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Gamification for developing vocabulary in A1 students.

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DEDICATORY

I dedicate it to God because he has always given me the strength to continue. Also, I dedicate it to my family who always encouraged me to keep going.

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I am grateful to my family who always supported me and believed in me, especially my sister Elizabeth who always knew how to guide me to choose the right path. I am also grateful to Ph. D Intriago for guiding me in the preparation of the thesis through his advice.

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ABSTRACT

English teaching has evolved, requiring educators to adopt new strategies to engage students and promote innovative learning environments. This study explores the influence of gamification on vocabulary acquisition and its potential to enrich the English vocabulary of students at the Ciudad de San Gabriel school. In addition, it offers a valuable tool for teaching English, allowing educators to improve vocabulary acquisition and foster essential skills such as writing, speaking, reading, and listening.

Integrating gamification activities turns students into active participants, experiencing the benefits of gamified learning. These recreational activities improve the learning process and promote the comprehensive development of students. Benefits include commitment, competitiveness, collaboration, goal orientation, intrinsic motivation, creativity, critical thinking, problem-solving, autonomy, adaptability, social skills, memory, retention, attention, concentration, and stress management. These factors are crucial for academic performance and for strengthening the teacher-student relationship.

To assess effectiveness, an evaluation was conducted with 26 students, using written language assessments, surveys on playful learning activities, and feedback tools. Crucial information was obtained about students' difficulties in mastering English, especially in expanding their vocabulary. This approach has proven to be dynamic, enjoyable, and highly effective, providing a transformative learning experience.

Keywords: Gamification; vocabulary; game activities.

RESUMEN

La enseñanza del inglés ha evolucionado, requiriendo que los educadores adopten nuevas estrategias para involucrar a los estudiantes y fomentar entornos de aprendizaje innovadores. Este estudio explora la influencia de la gamificación en la adquisición de vocabulario y su potencial para enriquecer el vocabulario en inglés de los alumnos de la escuela Ciudad de San Gabriel. Además, ofrece una herramienta valiosa para la enseñanza del inglés, permitiendo a los educadores mejorar la adquisición de vocabulario y fomentar habilidades esenciales como escribir, hablar, leer y escuchar.

La integración de actividades de gamificación convierte a los estudiantes en participantes activos, experimentando los beneficios del aprendizaje gamificado. Estas actividades recreativas mejoran el proceso de aprendizaje y promueven el desarrollo integral de los estudiantes. Los beneficios incluyen compromiso, competitividad, colaboración, orientación a objetivos, motivación intrínseca, creatividad, pensamiento crítico, resolución de problemas, autonomía, adaptabilidad, habilidades sociales, memoria, retención, atención, concentración y gestión del estrés. Estos factores son cruciales para el rendimiento académico y para fortalecer la relación profesor-alumno.

Para evaluar la efectividad, se realizó una evaluación con 26 estudiantes, utilizando evaluaciones de lenguaje escrito, encuestas sobre actividades de aprendizaje lúdico y herramientas de retroalimentación. Se obtuvo información crucial sobre las dificultades de los estudiantes en el dominio del inglés, especialmente en la ampliación de su vocabulario. Este enfoque ha demostrado ser dinámico, agradable y altamente efectivo, proporcionando una experiencia de aprendizaje transformadora.

Palabras clave: Gamificación; vocabulario; actividades de juego

Introduction

In the language learning process, having a strong vocabulary is absolutely essential, but it can also be quite challenging. It can hinder effective communication and understanding. According to Setiawan (2020) "Vocabulary can be defined as many words used to communicate with other people. Many words also have special connotations which provide different meanings" (p.85). This highlights that vocabulary includes not only words, but also their meanings, which are essential for understanding the overall content of spoken or written texts. Therefore, the Ministry of Education of Ecuador has firmly established the National Curriculum for English as a Foreign Language with the clear goal of achieving an A1.1 level of English vocabulary proficiency, as per the Common European Framework of Reference for Languages (CEFR).

Educational progress globally captures the attention of students, and teaching and learning continues to present a challenge for teachers who aim to update traditional teaching methods with modern approaches or gamification.

Krishnamurthy et al. (2022) unequivocally stated that gamification has garnered significant traction in education due to its overwhelmingly positive reception. It empowers educators and researchers to thoroughly explore various learning fields and effectively cultivate engagement through the use of the English language, a trend that has been consistently observed since the late 20th century.

The process of learning through games should extend beyond simply playing. Gamification should be dynamic in order to encourage and enhance student engagement by offering achievements, rewards, satisfaction, happiness, and joy, as games are effective tools for accomplishing objectives. Therefore, gamification should be aligned with the curriculum in order to yield successful results.

Hakulinen & Auvinen (2014) explained that students are motivated by the outcomes produced by game elements, and many researchers have conducted projects on the impact of gamification in educational settings, yielding positive results such as increased responsibility, memorization, understanding, and collaboration.

Additionally, Fardo (2014) highlighted that gamification aims to create collaborative dynamics similar to those seen in games. This approach has a positive impact on teachers, as it can yield creative and constructive outcomes in engaging and challenging students. By

participating in game activities, students can enhance their skills and performance through various tasks, objectives, and rewards, all under the guidance of teachers. The main goals of gamification include improving skills, setting clear objectives to motivate learning, engaging students, refining teaching methods, and encouraging changes in behavior and interactions

Ocriciano (2021) asserted that anxiety plays a significant role in hindering the development of foreign language skills, leading to a loss of interest in learning English. It is undeniable that learning a second language, especially in maturity, presents challenges. This can create fear when trying to communicate in English, which may hinder oral or written expression and impact learning. Research suggests that anxiety and learning outcomes in the context of foreign language acquisition are consistently linked.

Moreover, Rathiga (2019) discusses the increasing pressure on learners to excel in speaking English, leading to heightened anxiety for students, teachers, and the educational community. The research also identifies that students experience significant anxiety during exams, which can hinder their ability to recall learned material. This anxiety often leads to incorrect grammar and difficulties expressing themselves orally due to fear.

Since gamification has begun to be taken seriously in the EFL classroom, research on its potential has been more prevalent, and not just to increase English levels in children. Also, Genç & Belet (2021) argued that scrutinizing the effects of gamified Turkish vocabulary teaching on vocabulary development, and motivation in learning words showed that using quantity qualitative methodology, the research found significant differences in performance achievements and motivation. Furthermore, the student's willingness and motivation to engage in vocabulary learning correlated gamification to indicators of intrinsic and extrinsic motivation. The study was concluded with recommendations for practitioners and future research.

Recent research has pointed out the difficulties of implementing gamification in different cultural contexts. For instance, a significant study conducted by Neiroukh et al. (2022) aimed to explore the impact of gamification on helping Arab students enhance their English vocabulary in Israel. One major challenge for learners is the ability to build a repertoire of words that facilitate smooth communication in the target language. Typically, building such a dynamic repertoire is a time-consuming and intricate process that gamification alone may not be able to address. The research indicated that contextualizing vocabulary can sometimes be difficult to achieve through traditional classrooms or teaching methods. As evidenced by a local

issue in Ecuador, there is minimal emphasis on teachers who adhere to conventional teaching techniques. The study concluded that the implementation of gamification methods enhances students' motivation to learn and effectively communicate in the target language, resulting in improved academic performance.

Another international research comes from Indonesia, where Rahmawati et al. (2023) considered to determine whether there is a difference between the learning outcomes of English vocabulary improvement in descriptive text learning for students before and after the Gamification method is applied. The results showed there was a significant difference between the learning outcomes of English vocabulary through both teaching routes.

In the Ecuadorian context, Palacios (2023) emphasized the importance of gamification use as a teaching strategy in EFL classrooms. In his research, the effectiveness of gamification as a teaching strategy was carried out in control groups in Riobamba, Ecuador. Through quasi-experimental design and a quantity approach, the impact of gamification on the participants' speaking skills was assessed, revealing that gamification enhanced the students' fluency in English by promoting oral interaction, collaborative learning, and peer feedback. The findings suggest that gamification can be an effective tool for language teachers to engage and motivate students in the language learning process, particularly in speaking skills. Local research like this one has fostered greater enthusiasm towards the language learning process, as well as innovative and engaging ways to teach speaking skills to English learners, particularly with A1 level.

The main research question for this study is: What is the impact of using gamification to teach vocabulary to young primary school students learning English? This question relates to the research focus of UBE, which is didactic management and educational quality in basic education, as it involves a specific teaching method for English language instruction

On the other hand, Vocabulary refers to a list or collection of words and phrases, typically arranged alphabetically and accompanied by explanations or definitions. It represents the total stock of words used by a language, group, individual, work, or in a specific field of knowledge (Merriam-Webster, Gamification, 2024)

There are six levels included in the Common European Framework of Reference for Languages (CEFR), ranging from A1, A2, B1, B2, C1 and C2. The first level of English in the CEFR is called English level A1. This is the most basic level and provides the ability to express

oneself with simple information. The language beginner can apply and capture familiar common expressions and basic phrases to meet language requirements. This level is used to introduce themselves and other colleagues and make dialogues with small personal details such as houses and places. At this level, the language student can understand the conversation when the dialogue is slow and receives support from others (Council, 2023).

This investigative work will execute a quantitative and qualitative design. According to Ivankova et al. (2006) the sequential explanatory mixed methods design. This encompasses the collection and study of quantitative qualitative informative data in two continuous stages of the research. This type of method will provide evident data on the effectiveness of Gamification activities in vocabulary acquisition.

Participants will be divided into two groups for the analysis. The experimental group will receive gamification activities with different vocabularies to develop English language skills through individual and group games and rewards. In contrast, the control group will receive traditional classes. Both groups will undergo tests to measure their competence.

This research provides crucial insights into the integration of play activities, skills, motivation, and rewards in teaching the English language. The proposal aims to decisively shape the development of future teaching methods applicable to English as a second language (EFL) classes for children and young people. The ultimate goal is to significantly accelerate and enhance English language learning, thereby empowering students to advance in their studies.

This work is organized into several chapters to provide a comprehensive thesis study. Chapter 1 will cover the theoretical aspects, related studies, and areas linked to the topic, identifying potential gaps that this research aims to address. Chapter 2 will detail the methodological choices, including research design, data collection methods, and applied techniques, ensuring the study's rigor. Chapter 3 will describe the analysis and present the results of the proposed study. Chapter 4 will present the conclusions and interpretations of the findings, ideas, similarities, and implications. Finally, Chapter 5 will provide recommendations, a summary of the analysis, and highlight the contributions of the study along with potential avenues for future research.

Problematic situation

The 3rd-grade students at this school are struggling to learn English vocabulary using gamification methods because they receive little support and instruction from their teachers. To address this, gamification tools and activities aligned with the vocabulary lessons for A1 level students were implemented. These activities focused on helping students build a broad vocabulary suitable for their A1 level. The activities were tested, and it was found that they produced positive results, as demonstrated by the questionnaires assessing vocabulary absorption and memory retention.

Problem Statement

What is the incidence of Gamification for developing vocabulary A1 students for learning the English language?

Research Justification

The research study titled "Gamification for Vocabulary Development in A1 students" aims to help students expand their English vocabulary through gamification. This approach is important because a solid vocabulary is essential for learning a second language. The project's objective is to introduce gamification processes, such as interactive games, to help students understand and learn a wider range of English vocabulary. Third grade students have shown enthusiasm and enjoyment when learning vocabulary through gamification activities.

Therefore, it is recommended that English teachers incorporate these new gamification activities to make vocabulary learning more engaging. These activities are interesting and can motivate students to learn. This research contributes a new, engaging methodology to the education field and provides a productive strategy for analyzing listening and writing skills using gamification.

General Objective

Examine the efficacy of the implementation of gamification activities for developing vocabulary in A1 students of San Gabriel school

Specific Objectives

Explore the conceptual underpinnings of the Gamification Strategy and the Vocabulary

Analyze the relevance of gamification activities in English language learning.

Categorize specific elements of gamification that contribute significantly to increasing vocabulary.

Research questions

How do gamification activities influence in students to learn vocabulary? To what extent?

What are the perspectives of students at an A1 level on using gamified learning tools to acquire vocabulary?

What gamification tools have had the greatest influence on the vocabulary learning process?
Which gamification tools had the least influence on the vocabulary learning process?

CHAPTER I

Investigative background

Before gamification became a popular concept, various elements from video games were used in other fields such as education and scientific visualization. The term "gamification" was coined by Nick Pelling in 2002. Although it first appeared in the context of computer software in 2008, it did not gain popularity until 2010.

Deterding (2011) established that previous research on implementing game design elements and techniques in non-game settings is closely associated with gamification, as indicated by several researchers. For example, Sebastian Deterding's study on human-computer interaction utilized game-inspired elements for motivation and interface design.

Furthermore, the Soviet concept of socialist competition and the American notion of "fun at work" both serve as examples of this. Mathias Fuchs suggested that the appeal of gamification could be attributed to new types of playful interfaces. In 2013, when Will Wright, the creator of the 1989 video game SimCity, was invited as a keynote speaker at the gamification conference Gsummit, it became apparent that gamification conferences were also in retrospect incorporating simulation (Everest, 2023).

Theoretical framework

Independent variable

Gamification

The concept of gamification refers to integrating fun elements, such as scores and rewards, into tasks to encourage active participation. This approach aims to make activities more engaging and enjoyable, leveraging people's natural inclination to compete and succeed. Educators and administrators use gamification to enhance collaboration and performance. However, it's worth noting that opinions about this approach vary widely.

According to Merriam-Webster, Gamification (2024) activities involve the use of fun activities to promote active student involvement. The term "gamification" was first added to the English language in 2000.

Similarly, Cambridge & Dictionary (2024) mentions gamification activities as the incorporation of game elements into learning activities to make them more captivating.

Barney (2023) considered gamification as an activity that combines game-related elements to encourage responsibility and certain behaviors by using game features like badges, leaderboards, points, and rewards to promote collaboration and engaging activities

Uses of Gamification

Many different elements come together to create an engaging experience full of gamified activities. These include themes, levels, various challenges, scorecards, and badges. These aspects encourage learners to grow in an interactive manner through rewards, competition, class hierarchy, or simply the desire to be recognized by their peers. The main goal of gamification is to motivate desired learner behavior in a simulated environment.

Zichermann (2011) believed that gamified activities are 80% psychology and 20% technology. Additionally, some experts argue that incorporating these scenarios into education can help children acquire knowledge more easily and quickly while increasing their motivation levels. Professor B.J. Fogg, an experimental psychologist at Stanford University, has worked on behavior change models that focus on motivating games. He describes that three aspects must be activated at the same time to stimulate behavior: ability, motivation, and triggers (Everest, 2023)

A gamified system

A gamified system should encourage users to take action, provide a competitive challenge, and generate activities. The most important aspect in developing gamification activities is the time duration. If the game activities do not fit together seamlessly, the learner may become demotivated or intimidated by the experience. However, when well-designed, gamification activities can make learning fun and engaging for students (Everest, 2023)

Goals

The perspective of gamification activities is aimed at helping players or learners achieve their goals since a game activity should be established with a specific purpose that helps increase vocabulary and at the same time motivate their peers to live the experience of learning. playing. The learner must be motivated through rewards or prizes to carry out gamification activities such as a list of questions or repeating and writing learned words. It is very necessary to organize the specific goals and structural purposes but this does not affect the gamification theory. Gartner wants to promote gamification as an instrument for achieving achievements. That is, gamification is useful for learners to manage their challenges and not to increase their particular capacity.

Gameception

Gamification activities cannot be applied without the intervention of a guide or teacher and they must be implemented under other parameters without the game activities ceasing to be fun, as Gartner says. Therefore, gamification activities must be established according to how they are experientially projected. Within digital gaming activities, they can also be projected as gamification activities.

Gamification Examples

Gamification activities have a rich and successful history. The term "gamification" was coined in 2002 and has since gained popularity as a necessary tool in various industries and settings. Understanding these activities is easier through examples in different environments. Examples of gamification include incorporating it into hobbies and activities, merging it with immersive technology, using it in customer service, developing gamified mobile apps, applying it in education, and using it for corporate training.

Gamification in Education

Since the search engine Google incorporated Google Forms into its Google Drive suite, the program has presented tools for gamification activities for all types of users. About education, Google invited teachers to gamify their lesson plans to increase the active participation of students. Google allowed teachers to choose and reward with emblems when students complete an important task or have excellent behavior. Award-winning students have the opportunity to show their earned emblems on networks or on various recruiting platforms that support job applications. Google Sheets is another application that helps in producing organizational charts for students. In conclusion, all this allows us to monitor performance and observe the students with the greatest participation in class. Through gamification activities, teachers can offer a highly stimulating and dedicated curriculum for learning. The push for gamification encouraged Google to implement homologous techniques for its workplace. In addition, Google created an active network where informational data about its employees such as income and expenses could be exchanged immediately. The result was optimal. (Cloke, 2023).

Design elements of the Gamification

Gamification handles rich gaming activity environments and game creation components to foster deep, interactive experiences for users. In networks, gamification activities are commonly incorporated into the following foundations: (Barney, 2023).

Points and badges.

It refers to essential gameplay dynamics that reward players with goals and progress through scores when they complete set tasks or achieve objectives and earn emblems for achievements in a specific area. All of this serves as motivation to continue actively participating in gaming activities. (Barney, 2023).

Leaderboards.

These scores indicate the organization of the learners by their active participation and achievement of goals through their development of performance and scope. These gamification activities conceive an emotion of rivalry, challenge, and stimulation in the students to reach the best classifications due to the scoring tables that increase their skills and achieve objectives. (Barney, 2023).

Progression and levels

These games allow learners to continue learning through some segments of game activities as they progress and perform actions to accumulate emblems or prizes. This optical development provides a magnification and power effect that promotes responsibility. Advancing or entering a new level provides a feeling of excitement and initiative (Barney, 2023).

Rewards and incentives

There are many external drivers to influence desired behaviors. These have digital or real prizes such as discounts, exclusive access, and emblems. Gamification activities encourage learners to actively participate, complete homework, and increase their level to obtain rewards (Barney, 2023).

Role-playing

The addition of a chronicle, legend, or story transforms the activities and makes them more expressive. The challenges and actions linked to role-playing games create a bond between the learner and her role, integrating an affective capacity into the experience of the game (Barney, 2023).

Avatars

These allow learners to design a direct and own image within gamification activities. Students can detail their temperaments and increase experience, responsibility, enjoyment, and

acquisition in the experience. Avatars are applied outside of gamification activities to symbolize the individuals of an institution (Barney, 2023).

Teammates

These facilitate teamwork and can join and compete with other individuals. These have many options such as sharing on the web, group challenges, and participatory activities to improve knowledge and create a more interesting practice (Barney, 2023).

The benefits of gamification

Increased engagement.

Gamification activities enrich the dynamic intervention of learners in carrying out their duties so that they become enjoyable, dynamic, and remunerative activities. The impulses of gamification activities increase student collaboration and intervention (Barney, 2023).

Motivation and behavioral change.

Play activities enhance expected behaviors by providing rewards, periods of affirmative recapitulation, and a perception of evolution. In some areas, they encourage participants, provoke healthy habits, and increase educational performance (Barney, 2023).

Improved learning and retention.

Gamification activities in English language learning and education, in general, establish that the study experience becomes more participatory and abundant, increasing student intervention and memorization of skills. By engaging mechanical game activities in didactic components, there is a chance for learners to stay focused and save vocabulary (Barney, 2023).

Social interaction and collaboration

Gamification activities are highly precise mechanical and digital instruments within the active participation of learners in groups that encourage and reinforce the exchange of communication between individuals in an educational institution, through classification tables, group challenges, and meetings with other trainers from another institution (Barney, 2023).

Data and analytics

Gamification activities produce numerous and appreciated references about the learner and the study of data on the student's behavior, priorities, and productivity. These references serve to overcome the experiences of gaming activities, individualize the ability, and warn the acquisition of decision-making (Barney, 2023).

Increased brand loyalty and customer satisfaction

Gamification activities can be integrated to advertise through brochures and registrations for trust in the educational institution, these will increase the preference of parents and the name of the school. In addition, the pleasure of the educational community, the awards, the competition, and the personal experiences design a trajectory for the student but also the most entertaining and unforgettable client (Barney, 2023).

Drawbacks of gamification

While gamification is effective in many contexts, it comes with several drawbacks:

Lack of intrinsic motivation

Gamification activities need a large number of promoters such as rewards and stimuli that can weaken the internal stimulus and lead towards a subordination of rewards from the outside (Barney, 2023).

Overemphasis on competition

The scorecards and rivalry components allow for establishing a perception of elimination and discouragement of those individuals who possibly have lesser development than others (Barney, 2023).

Superficial engagement

Gamification activities tend to produce empty responsibility since learners would focus especially on obtaining scores and rewards, and not immerse themselves in the experience of learning by playing (Barney, 2023).

Resistance to change

Many students cannot stand the dynamics established in the game, and they are distinguished as high-pressure or crafty. Therefore, it is imperative to convey the privileges and effectiveness of gamification games to master this power (Barney, 2023).

Design and implementation challenges

Creating experiences of practical and real game activities requires methodical organization and an appreciation of the tastes of the learners. Gamification activities with a low digital or mechanical practice are not able to fascinate students and obtain the proposed performance (Barney, 2023).

Differences Between Gamification and Serious Games

Digital and mechanical gaming activities are often associated. Both activities stimulate students and increase their experiences. However, there are clear differences between them since gamification activities have operating actions.

In addition, the leaderboards, the score achieved, the different game positions, and the prizes achieved by Gamification activities give the student the stimulus for active participation digitally and mechanically. The teacher must survey to help him verify which game activities attract the most attention and thus ensure that students can participate, learn, and retain new vocabulary words. Mechanical game activities follow a traditional application and involve active participation since a specific mechanic must be carried out that demands physical and mental activity. These mechanical games are very interesting and participatory and meet the objectives set. These serve to positively reinforce learning (Pappas, 2014).

Dependent variable

Vocabulary

It is a directory or registry of words and propositions universally structured according to the alphabet and taught or conceptualized: terminology. It can be said that it is an addition sum or deposit of words applied by a language, set, subject, task, or in an instruction space. (Merriam-Webster, Vocabulary, 2024).

Vocabulary is the system of words recorded and used by a specific individual. (Cambridge & Dictionary, 2024).

Importance of vocabulary

Vocabulary represents one of the most important skills necessary for learning a foreign language. It is the basis for reading comprehension, listening comprehension, and writing. Vocabulary is the main tool to use English effectively. When interacting with a native speaker, when watching Netflix without subtitles, or when listening to your favorite song. David Wilkins argued that: “without grammar, little can be conveyed, without vocabulary, nothing can be conveyed.” People need to use words to express themselves in any language. But usually, a learner, new to a language, keeps on using the same expressions and words and at one point soon the conversation is abruptly interrupted because words are missing. The main reason for such communication problems is the lack of vocabulary. The good news is, that the more words you learn, the easier it is to memorize them (Odenthal, 2020).

Types of Vocabulary

The different types of vocabulary are classified based on spoken and written vocabulary, and different vocabularies have different aims. The development of one leads to the development of others.

Before your child writes or reads, he will build his vocabulary through listening and speaking. Below are the four different types of vocabulary you will need to teach kids for effective communication.

Reading Vocabulary

A major part of vocabulary building is reading. This vocabulary refers to the words and letters we can recognize while reading texts. Sometimes you can identify words used in reading even when you do not use them in speaking.

Speaking Vocabulary

Speaking vocabulary comprises words you use while speaking. It is a very restricted vocabulary where most adults use approximately 5000 to 10000 words for communication. These words are used for giving instructions and having conversations.

The number of words in this vocabulary is comparatively less than the reading vocabulary, mainly because of the discomfort of speaking a second language.

Writing Vocabulary

Your knowledge of spelling heavily influences your writing vocabulary. This is the type of vocabulary that represents the words you have to retain while writing. Expressing verbally through facial expressions is easier than expressing through writing. Hence, your writing vocabulary will depend upon your proficiency in the language.

Listening Vocabulary

Your listening vocabulary comprises the words you understand through hearing. Even a fetus of sixteen weeks might recognize some words in the womb by perceiving sound. By adulthood, most people can remember almost 50000 words. Deaf kids do visual listening through sign language, but their vocabulary is far less than kids with listening vocabulary.

Tiers of Vocabulary

The English language vocabulary is divided into three tiers. Teaching English to kids becomes relatively easy with these tiers of vocabulary.

Basic

The basic vocabulary is your child's first-tier vocabulary which comprises all the basic and familiar words. These are the English words that your kids use in their everyday conversations. Kids are exposed to the basic vocabulary at a very young age, making them familiar with the words. The basic vocabulary for kids consists of sight words, adjectives, verbs, and nouns. Examples of basic words are sad, happy, clean, fast, slow, table, baby, rain, clock, phone, walk, sleep, etc.

Low Frequency

The low-frequency vocabulary consists of content-specific words and is required only in a particular domain as science, math, geography, social science, technology, etc. Examples of low-frequency words are molecule, legislates, osmosis, photosynthesis, isosceles, etc.

High Frequency

High-frequency vocabulary comprises words that are not used in your child's daily conversations and are not learned naturally. You can find these words in books and written texts. They have multiple meanings and are used mainly in literature. Examples of high-frequency words are harmony, valuable, amiable, rare, estimate, synonyms, cluster, consist, etc (Spark, 2021).

Principles for Effective Vocabulary Instruction

Emphasize the connections among words.

Many vocabulary programs introduce words by category, such as focusing on words from health and medicine or about transportation, including some that have research showing that they can be effective. However, direct research specifically on this aspect of teaching, suggests that word learning goes slower and without evident later advantage from the extra work that mastering these words entails needed to master these sets of words. And, yet, evidence reveals that the lexicons in our heads are organized in various networks, not like dictionaries. When you remember a word, you draw from memory a plethora of related ideas—attributes, functions, and synonyms related to that word. Start thinking diesel trucks and words like wheel, tire, dump truck, gasoline, and highway will not be far behind. There are

circumstances in which it is necessary to simultaneously introduce collections of closely related words that may require fine or subtle distinctions, such as when kids are learning about the structure of cells or atoms. I'll give that a pass since such introductions are likely to be accompanied by a much deeper dive into the underlying concepts in such cases.

Promote usage of the words.

It is not enough that kids study word meanings, they have to learn to use these words in their reading, writing, speaking, and listening. Instruction should create opportunities for kids to use words in all of these ways. For instance, that rich vocabulary assignment that was described earlier can be done by groups of kids working together to come up with those multiple definitions. That kind of cooperation requires that kids talk with each other about the words. Additionally, I often assign small numbers of words to each group and then have them get together to teach each other the words that their groups studied... more speaking and listening. One might reward kids for using the studied vocabulary in their writing — or that can be required in various ways. Isabel Beck and Moddy McKeown came up with the idea of “word wizards,” which gave kids extra points in vocabulary if they could bring in evidence that they had confronted or used the words of interest. Kids get very turned on if they run across some of the vocabularies when watching television or playing their favorite computer game.

Review is important.

It can be hard to retain vocabulary if you don't get a lot of opportunity to use it. We may teach vocabulary because certain words were prominent in the texts, we were reading this week, but then kids might not see them for a long time. There are many ways to deal with vocabulary, such as having one day a week when you only work with words that have been taught (and supposedly learned) in the past — or perhaps entire weeks might be devoted to this throughout the year. Another way of ensuring the words stick is to see how many additional words students can construct morphologically, adding prefixes or suffixes altering parts of speech, and so on.

Involve students in identifying some of the words to be studied.

It is noted earlier that much vocabulary learning is incidental and, therefore, largely out of the province of schools. However, not all kids are equally good at such learning and even for those who it is easier, it can still be a tough slog requiring many experiences with a word to get it to stick. One thing that teachers can do to help develop a “word consciousness” among our students is to involve them in identifying unknown words from their reading — and to

include these in their classroom curriculum. When readers get used to noticing their lack of knowledge of particular words, they will be more likely to try to resolve those gaps when reading. Kids will also be more motivated if they have some say so over the curriculum as well (Shanahan, 2024).

CHAPTER II

Methodology

Research Justification

The research project "Gamification for Developing Vocabulary in A1 Students" aimed to enhance students' English vocabulary skills through interactive gaming activities. The project was designed to motivate students at San Gabriel school in Quito, specifically 3rd-grade students, by making vocabulary learning an enjoyable and engaging experience. By implementing gamification activities, teachers hope to foster an enthusiastic attitude toward vocabulary acquisition among students. This approach was poised to make learning vocabulary an exciting and pleasurable endeavor for students, demonstrating the potential of integrating gamification into educational practices.

In the modern era, traditional education is encountering numerous obstacles, particularly in the realm of sustaining student engagement. Enter gamification - an innovative solution that incorporates game design elements and principles into non-game contexts, motivating and captivating individuals in reaching their goals. In the educational domain, gamification has the potential to revolutionize the learning experience, making it more appealing and impactful.

As emphasized by Huang (2013) one of the most remarkable benefits of gamification is the substantial increase in student engagement. By infusing learning activities with excitement and enjoyment, students are more likely to actively participate and invest effort into their studies. Furthermore, the use of rewards and recognition serves to bolster motivation, prompting students to devote themselves more earnestly to their learning. Moreover, gamification provides immediate feedback through points or other game mechanisms, enabling students to discern their progress and areas for enhancement. Additionally, it promotes collaboration and social interaction among students, fostering a sense of community and mutual support

Research and research approach

This study follows the mixed methods approach, which combines both qualitative and quantitative components in a single research in order to gain a more complete and comprehensive understanding of the phenomenon being studied.

In their study, Doyle (2009) argued that using mixed methods research can significantly enhance the quality of research by integrating qualitative and quantitative approaches. This comprehensive method allows researchers to validate findings, capture richer details, and address research questions from multiple angles.

Furthermore, Doyle (2009) pointed out that the strengths of mixed methods research lie in providing a more nuanced and complete understanding of research problems, increasing the validity and reliability of research findings through triangulation, and exploring various dimensions of a research question to ensure breadth and depth. It is imperative, however, to underscore that this approach demands meticulous planning and coordination to maintain coherence and consistency in research design and implementation.

The present research involves collecting non-numerical data using qualitative methods such as observation and interviews to gain a deep and detailed understanding of the context. However, it's important to note that the interpretation of such data can be subjective and contextual.

(Erickson, 1985) observed in his comprehensive analysis, a range of qualitative methods, including participant observation, in-depth interviews, and artifact analysis, were thoroughly examined, revealing that qualitative data analysis entails identifying patterns, themes, and meanings through coding and interpretation. It is imperative to acknowledge the subjective nature of qualitative research, wherein the researcher's viewpoint and study context significantly shape the findings.

Moreover, Erickson (1985) fervently advocated for understanding the perceptions, motivations, and actions of participants within their specific educational contexts

Furthermore, the data obtained in the research is also measured and analyzed using quantitative methods such as numerical data and statistics. According to Lerche (2012), this allows the establishment of relationships and patterns, which leads to the replication of results and generalization, turning it into an objective investigation. With the information obtained, variables can be compared, related, and deduced through pattern analysis

Albright (2013) described in his research an enhanced understanding by combining quantitative and qualitative approaches. While quantitative methods can determine if an intervention is effective, qualitative methods offer deeper insights into how and why it works, as well as its specific contexts. This dual perspective is crucial for a comprehensive

understanding of any intervention, as it examines both the results and the underlying processes.

Additionally, mixed methods research provides complementary data. Quantitative data offers statistical evidence of an intervention's effectiveness through measurable outcomes and numerical analyses. On the other hand, qualitative data provides detailed insights into participants' experiences and the contextual factors influencing them. Integrating these data types allows researchers to develop a more nuanced and comprehensive understanding of the intervention's impact.

Research Method

A quasi-experimental study will be conducted to evaluate the impact of gamification on vocabulary development. Two different grades, namely 3A and 3C, will be selected for the study. Grade 3A will be the control group and will receive gamification-based activities for vocabulary development, while grade 3C will not receive any intervention. Data will be collected before and after the intervention to analyze the effectiveness of gamification on vocabulary development.

A total of 58 students from San Gabriel School took part in a research project, with 32 students from 3rd A and 26 students from 3rd C. Initially, a pre-test was conducted on both groups to gather data for the research. After the pretest, gamification activities were applied to the experimental group 1, i.e. 3rd A, while traditional classes were taught to the control group 2, i.e. 3rd C. Traditional classes involved passive participation of students as receivers and teachers as transmitters of knowledge. At the end of the research, a post-test was conducted on both groups to evaluate the effectiveness of gamification. Finally, an evaluation was conducted on both groups to assess their progress. In addition, a perception and preference survey was given to the experimental group to measure their level of satisfaction with the gamification activities that were carried out. This survey collected qualitative data and was subjective in nature with the purpose of providing a deeper comprehension of the topic being studied, and it was crucial for generating knowledge that is both meaningful and contextually relevant.

Research instruments

Pre- test

A pre- test was administered prior to the research to assess the students' vocabulary knowledge level. The purpose was to identify their strengths and weaknesses and establish a

baseline for comparison with their performance after the intervention with gamification activities. This helped to evaluate the effectiveness of the intervention over time. According to Sana (2023) the pretesting offers benefits that reach far beyond improving the recall of tested information. In fact, pretests significantly enhance overall understanding and integration of new material, resulting in more effective learning.

Post Test

The Post Test was conducted after implementing gamification activities to analyze the impact of the intervention. It aims to evaluate the level of knowledge regarding vocabulary before and after the intervention. The purpose is to verify the effectiveness of gamification in vocabulary acquisition.

Survey

It is an instrument used to gather information about the opinions and experiences of a group of participants in an experiment. The purpose is to understand their perceptions and evaluate their satisfaction with a specific aspect of the study. In this case, after children take part in gamification activities, they will be surveyed to gather their feedback and assess the effectiveness of the activities.

Research techniques

Observation

During the gamification activities, classroom observations were conducted to analyze the students' engagement level, motivation, participation, understanding and reaction towards the activities.

Groups

Participants are organized into focus groups to facilitate interaction and deeper understanding of their experience and perceptions of gamification.

Journaling

Journaling is a process of collecting detailed data about the performance and progress of students. This method helps to keep a record of their development over time and provides insights into their learning journey.

Process of Data collection

The students will take a pre- test before starting the experiment. The experiment involves applying gamification techniques in the classroom for 10 weeks, After the 10 weeks, both the control and experimental groups will complete a post-test. In addition, the experimental group will also complete a satisfaction survey and opinion survey. The data obtained from both groups will be tabulated, and the results will be analyzed and interpreted.

Table 1
Schedule of activities

Activities	March				Aril				May				June			
	WK 4	WK 1	WK 2	WK 3	WK 4	WK 1	WK 2	WK 3	WK 4	WK 1	WK 2	WK 3	WK 4			
pre-test	█															
memory game		█														
Simon says			█													
attention				█												
hangman					█											
charades						█										
A/P compet							█									
pictionary								█								
word race									█							
what is missing										█						
chain stories											█					
post-test												█				
surveys													█			

Author: Armijos, C. (2024)

Note: 13 weeks for the research

Process and Analysis of Information- -initial diagnosis

The investigation process and analysis of information involves collecting relevant data through a pre-test, organizing it methodically, analyzing it using statistical methods, applying a post-test to both the control and experimental groups, and conducting a survey. This enables the interpretation of findings, conclusion drawing, and offering recommendations. This process is crucial to contribute to the advancement of the educational field.

The topics were chosen according to the Common European Framework of Reference for Languages (CEFR), ranging from A1, A2, B1, B2, C1 and C2. The students' level is the first level of English in the CEFR which is called English level A1. Also

This is the most basic level and provides the ability to express oneself with simple information. The language beginner can apply and capture familiar common expressions and basic phrases to meet language requirements. This level is used to introduce themselves and other colleagues and make dialogues with small personal details such as houses and places. At this level, the language student can understand the conversation when the dialogue is basic and slow and receives support from others (Council, 2023).

English teachers who work in the Ministry of Education must consider the topics of the Ministry of Education modules, so this was also taken into account.

Table 2
Pre-test results

Control group	Score over 10
Student 1	3,55
Student 2	3,6
Student 3	3,95
Student 4	3,35
Student 5	6,55
Student 6	2,55
Student 7	4,55
Student 8	6,55

Student 9	2,9
Student 10	3,2
Student 11	3
Student 12	3,3
Student 13	3,35
Student 14	4,25
Student 15	1,05
Student 16	3,35
Student 17	0,85
Student 18	3,7
Student 19	3,65
Student 20	1,35
Student 21	4
Student 22	3,65
Student 23	3,2
Student 24	2,2
Student 25	4,5
Student 26	1,9
Average	3,38

Author: Armijos, C. (2024)

Note: The overall grade in control group is 3,38

Table 3
Pre-test results

Experimental group	Score over 10
---------------------------	----------------------

Student 1	3,25
Student 2	2,8
Student 3	3,25
Student 4	1,1
Student 5	4,15
Student 6	5
Student 7	4,4
Student 8	2,55
Student 9	4,9
Student 10	1,65
Student 11	3,25
Student 12	2,8
Student 13	6,25
Student 14	7
Student 15	4,6
Student 16	4,2
Student 17	3,3
Student 18	2,95
Student 19	2
Student 20	3,7
Student 21	4,4
Student 22	1,7
Student 23	2,55
Student 24	6,15

Student 25	3,05
Student 26	6,4
Average	3,74

Author: Armijos, C. (2024)

Note: The overall grade in experimental group is 3,74

General results from the pre-test from the control and experimental groups

The results of the pretest showed that the students have a poor grasp of English vocabulary. They were only able to recognize cognates and did not have a complete understanding of the language, resulting in an overall average of 3.74 for the experimental group and 3.38 for the control group. This suggests that both groups are in a similar condition, which will enable us to obtain more reliable results from the research. It's essential to note that the pre-test evaluates both the ability to comprehend vocabulary and writing. Since the pretest indicates that the children cannot recognize words, it's unlikely that they will be able to pronounce them, so there was no need to conduct a pronunciation test.

Participants and their characteristics.

The study involved third-grade students from San Gabriel City School, located south of Quito. The selection process for participants took into account their similarities, such as age and school year. The research study was conducted with 26 students from the 3rd c, which served as the control group, and 26 students from the 3rd a, which was the experimental group. It is believed that at age 7, children experience cognitive, emotional, and social development. They display increased curiosity, improved cognitive skills, greater concentration, language and reading development, social skill development, physical development, and individual interests and motivations.

Description of the population.

The study's population consists of 3rd-grade students from San Gabriel School who are expected to have a suitable level of vocabulary that allows them to read, write, and understand English. They possess the linguistic skills necessary to be considered A1+ students, which means they can understand basic written and spoken English and engage in simple conversations. This study targets A1-level students who are in the early stages of learning a new language and are focused on building foundational vocabulary skills. This group comprises elementary school students who are between 5 to 6

sample and sampling selected

To conduct this study, the cluster sampling technique was employed. The first step was to randomly select one of the clusters. I assigned a number to each class and the 3rd A of the San Gabriel school in Quito was selected as the winning class through a random process then another group was selected to be the control group in observation.

Population and sample

Population refers to the set or group of all the units on which the findings of the research are to be applied.

Sample is a part of population that represents it completely is known as sample. It means, the units, selected from the population as a sample, must represent all kind of characteristics of different types of units of population (Satishprakash, 2020).

Conceptualization of variables

Gamification

By Garner, gamification is “the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals”.

Vocabulary

By Cambridge Dictionary, Vocabulary is all the words known and used by a particular person (Cambridge D. , 2024).

Table 4
Operationalization of variables

Variable	Dimension	Indicators
Gamification	By Garner, gamification is “the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals	-History -Uses -Goals -Gamification in education -Design elements of gamification

		-The benefits of gamification
Vocabulary	By Cambridge Dictionary, Vocabulary is all the words known and used by a particular person (Cambridge D. , 2024)	-Importance -Types of vocabulary -Tiers of vocabulary -Principles for effective -vocabulary instruction

Author: Armijos, C. (2024)

Note: Operationalization of variables chart

Data analysis and ethical considerations

The principal allowed the researcher to conduct a study with a group of 26 third-grade students, with ethical considerations in mind. The parents of the children in the group provided written consent for their participation in the study. The researcher obtained permission to use an experimental process with the participants, and informed the parents of the study's objectives, methodologies, and associated risks in a letter. The parents were assured that their participation was voluntary and that their personal information would remain confidential. Appendix 6 in the appendices section contains all relevant details.

CHAPTER 3

Presentation and Validation of the Proposal

This chapter verifies the innovative integration of activities through game elements designed to help third graders develop their vocabulary through gamification. Gamification aims to improve vocabulary skills through games and has been thoroughly tested to ensure it meets the desired vocabulary acquisition goals. The methods used to validate the proposed system are detailed in this chapter, along with performance indicators and evaluations.

The validation process is crucial for confirming the feasibility and effectiveness of the planned strategy. It emphasizes the commitment to equipping students with the necessary language skills, especially in vocabulary development. Implementing a program that provides appropriate tools to help third-grade students achieve the required vocabulary level for their grade is a significant advancement in education.

Validation of the proposal

This section focuses on comprehensively validating the concept, examining it from both a theoretical and empirical perspective. The study provides crucial information on the feasibility, practicality, and other anticipated advantages it is expected to offer.

Theoretical foundation

According to Medica and Dumancic (2015) today's world places great emphasis on the lives and work of children, students, and youth. The fast-paced development of information and communication technology influences the growth and development of young people.

Given this context, it is essential to update and integrate a new curriculum that addresses the needs of children, students, and youth, who naturally navigate an environment rich in information and communication technologies. Gamification offers a valuable opportunity to increase interest, motivation, and engagement among young learners. By incorporating mechanisms such as earning badges, collecting points, advancing to new levels, and winning prizes, gamification can make learning more dynamic and enjoyable. Furthermore, communication platforms that facilitate task sharing, idea exchange, and opinion expression can transform how children, students, and youth perceive educational goals.

These activities can make education seem proactive, dynamic, and fun, rather than dull and obligatory. Gamification is not solely about creating games; it involves using playful games in non-entertainment contexts to boost motivation, effort, and commitment.

Implementing gamification in education is crucial for achieving the goals and missions of a comprehensive educational system in the future.

Additionally, early childhood education has become a significant public policy issue due to its profound impact on a child's personality, upbringing, education, socialization, development, and academic success from preschool through to university and beyond. Traditional teaching methods often follow a rigid structure that can stifle a child's motivation, creativity, and innovation. These methods typically focus on theoretical rather than practical instruction, making it difficult for children to retain and recall information. Additionally, traditional teaching often fails to fully capture students' attention, reducing their interaction, engagement, and investment in the content. (Lamrani, 2020)

To address these challenges, the development of innovative educational approaches is essential. Recent research in cognitive science and educational neuroscience indicates that play-based learning is a highly effective method for early childhood education. Four key factors—attention, active engagement, feedback, and consolidation—have been identified as crucial for strengthening children's skills. (Ali, 2018)

Therefore, the proposed approach introduces a digital play-based learning method using serious games to enhance the pedagogical principles of the Montessori approach. The goal is to improve children's skills during their early years through play-based learning and gamification, providing them with a diverse array of serious gaming activities and challenging experiences in an interactive environment. Several serious games based on Montessori principles and the four pillars of learning have been developed. For evaluation, a representative sample of children from rural areas was selected.

Systematization of Experiences

Validation involves a thorough examination of past events and their outcomes. By analyzing similar projects and their effects on student academic performance, we can gain valuable insights into the potential success of proposed training programs. Organizing and categorizing past experiences provides a reliable reference, helping us to identify and implement effective solutions while avoiding anticipated problems.

Feasibility and Viability

The practicality and feasibility of the concept are essential for its successful implementation. Ensuring the system integrates seamlessly into the current educational framework requires a comprehensive evaluation of financial, logistical, and infrastructural

challenges. This includes conducting an in-depth cost-benefit analysis and detailed risk assessment. Such offers a complete understanding of the potential obstacles and benefits associated with the proposed system.

Contentious points

Rabah (2018) establishes that the gamification of learning, which involves applying game design elements to educational activities, is a popular yet controversial trend in education. Advocates of gamification argue that it enhances learning by reinforcing key educational skills such as problem-solving, collaboration, and communication. They claim that the interactive nature of gamified learning encourages students to actively participate in the learning process, thereby boosting engagement in online forums, projects, and other activities.

Critics, however, Huang (2013) established that gamification can distract from learning with aimless activities, introduce unnecessary competitive stress, and fail to address the diverse pedagogical needs of all learners. Research on gamification is gaining momentum and aims to address these contentious points. To explore the evidence-based discourse on gamification, we conducted a second-order review. Our findings indicate that while the literature supports gamification's effectiveness in cognitive, emotional/motivational, and behavioral outcomes, some design issues remain unresolved. Specifically, the current research often overlooks the importance of the nature of learning objectives and the quality of gamified learning activities. Additionally, there is a contextual bias towards STEM courses, limiting the applicability of the evidence to other fields. The review also suggests a publication bias and a tendency to emphasize positive effects.

Recognizing the general scope of the research, its theoretical framework, and the evidence will aid instructors and curriculum designers in effectively incorporating gamified elements into courses. By highlighting the current limitations, future research can focus on generating the types of evidence needed to advance gamification in educational settings.

Characteristics of the proposal

The present proposal is developed specifically to facilitate the obtaining or acquisition of new vocabulary for third grade students. It is characterized by using game mechanics and dynamics to encourage engagement and action in non-gaming contexts, which is what gamification is all about. In education, gamification applies these game elements and frameworks to promote desired learning behaviors. Effective gamification can enhance

learning and motivate students to make better decisions when solving problems in their tasks. To create successful gamification, it's important to consider students' gaming personalities, social engagement styles, and motivations, and then select and evaluate appropriate game mechanics and dynamics. This helps to build an optimal gamified instructional design. This chapter presents a model for developing gamification to assist educators in designing effective gamification strategies that complement their current teaching methods. It also addresses critical questions about integrating gamification. (Kapp, 2012)

Comprehensive Curriculum Design

The plan includes a carefully designed lesson plan that covers all essential vocabulary for A1 students. The lesson plan addresses several basic topics for third-grade students, with the objective of encouraging the acquisition of new vocabulary.

Development of specific skills

The approach prioritizes developing specific skills that contribute to language learning, including understanding and comprehension of the new vocabulary

Interactive Pedagogy

Gamification is a complex and controversial concept. It has been praised as a revolutionary approach in marketing and education, but also criticized as a form of exploitation. At the heart of the debate on gamification is the question of what defines a game, its core mechanics, and whether gamification truly incorporates these core elements.

This paper seeks to challenge the foundation of this debate by redefining gamification not just as a set of techniques and mechanics, but as an educational legacy and an alternative framework for shaping participant behavior, focused on entertainment and engagement. By doing so, it will position current gamification practices within a broader and more profound historical context and propose potential directions for more advanced gamification in the future.

Assessments

This study used a pretest-post-posttest design to evaluate student learning vocabulary. Data was gathered from 26 students in the experimental group and compared with another 26 students in the control group. Both groups were taught by the same instructor but using different techniques.

Delucchi (2014) stated that the results indicated that pretests were effective in assessing students' prior knowledge at the beginning of the study, while posttests measured learning outcomes at the end.

In this research the increase in knowledge from pretest to posttest was found to be more influenced by the course content and presentation rather than by the students' prior statistical ability or test-taking skills.

Flexibility

Taspinar, et al (2016) established that to effectively and enjoyably teach students, it is increasingly important to integrate interactive elements into the educational mix. Given the popularity of guessing games and quizzes in the classroom, he came up with the idea of creating a board game that incorporates typical gamification mechanics. Although the content of the resulting prototype game is based on Knowledge Management (KM) models, its design is adaptable, making it suitable for other educational topics in various settings such as universities, schools, or corporate training programs. The idea was tested and evaluated in a university KM class. The results were promising and encourage further variation and expansion of the concept.

Adaptability

This research analyzes how gamification of learning environments can improve student engagement by adapting game features to student profiles, considering various types of players and gamification elements. The study implemented and evaluated five game features, such as points, challenges, and competitions, with 26 participants in an educational setting. Key findings indicated that highly engaged students demonstrated higher motivation, while those whose characteristics did not align well with those of the game showed lower motivation. This is closely related to the final results since when applying the final satisfaction survey to the students it was evident that when a game that they considered bad called "airplane competition" was used, a large percentage of students obtained a low grade in the post-test specifically on the vocabulary that was applied with the help of the said game.

This study highlights the need to adapt game features to boost student engagement and provides insights into the mechanisms for such adaptations. (Lavoué, 2018)

Collaborative Learning Environment

Despite the positive results of collaborative learning since the 1970s, it still encounters significant challenges, such as group cohesion, participation, communication, collaboration, and trust. While various instructional techniques have been proposed to improve group cohesion and students' attitudes towards collaborative learning, new methods need to be explored.

One potential approach is gamification, which involves incorporating game elements and techniques into non-game contexts. Gamification could be a novel method to enhance group cohesion and performance in collaborative learning environments.

This study aims to examine the impact of gamification on students' vocabulary development, attitudes towards group learning environments, group cohesion, and academic performance. The goal is to foster student collaboration in groups using gamification elements. In this quasi-experimental study, the performance of a gamified group of 26 students was compared to that of a traditional group of 26 students. The results indicated no significant difference between the gamified and traditional groups regarding students' attitudes towards the group learning environments and the course. However, the gamified group showed better group cohesion and evaluation scores compared to the traditional group. (Uz Bilgin, 2020)

Continuous Professional Development

Despite the widespread use of gamification in professional training, its application in Teacher Professional Development (TPD) is still in its early stages. Most reported experiences have primarily aimed at enhancing participation and engagement during the training sessions themselves. However, gamification in TPD can and should have a broader scope, enhancing teachers' motivation to implement newly acquired knowledge and strategies in their daily practice. Therefore, we have aimed to gamify an existing TPD environment called 4T, (design environment, challenge, measurement and evaluation) which encourages teachers to design collaborative learning activities for their students around a specific theoretical theme. (Pozzi, 2016)

Objectives of the proposal

Examine the efficacy of the implementation of gamification activities for developing vocabulary.

Explore the conceptual underpinnings of the Gamification Strategy and the Vocabulary.

Analyze the relevance of gamification activities in English language learning.

Categorize specific elements of gamification that contribute significantly to increasing vocabulary.

Structure and dynamics of the components of the proposal

Throughout this research, a 10-week class was taught using a series of games. To begin, a pretest was given, and then each week a new game with increasing difficulty was introduced. Each new game also involved a review of the previous week's material. Students earned points and badges for successfully completing each game, and their progress was tracked using a progress report. To represent their progress, students received stickers that were placed in a booklet. At the end of the 10 weeks, the student with the most points received a final grade of 10. After the 10 weeks, a post-test was given, and the results will be presented in statistical tables for further analysis. Therefore, what authors said below was considered significantly.

Incorporating game mechanics into education, such as points, badges, and leaderboards, can significantly motivate students to engage more deeply with their learning. Points offer a tangible measure of effort and progress, providing students with a clear view of their achievements. Badges serve as milestones, recognizing individual efforts and accomplishments with virtual rewards. Leaderboards introduce a competitive element that encourages students to perform their best, while team-based leaderboards foster both individual and collective ambition. (Barney, 2023)

Creating engaging learning challenges and goals can inspire students to apply their knowledge and skills creatively and critically without fearing failure. These challenges can range from problem-solving exercises to themed learning activities that involve role-playing, fostering a sense of responsibility and ownership.

Teachers can stimulate students' competitive instincts by implementing virtual barriers, levels in online education games, or innovative obstacles, making each achievement a step towards unlocking new learning phases. This approach enhances engagement and promotes critical thinking and analytical skills. Rewards, whether in the form of extra privileges or recognition, further motivate students to overcome these educational challenges (Kapp, 2012)

Feedback mechanisms and reward systems play a crucial role in gamification. They offer immediate, constructive feedback and acknowledge learners' efforts and achievements. Points, badges, or verbal praise validate learners' progress, providing a clear path to improvement and excellence. Personalized feedback fosters a growth mindset, while rewards boost student motivation, making learning an engaging and continuous journey. By aligning feedback with personal achievements, educators can create a supportive gamified environment that celebrates progress and fosters a culture of recognition and encouragement, driving students towards their learning goals with clarity and confidence. (Kapp,2012)

Designing a learner-centric gamified experience involves tailoring educational activities to meet the diverse needs, interests, and abilities of everyone. This approach ensures that learning becomes a personal journey, with challenges, rewards, and feedback customized to enhance engagement and effectiveness. By placing students at the heart of the learning process, educators can create a more inclusive, motivating, and enriching environment. This strategy respects individual learning styles and empowers students to take ownership of their learning, leading to a deeper understanding and sustained interest in the subject matter.

Description of the methodological requirements

Design of the research

The research adopted a quasi-experimental design, which aims to assess the impact of an intervention on a specific group without randomly assigning participants to groups. This design involved pre-existing third-grade students, indicating a lack of randomization. Efforts were made to ensure the groups were similar in relevant characteristics to minimize confounding variables. For instance, two groups of students were chosen based on their demonstrated commitment to learning across all grades at the institution. At the beginning of the first quarter of the school year, both groups showed responsibility and commitment to their obligations, as evidenced by their quantitative grades, thereby reducing selection bias. An experimental group and a control group, both in third grade, were included in the study. The control group, which did not receive the intervention and continued with traditional classes, served to establish a baseline for comparison with the experimental group. The pre-test was administered at the start of the third term, which helped ensure impartiality as all students were receiving new vocabulary instruction.

Additionally, an interrupted time series design was employed to balance the results before and after the intervention, observing changes over time. A pretest and posttest were administered to measure the participants before and after the intervention, evaluating its effects. To further support the research, a survey was given to the students at the end of the study to expand the conclusions. The survey that was carried out can be considered an evaluation since the third-grade children evaluated their own performance, skills and progress. This encourages self-knowledge through reflection and analysis. The survey was necessary because it was possible to recognize strengths and weaknesses that were useful for the results of the study.

For data analysis, Google Sheets was used to calculate grade averages and generate statistics, making differences between groups clear and estimating the intervention's results.

In conclusion, the research design ensured internal validity by selecting two groups with similar characteristics and using statistical controls. External validity was also considered, as the study was conducted in a real-world setting, making the findings more generalizable.

Description of the budget or financial analysis

Implementing gamification in the classroom requires planning not only in class, but also financially, so the financial analysis of this research will be detailed below since it is of utmost importance to consider the sustainability of this research.

Human Resources

The instructor of the classes will be the researcher of this research, so there is no need to pay a teacher for the research. It is also worth mentioning that the coordinator will oversee the same researcher. Therefore, no one needs to be paid.

Didactic materials

Most of the teaching material was printed and no budget was needed because the sheets of bond paper, markers, and eraser were part of the material that rested in the institution; as for the prints that were used, they did not require investment anymore. which were part of the teacher's essential materials to teach their classes, so said material already existed. However, the instructor invested \$5 in stickers over 3 months to give as gifts when students achieved something.

Form of application, implementation and evaluation

It occurred in 10 English classes, explained in annexes

Research question 1

How do gamification activities influence in students to learn vocabulary? To what extent?

From the results of the pretest, the following data were obtained according to the scores obtained by the students. The pretest was evaluated with the following criteria: places in the city (1 point), prepositions of place- in, on, under (1 point), colors (1 point), means of transport (1 point), adjectives (1 point), parts of the day (1 point), stations (1 point), adjectives to describe people-animals (1 point), prepositions- in front, next to,, behind (1 point), verb to be (1 point)

The final grade for these values was 10 points.

The criteria mentioned above were considered because an A1 level of English is suitable for basic interactions but not sufficient for academic or professional contexts. According to the CEFR, someone at this level can understand and use everyday expressions and fundamental phrases to meet basic needs. They can also form, ask, and answer questions about personal or simple details. At this level of competency, direct communication is possible as long as the other person speaks slowly, clearly, and patiently. All of this can be achieved with the help of the vocabulary learned during these 10 lessons.

Table 5
Pre-test results-experimental group

Experimental group	Score over 10
Student 1	3,25
Student 2	2,8
Student 3	3,25
Student 4	1,1
Student 5	4,15
Student 6	5

Student 7	4,4
Student 8	2,55
Student 9	4,9
Student 10	1,65
Student 11	3,25
Student 12	2,8
Student 13	6,25
Student 14	7
Student 15	4,6
Student 16	4,2
Student 17	3,3
Student 18	2,95
Student 19	2
Student 20	3,7
Student 21	4,4
Student 22	1,7
Student 23	2,55
Student 24	6,15
Student 25	3,05
Student 26	6,4
Average	3,74

Author: Armijos, C. (2024)

Note: The overall grade in control group is 3,74

Table 6

Summary of the pre-test results

EXPERMIENTAL GROUP	MIN	MAX	M	SD
26 STUDENTS	1,1	7	3,744230769	1,547599879

Author: Armijos, C. (2024)

Note: Summary of the pre-test results

Discussion: In this chapter, data was collected from 26 students at "Cuidad de San Gabriel" school through a pre-test. The test had 10 parts, each scored out of 1 point.

Upon comparison, the pretest revealed that the group's minimum grade was 1.1, the highest grade was 7 points, the average was 3.74, and the standard deviation was 1.54 points. These results indicate that most students had limited vocabulary knowledge in the pretest, hindering their ability to select the correct answers due to a lack of required vocabulary knowledge.

Table 7

Post-test results- experimental group

Experimental group	Score over 10
Student 1	8
Student 2	6
Student 3	8
Student 4	7
Student 5	8
Student 6	7
Student 7	7
Student 8	9
Student 9	8

Student 10	8
Student 11	7
Student 12	10
Student 13	8
Student 14	7
Student 15	7
Student 16	8
Student 17	7
Student 18	5
Student 19	9
Student 20	7
Student 21	8
Student 22	6
Student 23	8
Student 24	4
Student 25	6
Student 26	7
Average	7,30

Author: Armijos, C. (2024)

Note: Post-Test Results

Table 8

Summary of the post-test results

EXPERIMENTAL GROUP	MIN	MAX	M	SD
26 STUDENTS	4	10	7,307692308	1,51708222

Author: Armijos, C. (2024)

Note: Summary of the post-test results

Discussion: In this chapter, data were collected from 26 students at "Ciudad de San Gabriel" school through a post-test. The test had 10 parts, each scored out of 1 point. Upon comparison, the pretest revealed that the group's minimum grade was 4, the highest grade was 10 points, the average was 7.30, and the standard deviation was 1.51 points. These results indicate that most students improved their vocabulary knowledge in the post-test, which means that students' ability to recognize vocabulary became much better. They were not perfect, but there is an evident improvement.

Table 9

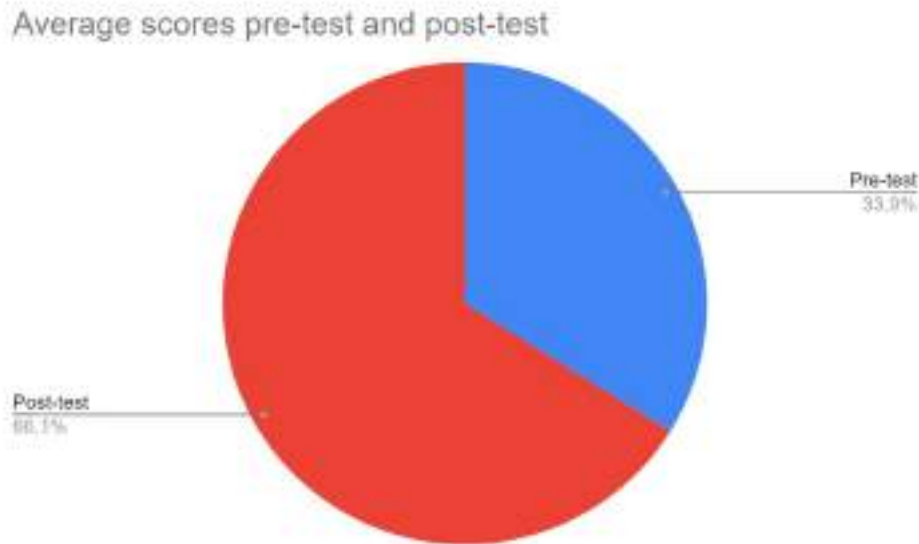
General average and difference pre-test and post-test

Results	Pre-test	Post-test	Difference
Average	3,74	7,30	3,56

Author: Armijos, C. (2024)

Note: General average and difference pre-test and post-test

Figure 1 Average scores pre-test and post-test



Author: Armijos, C. (2024)

Note: Average scores pre-test and post-test

Discussion: The table displays the average scores of third grade students at San Gabriel School in two tests. Additionally, it compares the results of the pre-test and post-test. The pre-test average score was 3.74, equivalent to 33.9%. After implementing a gamification strategy, the average score increased to 7.30, representing 66.1%. This suggests that the strategy led to a significant improvement in the students' vocabulary, with a difference of 3.56 points between the two tests.

Analysis of the results

To address the first question, the gamification activities had a significant impact on the students' vocabulary learning. There was an improvement of 3.56, which is notable considering that the students initially had an average of 3.74. Gamification made learning more interactive and enjoyable. For instance, students showed great enthusiasm when they were rewarded with extras or stickers for their progress chart, called "progress check," which was placed on the back cover of their notebooks. Each time a student completed an activity, a sticker was added, creating a sense of competence and achievement, and motivating them to participate more actively to acquire vocabulary.

Also, gamification was likely to contribute to the improvement in students' knowledge was the immediate feedback they received after completing exercises. This undoubtedly helped with retention. For example, in the first game we organized for Week 1 with the theme "places in the city," students played a memory game in pairs. They had to turn over images on the board and name them; if they made a mistake, the teacher corrected them immediately.

One aspect contributing to the influence of gamification on students is the frequent exposure to vocabulary. In games, as you progress to higher levels, the challenge increases. When you level up, you need to revisit and practice the skills acquired in the previous levels. Hence, every week, students had to tackle new levels or challenges while not neglecting the prior ones. This repetition helps reinforce memory and understanding of new words. For example, after learning about "the places in the city" in week 1, in week 2, students played a game called "Simon Says," which involved following the instructor's directions, thereby reviewing the prepositions of place. Students had to use a chair and position themselves according to the teacher's instructions. After the review, students had to find the indicated city locations in their notebooks and then freeze. Those who couldn't pass the challenge lost the sticker they could have earned.

Moreover, it was noticed that gamification had a positive impact on students' vocabulary learning as it incorporated vocabulary within meaningful contexts. For instance, in week 4, the students played a game of charades to practice vocabulary related to emotions. The game was conducted as a competition, with rows competing against each other. The row that couldn't guess the phrase correctly lost a sticker. Each student was given a phrase related to emotions, and their team members had to guess the phrase based on their actions. This was very helpful as the students worked together in teams to guess the given phrase within 15 seconds. This shows that the game encourages teamwork and collaboration. Therefore, there was a lot of social interaction

It's important to note that incorporating gaming into the classroom helps students set clear goals and motivates them to achieve learning outcomes. For example, a clear rule was established indicating that the student group with the most stickers would win the game and receive additional points towards their grades.

The gamified environment allowed the students to relax and be more at ease, which was advantageous as they were not afraid of making mistakes. However, this also led to disadvantages such as constant interruptions due to their confidence in expressing themselves. This caused the teacher to stop at times to remind the students of the game rules or the rule of silence. Nevertheless, this did not hinder their learning, as the students demonstrated an understanding of the topics and an increase in their vocabulary level.

Furthermore, in this gamified environment, the entertaining nature of the game contributed to the students eagerly anticipating English time. They appeared to be more motivated and happier when the teacher arrived, and this was especially noticeable during game time. This increased the likelihood of students genuinely participating in learning activities.

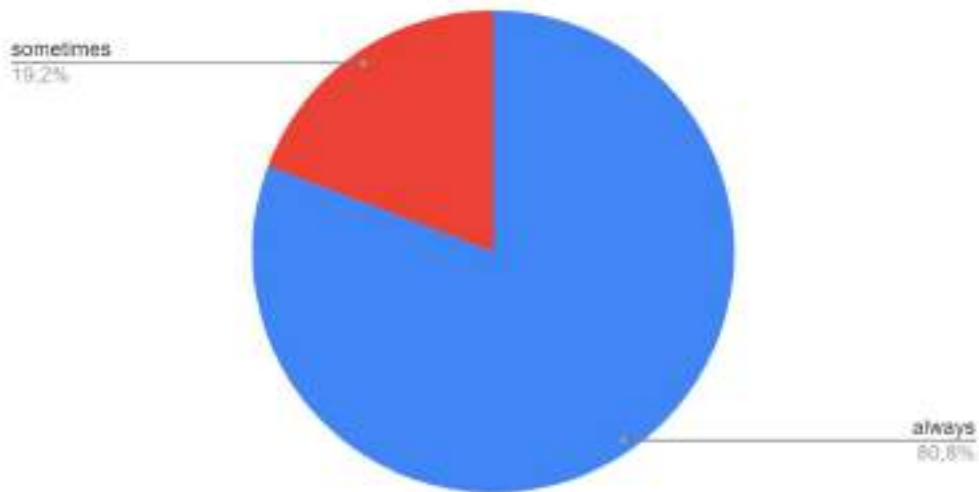
In conclusion, in response to question number 1, the researcher was able to confirm that integrating gamification into students' learning can have a positive and significant impact. It provides them with new experiences through dynamic activities that reduce stress and allow retention of knowledge through various challenges as learning progresses.

Research question 2

What are the perspectives of students at an A1 level on using gamified learning tools to acquire vocabulary?

Figure 2 Survey-Question 1- How frequently would you like to incorporate games in your vocabulary lessons?

Question 1- How frequently would you like to incorporate games in your vocabulary lessons?



Author: Armijos, C. (2024)

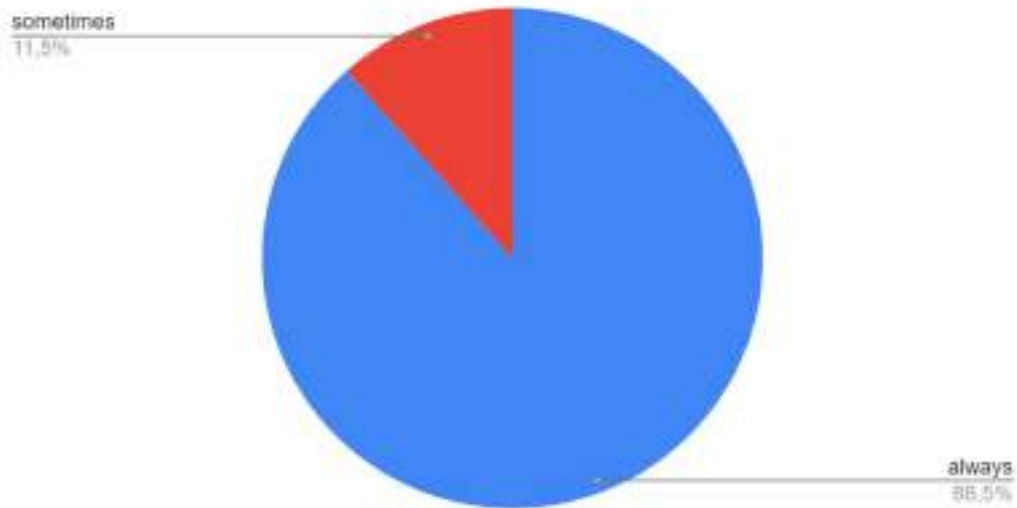
Note: Question 1- How frequently would you like to incorporate games in your vocabulary lessons?

Discussion: The survey found that 80.8% of students would like to incorporate games into their vocabulary lessons always, while 19.2% indicated that they would like to incorporate games into their lessons sometimes.

According to Kapp (2012) incorporating games in the classroom can be effective, but not all children may enjoy them for various reasons, which may be different learning preferences, shyness, or social anxiety, perhaps they do not like competitiveness, there may be many distractions, Sometimes the proposed game may not be of interest to the students or they relate the activity to past negative experiences. To this, we can add that there are students with individual preferences

Figure 3 Survey-Question 2- Do you find it easier to learn words through games than traditional methods like flashcards?

Question 2- Do you find it easier to learn words through games or traditional methods like flashcards?



Author: Armijos, C. (2024)

Note: Survey-Question 2- Do you find it easier to learn words through games than traditional methods like flashcards?

Discussion: The survey found that 88.5% of students found it easier to learn words through games always and 11.5% indicated that they found it easier to learn words through games sometimes.

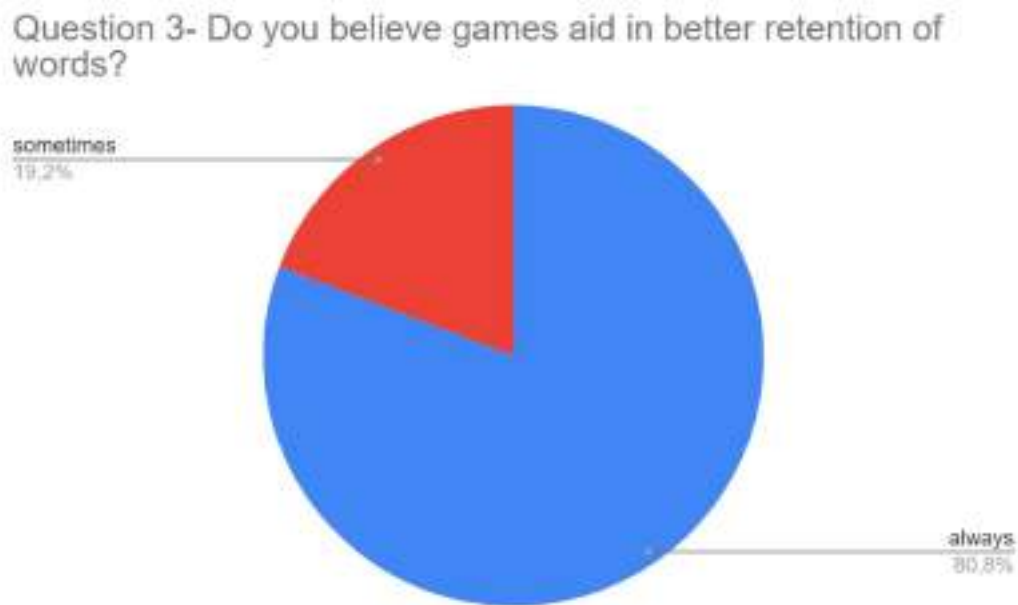
This figure shown that while games can be effective to learn vocabulary, some children may struggle with them for several reasons. For instance, (Fu, 2009) affirmed that different learning styles mean that some children favor traditional approaches like reading or writing over interactive games.

Also, Kapp (2012) stated that gamification can improve engagement, but there is also a negative side because it can cause distractions, a very competitive environment and an imbalance between fun and learning.

Therefore, games can sometimes be overly engaging, leading to distractions that overshadow the educational material, and the sensory input from games can be overwhelming. The competitive nature of games can create stress and anxiety, and complex rules can further hinder learning. Additionally, not all children find games enjoyable, and previous negative experiences with educational games can cause reluctance. Games might

also provide inconsistent feedback, emphasize memorization over understanding, and be seen as less efficient than direct learning methods. Lastly, access to high-quality educational games might be limited. Therefore, while games can be beneficial, they may not be suitable for every child, and individual preferences, learning styles, and challenges should be considered.

Figure 4 Survey-Question 3- Do you believe games aid in better retention of words?



Author: Armijos, C. (2024)

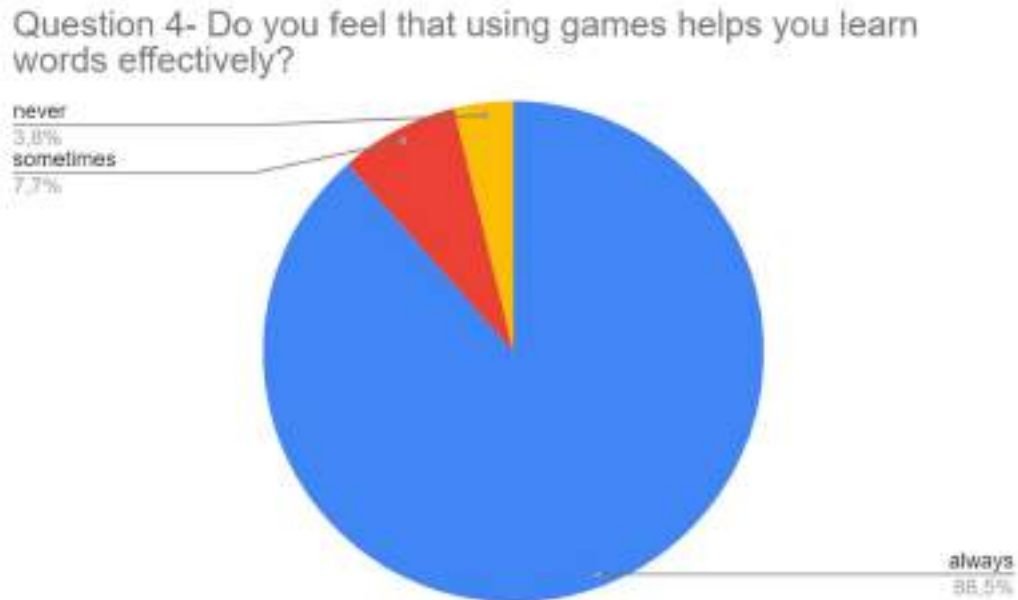
Note: Question 3- Do you believe games aid in better retention of words?

Discussion: The survey found that 80.8% believed that games aid in better retention of words always and 11.5% believed that games aid in better retention of words sometimes. These results could be explained by considering what the authors said about it.

Razali et al. (2020) discovered that involving students in games makes learning more enjoyable and enhances better memory retention of new vocabulary. This method utilizes the interactive and competitive aspects of games to establish a more favorable learning environment in which students are encouraged to effectively remember and use new words.

On the contrary, Kačerauskas et al. (2023) stated that gamification can lead to a focus on extrinsic rewards (e.g., points, badges) instead of intrinsic motivation and genuine learning or performance improvement.

Figure 5 Survey-Question 4- Do you feel that using games helps you learn words effectively?



Author: Armijos, C. (2024)

Note: Question 4- Do you feel that using games helps you learn words effectively?

Discussion: The survey found that 88.5% felt that using games helps students to learn words effectively always, 7.7% felt that using games helps students to learn words effectively sometimes and 3.8% felt that using games helps students to learn words effectively never.

Wright (2006) affirmed that using games in EFL classrooms has several advantages. These advantages include enhancing the enjoyment of learning, reducing learner anxiety, potentially improving motivation, and fostering a positive attitude towards learning English. Their study suggests that games are a valuable resource for educators seeking to enhance classroom effectiveness.

Figure 6 Survey-Question 5- Do you enjoy playing games to learn new words?

Question 5- Do you enjoy playing games to learn new words?



Author: Armijos, C. (2024)

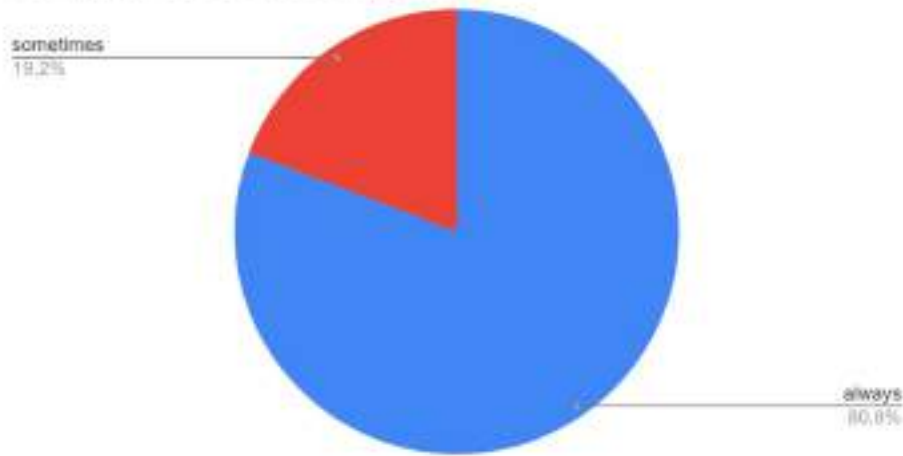
Note: Question 5- Do you enjoy playing games to learn new words?

Discussion: The survey found that 100% enjoyed playing games to learn new words.

Buckley et al. (2016). Their research revealed that gamified learning interventions had a positive impact on students' overall learning. However, the effect on student engagement varied based on whether the student was primarily intrinsically or extrinsically motivated. This study mentioned before could explain the reason why students enjoyed playing games to learn new words

Figure 7 Survey-Question 6- Do you think that playing games makes the learning process more enjoyable?

Question 6- Do you think that playing games makes the learning process more enjoyable?



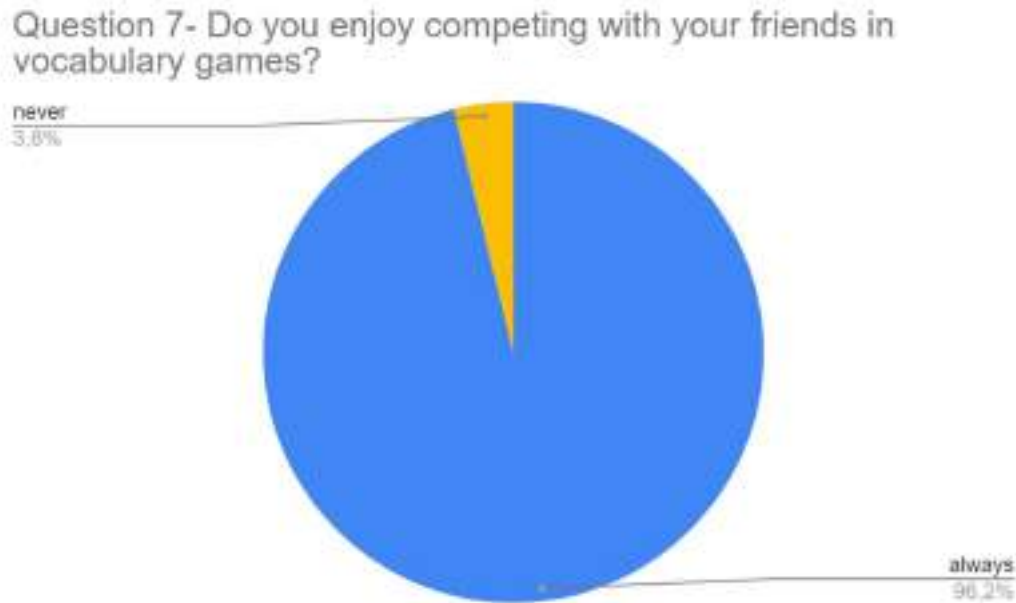
Author: Armijos, C. (2024)

Note: Question 6- Do you think that playing games makes the learning process more enjoyable?

Discussion: The survey found that 80.8% thought that playing games makes the learning process more enjoyable always and 19.2% thought that playing games makes the learning process more enjoyable sometimes.

Lieberman (2012) discussed the educational potential of interactive games in his work "What Can We Learn from Playing Interactive Games?" He emphasized the importance of active engagement and experiential learning. While Lieberman did not explicitly argue that games increase learning enjoyment, his research indicates multiple advantages of using games for learning. Firstly, games allow players to actively participate and directly face the consequences of their decisions, which is essential for effective learning. Secondly, games offer immediate and constructive feedback, which supports continuous improvement and learning. Additionally, games facilitate social interactions and collaboration among players, promoting skill development and teamwork, thereby enriching the overall learning experience. Lieberman's findings underscore how games can establish an immersive and beneficial learning environment, emphasizing interactive and social elements without directly addressing enjoyment as a primary consideration.

Figure 8 Survey-Question 7- Do you enjoy competing with your friends in vocabulary games?



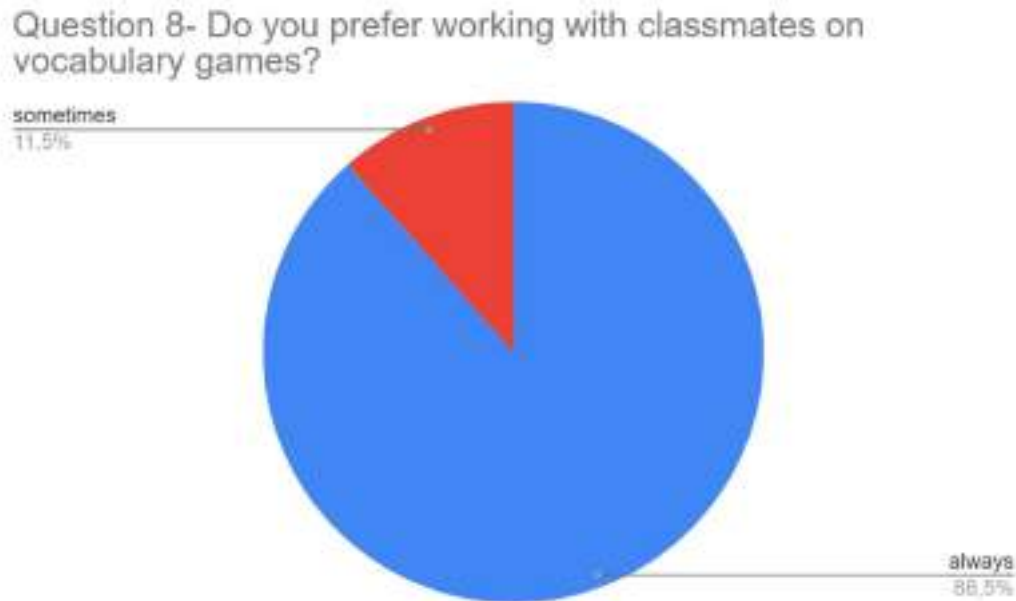
Author: Armijos, C. (2024)

Note: Question 7- Do you enjoy competing with your friends in vocabulary games?

Discussion: The survey found that 96.2% enjoyed competing with friends in vocabulary games always and 3,8% never enjoyed competing with friends in vocabulary games

Hibbard (2016) said that the competition among friends can significantly impact how relationships develop. It can lead to rivalry or disputes as individuals compete for social standing, recognition, or common goals. However, competition also has potential benefits when approached constructively. It can promote personal growth, motivation, and mutual respect, inspiring friends to push their boundaries and support each other's progress. When competition becomes excessive or poorly managed, it may strain friendships, causing feelings of envy, bitterness, or a sense of inadequacy among peers. Competitive dynamics in friendships often involve comparing oneself to others, influencing self-esteem and shaping individuals' perceptions of their place within their social group. These interactions highlight the intricate balance between competition and the dynamics of personal relationships among friends.

Figure 9 Survey-Question 8- Do you prefer working with classmates on vocabulary games?



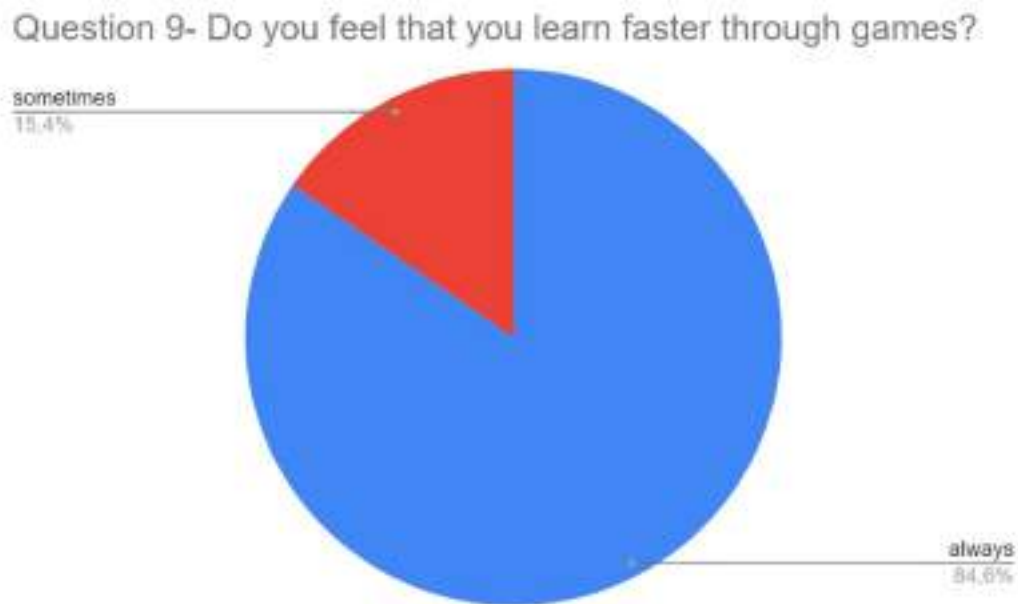
Author: Armijos, C. (2024)

Note: Question 8- Do you prefer working with classmates on vocabulary games?

Discussion: The survey found that 88.5% always preferred to work with classmates on vocabulary games and 11,5% never preferred to work with classmates on vocabulary games.

Hibbard (2016) said that the competition among friends can significantly impact how relationships develop. It can lead to rivalry or disputes as individuals compete for social standing, recognition, or common goals. However, competition also has potential benefits when approached constructively. It can promote personal growth, motivation, and mutual respect, inspiring friends to push their boundaries and support each other's progress. When competition becomes excessive or poorly managed, it may strain friendships, causing feelings of envy, bitterness, or a sense of inadequacy among peers. Competitive dynamics in friendships often involve comparing oneself to others, influencing self-esteem and shaping individuals' perceptions of their place within their social group. These interactions highlight the intricate balance between competition and the dynamics of personal relationships among friends.

Figure 10 Survey-Question 9- Do you feel that you learn faster through games?



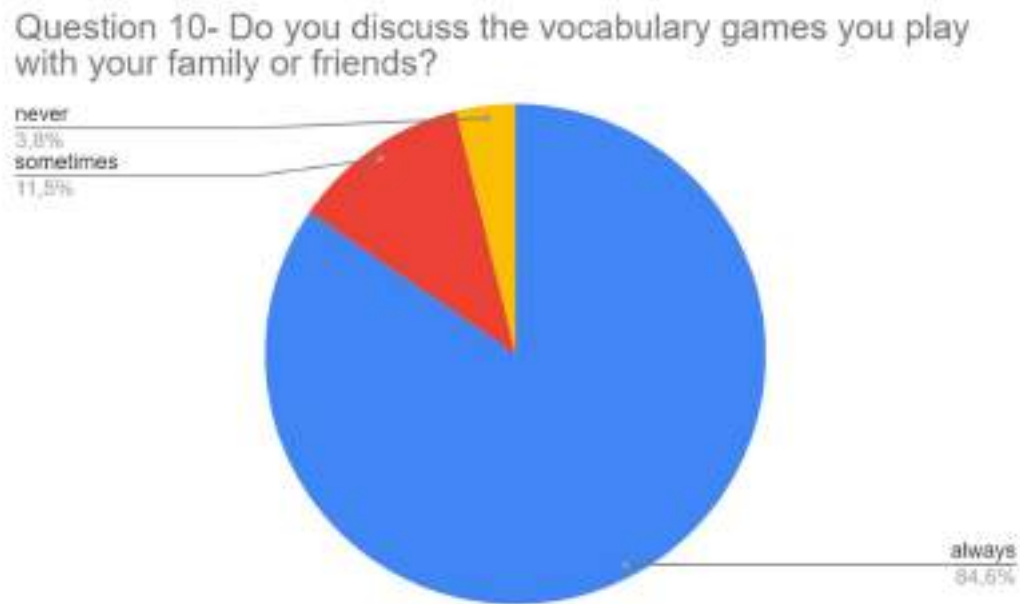
Author: Armijos, C. (2024)

Note: Question 9- Do you feel that you learn faster through games?

Discussion: The survey found that 84.6% always felt that they learnt faster through games and 15,4% never felt that they learnt faster through games.

Medica and Dumančić (2015) established that in today's technology-driven world, it's important to update educational curricula to engage children, students, and youth. Gamification, using game-like elements in non-game contexts, can make learning more interactive and enjoyable. By incorporating mechanisms like earning badges and reaching new levels, educational programs can motivate students and promote proactive and faster learning. Embracing gamification can help achieve educational goals and missions for the future.

Figure 11 Survey-Question 10- Do you discuss the vocabulary games you play with your family or friends?



Author: Armijos, C. (2024)

Note: Question 10- Do you discuss the vocabulary games you play with your family or friends?

Discussion: The survey found that 84.6% always discuss the vocabulary games you play with your family or friends, 11.5% sometimes discuss the vocabulary games you play with your family or friends and 3.8 never discuss the vocabulary games you play with your family or friends

Bakhsh (2016) said that English teaching has become popular in Saudi Arabia, especially among young students and has demonstrated the effectiveness of using games to teach vocabulary, as well as the importance of using games in teaching vocabulary. Therefore, it is to be expected that students talk about the topic more and more and can see it with enthusiasm.

Research question 3

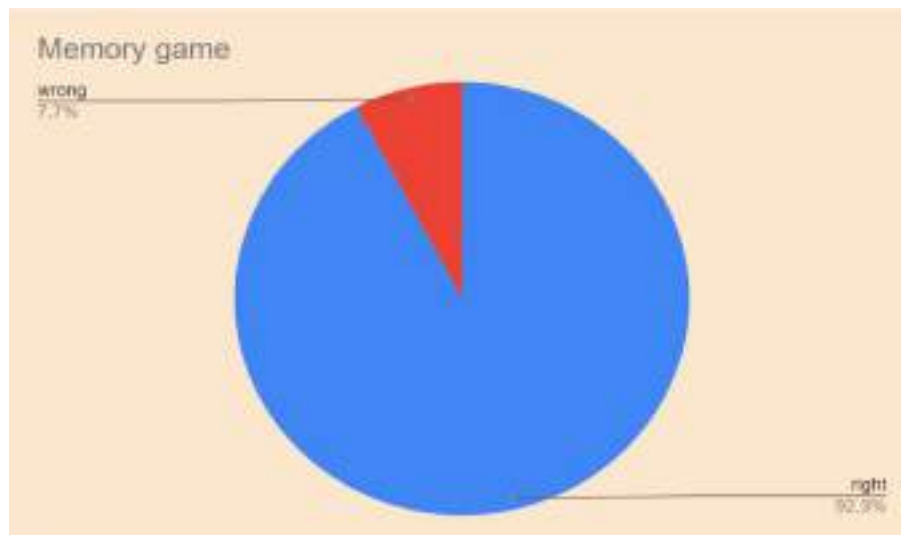
What gamification tools have had the greatest influence on the vocabulary learning process? Which gamification tools had the least influence on the vocabulary learning process?

To answer this question, it is important to note that we engaged in gamification activities for 10 weeks, with 45 minutes of class each week. New vocabulary was introduced and reviewed every week, and a new gamification activity was also implemented. This was done in a progressive manner, like how levels are typically advanced in games, with increasing difficulty. However, there are two gamification tools which caught attention because one had the greatest influence, and the other one had the least influence.

Memory game

Playing a memory game in the classroom was an engaging and educational activity that helped students practice memory skills, concentration, and teamwork. The main goal was for students to find and match all pairs of identical cards. Students were paired up and took turns playing. The student with the most pairs won a sticker for their progress report. by incorporating memory games into classroom activities, teachers can create a fun and interactive learning environment that supports various educational goals. (Minallah, 2016)

Figure 12 Memory game post-test results

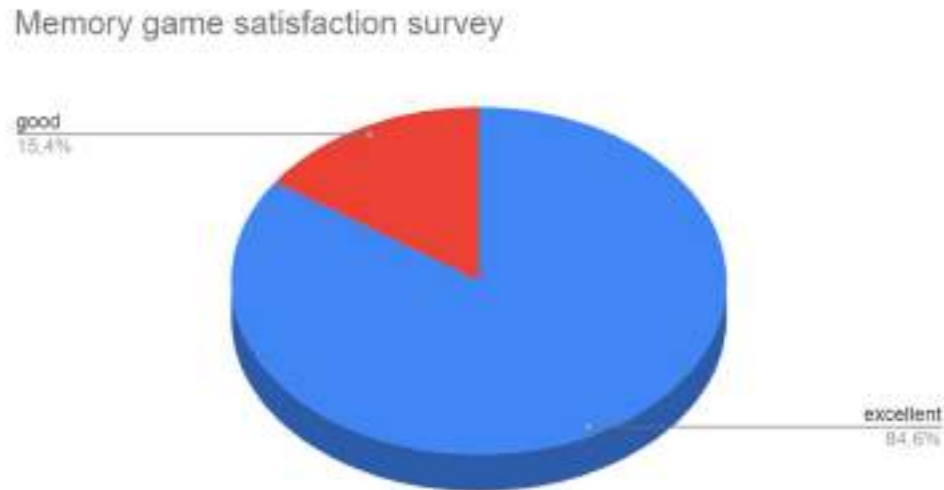


Author: Armijos, C. (2024)

Note: memory game post-test results

Discussion: In the evaluation, 92.3% of the students chose the correct answer, while 7.7% chose the wrong answer. This indicates that most respondents answered correctly. The game was effective in helping the students retain the information they learned.

Figure 13 Memory game satisfaction survey



Author: Armijos, C. (2024)

Note: memory game satisfaction survey

Discussion: In the evaluation, 84.6% of the participants rated the memory game as excellent, while 15.4% rated it as good, and no one indicated that it was bad. This suggests that all students found the game valuable in some way.

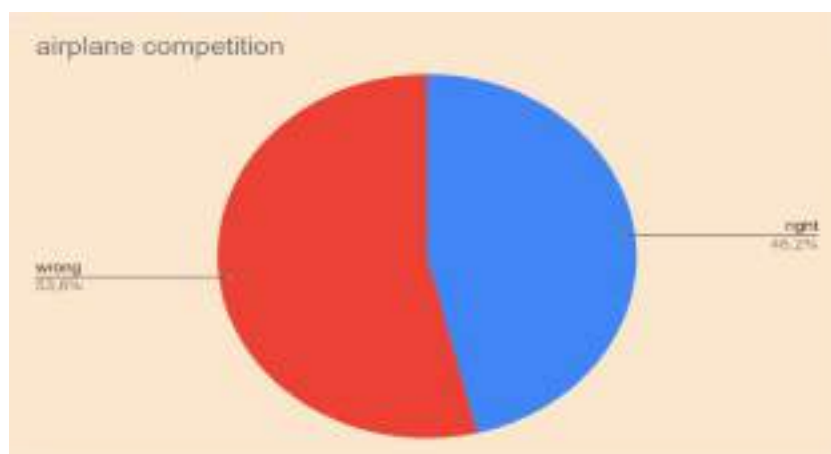
According to Blacker et al. 2014, it was found that memory games are highly effective in educational settings because they enhance cognitive skills like working memory and attention. These games require active participation, which increases student engagement and motivation. In addition, memory games help with long-term retention by providing immediate feedback and helping integrate new information with prior knowledge. They also improve both visual and auditory memory. Furthermore, memory games support cooperative learning and can be adapted to various subjects and age groups. This makes them a flexible and enjoyable learning experience that can help reduce stress.

Airplane competition

The game "Airplane Competition" could be a highly engaging activity as it increases motivation and promotes physical movement. It helps develop coordination, spatial awareness, and fine motor skills and encourages creativity as students personalize their planes. Students can experiment with different designs, encouraging problem-solving and critical thinking. Team competition promotes collaboration and communication skills. The game can be integrated with various subjects such as science, mathematics, and language arts, offering an interactive learning experience. (Clayton, 2001)

However, the "airplane competition game" was ineffective for several reasons. First, the game involved throwing paper airplanes, which created potential safety hazards in the classroom, causing some students to take cover for fear of being hit. Second, the game was overly competitive, with only the student who threw the plane the furthest given the right to participate. This led to evident frustration among the students who couldn't throw the plane far enough. As a result, many students disengaged or did not want to participate, possibly out of fear of not launching the plane correctly or being excluded by the group. The noise level in the classroom was disruptive, and order was lost. Despite being a novel activity, it did not align with the objectives as it created a chaotic and overly competitive environment that did not promote inclusion, with students who couldn't throw the plane far being singled out or scolded by the group.

Figure 14 airplane competition post-test results

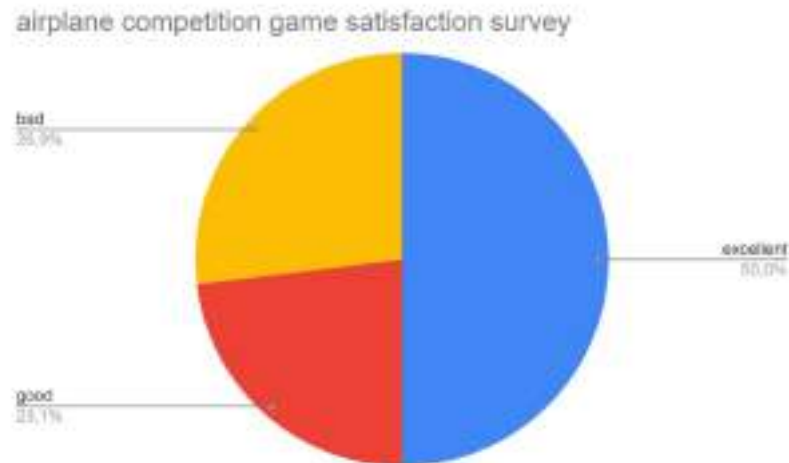


Author: Armijos, C. (2024)

Note: airplane competition post-test results

Discussion: In the evaluation, 46.2% of the students chose the correct answer, while 53.8% chose the wrong answer. This indicates that the vast majority of respondents answered incorrectly. The game was not effective in helping the students retain the information they learned.

Figure 15 airplane competition satisfaction survey



Author: Armijos, C. (2024)

Note: airplane competition satisfaction survey

Discussion: In the evaluation, 50% of the participants rated the airplane competition game as excellent, while 23.1% rated it as good, and 26.9% indicated that it was bad. This indicates that there were differing opinions among the students

It has been observed that playing this game may result in increased noise, competition, and excitement, which could be challenging for teachers to manage. This could disrupt the learning environment and make it difficult to maintain order. Additionally, during class, it was noticed that some students were uncomfortable playing the game because they feared getting hit by the falling objects. Therefore, it is suggested that this game should not be played in the classroom but rather in an open space. However, a teacher who chooses to implement it risks a loss of control in the classroom.

Final subsection

Table 10

Control group post-test Results

Control group	Score over 10
Student 1	5
Student 2	9
Student 3	5
Student 4	9
Student 5	5
Student 6	5
Student 7	6
Student 8	7
Student 9	8
Student 10	7
Student 11	8
Student 12	8
Student 13	3
Student 14	9
Student 15	9
Student 16	4
Student 17	7
Student 18	4
Student 19	2

Student 20	7
Student 21	6
Student 22	6
Student 23	8
Student 24	8
Student 25	5
Student 26	9
Average	6,5

Author: Armijos, C. (2024)

Note: control group post-test results

Table 11

Summary of the control group post-test results

CONTROL GROUP	MIN	MAX	M	SD
26 STUDENTS	2	9	6,557692308	1,98154951

Author: Armijos, C. (2024)

Note: Summary of the post-test results

Discussion: In the table, the mean is shown to be 6.5, indicating that students in the control group improved their vocabulary skills. However, when comparing these results with those of the experimental group in Table 7, it's evident that the experimental group scored higher. This indicates that using gamification is more effective than traditional methods for improving vocabulary skills

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

The research "Gamification for Developing Vocabulary in A1 Students" delved into the impact of gamification strategies on vocabulary learning in seven-year-old children. Through rigorous experiments and keen observations, the study has confirmed the potency of these strategies in fostering the acquisition of new vocabulary among young learners. The results not only validate the initial hypothesis but also offer profound insights into the potential of games as an educational asset.

One pivotal conclusion of the research is that gamification amplifies students' intrinsic motivation. It was evident that children exhibited a higher willingness to engage in learning activities presented in the form of games. The engaging nature of gamified activities resulted in remarkable enthusiasm and energy compared to traditional teaching methods, leading to better retention of the vocabulary learned.

Additionally, the study found that gamification enhances students' ability to retain and recall new vocabulary. The interactive games, friendly competitions, and symbolic rewards employed in the study effectively reinforced the learning and memorization of new words. Children who participated in gamified activities demonstrated significantly higher levels of vocabulary retention compared to those exposed to traditional teaching methods.

Furthermore, the research uncovered that gamification fosters a collaborative and socially enriching learning environment. Games that mandated teamwork or group competition facilitated social interaction and cooperative learning, promoting vital social skills such as communication, empathy, and teamwork.

The research also highlighted the effectiveness of gamification in alleviating anxiety associated with learning a new language. By providing a stress-free environment for practicing new vocabulary, games enabled students to make mistakes and learn from them without feeling ashamed or pressured, thereby boosting their confidence in using the new vocabulary.

Lastly, the study emphasized that gamification facilitates continuous formative assessment of students. The incorporation of real-time progress assessment and immediate

feedback in the designed games allowed educators to identify areas of difficulty and provide additional support when necessary, thereby enhancing the teaching-learning process.

Finally, the research underscores that successful gamification implementation requires thorough planning and deliberate design. Educators must carefully select or design activities that align with students' learning objectives and needs, as not all games offer equal benefits. It is crucial for games to be challenging yet accessible, and to be seamlessly integrated into the curriculum to maximize their positive impact.

In conclusion, "Gamification to Develop Vocabulary in A1 students" presents compelling evidence that gamification can be a highly effective strategy for enhancing vocabulary learning in young children. By boosting motivation, enhancing retention, promoting collaboration, accommodating diverse learning styles, alleviating anxiety, and enabling ongoing assessment, gamification offers numerous benefits that can revolutionize the educational experience. Therefore, educators should seriously consider integrating gamification techniques into their teaching practices to create dynamic, effective, and enjoyable learning environments for their students.

Recommendations:

First, educators must receive specific training in designing and implementing gamified activities. The effectiveness of gamification depends largely on the structure and presentation of the game activities. Teachers must be prepared to create and modify educational games that align with their student's learning objectives and developmental levels. This training should include theoretical aspects of gamification and practical opportunities to design and test games in the classroom.

Second, the constant and continuous integration of gamification into the curriculum is recommended, rather than its sporadic use. Regularly including gamified games and activities can maintain student interest and motivation in the long term. Games should be an integral part of the learning process and not just a complement or reward. Educators must strategically plan and sequence gamified activities so that they integrate with other teaching methods and establish learning objectives.

Third, a crucial aspect is designing games that promote collaboration and social interaction. The study's findings show that games that require teamwork improve vocabulary learning and foster important social skills. Educators should design games that encourage cooperation, exchange of ideas, and mutual support among students.

Furthermore, a key recommendation is to use gamification as a formative assessment tool. Games can provide valuable data on student progress, allowing for ongoing assessments and adaptations in teaching methods as needed. Involving students in the design and selection of games can increase their interest and participation, as they feel a sense of ownership in their learning process.

In conclusion, maximizing the impact of gamification in education requires creating a supportive environment in the classroom and using technology. Involving parents and caregivers in the gamification process is essential, as is obtaining recognition and support from educational institutions. Implementing these strategies carefully will not only improve vocabulary learning but also foster the holistic development of students.

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Appendix 2

UNIVERSIDAD BOLIVARIANA DEL ECUADOR ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

(MINIMUM 2 PAGES MAXIMUM 5 PAGES)

RESEARCH TOPIC: GAMIFICATION FOR DEVELOPING VOCABULARY IN A1 STUDENTS

AUTHORS: Cynthia Armijos

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

A1 students often struggle with understanding vocabulary. Conventional teaching techniques may not capture students' interest enough, so it could result into issues with remembering and using new vocabulary. Gamification strategy presents an interactive and captivating alternative for learning vocabulary by fostering motivation and active involvement, taking into consideration learning to individual needs, providing real-life contexts for learning, and creating a supportive atmosphere for learning..

2. Statement of the problem to be investigated.

A1 students level finds it challenging to learn and remember vocabulary because they have very low exposure to the target language. Traditional teaching methods might not interest or inspire them. However, gamification introduces a gentle approach by making the learning process interactive and fun. Through personalized, context-rich, and socially interactive experiences, it facilitates vocabulary growth and cultivates a feeling of belonging within a learning community.

3. Justification of the research

This research holds significance and merits investigation for several reasons:

First, A1 students, often children or young learners, typically have short attention spans, lasting between 10 to 20 minutes (Medina, 2014)

Secondly, since they're acquiring a second language, these students may lack frequent exposure to it. Consequently, they may resort to conventional, uninspiring methods like rote memorization, (Willingham, 2003)

Thirdly, A1 students might feel overwhelmed by the complexities of learning a new language. Neglecting these challenges in class planning can diminish their motivation (Bahrudina,2020)

Moreover, traditional teaching methods may fail to cater to the diverse needs of individual students, as proposed by Howard Gardner's theory of multiple intelligences.

Hence, these aforementioned circumstances justify exploring alternative approaches like gamification due to:

Gamification, the integration of game elements into education, aims to enhance student motivation and engagement. Karl M. Kapp's "The Gamification of Learning and Instruction" extensively examines this concept, illustrating how gaming components can stimulate intrinsic drive and increase student engagement with learning materials.

Furthermore, gamification has shown significant potential in improving academic performance. Kevin Werbach and Dan Hunter discuss this aspect in "For the Win: How Game Thinking Can Revolutionize Your Business," elucidating how well-designed gaming systems can facilitate more efficient knowledge acquisition and retention, resulting in enhanced assessment outcomes.

Additionally, gamification promotes collaboration among students and fosters healthy competition. Jane McGonigal's "Reality is Broken: Why Games Make Us Better and How They Can Change the World" explores this idea, demonstrating how games encourage positive social dynamics where students collaborate towards common goals and engage in constructive competition.

Moreover, gamification enables personalized learning experiences tailored to individual student requirements. Yu-kai Chou delves into this in "Actionable Gamification: Beyond Points, Badges, and Leaderboards," explaining how game systems offer immediate, personalized feedback, empowering students to progress at their own pace and address specific weaknesses.

Finally, gamification serves as a platform for developing essential soft skills like critical thinking, problem-solving, and decision-making. Authors like Jane McGonigal argue that games provide a supportive environment for honing these skills and learning constructively from setbacks.

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

Gamification aligns with numerous educational research paradigms by fostering motivation, engagement, active participation, differentiation, and the integration of technology. It offers an efficient setting for students to bolster their vocabulary skills

5. Object of the research

Numerous studies indicate that gamification aims to create collaborative situations akin to those found in games (Fardo, 2014).

This gamified approach yields positive and creative outcomes in challenging students to participate and learn, thereby positively impacting teachers. Active engagement in gaming activities enhances students' skills and performance by providing a structured environment with objectives and rewards, overseen by teachers.

Moreover, the primary goals of gamification include enhancing skills, setting achievable learning goals, engaging learners, refining teaching methods, and fostering behavioral and interpersonal variation. Particularly noteworthy is the potential for gamification to address significant sources of distress among English language learners, such as anxiety and apprehension (Ocriciano, 2021).

Anxiety represents a crucial barrier to language acquisition, often causing learners to

abandon their language-learning endeavors. Learning a foreign language, especially in adulthood, can evoke feelings of vulnerability and inadequacy, leading to apprehension about expressing oneself and threatening one's identity (Ocriciano, 2021).

As emphasized by Krishnamoorthy (2019) the pressure to master English, especially in educational settings, exacerbates language-related anxiety. This anxiety stems from personal beliefs, societal expectations, and communication apprehension, hindering students' willingness to use English in classroom interactions.

Furthermore, exam-related stress compounds anxiety levels among students, resulting in nervousness and forgetfulness, particularly regarding grammar and vocabulary (Rathiga, 2019).

As gamification gains traction in EFL classrooms, research on its efficacy has become more prevalent, extending beyond children's language development. Notable studies, such as that by Genç and Belet (2021), demonstrate significant improvements in vocabulary acquisition and motivation through gamified vocabulary teaching.

However, challenges arise when implementing gamification in diverse cultural contexts, as highlighted by Neiroukh et al. (2022). Their research focuses on the impact of gamification on enhancing English vocabulary among Arab students in Israel. Creating a robust vocabulary inventory necessary for fluent communication poses a significant challenge, albeit one that gamification endeavors to address. While traditional teaching methods may overlook contextual vocabulary needs, gamification proves effective in enhancing motivation and facilitating vocabulary acquisition, ultimately leading to improved learning outcomes (Neiroukh, Karram, & Hmoud, 2022).

6. General objective (one)

Examine the efficacy of the implementation of gamification activities for developing vocabulary in A1 students of San Gabriel school

7. Specific objectives (three)

Explore the conceptual underpinnings of the Gamification Strategy and the Vocabulary

Analyze the relevance of gamification activities in English language learning.

Categorize specific elements of gamification that contribute significantly to increasing vocabulary.

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

The research focuses on two key factors: the independent variable and the dependent variable.

The independent variable, gamification, involves integrating elements from games such as points, levels, challenges, rewards, and interactive tasks into the process of learning

vocabulary. Its objective is to enhance the development of vocabulary among A1-level students.

Conversely, the dependent variable is vocabulary development, which reflects the outcome of the intervention. Vocabulary development encompasses multiple facets of acquiring and mastering vocabulary, including A1 students' capacity to learn and absorb new words, recall previously acquired vocabulary, utilize learned vocabulary proficiently in various communicative contexts (such as speaking, listening, reading, and writing), comprehend and produce vocabulary in real-world language situations, and exhibit a breadth of vocabulary knowledge ranging from basic to more advanced terms.

Assessment of vocabulary development is conducted through various means, including vocabulary assessments, quizzes, performance-based tasks, language proficiency evaluations, and qualitative assessments of students' language usage and communication abilities.

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

The research approach involves quantitative and qualitative methods to study gamification's effectiveness in developing vocabulary in A1 students. The research designs proposed are Experimental Design and Quasi-Experimental Design. To evaluate vocabulary development, pre-test/post-test assessments, classroom observations, surveys/questionnaires, interviews/focus groups, performance tasks, and learning analytics will be employed. The combination of these research approaches, methods, and data collection techniques can comprehensively evaluate the impact of gamification on vocabulary development in A1 students, providing valuable insights for both theory and practice in language education

10. Description of the beneficiaries and their main characteristics.

The beneficiaries of this program are 7 years old school students who attend the public school named San Gabriel. These students are currently in the third grade and are at an A1 level according to the European Common Framework.

11. Description of the research context

To study the effectiveness of gamification in developing vocabulary among A1-level students, the research considers the setting, participants, materials, instructional approach, duration and frequency, and ethical considerations. The setting is conducive to gamified learning activities, and participants should be A1-level students from diverse backgrounds. Materials are adapted to the vocabulary needs of beginner-level learners. The instructional approach involves gamified learning strategies that promote active participation and vocabulary acquisition. The duration and frequency allow for meaningful vocabulary development, and ethical guidelines should be followed.

12. Description of the practical contributions of the proposal

Gamification can be a helpful strategy for developing vocabulary skills in A1 students. It offers benefits such as increased engagement, improved retention, personalized learning experiences, increased interactivity and collaboration, real-world application of vocabulary, continuous assessment and feedback, and long-term motivation for

Appendix 3

DATOS PARA LA COMUNICACIÓN DEL TUTOR ASIGNADO POR PARTE DE LA COORDINACIÓN DE LA MAESTRÍA Y ACEPTACIÓN DEL ESTUDIANTE.

Por parte de la Comisión

Nombre del Programa de Maestría: **MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA.**

Nombre y apellidos del estudiante: **CYNTHIA VANESSA ARMIJOS ROMERO.**

Tema de trabajo de Titulación: **GAMIFICATION FOR DEVELOPING VOCABULARY IN A1 STUDENTS**

Tutor que se asigna: **MSC. FERNANDO INTRIAGO CAÑIZARES**

Por parte del estudiante

Manifiesto estar de acuerdo con el tutor designado para la conducción del proceso de titulación.

Sí No

Firma del estudiante:

Cynthia Armijos


Criterio de la Comisión Académica del Programa de Maestría

La Comisión académica del Programa de Maestría para el proceso de titulación en reunión efectuada en fecha _____, vista la solicitud del estudiante, procedió a la asignación del tutor correspondiente y una vez aceptado el tutor por parte del estudiante: Aprueba el inicio del proceso de titulación.

PhD. José Bonilla Tenesaca

Presidente del Comité Académico del Programa de Maestría en pedagogía del inglés como lengua extranjera

Appendix 7

LESSON PLAN 1		
<p>Time: 45 min Subject: English Class: 3rd grade</p> <p>Level: A1 Topic: places in the city</p> <p>Objectives: learn to recognize and name various locations in the city in English. practice memory and concentration skills through gamification improve vocabulary related to city locations through gamification</p> <p>Materials: Board Markers Worksheet timer or stopwatch prizes =stickers</p>		
Steps	Time	Tasks
Warmer:	5 minutes	greet the students in English and promptly engage in a discussion about their favorite city spots. They look, listen and repeat the new vocabulary
Game Explanation:	5 minutes	Display of the flashcards to the students. Explain the rules: - Cards are placed face down. - Students take turns flipping two cards to find matches. Finding a match earns another turn, while a failure to find a match means it's the next student's turn. Students must remember that vocabulary learnt from the previous classes will be added to the game
Game Setup:	5 minutes	Divide students into small groups of 4-5 students. Place flashcards face down on tables for each group.
During the game:	15 minutes	Monitor and provide assistance during the game when necessary. Encourage students to verbalize the place names in English while flipping the cards.
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the places they can remember in their neighborhood
Closing Activity	10 minutes	Ask the students to articulate what they enjoyed about the game and what they have learned. Emphasize and acknowledge positive participation and effort. Provide a succinct outline of what they will be learning in the next lesson. Show to students the use of new vocabulary in sentences e.g., The house is blue.
<p>DONE BY: Cynthia Armijos</p> 		

LESSON PLAN 4

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: means of transportation

Objectives:

to recognize various means of transportation in English through gamification

to name various means of transportation in English through gamification

Materials:

Flashcards

Board and markers

prizes =stickers

Steps	Time	Tasks
Warmer:	5 minutes	Display flashcards with various means of transportation and have students identify each one
Game Explanation:	5 minutes	Instruct the students that "Hangman" is a game where they must guess letters to form a word. Draw lines on the board to represent each letter of the word and have the students guess letters one by one. If a guessed letter is in the word, write it in the correct position. If not, draw a part of the hangman. The game continues until the word is guessed or the hangman is complete. As a demonstration, play a quick round with an easy word (e.g., "car") to ensure students understand the rules Explain the rules: Students compete in rowing teams from row 1 to row 5, and the team with the most correct guesses wins. * Students must remember that vocabulary learnt from the previous classes will be added to the game
Game Setup:	5 minutes	get the whiteboard cleaned and ready for the game.
During the game:	15 minutes	In the first round, start with simple words like "bus," or "car" draw lines on the board for the chosen word and begin the guessing process assertively. If students struggle, firmly guide them by giving hints or showing them flash cards to aid their progress. As the game progresses into the second round, assertively increase the difficulty by using longer words like "plane," "bike," and "train." Encourage students to firmly consider the letters they have guessed and the words they know. Assertively allow students to take turns choosing words and leading the game.
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the colors of various objects around the classroom.
Closing Activity	10 minutes	Ask the students to articulate what they enjoyed about the game and what they have learned. Emphasize and acknowledge positive participation and effort. Provide a succinct outline of what they will be learning in the next lesson. Show to students the use of new vocabulary in sentences e.g., The brown cat is on the car

DONE BY: Cynthia Armijos 

LESSON PLAN 5

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: feelings

Objectives:

to recognize various adjectives in English through gamification with the game charades
to name various adjectives in English through gamification with the game charades

Materials:

Flashcards, timer
Board and markers
prizes =stickers

Steps	Time	Tasks
Warmup:	5 minutes	display flashcards with various adjectives, explain their meanings, and instruct students to use each adjective in a simple sentence
Game Explanation:	5 minutes	<p>Explain that "Charades" is a game in which students act out a word without speaking, while the others guess the word.</p> <ul style="list-style-type: none"> - Students will choose an adjective from a container and act it out. - The rest of the class will attempt to guess the adjective being acted out. - You should demonstrate by acting out a simple adjective (e.g. "happy") to show how the game is played. <p>Students compete in rowing teams from row 1 to row 5, and the team with the most correct guesses wins.</p> <p>*Students must remember that vocabulary learnt from the previous classes will be added to the game</p>
Game Setup:	5 minutes	Make sure to write down different adjectives on flashcards, then fold them and place them in the container.
During the game:	15 minutes	<p>Round One: Start with simple adjectives like "happy" and "sad." Each student in the row takes a turn to act out the adjective while others guess. Provide hints if needed.</p> <p>Round Two: Use more challenging adjectives like "excited" and "angry." Let students work in pairs. Encourage using the adjectives in sentences after each round.</p>
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the adjectives showing the feelings of the flashcards the teacher shows.
Closing Activity	10 minutes	<p>Ask the students to articulate what they enjoyed about the game and what they have learned.</p> <p>Emphasize and acknowledge positive participation and effort.</p> <p>Provide a succinct outline of what they will be learning in the next lesson.</p> <p>Show to students the use of new vocabulary in sentences e.g., The cat is sad</p>

DONE BY: Cynthia Armijos 

LESSON PLAN 6

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: parts of the day

Objectives:

to recognize various parts of the day in English through gamification with the game airplane competition
to name various parts of the day in English through gamification with the game airplane competition

Materials:

Flashcards
Board and markers
prizes =stickers

Steps	Time	Tasks
Warmer:	5 minutes	Display flashcards with various parts of the day, explain their meanings, and instruct students to use parts of the day in a simple sentence
Game Explanation:	5 minutes	Students will make paper airplanes and fly them. The student whose plane flies closest to or in the place mentioned by the teacher will be the one who wins points. Each target zone will be labeled as morning, afternoon, evening or night. The goal is to identify the correct target area according to the teacher's instructions. To demonstrate, Teacher will show students how to make a simple paper airplane and explain the target zones. Students compete in rowing teams from row 1 to row 5, and the team with the most correct answers wins. *Students must remember that vocabulary learnt from the previous classes will be added to the game
Game Setup:	5 minutes	Ensure that paper and markers are provided for students to construct and adorn their paper airplanes.
During the game:	15 minutes	In the first round, ask the students to name a specific part of the day and challenge them to fly their planes to the corresponding target area. Provide attentive supervision and offer guidance, corrections, and encouragement as needed. Repeat the activity with various parts of the day to reinforce learning. For the second round, ramp up the challenge by introducing sequences such as "morning and then night." Encourage the students to fly their planes in the correct order. Additionally, allow them to take turns naming parts of the day to enhance their pronunciation and listening skills. This will not only boost their confidence but also provide a fun and effective learning experience
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the parts of the day using the flashcards the teacher shows.
Closing Activity	10 minutes	Ask the students to articulate what they enjoyed about the game and what they have learned. Emphasize and acknowledge positive participation and effort. Provide a succinct outline of what they will be learning in the next lesson. Show to students the use of new vocabulary in sentences e.g., The cat is sad in the morning

DONE BY: Cynthia Armijos



LESSON PLAN 7

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: seasons

Objectives:

to recognize seasons in English through gamification with the game pictiory

to name various seasons in English through gamification with the game pictiory

Materials:

Flashcards, timer

Board and markers

prizes =stickers

Steps	Time	Tasks
Warmer:	5 minutes	Show flashcards with the four seasons and name them. Then, ask students to repeat after you. Finally, show flashcards one by one and ask students to tell you what's the name of the flashcard teacher is showing
Game Explanation:	5 minutes	<p>Explain that "Pictionary" is a game where students draw a word or phrase silently while others try to guess it. Each drawing will be related to one of the four seasons. Split the students into teams by rows. A student from one team will draw, and their team will have a set time (e.g., 1 minute) to guess the drawing. Remember to show students how to do it, for example, draw (a dog) and have the students to guess to ensure they understand the rules.</p> <p>Students compete in rowing teams from row 1 to row 5, and the team with the most correct answers wins.</p> <p>* Students must remember that vocabulary learnt from the previous classes will be added to the game</p>
Game Setup:	5 minutes	Write down words about the seasons on pieces of paper. Fold them up and put them in a bowl
During the game:	15 minutes	A student in the front row takes a piece of paper and draws the word or phrase while his or her team tries to guess it. Remember to wist loops between all 5 rows and set a timer for 1 minute for each turn. Encourage students to consider the season and related activities or weather as they guess.
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the seasons using the flashcards the teacher shows.
Closing Activity	10 minutes	<p>Ask the students to articulate what they enjoyed about the game and what they have learned.</p> <p>Emphasize and acknowledge positive participation and effort.</p> <p>Provide a succinct outline of what they will be learning in the next lesson.</p> <p>Show to students the use of new vocabulary in sentences e.g., The cat is sad in summer</p>

DONE BY: Cynthia Armijos 

LESSON PLAN 8

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: adjectives

Objectives:

to recognize adjectives in English through gamification with the game wordrace

to name various adjectives in English through gamification with the game wordrace

Materials:

Flashcards

Board and markers

prizes =stickers

Steps	Time	Tasks
Warmer:	5 minutes	Show flashcards with the adjectives and name them. Then, ask students to repeat after you. Finally, show flashcards one by one and ask students to tell you what's the name of the flashcard teacher is showing
Game Explanation:	5 minutes	<p>Explain that "Wordrace" is a game in which students will run to find and show pictures that match the given adjective.</p> <p>Divide the class into teams by rows</p> <p>When a word or adjective is said, students must quickly go to the board and show the noun that describes the word. For example, show an example round where you say "small" and a student runs to show a picture of something small.</p> <p>Students compete in rowing teams from row 1 to row 5, and the team with the most correct answers wins.</p> <p>* Students must remember that vocabulary learnt from the previous classes will be added to the game</p>
Game Setup:	5 minutes	Make sure that there is enough space for students to run safely during the race.
During the game:	15 minutes	<p>Say an adjective (for example, "big") and have teams compete to quickly show the corresponding drawing.</p> <p>Provide supervision, guidance and corrections as necessary. Continue like this with each adjective.</p> <p>All students in each group must participate</p>
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the adjectives using the flashcards the teacher shows.
Closing Activity	10 minutes	<p>Ask the students to articulate what they enjoyed about the game and what they have learned.</p> <p>Emphasize and acknowledge positive participation and effort.</p> <p>Provide a succinct outline of what they will be learning in the next lesson.</p> <p>Show to students the use of new vocabulary in sentences e.g., The cat is fat</p>

DONE BY: Cynthia Armijos 

LESSON PLAN 9

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: prepositions of place

Objectives:

to recognize prepositions of place in English through gamification with the game what is missing?
to name various prepositions of place in English through gamification with the what is missing?

Materials:

Flashcards and towel

Board and markers

prizes =stickers

Steps	Time	Tasks
Warmup:	5 minutes	Show flashcards with the prepositions of place and name them. Then, ask students to repeat after you. Finally, show flashcards one by one and ask students to tell you what's the name of the flashcard teacher is showing.
Game Explanation:	5 minutes	Explain that the game "What's Missing?" requires students to observe a group of objects, and then determine which object is missing after one is secretly removed and the objects are covered. Additionally, students will use the prepositions "in front of," "next to," and "behind" to describe the positions of the objects. Remember to demonstrate the game, so display some objects, cover them with a cloth, remove one object, and then uncover the remaining objects, asking students to identify the missing one. Students compete in rowing teams from row 1 to row 5, and the team with the most correct answers wins. *Students must remember that vocabulary learnt from the previous classes will be added to the game
Game Setup:	5 minutes	Place flashcards in a specific order on the board
During the game:	15 minutes	In the first round, organize the objects so that all students can see them. Use prepositions to describe their positions (for instance, "the dog is behind the supermarket"). Cover the objects, secretly remove one, and then uncover the rest. Have students identify the missing object and describe the positions of the remaining objects using prepositions. Ensure everyone participates. In the second round, do it more challenging by adding more objects and creating more complex arrangements. Encourage students to continue practicing using prepositions.
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the prepositions using the flashcards the teacher shows.
Closing Activity	10 minutes	Ask the students to articulate what they enjoyed about the game and what they have learned. Emphasize and acknowledge positive participation and effort. Provide a succinct outline of what they will be learning in the next lesson. Show to students the use of new vocabulary in sentences e.g., The cat is in front of the hospital

DONE BY: Cynthia Armijos



LESSON PLAN 10

Time: 45 min

Subject: English

Class: 3rd grade

Level: A1

Topic: verb to be

Objectives:

to use verb to be correctly to be in English through gamification with the game chain stories

to name verb to be correctly through gamification with the game chain stories

Materials:

Flashcards

Board

Markers

prizes =stickers

Steps	Time	Tasks
Warmer:	5 minutes	Show flashcards with the verb to be and name them. Then, ask students to repeat after you. Finally, show flashcards one by one and ask students to tell you what's the name of the flashcard teacher is showing.
Game Explanation:	5 minutes	<p>Explain that "Chain Stories" is a game where students collaboratively build a story, with each person adding a sentence that uses the verb "to be." Each student will take turns contributing to the story, ensuring their sentence includes a subject and the correct form of "to be" (am, is, are). Be sure to demonstrate by starting a simple story and showing how each sentence should incorporate the verb "to be" (e.g., "I am happy," "She is a teacher"). Remind students to use the vocabulary learnt in all the previous lessons.</p> <p>Students compete in rowing teams from row 1 to row 5, and the team with the most correct answers wins.</p> <p>*Students must remember that vocabulary learnt from the previous classes will be added to the game</p>
Game Setup:	5 minutes	Have all the students sit down to start the chain story and be able to finish it
During the game:	15 minutes	Begin the story with an easy sentence that uses the verb "to be" (e.g., "I am a teacher"). Proceed around the circle, with each student adding a sentence to the story that incorporates the verb "to be" (e.g., "He is tall," "We are friends"). Encourage students to use various subjects and forms of the verb "to be," as well as any vocabulary they have learned previously.
Review:	5 minutes	Gather the students in a circle and thoroughly review the actions they have performed. Then, proceed to ask them direct questions about the verb to be using the flashcards the teacher shows.
Closing Activity	10 minutes	<p>Ask the students to articulate what they enjoyed about the game and what they have learned.</p> <p>Emphasize and acknowledge positive participation and effort.</p> <p>Provide a succinct outline of what they will be learning in the next lesson.</p> <p>Show to students the use of new vocabulary in sentences e.g., The cat nice.</p>

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