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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés**

Theme: Gamification Strategy and Vocabulary Learning

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DEDICATION

TO:

My mother Ayda, who supported and trust me my whole life, and my father, Javier, believed in me. To my sisters Alejandra, and Maria Jose for being my guide. To my grandmothers and grandparent to be my company. To my uncles, aunts, cousins, and my entire family. I thank them infinitely for their advice and scolding which helped me to be better every day, for teaching me never to give up Thank you all for helping me achieve this goal. All this goes for you my beloved family.

~Tatiana

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~ Tatiana

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TOPIC: “GAMIFICATION STRATEGY AND VOCABULARY LEARNING”

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ABSTRACT

English language learning has changed over time, and teachers must implement new strategies to catch students' attention and create innovative atmospheres. The present research aims to analyze the influence of gamification strategy on vocabulary learning. To carry out this project, the population involved was the students from the 9th level from Unidad Educativa Bautista, ranging from 11 to 13 years old. For the development of the study, the researcher applied a pre and post-test validated by two experts from Universidad Técnica de Ambato. Additionally, all data collected was verified using the SPSS program to allow the investigator to analyze how gamification strategy could affect students' learning process. Besides, the findings showed an improvement in students' vocabulary levels.

Keywords: Gamification strategy, games, language learning, learning strategies, vocabulary learning.

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RESUMEN

El aprendizaje del idioma inglés ha cambiado con el tiempo, y los maestros deben implementar nuevas estrategias para captar la atención de los estudiantes y crear atmósferas innovadoras. La presente investigación tiene como objetivo analizar la influencia de la estrategia de gamificación en el aprendizaje de vocabulario. Para llevar a cabo este proyecto, la población involucrada fueron los estudiantes del 9° grado de la Unidad Educativa Bautista, con edades comprendidas entre los 11 y los 13 años. Para el desarrollo del estudio, la investigadora aplicó un pre y post test validado por dos expertos de la Universidad Técnica de Ambato. Además, todos los datos recopilados se verificaron con el programa SPSS para permitir que el investigador analizara cómo la estrategia de gamificación podría afectar el proceso de aprendizaje de los estudiantes. Además, los hallazgos mostraron una mejora en los niveles de vocabulario de los estudiantes.

Palabras clave: estrategia de gamificación, juegos, aprendizaje de idiomas, estrategias de aprendizaje, aprendizaje de vocabulario.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

This research aims to examine the relationship between gamification strategy and vocabulary learning of English language this way the following previous research is taken as a reference in this project.

Waluyo and Bucol (2021) worked in a research project that had the objective of examine the impact of gamified vocabulary learning on low proficiency students' vocabulary learning. Besides, it was a quantitative study that involved the participation of students aged from 18 to 20 years old. Additionally, participants studied at Walailak University, Thailand, in the first year of a General English course. After the intervention and the implementation of a pre and post-test, the results showed a significant improvement in students' vocabulary learning. Finally, the findings suggest that use gamified tools gave a different solution for common problems in vocabulary learning. Moreover, these tools provided playful contexts that improved and gave excitement during the learning and teaching process.

Fithriani (2021) led another project that considered the following questions to guide the research process. 1. Does mobile-assisted gamification significantly affect the students' vocabulary learning outcomes? 2. What benefits do they perceive of its utilization? Moreover, the objective was to introduce English language vocabulary knowledge. To solve these questions and the objective, the researcher developed this study in a quasi-experimental way. The control group included 38 students (22 females and 16 males), and the experimental composed of 36 students (21 females and 15 males). Additionally, it was necessary to use a pre and post-test in both experimental and control groups. Based on the results it was revealed a meaningful improvement in the learning outcomes for the students in the experimental group.

The research project carried out by Andreani and Ying (2019), showed that games are beneficial for language learning and evidenced that games improved vocabulary learning. Besides, digital games were used for the experimental group, while in the control group; the researcher used the traditional method. The results of the study showed that the scores were higher in the experimental group than the ones get in the

control group. For that reason, it was concluded that the use of games in vocabulary learning had a positive effect because games could capture attention and motivate students to learn. In addition, when students feel motivated, they enjoyed and had a bigger desire to learn new things.

Vijayakumar (2020) conducted a project whose objectives were to present games available in Moodle and exemplify their functionalities, to analyze learners' retention of German vocabulary after the gamified intervention, and to examine the learners' perception of the usefulness of games in learning German. To achieve these goals, the researcher applied a pre and post-test in order to verify students' vocabulary levels. After the interventions, the findings concluded that the gamification strategy motivated and engaged students to learn. Besides, it allowed them to enjoy learning and had a positive influence on their process of learning new things.

Ahada (2021) carried out a research that aimed to investigate primary school students' perception of gamification in vocabulary learning. The method used to study this topic was quantitative because the researcher generated numerical data by applying a test to check students' knowledge. Besides, this project was applied to 32 students between 7 to 10 years old from a Public Elementary School in Samarinda. Finally, the findings obtained from these interventions were that a class influenced by a gamified environment could improve educational outcomes. Moreover, the use of gamification could increase students' motivation regarding language learning.

Waer (2021) developed a research study that aimed to answer the question: What is the effect of using gamification on vocabulary knowledge among English university students? What is the effect of using gamification on the attitudes of English majors toward gamification? The participants involved in this project were 68 students (ranging from 18 to 19) from the English department in the Faculty of Education, New Valley University. Regarding the methodology, this project used mixed methods because it collected quantitative data using tests and qualitative information by applying a questionnaire and interviews. After that, the author concluded that the results evidenced an improvement in the grades of the experimental group. Also, it helped to increase vocabulary knowledge by allowing learners to use more words when producing language.

Acero (2016) concluded that by using games, students learn and retain new words more easily. Besides, learners could improve their vocabulary in an enjoyable and significant way. In addition, learners had the opportunity to learn more through autonomous work because they could construct their knowledge while they were playing. Additionally, teachers monitored and guided what they were learning.

The research developed by Aprilia et al. (2021) worked with students from the eighth grade of Junior high school 17 Gresik. Moreover, the objective was to find out the differences in applying online gamification (Kahoot, Quizizz, and Google forms) as the media of exercise in online learning for enhancing learners' vocabulary. To reach this goal, the researchers carried out a quantitative study and used a quasi-experimental design. For that reason, investigators applied a pre and post-test to verify students' knowledge, before and after the treatment, in both experimental and control groups. Finally, the results showed that the use of interesting media for students allowed them to enjoy the learning process and avoid boredom and monotony.

Weissheimer et al. (2019) developed a project whose objective was to identify the outcomes of the implementation of gamification in L2 vocabulary teaching and learning through the use of the Vocabox Experience. The participants involved were 32 students from the Languages without Borders program (LwB). Additionally, this research was quali-quantitative because the data collected was both interpretative (teachers' and students' impressions) and numerical (results from tests). At the end of the project, it was concluded that collaboration and motivation during the execution of games provided a better learning environment.

Samortin (2020) carried out an investigative project that aimed to investigate how GLA (Gamified Learning Activities) can promote students' vocabulary retention using games. The researcher developed this project in a quantitative way and using an experimental method. In addition, this research was carried out with 133 students in 7th to 10th grade from a private catholic institution in Northern Cagayan. After the application of the pretest, post-test, and treatments using gamification, it was concluded that learners could improve their vocabulary knowledge while they increased their motivation and interest in the lessons. Additionally, findings showed that the use of gamification strategy was effective in improving vocabulary retention.

Theoretical framework

Independent variable

Methodology

The methodology can be considered as the group of activities, tasks, and learning experiences selected by teachers in order to improve the teaching and learning process. Besides, all the activities are selected based on the objectives or learning outcomes that teacher wants to achieve depending on the lesson, topics and content. Additionally, all activities have to do with the program's philosophy or purpose, teachers' and students' roles, resources of the program, and the kind of resources that the program has (Richards, 1999).

According to Vyacheslavovna (2021), methodology focuses on how different activities can be interconnected between teachers and students to solve educational problems. Additionally, this is considered a system of meaningful teacher actions to produce activities that students can develop to achieve a specific learning goal or objective. Moreover, it is vital to mention that methodology is based on the educational process and its components like objectives, contents, techniques, strategies, activities, and resources.

A teaching methodology is a group of general principles, pedagogy, and management strategies that professors use during the teaching and learning processes. Additionally, when choosing a specific teaching methodology, it is crucial to consider several factors such as the teacher's educational philosophy, classroom demographic, subject, and the purpose of school. All the aspects involved are essential in the successful implementation of any methodology inside the classroom (Muhammad, 2019).

The following items are some factors that influence a successful methodology. First of all, it has to contribute to the improvement of the abilities and strengths of students because learners must develop all the skills correctly. Second, allow students to develop study habits. This way, learners can have a stronger desire for learning. Then, motivate and engage students to continue learning. Teachers can engage this factor by using several strategies, methodologies, or methods in order to make students feel confident at the moment to use the English language. Finally, know how to go from easy stages to

more difficult ones and do everything step by step. Based on the previous aspects, it is possible to mention that teachers need to know their students and avoid just explaining a topic. Teachers need to choose the best method to apply in order to have a successful learning and teaching process and, at the same time, contribute to developing personal students' needs (Palmer, 1917).

Method

Richards and Theodore (1999) defined method as an overall plan used to present language materials during classes. Something important to know is that a method is procedural. So, it is a group of steps that teachers follow in order to achieve a specific goal. Furthermore, it can be considered as a level in which theory is put into practice in order to teach specific content, organize the order in which content will be taught, and develop a particular skill.

When talking about a method, it is possible to define it as any systematic teaching maneuver implemented to facilitate students' learning. Besides, it provides the opportunity for the improvement of students' skills and knowledge of the English language. Additionally, it can be considered as how the teacher brings materials to the students. Besides, teachers should know how to deliver all the materials properly. For that reason, professors have to use a systematic set of steps or procedures that allows providing the materials to all learners correctly (Ariandika and Kartikawati, 2018).

Leovigildo, et al. (2021) state that a method is considered as a conceptual and cognitive framework whose purpose is to guide and help students solve problems regarding learning and teaching processes and to address the students' enhanced learning. Moreover, a method describes how teachers create different educational experiences and learning environments or atmospheres to engage and improve the students' learning process.

Ndirangu (n.d.) mentions that it is crucial to consider some factors in order to choose a method that fits in the best way with students' needs. This way, learners can improve their strengths and language skills. Finally, the following factors determine the method that teachers use during classes.

First of all, the content that the professor will teach during classes. Additionally, the objectives that the teacher plans to achieve. These depend on the content and purpose of

the lesson. Then, the availability of teaching and learning resources that teachers require to develop each class. Besides, evaluation and follow-up activities are used to verify and reinforce knowledge. During the teaching process, it is essential to consider the individual learning differences of each student. This way, professors can satisfy and fulfill needs. Finally, another aspect is the size of the class. It is an important aspect because it is necessary to consider this information to use methods that allow working with the whole class.

Something important to mention is that a method is a way in which a teacher guides and organizes the training or learning process of students. Furthermore, this is known as the system or mode of execution of procedures that support the teaching and learning processes in order to achieve specific objectives proposed for each class or lesson (Landøy, Popa, and Repanovici, 2020).

Strategies

Learning strategies are a set of actions, tactics, steps, behaviors, or processes that teachers can use in order to help students achieve any specific purpose, increase knowledge, and engage learning. In addition, it can be considered as a plan of classroom activities that suggests a way in which the teaching process can be developed and used to achieve an objective or learning outcome. Moreover, strategies have some characteristics, such as having a probabilistic meaning; it means that the use of a strategy does not guarantee a successful class. Another characteristic is that by using strategies, it is possible to involve students in a learning situation and adapt the content to students' needs, ages, and levels. Finally, strategies allow the teacher to model the class to create appropriate environments to engage in learning (Noviyenty, 2018).

There are different kinds of teaching strategies that professors can use in the teaching process. First, brainstorming is a strategy by which students can share ideas and opinions. Also, it helps them to improve their problem-solving ability. In case-based small-group discussions, the teacher organizes students into groups of 5 to 10 people. Then, they have to share points of view and provide a creative solution for a problem. There is a strategy called demonstration, where students and teachers have to show how to do something in order to make theory a practical application and improve students' understanding of the topic. Finally, to increase competition, teachers can use games,

participation, and motivation to catch students' attention, make them feel involved in the class, engage in collaborative work, and create a fun learning atmosphere inside the classroom.

To sum up, the teacher can use any strategy in order to achieve a specific learning outcome. However, it is crucial to consider some factors that influence the success of any class. For instance, students' needs, age, English language level, size of the class, methodologies, environment, etc. This way, the teacher will be able to choose and adopt a strategy that improves students' skills (Tumanggor et al. 2018).

Saragih et al. (2019) point out that a teaching strategy is a way in which professors can support success in achieving teaching goals. For that reason, strategies must be stimulating, innovative, and catching. So, teachers can keep students' attention. Finally, strategies are specific procedures for overcoming problems, achieving a particular goal, and controlling or manipulating information.

Gamification strategy

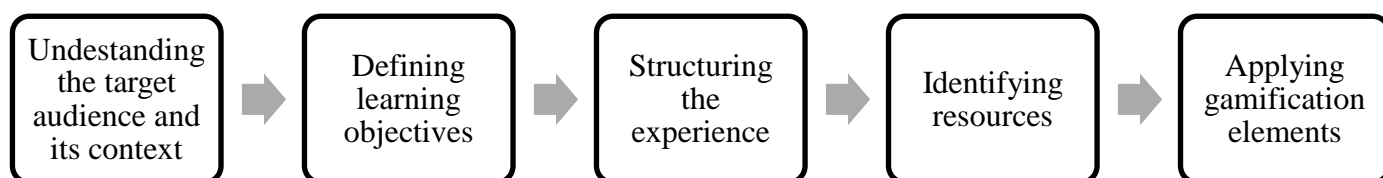
Gamification strategy has to do with the use of game elements in nongame environments. The main aim of this strategy is to motivate and engage people in order to allow them to achieve a specific purpose (Zainuddin and Keumala, 2021). Furthermore, in education, this strategy includes using game elements in specific learning activities that students develop during classes. Taking into account the previous information, it is fundamental to know and understand that gamification is not perfect for all learning situations and is vital to avoid including isolated games that do not support any learning task. For that reason, teachers have to adapt each game element to satisfy learning needs while students have the opportunity to learn and have fun at the same time.

From another perspective, gamification is defined as a set of design principles used to motivate, engage, and influence individuals, groups of people, and communities in order to achieve a specific outcome. Something important to mention is that gamification is defined as the act of including game thinking, approaches, and different elements in a context or situation to make it more engaging, challenging, and even fun (Chou, 2019).

Kiryakova and Angelova (2018) point out that the effective development of gamification implies an analysis of the technological tools that will be used. Some aspects to take into account are: Determination of learners' characteristics, Definition of learning objectives, Creation of educational content and activities for gamification, and Adding game elements and mechanisms.

One of the main goals of gamification is to increase people's motivation by using game elements such as extra points, leaderboards, avatars, levels, and challenges. Teachers use all these elements during a task in order to make it more enjoyable, stimulating, motivating, and appealing. Moreover, the idea behind using a gamification strategy in educational files is to take the elements that make games fun or interesting and adapt them to the teaching and learning processes. Additionally, to create meaningful gamification, it is vital to take into account the students' needs and class goals. Finally, when designing gamified content, it is possible to improve the cognitive, emotional, and social abilities of the participants (Measles and Abu-dawood, 2016).

Dixit et al. (2018) consider that to apply the gamification strategy is required to follow a set of steps to have a guide and do it correctly. So, the diagram below represents the five-step model.



Source: Dixit, Nirgude, and Yalagi (2018) Adapted by Oviedo (2022)

Note: five-step model to apply gamification strategy

Concerning the first step, the teacher needs to know who the students are. It means that the teacher needs to take into account several aspects of students such as age, level, needs, etc. In addition, teachers need to consider group size, environment, topic, and skills to work with. Once the teacher identifies the previous factors, it is possible to determine which gamification elements are going to be implemented in the class.

Step two, defining the learning objectives, this step is always crucial because the objectives are necessary in order to have a specific learning outcome for the lesson. To create an objective in a proper way, it must have a specific learning goal, a general

instructional goal, and a behavioral goal. In addition, to have a successful class by using gamification, the teacher needs to combine the learning objectives with the strategy correctly.

To deal with step three, the teacher must prepare a sequence and quantify what the student will learn and achieve by the end of the lesson. The most important thing that the teacher needs to do here is to identify if students understand or not the topic. This way, teachers can move or reorganize the program in order to fulfill the students' needs and go from the easy stages to the most difficult ones.

To develop step four of this model, the teacher has to choose which stages can or cannot be gamified. Besides, the teacher must consider the following aspects tracking mechanisms that are the tools to measure students' programs, rules, currency or the unit of measure, levels which are the amount of currency used to accomplish a specific objective, and feedback, a tool used in order to know something about the students' progress.

Finally, step five, applying gamification elements. During this part, the teacher selects which gamification elements apply during the class. The elements that teachers need to choose are divided into self and social elements. First, it is important to know what self-elements are. These are the levels, time to develop each activity, and avatars used in order to make students compete with themselves. Finally, there are social elements such as interactive competitions that teachers use to check students' achievement.

Dependent variable

Language

According to Chomsky (2006) language is the human essence or a distinctive quality of mind that allows human beings to exist in any personal or social phase. Furthermore, he stated that language is a creative activity because people can understand several expressions. This way, human beings can reproduce this information in another context in order to create a new linguistic experience whose objective is to be understood by others. Finally, these characteristics are the ones that allow distinguishing language as one fundamental factor that differs from any system of animal communication.

Alshami (2019) points out that language is a tool or means of communication and a system for human expression that people can produce in several ways. Besides, it is a means of conveying thoughts and expressing ideas through the use of symbols, sounds, or even movements because language is much more than speech. By using language, people can communicate messages and express desires or thoughts anytime and in the way they want. In addition, thanks to language, it is possible to perceive language in several ways, influenced by different backgrounds, cultures, and perspectives that people have. All these aspects have a specific function in language and affect it. That is why there are differences in accent, vocabulary, intonation, expressions, and even dialects.

One of the most particular human features is the ability to use language to think and communicate something. In addition, language is the most important tool for human beings because without it, any society can exist. In most cases, almost every human activity is done through language. In other words, language dominates most of the activities and aspects of people (Mwakapina, 2021).

According to Amberg and Vause (2009) language is a means of communication. So, to have effective communication, it is important to recognize and understand the connection between languages and people. The context plays a crucial role that influences language choices. For instance, if you are in an interview, you won't use rude words or expressions, but if you are with friends, you will feel free to use language in the way you want. Moreover, by knowing how someone speaks, it is possible to recognize lots of aspects such as cultural background, socioeconomic level, education, honesty, etc.

Hoque (2019) mentions that there are language components such as morphology, phonology, syntax, semantics, and pragmatics. First, morphology is the study of words, their form, and the relationships among words. Second, phonology is the study of sounds that humans produce in order to communicate something. This process starts with the use of phonemes (the smallest unit of language), which can be combined and create morphemes (the smallest element with meaning) and at the end create words (units of speech and writing). Third, syntax refers to the study of how words can be arranged into a sentence to be proper. Fourth, semantics is defined as the study of words meaning. Finally, pragmatics is the study of how context influences the use of language.

Language learning

Language learning is the process by which human beings develop language capability to comprehend, perceive and produce language. It is crucial to know that the natural order of language is listening, speaking, reading, and writing. Because of this, all these skills are practiced during the language learning process. Besides, language learning is not a set of easy steps; it is a process in which students need to start from the easiest parts to the most difficult ones and accomplish several learning objectives level by level. This way, people will be able to produce language properly (Brown, 2006).

Woll et al. (2019) state that there is a strong relationship between language learning and exposure to the language during this process. For that reason, while learning a new language, the exposure needs to be intense and regular in order to allow students to learn from real contexts or situations. In addition, it is recommended to expose learners from an early age to let them have more interaction with language.

Vocabulary

Schmitt and McCarthy (1998) stated that English vocabulary or lexis refers to a set of words that are used in order to communicate effectively and express something. Moreover, vocabulary is considered as a central point in language learning because without a wide range of knowledge it is impossible to express ideas accurately. So, communication using L2 cannot exist in any meaningful way. Furthermore, vocabulary knowledge allows learners to understand and produce language as well. For that reason, teachers must understand the importance of this aspect and not just limit the class to teach grammar or any skill. Something vital to know is that vocabulary can be divided into receptive, productive, and mastery vocabulary. Receptive vocabulary refers to the words that people recognize and understand in a specific context. In other words, this is the vocabulary that people can recognize in texts but can use in speaking or writing. On the other hand, productive vocabulary has to do with the words that learners know, understand, pronounce and use correctly when they speak or write. Finally, vocabulary mastery, during the process of learning, is key to mastery vocabulary. That is why it is important to practice and reinforce knowledge about it. To conclude, vocabulary is a key part of the learning process because students need to acquire new words in order to improve their language knowledge, but it is essential to know the meaning of words in different contexts to avoid misunderstanding.

Vocabulary learning

There is a model which is composed of a set of five steps that teachers can follow in order to make the vocabulary learning process more effective. First, it is crucial to have sources for encountering new words. So, learners can indirectly know more words using resources such as magazines, movies, and videos. Second, the professor must provide a clear image (visual or/and auditory) that allows students to have a clearer idea or comprehension of the new word. Additionally, learners can create a relationship between the images and the new words and remember their meaning easily. Third, learn the meaning of the word. This step allows students to use new words correctly in order to avoid misunderstandings. Moreover, it is crucial to use new vocabulary in different contexts that allow learners to identify how each word change and works in each environment. Fourth, create a memory connection between the form and the meaning of the words. Teachers can achieve this step through the use of resources such as flashcards, puzzles, and matching exercises. Fifth, the last step is to use the words. The use of new vocabulary guarantees that students understand the meaning and how to use new words this way; they can save this new knowledge in their long-term memory (Brown et al., 1994, as cited in Hatch et al., 1995)

1.2 Objectives

1.2.1 General objective

- To analyze the influence of gamification strategy on vocabulary learning at “Unidad Educativa Bautista”.

1.2.2 Specific objectives

- To determine the importance of using gamification strategy in vocabulary learning.
- To analyze which gamification tools influence the most the vocabulary learning process.
- To identify the vocabulary level of students at “Unidad Educativa Bautista”.

1. 3 Compliance with research objectives

In order to achieve these objectives, the researcher organized a set of treatments that allow using gamification strategy by implementing content from the students' books to support the learning process. The ten sessions or interventions presented vocabulary using flashcards and included several gamified activities with tools such as WordWall, Blooket, Learning Chocolate, and Nearpod. In addition, when learners finished the game, these resources showed grades. For that reason, it was possible to monitor and measure how each one influenced the students' vocabulary levels. Finally, to identify the vocabulary level of students, the researcher created two exams. First, the researcher developed a pre-test to detect the students' vocabulary levels. After that, the investigator applied the post-test, whose objective was to identify if the vocabulary level changed or not. To sum up, the design of both tests allow verifying which was the vocabulary level, which allowed the investigator to know how effective gamification strategy is in vocabulary learning.

CHAPTER II

METHODOLOGY

2.1 Resources

Population

The population involved in the development of this project was the researcher, who was the person that carried out the investigative process. Besides, the respective tutors played an important role in advising the development of this project, as well as the revision part. Additionally, the institutional tutor allowed the researcher to develop the treatments with his groups of students. Furthermore, the fourteen students, seven women and seven men with ages eleven to thirteen, of the ninth level from Unidad Educativa “Bautista” were part of the experimental group to develop this project.

Instrument

The instruments used to develop the research project were a pre-test to verify students' level of vocabulary knowledge. Additionally, the researcher used a post-test to check how vocabulary levels changed over time and after all the interventions. Moreover, both tests had the same structure using multiple choice questions. First, part one was composed of ten questions in which learners had to choose the option that best completes a sentence. Second, part two was created using six questions where students select the option that fits the meaning of each picture. Third, part three was composed of four pictures with a number. So, learners had to write the correct number next to the name that corresponds to each picture. It is crucial to mention that all the vocabulary used to create the exams was carefully selected considering the student's needs, age, and English level. Furthermore, these tests were designed based on the topics students had to study during the school year. Finally, two experts, who are professors from the PINE program, validated both tests.

During experimentation, the researcher used flashcards in order to show new vocabulary related to the different class topics. Moreover, all the images were obtained from the Shutterstock platform to avoid plagiarism.

WordWall was crucial to create innovative learning activities in order to practice vocabulary knowledge regarding the lesson.

Blooket platform was important to create questions and then develop games to allow students reinforce knowledge from previous classes.

Learning Chocolate was quite useful to introduce new vocabulary so that learners could expand their knowledge by playing, and this involved pronunciation, observation, and comparison practice.

Nearpod served to adapt the lesson to make the class more interactive and engaging. Thus, the teacher could develop presentations using catching tools to keep students attention.

2.2 Procedure

Before starting the description of the sessions, it is important to point out that the first three classes were applied using a face-to-face modality. However, due to the socio-political situation in Ecuador, the last seven sessions were applied using a virtual modality. For that reason, the researcher used resources such as zoom and Google forms.

In the first session, the researcher introduced herself and gave a brief explanation of the topic of study and its objectives. Then, the researcher explained and gave instructions to complete a pre-test. Finally, the teacher gave the photocopies and learners completed the test.

In the second session, the researcher started with an explanation of new vocabulary about landforms. Then, professor gave instructions about the game “Time to Claim”, using Nearpod platform, in which they had to choose the correct answer depending on the picture. Finally, the investigator and students clarified any misunderstandings together.

Link: <https://app.nearpod.com/?pin=00025E27EE956C3CBC6CAE6E919DA988-1>

During the third session, the researcher started the class by giving feedback in order to reinforce knowledge. This session followed the same process as the last one but used more vocabulary and a new game called “Airplane”, where learners had to use the keyboard to choose the correct answers and avoid the wrong ones. Additionally, this game was taken by using the WordWall platform. To finish the class, the teacher and students checked answers together.

Flashcards:

<https://docs.google.com/presentation/d/1xdLa1lj13Y8lpfYLEZo4MubtPON7aVw2sMAT34HHBMc/edit?usp=sharing>

Link: <https://wordwall.net/resource/32690446>

Regarding the fourth session, the professor started the lesson by giving feedback. After that, the teacher presented new vocabulary about vacation activities. To continue, the teacher gave instructions about how to use the Blooket platform and sent the link and code to join the game. Besides, learners participated in the game “Racing”. To win this game, participants had to answer questions to race opponents and got to the finish line. In the end, the teacher announced who was the winner and checked all answers in order to clarify any problems.

Link: <https://www.blooket.com/set/6286e5d7b3717aeba2a87ae8>

In the next session, the researcher presented the new lesson with vocabulary about vacation activities. Then, the teacher asked the student to join the game by writing the access code on the Blooket platform. This time, students played “Battle Royale” where players took different showdowns and won points by choosing the correct answer. Finally, the professor and students discussed possible problems regarding vocabulary.

Link: <https://www.blooket.com/set/6286ef82f07cc71341bb891c>

Regarding the links of the activities in sessions four and five, it is important to mention that to visualize or check the tasks, the reader must log in to the Blooket platform. However, in the annexes’ part of this document, some images evidence the content of both activities.

During the class, the teacher showed a video about a personal experience. Then, students had to mention which feelings that person had during the video. To continue,

the teacher gave instructions about a new game on the Learning Chocolate platform. First, learners listened to the pronunciation and look at the picture that represents a new word. Then, they had to choose the option “Fill in” and wrote the correct word in the spaces correctly to win a point.

Link: <https://www.learningchocolate.com/content/feelings-0>

In the seventh session, the teacher gave feedback to practice previous content. After that, the teacher introduced more vocabulary, about feelings, and practiced pronunciation with learners. Then, all students join to the Nearpod platform by writing the access code and played a new game called “Matching pairs”, as its name says, learners had to choose the word that match with the picture in order to create a pair and get a point. As always when the game finished, the teacher and students checked answers together

Link: <https://app.nearpod.com/?pin=152B6690511717CCB90BAC0E26EB879B-1>

Concerning the eighth session, the professor presented some flashcards to show new vocabulary. In addition, the teacher asked the learners to join the WordWall platform to play “Balloon pop”. During this game, participants had to pop the balloons to drop each word into its matching word in English. Besides, when the game finished, teacher checked answers in order to avoid confusion.

Link: <https://wordwall.net/resource/32437197>

In the course of the ninth class, the professor presented the vocabulary and explained its meaning and pronunciation. After clarifying some doubts, the teacher gave the instructions for the new game. During the game “Match-Up 2”, learners had to drag and drop the word to the picture that represents it. Moreover, they could listen to the correct pronunciation of each word by clicking it. Finally, at the end of the game, the teacher and students reviewed all the words in order to reinforce knowledge.

Link: <https://www.learningchocolate.com/content/how-do-you-feel-2>

In the final session, the teacher and students discussed previous content presented in class to clarify any mistakes or solve any doubts and check that they are ready to take the final test. Finally, students took the post-test using Google forms platform.

2.3 Methods

Research approach

The current research was based on quantitative research. First of all, in this project, the instrument was a test. So, the quantitative approach was used because it allows working with numerical data, in this case, the grades that students get during the exams, to generate percentages and statistics.

Mackey et al. (2005) state that a pre-test and a post-test can be used in order to measure and determine the effects on students' knowledge before and after the development of the treatment. On the other hand, a qualitative approach was used too because it was necessary that the teacher or investigator identifies possible students' weaknesses and strengths. This way teacher had a better understanding of the students' characteristics. Besides, it aims to obtain as well as understand the information about a specific group of study (Mack et al. 2005).

Field based research

Parella and Martins (2012) mention that field research involves a process of data collection in a direct way from the reality where the events occur, without manipulating or changing the natural actions. This project seeks to be carried out with students of Unidad Educativa "Bautista" to understand how they learn vocabulary before and after the development of the project. Besides, this research will be based on a bibliographic – documentary modality, because the information is taken from scientific articles, journals, papers, and thesis, found on the internet.

Level or type of research

Hernandez and Mendoza (2018) consider that a pre-experimental research takes place when the researcher used just one group to apply the experiment. Furthermore, during the experiment it is necessary to use an exam previous to the treatment and after that applies another test to verify how students' knowledge was affected by the interventions. Moreover, this research was descriptive because the information was detail or describe by explaining several aspects such as learners' behaviors inside the

classroom or during classes. Additionally, the information obtained allows the researcher to summarize all the group's characteristics by describing and not manipulating them (Ary et al. 2010).

Institutional resources

The institution that was chosen to carry out the research was Unidad Educativa “Bautista” and students from the ninth level of Educación General Básica (EGB).

Physical materials

Among other things, a number of physical resources are needed. For instance, school supplies such as board, markers, etc. Besides, technological tools like computer or cellphone.

2.4 Hypothesis

H0: Gamification strategy does not have a positive impact on vocabulary learning with students of basic level in the Unidad Educativa “Bautista”.

H1: Gamification strategy has a positive impact on vocabulary learning with students of basic level in the Unidad Educativa “Bautista”.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents and explains the results and findings obtained after the interventions of the research project.

First, the researcher applied the initial test or pre-test to 14 ninth-year students of Unidad Educativa Bautista (ranging between 11 and 13 years old). The pre-test was applied to verify the students' knowledge of English vocabulary. Moreover, the test had three parts (multiple choice questions). Part one consists of ten questions; part two is made up of six questions, and part three is made up of four questions. To sum up, the test is made up of 20 questions with a value of one point for each one.

So, part one requires the students to choose the correct option to complete the sentence. In this part, the students could obtain a maximum mark of ten points. Part two of the test required the student to look at the picture and select the sentence that matches it; in this part, participants can obtain a maximum score of six points. Finally, part three required the participant to write the number of each picture according to the corresponding name of the image. Besides, in this part, learners could get a maximum score of four points. For that reason, participants were able to obtain a final score of 20 points at the end of the test.

The researcher applied the post-test in order to identify if the students' vocabulary level was affected after the interventions. Additionally, to make the results more understandable, each student's final grade was divided by two in order to obtain a result of over ten points. Moreover, a series of tables and graphs were developed, facilitating its comprehension. Finally, a T-Student test was applied using the statistical program IBM SPSS to determine if the study hypothesis is rejected or accepted.

3.1.1 Pre-test results

Table 1. Pre-Test Results

Researched group	Score over 20	Score over 10
Student 1	16	7,5
Student 2	11	6
Student 3	14	9
Student 4	16	9
Student 5	15	8,5
Student 6	16	9,5
Student 7	16	6,5
Student 8	11	9
Student 9	13	8,5
Student 10	17	10
Student 11	16	9,5
Student 12	4	6,5
Student 13	14	10
Student 14	17	7,5
Average	14	7

Author: Oviedo, L. (2022)

Note: Pre-Test Results

3.1.2 Post-test results

Table 2. Post-Test Results

Researched group	Score over 20	Score over 10
Student 1	15	7,5
Student 2	12	6
Student 3	18	9
Student 4	18	9
Student 5	17	8,5
Student 6	19	9,5
Student 7	13	6,5
Student 8	18	9
Student 9	17	8,5
Student 10	20	10
Student 11	19	9,5
Student 12	13	6,5
Student 13	20	10
Student 14	15	7,5
Average	16,71	8,36

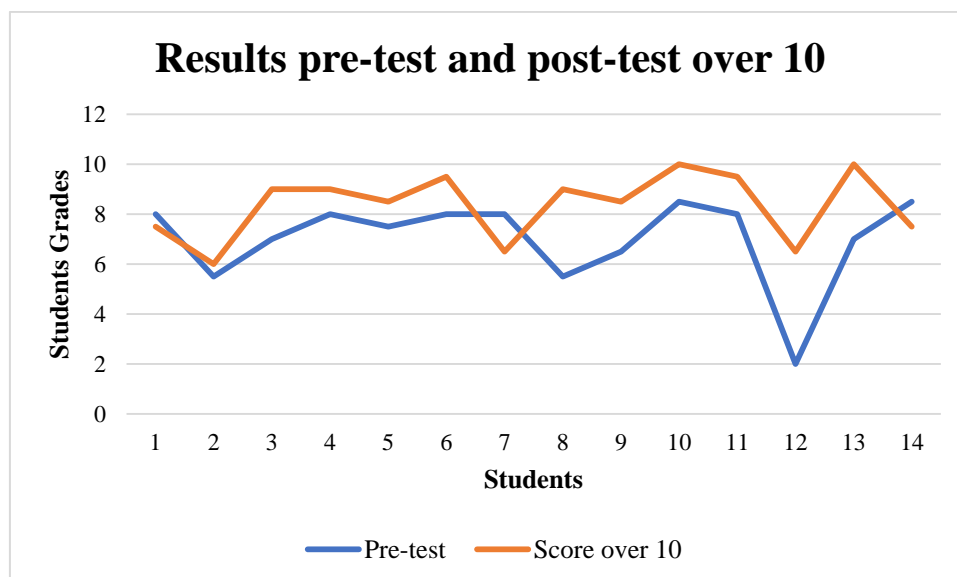
Author: Oviedo, L. (2022)

Note: Post-Test Results

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades

Figure 1. Results pre-test and post-test over 10



Author: Oviedo, L. (2022)

Note: Results pre-test and post-test over 10

Analysis and interpretation

For the realization of this chapter, data was collected from 14 students of “Unidad Educativa Bautista” through a pre-and post-test. The applied test consisted of three parts graded over 20 points. This grade was converted to ten points. Therefore, the comparison was made, where the pre-test evidenced the lowest score, which were four out of 20 points. In contrast, the highest score was 17 out of 20 points.

On the other hand, the post-test ended with the lowest score, 12 out of 20 points, while the highest score was 20 out of 20 points. Finally, it is deduced that most of the students had poor vocabulary knowledge in the pre-test and could not choose answers accurately. However, through the application of the treatments, it was observed that the students managed to obtain better results. In conclusion, the use of the gamification strategy allowed an improvement in the vocabulary learning process.

3.2.2 Pre-test and post-test average

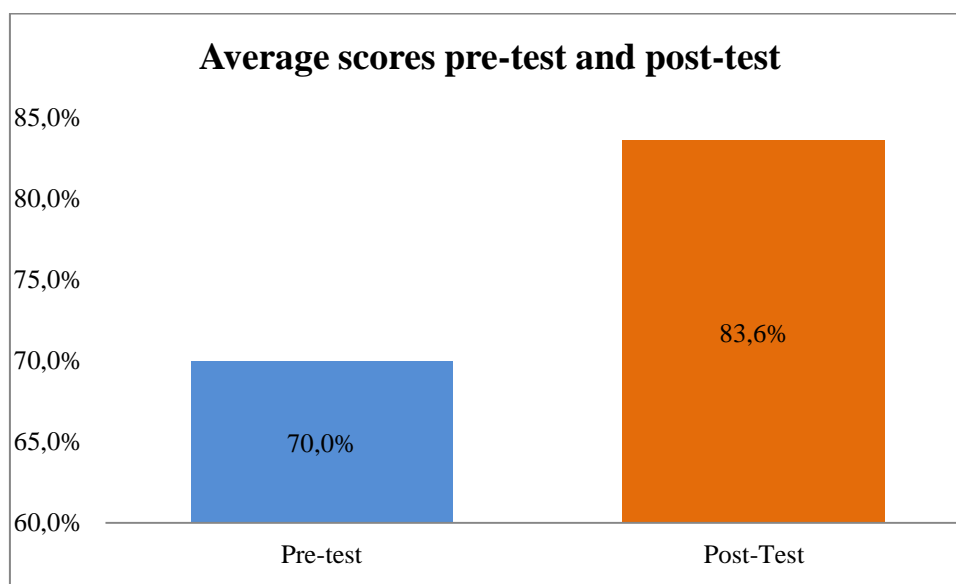
Table 3. Pre-test and post-test Average and Difference

Results	Pre-test	Post-Test	Difference
Average	14	16,71	2,71

Author: Oviedo, L. (2022)

Note: General Average and Difference Pre-test and post-test.

Figure 2. Average scores pre-test and post-test



Author: Oviedo, L. (2022)

Note: Average scores pre-test and post-test

Analysis and interpretation

The table shows the average range that the students of the ninth year from Unidad Educativa Bautista obtained in both tests that were applied to them. Besides, the previous graph represents the comparison of results between the pre-and post-test. The pre-test average was 14 out of 20 points, which is equivalent to 70%. On the other hand, after using the gamification strategy, the average of the participants increased to 16.71 out of 20 points, which represents 83.6%. At this point, it is possible to infer that the use of this strategy contributed to increasing the level of vocabulary in students, with a difference of 2.71 points between tests.

3.3 Hypothesis verification

For the verification of the Hypothesis, a T-Student test of two related samples was specifically used for this study. Using IBM SPSS Statistics software

3.3.1 Hypothesis statement

Null hypothesis

H0: Gamification strategy does not have a positive impact on vocabulary learning with students of basic level in the Unidad Educativa “Bautista”.

Alternative hypothesis

H1: Gamification strategy has a positive impact on vocabulary learning with students of basic level in the Unidad Educativa “Bautista”.

T-student test – Paired samples statistics

Table 4. T-student test – Paired Samples Statistics

Estadísticos de muestras relacionadas					
		Mean	N	Std. Desviation	Std. Error mean
Par 1	Pre_Test	7,0000	14	1,74312	,46587
	Post_Test	8,3571	14	1,33631	,35714

Author: Oviedo, L. (2022)

Note: T-Student Test

Analysis and interpretation

The data was analyzed using the IBM SPSS Statistical Program. In the previous table, you can see the results, where the average range of the pre-test is 7.0000. On the other hand, the average range in the post-test is 8.3571. For that reason, it is evident that there is a difference in values between the two tests; the average score of the post-test is higher than the initial test. Therefore, it is evident that the values grew from the use of

the gamification strategy this way it was possible to raise the level of vocabulary in participants.

Paired samples test

Table 5. Paired Samples Test

Paired Samples Test		Diferencias relacionadas				t	gl	Sig. (2-Tailed)
		Mean	Std. Desviation	Std. Error Mean	95% confidence interval for the difference Lower Upper			
Part 1	Pre_Test	-	1,6690	,4460	-	-	-	,009
	Post_Test	1,3571	5	7	2,3208	,39346	3,042	

Author: Oviedo, L. (2022)

Note: T-Student- Paired samples Test

Analysis and interpretation

After analyzing the results using the T-Student test, the previous table shows that the P-value is 0.009; this value is less than 0.05. Consequently, to the conclusion reached in this chapter, due to the visible p-value, the null hypothesis is rejected, and we accept the alternative hypothesis H1: The gamification strategy has a positive impact on vocabulary learning with students of basic level in the Unidad Educativa “Bautista”.

3.4 Discussion

The present research analyzed the influence of gamification strategy on the vocabulary learning process. Moreover, it aimed to determine the importance of using a gamification strategy in the same process. The previous analysis determined the extent to which gamified activities helped learners increase their vocabulary knowledge with a comparison between the pre and post-test grades. Additionally, the SPSS program determined the effectiveness of the strategy. For that reason, the researcher accepted the alternative hypothesis.

The previous results evidenced how gamification strategy effectively influences vocabulary learning because it innovates how teachers develop several activities to

improve language learning without losing students' attention throughout the lesson. Saragih et al. (2019) pointed out that this strategy is stimulating and catching. For that reason, teachers can achieve teaching goals while keeping students' interest during classes and avoiding monotony.

This study has shown that the efficacy of the gamification strategy was high because students increased their vocabulary knowledge through motivating, enjoyable, and appealing activities on different platforms. Previous studies stated that gamification increases learners' motivation; because of the game elements such as extra points, leaderboards, avatars, levels, and challenges that teachers include during the activities. Finally, when designing gamified content, it is crucial to consider the students' needs and class goals to allow students to improve their knowledge (Measles and Abudawood, 2016).

Furthermore, the study also revealed that students could communicate ideas easily by using new vocabulary learned during the sessions. Besides, this improvement was evident in the post-test grades. Something important to mention is that without a wide range of vocabulary, it is impossible to express ideas accurately. Finally, vocabulary knowledge allows learners to understand and produce language in a meaningful way (Schmitt and McCarthy, 1998).

Another significant factor that played an important role in the students' improvement of vocabulary knowledge was providing a clear image of new words. This step allows students to use new words correctly and avoid misunderstandings. Moreover, when professors show images, students have a clearer idea of the meaning of new vocabulary. This way, learners create connections to associate an image with a specific word and remember its meaning without trouble (Brown et al., 1994, as cited in Hatch et al., 1995).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following points can be concluded and recommended, after all, data collection and analysis and taking into account the objectives of this research project.

- The results obtained evidence that the gamification strategy provides an adequate learning environment that engages students to continue with the learning process. Additionally, this strategy allows combining enjoyment and learning by including different game elements such as extra points, leaderboards, avatars, levels, and challenges in non-gamified areas.
- The effectiveness in the use of gamification strategy, during this research project, was based on the use of several apps and websites such as Blooket, WordWall, Nearpod, and Learning Chocolate. All the previous tools catch and keep students' attention this way learners have enough interest to focus on the activity that they are completing. Moreover, all the elements that teachers include during the activities vary depending on the platform that students are going to use. For that reason, it is possible to avoid repetition and boredom.
- The results obtained after the application of the pre and post-test show that participants' level of vocabulary evidence a significant improvement after the interventions. This allows students to use L2 more productively and easily because vocabulary knowledge permits them to communicate and express ideas, opinions, and personal thinking without difficulty. Furthermore, improvement in vocabulary knowledge means that learners can understand and produce language accurately.

4.2 Recommendations

- When talking about the use of games in non-gamified areas, it is crucial to take into account that teachers must use tools that allow students to practice and reinforce knowledge and not just to play. For that reason, professors must analyze how each game will be applied during classes in order to avoid distraction. Finally, it is essential to take into account students' needs and level, and class objectives to use the adequate elements.
- When developing a class by using a gamification strategy, it is crucial to take into account that teachers need various tools in order to avoid monotony and boredom. Additionally, professors have to consider other factors such as age, English level, size of the class, learning needs, learning outcomes, etc. to choose appropriate tools for the whole class that fulfill all students' needs.
- At the moment of teaching vocabulary, professors must organize how many words students are going to learn per class. This is vital because teaching big amounts of vocabulary can produce confusion or misunderstanding. So, scheduling and planning are the most important aspects when teaching new vocabulary.

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ANNEXES

LESSON PLAN 1					
Time: 25 min		Subject: English		Class: 9 th level	
Language use: Vocabulary		Topic: landforms and places			
Objectives: To identify students' vocabulary level.					
Prior Knowledge: vocabulary about places, landforms and feelings.					
Materials:					
1. Print exams					
2. Board					
3. Markers					
Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5 min	Opening: -T introduces herself and gives an explanation of the topic of study and its objectives.	Ss pay attention and ask questions.	T Ss	Focus students' attention on the explanation.
2	10 min	-T presents and explains how to complete each part of the exam. - T answers questions to avoid misunderstandings.	Ss listen and ask questions.	T Ss	Focus students' attention on the explanation in order to complete the exam.
3	30 min	-T gives the exam to the students and asks them to start. -T collects the exams.	Ss complete the exam.	T Ss	To identify students' vocabulary level.

ENGLISH VOCABULARY TEST

OBJECTIVE: To identify the vocabulary level of 9th grade students from Unidad Educativa “Bautista”.

TIME: 25-30 minutes **CEF:** A2 Test **LEVEL:** 9th grade

AVERAGE AGE: 11-13

INSTRUCTIONS: Complete the test according to general instructions given in class.

PART 1

Choose the correct option to complete the sentence.

1. There isn't much rain in the _____ so not many plants grow.
a. desert b. jungle c. forest d. ocean
2. The highest _____ in the world is the Mount Everest.
a. hill b. river c. desert d. mountain
3. Ambato _____ cross the city through the “Paseo Ecologico”.
a. lake b. river c. ocean d. forest
4. We had a picnic at the _____ of “eternal primavera”.
a. mountain b. jungle c. hill d. lake
5. The Amazonia _____ has a lot of types of plants and animals.
a. forest b. tree c. jungle d. river
6. At Esmeraldas _____ you can swim in the sea.
a. jungle b. forest c. beach d. river
7. The pacific _____ is the largest in the world.
a. river b. ocean c. lake d. mountain
8. You can have a camping in the _____.
a. forest b. ocean c. river d. beach
9. You can take a boat road at Yambo _____.
a. river b. lake c. hill d. mountain
10. There is a lot of sand at the _____.
a. beach b. desert c. lake d. jungle

PART 2

In each question, there is a picture and three sentences. **Which sentence matches the picture?**

1.



- a. She is happy because of her job.
- b. She is lucky because she do her homework.
- c. She is bored because she is alone.

2.



- a. He is afraid of talking with people.
- b. He is brave to do new things.
- c. He is worried about his problems.

3.



- a. They are sad because of the classes.
- b. They are worried because of the future.
- c. They are happy to see each other.

4.



- a. He is happy to check the document.
- b. He is worried about the exam.
- c. He is angry with his friends.

5.



- a. She is lucky because she won the lottery.
- b. She is sad about her job.
- c. She is bored because of her tasks.

6.



- a. He is happy to see his friends.
- b. He is angry with his parents.
- c. He is sad because he can't go out.

PART 3

Write the number 1 to 4 next to the word that corresponds to the image.

1. 	2. 
3. 	4. 

<p>___ Camping</p> <p>___ Hiking</p> <p>___ Swimming</p> <p>___ Biking</p>

Answer Sheet

Name: _____

Date: _____

PART 1

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.		

PART 2

1.	2.	3.	4.
5.	6.		

PART 3

___ Camping
___ Hiking
___ Swimming
___ Biking

Answer Key

PART 1

1. A	2. D	3. B	4. C
5. C	6. C	7. B	8. A
9. B	10. B		

PART 2

1. C	2. B	3. C	4. B
5. A	6. C		

PART 3

<u>2</u> Camping
<u>4</u> Hiking
<u>3</u> Swimming
<u>1</u> Biking

LESSON PLAN 2

Time: 45 min

Subject: English

Class: 9th level

Language use: Vocabulary

Topic: landforms and places

Objectives:

To identify new vocabulary about landforms and places.

To talk about landforms and places by using new vocabulary.

Prior Knowledge: vocabulary about places.

Materials:

1. Flashcards
2. Board
3. Markers
4. Computer

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	10 min	<p>Opening:</p> <p>-T explains how the Nearpod platform works and gives instructions about how to access the platform.</p> <p>-T presents some pictures of different landforms or places and asks the question “Where do you think these places are?”</p>	<p>Ss pay attention and copy the access code or open the link to open the platform and join the lesson.</p> <p>Observe and talk about the images. Give opinions and ideas about the different places.</p>	T Ss	Focus students’ attention on the pictures in order to make them share ideas.
2	15 min	<p>-T presents new vocabulary about landforms and places by showing some flashcards.</p> <p>-T asks the students to write a sentence using vocabulary and include a picture about it.</p> <p>-T organizes students in pairs and gives them a picture to discuss about it.</p> <p>- T corrects mistakes and clarifies any doubts to avoid misunderstandings.</p>	<p>Listen and ask questions.</p> <p>Write the sentence and ask questions.</p> <p>Ss discuss about the picture and talk about what they like and do not like about it.</p>	T Ss	Focus students’ attention on the explanation in order to identify new vocabulary. Practice speaking skill.
3	15 min	<p>-T explains that to play “Time to Claim” students have to choose the correct answer depending on the picture that appears on the screen.</p> <p>- T and Ss check answers together.</p>	<p>Ss pay attention and ask questions.</p> <p>Ss ask questions and complete the game.</p>	T Ss Ss T	To make students practice new vocabulary.

4	5min	-T chooses 3 students randomly and asks them to talk about their favorite place or landform.	Ss talk about an experience.	Ss T	To allow learners reinforce knowledge and practice.
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Link: <https://app.nearpod.com/?pin=00025E27EE956C3CBC6CAE6E919DA988-1>

		platform and asks students to start. - T and Ss check answers together.	the lesson. Ss ask questions and complete the game.	Ss T	
4	5 min	-T picks 3 students randomly and asks them to talk about their favorite place or landform.	Ss talk about an experience.	Ss T	To allow learners to reinforce knowledge and practice.

Flashcards:

<https://docs.google.com/presentation/d/1xdLa1lj13Y8lpfYLEZo4MubtPON7aVw2sMAT34HHBMc/edit?usp=sharing>

Link: <https://wordwall.net/resource/32690446>

		- T and Ss check answers together.			
4	5 min	- T asks the students to describe one activity of their last vacations.	Ss talk about an experience.	Ss T	To allow learners to reinforce knowledge and practice.

Flashcards:

https://docs.google.com/presentation/d/18TTGIVV6oYI2IvnFoNhJhJb5LIQ_hnglDyiQ_GCSI10/edit?usp=sharing

Link: <https://www.blooket.com/set/6286e5d7b3717aeba2a87ae8>

LESSON PLAN 5

Time: 45 min

Subject: English

Class: 9th level

Language use: Vocabulary

Topic: Vacation activities

Objectives:

To identify vocabulary about vacation activities.

To talk about experiences during vacations by using new vocabulary.

Prior Knowledge: vocabulary about vacations.

Materials:

1. Flashcards
2. Board
3. Markers
4. Computer

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5 min	<p>Opening:</p> <p>-T asks the students to mention which is their favorite activity during vacations and asks where they can do it.</p>	Ss share ideas and opinions.	T Ss	To make students talk and use vocabulary to reinforce previous knowledge.
2	20 min	<p>-T presents new vocabulary about vacation activities by using flashcards.</p> <p>-T divides the class into two teams in order to have a debate. Then, T gives to team one the topic “Why the beach is the best place to visit during vacations?” and team two “Why the beach is the worst place to visit during vacations ”</p> <p>- T corrects mistakes to avoid misunderstandings.</p>	<p>Listen and ask questions.</p> <p>Ss have time to share ideas in their groups. Then, they start talking by giving personal opinions.</p>	T Ss Ss Ss	<p>Focus students’ attention on the explanation in order to identify new vocabulary.</p> <p>Allow students to reinforce knowledge.</p>
3	10 min	-T shares the link to access into the Blooket platform and starts the game “Battle Royal” where participants have to take different showdowns and choose the correct answer to win a point.	<p>Open the link to start using the platform and join the game.</p> <p>Ss ask questions and complete the game.</p>	T Ss Ss T	To make students practice new vocabulary.

		- T and Ss check answers together.			
4	10 min	-T asks the students to look for a picture of them doing any vacation activity to describe and present it at the end of the class.	Ss share the picture and explain.	Ss T	To allow learners reinforce knowledge and practice.

Flashcards:

<https://docs.google.com/presentation/d/11EWbGmbdKwErC2JafsAPyBVFGqIYXogEOV0Jiz9UNas/edit?usp=sharing>

Link: <https://www.blooket.com/set/6286ef82f07cc71341bb891c>

LESSON PLAN 6

Time: 45 min

Subject: English

Class: 9th level

Language use: Vocabulary

Topic: Feelings

Objectives:

To identify new vocabulary about feelings.

To talk about feelings in different situations by using new vocabulary.

Prior Knowledge: vocabulary about personal experiences and feelings.

Materials:

1. Flashcards
2. Board
3. Markers
4. Computer

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	10 min	<p>Opening:</p> <p>-T shows a video about a personal experience and students have to mention which feelings that person has during the video.</p>	Ss pay attention to the video and share ideas.	T Ss	Focus students' attention on the video in order to make them share ideas.
2	10 min	<p>-T presents new vocabulary about feelings by using flashcards.</p> <p>- T asks the students to work in pairs and find a picture of any vacation activity to describe.</p> <p>-T chooses students randomly and asks them to present the description.</p> <p>- T corrects mistakes to avoid misunderstandings.</p>	<p>Listen and ask questions.</p> <p>Ss talk about the picture and describe its characteristics.</p>	<p>T Ss</p> <p>Ss Ss</p>	Focus students' attention on the explanation in order to identify new vocabulary.
3	15 min	-T shares the link to access into the Learning Chocolate platform and starts the game "Fill in" where learners listen to the pronunciation and look at the picture that represents a new word. Then, they have to write	<p>Open the link to start using the platform and join the game.</p> <p>Ss ask questions and complete the game.</p>	<p>T Ss</p> <p>Ss T</p>	To make students practice new vocabulary.

		the correct word in the spaces to win a point. - T and Ss check answers together.			
4	10 min	-T asks the students to work in pairs and create a short conversation using new vocabulary. -T chooses 3 pairs randomly and asks them to share their dialogue.	Ss share their dialogue.	Ss T	To allow learners reinforce knowledge and practice.

Video: <https://www.youtube.com/watch?v=imAQhP9JLN4>

Flashcards:

<https://docs.google.com/presentation/d/1ogCs2b2Ltrq3Ytr3R8BvA2CcqLkxy14FfqGPCMwaSIQ/edit?usp=sharing>

Link: <https://www.learningchocolate.com/content/feelings-0>

Conversation Model:

A: Hi Sam

B: Hello Thomy

A: How are you feeling today? You look bored.

B: I am sad. My dog is sick.

A: Really? I'm so sorry that is very sad.

B: Thanks. How about you?

A: I am feeling worried.

B: Why?

A: Because I have an important exam today.

B: ooh, I wish you the best in your exam.

LESSON PLAN 7

Time: 45 min

Subject: English

Class: 9th level

Language use: Vocabulary

Topic: Feelings

Objectives:

To identify new vocabulary about feelings.

To talk about feelings in personal experiences by using new vocabulary.

Prior Knowledge: vocabulary about personal experiences.

Materials:

1. Flashcards
2. Board
3. Markers
4. Computer

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	15 min	<p>Opening:</p> <p>-T explains how the Nearpod platform works and gives instructions about how to access the platform.</p> <p>-T presents some pictures of different people and asks the question “¿How do you think they feel right now?”</p>	<p>Ss pay attention and copy the access code or open the link to open the platform and join the lesson.</p> <p>Observe and talk about the images. Give opinions and ideas.</p>	T Ss	Focus students’ attention on the pictures in order to make them share ideas.
2	10 min	<p>-T presents new vocabulary about feelings by showing some flashcards.</p> <p>- T corrects mistakes and clarifies any doubts to avoid misunderstandings.</p> <p>-T asks the students to complete a worksheet. Then, they share answers and discussed them.</p>	<p>Listen and ask questions.</p> <p>Ss complete the activity, ask questions, and share ideas.</p>	T Ss	Focus students’ attention on the explanation in order to identify new vocabulary.
3	15 min	<p>-T explains that to play “Matching Pairs” students have to choose the word</p>	<p>Ss pay attention and ask questions.</p>	T Ss	To make students

		that matches the picture in order to create a pair and get a point. - T and Ss check answers together.	Ss ask questions and complete the game.	Ss T	practice new vocabulary.
4	5 min	-T asks the students to work in pairs and create a collage of pictures about one feeling.	Ss complete the activity and present it in front of the class.	Ss T	To allow learners to reinforce knowledge and practice.

Flashcards: <https://docs.google.com/presentation/d/1wDK6GxGsH6xw-JMNGMik--SDjuoq19SWvlzkv3LMLms/edit?usp=sharing>

Worksheet: <https://www.liveworksheets.com/bp796709ze>

Link: <https://app.nearpod.com/?pin=00025E27EE956C3CBC6CAE6E919DA988-1>

LESSON PLAN 8

Time: 45 min

Subject: English

Class: 9th level

Language use: Vocabulary

Topic: Feelings

Objectives:

To identify new vocabulary about feelings.

To talk about experiences by using new vocabulary about feelings.

Prior Knowledge: vocabulary about experiences.

Materials:

1. Flashcards
2. Board
3. Markers
4. Computer

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	10 min	<p>Opening:</p> <p>-T asks the students the question “How are you? How do you feel today?”</p>	Ss pay attention and answer the questions.	T Ss	To allow students to use vocabulary and reinforce knowledge.
2	10 min	<p>-T presents new vocabulary about feelings by using flashcards.</p> <p>-T asks the students to give an example of a feeling and a personal experience related to it. Besides, T asks the questions “how do you feel when you have an exam? How do you feel when you go on vacation?, How do you feel when you win something? , etc.</p> <p>- T corrects mistakes to avoid misunderstandings.</p>	<p>Listen and ask questions.</p> <p>Answer the questions and talk about personal experiences.</p>	T Ss	Focus students’ attention on the explanation in order to identify new vocabulary.
3	15 min	<p>-T shares the link to access the WordWall platform and play “Balloon pop”. During this game, participants had to pop the balloons to drop each word into its matching word in English.</p> <p>- T and Ss check answers</p>	<p>Open the link to start using the platform and join the game.</p> <p>Ss ask questions and complete the game.</p>	<p>T Ss</p> <p>Ss T</p>	To make students practice new vocabulary.

		together.			
4	10 min	-T chooses four students randomly and asks them to describe how they feel about the class.	Share personal opinions and ideas.	Ss T	To allow learners to reinforce knowledge and practice.

Flashcards: https://docs.google.com/presentation/d/1mDxMCPqoyB-sj9AdnBx8j_qXS5kA6aQ1aP-fn5JfE2A/edit?usp=sharing

Link: <https://wordwall.net/resource/32437197>

LESSON PLAN 9

Time: 45 min

Subject: English

Class: 9th level

Language use: Vocabulary

Topic: Feelings

Objectives:

To identify new vocabulary about feelings in personal experiences.

To talk about personal experiences by using new vocabulary.

Prior Knowledge: vocabulary about feelings.

Materials:

1. Flashcards
2. Board
3. Markers
4. Computer

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	10 min	<p>Opening: -T chooses four students randomly and asks them to write the name of one feeling on the board and describe it.</p>	Ss share opinions.	T Ss	To make students reinforce knowledge.
2	10 min	<p>-T presents new vocabulary about feelings by using flashcards.</p> <p>-T shares the link to access the WordWall platform and asks the students to listen to the correct pronunciation of each word by clicking it.</p> <p>-T creates groups and gives one word about feelings to each student. Then, learners draw something related to it and explain it to the group.</p>	<p>Listen and ask questions.</p> <p>Listen to the pronunciation and ask questions.</p> <p>Ss draw and explain why they represent the feeling in that way.</p>	<p>T Ss</p> <p>Ss T</p> <p>Ss Ss</p>	<p>Focus students' attention on the explanation in order to identify new vocabulary.</p> <p>To make students reinforce knowledge and practice speaking.</p>

3	15 min	-T asks the students to start the game “Match-Up 2” where learners have to drag and drop the word to the picture that represents it. - T and Ss check answers together.	Open the link to start using the platform and join the game. Ss ask questions and complete the game.	T Ss Ss T	To make students practice new vocabulary.
4	10 min	-T asks the students to share one picture of a person and describe how that person feels at that moment.	Ss share ideas and opinions.	Ss T	To allow learners to reinforce knowledge and practice.

Flashcards:

https://docs.google.com/presentation/d/1W74xhZ_BllHux1RX10_lx3r8EQa2lepPZsbm_9SSjY/edit?usp=sharing

Link: <https://www.learningchocolate.com/content/how-do-you-feel-2>

PRE-TEST VALIDATION

Ambato, 02 de junio de 2022

Mg.

Lorena Fernanda Parra Gavilánez

Docente de la Universidad Técnica de Ambato

Presente

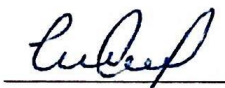
De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (adaptación de vocabulary test) a utilizarse en la recolección de información para el desarrollo del proyecto: "GAMIFICATION STRATEGY AND VOCABULARY LEARNING"

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta los objetivos, el instrumento y las tablas de validación.

Seguro de la favorable atención a la presente, anticipo mis debidos agradecimientos.

Atentamente,



TATIANA OVIEDO

ESTUDIANTE DE LA CARRERA "PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS".

Instructions:

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variables.
- ✓ There is an evaluation table in which you can express your opinion about each of the items that make up the instrument.
- ✓ There is a general evaluation of the instrument, where you can point out all those aspects that you consider important to improve the content.
- ✓ Make all pertinent observations based on the objectives to be achieved.
- ✓ Evaluate the pre-test of the investigation attached to the document.

Theme: Gamification strategy and vocabulary learning.

Objectives:**General:**

To analyze the influence of gamification strategy on vocabulary learning at “Unidad Educativa Bautista”.

Specific:

- To determine the importance of using gamification strategy in vocabulary learning.
- To analyze which gamification tools influence the most the vocabulary learning process.
- To identify the vocabulary level of students at “Unidad Educativa Bautista”.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH VOCABULARY TEST

OBJECTIVE: To identify the vocabulary level of 9th grade students from Unidad Educativa “Bautista”.

TIME: 25-30 minutes **CEF:** A2 Test **LEVEL:** 9th grade

AVERAGE AGE: 11-13

INSTRUCTIONS: Complete the test according to general instructions given in class.

PART 1

Choose the correct option to complete the sentence.

11. There isn't much rain in the _____ so not many plants grow.
b. desert b. jungle c. forest d. ocean
12. The highest _____ in the world is the Mount Everest.
b. hill b. river c. desert d. mountain
13. Ambato _____ cross the city through the “Paseo Ecologico”.
b. lake b. river c. ocean d. forest
14. We had a picnic at the _____ of “eternal primavera”.
b. mountain b. jungle c. hill d. lake
15. The Amazonia _____ has a lot of types of plants and animals.
b. forest b. tree c. jungle d. river
16. At Esmeraldas _____ you can swim in the sea.
b. jungle b. forest c. beach d. river
17. The pacific _____ is the largest in the world.
b. river b. ocean c. lake d. mountain
18. You can have a camping in the _____.
b. forest b. ocean c. river d. beach
19. You can take a boat road at Yambo _____.
b. river b. lake c. hill d. mountain
20. There is a lot of sand at the _____.
b. beach b. desert c. lake d. jungle

PART 2

In each question, there is a picture and three sentences. **Which sentence matches the picture?**

7.



- d. She is happy because of her job.
- e. She is lucky because she do her homework.
- f. She is bored because she is alone.

8.



- d. He is afraid of talking with people.
- e. He is brave to do new things.
- f. He is worried about his problems.

9.



- d. They are sad because of the classes.
- e. They are worried because of the future.
- f. They are happy to see each other.

10.



- d. He is happy to check the document.
- e. He is worried about the exam.
- f. He is angry with his friends.

11.



- d. She is lucky because she won the lottery.
- e. She is sad about her job.
- f. She is bored because of her tasks.

12.



- d. He is happy to see his friends.
- e. He is angry with his parents.
- f. He is sad because he can't go out.

PART 3

Write the number 1 to 4 next to the word that corresponds to the image.

5.



6.



7.



8.



___ Camping

___ Hiking

___ Swimming

___ Biking

Answer Sheet

Name: _____

Date: _____

PART 1

11.	12.	13.	14.
15.	16.	17.	18.
19.	20.		

PART 2

7.	8.	9.	10.
11.	12.		

PART 3

 <input type="checkbox"/> Camping <input type="checkbox"/> Hiking <input type="checkbox"/> Swimming <input type="checkbox"/> Biking

Answer Key

PART 1

11. A	12. D	13. B	14. C
15. C	16. C	17. B	18. A
19. B	20. B		

PART 2


7. C	8. B	9. C	10. B
11. A	12. C		

PART 3

<u>2</u> Camping
<u>4</u> Hiking
<u>3</u> Swimming
<u>1</u> Biking

INSTRUMENT VALIDATION

Items #	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality			Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular		Deficient	Adequate	
1	/			/				/		
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19	/			/				/		
20	/			/				/		

Validator's Information	Lorena Fernanda Parra Gavilánez First and last Names UTA Professor Profession	1803103510 ID Number June 2 nd , 2022 Date	 Signature

EXPERT'S GENERAL INFORMATION:

Full Name: Lorena Fernanda Parra Gavilánez
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS.
Institution: UNIVERSIDAD TÉCNICA DE AMBATO
Year: 2003
MASTER EN DOCENCIA UNIVERSITARIA Y ADMINISTRACION EDUCATIVA
Institution: UNIVERSIDAD TECNOLOGICA INDOAMERICA
Year: 2003
DIPLOMA SUPERIOR EN METODOLOGIA PARA LA ENSEÑANZA DEL IDIOMA INGLÉS
Institution: UNIVERSIDAD NACIONAL DE CHIMBORAZO
Year: 2006
DIPLOMA SUPERIOR DE LA ENSEÑANZA DE INGLÉS COMO SEGUNDA LENGUA
Institution: ESCUELA POLITECNICA DEL EJERCITO
Year: 2009
MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
Institution: UNIVERSITY OF WARWICK
Year: 2017

EXPERT JUDGMENT EVIDENCE

I, Mg. Lorena Fernanda Parra Gavilánez with, I.D. No. 1803103520, certify that I conducted the expert judgment on this instrument designed by Oviedo Bernal Lennis Tatiana, with I.D. No. 9809115999 for the Final Degree Project entitled "GAMIFICATION STRATEGY AND VOCABULARY LEARNING" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador,

Sincerely,



Mg. Lorena Fernanda Parra Gavilánez

I.D. 1803103520

PRE-TEST VALIDATION

Ambato, 02 de junio del 2022

Mg.

Chimbo Cáceres Elsa Mayorie

Docente de la Universidad Técnica de Ambato

Presente

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (vocabulary test) a utilizarse en la recolección de información para el desarrollo del proyecto: "GAMIFICATION STRATEGY AND VOCABULARY LEARNING"

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta los objetivos, el instrumento y las tablas de validación.

Seguro de la favorable atención a la presente, anticipo mis debidos agradecimientos.

Atentamente,



TATIANA OVIEDO

ESTUDIANTE DE LA CARRERA "PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS".

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH VOCABULARY TEST

OBJECTIVE: To identify the vocabulary level of 9th grade students from Unidad Educativa “Bautista”.

TIME: 25-30 minutes **CEF:** A2 Test **LEVEL:** 9th grade

AVERAGE AGE: 11-13

INSTRUCTIONS: Complete the test according to general instructions given in class.

PART 1

Choose the correct option to complete the sentence.

21. There isn't much rain in the _____ so not many plants grow.
c. desert b. jungle c. forest d. ocean
22. The highest _____ in the world is the Mount Everest.
c. hill b. river c. desert d. mountain
23. Ambato _____ cross the city through the “Paseo Ecologico”.
c. lake b. river c. ocean d. forest
24. We had a picnic at the _____ of “eternal primavera”.
c. mountain b. jungle c. hill d. lake
25. The Amazonia _____ has a lot of types of plants and animals.
c. forest b. tree c. jungle d. river
26. At Esmeraldas _____ you can swim in the sea.
c. jungle b. forest c. beach d. river
27. The pacific _____ is the largest in the world.
c. river b. ocean c. lake d. mountain
28. You can have a camping in the _____.
c. forest b. ocean c. river d. beach
29. You can take a boat road at Yambo _____.
c. river b. lake c. hill d. mountain
30. There is a lot of sand at the _____.
c. beach b. desert c. lake d. jungle

PART 2

In each question, there is a picture and three sentences. **Which sentence matches the picture?**

13.



- g. She is happy because of her job.
- h. She is lucky because she do her homework.
- i. She is bored because she is alone.

14.



- g. He is afraid of talking with people.
- h. He is brave to do new things.
- i. He is worried about his problems.

15.



- g. They are sad because of the classes.
- h. They are worried because of the future.
- i. They are happy to see each other.

16.



- g. He is happy to check the document.
- h. He is worried about the exam.
- i. He is angry with his friends.

17.



- g. She is lucky because she won the lottery.
- h. She is sad about her job.
- i. She is bored because of her tasks.

18.



- g. He is happy to see his friends.
- h. He is angry with his parents.
- i. He is sad because he can't go out.

PART 3

Write the number 1 to 4 next to the word that corresponds to the image.

9.



10.



11.



12.



___ Camping

___ Hiking

___ Swimming

___ Biking

Answer Sheet

Name: _____

Date: _____

PART 1

21.	22.	23.	24.
25.	26.	27.	28.
29.	30.		

PART 2

13.	14.	15.	16.
17.	18.		

PART 3

___ Camping
___ Hiking
___ Swimming
___ Biking

Answer Key

PART 1

21. A	22. D	23. B	24. C
25. C	26. C	27. B	28. A
29. B	30. B		

PART 2

13. C	14. B	15. C	16. B
17. A	18. C		

PART 3

<p><u>2</u> Camping</p> <p><u>4</u> Hiking</p> <p><u>3</u> Swimming</p> <p><u>1</u> Biking</p>

Instructions:

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variables.
- ✓ There is an evaluation table in which you can express your opinion about each of the items that make up the instrument.
- ✓ There is a general evaluation of the instrument, where you can point out all those aspects that you consider important to improve the content.
- ✓ Make all pertinent observations based on the objectives to be achieved.
- ✓ Evaluate the pre-test of the investigation attached to the document.

Theme: Gamification strategy and vocabulary learning.

Objectives:**General:**

To analyze the influence of gamification strategy on vocabulary learning at “Unidad Educativa Bautista”.

Specific:

- To determine the importance of using gamification strategy in vocabulary learning.
- To analyze which gamification tools influence the most the vocabulary learning process.
- To identify the vocabulary level of students at “Unidad Educativa Bautista”.

INSTRUMENT VALIDATION

Items #	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality			Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular		Deficient	Adequate	
1	/			/				/		
2	/			/				/		
3	/			/				/		
4	/			/				/		
5	/			/				/		
6	/			/				/		
7	/			/				/		
8	/			/				/		
9	/			/				/		
10	/			/				/		
11	/			/				/		
12	/			/				/		
13	/			/				/		
14	/			/				/		
15	/			/				/		
16	/			/				/		
17	/			/				/		
18	/			/				/		
19	/			/				/		
20	/			/				/		

Validator's Information	Chimbo Cáceres Elsa Mayorie	1802696458	Signature
	First and last Names	ID Number	
	UTA Professor	Profession	June 2 nd , 2022

EXPERT'S GENERAL INFORMATION:

Full Name: Chimbo Cáceres Elsa Mayorie
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACIÓN EN LA ESPECIALIDAD DE INGLES. Institution: UNIVERSIDAD TÉCNICA DE AMBATO Year: 2002 Postgraduate: Diplomado Superior en Teoría Diseño y Evaluación Curricular Institution: Universidad Técnica de Ambato Year: 2004 Postgraduate: Doctora en Ciencias de la Educación Especialización gerencia Educativa. Institution: Universidad Regional Autónoma de los Andes Year: 2004 Postgraduate: Maestría en Tecnología de la Información y Multimedia Institution: Universidad Técnica de Ambato Year: 2005 Postgraduate: Profesora de Segunda Enseñanza en Especialización de Inglés. Institution: Universidad Técnica de Ambato Year: 2013 Postgraduate: Master Universitario en Educación Bilingüe Institution: Universidad Internacional de la Rioja Year: 2018

EXPERT JUDGMENT EVIDENCE

I, Mg. Chimbo Cáceres Elsa Mayorie with, I.D. No. 1802696458, certify that I conducted the expert judgment on this instrument designed by Oviedo Bernal Lennis Tatiana, with I.D. No. 9809115999 for the Final Degree Project entitled “GAMIFICATION STRATEGY AND VOCABULARY LEARNING” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador,

Sincerely,

A handwritten signature in black ink, enclosed within a large, hand-drawn oval. The signature is stylized and appears to read 'Elsa Mayorie'.

Mg. Chimbo Cáceres Elsa Mayorie

I.D. 1802696458

POST-TEST VALIDATION

Ambato, 26 de junio de 2022

Mg.

Parra Gavilánez Lorena Fernanda

Docente de la Universidad Técnica de Ambato

Presente

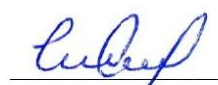
De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (adaptación de vocabulary test) a utilizarse en la recolección de información para el desarrollo del proyecto: “GAMIFICATION STRATEGY AND VOCABULARY LEARNING”

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta los objetivos, el instrumento y las tablas de validación.

Seguro de la favorable atención a la presente, anticipo mis debidos agradecimientos.

Atentamente,



TATIANA OVIEDO

ESTUDIANTE DE LA CARRERA “PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS”.

Instructions:

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variables.
- ✓ There is an evaluation table in which you can express your opinion about each of the items that make up the instrument.
- ✓ There is a general evaluation of the instrument, where you can point out all those aspects that you consider important to improve the content.
- ✓ Make all pertinent observations based on the objectives to be achieved.
- ✓ Evaluate the pre-test of the investigation attached to the document.

Theme: Gamification strategy and vocabulary learning.

Objectives:**General:**

To analyze the influence of gamification strategy on vocabulary learning at “Unidad Educativa Bautista”.

Specific:

- To determine the importance of using gamification strategy in vocabulary learning.
- To analyze which gamification tools influence the most the vocabulary learning process.
- To identify the vocabulary level of students at “Unidad Educativa Bautista”.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

ENGLISH VOCABULARY TEST

OBJECTIVE: To identify the vocabulary level of 9th grade students from Unidad Educativa "Bautista".

TIME: 25-30 minutes **CEF:** A2 Test **LEVEL:** 9th grade

AVERAGE AGE: 11-13

INSTRUCTIONS: Complete the test according to general instructions given in class.

PART 1

Choose the correct option to complete the sentence.

1. I feel _____ when I do not understand something.
a. happy b. confused c. brave d. lucky
2. I feel _____ when I can't go out to play.
a. angry b. free c. stressed d. lonely
3. I feel _____ when I have too much homework to do.
a. sad b. scare c. lucky d. stressed
4. I feel _____ when I win something. For example, the lottery, a price, etc.
a. angry b. stressed c. lucky d. sad
5. I feel _____ when I have a problem.
a. lucky b. sad c. free d. brave
6. I feel _____ when I have nothing to do.
a. bored b. happy c. angry d. hungry
7. I feel _____ when I'm with my family and friends.
a. lonely b. confused c. brave d. happy
8. I feel _____ when I don't study for my exams.
a. lucky b. worried c. sad d. angry
9. I feel _____ when I do something new.
a. sad b. happy c. brave d. bored

10. I feel _____ when something weird happens.

- a. surprised b. free c. lucky d. stressed

PART 2

In each question, there is a picture and three sentences. **Which sentence matches the picture?**

1.



- a. They are biking in the neighborhood.
b. They are walking in the neighborhood.
c. They are traveling to a lake.

2.



- a. He is swimming in the lake.
b. He is kayaking in the river.
c. He is windsurfing at the beach.

3.



- a. They are sleeping in the jungle.
b. They are camping in the forest.
c. They are climbing a mountain.

4.



- a. They are looking for a lake.
b. They are rafting in the hills.
c. They are hiking in the mountains.

5.



- a. They are rafting in the river.
b. They are swimming in the sea.
c. They are windsurfing in the lake.

6.



- a. She is swimming in the ocean.
- b. She is windsurfing in the sea.
- c. She is snorkeling in the ocean.

PART 3

Write the number **1 to 4** next to the word that corresponds to the image.

1. 	2. 
3. 	4. 

___ Hill

___ Mountains

___ Lake

___ Forest

Answer Sheet

Name: _____ **Date:** _____

PART 1

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.		

PART 2

1.	2.	3.	4.
5.	6.		

PART 3

___ Hill
___ Mountains
___ Lake
___ Forest

Answer Key

PART 1

1. B	2. A	3. D	4. C
5. B	6. A	7. D	8. B
9. C	10. A		

PART 2

1. A	2. B	3. B	4. C
5. A	6. C		

PART 3

<p><u>4</u> Hill</p> <p><u>3</u> Mountains</p> <p><u>1</u> Lake</p> <p><u>2</u> Forest</p>

INSTRUMENT VALIDATION

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	x			x					x		
2	x			x					x		
3	x			x					x		
4	x			x					x		
5	x			x					x		
6	x			x					x		
7	x			x					x		
8	x			x					x		
9	x			x					x		
10	x			x					x		
11	x			x					x		
12	x			x					x		
13	x			x					x		
14	x			x					x		
15	x			x					x		
16	x			x					x		
17	x			x					x		
18	x			x					x		
19	x			x					x		
20	x			x					x		

Validator's Information	Para Gaviláñez Lorena Fernanda	1803103520
	First and last Names UTA Professor	ID Number June 26 th , 2022
	Profession	Date Signature

EXPERT'S GENERAL INFORMATION:

Full Name: Lorena Fernanda Parra Gavilánez
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS. Institution: UNIVERSIDAD TÉCNICA DE AMBATO Year: 2003 MASTER EN DOCENCIA UNIVERSITARIA Y ADMINISTRACION EDUCATIVA Institution: UNIVERSIDAD TECNOLOGICA INDOAMERICA Year: 2003 DIPLOMA SUPERIOR EN METODOLOGIA PARA LA ENSEÑANZA DEL IDIOMA INGLÉS Institution: UNIVERSIDAD NACIONAL DE CHIMBORAZO Year: 2006 DIPLOMA SUPERIOR DE LA ENSEÑANZA DE INGLÉS COMO SEGUNDA LENGUA Institution: ESCUELA POLITECNICA DEL EJERCITO Year: 2009 MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING Institution: UNIVERSITY OF WARWICK Year: 2017

EXPERT JUDGMENT EVIDENCE

I, Mg. Parra Gavilánez Lorena Fernanda with, I.D. No. 1803103520, certify that I conducted the expert judgment on this instrument designed by Oviedo Bernal Lennis Tatiana, with I.D. No. 9809115999 for the Final Degree Project entitled “GAMIFICATION STRATEGY AND VOCABULARY LEARNING” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador,

Sincerely,



Mg. Parra Gavilánez Lorena Fernanda
I.D. 1803103520

POST-TEST VALIDATION

Ambato, 26 de junio de 2022

Mg.

Chimbo Cáceres Elsa Mayorie

Docente de la Universidad Técnica de Ambato

Presente

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (vocabulary test) a utilizarse en la recolección de información para el desarrollo del proyecto: "GAMIFICATION STRATEGY AND VOCABULARY LEARNING"

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta los objetivos, el instrumento y las tablas de validación.

Seguro de la favorable atención a la presente, anticipo mis debidos agradecimientos.

Atentamente,



TATIANA OVIEDO

ESTUDIANTE DE LA CARRERA "PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS".

Instructions:

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variables.
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Objectives:**General:**

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Specific:

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- To identify the vocabulary level of students at “Unidad Educativa Bautista”.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

ENGLISH VOCABULARY TEST

OBJECTIVE: To identify the vocabulary level of 9th grade students from Unidad Educativa "Bautista".

TIME: 20 - 25 minutes **CEF:** A2 Test **LEVEL:** 9th grade

AVERAGE AGE: 11-13

INSTRUCTIONS: Complete the test according to general instructions given in class.

PART 1

Choose the correct option to complete the sentence.

1. I feel _____ when I do not understand something.
a. happy b. confused c. brave d. lucky
2. I feel _____ when I can't go out to play.
a. angry b. free c. stressed d. lonely
3. I feel _____ when I have too much homework to do.
a. sad b. scare c. lucky d. stressed
4. I feel _____ when I win something. For example, the lottery, a price, etc.
a. angry b. stressed c. lucky d. sad
5. I feel _____ when I have a problem.
a. lucky b. sad c. free d. brave
6. I feel _____ when I have nothing to do.
a. bored b. happy c. angry d. hungry
7. I feel _____ when I'm with my family and friends.
a. lonely b. confused c. brave d. happy
8. I feel _____ when I don't study for my exams.
a. lucky b. worried c. sad d. angry
9. I feel _____ when I do something new.
a. sad b. happy c. brave d. bored

10. I feel _____ when something weird happens.

- a. surprised b. free c. lucky d. stressed

PART 2

In each question, there is a picture and three sentences. **Which sentence matches the picture?**



- a. They are biking in the neighborhood.
b. They are walking in the neighborhood.
c. They are traveling to a lake.



- a. He is swimming in the lake.
b. He is kayaking in the river.
c. He is windsurfing at the beach.



- a. They are sleeping in the jungle.
b. They are camping in the forest.
c. They are climbing a mountain.



- a. They are looking for a lake.
b. They are rafting in the hills.
c. They are hiking in the mountains.



- a. They are rafting in the river.
b. They are swimming in the sea.
c. They are windsurfing in the lake.

6.



- a. She is swimming in the ocean.
- b. She is windsurfing in the sea.
- c. She is snorkeling in the ocean.

PART 3

Write the number **1 to 4** next to the word that corresponds to the image.

1. 	2. 
3. 	4. 

___ Hill

___ Mountains

___ Lake

___ Forest

Answer Sheet

Name: _____ **Date:** _____

PART 1

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.		

PART 2

1.	2.	3.	4.
5.	6.		

PART 3

___ Hill
___ Mountains
___ Lake
___ Forest

Answer Key

PART 1

1. B	2. A	3. D	4. C
5. B	6. A	7. D	8. B
9. C	10. A		

PART 2

1. A	2. B	3. B	4. C
5. A	6. C		

PART 3

<p><u>4</u> Hill</p> <p><u>3</u> Mountains</p> <p><u>1</u> Lake</p> <p><u>2</u> Forest</p>

INSTRUMENT VALIDATION

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	x			x					x		
2	x			x					x		
3	x			x					x		
4	x			x					x		
5	x			x					x		
6	x			x					x		
7	x			x					x		
8	x			x					x		
9	x			x					x		
10	x			x					x		
11	x			x					x		
12	x			x					x		
13	x			x					x		
14	x			x					x		
15	x			x					x		
16	x			x					x		
17	x			x					x		
18	x			x					x		
19	x			x					x		
20	x			x					x		

Validator's Information	Chimbo Cáceres Elsa Mayorie	1802696458
	First and last Names	ID Number
	UTA Professor	June 26 th , 2022
	Profession	Date
		Signature

EXPERT'S GENERAL INFORMATION:

Full Name: Chimbo Cáceres Elsa Mayorie
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACIÓN EN LA ESPECIALIDAD DE INGLES. Institution: UNIVERSIDAD TÉCNICA DE AMBATO Year: 2002 Postgraduate: Diplomado Superior en Teoría Diseño y Evaluación Curricular Institution: Universidad Técnica de Ambato Year: 2004 Postgraduate: Doctora en Ciencias de la Educación Especialización gerencia Educativa. Institution: Universidad Regional Autónoma de los Andes Year: 2004 Postgraduate: Maestría en Tecnología de la Información y Multimedia Institution: Universidad Técnica de Ambato Year: 2005 Postgraduate: Profesora de Segunda Enseñanza en Especialización de Inglés. Institution: Universidad Técnica de Ambato Year: 2013 Postgraduate: Master Universitario en Educación Bilingüe Institution: Universidad Internacional de la Rioja Year: 2018

EXPERT JUDGMENT EVIDENCE

I, Mg. Chimbo Cáceres Elsa Mayorie with, I.D. No. 1802696458, certify that I conducted the expert judgment on this instrument designed by Oviedo Bernal Lennis Tatiana, with I.D. No. 9809115999 for the Final Degree Project entitled “GAMIFICATION STRATEGY AND VOCABULARY LEARNING” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador,

Sincerely,









Mg. Chimbo Cáceres Elsa Mayorie
I.D. 1802696458

Activity session four


Blooket ▶ ⌚ 🏠 📄 📊 📁 ⚙️ ↻

VACATION ACTIVITIES 1


    

 [tatiana98](#)

🕒 Edited 5 days ago 🎮 35 Plays ⭐ 1 Favorite


 What're they doing on vacation? 30 sec Time Limit
Hide Answers ^ 🔍 Random Answer Order

They are running They are camping They are kayaking They are biking


 What're they doing on vacation? 30 sec Time Limit
Hide Answers ^ 🔍 Random Answer Order

They are kayaking They are camping They are climbing They are swimming


Blooket ▶ ⌚ 🏠 📄 📊 📁 ⚙️ ↻

 What're they doing on vacation? 30 sec Time Limit
Hide Answers ^ 🔍 Random Answer Order


They are running They are camping They are sleeping They are kayaking

 What're they doing on vacation? 30 sec Time Limit
Hide Answers ^ 🔍 Random Answer Order

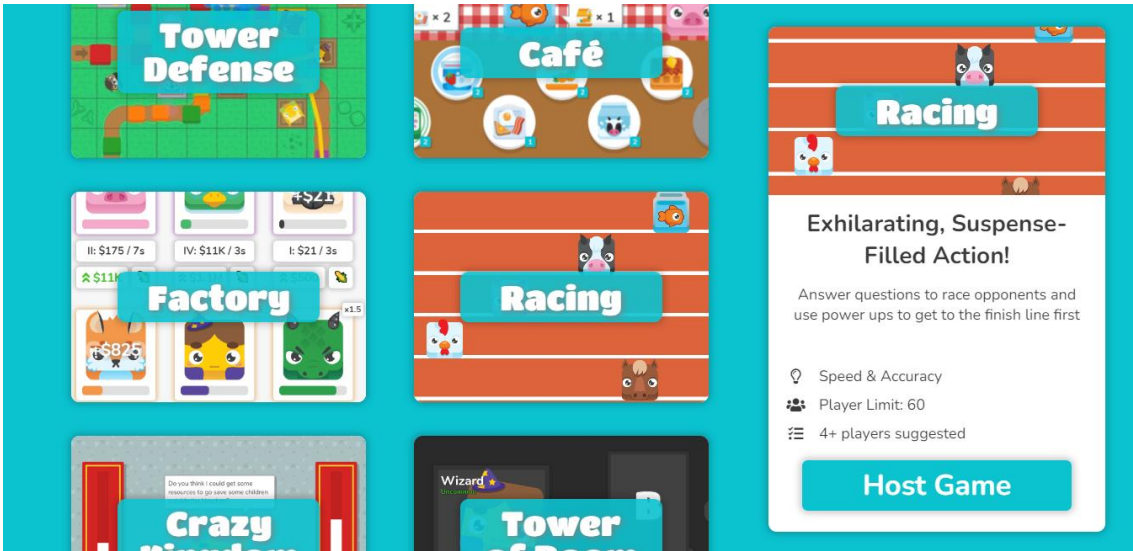
They are camping They are hiking They are swimming They are kayaking

 What're they doing on vacation? 30 sec Time Limit
Hide Answers ^ 🔍 Random Answer Order

They are camping They are hiking They are swimming They are kayaking

 What is she doing on vacation? 30 sec Time Limit
Hide Answers ^ 🔍 Random Answer Order

She is running She is hiking She is Kayaking She is snorkeling



Racing

Exhilarating, Suspense-Filled Action!


Answer questions to race opponents and use power ups to get to the finish line first

- 🕒 Speed & Accuracy
- 👥 Player Limit: 60
- 👤 4+ players suggested

[Host Game](#)

Activity session five

Blooket ▶ ⌚ 🏠 📄 📊 📁 ⚙️ 🔄



VACATION ACTIVITIES

👤 [tatiana98](#)

🕒 Edited 2 months ago 🎮 23 Plays ⭐ 0 Favorites

[▶ Host](#)
[👤 Solo](#)
☆ 🚩 📄

What are they doing on vacation?
Show Answers ▼ 30 sec Time Limit 🔍 ✓ Random Answer Order

What are they doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

They're horseback riding. They're biking. They're camping. They're kayaking.

Blooket ▶ ⌚ 🏠 📄 📊 📁 ⚙️ 🔄

3
What are they doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

4
What are they doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

5
What are they doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

They're hiking. They're swimming. They're rafting. They're skiing.

They're hiking. They're swimming. They're rafting. They're skiing.

Blooket ▶ ⌚ 🏠 📄 📊 📁 ⚙️ 🔄

6
What are they doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

7
What are they doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

8
What is she doing on vacation?
Hide Answers ▲ 30 sec Time Limit 🔍 ✓ Random Answer Order

They're hiking. They're swimming. They're rafting. They're skiing.

They're hiking. They're swimming. They're rafting. They're skiing.

They're snorkeling. They're doing water sports. They're lying on the beach. They're visiting an amusement park.

9 What are they doing on vacation? 30 sec Time Limit
 Hide Answers ^ Random Answer Order

They're snorkeling. They're windsurfing. They're lying on the beach. They're visiting a park.

10 What are they doing on vacation? 30 sec Time Limit
 Hide Answers ^ Random Answer Order

They're ziplining. They're running. They're extreme ironing. They're swimming.

Crypto Hack

Fishing Frenzy

Battle Royale

Blook Rush
 Choose an Action!
 Attack Defend
 Classy Classmates 7

Battle Royale
 Dog
 Cat

Intense, Competitive Showdowns!
 Players face each other in 1 vs 1 (or team vs team) showdowns and try to keep their energy up until only one remains

- 🔍 Speed & Accuracy
- 👤 Player Limit: 60 (1,000 Solo for Plus)
- ☰ 4+ players suggested (12+ for Teams)

Host Game

Tower Defense

Café