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**Boosting vocabulary acquisition in 3rd grade primary learners through strategic
Gamification**

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DEDICATION

First, I dedicate this thesis to God, whose constant guidance and grace have accompanied me along this path. With a heart full of gratitude, I recognize your inexhaustible love and continued support, which have been my strength and inspiration at every stage of this journey.

To my dear mother, whose unconditional love, sacrifice and unwavering support have been the pillars of my life. Mom, your resilience and wisdom have been my beacons of light, and this achievement is as much yours as mine. Thank you for believing in me even at the most challenging moments and for always being my greatest source of encouragement.

This work is a tribute to my family. Thank you for your love, prayers and sacrifices. I hope that this achievement is a source of pride and happiness for you, as it is for me.

Finally, to my tutor whose dedication, patience, experience and valuable feedback have been essential in my academic journey.

” Boosting vocabulary acquisition in 3rd grade primary learners through strategic Gamification”

Abstract

This research aimed to improve vocabulary acquisition in A1-level English learners through the activities of Gamification at the Billiken educational unit. The study focused on addressing the challenges faced by students in developing vocabulary skills such as meaning, speech rate, pronunciation accuracy, vocabulary usage, and interactive communication. The primary objectives were to to examine the effectiveness of the implementation of game strategies in vocabulary acquisition, investigate the conceptual foundations of gamification and vocabulary, examine the relevance of gamification activities in English language learning in an EFL class and identify gamification elements to increase motivation and lexical retention to improve fluency on vocabulary and evaluate their accuracy through pre-and post-tests.

A mixed-methods approach was adopted, combining quantitative data from surveys and pre-and post-tests with qualitative insights from interviews and classroom observations. The instruments used included a diagnostic test to assess the learners' initial vocabulary acquisition, surveys to gather student and teacher perceptions, and structured interviews to explore the needs of the learners. The research was conducted over two months intervention, during which Gamification activities were implemented to engage learners in vocabulary acquisition.

The findings demonstrated a significant improvement in vocabulary acquisition, with notable progress in speech, pronunciation and vocabulary usage. Students also showed enhanced interactive communication skills, demonstrating greater confidence and ability in managing conversations. The study concludes that vocabulary acquisition used with well-designed Gamification activities, is an effective approach for enhancing oral fluency in English learners. These results suggest that Gamification activities can be a valuable tool for educators seeking to improve vocabulary acquisition in A1-level students. The study recommends provide more accurate results on the long-term effectiveness of vocabulary acquisition, possible changes in educators' perspectives and the ability of teaching practices to adjust to sustained use of these technologies in language learners.

Keywords: vocabulary acquisition, Gamification, pronunciation accuracy, English language learning, managing conversations.

"Potenciando la adquisición de vocabulario en estudiantes de 3er grado través de la gamificación estratégica "

Resumen

Esta investigación tuvo como objetivo mejorar la adquisición de vocabulario en alumnos de inglés de nivel A1 a través de las actividades de Gamificación en la unidad educativa Billiken. El estudio se centró en abordar los desafíos que enfrentan los estudiantes al desarrollar habilidades de vocabulario, como significado, tasa de habla, precisión de pronunciación, uso del vocabulario y comunicación interactiva. Los objetivos principales eran examinar la eficacia de la aplicación de estrategias de juego en la adquisición de vocabulario, investigar las bases conceptuales de la gamificación y el vocabulario, examinar la relevancia de las actividades de gamificación en el aprendizaje del inglés en una clase de EFL e identificar elementos de gamificación para aumentar la motivación y la retención léxica para mejorar la fluidez del vocabulario y evaluar su acúaracy a través de pre y post-pruebas.

Se adoptó un enfoque de métodos mixtos, combinando datos cuantitativos de encuestas y pre y post pruebas con información cualitativa de entrevistas y observaciones en el aula. Los instrumentos utilizados incluían una prueba de diagnóstico para evaluar la adquisición inicial del vocabulario por parte de los alumnos, encuestas para reunir las percepciones de los estudiantes y los profesores, y entrevistas estructuradas para explorar las necesidades de los alumnos. La investigación se llevó a cabo durante dos meses de intervención, durante los cuales se implementaron actividades de Gamificación para involucrar a los alumnos en la adquisición del vocabulario.

Los resultados demostraron una mejora significativa en la adquisición de vocabulario, con un progreso notable en el habla, pronunciación y uso del vocabulario. Los estudiantes también mostraron una mayor capacidad de comunicación interactiva, demostrando una mayor confianza y capacidad para gestionar las conversaciones. El estudio concluye que la adquisición de vocabulario, con actividades de Gamification bien diseñadas, es un enfoque eficaz para mejorar la fluidez oral en los alumnos de inglés. Estos resultados sugieren que las actividades de Gamificación pueden ser una herramienta valiosa para los educadores que buscan mejorar la adquisición de vocabulario en estudiantes de nivel A1. El estudio recomienda proporcionar resultados más precisos sobre la eficacia a largo plazo de la adquisición del vocabulario, los posibles cambios en las perspectivas de los

educadores y la capacidad de las prácticas docentes para adaptarse al uso sostenido de estas tecnologías en los alumnos de idiomas.

Palabras clave: adquisición de vocabulario, Gamificación, precisión de la pronunciación, aprendizaje del idioma inglés, gestión de conversaciones.

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Introduction

The English language is among the five most relevant languages in the universe and imposing in global communication. Expressing yourself orally in English eloquently is a primary challenge that students face daily. To begin with, the scarce use of a vast number of words that should have been present in the learner is evident since this scarcity produces a blockage in expressive communication. There are some reasons for distress in English language learners such as lack of confidence, lack of encouragement from the teacher, and lack of motivation. For this reason, this research seeks to encourage and reinforce Gamification activities so that learners increase their knowledge in vocabulary development. These game activities will increase stimulation through rewards for active participation (Fatmawati & Haura, 2020).

The lack of trust is evident when certain students realize that they have not been understood, and they lock themselves in silence (Januariza & Hendriani, 2016). The student dedicates himself to observing the participation of others without expressing himself. The lack of encouragement is because the teacher does not provide enough confidence and they think that it is not important to encourage them to express themselves in English and this is very discouraging for the student. The lack of motivation is generated by the lack of incentive during learning, the boredom generated by a monotonous class, the limited use of appropriate and innovative teaching material, and no teaching enthusiasm and inspiration that affects educational development when expressing oneself orally. The use of excellent motivation on the part of teachers will raise the level of performance (Januariza & Hendriani, 2016).

Vocabulary growth is essential early in school life, which means making genuine efforts to establish it in learners. This leads to the question of the frequent process of learning vocabulary. The process must seek the ideal paths to bring that vocabulary to the students' memory in an effective way. It must be a controlled process since as teachers we must have an educational responsibility to teach the greatest number of words (Dudek-Brannan, 2018). Many typical children ages 5 and older have a vocabulary of 10,000 words and when they are studying, they learn more words at a rapid rate each year (Merritt, 2016). Regarding literature, It is established that those children absorb a vocabulary of 2,000 and 3,000 annually and others say up to 5,000. In addition, other numbers determine a large vocabulary; most 10-year-old children know at least 20,000 words.

Therefore, the teacher must develop all skills through a stimulus or reward so that their learning is not altered by their environment among students calculating an open vocabulary versus a live one, or also, a “reading and writing” vocabulary versus oral expression (Dudek-Brannan, 2018). Ecuador is always ranked as the number one Spanish-speaking country in the Americas with a low level of English language proficiency. Argentina, Costa Rica, and Cuba achieved the highest

percentages. This report, carried out in more than 120 countries, also included more than 2 million tests on people in Latin America who have increased their knowledge in the last ten years. On the other hand, this report highlights a drop in final averages since the pandemic among young people. (CNN, 2022).

Based on James et al. (2023) in their study about the "Vocabulary acquisition Among Young Learners through gamification" evaluated the use of flashcard games as a game-based learning and storytelling approach to acquire new vocabulary, construct engaging sentences, and increase students' motivation. The study was conducted at a national government-funded public primary school in Putrajaya, Malaysia, involving 15 primary students. The game design thinking approach was employed to develop the game, which acts as a guide to scaffold creativity and collaboration. The findings showed that learning through this strategy could boost pupils' capacity and desire to learn unfamiliar words. The implication of this study suggests that gamified learning, such as gamified narrative, increased players' motivation to play the game and improved memory retention and attentiveness (James, Jaidil, Faudzi, Roslee, & Su'aidi, 2023).

Nahmod, EE.UU., 2017, in her work, "The study on vocabulary gamification compared to traditional teaching in an inclusive secondary school classroom" analysed the impact on the scores of the vocabulary questionnaires when using the Kahoot game-based response system as a tool competitive to review vocabulary, Alternating with the use of traditional worksheets. The research was conducted at a public high school in Monmouth County, New Jersey, in two tenth-grade classrooms with general and special education students aged 15 to 16. For twelve weeks, weekly vocabulary assessments were conducted. Thirty-six general education students and 14 special education students participated. Results indicated that the scores on the vocabulary questionnaires were slightly higher when using the traditional worksheet (Nahmod, 2017).

In this regard, the research question presented for this study is:

What is the impetus for vocabulary acquisition in young primary school students through strategic gamification for English language learning?

The impetus lies in several key factors as:

- Engagement and Motivation: Gamification introduces elements of play, competition, and rewards, which naturally captivate young learners and increased engagement motivates them to actively participate in learning, making vocabulary acquisition a more enjoyable and less daunting task.

- **Active Learning:** Games promote active learning by encouraging students to interact with new words in context, reinforcing their understanding. This hands-on approach helps students internalize vocabulary more effectively than passive learning.
- **Repetition and Reinforcement:** Many games are structured to offer repeated exposure to new vocabulary through various levels and challenges, which strengthens retention.
- **Instant Feedback:** Games provide immediate feedback, allowing students to quickly understand whether they are using vocabulary correctly.
- **Autonomy and Confidence:** Through gamification, students can progress at their own pace, which fosters a sense of autonomy and builds confidence as they master new words and reach new levels. This self-directed learning enhances their motivation to continue improving their language skills.
- **Social Interaction:** Many educational games allow for group play or competition, promoting social interaction among students.
- **Overall,** gamification strategically aligns with the developmental needs and interests of young learners, making vocabulary acquisition more engaging, effective, and enjoyable in the context of English language learning.

This is linked to the research direction of the UBE: didactic management and educational quality in basic education, since it incorporates a type of didactic method for teaching the English Language.

The general objective of this research is to examine the effectiveness of the implementation of game strategies in vocabulary acquisition through specific objectives as to investigate the conceptual foundations of gamification and vocabulary, to examine the relevance of gamification activities in English language learning in an EFL class, and to identify gamification elements to increase motivation and lexical retention.

The object of use of games in education responds to the need for teachers to implement dynamic, innovative, challenging and entertaining activities to increase student motivation and engagement. To this end, two main categories of games can be identified: conventional games adapted for educational purposes and educational games. The former are games that educators adapt to the classroom context, while the latter are specifically designed to support teaching. Educational games address strategies, topics and content that are carefully implemented to improve motivation and thus learning. Its development has involved the use of various interactive platforms, such as classroom activities based on total physical response (i.e., teaching language structures through

movements in response to verbal stimuli), computer games used to teach various contents and subjects, mobile phone games, table games and card games. One aspect that researchers have looked at is how these games can increase motivation and engagement compared to traditional lessons (Cancino & Castillo, 2021).

Educational games should be designed to meet as many needs and interests as possible, thus adapting to different learning styles. According to Turkay and Kinzer (2022), a key feature to consider when developing these games is adaptability, that is, the ability of the games to take into account the knowledge, goals and needs of students, in order to involve various user groups. Dicheva et al., achieve this and said that, it is essential to consider motivational, educational and cognitive factors in order to successfully offer a wide variety of teaching content. A gamified classroom that fosters curiosity, interaction, competition and cooperation can be key to maintaining engagement and increasing student participation in activities. Two essential elements for a successful educational activity are resilience to failure and effective feedback. These elements help to keep students engaged, giving them the opportunity to practice self-assessment in terms of knowledge and skills, and creating an environment where effort and consistency is rewarded, rather than just mastering content (2015).

The research proposal focuses fundamentally on two specific variables that address vocabulary acquisition and Gamification activities in EFL. This, the acquisition of vocabulary is beneficial for students since it provides agility, increases independence, and enriches performance to learn more words (Nordquist, 2023). Gamification is a strategy that incorporates playful and attractive elements in non-gaming contexts with the purpose of increasing motivation and promoting specific behaviors. This approach uses game-specific design and mechanics, such as badges, ratings, points and rewards, to encourage active participation and make tasks more enjoyable and satisfying (Barney, 2023).

There are six levels included in the Common European Framework of Reference for Languages (CEFR), ranging from A1, A2, B1, B2, C1 and C2. The first level of English in the CEFR is called English level A1. This is the most basic level and provides the ability to express oneself with simple information. The language beginner can apply and capture familiar common expressions and basic phrases to meet language requirements. This level is used to introduce themselves and other colleagues and make dialogues with small personal details such as houses and places. At this level, the language student can understand the conversation when the dialogue is slow and receives support from others (Council, 2023).

This investigative work will execute a quantitative and qualitative design. According to Ivankova, Creswell, and Stick (2006) the sequential explanatory mixed methods design. This

encompasses the collection and study of quantitative and also qualitative informative data in two continuous stages of the research. This type of method will provide evident data on the effectiveness of Gamification activities in vocabulary acquisition. Participants will be divided into two experimental groups during the analysis. Both will receive the same Gamification activity with different vocabularies where English language skills will be developed through individual and group games and rewards. Both groups will undergo tests that measure their competence.

In addition, a quantitative and qualitative questionnaire was used for 15 students with a proposal called " Strengthen vocabulary acquisition in A1 through Gamification to improve English performance". In conclusion, many researchers and academic teachers belonging to the field of education and English language learning will benefit from this proposal which will contribute to the increase in teachers knowledgeable about effective teaching methodologies. In the same aspect, this research covers informative data on the ability to mix play activities with skills, motivation, and rewards in learning the English language that can communicate future work and pedagogical experiences. In this way, this proposal has the power to guide the organization of future learning and didactics that can be applied in English as a second language (EFL) classes for children and young people.

In addition, boys and girls in general will benefit as they will increase their learning in the English language more quickly and effectively, which will help raise their level of English through the stimulation of learning. Also, this will serve as a basis for the students of "BILLIKEN" Garden Private School, located in the city of Guayaquil, on Chirimoyas Mz 1, S-9, Ciruelos streets. In addition, the educational and family community will also benefit from this investigative work since students will be trained with solid foundations and with the responsibility to learn through the use of both digital and mechanical gamification.

This work is organized into several chapters to provide a complete thesis study. In Chapter 1, there is the theoretical part, studies, and linked areas related to the topic, identifying possible gaps that this research seeks to cover. Chapter 2 contains the methodological part that details the research design, data collection methods, and applied techniques, guaranteeing the discipline of the study. Chapter 3 refers to the analysis and conclusions of the proposal, and explains the results. Chapter 4, presents the Conclusion and interpretation of the discoveries, ideas, similarities, and participation. And finally, Chapter 5 reflects the recommendations, and summary of the analysis, highlighting its contributions and routes for further research.

Chapter I. Literature Review

At the beginning of this work is presented the literature review. It contains the variables: gamification and vocabulary acquisition of A1 learners. However, this chapter joins the variables to the research topic to create the theoretical background. Many works have investigated these variables from different perceptions, and only important information has been included in this research to support the process and outcomes.

1.1. Theoretical background

The Industrial Revolution has motivated teachers to modernize traditional teaching methods. The use of gamification games in learning varies according to student characteristics. A perfect perspective for 21st century education is gamification, as it makes the material easier to understand in a more entertaining and entertaining way for students (Rohman & Fauziati, 2022).

Students are preparing for a technological era, and it is the responsibility of teachers to introduce into classrooms, which are safe learning environments, the skills needed to thrive in this modern world. Over the past few years, serious games have become an effective tool for teaching in a variety of areas, ranging from humanities to STEM (science, technology, engineering and mathematics) disciplines and beyond. At the core of this trend is game pedagogy, which examines how learning theories and game mechanics can be integrated to establish styles of workable notions (King, 2023).

To date, there has been considerable research effort to assess whether gamification brings significant benefits such as improved cognitive learning or performance in work tasks, There are still some gaps in understanding how these results are produced. Establishing knowledge approaches as the pillars of game-based learning, Plass, Homer and Kinzer argue that different elements such as affection, motivation, cognition, and socioculture, such as the theory of situated learning, Achievement theory, social cognitive theory and activity theory provide the basis for effective game-based learning. Recently, studies have begun to apply these purported compendiums to sketch, declare and evaluate their gamified mediations (Schürmann, von Korflesch, & Krath, 2021).

1.1.1. The Ecuadorian context of education and Gamification

In Ecuador, the higher education institutions (IES) are committed to establishing reasonable environments for the educational system (Council of Higher Education, 2019). This approach involves organizational changes that promote well-being, aligning with an ecological view of health, teaching and learning. The concept of sustainability associated with the university concept is

characterized by educational and research systems that encourage innovation, supported by appropriate assessments. Ramos-Azcuy et al. (2022).

Since the late 1990s, this approach has been highlighted in several HEIs around the world, promoting academic and personal development of students and teachers (Eslava, 2020). In addition, the HEIs acts as exchange officers for reasonable further training. Instruction in inconstant tissues favors the training of professionals of the 21st century. González et al., (2019). The application of instructions set in sustainability-oriented plans allows students to deploy offensive, thoughtful, imaginative and resilient arts, as well as greater mastery of ICT, what enables them to respond actively to the needs of an interconnected environment. Sanmamed et al., (2021).

For students, both academic achievement and self-improvement are essential aspects that affect their self-esteem and self-perception, influencing their emotional and mental well-being throughout their lives (Gil & Besa, 2018). A prototype of this is physical activity, which is being increased to improve academic performance. Fraile et al., (2018). In turn, this academic benefit is associated with the quality of education, which must respond both to the needs of students and to the expectations of higher education institutions (HEIs), in the context of the Sustainable Development Goals. This quality depends on the information and communication technologies (ICT) used, as well as on the adaptation of the working environment to the skills, instruction and knowledge of teachers. Students use these technological tools on a daily basis, which promotes greater interaction and feedback between them and their teachers, improving learning and their academic benefits.

The importance of ensuring high quality education has been stressed by various studies and organisations (Vega, 2020). In this context, education is perceived as a means of transforming people's lives through the integration of values, knowledge, skills and a global perspective oriented towards social welfare. Therefore, it is essential to include critical thinking, systematic reflection, teamwork and student responsibility from a practical, multidisciplinary and integral approach. The incorporation of ICTs in education has been highlighted by several authors as a way to promote these elements (Júdex, Borjas, & Torres, 2019).

In this scenario, new systems and active methods and didactic activities focused on the use of ICT, particularly gamification, have been shown to enhance students' motivation and self-esteem (Palomino, 2021). In the IES of Ecuador, the implementation of games seeks to motivate and capture the interest of students through meaningful learning experiences (Torres, Romero, & Razo, 2018). Gamification has gained popularity in higher education because of its ability to increase motivation, engagement, skill development and learning perception among students and teachers (Tapia & Quijije, 2022).

Another reason for its adoption is the use of online teaching (e-learning) and the combination of face-to-face education with virtual education (b-learning), which rely on the use of ICT and games as key tools in the teaching-learning process. The integration of ICT in educational institutions to strengthen various modalities, from e-learning to face-to-face teaching, has gradually progressed as part of a process of continuous improvement (Melo & Díaz, 2018) Therefore, the purpose of this study was to evaluate the impact of gamification on the learning of a specific group of students from three Ecuadorian universities (Peña, Vélez, De La Torre Lascano, & Vélez, 2022).

1.1.2. The international context

At present, games are a regular part of social life. These can manifest as electronic games or video games on various platforms, such as consoles, PCs and mobile devices. People who play games do so for a variety of reasons, although they generally seek enjoyment as a way to relieve stress. Games are a reliable source of entertainment. The developers have created games with the purpose of providing fun, presenting challenges that players must overcome. In this context, the challenges should be positive and allow players to feel pleasure when applying their skills.

It is therefore essential that these challenges have a proper measure between difficulty and skill of the player, to avoid boredom and tiredness, anxiety or apathy. If a challenge is too easy or too difficult, it loses its effectiveness. Games, by presenting challenges, have a remarkable educational potential, as they allow players to learn and develop skills, abilities and strategies. Play is defined as a systematic set in which individuals share an artificial event with quantifiable rules and consequences. There are different definitions of gamification, and one of the simplest is the management of compendiums and methods of delineation of games in non-playful plots. Other authors have pointed out that gamification is more a process than simply the use of an end result. It is conceived as a method of turning activities or services into game-like experiences.

Gamification has been adopted in multiple areas, such as education, health administration, ecotourism, climate change, economy, public or private transport and company and business systems, among others. But to integrate these play elements within these fields, it is necessary to have a clear purpose and an effective procedure for doing so. In the educational field, gamification is used to support the learning process, not as the main objective but as a complement that enhances it. In certain contexts, gamification is essential to encourage the motivation of students or participants in educational activities. This need is understandable, as people tend to learn more effectively when they are not under pressure from external tutors, systems or other sources.

For this reason, by including play elements in learning, students are expected to find the process more fun and enjoyable, away from the perception of obligation. Gamification does not seek

to change the learning process at its core, but rather to impact the participants' behavior and optimize educational outcomes.. In situations where traditional methodologies can be boring, games offer an alternative to enrich the educational experience. Children, for example, often show enthusiasm when performing tasks through games, which shows that gamification is an effective tool to provide fun and satisfaction in learning (Dinata, 2021).

1.2. Vocabulary

The term vocabulary comes from a Latin noun and refers to the set of words, expressions and lexicon. Vocabulary covers all words or linguistic expressions that make up a language and are understood and used by one or more members of a community. The vocabulary is classified into two categories: active and passive. Active vocabulary includes words that people understand and use regularly or routinely, while passive vocabulary includes words that can be recognized but are rarely used in oral communication (Nordquist, 2023).

Vocabulary is also defined as the set of words that a person knows and uses. You can refer to a specific group of words in a given field. According to Liu and Zhang (2018), the vocabulary is "knowledge of words and their meanings" (p.2). This is the basis for meaningful communication. Vocabulary is often taught in an inadequate way, presenting decontextualized words. Ahumada (2015) quotes Harmer, who notes that "vocabulary teaching should not focus on isolated words; students must understand their meaning within a context, use, training and grammar" (p.4). In English as a Foreign Language (EFL) students, the growth of vocabulary knowledge is slow.

This slow process is due to highly related factors such as "insufficient exposure, few opportunities to practice outside the classroom, applied teaching methods (communicative versus grammatical translation method), total time devoted to English learning and vocabulary learning in particular" (Siyanova-Chanturia & Webb, 2016). The acquisition or incorporation of new vocabulary in the context of EFL cannot be fully achieved in classrooms due to limited teaching time. Other aspects of the curriculum, such as grammar and language functions, need to be covered, which prevents full-time classroom learning of vocabulary.

In conclusion, teachers must find ways to help students enrich their vocabulary in a complementary way. Siyanova-Chanturia and Webb (2017) suggest that it is essential "to motivate EFL students to participate in activities outside the classroom focused on acquiring new vocabulary and encourage such practice" (p.233). Nation (2001) also highlights the importance of indirect vocabulary learning, suggesting extensive reading as an effective example of this modality. Although extensive reading is a valuable source for vocabulary learning, it is advisable to select texts that are

appropriate to the students' level. The frequency of words in a text influences their learning: the more they appear, the more students become familiar with them (Hindeme, 2021).

1.2.1. Vocabulary in the Learning process

Vocabulary learning is essential to acquiring a foreign language, as it requires understanding new terms through text and classroom activities. This is a key element in language teaching, especially for those students who are interested in mastering a second language. Recent research has shown that vocabulary teaching faces challenges due to unupdated or unclear approaches to teaching. This study examines the opinions of several researchers on the difficulties in teaching vocabulary, the methods applied by teachers and the perspective of this research (Alqahtani, 2015).

At two years old, children have an interpreted vocabulary of more than 300 words, while at three years old their active vocabulary can reach 3,000 words or more. By the age of five, a child's vocabulary can exceed 5,000 words. Students are recommended to acquire four to five new words per day. The development process in language learning is known as vocabulary acquisition and differs between mother tongue and a foreign language (Nordquist, 2020).

1.2.2. Vocabulary in the language acquisition process

Language is an essential component of human existence. Communication between individuals allows for mutual understanding and the establishment of strong relationships based on the exchange of ideas, advice and strategies. Language is a vital resource in everyday life, used to carry out various activities. Language acquisition should not be underestimated or simplified, as it involves the mastery and use of words, a fundamental human skill (Sheffield, 2024).

Table 1.

Format of the two forms of words

Form	Spoken	Word sound	Word pronounced
	Written	Word looks like	Words written and spelled
Meaning	Form and meaning	Word for signal	Word to express the meaning
	Associations	Other words to think	Other words used instead
Use	Grammatical functions	Patterns the word appear	Patterns to use the words

Collocations	Types of words appear	Types of words use
Register, frequency,	Positions of words	Uses of words

Note: This table describes the two forms of words as meaning and use.

Vocabulary learning is a crucial step in making students solid and consistent readers. In the English language, which has about 300,000 words, vocabulary can be acquired in a fun and effective way through gamification. When studying a new language, the student must be patient, follow the pace set by the game and engage in the learning process. Gamification plays an important role in creating interest and enthusiasm for learning new words, fostering confidence and autonomy in students. This method helps to increase knowledge and enrich vocabulary effectively, allowing words to be properly retained and memorized (Le Vos, 2020).

Vocabulary learning is a continuous process that begins at school and extends beyond the school stage. Understanding definitions affects children’s ability to acquire and apply words in listening, speaking, reading and writing activities. Vocabulary training influences how students communicate and the nuance of their thoughts. First-year students should have a solid foundation in vocabulary to hold oral and written conversations. Effective vocabulary teaching facilitates access to the appropriate language and improves understanding of complex texts (Victoria, 2021).

Vocabulary mastery is essential in teaching English, as without proper knowledge students have difficulty understanding and expressing ideas. Developing a broad and creative vocabulary improves fluency and expression in English. Students are aware of the relevance of vocabulary in language learning. This process is influenced by factors such as motivation, skills and learning strategies. The inherent ability to learn a language, known as aptitude, is a significant factor and varies between individuals, facilitating learning and understanding (Akdogan, 2017).

The learning style is also relevant in language learning, as it refers to how students prefer to acquire and process information. Each student has his or her own preferences and the learning style is a characteristic of personality, stable and difficult to change. It has been found useful to classify students into categories according to their learning style. Visual learners prefer to learn through reading and observing graphs, while auditives learn best by listening. Kinesthetic students value physical feedback, and tactile ones prefer hands-on activities such as games or building models (Akdogan, 2017).

1.2.3. Vocabulary learning styles and strategies

The learning style is a key aspect in the process of learning a language, as it refers to how students prefer to acquire and represent language. Language learners have their own preferences about how they like to learn new content. This learning style is considered a characteristic of personality, as it is relatively stable and difficult to change. It has proved useful to classify language learners into four categories based on their learning preferences. Visual learners prefer to see what they need to learn, such as reading books, looking at charts or looking at ads. Auditory students learn best by listening to new material, such as lectures, audio recordings or radio. Kinesthetic learners enjoy physical elements in the learning process, such as gestures or mimics. Tactile learners prefer to "do" what they have to learn, for example by building models in mathematics or playing games (Akdogan, 2017).

Alias (2018) points out that the vocabulary covers both simple and complex words, as well as significant units of language. O'Malley et al. (1990) define vocabulary learning strategies as "specific behaviors or thoughts that individuals employ to understand, learn or retain information". Nation (2001) argues that these strategies enable students to learn autonomously and can lead to the learning of a large number of words (Rahmani, 2023).

Al-Bidawi (2018) and Bahanshal (2015) argue that vocabulary acquisition activities are gears that enable students to understand the meaning of new words and store them in their mind. Kafipour and Naveh (2011) highlight the importance of these strategies, which depend on student effort. Schmitt points out that students are often motivated to use basic strategies for vocabulary learning, which is essential in the learning of a foreign language. Hadi (2017) stresses the importance of vocabulary in teaching English, stating that it is the basis of language and crucial for students to develop their fluency and expression. Vocabulary acquisition must contain real plans to allow students to proficiently obtain a great vocabulary and be able to understand it. Visual aids, such as cards and other graphic materials, are effective methods of teaching vocabulary explicitly (Rahmani, 2023).

Hadi (2017) points out that vocabulary is fundamental in English teaching, as without sufficient knowledge of it students cannot understand each other's ideas or express their own. The lexicon is the basis of the language, especially for those students who wish to improve their fluency and ability to express themselves in English. They are asked to acquire a wider vocabulary and develop effective learning strategies. English learners tend to use dictionaries more than grammar books, so teaching vocabulary can help them understand other people's ideas and communicate successfully in English (Rahmani, 2023).

According to Bahanshal (2015), many researchers consider that the acquisition of a foreign language depends on learning a wide repertoire of vocabulary in that language, which is an essential component of linguistic skills: Reading, writing and speaking. Students will face difficulties in any skill if they do not understand the right words. Naeimi and Foo (2014) argue that vocabulary learning strategies facilitate the learning process. For effective language learning, it is important to teach students how to apply these strategies. Incorporating vocabulary learning strategies into teaching allows students to efficiently acquire the target language’s vocabulary and manage their learning process. Visual aids are another positive element in language teaching, as they are an effective method of teaching vocabulary directly. In addition, the cards are another useful tool for learning new words, along with visual aids as an effective method of vocabulary teaching (Rahmani, 2023).

Table 2.

Indicators of the three variables for learning vocabulary

Variable	Indicator
vocabulary contribution:	Vocabulary learning Students’ preferences Advantages perceived
Teachers’ perception of the game played:	Challenging Interesting Emotions Motivation Feedbac
Students’ perception of the game:	Game dynamic Game Characteristic Class related Teacher’s feedback

Note: This table indicates the variable and its indicators for Gamification to lerarn vocabulary. It was taken from “Case Study: Gamification as a strategy for vocabulary learning in university students”. Gortaire et al (2022).

1.2.4. Game-based learning activities

These can be classified into two main types: competitive and cooperative. The former involve competition between players or teams to achieve a goal, while the latter focus on collaboration to reach a common goal (Wulanjani, 2016). Lorenset and Piazza (2019) analyzed the benefits of digital games in improving the vocabulary of English as a foreign language (EFL) student, highlighting examples such as The Sims, Civilization III and Runaway: A Road Adventure. For their part, Plass, Homer and Kinzer (2015) describe the term Gamification as the application of game rudiments, such as recompence systems to boost contribution in responsibilities that may not be good-looking by themselves.

Yudintseva (Yudintseva, 2015) suggests that enriched learning through play provides effective strategies such as repetition, the use of contextual cues, interaction with native speakers and peers, and the use of images, Facilitating the practice of vocabulary in real contexts. Games facilitate a learning environment that engages students subconsciously, providing a pleasant and motivating educational experience (Gozcu & Caganaga, 2016). Plass et al. (2015) also point out that games engage students on the affective, behavioral, cognitive and sociocultural levels, something few other methodologies achieve.

Simulation games and constructive play allow children to develop their skills by engaging in role-playing activities or building things. Exploratory play fosters curiosity through interaction with the environment. In addition, rule-based and physical play help develop a sense of competence, motor skills and cooperation. According to Moore and Cooper Marcus (2008), outdoor play is also critical for children to connect with nature, promoting environmental awareness and integral development. Language games are recognized as a fun and real instrument to help students broaden their repertoire and improve the acquisition and retention of new vocabulary (Darfilal, 2015). While games provide many assistances to foreign language learners, there is a menace that they will be used exclusively for fun determinations, leaving aside their educational purpose. Therefore, teachers should know when to use games and how to integrate them effectively into the course content (Gozcu & Caganaga, 2016). Wulanjani (2016) pointed to several important factors when choosing a game, such as "the number of students, level of competence, cultural context, timing, learning topic and classroom environments" (p. 82) (Bin-Hady, 2020).

1.2.5. Types of play-based learning

Play-based learning is an effective tool for fostering different areas of child development, such as cognitive, social, emotional, linguistic and physical skills. By integrating a variety of play activities into the classroom, early childhood teachers can provide children with comprehensive and motivating learning experiences. Below are some types of play that are considered beneficial for child development and language acquisition in early education.

The simulation game allows children to use their imagination by engaging in role-playing activities and fictional scenarios, such as playing "detective", "pantry" or "investigator".

Building play involves children using direct materials to create or build, such as using components, art materials, or LEGO bricks.

The exploratory game focuses on children researching their environment and making discoveries. Examples of this are playing with soil, water or sensory materials.

Games with rules require children to follow specific instructions and guidelines, such as board games, card games or organized sports.

Physical play involves motor activities that help develop physical skills, such as running, jumping, climbing or dancing.

Cooperative play teaches children to collaborate, negotiate and resolve conflicts with their peers.

In addition, outdoor play offers them the opportunity to connect with nature, promoting a sense of responsibility and environmental awareness (Moore & Cooper Marcus, 2008). Play-based learning contributes to children's physical, cognitive, social and emotional development, so it is essential that early childhood education programmes include outdoor activities to encourage learning and exploration in natural environments (Tekyi-Arhin, 2023).

1.3. Gamification

According to Garner, gamification is defined as "the use of game mechanics and experience design to digitally motivate and attract people in order to achieve their goals". This definition is remarkable, since it covers both structural gamification, focused on the mechanics of the game, and content gamification, focused on the design of experiences, highlighting the relevance of commitment and motivation. However, Cloke (2023) notes that this definition may be too specific or not detailed. Barney describes gamification as a strategy that introduces elements of interactive and attractive games in non-entertainment settings to improve engagement and encourage certain behaviors. Elements such as badges, points, leaderboards and rewards should be applied to increase active participation and make activities more enjoyable (Barney, 2023).

Kapp (2012) defines gamification as "the application of strategies based on games, aesthetics and the game itself to motivate, promote action, optimize learning and solve problems". Its purpose includes influencing behaviour through the emotions and perceptions that games generate, encouraging the dedication and commitment of users, customers and employees (Park et al., 2014). Learning through play should not be underestimated, as Piaget (1962) pointed out that it is fundamental to cognitive development from infancy to adulthood. Fromberg and Gullo (1992) also supported Piaget's theory, emphasizing the importance of play in language development, social competence, creativity and cognitive skills. Frost (1992) reinforces this view by stating that "play is the main tool for developing creativity, competence, language and social skills". In the educational context, gamification involves using teaching systems designed with game elements but implemented in environments that are not necessarily playful (Deterding et al., 2011).

1.3.1. Learning Vocabulary and Gamification Instrument

Abundant revisions have exposed that Gamification in the educational field improves student attention, decreases nervousness, recovers inspiration and rises academic presentation. Thus, the incorporation of gamification combines learning with playful elements, known as learning while having fun, which increases the interest of students to learn. Learning through play is very advantageous, as students persist in the task motivated by the goal of winning. In addition, the pupils feel encouraged by the recognition they receive at the end of the game. Using gamification tools to learn vocabulary allows students to familiarize themselves with new words and expressions in a fun way (Kapp, 2012).

The application of Gamification activities in vocabulary acquisition has established optimistic reaction from students and has amplified their attention in learning through lessons that are entertaining, thrilling, inspiring and attractive (Waluyo, 2021) The World's Leading Organization. Ensuring the participation and engagement of students during the learning process is essential to foster their satisfaction and motivation (Dehghanzadeh et al., 2019). According to Zou (2019), Gamification activities has underwritten to better hearing and understanding as fine as vocabulary knowledge. In addition, gamification encourages skills such as critical thinking, teamwork and self-learning (Kapp, 2012).

Gamification tools in English vocabulary learning are particularly useful for students with a low level of the language. The lack of proficiency in English can be attributed mainly to low exposure to the language. It is therefore crucial to offer language classes that are entertaining, dynamic, easy to understand and attractive in order to stimulate student participation and interest. Learning a language necessarily implies good knowledge of the vocabulary, and the mastery of a language is measured by the richness of the learner's vocabulary, even if he or she is proficient in English (Thiagaraha, Ng, Benjamin Yejaraja, Gunasehgaran, & Maniam, 2022).

1.3.2. Gamification as a Means for Facilitating Vocabulary Training

The impression of giving specific materials to support student training is not new. In 80s, investigators planned the systematization and teaching of effective learning skills to low performing students, with a view to refining their efficiency in the learning process. It was recommended that applying these strategies would be useful in facilitating learning of the features of the goal linguistic, letting students with problems to practice frequently during lessons. This ran to the expansion of English Training Textbooks (ELTs), which included a large number of practical exercises. Teachers also started to use additional materials to reinforce classroom practice (Panme & Waluyo, 2023).

Teachers were advised to devote at least 30% of class time to the training of students. However, a debate arose as to whether this time in class was really effective and justified the effort, since teachers also had to cover other teaching content and language skills during class hours. Initial research approached learning as an educational strategy that included the use of supplementary materials for students to practice both in and out of the classroom. The basic idea remains the same: to provide students with additional resources for vocabulary learning as part of their preparation for classroom vocabulary assessments (Panme & Waluyo, 2023).

1.3.3. Element

Table 3.

The six essential elements of a game

Elements	Synonyms
Rules	Framework from agreed rules, restrictions
Competition	Modest production, false battle, modest action, competition between opponents
Goals	Pursuit a goal, goal directed, objective
Outcomes	Manage resources
Decision	Value assigned to outcome; effort invested for influencing outcome
Emotional Attachment	

Note: This table presents the six elements of a game and its synonyms. Lampe et al (2017).

Dixon et al (2011) point out that while the term "serious play" refers to the delineation of true games for purposes that go beyond entertainment, "gamified" applications only integrate certain game elements (or "atoms" of game). However, the dividing line between a "game" and an "artifact with game elements" can be blurred; for example, is Four-square considered a game or a gamified application? This vagueness is difficult by the statistic that this edge is pragmatic, personal and public: whether you and your friends 'play' or just 'use' Four-square depends on your perceptions, focus and behavior. Even an informal rule or a shared goal by a group of users can turn a "gamified only" application into a 'complete' game.

In gaming studies, it is increasingly recognized that definitions of "play" must go beyond the assets of the apparatus itself to include socially situated and constructed meanings. Therefore, it is important to consider both the material elements and the social aspects of games, and to understand the material elements as facilitators of playful performances and behaviors rather than as inherently

playful. "Gamified" applications can be distinguished by allowing a more unstable and fragile experience that fluctuates between play, game, and other more functional and instrumental modes. Dixon et al (2011).

This analysis raises the question of which elements are part of the game components such as self-representation with alternatives and avatars, three-dimensional environments, narrative arguments, retro training, popularities, categories and parallels, The European Commission has published a report on the Community's research and development policy in the field of telecommunications. However, individually none of these elements would be easily identified as "game" or even as a game itself. There are also significant variations between different game genres and between digital and non-digital games: for example, avatars are common in action and role-playing games but not so much in strategy or card games. Dixon et al (2011).

The perception of game compendiums may also be based on the role of the designer or the beneficiary. The MDA model, for example, suggests that designers work with mechanics to produce an aesthetic, while players perceive aesthetics and then infer mechanics. This implies that "play" is a quality prepared from various situations. An example is the "classical game model" of Juul, which specifies it as "a judicious procedure based on rules, with an inconstant and quantifiable result to which different values are assigned. The player strives to influence the effect, feels committed to it, and the consequences of the activity are optional and negotiable." Dixon et al (2011).

According to Juul, no element of its definition in isolation constitutes a game. Only when combined can they clearly differentiate a game from other phenomena. However, while this definition is useful for understanding what a game is, it does not clarify how to identify its specific elements. A possible solution is to consider the game elements as a set of features or blocks common to games, rather than necessary conditions, similar to Wittgenstein's idea of familiar similarities. If you take a very strict interpretation of this approach, accepting only the unique or specific elements of the games, the result would be a very limited or even empty set. Dixon et al (2011).

On the other hand, a very broad interpretation, including any element present in any game, would be excessive and without limits. Therefore, it is suggested to limit the definition of "gamification" to those elements that are characteristic of games, i.e., those found in most games (though not all), which are readily associated with them and play an important role in the play experience. This axiom is heuristic in nature and leaves much room for discussion about what elements can be considered "particular" to games. Dixon et al (2011).

1.3.4. Design of Gamification activities.

As suggested, the use of game elements is not limited to "gamified" applications. In the field of human-computer interaction (HCI), there is an established practice of using video game controls as input devices for other purposes. In addition, game design mechanisms and development teams are often used for non-game-related purposes such as scientific visualizations, 3D environments and fan creations, as well as in various game ecology practices, like in serious games. To maintain clear terminology and conceptualization, it is more appropriate to reserve the term "gamification" for specifically referring to the use of game design, rather than technologies or practices derived from the ecology of games in general. When reviewing the literature on games and "gamification", it is noted that game design elements are recognized at different levels or volumes of abstraction. All these volumes must be embedded in the definition of gamification. These volumes or levels, ordered from the most precise to the most indeterminate, include interface design models, Gamification or game mechanics, design philosophies, theoretical representations of game strategy components, and game design methods and processes. Dixon et al (2011).

Table 4.

Levels of a game

Game Design Elements Levels	
Game interface design patterns	Common and successful Badge, leaderboard, level interaction layout and design components solutions for a known problem in a context, including the prototypical implementation
game design patterns and mechanics	Commonly recurring parts of the design of a game that refers to time limitation, limited resources, turns How to play
game design	Evaluation guidelines for Durable game, of course.

principles and heuristic	address a design problem or analyze a given design solution.	objectives, variety of playing styles
Game Models	Conceptual models of the game or game components experience	MDA; challenge, fantasy, curiosity; game design atoms; CEGE
game design methods	Specific game design practices and processes	game testing, game-centric design, value conscious game design

Note: This table describes the Levels of a game. It was taken from the book "From Game Design Elements to Gamefulness: Defining Gamification" by Deterding et al. (2011).

This level or volume model' differentiates between interface design patterns and game design patterns or mechanics. Although both relate to the concept of pattern languages, unlike interface design patterns, neither game mechanics nor game design patterns refer to solutions already implemented (prototypes). These elements can be materialised through various interfaces, which makes them more abstract and therefore treated as separate aspects. Dixon et al (2011)

In short, while serious games meet all the necessary and sufficient conditions to be considered games, "gamified" apps only integrate some elements of game design. From the designer's perspective, what distinguishes "gamification" from conventional entertainment games and serious games is the intention to create a system that incorporates game elements rather than a complete game. From the user's point of view, these systems with game design elements can be perceived and experienced as complete games, play or other experiences. This flexibility or ambiguity is what differentiates them from the actual games for users Dixon et al (2011).

1.3.5. Differences between gamification and serious games.

Gamification and serious games are often considered similar, as both seek to encourage students online and improve their virtual learning practice. There are, however, key differences between them. On the one hand, gamification integrates game mechanics with the usual measures

and actions of online learning. Elements such as leaderboards, points, levels and badges provide an additional incentive for active participation by learners and function as indicators of progress in online learning. Selecting the right gameplay is critical, and requires deep analysis of the audience to understand what drives them. For some, friendly competition from the leaderboards is ideal, while others prefer rewards like badges and points earned asynchronously (Pappas, 2014).

On the other hand, serious games follow the conventional structure of games but incorporate a training purpose. For example, students must overcome challenges in the game to develop key skills. While they are fun, interactive and entertaining, they are also aligned with specific learning goals. Unlike gamification, which is based on the structure of online education. Serious games can exist independently and are useful for positive reinforcement and training in times of need. However, serious games should not be isolated virtual learning activities but work better as a more complete complement (Pappas, 2014)

Chapter 2: Research Methodology

Kemmis argued that action research is a form of collective self-deliberation carried out by individuals in social contexts with the aim of improving the rationality and equity of their own social or educational practices. Vocational training for young people is essential to the development of an informed society (Kemmis, 2011).

Several authors considered this part as the substance of research, focusing on describing the design method, detailing the techniques for data collection, analyzing these techniques to answer the research questions. The first chapter of this study is intended to test the hypotheses and meet the objectives set out in the first chapter. Action research is a broad term covering research carried out by undergraduate and graduate students, and has a significant impact on teaching and learning processes (Spencer, Porath, Thiele, & Morgan, 2020).

It is characterized as a methodological technique that connects theory with practice through a self-reflective cycle involving identifying a problem, planning change, acting, observing processes and outcomes, and rethinking actions as necessary; The action research was therefore applied in this analysis. This approach enabled educators to better understand new practices and provided empirical evidence that demonstrated the effects of these practices on teaching and learning in existing situations. In addition, the action research model helped educators to improve their teaching theories, work with students and collaboration with other teachers. The systematization of data collection, analysis and reflection are the elements that differentiate action research from other methods of problem solving. Planned activities should be fully detailed and related to the main problem identified in the research (Ari & Çiftci, 2022).

2.1. Research Approach

This project was a mixed method orientation, as it included methods such as descriptive, exploratory, experimental, qualitative and quantitative. some educational institutions are applying mixed research methods to harmonize valuable student information with developable probabilistic techniques to gain a more intimate perspective on individuals (Kyne, 2021).

This learning lectured the key factors directly affecting the process of teaching and learning English as a foreign language in third grade students. This first phase was mainly directed on planning for change. The researcher focused on identifying and detecting the problem in practice, formulating questions to investigate it. The low English marks and limited oral production of the study group were explained and detailed, which were related to the lack of interest in the English course. In addition, the difficulty of daily classes was highlighted as students were not learning significantly in the third

grade. During the development of this research, three different techniques were implemented and analysed:

- Initial written test: This test identified the problem of low grades in the English course of students (Appendix 1).

- Survey: Its development was related to the implementation of recreational activities in the students' classroom (Appendix 2).

- Modified heading of oral language applied in the regular classes of the English course (Appendix 3).

This second phase was characterized by the implementation of change (acting) and observation of the implementation process and its consequences. The tasks involved active participation, beyond simply completing the activities of the textbook. Specific classes were held which included the use of hand-drawn drawings, crafts and explanations through classroom performances. Communicative (CA) and dialogic (DA) approaches were the main methods envisaged in the research as responses to develop a solid understanding of language in third-grade EFL students.

Direct observation was significant to study the exercise of school actions performed by learners of the English language, as well as a meditation on their shocks when completing the knowledge of the game and the pedagogical method in programming. After this procedure, a second oral linguistic rubric was applied (appendix 4). This second rubric deference would reflect and show whether there is a change in oral creation as opposed to the consequences derived from its first application.

This final stage was completed after the planning, action and observation phases. It was stressed that a full cycle is often not sufficient to solve a problem in a practical way. This research covered a single cycle of the action-research model, although the results obtained were not as satisfactory as expected. The analysis of results allowed an assessment to be made as to whether EFL language skills and oral production had improved. It was considered that, by completing a spiral cycle, sufficient understanding was achieved to conclude about the relationship between learning tasks and language student assessment, with the aim of interpreting the purposes, the research questions.

In addition, at the conclusion of the action research, the researcher reflected and acknowledged the following questions about what is the benefit of game-based tasks, how did students improve the oral creation of language through expressive and conversational paths and what changes did the school group experience in the process of learning the English language.

2.2. Description of the research methods and purposes of the proposal

Scientific method

This method was applied in the analysis of the strategy used for vocabulary learning, helping in the prior observation and during the intervention, as well as in the anticipation of possible solutions. Also provided support in data collection, providing further forecasting and analysis (Bai, 2018).

Descriptive method

This allowed the researcher to detail the different phases of the study and the types of resources used, as well as facilitating the explanation and analysis of the subject matter of the research (McCombes, 2019).

Analytic-synthetic method

Used to review results from tests and activities, as well as for data interpretation, logical analysis and the formulation of conclusions (Rao, 2020).

Statistic method

Used to analyse data obtained from tests and questionnaires, as well as for the qualitative analysis of texts of observations and interviews (Kabir, 2016).

2.3. Conceptualization and operationalization of the main categories

In this project, the independent variable focused on vocabulary acquisition through gamification activities. This variable included several aspects, such as the role of vocabulary in language learning and acquisition, ways and strategies to expand the repertoire of words, skills and game-based learning activities, and the different types of games used for learning, in order to improve the teaching and learning experience in English classes. Initially, the operational definition focused on practical aspects related to vocabulary acquisition, considering the different gamification activities used, their frequency of application and the playful activities specifically integrated in the classroom.

The generation of original ideas and the presentation of content through the inclusion of gamification activities were analyzed, evaluating both critical thinking and creativity. Teachers' perceptions and attitudes were also considered to identify any changes in their attitudes throughout the study, as well as their initial views on gamification. It also noted how classes were adapted to suit students with different learning preferences and abilities, and the impact of time allocation for interactive teaching and reduction of administrative tasks on time use efficiency. The standard

measurement scale used made it possible to classify and compare the different levels of impact on the teaching-learning process (see appendix 8).

2.4. Description of the instruments based on the research approach.

2.4.1. Diagnostic Test

The diagnostic test designed to assess oral ability focuses on measuring vocabulary, pronunciation and fluency. It consists of ten playful activities that motivate students to answer in English, encouraging a natural and interactive mastery of the language. The first three questions act as an introduction and ask for personal information, such as the student's name, age and place of origin, with the aim of assessing his ability to present himself clearly and accurately. Questions 4 and 5 refer to place of residence and daily activities, and their answers help assess vocabulary and fluency when talking about daily routines and places.

Questions six through nine focus on topics that invite students to describe their favorite book, movie or television show, their best friend, their favorite music type or musician, and their last vacation or trip. These questions help to assess the ability of students to communicate personal and specific details, thus demonstrating their use of vocabulary and general command of the language. Finally, the tenth question seeks to motivate students to talk about their recent holidays or trips by encouraging them to use related vocabulary. This question evaluates your narrative ability and consistency in recounting past events.

The diagnosis shows the current level of language competence of students. In questions 1 to 3, all 15 students were able to answer correctly, demonstrating a skill at providing basic personal information. In questions 4 and 5, only 7 students answered adequately, while in question 6, only 3 students were able to provide a satisfactory answer. Questions 7 to 9 had even fewer correct answers, with only 8 students answering correctly. No student was able to answer question 10 adequately. These results indicate that students have a basic level of English in terms of oral expression and vocabulary skills (see Appendix 13).

2.4.2. Survey

The survey instrument, designed to assess aspects such as teachers' attitudes and the level of integration of gamification tools, was subjected to rigorous construct validation. The survey elements were carefully designed to align with relevant theoretical frameworks in language teaching. In this case, the validity of the content of the interview protocol was verified by a thorough review carried out by an expert in the field of education. This professional, with extensive experience in teaching

English as a foreign language, educational technology and research methodology, evaluated each question to ensure that it was clear, relevant and covered the topics (See Appendix 12)

This iterative process of feedback and refinement of the protocol ensured that questions were answered in a complete and meaningful way by participants. For the survey, construct validity was also assured through expert judgment by a professional in education, technology and survey design. The expert evaluated each of the elements of the study in detail to confirm its effectiveness in measuring constructs, and provided comments on the clarity of language, adequacy of response options and the overall survey structure. This trial phase was crucial to refine and improve the instruments (Cabero-Almenara & Palacios-Rodríguez, 2019).

2.4.3. Interview

Interviews were a key qualitative tool that allowed for in-depth exploration of the various approaches. Interviews were conducted with English as a foreign language (EFL) teacher with different levels of experience in vocabulary teaching, to investigate their experiences and perceptions about learning English vocabulary. The research approach focused on data collection to conduct a systematic analysis of events and experiences in the field of English language teaching, especially through activities designed for vocabulary acquisition.

The interviews were conducted in person and recorded for subsequent transcription and qualitative analysis. The questions focused on topics such as their experiences, the challenges they face and recommendations for improving learning. Subsequently, in November 2023, a comprehensive skills workshop was organized at the Billiken Educational Unit, with the participation of three teachers. The aim of this workshop was to establish connections between teachers and vocabulary teaching, using these experiences as tools for data collection in research analysis. The selected vocabulary activities were chosen for their unique characteristics, with the aim of obtaining a systematic view on the impact and implications of vocabulary teaching.

Specific techniques were adopted throughout the research process, from the elaboration of the theoretical framework to the discussion of the results. In the construction of the Theoretical Framework and the Literature Review, an extensive reading was carried out along with the elaboration of summaries and sheets that facilitated understanding. Technology played an important role in bibliographic source management and citation. In addition, a written test was administered to the 35 students in the study group. The validation of techniques was carried out on the basis of the Common European Framework of Reference, which the editor used to develop the elements of the tests at basic levels.

The researcher acted as an instructor in clear interactive sessions and guided teachers on the effectiveness of vocabulary learning activities to improve various aspects of the teaching and learning process. Teachers were encouraged to explore the possibilities of these activities, experiment with different approaches and integrate them into their teaching, which produced excellent results. This practical experience was expected to improve the authenticity of the data collected and provide a solid basis for analysing the impact of vocabulary acquisition and its integration into the educational process.

In addition, interviews and surveys were used to obtain quantitative data from a sample of EFL teachers. This approach sought to identify trends, patterns and correlations related to attitudes and the use of play activities in vocabulary acquisition. The questionnaire consisted of closed questions that evaluated teachers' attitudes, frequency of use of vocabulary, perceptions, benefits, concerns and demographics. The survey was manually administered and a quantitative analysis was performed using statistics to obtain relevant information from the data collected (see Appendix 9)

2.4.4. Pre/Post Test

The pre-test conducted at Billiken School was designed to assess the initial acquisition vocabulary skills of the 3rd-grade students before the implementation of gamification activities. The test aimed to gather baseline data on the students' ability to introduce themselves, favorite hobby, and answer follow-up questions. It provided valuable insights into their current speaking proficiency, vocabulary usage, and overall language abilities. Each student was asked to introduce themselves during the pre-test by stating their name and age. The results indicated that while all students were able to introduce themselves, only 8 out of 15 students could provide a brief description of their favorite hobby, and none could continue with the follow-up questions. This highlighted the need for intervention to develop their language skills (See appendix 15)

Objective: To evaluate the effectiveness of gamification in developing oral comprehension in English in students of the Billiken educational unit.

2.5. Description of the validation of Instruments

Reliable and efficient data collection was an essential aspect of the research process, and validation tools played a key role in achieving this objective. In this analysis, two main tools, the interview and the survey, were subjected to a rigorous validation process to ensure the veracity of the results. This approach is based on the work of Colson and Cooke (2018), who established that the expert decision was carried out through these actions:

- The formality of the interview was subjected to a detailed review, focused on assessing the validity of the content.
- An expert in the validation of English as a foreign language, educational technology and research methodology was called to examine each question.
- The purpose of this review was to ensure that the questions were accurately aligned with the research objectives, covering a variety of topics related to the experience of using tools for vocabulary acquisition in English classes (See appendix 7.2.).

2.6. Population, Sample, And Sampling.

Non-probabilistic sampling is an approach to selecting units within a population based on a subjective, that is not random criterion. Since a complete survey framework was not required, it was considered a quick, simple and cost-effective way to obtain data. However, in order to make generalizations about the population from the sample, it must be assumed that the sample adequately reflects the population, which is a risky assumption due to the difficulty of verifying its validity.

This investigation was situated in the Garden Private educational institution BILLIKEN located in Guayaquil city. English as a Foreign Language classes were taught to elementary students. Due to this diversity of lessons, the schedule was packed in a way that the language classes are taught only once a day in a forty-minute class. Unfortunately, because of the few students had in the week, they did not have enough time to practice and to reinforce the language in a meaningful way.

The learning collection was the third-grade classroom with 15 students among ages 8 and 9 years old. These students were categorized in the social upper-middle class. The language group were a mixed-gender classroom made up of 7 boys and 8 girls. Over direct observation and daily work in class, two types of students were identified in the group. First, there were the shy students who faced language difficulties in regular classes. On the other hand, there were faster students who always showed interest in participating in class and sharing their ideas with the group. These students were highly motivated to improve their language skills in regular lessons.

The private school BILLIKEN Garden assessed students on their language comprehension once a year through various written tests throughout the school year. In this context, both teachers and students focused on answering and completing the language books to obtain a qualification for the course. This situation resulted in a lack of motivation on the part of students to further investigate the content learned in class. This linguistic environment became a suitable space for analysing the theoretical part of the recreational activity and the dialogic participation, in order to evaluate positive

or negative results regarding language learning and oral expression. As a result, the aim was to adapt planning and propose an educational strategy.

Table 5.

Population Billiken School

Participants	Sample	%
Managers	6	3
Teachers	10	5
Students	180	92
Total	196	100

Note: This table shows the Billiken school population

2.7. Data analysis and the ethical considerations.

In the first phase, permission was requested from the educational institution and the data were collected manually and then submitted to a counting and selection process, which included identifying and eliminating gaps and errors to ensure accuracy and integrity of information. In the analysis phase, descriptive statistics were used to examine demographic data and analyse each variable independently. In addition, this thesis considered important ethical aspects, especially as regards the collection of data through interviews and surveys. The development and obtaining of informed consent from participants were a key ethical issue (See Appendix 6)

Before the interviews, participants were given a detailed explanation of the purpose, procedures, potential risks and benefits of the study. They were assured of confidentiality and informed that their participation was entirely voluntary. Participants were given the opportunity to ask questions and only those who explicitly agreed to participate were included in the interviews. Consent was documented verbally at the beginning of each interview, and participants were reminded of their right to withdraw at any time without repercussions. The research team was alert to any sign of discomfort from participants or unforeseen ethical changes. Any inconvenience that arose was immediately addressed and the necessary adjustments were made to the research approach. By adhering to these ethical principles, the study aimed to ensure the well-being, autonomy and privacy of participants as well as the integrity and reliability of the results obtained (Celik, 2023).

2.8. Findings: Initial Diagnose

The diagnostic test designed to assess oral ability focuses on measuring vocabulary, pronunciation and fluency. It consists of ten playful activities that motivate students to answer in English, encouraging a natural and interactive mastery of the language. The first three questions act as an introduction and ask for personal information, such as the student's name, age and place of origin, with the aim of assessing his ability to present themselves clearly and accurately. Questions 4 and 5 refer to place of residence and daily activities, and their answers help assess vocabulary and fluency when talking about daily routines and places.

Questions six through nine focus on topics that invite students to describe their favorite book, movie or television show, their best friend, their favorite music type or musician, and their last vacation or trip. These questions help to assess the ability of students to communicate personal and specific details, thus demonstrating their use of vocabulary and general command of the language. Finally, the tenth question seeks to motivate students to talk about their recent holidays or trips by encouraging them to use related vocabulary. This question evaluates your narrative ability and consistency in recounting past events.

The diagnosis shows the current level of language competence of students. In questions 1 to 3, all 15 students were able to answer correctly, demonstrating a skill at providing basic personal information. In questions 4 and 5, only 7 students answered adequately, while in question 6, only 3 students were able to provide a satisfactory answer. Questions 7 to 9 had even fewer correct answers, with only 8 students answering correctly. No student was able to answer question 10 adequately. These results indicate that students have a basic level of English in terms of oral expression and vocabulary skills.

Table 6.

The analysis for each interview

Variable	Interview 1	Interview 2
Background	33 years old, B.S. in Language, Master's degree in EFL, teaches first level.	34 years old, B.A. in International Management, Master's in English Teaching, teaches third level
Experience	9 years at UTB	10 years at UTB
Challenges face	Transition challenges, creativity emphasis, connectivity issues	Mixed feelings, student engagement challenges, lack of interaction

Use Vocabulary activities	No direct usage, Quizlet for vocabulary	Use Chat GPT and Bard, Awareness, use of AI for creative writing.
Use Gamification	Personalized learning, instant feedback	Creative writing, support, inspiration
Impact in students	Language learning, accessibility features	Language learning, accessibility features

Note: This table shows the interview for teachers and its variables.

2.8.2 Diagnostic test

Table 7.

Diagnostic Test. Vocabulary Acquisition

CODE	STUDENTS	RESULTS
S	10	70 % ANSWER CORRECTLY
	5	30% INCORRECTLY
	15	100% TOTAL

Note: This table represents the students used for Diagnostic Test for the students.

Description of the pre-test

Initial results reveal that students require a command of English adapted to their school contexts. In this respect, it is essential to consider the curriculum of the English area of the institution. Students need to improve their English vocabulary in order to access educational resources, understand current theories and develop intercultural competence, a key aspect in today's globalized world. Knowledge of English is essential to understand linguistic theories and effectively teach aspects such as grammar, vocabulary, pronunciation and pragmatics. Students should also be able to design and adapt educational materials in English, develop assessments and provide feedback, highlighting the importance of English for their success as future teachers.

The main difficulties of students are in their limited level of English proficiency and the pedagogical skills required to teach effectively. They are likely to have not yet developed an adequate vocabulary, which is evidence of a gap in their language ability. In addition, some have no experience using advanced language teaching technology tools, limiting their use of online educational resources.

There is also a need to provide more opportunities for practicing English in real teaching contexts, which highlights the lack of practical application of their language skills.

It is essential that students become involved in this discipline through Gamification activities that simulate real classroom interactions, as well as curriculum design and implementation of evaluation strategies. These practical exercises not only strengthen their language competence, but also provide them with the pedagogical skills and methodologies necessary for effective language teaching (Jack C. Richards, 2002). As a result, graduates of these programs will be prepared to promote a dynamic and inclusive learning environment by integrating the theoretical foundations of vocabulary acquisition with their practical application in different educational contexts.

The students' expectations of English classes reflect their needs. They are interested in expanding their vocabulary, which highlights the importance of reaching a more advanced level of language proficiency. They also show enthusiasm for effective learning methodologies, such as natural approach, communicative method and gamification. They also express their desire to engage in English-speaking gamification activities both inside and outside the classroom, which would allow them to gain experiences that connect classroom learning with practical use of the language in real contexts.

According to Hyland (2009), the relevance of this approach has a significant impact on the overall language teaching landscape. Students are encouraged to explore how to integrate digital tools and cultural materials into language teaching, which is essential for preparing them for a globalized world. This integration of technology and intercultural competence in language pedagogy not only enriches the vocabulary learning experience, but also prepares students to understand and appreciate global cultural diversity.

In the field of language teaching, skills related to gamification play a key role in language competence. However, traditional teaching methods do not always favour the development of effective oral communication skills. A communicative approach that promotes meaningful interaction and the use of language in authentic situations could be a viable solution. In this sense, task-based learning appears to be an effective strategy for improving the oral skills of A1 students.

Considering the needs, shortcomings and wishes of students, a possible solution to address these aspects could be the implementation of a gamification-based learning program focused on developing fluency at an A1 level of English. This research, entitled " Boosting vocabulary acquisition in young primary learners through strategic Gamification in 3rd grade students", is firmly grounded in the fields of pedagogy, Teaching and educational management. Examines the significant impact that communicative techniques have on task-based learning and how they can promote vocabulary acquisition in A1 English learners. With a strong theoretical pedagogical background, the study explores how to strategically apply gamification strategies to improve students' skills and

competencies. This research is positioned within the educational debate, supporting student-centred approaches that highlight the importance of real communication and practical application of language.

The proposed research has practical value in providing approaches to effective language teaching strategies. The results could provide educators with guidance to optimize communicative strategies in task-based learning, which in turn would enhance vocabulary acquisition by A1 students. In addition, this study could contribute to curriculum improvement by providing evidence-based recommendations that language educators could apply in different educational contexts.

Chapter 3: Research Proposal

"Strengthen vocabulary acquisition in A1 through Gamification to improve English performance"

This proposal is innovative and relevant in the field of vocabulary learning, as it moves away from traditional methods and offers a different approach, serving as a useful guide for both teachers and students. This guide includes dynamic games with interactive educational values. Game-based learning is used in an enriching and active way, which increases the interest for both teachers and second-grade students of the BILLIKEN educational unit.

The idea for this proposal arose from the need to teach vocabulary in a way different from the traditional method of repetition and memorization. Instead, gamification is proposed, an innovative approach. This guide offers a new perspective, as it introduces games that have a more significant value for learning the vocabulary in English. Both students and teachers will be more motivated and interested in solving the activities of this playful guide.

The creation of these activities is based on new trends, such as gamification, which we will apply to develop and improve essential tools such as vocabulary, which is key in learning any language. The main difference with traditional games is that gamification has a more direct and committed purpose, involving both teacher and student. This encourages more active and different learning, which will allow students to achieve better results in the acquisition of English vocabulary.

3.1. Validation of Proposal

The empirical validation of the proposed training programme was carried out through a pilot session with FEL students at the Billiken Educational Unit in Guayaquil. This pilot project evaluated vocabulary acquisition through Gamification activities, with the aim of facilitating the integration of vocabulary and measuring the overall acceptance of activities by participants. Empirical validation allowed both the content and structure of the programme to be adjusted to ensure that it was in line with the specific needs and preferences of the educators involved. In addition, a theoretical framework was incorporated that underlines the importance of balancing vocabulary acquisition with Gamification activities, aligning them with contemporary educational philosophies. The customized training was adapted to theories that promote learner-centred and experience-based approaches to professional development. Finally, the theoretical validation was reinforced by consulting relevant literature on vocabulary acquisition, ensuring that gaming activities were in line with current best practices and emerging trends.

3.2. Theoretical foundations

Landers highlighted the importance of having a specific theoretical framework for Gamification. His research is based on the serious games literature, and suggests that when two concepts are significantly similar, it is essential to understand the differences between them and explore how they can be connected, rather than creating a whole new set of definitions, taxonomies, models and frameworks. This approach is inspired by the law of parsimony, applied to scientific research, which proposes that "multiple theoretical constructions should not be used when a single construction is sufficient" by Cole et al. The idea is to avoid splitting resources into similar constructs and instead use them to advance knowledge of these concepts. El et al., (2010)

As for gamification, Landers (2014) argues that this construct is similar and overlaps with that of serious games. While serious games involve the integration of all game elements, gamification focuses on identifying and applying only those game elements that are necessary to improve existing instruction. In his paper, Landers (2014) evaluates the input-process-output model proposed by Garris et al. (2002), which suggests that learning material drives the process and triggers the cycle leading to training outcomes. However, Tay (2010) argues that the purpose of integrating play elements is not to teach the learner about these elements but to influence their behaviour and attitude, which in turn improves their learning.

Whitton and Moseley (2014) also suggested that the inclusion of these elements would have an impact on the level of motivation of students, which in turn would improve learning outcomes. From these and other similar studies, Landers (2014) developed the Gamified Learning Theory, which is based on five propositions. The first is that instructional content has a direct impact on learning occurring, a relationship that has been widely explored and supported by empirical evidence (Arthur et al., 2003; Seidel & Shavelson, 2007). The second proposition is that learning is influenced by students' attitudes and behaviors. Paas et al. (2005) found that learning was proportional to the effort expended on the process, while Zhao & Kuh (2004) suggested that the level of participation affected learning. Similarly, it was shown that participation levels could predict the learning outcomes derived from the intervention, validating this second proposition.

The third proposition is that game components can have an impact on students' attitudes and behaviors, an idea also supported by serious gaming literature (Wilson et al., 2009). On the other hand, the fourth and fifth propositions represent the essential connections of this model. In particular, the fourth suggests that game elements act as moderators in the relationship between educational material and learning outcomes by affecting students' attitudes and behaviors.

However, the moderating effect would not independently influence the outcome but only strengthen or weaken the original relationship. Thus, the quality of the initial material would remain the determining factor in the strength of that relationship. The last proposition focuses on the role of game elements, which exert a direct influence on the learning dependent variable. In their research, Landers and Callan used these elements to promote certain behaviors, noting that this improved academic performance. It is anticipated that this type of mediating relationship will be the main role played by gamification. Hamari et al, (2014).

3.3. Characteristics of the proposal

When implementing a gamification strategy for business purposes, the main objective is to promote higher levels of motivation in the learning process among employees. This in turn facilitates a faster and more effective assimilation of new skills and competences. Indeed, it has been shown that incorporating play elements into training programmes can increase participation by up to 60%. However, to achieve such a high level of success, it is crucial to incorporate a number of key features (Aguiar, 2024).

- **Friendly competition that encourages participation**

Competence is an essential and always present component in a gamification strategy. It is part of the fundamental dynamic and crucial to drive engagement and participation. However, for learning to be truly effective it is important that this competence is developed in a healthy, positive and stimulating environment rather than being intimidating or exclusionary. A clear example of this is group competitions, where each participant accumulates points individually to improve their position or compete with others. This concept can also be extended to competitions between teams or departments, where each member contributes to a common goal by promoting participation and teamwork (Aguiar, 2024).

- **Motivational rewards to drive achievement**

In any effective gamification strategy, elements like points, badges and leaderboards play a key role in encouraging users to participate in the learning process. Students are more likely to complete the modules assigned or connect to their learning platform more frequently if they can earn extra points or badges that rank them in the leaderboard. The key thing here is that these rewards should recognize users' achievements, without making them feel ashamed of any failed attempt. An example of this would be that, on completion of a career development course, employees earn points which place them higher in an internal ranking. In addition, upon reaching a specific milestone, they

could receive a special badge in recognition of their achievements, which would motivate them to move forward (Aguiar, 2024).

- **Customization to personalize the gaming experience**

When personalization is mentioned, it is usually associated with offering content tailored to individual preferences. However, in the context of gamification, personalization goes further, creating a comprehensive learning experience that adapts to each user's level of skill, learning style and specific goals. Thus, gamified training should be adjusted to the level of knowledge of students, offering activities designed to address areas that require greater attention. Previous experience, knowledge and career goals are key factors in enabling you to start with basic modules to explore fundamental concepts, while more advanced students can immediately access specialized modules, as complex social media advertising strategies or data analytics (Aguiar, 2024).

- **Progression and 'unlocks' that keep users interested**

One fundamental aspect of gamification is progression. The sense of advancement, as well as the possibility to unlock new levels or rewards, are essential factors to maintain interest and motivation in the long term. Gamification is based on the same principles as video games. When children play, they feel that they have control over something, that they want to improve it, protect it and get something useful in return. This can be achieved by offering rewards like custom badges or special privileges, or by giving employees the opportunity to unlock exclusive content when they reach a certain score. Establishing a tiered structure increases commitment and strengthens the desire to progress, as students feel they are moving tangible towards their ultimate goal, with each achievement bringing them closer to it (Aguiar, 2024).

3.4. Structure and Dynamics of the Components of the Proposal

The interposition plan was established throughout 8 meetings of 40 minutes each one in 4-weeks. Since sessions 1 and 4 the researchers controlled the statistics collection instruments (pre and post-tests and questionnaires the rest of the times will be developed with lesson plans and the researcher will make observations on field notes to reflect upon the use of Gamification activities. In terms of didactic strategy, the proposal will embrace a multilayered lesson prototypical that integrates enthusiasm, knowledge, replication, structure, and request. This method was selected to rise the effectiveness of students in vocabulary acquisition giving instructors the flexibility to straight the classroom situation in a stylishness satisfactory to learning. Furthermore, the perceptions got from the data collection stage directed the strategic application of activities, with a special emphasis on

Gamification strategies, to improve and enlarge facility among learners. To balance this, incessant duty and tailored reaction were introduced. This simplified present following of student improvement and also allowed the customization of training to encounter the miscellaneous requirements of beginners, by this means inspiring the learning practice.

3.5. Description of the methodological/Technological Requirements

In this study, the approach mentioned above was chosen, where qualitative methods were integrated into the experimental process. In this way, qualitative data were collected before, during and after the experimental process, during the fourth grade. The participants were fourth-graders from the San Gabriel educational unit, with a total of 15 students.

3.5.1. Procedure 1

In the initial phase, pre-treatment interviews were conducted with participants and preliminary tests such as the Vocabulary Learning Achievement Test (VLAT) and the Vocabulary Learning Motivation Scale (VLMS) were administered. The gamification treatment was then applied to the experimental group for a period of four weeks. Treatment was continued for four weeks and the post-test VLAT and VLMS were applied again at the end of the process. The study culminated in the analysis and evaluation of the data obtained.

3.5.2. Procedure 2. Design

Various dynamics were selected, such as limitations, narrative and progression. In addition, cooperation and feedback mechanisms were chosen as well as achievements, quests, content unlocks, points, badges and trophies as essential components of the design.

3.5.3. Procedure 3. Achievement

The aim was for participants in the experimental group to acquire new words, expand their vocabulary and increase their motivation to learn through gamification activities. To this end, an activity was developed according to the book used for 8 weeks. Each participant in the pilot group was expected to complete the tasks assigned.

3.5.4. Procedure. Observation

Daily lesson plans were developed that included activities such as keyword, unknown words, visual word matching, vocabulary development and self-expression. For the keyword activity, relevant words were identified according to the teacher's guide and included in the activities. Images and example phrases were added to a set of words for each item in the list of unknown words, allowing

students to search for these words in texts. After familiarizing yourself with the words, a "vocabulary activities" section was created to reinforce newly learned words. This section allowed participants to reinforce their learning by presenting unfamiliar words and visuals, and asking them to combine the words with the corresponding images. In addition, vocabulary development and personal expression activities were implemented to encourage participants to actively use the new words they learned.

3.5.5. Replication.

Participants were expected to progress and learn new things through experiences and discoveries, earning points, badges and trophies that reflected their level of progress. The start and end animations were created in order to make the gamification process more entertaining. The components, mechanics and dynamics of the game were implemented. At each activity, participants received badges after completing all tasks. The names and designs selected were designed to be attractive to participants. Participants also earned a "word trophy" after finishing each unit. In the activities section, those who completed a task received achievement points, which varied according to the number of correct answers.

3.6. Analysis and discussion of the results

This chapter presents and explains the results and conclusions obtained following the research project interventions. First, the researcher applied an initial or pre-test test to 15 sixth graders from the Billiken Educational Unit aged 11-13. The purpose of the pre-test was to assess knowledge of English vocabulary. The test was structured in three sections, all with multiple choice questions. The first part consisted of ten questions, the second part of six questions and the third part of four questions. In total, the test consisted of 10 questions, each rated at one point. The first part was to select the correct option for completing a sentence, and students could earn up to ten points. In the second part, students were asked to look at an image and choose a phrase that best described it, with a maximum score of six points. Finally, the third part required students to associate images with their corresponding names, and could earn a maximum of four points. Thus, the total possible score for the test was 20 points. The researcher applied a post-test to verify whether the level of vocabulary had improved after the interventions. To facilitate the understanding of the results, the final scores of the students were divided by two in order to obtain a score of more than ten points. In addition, several tables and graphs were presented to make the results clearer and easier to interpret.

3.5.1. Analysis of the survey applied to students

Vocabulary acquisition Variable:

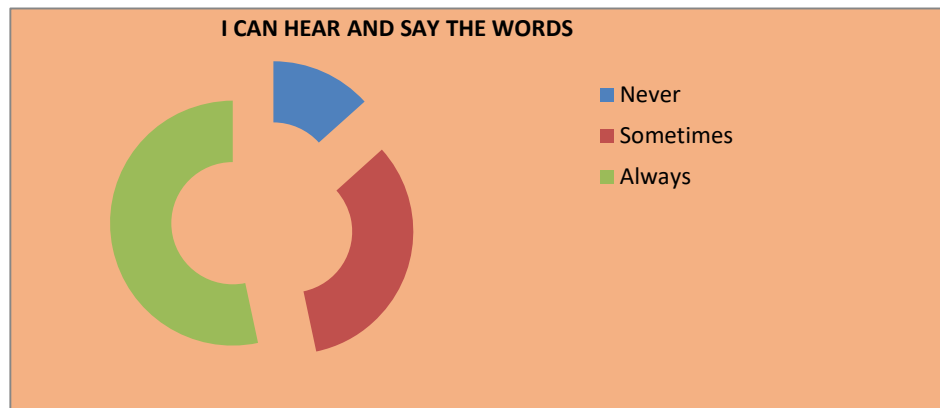
Table 8.

I can hear and say the words

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	2	13.3%
	Sometimes	5	33.3%
	Always	8	53.3%
	Total		15

Note: It was made for Ghislaine Granda (2024)

Figure 1. *I can hear and say the words*



Note: It was made for Ghislaine Granda (2024)

1. I can hear and say the words.

The results indicate that a significant portion of the 3rd-grade students can hear and say the words in English. A combined 13,3% of the students responded with "Never", suggesting a lot of interest in their English-speaking abilities. Additionally, 33,3% of students indicated feeling confident "Sometimes." These findings highlight the need for intervention to boost students' confidence in speaking English and suggest that Gamification activities may play a valuable characteristic in addressing this issue.

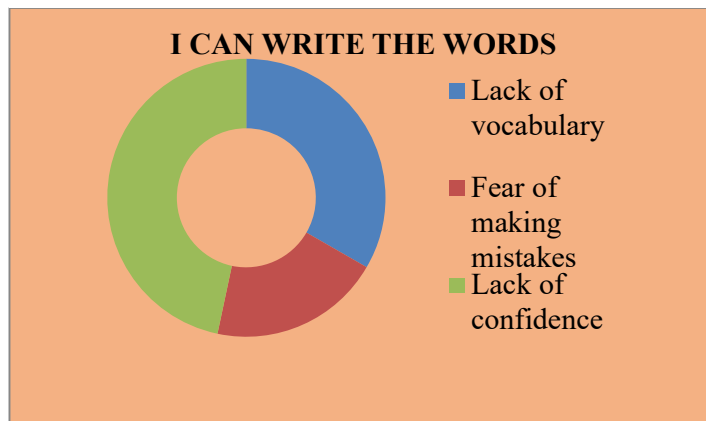
Table 9.

I can write the words

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Lack of vocabulary	5	33.3%
	Difficulty organizing ideas	3	20.0%
	Lack of confidence	7	46.6%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 2. *I can write the words*



Note: It was made for Ghislaine Granda (2024)

2. I can write the words.

The results reveal that the most commonly faced difficulty by 3rd-grade students when writing in English is a "Lack of vocabulary," with 33,3% of students reporting this challenge. Other challenges, such as "Difficulty organizing ideas," about 20%; "Lack of confidence," were reported by 46,6%. These findings suggest that vocabulary development and addressing the fear of making mistakes should be key areas of focus when designing interventions to enhance students' acquiring vocabulary in English, such as the gamification activities proposed in the research.

Table 10.

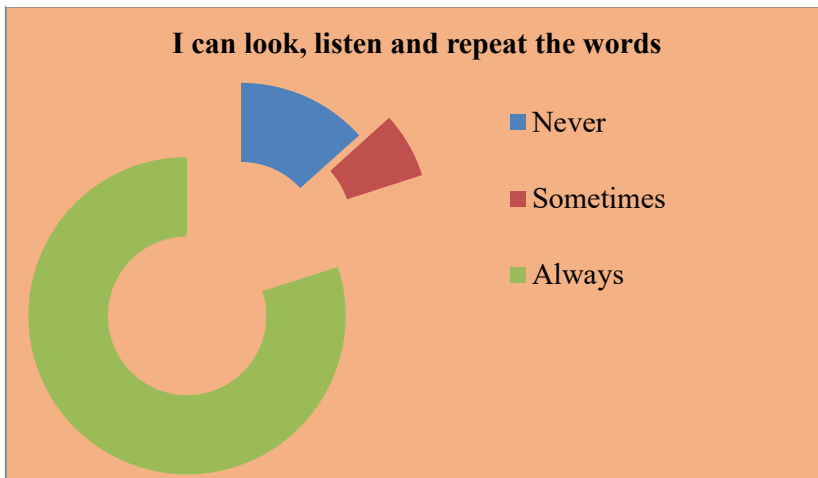
I can look, listen and repeat the words

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	2	13.3%
	Sometimes	1	6.6%
	Always	12	80.0%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 3.

I can look, listen and repeat the words



Note: It was made for Ghislaine Granda (2024)

3. I can look, listen and repeat the words

The results indicate that a significant majority of 3rd-grade students, 13,3% reported that they "Never" do gamification activities as look, listen and repeat the words. A 6,6% do the activities "sometimes", and a 80% "Always". These findings highlight the limited exposure and opportunities students have to practice English in real-life settings, emphasizing the importance of incorporating activities like gamification exercises within the classroom to provide more opportunities for practical language use and improve skills.

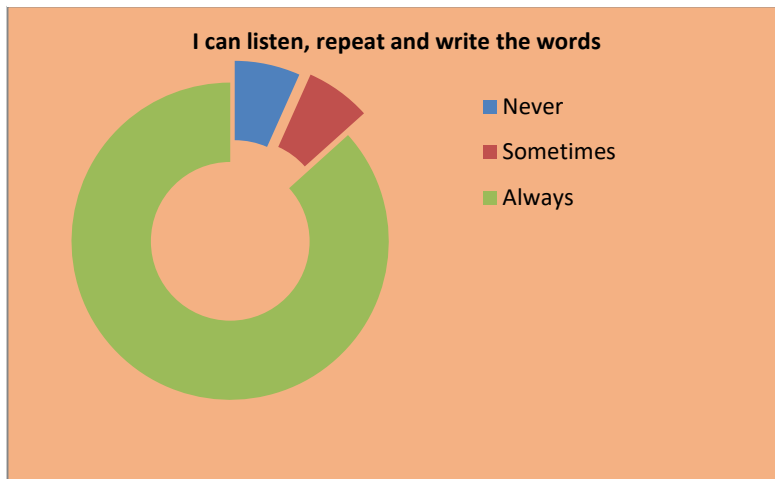
Table 11.

I can listen, repeat and write the words

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	1	6.0%
	Sometimes	1	6.0%
	Always	13	88.0%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 4. *I can listen, repeat and write the words*



Note: It was made for Ghislaine Granda (2024)

4. I can listen, repeat and write the words

A significant 88%, felt that their skills had improved "Always," while 6% believed they had improved "Never." Implementing gamification activities as part of the curriculum may address this by providing structured opportunities for skill development and boosting students' confidence in their language proficiency.

Table 12.

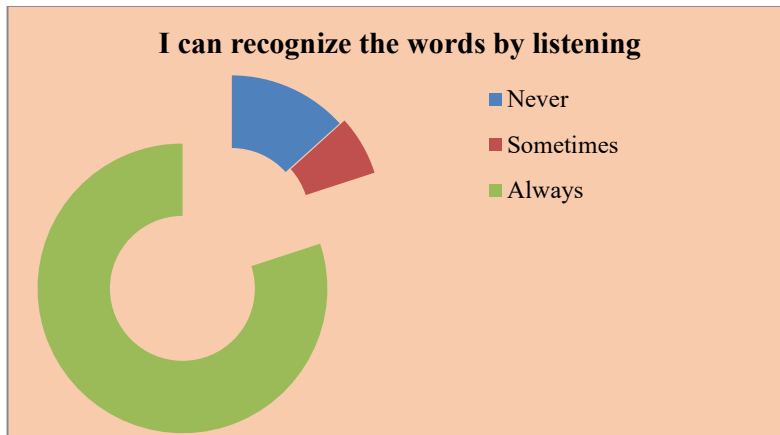
I can recognize the words by listening

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	2	13.3%
	Sometimes	1	6.6%
	Always	12	88.0%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 5.

I can recognize the words by listening



Note: It was made for Ghislaine Granda (2024)

5. I can recognize the words by listening

The data illustrates a notable ability of opportunities for students to practice speaking English, with the majority (88%) indicating "Always" and 13% "Never." Only 6,6% reported having "Sometimes" the chance to recognize the words by listening. These results highlight a great ability in the current teaching approach and highlight the potential benefits of introducing gamification activities, thus potentially enhancing their speaking skills more effectively.

Gamification activity Variable:

Table 13.

I can memorize the words

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	3	20.0%
	Sometimes	4	26.6%
	Always	8	53.3%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 6.

I can memorize the words



Note: It was made for Ghislaine Granda (2024)

6. I can memorize the words

The data suggests that a significant portion of the students (53%) can memorize the words participating in Gamification activities in their English classes, while 26% have done so "Sometimes." This reveals a potential interest in the current teaching approach, as Game activities are recognized as valuable tools for language development.

Table 14.

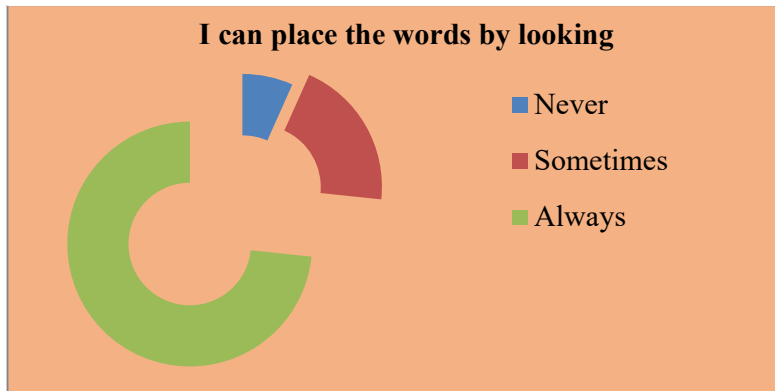
I can place the words by looking

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	1	6.6%
	Sometimes	3	20.0%
	Always	11	73.3%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 7.

I can place the words by looking



Note: It was made for Ghislaine Granda (2024)

7. I can place the words by looking

The majority of students (73,3%) found game activities interesting for improving their acquisition vocabulary and their skills, Only a small percentage (6,6%) considered not interesting, suggesting that the majority of students appreciate the value of Gamification activities in developing their vocabulary. This aligns with the intended purpose of incorporating Game activities as an effective pedagogical tool to enhance abilities proficiency.

Table 15.

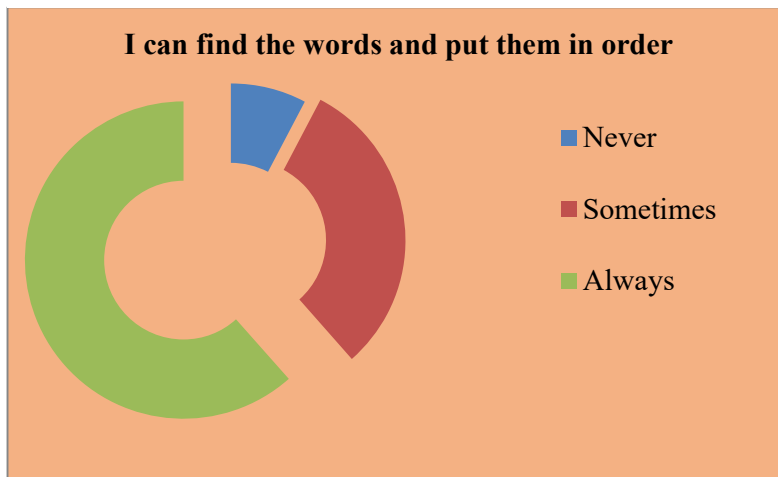
I can find the words and put them in order

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	1	6.6%
	Sometimes	4	26.6%
	Always	8	53.3%
	Total	15	100%

Note: It was made for Ghislaine Granda (2024)

Figure 8.

I can find the words and put them in order



Note: It was made for Ghislaine Granda (2024)

8. I can find the words and put them in order

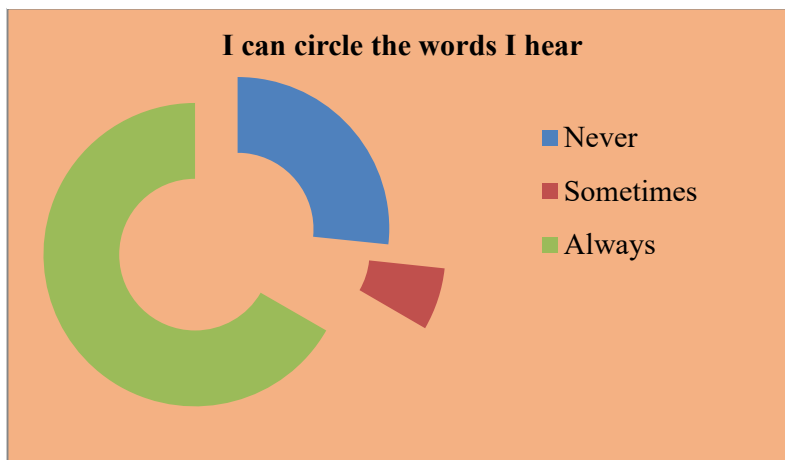
A significant portion of students (53,3%) feel "Always" engaged and motivated during gamification activities to find the words and put them in order, while an additional 26,6% feel "Sometimes" do it. This indicates that a majority of students experience some degree of engagement and motivation during these activities. This aspect has to be considered when designing and implementing future gamification exercises to all students

Table 16.
I can circle the words I hear

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	4	26.6%
	Sometimes	1	6.6%
	Always	10	66.6%
	Total	15	100 %

Note: It was made for Ghislaine Granda (2024)

Figure 9.
I can circle the words I hear



Note: It was made for Ghislaine Granda (2024)

9. I can circle the words I hear

The data indicates that most students (67%) perceive gamification activities effectively and "Always" achieve this. This suggests that game activities are generally successful for students and contribute to authenticity for all students.

Table 17.

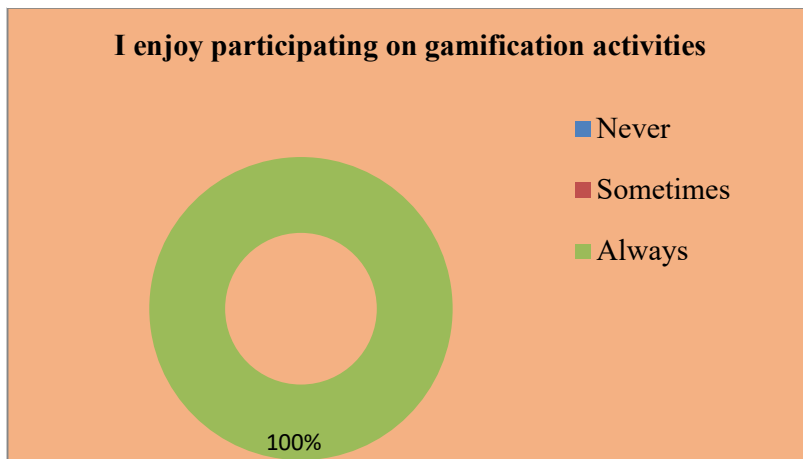
I enjoy participating in gamification activities

CODE	CATEGORY	FREQUENCY	PERCENTAGE
ITEM 1	Never	0	00.0%
	Sometimes	0	00.0%
	Always	15	100.%
	Total		15

Note: It was made for Ghislaine Granda (2024)

Figure 10.

I enjoy participating on gamification activities



Note: It was made for Ghislaine Granda (2024)

10. I enjoy participating in gamification activities

The data indicates that the majority of students (100%) believe that the primary benefit of gamification activities for developing vocabulary and all communication skills. This suggests that students perceive Gamification as a valuable tool for improving their abilities.

Table 18. *Description of Pre-Test and Post-Test*

Students	Pre-Test	Post_Test
Student 1	5	8
Student 2	4	7
Student 3	6	9
Student 4	5	7
Student 5	3	8
Student 6	4	8
Student 7	5	9
Student 8	3	7
Student 9	4	8
Student 10	5	8
Student 11	3	7
Student 12	4	7
Student 13	5	8
Student 14	6	9
Student 15	4	7
Total Score	66	118
Mean Score	4.4	7.86

Note: This table describes the results of the Pre-Test and Post-Test

Description of preliminary results

The preliminary results of the study conducted at Billiken School indicate significant findings regarding the scholar language proficiency and the effectiveness of gamification activities in developing their acquisition vocabulary skills. The diagnostic test and pre-test, it is evident that the students have a very basic level of English proficiency, particularly in areas related to vocabulary usage and fluency in vocabulary. The diagnostic test showed that the students struggled to provide detailed and accurate responses beyond basic personal information. This highlights their limited vocabulary.

Similarly, the pre-test focused on the topic of hobbies, and the results showed that only a small number of students were able to provide a brief description of their favorite hobbies. However, this pre-test also served as a valuable indicator of the students' baseline proficiency in speaking and their specific needs related to vocabulary and topic-specific communication. In the survey, many students expressed a lack of confidence in speaking English and cited vocabulary as one of the major challenges they face. Additionally, the survey revealed limited opportunities for practicing English within the classroom, potentially hindering their language development.

Despite these initial challenges, the survey results also highlighted the positive impact of gamification activities on the skills. Students who participated in game activities reported finding them helpful for improving their abilities and enhancing their communication skills. This suggests that the implementation of gamification activities can be a promising solution to address the specific needs in vocabulary development and building confidence in speaking English. Overall, the preliminary results indicate a clear correlation between the low language proficiency and their specific needs in vocabulary and speaking skills.

The findings support the importance of implementing game activities to enhance the abilities and overall language proficiency. These preliminary results set a solid foundation for the research and demonstrate the relevance of the study's focus on the effectiveness of game activities in improving the speaking skills of 3rd-grades students at Billiken School. As the study progresses, further analysis and comparison of pre-test and post-test results will provide a more comprehensive understanding of the impact of Gamification activities and their effectiveness in addressing the identified language needs of the beneficiaries.

3.5.2. Discussion

The present research study aimed to improve vocabulary acquisition skill by using gamification among superior basic education students at a public institution of Guayaquil. In that

sense, the researchers sought to answer the following sub-questions: The first question in this research was “What is the booster of vocabulary gamification activities among basic education students at public institution of Guayaquil? The application of the pre-test and posttest, it was obviously observable that scholars better their general score from 6 out of 10 to 8.3 out of 10 with a extraordinary change of 2.3 points. Students were able to comprehend the background, command evidence and know pertinent data from the arguments.

Students were able to understand the context, organize information and identify key elements of words. This indicates that they experienced an improvement in their listening comprehension after the implementation of gamification. The research results are consistent with what Syafii et al. (2020) said, who concluded that the use of games was beneficial as students improved their hearing skills by performing tasks and activities. In addition, another study by Mazabel (2021) revealed that students showed a greater interest in playing and learning, which was reflected in their ability to understand conversations and perform various activities. Indeed, applying gamification in English classes is critical as it creates meaningful learning environments, allows students to perceive their progress as they reach goals and fosters greater enthusiasm in the teaching process.

Regarding the second question of this study that says what gamification strategies can help to improve acquisition among basic education students at a public institution of Guayaquil? The research identified the most effective strategies for improving listening skills, such as leaderboards, competency tasks, badges, rewards and a dynamic environment. The literature review confirmed that gamification can be useful in motivating students, maintaining their interest in work, resulting in a more active participation in the teaching and learning process. This is in arrangement with what Andyani (2015) states about gamification. He suggests that gamified strategies help to maintain and encourage interest in the class.

In fact, the gamified strategies were revealed to be a great contribution to improving the skills and vocabulary. Additionally, games make students face challenges to progress their listening skill, and they make they were interested in the listening subject, and it motivates the students to be more attentive and do the tasks competitively in the English class. The third question of the study raised was: what are the perceptions in class about gamification strategies on the development of vocabulary? In response, the data gathered from observation checklist and questionnaire applied at the end of the process it is valid to say that that gamification strategies had a high acceptance by students.

As mentioned in the literature review, Mee et al. (2020) commented that the combination of

interesting gamified tasks or activities catches attention in English language learning, and the use of interesting and enjoyable games can motivate students to be participative in the English language class. What is more, they noticed that students could reduce anxiety by using gamification strategies in class. Similarly, Juntunen (2019) in her research work discovered that most students have good response to the teaching of listening by using gamification strategies. Thus, during the process the students were active and motivated, fostering them to work harder. Additionally, the use of gamified strategies in listening skills which can be played in groups helped students to develop critical thinking, problem solving and imagination with students (Juntunen, 2019). As a matter of fact, there were positive perceptions by part of the students on gamification strategies, used on the development of vocabulary.

3.5.3. Limitations in the study

The findings may be limited since the research focuses on a specific group of basic education students. Care is advised to extend these results to broader contexts due to their universal incidence of diverse educational environments, geographic location of the learners and the cultural factor in the application of the findings.

On the other hand, temporal limitations inherent in the research design may affect the relevance of the project over time, particularly in the dynamic landscape of vocabulary acquisition and gamification activities. As learning progresses, the techniques and didactics employed in the study may change, and future research is needed to track the continued impact of Gamification in EFL classrooms. Finally, while ethical considerations are prioritized, it is recognized that ethical dilemmas may arise during the implementation of the training program, which will require continued vigilance and responsiveness to ethical challenges that may arise over time.

CONCLUSIONS

In this study, I focus on vocabulary development through play materials and activities. An experimental approach was used to examine the effectiveness of using fun games, play activities and play materials in acquiring new vocabulary and other skills in primary school. Both teachers and students agree that fun games should play a role in learning and developing the vocabulary of English at Billiken Primary School in Guayaquil.

It is essential to know the characteristics of each student and understand their individual needs. Each student is unique, so teachers should evaluate them in a personalized way and avoid the exclusive use of memorization methods at all times. In addition, there is a need to prepare appropriate techniques and materials for the learning of a second language. Therefore, I have tried to demonstrate how certain methods and approaches can be applied in lessons to teach new vocabulary. The concept of vocabulary, how it can be taught, what learning strategies are and ways to deliver vocabulary were also discussed.

Games create a positive learning environment, free from stress and anxiety, allowing language learners to make the most of their use and, as a result, improve learning outcomes. Both hypotheses are confirmed, as the results show that games are useful and effective tools for vocabulary learning; however, they should be used as a complementary resource alongside other strategy. It is also stressed that language improvement through games can be fundamental for the development of vocabulary in the target language. It is suggested that games can act as a motivating factor in the learning process, but lack of adequate materials in English courses and insufficient training of teachers in the use of games makes their implementation in primary schools difficult.

RECOMMENDATIONS

Longitudinal studies are recommended to assess the impact of gamification activities on language learning over longer periods. These studies would provide more accurate results on the long-term effectiveness of vocabulary acquisition, possible changes in educators' perceptions and the ability of teaching practices to adapt to the continued use of these technologies.

Promote a multidisciplinary approach to future research, including collaboration with education and technology specialists; would enrich the analysis of the impact of gamification on language teaching and could help identify interdisciplinary solutions to address broader challenges.

Furthermore, there is a need for more in-depth analyses of the ethical considerations associated with games in education. Understanding these ethical dimensions is relevant for ensuring responsible and equitable use of gamification activities in educational environments. Future research could explore the design and effectiveness of teacher professional development Guides for Gamification.

Investigating how these programs can address not only the technical skills needed to use gamification would help more effectively prepare educators for vocabulary acquisition.

It would also be interesting to carry out comparative studies between different educational systems and cultural contexts. Such studies could highlight the variations in the impact of Gamification on language education, considering factors such as infrastructure, socio-economic conditions and educational policies. Finally, to gain a complete understanding, including student-centered perspectives such as meeting and analyzing the student's views on Gamification activity in language learning would provide information about the learner's experience and contribute to the focused implementations of the vocabulary acquisition in education.

For practitioners who wish to replicate this study, it is recommended that a mixed-method research design be used which integrates both quantitative and qualitative data collection methods. This approach would provide a comprehensive understanding of the numerical impact of gamification activities on educational practices, as well as associated qualitative perceptions and experiences.

Also, establishing a strong framework for ethical considerations and obtaining informed consent from participants ensures the protection of privacy and confidentiality of data. Those practitioners who carry out a replication of this study should also consider collaborating with educational institutions.

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Appendix

Appendix 2 – Investigation planification for the study proposal

Appendix 2. Investigation and planification for the study proposal

RESEARCH TOPIC: Boosting vocabulary acquisition in 3rd grade primary learners through strategic Gamification

AUTHORS: Granda Beltrán Ghislaine Dennise

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

Expressing yourself orally in English eloquently is a primary challenge that students face daily. To begin with, the scarce use of a vast number of words that should have been present in the learner is evident since this scarcity produces a blockage in expressive communication. This causes some shyness or fear in the classroom by not wanting to participate due to lack of knowledge. Additionally, the lack of expressiveness causes frustration and discouragement because students cannot communicate their ideas in English. These obstacles make it evident to apply gamification activities through an interactive application to increase and improve vocabulary and oral expression.

2. Statement of the problem to be investigated.

What is the reality of Gamification in the acquisition of vocabulary for learning the English language?

3. Justification of the research

This research work called “Gamification for developing vocabulary in 3rd grade students” is very beneficial and increases their skills in relation to vocabulary since it encourages the advancement of activities in the English language. The goal to be achieved for this problem of non-acquired vocabulary is to apply a gamification activity through the interactive application Duolingo.

4. Description of the relationship between the proposal and the research lines of the university.

This research work includes all the theoretical foundations contained in the two variables. The theories of the Gamification variable contain the description of the

different interactive applications found on the web and that serve as didactic support in obtaining knowledge regarding vocabulary in the English language.

5. Object of the research

The object of this research is based on the gamification of interactive activities and the lack of vocabulary learning in third grade students since due to the scarce application of teaching resources there are problems in the knowledge of words, and oral expression of the English language.

6. General objective (one)

Apply gamification activities through interactive applications in learning English vocabulary in third-year students.

7. Specific objectives (three)

To investigate the conceptual underpinnings of Gamification Strategy and the English language Vocabulary

To examine the relevance of gamification activities in English language learning.

To implement activities that are based on gamification to increase and enrich vocabulary in English learning.

To analyze the incidence of gamification activities for improving vocabulary in English.

8. Description of the variables of the study (independent & dependent)

Independent variable: Gamification

By Cambridge Dictionary, "Gamification is the practice of making activities more like games in order to make them more interesting or enjoyable" (<https://dictionary.cambridge.org/dictionary/english/interesting-or-enjoyable>) (Dictionary, 2023).

Dependent variable: Vocabulary

By Merriam Webster Dictionary, "Vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge" (Dictionary, 2023).

9. Description of the research approaches, methods, data collection

- Qualitative and quantitative Research

- Experimental method
- Data collection instruments: test, questionnaire, and interview

10. Description of the beneficiaries and their main characteristics

- Educative Community of "BIILLIKEN Basic Education School"

11. Description of the research context

This research work includes all the theoretical foundations contained in the two variables. The theories of the Gamification variable contain the description of the different interactive applications found on the web and that serve as didactic support in obtaining knowledge regarding vocabulary in the English language. On the other hand, the variable that refers to vocabulary development is the prior and subsequent theories and activities that are presented in the learning of new words. The "BILLIKEN" Garden Private School is located in the city of Guayaquil, on Chirimoyas Mz 1, S-9, Ciruelos streets, Paraiso citadel. "BILLIKEN" educational community will benefit from this research work.

12. Description of the practical contributions of the proposal

This proposal will provide a solution and improvement of English vocabulary and at the same time this will increase the level of English and motivate students in their Learning-Teaching. In addition, this proposal will help find new ways of self-help when learning new words in English since with a simple interactive activity within an application, the student will be able to overcome any doubts. The importance of this proposal for the entire community is based on the fact that the student will be able to better prepare to continue climbing personally and intellectually because learning the English language will be the letter of introduction in any situation.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need.

- **Professional:** Through, this alternative to learning the English language, the student will be able to train personally or intellectually since an individual who speaks two languages is worth twice as much. For this reason, the person who is

fluent in English will have more job options and will be able to open up a field in education to achieve a degree or diploma in a foreign language.

- **Methodological:** The individual is able to search for new ways of learning on his or her own with the use of an application installed on his or her cell phone or computer. This methodology acquired through this project will be a boost towards intellectual preparation and in addition, the individual will be in a position to help others.
- **Technological:** A lot of knowledge can be acquired through technology. One of them is learning the English language. The individual will be able to discover the range of applications that help in learning English and other languages with the help of interactive applications. This will make the student look for other applications related to other subjects of study or to discover more learning options. Technology is a very important and necessary ally of education.
- **Social need:** Learning the English language is very necessary in the world since it is being affected by the inconveniences of global migration in the search for new life options and security. The individual who is fluent in English will be able to take better advantage of his or her knowledge of the English language in any adverse circumstance.

Appendix 8

Description: The chart below contains the Operationalization Matrix of Variables

Appendix 8. The operationalization matrix of variables

VARIABLE	DIMENSION	INDICATORS
Vocabulary	Liu and Zhang (2018) describe vocabulary as the “knowledge of words and word meanings” (p.2).	Vocabulary in the Learning process
		Vocabulary in the language acquisition process
		Vocabulary learning styles and strategies
		Game-based learning activities
		Types of play-based learning
Gamification	By Garner, gamification is “the use of game mechanics and experience design to digitally engage and	Vocabulary using Gamification Tool
		Gamification as a Means for Facilitating Vocabulary Training
		Design

Appendix 9

INTERVIEW FOR TEACHERS

1. Do you think that developing students' vocabulary production is essential for their mastery of the English Language? Why?

Yes, I do. It is one of the most important factors to effectively communicate in English, especially for students in Ecuador, whose teachers are nonnative English speakers.

2. What would you say is the students' level of vocabulary abilities?

Unfortunately most of them barely have less than A1 level.

3. According to your experience, can you name three main factors that influence in students' vocabulary performance?

A teacher's speech, an excellent environment class, and enough vocabulary. All of them are essential at the moment of learning.

4. What activities do you carry out to improve learners' vocabulary skills?

A Pair activity, like game activities in groups.

5. Have you had your students perform any kind of vocabulary activity?

Just once or twice, I think, because they are numerous but I would like to do it more often.

6. What do you think about the idea of designing to Reinforce vocabulary activities based on gamification to be executed in the English class?

This kind activities usually demand on the teacher's time, money and effort and is not always recognized. The papers that we have to turn in as evidence, the evaluations we have to check, the seminars we have to do, and many other things don't allow us to create something like this. But it is a good plan.

Appendix 11 - Checklist

Billiken Educational Unit			
Año Lectivo			
2023-2024			
Checklist to identify the English level of students from third grade			
CRITERIA	1	2	3
1. I can hear and say the words			
2. I can write the words.			
3. I can look, listen, and repeat the words			
4. I can listen, repeat, and write the words			
5. I can recognize the words by listening			
6. I can memorize the words			
7. I can place the words by looking			
8. I can find the words and put them in order			
9. I can circle the word I hear			
10. I enjoy participating in gamification activities			
11. I like doing gamification activities in groups			
12. I enjoy matching the words			
13. I can learn a lot of words by gamification activities			
14. I can identify the meaning of several words			
15. I like participating in role play			

Appendix 12 - Survey to Students

SURVEY

Appendix 12. Survey to students

Options Questions	Always	Frequently	Occasionally	Rarely	Never
Do you like to play in class?					
Do you learn by imitating older people?					
Did your English teacher use games in her classes?					
Do you like to play with your classmates?					
Do you learn English when you listen and repeat?					
Do you learn English when you listen and repeat?					
Did you understand the instructions and explanations that your English teacher gave you?					
Did you like that in English classes your teacher asked you to cut out, paste, draw?					
Do you like to learn English by looking at images, singing, drawing, or watching videos?					
Do you like to learn English by listening to words, rhymes or stories?					

Appendix 13 - Activities applied in the diagnostic stage

Appendix 13. Activities apply in the diagnostic stage

Pre-test

Objective: To gather comprehensive data on the student's language proficiency and skills in all four language domains for verbal communication before the intervention takes place.

Participants' age: 6 to 8
Level: A1

Test

Name: _____

1. Match the words and picture (5 POINTS)



Sick

Short

Happy

Sad

2. Say the words and write them (5 points)

Big
Tall
Slow

Elaborated by: Ghislaine Dennise Grande Beltrão (2024)

Oral Test

Name: _____

1. Listen and mark (X) the words you hear. (5 POINTS)



fat



thin



happy



big



slow



weak

2. Listen carefully and put the words in order you hear (5 POINTS)



H _____

S _____

T _____

H _____

Elaborated by: Obislaire Dennise Granda Beltrán (2024)

Aminu & Shadi Gbige

Name: _____




ONE	HIGET
1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
UOFR	HRT EE
4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VWEETL	EINN
12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
TOW	SEEVN
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VIEF	TNE
5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
EVL ENE	
11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	








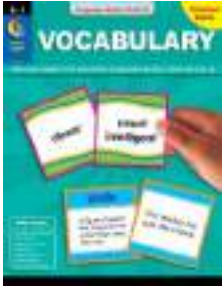
4	ONE
5	TWO
6	THREE
9	FOUR
10	FIVE
20	SIX
19	SEVEN
13	EIGHT
15	NINE
1	TEN
0	ELEVEN
7	TWELVE
2	THIRTEEN

Appendix 14 - Lesson plans applied during the diagnostic stage.

Appendix 14. Lesson plans applied during diagnostic stage

		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024						
Lesson plan 1- Diagnose Stage								
Information:								
Teacher::	Lic. GHISLAINE GRANDA		Area:	Foreign Language	Grade:	3rd	Level:	A1
			Subject:	English				
Time: 45 min	6	Date:		Interaction:	Individual and group participation	Weeks:	1	
Learning Objectives:								
-Improve vocabulary acquisition in A1 3rd Grade students through Gamification activities								
Development skills	Evaluation criteria			Methodological Strategies		Evaluation activities		
EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.) EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: <i>Please, sorry, thank you</i> , etc.) EFL.2.1.7. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.	CE.EFL.2.7. Listening for Information: Follow short and simple spoken texts that include familiar vocabulary and are set in everyday contexts. Identify key items of information within the text, and record or act upon them. CE.EFL.2.9. Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences. CE.EFL.2.10. Interaction – Interpersonal: Participate effectively in basic interpersonal interactions in everyday contexts, provided the interlocutor speaks			Language skills: Listening Looking Reading Writing Repeat words Gamification For Learning: Strategies And Examples 		Diagnostic assessment Gamification activities mix with Language skill		

		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024					
Lesson plan 2- Diagnose Stage							
Information:							
Teacher::	Lic. GHISLAINE GRANDA		Area:	Foreign Language	Grade:	3rd	Level: A1
			Subject:	English			
Time: 45 min	6	Date:		Interaction:	Individual and group participation	Weeks:	1
Learning Objectives:							
-Improve vocabulary acquisition in A1 3rd Grade students through Gamification activities							
Development skills	Evaluation criteria			Methodological Strategies		Evaluation activities	
<p>IEFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)</p> <p>IEFL.2.4.1. Learners can select pictures and/or short phrases that relate to collaborating and sharing and express personal preferences. (J.2, J.3, S.4)</p>	<p>CE.EFL.2.3. Make use of basic personal information and expressions of politeness in order to introduce oneself and participate in a short conversation.</p> <p>CE.EFL.2.5. Model turn-taking and ways to express to others when something is not understood to improve comprehension and/or intelligibility in conversations.</p>			<p>Language skills: Listening Looking Reading Writing Repeat words</p> <p>Gamification For Learning: Strategies And Examples</p>  <p>https://es.slideshare.net/slideshow/learning-vocabulary-through-games/41384691</p>		<p>Diagnostic assessment</p> <p>Gamification activities mix with Language skill</p>	

	UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024						
Lesson plan 3- Diagnose Stage							
Information:							
Teacher::	Lic. GHISLAINE GRANDA		Area: Foreign Language	English	Grade: 3rd	Level: A1	
Time: 45 min	6	Date:		Interaction:	Individual and group participation	Weeks:	1
Learning Objectives: -Improve vocabulary acquisition in A1 3rd Grade students through Gamification activities							
Development skills	Evaluation criteria		Methodological Strategies			Evaluation activities	
<p>I.EFL.2.13.1. Learners can understand a short simple environmental print text type and successfully complete a simple task. (Example: a sign, notice, menu, etc.) (I.3)</p> <p>I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)</p> <p>I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)</p>	<p>CE.EFL.2.14. Demonstrate familiarity with study resources (both print and digital). (Example: a picture dictionary, some flashcards of known words, or a word list.)</p> <p>CE.EFL.2.15. Learn to read graphs, diagrams, charts, and other kinds of graphic organizer. Demonstrate understanding of a text presented in the form of a graphic organizer (both print and digital).</p>		<p>Language skills: Listening Looking Reading Writing Repeat words</p> <p>Gamification For Learning: Strategies And Examples</p> 			<p>Diagnostic assessment</p> <p>Gamification activities mix with Language skill</p>	



UNIDAD EDUCATIVA “BILLIKEN”
 Formando Paladines para la Sociedad
 Guayas – Guayaquil
 2023-2024




Lesson plan 4- Diagnose Stage

Information:

Teacher::	Lic. GHISLAINE GRANDA		Area:	Foreign Language	Grade:	3rd	Level:	A1
			Subject:	English				
Time: 45 min	6	Date:		Interaction :	Individual and group participation	Weeks :	1	





Learning Objectives:



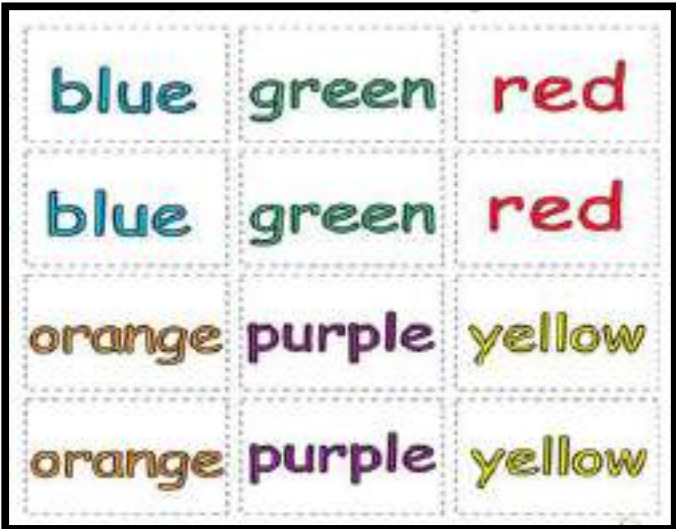

-Improve vocabulary acquisition in A1 3rd Grade students through Gamification activities

Development skills	Evaluation criteria	Methodological Strategies	Evaluation activities
<p>.EFL.2.1.1. Learners can recognize differences between where people live and write or talk about their own surroundings, as well as ask questions about how other people live. (I.2, S.2)</p> <p>I.EFL.2.2.1. Learners can classify everyday objects and familiar places. Learners can compare objects from different cultural contexts. Learners can say and recognize ways to take care of the environment and one’s surroundings. (J.3, S.1)</p> <p>I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)</p>	<p>CE.EFL.2.2. Catalog everyday objects and places in different cultures and recognize ways to act responsibly towards one’s environment and surroundings.</p> <p>CE.EFL.2.3. Make use of basic personal information and expressions of politeness in order to introduce oneself and participate in a short conversation.</p> <p>CE.EFL.2.4. Develop skills of collaboration by working together on projects and sharing materials while expressing personal preferences with peers.</p>	<p>Language skills: Listening Looking Reading Writing Repeat words</p> <p>Gamification For Learning: Strategies And Examples</p> <div style="text-align: center;">  </div> <p>https://www.daytranslations.com/blog/language-challenges-fun-games-and-activities-to-boost-your-skills/</p>	<p>Diagnostic assessment</p> <p>Gamification activities mix with Language skill</p>

















Appendix 15 – Pretest-posttest

Appendix 15. Pretest and Posttest

	UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024	
Pretest		
The goal of the test: to examine		
Teacher:: Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd Level: A1
Instructions: Look, listen, repeat. Ask assistance for your teacher	You are a: Boy or Girl?	
USE OF LANGUAGE		
-Match the words you hear		
		
		

	UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024	
PostTest		
The goal of the test: to examine		
Teacher:: Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd Level: A1
Instructions: Look, listen, repeat. Ask assistance for your teacher	You are a: Boy or Girl?	
USE OF LANGUAGE		
-Match the words you hear		
		
		

Circle the picture on each line that has the same meaning as the word.



cat			
den			
pin			
box			
run			
dot			

Match word with picture

	cat	
	cap	
	car	
	pan	
	mat	
	hat	
	bag	
	van	
	fan	

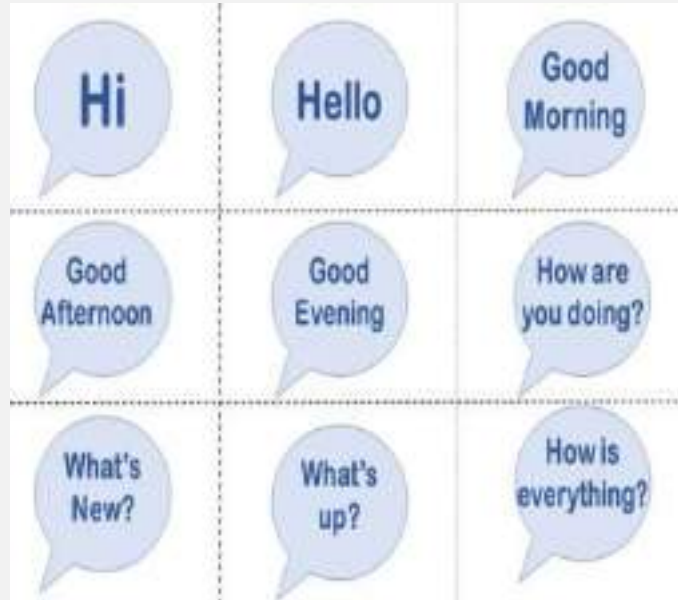
Appendix 16 – Lesson plans and activities at investigation stage

Appendix 16. Lesson plans and activities

		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024			
Lesson plan 1- Week 1					
Subject topic: Greetings and Introduction					
Teacher::	Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd	Level: A1	
Time: 120 min	Date:	Interaction: Individual and group participation		Weeks: 1	
Language Focus: Vocabulary of Greetings and introduction		Resources: Flashcards, projector, worksheets, board		Strategies: Look, listen and repeat the words	
Learning objectives					
Content objective: To recognize the words about greetings and introduction					
Learning objectives: To acknowledge the words by listening and looking					
Stage	Procedure	Activities			Time
Warm-up Teacher-SS	Target Selector - Students can participate - The winner gets a gift	Each student has to match the first side of a teaching card with the second side.			10 min
Pre-Task SS-SS (interaction)	-the teacher gives instructions -Showing the flashcards -Pictures and words	-Use Flashcards -Look and Listen the words -Identify the words by listening and looking			20 min
During Task SS-SS (interaction)	-Work in groups -Doing the activities -Interchange words	-Video: https://www.youtube.com/watch?v=Fw0rdSHzWFY -Fill the worksheet with the teacher's support.			50 min
Post-Task Teacher-SS (Interaction)	-Game activity: sharing the flashcards to complete the words -Teacher's support: https://wordwall.net/es-ar/community/greetings-game	-The whole class is divided in groups for each greeting and introduction -The game is between two groups. - Each group has to match the words			20 Min
Feedback SS-SS (interaction)	-To correct mistakes -To repeat the pronunciation the whole class.	-Students sharing their worksheets -They help each other to correct mistakes			10 Min
Auto-assessment Individual	-A simple Written Evaluation	-The students answer their evaluation			10 min
Task individual	-How many greetings and introduction do you know on your home?	-Write the answer on a sheet to share in class			10 min

Worksheet 1

Provide each student in your class with either a picture card or a word card.
Challenge the students to find the student with either their matching picture card or word.
For an extra challenge, make the activity a race, or ask the students to complete the task in silence!



Match the greeting with the picture.

Good Night



Goodbye

Good Morning

Good Afternoon

Good Evening





		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024			
Lesson plan 2- Week 2					
Subject topic: Make a presentation and give directions					
Teacher::		Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd	Level: A1
Time: 120 min		Date:	Interaction: Individual and group participation		Weeks: 1
Language Focus: Vocabulary for presentation and directions			Resources: Flashcards, projector, worksheets, board		Strategies: Look, listen and repeat the words
Learning objectives					
Content objective: To recognize the words about presentation and directions					
Learning objectives: To acknowledge directions by listening and looking and to give a presentation					
Stage	Procedure		Activities		Time
Warm-up Teacher-SS	Card-hunting - the student has two pairs of cards to match. - If the pairs are matched correctly the student gains points and moves to the next round.		Card Hunter is a matchmaking game with a different twist. If the pairs are matched incorrectly, the user loses one life and starts again with two pairs of cards.		10 min
Pre-Task SS-SS (interaction)	-the teacher gives instructions -Showing the flashcards -Pictures and words		-Use Flashcards -Look and Listen the words -Identify the words by listening and looking		20 min
During Task SS-SS (interaction)	-Work in groups -Doing the activities -Interchange words		-Video: https://www.youtube.com/watch?v=gBhbsZZuus -Fill the worksheet with the teacher's support.		50 min
Post-Task Teacher-SS (Interaction)	-Game activity: sharing the flashcards to complete the words -Teacher's support: https://d3tt741pwxqwm0.cloudfront.net/KET/evlearnket/MemoryGame/MemoryGame_v2.html		-The whole class is divided in groups for each greeting and introduction -The game is between two groups. - Each group has to match the words		20 Min
Feedback SS-SS (interaction)	-To correct mistakes -To repeat the pronunciation the whole class.		-Students sharing their worksheets -They help each other to correct mistakes		10 Min
Auto-assessment Individual	-A simple Written Evaluation		-The students answer their evaluation		10 min
Task individual	-Where do you live? -Give your direction		-Write the answer on a sheet to share in class		10 min

WORKSHEET 2

- The whole class is divided in groups for each greeting and introduction
- The game is between two groups.
 - Each group has to match the words





		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024			
Lesson plan 3- Week 3					
Subject topic: Routines					
Teacher:: Lic. GHISLAINE GRANDA		Area: Foreign Language Subject: English		Grade: 3rd Level: A1	
Time: 120 min		Date:		Interaction: Individual and group participation	
Language Focus: Vocabulary for dairy routines		Resources: Flashcards, projector, worksheets, board		Strategies: Look, listen and repeat the words	
Learning objectives					
Content objective: To recognize the words about routines					
Learning objectives: To acknowledge the routines by listening and looking					
Stage		Procedure		Activities	
Warm-up Teacher-SS		Letter-Sweeper - If a user matches both sides correctly, those cards disappear and the student pairs the new pair and the process repeats.		-The board starts with 16 cards, eight of which are blank. Among the other eight cards there is only one matching pair.	
Pre-Task SS-SS (interaction)		-the teacher gives instructions -Showing the flashcards -Pictures and words		-Use Flashcards -Look and Listen the words -Identify the words by listening and looking	
During Task SS-SS (interaction)		-Work in groups -Doing the activities -Interchange words		-Video: https://www.youtube.com/watch?v=M4FMEmIOqTM -Fill the worksheet with the teacher's support.	
Post-Task Teacher-SS (Interaction)		-Game activity: sharing the flashcards to complete the words -Teacher's support https://www.youtube.com/watch?v=PFxk210OkHw		-The whole class is divided in groups for each routine. -The game is between two groups. - Each group has to match the words	
Feedback SS-SS (interaction)		-To correct mistakes -To repeat the pronunciation the whole class.		-Students sharing their worksheets -They help each other to correct mistakes	
Auto-assessment Individual		-A simple Written Evaluation		-The students answer their evaluation	
Task individual		-What do you do dairy? -What is your routine?		-Write the answer on a sheet to share in class	
				10 min	

WORKSHEET 3

- The whole class is divided in groups for each routine.
-The game is between two groups.
- Each group has to match the words

	go to school	
	have breakfast	
	wash my face	
	get up	
	go to the park	
	play video games	
	go to bed	
	get dressed	
	watch TV	
	cook	
	have lunch	
	wake up	



		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024			
Lesson plan 4- Week 4					
Subject topic: My home					
Teacher::		Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd	Level: A1
Time: 120 min		Date:	Interaction: Individual and group participation		Weeks: 1
Language Focus: Vocabulary of things in home.			Resources: Flashcards, projector, worksheets, board		Startegies: Look, listen and repeat the words
Learning objectives					
Content objective: To recognize the words about things in my home					
Learning objectives: To acknowledge the things of my home by listening and looking					
Stage	Procedure		Activities		Time
Warm-up Teacher-SS	Card coupler - The goal of the game is to match 8 pairs of cards correctly.		-Before the game begins, the student sees both sides of each card. Once the game starts, the cards are turned over and shuffled. The student then proceeds to click on the cards to find the pairs.		10 min
Pre-Task SS-SS (interaction)	-the teacher gives instructions -Showing the flashcards -Pictures and words		-Use Flashcards -Look and Listen the words -Identify the words by listening and looking		20 min
During Task SS-SS (interaction)	-Work in groups -Doing the activities -Interchange words		-Video: https://youtu.be/dz3T8hQPgGo -Fill the worksheet with the teacher's support.		50 min
Post-Task Teacher-SS (Interaction)	-Game activity: sharing the flashcards to complete the words -Teacher's support https://www.phoenix.gov/public/workssite/Documents/Memory%20Game.pdf		-The whole class is divided in groups for each thing in home. -The game is between two groups. - Each group has to match the words		20 Min
Feedback SS-SS (interaction)	-To correct mistakes -To repeat the pronunciation the whole class.		-Students sharing their worksheets -They help each other to correct mistakes		10 Min
Auto-assessment Individual	-A simple Written Evaluation		-The students answer their evaluation		10 min
Task individual	-What do you do dairy? -What is your routine?		-Write the answer on a sheet to share in class		10 min

WORKSHEET 4

- Before the game begins, the student sees both sides of each card.
- Once the game starts, the cards are turned over and shuffled.
- The student then proceeds to click on the cards to find the pairs.
- The whole class is divided in groups for each routine.
- The game is between two groups.

- Each group has to match the words





		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024			
Lesson plan 5- Week 5					
Subject topic: My school					
Teacher::		Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd	Level: A1
Time: 120 min		Date:	Interaction: Individual and group participation		Weeks: 1
Language Focus: Vocabulary of things in school.			Resources: Flashcards, projector, worksheets, board		Startegies: Look, listen and repeat the words
Learning objectives					
Content objective: To recognize the words about things in my school.					
Learning objectives: To acknowledge the things of my school by listening and looking					
Stage	Procedure		Activities		Time
Warm-up Teacher-SS	Crossword - this game is an easy and fun way to learn. -The terms on the flashcards are used to create an interactive crossword puzzle		-For students who love crosswords, this game is an easy and fun way to learn. -Students use clues to think of terms and then complete them in the crossword.		10 min
Pre-Task SS-SS (interaction)	-the teacher gives instructions -Showing the flashcards -Pictures and words		-Use Flashcards -Look and Listen the words -Identify the words by listening and looking		20 min
During Task SS-SS (interaction)	-Work in groups -Doing the activities -Interchange words		-Video: https://youtu.be/1liwGMndb9Y -Fill the worksheet with the teacher's support.		50 min
Post-Task Teacher-SS (Interaction)	-Game activity: sharing the flashcards to complete the words -Teacher's support https://youtu.be/KF0XV3dDavQ		-The whole class is divided in groups for each thing in home. -The game is between two groups. - Each group has to match the words		20 Min
Feedback SS-SS (interaction)	-To correct mistakes -To repeat the pronunciation the whole class.		-Students sharing their worksheets -They help each other to correct mistakes		10 Min
Auto-assessment Individual	-A simple Written Evaluation		-The students answer their evaluation		10 min
Task individual	-What do you do at school?? -What is in your school bag?		-Write the answer on a sheet to share in class		10 min

WORKSHEET 5

- For students who love crosswords, this game is an easy and fun way to learn.
- Students use clues to think of terms and then complete them in the crossword.



		UNIDAD EDUCATIVA "BILLIKEN" Formando Paladines para la Sociedad Guayas – Guayaquil 2023-2024			
Lesson plan 6- Week 6					
Subject topic: My room					
Teacher::		Lic. GHISLAINE GRANDA	Area: Foreign Language Subject: English	Grade: 3rd	Level: A1
Time: 120 min		Date:	Interaction: Individual and group participation		Weeks: 1
Language Focus: Vocabulary of things in a room			Resources: Flashcards, projector, worksheets, board		Strategies: Look, listen and repeat the words
Learning objectives					
Content objective: To recognize the words about things in a room.					
Learning objectives: To acknowledge the things of a room by listening and looking					
Stage	Procedure		Activities		Time
Warm-up Teacher-SS	Sudden death -Students test their knowledge of terms by trying to answer as many consecutive questions correctly as possible.		-The user only has one lifetime to continue playing. -Once life has been used up and a question is answered incorrectly, the game ends.		10 min
Pre-Task SS-SS (interaction)	-the teacher gives instructions -Showing the flashcards -Pictures and words		-Use Flashcards -Look and Listen the words -Identify the words by listening and looking		20 min
During Task SS-SS (interaction)	-Work in groups -Doing the activities -Interchange words		-Video: https://youtu.be/zj2_km_8NX0 -Fill the worksheet with the teacher's support.		50 min
Post-Task Teacher-SS (Interaction)	-Game activity: sharing the flashcards to complete the words -Teacher's support https://youtu.be/f41f_BgQeB4		-The whole class is divided in groups for each thing in a room.. -The game is between two groups. - Each group has to match the words		20 Min
Feedback SS-SS (interaction)	-To correct mistakes -To repeat the pronunciation the whole class.		-Students sharing their worksheets -They help each other to correct mistakes		10 Min
Auto-assessment Individual	-A simple Written Evaluation		-The students answer their evaluation		10 min
Task individual	-What do you do at school?? -What is in your school bag?		-Write the answer on a sheet to share in class		10 min