

In order to convey an idea through a sentence, it is required to know each of its parts and its function within the sentence. In this way, Vachula (2008) identified the following six parts:

- The *subject* is the noun that develops the idea of the action expressed in the predicate, e.g. *Ramiro* in the sentence *Ramiro* quit his job.
- The *predicate* is a word or verb phrase that indicates the action performed by the subject, for example: Giselle *will enroll in an English course in New York*.
- The *object* can be a noun or pronoun that receives the action indicated by the verb. In the sentence *My mother always reads a book before sleeping*, “book” is the object of the sentence.
- *Complements* are the words that add or complete the idea and meaning of the subject, object or verb in the sentence, for example: *The new president of Ecuador is Daniel Noboa*, this name would be the complement of the sentence.
- *Phrases* are a group of words without a subject or predicate, for example: *In the morning*.
- At last, *clauses* are those groups of related words that have a subject and a predicate and are divided into two groups: independent and dependent. Independent clauses, also called main clauses, do not begin with a subordinating conjunction; *My instructor called me*. On the other hand, dependent or subordinate clauses are called that way because they make use of a subordinating conjunction and standing alone do not convey a complete message and therefore, they always need the independent clause, for instance: *My instructor called me because she needed an urgent favor*.

4.2.5. Types of sentences

Based on the type of punctuation at the end of a sentence, Valerioti (2022) said they cover four major types:

1. *Declarative sentences* are sentences that state a concrete thought and end with a period, e.g.: “There is no water in the pool.”
2. *Exclamatory sentences* are those that denote emotion, surprise, or strong feelings which is why they end with an exclamation mark at the end: “The screen of my cell phone is broken!”
3. *Interrogative sentences* are questions that seek information about something or someone. Their characteristic sign is the question mark only at the end of the sentence. An example is: “Are you having dinner at home tonight?”
4. *Imperative sentences* are used to give a command or direction and can end in a period or

exclamation mark, for instance: “Close the door” or “Be quiet!”

4.2.6. How to Teach Grammar

The well-known pedagogue Thornbury (1999) outlined two approaches for teaching grammar. The *deductive approach* consists of the teacher presenting the grammatical order, rules and structure in order for the learner to use them as a guide to produce the language. An *inductive approach* is one in which the teacher presents examples and has the students discover by themselves the grammatical rules used.

The first approach is more teacher-centered, while the second is learner-centered and both can be employed to teach grammar. In beginner learners, the deductive approach is the most appropriate because it avoids confusion, maximizes time and learners concentrate more on putting into practice and applying the knowledge, and here it is very important that the teacher explains the grammatical terms or parts of speech in advance. On the other hand, the inductive approach is most effective when teaching students who already have a certain base or proficiency in English (Thornbury, 1999).

When making use of the deductive method, the explanation of the rule must be of quality and the explanation of the rule must be of quality and consider the following criteria provided by Swan (1995):

- **Truth:** The rules must be truthful and based on reliable, clear and simple information.
- **Limitation:** When explaining a rule, the teacher should demonstrate the exceptions and limits of its use to avoid errors, for example, the teacher should not only explain that the verb "will" is used for actions to be performed in the future, but how it differs from other future forms such as "going to".
- **Clarity:** The rules should be very clear and avoid ambiguity and complicated terminology at all times.
- **Simplicity:** A teacher should focus on only one rule at a time since covering sub- categories to embrace more information at once will be quite difficult for students to remember.
- **Familiarity:** The content and rules of instruction should be as close as possible to the knowledge and concepts that students already know. The teacher must ensure that the students are not left with gaps in knowledge and the topics must be connected.

- **Relevance:** According to the type of students that exist in a class, the teacher must meet their linguistic needs since in some cases learning a language is quite complex because of its differences with the mother tongue. Hence, the teacher must cover rules that respond to the needs of the students in order for them to be able to communicate effectively using the target language.

4.2.7. Planning a Grammar Lesson

Associated with the deductive approach explained in the previous section, Cotter (2010) described the PPP (Presentation, practice and production) as the most suitable lesson structure.

4.2.7.1. **Presentation** In this phase the teacher is the center of the class, since he/she is in charge of presenting the new information using attractive material and context, such as videos, flashcards, images and other audiovisual aids. This part is highly relevant since this is where the attention that the students will pay to the whole class is born and the teacher must correct grammatical and pronunciation errors.

4.2.7.2. **Practice** If the teacher's presentation was understandable and well developed, it is time for the students to demonstrate what they have absorbed from the presentation by solving different tasks and activities such as: sentence arrangement, fill-in-the-blank activities, dictations, sentence transformation, questionnaires, grammar games such as Bingo game, among many others. The activities to be solved should challenge the students but not go beyond what was taught. The teacher should offer guidance, correct mistakes, answer questions and clarify doubts as the students perform.

4.2.7.3. **Production** After having practiced the grammar with predictable activities, students should consolidate all that learning by producing the language on their own. The activities will depend on the student's level and topic covered. Some examples are: role plays, simulations, problem solving, or board games that allow students to express their personal ideas in a free and spontaneous way. To make this phase more meaningful, the teacher should monitor the students' performance, consider errors, and provide feedback at the end of the lesson.

4.3. Previous Studies

Empirical Studies on The Effectiveness of Gamification for Developing English Grammar

This section describes studies related to the use of gamification for English grammar development. This is done in order to establish a clear idea about gamification in the field of grammar and to show the basis for the current research. For this purpose, it has been considered five studies developed in different contexts such as Malaysia, Indonesia and Turkey.

Firstly, Hashim et al., (2019) carried out quasi-experimental research with the objective of investigating the effectiveness of using online language games in improving Malaysian's secondary school students' English grammar. The problem encountered by the authors was that grammar is the component that interferes with learners' desire to learn English and grammar activities in schools are tied to conventional teaching methods. The researchers applied a pre-test and post-test in which they found that gamified learning is effective in terms of grammar achievement as learners got better grades and the students' good academic performance was due to the motivation, fun, interest, confidence and positive emotions produced by gamification. Moreover, Jannah et al., (2023) realized a case study to try to address the technological needs of students by using gamification. The objective of this research was to better understand how the lecturers utilize gamification in the classroom and how students react to it when it is used to teach grammar in higher education settings. The research instruments consisted of interviews in which the responses indicated that gamification increased students' happiness, motivation, concentration, fostered collaborative work, and reduced boredom when learning grammar.

Koç and Sütçü (2023) conducted a quasi-experimental study to determine the impact of gamification on grammar of secondary school students. The authors were concerned that grammar is perceived as too difficult and boring to learn. Hence, the aim of this research was to investigate the impact of one of these Technologies; Kahoot! as a gamification tool on the grammar knowledge achievements of English language learners as well as to assess students' attitudes and opinions on the usage of Kahoot! for grammar instruction. The data collection instruments were a pre- and post-test and a semi-structured interview. The results evidenced that gamification helped to better understand grammar, made it more interesting, fun and motivated students to continue learning.

Another similar study was done by Redjeki and Muhajir (2020), who stressed that the teaching and learning of grammar is considered to be one of the most complex tasks. For this reason, they decided to conduct qualitative research in order to reveal the advantages and disadvantages of applying gamification in a grammar lesson. The instruments used were a questionnaire and an interview. When exploring and analyzing the results they found that students saw gamification as a fun, motivating and very useful learning tool to improve their knowledge of grammar and vocabulary.

Last but not least, Sari and Avifah (2023) analyzed the students' perceptions on the use of gamification in grammar classes given that students felt that grammar relies excessively on

memorization and repetition of exercises, leading to demotivation and limited retention of concepts. That is why the purpose of their research was to explore students' perceptions on the use of a gamification approach in grammar classes at Universitas Billfath, focusing on two English as a Foreign Language (EFL) classrooms-Basic English Grammar and Advanced English Grammar. This qualitative research employed an interview and questionnaire, which shed light on the benefits of incorporating gamification elements into grammar instruction, as they found that this strategy creates a fun, positive, collaborative, and active learning environment. Thereby, the authors promoted the implementation of this strategy in the teaching and learning process.

5. Methodology

5.1. Research Desing

Overall, the present research work employed a mixed methods approach following an action research model, as it involved the implementation of an intervention proposal. According to Creswell and Clark (2011), the basic assumption of a mixed method is that “the use of quantitative and qualitative methods, in combination, provides a better understanding of the problem and research question than either method alone.” On the one hand, quantitative data, such as scores from instruments that yield numerical values that can be analyzed statistically, provide results to evaluate the frequency and magnitude of trends in a large number of individuals. On the other hand, qualitative data, such as open-ended interviews that offer words from the people participating in the study, provide many different perspectives on the study topic and offer a complex picture of the problem (Creswell & Clark, 2011).

5.2. Data Collection Sources and Techniques

In order to gather qualitative and quantitative information, the following techniques and instruments were employed in the research process:

The first technique was the testing technique applied through a pre-test (see Annex 1) and post-test (see Annex 2) which were defined by Cresswell (2012, p. 297) as a test used to assess the level of knowledge students possess before and after a treatment. The mentioned tests consisted of multiple-choice, fill-in-the-blanks, and matching questions that obtained a measure of the learners' grammar knowledge level before and after the intervention. Overall, these instruments collected quantitative data to understand the effectiveness of gamification in grammar development.

Secondly, the researcher used the survey technique by employing a questionnaire (see Annex 3), which is a set of questions to be answered in a written way by the participants of a study and this was conducted with the purpose of collecting and comparing their responses (Gay et al., 2011). This instrument used the Likert Scale. The results of this survey demonstrated the students' perceptions of the use of gamification to develop grammar.

Furthermore, the observation technique was applied through field notes (see Annex 4). Quoting Gay et al. (2011), field notes are records that focus on describing what the observer sees, experiences, thinks, and reacts to in an observation session (i.e., including literal and personal descriptions) (p. 396). This instrument allowed the researcher to collect notes on students' reactions and performance towards the use of gamification in each lesson. In this way, qualitative information was obtained that corroborated and supported the quantitative results.

5.3. Data Analysis

Initially, the quantitative information was analyzed through descriptive statistics with the help of Excel software and using tables and graphs that displayed the central tendency of the scores obtained in the pretest and posttest.

Afterwards, the analysis of the qualitative data was carried out based on the students' perceptions in the questionnaire and the data taken in the field notes. With this analysis, the quantitative information on the effectiveness of gamification in developing grammar was supported.

5.4. Research Participants

The participants of this research were 34 eighth-grade students, whose average age was between 12-14 years old and belonged to a public institution in Loja. For these participants, the English Level required by the EFL curriculum for EGB Superior was A1.1 (Ministerio de Educación [MinEduc], 2016).

Moreover, the researcher responsible for this project was a pre-service teacher belonging to cycle 8 of the Department of Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Loja. The researcher conducted this work as part of the curricular integration work, whose compliance was necessary to obtain the Bachelor's degree in Pedagogy of English language.

5.5. Timing

The implementation of the intervention plan lasted 6 weeks, in which 3 hours of classes per week. It took place in the Unidad Educativa "Pío Jaramillo Alvarado" high school, -4.003052,

-79.202062 coordinates, during the school year 2023-2024. Throughout the intervention time, the researcher implemented different gamified activities to improve eighth-grade students' grammar.

5.6. Procedure

This research work followed the five stages of the action research cycle proposed by Richards and Lockhart (1994, p. 27). This research design helped the researcher to improve the teaching and learning of grammar through the implementation of gamification.

5.6.1. Initial Reflection

To begin this, the problem within the process of learning and teaching English was identified. The researcher reflected on her practice as a preservice teacher to determine the problem and after a literature review, selected an innovative strategy to improve it. Hence, the following general problem was established: How did gamification improve the development of English grammar among superior basic education students at a public institution in Loja during the 2023-2024 school year.

5.6.2. Planning

After identifying the problem, the way in which the selected strategy would be implemented in the research was planned. The researcher again conducted a literature review to provide a theoretical framework that contextualized and justified the use of gamification to develop grammar. Based on this information, the researcher selected the indicators to be addressed and designed the data collection instruments, that is, a pre and a posttest, questionnaire and field notes.

Thereafter, the researcher looked for an instructional approach that guides the implementation of the proposed strategy and an approach was made to the research site to obtain the legal documentation that allowed the research to be conducted.

5.6.3. Action

In this stage, the intervention plan was implemented for the planned time and the instruments designed in the previous stage applied to collect all the information concerning the effectiveness and perceptions of the students regarding the use of gamification and its effect on English grammar learning strategy.

5.6.4. Observation

When putting into practice each of the lesson plans using gamification as a teaching strategy, the researcher conducted a detailed observation upon which it was possible to reflect in the field notes. It is for this reason that this stage and the previous one occurred at the same time.

5.6.5. Reflection

Once the implementation of the action plan has been completed, everything that has happened will be critically analyzed and reflected upon. In other words, the researcher described what has happened, to what extent the problem has improved, what it has learned, what problems remain to be changed, and how she can further improve the changes she tried to make.

5.6.6. Intervention Proposal

The future teacher developed the lessons by using gamified activities which were implemented during the three stages of the PPP approach (presentation, practice, production).

In the first phase, the researcher introduced the content of the class through eye-catching material that captures the students' attention. In the second phase, learners practiced the grammar content by means of different gamified activities, such as: grammatical ONE, Snakes and Ladders, Grammar Bingo. In the production phase, gamified activities were implemented again in order to allow students to demonstrate what they have learned in a free and spontaneous way (Cotter, 2010).

6. Results

This section describes the results gathered from the research instruments in order to determine the effectiveness of gamification to improve the development of English grammar. Accordingly, these results reflect the achievement of the two specific objectives stated in the research. In the first place, the scores obtained by the students in the pretest and posttest are presented and compared with the aim of showing the effectiveness of gamification as a didactic strategy for grammar learning. Secondly, the students' perceptions about the use of gamification to improve the development of English grammar are reported through the results of the questionnaire, and they are supported by the information found in the reflective journals.

6.1 Pretest and Posttest Results

Specific Objective 1. To validate the effectiveness of gamification to improve the development of English grammar among eighth-grade students at a public institution in Loja during the 2023-2024 school year.

Sub -question 1

What is the effectiveness of gamification on the development of English grammar among superior basic education students at a public institution in Loja, 2023 2024 school year?

Pre-test results

Table 1

Pre-test scores of students' grammar proficiency

DESCRIPTION	SS		PS		GT		TS		P	
	F	%	F	%	F	%	F	%	F	%
0 - 0.5	15	41.67	9	25	11	30.56	9	25	14	38.89
0.51 - 1	12	33.33	11	30.55	13	36.11	13	36.11	7	19.44
1.01 - 1.5	6	16.67	11	30.55	8	22.22	9	25	8	22.22
1.51 - 2	3	8.33	5	13.90	4	11.11	5	13.90	7	19.44
Total	36	100	36	100	36	100	36	100	36	100
Mean	0.96		1.17		1.07		1.14		1.11	

Note. SS=Sentences Structure; PS=Parts of Sentences; GT=Grammatical Tenses; TS=Types of Sentences; P=Punctuation

Table 1 illustrates the frequency and percentage of higher basic education students who obtained scores between 0-0.5; 0.51-1; 1.01-1.5 and 1.51-2 in each of the aspects of grammar, such as “Sentences Structure”; “Parts of Sentences”; “Grammatical Tenses”; “Types of Sentences”; “Punctuation”. These scores were obtained by applying a pretest before the implementation of gamification.

From the data shown in the table it can be seen that 41.67% of the students obtained a grade between the intervals of 0.0 and 0.5 and an average score of 0.96. Then, the 33.33% of the students obtained a grade between the intervals of 0.51 and 1 and an average score of 0.96. Next, the 16.67% of the students obtained a grade between the intervals of 1.01 and 1.5 and an average score of 0.96. Finally, the 8.33% of the students obtained a grade between the intervals of 1.51 and 2 and an average score of 0.96. These intervals show that the majority of students were having some difficulties in recognizing the correct sentence structure within grammar.

In the second question regarding parts of sentences, it was found that 30.55% of the students received a grade between the intervals of 0.0 and 0.5, with an average score of 1.17. Subsequently, another 30.55% obtained a grade between 0.51 and 1, also averaging 1.17. Following this, 25% of the students scored between 1.01 and 1.5, with the same average score

of 1.17. Lastly, 13.90% of the students achieved a grade between 1.51 and 2, maintaining an average score of 1.17. These intervals indicate that half of the students encountered challenges in identifying parts of a sentence within grammar.

In the third question about grammatical tenses, it is shown that 36.11% of the students obtained a grade between the intervals of 0.0 and 0.5, with an average score of 1.07. Additionally, 30.56% of the students scored between 0.51 and 1, also with an average score of 1.07. Furthermore, 22.22% of the students received grades ranging from 1.01 to 1.5, maintaining the same average score. Lastly, 11.11% of the students achieved grades between 1.51 and 2, with an average score of 1.07. These intervals indicate that a significant number of students were unable to identify the correct grammatical tense of the sentences.

In the fourth question regarding types of sentences, it was found that 36.11% of the students received a grade between the intervals of 0.0 and 0.5, with an average score of 1.14. Additionally, 25% of the students scored between 0.51 and 1, also averaging 1.14. Similarly, another 25% achieved a grade between 1.01 and 1.5, maintaining the average score of 1.14. Furthermore, 13.90% of the students obtained a grade between 1.51 and 2, again with an average score of 1.14. These ranges indicate that less than half of the students encountered challenges in identifying sentence types within grammar.

In the fifth question concerning punctuation, it was found that 38.89% of the students received a grade between the intervals of 0.0 and 0.5, with an average score of 1.14. Additionally, 22.22% of the students scored between 0.51 and 1, also averaging 1.14. Moreover, 19.44% achieved a grade between 1.01 and 1.5, maintaining the average score of 1.14. Similarly, another 19.44% obtained a grade between 1.51 and 2, again with an average score of 1.14. These intervals indicate that the majority of students faced challenges when placing punctuation marks in sentences.

In summary, when carrying out the pre-test on the students, it was observed that students obtained the highest level in recognizing the parts of sentences section, demonstrating their ability to differentiate sentence parts without difficulty. However, it should be noted that students faced difficulties in the sentence structure section, as they were unable to correctly order the sentences, indicating a low level of grammar proficiency.

Post-test results

Table 2

Post-test scores of students' grammar proficiency

DESCRIPTION	SS		PS		GT		TS		P	
	F	%	F	%	F	%	F	%	F	%
0 - 0.5	0	0	0	0	0	0	0	0	0	0
0.51 - 1	12	33.33	7	19.44	9	25	9	25	9	25
1.01 - 1.5	15	41.67	16	44.45	16	44.45	14	38.89	16	44.45
1.51 - 2	9	25	13	36.11	11	30.55	13	36.11	11	30.55
Total	36	100	36	100	36	100	36	100	36	100
Mean	1.46		1.58		1.53		1.56		1.53	

Note. SS=Sentences Structure; PS=Parts of Sentences; GT=Grammatical Tenses; TS=Types of Sentences; P=Punctuation

Table 2 shows the frequency and percentages of the post-test scores obtained by the students, regarding the five aspects of grammar. For the post-test, the same rubric was used, with each aspect having been scored out of 2, with a total of five questions, which gives an overall score of 10 points. Furthermore, the posttest was administered after the implementation of the intervention plan.

As can be seen, 41.67% of the students received a grade between the intervals of 1.01 and 1.5, with an average score of 1.46. Additionally, 33.33% of the students scored between 0.51 and 1, also averaging 1.46. Furthermore, 25% of the students achieved a grade between 1.51 and 2, maintaining the average score of 1.46. These intervals indicate that the majority of students showed improvement in recognizing the correct structure of a sentence within grammar.

In the second question of the posttest on parts of sentences, it was found that 44.45% of the students received a score between the intervals of 1.01 and 1.5, with an average score of 1.58. Additionally, 36.11% of the students scored between 1.51 and 2, also averaging 1.58. Moreover, 19.44% of the students achieved a grade between 0.51 and 1, maintaining the average score of 1.58. These intervals indicate that a significant percentage of students are able to identify the parts of sentences accurately.

In the third question of the post-test on grammatical tenses, it was stated that 44.45% of the students obtained a score between the intervals of 1.01 and 1.5 and an average score of

1.53. 36.11% of the students obtained a grade between the intervals of 1.51 and 2 and an average score of 1.53. 25% of the students obtained a grade between the intervals of 0.51 and 1 and an average score of 1.53. These intervals show that more than half of the students recognize the different grammatical tenses.

In the fourth question of the post-test on types of sentences, it was found that 38.89% of the students received a score between the intervals of 1.01 and 1.5, with an average score of 1.56. Additionally, 36.11% of the students scored between 1.51 and 2, also averaging 1.56. Furthermore, 25% of the students achieved a grade between 0.51 and 1, maintaining the average score of 1.56. These intervals indicate that half of the students were able to identify the correct structure of a sentence within grammar.

In the fifth question of the scoring post-test, it was found that 44.45% of the students received a score between the intervals of 1.01 and 1.5, with an average score of 1.53. Additionally, 30.55% of the students scored between 1.51 and 2, also averaging 1.53. Furthermore, 25% of the students achieved a grade between 0.51 and 1, maintaining the average score of 1.53. These intervals indicate that the majority of students were successful in placing punctuation types correctly.

In summary, when carrying out the post-test with the target group it was observed that all aspects showed a notable improvement. Particularly, was the significant increase in the achievement of being able to differentiate grammatical tenses. Which when analyzed demonstrates the effectiveness of applying gamification to enhance grammatical skills within the classroom.

Table 3

Mean score differences between the grammar pretest and posttest

	Number of students	Sentences Structure (2pts)	Parts of Sentences (2pts)	Grammatical Tenses (2pts)	Types of sentences (2pts)	Punctuation (2pts)	Total (10/10)
Pretest	36	0.96	1.17	1.07	1.14	1.11	5.45
Posttest	36	1.46	1.58	1.53	1.56	1.53	7.66
Difference	N/A	0.5	0.41	0.46	0.42	0.42	2.21

Afterwards, **table 3** outlines more information about; the average score before and after the intervention, the average score in each aspect of grammar, and the difference between pretest and posttest.

At first glance, the students obtained very low scores on the pretest. In terms of putting the words in the correct order within the sentence structure, students did not achieve the objective because many of the students did not know the meaning of some words. However, in the post-test corresponding to this same aspect, students showed a notable improvement. This was because, through a didactic game, learners managed to identify the correct order of the sentence.

Secondly, during the pretest, a low level was noted in the aspect of identifying parts of speech. This was due to the fact that many of the students were not recall the subject, verb, and complement accurately. However, in the post-test corresponding to this same aspect, students showed a notable improvement. This improvement occurred because examples were given on the board, where each part of the sentence was identified with different colored markers: red (subject), blue (verb), and green (complement).

In the third aspect, the data indicate a significant improvement in knowledge of grammatical tenses between the pretest and the posttest. Initially, the score on the pretest suggested a low level of understanding of grammatical tenses. However, in the posttest, the score indicated that the students exhibited notable improvement. This improvement reflects their enhanced ability to correctly identify and use grammatical tenses in diverse sentences and contexts.

As a fourth aspect, it was observed that in the pretest there was initially a low level of understanding regarding the types of sentences. However, in the post-test the students showed significant improvement which indicates a greater ability among the students to correctly identify and understand various types of sentences, including affirmative, negative and interrogative structures, in various contexts and communicative situations.

Finally, the data show that in the pretest, the score was low regarding understanding regarding the score. However, in the posttest, the score increased, reflecting the students'

greater ability to appropriately use punctuation marks, such as periods, commas, in the structuring of their writing and in the clarity of their written communication.

6.2 Questionnaire results

Objective 2. To identify the students' perceptions about the implementation of gamification to improve the development of English grammar among superior basic education students at a public institution in Loja during the 2023-2024 school year.

Sub -question 1

What are students' perceptions about gamification on the development of English grammar among superior basic education students?

Table 4

Eighth-grade students' perceptions of using gamification.

Statements	Agree		Neutral		Disagree		Total	
	F	%	F	%	F	%	F	%
1. I liked learning grammar through games? (Like)	19	53%	17	47%	0	0%	36	100%
2. Learning grammar with games help me to stay motivated. (Motivation)	21	58%	15	42%	0	0%	36	100%
3. Through the different games, did you participate more in the English classes. (Participation)	23	64%	13	36%	0	0%	36	100%
4. I felt involved with the games while learning English. (Engagement)	21	58%	15	42%	0	0%	36	100%
5. The use of games increased interaction and cooperation in teamwork. (Team Work)	19	53%	17	47%	0	0%	36	100%

Table 4 presents in frequency and percentages the perceptions of eighth-grade students about the characteristics of gamification, such as liking, motivation, participation, engagement and teamwork.

When exploring students' perceptions, just over a half of the students, that is to say 53% of them agreed that the different elements of the gamified games such as prizes, points, among many others increased their interest and fun in the class. However, 47% of the students,

demonstrated a neutral attitude towards the previous idea and none of the students disagreed with this question. The integration of various games in classes has shown that students like and enjoy learning grammar in this way, which has significantly increased their interest in learning. This innovative and practical methodology has not only enriched the educational experience, but has also made it more dynamic and effective.

Moreover, 58% of the students agreed that gamification promoted their motivation in class, 42% were neutral and 0% disagreed. In class, gamification proved to be highly effective as a motivational tool by providing clear goals, tangible rewards, continuous feedback, and a rich learning environment that fostered engagement and academic performance. The integration of various games and rewards helped maintain engagement. motivation of students, resulting in greater active participation and contributing to the creation of a dynamic and pleasant learning environment.

In relation to participation, more than a third of the students 64% stated that their participation increased when using games in the classes, 36% of them gave a neutral opinion and no one disagreed. By implementing games in grammar class, students demonstrated greater activity and enthusiasm in paying attention to successfully participate in the games. These playful activities promoted active learning, where students actively participated in the search and construction of their own knowledge, without fear of failure or negative consequences, thus promoting continuous improvement.

In a similar manner, 58% of the students agreed that the games made them more engaged in learning English. While 42% of the students held a neutral opinion. The development of the games for learning grammar proved to be something interesting that captured the attention of the students, many of them were driven by their desire to win prizes and became seriously involved in each class, paying more attention, memorizing faster and participating actively. When playing the game most of the students worked with a positive attitude and their performance in each grammar activity was very enriching. Despite these good results, it was also observed that some students did not participate in the activities, either because students did not understand the instructions in English or because students did not pay attention

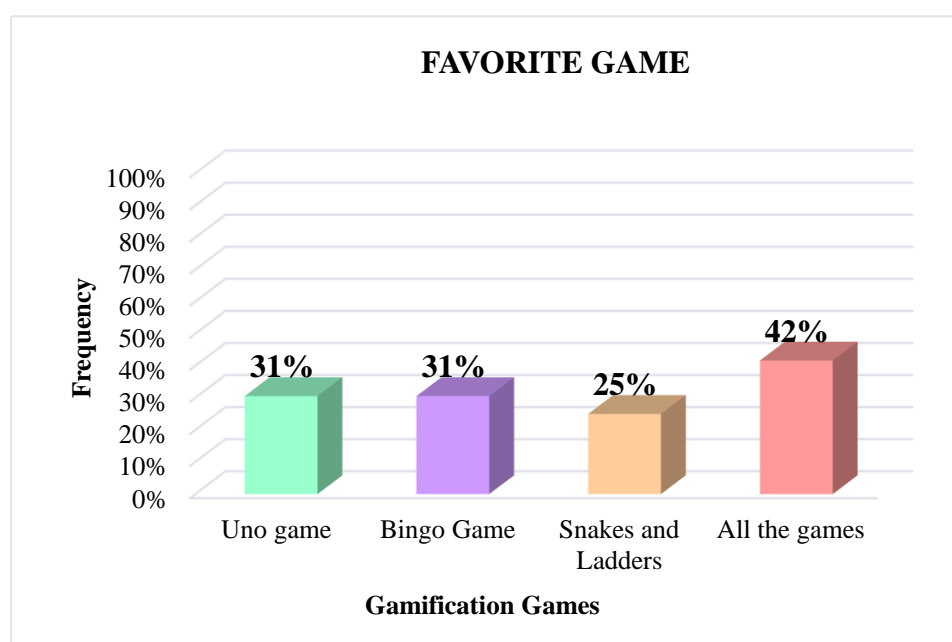
In the last statement concerning teamwork through gamification, 53% of the students agreed and the rest remained neutral. One of the most outstanding characteristics of the use of games in the class was the possibility of grouping the students, where not only interaction was achieved but also collaborative work with the objective of achieving the learning objectives.

Question

6. Could you point out which of these games was the best that helped you to learn grammar?

Figure 1

Eighth-grade students' preferences for the gamified activities



The present bar graph depicts the eighth-grade students' preferences for the different gamified activities used during the intervention period, which were; Uno game, Bingo Game, Snakes and Leaders and they also had the option of all games. This question was formulated in order to reveal the most and least favorite game to develop the elements of grammar such as "Sentences Structure", "Parts of Sentences", "Grammatical Tenses", "Types of sentences" and "Punctuation".

As shown in figure 5, the majority of students (42%) considered that they liked all the games, then 31% of them favored "Uno Game" and "Bingo Game", and with the lowest vote (25%) "Snakes and Leaders" ranked last. This game was very exciting for the students and through it they improved the different parts of speech, practiced useful vocabulary for sentence construction and grammatical tenses. Likewise, the Bingo Game facilitated the practice of grammatical tenses, strengthened teamwork and friendship. Snakes and Leaders" was new to

the students and they liked its appearance, but had difficulties due to lack of time to answer questions on the topics covered in class.

In summary, the implementation of innovative educational games in the classroom transformed students' perception of grammar learning. By introducing these playful approaches, students were able to become more actively and enthusiastically involved in the educational process. Finally, grammar, which is often perceived as a dry and tedious subject, became a fun and dynamic experience.

7. Discussion

The present study was designed to improve grammatical skills through the use of gamification in eighth-year high school students of a public institution in Loja, during the 2023-2024 school year. In the following section, on a discussion of the results of this study with those of the previous research presented above. Additionally, this section contains important insights that aim to provide comprehensive answers to each research question and limitations that were identified during the intervention plan.

The present study was designed to answer the main research question: How does gamification improve the development of English grammar in higher basic education students at a public institution in Loja during the 2023-2024 school year? The study demonstrated a notable improvement in the grammatical skills of eighth grade students after using the gamification tool; this can be verified through the pretest and posttest mean which increased in 2.21 points. These findings align with Hamari et al. (2014), gamification allows activities and challenges to be adapted according to the individual needs of students. This facilitates more personalized and effective learning of English grammar, addressing specific areas of improvement for each student.

Finally, this study highlights that gamification improves and facilitates active, practical and personalized learning of English grammar, thus contributing to a better development of language skills in a more dynamic and effective educational environment.

The first research sub-question was what is the effectiveness of gamification to improve the development of English grammar in higher basic education students of a public institution in Loja during the 2023-2024 school year? This study stands out that there was a significant effectiveness and improvement in the learning of English grammar in the five aspects assessment: First, to recognize the correct of **sentence structure**, the UNO game was applied, which consists of placing the correct order of the sentence with cards. This game was applied because it reinforces the understanding of the components of the sentence within the teaching of grammar. Secondly, to identify the **parts of the sentence**, a word association game was used. This game was applied because it helps to obtain a better gradual learning and mastery of complex sentence structures. Then, for the recognition of **grammatical tenses**, a storytelling game was applied where students create or complete stories using specific grammatical tenses (present, past or future). This activity was implemented because it improved understanding of the use of grammatical tenses through creative writing. Also, to differentiate the **types of**

sentences, the game of Bingo was implemented, where students had to mark on their card the type of sentence that matched the one, students heard (for example, negative, positive or interrogative). This game was applied because it reinforced a better understanding of grammar through practice. Lastly, for the placement of **punctuation marks**, the Snakes and Ladders game was used. In order for the students to move around the board, learners had to roll the die to advance the corresponding spaces. When students reached the square, the students had to write the sentence or phrase on a piece of paper, placing the correct punctuation mark in the sentence (interrogative, exclamation, or period). This game was used because it helps to recognize and practice the placement of punctuation marks. These findings align with Pappas, C. (2015), by integrating game elements such as points, badges, and challenges, students are more likely to actively engage and practice grammar concepts, leading to effective grammar learning.

The second research sub question was what are the students' perceptions of the implementation of gamification to improve the development of English grammar among higher basic education students of a public institution in Loja during the 2023-2024 school year? This study emphasizes that the implementation of gamification in the educational environment generates different perceptions among students in relation to aspects such as taste, motivation, participation, engagement and group work. As a general point, it is emphasized that gamification improves students' enthusiasm by making learning more fun through rewards, challenges and levels. In addition, it is observed that it increases participation by providing clear incentives and specific goals, which drives greater effort in academic activities. Also, the increase in participation and engagement was also highlighted, which was reinforced when students assumed responsibility for their own progress. Lastly, gamification also facilitated group work by promoting collaborative activities and collective competitions, thus improving cohesion and team skills. These findings align with Abadi et al., (2022) on the use of gamification in education revealed the benefits of gamification, such as positive effects on class enjoyment, improved learning attitudes, increased participation, motivation, engagement, among many other advantages.

One of the main **limitations** observed is the lack of adequate school infrastructure, as many institutions may not be equipped with the necessary tools such as projectors, digital whiteboards or sufficient computers, which limits the implementation of gamification. Additionally, the quality and availability of the Internet connection may vary, which could impact students' ability to participate effectively in online activities.

8. Conclusions

- The use of gamification in teaching English grammar demonstrated a significant increase in student engagement and learning. By integrating game elements such as points, levels, and rewards into the learning process, students participated more actively in grammar exercises and tasks. This increased participation likely contributed to better retention and application of grammar rules, thus improving overall learning outcomes.
- The implementation of gamification strategies resulted in measurable improvements in students' English grammar skills. Through pre- and post-assessments, it was observed that students who participated in gamified learning activities showed notable improvement in their ability to correctly apply grammatical rules in written and spoken English. This suggests that gamification not only captured students' interest but also effectively facilitated their learning and mastery of grammatical concepts.
- Gamification stimulates the correct learning of grammar since the students demonstrated an improvement in each of the aspects that comprise it; Sentences Structure, Parts of Sentences, Grammatical Tenses, Types of sentences and Punctuation. Through the gamified activities the students were able to practice and memorize the grammatical tenses. It facilitated the understanding of the structure and order of the words in a sentence. Moreover, students were able to learn the rules of punctuation in a more practical and entertaining way.
- The gamified activities such as "Uno game", "Bingo Game" and "Snakes and ladders Game" positively influenced the grammar learning of eighth graders. The implementation of gamification in the English class allowed the teacher to create an appropriate environment, full of fun, motivation and enthusiasm that encouraged the students to participate actively. In this way, the teacher was able to provide the students with the possibility to develop, practice and improve their grammar skills.

- The findings of this study concluded that eighth-grade students had favorable attitudes towards games as they perceived the use of the gamified activities mentioned above as an entertaining and appropriate strategy for grammatical learning. Students felt that these activities added fun to the class, enabled collaboration and teamwork, kept them motivated, encouraged their active participation, and engaged them in improving their grammatical knowledge. In light of these perceptions, the games used demonstrated that they were necessary for teaching and learning English grammar.

9. Recommendations

After having presented the conclusions, the following recommendations are presented:

- For future educators, it is recommended to continue incorporating gamification elements into grammar teaching, using a variety of games and reward systems, in order to maintain a balance between fun and pedagogical objectives, ensuring that the incorporation of gamification effectively complements student learning.
- It is suggested that future researchers may choose to conduct further in-depth research into the relationship between gamification and academic performance in grammar. This approach could allow identifying the most effective elements and types of games for improving specific grammar skills, thereby facilitating the implementation of more effective gamification strategies in the teaching process.
- Educators are encouraged to design and implement gamified activities that specifically address each grammatical aspect, such as facilitating the practice and memorization of grammatical tenses, promoting a clear understanding of the structure and order of words in a sentence, and teaching punctuation rules in a practical and entertaining way. This strategy could allow students to consolidate their grammatical knowledge in a more effective and engaging way.
- Implementing gamified activities has been shown to create a stimulating learning environment, full of fun, motivation and enthusiasm, which encourages active participation of students, for this reason it is suggested that educators explore and adapt a variety of games to maintain interest and participation, thus ensuring that students continue to develop, practice and improve their grammar skills in an effective and engaging way.
- Lastly, since this study has shown that the implementation of gamified activities fosters collaboration, teamwork and maintains high levels of classroom engagement, it is recommended that educational institutions offer courses on the importance of integrating gamification into English language teaching. This approach will provide teachers with the necessary tools to use gamified strategies effectively, promoting a more dynamic and participatory learning environment.

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11. Annexes

Annex 1. Pre-test



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRE-TEST

Dear student, answer the following test with sincerity and honesty. Your answers will be be anonymous and confidential.

Student`s code.

Date:

Sentence Structure. (2pts/ 0.50)

1.- Put the words in the correct order to make sentences.

went - last Saturday - Mr. Flores - late - to bed

.....

apply – Did – after school – for the job – your sister – at the Italian restaurant

.....

The police – stole – her – she – because – arrested – a sports car

.....

11 years old – in Newcastle – Kimberly – when – lived – she was

.....

Parts of Sentences. (2pts/ 0.50)

2.- Identify and write the subject, verb and complement of each sentence.

- *Julia finishes her work early.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

- *The ball hits his head.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

- *They play at the park in the evening.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

- *Maria and Pablo work in the office.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

- *Marco has an office in the city center.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

Grammatical tenses. (2pts/ 0.50)

3.- Write what grammatical tense do each sentence correspond to? Present Simple, Past Simple or Future.

-Sam and Ernest did not watch that movie.

-What time does Julia usually get home from school or work

-When is your sister going to visit you?

-She checks her emails first thing in the morning.

Types of sentences. (2pts/ 0.50)

4- Match with (X) the type of sentence that corresponds to each of them:

<i>She does not study German on Saturday.</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>
<i>Did Maria travel with her family yesterday?</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>
<i>My mom played the piano when she was a child.</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>
<i>Marco and Susana bought a new computer yesterday</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>

Punctuation. (2pts/ 0.50)

5.- Read the sentence, and circle the correct punctuation.

- When are you going to school ■ ! ?
- Can you please bring me the book ■ ! ?
- Her favorite color is pink ■ ! ?
- Is your birthday in January ■ ! ?

Annex 2. Post-test



**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

DATA COLLECTION INSTRUMENT: POST-TEST

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student`s code.

Date:

Sentences Structure. (2pts/ 0.50)

1.- Put the words in the correct order to make sentences.

Steven / going / is / to / be / the / barbecue / at / ?

.....

later / are / what / do / you / going / to / ?

.....

worried / . / Lucy / was / the / about / exam

.....

Bathroom / going / your / hands / after / the / to / wash

.....

Parts of Sentences. (2pts/ 0.50)

2.- Identify and write the subject, verb and object of each sentence.

1 *Peter has bought a new laptop.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

2 *I will solve this task.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

3 *They need some information.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

4 *I am updating the website.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

5 *Sara and Juan read books all the time together.*

Subject:	Verb:	Complement:
-----------------	--------------	--------------------

Grammatical tenses. (2pts/ 0.50)

3.- Write in what grammatical tense each sentence is: Present Simple, Past Simple or Future.

-We are going to see the doctor tomorrow.

-Did you have a bicycle when you were young?

-My friends and I go to the pool every Saturday.

-They didn't take her umbrella when she went out, and it rained.













Types of sentences. (2pts/ 0.50)

4.- Match with (X) the type of sentence that corresponds to each of them:

<i>Mr. Martin does not eat at the restaurant because it is expensive.</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>
<i>Do you read any magazine situation about the economic in Ecuador?</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>
<i>The grandfather went to visit his grandchildren last Christmas.</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>
<i>Lily finished her homework during the afternoon.</i>	<u>Negative Sentence</u>	<u>Positive Sentence</u>	<u>Question Sentence</u>

Punctuation. (2pts/ 0.50)

5.- Read the sentence, and circle the correct punctuation.

-The watermelons are becoming ripe			
-Hooray, we won the math competition			
-Go and take your dog Sammy for a walk			
-How old will you be next year			

THANKS FOR YOUR COLLABORATION!

Annex 3. Test Scoring Guide



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Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: POST-TEST

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code.

Date:

N.º	Question	Answer	Indicator	Score
1	Put the words in the correct order to make sentences.	0,50	Sentences Structure.	2
2	Identify and write the subject, verb and object of each sentence.	0,50	Parts of Sentence	2
3	Write in what grammatical tense each sentence is: Present, Past, or Future	0,50	Grammatical tenses	2
4	Match with (X) the type of sentence that corresponds to each of them.	0,50	Types of sentences.	2
5	Read the sentence, and circle the correct punctuation.	0,50	Punctuation	2
Total				10 points

Annex 4. National Grading Scale

Grading Scale According to the Ecuadorian Ministry of Education.

DATA COLLECTION

SOURCE: GRADING SCALE

QUALITATIVE SCALE	QUANTITATIVE SCALE
Excellent	9,00 – 10,00
Good	7,50 – 8,99
Average	6,00 – 7,49
Needs Improvement	5,00 – 5,99
Fail	≤ 4,99

Annex 5. Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE




Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student`s code.




Date:

Dear student, the researcher requests your collaboration by answering the following questions to help the researcher carry out a study about the use of games for learning grammar within English. The information you provide is confidential and will be used to obtain data for research purposes. Thank you very much for your cooperation.




1.- I liked learning grammar through games? (Like)

		
Agree	Neutral	No Disagree




2.- Learning grammar with games help me to stay motivated. (Motivate)

		
Agree	Neutral	No Disagree




3.- Through the different games, did you participate more in the English classes. **(Participation)**

		
Agree	Neutral	No Disagree

4.- I felt involved with the games while learning English. **(Engagement)**

		
Agree	Neutral	No Disagree

5.- The use of games increased interaction and cooperation in teamwork. **(Team Work)**

		
Agree	Neutral	No Disagree

6.- Could you point out which of these games was the best that helped you to learn grammar? **(Type of game)**

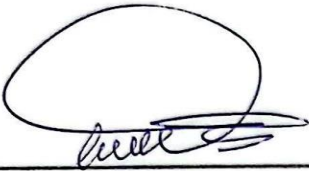
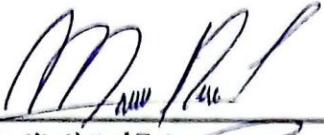


UNO GAME	Bingo GAME	Snakes and Ladders GAME	All the GAMES
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

THANKS FOR YOUR COLLABORATION!

Annex 6. Lesson Plans

LESSON PLAN #1			
Institution Name:	Escuela de Educación Básica "Pío Jaramillo Alvarado"		
Date:	April 22 th , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgr. Mary Churo		
Academic Tutor:	Mgr. Edgar M. Castillo C.		
Thesis Director	Ph.D. Marcia Criollo		
Preservice Teacher:	Diana Dolores Rodríguez Criollo		
Schedule:	SEGB "A" – Monday – 08:40 – 10:10		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	32 Students		
Topic:	Simple Present tense.		
Contents:	The structure of the present simple in affirmative sentences. <ul style="list-style-type: none"> • Verbs with (s-es-ies) • The third person. 		
Lesson Objectives:	<ul style="list-style-type: none"> • To identify the verbs conjugated with the third person in the simple present tense. • To demonstrate current level of grammar proficiency through the use of a pre-test. 		
Materials	<ul style="list-style-type: none"> • Flashcards • Pre-test • Worksheets • Paper notes • Student's book 		
Starter			Time
Warm up: "Memorize the verb" game. The teacher places two columns of various verbs on the board, asks them to repeat each verb and the teacher begins to eliminate three verbs, two or one and the students have to repeat all the verbs remembering the missing verbs.			5 mins
Study			Time
<ul style="list-style-type: none"> • Students have to work on a pre-test elaborated by the teacher. • Immediately after the pretest, students are asked to remind the teacher of what they learned through the class introduction game. The teacher pastes the verbs referring to the element that the students remember. • Once they have identified the verbs within the grammar, the teacher asks a volunteer to read all the verbs and choose one of them, where they will first say what it means and then create a sentence in Present Simple with all the structure. The teacher asks the other students to observe their partner and come up with the correct sentence. He then proceeds to delve deeper into this topic. • Uses and Structure about Simple Present Tense. 			35 mins

Activate	Time
<ul style="list-style-type: none"> • Students complete the affirmative sentences of the present simple by adding to the verbs (es-ies) for the third persons using the worksheet. • Students form groups of 3 and choose 5 cards with verbs to form affirmative sentences adding (e-es-ies) for the third persons. 	20 mins
Assessment	Time
<ul style="list-style-type: none"> • Students complete the worksheet with the different questions. • Write the verbs to present simple in the third person. I wash ---- he washes • Write the correct form of the verb in parentheses. Leo (drink) a coffee all the morning with his mother 	20 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> • Teacher summarizes the key points related to the use of third person verbs in positive sentences. • Students ask the teacher a question about a question about the topic studied in class. 	10 mins

Observations	
<p>.....</p> <p>.....</p> <p>.....</p>	
Signatures	
 <hr style="width: 80%; margin: 0 auto;"/> <p>Academic Tutor Mgtr. Edgar M. Castillo C.</p>	 <hr style="width: 80%; margin: 0 auto;"/> <p>Institutional Tutor Mgtr. Mary Churo</p>
 <hr style="width: 80%; margin: 0 auto;"/> <p>Preservice Teacher Diana Dolores Rodríguez Criollo</p>	 <hr style="width: 80%; margin: 0 auto;"/> <p>Thesis Director Ph.D. Marcía Criollo</p>

Annex 7. Field Notes



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DATA COLLECTION INSTRUMENT: FIELD NOTES

Observation:	Class:1
Place:	Unidad Educativa” Pio Jaramillo Alvarado”
Date:	06-May-2024
Time:	90 minutes
Duration of Observation:	45 minutes
Descriptive Notes	Reflective Notes
<p>In this class we talk about the Present Simple, specifically what the rules are for third persons (she -he- it)</p> <p>As a future teacher, I first focused on making them remember the topic of the last class through a didactic game and from there I could start teaching my new topic.</p> <p>After introducing my new topic, we performed several exercises on the board to ensure if the topic was being understood or not.</p> <p>Finally, we fill out the exercises in the workbook on page 45 from 1 to 4 to conclude the activity in class and proceed to send a short assignment home.</p>	<p>This was my first class, after taking my Pre-Test where I was able to verify that many of my students did not know the verbs even though I played a didactic game that did not work very well.</p> <p>Furthermore, the teacher was able to tell me that some students had been transferred to this school almost at the end of the year and that that is why they did not have a good foundation in English.</p> <p>Actually, my first class was a little complicated for me because it took me a long time to give feedback on a past topic so that they could understand me better, but even though I reminded my students of the last class, I felt that many of my students were left with gaps because they still did not know what the Present Simple was and how it is used for the first persons both in singular and plural and this made it difficult to move forward to explain the new topic.</p>



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DATA COLLECTION INSTRUMENT: FIELD NOTES

Observation:	Class:2
Place:	Unidad Educativa” Pio Jaramillo Alvarado”
Date:	13-May-2024
Time:	90 minutes
Duration of Observation:	45 minutes
Descriptive Notes	Reflective Notes
<p>For this class we carry out several activities, we write new verbs in their base form on the board so that students can use different verbs and not just the common ones like play, sing, talk, eat, etc. Then we remember the topic of the previous class through examples of the Present Simple.</p> <p>Finally, given the feedback, we focused on learning the Adverbs of Frequency by asking the students what they generally do every day and after their given examples we proceeded to explain how to use and what the adverbs of frequency are through small notes of frequency. paper that was pasted in their notebooks to better understand the new class.</p>	<p>This class was a little more didactic because I already made more colorful teaching material where the students had the opportunity to paste paper notes in their notebooks, do exercises with colored notes given by me and do worksheets in groups that were more dynamic and not so structured.</p> <p>This class helped me a lot to improve my way of teaching. I know that it is a little difficult to work with 34 students in a very small classroom, but sometimes the students motivate us with words.</p> <p>I give the example of a student who knew how to tell me that English was boring but through games, colored notes to write, it has become easier for him to learn the language.</p>

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DATA COLLECTION INSTRUMENT: FIELD NOTES

Observation:	Class:4
Place:	Unidad Educativa” Pio Jaramillo Alvarado”
Date:	27-May-2024
Time:	90 minutes
Duration of Observation:	45 minutes
Descriptive Notes	Reflective Notes
<p>In this class, complete feedback of the topic of the last class was carried out because of the little time we had last time, all the activities had to be completed in this new class.</p> <p>So, we made a conceptual map about going to where they were divided into two parts, the first consisting of what the use of going to was and the second what its rules were.</p> <p>Then we write several examples related to the topic so that finally all the information written on the board is passed to the notebooks where, in addition to this information given by me, I give some colored paper notes so that they can write their own examples and I can grade them on class and provide feedback corresponding to each student in order to achieve improvements within my class.</p>	<p>This class helped me understand that not all students learn at the same time, some take longer and others don't, but the good thing about creating enough teaching material is that if a student has already finished doing all the activities in class you can give extra material so that they continue learning while I dedicate myself to helping those students who need my help a little more when learning something new in the class.</p>

Annex 8. Research Matrix

Title:	Gamification on development of English grammar among superior basic education students at a public institution in Loja, 2023-2024 school year				
Problem	Objectives	Theoretical Framework	Methodological design.	Techniques/ Instruments	Indicators
General problem	General Objective	Independent			
<p>● How does gamification support the development of English grammar among superior basic education students at a public institution in Loja, 2023-2024 school year?</p> <p>Subproblems</p> <ul style="list-style-type: none"> ● What is the effectiveness of gamification on the development of English grammar among superior basic education students at a public institution in Loja, 2023- 2024 school year ● What are students' perceptions about gamification on the development of English grammar among superior basic education students? 	<p>● To apply gamification on the development of English grammar among superior basic education students at a public institution in Loja, 2023-2024 school year.</p> <p>Specific Objectives</p> <ul style="list-style-type: none"> ● To identify the effectiveness of gamification on development of English grammar among superior basic education ● To find out students' perceptions about gamification on the development of English grammar skills among superior basic education 	<p>Variable</p> <p>5.1. Gamification</p> <p>5.1.1. Definition of Gamification</p> <p>5.1.2. Gamification in Education</p> <p>5.1.3 Advantages of Gamification for learning</p> <p>5.1.3.1. Boost Learner Engagement</p> <p>5.1.3.2. Increase s Motivation</p> <p>5.1.3.3. Challenges</p> <p>5.1.3.4. Immediate Feedback</p> <p>5.1.3.5. Social Interaction</p> <p>5.1.3.6. Problem-solving</p> <p>5.1.4. Game design elements</p> <p>5.1.4.1. Game Mechanics</p> <p>5.1.4.2. Game Dynamics</p> <p>5.1.4.3. Game Aesthetics</p> <p>5.1.5. Gamified Activities to Learn English</p>	<p>Research Design</p> <p>Intervention</p>	<p>Testing Technique Pre- posttest</p> <ul style="list-style-type: none"> ● Survey Technique: questionnaire ● Field Notes 	<p>Grammar</p> <p>-Sentences Structure.</p> <p>-Parts of Sentence</p> <p>-Grammatical tenses.</p> <p>-Types of sentences.</p> <p>-Punctuation.</p> <p>Gamification:</p> <ul style="list-style-type: none"> ❖ Motivation ❖ Participation ❖ Engagement ❖ Team work ❖ Type of game