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CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-EN LÍNEA

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"GAMIFICATION AS A STRATEGY TO USE B1 VOCABULARY IN 2nd – 3rd BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA JACINTO COLLAHUAZO."

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I

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DEDICATION

This thesis is dedicated to my parents Ángel Hernández and Rocío Mediavilla, who always believed in me and inspired me to never give up, and taught me how to be a better person and give my best no matter how difficult things could be. My siblings Ángel, Jessica, and Camila, who always supported me and were by my side when I couldn't find a way out of many situations.

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ABSTRACT

The use of gamification in the classroom has proven to offer many benefits to both students and teachers. This research focuses on the use of gamified activities to support a class or a lesson at the time of teaching vocabulary to students who pretend to acquire a B1 level when finishing high school. Therefore, the objective of this research is to implement a guide with gamified activities for the teaching process of various vocabulary topics, which are necessary for the level the students are trying to reach. For this, the sample for this research was teachers and students at Unidad Educativa Jacinto Collahuazo. The methodology used had a mixed approach that included the use of techniques like an interview with the teacher, the English area coordinator, and the vice principal of the school, and a survey directed to the students where relevant and real information related to the research problem was gathered. The most important findings that stand out are how familiar students are with the use of gamification, and the low implementation of those kinds of activities to learn vocabulary. Besides, it is evident that students have a preference and interest in those activities. Lastly, the level of knowledge of teachers based on gamification principles and the reason for its lack of application in class. In conclusion, gamified activities generate a clear level of interest in students and teachers, being this an alternative and more enjoyable way of learning something as necessary when trying to learn another language, as learning vocabulary is to get meaningful learning.

Keywords: Gamification, support, vocabulary, implementation, activities, meaningful learning.

RESUMEN

El uso de la gamificación en la clase ha probado ofrecer muchos beneficios a estudiantes y profesores. Esta investigación se enfoca en el uso de actividades gamificadas para apoyar una clase o una lección al momento de enseñar vocabulario a los estudiantes que pretenden adquirir un nivel B1 al terminal el colegio. Por lo tanto, el objetivo de esta investigación es implementar una guía con actividades gamificadas para la enseñanza de varios temas de vocabulario, los cuales son necesarios para el nivel que los estudiantes etsán tratando de alcanzar. Para ello, la muestra para esta investigación fueron profesores y estudiantes de la Unidad Educativa Jacinto Collahuazo. La metodología usada tuvo un enfoque mixto que incluyó el uso de técnicas como una entrevista al profesor, la coordinadora del área de inglés, y la vice rectora del colegio, y una encuesta dirigida a los estudiantes donde se recolectó información relevante y real. Los hallazgos más importantes que destacan son que tan familiar es el uso de la gamificación para los estudiantes, y la baja implementación de esa clase de actividades para aprender vocabulario. Además, es evidente que los estudiantes tienen una preferencia e interés en aquellas actividades. Por último, el nivel de conocimiento de los profesores basado en los principios de la gamificación y la razón de su falta de aplicación en clase. En conclusion, las actividades gamificadas generan un claro nivel de interés en los estudiantes y profesores, siendo estas una forma alternativa y más disfrutable de aprender algo tan necesario, al momento de aprender otro idioma, como lo es el vocabulario para obtener un aprendizaje significativo.

Palabras clave: gamificación, apoyar, vocabulario, implementación, actividades, aprendizaje significativo.

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INTRODUCTION

Motivation for the study

Learning vocabulary is one of the most important aspects of acquiring a second language. Despite many ways to do it, a big challenge to overcome is how to do it in a more enjoyable and not-so-stressful way for the learners. Many teachers overlook gamification despite all the benefits it offers to a class. This limitation is rooted in the fact that some might think it does not bring anything beneficial regarding the goals of the class, or a preference for a systemic and traditional way of teaching, or a lack of information on how to apply it. One of the core principles in the curriculum for BGU students is based on the learner-centered approach which mentions how the teaching process should take into consideration the students' strengths and challenges to support their motivation and engagement (Ministerio de Educación, 2019). Gamification focuses on the development of the student in class, their participation, and their production of the language. This thesis is based on easing access to some gamification activities to support a class. Gamified strategies attempt to offer a different and more enjoyable way to learn for students, those kinds of activities offer the chance to work both collaboratively, or individually on fun tasks that allow students to use their imagination and creativity while using the information they have learned in class to complete them. Students can practice and enhance their reading, listening, speaking, and writing skills depending on the kind of activity applied in class, leaving a traditional system of learning for a more innovative and creative way of learning that they can enjoy.

Problem Description

English is a global language, which means it's spoken in most countries worldwide. This makes the learning of it necessary, no matter the reason. When it comes to learning a second language, learners must master the four skills: Listening, Writing, Speaking, and reading.

But first, learners need to learn vocabulary. The more they get to expand it, the more context they will understand using the second language. One of the strategies to make a classroom more interactive and fun while learning new words is gamification. However, it has been taken for granted by some traditional teachers who prefer lectures instead of active participation. At Unidad Educativa Jacinto Collahuazo, it has been observed that vocabulary is mostly learned through repetition and memorization, students need something that calls their attention and keeps them engaged and motivated with the class and what the teacher is teaching.

This thesis intends to ease that issue by offering a guide with gamified activities for students to use and learn more vocabulary in class. This guide offers didactic material for them to work on during the lesson and practice.

Research Questions

- How familiar are students and teachers with the use of gamification in class?
- Will the use of gamification be beneficial for students' learning process when it comes to learning vocabulary?
- What is necessary to implement this strategy in class successfully?

Justification

Teachers around the world use gamification in the classroom to lower their students' stress levels or to add a fun activity at any moment during the class. However, this tool could play a

significant role in teaching a topic, especially vocabulary. Nevertheless, it is sometimes not well-accepted for many reasons, one of them being a lack of knowledge about how to correctly use this tool or even what strategies to use.

Education is constantly evolving, and students need diverse ways to learn. Keeping their interest in the topic, and their motivation is crucial. Gamification provides the necessary tools to do that as they would be totally involved in the class and in the activity that is taking place at the moment.

Gamification is essential, and its usage is crucial more than occasionally because it keeps all the students actively participating in the class. All the activities are related to the topics they are learning. It also gives them the opportunity to use the knowledge they have just learned in real situations, and so on.

Gamification also encourages collaborative participation. When students need to work in groups in order to complete tasks, they feel more involved in the class and feel eager to compete and get the rewards. This factor fosters communication among them by using the target language. Gamification also provides exposure to the language as they have to complete the tasks using the language; if students are in constant exposure to the language, they will get more comfortable when it comes to speaking, listening, or just using the language in general.

In consequence, it's crucial to investigate the use of gamification as a tool in the classroom and see the effectiveness of it on students of 2nd and 3rd year of high school in Unidad Educativa Jacinto Collahuazo during the 2024 – 2025 school year. This research shows the relevance of it and the benefits gamification can provide to both students and teachers when it comes to learning a new topic, providing immediate feedback as the students practice, helping

them retain the new information, and dealing with the actual use of the language in real-life practices.

While addressing this research, a guidebook with specific games and strategies will provide clear and brief instructions on implementing each game during the class. This guide provides some examples of gamification strategies that can help teach vocabulary in the classroom. It also provides clear instructions for the correct use of each strategy, materials, things to consider, and examples for an easy understanding of the activities and how to apply them in the classroom.

Objectives

General Objective

- To apply gamification principles for vocabulary usage in 2nd and 3rd BT and BGU students at Unidad Educativa Jacinto Collahuazo.

Specific Objectives

- To identify how familiar students are with gamification to apply new vocabulary.
- To apply a guide with gamification strategies in the classroom as a complementary for the lessons.
- To assess the effectiveness of gamification as a tool to facilitate the use of vocabulary in the target lang

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Principles of gamification

1.1.1 Definition

Bohyun (2015) describes gamification as "the use of game design elements characteristic for games in non-game contexts" (p. 14). Intrinsically, talking about the classroom as the non-game context, gamification offers an interactive and fun way to learn; it keeps students motivated in their learning process, encouraging their active participation in the classroom.

However, it is necessary to point out the difference between gamification and games. Kapp's research (2012) clarifies that games include a start, gameplay, and ending following a specific structure. On the other hand, gamification does not follow this pattern; it only uses a few game elements. In other words, gamification uses some constituents from games that already exist through strategies to support the teaching; games are nothing but game-like units for different purposes.

1.1.2 Importance of gamification

Gamification has a meaningful importance when it has a correct application, it comes with the improving objective by adapting the necessary goals in any context or field. Martínez-Carrera et al. (2019) mention gamification as an innovative tool that lays many expectations in education. It is not a secret that this is a useful tool that can lead to achieving the goals in a class. Martínez-Carrera et al. (2019) also include that gamification can improve the relationship between student-teacher eradicating generational gaps. When teachers are willing to apply gamification strategies, they must be involved in the development of the lesson, where students can change their perspective about the teacher and even lower their stress level in class.

Getting deeper into the educational field, the teaching process benefits when planning and implementing gamification strategies for the students. According to (Aroni & Rojas, 2020) they perceive the teaching process as the relationship between teacher and student, in which the educator applies strategies and techniques to facilitate the students' learning processes and obtain meaningful and relevant information.

For some learners, the learning process can be difficult due to the different intelligences or ways to learn. And López (2019) considers it is necessary to handle different techniques, tools and strategies for reaching every student's needs and their different way of learning. Here is where gamification shows its importance as an innovative and even fun way to receive comprehensive input.

1.1.3 Gamification in educational contexts

Gamification takes place in different fields; it plays an essential role in education. According to Dicheva et al. (2015), gamification reinforces knowledge and specific skills, such as problem-solving, collaboration and communication. It is evident that gamification is beneficial for the classroom. Active participation through the activities allows students to potential their knowledge and work with the new information that the teacher provides at the time of leading an excellent student engagement and participation. (Nah et al., 2014).

When gamification keeps the appropriate development, it guides great outcomes for students in the classroom. This is due to one of the many advantages that gamification offers, which is keeping a higher motivation in students. Engagement is key when attempting to learn a new language; according to Bohyun (2015), gamification supports students in achieving their personal goals. This way leads to greater results for those who can keep it higher.

Low affective filter in the class is also important, encouraging students to participate in the class activities can be challenging sometimes. When students are in an adequate mood attending the lesson, they can learn the most. Paraphrasing Miller (2013) strengthens when students meet specific goals, challenging tasks, and activities to call their attention. Comprehensible input for a student is crucial since it supposes better participation and attention towards the class.

The role of the teacher is to be a guide for the students, providing the necessary information and guiding students in the activities, offering instant feedback. The learner's role is to follow instructions, getting immersed in the activity using the knowledge they acquired.

1.2   Language acquisition theories

Many theories support language acquisition; this research will take an overview of some of them and, furthermore, focus on two of them, behaviourism and constructivism, which relate to the topic of interest the most.

Table 1

Language acquisition theories

Theories	Author	Overview
Monitor Model Hypothesis	Stephen Krashen	Language consciously learned only happens if students know grammatical rules in order to correct and monitor

		the production of the language.
Cognitivism	Jean Piaget	Learners must build their own knowledge using tools that surrounds them.
Behaviorism	John B. Watson	Learners' learning process is affected by the environment that is around them
Innateness	Noam Chomsky	Learners are born with the ability of learning a language.
Constructivism	Jean Piaget	Learners can build their own knowledge by themselves.

Author's note: As those theories stated, if learners possess the tools and information they need to work with, they can build their knowledge, and even perfectionate it. This simple definition relates to the use of gamification for learning and constructing learning surrounding themselves by the language and the necessary tools to create that knowledge.

Note. Data collected by the author on the 7th of September 2024.

1.2.1 Behaviorism

Behaviorism is the theory that claims that an individual's behavior has a specific response according to the kind of stimulation the individual get during a performance. Dilshad (2017) mentions in his research about learning theories Skinner's thoughts about conditioning in terms of how an individual's behavior can change by using positive reinforcement to get a positive outcome or the other way around. Applying this approach to educational contexts, immediate

feedback, and positive verbal or tangible underpinning during lessons or tasks can lead to great results with skilled learners eager to participate and learn.

1.2.2 Constructivism

This theory claims that people all create their own way of learning and, therefore, their proficiency. Bada & Olusegun (2015) point out that human beings use experiences to construct their understanding and knowledge about the world. This is the capacity they have for using their knowledge and then building and modelling it through experiences and their responses to them.

Bada & Olusegun (2015) also recommend students work with experiments and real-world problem-solving activities to create their own knowledge. These types of activities can offer effective conclusions since the students are ambitious to use the information they have and the new information to build on top of that prior information to improve it.

1.3 Vocabulary learning

1.3.1 Intentional and incidental learning

When the target is to teach vocabulary, the teacher can incorporate many techniques or strategies to achieve this goal in the classroom. One of them is intentional and incidental learning.

Hulstijn (2003) explains intentional learning as the use of rehearsal and memorizing techniques used by students when trying to learn specific vocabulary. This one is a planned learning that comes with clear objectives to achieve, using strategies, sometimes given by the teacher, to accomplish learning new words.

Ahmad (2012) explains incidental learning simply as the process of learning something without the intention of doing it. It happens unexpectedly, while observing, having a conversation

and even from experiences. Through educational contexts, it occurs in different ways, but it is more associated with reading activities where students have the opportunity to choose their readings and then start working on them. This will result in the acquisition of key words they did not have the intention of learning.

1.3.2 Vygotsky's theory

Vygotsky was a psychologist who, in his theory, expressed that people are social beings, since they can develop their knowledge by participating in social interactions and their surroundings.

Doolittle & Vygotsky (1996) talk about Vygotsky's thought about word-concept-thought relationship, where students learn a particular word with its specific concept, and when they understand it, they can manipulate it to use it personally. Associating words with a particular and personal meaning could help the understanding of that word.

According to Doolittle & Vygotsky (1996) the proximal zone development shows what students can do by themselves and what they need to fulfill their dimensions. In order to construct their cognition they have the choice of overcoming their current level by getting some assistance to easier that process.

1.3.3 The dual-coding theory

This theory refers to the importance of both verbal and non-verbal codes. Sadoski talks about them as follows (2005), the verbal system specializes in processing language in all its forms, pointing out speech and writing. Whereas nonverbal procedures include objects, events, and situations. Teachers can support their lessons in this theory, making use of the explanations given and visual aids at the same time for a better understanding.

Sadoski (2005) also concludes in his research that applying dual-code theory to teach meaningful vocabulary can lead to better final product if there is a use of both verbal contexts and imagery in the learning of definitions. Thus, each process supports the other, an analysis of the structure of the word and the meaning support a visual aid with the definition of the word.

1.4   The impact of gamification in language learning

1.4.1   Gamification to learn vocabulary

Gamified learning serves to teach almost any topic. When learning a language, it plays an important role, becoming a great help for the teachers. According to Kıyançiçek & Uzun (2022), teachers look for alternative ways to support language learning with interactive strategies and methods.

Vocabulary is of great importance when it comes to learning a language. The more words we can comprehend, the better our way of communicating will be. Vocabulary and multiple opportunities expose students to word interaction. (Kingsley & Grabner-Hagen, 2018). Learners need to be able to participate with keywords by understanding their synonyms and antonyms at the time of using English. The more they use them, the more likely they are. Subsequently, they will remember. Thiagarajah et al., (2022) emphasize in their research how gamification tools in English vocabulary help learners with low proficiency in the language.

1.4.2   Benefits and obstacles of gamification in language learning

A well-organized gamified lesson can offer many benefits to the students when learning a second language, just to mention a few of them it finds:

Motivation

Alsawaier (2018) simplifies it in gamified classes as the desire to impress others with one's knowledge and skills. It is a wide topic to talk about, even when it comes to gamified lessons. However, it is important to highlight how competence can turn it on in learners. When there is a competition in class, students feel more eager to participate, demonstrating their skills and knowledge compared to others, which is beneficial for the class's sake. Chiza (2023) emphasizes that game-based tasks promote motivation and imagination and encourage active participation in class. Higher motivation and imagination lead to a better use of their knowledge in different ways while learning.

Engagement

According to Alsawaier (2018), engagement is about students' focus on the task, absorption in the gamified activities, and willingness to participate. When the activities catch the students' attention, they can feel eager to discover what is going to lead to; since most students are used to traditional classes, a gamified one can be found interesting to them.

Personalization

It's important to talk about how gamification can offer a personalized learning experience to students, Kapp K. M., (2016) claims that game-based learning offers a personalized learning experience to the students with the same content at their own pace. Students won't feel the pressure of finishing their tasks, or even, participate. They have control over the pace of the activity and their own learning.

Collaboration

There are many gamification activities that involve collaborative participation where learners work in teams or small groups, having a great outcome. So is explained by Meske et al., (2017), who claimed that learners have better experience when collaborating with others towards a common goal. Learners can support each other by providing ideas, or points of view. Collaboration is just one of the benefits that gamification provides, however, it can also offer the same learning outcomes individually.

Now, applying gamification is surely not easy, here we can find some obstacles:

Technology requirements

Zahra & Alqurashi (2024) mention in their research how some gamified activities depend on technology. Since many of those activities can be found on the internet or may require multimedia resources, it represents a challenge for teachers and schools to face. This possible absence of technology in schools limits the number of gamified strategies to use in class, leaving only those that can be applied without any kind of technology. Also, taking into consideration the possible technical problems that may occur during its implementation.

Lack of resources

In the research conducted by Brooks, et al., (2019), the biggest challenge for teachers when trying to use gamification in their lessons is the low resource existence in their schools. If the school does not have sufficient resources to apply gamification activities its application can be challenging. This leads to another obstacle.

Time

Here there are two factors to take into consideration, the first one is the time that it takes to make the materials for applying gamified activities, which means an investment in time and

money from the teacher. The second one is the time in the classroom to complete the tasks, Gamified lessons involve all the students to complete their tasks, encourage competition or collaborative work, and grade or give points after (Sabornido et al., 2022). Time management is crucial for these kinds of classes, thus some kind of awareness of time must be necessary.

Acceptance of gamification

Due to its nature, gamification does not get the importance it deserves, some teachers criticize the use of it for its lack of seriousness in educational environments (Alzahrani & Alhalafawy, 2023). The lack of information about the topic often leads to misunderstandings of what gamification is and the benefits it provides to both teachers and students.

Lack of training.

Some teachers are often attracted to innovative methodologies but do not have enough knowledge, information or experience to do it (Fissore et al., 2023). Depending on the location, the availability of training for different pedagogical methodologies to apply in class is limited. This affects those teachers who are eager to try something new or exciting for their lessons.

1.4.3 Role of the teacher in a gamified classroom

A teacher's role when applying gamification in class is important for the sake of its elaboration. Though some teachers feel good about gamification, not all of them apply it in the lessons. Teachers' attitude towards gamification is good. However, there is not a great use of it (Martí-Parreño et al., 2016). Thus, one of the teacher's roles is to be keen to apply gamification; in the first place, if the teacher keeps their motivation high, it influences their students.

Teachers must be creative and "find attractive ways to attract learners into learning" (Mee et al., 2020). If the activities are attractive and creative, it's more likely that the students will get

engaged in the class, so a good plan for each class and activity must is necessary. Teachers must be guides at the time of explaining the instructions of the activities. (Mee et al., 2020) also, mention how teachers should create opportunities for learning for all of their students.

2   CHAPTER II: MATERIALS AND METHODS

2.1   Study group

The conduction of this research will take part in Otavalo, Imbabura, parish El Jordán, Av Atahualpa and Neptali Ordoñez, at Unidad Educativa Jacinto Collahuazo where students from 2nd and 3rd high school years are the object of this study. The group of learners consists of 196 students from all 8 BGU parallels "A", "B", "C", "D", "E", "F"; and 2 BT parallels "G" and "H" from the last year; and 2 BT parallels "G" and "H" from the second to last year.

2.2   Type of Research

A mixed approach will help gather the required information for this type of research since it is important to understand certain opinions and points of view and gather numeric data regarding this research proposal. This method strengthens the research outcome and provides more complex information regarding humans and social behavior states (Malina et al., 2011). The implementation of this approach offers a wider perspective when recollecting and analyzing data since it provides both types of data and a wider vision of the world and how it functions.

2.3   Methods

2.3.1   Inductive Method

It played an important role in this research since it is important to identify the use of gamification for teaching vocabulary in the classrooms.

Citing Thomas D (2003), the inductive method reflects reported patterns in qualitative data analysis. Through this method, it was clear that some arrangements led to the understanding that gamification is not exactly taken into consideration when teaching vocabulary by most teachers, regardless of why it is not given the importance that it deserves, it is still left behind on its majority. This is exactly what set the path for this research: to find why and find a solution to this problem.

2.3.2   Deductive Method

Taking into consideration the information mentioned above, the deductive method also played an important role in this research, since following the general information observed priorly led to the proposal of the creation of a guide with gamified activities to use in class and foster the use of a different and innovative way to learn.

2.4   Techniques

2.4.1   Interviews

The interviews provided clear information from teachers' first-hand experience in using gamification or the lack of its implementation in class.

This technique gathered information from the teacher who has worked along with 2nd and 3rd Bachillerato General Unificado (BGU) and Bachillerato Técnico (BT) at Unidad Educativa Jacinto Collahuazo, the English area coordinator and the vice principal of the same school. Their knowledge of education and what the teachers must offer a good quality teaching process offered a wider understanding of the importance of gamification and why it has been left behind or misused.

2.4.2 **Survey**

This technique served the purpose of collecting important data from the students, answering a questionnaire of 9 closed questions,

The surveys clearly understood the students' points of view regarding this topic and how they feel about implementing a guide that provides a more interactive and fun way to learn.

2.5 Instruments

To gather the data needed for this research, it was necessary to prepare a set of questions for the interviews applied to the English teacher, English area coordinator and vice principal; and a questionnaire for the survey aimed at the students.

2.5.1 **Interview guides**

It had 6 questions for the vice principal, the guide for the English area coordinator included 10 open interrogatives, and the English teacher in charge of the last years in high school guide had 9 questions. Only for the first one, the Spanish language was necessary.

2.5.2 **Questionnaire**

This questionnaire included 9 closed questions for students in the last years of high school to understand their criteria regarding their use of gamification in class and their preference for it.

2.6 Research Questions

- How familiar are students and teachers with the use of gamification in class?

- Will the use of gamification be beneficial for students' learning process when it comes to learning vocabulary?

- What is necessary to implement this strategy in class successfully?

2.7   Population

This research will take place at Unidad Educativa Jacinto Collahuazo, which counts 400 students, in 3rd BGU and BT from parallels "A" to "H" and 2nd BT from parallels "G" and "H". The sample for this population is 196 students due to its size; to get to this number it was necessary to apply the following formula:

N= Universe size

Z= Confidence level 95%

σ=Standard deviation

e= Maximum estimation error accepted

n= Sample size searched

Data:

n	196
N	400
Z	1,96
σ	0,5
e	0,05

$$n = \frac{N * Z^2 \sigma^2}{(N-1) * e^2 + Z^2 * \sigma^2}$$

$$n = \frac{400 * 1,96^2 0,5^2}{(400-1) * 0,05^2 + 1,96^2 * 0,5^2}$$

$$n = \frac{400 * 3,8416 * 0,25}{399 * 0,0025 + 3,8416 * 0,25}$$

$$n = \frac{384{,}16}{1{,}9579}$$

$$n = 196{,}210225$$

$$n = 196$$

2.8 Procedure

As stated before, the instruments selected for this research will take place at Unidad Educativa Jacinto Collahuazo. The gathering of the data will be face-to-face, interviewing the teachers and vice principal in the school and presenting the surveys to the students in their classrooms, asking for permission from the principal and teachers to do it during a not-so-busy time. The results obtained will be necessary to analyze and interpret them regarding the utilization of gamification strategies for learning vocabulary, and to get to general conclusions for this research.
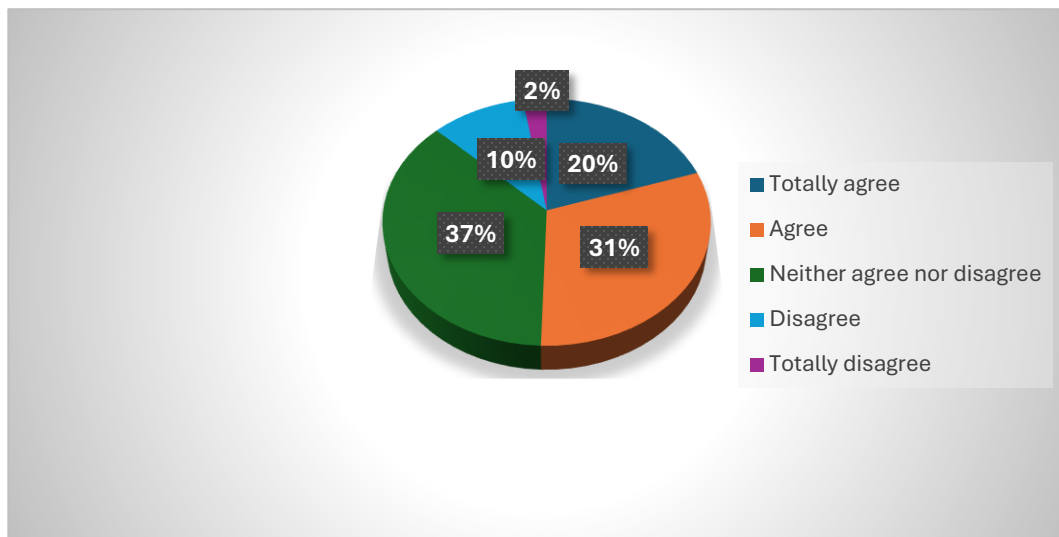
3   CHAPTER III: RESULTS AND DISCUSSION

3.1   Analysis of the survey results applied to 3rd and 2nd BGU and BT students.

Applying the surveys to the sample for this research made it possible to obtain the required information analyzed below.

Figure 1

Question 1: It is hard for me to learn vocabulary

This pie chart explains how difficult it is for the students to learn vocabulary. 37% indicate it is not difficult, but it is not easy either. On the other hand, 31% of them agree that it can be challenging, and 20% say it is even more complicated. 10% don't consider learning new words hard, and the lowest rate, 2%, don't think it is hard. Without enough vocabulary knowledge, people can't communicate or express themselves (Rohmatilla, 2017). It is important to take into consideration that sometimes, trying to learn new words can be easy and sometimes it can be difficult, it depends on the kind of material the teacher uses in class for teaching or if there is any kind of material at all, the methodology and context.

With these results, it is clear that for most of the students, it is not a big deal to try to learn vocabulary, and for only a small percentage of them it is not complicated at all.

Figure 2

Question 2: I would enjoy a class where my teacher uses game-based activities for learning
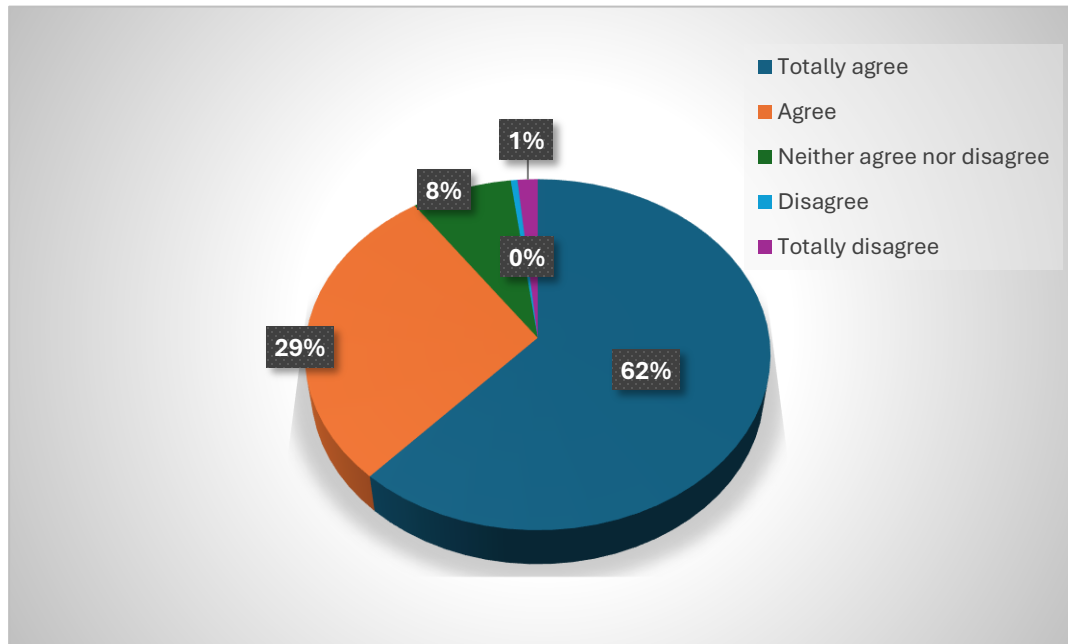
Based on the information in this chart, 62% would totally enjoy a class where their teacher uses gamification more, and 29% are also interested in this suggestion. Then the rate gets low with 8% that do not agree nor disagree with it, a small percentage of 0,5% do not feel good about the idea of more gamified activities in class and 1% are not interested at all. Since gamification is sometimes overlooked, students barely experience what it is like to participate in a gamified class. Gamification elements turn not-so-exciting lessons into more interesting ones (Rabah et al., 2018). That's why they get more interested and excited by the idea of using game-based activities in their classes to learn. Since it is an attractive and different way to learn they feel more curious and intrigued by the idea of using this strategy for learning.

Figure 3

Question 3: Learning through game-based activities in class could enhance my vocabulary
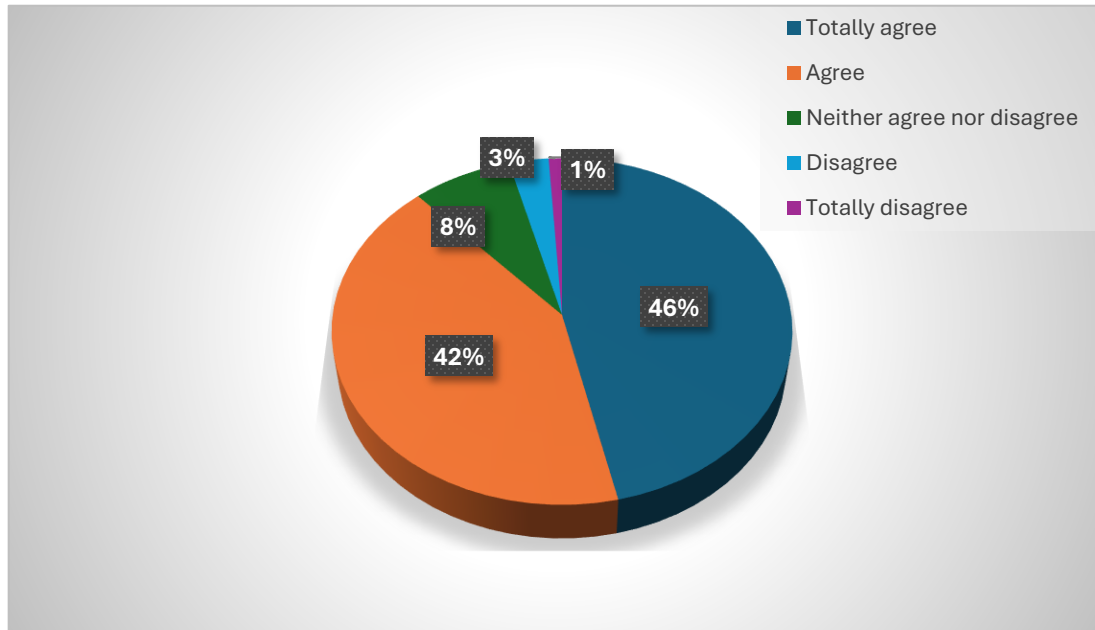
The results show that 46% of the students consider that gamification could enhance their vocabulary knowledge, followed by 42% that also agree on that statement, 8% that feel indifferent towards it, 3% do not think that game-based activities could enhance their vocabulary and only 1% totally disagree with the idea of using those kinds of activities for their learning. As stated in the last question, gamification means an innovative alternative to learning, it engages students better in a lesson, and if they are more involved in the class, they will acquire more information easily. Gamified activities can enhance students' vocabulary skills (Thiagarajah, et al., 2022). It is necessary to listen to the students and understand their needs, being open to different ways to teach, and it means a fun experience for them, it would not harm trying it.

Figure 4

Learning vocabulary through game-based activities will be easier for me
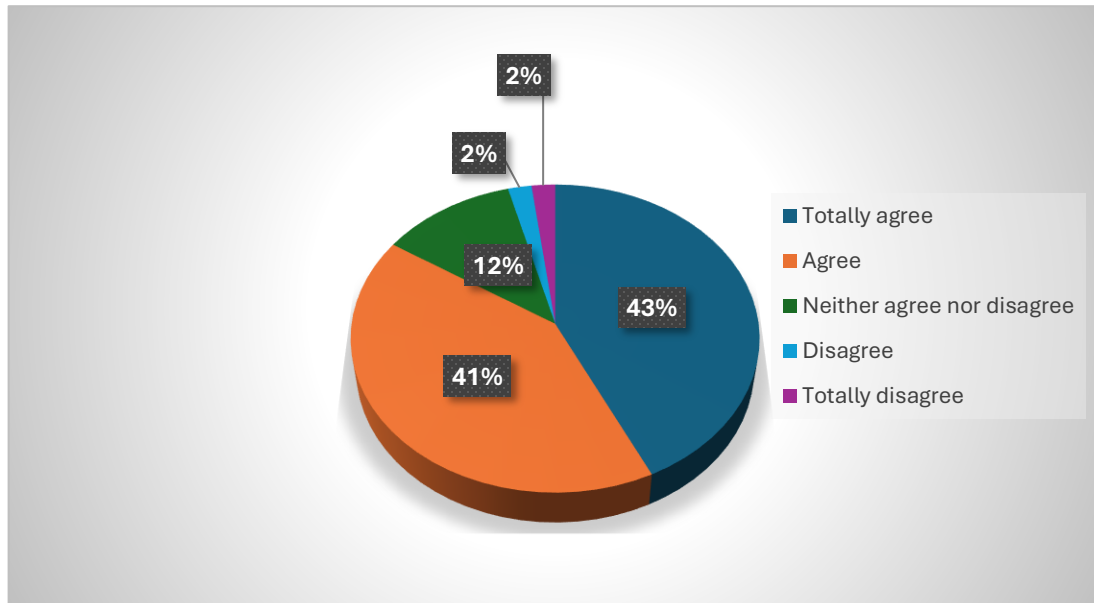
The data shows that 43% strongly agree that gamification will ease their vocabulary acquisition, followed by 41% who also agree with that statement, 12% have neutral thoughts towards it, 2% disagree with the idea of gamification easing their vocabulary acquisition, followed by another 2% that also consider it is not going to make it easier. Remembering the first question, showed that vocabulary learning could be hard for some of the students in the sample, which is why they consider gamification could be the solution to that issue. It tends to create interactive and immersive environments while improving learning outcomes (Wulantari et al., 2023). Game-based activities are supposed to be a fun and interactive way to learn, which lowers the stress level of students when learning something new, and that factor affects directly how something is perceived.

Figure 5

Question 5: Learning vocabulary using game-based activities will make me feel more

comfortable in class
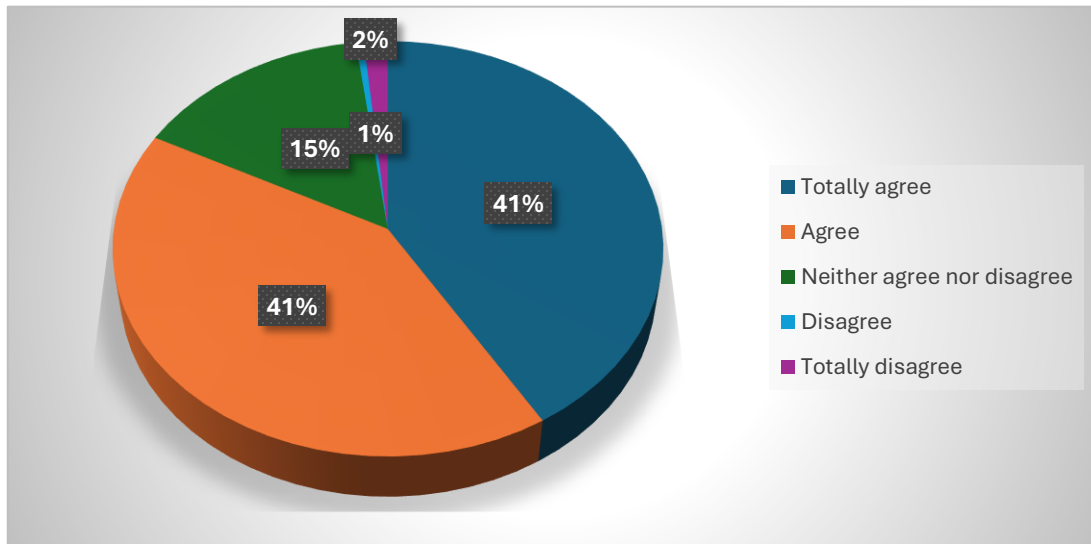
The data collected for this answer shows 41% that totally agree that gamification would make them feel more comfortable in class, followed by another 41% that also agree on that statement, 15% feel it may or may not make a difference on how they feel in class if their teachers would use more gamified activities in class, 1% of the respondents do not agree that it would make them feel more comfortable, and only 2% of them do not think that it would make it possible. It is important to highlight the fact that gamification could lower the stress level of students. Academic stress is the major cause of stress in teenagers (Rana et al., 2019). That is why the use of gamification in class can help lower the pressure or tension that could exist in the classroom, creating an environment of participation and collaboration, leaving room for making mistakes and getting instant feedback on their performance while being part of the lessons.

Figure 6

Question 6: I am familiar with gamification tools in the English class
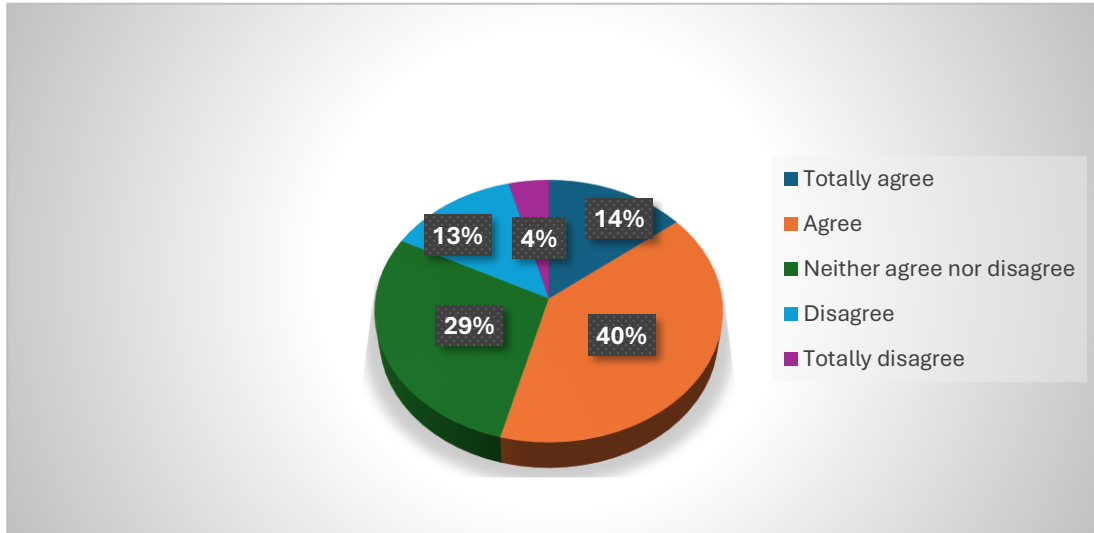
This question seeks to understand how present gamification is in students' learning process. 40% of the respondents agree that they know what gamification is, 29% neither agree nor disagree with the statement, 14% have it more clear about what gamification is, followed by 13% who disagree knowing what it means, and 4% that are not familiar with the word. It is important to point out that some students come from different classes with different English teachers, for most of the students, gamification was present in their learning process, this is due to the kind of teachers they had in prior school years, which explains why for a small percentage, this term was unknown, and for another significant percentage it was indifferent, which could mean they barely remember it, or had just an idea of what is this word.

Figure 7

Question 7: I need more gamified activities in my class to acquire vocabulary
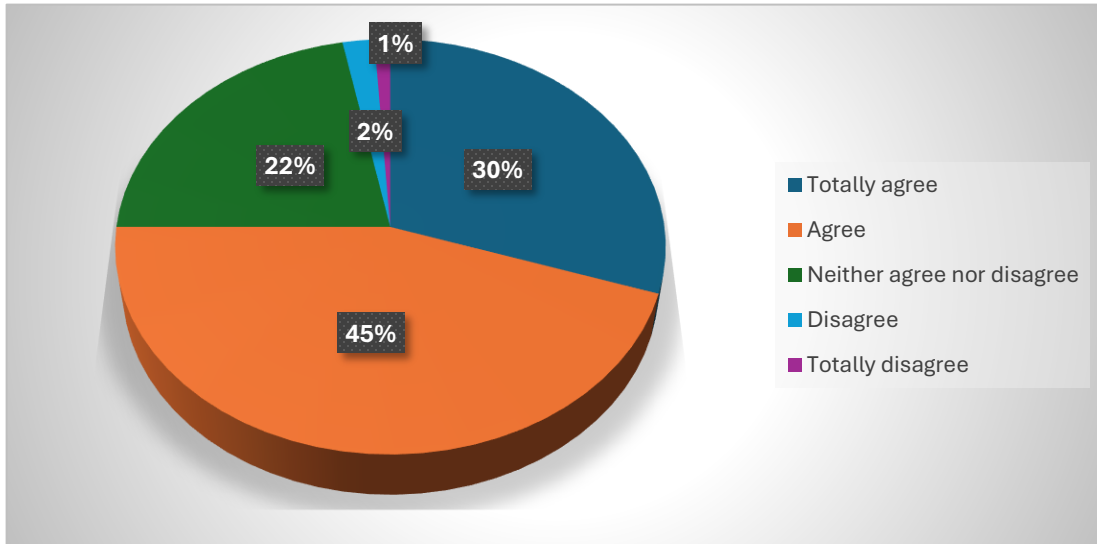
The information found in this question indicates the desire of students to get more gamified activities in class. 45% agree that in order to acquire vocabulary, they need more gamified activities in their classes, 30% are more eager to get these activities in their classes, 22% are more impartial about this statement, 2% do not agree with it, and 1% are not interested in having game-based activities in their lessons. Gamification is a powerful and effective tool for teaching and learning processes, this one being attractive for students nowadays (Acosta-Medina et al., 2021). Since students find gamification more attractive, most of them feel keener to participate in gamified tasks, many reasons could lead to this response, starting from the fact that gamification involves fun activities, encouraging participation, collaboration, and creativity. The traditional way of learning is left behind, letting pass to a more exciting way to learn, especially to acquire vocabulary.

Figure 8

Question 8: Learning vocabulary through gamified activities is better than learning through other ways
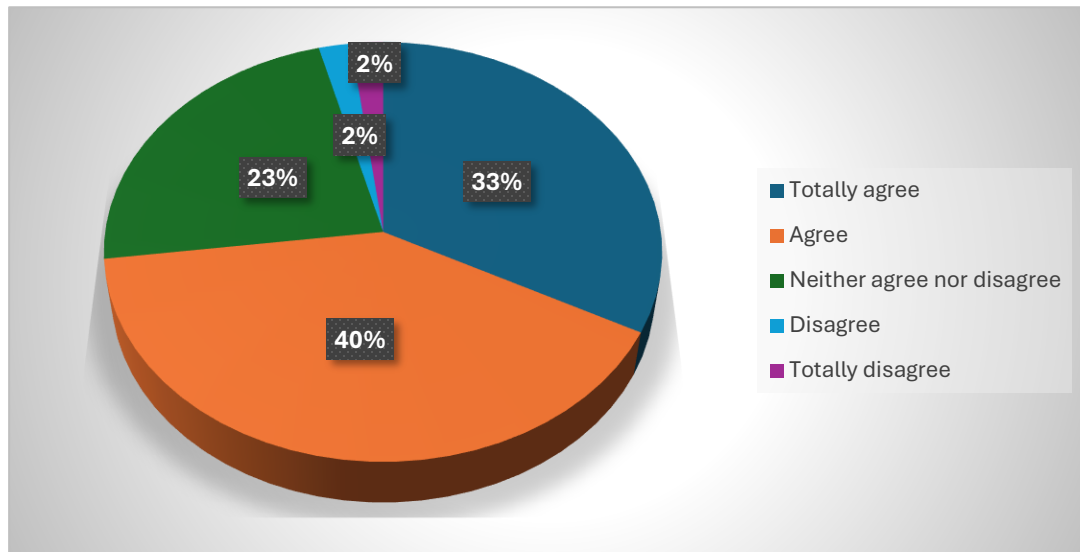
This chart determines students' preference for gamification over other ways of learning. 40% agree that gamified activities are better for learning than doing it through other ways, 33% also agree more on the statement, 23% do not share the opinion but either agree with it, 2% do not agree with it, the same as another 2% that are in total disagreement with it. As mentioned in the prior analysis of question 7, other ways of learning could be left behind when applying gamification in class due to its acceptance among students. Most people prefer other learning strategies than traditional learning because of the various benefits they bring (Odhaib, 2018). However, it is important to mention that gamification cannot fulfill the objectives and goals of an entire class by itself, it works as a supplementary strategy to support a class or lesson.

Figure 9

Question 9: More gamified activities in class will improve my vocabulary usage
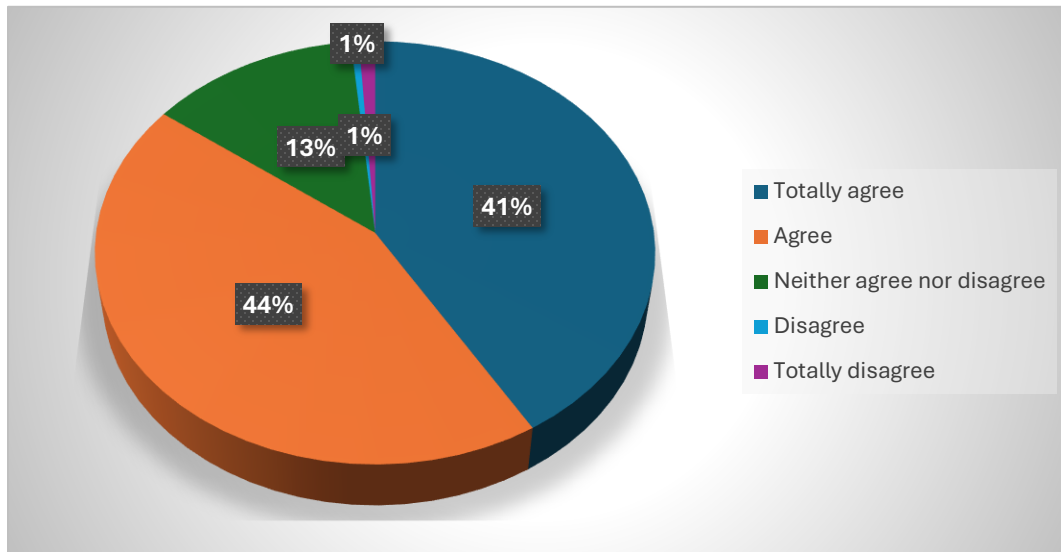
This pie chart shows what students think about using gamification to improve their vocabulary usage. 44% are convinced that using this strategy will improve their vocabulary usage, followed by 41% who also agree that it will help them enhance their knowledge, 13% neither agree nor disagree with the statement, 1% do not agree it will help them, and 1% are convinced it will not affect their knowledge. Most of the students agree that game-based activities are important for expanding their vocabulary and the way they use those new words. Gamification focuses on enhancing all four skills reading, listening, writing, and speaking when learning a language (Thiagarajah, et al., 2022). It offers different possibilities for using vocabulary after learning the target words, such as role-play, which allows learners to use those words in real-life situations or scenarios where they would need to use those words, understand the context and how to use them correctly.

3.2   Analysis of the interviews

Applying the interview guides to the different participants offered a clear point of view of them. The interviewees who collaborated in this process were the vice principal, the English area coordinator, and the English teacher who works with 3rd and 2nd BGU and BT from Unidad Educativa Jacinto Collahuazo.

3.2.1   General points

The purpose of the interviews was to obtain data regarding the usage of gamification in class, the benefits and challenges they could find trying to apply it, the possible outcomes that using this strategy can offer and their willingness to use a guide with gamified activities to support their class.

- **Interview with the vice principal of the school**

This interview contains 6 open questions for a wider explanation. It was conducted in Spanish since the vice principal is not often required to understand and use the English language for their work.

Pregunta 1: Muchos profesores tienen sus propias técnicas y estrategias que usan en clase para apoyar su clase, ¿Qué piensa sobre el uso de la gamificación como técnica para apoyar una clase?

La gamificación, en la actualidad, se está convirtiendo en una técnica muy importante que utiliza el juego como estrategia para alcanzar el aprendizaje. Lo cual, si se enfoca desde el punto de vista adecuado, se obtendrá buenos resultados ya que generará en los estudiantes motivación, conocimiento y, sobre todo, desarrollará en ellos una mejor manera de aprender.

Pregunta 2: ¿Cuál piensa que será la razón por la que algunos profesores no utilizan la gamificación como una estrategia para usar en clase?

Puede ser, la primera, y pienso que la principal, que los docentes no quieren salir de su zona de confort, han utilizado la misma estrategia durante toda su vida profesional que no quieren salir de esa nueva, o introducirse en esas nuevas estrategias, puede ser una causa; la otra puede ser la falta de conocimiento o la falta de preparación en estas nuevas técnicas que están saliendo en la actualidad. Muchas veces, cuando hay cambios nuevos, genera conflicto en las personas, y esa, al ser una nueva técnica, puede ser la principal causa.

Pregunta 3: ¿Cuáles podrían ser los retos de aplicar gamificación en una clase?

Está relacionado con lo anterior. Entonces, la principal sería la falta de conocimiento, la otra podría ser la falta de herramientas tecnológicas en la institución educativa, la falta de tiempo, porque, al ser una estrategia que utiliza el juego muchas veces los docentes creerían que no se alcanzan los objetivos deseados, que es el aprendizaje, una manera muy difícil, igual, de evaluar lo que yo, como docente, quiero enseñar. Otro reto sería el hecho de que en el aula el tiempo es limitado, y si vamos a utilizar el juego como estrategia didáctica, limitaría hasta cierto punto el objetivo que yo estoy planteando al inicio de mi clase.

Pregunta 4: ¿Cómo piensa que los estudiantes puedan reaccionar a la implementación de estrategias gamificadas como una manera diferente de aprender?

Los estudiantes, al estar en evolución en los años de básica y bachillerato, todo lo que es nuevo si les genera algo positivo, desgraciadamente, el aporte que falta es de los docentes. Entonces, si se aplicaría algo nuevo, los estudiantes si lo aceptarían de manera adecuada y

desarrollarían un aprendizaje óptimo, estarían muy motivados y sobre todo, todo lo que se relacione con el juego les gusta.

Pregunta 5: ¿Cuál piensa que podría ser el resultado del proceso de aprendizaje de los estudiantes después de implementar na clase gamificada?

Hay compañeros, aquí en la institución, que si utilizan la gamificación como estrategia metodológica, y si han obtenido buenos resultados, porque a los estudiantes les gustan esas clases, se sienten muy motivados, incluso, el aprendizaje bien enfocado, relacionándole con los objetivos y con las destrezas que yo quiero desarrollar, son los correctos.

Pregunta 6: ¿Piensa que usar la gamificación para aprender vocabulario podría ser beneficioso para los estudiantes? ¿Por qué?

Si, sería beneficioso, porque al menos en la asignatura de Inglés es una práctica muy buena con la gamificación, porque se pueden utilizar juegos, utilizar desafíos, y esos juegos incluso pueden ser, finalmente, premiados y los estudiantes al ver una motivación si les resulta efectivo.

- **Analysis**

From this interview, it is clear that gamification is present in the school, there is an awareness of its benefits and the challenges of implementing it in class. However, it is important to mention the relevance that the interviewee gives to this strategy, it was noted the benefits it offers to the students and the preference they could have when teachers apply gamification to support their classes. Furthermore, it is also necessary to mention why some teachers overlook this strategy, which is a lack of information on its implementation and being comfortable with their way of teaching.

- **Interview with the English area coordinator of the school**

The following interview contains 10 open questions to understand their point of view on gamification, how it is encouraged, the benefits and challenges of it, and their opinion on the usage of a guide with gamified activities to support a class teaching vocabulary

Question 1: What are your thoughts about applying gamification to support a class or a lesson?

Well, I think that, nowadays, gamification can be a really important tool, because through it you can get motivated students, students that want to learn, thereby boosting and increasing engagement in the class.

Question 2: How necessary is gamification in class?

From my point of view, gamification is not an obligation, because it depends on the reality of your students, the place, and the environment, but if you have the opportunity to apply it, it can be a valuable tool that could help to achieve the objectives of your class.

Question 3: As the English area coordinator, have you encouraged other teachers to use gamified strategies in their classes?

Well, here at our English department, all the teachers exchange experiences that could benefit our students and our classes, and of course, we encourage each other to use gamification as a great way to enhance engagement in learning outcomes.

Question 4: Have you considered applying gamification activities in class?

Yes, I have. Gamification can be adapted to any subject, including English, to make lessons more engaging and dynamic but the reality is that it is really difficult to apply it when students in public school don't have access to the internet or technological devices.

Question 5: From your experience, what are the challenges of implementing gamification strategies in class?

Ok, as I said before, one of the challenges that we face is the limited access to internet in the public schools, and another challenge is that teachers must update ourselves with the new gamification strategies and teach our students how to use it in a correct way.

Question 6: Taking into consideration the challenges of implementing this technique, do you think it is a good alternative for teachers to apply when teaching their classes?

Yes, of course. I think that gamification is an excellent tool that could help the teaching-learning process. Through it you can motivate your students to decide to learn the subject.

Question 7: Do you think gamification can be useful for teaching and practicing vocabulary?

Yes, I do. I think that gamification is useful for teaching and practicing vocabulary because it makes repetitive learning tasks engaging and interactive, which aids retention and application.

Question 8: Since gamification could mean a fun alternative for students to learn, how do you think they could react to its implementation?

Well, it has been proven that gamification motivates students to learn, so I think it would catch the interest and attention of them and they would react positively.

Question 9: Do you think gamification could be well received by students? Why/Why not?

Well, gamification is generally well received by students because it aligns with their natural interests, especially in the use of technology for their work.

Question 10: What do you think about the use of a guide with simple gamified activities and clear instructions about how to implement them correctly in class?

I think that it could be useful and an excellent resource for teachers, especially for educators who are not familiar with the tool and how to apply it, it can simplify the application of it.

- **Analysis**

The information collected from this interview was important for this research. As the English area coordinator, they need to be aware of the teaching process of their colleagues, this involves keeping track of how the classes are imparted. The English area coordinator gives rise to freedom to teachers when applying the techniques they are the most comfortable with, for this reason, some of them are free to use gamification the same as the ones who don't need to use it. Thus, gamification is well received by some of those teachers, being the interviewee one of the teachers who understand the benefits of it, how to apply it, its difficulties and the acceptance of the students when they participate in a gamified class.

Finally, there was interest in using a guide with gamified activities ready to support teachers' lessons for teaching vocabulary, which marks an acceptance of the proposal of this research.

- **Interview with the English teacher at the school**

This interview was only conducted to the English teacher who works with 2nd and 3rd BGU and BT at the school, to understand their point of view from their first-hand experience.

Question 1: How familiar are you with gamification strategies?

I am really not sure what gamification is.

Question 2: Have you ever implemented gamified strategies in your classes?

No, because I'm not so clear about its use.

Question 3: If you have implemented gamified strategies before, can you describe how you applied those strategies in class?

No, I have not implemented those strategies

Question 4: What are the activities you have implemented for teaching vocabulary?

To teach vocabulary, sometimes I have used cards with graphics or flashcards.

Question 5: As an experienced teacher, how hard could it be to implement gamification in your class?

I don't consider that the implementation of gamification could be difficult, but it would rather be entertaining, it's very useful for learning.

Question 6: How do you manage your class and your students' participation during a gamified lesson?

I haven't used gamification, but I think it could be entertaining for students.

Question 7: Do you consider gamification can bring benefits to the students in class? How?

Of course, it can provide benefits such as interesting learning and maintaining meaningful learning.

Question 8: How necessary would it be to use a guide that offers gamified activities for teaching vocabulary, with clear instructions and advice about their implementation, to help teachers apply more activities in their classes?

I think that would be very useful and helpful for teachers.

Question 9: How relevant would it be to have such a guide ready to be applied?

It would be very interesting to apply it in the classroom to obtain a better learning of the vocabulary that students need so much.

- **Analysis**

The interviewee is one of the teachers who have decided not to adopt gamification as a tool to support their classes, as stated in the prior analysis, teachers, in this school, are free to teach the way they are more comfortable with. However, the participant kindly agreed to collaborate with the interviewer providing their point of view. Despite not having so clear what gamification is, they understand that it means something fun and exciting for students, which could help keep their motivation and participation, as well as the benefits it offers to both students and teachers.

Finally, the participant agrees on the use of a guide with gamification activities to support a class in teaching vocabulary, even though they do not use this strategy for their lessons, they

have their own ways of teaching vocabulary and understand how beneficial it is for the teaching-learning process.

4   CHAPTER IV: PROPOSAL

4.1   Proposal title

Gamification Activities for Learning Vocabulary.

4.2   Objectives

General Objective

To create a guide with gamified activities, lessons, and resources for easier vocabulary acquisition.

Specific Objectives

- To design the guide with specific activities, instructions, and topics aimed at easing vocabulary learning.
- To elaborate lessons that help the practice and retention of the new words.
- To motivate teachers, from the school where this guide will be applied, to use it for further vocabulary lessons.

4.3   Rationale

The purpose of this proposal is to encourage both students and teachers to put into practice more gamified activities in class. Gamification is not getting the importance it deserves, there are many reasons why some teachers do not trust or rely on their lessons, and this leads to students to only know one traditional way of learning, ignoring there is something else that could be more beneficial for them.

"Gamification Activities for Learning Vocabulary" is a guide that aims to change the way of learning for students and the way how teachers present their classes. Learning vocabulary can be difficult for some students, they need something that keeps their motivation high and take an active part in the class. Gamification is exactly the key to achieving that. Based on the analysis of the data gathered, many students agreed on being interested in having more gamified activities for their classes, since this means a different and fun way of learning something that can be complicated for them.

Therefore, this guide will help teachers who want to try something new in their classes but do not know how. It focuses on various gamification activities with clear instructions, the materials needed, key points, and materials to support the activities. These playful strategies will offer a fun environment in class, with motivated students feeling competitive and eager to participate and learn something new through the guide's activities.

It consists of four units with two activities in each one. These strategies do not require a specific level since they could be adapted for different topics regardless of the age or level of the students.

4.4   Theoretical Foundations

4.4.1   Importance of vocabulary for improving L2 knowledge

Learning a new language can be difficult for some learners, especially when learning vocabulary. According to Susanto (2021), learning new words in another language can be challenging due to the systemic differences between the structures of the second language and the mother tongue. Expanding the vocabulary improves communication and comprehension when talking, therefore, overcoming those difficulties in acquiring new words must be mandatory.

4.4.2   Gamification as a fun alternative to learning vocabulary

When it comes to making vocabulary learning easier, gamification is often mentioned, Mustiarini (2021) mentions competition, motivation and stress-free environments in class as impacts that gamified activities have on learners when acquiring new words. Since this strategy offers a different and attractive alternative to learning, students feel more relaxed during the lesson.

Finally, Mustiarini (2021) concludes in his research that gamification's impact on learners was good leading to good results and encouraging communication and cooperation between students. Gamification offers good results for learners who are trying to learn something differently and excitingly, taking something they may consider difficult to understand as something fun and easy to do.

4.5   Beneficiaries

The main beneficiaries of this proposal are the students of Unidad Educativa Jacinto Collahuazo from the 2nd and 3rd years of Bachillerato General Unificado and Bachillerato Técnico, who will take part in the implementation of the guide, working along with the activities and lessons to teach them vocabulary. The secondary beneficiaries are the teachers at the same school who will have total access to the guide to freely use in their classes, editing it freely and adapting each task to whichever topic they want to use in class.

4.6   Importance

This proposal encourages the use of gamification for teaching vocabulary differently than the traditional one, making the students' learning process more enjoyable, less stressful and more creative. This guide will suppose a change in the way the students acquire new vocabulary, leaving

the potential fear some students can have of learning vocabulary through just repetition and memorization of the different words, instead, adopting a new system where they can have fun learning actively during the lessons, learning the new words and their meanings.

4.7 Proposal development

This proposal offers a guide with 4 units, each unit contains 3 topics with 3 different gamified activities, and tasks for the students to use the information they learned through the gamified activities. This guide is aimed at students of 2nd and 3rd BGU and BT, for this reason, the topics in this guide are designed under the B1 level of the Common European Framework of Reference for Languages (CEFR). This guide is available in PDF format for whoever intends to use it.

Gamification activities for learning vocabulary!

A guide for students with gamified activities to apply in the classroom.

A fun way to learn!

Elaborated by Alexis Hernández

(Canva, 2025)

B1 CEFR

Introduction

This guide is a help for those teachers who want to implement gamification in their class, but don't know how to start or what activities to use. And for students who want to participate in gamified activities. This guide offers activities designed to be implemented in high school but can be adapted to work with any school year.

Once it is implemented well, the activities will provide good results in your classes. You will see the benefits of gamification and how well students can receive it.

The activities in this guide follow the Cambridge vocabulary topics of the B1 level on the Common European Framework of Reference.

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START
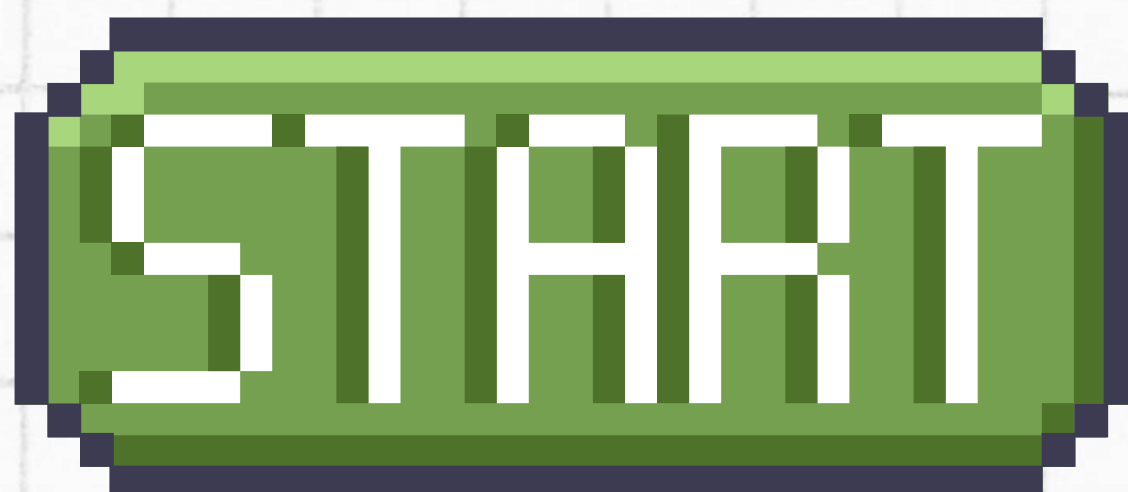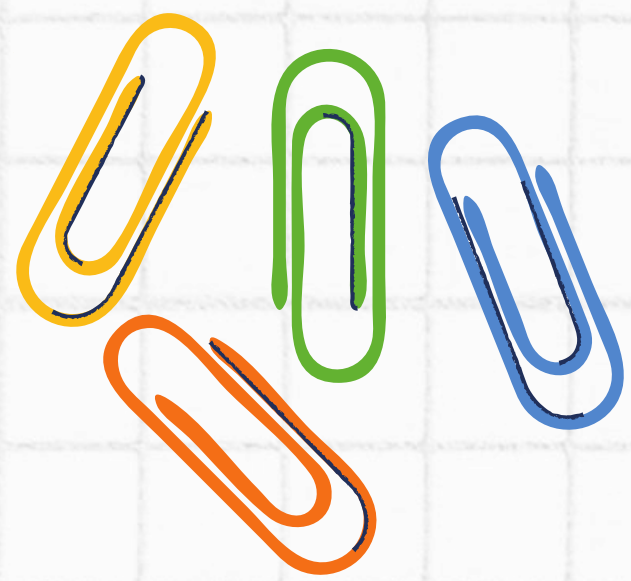
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Lesson 2: Clothes and accessories
Lesson 3: Food and Drink

UNIT 2: TIME
Lesson 1: Hobbies
Lesson 2: Time
Lesson 3: Weather

UNIT 3: PLACES
Lesson 1: Buildings
Lesson 2: Countryside
Lesson 3: Town and City

UNIT 4: KEEPING MYSELF BUSY
Lesson 1: Feelings
Lesson 2: Work
Lesson 3: Entertainment and media

(Canva, 2025)

Unit 1: Let's go to the mall

THRIFT·SHOP

(Canva, 2025)

Lesson 1
Shopping

Can do objective

At the end of the lesson, learners can understand and express their thoughts regarding acquiring goods or food in their target language

Objectives

At the end of the lesson, students will be able to remember and use words related to shopping at the mall in real-life situations

Description

Students will act by playing fictional characters in specific scenarios where they must use the words to learn.

Teacher's role

- To introduce the new words.
- To be a guide and provide instant feedback.
- Encourage independent participation.

Student's role

- To practice listening and speaking skills.
- To participate following the instructions.

(Canva, 2025)

Word List

- Advertisement
- Bill
- Buy
- Cash
- Change
- Cheap
- Choose
- Complain
- Cost
- Credit card
- Customer
- Damaged
- Store
- Expensive
- For sale
- Go shopping
- Return
- Spend
- Try on
- To pay

Practice

- I want to ___ this T-shirt it looks so cute.
- The _____ is always right!
- I can't believe I bought this ring for just 5 dollars, what a _____.
- I don't know what to _____ I like both of them!
- Mary should buy this dress, it only _____ 20 dollars.
- Excuse me, can I pay with my _____ ____?
- Do you like these pants? You should ___ them __.
- Mark wants to go to the _____ where he bought those shoes, I think he wants to _____ because the shoes are damaged.

Activity:
Role-play

Materials

- Vocabulary List

Instructions

1. Everyone will work in groups of 2 or 3 students.
2. Students will create their own scenarios and situations regarding going shopping.
3. Rehearse, if they need to, write down their participation.
4. Go in front of the class and start role-playing.
5. Everyone must participate.

A brief explanation about how to implement role play in the class.
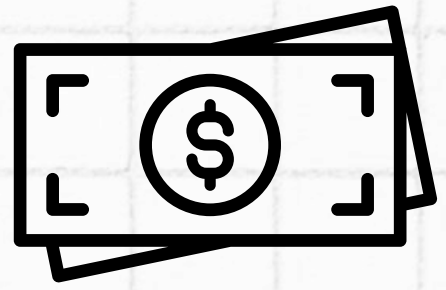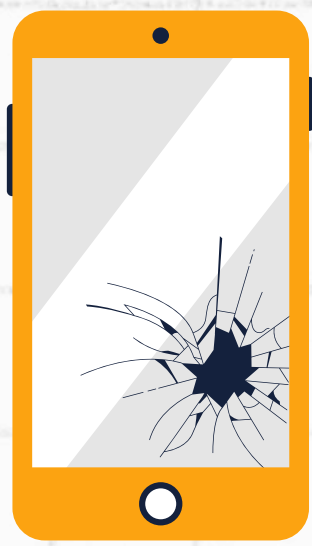
Example:

Act like a customer who wants to buy a new pair of shoes, another student will be the salesperson, and you are going to have a conversation about prices, quality and if you could try them on.

(Canva, 2025)

Evaluation

1. Choose the correct words for each picture

2. Read the following descriptions and guess which word belongs to the statement.

- If someone is selling something, that thing is ___ ____
- You bought something, but it's damaged, so you _____
- The price of something is its ____
- You go to a _____ to buy things.
- When you buy something you ___ for it.
- If you buy something, you _____ money.
- You can pay something with ____ or _____ ____
- When you want to buy something, you __ _____
- After you buy something, the salesperson gives you a ____
- A store uses _____ to promote their products.

Lesson 2
Clothes and Accessories

Objectives

At the end of the lesson, students will be able to talk about clothing and accessories during their conversations.

Description

Students will work on their memory retention while participating in this interactive activity.

Teacher's role

- To introduce the new words.
- To be a guide and provide instant feedback.
- Encourage active participation.

Student's role

- To practice listening and speaking skills.
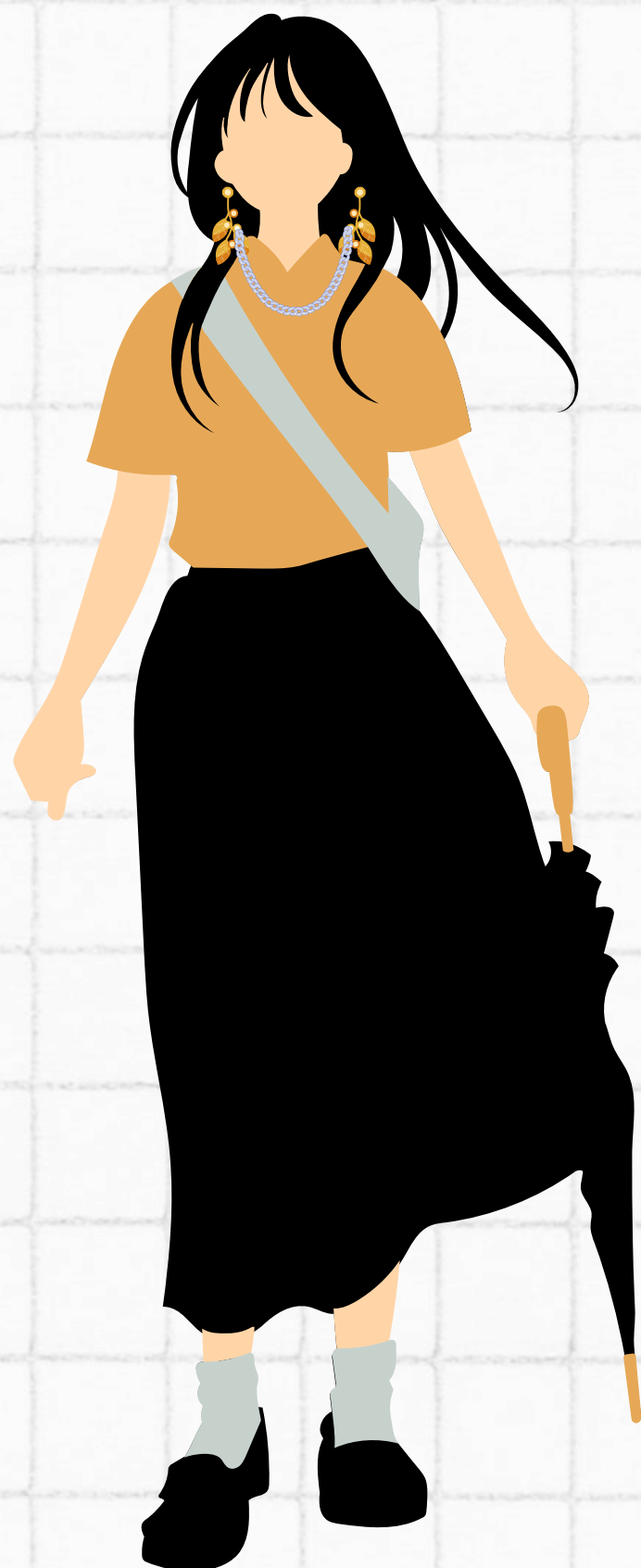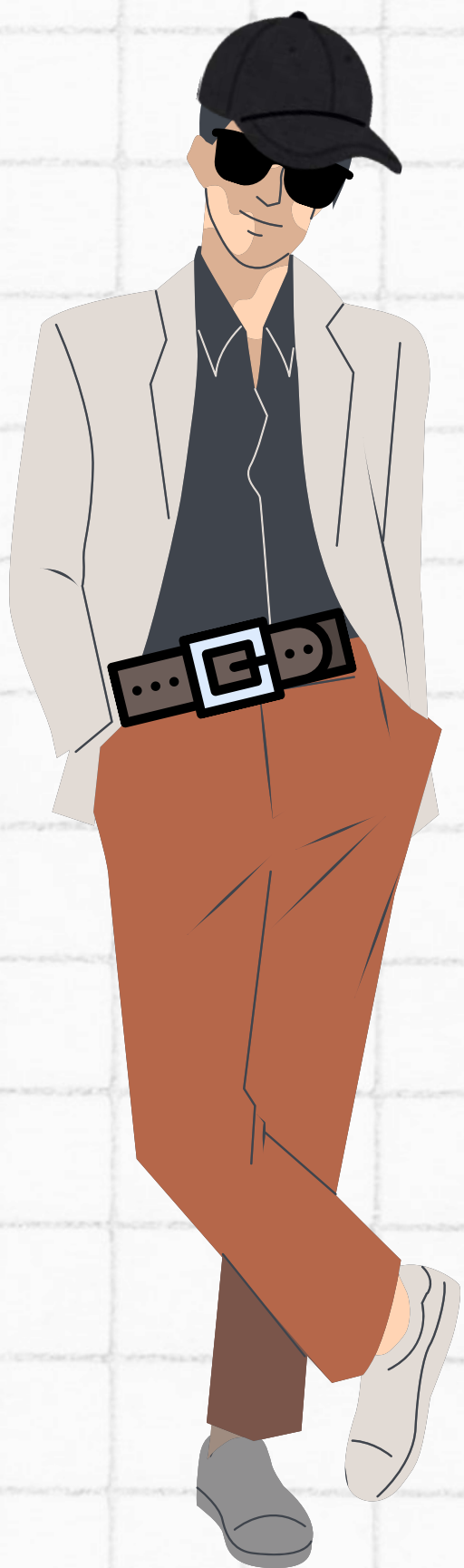- To participate following the instructions.

Word List

- Backpack
- Bag
- Belt
- Blouse
- Cap
- Dress
- Earrings
- Glasses
- Handkerchief
- Jacket
- Jewellery
- Make-up
- Necklace
- Pants
- Perfume
- Purse
- Show
- Skirt
- Socks
- Sunglasses

Practice

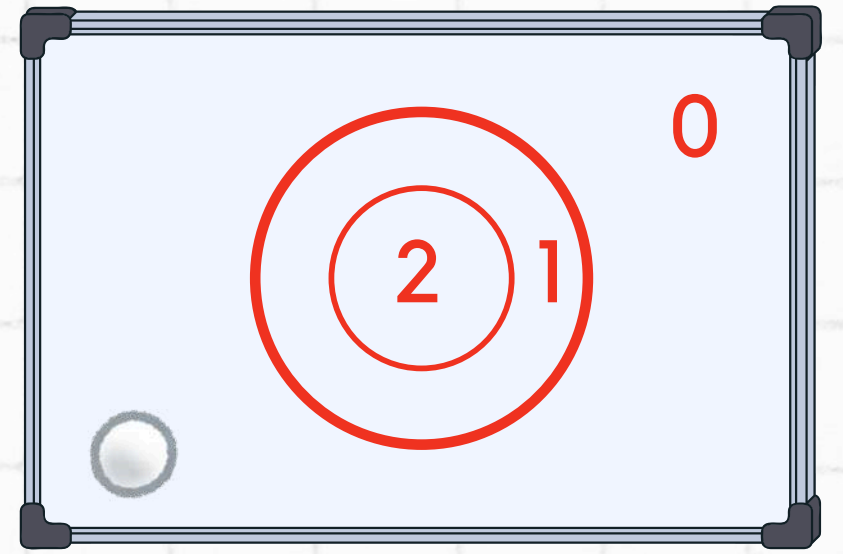Name tag all the types of clothing and accessories the kids are wearing.

(Canva, 2025)

Activity:
Bull's eye/Throw the ball

Materials

- 1 medium size ball (made out of any material)
- Whiteboard
- Markers

Instructions

1. Divide the class into 2 teams
2. The teacher will draw 1 bull's-eye on the whiteboard with 2 circles. (Look at the picture for reference)
3. 1 student per group will participate.
4. Students will stand up 1 meter away from the whiteboard.
5. The teacher will give students a brief and clear description of any word about the topic. Students will have to guess the word.
6. If they guess the word, they get 1 point and have the chance to throw the ball into the bull's-eye
7. If the ball lands in the middle, they get 2 more points (3 points now), if it lands in the bigger circle, they get only 1 point (2 points now), if it lands outside the circles they get 0 (1 point still).
8. If they can't guess the word, the teacher will provide feedback and they get 0 points, but they still have the chance to throw the ball and get some points.

Evaluation

1. Write the name for each object and write a sentence using that word

_ _ _ _ _ _ _ _ _   _

_ _ _ _ _ _ _ _ _   _

_ _ _ _ _ _ _ _ _   _

_ _ _ _ _ _ _ _ _   _

_ _ _ _ _ _ _ _ _   _

_ _ _ _ _ _ _ _ _   _
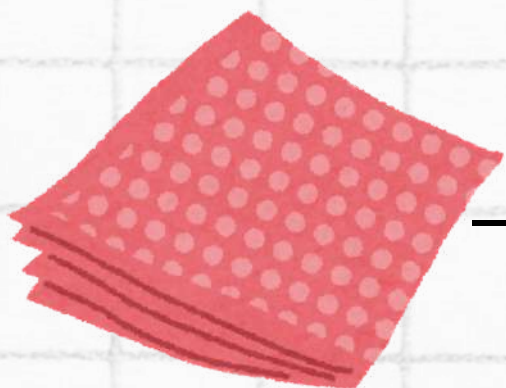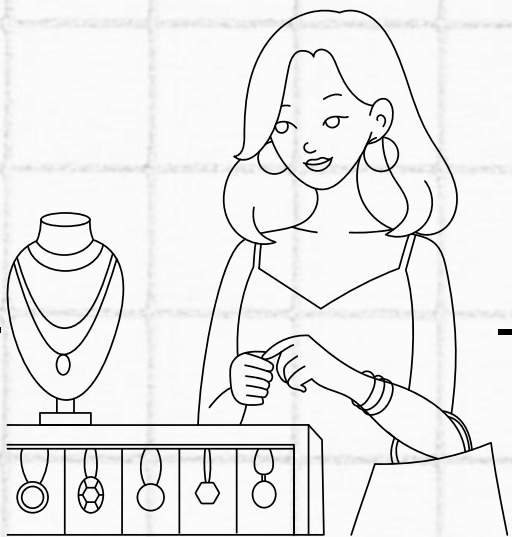
Lesson 3
Food and Drink

Objectives

At the end of the lesson, students will have expanded their vocabulary regarding food and drink.

Description

Students will practice their listening, writing and reading skills during this activity by reading "I have___" filling the blank space with the word they got, then asking "Who has___" for the word they're looking for, and the next student will continue the game following the same pattern

Teacher's role

- To introduce the new words.
- To be a guide and provide instant feedback.
- Encourage independent participation.

Student's role

- To practice pronunciation and listening skills
- To participate following the instructions.

Word List

- Apple
- Banana
- Barbecue
- Biscuit
- Beer
- Breakfast
- Burger
- Cafeteria
- Coffee
- Dessert
- Dinner
- Dish
- Glass
- Honey
- Juice
- Lemonade
- Microwave
- Milk
- Pinneaple
- Wine

Practice

Use the words in the word list, and words you already know, and create your own recipe for your "perfect meal".

For example:
"My perfect meal consists of pepperoni pizza, with a lot of cheese, a salad of lettuce and tomato, a glass of wine and for dessert a cup of ice cream with strawberries"
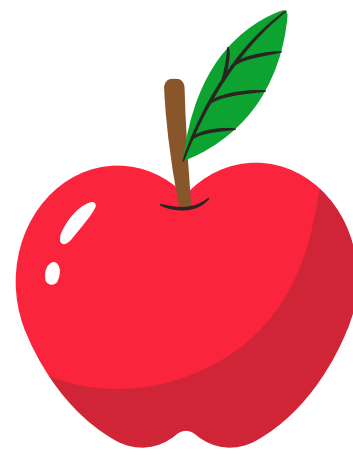
My perfect meal _____
_____
_____
_____
_____
_____
_____

Activity:
I have, who has?

Materials

- Personalized set of cards (10x5cm)
- Pens
- Markers

I have apple,
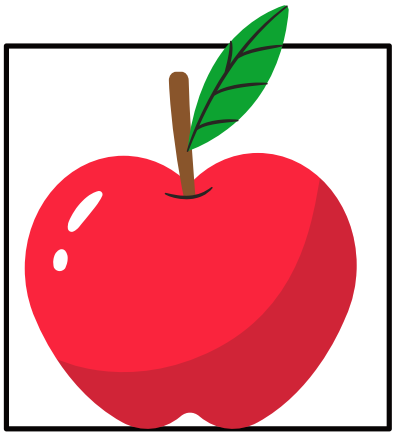Who has a long and yellow fruit?

Instructions

1. Each student will have 1 card of the set. (2 minutes)
2. Each card will include a drawing about the word the students will work with.
3. Fill in the 1st blank with the word you got, and the 2nd blank with the description of the word you want to ask about.
4. The teacher should start by asking, "Who has___?" Someone will raise their hand and say "I have ____, who has_____?
5. The game finishes when everyone participates, but you can start over again.
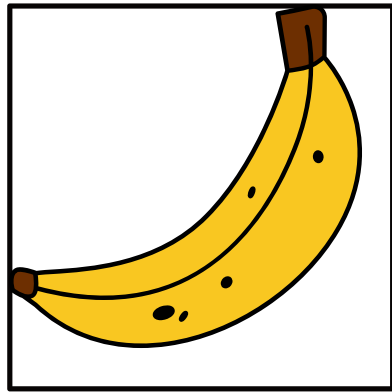
Note:

You can use the same card format I will attach on the next page, but you can also create your format.
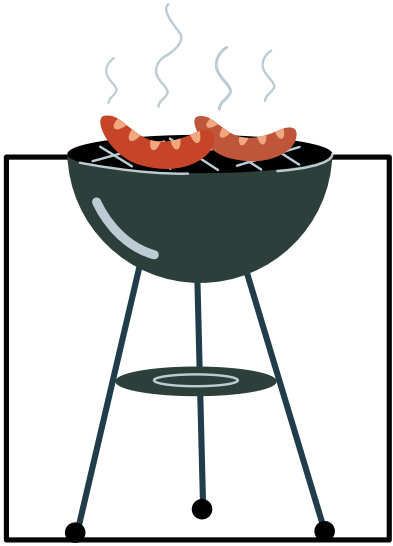For an easier understanding, you should include a drawing of the words you are going to use on each card

(Canva, 2025)

I have _____, Who has _____?	I have _____, Who has _____?
I have _____, Who has _____?	I have _____, Who has _____?
I have _____, Who has _____?	I have _____, Who has _____?
I have _____, Who has _____?	I have _____, Who has _____?
I have _____, Who has _____?	I have _____, Who has _____?
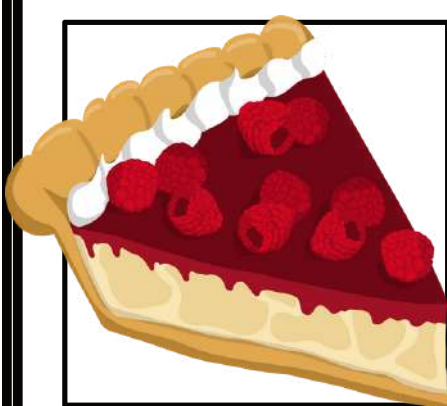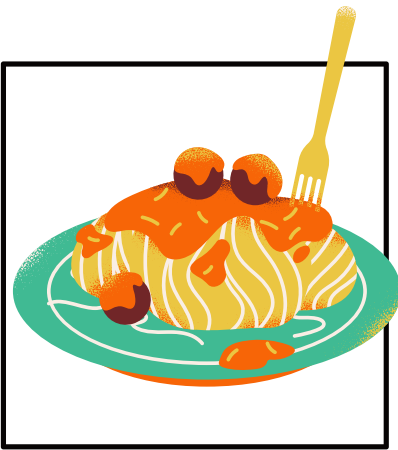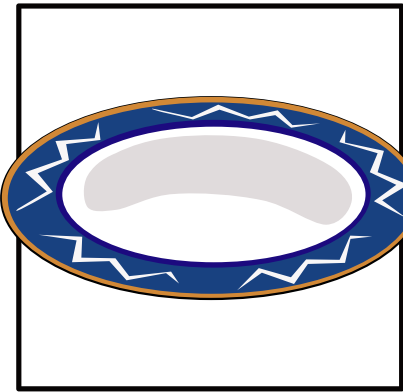
I have_____,
Who has_____?

I have_____,
Who has_____?

I have_____,
Who has_____?
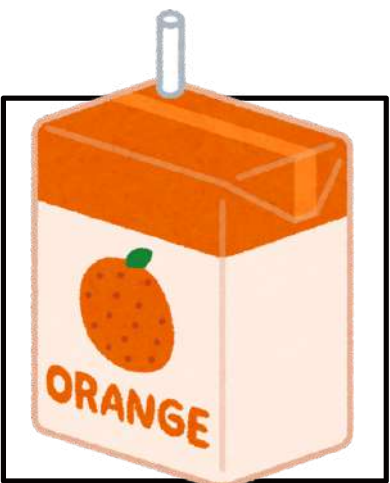
I have_____,
Who has_____?
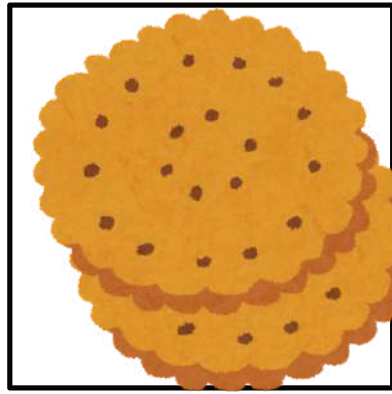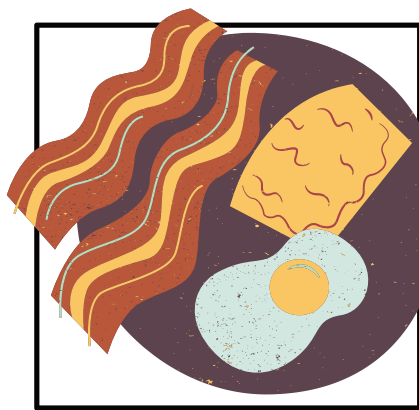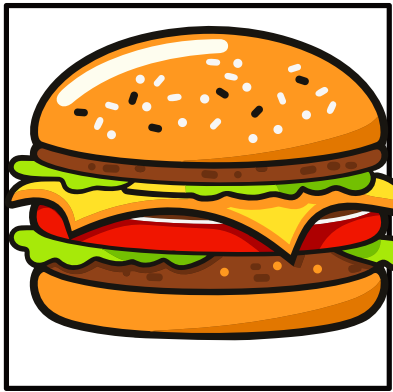
I have_____,
Who has_____?

I have_____,
Who has_____?

I have_____,
Who has_____?

I have_____,
Who has_____?

I have_____,
Who has_____?

I have_____,
Who has_____?

Evaluation

1. Order into categories each word related to food.

- Apple
- Banana
- Barbecue
- Biscuit
- Beer
- Breakfast
- Burger
- Cafeteria
- Coffee
- Dessert
- Dinner
- Dish
- Glass
- Honey
- Juice
- Lemonade
- Microwave
- Milk
- Pinneaple
- Wine

Fruits:
- _____
- _____
- _____

Beverage:
- _____
- _____
- _____
- _____
- _____
- _____

Meals:
- _____
- _____
- _____

Meat:
- _____
- _____

Others:
- _____
- _____
- _____
- _____
- _____
- _____

Unit 2: Time

Lesson 1
Hobbies

Can do objective

At the end of the lesson learners can identify the main topic of a news broadcast regarding to weather.

Objectives

After this lesson, students will be able to talk about the activities they do in their free time.

Description

Students will work on their memory and the production of the language by understanding the meaning of each word and how to apply it.

Teacher's role

- To provide a clear introduction of the new words to learn, it can also be graphic, not just verbal
- To correct common mistakes or pronunciation flaws

Student's role

- To rehearse the new words and their meaning.
- To participate both individually and collaboratively.

(Canva, 2025)

Word List

- Bicycle
- Bike
- Camera
- Chess
- Computer
- Dance
- Draw
- Go out
- Go shopping
- Guitar

- Hiking
- Jogging
- Keep fit
- Model
- Museum
- Music
- Musician
- Paint
- Running
- Watching movies

Practice

Use the words from the chart above to talk about what you like to do in your free time. You can also use the negative form of the sentence to write about what you don't like to do.

Example:
In my free time, I like to play the guitar and listen to music. Sometimes I read and draw on weekends. I don't like to run or do things on the computer.

In my free time, _____
_____
_____
_____
_____.

(Canva, 2025)

Activity
Charades

Materials

- Flashcards
- Markers
- Whiteboard.

Instructions

1. Use the time given by the teacher to rehearse the new words.
2. Divide the class into 2 teams.
3. One student from each team will go in front of the class.
4. They will pick one random card and read it.
5. The student will stand in front of their team and without saying the word they picked, they will have to act or mimic the description of the word for their teammates.
6. Each team must guess the word.
7. The activity ends when there are no more cards.
8. The team with the most cards wins.

Bicycle

Bike
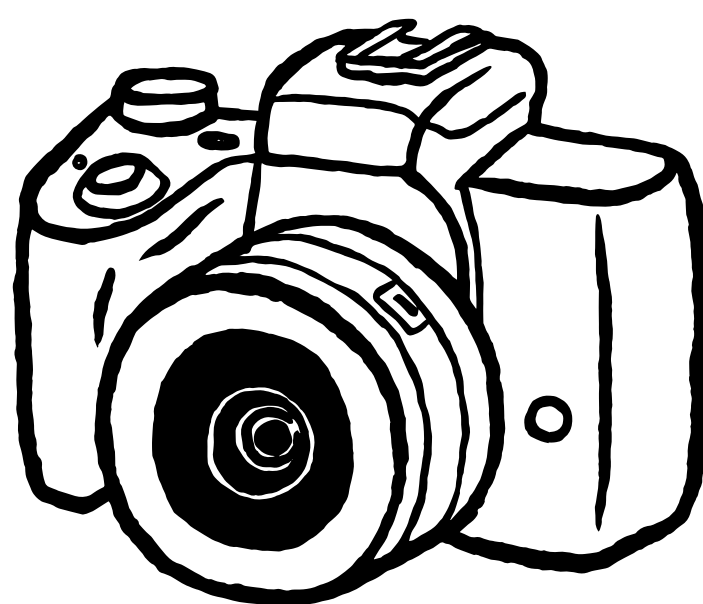
Camera
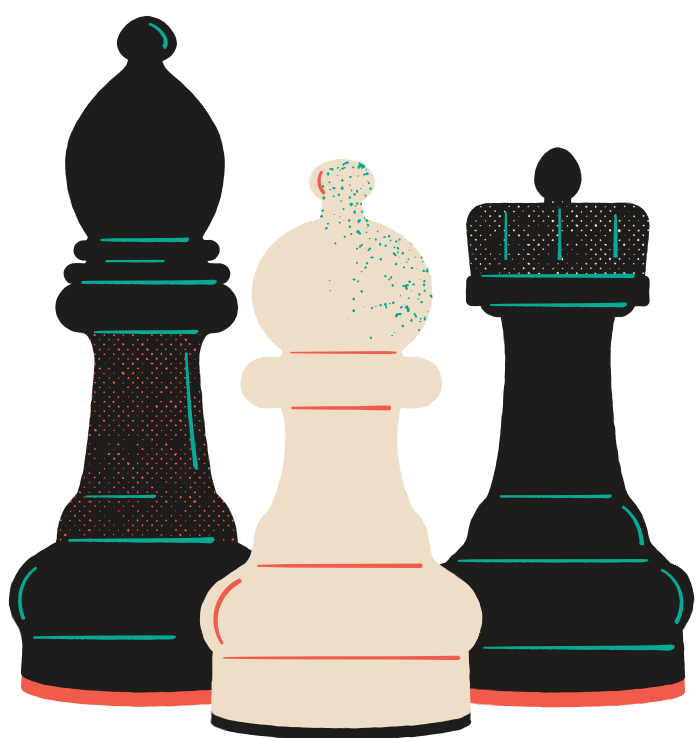
Chess

Computer

Dance

Draw

Go out

Go shopping

Guitar

Hiking

Jogging
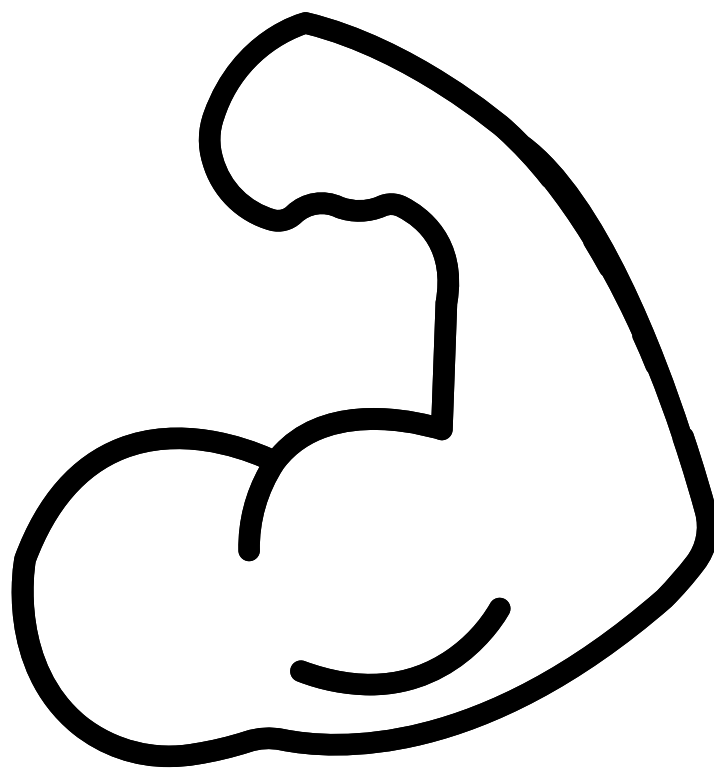
Keeping fit

Model
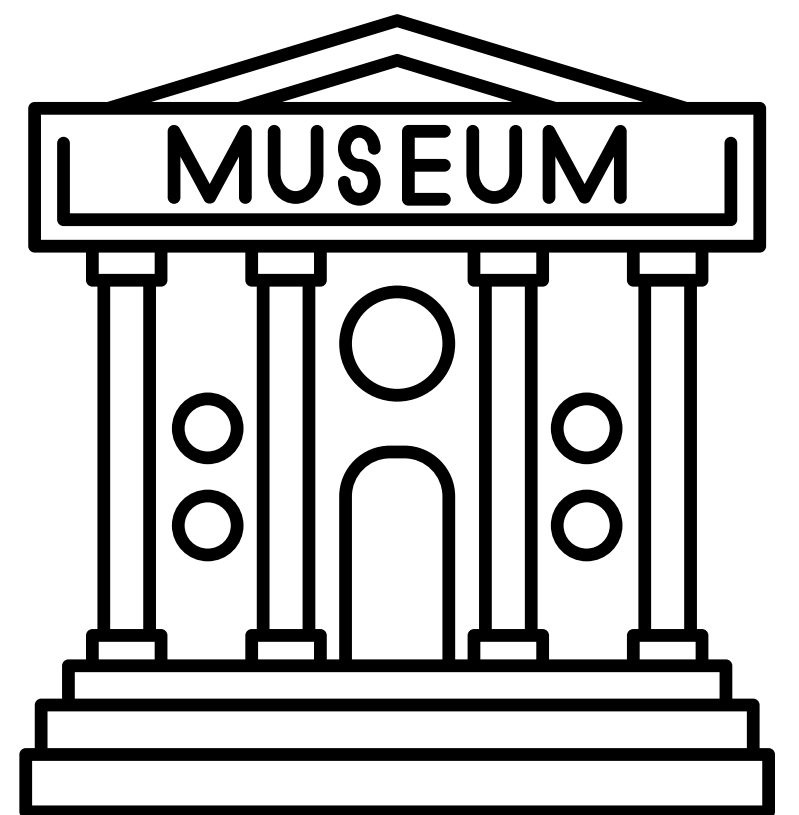
Museum

Music

Musician

Paint

Running
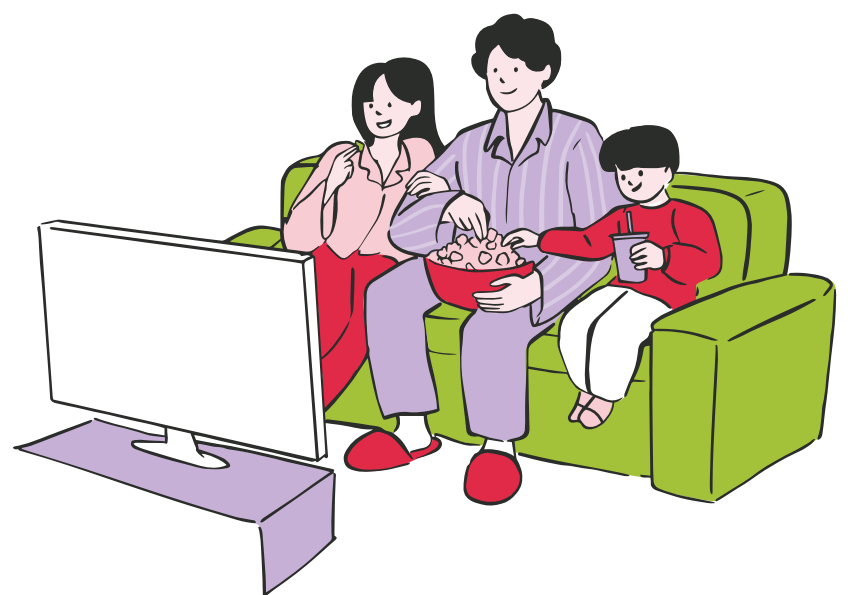
Watching movies

Evaluation

1. Write in a sentence what the hobby of each person is.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
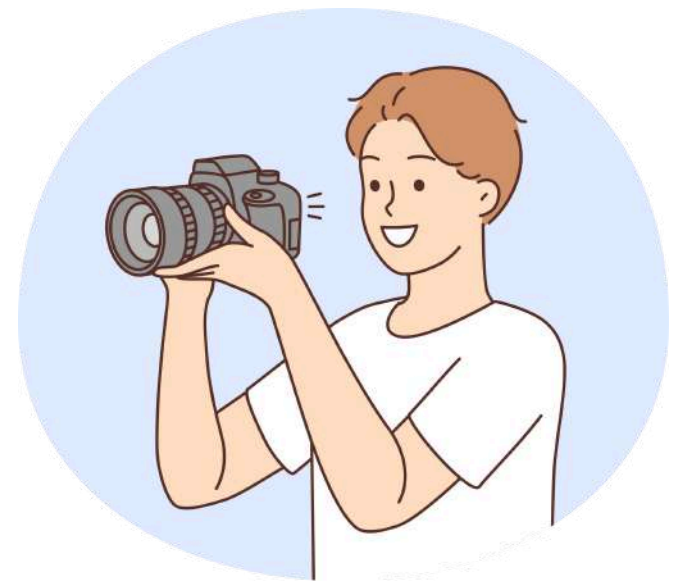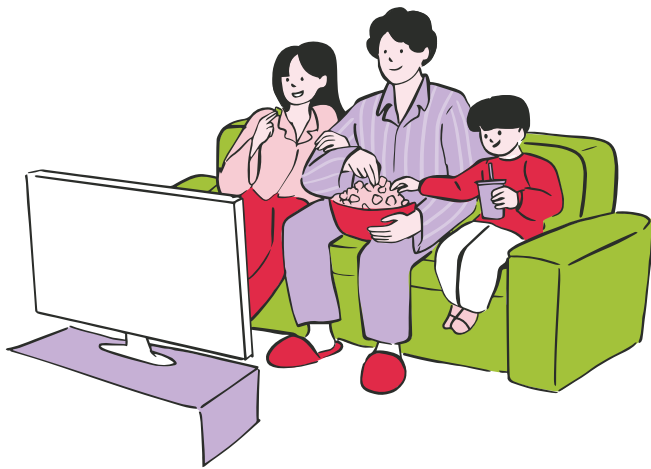
Lesson 2
Time

Objectives

After this lesson, students will be able to talk about specific periods of time in a conversation.

Description
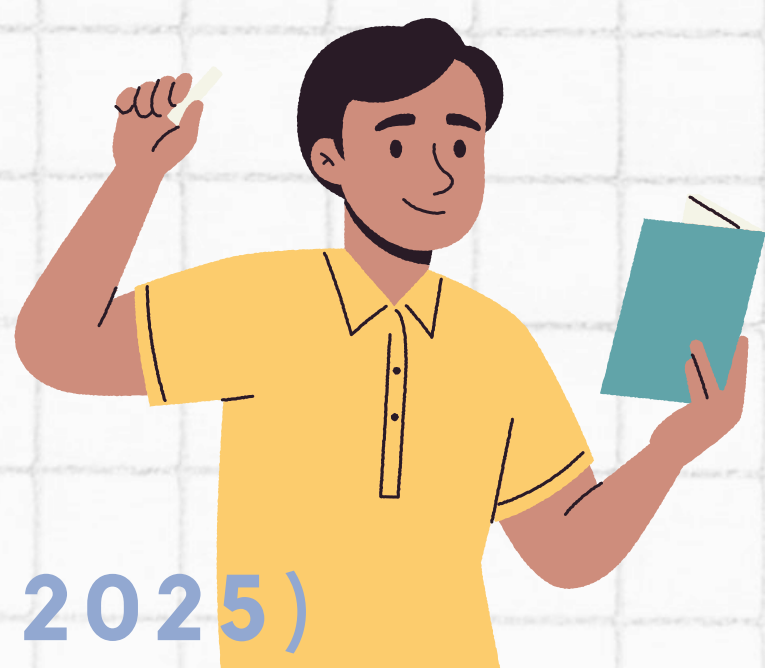
Students will work on their memory and capacity to recognize words in an activity that will keep them engaged due to the level of difficulty and focus they must put into it.

Teacher's role

- To provide a clear explanation of each word and its meaning.
- To encourage the practice of their writing skills.

Student's role

- To practice their writing skills.
- To actively participate individually.

Word List

- Afternoon
- Appointment
- Autumn
- Century
- Daily
- Date
- Day
- Evening
- Holiday
- Midnight

- Month
- Morning
- Night
- Spring
- Summer
- Today
- Tomorrow
- Week
- Winter
- Yesterday

Practice

Put the name below each picture.

_____ _____ _____ _____

_____ _____ _____ _____
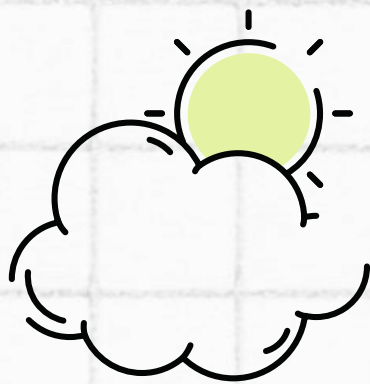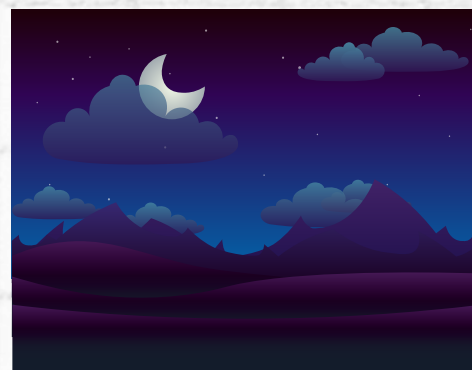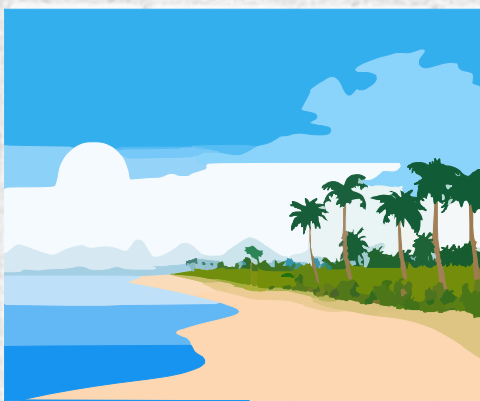
Activity
Word Search

Materials

- List of new vocabulary.
- Worksheet
- Pen or pencil

Instructions

1. The students must understand the definition of each word.
2. The teacher must handle the worksheet with the activity to the students.
3. The students must read the statements to start working.
4. Each statement describes each word.
5. Once they get the answer, they must look for that word and circle in the chart.
6. Once they found all the words, they finished the activity.

Evaluation

1. Find the missing words

A	D	A	Y	M	N	I	G	H	T	T	X	C
S	F	M	O	R	N	I	N	G	N	T	M	E
U	E	T	G	I	N	T	Y	E	M	O	I	N
M	R	A	E	S	N	E	M	N	P	M	D	T
M	E	L	G	I	S	T	Q	C	L	O	N	U
E	T	I	O	T	N	O	K	I	A	R	I	R
R	N	D	E	I	O	O	S	E	N	R	G	Y
E	I	R	O	N	L	S	O	G	E	O	H	A
A	D	P	D	A	I	L	Y	N	I	W	T	S
A	P	F	P	P	W	S	P	R	I	N	G	S
A	V	Z	M	O	N	T	H	T	O	D	A	Y
E	Y	E	S	T	E	R	D	A	Y	H	Y	Y

1. This happens after 12 pm_____
2. An arrangement to meet someone_____
3. Season of the year with brown leaves_____
4. The day before today_____
5. The present day_____
6. It has 24 hours___
7. It has 100 years_____
8. Something that happens everyday_____
9. An special day with vacation_____
10. It happens at 12 am_____
11. It has 30 or 31 days_____
12. When you wake up_____
13. You go to sleep at _____
14. Greenest season of the year_____
15. The day after today_____
16. Coldest season of the year_____
17. Hottest season of the year _____
18. A specific date, like your birthday_____
19. It has 7 days_____
20. The time during night _____

Lesson 3
Weather

Objectives

By the end of this lesson, students will be able to have conversations about the weather. jkh

Description

Students will work on an activity that will encourage them to think, recognize words and practice their writing skills.

Teacher's role

- To provide a clear explanation of each word and its meaning.
- To encourage the practice of their writing and speaking skills.

Student's role

- To practice their writing skills.
- To be focused and work individually during the activity.

Word List

- Breeze
- Cloud
- Cloudy
- Cold
- Dry
- Forecast
- Fog
- Foggy
- Freezing
- Heat

- Hot
- Humid
- Lightning
- Rain
- Snow
- Storm
- Sun
- Sunshine
- Thunder
- Wind

Practice

Use all the information you know to formulate sentences and create a dialogue working with a classmate where you talk about the weather today.

Activity
Crossword

Materials

- List of new vocabulary.
- Worksheet
- Pen or pencil
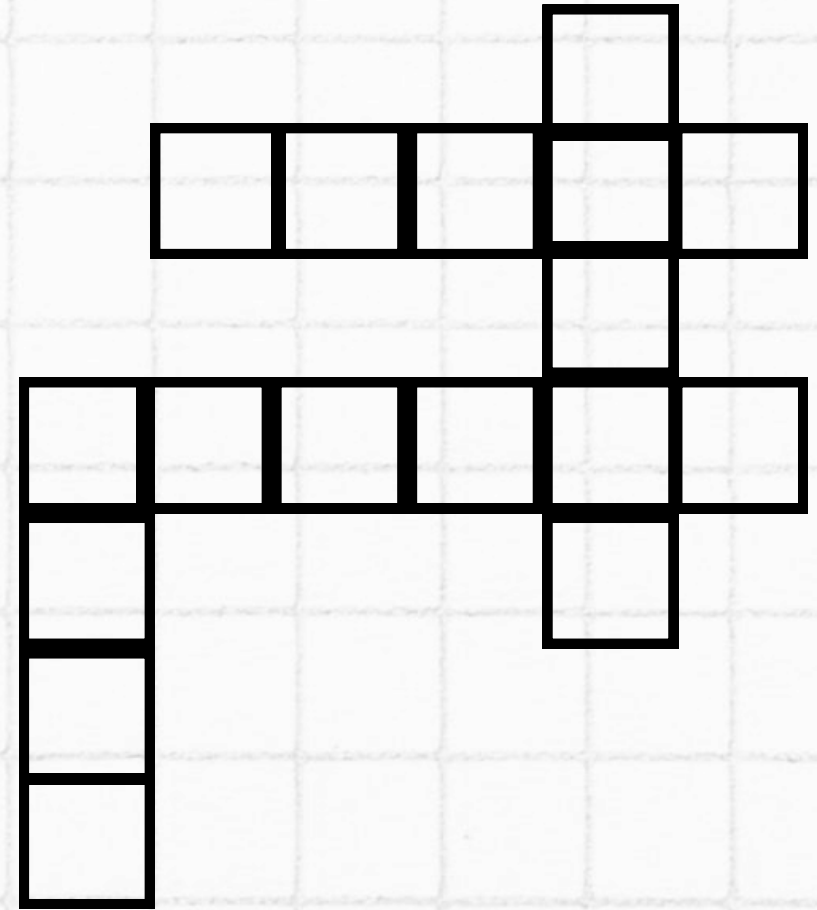
Instructions

1. Rehearse the new vocabulary.
2. The teacher will hand in the students a worksheet with a crossword to be solved.
3. Read the statements to solve the puzzle.
4. Make sure the word you are looking for fits in the squares.
5. Once the students find all the words, they must hand in the worksheet to their teacher.

Evaluation

1. Complete the puzzle
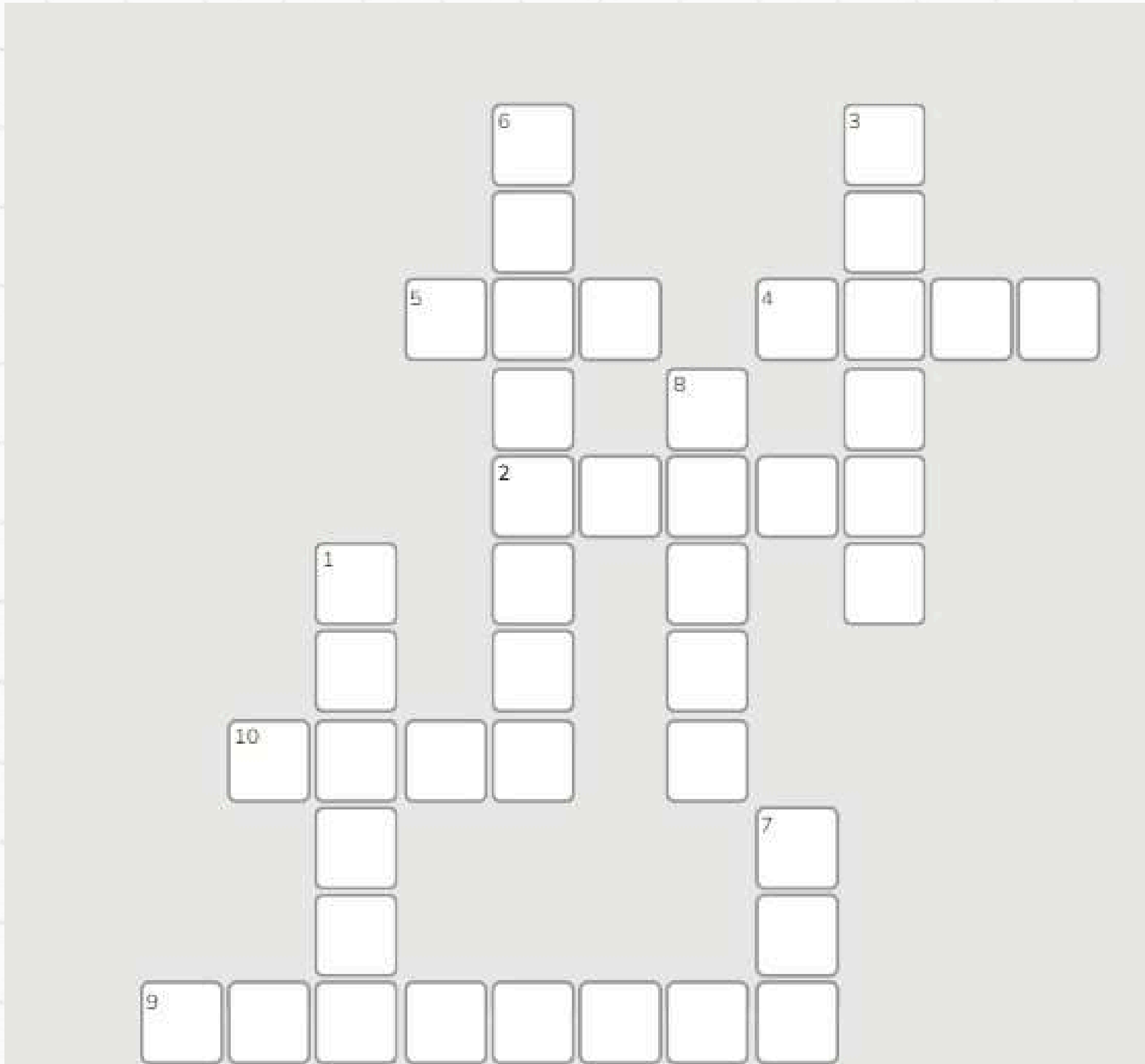
1. Ah, the _ _ _ _ _ _ feels so refreshing
2. Look, that _ _ _ _ _ looks like a sheep
3. There are so many clouds, it's _ _ _ _ _ _ today
4. It's so_ _ _ _ out here
5. The air feels so _ _ _ in summer
6. I'll check the_ _ _ _ _ _ _ _to check the weather
7. There's so much _ _ _ I can barely see
8. Drive safely, it's _ _ _ _ _
9. Wow! It's _ _ _ _ _ _ _ _ I need a coat
10. The _ _ _ _ melted my ice cream!

Evaluation

1. Complete the puzzle
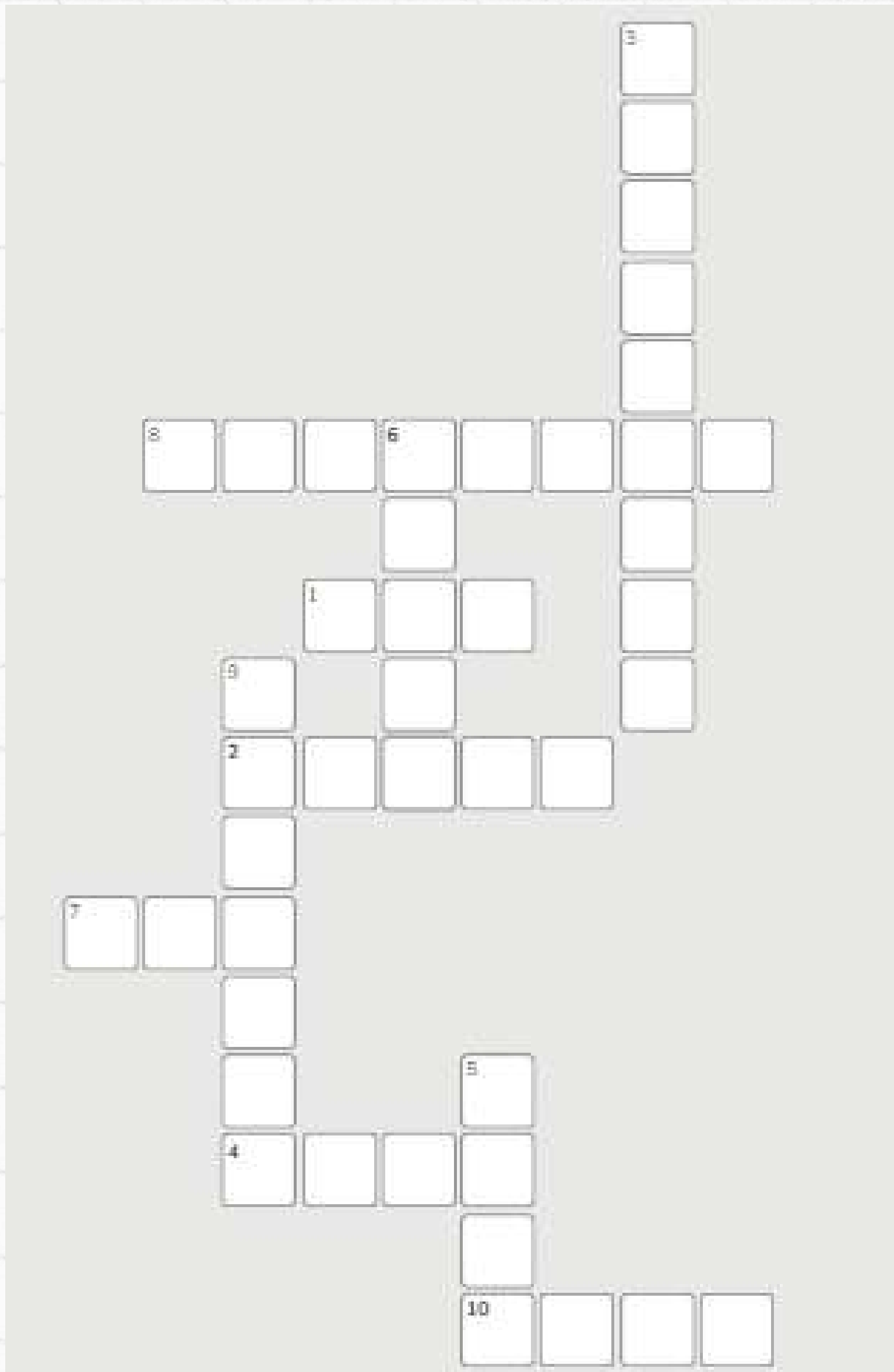
1. It's so ___ I need something refreshing
2. Julia thinks that the weather in the jungle is quite _____
3. Did you see the _____? So scary!
4. Take your umbrella, I think it's going to ____
5. What I like the most about winter is the white____
6. Look at the sky, there's a _____ coming
7. When I go to the beach, I love the sand, the sea and the ___
8. The first _____ of summer is so refreshing
9. OMG! Did you hear the_____? It was so close!
10. With this ____ we could fly a kite. Let's go!

Unit 3: Places

Lesson 1
Town and city

Objectives

To encourage students' imagination to assimilate pictures and abstract ideas into a concept.

Description

This activity fosters imagination and creativity through drawings and understanding the word.

Teacher's role

- To introduce the words.
- To provide examples and guide students.

Student's role

- To pay attention to the explanation in class.
- To participate and make use of the new information learned.

(Canva, 2025)

Word List

- Apartment
- Airport
- Bridge
- Bus station
- Building
- City Centre
- Crossroads
- Fountain
- Mall
- Market
- Monument
- Park
- Playground
- Road
- Roundabout
- Street
- Subway
- Town
- Tunnel
- Zoo

Practice

Draw a picture of an imaginary town where you will include as many of the places in town in the word list from above and describe how to get to each place from a starting point.

Activity
Pictionary

Materials

- A1 craft paper (optional)
- Markers
- Eraser
- Whiteboard
- Flashcards
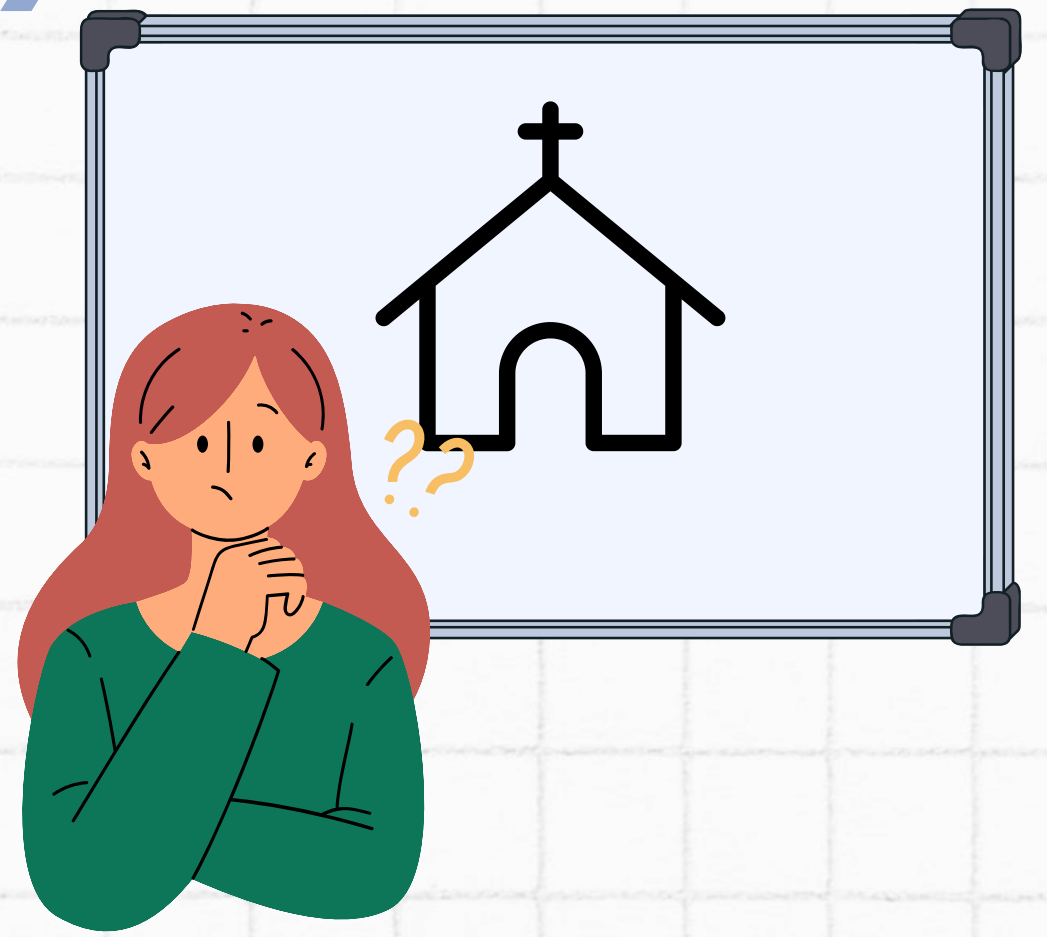
Instructions

1. The teacher will introduce the new words.
2. Divide the class into 2 or 3 teams.
3. One student per group will go in front of the class and they will choose one of the cards with the word on it.
4. They will sketch in their designated space what the word they read means.
5. Their teams must try to guess the word in English.
6. The group that guesses first gets a point, and another student will participate.
7. Everyone must participate.

Note:

This activity is suggested to be executed on the whiteboard due to the ease of erasing and starting over again with the next picture to draw.

(Canva, 2025)

Apartment	Airport	Bridge
Bus station	Building	City Centre
Crossroads	Fountain	Mall
Monument	Market	Park
Playgrouond	Road	Roundabout
Street	Subway	Town
Tunnel	Zoo	

Evaluation

1. Write the missing word for each sentence.

   1. I need somewhere else to live, I think I will rent an _____ with a roommate.
   2. My girlfriend wanted to have a fun date, she said she wanted to see the lions and penguins, so I took her to the ___
   3. You have to be careful when you drive through the _____, so many cars coming at the same time could be dangerous.
   4. I need to buy some groceries, I should stop by the _____ on my way home.
   5. My niece said she is bored, I don't know what to do to keep her entertained, I should take her to the _____
   6. I need to pick up my boyfriend at the _____, he's coming from Brazil! I'm so excited to see him again.
   7. Excuse me, I am looking for the _____s, I was told I could find them here, but I think I'm lost, could you help me?
   8. I am waiting next to the ___ _____, Where are you?
   9. Excuse me, could you tell me the name of this _____, please?
   10. If you want to go shopping, we could go to the ____ someday.

Lesson 2
Buildings

Objectives

To motivate students to make use of their memory and the team work while working in the activity

Description

This activity is designed for students to think about the words they have learned and remember the meaning.

Teacher's role

- To introduce the new vocabulary.
- To be a guide during the activity, being a monitor.

Student's role

- To pay attention to the explanation in class.
- To think about the different words and what they mean.

Word List

- Bank
- Bookstore
- Café
- Castle
- Cinema
- Club
- College
- Disco
- Elevator
- Entrance
- Exit
- Factory
- Garage
- Grocery Store
- Hospital
- Hotel
- Library
- Office
- Police station
- Prison

Practice

With the vocabulary from above, describe your hometown talking about the different places you can find in your town.

(Canva, 2025)

Activity
Hot Seat!

Materials

- Whiteboard
- Eraser
- Markers
- 1 Seat

Café

Instructions

1. The teacher will introduce the new words
2. The class will be divided into 2 teams.
3. One student from one group will sit in front of the class facing their classmates.
4. The teacher will write one random word from the word list on the whiteboard above the student's head.
5. The team will describe the word in English.
6. The student in the Hot seat has 10-15 seconds to guess the word.
7. If they guess the word, they get 1 point and another student from the same team will participate.
8. If they do not guess, the other teams will start participating.

Note:

The time you give your students is up to you, you will decide how much time they will have to guess the word, however, it doesn't have to be longer than 30 seconds

(Canva, 2025)

Evaluation

1. Read the following e-mail and answer the questions

Dear Michael,
At last, I moved to Quito and I'm enjoying the city so much! There are so many places to go, I never get bored.
The other day, I went to a Café with my girlfriend. It was nice, a little expensive, but worth it. Then she told me about this Cinema, which is supposed to be the best in the city. But I had to go to the bank first. It was huge! It was bigger than the bank in our city. We had a lovely afternoon.
The college is great, too. Since it is a big building, I need to take the elevator to get to my class. It has a library and a grocery store close to the campus.
I am living in this great hotel now, there's a hospital, a bookstore and a disco nearby.
I hope you can come visit me soon.

Alex

1. Does Michael's college have an elevator?
_____
2. After going to the café, where did Michael go next?
_____
3. What places can be found at Michael's college?
_____
4. Is Michael's hotel far from a hospital and a bookstore?
_____
5. How many places did Michael talk about in his e-mail? Name all of them.
_____
_____

Lesson 3
Countryside

Objectives

To encourage students' imagination and cognitive skills. To allow students to think of different solutions to solve a puzzle.

Description

This activity is a puzzle-based activity where students will have to organize 4 words in specific categories.

Teacher's role

- To introduce the words.
- To provide a clear explanation of the activity providing examples.

Student's role

- To pay attention to the explanation in class.
- To participate thinking and remembering what they learned

(Canva, 2025)

Word List

- Bay
- Beach
- Cliff
- Dessert
- Farm
- Field
- Forest
- Hill
- Island
- Lake
- Mountain
- Ocean
- River
- Sand
- Sea
- Sky
- Stream
- Vulcano
- Waterfall
- Wood

Practice

Use the words from above to describe where you would like to spend a perfect vacation day

Example:
"My perfect vacation day would be in the woods, I love being in the forest. There's one forest near a farm with a lot of animals, there's also a cliff and a waterfall. It's such a pacific place."

My perfect vacation day_____
_____
_____
_____
_____
_____

(Canva, 2025)

Activity
Connections

Apple	Artist	Pasta	Berry
Nurse	Pizza	Pencil	Desk
Fries	Chair	Grapes	Doctor
Pear	Pilot	Book	Burger

Categories:
- Fruits
- Jobs
- Food
- School supples

Materials
- Worksheet
- Pen or pencil

Instructions
1. The teacher will introduce the new words clearly.
2. The teacher will provide a good example of how to participate.
3. The teacher will hand in each student a worksheet with the puzzle.
4. Students will have 4 different categories with 4 words for each category.
5. Students will have to organize the words fitting them in each category.
6. Once they finish, they should hand the worksheet to the teacher.
7. They could get a grade depending on how they did it.

Note:
This activity should only be implemented when students already have a wider knowledge of vocabulary so you can use 4 different categories.
You could also include other words, not necessarily vocabulary, regarding different learned topics.

Examples

Apple	Artist	Pasta	Berry
Nurse	Pizza	Pencil	Desk
Fries	Chair	Grapes	Doctor
Pear	Pilot	Book	Burger

Fruits:
1. Apple
2. Berry
3. Grapes
4. Pear

Jobs:
1. Artist
2. Nurse
3. Doctor
4. Pilot

Meals:
1. Pasta
2. Pizza
3. Fries
4. Burger

School supplies:
1. Pencil
2. Desk
3. Chair
4. Book

Tree	Run	Book	Diary
Walk	Couch	Pillow	Grass
Poem	Bathroom	Rocks	Jump
River	Bed	Jog	News paper

Things you can find in nature
1. Tree
2. Grass
3. Rocks
4. River

Motion verbs:
1. Walk
2. Jump
3. Jog
4. Run

Things you can read:
1. Book
2. Diary
3. Poem
4. Newspaper

Things in your house:
1. Couch
2. Pillow
3. Bathroom
4. Bed

Evaluation

1. Complete the puzzle

Bay	Forest	Lake	Island
Farm	River	Hill	Mountain
Vulcano	Cliff	Beach	Waterfall
Stream	Sea	Field	Woods

a. Land Elevations
1. _____
2. _____
3. _____
4. _____

b. Large body of water
1. _____
2. _____
3. _____
4. _____

c. Only green areas
1. _____
2. _____
3. _____
4. _____

d. Water in the nature
1. _____
2. _____
3. _____
4. _____

Evaluation

1. Complete the puzzle

Zoo	Cloud	Ocean	Garage
Farm	River	Mall	Airport
Bank	Prison	Thunder	Cinema
Street	Wind	Field	Sun

a. Places in the countryside
1. _____
2. _____
3. _____
4. _____

b. Weather
1. _____
2. _____
3. _____
4. _____

c. Buildings
1. _____
2. _____
3. _____
4. _____

d. Places in Town
1. _____
2. _____
3. _____
4. _____

Unit 4: Keeping myself busy
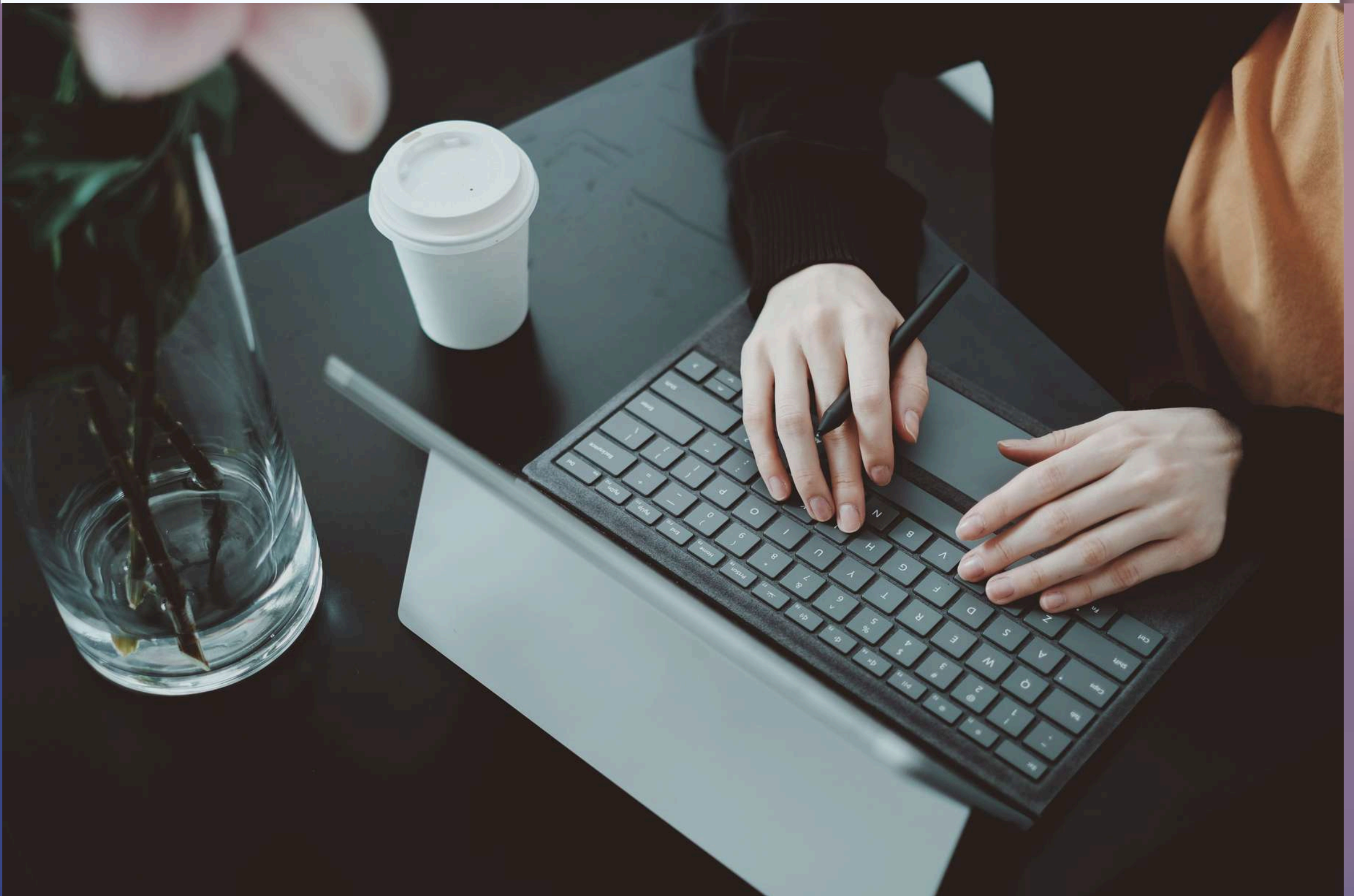
Lesson 1
Work and Jobs

Objectives

To help students how to remember and recognize new information.
To use visual aids to foster memorization.

Description

To help students recall and memorize new vocabulary through this fun activity, working in groups but competing individually, by finding pairs of words they previously learned.

Teacher's role

- To facilitate the material for the implementation of this activity.
- To monitor the class and provide feedback while making sure there's no cheating.

Student's role

- To use their prior knowledge to remember the words and their meaning.
- To participate ethically and compete.

(Canva, 2025)

Word List

- Actor
- Actress
- Apply
- Architect
- Artist
- Astronaut
- Barber
- Boss
- Cameraman
- Chef
- Colleague
- Conference
- Dancer
- Dentist
- Detective
- Diploma
- Engineer
- Housewife
- Journalist
- Mechanic

Practice

Use the words from above to work in pairs to make a dialogue about 2 people looking for a job.

Activity
Memory game

Materials

- List of vocabulary
- Sets of cards to find pairs.
- Whiteboard.
- Markers
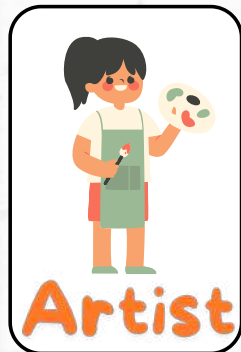
Instructions

1. Please review and rehearse the new vocabulary.
2. Divide the class into small groups.
3. Each group should round one desk.
4. Every group will have a set of cards given by the teacher, each set will contain 2 similar cards per word.
5. One by one you will pick up a card and try to find its pair (1 turn per student)
6. Each time you pick a card, you must read the word out loud.
7. When they find all the pairs, you will get 1 point, also check who had the most cards.
8. Repeat if necessary.

Note:

This game can also be executed on the whiteboard where all the students will play in 1 single group. In this case, the teacher should stick the cards all around the whiteboard with tape, and ask each student to come in front and pick up one card.

(Canva, 2025)

Actor

Actress

Apply

Architect

Artist

Astronaut

Barber

Boss

Camera man

Chef

Colleague
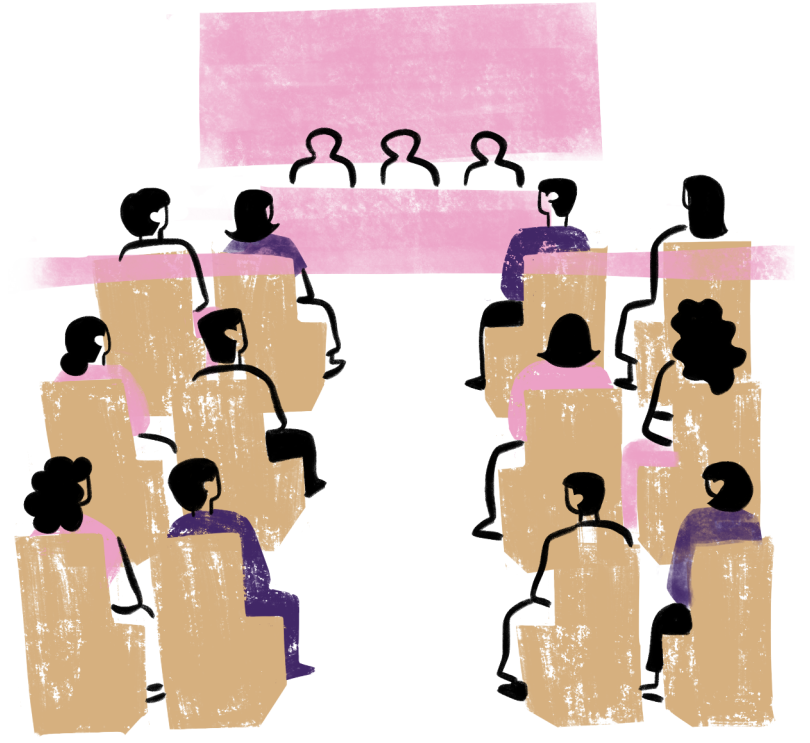
Conference

Dancer

Dentist

Detective

Diploma

Engineer

Housewife

Journalist

Mechanic

Evaluation

1. Write the name of the jobs according to the description

   1. I am a woman who works playing different characters in movies. I am an _____
   2. Mark works as someone who is always involved in art. Mark is an _____
   3. Micaela works in a restaurant, making different dishes for the costumers. Micaela is a ____
   4. Bob works fixing cars and all kinds of engines, if you have troubles with you car, you should see Bob the _____
   5. Joselyn is a great _____, the way she moves on the stage is so beautiful!
   6. Dominik and Alexander work helping people who have problems with their teeth. They are _____
   7. Someone who runs a business is a ____
   8. If you want to solve mysteries and work along the police, you should become a _____
   9. My friends who I work with are my _____
   10. Peter loves space, he wants to go into space someday. He wants to be an _____

Lesson 2
Feelings

Objectives

To foster active participation and communication.
To allow students to develop vocabulary through active learning.

Description

Students will assimilate the words' descriptions with the words, trying to guess the words presented to them.

Teacher's role

- To provide a clear introduction of the new words to learn, it can also be graphic, not just verbal
- To correct common mistakes or pronunciation flaws

Student's role

- To rehearse the new words and their meaning.
- To participate both individually and collaboratively.

(Canva, 2025)

Word List

- Afraid
- Alone
- Amazed
- Angry
- Anxious
- Beautiful
- Bored
- Bussy
- Calm
- Clever
- Confident
- Cute
- Depressed
- Disappointed
- Exciting
- Funny
- Happy
- Hungry
- Jealous
- Lazy

Practice

Complete the missing words for each picture

_ _ _ _ _ _   _ _ _ _ _   _ _ _ _   _ _ _ _

_ _ _ _ _ _ _ _ _   _ _ _ _ _ _   _ _ _ _ _ _

Activity
Heads up

Materials

- Flashcards
- 1 desk
- Markers
- Whiteboard.
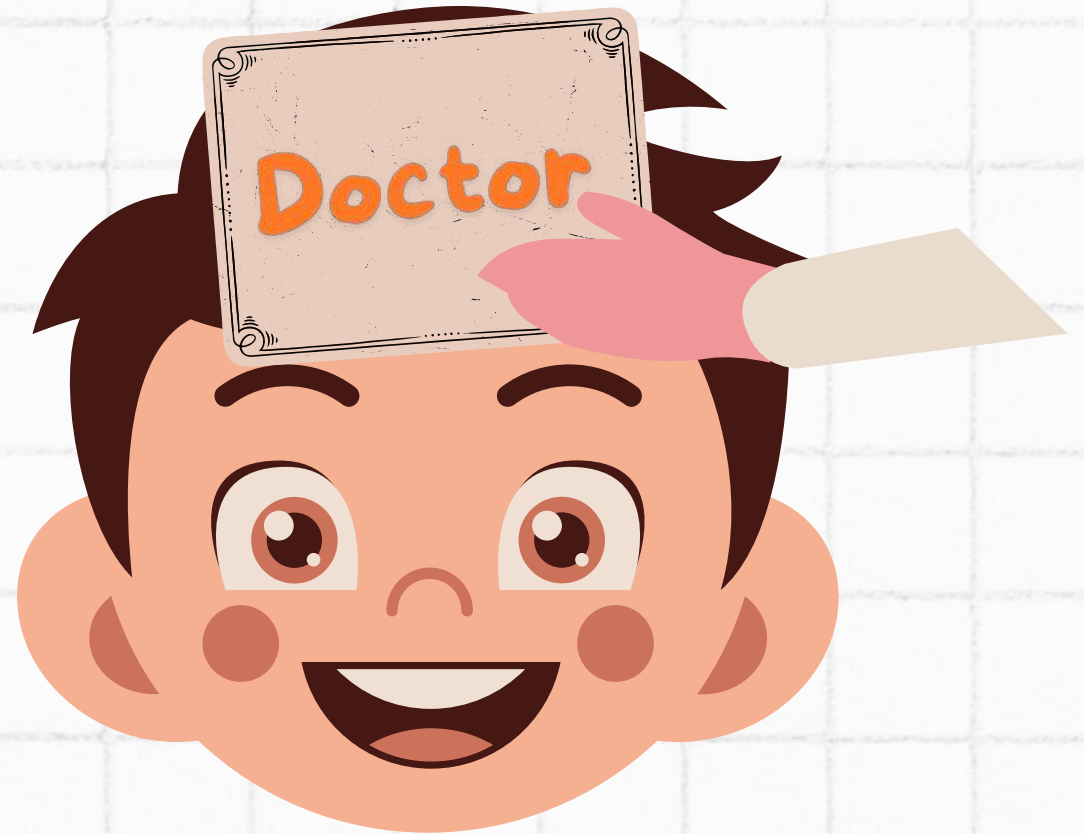
Instructions

1. The teacher will introduce the words verbally and graphically.
2. Divide the class into 2 or 3 groups.
3. All students should stand up.
4. There will be a desk in front of the class with the flashcards on it facing down.
5. 1 student per group at a time will participate.
6. They will pick 1 random card and put it on their forehead.
7. Their teammates will imitate or describe the word on the flashcard.
8. When they guess the word, the next student will participate.
9. The game ends when there are no more cards.
10. The team with the most cards wins.

Note:

Instead of flashcards, you could also use pieces of paper with the words written on each piece of paper.
When the students pick up 1 card they shouldn't be able to read the word they have to guess.

(Canva, 2025)

Afraid
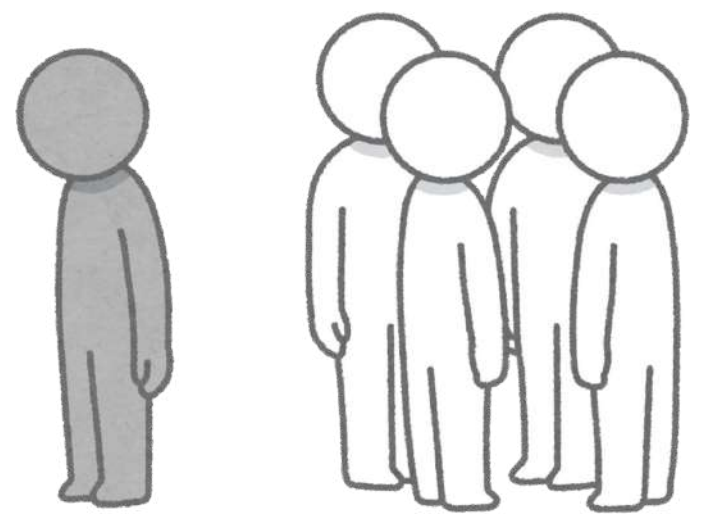
Alone

Amazed
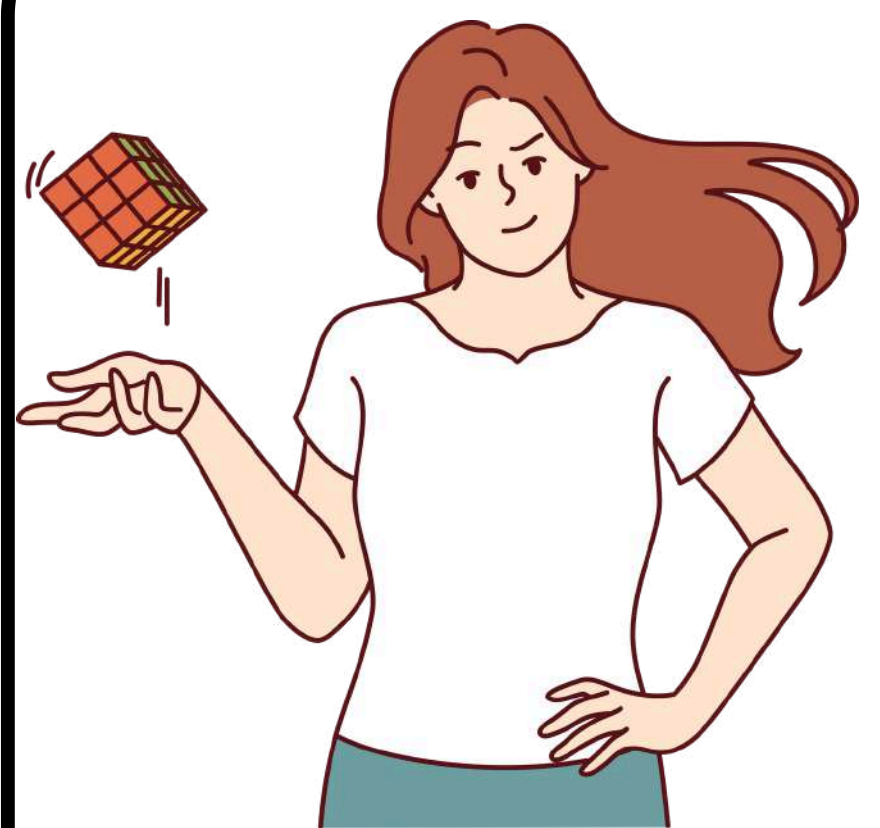
Angry

Anxious

Beautiful

Bored

Bussy

Calm

Clever

Confident

Cute

Depressed

Disappointed

Exciting

Funny
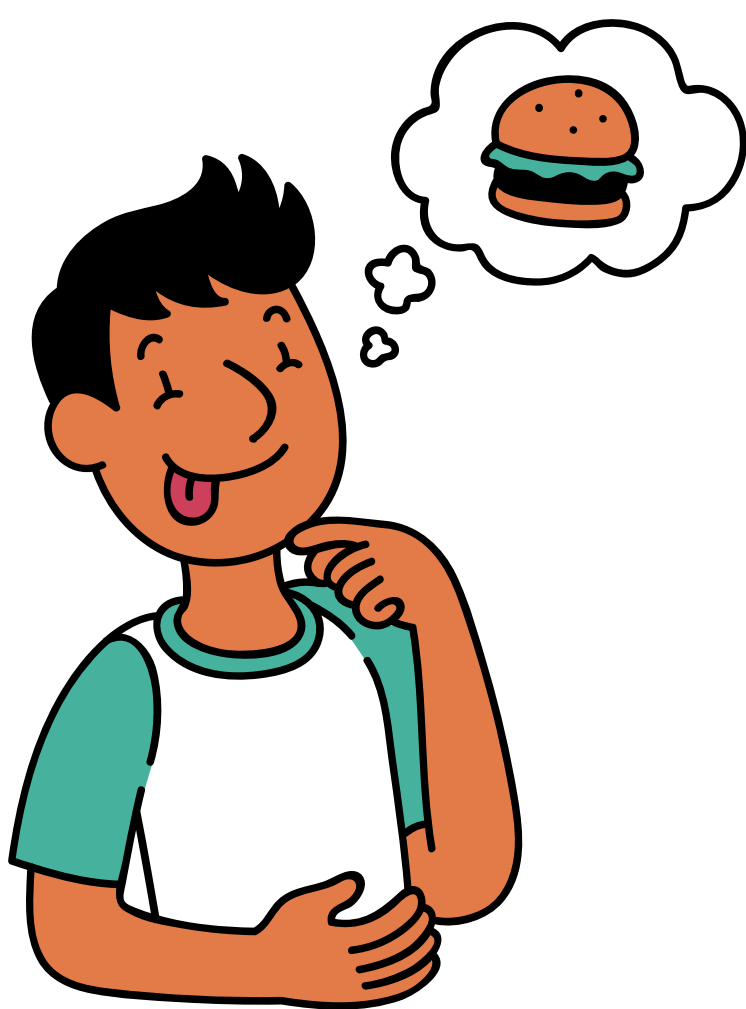
Happy

Hungry
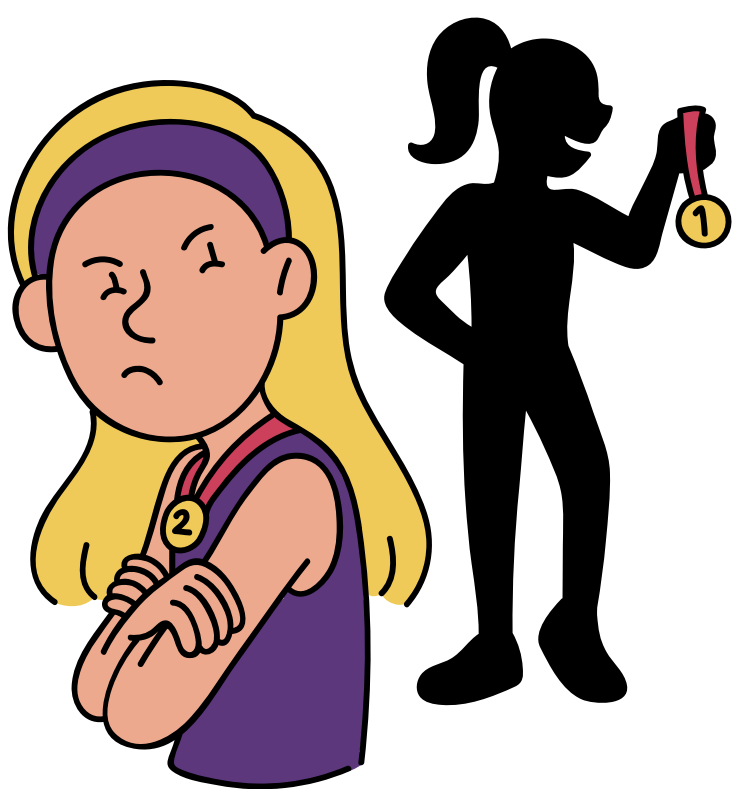
Jealous

Lazy

Evaluation

1. Choose the correct emotion for each description

1. When no one is by my side, I feel so (anxious/alone/busy)
2. When something doesn't happen as I expected, I feel so (disappointed/happy/jealous)
3. Sometimes when Nancy doesn't know what's going to happen, she feels (alone/busy/clever)
4. When I don't want to do my homework is because I am feeling (anxious/lazy/happy)
5. Something that makes me laugh is (busy/exciting/funny)
6. When I am prepared for an exam I feel so (lazy/afraid/confident)
7. Kate saw her boyfriend talking to another girl, she feels (jealous/angry/hungry)
8. Nate hasn't eaten anything yet, he is (calm/clever/hungry)
9. Knowing our birthday is coming soon feels so (Confident/hungry/cute)
10. When I have a lot of homework and I also have to study I know I am (amazed/busy/depressed)
11. He always studies at home, he is so (funny/beautiful/clever)

Lesson 3
Entertainment and media

Objectives

To encourage students to use their critical thinking by organizing categories of words and using their listening skills.

Description

This activity will focus on students' memory and listening skills by assimilating words and their pronunciation.

Teacher's role

- To encourage students to participate regardless of the results.
- To provide feedback after each participation

Student's role

- To make use of their prior knowledge
- To participate individually paying attention to the commands.

Word List

- Act
- Adventure
- App
- Audience
- Band
- Board game
- Book
- Camera
- Cartoon
- Chess
- Comedy
- Competition
- Concert
- Drama
- Festival
- Fireworks
- Magazine
- Opera
- Podcast
- Poems

Practice

Complete the missing words for each picture

_ _ _ _ _ _ _ _ _   _ _ _ _ _ _   _ _ _ _ _ _   _ _ _ _ _

_ _ _ _ _ _ _ _   _ _ _ _ _ _ _   _ _ _ _ _ _ _ _ _   _ _ _ _ _ _
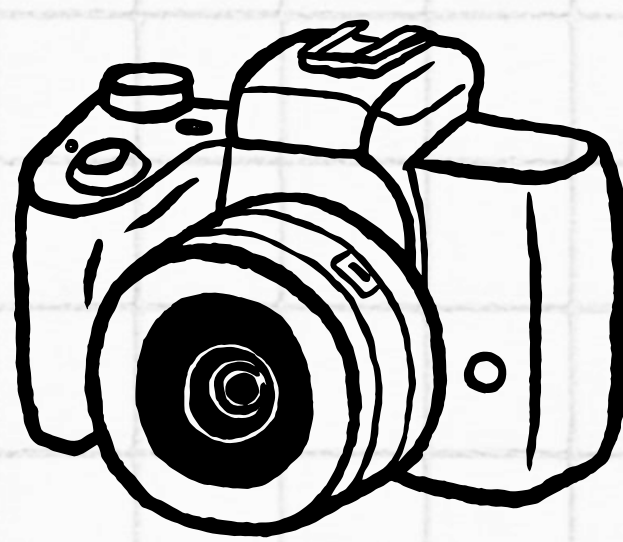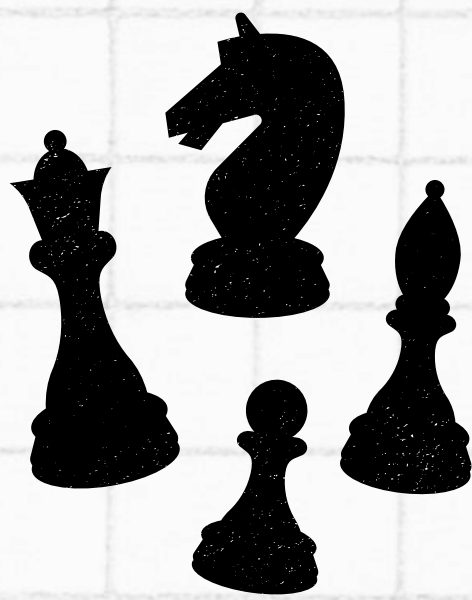
Activity
Bingo

Materials
- Bingo card
- Pencil
- List of verbs
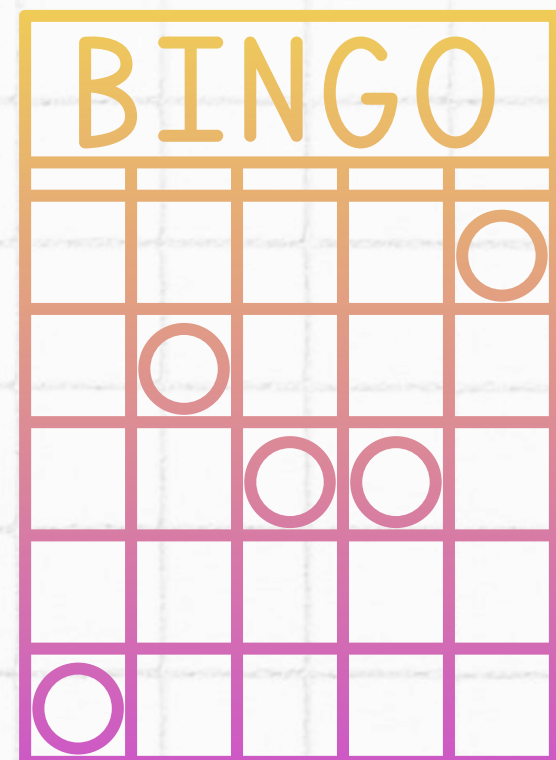
BINGO

Instructions

1. The teacher will hand each student a Bingo card
2. The teacher will read, or write, the list of verbs.
3. Students will write each word in each blank square of the bingo card randomly.
4. Once everyone finished writing, the teacher will read out loud each word, and students will have to find the word and draw a cross on it.
5. If wanted, the teacher could read the words in Spanish for students to translate and find the word.
6. When a student has completed a full row or column they have to yell Bingo and show their card.
7. The first one to finish wins the game

Note:
IF not wanted, you can create your own Bingo template personalizing it for the amount of words needed.

BINGO

		Free		

BINGO

		Free		

BINGO

		Free		

BINGO

		Free		

Evaluation

1. Read the following information and complete it with the words in the chart.

Let me tell you about my last vacation from school. I had 2 months to do anything I wanted, I decided I wanted to a__, I love movies and I always admired the actors for what they do. After that, I went to a f_____ where I was going to act for an a_____. I was so nervous, but I did it good. Some days after that, me and my cousin went to a rock c_____, it was amazing! The b___ had f_____ during every song. It even came out in a m_____.

During the last days, I used to play c____ with my father a lot, and in the afternoon I would watch c_____ or listen to a p_____ while I was drawing. And finally, I went into an a_____ with my family into the woods, I took my c_____ to take pictures. We took a rest and my mom started reading some p____ to us. It was a lovely time.

• Act • Adventure • Audience • Band • Camera • Cartoon • Chess	• Concert • Festival • Fireworks • Magazine • Podcast • Poems

Glossary

- **Able**: Ser capaz
- **Acquiring**: Adquirir
- **Assimilate**: Asimilar
- **Bull's eye**: Tiro al blanco
- **Brief**: Breve
- **Broadcast**: Transmisión
- **CEFR**: Marco Común Europeo de Referencia
- **Cheating**: Hacer trampa
- **Designed**: Diseñado
- **Due**: Debido
- **Educaplay**: Plataforma lúdica de aprendizaje
- **Encourage**: Alentar
- **Feedback**: Retroalimentación
- **Fits**: Encaja
- **Flaws**: Fallas
- **Implement**: Implementar
- **Pairs**: Pares
- **Pattern**: Patrón
- **Statement**: Declaración

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4.8 Impact Analysis

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Socio-cultural impact

The numerical impact levels are presented in the following tables

Table 2

Numeral impact levels

-3 High negative levels
-2 Medium negative levels
-1 Low negative levels
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impacts

Taken from: (Posso, 2011)

4.8.1 Linguistic Impact

Table 3

Linguistic impact indicators

	Impact levels	-3	-2	-1	0	1	2	3
Indicators								
1. I can make myself understood when trying to acquire goods or buy food at a restaurant								X
2. I can express my thoughts regarding the weather								X
3. I can talk about my hobbies								X
4. I can ask for information about tourist places or places I want to go								X
5. I can make myself understood at the time of talking about my interests and feelings								X
Total:								15

$$\text{Linguistic impact level} = \frac{\Sigma}{number\ of\ items} = \frac{15}{5} = 3$$

Linguistic impact level = high positive

Analysis:

The linguistic indicators have a high positive impact since the objectives included in the proposal are achievable and provide the sort of vocabulary students need to communicate using the target language. Students will be able to use the vocabulary that goes according to their level and age.

4.8.2 Academic impacts

Table 4

Academic impact indicators

	Impact levels	-3	-2	-1	0	1	2	3
Indicators								
1. Developing students' speaking skills through the gamified activities								X
2. Encouraging students to work collaboratively to achieve goals								X
3. Developing students' independence to work on specific tasks relying on their knowledge								X
4. Developing student's writing and reading skills through activities based on those skills								X
5. Fostering an enjoyable environment in class where students can feel less stressed at the time of learning.								X
Total:								15

Academic impact level $= \dfrac{\Sigma}{number\ of\ items} = \dfrac{15}{5} = 3$

Academic impact level = high positive

Analysis:

The academic impact indicators present a high positive level due to the acceptance of the gamified activities during the socialization of the proposal. The students who were part of it showed some interest in the activities since it meant a different way of learning. They enjoyed the activities during the class, being eager to participate using the vocabulary they just learned.

4.8.3   Socio-cultural impacts

Table 5

Socio-cultural impact indicators

	Impact levels	-3	-2	-1	0	1	2	3
Indicators								
1. Encouraging students to use the vocabulary and information they have learned outside the classroom.							X	
2. Fostering the active participation of students at the time of making conversation or expressing their thoughts							X	
3. Promoting the active use of their skills at the time of participating							X	
4. Encouraging students to find other ways to acquire information enhancing their knowledge							X	
5. Fostering their imagination and creativity at the time of making conversation or describing something.							X	
Total:							10	

Socio-cultural impact level$=\dfrac{\Sigma}{number\ of\ items}=\dfrac{10}{5}=2$

Socio-cultural impact level = high positive

Analysis:

The socio-cultural indicators show a medium positive level based on the acceptance and reactions the students had during and after the class. Most of the participants agreed on the use of gamification activities to enhance their language production, and how they were immersed in some activities that made them use their prior knowledge plus the new words they had learned to express what they wanted to say to participate.

5 CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- For some teachers gamification is not even considered when teaching a class due to different preferences on the way they are used to teaching.

- It was clear that most of the students are familiar with gamification strategies in class and have worked with this strategy, having good results affecting their vocabulary understanding.

- The data obtained through the surveys showed a positive reaction before, during, and after the activities in class.

- Students feel more interested in having those kinds of activities in their lessons since it is an alternative way to acquire vocabulary.

- Applying the guide supporting classes and lessons led to good outcomes for the students, they felt motivated to participate since everyone wanted to be part of the game-based activities.

- Teaching and supporting a class with gamified activities aimed at enhancing students' vocabulary usage in class, encouraging them to participate using the target words, getting instant feedback and being assessed after every lesson.

- Teachers agree that a guide with gamification activities would be helpful to support their classes due to the acceptance that the activities had in class.

- Gamification activities can be applied to students of any age, the group of students who were part of the socialization of the proposal showed a relevant interest in the development of the activities in class.

5.2   Recommendations

- Teachers should be more open to new strategies to support their classes, even if they have their own way of teaching, they should try something new and exciting to keep students engaged.

- Students should be informed about the different ways of learning and try them to see what could fit them better.

- It is important to understand that learners acquire information in different ways. Thus, if gamification is applied, it is necessary to choose carefully the kind of activities to use with each class, without forgetting the class's objectives and goals to achieve.

- Teachers should try applying gamification activities every time necessary to support a class or to lower the stress level in the class.

- The student is an active participant during a gamified class; for this reason, it can only work if the teacher explains the rules or instructions clearly so students can participate and learn while doing it.

- Teachers must create a fun environment in class, so students do not feel uncomfortable or hesitant when it is time to participate. However, since gamification involves active presence, it could lead to losing control over the class, so it is necessary always to monitor the class and its behavior.

- Teachers could lay on the guide from the proposal to find a way to fit the activities in their classes supporting their lessons.

- Teachers should introduce gamification in their lessons monitoring the effectiveness of it on their students to see what kind of activities are more attractive for them, without forgetting the goals of the class.

Glossary

BGU: Stands for Bachillerato General Unificado, which is the name given for high school.

BT: Stands for Bachillerato Técnico, which is high school focused on subjects like computing, accounting, etc.

CEFR: Stands for Common European Framework of Reference for Languages.

English area coordinator: Teacher who is in charge of the decisions and represents all the teachers from the English area.

Gamification: Game design elements in non-game contexts.

Gamified activities: Activities based on gamification.

L2: Refers to the second language to learn.

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ANNEXES

Annex 1. Request letter for the Principal of Unidad Educativa Jacinto Collahuazo to allow the data collection process at the school.

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Oficio Nro. UTN-FECYT-D-2024-0128-O
Ibarra, 14 de noviembre de 2024

PARA: **MSc. Vanessa Chicaiza**
RECTORA DE LA UNIDAD EDUCATIVA JACINTO COLLAHUAZO

ASUNTO: Trabajo de integración curricular Sr. Hernández Mediavilla Alexis David

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor: Hernández Mediavilla Alexis David, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "GAMIFICATION AS A STRATEGY TO USE B1 VOCABULARY IN 2nd – 3rd BGU STUDENTS AT UNIDAD EDUCATIVA JACINTO COLLAHUAZO".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2024.06.14 08:53:19 -05'00'

MSc. José Revelo
DECANO DE LA FECYT

UNIDAD EDUCATIVA "JACINTO COLLAHUAZO"
2 1 NOV 2024
RECIBIDO

JLRR/M. Báez

Autorizado
27-11-2024.
11:48am

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

Página 1 de 1

Annex 2. Request letter to one of the two validators to validate the data collection instruments for this thesis.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 09 de Noviembre de 2024

Magister

Mauro Villacrés

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Gamification as a strategy to use B1 vocabulary in 2nd – 3rd BGU students at Unidad Educativa Jacinto Collahuazo". Previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Hernández Mediavilla Alexis David

1004403265

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

Annex 4. Feedback from one of the validators on the interview format for the vice-principal.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

INSTRUMENTO DE EVALUACIÓN CUALITATIVO

Observaciones:

Ninguna...
....
....

143

Annex 4. Feedback from one of the validators on the interview format for the English area coordinator.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

Ninguna...
....
....

Annex 5. Feedback from one of the validators on the interview format for the English teacher.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

Ninguna..
....
....

Annex 6. Feedback from one of the validators on the survey questionnaire for students.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9	x			
10				

MAURO DAVID VILLACRES BENALCAZAR
Firmado digitalmente por MAURO DAVID VILLACRES BENALCAZAR
Fecha: 2024.11.09 19:49:25 -05'00'

....
Firma del Evaluador
C.C.: 1003342373

Apellidos y nombres completos	VILLACRES BENALCAZAR MAURO DAVID
Título académico	MAGISTER EN ENSEÑANZA DE INGLES COMO IDIOMA EXTRANJERO
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Fecha de envío para la evaluación del experto:	09-11-2024
Fecha de revisión del experto:	09-11-2024

Annex 7. Request letter to one of the two validators to validate the data collection instruments for this thesis.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 09 de Noviembre de 2024

Magister

Lisbeth Bracho

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Gamification as a strategy to use B1 vocabulary in 2nd – 3rd BGU students at Unidad Educativa Jacinto Collahuazo". Previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Hernández Mediavilla Alexis David

1004403265

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

Annex 8. Feedback from one of the validators on the interview format for the vice-principal.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.		X	
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Estructurar de mejor manera la pregunta número 1, sin perder el sentido de lo que quiere preguntar, ya que hay mucha repetición de la palabra **clase**,

Annex 9. Feedback from one of the validators on the interview format for the English area coordinator.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

....
....
....

Annex 10. Feedback from one of the validators on the interview format for the English teacher.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

(INSTRUMENTO DE EVALUACIÓN CUALITATIVO)

Observaciones:

....
....
....

Annex 11. Feedback from one of the validators on the survey questionnaire for students.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10				No hay pregunta 10

GIPSSY LISBETH
BRACHO GONZALEZ

....
Firma del Evaluador
C.C.: 0400937496

Apellidos y nombres completos	Bracho González Gipssy Lisbeth
Título académico	Magíster en Docencia Universitaria e Investigación Educativa
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	glbracho@utn.edu.ec
Teléfono	0999663619

Fecha de envío para la evaluación del experto:	09 de noviembre de 2024
Fecha de revisión del experto:	11 de noviembre de 2024

Annex 12. Interview format for the vice-principal of Unidad Educativa Jacinto Collahuazo.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE VICE-PRINCIPAL AT UNIDAD
EDUCATIVCA JACINTO COLLAHUAZO

Objective. To apply gamification principles for vocabulary usage in 2ⁿᵈ and 3ʳᵈ BT and BGU students at Unidad Educativa Jacinto Collahuazo.

1. Muchos profesores tienen sus propias técnicas y estrategias que usan en clase para apoyar su clase, ¿qué piensa sobre el uso de la gamificación como técnica para apoyar una clase?
2. ¿Cuál piensa que será la razón por la que algunos profesores no utilizan la gamificación como una estrategia para usar en clase?
3. ¿Cuáles pordrían ser los retos de aplicar gamificación en una clase?
4. ¿Cómo piensa que los estudiantes puedan reaccionar a la implementación de estrategias gamificafas como una manera diferente de aprender?
5. ¿Cuál piensa que podría ser el resultado del proceso de aprendizaje de los estudiantes después de implementar una clase gamificada?
6. ¿Piensa que usar a la gamificación para aprender vocabulario podría ser beneficioso para los estudiantes? ¿Por qué?

THANK YOU FOR YOUR COOPERATION

Annex 13. Transcription of the interview of the vice-principal of Unidad Educativa Jacinto Collahuazo.

Pregunta 1: Muchos profesores tienen sus propias técnicas y estrategias que usan en clase para apoyar su clase, ¿Qué piensa sobre el uso de la gamificación como técnica para apoyar una clase?

La gamificación, en la actualidad, se está convirtiendo en una técnica muy importante que utiliza el juego como estrategia para alcanzar el aprendizaje. Lo cual, si se enfoca desde el punto de vista adecuado, se obtendrá buenos resultados ya que generará en los estudiantes motivación, conocimiento y, sobre todo, desarrollará en ellos una mejor manera de aprender.

Pregunta 2: ¿Cuál piensa que será la razón por la que algunos profesores no utilizan la gamificación como una estrategia para usar en clase?

Puede ser, la primera, y pienso que la principal, que los docentes no quieren salir de su zona de confort, han utilizado la misma estrategia durante toda su vida profesional que no quieren salir de esa nueva, o introducirse en esas nuevas estrategias, puede ser una causa; la otra puede ser la falta de conocimiento o la falta de preparación en estas nuevas técnicas que están saliendo en la actualidad. Muchas veces, cuando hay cambios nuevos, genera conflicto en las personas, y esa, al ser una nueva técnica, puede ser la principal causa.

Pregunta 3: ¿Cuáles podrían ser los retos de aplicar gamificación en una clase?

Está relacionado con lo anterior. Entonces, la principal sería la falta de conocimiento, la otra podría ser la falta de herramientas tecnológicas en la institución educativa, la falta de tiempo, porque, al ser una estrategia que utiliza el juego muchas veces los docentes creerían que no se alcanzan los objetivos deseados, que es el aprendizaje, una manera muy difícil, igual, de evaluar

lo que yo, como docente, quiero enseñar. Otro reto sería el hecho de que en el aula el tiempo es limitado, y si vamos a utilizar el juego como estrategia didáctica, limitaría hasta cierto punto el objetivo que yo estoy planteando al inicio de mi clase.

Pregunta 4: ¿Cómo piensa que los estudiantes puedan reaccionar a la implementación de estrategias gamificadas como una manera diferente de aprender?

Los estudiantes, al estar en evolución en los años de básica y bachillerato, todo lo que es nuevo si les genera algo positivo, desgraciadamente, el aporte que falta es de los docentes. Entonces, si se aplicaría algo nuevo, los estudiantes si lo aceptarían de manera adecuada y desarrollarían un aprendizaje óptimo, estarían muy motivados y sobre todo, todo lo que se relacione con el juego les gusta.

Pregunta 5: ¿Cuál piensa que podría ser el resultado del proceso de aprendizaje de los estudiantes después de implementar na clase gamificada?

Hay compañeros, aquí en la institución, que si utilizan la gamificación como estrategia metodológica, y si han obtenido buenos resultados, porque a los estudiantes les gustan esas clases, se sienten muy motivados, incluso, el aprendizaje bien enfocado, relacionándole con los objetivos y con las destrezas que yo quiero desarrollar, son los correctos.

Pregunta 6: ¿Piensa que usar la gamificación para aprender vocabulario podría ser beneficioso para los estudiantes? ¿Por qué?

Si, sería beneficioso, porque al menos en la asignatura de Inglés es una práctica muy buena con la gamificación, porque se pueden utilizar juegos, utilizar desafíos, y esos juegos incluso pueden ser, finalmente, premiados y los estudiantes al ver una motivación si les resulta efectivo.

Annex 14. Interview format of the English area coordinator

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH AREA COORDINATOR AT
UNIDAD EDUCATIVA JACINTO COLLAHUAZO

Objective. To apply gamification principles for vocabulary usage in 2nd and 3rd BT and BGU students at Unidad Educativa Jacinto Collahuazo.

1. What are your thoughts about applying gamification to support a class or a lesson?
2. How necessary is gamification in class?
3. As the English area coordinator, have you encouraged other teachers to use gamified strategies in their classes?
4. Have you considered applying gamification activities in class?
5. From your experience, what are the challenges of implementing gamification strategies in a class?
6. Taking into consideration the challenges of implementing this technique, do you think it is a good alternative for teachers to apply when teaching their classes?
7. Do you think gamification can be useful for teaching and practicing vocabulary?
8. Since gamification could mean a fun alternative for students to learn, how do you think they could react to its implementation?
9. Do you think gamification could be well received by students? Why/Why not?
10. What do you think about the use of a guide with simple gamified activities and clear instructions about how to implement them correctly in class?

THANK YOU FOR YOUR COOPERATION

Annex 15. Transcription of the interview with the English are coordinator.

Question 1: What are your thoughts about applying gamification to support a class or a lesson?

Well, I think that, nowadays, gamification can be a really important tool, because through it you can get motivated students, students that want to learn, thereby boosting and increasing engagement in the class.

Question 2: How necessary is gamification in class?

From my point of view, gamification is not an obligation, because it depends on the reality of your students, the place, and the environment, but if you have the opportunity to apply it, it can be a valuable tool that could help to achieve the objectives of your class.

Question 3: As the English area coordinator, have you encouraged other teachers to use gamified strategies in their classes?

Well, here at our English department, all the teachers exchange experiences that could benefit our students and our classes, and of course, we encourage each other to use gamification as a great way to enhance engagement in learning outcomes.

Question 4: Have you considered applying gamification activities in class?

Yes, I have. Gamification can be adapted to any subject, including English, to make lessons more engaging and dynamic but the reality is that it is really difficult to apply it when students in public school don't have access to the internet or technological devices.

Question 5: From your experience, what are the challenges of implementing gamification strategies in class?

Ok, as I said before, one of the challenges that we face is the limited access to internet in the public schools, and another challenge is that teachers must update ourselves with the new gamification strategies and teach our students how to use it in a correct way.

Question 6: Taking into consideration the challenges of implementing this technique, do you think it is a good alternative for teachers to apply when teaching their classes?

Yes, of course. I think that gamification is an excellent tool that could help the teaching-learning process. Through it you can motivate your students to decide to learn the subject.

Question 7: Do you think gamification can be useful for teaching and practicing vocabulary?

Yes, I do. I think that gamification is useful for teaching and practicing vocabulary because it makes repetitive learning tasks engaging and interactive, which aids retention and application.

Question 8: Since gamification could mean a fun alternative for students to learn, how do you think they could react to its implementation?

Well, it has been proven that gamification motivates students to learn, so I think it would catch the interest and attention of them and they would react positively.

Question 9: Do you think gamification could be well received by students? Why/Why not?

Well, gamification is generally well received by students because it aligns with their natural interests, especially in the use of technology for their work.

Question 10: What do you think about the use of a guide with simple gamified activities and clear instructions about how to implement them correctly in class?

I think that it could be useful and an excellent resource for teachers, especially for educators who are not familiar with the tool and how to apply it, it can simplify the application of it.

Annex 16. Interview format for the English teacher

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD
EDUCATIVA JACINTO COLLAHUAZO

Objective. To apply gamification principles for vocabulary usage in 2nd and 3rd BT and BGU students at Unidad Educativa Jacinto Collahuazo.

1. How familiar are you with gamification strategies?
2. Have you ever implemented gamified strategies in your classes?
3. If you have implemented gamified strategies before, can you describe how you applied those strategies in class?
4. What are the activities you have implemented for teaching vocabulary?
5. As an experienced teacher, how hard could it be to implement gamification in your class?
6. How do you manage your class and students' participation during a gamified lesson?
7. Do you consider gamification can bring benefits to students in class? How?
8. How necessary would be using a guide that offers gamified activities for teaching vocabulary, with clear instructions and advice about their implementation, to help teachers apply more activities in their classes?
9. How relevant would it be to have such a guide ready to be applied?

THANK YOU FOR YOUR COOPERATION

Annex 17. Transcription of the interview with the English teacher.

Question 1: How familiar are you with gamification strategies?

I am really not sure what gamification is.

Question 2: Have you ever implemented gamified strategies in your classes?

No, because I'm not so clear about its use.

Question 3: If you have implemented gamified strategies before, can you describe how you applied those strategies in class?

No, I have not implemented those strategies

Question 4: What are the activities you have implemented for teaching vocabulary?

To teach vocabulary, sometimes I have used cards with graphics or flashcards.

Question 5: As an experienced teacher, how hard could it be to implement gamification in your class?

I don't consider that the implementation of gamification could be difficult, but it would rather be entertaining, it's very useful for learning.

Question 6: How do you manage your class and your students' participation during a gamified lesson?

I haven't used gamification, but I think it could be entertaining for students.

Question 7: Do you consider gamification can bring benefits to the students in class? How?

Of course, it can provide benefits such as interesting learning and maintaining meaningful learning.

Question 8: How necessary would it be to use a guide that offers gamified activities for teaching vocabulary, with clear instructions and advice about their implementation, to help teachers apply more activities in their classes?

I think that would be very useful and helpful for teachers.

Question 9: How relevant would it be to have such a guide ready to be applied?

It would be very interesting to apply it in the classroom to obtain a better learning of the vocabulary that students need so much.

Annex 18. Format for the survey applied to the students.

QUESTIONNAIRE

1. **It is hard for me to learn vocabulary** (Es difícil para mi aprender vocabulario)

   ☐ Totally agree (Totalmente de acuerdo)
   ☐ Agree (De acuerdo)
   ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
   ☐ Disagree (En desacuerdo)
   ☐ Totally disagree (Totalmente en desacuerdo)

2. **I would enjoy a class where my teacher uses game-based activities for learning** (Yo disfrutaría una clase donde mi professor usa actividades basadas en juegos para aprender)

   ☐ Totally agree (Totalmente de acuerdo)
   ☐ Agree (De acuerdo)
   ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
   ☐ Disagree (En desacuerdo)
   ☐ Totally disagree (Totalmente en desacuerdo)

3. **Learning through game-based activities in class could enhance my vocabulary** (Aprender mediante actividades basadas en juegos en clase podría ampliar mi vocabulario)

   ☐ Totally agree (Totalmente de acuerdo)
   ☐ Agree (De acuerdo)
   ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
   ☐ Disagree (En desacuerdo)
   ☐ Totally disagree (Totalmente en desacuerdo)

4. **Learning vocabulary through game-based activities will be easier for me** (Aprender vocabulario a través de actividades basadas en juegos podría ser más fácil para mi)

   ☐ Totally agree (Totalmente de acuerdo)
   ☐ Agree (De acuerdo)
   ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
   ☐ Disagree (En desacuerdo)
   ☐ Totally disagree (Totalmente en desacuerdo)

5. **Learning vocabulary using game-based activities will make me feel more comfortable in class** (Aprender vocabulario usando actividades basadas en juego podría hacerme sentir más cómodo en clase)

   ☐ Totally agree (Totalmente de acuerdo)
   ☐ Agree (De acuerdo)
   ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
   ☐ Disagree (En desacuerdo)
   ☐ Totally disagree (Totalmente en desacuerdo)

6. **I am familiar with gamification tools in the English class** (Es familiar para mi la gamificación en clase)

   ☐ Totally agree (Totalmente de acuerdo)

☐ Agree (De acuerdo)

☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)

☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

7. **I need more gamified activities in my class to acquire vocabulary** (Yo necesito más actividades gamificadas en mi clase para adquirir vocabulario)

☐ Totally agree (Totalmente de acuerdo)

☐ Agree (De acuerdo)

☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)

☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

8. **Learning vocabulary through gamified activities is better than learning through other ways** (Aprender vocabulario mediante actividades gamificadas es mejor que aprender mediante otras maneras)

☐ Totally agree (Totalmente de acuerdo)

☐ Agree (De acuerdo)

☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)

☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

9. **More gamified activities in class will improve my vocabulary usage** (Más actividades gamificadas en clase mejorarán el uso de mi vocabulario)

☐ Totally agree (Totalmente de acuerdo)

☐ Agree (De acuerdo)

☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)

☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

THANK YOU FOR YOUR COOPERATION

Annex 19. Socialization of the proposal

The socialization of the guide took place with 2nd and 3rd BGU students on Thursday, January 16th, 2025; and Thursday, January 23rd, 2025.

During the socialization of the guide, students showed a noticeable interest in it, everyone could participate and be part of the activities stated in the guide, practicing and learning new vocabulary. Students felt motivated and eager to participate using the new words learned during the socialization, and the energy of the class was visible. At the end of the lesson, students showed their acceptance of the gamified activities applied in class, feeling curious about other activities they could be part of to learn vocabulary.

Annex 20. Certificate of the realization of the socialization.

Otavalo, 22 de enero de 2025

PARA: Msc. Vanessa Chicaiza

RECTORA DE LA UNIDAD EDUCATIVA JACINTO COLLAHUAZO

ASUNTO: Trabajo de Integración curricular Sr Alexis David Hernández Mediavilla

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al señor ALEXIS DAVID HERNÁNDEZ MEDIAVILLA, estudiante de la Universidad Técnica del Norte, de la carrera de Pedagogía de los Idioma Nacionales y Extranjeros, para que socialice la propuesta con el tema: "GAMIFICATION ACTIVITIES FOR TEACHING VOCABULARY" , perteneciente al trabajo de integración curricular: "GAMIFICATION AS A STRATEGY TO USE B1 VOCABULARY IN 2nd – 3rd BGU STUDENTS AT UNIDAD EDUCATIVA JACINTO COLLAHUAZO".

Por su atención, le agradezco.

Atentamente,

Alexis David Hernández Mediavilla

UNIDAD EDUCATIVA
"JACINTO COLLAHUAZO"

2 2 ENE 2025

RECIBIDO

Autorizado

22-01-2025

RECTORADO

Coordinar con Lcda Martha Soto.

Annex 21. Format for the survey for the students after the socialization.

Student Survey

Dear Student, the following survey serves the purpose of understanding your point on view on the gamified activities presented in class to teach vocabulary. Thank you in advance for taking the time to respond to this survey. Write an X on the answer that better fits your experience during the lesson. Remember that your answers are anonymous, so feel free to respond sincerely.

Querido/a estudiante, la siguiente encuesta sirve el propósito de entender su punto de vista en las actividades gamificadas presentadas en la clase para enseñar vocbaulario. Gracias de antemanos por tomarse el tiempo para responder a esta encuesta. Escribe una X en la respuesta que major se adapta a tu experiencia durante la lección. Recuerda que sus respuestas son anónimas, así que siéntase libre de responder sinceramente.

Questions	Excited	Happy	Normal	Discomforting	Very distressing
How would you describe your experience during the lesson? (¿Cómo describiría su experiencia durante la lección?)					
How would you describe the gamified activity for the class? (¿Cómo describiría a la actividad gamificada para la clase?					
How did you feel while learning vocabulary through gamified activities? (¿Cómo se sintió mientras aprendía vocabulario a tra vés de actividades gamificadas?)					
How did you feel while participating in the activity? (¿Cómo se sintió mientras participaba en la actividad?					
How would you feel if more activities like the ones presented in class are used regularly in your learning process? (¿Cómo se sentiría si más actividades como las presentadas enc las son usadas regularmente para su enseñanza?)					

Annex 22. Format of the survey for the teacher who witnessed the socialization.

Survey for the English teacher

The following survey is intended to gather information about the English teacher's experience while the gamified activities were implemented with the students.

1. I think the students had a good experience during the activity.

     [ ] Totally agree
     [ ] Agree
     [ ] Neither agree nor disagree
     [ ] Disagree
     [ ] Totally disagree

2. The gamified lesson was appropriate for the students' level.

     [ ] Totally agree
     [ ] Agree
     [ ] Neither agree nor disagree
     [ ] Disagree
     [ ] Totally disagree

3. The activity was useful for teaching vocabulary.

     [ ] Totally agree
     [ ] Agree
     [ ] Neither agree nor disagree
     [ ] Disagree
     [ ] Totally disagree

4. I think the students could learn new words through the game.

     [ ] Totally agree
     [ ] Agree
     [ ] Neither agree nor disagree
     [ ] Disagree
     [ ] Totally disagree

5. I think the gamified activity was a good tool to be used to support a class.

     [ ] Totally agree
     [ ] Agree
     [ ] Neither agree nor disagree
     [ ] Disagree
     [ ] Totally disagree