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TEMA

IMPLEMENTING GAMIFICATION USING MEMRISE TO LEARN
ENGLISH IN A1.2 LEVEL CLASS

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AVAL DEL TUTOR DE LA TESIS

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Siendo designado como tutora del programa de maestría en Pedagogía del Inglés como Lengua Extranjera de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado *Implementing gamification using Memrise to learn English in an A1.2 level class* que ha sido elaborado por Jessica Fernanda Hernández Pacheco bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.



PhD. Martha Amelia Castillo Noriega.

DEDICATION

This project is dedicated to my daughter and my family who supported me since the first day of my mastery classes until now. It could not be possible to finish my career without the motivation of them. I know that it was difficult for me and for them because I didn't have time for my daughter but now I know that I will always be her greatest pride. I also offer this research work to God for giving me health and life to achieve my goals. He was who has blessed me in every single day of this hard work.

Jessica Hernández

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Jessica Hernández

RESUMEN

Esta investigación está relacionada con la interacción de escuchar y hablar. A la mayoría de los estudiantes no les gusta hablar inglés porque tienen miedo de cometer errores. Pero con Memrise será útil para ayudar a los estudiantes a recordar palabras nuevas y utilizarlas en conversaciones. Hoy en día en las aulas, los estudiantes durante el proceso de aprendizaje no se sienten motivados para interactuar en clase porque les da vergüenza hablar. Por ello, se considera motivarlos a través de la aplicación Memrise utilizando nuevas y diferentes estrategias que despierten el interés de los estudiantes y les ayuden a aprender vocabulario nuevo, no solo memorizado, sino también aplicable. Si bien este proyecto de investigación aborda la implementación de Memrise en estudiantes de secundaria de la Unidad Educativa Ramón Barba Naranjo, el objetivo es que la capacidad de escuchar y hablar sea resultado de una interacción entre compañeros dentro y fuera del aula utilizando vocabulario general, conocimientos y algunos recursos didácticos digitales. El diseño de investigación utilizado en este estudio fue el diseño cuantitativo experimental. Para la población de este estudio hubo 35 estudiantes. La muestra de esta investigación se dividió en dos grupos; El primero fue un pretest y un postest. Con Memrise, los estudiantes pueden integrarse en cursos de inglés para mejorar el aprendizaje de vocabulario y medir su impacto mediante pruebas previas y posteriores, ya que esta aplicación es una herramienta útil para mejorar el aprendizaje de idiomas y los estudios demuestran que puede mejorar el vocabulario y las habilidades auditivas. Los profesores pueden utilizar Memrise para hacer que las lecciones sean más creativas, ayudando a los estudiantes a mantenerse interesados y comprender el material más fácilmente.

PALABRAS CLAVE:

Escucha, Habla, Interacción, Memrise, Vocabulario

ABSTRACT

This research is related to listening and speaking interaction. Most of the students don't like to speak English because they feel afraid of making mistakes. But with Memrise it will be useful to help students to remember new words and use them in conversations. Nowadays in classroom students during the learning process they are not motivated to interact in class because they are shy to speak. So it considers motivating them through the Memrise application using new and different strategies that make students interested and help them to learn new vocabulary, not only memorized, but also applicable. Even though this project research is about the implementation of Memrise in students from first baccalaureate from Educational Unit of Ramón Barba Naranjo, the objective is that the ability of listening and speaking is the result of an interaction between partners inside and outside the classroom using general vocabulary knowledge and some digital didactic resources. The research design used in this study was experimental quantitative design. For the population of this study there were 35 students. The sample of this research was divided into two groups; The first was a pretest and a posttest. With Memrise, students can integrate into English courses to improve vocabulary learning and measure its impact through pre- and post-tests, as this app is a useful tool to improve language learning and studies show that it can improve vocabulary and listening skills. Teachers can use Memrise to make lessons more creative, helping students stay interested and understand the material more easily.

KEYWORDS:

Keywords: Interaction, Listening, Memrise, Speaking, Vocabulary

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INTRODUCTION

The implementation of gamification using Memrise in an A1.2-level English class is justified by several key factors related to learner engagement, motivation, and vocabulary acquisition. For instance, gamification in which it integrates game-like elements into educational contexts, enhancing motivation and engagement. In language learning, this approach is particularly effective for beginners, as it transforms the often-tedious process of vocabulary acquisition into an interactive experience. Elements such as points, badges, and leaderboards create a competitive environment that encourages students to participate actively and consistently.

Research indicates that gamification significantly increases student motivation and commitment to learning. By incorporating challenges, missions, and rewards, learners are more likely to engage with the material and persist through difficulties. This is especially beneficial for A1.2-level students, who may struggle with the foundational aspects of English. The emotional and cognitive interaction fostered by gamified learning experiences can lead to improved retention of vocabulary.

Memrise specifically employs mnemonic techniques and spaced repetition, which are crucial for vocabulary retention. The app's design allows learners to practice vocabulary in context through interactive videos and real-life scenarios, enhancing their understanding and recall. For A1.2 learners, who are just beginning to build their vocabulary, such tools can significantly aid in their language acquisition process. In an A1.2-level English class, Memrise can be utilized to create a structured yet flexible learning environment.

Teachers can design curricula that incorporate gamified elements, allowing students to progress at their own pace while still achieving learning objectives. The use of real-life conversations and culturally relevant content helps students connect with the language on a deeper level, making the learning experience more meaningful and enjoyable. In summary, the use of Memrise and gamification in an A1.2 English class is supported by its potential to enhance motivation, engagement, and vocabulary acquisition. By transforming language learning into a more interactive and enjoyable experience, educators can better support their students in overcoming the challenges associated with learning a new language.

Memrise is a platform that increases memory techniques and makes learning a language could be easier and faster. Nowadays technology influences the learning process where students can learn in a different way replacing the traditional learning. However, the learning process now uses technological media. This research aims to use Memrise through interaction activities with the students who do not like to speak or participate in class. So that, Memrise will give the opportunity to let students learn in a funny and freely conducted way through several stages, which are preparing the media, face-to-face learning, and online learning.

The lack of motivation for learning the English language and the active practice of students inside and outside of class. This research is focused on the use of the Memrise application as an interactive way to learn vocabulary and some phrases in first baccalaureate students. This research was due to some students from my school are not motivated to speak or practice English in class. And for that reason, they had difficulty of learning English because of the lack of motivation, and the method used by the teacher to teach vocabulary is still in a conventional way.

The purpose of this study is to improve students' motivation to speak and achievement of vocabulary using the Memrise application. Besides students, with this Memrise application, it can add to the teacher's insight about the use of methods in teaching in the classroom. This study is aligned to the general and specific research lines: Pedagogy, Didactics, and Management of Education. Learning in different Educational Contexts and Technological Resources.

The object of this research is gamification using Memrise to learn English in an A1.2-leveled class. The general objective is to propose a set of digital didactic resources based on gamification using Memrise to learn English in an A1.2-leveled class in Ramón Barba Naranjo. The specific objectives are related to first, explain the importance of practice the English language using Memrise; second, to diagnose the current situation regarding gamification using Memrise to learn English in an A1.2-leveled class; the third specific objective comprises the components that will integrate the set of digital didactic resources based on gamification using Memrise to learn English in an A1.2-level class.

This study has two variables. The independent variable is Memrise. Memrise is an app like Duolingo, with a methodology focused on learning vocabulary and pronunciation. With this app student will have the opportunity to learn English from home and in classroom. Memrise offers lots of possibilities in its free version, so it can be used quite beneficially. It has a series of memorization lessons for phrases and words in American or British English. On the other hand, the application is interactive and has a striking yellow color (Cooke, Whately, Detre, 2010).

It does not look like most English learning apps, but you can appreciate it with different colors and enjoyable activities. Students must select Spanish as their native language and then English as the language to learn. That is because Memrise has several courses in different languages (Lopez, 2024).

Learning English in an A1.2-level class is free for everyone who wants to learn something different and new. Memrise is mainly focused on learning new vocabulary, common English phrases and work on your pronunciation. It means that in other apps students do not have the opportunity to learn different pronunciations of each word. So, it offers a lot of options to pronounce the words and let students practice many times until they get it. Rather than taking the same old approach to language learning, Memrise has changed the game by centering their program around short video lessons and user-generated courses. Native speakers guide you through your learning with quick video lessons that provide context and memory aids. Plus, with user-generated courses on a range of topics backing up the main lessons from the Memrise pros, you'll never run out of learning content (Lopez, 2024).

This research responds to a mixed methods approach where data collected will come from qualitative and quantitative instruments. For quantitative data, a pre and posttest will be implemented. In this part, students will give a diagnostic test to know the level of the knowledge they have before starting the new topic. The four language skills: listening, reading, writing and speaking will be included in this diagnostic test. For qualitative data, the researcher will consider a teacher observation list to record student's behavior, performance and attitude towards the implementation of Memrise. Also, the

researcher will implement a focus group to identify their insights after the implementation. At the end, the data collected will be analyzed and triangulated to get the key ideas of the implementation of Memrise.

The beneficiaries of this proposal are students around 13 –15 years old. They are in first course Baccalaureate with an A1 level of English. The beneficiaries are students between the ages of 14 and 17 years old. They are students from the first year of high school in the Educative Unit Ramón Barba Naranjo. This is a public institution located to the south of the city in Latacunga. It is two hours from Quito - Ecuador. The students of this institution are of medium and low economic resources who do not have a high-end device or their own internet. However, the institution has two virtual libraries with computers and Internet so that students who wish to learn with the use of technology can use them any time and day organized by the teacher who will teach. Most students have cell phones that can download the application without many megabytes or internet. In this way teachers can take advantage of the use of Memrise for learning at anytime and anywhere.

Regarding the practical contributions of this proposal, students of different ages in school can pick up languages quickly because their developing brains are designed to absorb information. They can learn English at any age. Learning English must not feel boring or draining. It must be fun, simple and easy. And it could be possible with the help of some strategies. So, learning English can help people find and explore new interests. It would be amazed how people meet someone special through another language especially one like English. Language immersion is the best way to learn a language because it allows students to experience language in the most natural way possible. By experiencing native speakers' pronunciation, tones, facial expressions and body language in different contexts – students experience and understand how the language works in real life.

This is how students learn to pronounce English effectively. For those reasons it is important to learn English because being able to understand and speak English will give students loads of new opportunities and experiences in life and help them achieve their goals. This proposal can be challenging, and it can also help to clarify the research question, objectives, methods, and expected results. In this proposal the

idea is to guide students through the Memrise to develop some skills that will let the students practice in and out of the class and make it effective and compelling.

Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need. The objectives are the most important for a proposal to achieve with the research. The hypotheses are the tentative statements that teachers want to test or confirm with this research. Teachers should state their objectives and hypotheses clearly and concisely, and ensure they are aligned with the research question and literature review. Teachers should also indicate the importance and contribution of research to the field of study. It means that it is based on repetition, so the vocabulary is memorizing a translation rather than using it in real life situations. However, the teacher must look for some strategies and methods that will help the students to use this tool for learning.

The principal problem with the students is the lack of practice in speaking, reading, writing and listening. Most of them need to be encouraged to use the language in a fun and interesting way. Therefore, Memrise is a way of learning that focuses on vocabulary and many useful words with their pronunciation. Many of these phrases are collocations that will make your English sound much more natural. Students can use the app to improve their pronunciation instantly. The app's software can recognize how a person pronounces each word to evaluate if they are doing it well or if he or she needs to improve.

This methodological proposal comprises three chapters focusing on distinct aspects. The first chapter delves into the theoretical framework, focusing on the theoretical literature behind Memrise and the characteristics of A1.2 learners mastering the language competencies at this proficiency level. The second chapter outlines the methodology for investigation and diagnosis, incorporating phases using both quantitative and qualitative research. The final chapter presents and validates the technological proposal, displaying complementary didactic digital resources using Memrise to learn English in an A1.2 level class. The results and impact of the proposal on students considered for this study will also be discussed.

CHAPTER I

LITERATURE REVIEW

1. The beginning of Memrise

Memrise was founded in 2005 in the USA by Ed Cooke, Ben Whately and Greg Detre, three friends who met while studying neuroscience and psychology at Oxford. They are professionals in memory and neuroscience, who have won the Princeton Entrepreneurship Club 2009 Tiger Launch competition. They launched a startup in 2010, the beta version of which was appreciated by many professionals. They were united by a fascination with the way humans learn and a determination to use technology to help people learn more effectively. In 2012, the first version of the tool was offered to ordinary users, and the next year there already was a demand for an app because of the project's popularity (Brayden, 2017). They came back together a few years later and combined their separate research to create Memrise, a platform that leverages memory techniques, deep understanding of neuroscience and novel approaches to second language acquisition to make learning a language dramatically easier and faster.

Memrise is a platform that increases memory techniques and makes learning a language could be easier and faster. Nowadays technology influences the learning process where students can learn in a different way replacing the traditional learning. However, the learning process now uses technological media. This research aims to use Memrise through interaction activities with the students who do not like to speak or participate in class. So that, Memrise will give the opportunity to let students learn in a funny and freely conducted way through several stages, which are preparing the media, face-to-face learning, and online learning.

Memrise is an online learning platform that combines the best insights from the art and science of memory to provide extraordinarily effective, game-like learning experiences. Memrise was founded by Greg Detre, who recently completed his PhD in the neuroscience of forgetting at Princeton; and Ed Cooke, a Grandmaster of Memory who can learn a 1000-digit number in an hour. Memrise has several strong

features that make it an appealing learning option for students. The site is built on the foundation of cognitive science, so learners can engage with the material in a way that enables information storage in the long-term memory. Memrise uses multiple methods for instructing and assessing learners on materials they are exposed to, so that several learning styles, namely, visual, auditory, and linguistic can potentially be engaged.

Additionally, the various methods for connecting users have the potential to motivate individual learners and provide teachers with resources to supplement their classroom instruction and create collaboration among their students, even outside of the classroom. Lastly, providing users with several ways to personalize their learning enables them to have control of accomplishing their own goals. Although Memrise is an effective site in terms of memorizing the definitions of words, it is only partially useful as a language learning tool. This means that, although learners may know the definition of the word, they may not be able to recognize the possible ways that the word can function in a sentence. However, when words do appear in context, to successfully fulfill the task for that session, a user simply needs to memorize the phrase rather than understand how the target word truly functions to create meaning. Moreover, without the opportunity for learners to really practice using the words, it is possible they will not acquire productive knowledge of the target vocabulary considering that most second language acquisition research suggests interaction is a necessary component for learners to develop productive skills (see, e.g., Gass & Selinker, 2008; Long, 1996; Swain, 1985, 1995).

Taking the strengths and weaknesses of Memrise into consideration, it offers a wide range of repeated instances of vocabulary exposure in a manner that is engaging and competitive and can promote collaborative learning. Students can benefit from this site by learning the meanings of multiple words so that, as they are exposed to these words in other environments, they can begin to analyze the different ways the word functions to create meaning. Teachers can use this site as a supplement to classroom instruction by creating Memrise groups with their students. However,

once students are exposed to words through Memrise, it will be important to provide them with the target word in context and opportunities to use the word productively.

1.1.- The Cognitive Theory of Multimedia Learning

In multimedia learning the learner engages in three important cognitive processes. Their cognitive progress, selecting, is applied to incoming verbal information to yield a text base and is applied to incoming visual information to yield an image base. The second cognitive process, organizing, is applied to the word base to create a verbally based model of the to-be-explained system and is applied to the image base to create a visually based model of the to-be-explained system. Finally, the third process, integrating, occurs when the learner builds connections between corresponding events (or states or parts) in the verbally based model and the visually based model. Each principle of multimedia design is subject to further research. Baddeley's (1992) model of working memory, Sweller's (Chandler & Sweller, 1991; Sweller, Chandler, Tierney & Cooper, 1990) cognitive load theory, Wittrock's (1989) generative theory, and Mayer's (1996) SOI model of meaningful learning. According to the theory, the learner possesses a visual information processing system and a verbal information

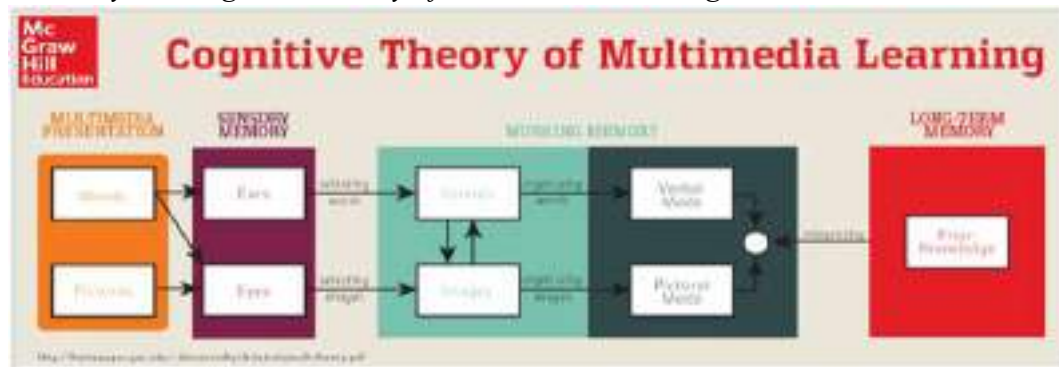
processing, such that auditory narration goes into the verbal system whereas animation goes into the visual system. In this process students can learn more deeply from words and pictures together and be able to interact and learn new skills from the app Memrise. When learning something new along with their explanation helps a novice understand and learn better. But there is a caution to multimedia learning: all uses of multimedia are not equally effective for the learner.

To understand how we can most effectively use multimedia instruction, we turn to an expert, Dr. Richard E. Mayer. Richard E. Mayer earned his Ph.D. in psychology in 1973 from the University of Michigan. He served as a professor of psychology at Indiana University from 1973 to 1975 and then moved to the University of California at Santa Barbara where he continues to serve as a professor of psychology. Mayer is best known for his work in educational psychology. His most significant works deal with problem solving and multimedia learning. With his work in multimedia learning, Mayer developed the Cognitive Theory of Multimedia

Learning to explain how multimedia learning works and how we can best use it. Once students have known how the brain processes information, they can incorporate multimedia learning in an effective way. Mayer reminded us that multimedia learning simply incorporates words and pictures, so it can be a chapter in a textbook that includes pictures or charts. It can also be online lessons that incorporate videos. Mayer's Cognitive Theory of Multimedia Learning tells us that the words and pictures that we choose for instruction are important and impactful. Choosing a cartoon animation that doesn't directly relate to the material can hinder a student's learning rather than helping them.

Figure 1

R.E. Mayer's Cognitive Theory of Multimedia Learning



Note: Elaborated by Jessica Hernández 2024

Once students have known how the brain processes information, they can incorporate multimedia learning in an effective way. Mayer reminded us that multimedia learning simply incorporates words and pictures, so it can be a chapter in a textbook that includes pictures or charts. It can also be online lessons that incorporate videos. Mayer's Cognitive Theory of Multimedia Learning tells us that the words and pictures that we choose for instruction are important and impactful. Choosing a cartoon animation that doesn't directly relate to the material can hinder a student's learning rather than helping them

1.2. The Communicative Approach

Recently as a new type of strategy for language learning appears "Memrise" in 2010. The main objective of gamification, as highlighted by Deterring et al. (2011) is to motivate and increase user activity and retentionl via Memrise. Learning is

thus meant to be fun. Kerr (2013) predicts a move away from traditional textbooks and towards interactive adaptive learning platforms with both an incorporation of more gamified elements and the use of big data and analytics to store content about users. Integrating the virtual platform Memrise as a teaching tool for English interaction in foreign language using the four skills with the students of first baccalaureate form the Unidad Educativa Ramon Barba Naranjo.

This is an academic study that goes with Memrise in which it was done to raise students and teachers' consciousness about the importance of integrating technology, which allows students to keep learning and improving out of their class time. The objective was to determine the effect of integrating the virtual platform Memrise as a teaching tool. The methodology used a quantitative approach that aims to better understand the results measurement, based on the information obtained from the pre-test, post-tests and Memrise's database. The main goal is that the effect of integrating the virtual platform Memrise as a teaching tool for English interaction using the four skills would be effective, even though this application won't be interesting or easy to use for some students. (González 2020)

The use of some platforms is now relevant and very useful for our students. It is currently relevant for learners who use the internet to learn and integrate it into education and in the process of teaching foreign languages. This is mainly due to the fact that many learning goals and objectives can be achieved when using the Internet as a means of teaching a foreign language. Nevertheless, the use of information technology is poorly linked to curriculum and syllabus so far. There is no uniform and coordinated strategy for its implementation into the educational process.

In this context, virtual platforms appear as important tools in the educational environment, mostly in the learning of a foreign language; these technological instruments provide access to the entire information of the world and complement the traditional education, in order to go beyond the requirements of survival. Thus, virtual platforms should be considered as a notable element that furnishes human language and social development. González (2015) mentioned that the achievement

of significant value of technology as an academic tool can be a determinant factor in classes.

Integration of ICTs into the process of teaching foreign languages is a growing trend. The purpose of the article is to identify specific features of the use of Information and Communication Technologies in teaching interaction using the four skills of a foreign language at the senior level of education using language-based platform Memrise as a representative example. To attain the set goals, the following research methods were used: theoretical study and synthesis of scientific and methodological literature as well as Internet resources related to the research topic; analysis of the content of the chosen ICTs used for teaching foreign languages and their educational orientation; comparison of the studied ICTs, pedagogical experiment (Herrero, 2020).

Figure 2

A Communicative Approach to Language Learning



Note: The communicative approach with Memrise focuses on developing oral communication skills through meaningful and authentic interactions and it emphasizes on speaking and listening skills.

1.2.1. An overview of This Approach to Language Learning.

The communicative approach with Memrise focuses on developing oral communication skills through meaningful and authentic interactions and it emphasizes on speaking and listening skills.

1.2.2. Oral Communication

It is one of the key principles of the Direct Method is that language learning should start with oral communication in which the students are encouraged to speak and listen from the very beginning, mimicking natural language acquisition processes. This approach recognizes that language is primarily a means of communication and aims to create an immersive environment where learners can practice using the target language in real-life situations. For example, instead of memorizing vocabulary lists or conjugating verbs in isolation, students engage in conversations, role-plays, and other interactive activities that require them to use the language actively.

1.3. Memrise in Educational Contexts

Memrise is an innovative application which promotes the importance of technology integration in the educational environment. (Sanchez, Cahuana 2022) It is focused on the four-skill learning process. (listening, reading, writing and speaking). The use of Memrise let students to improve English vocabulary. Considering that in “Unidad Educativa Ramón Barba Naranjo” there are 35 participants from the first bachelor applied a quantitative technological method that analyzed the data collected through a pre-test and post-test to measure students' vocabulary proficiency. In addition, the study involved an experimental methodology. The pre-test findings determined the lack of vocabulary on A1.2 level corresponding to the educational level and highlighted the students' self-learning along the process. (Sanchez, 2022)

The main findings reveal that the Memrise application improved vocabulary learning in the students through autonomous practice motivating them to use the app at least three times weekly to reinforce their vocabulary knowledge. (Sanchez, 2022). Furthermore, Memrise app is easy and joyful to use for the students because they can speak and learn English freely. They are motivated to speak, and they feel more confident practicing with this app.

1.3.1. Pedagogical Benefits of Memrise.

There are some benefits of Memrise that learners can appreciate. For example, using Memrise will allow students to feel more confident and study without fear. Also, it

is a great place to create flashcards, because Memrise gives learners unprecedented control over their learning, working well as an app for memorization and vocabulary drilling. There is not a lot of grammar explanations or practice with putting the language to use. However, students will be able to practice the new vocabulary until they have already learnt and so that students can pass to the other level of practicing. (Learn English: The World's Most Influential Language)

1.3.1.1 Vocabulary. The Memrise app uses a combination of flash cards, videos, sentence completion and spelling exercise to embed the language vocabulary. It uses a combination of revision from mistakes and AI to enforce the approach onto the learner. Memrise has also recently released an AI Membot based on Chat GPT which is very interesting (Justyna, 2023). Memrise is a great supplemental tool to learn vocabulary, easy to use in a conversation and some phrasal verbs. This platform has flash cards which mostly help with vocabulary, which is a good thing, the official content is kind of basic. It might teach the most important words. But it also has some language learning resources like listening, writing, reading and speaking activities. At the end of each section or unit learners will be able to interact using the skills and practicing with the app Memrise many vocabulary words and some expressions integrating the virtual platform Memrise as a student tool because it better interacts with the four skills of a Foreign Language.

1.3.1.2. Grammar. Using Memrise for learning grammar can be a bit unconventional since Memrise is primarily known as a vocabulary learning app. However, students can still integrate grammar learning into their Memrise study routine with a few creative approaches:

1.3.1.3. Create Custom Courses. Memrise allows students to create their own courses. They can create courses specifically focused on grammar points rather than just vocabulary. For example, create a course titled "Spanish Grammar Essentials" and add grammar rules, examples, and exercises as items within the course.

1.3.1.4. Use Mnemonics. Memrise is great for using mnemonics to remember vocabulary, and they can do the same for grammar concepts. Create memorable phrases or images that help them recall grammar rules or usage patterns.

1.3.1.5. Combining with Other Resources. While Memrise may not have extensive grammar explanations, students can use it alongside other resources that explain grammar in depth and using Memrise for practicing and reinforcing grammar points.

1.3.1.6. Use User-Created Courses. Memrise has a community where users create and share their own courses. Students might find courses created by others that focus on grammar for their target language. These can supplement their learning and provide additional practice.

1.3.1.7. Include Sentences. Instead of just learning individual words, include full sentences that demonstrate grammar usage. This way, they are not just memorizing isolated rules but seeing how grammar functions in context.

1.3.1.8. Review Regularly. Like with vocabulary, regular review is key. Make sure to revisit grammar points periodically to reinforce your understanding. While Memrise may not be as structured for grammar learning as some dedicated grammar apps or textbooks, it can still be a useful tool when used creatively and in combination with other resources.

Figure 3

Introducing Interaction to the learning process through Memrise



Note: Elaborated by Jessica Hernández 2024

Memrise lets learners learn through the L.I.C method. It is just to learn some vocabulary or phrases that will be used with other students in and out of the class. The important thing is to memorize the as many words or phrases as students can. It means that excitedly starts to learn a new language that will make fall in love with the vocabulary and even the grammar. Another point is to understand people when they are speaking, for example, they probably will watch Netflix shows in their native tongue and then they will have the opportunity to understand better what they are listening. Later they will have the opportunity to listen to the language for the first time and try to avoid panic and shyness. It's an exciting prospect, the thought is to practice these conversation skills in a safe space, without being put on the spot. Memrise has a technology with an AI language partner called MemBot, which embodies the final 'Communicate' step of the 'Learn-Immerse-Communicate' method that underpins everything Memrise does. With MemBot, students will be able to practice their language skills anytime, anywhere, on-demand through a series of exciting and varied conversations, games and 'missions' (Cooke, et al., 2022).

One of the main advantages of practicing conversation skills or interaction with MemBot is that it can personalize the learning experience to suit the individual needs of each student. It can even let students adjust the difficulty and content of the lessons accordingly. This allows for a more tailored and effective learning experience that can help students stay engaged and motivated. This learning approach is particularly ideal for language learners, because it gives them the opportunity to learn exclusively what they actually want and need to learn, which means they can get communicating sooner. With the ability to steer the conversation in whichever way they like, MemBot users can have varied and engaging conversations every time they log on.

1.4. English Interaction with Speaking and Practice

English is everywhere. It means if people learn English, they can communicate with more people than they can ever imagine. Approximately 1.34 billion people speak English in total. The numbers are staggering and makes English the most spoken second language in the world. It gives everyone incredible new opportunities in life.

And many more consider English is spoken by most people in all the world (Ed Cooke et al., 2010).

For that reason, it is important to learn English because if learners from A1.2 start to understand and speak English they will have many new opportunities and experiences in life, and it helps them to achieve their goals in English. With English, learners can live, study and work in another country and travel to different parts of the world without any problem of understand the language. Having the confidence to speak English is more important than having perfect pronunciation. Spoken English doesn't have to be immaculate to be understood (Cooke et al., 2010). So the purpose is helping learners create awesome conversations and experiences using English.

Research on the effectiveness of Memrise specifically, especially concerning its impact on language learning outcomes, is somewhat limited compared to more extensively studied methods like traditional classroom instruction or other language learning apps. However, there are some studies and insights that shed light on its use:

User Engagement and Motivation: Memrise has been noted for its engaging and gamified approach to language learning, which can enhance user motivation. The use of spaced repetition and mnemonic techniques also contributes to retention of vocabulary and phrases.

Vocabulary Acquisition: Several studies have examined vocabulary acquisition through spaced repetition systems (SRS) like Memrise. Research generally supports the effectiveness of SRS in helping learners retain vocabulary over time.

Grammar Learning: While Memrise is primarily focused on vocabulary, users can create courses that include grammar points. The effectiveness of Memrise for grammar learning specifically hasn't been extensively studied, but it can serve as a supplementary tool alongside more grammar-focused resources.

Comparison with Other Methods: Studies comparing Memrise with other language learning methods or apps have found that its effectiveness varies depending on individual learning styles and preferences. Some learners may benefit greatly from its format, while others might find it less effective than more structured approaches.

User-Generated Content: Memrise's community-driven content creation allows for a wide variety of courses in different languages and topics. This flexibility can cater to diverse learning needs and preferences, potentially enhancing its overall effectiveness for language learners.

Limitations: Critics have pointed out that Memrise's emphasis on rote memorization of vocabulary may not adequately address other aspects of language learning such as speaking and listening skills, which are crucial for communicative competence.

In summary, while there is evidence supporting the effectiveness of Memrise for vocabulary acquisition and its engaging nature for users, especially through spaced repetition and gamification, its impact on grammar learning and overall language proficiency is less well-documented. Technology can provide educational training and personal growth and development opportunities. The technology could help students to use many apps to learn in a different and fun way.

For instance, learners can use technology to watch movies in English. Here students need to learn new vocabulary and remember what they have learnt. Watching movies in English with subtitle in English then in Spanish may help learners to better understand or learn more about vocabulary. Because movies will show learners different ways in which language is really used than, say, a textbook. For that reason, Memrise makes it easier than ever to learn a new language with tech that quickly extracts useful words and phrases from real-life content including exciting movie trailers and show learners how this new learning approach works through teachers who can use Memrise with a series of lessons based on films.

Vocabulary expansion: The vocabulary expansion depends on the learner's maturity. It follows the phase during which the goal is reliable control of basic pronunciation and grammatical habits. It is the development of skills of comprehension and the build-up of vocabulary resources (Blackwell, 1973). In Memrise vocabulary expansion is an integral part of mastering a language. The more words the students learn, the better they are at understanding and explaining complex concepts. So, again practicing vocabulary through watching films, can let

students learn new vocabulary and common expressions in context, making it easier to remember the use of the words in the future.

Cultural understanding: Cultural understanding allows people from different cultural backgrounds to connect and learn from one another. Cultural understanding is the foundation of accurate and effective translation, ensuring that the intended meaning, cultural references, and context are faithfully conveyed so we can foster cross-cultural communication, preserve cultural identity, and promote a more inclusive and interconnected world (Elias, 2023) This part of the cultural understanding is also very important for students to know. Some videos and some films offer a window into the culture, history, and customs of a foreign country, allowing them to gain a deeper understanding of people and their languages.

Fun and enjoyment: Fun and enjoyment are often discussed in relation to the learning of children Learners identified several elements that are part of their experience of fun and enjoyment: the activities they undertake, the process established by the teachers, interacting with others, humor, achievement, their emotions and well-being and personal benefits. A different approach to the design of learning experiences and methods that incorporates greater use of fun may mean that more learners are encouraged and motivated to participate in learning with enthusiasm for the journey and optimism for the outcomes (Lucardie, 2014). The use of Memrise with some videos or sitcoms are an enjoyable and entertaining way to learn a new language, especially if learners are already an English fan. They will learn without even realizing, making it easier to stay motivated and engaged in the learning process (Memrise, 2023). Overall, using Memrise with videos and some other activities that it can offers to learners as a tool for language learning can provide an effective and engaging way to improve your language skills and expand your cultural horizons.

Pronunciation: Only on the phone app version, you can test your pronunciation by speaking into the phone and they will analyze the word or phrase you said correctly. This can be a useful tool to simply force you to say something as very often this is overlooked (Justyna, 2023). Here the students can work with task activities on Memrise that focus on pronunciation, for example, images. Memrise already

incorporates some pictures or images into its learning platform. They are connections learners make in order to remember something. Learners can work easily because the brain remembers things much more effectively when learners bring attention to them and connect them with images and existing knowledge (Cooke et al., 2023). In this part learners may practice pronunciation through listening to some words and analyzing how the word is pronounced and see if the word or any parts of the word sound similar to words they know in their native language. Maybe learners can start creating associations by linking these sounds to words they already know. So Memrise can easily create an image from this word in order to let them practice the word by watching the image and associating with the word.

2. Listening skills

Improvement and understanding spoken English using Memrise as practice. It will help students practice their listening skills. With the help of this app, they will practice some listening activities to improve their vocabulary, listening and speaking. For example, they will type the correct word that they hear in audio activities or select the right pronunciation in multiple-choice tests.

Learn new words of popular songs in the language that students are learning with these new lyrics-based lessons let students immerse themselves in the music and watch your language progress go. Immersing yourself in the language through music is a great way to learn it quickly and have fun doing it! Memrise will guide students to stimulate their memory through music. Grow their vocabulary quickly. Understand the language in different contexts, beyond the music and then they will be able to use what they have learned in real-life conversations and situations. Because also we can use some kind of songs to stimulate parts of the brain, and studies have demonstrated that music enhances the memory of Alzheimer's and dementia patients, including a study conducted at UC Irvine, which showed that scores on memory tests of Alzheimer's patients improved when they listened to classical music (Lucas, 2012).

In other words, Memrise is designed for an easy learning experience where students can use it at anytime and anywhere. Learners can use this app and go on in their

progress because it automatically saves your progress, so you won't lose anything. It gives students an extra boost of motivation to keep learning. It works both as an iPhone and android application to learn languages. This app offline mode lets students download all the content on their phone so they can learn a language without needing WIFI or mobile data. Memrise immerses learners in authentic language. Whatever language students want to learn, will be helped by Memrise. Memrise also lets learners immerse themselves in language without booking an expensive plane ticket. Learning a language by listening to hours of videos and audio of real native speakers teaching students. Furthermore, it allows students to learn super useful vocabulary and phrases that they will genuinely use in real life. On important thing of using Memrise is that students will feel motivated to learn from this house.

2.1. Membot

Learners want to use this to learn, immerse, interact and communicate with students from other countries where the English is spoken and the MemBot which is part of Memrise offers zero judgement towards any mistakes students make. Actually, they are encouraged. It provides grammar corrections and suggested responses if students get stuck and they can practice communicating in real life situations. However, like native speakers, MemBot may make mistakes or say something inappropriate. In these instances, please do report the messages so our internal team can train MemBot and ensure the same mistake isn't repeated twice (Cooke et al., 2022).

Figure 4.

Membot to practice speaking

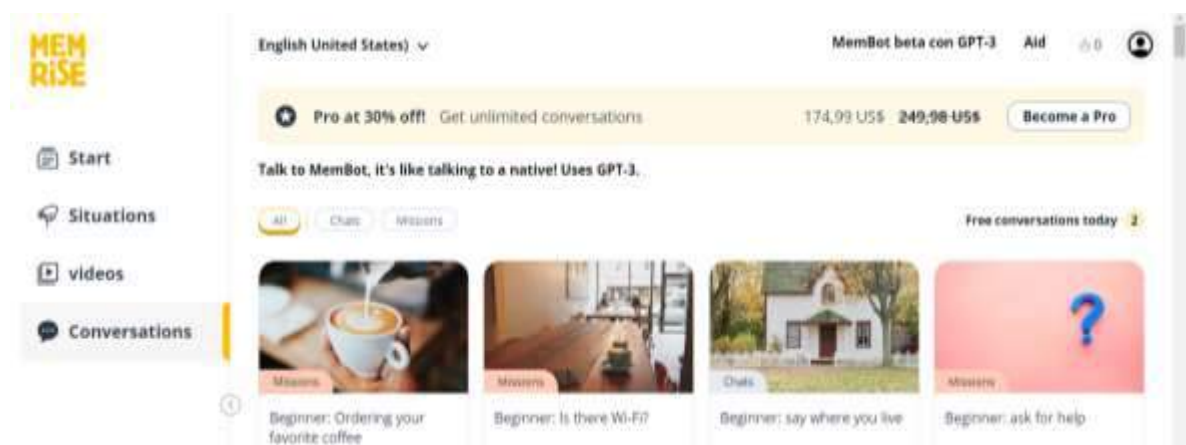


Note: This figure represents the interaction between the learner and Membot to practice speaking skills.

I consider that the best way to learn English without going to the native country is learning with the help of Memrise which lets students have conversations with students from other countries and also with the same who are by side. So MemBot can help students to build up the confidence to speak in the foreign language. Students can find MemBot in Memrise once they have entered the application. To get chatting they just have to click on the tab, ensure the correct language combination is selected, and pick a chat, game or mission. If it is the first-time meeting MemBot, picking 'Introduction to MemBot' can go first, to get a feel for how everything works. Once selected a conversation to have, all that is left to do is to get typing. With this source student will have the opportunity to ask for a hint, a translation or even suggested responses to keep you on the right track to practice conversations in the foreign language. Students have to know that it is not an exam, it is just MemBot as a friendly, encouraging language partner who just happens to be a robot.

Figure 5.

MemBot beta with GPT-3



Note: Taken from the Memrise website

One of the main advantages of practicing conversation skills with MemBot is that it can personalize the learning experience to suit the individual needs of each student. It can even analyze a student's performance and adjust the difficulty and content of the lessons accordingly. This allows for a more tailored and effective learning experience that can help students stay engaged and motivated. A curated learning approach is particularly ideal for language learners, because it gives them

the opportunity to learn exclusively what they actually want and need to learn, which means they can get communicating sooner. With the ability to steer the conversation in whichever way they like, MemBot users can have varied and engaging conversations every time they log on (Cooke et al., 2022).

2.2. Language Learning Game with Memrise

Language learning is all about memory with memorizing new sounds and new words. Memory hacking is a cornerstone of this language learning app. This principle is simpler than it sounds. It's fairly hard to remember a bunch of unconnected numbers, words, names and so on. But the stronger the mental image associated with a word or a group of words, the better learners remember them. This app helps students to remember new words which are more accessible for everyday use. It cannot learn a great deal without going over the same words again and again. Repetition is the main. That's why Memrise, helps students to study and review hard words through games. Creating a language learning game using Memrise can be a fun and effective way to engage learners while leveraging the app's features.

Students can decide on a theme or storyline that will guide the game. For example, learners could be on a journey through a virtual city where they encounter different language challenges. Structure the game into levels that correspond to different difficulty levels or topics for example, beginner, intermediate, advanced or topics like greetings, food, travel. Each level should have a clear learning objective, such as mastering specific vocabulary or grammar points. Encouraging regular review sessions as part of the game mechanics, where learners earn points or progress by revisiting previously learned material. Utilize Memrise's gamification features, such as streaks (consecutive days of practice), leaderboards, and point systems.

Design challenges that require learners to complete a set number of learning sessions or achieve a certain score to progress. Design quizzes with multiple-choice questions, fill-in-the-blank exercises, or audio-based listening tests using Memrise's tools. Integrate these quizzes into the game as checkpoints or challenges that learners must complete to advance.

Create interactive scenarios in which learners practice language skills in context. Use Memrise to include dialogue practice and role-playing exercises within these

scenarios. Provide immediate feedback on quiz results and track learners' progress throughout the game. Use Memrise's progress tracking features to show learners how they are improving over time and where they need to focus more.

Encourage learners to compete or collaborate with others in language learning challenges within Memrise's community. Encourage learners to contribute to the game by creating their own Memrise courses or sharing tips and strategies for mastering specific language skills. With Memrise learners can engage in exercises for class vocabulary review. For example, using the platform learners can practice vocabulary with some flashcards that Memrise offers to students to learn in a better and fun way.

According to Hutabarat (2019), it can draw students' interest and encourage them to participate in the teaching and learning process. Second, students can learn how to work and collaborate as a group, as well as how to appreciate one another. Third, the main goal of using Memrise with games is to look for the effectiveness using of English vocabulary mastery. The pre-experimental design is regarded as a good experiment. Also, beside the website is a small flower that grows in stages as learner's progress. Another area of interest, that learners can share with friends, is the Groups area of the site. According to Memrise, a group is helpful because the members can compete against each other for the first place on the leaderboards and can view the weekly, monthly, and all-time high scores (Fisher, 2023)

Figure 6.

Memrise Language Learning Website Review Learn a new language for free



Note: Memrise is a free language learning website. It uses its community of users to teach and improve language learning for everyone involved.

CHAPTER II METHODOLOGY

This chapter comprises the methodology of this study. In this section, the research approach is explained, the methods, and the variables considered for this project. The instruments to measure these variables are detailed to collect data, analyse it, and reveal the initial outcomes of this study from students of First Bachillerato of Unidad Educativa Ramón Barba Naranjo.

1. Research Approach

This approach has allowed the researcher to obtain previous literature data and statistics on the effectiveness of the research and the application of communicative instruction. The qualitative approach will be used to understand better the communicative learning approach based on previous studies that have proved its efficiency during the last decades. The quantitative approach will be used to measure students' progress during the research application to obtain the right statistics for the implementation program.

This process seeks to analyze the numerical variables that will lead to the result of a pretest, a survey, an interview, and a posttest applied to the 35 participants of this research. The activities were focused on short introductions to activate prior knowledge and vocabulary building and also it was focused on speaking activities like short presentations to create a conversation using connectors. Students worked mainly through games, speaking, spelling practice, describing situations and personal information, activating prior knowledge, comparing, problem-solving, and critical thinking.

Quantitative data was collected with a pretest, posttest and a survey. The pretest was designed and applied to know the level of speaking proficiency that first bachelor students had before the application of the Task-Based Speaking Approach. Speaking vocabulary is very important now of implementing the application with the use of Memrise in which people use more words than in other skills, the reason being the level of comfort in usage. The posttest was applied to recognize the improvement that students had after working on tasks to improve their speaking fluency. The survey was designed to identify the level of consciousness that students developed during the process. PPP is based upon the idea that you can present language in small blocks, adding from one lesson to the next. However,

research shows us that we cannot predict or guarantee what the students will learn and that ultimately a wide exposure to language is the best way of ensuring that students will acquire it effectively (Alqahtani, 2015).

1.1. Research Methods

Memrise used several effective research methods to facilitate language learning, primarily focusing on repetition and interactive practice. It let used vocabulary based on how well users remember them. Words that are frequently forgotten were presented more often, while those that were easily recalled appear less frequently. This method was supported by many studies demonstrating its effectiveness in enhancing long-term retention of vocabulary. Memrise also emphasized on learning through pictures, where learners associate new words with memorable images or concepts, making them easier to remember. This technique was grounded in the idea that stronger mental connections improve memory retention (Cristiano & Bagley, 2024).

The platform incorporated interactive elements, including practice speaking sessions with an AI Chabot named membot, which simulated conversations to improve speaking skills. Overall, Memrise integrated these methods into a user-friendly interface designed to make language learning engaging and effective while encouraging consistent practice and review (Dhanasekaran, 2020).

1.2. Matrix Operationalization.

The independent variable is defined as an attribute or characteristic that influences the outcome of a study. It is learnt via Memrise which engages students to interact with gamified content to learn English. Learners may use Memrise daily as part of their homework routine through it challenges. Teachers can also use some digital didactic resources of gamification features which are used as a tool or method for language acquisition which in this case could include aspects such as vocabulary, pronunciation skills. Its effectiveness is measured through the dependent variable, which is related to language proficiency, demonstrating its role as a significant factor in enhancing learning outcomes for students.

Table 1.*Independent variable: Learning through Memrise*

<i>VARIABLES</i>	<i>CONCEPTUAL DEFINITION</i>	<i>DIMENSIONS INDICATORS</i>	<i>INDICATORS</i>	<i>SCALES</i>
<i>INDEPENDENT VARIABLE:</i> <i>Learning through Memrise</i>	Learning via Memrise is an approach to language learning where learners are given interactive tasks to complete. In order to do this, they need to communicate with others on the platform. Once they finish, they can provide meaningful communication and an opportunity to acquire language through Memrise.	Engagement Frequency of Use Collaboration Gamification Elements	<p>1. Students interact with gamified content on Memrise to learn English.</p> <p>2. The teacher assigns specific Memrise courses relevant to the A1.2 syllabus.</p> <p>3. Learners use Memrise daily as part of their homework routine.</p> <p>4. The frequency of Memrise session completions is tracked for each student.</p> <p>5. Students collaborate through Memrise leaderboards and challenges.</p> <p>6. Peer-to-peer encouragement to complete Memrise courses.</p> <p>7. Gamification features of Memrise (points, badges, etc.) are used to motivate students.</p> <p>8. Custom Memrise courses are created with some extra activities in class.</p>	

Note: Elaborated by Jessica Hernández (2024)

The dependent variable is English vocabulary recall in A1.2, here students remember new vocabulary from digital teaching resources used to improve vocabulary and pronunciation of words learned in Memrise (Fadhilah Santri, 2020). The grammatical structures practiced in Memrise are also used correctly in classwork. Listening skills are also part of the learning process practiced with Memrise. These all represent the effects or outcomes that researchers observe and measure to determine how they are influenced by the independent variable, in this case, Memrise.

In summary, the dependent variable associated with learning through Memrise primarily focuses on vocabulary mastery, listening and speaking skills, language confidence, and learner engagement. These results are very important to evaluate the effectiveness of Memrise as a language learning tool using digital teaching resources, which will let us know if students are learning effective and productively.

Table 2.*Depend variable. English A1.2*

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS INDICATORS	INDICATORS	SCALES
DEPENDENT VARIABLE: English A1.2	Learning English through Memrise involves practice, interaction, and vocabulary and it is the natural process which people and especially children become able to understand and speak a language without having lessons or learning rules. Memrise is especially helpful for its conversational approach to learning languages, as well as its ability to tailor lessons to speakers of a variety of native languages.	Vocabulary Remember	1. Learners recall new vocabulary from Memrise sessions.	ALWAYS
			2. The teacher observes an increase in vocabulary usage during class.	USUALLY
		Pronunciation	3. Pronunciation of words learned on Memrise improves.	SOMETIMES
			4. Tasks on Memrise that focus on pronunciation show completion with high scores.	OFTEN RARELY
		Grammar Comprehension	5. Grammatical structures practiced on Memrise are used correctly in classwork.	HARDLY EVER
			6. Error rates in grammar decrease in writing and speaking activities.	NEVER
		Listening Skills	7. Improvement in understanding spoken English as practiced with Memrise.	
			8. Listening activities with Memrise to better comprehension during audio tasks	

Note: Elaborated by Jessica Hernández (2024)

1.3. Instruments

Research design and instruments used in studies involving Memrise, typically focus on evaluating its effectiveness in teaching vocabulary and enhancing student interaction. For instance, in a study conducted with first-baccalaureate students, it is used Memrise to compare the effectiveness of the application on speaking practice and interaction through pre-tests and post-tests.

These tests involve a pre-test before using Memrise to assess initial vocabulary knowledge and speaking interaction followed by a post-test after the intervention to measure improvement. This method helps in quantifying the impact of Memrise on learning outcomes. So, it could be better to incorporate qualitative methods alongside quantitative measures. This includes interviews and questionnaires that gather student feedback on their experiences with Memrise, providing information into user engagement and motivation (Jeannie, 2023).

Besides, these tests are so important for measuring the effectiveness of Memrise in enhancing vocabulary and speaking skills. Moreover, surveys are used to collect data on students' attitudes, perceptions, and experiences with the Memrise app. This feedback can inform teachers about the app's usability and its motivational aspects. Finally, open-ended interviews can be conducted to get qualitative data on student experiences, challenges faced while using the app, and suggestions for improvement.

This method helps in understanding the context of learning and the effectiveness of the application in real classroom settings. In summary, studies on Memrise's effectiveness in language learning typically employ pre-tests and post-tests, supplemented by qualitative instruments like questionnaires and interviews to provide a comprehensive view of its impact on vocabulary acquisition and speaking interaction.

1.3.1. Student survey

The student survey is a self-report questionnaire designed to assess students' perceptions of their speaking skills and experiences with Memrise interaction. The survey includes questions related to students' confidence in speaking English, the

straits they found when speaking, their engagement in English conversations outside the classroom, their perception of speaking skill improvement over time, and the benefits they associate with interaction. The survey has a scale of 10 response options, ranging from "Never" to "Always"

1.3.2. Pre-Test

The pre-test has four skills which were assessing the level of English. The test is about a series of questions that encourage students to introduce themselves, describe their daily routines, discuss their favorite hobbies, and share their thoughts on books, movies, or TV shows. The test allows teachers to measure students' level of proficiency before the interaction of Memrise.

1.3.3. Post-Test Assessments

The post-test assessments are performance-based tasks conducted in a classroom environment. Both assessments go around the topic of students' favorite hobbies or activities. During the pre-test, students describe their favorite hobbies, while in the post-test they engage in more detailed and complex conversations about their hobbies. The pre and post-test assessments focus on students' ability to use appropriate vocabulary, sentence structures, and fluency in their speaking. These assessments aim to measure the progress made by students in their four skills after the interaction of some activities using the app Memrise to practice in class.

2. Validation of Instruments

Expert opinions are used to rigorously validate the concept as well as the operational matrices of the variables. Their suggestions and thoughts will help to improve and validate the proposal's soundness and educational efficacy.

(See annex N° 7)

2.1. Population, Sample and Sampling

In my group work there are around 35 students in 1st baccalaureate from Unidad Educativa Ramón Barba Naranjo located in the city of Latacunga, Ecuador. The sample is the representative part of a population where its elements share common or similar characteristics. The sampling applied to this research is purposive or intentional (Davies, 2022). This non-probabilistic sampling was selected by

following certain criteria, for instance, the proficiency level, age, and parent consent.

Table 3

Population, Sample and Percentage

<i>Population / Participants</i>	<i>Sample Population</i>	<i>Percentage</i>
Women	7	20%
Men	28	80%
Total	35	100%

Note: Elaborated by Jessica Hernandez (2024)

2.2. Data Analysis and Ethical Considerations

It was conducted a statistical analysis of a survey or questionnaire related to Memrise, following a structured approach that encompasses data collection, analysis, interpretation, and ethical considerations. First, a data collection creating a questionnaire that included both qualitative and quantitative questions aimed at understanding users' experiences with Memrise. Questions covered aspects such as: learner's satisfaction, effectiveness in vocabulary acquisition, frequency of use and comparison with other language learning tools. Second, to gather learners for the study, it was considered a group of students who actively used Memrise.

Then as my learners are minors (under 18), the consent from their parents was necessary for the application. This was possible through a consent form that outlined the purpose of the study, what participation entailed, and how their data was used. After that the Institutional Approval was necessary and relevant (e.g., ethics committee or institutional review board). It was provided a research proposal detailing the study's aims, methodology, and participant rights.

A data collection method was used with a survey online using Google Forms to facilitate easy access and data management. Once data was collected, appropriate statistical methods for analysis applied. For instance, descriptive Statistics in which it summarized data using means, medians, modes, and standard deviations to understand general trends. Inferential Statistics in which some techniques such as t-tests were used to compare groups (e.g., different age groups or levels of

experience with Memrise). And finally, a qualitative analysis for open-ended responses, like employing coding techniques to identify common themes and sentiments. Talking about contextualizing findings it interpreted the results in relation to existing literature on language learning and the effectiveness of tools like Memrise. It discussed how findings align with or differ from previous studies.

And finally, a reporting results was given in which it was contained an executive summary, a methodology section, results with visual aids (charts/graphs) and discussion and implications for language learning practices to minimize selection bias, it was used random sampling techniques. This ensured that every individual within the target population had an equal chance of being selected. The data handling was transparent about data manipulation processes and all report findings honestly, including those which could contradict initial expectations. At the end it was possible to effectively conduct a statistical analysis of a survey related to Memrise while ensured ethical standards and minimized bias throughout the research process.

2.3. Finding Initial Diagnose

Instruments included multiple-choice tests and assessments to assess speaking and vocabulary skills. Typically, data analysis was performed to determine the significance of the results, so, it means that Memrise app is effectively useful to evaluate its impact on language learning, demonstrating its potential as a valuable educational tool. Memrise is a language learning platform that uses various techniques to help users acquire new languages and skills.

Table 4

Students' survey – item 1

	<i>Description</i>	<i>Nº</i>	<i>Percentage</i>
	I worked on tasks with adapted content to my cultural background that helped to develop writing fluency.		
1	Never	0	0%
2	Sometimes	25	71.4%
3	Most of the time	4	11.4%
4	Always	6	17.2%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)

Analysis of the results

According to the results, 71.4% of the students stated that they sometimes worked with tasks adapted to content and cultural background that helped to develop speaking fluency. This means that their perception of this component was not good.

Table 5

Students' survey – item 2

	<i>Description</i>	<i>N°</i>	<i>Percentage</i>
	I receive some examples that are adapted to real-life situations that are accurate to develop speaking fluency.		
1	Never	2	5.7%
2	Sometimes	7	20%
3	Most of the time	14	40%
4	Always	12	34.3%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)

Analysis of the results

According to the answers provided by students, 34.3% of them stated that they always received tasks adapted to real-life situations to achieve writing fluency, and 40% of them assured that these activities were done most of the time. This means that they had a good perception of this component.

Table 6

Students' survey – item 3

	<i>Description</i>	<i>N°</i>	<i>Percentage</i>
	I received multidisciplinary activities involving content that allowed me to achieve fluency in speaking.		
1	Never	0	0%
2	Sometimes	4	11.4%
3	Most of the time	13	37.2%
4	Always	18	51.4%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)

Analysis of the results

According to the results, 51.4% of the students answered that they always received multidisciplinary activities that allowed them to develop writing fluency, and

37.2% stated that they worked with these types of activities most of the time. This means that they had a good perception of this component.

Table 7

Students' survey – item 4

	<i>Description</i>	<i>N°</i>	<i>Percentage</i>
I was engaged in problem-solving tasks to achieve speaking fluency.			
1	Never	3	8.6%
2	Sometimes	12	34.3%
3	Most of the time	6	17.1%
4	Always	14	40%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)

Analysis of the results

Concerning learners' engagement, 40% of students reported that they “always” engaged in problem-solving activities that helped them to achieve speaking fluency, while 17.1% answered that they engaged with these activities most of the time. This result proved that they had a good perception of this component.

Table 8

Students' survey – item 5

	<i>Description</i>	<i>N°</i>	<i>Percentage</i>
I communicated real messages using my personal experiences which helped me in speaking fluency			
1	Never	3	8.6%
2	Sometimes	9	25.7%
3	Most of the time	10	28.6%
4	Always	13	37.1%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)

Analysis of the results

Regarding the use of communicative language to attain real messages, 37.1% of students answered that they always worked on activities to communicate real messages to achieve writing fluency, and 28.6% of the group stated that they worked on these activities most of the time. This means that learners had a good perception of this component.

Table 9*Students' survey – item 6*

	<i>Description</i>	<i>N°</i>	<i>Percentage</i>
I practiced the target language through active interaction in the classroom to achieve speaking fluency			
1	Never	2	5.7%
2	Sometimes	8	22.9%
3	Most of the time	4	11.4%
4	Always	21	60%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)**Analysis of the results**

Regarding the use of communicative language to practice interaction in the classroom, 60% of students assured that they always worked with these tasks to enhance writing fluency, and 11.4% of them stated that they worked with communicative language tasks most of the time. This result means that students had a good perception of this component.

Table 10*Students' survey – item 7*

	<i>Description</i>	<i>N°</i>	<i>Percentage</i>
I did autonomous learning by applying self-assessment interaction in peers to develop speaking fluency			
1	Never	3	8.6%
2	Sometimes	10	28.6%
3	Most of the time	12	34.2%
4	Always	10	28.6%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)**Analysis of the results**

According to the results obtained, 28.6% of students answered that they always did autonomous learning by applying self-assessment tasks to develop speaking fluency, while 34.2% assured that they worked with these kinds of activities most of the time. This means that they had a good perception of this component.

Table 11*Students' survey – item 8*

	<i>Description</i>	<i>N^o</i>	<i>Percentage</i>
	I learned with my classmates through peer feedback, allowing me to develop speaking fluency		
1	Never	4	11.4%
2	Sometimes	6	17.1%
3	Most of the time	10	28.6%
4	Always	15	42.9%
Total		35	100%

Note: Elaborated by Jessica Hernandez (2024)**Analysis of the results**

According to the data obtained, 42.9% of students answered that they always applied peer feedback during the classes, while 28.6% of them assured that they worked with peer feedback most of the time. This means that they had a good perception of this component. Now, to answer the second research question, students showed positive perceptions of the task-based learning approach.

According to the results, good perceptions were obtained by 90%. The statements that students answered always and most of the time were 9 out of 10. The negative perceptions obtained 10%. That is because Memrise is effective for students because they are able to improve in vocabulary acquisition and retention through its gamified approach and spaced repetition techniques. Quantitative data from various studies indicated significant improvements in students' vocabulary scores after using Memrise. Overall Memrise's positive impact on language education provide an engaging and interactive platform for learners.

CHAPTER III

1.- Presentation and Validation of the Proposal

This proposal outlines the presentation and validation of digital didactic resources based on Memrise as a valuable educational resource. The validation of this proposal was done through two ways: the expert validation and the validation of the experience during the implementation stage. The expert validation was performed when the instruments for data collection were created. Experts in language acquisition, pedagogy, and educational technology evaluated the didactic materials to ensure their effectiveness and alignment with language learning theories. Their feedback provided essential recommendations to refine the resources, ensuring their pedagogical soundness.

The second stage of validation involved the revision and monitoring of the implementation process. This stage included a continuous feedback loop, where student engagement, comprehension, and performance were assessed. Based on this, modifications were made to enhance the usability and effectiveness of Memrise-based resources.

This implementation allowed the researcher to get feedback on the resources used through Memrise. The tool was adjusted after the initial implementation because it can be effectively integrated into learning process to improve vocabulary acquisition. It allows students to interact with students from other countries. It also offers different question like reordering, multiple choice, and fill-in-the-blank exercises. There are can some activities that include multimedia elements like images, videos, or audio clips to enhance engagement. For instance, matching games, quizzes for comprehensive practice and of course it includes immediate feedback mechanisms using visual cues and sound effects.

Memrise proved to be an effective tool for vocabulary acquisition as it enables students to interact with peers from other countries, promoting cross-cultural communication. It offers various exercises such as reordering, multiple-choice questions, and fill-in-the-blank activities. Additionally, it incorporates multimedia elements like images, videos, and audio clips to enhance engagement. Features such

as matching games, quizzes, and immediate feedback mechanisms using visual and auditory cues further improve the learning experience.

The proposal of this tool is to encourage students to reflect on their learning through integration strategies like classroom activities either as homework assignments or supplementary exercises during lessons. It is also necessary to make assessments using pre-tests/post-tests format to measure effectiveness in improving vocabulary among students.

By using these components of Memrise, teachers can create engaging digital didactic resources that support effective language acquisition while encourage an enjoyable learning environment for students. The reflection and remodeling of the resources were part of the validation of the experience of what was first presented to the participants of this study. The proposal to use Memrise for enhancing English language learning is supported by research and practical considerations. It offers a flexible, engaging, and effective way to improve language skills, particularly vocabulary and listening comprehension. By integrating Memrise into educational settings, educators can enhance student outcomes and motivation in language learning. The resources presented below were considered for the designing of this proposal:

1.1. Gamification:

Memrise incorporates game-like elements to make language learning more engaging, interactive, and effective. Gamification improves motivation by integrating competition, rewards, and challenges, making the learning process an enjoyable activity. By including this aspect of gamification in the design of digital didactic resources, learners are encouraged to actively participate and stay committed to their studies.

One key feature of Memrise's gamified approach is the use of memes and visual mnemonics, which help students to associate vocabulary with pictures, humour, and context. This technique improves memory retention by practicing and interacting between classroom partners and practice some words and their meanings. Learners can create and revise their own memes related to vocabulary, improving creativity

while reinforcing learning.

Another gamified element is streaks and progress tracking, where learners earn points, badges, and rankings based on their progress and achievements. This learning environment encourages students to return to the app regularly to maintain their streaks and improve their scores. The leader boards allow them to compare their progress with peers, adding a social and motivational aspect to the experience. Incorporating multimedia elements with Memrise courses enhances comprehension by providing multiple ways for students to interact with language content. The use of gamification has been widely recognized as an effective educational strategy, as it increases motivation and promotes retention (Deteridng et al. 2011). These resources can be effectively integrated into Memrise courses to create engaging and effective English language learning experiences.

Figure 7

Implementing an effective gamification strategy.



Note: How to Build a Gamification Strategy – An Expert View

Implementing an effective gamification strategy is a powerful way to improve knowledge retention. It involves the use of unique gaming techniques and elements to increase the learner's participation and stimulate their interest. Gamification is also proven to be useful in increasing collaboration between learners, when applicable, and enhance their cognitive abilities. In fact, the rising inclusion of gamification is a top reason for the learning process. (Chopade, 2023)

Memrise also employs adaptive learning algorithms that adjust difficulty levels based on a student's performance. It means that if a student is overcoming with certain words, the platform increases their exposure to those terms while reducing repetition for already vocabulary. This approach ensures efficient learning and maintain engagement with the students. Including review challenges, listening tests, and pronunciation games to reinforce different language skills. This interactive strategy makes learning more dynamic and prevents monotony. The use of rewards, unlockable achievements, and fun animations further improve motivation to the students by providing positive reinforcement and integrating social learning features, allowing them to interact with others, join study groups, and participate in language-related competitions. This collaborative aspect enhances engagement by making the learning journey feel like a shared experience. By using gamification, Memrise successfully transforms traditional language learning into an immersive, enjoyable, and highly effective process (Abarghoui, 2025).

1.2. *Learner-Generated Content:* The content designed comprise learner-centred tasks that, through the platform, learners can create their own courses and "memes," which are mnemonic aids designed to help remember vocabulary. Memrise uses a spaced repetition algorithm to expose you to these words at critical intervals. This ensures the words transfer from your short-term memory to your long-term memory. (Cristiano et Bagley, 2021).

1.3. *Spaced Repetition:* The use of the digital didactic resources promotes space repetition once using repetition techniques through Memrise optimizes the timing of reviews for previously learned material, encouraging learners to learn more every day. This method involves reviewing information at progressively increasing intervals, which optimises its transfer from short-term to long-term memory. Think of it like a workout programme for your brain. (Cloke, 2024).

1.4. *Native Speaker Videos*

Memrise includes thousands of native speaker videos to help learners recognize words in real-life contexts through the use of videos into courses to improve listening comprehension and pronunciation skills. These videos help students

recognize words and phrases in natural settings, improving both listening comprehension and pronunciation. Additionally, teachers can encourage students to develop their own mnemonics to reinforce grammar and vocabulary retention. Furthermore, teachers can use mnemonic techniques to create memorable learning aids and so that teachers can encourage students to create their own mnemonics to help remember vocabulary and grammar rules.

2.- Theoretical Foundations Supporting the Proposal.

This proposal relies on theoretical foundations, including cognitive load theory (CLT) and Mayer's Cognitive Theory of Multimedia Learning. These theories emphasize the importance of breaking down information into manageable chunks and using multimedia elements to support different learning styles. This theory details that a learning is most effective when we use digital didactic resources. These digital didactic resources based on Memrise work with vocabulary into manageable chunks, allowing learners to focus on a limited number of words at a time. This approach enhances retention, as learners can concentrate on mastering each word before moving on to the next. The use of multimedia elements, such as videos and audio pronunciations from native speakers, further supports CLT by providing different learning styles, thus facilitating deeper processing of information (Dwi Aprizal, 2024).

2.1 Theoretical Foundations:

To understand how we can most effectively use multimedia instruction, we turn to an expert, Dr. Richard E. Mayer. Richard E. Mayer earned his Ph.D. in psychology in 1973 from the University of Michigan. He served as a professor of psychology at Indiana University from 1973 to 1975 and then moved to the University of California at Santa Barbara where he continues to serve as a professor of psychology. Mayer is best known for his work in educational psychology. His most significant works deal with problem solving and multimedia learning. With his work in multimedia learning, Mayer developed the Cognitive Theory of Multimedia Learning to explain how multimedia learning works and how we can best use it.

Once students have known how the brain processes information, they can incorporate multimedia learning in an effective way.

Mayer reminded us that multimedia learning simply incorporates words and pictures, so it can be a chapter in a textbook that includes pictures or charts. It can also be online lessons that incorporate videos. Mayer's Cognitive Theory of Multimedia Learning tells us that the words and pictures that we choose for instruction are important and impactful. Choosing a cartoon animation that doesn't directly relate to the material can hinder a student's learning rather than helping them.

The theoretical foundations supporting the use of Memrise in education are based on established cognitive theories. Involving the students through gamification to use some strategies like spaced repetition to improve vocabulary retention and some interaction activities to reinforce challenges effectively. The incorporation of game-like elements into educational contexts can increase motivation and engagement. Memrise uses gamification by providing feedback, for correct answers, that encourage students to engage more in English with their partners and friends from other countries (Dwi Aprizal, 2024).

2.2 Technological foundation

Memrise uses many technological foundations to enhance the educational experience. Richard Mayer's cognitive theory provides information for understanding how technology can enhance learning. For instance, learning is more effective when words and pictures are used together rather than words alone. This tool incorporates videos of native speakers, allowing learners to see and hear language in context. Also it provides content through its flashcards using visual cues and gamification elements, to motivate learners.

Memrise integrates various digital didactic resources that enhance its educational offerings. This tool allows the students to create and share their own courses, encouraging a collaborative learning environment. This supports diverse learning needs and encourages engagement. The technological foundation integrates digital didactic resources like user-generated content, AI interactions, and immersive

videos, creating a dynamic language learning environment.

2.3 Linguistic foundation

Memrise effectively utilizes linguistic foundations such as the lexical approach, spaced repetition, and mnemonic techniques to enhance exposure to the English language. Providing learners with ample opportunities to engage with English meaningfully. This platform offers a wide range of vocabulary, grammar, and pronunciation allowing the students to engage with English freely in classroom. A study focused on English found that students using Memrise demonstrated improved vocabulary retention compared to those relying solely on traditional methods. The integration of spaced repetition and mnemonic techniques was particularly beneficial in reinforcing learning outcomes (Luczak, 2017).

3. Validation Process and Data Collection

To assess the effectiveness of Memrise as a digital didactic resource for language learning, a comprehensive evaluation was conducted using multiple assessment methods. These assessments aimed to measure vocabulary acquisition, engagement levels, student satisfaction, and the overall impact of Memrise on language proficiency.

3.1. Pre-Tests and Post-Tests

A pre-tests and post-tests were used to assess students' vocabulary acquisition before and after using Memrise. These tests assessed learners' ability to recognize, recall, and use vocabulary in context. The results indicated significant improvement in retention and comprehension, demonstrating the platform's effectiveness in reinforcing long-term memory through spaced repetition and gamified learning.

3.2. Observation and Monitoring

Teachers actively observed and monitored student interactions with Memrise, focusing on engagement levels, learning behaviors, and progress. Increased time spent on vocabulary practice compared to traditional methods and higher enthusiasm and motivation to complete learning sessions. Greater willingness to participate in speaking and pronunciation exercises.

3.3. Student Surveys and Feedback

To get qualitative information, students participated in surveys and feedback sessions, where they shared their experiences, preferences, and challenges while using Memrise. They prefer gamified elements, such as interaction activities, active conversations in peers and funny content. They really appreciate for the use of memes and mnemonics in vocabulary retention and also they desire more interactive speaking and pronunciation exercises. Recognition of Memrise's flexibility, allowing them to learn at their own pace on multiple devices.

3.4. Expert Reviews

The features of Memrise were evaluated, analyzing their impact on language acquisition and comparing them with traditional learning methods. The effectiveness of spaced repetition in improving long-term memory retention. The role of multimedia elements (audio, video, and visual mnemonics) in improving comprehension and pronunciation. The benefits of gamification for engagement, which generates sustained motivation in language learning. The results revealed that students using Memrise showed a significant improvement in vocabulary retention compared to those who relied solely on traditional learning methods (Kent & Sherman, 2013).

Additionally, most of students reported feeling more confident in recalling their vocabulary and noticed an improvement in pronunciation skills thanks to the interactive conversation exercises. These results confirm that Memrise-based digital learning resources significantly improve vocabulary acquisition, student engagement, and overall language proficiency. The integration of gamification, adaptive learning, and multimedia resources creates an effective and enjoyable learning experience.

4- Characteristics of the proposal

Accessibility: The Memrise app is available on multiple platforms, including iOS, Android, and web browsers, making it accessible to a wide range of learners. The free version offers substantial content, while the Pro version includes additional features such as unlimited access to vocabulary lessons and native speaker videos.

Diverse Language Offerings: With Memrise learners can have the opportunity to learn a variety of languages. This diversity allows for tailored educational experiences depending on learner needs. Memrise works as a digital didactic resource that effectively combines gamification, learner-generated content, and evidence-based learning strategies. Memrise is an ideal tool for educators seeking innovative methods to engage students in language acquisition. The validation of its effectiveness through learner's engagement educational research supports its integration into modern teaching practices.

Interactive Learning: Memrise employs multimedia content, including videos of native speakers so learners can improve listening skills and cultural understanding. This approach is supported by research indicating that visually appealing applications positively impact student attitudes toward learning.

Personalization: Learners can create personalized word lists based on their interests, ensuring that they learn vocabulary relevant to their needs, increasing motivation and retention.

Positive Learners Perception: Studies show that students exposed to Memrise reported more favorable attitudes toward their learning experiences compared to traditional methods. Approximately 55% more students favored Memrise over direct instruction, highlighting its effectiveness in engaging learners.

Supplementary Resource: Memrise serves as an effective supplementary resource in blended learning contexts, where it complements traditional teaching methods by providing additional practice and exposure to the language (Kent & Sherman, 2013) In conclusion, Memrise demonstrates strong viability, feasibility in its operational design, and significant benefits for learners. Its interactive features and positive reception among learners position it as a valuable tool in modern language education.

5.- Objectives of the proposal

This proposal aims to promote the English language learning process through the didactic digital resources based on Memrise. This proposal tackles the reinforcement of listening and speaking as complementary skills in a group of 35

students from Unidad Educativa Ramón Barba Naranjo.

5.1. Vocabulary Enhancement

The objective is to improve students' English vocabulary by using Memrise's spaced repetition and flashcard features by creating courses focused on common English words and phrases, with regular quizzes to reinforce learning.

5.2. Pronunciation Development:

The students could be enhancing pronunciation skills through exposure to native speakers' videos and audio recordings available on Memrise by incorporating listening exercises where students mimic native speakers.

5.3. Grammar and Sentence Structure

When the students have the opportunity to use Memrise this allows them to learn basic grammar rules and sentence structures through interactive exercises and then they will be able to design courses that include grammar-focused lessons with multiple-choice questions and fill-in-the-blank exercises.

5.4. Motivation and Engagement

Engagement keep students motivated by leveraging Memrise's gamified features, such as leaderboards and rewards for progress allowing them to encourage friendly competition among students by sharing class leaderboards.

5.5. Accessibility and Flexibility

Accessibility provide students with flexible learning options through Memrise's mobile and web platforms letting students to ensure that all course materials are accessible both on mobile devices and computers.

5.6. Cultural Immersion

Offer students a culturally immersive experience by using real-life scenarios and videos of native speakers will incorporate videos and dialogues that reflect everyday English usage in different cultural contexts.

5.7. Assessment and Feedback

Assessing student progress by regularly providing constructive feedback and using Memrise's tracking features will allow you to use Memrise analytics to identify

areas where students need improvement and adjust teaching strategies accordingly. These goals align with Memrise capabilities and can be adapted to various learning needs and environments.

6.- Structure, and dynamics of the components of the proposal

The digital didactic resources based on Memrise is a language learning platform that uses a variety of components and post-test was applied by the researcher to obtain the data needed and to find out the effectiveness of gamification strategy when learning to interact in the English language. Components of Memrise for English Language Learning.

6.1. Spaced Repetition Flashcards

Memrise uses spaced repetition to optimize vocabulary memorization, ensuring that learners review material at optimal intervals to reinforce long-term memory. This method is highly effective for vocabulary acquisition, as it aligns with the Ebbinghaus Forgetting Curve, which shows how memory retention decreases over time without repetition.

6.2. Mnemonics and Elaborate Encoding:

Memrise encourages learners to create vivid mental associations (mems) to aid in remembering new vocabulary. This technique enhances memory by linking new information to memorable images or phrases, making it easier to recall.

7. Native Speaker Videos and Immersive Content:

Memrise includes videos of native speakers to provide learners with real-life language contexts. This immersive approach helps learners understand how language is used in everyday situations, improving listening and speaking skills.

7.1. Gamification Elements:

Memrise incorporates gamification features like leaderboards, experience points, and rewards to motivate learners. Gamification significantly increases learner engagement and motivation, making the learning process more enjoyable and interactive.

7.2. Effectiveness of Gamification Strategy

Memrise's gamified features encourage learners to continue practicing by competing with others or achieving personal milestones. So that students will be able to show that gamification can increase engagement by up to 60%, which is crucial for maintaining motivation in language learning Memrise uses AI to tailor learning paths based on individual performance and preferences. This personalized approach accelerates learning by focusing on areas where learners need. Learners can interact with others through shared courses and leaderboards. Community interaction fosters a supportive environment, where learners can share resources and motivate each other.

Post-Test Application

To evaluate the effectiveness of Memrise's gamification strategy in enhancing English language interaction skills, a post-test can be applied to assess learners' progress after using the platform. This could involve:

- **Vocabulary Recall Tests:** Assessing learners' ability to recall vocabulary learned through Memrise.
- **Conversational Skills Assessment:** Evaluating learners' ability to engage in conversations using phrases and grammar learned from Memrise.
- **Feedback Surveys:** Collecting feedback from learners on their experience with Memrise's gamification features and perceived effectiveness in improving language skills.

By analyzing the results of these assessments, researchers can determine how effectively Memrise's components and gamification strategy support English language learning and interaction skills.

Finally, a questionnaire was applied to analyze the students' perception interactive activities to facilitate effective language acquisition. This app incorporates gamification features to engage learners to practice speaking actively inside and outside the class. These include levelling up, completing missions, and visual metaphors, which motivate learners to progress through the material. The narrative approach, where learners embark on an adventure learning to communicate, adds an engaging layer to the learning experience. The combination of spaced repetition,

gamification, and narrative elements creates an engaging learning environment that encourages learners to practice regularly.

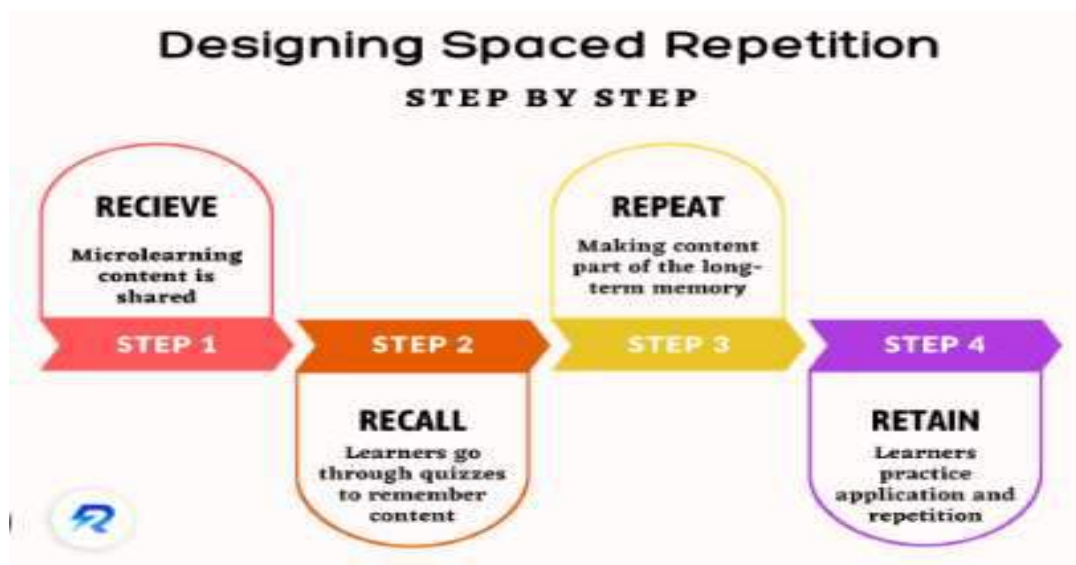
The app's design promotes a playful yet educational experience, making language learning enjoyable. In summary, Memrise' structure and dynamics revolve around spaced repetition, learner engagement through gamification, progress tracking, and a feedback approach to the learners, all contributing to an effective language learning experience.

8.- Description of the technological requirements

Memrise it is possible to use some didactic digital resources that will help learners to optimize memory retention through repetition. This method involves revisiting learned material at strategically timed intervals, which helps reinforce long-term memory of vocabulary and phrases. With some interactive learning modules that cover all aspects of language including vocabulary, grammar, listening, speaking, and reading exercises. So, after each lesson with Memrise students will have the opportunity to reinforce what they learnt through record themselves and share in class (Abarghoui & Taki, 2018).

Figure 8

Memrise activities through spaced repetition



Note: How spaced repetition and micro learning help enterprise learning

Memrise offers access to various didactic digital resources designed to improve memory retention through repetition. The platform uses spaced repetition, that consist in review learned material at strategically timed intervals. This technique strengthens long-term memory, making vocabulary and phrase retention more effective. It also offers interactive learning activities that enrol all aspects of language acquisition, including vocabulary, grammar, listening, speaking, and reading exercises. These activities work together with multimedia elements such as audio, video, and gamified quizzes to engage learners and enhance comprehension. Additionally, Memrise incorporates artificial intelligence (AI) to personalize learning experiences by adapting content based on students' progress and performance. The platform also goes along with voice recognition technology, allowing students to practice pronunciation and receive instant feedback. After each lesson, students have the opportunity to reinforce their learning by recording themselves and sharing their progress in class. This interactive approach encourages active participation, peer feedback, and improved speaking confidence (Abarghoui & Taki, 2018).

Furthermore, Memrise is accessible across multiple devices, including smartphones, tablets, and computers, ensuring flexibility in learning. So it is more useful for the students because they have the opportunity to practice and learn everywhere and every time. It also integrates with cloud storage, enabling users to track their progress and access materials anytime, anywhere. The platform's offline mode allows learners to continue studying even without an internet connection, making it highly adaptable for different learning environments, so for that reason Memrise will let students to get to this app and learn better than other ones.

8.1. Platform Availability

Memrise is accessible for learners via web browsers and mobile applications available on Android and other devices, allowing learners to learn languages in an interactive and funny way because they can use it wherever they are (Alarcon, J. 2018).

8.2. Internet Connectivity

The latest version of Memrise relies on cloud-based tools, and it requires an internet connection for an optimal work. Offline access is not possible because learners must be online to use the app fully (Memrise, 2024).

8.3. Assessment

Learners can improve their learning experience by practicing speaking through interaction and listening conversations from other learners. This allows learners to be more confident with their skills.

8.4. Spaced Repetition

Memrise uses a spaced repetition system to enhance memory retention through regular reviews of learned material. The platform supports content created by users, allowing them to learn a lot of topics and new vocabulary (Dev Technosys, 2023). The validation process confirmed that Memrise is an effective tool for English language learning. Its gamification features, spaced repetition, native speaker videos, and learner-generated content contribute to a comprehensive and engaging educational experience.

Teachers should incorporate Memrise as a supplementary tool alongside traditional teaching methods it means that students can integrate with classroom Instruction and customize lesson plans that should be developed to address individual learner needs. With regular evaluations students also should be conducted to monitor their progress and refine teaching strategies. They should be encouraged to share their courses and compete on leaderboards to maintain motivation.

By leveraging Memrise's digital didactic resources, educators can enhance student outcomes and create a more dynamic language learning environment. In summary, Memrise's technological framework integrates advanced AI capabilities, cloud-based services, and learners - friendly customization options to create an effective language learning environment that adapts to individual learners needs. It is also helpful to let learners create a comic description using Canva or Kahoot. This adaptability allows learners to tailor their learning according to their proficiency levels. Research indicates that integrating Memrise into language instruction can significantly enhance vocabulary acquisition among students and could reinforce

the information gotten. The platform's design aligns well with contemporary educational theories that emphasize active recall and retrieval practice as effective learning strategies. Memrise stands out as an effective tool for language learners due to its engaging methodologies, interactive resources, and community-driven content, making it a valuable addition to any language education strategy.

Table 12

Description of the budget or financial analysis

Salary	Cost hour per work	Number of people	Hours worked	Total
Project author	12	1	10	120
Personal training that will socialize the courses	12	1	10	120
Scientific/technical advice	0	1	10	0
Telecommunications services	Monthly cost	Number of months		Total
Internet	32	12		384
Cellular telephony	20	12		240
Platform Memrise Free version	0	12	10	0
Platform Memrise Pro	10.84	12		130.08
Others	Single payment			Total
Stationery (Copies, brochures, book prints)	0	0		0
Preparation of teaching resources (videos, audios, etc.)	12	12		144
Unforeseen events (15%)				144
Total:				1138.08 \$

Note: Elaborated by Jessica Hernandez (2024)

9.- Analysis and discussion of the results obtained from the implementation of the proposal.

The implementation of the digital didactic resources based on Memrise in vocabulary and speaking interaction learning has given positive results in various studies. For that reason, I will give the analysis of results for my project. Many students who already have used Memrise have been positive, and of course multiple studies have demonstrated significant improvements in students' speaking and interaction after using Memrise.

So, in this project, a questionnaire applied to my students from first baccalaureate where 30 out of 35 students felt motivated to learn English using Memrise, and that they really enjoyed the learning process. This means that Memrise not only facilitates practice speaking and learning new vocabulary but also enhances student motivation and engagement.

The gamified elements of Memrise, such as levels, rewards, and interactive features, have contributed significantly to student engagement. Research shows that students were excited about learning and found the application enjoyable, which is crucial for maintaining interest in language learning. This application encourages learners to learn how to interact and practice vocabulary through various interactive methods, which aids retention. This study employed a combination of quantitative and qualitative methods, including pre-tests, post-tests, and questionnaires, to evaluate the effectiveness of digital didactic resources based on Memrise

Table 13

Post-test results

N	Criteria	Min	Max	M	SD
35	Use of language	0.50	2.50	1.41	0.67
	Accuracy	0.50	2.50	2.00	0.55
	Vocabulary	0.50	2.50	1.96	0.49
	Pronunciation	1.50	2.50	0.24	0.31

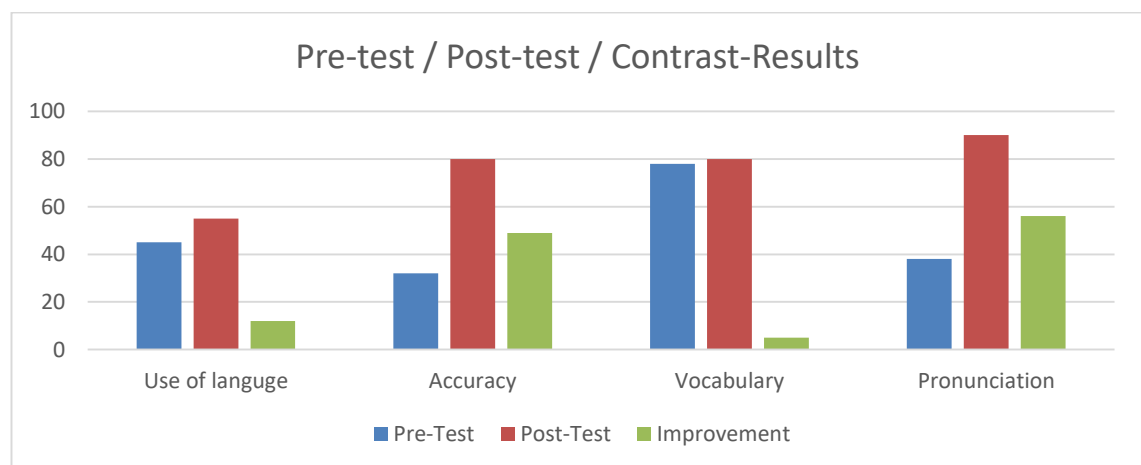
Note: Elaborated by Jessica Hernandez (2024)

Discussion: According to the results obtained taking into consideration the rubric's criteria, the component with a better outcome was "accuracy" with a value of M 2.00, and SD 0.55. This means that at the end of the intervention, students were able

to speak accurately and provide the correct meaning to their speaking practice. The component that most stood out was “pronunciation” with a value of M 2.24, and SD 0.31. At the end of the study, learners were able to speak freely without hesitating. On the other hand, the components that showed very little difference was “use of language” with values of M 1.41, and SD 0.66; and “vocabulary” with values of M 1.96, and SD 0.49. These results proved that students maintained almost the same performance and overcame setbacks. To answer the first question for this study, the aspects of speaking fluency that showed a better performance were “pronunciation” with an increased value of 52.73%, and “accuracy” with an increased value of 47.88%. Nevertheless, they got stuck “vocabulary” with an increasing value of 9.70%, and “use of language” with an increasing value of 1.21%. The following graph details the explained data.

Table 14

Pretest-Posttest Contrast Results



Note: Elaborated by Jessica Hernandez (2024)

Discussion: The improvement shown in pronunciation was noticeable because students spoke in groups interaction each other’s, it created a confident environment and that prepared them to practice and speak freely in class. They enjoyed these activities because they were motivated and focused their attention on this component more than the other three components. “Accuracy” was another

component that presented a significant improvement. It was possible since students wrote their class experience in a diary.

They also wrote everything they wanted to share. Finally, they read and recorded themselves in order to listen to themselves. So, they can have analyzed how they are pronounced the words and with the help of the teacher they can improve the speaking and pronunciation. Nevertheless, learners showed little improvement in the two components “use of language” and “vocabulary”. Even though the activities worked in classes started with vocabulary activation and use of language, learners felt too confident about their strengths, and they did not emphasize their attention to those components they almost dominated. Additionally, time was limited to allow students to practice all components at the same time. To determine the extent to which the students' speaking fluency improved after the intervention, the researcher contrasted the results obtained from the data analysis

Table 15

Data on the difference between the means

N ^a	Pre-test		Post-test		Difference between the means		Final results
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>SD</i>	<i>Overall % Increase</i>
35	4.77	2.20	7.59	2.00	2.78	-0.28	27.76%

Note: Elaborated by Jessica Hernandez (2024)

For the 35 data points, the difference between the pretest-results-average and the posttest-results-average was $MD = 2.78$ in the positive direction. The difference between the pretest and posttest standard deviations was $SD = -0.28$ in the negative direction, which indicated an improvement in the distribution of the data, meaning that posttest results were concentrated nearer the posttest mean value, while the pretest data spread farther away from the pretest mean.

To conclude, the overall increase at the end of the intervention was 27.76% in the positive direction. The following data was attained from the results of the survey that was answered by the 35 students who participated in this study. The criteria used to obtain data were codified with numbers as follows: never (1), sometimes

(2), most of the time (3), and always (4).

Table 16

Students' paired sample t-test

Measure 1	Measure 2	T	Df	p
RESULT - PRE	RESULT - POST	-11.067	33	<.001

Note: Elaborated by Jessica Hernandez (2024)

Table 17

Criteria for the verification of the hypothesis

P-value	Decision
Greater or equal to 0.05	The result is not statistically significant. The null hypothesis is accepted.
Less than 0.05	The result is statistically significant. The null hypothesis is rejected.

Note: Elaborated by Jessica Hernandez (2024)

CONCLUSIONS

Based on the analytical results obtained from the data points in this experiment, the researcher concluded that Implementing gamification using Memrise to learn English in an A1.2 level class could improve speaking and listening skill well. According to the first specific objective, the initial situation of the students was that 43% had obtained A1 while 57 had not reached A1 English level. Consequently, the decision to implement task-based learning activities to improve writing fluency was based on the diagnostic results.

The study proved that the general objective was successfully achieved since it was determined that students showed an improvement of 27.88% after 16 classes using the task-based methodology, which was adapted and applied to their needs, interests, and cultural environment. This attainment was possible through the application of two instruments for the diagnostic stage and two instruments for the intervention stage. Results were obtained through the combination of qualitative and quantitative methods.

The second specific objective determined that spelling and accuracy were the components of speaking fluency that improved significantly with the application of a pretest and posttest. Students obtained better scores in the posttest, demonstrating their hard work and compromise with the project and their learning process providing new strategies and knowledge to improve their speaking and listening skills.

Finally, the third specific objective is to design the components that will integrate the system of activities based on gamification using Memrise to learn English in an A1.2-leveled class. So that, it is fulfilled successfully by means of a survey since it was determined that the perception of the students over this approach was positive. Learners answered that they worked applying the concepts and strategies that task-based learning proposed at the beginning of the research according to the lesson plans presented.

RECOMMENDATIONS:

According to the first objective about gamification using Memrise to learn English in an A1.2 level class it is recommended that the researcher define the instruments, the means, the financial resources and the limitations that the students and the institution present in order to know how to carry out the study from the beginning. Regarding the poor level that the students presented in speaking and listening skills, the researcher recommends working on interaction activities that encourage students to talk about their daily lives. To do this, students can work with digital didactic resources to promote speaking and listening skills.

For the next objective based on the importance of practicing the English language through gamification, it is recommended to promote students to participate in contests to improve their language acquisition skills. Studies indicate that gamification significantly increases students' motivation to learn, demonstrating that motivation is a powerful instrument for improving second language acquisition. It is also a good recommendation to incorporate gamification through Memrise because the students will be able to practice English language effectively.

Lastly, to design the components that will integrate the system of activities based on gamification using Memrise to learn English in an A1.2 level class it is recommended to consider the feelings and perceptions of the students. The present research demonstrated that the students' perceptions of task-based learning methodology were positive. This was possible by their cooperation with the tasks. Therefore, students need to know that the teacher cares about their interests and limitations to provide them with the required attention to achieve excellent results.

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ANNEXES:

Annex 1: Pre-Test

Instructions: Read each question carefully Then, choose the best answer. And write the letter of your chosen answer on the line provided.

1.- Read the example and complete the profile of Jessica.**2.5 p**

Mike.
34 years old.
Canada.
Business man.
3956 4553
mikecanada@zip.com



What is his name? **His name is Mike.**
How old is he? **He is 34 years old.**
What is his occupation? **He is a business man.**
What is his telephone number? **His telephone number is 3956 4553.**
Where is he from? **He is from Canada.**
What is his e-mail? **His e-mail is mikecanada@zip.com**

2.- Listening Test exercise, there are five short conversations

There are three pictures and a question for each conversation. You must decide which picture shows the right answer to the question and choose one of the letters A, B or C.

Jessica.
28 years old.
USA.
Architect.
4587 7652
jessicaarchitect@zip.com



What is her name?
How old is she?
What is her occupation?
What is her telephone number?
Where is she from?
What is her e-mail?

1. Which sport did Harry play?

1 p

A



B



C

2. What did Harry have for lunch?

1 p

A



B



C

3. Which test did Harry have?

1 p



4. What must Harry bring for class?

1 p



5. What did Harry and his friend do in the park?

1 p



3.- Grammar. - Read and choose the correct word to form questions using W-H questions

2.5 p

WHO – WHAT – WHERE – WHICH – HOW OFTEN – HOW MANY

1. do you like doing at the weekend?
2. do you live?
3. pairs of trainers do you have? More than five.
4. do you sit next to in class?
5. sport do you like playing most?

Elaborated by Jessica Fernanda H

Annex 2:**2.- Survey:**

Name:

Level:

Dear Students, please answer the following questions about the techniques you use to understand spoken English and take notes. Your answers will help us improve the listening and speaking skills Thank you

Read the questions and tick in the frequency that you think is the best for you.

QUESTIONS	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER
How often do you practice vocabulary in class?				
How often do you interact with Memrise at home?				
How often do you do activities as homework using Memrise?				
How often do you practice listening activities?				
How often do you practice speaking in class?				
How often do you encourage peer-to-peer to complete speaking activities?				
How frequently do you engage in class speaking activities using Memrise?				
How frequently do you engage in class listening activities with the use of Memrise?				
How frequently do you practice pronunciation of words learned on Memrise				

partners?				
How often do you practice listening activities with Memrise to improve skills?				

Elaborated by Jessica Fernanda H

Annex 3:**3.- Interviews:**

Name:

Level:

Date:

Answer some questions related to the application. Your answers will help us improve techniques to use the Memrise app. Thank you

Tell me about your experience with Memrise

How can you describe Memrise?.....

What are your interests in learning a new language?

.....

What do you like the most about Memrise?

.....

What motivates you to use this app?

.....

What is the best thing to use Memrise?

.....

What would you consider to be your greatest achievement using Memrise?

.....

What is your ideal plan for using this app?

.....

Do you prefer to work independently or with a team?

.....

How do you handle internet problems situations?

.....

Describe how you organize your time to practice with Memrise?

.....

What do you think could be the best way to practice listening or speaking?

.....

Annex 4**4. Observation:**


Identification data				
Teacher name	Year or level of study	Type of instrument		
Student Performance Commitment				
	Strength	Average	Weakness	Comments
Communication skills (accuracy and proficiency)				
Behavior engagement				
Speak in English when students want to talk or ask for permission.				
Participate actively in class				
Initiative - Make relevant questions				
Have knowledge of the subject matter and a purpose				
Students get excited shown through class participation and behavior				
Follow along with the instructions task.				
Constructively contribute to class				
Able to listen and understand English teacher's' instructions				
Correct the mistakes and receive feedback from the teacher.				

Elaborated by Jessica Fernanda H


Annex 5: Post- Test

Instructions: Read each question carefully Then, choose the best answer. And write the letter of your chosen answer on the line provided.

1.- Read the example and complete the profile of Jessica. 2.5 p

<p>Mike. 34 years old. Canada. Business man. 3956 4553 mikecanada@zip.com</p>		<p>What is his name? His name is Mike. How old is he? He is 34 years old. What is his occupation? He is a business man. What is his telephone number? His telephone number is 3956 4553. Where is he from? He is from Canada. What is his e-mail? His e-mail is mikecanada@zip.com</p>
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2.- Listening Test exercise, there are five short conversations

<p>Jessica. 28 years old. USA. Architect. 4587 7652 jessicaarchitect@zip.com</p>		<p>What is her name? <input type="text"/> How old is she? <input type="text"/> What is her occupation? <input type="text"/> What is her telephone number? <input type="text"/> Where is she from? <input type="text"/> What is her e-mail? <input type="text"/></p>
--	---	--

There are three pictures and a question for each conversation. You must decide which picture shows the right answer to the question and choose one of the letters A, B or C.

1. Which sport did Harry play? **1 p**

		
A	B	C

2. What did Harry have for lunch? **1 p**

		
A	B	C

3. Which test did Harry have? **1 p**



4. What must Harry bring for class?

1 p



5. What did Harry and his friend do in the park?

1 p



3.- Grammar. - Read and choose the correct word to form questions using W-H questions

2.5 p

WHO – WHAT – WHERE – WHICH – HOW OFTEN – HOW MANY

1. do you like doing at the weekend?
2. do you live?
3. pairs of trainers do you have? More than five.
4. do you sit next to in class?
5. sport do you like playing most?

Annex 6**COVER LETTER**

PhD: CASTILLO NORIEGA MARTHA AMELIA

Subject: Instrument Content Validation through Expert Judgment.

It is with great pleasure that we contact you to express our regards and to inform you that being a student of the Master's program in Pedagogy of English as a Foreign Language at UBE, we are required to validate the instruments with which we will collect the data needed to develop our research to obtain the Master's degree.

This research proposal is under the title: Implementing gamification using Memrise to learn English in an A1.2 level class and as it is essential to obtain the approval of specialized professors to implement the tools as mentioned earlier, we considered it convenient to call upon you, given your renowned experience in educational issues and/or educational research.

The validation dossier, which is sent to you, contains:

- Cover letter.
- Operationalization matrix of the variables (dimensions, indicators, items, levels or ranges).
- Instrument(s) to be validated.

Expressing our feelings of respect and consideration, we bid you farewell, but not before thanking you for your attention to this request.

Sincerely yours,

JESSICA FERNANDA HERNÁNDEZ PACHECO

I.D. 0502638612

Research Institution:	U.E. RAMÓN BARBA NARANJO	"Title of the class: Presenting and introducing themselves Applying the Pre-test Reinforcing with some vocabulary and phrases to introduce each other.	77
CEFR level and skill or action:	Second level A1.2		
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C		
Period: 3 hours			

PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Getting with the guidelines for the good development of the skills through Memrise.	Integrator area of the process: Students' commitment of the topics that will be treated in the class. They also will know which are the responsibilities and rights that they must follow in class, and it is important to respect the teacher's rules with responsibility inside the classroom.
---	---

1. PLANNING ITEM:

MAIN OBJECTIVE: Create a comfortable learning environment that will be used in their daily life as part of their educational development.		LEARNING OUTCOMES: Talk about their interests and personal information.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Give some general instructions and warm up activity to get a good environmental class.	Warm up activities to start the classes.	20 min	Pre-test Preparation and Setup Execution of Role Play Skills Demonstration Feedback and Reflection Post-Assessment Evaluation After the learning phase, each group will create a short role-play scenario using the new vocabulary they learned. Groups will take turns presenting their scenarios to the class, incorporating the vocabulary into context
DEVELOPMENT PROCESS 2 periods of class	Self-introduction and activate students' knowledge using some vocabulary words that will be used in class after the small presentation. Application of the pre-test and give some feedback. Monitor the students to check for some mistakes. Discuss which words were most challenging or interesting and how they plan to continue practicing outside of class.	Enhance students' vocabulary and pronunciation skills in a fun and interactive way using Memrise. Briefly explain what Memrise is and how it works, emphasizing its focus on vocabulary building through spaced repetition and interactive exercises. Sign up Memrise and create your profile. Discuss the importance of vocabulary in language learning and how it can aid in effective communication. Students can participate in forums, track others' progress, and create new conversations.	120 min	
1 period of class	Encourage students to set personal goals for using Memrise regularly, such as learning a certain number of new words each week. Consider scheduling weekly check-ins to motivate consistent practice & progress	Present to the class your own information. Listen and practice your English in class.	40 min	

2. ACTIVITIES FOR THE NEXT CLASS:

a)	ASSIGNMENT: Read the instructions and the introduction about themselves and practice at home in order to answer some questions according to the topic given.	b) Resources: Computer - photocopies - board markers – notepads – cellphones.
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Research Institution:	U.E. RAMÓN BARBA NARANJO	“Tittle of the class: Where are you from? Acquire some vocabulary acknowledge Personal pronouns and to be verb. Use digital resources to reinforce the topic
CEFR level and skill or action:	Second level A1.2	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	
Period of time: 3 hours		

3. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: GETTING WITH THE GUIDELINES FOR THE GOOD DEVELOPMENT	Integrator area of the process: Practicing with Memrise will allow learners to practice with students from other countries in their native language.
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4. PLANNING ITEM:

MAIN OBJECTIVE: Create a comfortable learning environment that will be used in their daily life as part of their educational development.		LEARNING OUTCOMES: Talk about any interest and practice them with some digital resources to reinforce the information got.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Give some general instructions and warm up activity to get a good environmental class.	Warm up activities to start the classes.	20 min	Active students participation using some dialogues in Memrise app. Paying attention and copying of important words or phrases used in class Recognition of English as a Universal Language Practice personal pronouns using live worksheets quizz in which they can complete the missing pronouns
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Activate students' knowledge using some vocabulary words that they used in class. Give some clue words that will let the students practice using the vocabulary in some conversations. How to use the to-be verb using Memrise as an example? Monitor the students to see how they are performing. Evaluation at the end of the class.	Students can use the vocabulary and phrases they've learned in context, such as having a conversation in pairs. Look at Memrise 'examples and use the vocabulary to create small conversations. Students practice selecting the correct personal pronoun (I, he, she, it, you, we, they) to replace names in sentences.	120 min	
1 PERIOD OF TIME	Students could use the examples from Memrise and create new conversations in pairs with audios recording.	Feedback and evaluation	40 min	

5. ACTIVITIES FOR THE NEXT CLASS:

a)	ASSIGNMENT: Read the instructions about how to be verb and complete the activity using it to practice then at home.	b)	Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app.
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Research Institution:	U.E. RAMÓN BARBA NARANJO	"Title of the class: Introduce themselves Where are you from? Use digital resources to reinforce the topic Practice conversation with Memrise	79
CEFR level and skill or action:	Second level A1.2		
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C		
Period of time:: 3 hours			

MAIN OBJECTIVE: To make language learning accessible, enjoyable, and effective by focusing on vocabulary acquisition through small introductions and engaging content to make them feel confident in class.		LEARNING OUTCOMES: Improved vocabulary mastery, increased engagement and motivation, acquisition, student engagement, and overall academic performance.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Give some game activities and activate their brains using brainstorming to practice vocabulary.	Warm up activities to start the classes.	20 min	Active students participation with Memrise With Real-life Scenarios where learners can practice speaking in realistic contexts. This feature allows learners to rehearse dialogues they might encounter in everyday situations.
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Activate students' knowledge using some vocabulary words that they used in class. Monitor the students to see how they are performing. Evaluation at the end of the class.	Listen to the teacher's instructions Give some examples replacing nouns for pronouns. Get into Memrise app and practice vocabulary and speaking activities in class. Students can use the spaced repetition that helps them to review vocabulary at optimal intervals.	120 min	
1 PERIOD OF TIME	Quizzes: This activity not only fosters collaboration among students but also utilizes Memrise's strengths in vocabulary acquisition and pronunciation practice, making language learning enjoyable and effective.	Feedback and evaluation	40 min	

6. ACTIVITIES FOR THE NEXT CLASS:

<p>a) ASSIGNMENT: Read the instructions about how to be verb and complete the activity using it to practice then at home.</p>	<p>b) Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app.</p>
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Lic. Jessica Hernández
ENGLISH TEACHER

Lic. Malena López
TEACHER'S DIRECTOR

Research Institution:	U.E. RAMÓN BARBA NARANJO	“Title of the class: Who am I? My mirror warms up activity Adjectives to describing people with Memrise Vocabulary related to descriptions
CEFR level and skill or action:	Second level A1.2	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	
Period of time:: 3 hours		

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Develop and use effectively, competencies that help students to grow significantly their skills on listening and speaking in class.	Integrator area of the process: Memrise is a language learning platform that integrates various techniques to enhance vocabulary acquisition and overall language proficiency. Its approach combines technology with interactive elements, making it a valuable tool in the educational landscape.
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2. PLANNING ITEM:

MAIN OBJECTIVE: To achieve in the students a positive attitude towards learning English, to promote the formation of an autonomous, critical, participatory, creative, independent and self-confident.		LEARNING OUTCOMES: Talk about their interests and description of themselves using adjectives and some questions to reinforce their knowledge.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Give some game activities and activate their brains using brainstorming to practice vocabulary.	Warm up activities to start the classes.	20 min	A chart with student information to describe their personalities and their bodies.
DEVELOPMENT PROCESS OF PERIODS OF TIME	Activate students' knowledge using some vocabulary words that they used in class. Play with student's mimic vocabulary that allows them to use descriptions with people from other countries using Memrise. Listen to the example of people in Memrise to practice vocabulary descriptions.	Write and draw some words, pictures and symbols that identify yourself. Use some adjectives to describe your shape, weight, height and color. Listen to Memrise example descriptions from students of other countries	120 min	
1 PERIOD OF TIME	Quizzes Students can practice conversations created by them about personal pronouns so they can practice individually or in pairs in class.	Creating comic descriptions using Kahoot or Canva to describe any person's personality.	40 min	

3. ACTIVITIES FOR THE NEXT CLASS:

a)	ASSIGNMENT: Read the instructions about how to be verb and complete the activity using it to practice then at home. Lic. Jessica Hernández	b)	Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app. Lic. Malena López
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Research Institution:	U.E. RAMÓN BARBA NARANJO	"Title of the class: 81 Replace names by personal pronouns The to-be verb using Memrise Simple sentences with new vocabulary words. Completing the puzzle using the new vocabulary
CEFR level and skill or action:	Second level A1.2	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	
Period of time: 3 hours		

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Use of strategies and resources in the process of teaching English language learning, based on the needs of students.	Integrator area of the process: Memrise is a language learning platform that integrates various techniques to enhance vocabulary acquisition and overall language proficiency. Students' learning process related to their real life will help them to make simple sentences and make a small dialogue.
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2. PLANNING ITEM:

MAIN OBJECTIVE: Apply a method that motivates students, with the help of ICT that is appropriate for their age and that serves to reach a high level of English.		LEARNING OUTCOMES: Talk about their interests and description of themselves using adjectives and some questions to reinforce their knowledge.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Vocabulary words by categorization in order to improve their knowledge in English.	Warm up activities to start the classes using descriptions of some vocabulary words	20 min	To evaluate students' ability, they can create short sentences or dialogues using vocabulary words learned, through a rubric-based assessment instrument. Students will submit their sentences or dialogues either in written form or as a recorded audio clip.
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Listen to the example of people in Memrise to practice vocabulary descriptions. Give students examples of names and pronouns Replace the names by pronouns according to the grammar explanation Explain the personal pronoun and the to-be verb that correspond to each one.	Write and draw some words, pictures Replace the names for personal pronouns Write the correct to-be verb in each sentence. Listen to Memrise example descriptions from students of other countries. Each student or group presents their sentences to the class, demonstrating their understanding of how to use the words in context.	120 min	
1 PERIOD OF TIME	Quizzes: Have students go through flashcards of the vocabulary learned, translating from their native language to the target language.	Use the "Difficult Words" feature to focus on words that students struggled with during their learning phase.	40 min	

3. ACTIVITIES FOR THE NEXT CLASS:

a)	ASSIGNMENT: Write some names of people and nouns and replace by the personal pronouns according to the grammar explanation.	b)	Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app.
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Research Institution:	U.E. RAMÓN BARBA NARANJO	"Title of the class: Exercises with present and to-be verb Review information about introduce themselves Practice some exercises related to personal pronouns Watch some videos of native speakers with Memrise.
CEFR level and skill or action:	Second level A1.2	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	
Period of time: 3 hours		

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Memrise uses short videos of native speakers to help students learn and feel immersed in the language	Integrator area of the process: Memrise is a great tool for learning vocabulary, using memory techniques and flashcards to help students memorize words and phrases just practicing online with friends and people from other countries.
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2. PLANNING ITEM:

MAIN OBJECTIVE: Create a comfortable learning environment that will be used in their daily life as part of their professional development.		LEARNING OUTCOMES: Students' commitment of the topics that will be treated in the class. They also will know which are the responsibilities and the authorities that regulate the transportation law in the country and respect the teacher's rules with responsibility inside the classroom.		
PROCESS CLASS	METHODOLOGIC PROCESS	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
	TEACHER'S ACTIVITIES			
INITIAL	Motivation: Give some general instructions and warm up activity to get a good environmental class.	Warm up activities to start the classes using mimics	20 min	Peer Assessment where students assess each other's contributions and collaboration efforts using a simplified checklist or rubric. Students can create and share their own memories, fostering a collaborative learning environment that enhances the richness of the vocabulary available through Collaborative memory creation in Memrise.
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Self-introduction and activate students' knowledge using some vocabulary words that will be used in class after the small presentation. Listen to the example of people in Memrise to practice vocabulary descriptions. Give some clue words that will let the students create their own presentation to the class. Monitor the students to check some mistakes Evaluation at the end of the class.	Listen to the teacher's presentation and instructions. Give some vocabulary words that are related with yourself Copy the information from the board and give your own example. Present to the class your own information. Listen and practice your English in class.	120 min	
1 PERIOD OF TIME	Quizzes Ask some questions related to the topic that will let the students present each other.	Prepare a role play and record in groups of three or four people. Use activities from the internet.	40 min	

3. ACTIVITIES FOR THE NEXT CLASS:

a) ASSIGNMENT: Read the instructions and the introduction about themselves and practice at home in order to answer some questions according to the topic given.	b) Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app. – Internet.
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Research Institution:	U.E. RAMÓN BARBA NARANJO	“Title of the class: Watching a video about countries and nationalities Make a summary using the customs of each country Use the Communicate tab in Memrise Prepositions of place and time	83
CEFR level and skill or action:	Second level A1.2		
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C		
Period of time: 3 hours			

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Online videos and grammar about countries and nationalities, the activities were reinforced with exercises and examples.	Integrator area of the process: Students can use the communication tab to practice their pronunciation and chat with Membot, (part of Memrise) which is powered by GPT-3.
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2. PLANNING ITEM:

MAIN OBJECTIVE: Create a comfortable learning environment that will be used in their daily life as part of their professional development.	LEARNING OUTCOMES: Talk about different cultures around the world and identify the countries and their nationalities. And, students use of Memrise to understand different English form by native speakers.
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PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Give some general instructions and warm up activity to get a good environmental class.	Get a question/answer problem to solve and then a multiple-choice question.	20 min	Peer Testing, if possible, partner with a friend or fellow learner. Quiz each other on the vocabulary learned through Memrise.
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Watch cultures around the world with videos using Memrise and vocabulary related to countries and nationalities. Help students create a vivid mental association between words and their meanings. These activities will help them create connections, which could be photos, videos, cartoons, etc. Listen to the example of people in Memrise to practice vocabulary descriptions. Evaluation at the end of the class.	Listen to the teacher's presentation and instructions. Give some vocabulary words that are related to countries and nationalities Present to the class your summaries about the video watched. Listen and practice your English in class.	120 min	
1 PERIOD OF TIME	Quizzes: Use “spaced repetition” to learn new words and then practice with new words to long-term memory.	Challenge a friend to learn new words with you! Using the Memrise as a tool for practicing speaking interaction in class.	40 min	

3. ACTIVITIES FOR THE NEXT CLASS:

a) ASSIGNMENT: Use the Home tab provides daily activities to help you refresh your memory of learned words and practice difficult ones	b) Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app. – Internet.
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Lic. Jessica Hernández
ENGLISH TEACHER

Lic. Malena López
TEACHER'S DIRECTOR

Research Institution:	U.E. RAMÓN BARBA NARANJO	“Title of the class: Review and practice daily routines Can and can’t for abilities Personalize student’s learning experience Exercises from sentences using Memrise examples
CEFR level and skill or action:	Second level A1.2	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	
Period of time: 3 hours		

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Personalized learning is an educational approach that aims to customize learning for each student’s strengths, needs, skills, and interests.	Integrator area of the process: Students can choose a topic of interest or follow the recommended path to personalize their learning experience, using examples from Memrise and daily routines. Students may learn some skills at different places. But their learning plans keep them on track to meet the standards for a high school using this app.
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2. PLANNING ITEM:

MAIN OBJECTIVE: Create a comfortable learning environment that will be used in their daily life as part of their professional development.		LEARNING OUTCOMES: The teacher guides each student on an individualized journey. What, when, where and how of learning is tailored to meet each student’s strengths, skills, needs, and interests.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER’S ACTIVITIES	STUDENT’S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Set small rewards for milestones (e.g., completing a level on Memrise). Celebrate your progress to maintain motivation	Prepare a brainstorm about verbs in action letting students to practice their meaning.	20 min	Peer Testing will assess whether they can clearly explain concepts or materials they have learned like participation and engagement. This includes attendance, involvement in discussions, and willingness to share ideas.
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Define what students want to achieve, create a Daily Routine. Listen to the example of people in Memrise to practice vocabulary descriptions. Dedicate 10-15 minutes to review what students learned in the morning. Use flashcards or write sentences. Use Spaced Repetition to reinforce what they’ve learned. Engage in Active Learning by applying new vocabulary in conversation or writing.	Adjust students’ routine based on what works best for them. Pair learning after a Memrise session, write a short paragraph or dialogue using the new vocabulary. Use Variety by mixing up the learning materials and methods like videos, images and mnemonic devices. For instance, After watching a video, students can record their own responses or dialogues using the vocabulary learned, mimicking the style and context of the original clip.	120 min	
1 PERIOD OF TIME	Quizzes: Organize group activities where students compete to learn the most vocabulary in a set time using Memrise. This could involve speed reviews or flashcard games. Have students teach each other new words or phrases they learned on Memrise, fostering collaboration and reinforcing their understanding through teaching	Flashcard Review: Use digital flashcards for daily review. Include words from Memrise, and test yourself for 10 minutes each day.	40 min	

3. ACTIVITIES FOR THE NEXT CLASS:

a)	ASSIGNMENT: At the end of each day, write down what you've learned and quiz yourself on it. This could be a mix of written and oral testing.	b)	Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app. – Internet.
Research Institution:	U.E. RAMÓN BARBA NARANJO	“Title of the class:	
CEFR level and skill or action:	Second level A1.2	Review and practice can for abilities	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	Describe what are your likes and dislikes	
Period of time: 3 hours		Make a conversation using the new language	
		Practice speaking using Memrise	

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: When using Memrise to reinforce classroom learning, students can create units of competence that align with their educational goals.	Integrator area of the process: Integrating Memrise into your learning process can enhance language acquisition and retention across various areas. Here's how you can structure this integration effectively
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2. PLANNING ITEM:

MAIN OBJECTIVE: Students will learn to use "can" to express abilities in various contexts.		LEARNING OUTCOMES: Students should be able to construct sentences using "can" and apply it in speaking and writing.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Staying motivated while practicing speaking a new language can be challenging, but several strategies can help keep high enthusiasm.	Create a scavenger hunt where students need to find and learn specific vocabulary words in Memrise. Provide clues related to the words they need to learn.	20 min	Encourage Students will be tasked with creating a short dialogue or a series of sentences using "can" and "can't." They can work individually or in pairs to encourage collaboration. The teacher will assess each submission using the rubric, providing feedback on strengths and areas for improvement.
DEVELOPMENT PROCESS 2 PERIODS OF TIME	Include vocabulary related to abilities (e.g., "can swim," "can play the guitar," "can speak Spanish"). Introduce the Concept, begin with a brief explanation of the modal verb "can." Provide examples and emphasize its role in expressing ability. Use visuals or real-life scenarios to illustrate various abilities. Assign short Memrise sessions focusing on vocabulary and sentence structures that use "can."	Students can build a robust vocabulary by memorizing thousands of words and phrases through interactive exercises and spaced repetition techniques. They also can practice speaking through AI conversation simulations, which provide feedback on pronunciation and grammar. Using Memrise provides a clear understanding of what learners can achieve with digital resources. Play games such as "Can I...?" where students take turns asking each other if they can do specific activities, using the correct form of "can."	120 min	
1 PERIOD	Quizzes: Role Play: Create role-playing scenarios where	Memrise Challenges: Set	40 min	

OF TIME	students must use "can" to discuss abilities relevant to the situation ex: job interviews, hobbies	Students can share their newly learned words in small groups. For instance, they can combine Memrise activities like speaking or writing exercises that require the use of those words in context		
	ASSIGNMENT: At the end of each day, write down what you've learned and quiz yourself on it. This could be a mix of written and oral testing.	Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app. – Internet.		

Research Institution:	U.E. RAMÓN BARBA NARANJO	“Title of the class: Review and check like and dislikes Make a conversation using the new language Using Memrise to interact with other
CEFR level and skill or action:	Second level A1.2	
Teacher: Lic. Jessica Hernández	Course / Level: 2 nd A -B-C	
Period of time: 3 hours		

1. PROCESS DEVELOPMENT:

Unit of competences that reinforce the class: Creating a unit of competences focused on expressing likes and dislikes can enhance students' communication skills	Integrator area of the process: Integrating the area of likes and dislikes into your teaching process can enhance student engagement and facilitate effective communication skills. Here's how you can create a cohesive learning experience
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2. PLANNING ITEM:

MAIN OBJECTIVE: The main objective of teaching likes and dislikes is to enable students to effectively express their preferences in a target language, fostering both communication skills and personal expression.		LEARNING OUTCOMES: The effectiveness of Memrise as a tool for language acquisition, contributing to students' overall language proficiency and confidence.		
PROCESS CLASS	METHODOLOGIC PROCESS			
	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME	EVALUATION INSTRUMENT
INITIAL	Motivation: Through a variety of strategies that make learning engaging and rewarding. Clear goals provide direction and a sense of purpose.	Help students set specific, achievable goals, such as learning a certain number of new words each week.	20 min	Students can practice and recall phrases without cues,

DEVELOPMENT PROCESS 2 PERIODS OF TIME	Create a Memrise vocabulary related to likes and dislikes (e.g., verbs like "like," "love," "enjoy," and "hate," as well as nouns related to food, hobbies, etc.). Assign students to complete specific levels of the course and track their progress. Have students conduct a class survey about likes and dislikes using the vocabulary they learned. After collecting data, students can use Memrise to review related vocabulary and phrases to present their findings	Organize class discussions where students share their likes and dislikes. Use prompts like "What do you like to do in your free time?" or "What type of music do you dislike?" and have them practice using phrases from Memrise. Assign students to create presentations or posters about their likes and dislikes.	120 min	reinforcing their ability to remember and use the language effectively. Students can create flashcards pronunciations by native speakers through interactive and engaging methods.
1 PERIOD OF TIME	Quizzes: Use listening exercises where students hear native speakers expressing their likes and dislikes. Afterward, students practice repeating phrases and using Memrise to reinforce their learning.	Likes and Dislikes Showcase: Students will be able to express their likes and dislikes using Memrise (either on computers or mobile devices) with a survey tool.	40 min	

3. ACTIVITIES FOR THE NEXT CLASS:

a) ASSIGNMENT: Use personal preferences using appropriate vocabulary and sentence structures related to likes and dislikes.	b) Resources: Computer - Photocopies - Board markers – Cellphones – Memrise app. – Internet.
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Lic. Jessica Hernández
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