UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

"GAMIFICATION IN ENGLISH LANGUAGE LEARNING: ENHANCING ENGAGEMENT AND RETENTION IN PRIMARY CLASSROOMS, IN 2ND GRADE, AT UNIDAD EDUCATIVA LEÓN COOPER"

Trabajo de titulación previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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Ibarra – Ecuador 2026

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TÍTULO:	Gamification in English Language Learning: Enhancing Engagement and Retention in Primary Classrooms, In 2nd grade, at Unidad Educativa León Cooper
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FECHA: DD/MM/AAAA	**23 de septiembre del 2026**
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	[X] **PREGRADO** [ ] **POSGRADO**
TITULO POR EL QUE OPTA:	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros
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DEDICATORY

For my two lovely people who have been my home and strength throughout this journey.

To my husband, for being my support and caring for me with love and patience through every step and for always reminding me that I was capable of achieving this goal.

To my daughter, who has been my greatest inspiration that has encouraged me to keep moving forward and complete this thesis.

Without you, this achievement would not have been possible. Therefore, with all my love and gratitude, I dedicate this project to both of you, as a small reflection of how much you mean to me.

AKNOWLEDGEMENTS

First, I would like to thank God, who has allowed me to come this far, holding my hand with eternal love and giving me His grace to achieve every goal I have set throughout this journey. Without His favor, none of this would have been possible.

I am grateful to my husband for accompanying me throughout this stage, for providing me with his support and ideas, but above all, for reminding me every day, with love, that every effort is worthwhile, for lifting me up and embracing me whenever I felt that I could not go on.

I am thankful to my daughter, who has motivated me to move forward despite the difficulties and has taught me that her hugs heal the soul when exhaustion seems to overcome me.

I deeply appreciate my mother, who has covered me with her prayers and told me every day that I would achieve my goal despite the difficulties. To my father, who has given me his example of perseverance and self-improvement.

Thank you for being part of this achievement in my life. I love you with all my heart.

RESUMEN

La presente investigación aborda el uso de la gamificación como estrategia didáctica para fortalecer el aprendizaje del inglés en estudiantes de Educación General Básica, considerando la importancia de promover experiencias de aprendizaje motivadoras y acordes con las características de los niños en edades tempranas. El estudio se realizó en la Unidad Educativa León Cooper durante el periodo académico 2025-2026, con la participación de 28 estudiantes de Segundo Grado EGB.

Esta investigación surge a partir de la necesidad de implementar estrategias que favorezcan el involucramiento activo de los estudiantes y la retención de los conocimientos adquiridos. Para ello, se empleó un enfoque mixto, integrando procedimientos cuantitativos y cualitativos para obtener una visión amplia del estudio. Se aplicaron encuestas a los estudiantes para recopilar información relacionada con su motivación, participación y percepción de las actividades de aprendizaje. Además, se utilizaron entrevistas dirigidas a docentes y autoridades de la institución con el propósito de conocer sus percepciones sobre la aplicación de estrategias de gamificación en la enseñanza del inglés.

Como resultado del proceso investigativo, se diseñó una propuesta didáctica basada en estrategias de gamificación para la enseñanza del inglés, organizada en unidades y actividades acompañada de recursos visuales orientadas al desarrollo progresivo de las habilidades lingüísticas, representando una alternativa pedagógica que puede favorecer la participación y la retención en el aprendizaje de inglés en estudiantes de segundo grado.

Palabras clave: gamificación, retención, aprendizaje de inglés, motivación, participación.

ABSTRACT

The research addresses the use o gamification as a didactic strategy to strengthen English Language Learning in General Basic Education students, considering the importance of promoting motivating learning experiences according to the characteristics of children at an early age. The study was conducted at Unidad Educativa Leon Cooper during the 2025-2026 academic period, with the participation of 28 second grade EGB students.

This research arises from the need to implement strategies that promote students´ active involvement and the retention of acquired knowledge. For this purpose, a mixed method approach was employed, integrating quantitative and qualitative procedures to obtain a broad perspective of the study. Surveys were administered to the students to collect information related to their motivation, participation and perception of learning activities. In addition, interviews were conducted with teachers and school authorities to learn about their perceptions regarding the use of gamification strategies in L2 teaching.

As a result of the research process, a didactic proposal based on gamification strategies for English language teaching was designed, organized into units and activities accompanied by visual resources and aimed at the progressive development of language skills, representing a pedagogical alternative that may promote participation and retention in L2 learning among Second Grade students.

Key words: gamification, retention, English learning, motivation, participation.

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INTRODUCTION

Learning English during the first schooling stage plays a crucial role in the development of competencies of communication enabling learners to interact effectively in the currently academic, social and cultural contexts which are increasingly globalized. At this educational time, children require meaningful and engaging learning experiences that respond to their developmental characteristics to encourage active participation in the learning process. Consequently, student centered methodologies have become an increasing importance because of the interaction and knowledge construction that they have through the classroom activities.

Among these approaches, gamification has become an innovative strategy due to its ability to integrate game elements into instructional contexts keeping the focus in the pedagogical objectives. Features such as challenges, rewards, missions, immediate feedback and collaborative activities contributes to increase the motivation, sustain the interest and encourage continuous participation of the students. Within English language teaching, these strategies give opportunities to transform conventional classroom practices into dynamic learning experiences that foster meaningful language acquisition and communicative competence.

This research emerged from the need to strengthen the English teaching learning process with the students of second grade at Unidad Educativa León Cooper. Classrooms observations revealed that some learners experienced problems when they have to pay attention during lessons and as result, they present difficulties at the time of participating and retaining what they learn. Theis circumstances highlighted the importance of designing instructional resources capable of addressing the needs of students while facilitating the progressive development of language skills in order to increase the engagement.

To respond these educational needs, a gamified teacher´s guide was designed based on the pre-A1.1 Can Do Statements established by the Common European Framework of Reference for Language (CEFR). The proposal includes structured lessons which develop the four language skills though missions, collaborative games, visual resources and formative assessment strategies. This guide is expected to generate positive outcomes in different dimensions of the learning process. linguistically, it supports the step-by-step development of communicative skills. Academically, it offers teachers resources with clear objectives and sequential learning activities to enhance the classroom practice. From a socio affective perspective, he proposal encourages motivation, self-confidence, cooperation, learner autonomy and active participation through engaging game based learning experiences promoting meaningful interaction among students.

Throughout the development of this research, some challenges were faced. Designing activities that were appropriate for young learners while maintaining alignment with the national curriculum and the CEFR required a constant revision. Likewise, ensuring that each gamified activity represents an essential component of the proposal´s design and validation process.

Within this context, the present study seeks to address the identified educational needs through the design of an innovative pedagogical proposal that contributes to improve L2 learning in primary education. The following chapters present the research problem, justification, objectives, methodology, findings and the didactic guide developed as a practical response to the needs identified in the educational settings.

1.1. Problem

1.1.1. Description:

The teaching of English in primary schools has an important role to develop good skills of global communications of the students, but in many classrooms, teachers rely on traditional teaching methods making students to work using memorization or repetition, it reduces the motivation of the students and their participation as well. For this reason, many students experience problems keeping their attention and engagement during the English lessons.

A key factor in the learning process is the engagement, which is linked to higher participation, stronger motivation and as consequence better academic outcomes. In this way, student engagement is understood as a multidimensional construct that encompasses how students feel while they are learning. In line with this view, distinct patterns of engagement are associated with different learning experiences, highlighting the importance of creating learning environments that genuinely involve and engage students (Winthrop et al., 2025)

In L2 learning, to keep the interest and the participation of the students is very important because language acquisition requires constant practice and interaction with others. however, the traditional strategies not always allow students to be involved in environments where they could be encouraged to participate actively in class. So, to use innovative teaching strategies have been proposed to enhance motivation and engagement during the learning processes.

One concept that has gained prominence in education is gamification. Gamification is the addition of game design elements such as points, challenges and rewards into non game contexts with the aim of fostering learners´ motivation and engagement (Deterding et al., 2011)

Despite the benefits of using gamification in L2 lessons, many English teachers still do not systematically incorporate these strategies into their lessons, this situation could limit students to experience meaningful interaction and active participation. Consequently, it is important to explore how gamification can be implemented in English language learning to enhance students' engagement and improve their learning outcomes in primary classrooms.

1.1.2. Delimitation:

This study examined the use of gamification as a pedagogical strategy to improve engagement and retention in L2 among second grade students at U.E. Leon Cooper located in Quito – Conocoto, during the current school year October 2025 to June 2026. Gamification will be applied considering the standards stablished in the Common European Framework of Reference for Languages (CEFR) and the Ecuadorian National English Curriculum. In this context, learners are considered beginners corresponding to the pre-A1 level and gamification will be used in order to enhance their engagement and learning retention during English lessons while working toward the communicative objectives defined by the CEFR and the National Curriculum.

1.1.3. Formulation:

To engage students in the learning process has a fundamental importance because it influences their motivation, participation and academic performance. Study engagements is often understood as a positive and meaningful involvement learning activities. In this sense, primary school students who perceived higher levels of social support from teachers and peers also reported greater study engagement and lower levels of study burnout, showing how classroom conditions can hinder students´ engagement (Rautanen et al., 2021). However, the use of

traditional teaching methods may not always help to promote active participation among learners. For this reason, gamification has been proposed to increase the motivation and interaction with the students as an innovative strategy.

Analyzing the previous information, this investigation arises the following question: How does gamification influences student engagement and retention in English language learning in primary classrooms?

1.2. Justification

Nowadays the importance of teaching English is relevant, it is because of the need of getting an effective international communication and globalization as well. For this reason, the educational policies have promoted the L2 communicative skills from early educative classes. In this case, the objective for the elemental sublevel, which includes second grade, is to develop learners who are increasingly competent, reflective and independent, and who are able to use a second language to express their ideas, acquire knowledge and consolidate what they already know (Ministry of Education of Ecuador, 2016)

In the same way, the Common European Framework of Reference for Languages (CEFR) gives a clear methodological principle which is oriented toward preparing learners to communicate effectively in real life situations, enable them to express and perform a variety of communicative tasks. According to this principle, assessment is based on descriptors of real-world communicative competence, which is conceived as a progressive continuum of proficiency levels rather than as a single fixed standard (Council of Europe, 2020). For this reason, exploring innovative pedagogical strategies is necessary to promote students to have a better active engagement in their learning process.

The importance of this investigation lied in the interest in improving the teaching and learning of English in primary education. This project provided practical strategies to teachers in order to enhance engagement of the students during English lessons. The principal beneficiaries of this study were the students of second grade at U.E. Leon Cooper, who experienced a different teaching approach designed to make classes more dynamic in order to motivate students to develop their communicative skills in English. Also, the institution and its teachers benefited with the results since they can adopt innovative methodologies aligned according the objectives stablished in the national curriculum. It can create better meaningful learning processes improving the participation of the students. From an academic perspective, this research also contributed to the field of English language teaching by providing evidence about the effectiveness of the use of gamified environments in the primary classrooms.

This investigation is considered feasible because the researcher has the necessary human and material resources required to implement gamified activities in the classroom. It was conducted with the students of second grade during the English lessons, using the resources available in the institution. Although some limitations during the research process, such as the limited schedule or the duration of this intervention, the study seeks to provide valuable results according the use of innovative teaching strategies that enhance student engagement in English language learning.

1.3. Background

During the last years, many studies have explored the use of gamification as a strategy to improve motivation and engagement of the students during their learning process. Gamification represents a relatively recent instructional approach that employs game elements, mechanics and game inspired ways of thinking to support learners´ motivation and learning. Rather than having

students simply play complete games from start to finish, gamified instruction involves designing learning activities that incorporate selected features typically found in video or mobile games, such as earning points or receiving badges for completing tasks (Kapp, 2012)

Prior research, has reported positive impacts of gamification in L2 learning contexts. In this field, gamification is generally understood as the application of game design elements to products and services originally creates for non-game purposes, with the aim of creating engaging experiences that encourage specific behaviors, increase users´ motivation and deepen their interaction with the system (Deterding et al., 2011). In this sense, Gamification has been described as the deliberate enhancement of services through the incorporation of game design elements, with the aim of generating game like experiences that, in run, shape users´ attitude and behaviors in non-game contexts (Hamari et al., 2014)

Gamification has been recognized as a strategy in English language teaching because it can strengthen communicative skills through interactive and meaningful activities. This approach is especially relevant in primary education, where young learners often respond better to interactive experiences, making gamified instruction a useful way to increase engagement and support retention.

1.4. Objectives

1.4.1. General Objective:

To apply gamification strategies to enhance student engagement in English language learning in student of second grade of EGB at U.E. Leon Cooper during the 2025 – 2026 school year.

1.4.2. Specific Objectives:

- To analyze the theoretical foundations related to gamification in L2 primary classrooms.

- To identify the level of engagement of the students of second grade in L2 classes.

- To evaluate the effectiveness of gamification strategies in enhancing students' engagement and retention in L2 learning.

CHAPTER I

THEORETICAL FRAMEWORK

2.1. Gamification in Education

2.1.1. Definition of Gamification

Nowadays is commonly used the term gamification to talk about games within the educational context as a response to the need of creating a better engagement of the students in order to influence their behavior and increase their motivation. It has been connected to games instead of play, while play is the employment of different activities, game is a specific way of applying it. In other words, in educational settings, gamification is understood as the use of game design elements in non-game activities to make learning more engaging and motivating for students. It is often applied to increase participation, motivation and create interactive learning experiences (Deterding et al., 2011)

Gamification in the Educational Context

From an educational perspective, gamification has been conceptualized as an approach that draws on game related elements to stimulate active participation and learner involvement. In this line, gamification is defined as the use of game mechanics, aesthetics and game-oriented thinking to engage people, motivate action, foster learning and support problem solving (Kapp, 2012)

This perspective shows that in classroom settings, gamification is not just about playing during the class, it is also the creation of structured spaces where students have opportunities of participating actively and being involved in the process in a dynamic way while receive continuous feedback. It can reduce the negative perception of failure encouraging students to try

again and improve through challenges which gives a positive learning experience developing their critical thinking and their ability to solve problems.

2.1.2. Effects of Gamification on Students

Empirical research indicates that gamification can have beneficial effects on students´ attitudes and levels of engagement. When game elements are carefully designed and appropriately implemented, many gamified interventions are associated with increased motivation and higher engagement in learning (Hamari et al., 2014)

These finding suggests that the carefully and intentionally implementation of gamification can have a meaningful impact on students´ attitudes, the positive effects are not automatic, they depend on the alignment with the goals purposed and how the strategy is adapted to the needs of the students and the educational context. Therefore, gamification should be understood as a pedagogical approach instead of the addition of game elements.

2.1.3. Importance of Gamification in Primary Education

In primary education, gamification is relevant because of the characteristics of young learners. Children tend to learn better when they are exposed to play, interact and explore naturally with gamified activities. For this reason, in second-grade, gamification is especially effective because it aligns with student's developmental stage and interests. In the context of language learning, motivation plays a central role in sustaining students´ engagement and persistence. It has been described as the driving force that shapes learners´ choices, the effort they invest and their willingness to pursue language learning goals over time, especially when they encounter difficulties (Dörnyei & Ushioda, 2011). Similarly, learning motivation grows

stronger through psychological needs, when students feel in control of their own process, believe in their abilities and feel connected to others. (Ryan & Deci, 2000)

Gamification is also implicated in how well students retain what they learn. When they are connected with content, the knowledge is internalized. Gamification increased studetns´ retention rates, engagement and motivation during the learning process (Lampropoulos & Sidiropoulos, 2024)

In this sense, gamification can support students´ motivation and retention by offering interactive activities, clear goals, and opportunities to work with others. These elements help learners to be focused and keep the control of their progress. In this way, gamification becomes a useful strategy for creating engaging learning environments that better respond to the needs and interests of primary school students.

2.2. Elements of Gamification

Gamification is composed of different elements designed to increase the motivation and engagement of the students within learning environments. These elements are derived from game design and adapted to educational contexts to support the learning process. Gamification incorporates structured elements such as levels, points, badges and rewards, which are used to encourage specific behaviors and sustain students´ motivation over the learning process (Kapp, 2012)

This definition highlights that gamification is not simply about making class funnier, it is about making more intentional. These components give teachers the means to plan lessons with real purpose and structure, and also students connect and feel motivated to learn instead of just playing games in class. When goals are set clearly and offer students instant feedback on their

progress, learning becomes more interactive and students find themselves genuinely involved into the process. In this way, gamification quietly reshapes what teaching can look like.

2.2.1. Points and Scoring System

Points are the most familiar face of gamification in the classroom, students earn them by completing tasks, reaching goals or showing and taking part in activities. Points work as a kind of feedback mechanism that helps learners see how they are doing and how far they have come in their progress. (Deterding et al., 2011)

In addition, the cumulative effect of points reinforces the learning retention over time because each interaction with the content becomes an opportunity to remember information more effectively. The responsive feedback and gamification elements have a positive influence on both learning outcomes and student participation. (Huang et al., 2020)

This suggests that making learning visible matters, especially for young children who are still developing their sense of progress and achievement. When students can actually see how far they have come through something; they are more likely to stay engaged and keep pushing forward. This not only fuels their motivation to participate consistently and influences their better retention, but also gives teachers a practical idea into how each student is performing. In that sense, points serve a dual purpose, energize learners and inform teaching at the same time.

2.2.2. Badges and Rewards

Another important element is to recognize what students accomplish. When a child receives recognition for reaching a goal or completing a challenge sends a clear message that their effort matters and this kind of positive reinforcement naturally motivate learners to finish what they started and aim a little higher each time. Reward system and other gamification

elements can indeed be motivating, but their impact depends on how coherently they are integrated into the actual tasks and learning goals, rather than being experienced as external prizes that are disconnected from the learning process itself (Hamari et al., 2014)

This shows that the correct integration of rewards into classroom practice can touch something deeper in the way students feel about themselves as learners. Being recognized for effort and growth, can do a great deal for a child´s confidence and sense of belonging in the classroom. In this way, recognition becomes a powerful force behind a healthier and more connected learning environment.

2.2.3. Levels and Progression

At the same time, levels and progression systems give the leaning journey a sense of direction and purpose. When students know where they are and what comes next, they keep motivated and begin to experience a tangible feeling of growth, it is different than the grade-based system rarely offers.

Karl M. Kapp (2012) argues that progression systems strengthen learning by structuring content in a way that gradually raises the bar while keeping previously learned material present and relevant. In primary education, this becomes particularly meaningful because children are able to move forward at a natural rhythm for them, which not only builds confidence but also helps sustain their engagement over time.

2.3. Theoretical Foundations of Gamification

Gamification is supported by theories that provide a foundation for understanding how it can influence the students´ motivation, involvement and overall learning outcomes. This shows

that gamification is not a modern trend and the application of these principles ensures that gamification contributes to real purposes and effective lasting learning.

2.3.1. Self Determination Theory

The Self-Determination Theory developed by Deci & Ryan (1985), proposes that human motivation is shaped by three fundamental psychological needs. Autonomy, the sense that one has control over their own actions and decisions. Competence, the need to feel capable and effective in what one does. Relatedness, the deeply human need to feel connected to and valued by those around us.

When gamification elements are intentionally designed, they can address these psychological needs in tangible ways: challenge-based progressions build a sense of competence, activities that allow for personal choice reinforce autonomy and group-oriented tasks deepen feelings of relatedness. As a result, gamification helps foster intrinsic motivation, which is essential for meaningful and sustained learning (Deci y Ryan, 1985)

From an educational standpoint, Self Determination Theory offers an understanding of why gamification can be effective. Gamification allows learners to be connected and in control of their own progress in order their motivation grows naturally. Research in educational settings has shown that strategies designed with motivation in mind lead to greater student involvement, especially among younger learners. This reinforces the view that motivation is not an optional concern in education, but a central pillar of successful learning.

2.3.2. Theory of Gamified Learning

Richard Landers (2015), offers a reading of how gamification operates within educational settings. Instead of acting as a direct route to learning, game elements work by gradually

changing the way students engage with their tasks to invest more time, effort and presence in what they are doing. Through these behavioral and attitudinal shifts gamification finds its real influence on learning outcomes.

This perspective highlights the relationship between engagement and achievement, students who are immerse in their learning tend to progress further, because they are willing to put in the time and effort that improvement requires. Landers emphasizes that gamification is not a guaranteed formula, what makes the difference is the way that it is designed and embedded within learning activities. For educators, this implies changing the focus from entertainment toward pedagogical design, creating spaces where students do not just have fun, but practice actively. Particularly, in language learning where consistency exposure is crucial, this distinction becomes significant.

2.3.3. Behaviorism and Reinforcement Theory

From a behavioral perspective, gamification can be understood as a way of shaping student behavior through its consequences. In Science and Human Behavior, B.F. Skinner (1965) argued that when a desired action is joined with recognition or reward, learners become more likely to repeat it. This principle lies at the core of many gamification strategies that allows teachers understand how the correct use of game elements can influence student behavior.

Gamification translates this principle into practice through elements like points, badges and rewards, which acknowledge effort in order to encourage students to stay involved. The immediacy of feedback is particularly important, especially for young learners, who respond strongly when they see that their actions have been noticed and evaluated. At the same time, relying only on external rewards carries its risk because when reinforcement becomes the only

driving force, deeper and more lasting motivation can fail. The challenge for educators is to use these tools strategically, so that behavioral support and authentic cognitive engagement can develop side by side.

2.3.4. Constructivism and Active Learning

Jean Piaget (1970), understood learning as a deeply personal process, in which individuals make sense of the world by engaging directly with it and constructing meaning from their own experiences. Constructivism changes the focus toward learners act like active builders of knowledge rather than passive recipient of information.

This view aligns naturally with what gamification seeks to achieve in the classroom. When students are placed in problem solving situations in an interactive way, they do not just receive the information, they are also making sense about the learning through experience. Gamified environments encourage this kind of exploration, where learners reflect when they are doing rather than be immersed in a passive observation. In the context of English language learning it is relevant because the acquisition of a language requires more than memorization, it needs meaningful use. Gamification creates the conditions in order to have dynamic spaces where language practice feels purposeful and connected to real interaction.

2.4. Student Engagement

Student engagement is one of the most relevant concepts in education, because it shapes the quality of learning and the academic trajectory of the students. More than participation, it takes the degree to which students are invested in what takes place in the classroom such as their intellectually curious, emotionally connection and actively involvement in the experiences that surround them.

2.4.1. Definition of Student Engagement

Student engagement is commonly understood as a multidimensional construct built around three interconnected components. The behavioral dimension concerns how actively students participate in academic tasks. The emotional dimension captures the feelings and attitudes they develop toward learning, and the cognitive dimension, in turn, reflects the depth of mental effort they are willing to invest in truly understanding of the content. (Fredricks et al., 2004)

This framework shows that engagement extends more than a surface level participation. The way students feel about learning and how their thoughts are brought to the process are equally important of how they show and complete their activities. Recognizing these dimensions allow a better thoughtful and responsive teaching, which attends to the whole learner rather than focusing only on measurable outputs.

In the same line, empirical research echoes this theoretical understanding. Active methodologies, including gamification, have the potential to strengthen each dimension of engagement by fostering participation, sparking interest, and encouraging meaningful interaction among students, bringing theory and classroom reality closer together. (Carrión Salinas, 2017)

2.4.2. Importance of Student Engagement in Learning

When students care about what they are doing, everything fall into place, their attention deepens, their desire to participate grows and when tasks become difficult, they are more inclined to keep going. In that sense, engagement is not just a condition for learning, it is part of what makes learning strongest in the academic success, a reflection of how students invest in their own learning. (Skinner et al., 2009). This understanding has an important implication for

educators, engagement is not an optional enhancement for a good teaching, but is a necessary condition to do it.

Research conducted in real classroom setting reinforces this connection, as higher levels of engagement have been consistently linked to stronger learning outcomes and positive attitudes during the learning experiences. In primary education in particular, Arteaga & Flores (2025) found that strategies centered on interaction and active participation play a meaningful role in sustaining students´ attention and enriching the quality of their learning.

Therefore, fostering student engagement is necessary to support meaningful learning. Within the scope of this study, engagement and gamification are closely intertwined, as this approach seeks to create dynamic and interactive environments that encourage students´ active involvement and contribute to their overall development.

2.5. English Language Learning in Primary Education

English language learning at the primary level is fundamentally about building communicative ability through experiences that feel relevant and engaging to young learners. At this stage, children feel comfortable in environments that invite them to interact, participate and actually use the language rather than study contents. This understanding is linked to contemporary educational approaches to place growing emphasis on methodologies that center the student, taking seriously who children are, what interests them and how they naturally learn.

2.5.1. Communicative Competence

The teaching of English in primary education focuses on the development of communicative competence, understood as the ability to use language effectively and appropriately across different situations. The Ministry of Education of Ecuador (2016) aligns

with this vision in its national EFL, which adopts a communicative language approach as a means for meaningful interaction rather than as a body of knowledge to be memorized. It highlights the development of communicative skills so that learners become users of English who can communicate in real contexts, not merely students who know isolated linguistic facts.

This perspective reinforces the importance of moving beyond traditional methods that works only with memorization. Students need opportunities to use the language actively in meaningful contexts. An approach which is learner centered allows the student to participate more, developing confidence when using English. For that the use of interactive activities create dynamic environments that promote the communication.

Communicative competence also goes far beyond knowing grammatical structures, it involves being able to use language in ways that feel natural. When classroom practices reduce language learning to memorization or decontextualized grammar exercises, it moves away from what language is fundamentally for. The notion of the communicative competence emphasizes that using language effectively in interaction involves not only mastery of linguistic forms, but also an understanding of the sociocultural and contextual conventions that govern language use in different situations. (Whyte, 2019, p. 7)

In addition, the Common European Framework of Reference for Languages (CEFR) frames language learning as a form of language use and emphasizes communication and interaction as central modes of communication and interaction at the center of its model (Council of Europe, 2020). Rather than treating language as an abstract system to be studied, it encourages students to use it as a living tool, what allows them to express their ideas, build connections and make sense of what others says.

These perspectives converge on a shared idea, communication must remain the driving purpose behind English language learning. For this reason, students need consistent opportunities to engage with the language actively, through experiences that build not only fluency and comprehension, but also the confidence to use English beyond the walls of the classroom.

2.5.2. Learner Centered Approach

A learner centered approach places the students at the center of the learning as an active participant instead of positioning the teacher as the sole source of knowledge. In English language teaching, this is the designing of experiences that take into account how learners get new information in order to learning feels relevant and personally meaningful.

Language learning becomes more effective when students are given opportunities to actively use the language in meaningful interactions with others, rather than remaining as passive recipients of instruction. (Harmer, 2007). This places the teacher in a different kind of role, as a guide who creates the conditions for learning to take place and supports learners as they navigate the process.

In this context, to put the learner at the center of the process is not a theoretical preference, it reflects how young children learn best. When activities are interactive, appropriately challenging and attuned to their developmental stage, children can engage more naturally. Research supports this, consistently showing that student centered methodologies have a positive effect on both motivation and language learning outcomes. Gamification fits with this framework, as it draws student into learning process through collaborative experiences or dynamic tasks their receive the language practice as a sense of purpose and enjoyment.

2.5.3. Importance of Interaction in Language Learning

Interaction lies at the core of language development, because of through communication with other is how learners begin to internalize and make the language their own. Vygotsky (1978) proposes that language learning is fundamentally social and cognitive development emerges through interaction with others within a cultural context.

Within the English language classroom, interaction gives students something that isolated practice cannot, it is the chance to use the language in real communicative situations. Through dialogue and exchange, learners not only sharpen their comprehension and expressive abilities, but also receive the kind of immediate and contextual feedback that helps them to refine their understanding. Beyond the linguistic dimension, consistent interaction builds something equally valuable, the confidence to speak, make mistakes and keep going.

In the same way, meaningful language acquisition happens not through the passive study of rules, but through the active experience of using the language to communicate. From a sociocultural standpoint, when learners study grammar in isolation is insufficient, they must be given opportunities to engage with the language through meaningful interaction and authentic conversation. (Scott Thornbury , 2005)

For children in particular, interaction has an added dimension because it keeps them present, curious, and willing to participate in ways that more passive approaches rarely achieve. Building consistent opportunities for collaboration and meaningful communication into the primary English classroom is not simply good practice, it is essential to the kind of language development that lasts.

2.5.4. Characteristics of Primary Learners

Young learners have specific characteristics that influence how they learn a foreign language. Children learn better through play, interaction, movement and exploration, in this way language learning is no exception. For instance, activities that are visually appropriate according their age create conditions under which meaningful learning actually takes place.

Harmer (2007) reminds us that children bring a natural energy and curiosity to learn, but also a limited capacity to sustain attention over long periods. This takes the design of English lesson particularly important at this stage because when activities are enjoyable, engagement comes naturally. Dynamic strategies maintain students interested and this encourages active participation.

Research further supports the idea that young learners thrive when methodology speaks to how naturally engage with the world, so gamification responds to creativity, collaboration, and active participation creating enthusiasm for play and discover allowing experiences that are purposeful and enjoyable. Ultimately, understanding who primary learners are, how they think, what motivates them, and how they best engage is what makes it possible to design environments where language learning becomes a better experience.

CHAPTER II

RESEARCH METHODOLOGY

3.1. Type of Research:

This study follows a mixed method design, because it combines qualitative and quantitative data to analyze perceptions regarding gamification strategies on students' engagement and retention in English language learning. Quantitative data involves surveys administered to students in order to measure their level of engagement and retention, while the qualitative part includes interviews directed to the English teacher, English area coordinator and the school principal of the institution to obtain complementary information about their perceptions regarding the use of gamification in the learning process.

The research is also descriptive because it aims to describe and analyze the perceptions of the English area coordinator, English teacher and Vice principal of the institution regarding the influence of gamification on the retention and engagement of the students during the English classes.

3.2. Methods, Techniques and Instruments:

3.2.1. Inductive Method

This method guides the interpretation of information gathered directly from the educational setting, drawing on the data collected through surveys and interviews, broader conclusions are reached according the extent to which gamification role improve engagement and retention in English Language Learning. The inductive method provides a meaningful framework to make sense of what takes place during the implementation of gamification strategies in second grade.

3.2.2. Deductive Method.

This method allows to explore the extent to which existing theories about gamification, motivation and retention genuinely reflect and respond to what is observed in practice starting from theoretical frameworks and examining how these principles hold up within the specific reality of the second-grade classroom.

3.3. Techniques

3.3.1. Survey

This quantitative technique is applied to 28 second grade students to get information about their participation, motivation, retention and learning experiences during English lessons.

The collected data is organized and analyzed statistically in order to identify the association with the use of gamification strategies.

3.3.2. Interview

The interview serves as a valuable tool to capture a range of perspectives toward the English teacher, the area coordinator and the school principal in order to get their experiences, perceptions and professional judgements regarding how gamification strategies have been implemented and the degree to which these have influenced student engagement and retention in English classes.

3.4. Instruments

3.4.1. Students´ Questionnaire

For second grade students of Unidad Educativa León Copper was designed a structured questionnaire to collect quantitative information about their engagement, participation,

motivation and retention during English learning activities. Given the age and cognitive development of the group, the instruments draw primarily on closed ended questions with simple and clear language using a Likert Scale. The survey was structured by 15 questions with 5 options each one

3.4.2. Teacher, Coordinator and Authorities´ Interview

The interview was designed for three key institutional stakeholders: English coordinator, teacher and the school principal. Its purpose is to collect qualitative data concerning the integration of gamification strategies in the classroom. Each item was formulated in alignment with the study´s research objectives, enabling participants to elaborate on their professional experiences with depth and specificity.

3.4.3. Validation of Instruments

The instruments were reviewed and approved by the Degree Coordinator, who verified the clarity, coherence, relevance and appropriateness of each item in order to be applied to the coordinator, English teacher and authority.

The use of these instruments was applied during the 2025 – 2026 school year at U.E. Leon Cooper, within the English lesson context allowing the researcher to get relevant information regarding the participation, motivation and effectiveness of gamified activities with the students.

3.5. Participants:

The population of this study is formed by the members of the educational community at U.E. Leon Cooper. The sample will include 28 students of second grade, one English teacher, one English area coordinator and the Vice Principal of the institution.

The technique of the sample is non-probabilistic intentional sampling, because the participants were selected based on the direct involvement that they have in the English learning process. The 28 students represent the total of learners in the second grade, it makes this sample appropriate for the classroom-based research.

3.6. Research Questions

1. How does gamification influence students´ engagement and retention in L2 learning?
2. How does the use of gamification influence students´ motivation to learn English?
3. How do gamified activities contribute to students´ engagement and retention in primary English classroom?

3.7. Research Variables

3.7.1. Independent variable

Gamification strategies.

3.7.2. Dependent Variable

Student engagement in English language learning.

CHAPTER III

RESULTS ANALYSIS

4.1. Survey

To get information for this research, the perceptions of the students were identified through a questionnaire about the use of games in English classes and how it influences their motivation. The survey consisted of fifteen questions based on a Likert scale. This section presents the results and the analysis of each question.

4.1.1. Objective

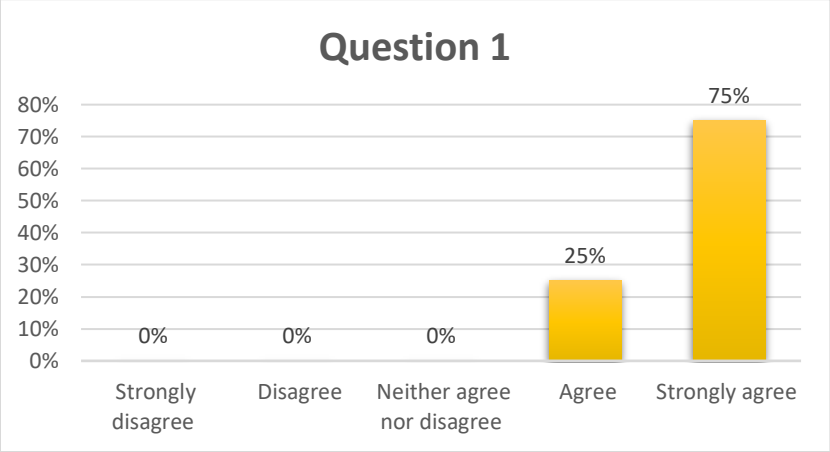
To obtain students´ perceptions about the use of games during the English classes, and analyze how it influences their motivation, participation, attention, and learning process.

4.2. Students´ Survey

1. How do you feel when your English teacher uses games in class?

Figure 1

Emotional perception about the use of games in class.



Note: Own Elaboration

Analysis

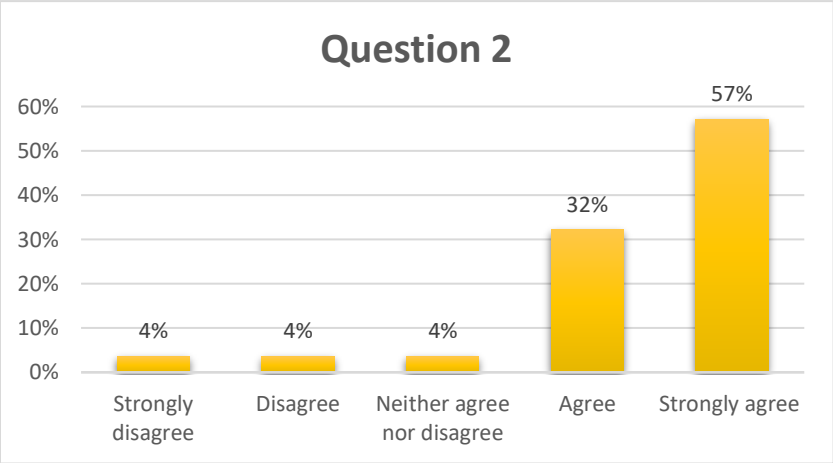
The results reveal a notably positive reception of gamification among second grade learners. All participants reported favorable attitudes toward the use of games in English classes, with 75% strongly agreeing and the remaining 25% agreeing that they feel positive when their teacher incorporates games into lessons. The complete absence of neutral or negative responses is itself telling, it points to a learning environment that students find genuinely engaging and emotionally welcoming.

Research indicates that gamified English vocabulary learning produces significantly better results in term of learning outcomes, motivation and learner satisfaction than traditional non gamified instruction (Yu, 2023). This reception is consistent with what the literature suggests about young learners, who tend to connect naturally with activities that involve play, movement or interaction. When the classroom feels good, children are more present and willing to participate. In a similar point of view, research on game based English learning suggests that students generally develop positive attitudes toward the experience, as games tend to increase enjoyment, motivation, retention and engagement in the classroom (Pratiwi et al., 2023) Taken together, these finding suggest that incorporation gamification into English lessons does more that make an enjoyable class, it lays the emotional groundwork for a deeper engagement and more meaningful participation.

2. I pay more attention in English class when games are used.

Figure 2

Level of attention using games during English lessons.



Note: Own Elaboration

Analysis

The data collected reveals that gamification has a meaningful impact in students´ ability to stay focused during English lessons. A majority of participants, the 57% strongly agree and the 32% agree, reported that games help them pay more attention in class, while only a small proportion selected neutral or negative responses. For a primary school population, where sustaining concentration over extended periods is naturally challenging.

Attention, as a core dimensions of student engagement, is precisely what gamified environments seem to address. When learning is structured around challenges, interactions and immediate feedback, students have more reason to stay present and invested in what is happening in the classroom. Al-Khresheh, M.H. (2025) concludes that gamified activities substantially strengthen learners´ ability to sustain attention and concentrate, while also contributing to notable gains in working memory and information retention. In the same sense, gamified learning environments foster higher levels of student engagement and sustained

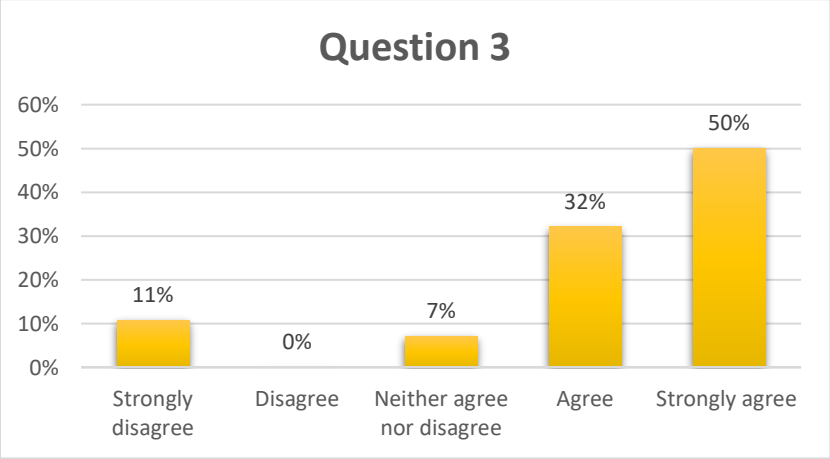
participation, aligning with learners´ own reports that they tend to pay more attention when games are incorporated into classroom activities. (Lampropoulos & Sidiropoulos, 2024)

These finding are relevant in the relationship between attention and learning itself. A studetn who is genuinely focused as far better positioned to process new information and retain what has been taught. In this sense, gamification capacity to capture and sustain attention is not a superficial benefit, it is a foundational one, with direct implications for the quality and depth of language learning in the primary classroom.

3. English games help me understand new words better.

Figure 3

Comprehension of new vocabulary through English games.



Note: Own Elaboration

Analysis

Vocabulary development emerged as another area where students perceive gamification to have a positive influence. A combined 82% of participants expressed favorable views on the role of games in helping them understand new English words, with half of the group strongly

agreeing with this perception. Only a small part held neutral and negative responses, reinforcing the overall trend observed across the data.

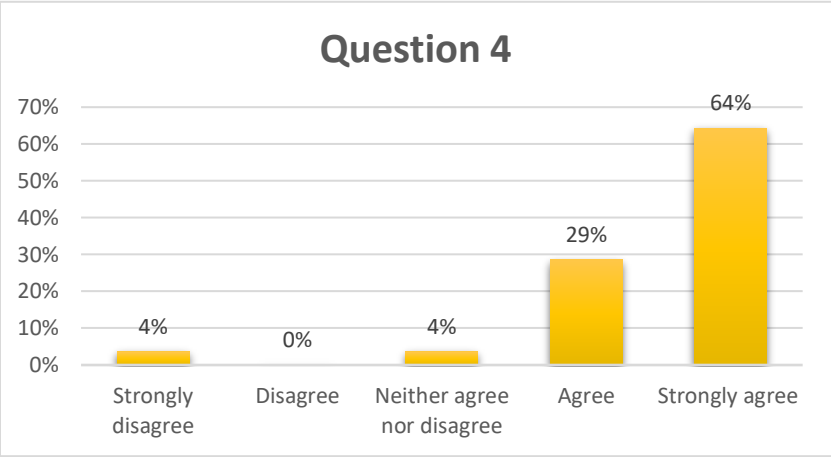
The results suggest a clear difference between encountering vocabulary in isolation and meeting it through experience because when words appear within the context of a game, is when learners have multiple entry points for understanding and remembering them. This kind of contextual exposure makes acquisition feel natural rather than forced, and repeated interaction with the same language items deepens familiarity over time. Gamified platforms have been shown to positively support vocabulary learning and long-term retention, as learners often report that features such as competition, rewards sand immediate feedback help them more engages and make it easier to remember new words (Alhebshi, & Gamlo, 2022). Similarly, research suggests that using games to teach vocabulary increases students´ interest and motivation to learn new words, while also helping them retain vocabulary more effectively (Ameer Bakhsh, 2016)

Considering that lexical knowledge forms the backbone of communicative competence, this information carries meaningful implications. A student who feels confident with the vocabulary is better equipped to listen, speak, read and write, and if gamification can make that foundational dimension of language learning more accessible for young learners, its place in the primary English classroom becomes difficult to overlook.

4. I like learning English through games.

Figure 4

English learning preferences through games.



Note: Own Elaboration

Analysis

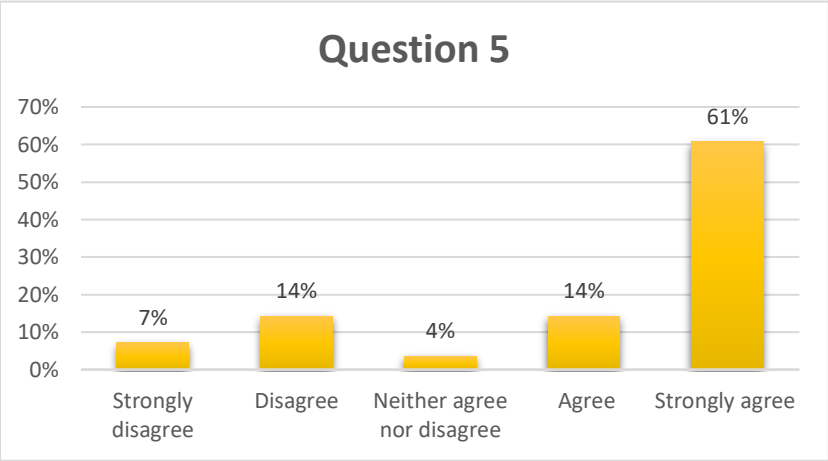
The data surroundings students´ enjoyment of game based English learning is the most striking across the entire survey. An overwhelming 93% of participants expressed positive attitudes toward learning English through gamified activities, with nearly two thirds of the group strongly agreeing. The near absence of negative responses points to something worth taking seriously, not just as a measure of student's satisfaction, but as an indicator of the kind of emotional relationship these learners are developing with the subject.

The research literature reflects this understanding. Gamified courses have been shown to produce higher levels of learning motivation, engagement and retention than other instructional formats, suggesting that students generally respond more positively when they learn in gamified environments. (Lampropoulos & Sidiropoulos, 2024). This finding suggests that when gamification is thoughtfully implements in the primary English classroom, it does more than entertain, because it cultivates the kind of positive learning experiences that supports both sustained engagement and meaningful language development.

5. I remember English words better after playing games.

Figure 5

Retention of English vocabulary after using games.



Note: Own Elaboration

Analysis

Vocabulary retention emerged as another dimension where gamification demonstrates a meaningful impact. The 61% who strongly agreed and the 14% who agreed reported that game-based activities help them remember English words more effectively, while the 21% expressed disagreement and 4% remained neutral. These figures suggest that for the majority of second-grade learners, games create the kind of repeated, meaningful exposure to vocabulary that supports long-term memory.

The mechanism behind this is worth examining. Rote memorization places words in isolation but gamified activities embed vocabulary within contexts that are emotionally engaging. Each time that a student encounters a word using gamification, the memory trace deepens, so that remembering is easier in the future. Ahmed et al. (2022) reported that EFL

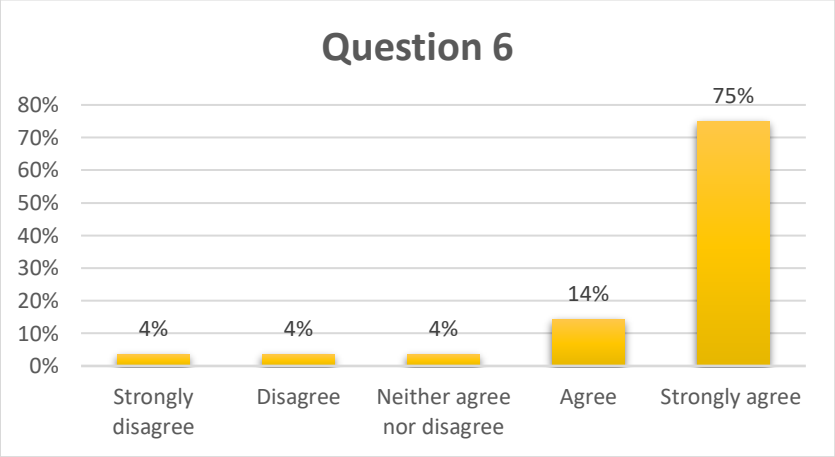
learners exposed to gamified conditions, obtained better scores in vocabulary retention than peers who were taught through more traditional, non-game methods.

According to this, 21% of students who did not share this perception deserve attention. Individual differences in cognitive development and the way each child engages with game-based tasks may account for this variation. This can remind teachers that gamification, while effective for most learners, works best when integrated alongside other instructional strategies that can address the full diversity of needs present in any primary classroom.

6. Games make English class fun.

Figure 6

Perceptions about fun while using games in English lessons.



Note: Own Elaboration

Analysis

The perception that games make English more enjoyable was among the most consistently positive findings in the survey, with 89% of participants expressing favorable views, 75% strongly agreeing, and 14% agreeing. Only a small group reported disagreement or remained neutral, reinforcing a pattern that has emerged across multiple dimensions of the data.

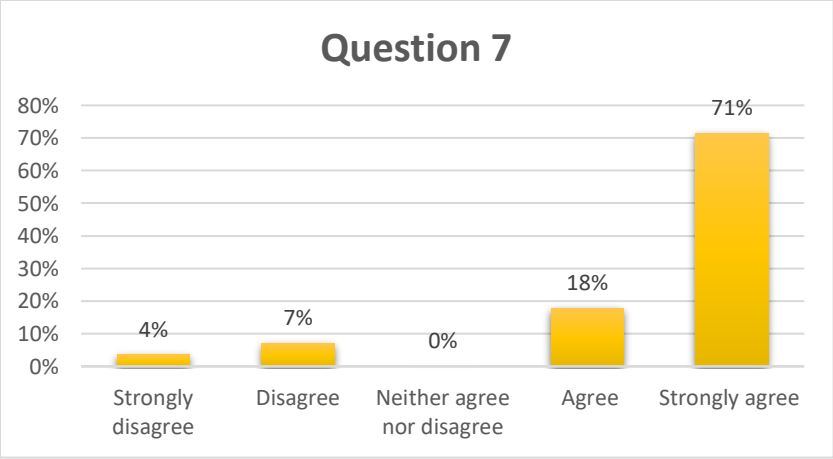
When young learners like what they are doing, they feel involved freely in ways that more demanding or passive activities rarely produce. In the context of English language learning, where self-consciousness can easily be an obstacle, a classroom atmosphere shaped by enjoyment carries real pedagogical significance. In gamified English learning environments, qualities such as pleasantness, attractiveness, motivation and enjoyment are framed as key features of the learning experience, suggesting that game-based approaches are designed to make English lessons more engaging and enjoyable than traditional forms of instructions (Laura-De La Cruz et al., 2023).

A student who genuinely looks forward to English class will participate more willingly, sustain attention more naturally, and over time, develop a more positive relationship with the language itself. The data gathered here suggests that gamification has a meaningful role to play in nurturing that disposition among learners.

7. I feel excited to participate when we play English games.

Figure 7

Enthusiasm level for participating in English games.



Note: Own Elaboration

Analysis

The data from this question stands out in the clarity of the results. An overwhelming 89% of second grade learners reported feeling excited to participate when English games are incorporated into lessons, 71% strongly agree and the 18% agree, while not a single student chose the neutral option. The complete absence of indifference is itself a finding worth pausing on, as it suggests that gamification does not simply entertain students, but genuinely stirs something in them emotionally.

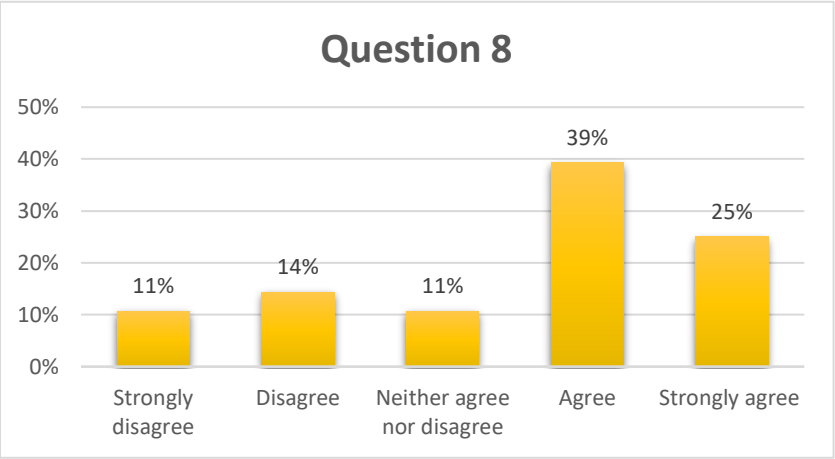
In primary educations, excitement is far more than a pleasant classroom atmosphere, it is a gateway to deeper involvement. When children approach a leaning activity with enthusiasm, they are less held back by the fear of making mistakes. This emotional openness is particularly significant in foreign language learning, where anxiety and self-consciousness can quietly undermine progress. According to Casanova-Mata (2023), gamified activities in second language learning contribute to maintaining students´ attention, fostering positive emotions and stimulating active participation, which aligns with learners´ feelings of excitement when taking part in English games.

This finding suggests that the excitement gamification generates is not incidental, it is pedagogically meaningful. A learner who feels moved by what happens in the English classroom is one who will return to it willingly, persist when challenged and over time, build a more confident and lasting relationship with the language.

8. I feel confident speaking English during games.

Figure 8

Confidence when talking English during games.



Note: Own Elaboration

Analysis

The results indicate that most students feel confident speaking English during game-based activities. 64% of the participants gave positive responses with 39% agreed and 25% strongly agreed. However, 25% reported disagreement and 11% remained neutral, it may reflect differences in learning pace, cognitive styles or previous exposure to English instruction. These findings suggest that gamification contributes positively to students´ confidence when using English orally. A considerable proportion of learners still experience difficulties or insecurity when speaking in the target language.

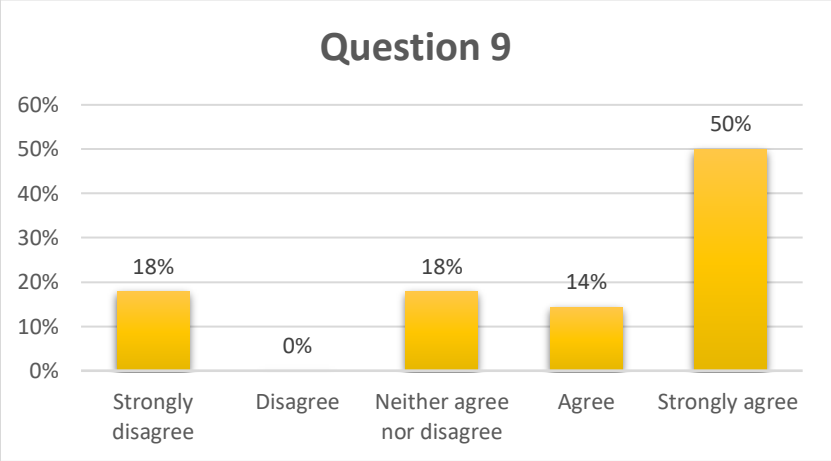
Speaking stands apart from other language skills precisely because it offers learners must process and produce language simultaneously and respond immediately. For children, this combination of demands can easily generate anxiety and reluctance to participate. Despite these challenges, nearly two thirds of students felt confident speaking English during games is a meaningful result, pointing to the capacity of gamified environments to lower the affective barriers that typically accompany oral production.

Positive experiences in the foreign language classroom are associated with greater learner confidence and an increased willingness to communicate in the target language (Dewaele & Maclntyre, 2019). According to this, speaking anxiety among learners is well documented, and gamification alone cannot be expected to resolve it for every child. What the data ultimately suggest is that games create a better terrain for oral participation, one where studetns feel supported enough to try. For those who are hesitant, complementary strategies and good designed collaborative activities may be needed to help them find their voice in the enlgish classroom.

9. I learn English faster when games are used.

Figure 9

Perception of English learning speed through games.



Note: Own Elaboration

Analysis

The results reveal that the majority of learners perceive gamification as beneficial for their learning pace associating game-based activities with a more efficient learning process. In

contrast, 18% strongly disagreed and an equal proportion remained neutral indicating a meaningful segment does not share that games are helpful to learn faster.

This pattern becomes particularly meaningful when examined through the lens of active learning within second language acquisition. Language is absorbed most effectively not through repetition, but purposeful engagement with meaningful input and interaction. Gamified activities create these conditions, experiences that feel natural than imposed. For children especially, whose attention and motivation are closely linked to how simulating an activity feels, this distinctions between passive and active instruction can make a difference in how efficiently new knowledge is internalized.

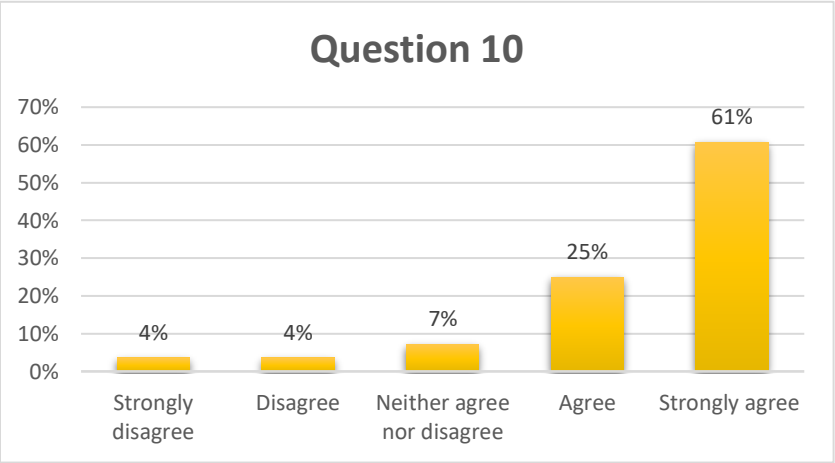
The theoretical framework of Second Language Acquisition further supports this reading. When students communicate meaningfully rather than memorize mechanically, cognitive engagement deepens and acquisition accelerates (Council of Europe, 2020). The perception that games make learning faster may therefore reflect something real, not an illusion, but genuine consequences of heightened involvement, stronger motivation and deeper cognitive processing during gamified tasks.

Nevertheless, the neutral and negative responses warrant careful consideration. Cognitive development with game-based formats all mediate the way each learner responds to this type of instruction. These differences serve as a reminder that gamification, however effective for the majority, it should be complemented with other instructional strategies to address diverse learner needs.

10. I like working with my classmates during English games.

Figure 10

Perception of collaborative learning during English games.



Note: Own Elaboration

Analysis

The data form this question reflect one of the strongest positive responses across the complete survey. A combined 86% of participants reported enjoying collaborative work during English games, while only a small part expressed disagreement or remained undecided. These figures point to a classroom dynamic in which game-based activities do more than teach language, they bring students together in ways that feel rewarding and worthwhile.

Collaborative learning occupies a central place in language acquisition theory precisely because communication is by nature a social act. When learners interact with one another to complete a shared task, they negotiate meaning. Draw on each other´s knowledge, and practice the target language in contexts that feel purposeful rather than artificial. For kids whose academic and personal development are deeply intertwined with their social experiences, this dimension of learning carries particular significance. Student engagement is strongly shaped by the quality of social relationships and classroom interaction, and that learners are far more likely to participate actively when activities invite cooperation and meaningful exchange. (Mercer &

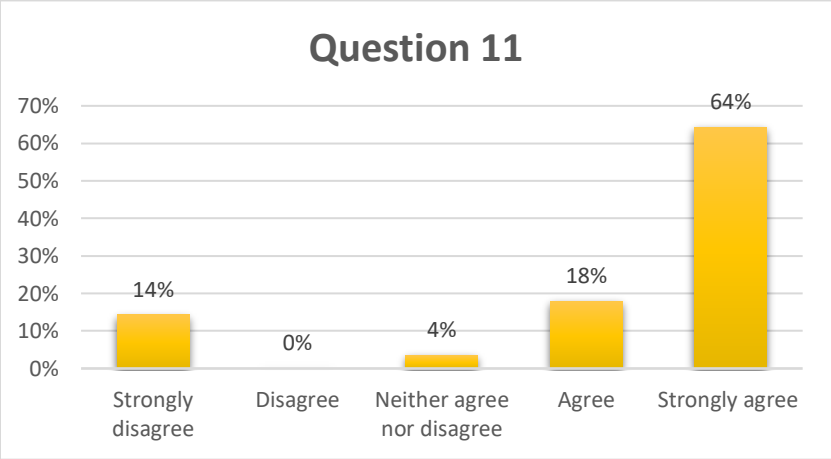
Dörnyei, 2020). From a theoretical point of view, these findings are supported by Vygotsky (1978), who holds that knowledge is not contructed in isolation but emerges through meanigful interaction with others. Within this framework, the social dimension of this kind of activities is not incidential, it is pedagogically essential. When students work alongside their peers, exchanging ideas and drawing on each other´s understanding, the move through challenges that might otherwise remain out of reach individually. Callaborative english games, in this sense, do not simply make learning more enjoyable because they create the very conditions under which learning, according to Vygotsky, Is most likely to occur.

What the results ultimately reveal is that gamification, when designed around collaborative principles, taps into something fundamental about how young learners relate to one another and to the subject itself. Working toward shared goal within a game based context trasforms the classroom into a space where interaction feel natural, participation becomes collective, and language practice is embedded in a socially meanigful experience. Far form being a secondary benefit, this collaborative dimension may be one of the most educationally significant contributions that gamification brings to the primary englsih classroom.

11. Games help me remember English lessons.

Figure 11

Memory retention of collaborative learning during English games.



Note: Own Elaboration

Analysis

The results highlight a positive perception that games help students remember what they learn in English class it was emerged as one of the most supported ideas through the survey because for the primary school population still in the early stages of building their language foundation, this level of positive responses with the 64% agreed carries a meaningful implication for how retention is approached in the classroom.

Memory and retention are not passive processes because they depend on the quality and depth of the experiences through which information is initially encountered and subsequently revisited. In language learning the use of vocabulary, expressions and structures must be internalized over time rather than memorized in a single sitting, the conditions under which practice takes place matter enormously. Game based activities address this by embedding content within experiences that are interactive, not in a mechanical sense, but in one that feels purposeful and varied enough to sustain interest. It promotes deeper cognitive processing by drawing students into repeated and meaningful engagement with content, transforming them from passive

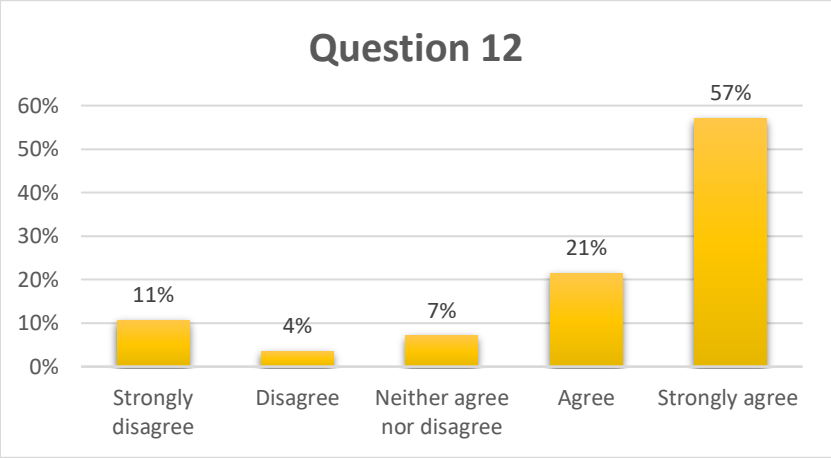
recipients of information into active participants whose involvement strengthens the possibility of long-term retention.

What distinguishes this finding from a purely cognitive observation is its affective dimension. Young learners retain information more durably when the experiences of encountering it carries and emotional charge. Games achieve this naturally, turning review and reinforcement into something students seek out rather than endure. In this respect, the high agreement observed in this question suggests that gamification may offer primary English classrooms not just a more engaging form of practice, but a more effective one where the boundary between learning and retention begins to work in productive ways.

12. I try harder to learn English when games are included.

Figure 12

Influence of Games on Students' Effort to Learn English.



Note: Own Elaboration

Analysis

The results indicate that most students perceive games as an effective strategy for increasing their effort in learning English. A total of 87%of the respondents agreed or strongly

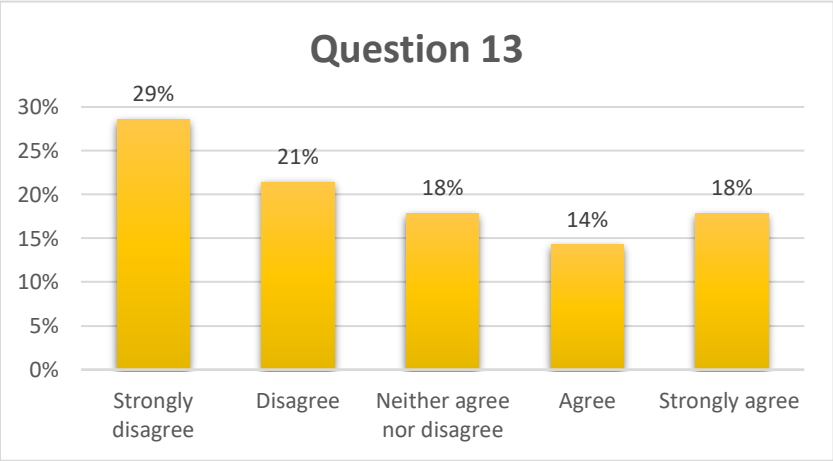
agreed that they try harder when games are incorporated into classroom activities. This finding suggests that game-based learning promotes motivation, engagements and active participation. In contrast, only a small proportion of students disagreed or remained neutral, indicating that the positive impact of games is widely recognized among the participants.

These findings are consistent with Dörnyei´s (2001) view that motivation is a fundamental factor in L2 learning, as it influences the level of effort learners invest in the learning process. Similarly, research argues that games create an enjoyable and stimulating learning environments that encourages greater participation and helps maintain student's interest in language activities (Wright et al., 2005) Therefore, the results suggest that integrating games into English lessons can enhance learners´ motivation and increase their willingness to invest effort in learning the language.

13. I feel bored in English class without games.

Figure 13

Boredom in English class in the absence of games.



Note: Own Elaboration

Analysis

The findings reveal varied opinions among students regarding whether they feel bored in English classes when games are not used. Half of the respondents selected either strongly disagree or disagree, indicating that many students do not view the absence of games as a primary reason for feeling bored during lessons. However, 32% of the participants chose agree or strongly agree, suggesting that a significant number of students find English classes less engaging when games-based activities are not included, additionally, 18% of the respondents remained neutral, which may indicate that their level of interest depends on other aspects of the lesson or the teaching approach.

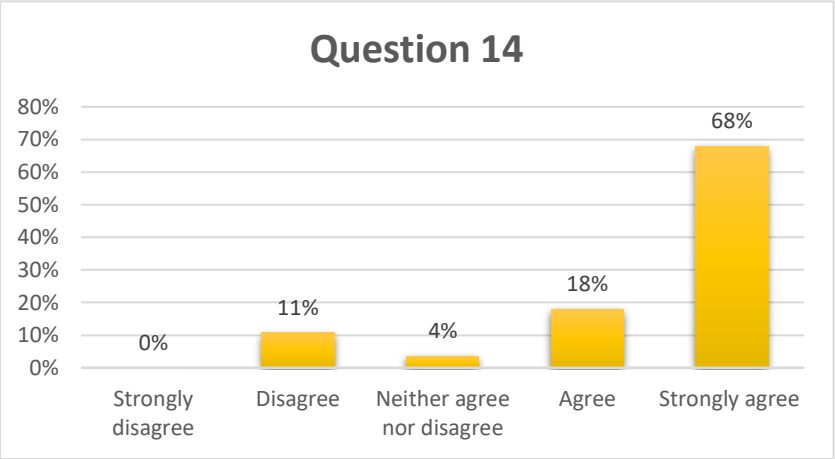
These results suggest that although games are not essential to keep engagement among learners, they can be an important factor in enhancing the classroom experience for many students. The data indicate that some learners are able to be interested independently if games are used or not, while others get a benefit from the game-based activities. Consequently, games may serve as a valuable instructional tool for creating a more enjoyable learning environment for the students.

This interpretation is supported by research that argues that learners´ motivation is strongly influenced by the nature of classroom activities and the extent to which they foster positive emotional involvement (Dörnyei, 2001). Activities that are engaging and meaningful tend to encourage greater attention and participation. Likewise, games can make language learning more stimulating by promoting interaction and sustaining students´ interest throughout lessons (Wright et al., 2005). Therefore, the findings suggest that incorporating games into English classes may help reduce feelings of boredom and contribute to higher levels of student's involvement in the learning process.

14. English games help me learn new things.

Figure 14

English games to learn new content.



Note: Own Elaboration

Analysis

The results reveal a very clear and strongly positive pattern. None of the students selected strongly disagree and only a small minority chose disagree or the neutral option. In contrast, the 86% of the participants believe that English games help them learn new things. In practical terms, this indicates that the most second grade students do not see games only as entertainment, but as activities that genuinely support their leaning in English. For these learners, games appear to be a context where they encounter and practice new vocabulary or structures in a way that is meaningful and memorable.

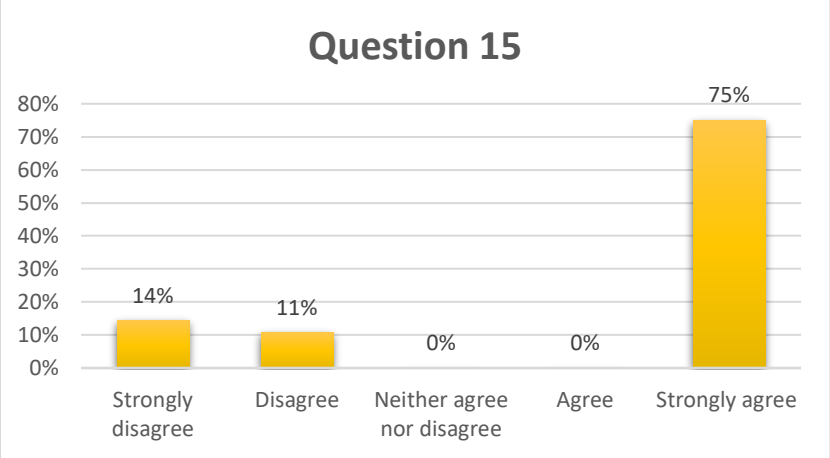
From an educational perspective, this perception is consistent with research on gamified learning environments, which indicates that integrating game elements with instructional content can enhance both learning outcomes and motivation. In a study on a mobile gamification system, Su & Cheng (20214) found that when learning activities are organized around game mechanics such as challenges, rewards and interactive tasks, students typically show higher levels of engagement and are able to gain more from the learning experience. This finding suggests that

young learners experience English games as a setting in which attention, curiosity and understanding come together resonating with findings from studies on game like applications for language learning, which show that learners often acquire new vocabulary more effectively and develop more positive attitudes towards the subject when the learning process incorporates playful design. Mobile game-based vocabulary learning tools contribute not only to vocabulary development and higher student engagement, but also to mote positive attitudes toward learning and greater confidence when performing language related tasks (Purgina et al., 2019). taken together, the evidence from the question and the existing literature points to English games as pedagogically valuable strategy for helping children learn new things in English, by making the learning process both effective and enjoyable.

15. I want my English teacher to use more games.

Figure 15

Students´ desire for increased use of games in English lessons.



Note: Own Elaboration

Analysis

The results indicate that a high part of the participants strongly agree with the statement, in other words, children explicitly express a desire for their English teacher to incorporate more games, and only a small minority would prefer not to increase the number of games in class. The absence of neutral responses suggests that students hold a clear and well-defined stance on this issue, they either strongly want more games or they do not want them.

This indicates that game-based activities are not only accepted but actively sought by most learners. At the affective level, the strong preference for more games can be interpreted as evidence that students associate games with enjoyment and this is crucial for sustaining motivation in L2 learning. At the cognitive level, this preference aligns with the results reported by Su & Cheng (2014), who found that a mobile gamification learning system led to higher learning motivation and better achievement than both non gamifies mobile learning and traditional forms of instruction.

Moreover, the desire for an increased use of games aligns with research on playful, technology enhanced language learning, from this perspective, when children want more games, they are essentially asking for additional opportunities to learn through activities that they experience as engaging, rewarding and genuinely meaningful (Purgina et al., 2019). In this sense, the strongly agreed responses can be read as a clear message from students to teachers that they value games not only as a fun element, but also as a pedagogical strategy that makes English better and this reinforces the idea that integrating more games into English lessons is in line with students´ preferences in using game-based learning.

4.3. Observation Checklist

Table 1

Observation made to second grade students.

Indicator	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1. How do students feel when their English teacher uses games in class?	0	0	0	2	26	28
2. Students pay more attention in English class when games are used.	0	0	2	0	26	28
3. English games help students understand new words better.	0	0	0	0	28	28
4. Students like learning English through games.	0	0	2	0	26	28
5. Students remember English words better after playing games.	0	0	0	1	27	28
6. Games make English class fun.	0	0	0	1	27	28
7. Students feel excited to participate when they play English games.	0	0	5	0	23	28
8. Students feel confident speaking English during games.	0	20	0	8	0	28

9. Students learn English faster when games are used.	0	0	0	22	6	28
10. Students like working with their classmates during English games.	0	0	0	0	28	28
11. Games help students remember English lessons.	0	0	0	2	26	28
12. Students try harder to learn English when games are included.	0	0	0	2	26	28
13. Students feel bored in English class without games.	26	0	2	0	0	28
14. English games help students learn new things.	0	0	0	0	28	28
15. Students want their English teacher to use more games.	0	0	2	0	26	28

Note: Own Elaboration

Analysis

The results of the observation checklist show a strongly pattern about the use of games during English classes. Most of the items reveal a huge positive attitude. For indicators related to emotions and enjoyment (1, 4, 6, 7), almost all students selected agree or strongly agree, with no disagreement reported. This suggests that games are related to positive feelings because students

feel good when are exposed to games creating enthusiasm at the time of participating. The high number of strongly agree responses indicates that it is a deeply feeling of appreciation for playful activities as part of the learning process.

Cognitive aspects show similar tendencies. Items focused on vocabulary and understanding (3, 5, 11, 14) agreed that English games help students to understand new words better, supporting vocabulary retention. This alignment between affective enjoyment and perceived learning gains suggests that for these students' games are not just for entertainment, they are also experienced as effective tools to support comprehension and memory of vocabulary.

Motivation and effort are also strongly reinforced by gamified activities. In indicators 2, 9, 12 and 15, students reported that they pay more attention when games are used, so that they want their teacher to incorporates more games, it points that games are a key strategy to sustain engagement and promote active involvement in English learning.

Collaboration emerges as another important dimension. For indicator 10, all students strongly agreed that they like to work with classmates during games, this response highlights that games are an opportunity to interact, cooperate and learn together, which is consistent with findings that playful activities improve social skills and classroom cohesion in language learning.

In indicator 13, almost all students strongly disagreed with the idea that they feel bored in English class without games. This suggests that they not necessarily perceive traditional activities as boring in every situation. Instead, games appear to enhance a good classroom experience, making it more engaging. On the other hand, indicator 8 shows a different pattern which is that most of the students disagree that they feel confident speaking English during

games, while a smaller group agreed. This result indicates that despite of the enthusiasm that students present when participating in games, oral confidence remains a challenge. So, although gamification create favorable environments for learning and participation, it doesn't guarantee that learners feel secure when speaking English in front of others.

Taken together, the checklist suggests that games are highly valued by students, it shows that gamification is associated with enjoyment, attention, effort, collaboration and better handling of vocabulary and lesson content. At the same time, the results point to something that require support, it is the development of oral confidence during games. These findings reinforce the idea that gamification is perceived as a meaningful and motivating strategy especially for vocabulary retention and classroom interaction, but with the necessity of designing activities that foster confidence in speaking skills.

4.4. Interview

To complement the quantitative findings the Vice Principal, English Coordinator and English teacher were interviewed to obtain qualitative evidence regarding the effectiveness of gamification strategies in order to identify the benefits associated with the integration of gamification in primary classrooms.

4.4.1. Objective

To get teachers´ perceptions about the use of gamification in primary classrooms, as well as to identify the benefits and challenges they have experienced during their instructional practices.

4.5. Vice Principal´s Interview

1. Desde su punto de vista, ¿cuáles son las mayores dificultades en la implementación de la gamificación en las clases de inglés en segundo grado?

Bueno, yo creo que es importante primero partir de entender que es la gamificación. Entonces, considerando el conocer que es la gamificación y como se puede trabajar dentro del aula creo que una de las principales limitaciones seria que los docentes tengan el conocimiento completo sobre cómo aplicar esta gamificación, que no es nada más que una estrategia, pero que tiene completamente diferencia entre un aprendizaje basado en juegos, entonces le que puedan entender y manejar correctamente estas estrategias es eficaz. Ahora, también entender que no solo la gamificación puede ser en temas digitales, también se puede realizar en temas presenciales.

2. ¿Considera usted que la institución cuenta con recursos y materiales innovadores para ser usados en la implementación de la gamificación durante las clases de inglés?

Bueno, yo creo que, en cuestión de tecnología, de dispositivos electrónicos, eso nosotros no lo contamos al cien por ciento como para manejar todas las horas de inglés con estos temas de dispositivos. Sin embargo, si contamos con un centro de cómputo con el que se puede trabajar. Ahora, si es importante entender que para esto lo profesores tienen que conocer cómo pueden hacer actividades de gamificación en las que se trabajen a través de retos, de puntos y tenga un orden preciso para que puedan cumplir con las metas específicas. Si bien es cierto, los docentes esta es la clave fundamental para que pueda haber una gamificación, no manejan la gamificación en el aula ni las estrategias y todo lo que involucra hacer actividades con gamificación dentro del aula. El hecho de que tenga o no tecnología vendría a ser un punto importante, pero no trascendental para esta aplicación.

3. Durante la trayectoria de la institución, ¿se ha implementado anteriormente algún proceso de investigación referente al uso de gamificación en enseñanza de inglés para una mejor retención de contenidos?

No, no se han aplicado, no se ha hecho una investigación. Si se han aplicado estrategias de gamificación, que lo aplicamos durante la pandemia, sobre todo porque manejábamos educación virtual, entonces fue un poco más factible hacerlo y de hecho fue una de las mejores estrategias para poder ir avanzando. Sin embargo, no se ha hecho como institución una investigación como tal.

4. Si la respuesta de la pregunta 3 es favorable, ¿qué resultados se han obtenido durante la investigación?

Bueno, en este caso los resultados fueron muy positivos, sobre todo porque como nos encontrábamos en educación virtual realmente el acceso que tenían los estudiantes a los dispositivos electrónicos era por no decir al cien por ciento hablamos de un noventa por ciento que tenía acceso por las mismas clases que se desarrollaban durante la pandemia. Por lo tanto, si les motivaba y esto fue con el uso de la gamificación entenderíamos como una motivación que se tiene a través de una consecución de trabajos en equipo y trabajos individuales para alcanzar un reto y nos ayudó muchísimo para mantener a los chicos sobre todo en trabajo colaborativo.

5. ¿Cuál ha sido el motivo por el cual no se ha realizado un proceso investigativo referente al uso de gamificación en inglés?

Un motivo en específico tal vez solamente lo vimos a la gamificación como estrategias que se pueden trabajar abiertamente, pero no lo consideramos como un proyecto de integración sino como una estrategia que se lo aplica y si, obviamente nos hemos enfocado un poco más en

el tema de pensamiento crítico y trabajo colaborativo más que en este tema de manejo de gamificación. Sin embargo, recientemente terminamos un curso de IA en la que es mucho más fácil aplicar estas herramientas de inteligencia artificial para crear actividades de estrategias con gamificación en el aula.

6. ¿Estaría dispuesto a implementar a los docentes de inglés a tomar cursos de innovación con la finalidad de aplicar la gamificación en el proceso de enseñanza aprendizaje?

Si, sin la mayor dificultad para que, como yo decía al inicio, para que tener dispositivos si es que no saben los profes como usarlos. Entonces, estos recursos les ayudarían muchísimo a su formación y aprendizaje de como realmente crear estrategias de gamificación para poder aplicarlas en el aula.

Analysis

The Vice Principal´s interview reveals that the main challenge in implementing gamification is the limited understanding of teachers about its pedagogical principles contrasting with a simple use of games in the classroom. She considers that the ability of the teachers to design meaningful gamified activities is more important than the available technological resources. According to this, she highlights the positive results obtained during virtual learning because the motivation and collaboration of students increased significantly. Therefore, she expresses her commitment to educational innovation recognizing the benefits of using artificial intelligence and emphasizing the importance of constant teacher training to strengthen the effective integration of gamification into English language teaching.

4.6. English Coordinator´s Interview

1. What types of communication strategies do you use in your English classes?

I usually use competition games in groups because it´s highly engaging when I want to reinforce certain content like grammar or vocabulary. I create competition games in groups with points with different challenges. Each group has to complete a challenge and gets points and the challenge implies to use the target language in a specific context to get a point.

Sometimes the games require speed, sometimes more precision than speed, but the idea is to get points as an advantage against other groups.

2. How do games influence students' engagement in your classroom?

Games are highly engaging. When you apply games in your classroom, you increase the level of engagement. However, there are some setbacks as well. You have to be careful because some students are too competitive. Then the engagement turns discipline into exaggerated competition. So, we must be careful.

Games promote engagement, develop engagement because the activity that otherwise would be a little boring or monotonous can e perceives as interesting or fun. However, we must be careful with competitive students.

3. In your opinion, how does gamification support vocabulary retention in second grade learners?

In every level to learn vocabulary, you first need the input in which that vocabulary is presented, either reading or speaking. But if you don't produce without new vocabulary the input doesn't convert into uptake or intake. So, it is necessary to replicate a situation in which students have to use the target language in that, that is the main benefit of gamification that through

gamification you can make students use the target language in a communicative way and that helps with retention.

4. What challenges have you observed in students´ motivation when using games?

Motivation increases when you use games. Motivation increases. If students don't find the activity interesting, it's normal that they don't pay attention or get involved into the activity. But when the activity is concealed within a game, students perceive it nor as a learning but as a playing activity. So, they get involved in the process and their motivation raises.

5. How do students respond emotionally to gamified English activities?

They develop positive emotions through playing because in every context playing is a moment when you forget all the problems or the stress that you may have. So, the same occurs when you are a student and the life of a student is stressful and demanding. When they play, they don't perceive it as a learning activity, but as a leisure activity. So, their motivation increases and their emotions relax and feel positive.

6. What challenges do you face when implementing gamification English lessons?

I think the biggest challenge is that the students that the game succeed in replicating the learning outcome that you want to develop. Let´s say for example that you want to improve their use of adjectives. Since some students are competitive, they may find ways to cheat in the game without replicating the action that you want. So, designing the game is something essential because when you apply the game, your game should be cheating proof. Your game should necessarily force students to replicate the action that you require. If you don't accomplish that, that would be a huge challenge.

7. How do you adapt games to different learning levels in the classroom?

The way to adapt games to different learning levels is to design a game in which students can use what they know in the game process. We all have different depths of knowledge. So, the game should require student to use the level of knowledge that specific student has in applying the game. For example, I usually use vocabulary games with my students. Let´s suppose that the basic number of words is one hundred. Most of the students know one hundred words, but struggling students only now sixty words. In my game, students have to use the words they know. So, it means that the ones who know more are going to use more words. The ones who know less are going to use the words that they know. So, I am respecting the differentiation process. So, in conclusion, you should design your game in a way in which students apply what they know and little by little they could increase the level of complexity to demonstrate more gains in their knowledge and skills.

8. Do you believe that gamification improves long term learning? Why yes or why not?

Gamification can improve long term learning applied correctly. Everything deepens on the design of the game. If the game is well designed, you could take advantage of your game and you would have learning outcomes in the long term. However, if the game does nor replicate a real situation in life, you could only be working on memory and memory is something fragile. For example, if you play a game in that consists in translating verbs form English to Spanish, you will have short term retention but no long-term retention. If you want to teach verbs, for example, your game should make students use those verbs in certain challenge. So, it deepens on the design of your game.

Yes, gamification could develop long term retention depending on the design.

9. How often do you use gamified activities in your English lessons?

I use gamified activities around forty percent of my classes in Segundo de Bachillerato because I have more flexibility with those groups. In Tercero de Bachillerato I don't have more much flexibility. So, I don't usually use games. They have a lot of pressure. But in Segundo de Bachillerato around forty or fifty percent of my activities rely on a game.

10. What digital or physical game resources do you commonly use?

Some years ago, we used to use digital resources like Kahoot or way ground. I don't use them anymore because I teach adolescence and even though you are using a gamified activity, teenagers tend to get distracted with their phones. So, I avoid students having their phones. Now I use cards old school style. I use cards. I usually play games with vocabulary. So, I use card with vocabulary.

11. How does gamification affect classroom management?

It could bring you positive results, but I don't think classroom management deepens on gamification. I think gamification could success if you have a good classroom management. They could be connected. They could be dependent but I think before applying any game or strategy to play you must have a good control of your group that´s the first step, so, I think gamification deepens in your classroom management not otherwise, however, I think gamification can contribute to control the class, it´s risky because there are different types of players when you have for example competitive students commonly called killers, they can ruin your game. They can ruin your process because they are not in the game for learning. They are in the game for winning, for beating others and that could create the classroom management problems.

12. What recommendations would you give to other teachers who want to use gamification in primary English classes?

My recommendation would be, think carefully about the design of the game you are implementing. It´s not just playing for playing. The game should be designed in a way that makes the student replicate an action or a communicative action in real life. For example, memory games help to remembers things but they don't help to you use what you learn in real situation. So, the design must be carefully thought because if you don't design your game carefully, you could be wasting your time in your classroom, students won´t learn. You will have a lot of engagement, high level of engagement but a low level of learning. So, you have to be careful with that.

Analysis

The English coordinator demonstrates that gamification is an effective strategy for improving motivation, engagement and vocabulary retention through meaningful communicative activities. He indicates that gamification lies not only in the use of games, but in the capacity to encourage realistic language production in a contextualized practice with an active participation of students. He also highlights that a bad design or an exaggerated competition may reduce the instruction effectiveness and it can affect the classroom management, for this reason gamification requires careful instructional planning which must be aligned with learning objectives adapted to the different levels of the students and the use of communicative tasks rather than memorization. The interview shows that teacher expertise is a key factor that influence learning outcomes. His responses suggests that gamification can enhance L2 learning significantly if it is intentionally implemented as a structured strategy instead of a recreational classroom activity.

4.7. English Teacher´s Interview

1. What types of communication strategies do you use in your English classes?

   I use a mix progression based and challenge-based strategies.

2. How do games influence students' engagement in your classroom?

When I say it´s time for a game, I immediately see a change in students´ posture, they sit up straight, raise their hands and get ready to participate.

3. In your opinion, how does gamification support vocabulary retention in second grade learners?

Very effectively for three reasons: repetition without boredom, multi sense re encoding and context and urgency.

4. What challenges have you observed in students´ motivation when using games?

The most important, two most important, for extrinsic to intrinsic motivation and failure reframe.

5. How do students respond emotionally to gamified English activities?

When a game is slightly challenging, students become quiet and focused, then bored with relief or enjoy.

6. What challenges do you face when implementing gamification English lessons?

Over exciting because sometimes the levels of noise rise and on curriculum pressure because we don't have enough time to play all the time.

7. How do you adapt games to different learning levels in the classroom?

For example, I need to differentiate goals, we need to use flexible content and sometimes we need to mix students, I mean, we use team mixing.

8. Do you believe that gamification improves long term learning? Why yes or why not?

I think that gamification improves long term learning because students engage and those positive emotions provide the students to get more vocabulary.

9. How often do you use gamified activities in your English lessons?

For example, in my English lessons I use this kind of gamification in google apps or when I have a main activity about vocabulary or when we need to evaluate something like a game at the end of the class.

10. What digital or physical game resources do you commonly use?

For example, I use word wall, I use Kahoot, I use quizzes and online games for example when I could find dice games, card games or physical, class dojo also to motivate my students to get points.

11. How does gamification affect classroom management?

It could be affected in a positive and negative way. When it is well structured, your class works. But when it is not well structured, you are going to lose all your time and you won´t get your objective.

12. What recommendations would you give to other teachers who want to use gamification in primary English classes?

I could recommend to use simple games at the beginning after students know how to use them or how to gain them, the teacher could use more games or use something like that at the beginning of the class, at the middle of the class or at the end as evaluation.

Analysis

The interview with the English teacher indicates that gamification is implemented based on progression and challenge activities that promote active participation, vocabulary practice and positive emotional experiences helping students view mistakes as part of the learning process. The teacher considers that gamification is an effective strategy to support long term vocabulary retention. At the same time, the teacher emphasizes that although challenges such as limited time, curriculum demands and increased classroom excitement, a good combination of digital and physical resources can maintain students engaged and as a result learning aligns with the objectives proposed for English lessons.

4.8. Discussion

The results obtained from the surveys, interviews and observation checklist provide a bridge between the theoretical foundations. The empirical evidence confirms that the central ideas are not abstract, they take shape in the daily reality of the classroom when gamification is implemented with a clear pedagogical purpose.

The results support the principles of Self Determination Theory with the higher levels of motivation that students demonstrate in their willingness to participate and persist in English tasks independently if these activities are individually or group work based. In this way, the data resonate with the notion that motivation is a key condition for meaningful learning instead of a secondary concern.

Also, the findings are consistent with the Theory of Gamified Learning. In this study, the use of gamification does not act as a simple source of entertainment, it modifies students´ attitudes and behaviors as well. Learners invest more effort and participate more frequently aligning the idea that engagement is closely tied to achievement.

Moreover, the results echo constructivist and learner centered perspectives because children do not only receive information, they actively build their understanding through interactive, playful activities that allow them to experiment and make mistakes creating opportunities for meaningful interaction, which is particularly important in primary education, where this kind of learning is natural and effective.

From a pedagogical standpoint, the analysis highlights that the success of gamification depends on its design planting clear learning objectives. When games are connected to communicative goals, they become powerful tools to foster engagement and language development. However, the results also suggest that gamification should be continuously reviewed and adapted, taking into account the responses and preference of the students in order that the strategies could be relevant and inclusive.

In summary, gamification offers a valuable way to strengthen motivation, engagement and communicative practice in primary classrooms. These findings open possibilities of future investigation aimed at refining gamified designs and exploring their long-term effects on students´ learning trajectories.

CHAPTER IV

PROPOSAL

5.1. Proposal Title

LINGUA LAND ADVENTURES. GAMIFIED ENGLISH TEACHER´S GUIDE. 2nd GRADE. CEFR A1.1

5.2. Objectives

5.2.1. General Objective

To support second grade English learning at CEFR A1.1 level through a gamified teacher´s guide that systematically develops listening, speaking, reading and writing skills using game-based classroom activities to enhance students´ motivation, participation and confidence.

5.2.2. Specific Objectives

To sequence instructional units that integrate missions, challenges, points, rewards and collaborative tasks to practice familiar vocabulary and basic structures.

To offer teachers ready to use materials and methodological guidance to integrate gamification into everyday lessons while maintaining alignment with communicative, student centered and CEFR objectives for second grade.

5.3. Introduction

This Gamified English Teacher´s Guide has been designed as a pedagogical proposal to support the teaching and learning of English in Second Grade at CEFR A1.1 level though the integration of game-based strategies into daily classroom practice.

The guide is organized into four units which progressively develop the four language skills (listening, speaking, reading and writing) following a communicative and student-centered approach. Lessons are built around missions, challenges, points, rewards and cooperative activities that allow children to listen attentively, speak with support, read simple texts and produce short written language within playful context.

In this proposal gamification is not used as isolated games for fun, it is a structured framework that connects clear objectives and pedagogical purposes. Across all units the guide aims to make English learning more engaging while ensuring that activities are coherent with the cognitive and socio emotional needs of learners.

To enrich teacher materials and offer visually and auditorily resources, some of the illustrations were created and incorporated as supportive visual resources with the use of AI platforms such as ChatGPT, Gemini and Canva. Similarly, the audio tracks used in listening activities were produced with Eleven Labs and uploaded to Vocaroo to facilitate their use during lessons.

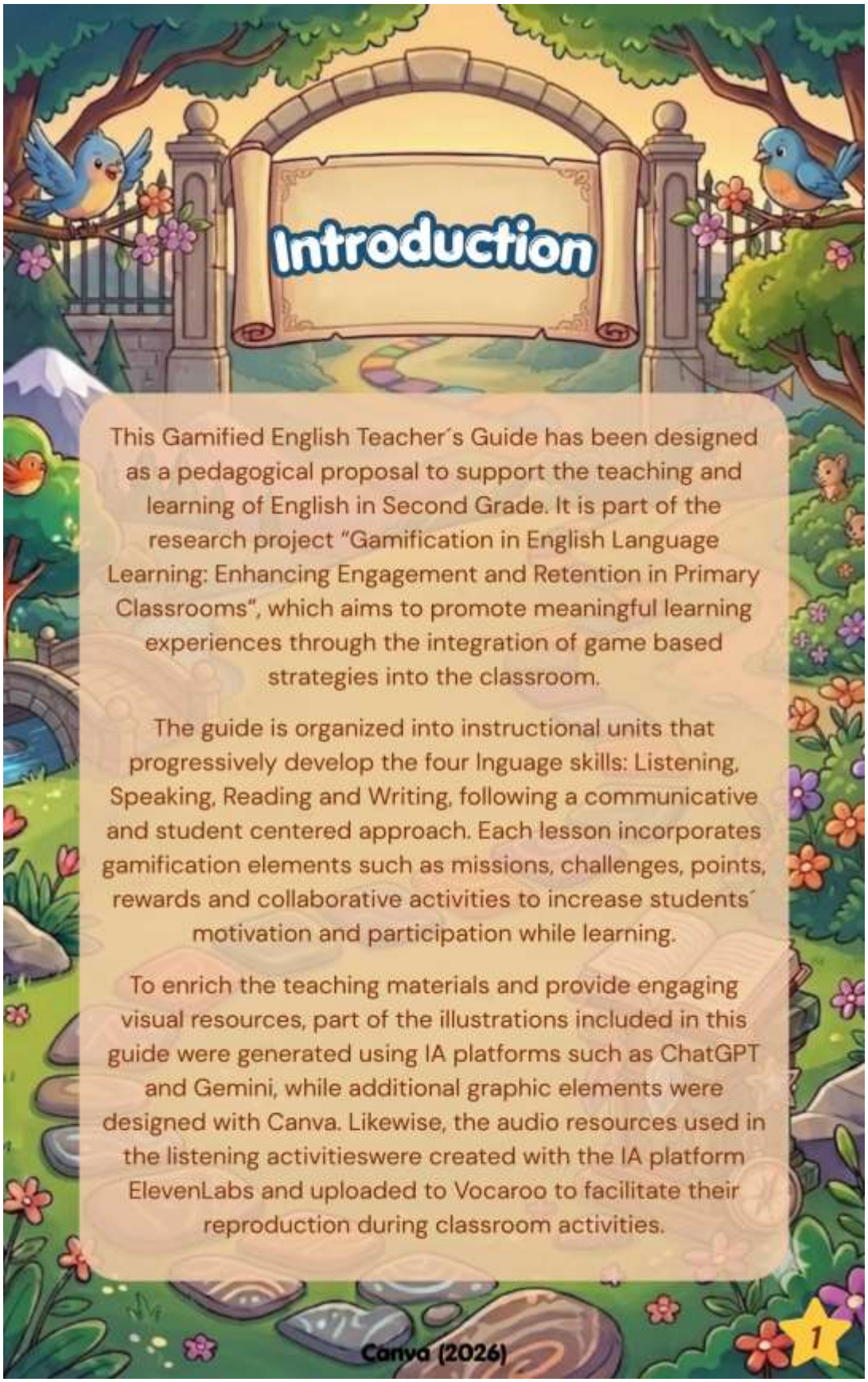
5.4. Justification

The development of this teacher guide responds to the need of Second Grade students at Unidad Educativa Leon Cooper to make English more effective for students in order to increase motivation during their lessons. Observations and interviews conducted during the research showed that the use of gamification increases the participation, attention and enjoyment of the students. In the same way, teachers frequently report difficulties when designing gamified activities that go beyond playing for fun and truly support language development.

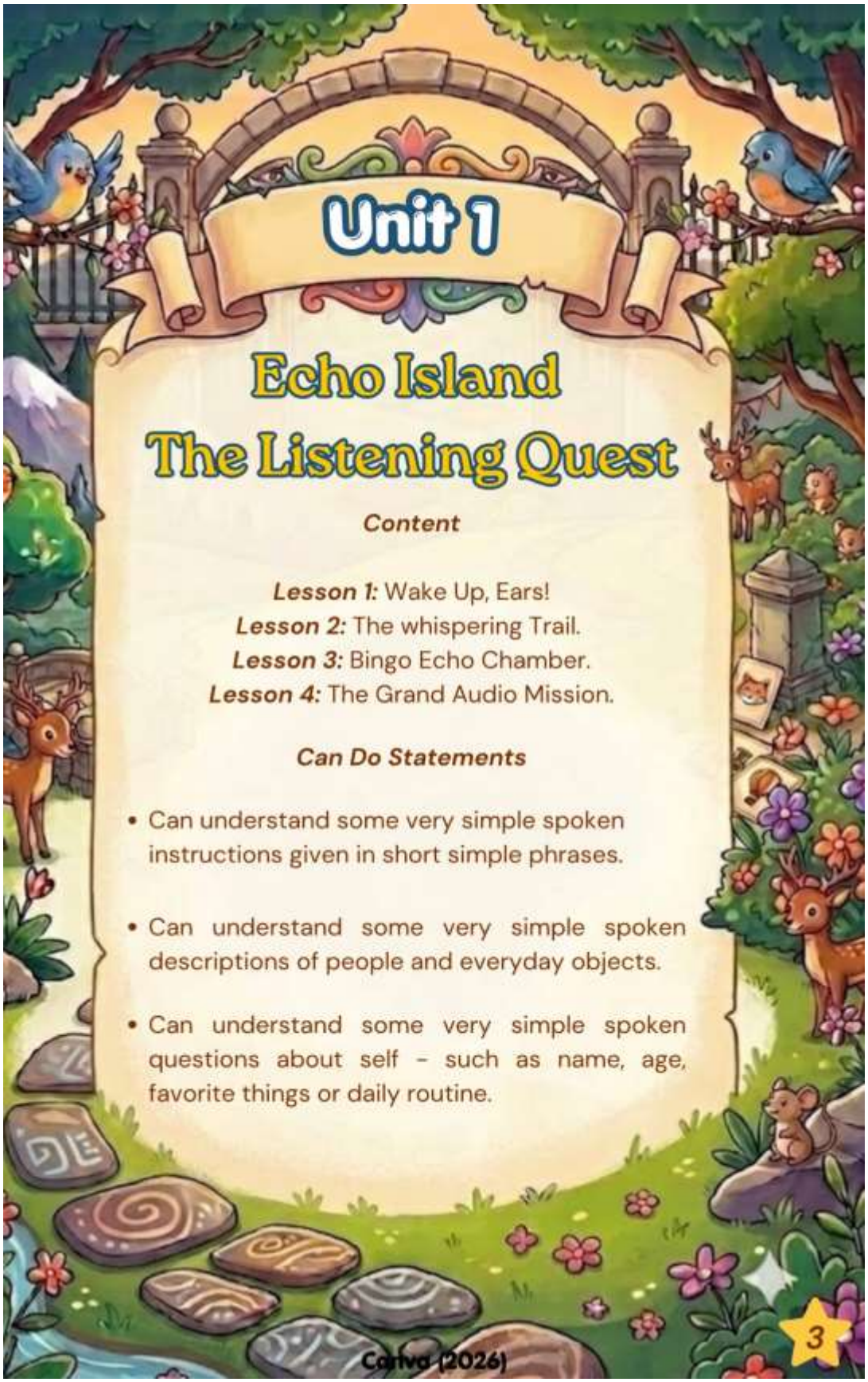
The proposal seeks to offer a structured flexible tool that integrates the development of the four skills with clear game mechanics and learning objectives according the National English Curriculum. It is justified pedagogically because of its connection with a social emotional engagement which is an important key dimension when teachers situate students within missions to complete, collaborative work and meaningful situations. In the same way, this guide provides teachers with practical support to plan, implement and evaluate lessons without losing sight of curriculum requirements.

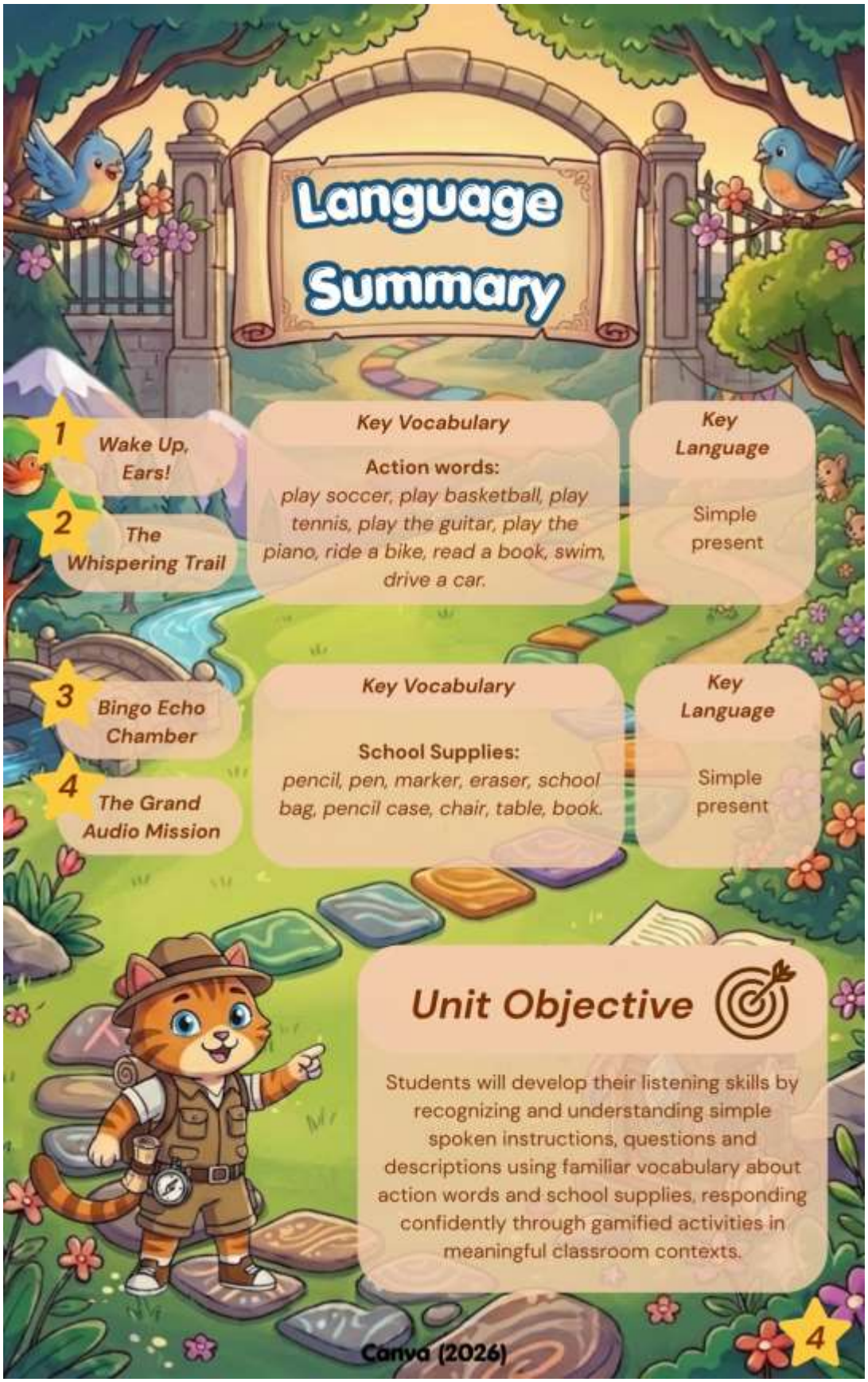
From a research perspective, this guide constitutes concrete application of the findings about gamification in English teaching. It translates theoretical insights of motivation, retention and engagement into classroom practice, making the proposal grounded in evidence collected in the school context. In this sense, the Lingua Land Adventures, Gamified Teacher´s English Guide is justified as an educational resource that can contribute to improve class instructions while promoting a more enjoyable learning experience.


Lingua Land
Adventures
Gamified English
Teacher´s Guide
2nd Grade
CEFR A1.1
Paola Maldonado
Canva (2026)


Introduction
This Gamified English Teacher´s Guide has been designed as a pedagogical proposal to support the teaching and learning of English in Second Grade. It is part of the research project "Gamification in English Language Learning: Enhancing Engagement and Retention in Primary Classrooms", which aims to promote meaningful learning experiences through the integration of game based strategies into the classroom.
The guide is organized into instructional units that progressively develop the four lnguage skills: Listening, Speaking, Reading and Writing, following a communicative and student centered approach. Each lesson incorporates gamification elements such as missions, challenges, points, rewards and collaborative activities to increase students´ motivation and participation while learning.
To enrich the teaching materials and provide engaging visual resources, part of the illustrations included in this guide were generated using IA platforms such as ChatGPT and Gemini, while additional graphic elements were designed with Canva. Likewise, the audio resources used in the listening activitieswere created with the IA platform ElevenLabs and uploaded to Vocaroo to facilitate their reproduction during classroom activities.
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Skills
Summary
1
Echo Island:
Listening Quest
L1.- "Wake Up, Ears!"
L2.- "The whispering"
L3.- "Bingo Echo Chamber"
L4.- "The Grand Audio Mission"
2
Voice Mountain:
Speaking Challenge
L1.- "Position Peak"
L2.- "Position Quest"
L3.- "Role Play Theater"
L4.- "The Speaking Arena"
3
Word Forest:
Reading Expedition
L1.- "Word Detectives"
L2.- "Picture Race"
L3.- "Puzzle Bridge"
L4.- "The Treasure Finale"
4
Ink Castle:
Writing Workshop
L1.- "Word Detectives"
L2.- "Sentence Lab"
L3.- "Guided Quest"
L4.- "Ink Castle Finale"
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2


Unit 1
Echo Island
The Listening Quest
Content
Lesson 1: Wake Up, Ears!
Lesson 2: The whispering Trail.
Lesson 3: Bingo Echo Chamber.
Lesson 4: The Grand Audio Mission.
Can Do Statements
• Can understand some very simple spoken instructions given in short simple phrases.
• Can understand some very simple spoken descriptions of people and everyday objects.
• Can understand some very simple spoken questions about self - such as name, age, favorite things or daily routine.
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Language Summary
1 Wake Up, Ears!
2 The Whispering Trail
3 Bingo Echo Chamber
4 The Grand Audio Mission
Key Vocabulary
Action words:
play soccer, play basketball, play tennis, play the guitar, play the piano, ride a bike, read a book, swim, drive a car.
Key Language
Simple present
Key Vocabulary
School Supplies:
pencil, pen, marker, eraser, school bag, pencil case, chair, table, book.
Key Language
Simple present
Unit Objective
Students will develop their listening skills by recognizing and understanding simple spoken instructions, questions and descriptions using familiar vocabulary about action words and school supplies, responding confidently through gamified activities in meaningful classroom contexts.
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Lesson 1: Wake Up, Ears!

Action Words

SKILL: Listening

Learning Outcomes	New Language	Materials
By the end of the lesson, students will be able to listen to and recognize actions words related to sports and instruments.	Play soccer, play basketball, play tennis, play te guitar, play the piano, swim, ride a bike, drive a car, read a book.	Unit 1 action cards Bingo boards Class book Markers Reward stickers Speaker

Activation: Warm up

10 minutes

Aim: To familiarize students with new vocabulary.

- Greet the class and introduce the lesson: "Today we are going to wake up our ears and listen carefully!"
- Explain the challenge: "You will say an action word and students do the action"
- Each correct action is worth 1 point for the class "Star stickers"

Connection: Listen and Match

30 minutes

Aim: To introduce action words.

- Hold up each action card one at time. Say the word for the class to repeat.
- Hold up each action card again for students to say the word without help.

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- Divide the class into 2 - 3 groups.
- Stick the cards on the board. Explain: "You will listen to a word and run with your partner to choose the correct card"
- Students listen, run and pick the correct card.
- The first team to get the correct card wins 1 point.
- Review each answer together.

Action Cards



Play Soccer



Play Basketball



Play Tennis



Play the Guitar



Play the Piano



Swim



Ride a Bike



Read a Book



Drive a Car

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Affirmation: ***Sound Badge Practice***

Aim: To practice the new language.

25 minutes

- Give each student a bingo board and a marker.
- Say the words in random order.
- Students listen and mark the pictures.
- The first student to get a line (horizontal, vertical or diagonal) and says "BINGO!" is the winner.
- Award the "Star stick" to the winner and praise everyone!

Bingo Boards



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Extension Activity:

https://voca.ro/1lmO7F8cvvqS

Aim: To consolidate the vocabulary learned through listening activities.



Teacher´s Tip

Keep the lesson fun and focus on active listening rather than perfect answers. Repeat each word naturally, use gestures and facial expressions instead of translation, and celebrate every effort to build students' confidence and motivation.

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Lesson 2: The Whispering Trail

Action Words

SKILL: Listening

Learning Outcomes

By the end of the lesson, studetns will be able to listen and understand simple spoken instructions related to everyday activities.

Vocabulary

Play soccer, play basketball, play tennis, play te guitar, play the piano, swim, ride a bike, drive a car, read a book.

Materials

Unit 1 action cards
Direction arrows
Class book
Cones or tape
Markers
Speaker
Reward stickers

Activation: Telephone Chain

20 minutes

Aim: To review the previous vocabulary.

- Welcome students and briefly review the vocabulary from the previous lesson using the action cards.
- Invite children to sit in a large circle.
- Explain: "Today we are going to become great listeners!"
- Whisper a short instruction to the first child. Example: "Play soccer"
- Each student whispers exactly the same message to the next classmate.
- The last student says the message aloud and performs the action.
- Give a sticker to each student if the message was received correctly.

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Connection: Simon Says

20 minutes

Aim: To practice vocabulary through physical response.

- Invite the students to do the action when they listen Simon says.
- Children who move incorrectly become Judges.
- Rotate judges so everyone participates

Affirmation: Direction Stars

30 minutes

Aim: To complete circuits through listening instructions.

- Divide the class into three stations.
  - Listen and do.
  - Listen and point.
  - Listening bingo.
- Make groups of 3 - 4 students. Invite them to visit 3 stations. At each station, they listen to instructions and complete the task.
- When they finish a station correctly, the group earn a star. The team with 3 stars is the winner.

Stations

1 Listen and Do

https://voca.ro/1aUpYLSOllmY

- Play one action aloud. Students listen and perform the action.
- Increase the difficulty by giving two actions.
- Finally, give a sequence of three actions.



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2 Listen and Point

https://voca.ro/1nRfX5BpLejN

- Display some action cards on a table.
- Play one action aloud. Students listen and point to the correct picture.
- Increase the challenge by giving two or more step instructions for students to follow the pattern.



3 Listening Bingo

https://voca.ro/15ePv7RM6Ksz

- Give each student a bingo card.
- Calls one action at time without showing a picture.
- Students place a counter on the matching picture.
- When a student completes a row , say "Bingo".



Extension Activity:

Ex. 1. https://voca.ro/1e5lgzNMKfRU

Ex. 2. https://voca.ro/1l61HP44tSTe

Aim: To reinforce action vocabulary through listening and visual identification.

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Name:
Date:
UNIT 1 - LESSON 2
Action Words
1
Listen to the action word and write the number.
https://voca.ro/1eSlgzNMKfRU
2
Listen to the action and circle the ✓or ✕
https://voca.ro/1l6lHP44tSTe
Teacher´s Tip
Encourage students to listen before responding. Moving from action to recognition and independent comprehension helps build listening confidence in a fun and meaningful way. Praise effort and participation to keep students motivated.
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Lesson 3: Bingo Echo Chamber

School Supplies

SKILL: Listening

Learning Outcomes	New Language	Materials
By the end of the lesson, students will be able to listen to and recognize vocabulary related to school supplies.	Pen, pencil, table, chair, eraser, book, school bag, pencil case, marker.	Unit 1 school supplies cards Class book Bingo cards Reward stickers

Activation: Sound Scavenger Hunt

25 minutes

Aim: To introduce the school supplies words.

- Welcome the class and and tell students that they are going to become Sound Detectives.
- Students sit in a circle where they can clearly hear the sounds. Tell them to cover their eyes.
- Recreate classroom sounds related to school supplies, one at time. Example: "A pencil writing on a paper, a book opening, a chair moving".
- After the sound, display two or three flashcards ans ask: "What did you hear?"
- Students point to the card, if they are correct, say the vocabulary word aloud. If they are not correct repeat the action.
- Continue until all vocabulary items have been introduced.
- Hold up each action card one at time. Say the word for the class to repeat.
- Hold up each action card again for students to say the word without help.

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Connection: ***Listening Bingo Quest*** ***15 minutes***

Aim: To familiarize students with new vocabulary.

- Tell students to stand in the same circle.
- Place the vocabulary cards in the center of the circle.
- Start saying a school supply word, example: "Pencil".
- The next student listens carefully and says a different word, example: "Book". The activity continues around the circle.

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- Students cannot repeat any word that has already been mentioned until the group of words have finished.
- Cover each flashcard after it has been said to provide visual support and help students remember which words have already been used.
- Continue until every student has participated.
- Students who successfully remember and say five or more different vocabulary words throughout the activity receive a Star sticker.
- Finish the activity by reviewing all the vocabulary with the class.

Affirmation: Bingo Champion Badge

25 minutes

Aim: To practice the new language.

- Each student receives a Bingo card containing different pictures of the school supplies words plus the action words.
- Say one vocabulary word at time. Example: "Pencil". Students cover the corresponding picture with a counter.
- The first student who completes a line shouts "Echo" and wins a star sticker.

Bingo Boards





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Extension Activity:

https://voca.ro/1bTNwAcq7ST8

Aim: To consolidate the vocabulary learned through listening activities.



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Teacher´s Tip

Use real school supplies to reinforce vocabulary. Allow students to listen, see, and handle each object, helping them make meaningful connections between spoken words and real-life classroom items.

Lesson 4: The Grand Audio Mission

School Supplies

SKILL: Listening

Learning Outcomes	*Vocabulary*	*Materials*
By the end of the lesson, students will demonstrate listening comprehension by completing activities and following instructions.	Pen, pencil, table, chair, eraser, book, school bag, pencil case, marker.	Unit 1 school supplies cards Class book Bingo cards Spinning wheel Reward stickers

Activation: Story Recap

10 minutes

Aim: To activate listening comprehension.

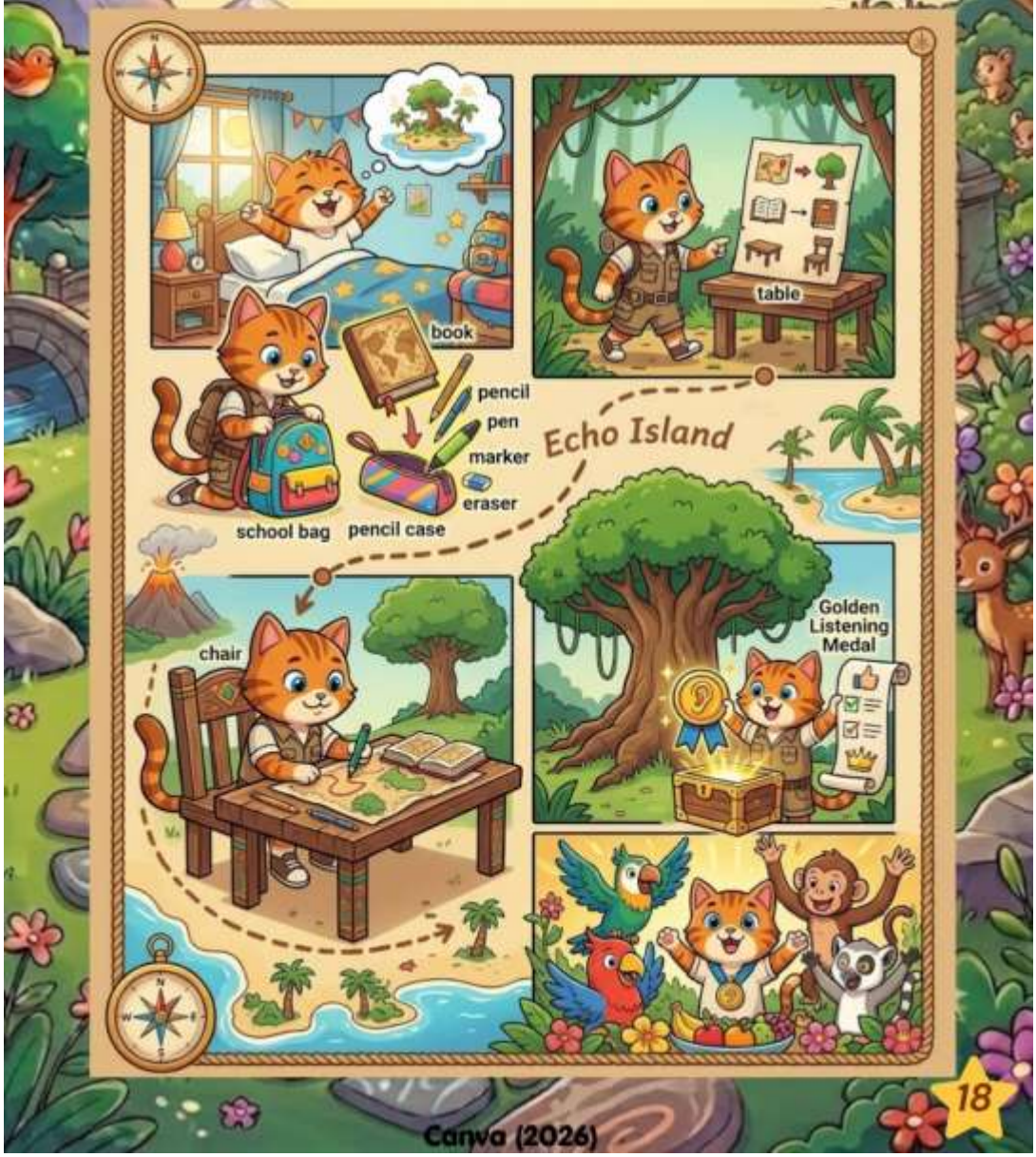
- Welcome students. Explain them that they are going to listen a story while looking a poster.
- While telling the story, pause whenever a school supply vocabulary word should appear. Example: "Before starting the mission, Echo packed a _____."

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- Students listen and follow the story while looking at the poster and complete with the story with the correct word.
- Continue the story using all the vocabulary.
- Each correct answer earns the class a star sticker.

Story Poster



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Story Script

"One sunny morning, Echo woke up with a big smile. Today was a special day because it was time for the final treasure hunt on Echo Island.

Before leaving, Echo packed a ***school bag*** with everything needed for the adventure. Inside the bag, there was a ***book*** with an old treasure map, a ***pencil*** to write notes, a ***pen*** for important messages, a ***marker*** to mark the correct path, and an ***eraser*** to fix any mistakes. Everything was neatly organized inside a ***pencil case***.

Echo walked through the jungle until reaching a small wooden ***table***. On the ***table***, there was a clue that said: "Sit down, read the map carefully, and the treasure will be near." Echo sat on a ***chair***, opened the ***book***, and studied the map.

Following the map, Echo found a big tree with a shining treasure chest hidden behind it. Inside the chest was the Golden Listening Medal and a message that said:

'Congratulations, Echo! You listened carefully, remembered every school supply, and completed the final mission. Now you are an Echo Island Master!'

Echo smiled proudly and celebrated the adventure with all of the friends on Echo Island."

Connection: *Spin Challenge*



30 minutes

Aim: To strengthen listening comprehension.

- Prepare a spinning wheel containing the nine school supplies. Each vocabulary word will have a clue.
- Make group of 3 – 4 students. Each team spins the wheel. When the wheel stops, the teacher gives an oral clue instead of saying the object ´s name, example: "You write with it". Use gestures while describing to ensure better understanding.
- The group wins one point if the clue matches the picture on the wheel.
- The team with the most points becomes the listening champions.

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Affirmation: Audio Mission

30 minutes

Aim: To practice listening comprehension.

- Divide the class into four stations.
  - Listen and draw.
  - Listen and act.
  - Listen and choose.
  - Listen and Order.
- Make gorups of four students. Each team begins at one listening station.
- Teams rotate every 5 minutes. Each completed station earns one point.
- The team with the highest score becomes the champions.

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Stations

1 Listen and Draw

https://voca.ro/1ejlZPBvnp3s

- Play simple oral instructions twice. Example: "Draw a pencil".
- Students listen to the audio and draw the correct object.
- Increase the difficulty giving two vocabulary words to be drawn.



2 Listen and Act

https://voca.ro/1fkOyAVbYjfm

- Play simple action commands. Example: "Open your book".
- Students perform the action immediately.
- Give one point for each correct performance.



3 Listen and Choose

https://voca.ro/1bgxYiHuOYdQ

- Each student receives several picture cards.
- They listen to a vocabulary word.
- Students raise the correct picture.



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4 Listen and Order

https://voca.ro/1oyaMOokb6yx

- Each student receives nine picture cards.
- They listen to a sequence of words.
- Students place the cards in the same order after listening the audio.



Extension Activity:

https://voca.ro/1clAptNhTuxw

Aim: To consolidate the vocabulary learned through listening activities.

Name: Date:

UNIT 1 – LESSON 4

School Supplies

Listen to the audio and follow the pictures.
https://voca.ro/1clAptNhTuxw



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Review Lessons 1, 2, 3, and 4

Listen, look and answer.

Orange, three

Swim

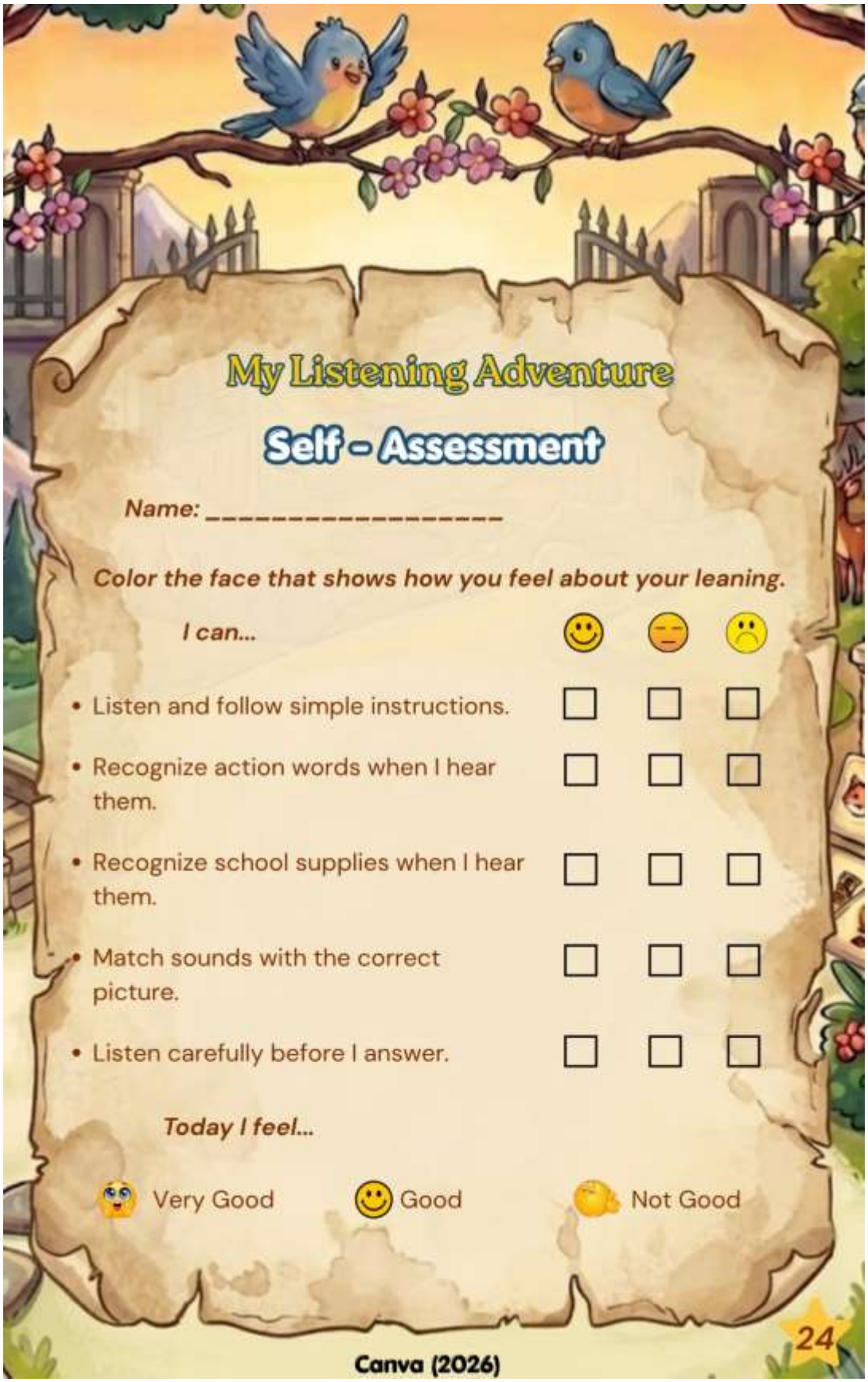


Teacher´s Tip

Use real gestures, facial expressions, sounds, different voice tones, and movements to support listening activities. These visual and physical cues help students understand new vocabulary naturally, without relying on translation, while making listening more engaging, meaningful, and memorable.

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My Listening Adventure
Self - Assessment
Name: _____
Color the face that shows how you feel about your leaning.
I can...
• Listen and follow simple instructions.
• Recognize action words when I hear them.
• Recognize school supplies when I hear them.
• Match sounds with the correct picture.
• Listen carefully before I answer.
Today I feel...
Very Good
Good
Not Good
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UNIT 1 COMPLETION CERTIFICATE
ECHO ISLAND: LISTENING QUEST
AWARDED TO:
FOCUS SKILL: LISTENING
(All 4 Lessons)
1. (LESSONS 1 & 2)
Play soccer, play basketball, play tennis, play the piano, play the guitar, swim, read a book, drive a car
2. (LESSONS 3 & 4)
Pencil, pen, marker, eraser, book, table, chair, pencil case, school bag
COLLECT ALL YOUR UNIT STICKERS HERE!
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Unit 2
Voice Mountain
Speaking Challenge
Content
Lesson 1: Position Peak.
Lesson 2: Position Quest.
Lesson 3: Role Play Theater.
Lesson 4: The Speaking Arena.
Can Do Statements
• Can name familiar people or things - such as family, animals, school or household objects.
• Can give very basic descriptions of some objects and animals - such as how many, color, size or location.
• Can respond to very simple questions with single words or a 'yes/no' response.
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Language Summary
1 Position Peak
2 Position Quest
Key Vocabulary
Preposition of Place:
in, on, under, next to, behind, between, next to.
Key Language
Where´s your (pen)? / It´s (on) the (table)
3 Role Play Theater
4 The Speaking Arena
Key Vocabulary
Emotions:
happy, sad, angry, surprised, nervous, excited, hungry, thirsty, sleepy.
Key Language
Simple present
Unit Objective
Students will develop their speaking skills by describing location using prepositions, expressing emotions and responding to simple quesitons with confidence through communicative activities.
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Lesson 1: Position Peak

Prepositiions of Place

SKILL: Speaking

Learning Outcomes	New Language	Materials
By the end of the lesson, students will use prepositions of place to describe the location of objects through guided speaking.	in, on, under, next to, behind, between.	Unit 2 preposition of place cards Class book Picture cards Reward stickers

Activation: Position Circle game

20 minutes

Aim: To introduce prepositions of place.

- Welcome students to the first mission of Unit 2. Explain that they are explorers searching for hidden objects.
- Hold up the hidden objects poster and make questions for the students to find the position of the school supplies. Example " Where is the pencil?"
- Give 3 – 4 options for the students to choose. Use gestures to help students understand better.
- Arrange students in a circle. Place classroom objects in different positions around a chair, table, etc. before the activity begins.
- Play music while students walk around the circle. When the music stops, each student goes to the nearest object.
- Ask one student: "Where is the eraser?". Help the student to answer using the target structure, example: "It is on the chair".
- Each correct answer earn one star sticker.

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Hidden Objects Poster
Connection: Position Relay Race
30 minutes
Aim: To practice collaborative speaking and movement.
• Hold up each preposition of place card one at time. Say the word for the class to repeat.
• Divide the class int two teams.
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- At the opposite side of the classroom, prepare two stations with classroom objects already arranged in different positions.
- One student from each team runs to a station and answer the question. Example: "Where is the pencil?"
- The student must answer using a complete sentence. Example: "The pencil is on the chair"
- If correct, the student receives one Star sticker before returning to the team. The next teammate continues.
- The team collecting the most Star stickers becomes the champion.



Stations



Affirmation: ***Position Badge Quiz***

Aim: To consolidate the use of prepositions of place through independent speaking.

30 minutes

- Give to each student a different picture card.
- Tell students to observe theircards and identify where is each school supply. Call them individually and make questions.
- Each students must poduce almost three different complete sentences using prepositions.
- Observe pronunciations, confidence and correct use of the target language.
- Students who successfully use at least three different prepositions correctly receive a Star sticker.
- To finish the class. Review the six prepositions by showing the picture cards to everybody and asking. Example: "Where is the marker?"
- Students answer together.

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Picture Cards
Teacher´s Tip
Support students´speaking with gestures, demonstrations and modeling instead of translating. Seeing moving and describing the objects helps learners understand and use prepositions naturally while building confidence in spoken English.
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Lesson 2: Position Quest

Prepositions of Place

SKILL: ***Speaking***

Learning Outcomes	*Vocabulary*	*Materials*
By the end of the lesson, students will ask and answer questions about the location of objects through collaborative speaking activities.	in, on, under, next to, behind, between.	Picture cards Class book Voice chart Reward stickers

Activation: ***Balls Toss Challenge*** ***15 minutes***

Aim: To develop students´ confidence in speaking.

- Welcome students and explain the today´s mission.
- Stand them in a circle and begin holding a ball and placing an object somewhere in the classroom. Example: "A pencil under a chair".
- Throw the ball to one student and ask: "Where is the pencil?". The student answer using the complete structure.
- The student throws the ball to anothes classmate while asking a new question.
- Change the position of the objects after every few rounds.
- Each correct question and answer earns on Star sticker.
- Encourage students to use complete sentences and speak aloud.



Connection: Position Detective Challenge

30 minutes

Aim: To reinforce the use of prepositions of place.

- Divide the class into two teams.
- Show images with objects in different locations.
  - A pencil on the table.
  - A school bag under the chair.
  - A marker next to the book.
  - A pencil case beteen two books.
  - A pen behind the chair.
  - An eraser in the school bag.
- Each team must formulate a question.
- The opposing team has 15 seconds to answer.
- If the answer is correct, the team earns one Star sticker.
- If the question is grammaticall correct, the questioning team earns one Star sticker.
- The team with the mos stars becomes the Position Detectives winner.



Affirmation: *Voice Mountain Challenge*

30 minutes

Aim: To practice speaking skills by independently asking and answering questions.

- Prepare a microphone with recycled materials.
- Explain that the microphone will help them feel confident and speak loudly.
- In the first round, one student comes to the front of the classroom and chooses one of three different cards.
- The student observes the picture and answers the question. "Where is the _____?"
- In the second round, the student sees the three cards, for each picture, the teacher makes a question.
- The student answers using a complete sentence.
- In the third round, the student shows a picture card to the class and asks one question to the their classmates.
- Every correct questions and answer earns one Star sticker on the Voice mountain chart.
- Students who has three stars receive a reward.



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Extension Activity:

Aim: To consolidate the vocabulary learned through speaking activities.



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Lesson 3: Role Play Theater

Emotions

SKILL: Speaking

Learning Outcomes	New Language	Materials
By the end of the lesson, students will express and identify emotions using appropiate pronunciation and intonation in meaningful speaking situations.	Happy, sad, excited, angry, surprised, sleepy, hungry, thirsty, nervous	Unit 2 emotion cards Class book Situation cards Reward stickers

Activation: Mirror Me

20 minutes

Aim: To introduce emotion vocabulary through imitation and expressive speaking.

- Welcome students to the role play theater and explain that they will become actors. Tell them that good actors use not only their voices but also their faces and bodies to express emotions.
- Model each emotion by saying:
  - I am happy.
  - I am angry.
  - I am sad.
  - I am hungry.
  - I am thirsty.
- Make facial expressions and gestures while saying the emotions.
- Repeat the procedure and invite the students to repeat the phrases and the faces.
- Walk around the classroom encuraging expressive pronunciation.
- Hold up each emotion card one at time. Say the word for the class to repeat.

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Lesson 3: Role Play Theater

Emotions

SKILL: Speaking

Learning Outcomes	New Language	Materials
By the end of the lesson, students will express and identify emotions using appropiate pronunciation and intonation in meaningful speaking situations.	Happy, sad, excited, angry, surprised, sleepy, hungry, thirsty, nervous	Unit 2 emotion cards Class book Situation cards Reward stickers

Activation: Mirror Me

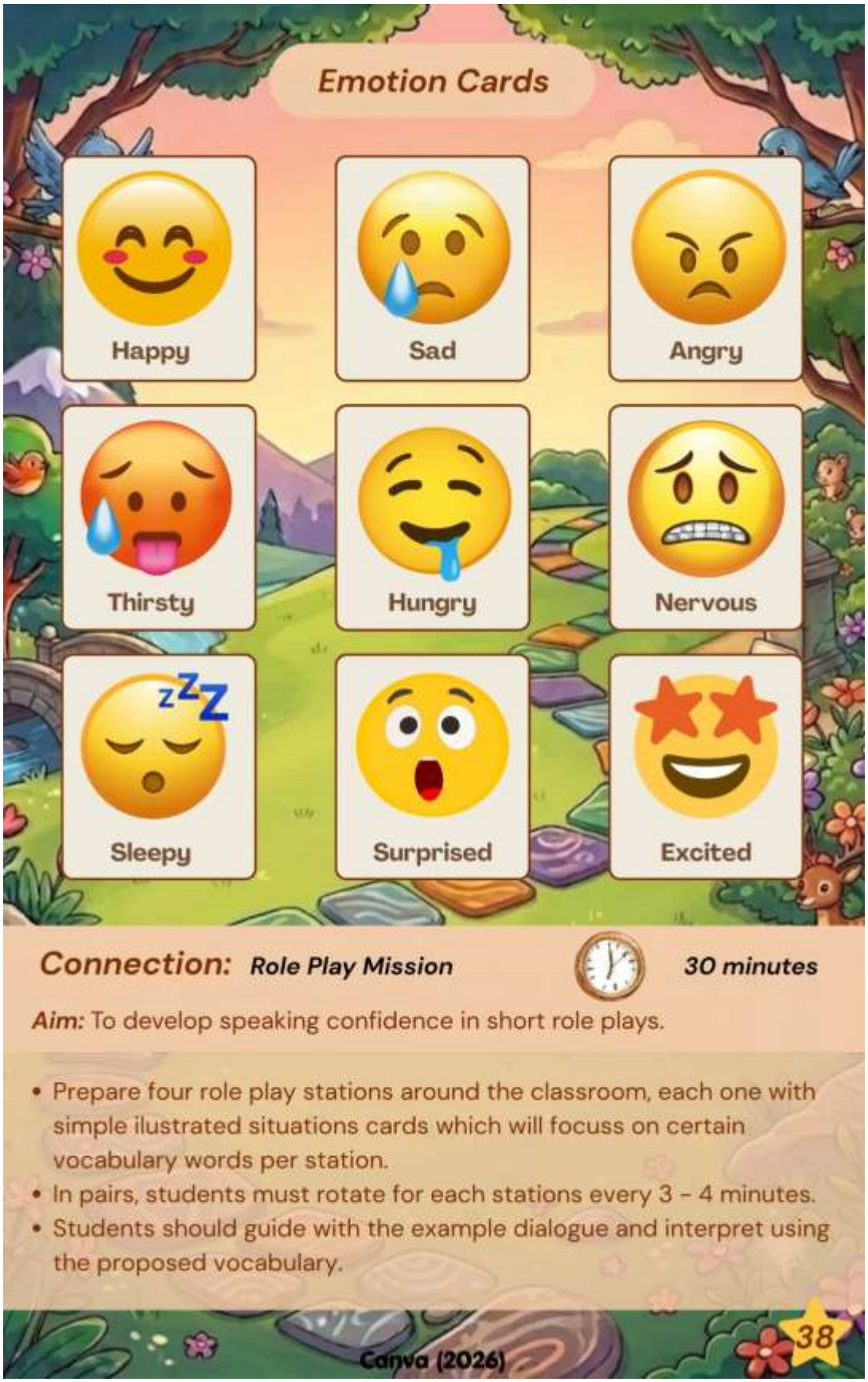
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Aim: To introduce emotion vocabulary through imitation and expressive speaking.

- Welcome students to the role play theater and explain that they will become actors. Tell them that good actors use not only their voices but also their faces and bodies to express emotions.
- Model each emotion by saying:
  - I am happy.
  - I am angry.
  - I am sad.
  - I am hungry.
  - I am thirsty.
- Make facial expressions and gestures while saying the emotions.
- Repeat the procedure and invite the students to repeat the phrases and the faces.
- Walk around the classroom encuraging expressive pronunciation.
- Hold up each emotion card one at time. Say the word for the class to repeat.

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Emotion Cards
Happy
Sad
Angry
Thirsty
Hungry
Nervous
Sleepy
Surprised
Excited
Connection: Role Play Mission
30 minutes
Aim: To develop speaking confidence in short role plays.
• Prepare four role play stations around the classroom, each one with simple ilustrated situations cards which will focuss on certain vocabulary words per station.
• In pairs, students must rotate for each stations every 3 - 4 minutes.
• Students should guide with the example dialogue and interpret using the proposed vocabulary.
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- Observe each pair using a checklist focused on correct vocabulary, pronunciation, fluency and appropiate facial expressions.
- Each completed station earns a Star sticker.
- The pair collecting the most stickers becomes the winners.

Stations

1 At the Store



- **Situation:**

A child cannot find his favorite toy.

- **Example dialogue:**

A: Hello! How are you?
B: I am sad.
A: Why?
B: I can´t find my ball.

- **Target Vocabulary:**

Angry, sad, nervous.

2 In the Classroom



- **Situation:**

The student earns a star sticker.

- **Example dialogue:**

Teacher: Good job!
Student: Thank you!
Teacher: How are you?
Student: I am happy!

- **Target Vocabulary:**

Happy, excited, surprised

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3 At home



- **Situation:**

It is bedtime.

- **Example dialogue:**

Mom: How are you?
Child: I am sleepy.
Mom: Go to sleep.
Child: Good night!

- **Target Vocabulary:**

Sleepy

4 At the Park



- **Situation:**

A child sees an ice cream car.

- **Example dialogue:**

A: Hello, How are you?
B: I am thirsty.
A: Let´s buy an ice cream.
B: Good idea!

- **Target Vocabulary:**

Hungry, thirsty

Affirmation: Theater Stars

15 minutes

Aim: To consolidate speaking by performing a role play.

- Each pair chooses their favorite role play from the previous stations.
- Using the emotion cards, pairs present their dialogue in front of the class.

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- After every presentaiton, classmates vote according the categories evaluated:
  - Best pronunciation.
  - Most creative.
  - Funniest performance.
- Provide feedback at the end of each presentation.
- The pair receiving the highest number of stars becomes the role play champions.



Teacher´s Tip

Model each emotion with facial voice changes and body language before asking students to perform. It helps children making speaking activities more engaging and confidence building.

Lesson 4: The Speaking Arena

Emotions

SKILL: Speaking

Learning Outcomes	Vocabulary	Materials
By the end of the lesson, students will confidently express and describe emotions using appropiate pronunciation and intonation.	Happy, sad, excited, angry, surprised, sleepy, hungry, thirsty, nervous	Unit 2 emotion cards Class book Tongue twister cards Markers Reward stickers

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Activation: *Tongue Twister*

15 minutes

Aim: To improve pronunciation, fluency and confidence.

- Welcome students and begin with a tongue twister.
- Display one tongue twister card at time. First read it slowly, then invite students to repeat it together. Gradually increase the speed while maintaining clear pronunciation.
- Divide the class into two teams. Each team chooses one student to say the tongue twister.
- If they have correct and clear pronuciantion the win a Star sticker.

Tongue Twisters

Happy hippos hop happily.



Six sleepy snakes sleep silently.



Big bears become brave.



Funny frogs feel fantastic.



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Connection: *Speaking Battle Arena*

30 minutes

Aim: To strengthen speaking skills.

- Divide the class into teams. Explain that they will compete in three speaking rounds.
- After each round, one group becomes the judges, using a score card to evaluate pronunciation, fluency and confidence.
- Supervise and guide the scoring process.



1 Describe the picture

- Show emotion flashcards.
- Student describe the picture.
  - **Example:** She is happy.

2 Answer fast

- The teacher ask quick questions.
- Students anwer immediately.
  - **A:** How do you feel before bedtime?
  - **B:** I am sleepy.

3 Tell about yourself

- Students complete 4 simple personal sentences using the vocabulary of emotions.
- **Example:** "When I play the piano _____ (I am nervous.)

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Affirmation: Voice Mountain

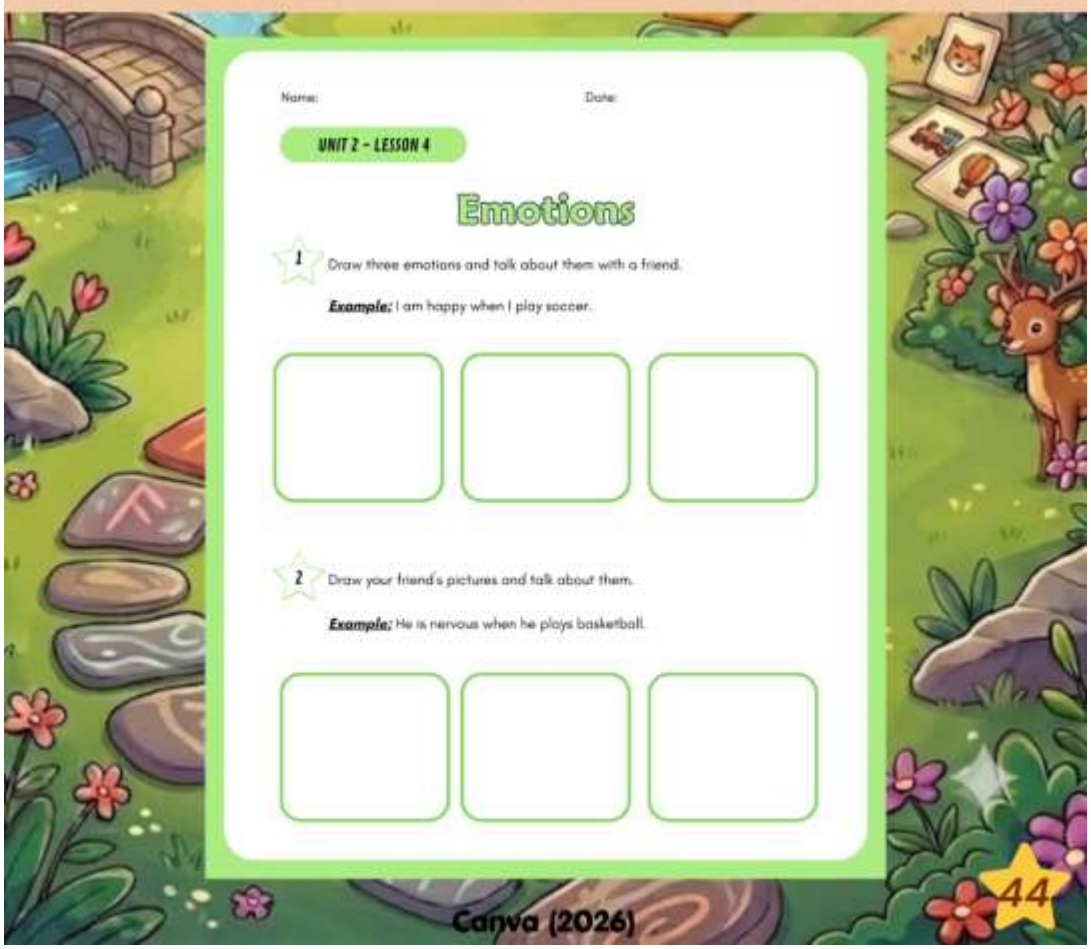
30 minutes

Aim: To practice speaking by recording an oral presentation

- Explain students that one at time they will record a short audio using the following model:
  - Hello! My name is _____
  - Today I am _____ (emotion) because _____
  - Sometimes I m _____ (emotion) because _____
  - Thank you! Goodbye!
- After recording, play the audios for the class to give feedback.

Extension Activity:

Aim: To consolidate the vocabulary learned through speaking activities.



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Review Lessons 1, 2, 3, and 4

Look at the pictures and say the sentences.

I am  when I 

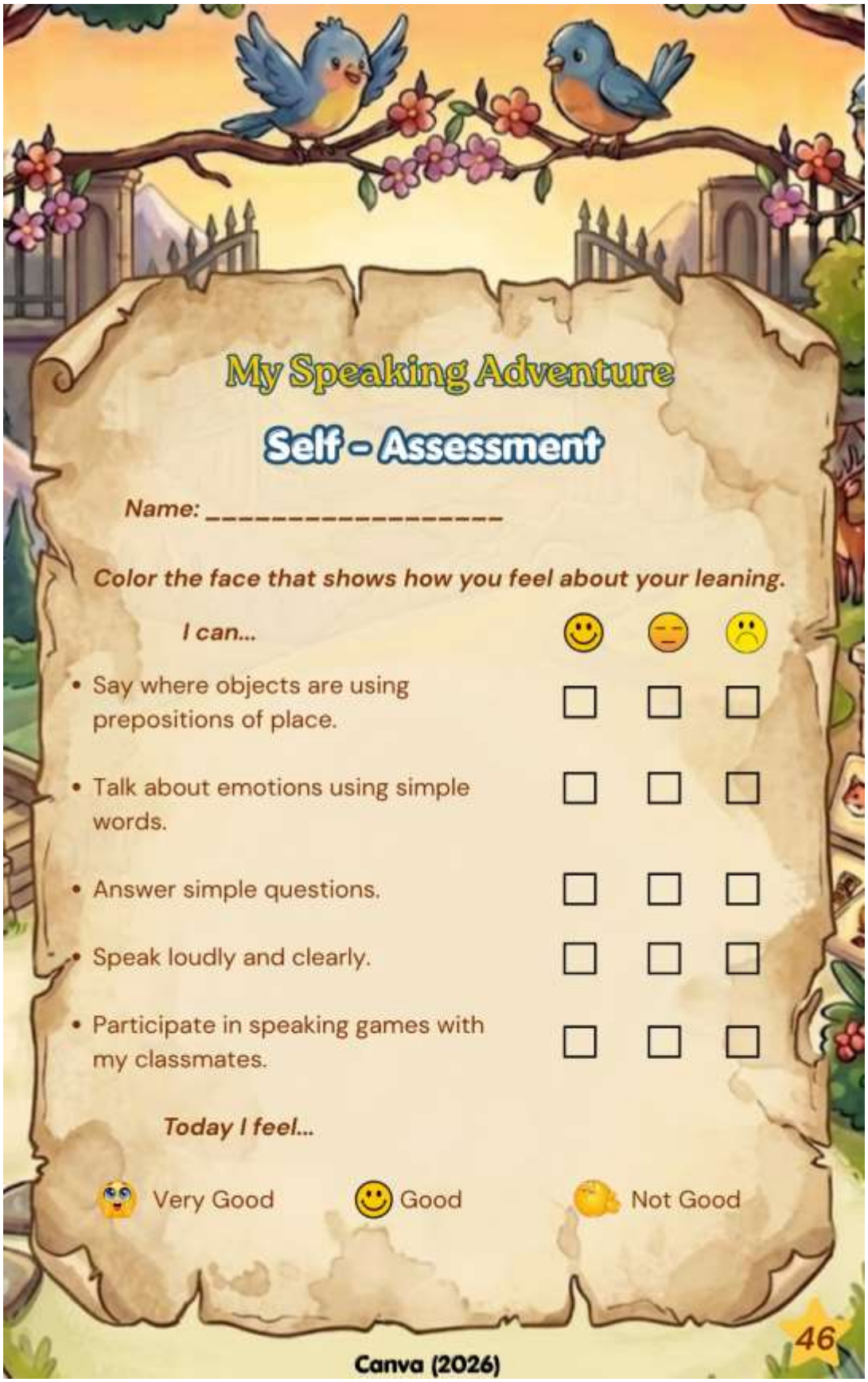
I am happy when I swim.

1. I am  when I 
2. I am  when I 
3. I am  when I 
4. I am  when I 
5. The  is  the 
6. The  is  the 
7. The  is  the 
8. The  is  the 

Teacher´s Tip

Encourage students to express emotions using clear pronunciation and intonation. Creating supportive environment where every child feels comfortable speaking helps building confidence and promotes meaningful communication.

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My Speaking Adventure
Self - Assessment
Name: _____
Color the face that shows how you feel about your leaning.
I can...
• Say where objects are using prepositions of place.
• Talk about emotions using simple words.
• Answer simple questions.
• Speak loudly and clearly.
• Participate in speaking games with my classmates.
Today I feel...
Very Good
Good
Not Good
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UNIT 2 COMPLETION CERTIFICATE
VOICE MOUNTAIN: SPEAKING CHALLENGE
AWARDED TO:
FOCUS SKILL: SPEAKING
(All 4 Lessons)
1. (LESSONS 1 & 2)
PREPOSITIONS OF PLACE:
in, on, under, next to, behind, between
in
on
under
next to
between
2. (LESSONS 3 & 4)
SPEAKING LAB
EMOTIONS:
happy, sad, angry, sleepy, hungry, thirsty, surprised, excited, nervous
COLLECT ALL YOUR UNIT 2 STICKERS HERE!
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Unit 3
Word Forest
Reading Expedition
Content
Lesson 1: Word Detectives.
Lesson 2: Picture Race.
Lesson 3: Puzzle Bridge.
Lesson 4: The Treasure Finale.
Can Do Statements
• Can understand some very simple sentences, including questions.
• Can follow some very short picture stories written in very simple language.
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Language Summary
1 Position Peak
2 Position Quest
Key Vocabulary
Preposition of Place:
in, on, under, next to, behind, between, next to.
Key Language
Where´s your (pen)? / It´s (on) the (table)
3 Role Play Theater
4 The Speaking Arena
Key Vocabulary
Emotions:
happy, sad, angry, surprised, nervous, excited, hungry, thirsty, sleepy.
Key Language
Simple present
Unit Objective
Students will develop their speaking skills by describing location using prepositions, expressing emotions and responding to simple quesitons with confidence through communicative activities.
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Lesson 1: Word Detectives

Animals

SKILL: Reading

Learning Outcomes	New Language	Materials
By the end of the lesson, students will develop their reading skills to promote word recognition and vocabulary acquisition.	Cat, dog, bird, fish, rabbit, pig, chicken, frog, ant.	Unit 3 animals cards Bingo cards Class book Reward stickers

Activation: Word Explorer Game

20 minutes

Aim: To introduce students to reading familiar vocabulary.

- Welcome students to the unit 3 and explain that they will become word detectives.
- Before the lesson, hide several secret word cards (without pictures) around the classroom.
- The mission of the students is to find the animals word cards using their detective tools which is a magnifying glass made with recycled materials.
- When the teacher says: "Detectives, start your search!", students look for one hidden word.
- Once a student finds a card, they return to the teacher and read the word aloud.
- If the pronunciation is correct, the detective keeps the card and earns one Star sticker.
- If the pronunciation is not correct, read along the students and hide the card again.

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- After all cards have been found, display hem on the board and read together as a class.
- Repeat the activity by asking volunteers to read different words independently.

Word Cards

chicken	cat	dog
bird	fish	rabbit
pig	frog	ant

Connection: ***Word Picture Race*** ***30 minutes***

Aim: To reinforce word recognition with pictures.

- Hold up each animal card one at time. Say the word for the class to repeat and match each one with its corresponding word card.
- Divide the class into 2 – 3 teams. Ask them to make a line.
- On the board, display picture cards on one side and word cards on the other side in random order.
- One student at a time runs to the board, chooses one word card.
- The student gives the card to the next teammate. The kid reads it aloud and places it next to the correct picture.
- If correct the team earns one Star sticker.
- Finally ask students to spell the words after reading them.

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Affirmation: ***Detective Bingo***

30 minutes

Aim: To consolidate word reading recognition.

- Give each student a bingo card.
- Show the students a picture animal card one at time.
- Students should look at the picture and silently find the word in the bingo board.

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- When the first student finishes shout Bingo!. Check the answers, then read the words aloud for the rest of the class.
- If the student is correct earns a Star sticker.
- Repeat the game again.

Bingo Cards

fish	frog	chicken
ant	bird	cat
pig	dog	rabbit

ant	frog	cat
pig	bird	rabbit
dog	fish	chicken

cat	fish	bird
rabbit	ant	dog
chicken	pig	frog

chicken	fish	dog
bird	rabbit	pig
cat	frog	ant

Extension Activity:

Aim: To consolidate the vocabulary learned through reading activities.

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Name:
Date:
UNIT 3 - LESSON 1
Animals
1
Look at the pictures, read and match with the correct word.
chicken
ant
bird
dog
pig
frog
fish
rabbit
Teacher´s Tip
When introducing readng begin with short, simple words that have regular vowel sounds. Once students read them confidently, gradually introduce more comlplex words while supporting learning with pictures.
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Lesson 2: Picture Race

Animals

SKILL: Reading

Learning Outcomes	Vocabulary	Materials
By the end of the lesson, students will develop their reading skills by recognizing familiar words and reading simple sentences.	Cat, dog, bird, fish, rabbit, pig, chicken, frog, ant.	Unit 3 animals cards Class book Reading cards Reward stickers

Activation: Flashcard Frenzy

20 minutes

Aim: To reinforce sight word recognition and reading fluency.

- Welcome students a to the class and explain the activity.
- Sit the students in a circle and display vocabulary cards one at time.
- Students read each word aloud together. Increase the speed as students become more confident.
- To make the activity more challenging add word card of the vocabulary worked during the previous units. Encourage students to read the words as accurately as possible.
- Finally, ask student by student to choose a flashcard and read the word.
- If the reading is correct, the student earns a Star sticker. If not help the student to identify the word and read correctly and put the card back in the group of cards.
- Repeat the activity twice.

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Connection: Picture Reading Race



30 minutes

Aim: To strengthen reading comprehension.

- Prepare four reading stations around the classroom. Each station contains pictures and simple sentences.
  - Read about animals.
    - It is a cat / dog / bird, etc.
  - Read about school supplies.
    - This is a book / pen / marker, etc.
  - Read about actions.
    - I play basketball / the piano / the guitar, etc.
  - Mixed reading.
    - I am happy.
    - I read a book.
    - It is a rabbit.
    - This is a pencil.
- Students work in teams. Each team rotates every 4 - 5 minutes.
- Students first read the sentence aloud, then run to the matching picture and place the sentence card beneath it.
- Each completed station earns one Star sticker.
- Support pronunciation and encourage students to decode the complete sentence before looking at the pictures.

Affirmation: Read Challenge



20 minutes

Aim: To consolidate simple sentences reading fluency.

- Provide each student with a reading card containing six simple sentences. Example:
  - It is a cat.
  - This is a book.
  - I see a pencil.

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- Each card must have clue pictures to help reading
- Use a timer to project one minute. Students should read as many sentences as possible.
- Listens individually and records the number of correctly read sentences.
- For every correct read sentence, students earns one Star sticker.
- Students who read all six sentences correctly receive a Reader Certificate.

Reading Cards

1. It is a rabbit. 	4. This is a cat 
2. It is a school bag. 	5. I swim. 
3. This is a table. 	6. I drive a car. 

1. It is a pig. 	4. This is an ant. 
2. It is a chair. 	5. I play soccer. 
3. This is a marker. 	6. I read a book. 

1. It is a dog. 	4. This is a chicken. 
2. It is a pencil case. 	5. I play the piano. 
3. This is an eraser. 	6. I play tennis. 

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Extension Activity:

Aim: To consolidate the vocabulary learned through reading activities.

Name: Date:

UNIT 3 - LESSON 2

Animals

Look at the pictures and read. Put a ✔ or an ✘ in the box.

1  This is a cat. ◯

2  This is a rabbit. ◯

3  This is a dog. ◯

4  This is a pig. ◯

5  This is a frog. ◯

6  This is a fish. ◯

7  This is a chicken. ◯

8  This is an ant. ◯

Teacher´s Tip

Encourage students to read the complete sentence before looking at the picture. This helps them focus on understanding the written message instead of guessing from the images.

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Lesson 3: Puzzle Bridge

Colors

SKILL: Reading

Learning Outcomes	New Language	Materials
By the end of the lesson, students will develop their reading skills by organizing words to recognize, build and read sentence structures.	Yellow, red, green, blue, pink, purple, gray, black, white, brown, orange, sky blue.	Unit 3 colors cards Class book Pictogram cards Word cards Reward stickers

Activation: Word Jumble

30 minutes

Aim: To introduce colors vocabulary through reading.

- Welcome students and explain thet they will discover a new clue to continue the learning. They will unlock a color treasure.
- Show them colorful cards. Hold up each card at a time and say the color clearly. Make students to repeat the words.
- Place the color cards around the classroom and play the color treasure challenge. Say. "Find blue!".
- Students touch or point to the correct color card.
- Repeat with the other colors, gradually increasing the speed.
- Once students are familiar with the new vocabulary, explain that the colors are the key to unlocking the sentence puzzles.
- Display word cards in random order on the board. Example: "cat - is - It - a".
- Ask for volunteers to read the sentences and put them in order. Each correct build sentence earns a Star sticker.
- Start the puzzles with simple sentences that have been worked on previously. Then continue using the new vocabulary. Example: "cat - is - The - yellow".

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Color Cards
Yellow
Red
Blue
Green
Orange
Pink
Purple
Brown
Black
Gray
Sky blue
White
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Connection: *Sentence Puzzle Quest*

30 minutes

Aim: To strengthen reading comprehension and sentence contruction.

- Prepare two reading stations around the classroom.
  - Look and complete.
  - Arrange the words.
- Divide the class in pairs. Students work together to complete the stations.
- Once they finish the second stations, they glue each completed sentence onto a poster.
- Afterward, one member of the group reads each sentence aloud.
- Check the correct word order, reading accuracy, pronunciation and team participation.
- Each correctly completed sentence earns one Sar sticker.
- The first group to complete five sentences correctly becomes the puzzle champions.

1 *Look and complete*

- Look at the pictogram.
- Find the correct word to complete the pictogram.
- Read the written sentence.



The  is 	The *PIG* is *PINK*
The  is 	The *TABLE* is *BROWN*
The  is 	The *MARKER* is *BLUE*

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2 Arrange the words

- Look at the pictures.
- Find the correct words.
- Put the words in order.
- Paste the sentence on the poster.





marker | is | pencil | The | sky blue | blue



pig | pink | The | is | red | frog



is | chair | brown | table | green | The

Affirmation: ***Sentence Builder Badge***

Aim: To construct and read simple sentences.

30 minutes

- Give each student a semall set of word cards. Example: "I / see / a / fish".
- Students organize the cards independently to form a correct sentence.

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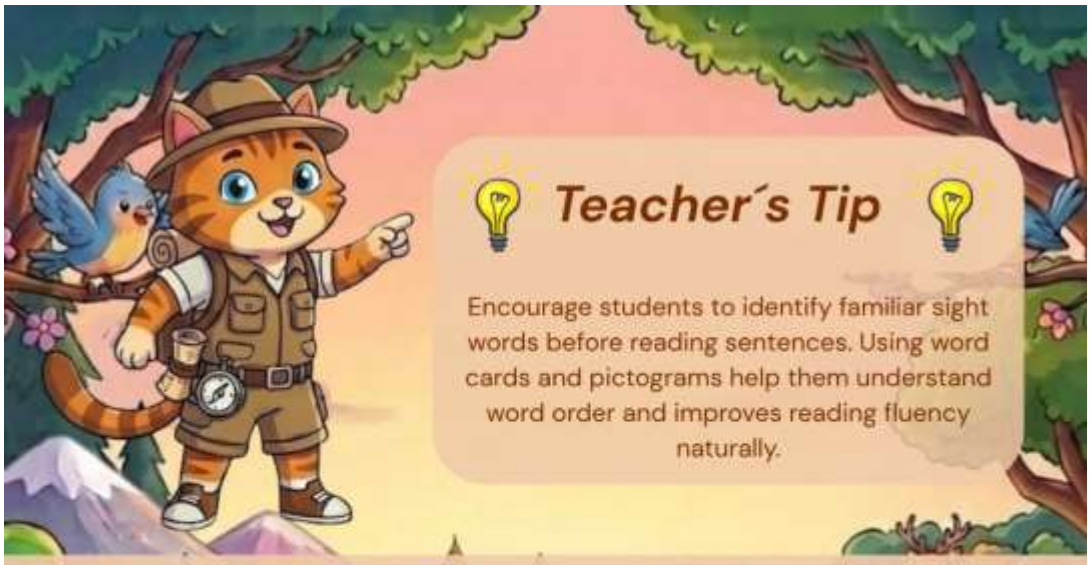
- Once finished, they read the sentence alous to the teacher.
- Students who succesfully build and read all the sentences receive a Star sticker.
- Encourage students to read with clear pronunciation and natural pacing rather than focussing on speed.

Extension Activity:

Aim: To consolidate the vocabulary learned through reading activities.



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Teacher´s Tip

Encourage students to identify familiar sight words before reading sentences. Using word cards and pictograms help them understand word order and improves reading fluency naturally.

Lesson 4: The Treasure Finale

Colors

SKILL: Reading

Learning Outcomes

By the end of the lesson, students will read simple sentences independently and apply their knowledge to solve collaborative reading exercises.

Vocabulary

Yellow, red, green, blue, pink, purple, gray, black, white, brown, orange, sky blue.

Materials

Unit 3 colors cards
Class book
Word map
Treasure box
Reward stickers

Activation: Word Map Review

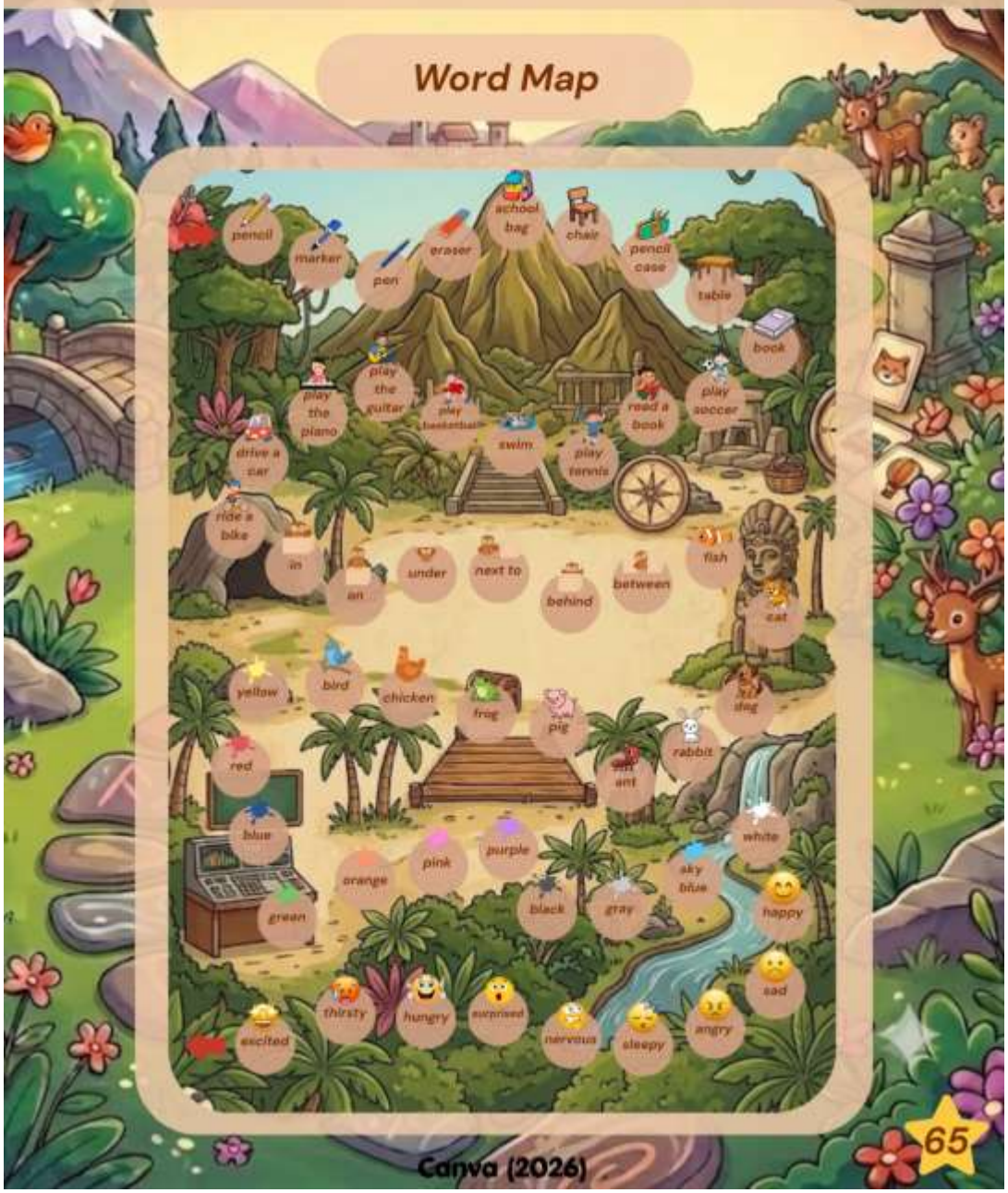
30 minutes

Aim: To review previously vocabulary through independent reading.

- Welcome students to the final reading lesson. Tell them that must use everything they have learned during the previous units.
- Display a Word Map containing all the vocabulary learned. Include words such as: Action words, School supplies, Emotions, Prepositions of place, Colors and Animals.

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- Students take turn coming to the map. Each student points to one word, reads it aloud and make a short sentence with it. Example: "Book" – "The book is red".
- For each correctly read word or sentence the students can advance to the next word.
- Award one Star sticker for every correct read word and sentence.
- Finish by reading all the vocabulary together checking and correcting mistakes of pronunciation.



Connection: *Reading Treasure Hunt*

20 minutes

Aim: To strengthen reading comprehension by following written clues.

- Before class, hide clue cards around the classroom.
  - Clue 1: Go to the table (next clue is hidden under the table)
  - Clue 2: Find the book (next clue is inside the blue book)
  - Clue 3: Look under the chair.
  - Clue 4: Go to the purple school bag.
  - Clue 5: Find the red pencil.
  - Clue 6: Open the treasure box. (inside the treasure box put a medal, star stickers and extra rewards)
- Divide students into small teams. Explain that each clue must be read before moving to the next location.
- Students may only continue after reading the sentence correctly.
- Each completed clue earns one Star sticker.
- The first team to find the treasure becomes the reading champions.

Affirmation: *Word Forest Explorer*

30 minutes

Aim: To evaluate students´ reading progress.

- Provide each students with a short reading assessment which includes three sections.
  - Part 1: Read the words.
  - Part 2: Read the sentences.
  - Part 3: Read and match.
- The objective is to evaluate word recognition, reading fluency and sentence comprehension.
- Every student that completes the assessment receive a Certificate.

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Name: Date:

UNIT 3 - LESSON 4

Reading Assessment

1 Read the words.

cat	eraser	happy	under	sad
marker	chair	yellow	green	soccer

2 Read the sentences.

The blue pen is on the table.	I am nervous when I play tennis.
I play soccer in the park.	The car is next to the table.
The pencil is orange.	The eraser is black.
I read a book on the chair.	The purple pencil case is big.
I am happy when I swim.	I play the piano.

3 Read and match.

The pink marker is under the chair.



The red car is between the books.



The surprised face is yellow.



The school bag is behind the table.

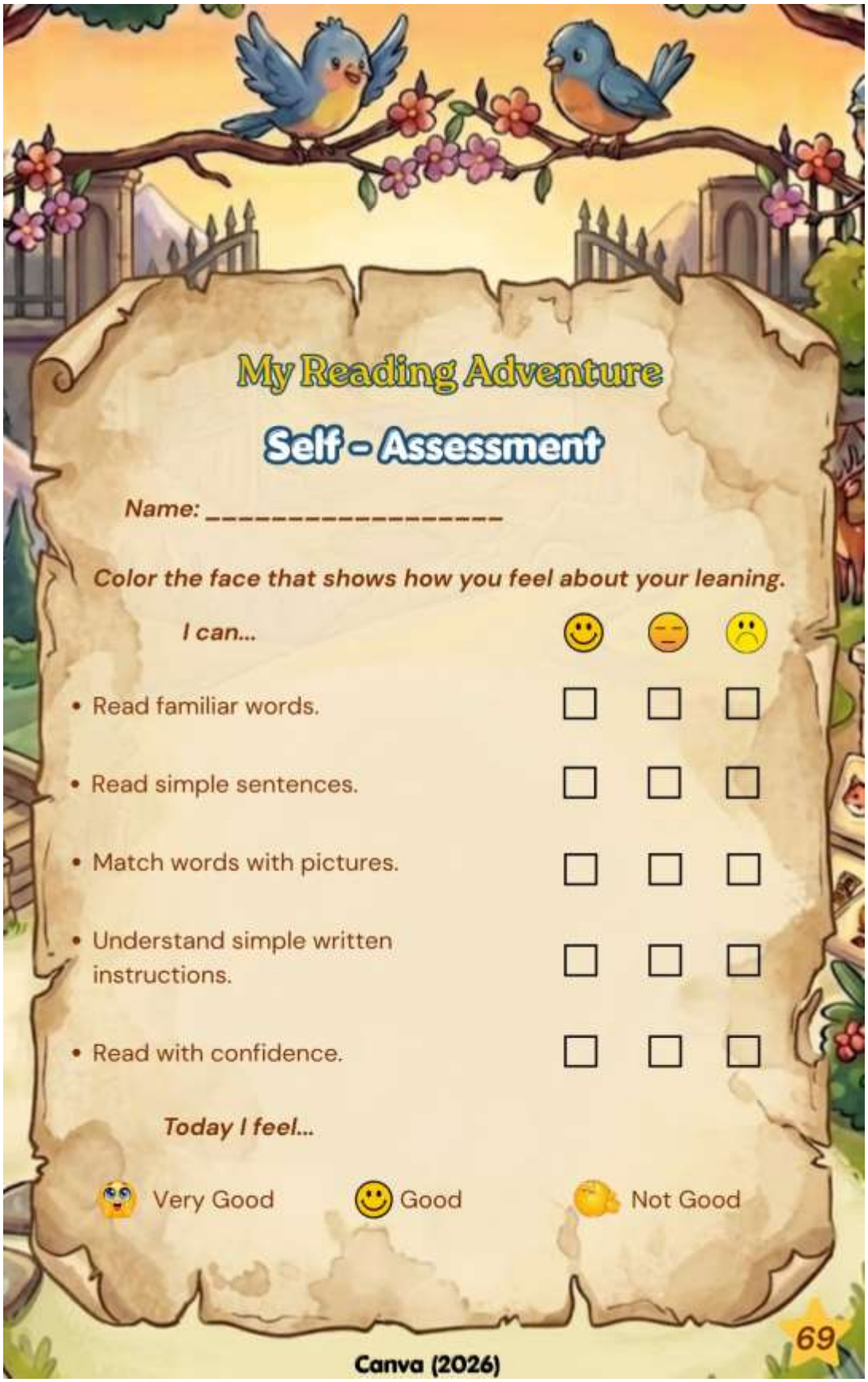


Review Lessons 1, 2, 3, and 4

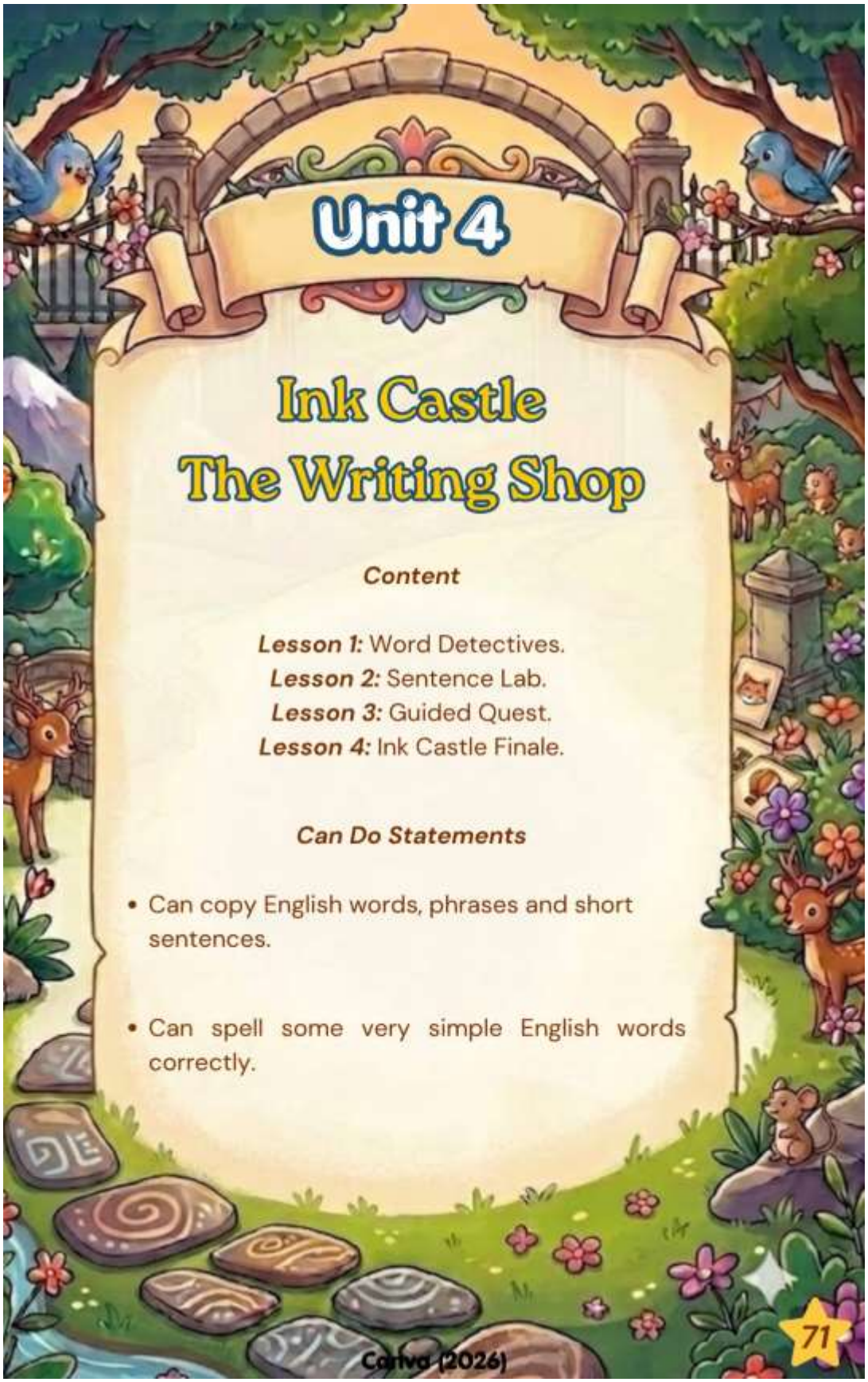
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Look at the pictures, find the words and circle.
P U A P G B L A C K P O
U W A F O I I W F Z P C
R A B B I T P K H I H N
P O R A N G E G N I S P
L Y N I G N I K C K T U
E V A A R R X K Y Z Y E
N W O R B Y E B O E H U
H F D M G N L E L T A C
F S R O B U T L N D O G
Z O I O E Y O N X N N D
T Z B F G W Z Z A R E D
T K O P I U E U L B M V
Teacher´s Tip
Help students to read every clue from beggining to end before moving. Remind them that good readers think about the meaning of the sentence, not only the individual words, to successfully complete the reading skills.
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My Reading Adventure
Self - Assessment
Name: _____
Color the face that shows how you feel about your leaning.
I can...
• Read familiar words.
• Read simple sentences.
• Match words with pictures.
• Understand simple written instructions.
• Read with confidence.
Today I feel...
Very Good
Good
Not Good
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UNIT 3 COMPLETION CERTIFICATE
WORD MOUNTAIN: READING EXPEDITION
AWARDED TO:
FOCUS SKILL: READING
(All 4 Lessons)
Read! Read!
1. (LESSONS 1 & 2)
reading!
found!
found!
ANIMAL READERS:
cat, dog, fish, chicken, ant, rabbit, frog, pig, bird
2. (LESSONS 3 & 4)
COLOR QUEST:
yellow, red, blue, green, orange, pink, purple, brown, black, white, gray, sky blue
COLLECT ALL YOUR UNIT 3 STICKERS HERE!
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Unit 4
Ink Castle
The Writing Shop
Content
Lesson 1: Word Detectives.
Lesson 2: Sentence Lab.
Lesson 3: Guided Quest.
Lesson 4: Ink Castle Finale.
Can Do Statements
• Can copy English words, phrases and short sentences.
• Can spell some very simple English words correctly.
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Language Summary
1 Word Detectives
2 Sentence Lab
3 Guided Quest
4 Ink Castle Finale
Key Vocabulary
Adjectives:
Beautiful, ugly, long, short, big, small, clean, dirty, old, young, thin, fat.
Key Language
Simple Present
"He, She, It is ___"
"I am ___"
Key Vocabulary
Fruits:
Apple, pear, banana, watermelon, pineapple, peach, lemon, orange, grapes, strawberry, kiwi, coconut.
Key Language
Likes and Dislikes
Unit Objective
Students will produce simple words and phrases using familiar vocabulary through meaningful writing activities, developing correct letter formation, spelling accuracy, and confidence in written communication.
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Lesson 1: Word Detectives

Adjectives

SKILL: Writing

Learning Outcomes	New Language	Materials
By the end of the lesson, students will develop writing skills by recognizing and tracing words with correct letter formation to promote handwriting accuracy and vocabulary acquisition.	Beautiful, ugly, long, short, big, small, old, young, clean, dirty, thin, fat.	Unit 4 adjectives cards Textured materials Whiteboards Class book Reward stickers

Activation: Air Writing

20 minutes

Aim: To introduce the new vocabulary through letter recognition and pre-writing.

- Welcome students to the unit 4.
- Show one adjective card at a time and explain each one using pictures, gestures and real life examples.
- Next, begin the challenge. Say one adjective aloud, students stretch one finger and write the word in the air while saying each letter. Example: "big", students write: "B - I - G".
- Repeat the activity with the rest of the words. Ask volunteers to write a word individually while listening the sounds of the letters.
- Award one Star sticker for each correctly completed word.

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Adjective Cards
Beautiful
Ugly
Long
Short
Big
Small
Old
Young
Clean
Dirty
Thin
Fat
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Connection: *Trace and Learn*

30 minutes

Aim: To strengthen handwriting and spelling.

- Prepare four writing stations around the class.
  - Sand writing.
  - Playdough letters.
  - Magic slate.
  - Foam finger writing.
- Divide the students in small groups, they must use the different materials to write and create words.
- Tell students to start in the first station and rotate every five minutes. Each completed stations earns one Star sticker.

Stations

1 *Sand Writing*



- Students receive a card with an adjective picture, example: "Big"
- Students trace the word in a box with sand using their fingers.
- Then they read the word aloud and match with the adjective word card.

2 *Playdough Letters*



- Students receive a piece of clay.
- Students listen and adjective and build the word.

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3 Magic Slate

- Students copy one adjective onto a writing board.
- The teacher checks handwriting.
- Students continue with the next word.



4 Writing and Spelling

- Students write the adjective on a foam sheet or shaving foam.
- After writing, they spell the word.
- Check the pronunciation and correct spelling of the letters.



Affimation: Letter Badge

20 minutes

Aim: To practice independent writing through dictation.

- Give each student a sheet or a whiteboard.
- Dictate learned words focussing on adjectives.
- Students write each word independently.
- Evaluate correct spelling and legibility.
- Students who correctly write the words receibe two Star stickers.

Extension Activity:

Aim: To practice and consolidate writing skills.

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Name: Date:

UNIT 4 - LESSON 1

Adjectives

Look at the pictures and write the words.

Example:



B I G

G B I

Questions:



_ _ _ _ _ _ _ _

F T A I B
U E L U



_ _ _

O D L



_ _ _ _

U L Y G



_ _ _ _ _

M L S
A L



_ _ _ _ _

G Y U
O N



_ _ _

T F A



_ _ _ _

H T I N



_ _ _ _ _

A L E
C N

Teacher´s Tip

Begin writing practice with short and familiar words before introducing longer words. Model correct letter formation and provide repeated opportunities to trace and copy words to build confidence and handwriting accuracy.

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Lesson 2: Sentence Lab

Adjectives

SKILL: Writing

Learning Outcomes	Vocabulary	Materials
By the end of the lesson, students will develop writing skills by constructing and writing simple sentences.	Beautiful, ugly, long, short, big, small, old, young, clean, dirty, thin, fat.	Unit 4 adjectives cards Notebook Class book Reward stickers

Activation: Word Chain Game

20 minutes

Aim: To review adjecive vocabulary through spelling and letter recognition.

- Welcome students and explain that they will become Scientists, creating complete sentences using the vocabulary learned in the previous lessons.
- Begin with the word game chain. Write one adjective on the board, example: "Big". The next student writes another adjective that begins with the last letter of the previous word. Example: "Big - Green - New..."
- Whenever the chain cannot continue, begin a new word.
- After each word is written, ask for volunteers to read it aloud and spells it.
- Award on Star sticker for each correctly written word.
- Explain students that the words they collected will be the ingredients for building sentences in the next activities.

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Connection: Sentence Builder Lab

30 minutes

Aim: To strengthen sentence contruction.

- Put students in pairs. Provide each pair with picture cards, word cards, sentence templates and glue.
- Students choose one picture and complete the sentece template using the correct words. Example: "The pencil is big".
- After building the sentence with the cards, they copy it into their notebook.
- Each correctly written sentece earns one Star sticker.
- After writing, students read their sentences to another pair.
- Help students to check capitalization, spacing and periods at the end of each sentence.

Affirmation: Lab Report Challenge

30 minutes

Aim: To complete simple sentences independently.

- Give each student a report worksheet. Students complete the missing words independently, examples: "The pencil is _____ (small)"
- After students finish, project the answer key on the board.
- Review common mistakes and provide feedback on correct spelling, capital letters, spacing and punctuation.
- Use pictures to help students filling the blanks.
- Students who complete the activity accurately receive a Star sticker.

Report Worksheet

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Name: Date:

UNIT 4 – LESSON 2

Report Worksheet

Look at the pictures and complete the sentences.

Example: My _eraser_ is _small_



1. The _____ is _____ 
2. My _____ is _____ 
3. The _____ is _____ 
4. My _____ is _____ 
5. My _____ is _____ 
6. My _____ is _____ 
7. The _____ is _____ 
8. The _____ is _____ 
9. My _____ is _____ 
10. The _____ is _____ 

Extension Activity:

Aim: To practice and consolidate writing skills.

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UNIT 4 - LESSON 2

Adjectives

Read and write.



I am a HAPPY monster. My head is _____. I have _____ _____ hair. On my face, I have three _____ eyes and my mouth is _____. I have two _____ arm and two _____ legs. I am not _____, and I am _____.

clean	big	short
young	dirty	small
green	long	beautiful

Teacher´s Tip

Support writing with clear pictures so children can easily associate the vocabulary with its meaning. Visual cues help students organize their ideas, improve spelling and write accuratelly and confidently.

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Lesson 3: Guided Quest

Fruits

SKILL: Writing

Learning Outcomes	New Language	Materials
By the end of the lesson, students will develop writing skills by completeing guided writing.	Apple, watermelon, banana, lemon, peach, grapes, coconut, kiwi, orange, watermelon, strawberry, pear.	Unit 4 fruits cards Class book Word cards Whiteboards Reward stickers

Activation: Copycat Race

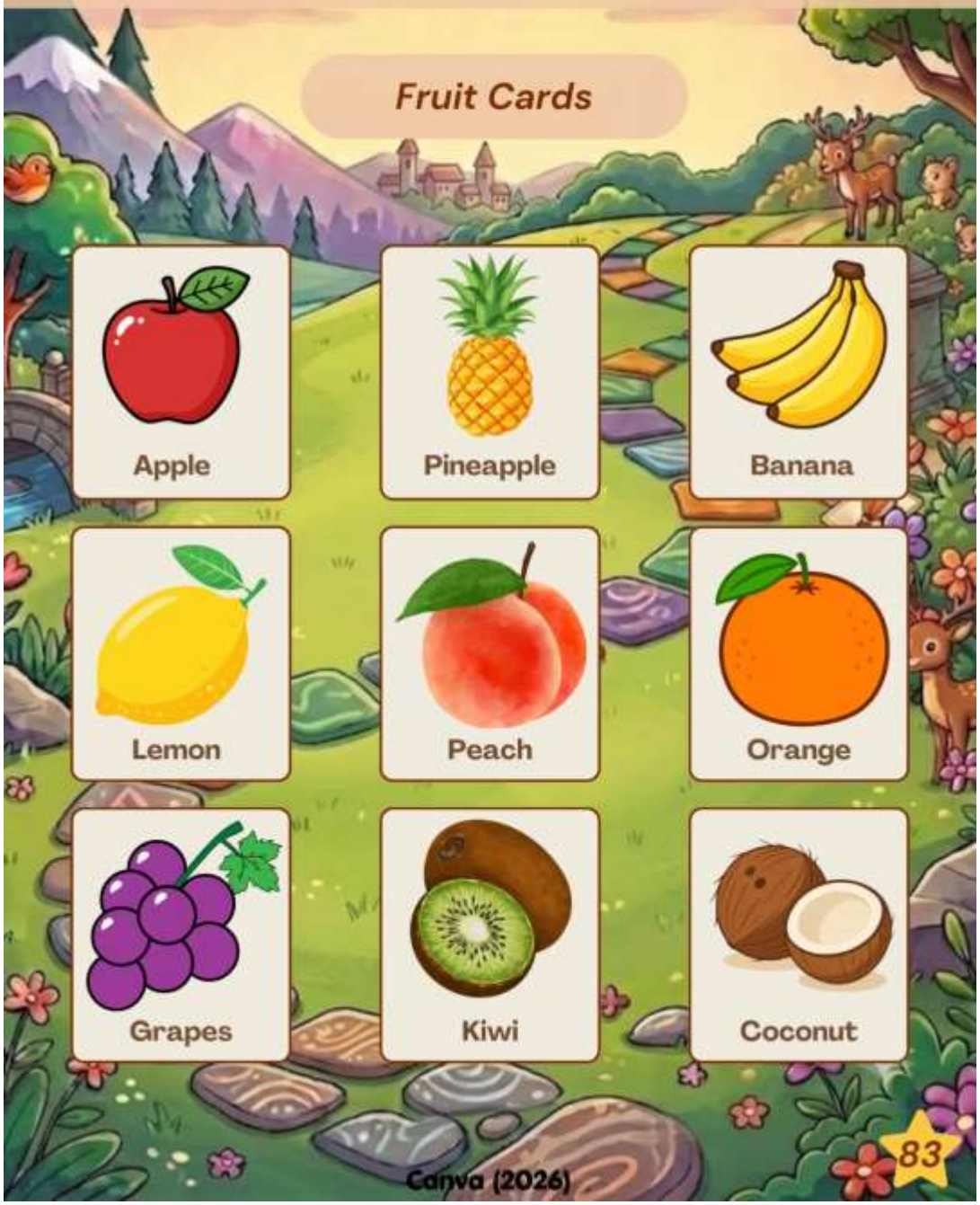
20 minutes

Aim: To introduce fruits vocabulary while reinforcing correct spelling and handwriting.

- Welcome students and explain that the mission is to become fruits writers. Tell them that they must discover fruits hidden inside the picnic basket.
- Take out fruit cards one by one and introduce the new vocabulary. Show each picture, say the word aloud and ask students to repeat the words.
- Play the picnic challenge. Place the flashcards around the classroom and say "Find the apple!".
- Students point to or touch the correct picture. Repeat with all the vocabulary. (This activity can be done with real fruits)
- Once students are familiar with the vocabulary, begin the copycat race.
- Display one fruit card at a time together its picture.
- Read the word aloud.
- Students repeat the word.

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- Write the word on the board.
- Students copy it onto their whiteboards as quickly and neatbly as possible.
- When they finish, they hold up their boards.
- Check correct spelling, letter formation and legibility.
- Award one Star sticker to students who write the word correctly.
- Finish by asking volunteers to spell one of the food words aloud.





Connection: *Guided Writing Mission*



30 minutes

Aim: To develop guided structured writing.

- Give students a writing mission map. Students work individually to complete the adventure.
- Provide each students with a worksheet divided into four steps.
  - Step 1: Look at the model.
    - Students observe a picture and the model sentence. Example: (Picture of a clean cat)
    - Students write a sentence. Example: "The cat is clean".
  - Step 2: Copy the key words.
    - Students copy the highlighted vocabulary and match with the correct picture.
  - Step 3: Complete the sentences.
    - Students complete the sentences. Example: "The rabbit is____".
    - A picture is provided beside each sentence to support vocabulary selection.
  - Step 4: Read your work.
    - Students read each completed sentece to a partner, they check if the sentence matches correctly the pictures.
- Students work individually. For each correct completed step, students earns one Star sticker.
- Use the vocabulary of the previous lessons to practice writing.
- Evaluate pronunciation and writing accuracy.

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Affirmation:

Peer Review



30 minutes

Aim: To consolidate writing skills through peer feedback and self reflection.

- Put students in pairs, give each one a card with ten words.
- Explain them that they are going to read the words of their cards individually, they must not show the words to their classmate.
- One student will dictate the words to the classmate.
- When they finish, students exchange woksheets with their partner.
- Students review their partner´s work using the word card.
- If the words meet each criterion (complete and correct spelling, neat handwriting) students place Three Star stickers on the worksheet, one per criterion.
- After peer review, check the work and give feedback if necessary.

Word Cards

- strawberry
- apple
- banana
- watermelon
- pear
- peach
- kiwi
- grapes
- coconut
- orange

- lemon
- pineapple
- coconut
- apple
- orange
- watermelon
- kiwi
- peach
- banana
- strawberry

- watermelon
- pineapple
- orange
- pear
- banana
- lemon
- apple
- coconut
- kiwi
- grapes

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Extension Activity:

Aim: To practice and consolidate writing skills.



Lesson 4: Ink Castle Finale

Fruits

SKILL: Writing

Learning Outcomes	Vocabulary	Materials
By the end of the lesson, students will consolidate their writing skills by producing words and sentences individually and confidently.	Apple, watermelon, banana, lemon, peach, grapes, coconut, kiwi, orange, watermelon, strawberry, pear.	Unit 4 fruits cards Class book Whiteboards Reward stickers

Activation: Magic Fruit Wheel

15 minutes

Aim: To practice writing of words and sentences.

- Welcome students and explain them that they will spin a fruit wheel and answer the questions according the fruit they see. Example: "What fruit is it?" "What color is it?" "Do you like it?"
- Award one Star sticker for every correct answer.



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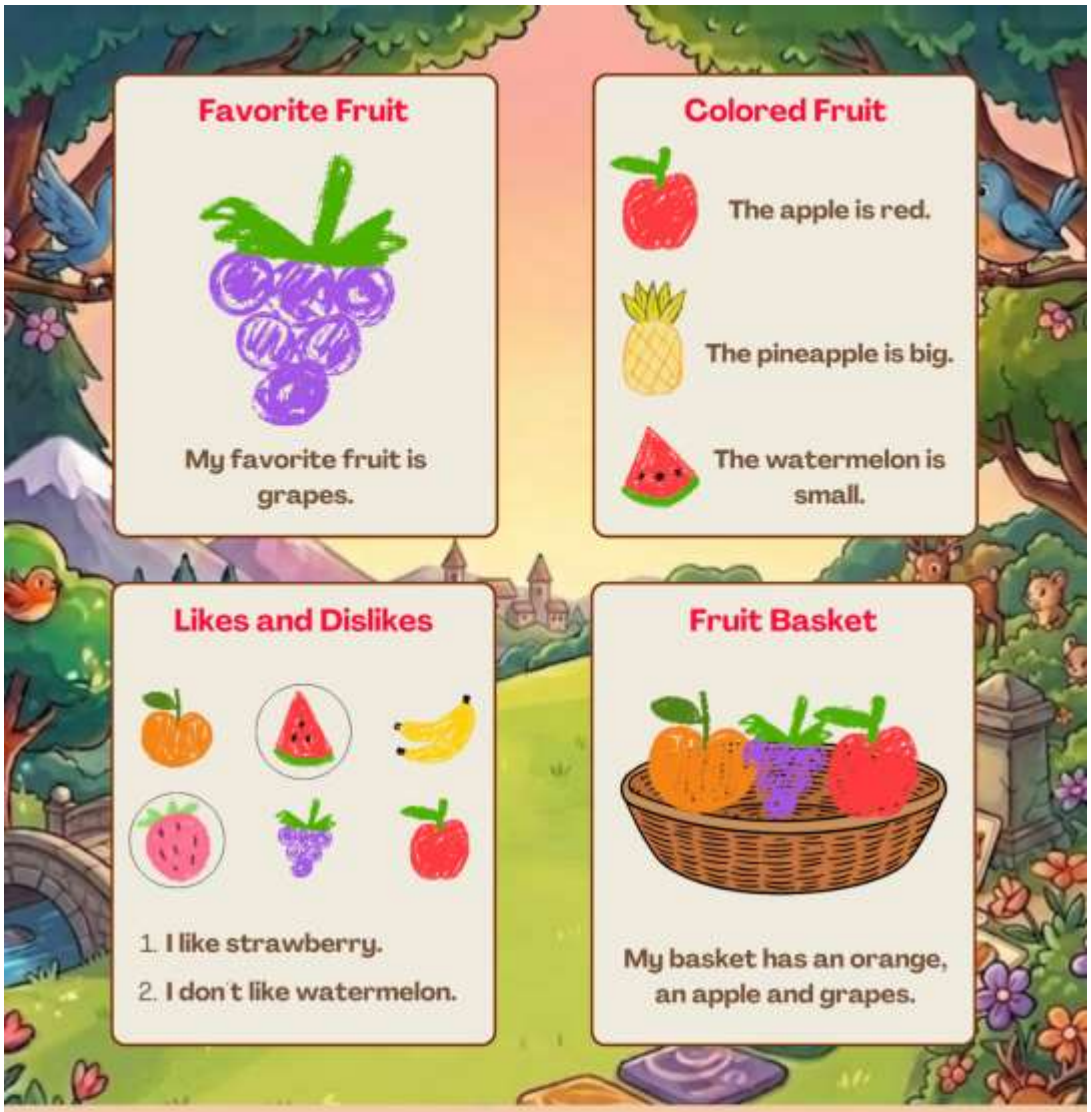
Connection: Royal Book Mission

40 minutes

Aim: To write a mini book using complete sentences.

- Ask students to create a folded mini book of four pages.
  - Page 1: My favorite fruit
    - Students draw their favorite fruit and write a sentence, example: "My favorite fruit is _____"
  - Page 2: Fruit colors
    - Student color three fruits and write one sentences for each picture using the vocabulary previously learned. Example: "The apple is small", "The banana is yellow", " the Grapes are on the table"
  - Page 3: I like...
    - Students circle the fruits they like and the fruits they don´t like, then write a sentence. Example: "I like apples", "I don´t like grapes".
  - Page 4: My fruit basket
    - Students draw four fruits inside a basket and write a sentence. Example: "My basket has apples, strawberries and peaches"
- After completeing each page, students share their work with their partners.
- Evaluate correct speling, sentence structure, complete sentences, neat handwriting and creativity.
- Students who has the four pages book completed earns one Star sticker for each page.





Affirmation: ***Royal Gallery***

30 minutes

Aim: To consolidate the learning by developing a project.

- Display every Mini book around the classroom such as a gallery.
- Ask students to walk around the class and choose one mini book (students cannot choose their own mini books).
- Tell them to read the book they chose and talk about it making a short presentation.

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Extension Activity:

Aim: To practice and consolidate writing skills.

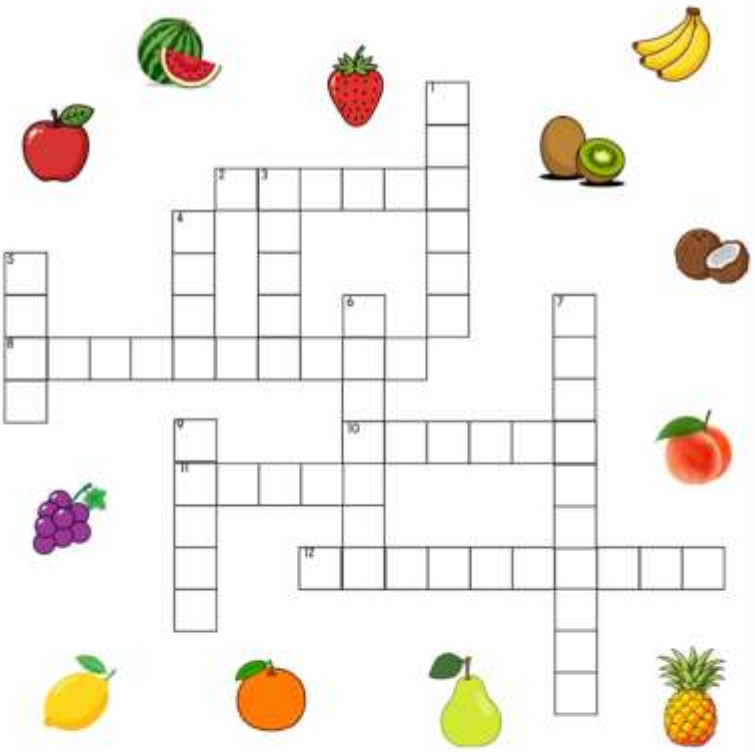
Name: Date:

UNIT 4 – LESSON 3

Fruits

Look at the pictures, find the words and write.

apple	banana	pear	grapes	lemon	kiwi	pineapple
watermelon	coconut	strawberry	orange	peach		



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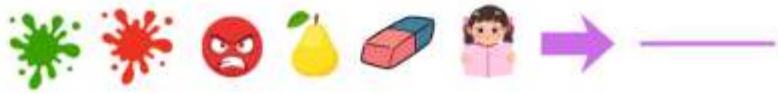
Review Lessons 1, 2, 3, and 4

1 Write the first letter of each picture to find the hidden word.


OLD











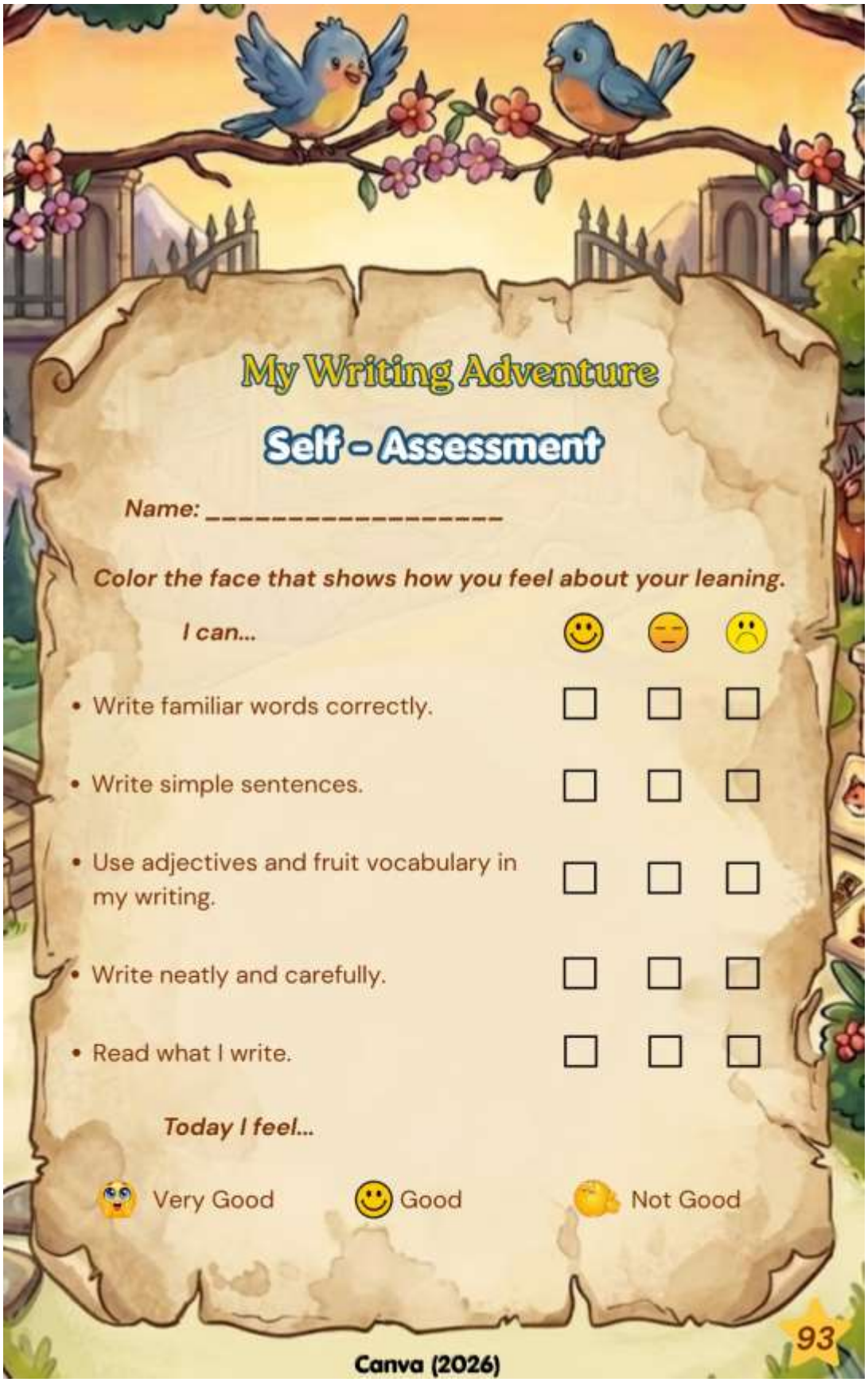




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2
Read the words and write in the correct chart.
watermelon long pineapple short apple small
peach beautiful lemon ugly orange dirty
grapes clean kiwi young banana
old pear thin fat coconut big strawberry
Teacher´s Tip
Encourage students to plan their ideas by looking at the pictures before writing. Combinig speaking, reading and writing helps students organize their thoughts to develop stronger writing skills in a meaningful context.
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My Writing Adventure
Self - Assessment
Name: _____
Color the face that shows how you feel about your leaning.
I can...
• Write familiar words correctly.
• Write simple sentences.
• Use adjectives and fruit vocabulary in my writing.
• Write neatly and carefully.
• Read what I write.
Today I feel...
Very Good
Good
Not Good
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UNIT 4 COMPLETION CERTIFICATE
INK CASTLE: THE WRITING SHOP
AWARDED TO:
.....
FOCUS SKILL: WRITING
(All 4 Lessons)
Read! Read!
1. (LESSONS 1 & 2)
found!
gamefication!
found!
found!
Ink Castle
ADJECTIVES QUEST:
beautiful, ugly, fat, thin, short, long, big, small, dirty, clean, old, young
2. (LESSONS 3 & 4)
FRUIT EXPEDITION:
apple, pineapple, watermelon, peach, banana, pear, grapes, coconut, lemon, orange, strawberry, kiwi
COLLECT ALL YOUR UNIT 4 STICKERS HERE!
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5.5. Impacts

For this proposal are considered three types of impacts:

- Linguistic impacts
- Academic impacts
- Socio affective impacts

Table 2

Numerical Impact Levels

-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from: Posso (2013)

General formula to get the impact level:

$$IL\ (Impact\ Level) = \frac{\sum}{Number\ of\ Indicators} = \frac{12}{4}$$

$\sum$ = Sum of numerical values assigned to each indicator.

4 = Number of indicators included in the corresponding table.

5.5.1. Linguistic Impacts

Table 3

Linguistic Impacts Indicators

Indicator	-3	-2	-1	0	1	2	3
Students can develop listening comprehension through structured activities aligned with the CEFR A1.1 Can Do Statements.						**X**	
Students can work oral production through opportunities to name, describe and answer simple questions using familiar vocabulary.						**X**	
Students can read and comprehend texts using pictures or short sentences.							**X**
Students can write through spelling practice and sentence building activities appropriate for pre-A1 learners.					**X**		
Total	**8**						

Note: Own Elaboration

$$Linguistic\ Impact\ Level = \frac{\sum}{Number\ of\ Indicators} = \frac{8}{4} = 2$$

Linguistic Impact Level: Medium positive impact

Analysis

The results in table 3 indicate that the proposal has a medium positive impact with an impact level of 2. This outcome suggests that the activities included in the guide helps to a progressively development of the language skills appropriate for the pre-A1.1. level responding to the learning needs of young learners through the use of gamified strategies.

In the same way, this guide shows a greater influence on the development of receptive skills. Reading obtained the highest score because of the visual resources and short sentences

that facilitates the comprehension when students associate written word with their meanings. Likewise, listening and speaking got a medium positive level indicating that the use of missions, role play activities and collaborative challenges create meaningful chances for learners to understand simple spoken language and communicate as well using familiar vocabulary.

In contrast, writing obtained the lowest score, this result is consistent with the characteristics of pre-A1 stage learners considering that writing is introduced gradually through controlled activities such as copying, spelling and completing simple sentences, it is because learners at this level are still developing basic literacy skills in English and as writing production requires continuous practice, the consolidation of this skills needs constant confidence and teacher guidance.

Overall, these findings suggest that this didactic proposal contributes positively to the development of the four language skills providing learning experiences aligned with the CEFR pre-A1.1 Can Do Statements. The combination of all the components of the proposal encourages students to participate actively in the learning process, facilitating the acquisition of communicative abilities expected at this level.

5.5.2. Academic Impacts

Table 4

Academic Impacts Indicators

Indicator	-3	-2	-1	0	1	2	3
Oral and listening practice is promoted through structured, gamified activities (missions, stations and challenges).						**X**	

Active participation in individual and group work is encouraged through collaborative game-based learning experiences.							**X**
Vocabulary acquisition is reinforced through audio activities, movement, visuals and games.						**X**	
Assessment implementation is supported by clear learning objectives, CEFR pre-A1.1 Can Do Statements and ready to use teaching materials.						**X**	
Total	**9**						

Note: Own Elaboration

$$Academic\ Impact\ Level = \frac{\sum}{Number\ of\ Indicators} = \frac{9}{4} = 2.25$$

Academic Impact Level: Medium positive impact

Analysis

The evaluation about the academic impact obtained a score of 9, corresponding to an impact level of 2 representing a medium positive impact tending towards high positive. These findings indicate that the proposal provides appropriate pedagogical support for the process of teaching and learning because of the use of structured lessons, communicative objectives and gamified methodologies that give a meaningful learning experience.

The highest score was assigned to the indicator related to active participation in individual and collaborative learning experiences, suggesting that the guide promotes interaction among students effectively. This collaborative approach encourages learners to engage in a better way during classroom tasks, creating opportunities to practice English in authentic learning situations.

The rest of the indicators that obtained a medium positive level reflect that the inclusion of missions, stations and gamified challenges supports the practice of listening and speaking when multisensory activities are included to strength vocabulary acquisition combining visual, auditory and kinesthetic resources. Equally, the guide provides teachers instructions and materials facilitating lesson planning with coherence between the proposed activities and the expected learning outcomes.

The results demonstrate that the guide has a positive influence on the academic dimension. The integration of gamification improves active student participation, supports vocabulary development and provides teachers with practical resources. Consequently, the proposal constitutes a good educational material to improve classroom practices and fostering meaningful English language learning at the primary level.

5.5.3. Socio Affective Impact

Table 5

Socio Affective Impacts Indicators

Indicator	-3	-2	-1	0	1	2	3
Students´ motivation to participate in English lessons is increased through gamified activities.							**X**
Self confidence in using English by providing supportive opportunities for successful communication is strengthened.						**X**	
Cooperation and positive interaction among classmates are encouraged through group challenges.						**X**	
Students' autonomy is promoted through self-assessment and achievement-based activities.						**X**	
Total	**9**						

Note: Own Elaboration

$$Socio\ Affective\ Impact\ Level = \frac{\Sigma}{Number\ of\ Indicators} = \frac{9}{4} = 2.25$$

Socio Affective Impact Level: Medium positive impact

Analysis

The evaluation of the socio affective impact reached a score of 9, corresponding to a medium positive impact, it indicates that the integration of gamified strategies into the teaching learning process contributes positively to the development of attitudes and social skills that improve L2 learning among young learners.

The use of missions, challenges, rewards and interactive activities increases learners´ willingness and motivation during the development of classroom tasks. The playful nature of the proposal creates an encouraging learning environment where students participate actively and keep the interest fostering a positive disposition for learning English.

The proposal also supports the development of socio affective competencies because it provides opportunities for students to communicate in a supportive environment strengthening their confidence to use English without fear of making mistakes. At the same time, cooperative games and group challenges promote interpersonal relationships during the learning process allowing students to work respect and mutual support among classmates. in addition, the incorporation of self-assessment activities enables students to recognize their own progress, developing autonomy and responsibility in their learning.

Taken together, the findings indicates that the guide goes beyond the development of linguistic skills when managing a classroom environment characterized by motivation, collaboration, self-confidence and active participation, and these socio affective conditions are

necessary for young learners to have a better engagement in order to create meaningful experiences that support both personal growth and English language acquisition. Therefore, the proposal contributes positively to the emotional and social dimension of the process while reinforcing the effectiveness of gamified learning in primary education.

CONCLUSIONS

The theoretical review shows that the gamification understood as the intentional integration of game mechanics in no game educational contexts is a solid pedagogical strategy to increase motivation, participation and retention of contents in primary classrooms specially when learning English. The use of points, levels, challenges and rewards well founded in theories such as self-determination theory, gamified learning theory and constructivism, gamification consolidates as an approach that improves the engagement and motivation to face learning difficulties.

The impact of gamification depends on the coherent articulation of learning principles centered on students and L2 learning nature. In primary level, children learn better when interact, play and explore, for this reason the gamified proposals that promote truly interaction, cooperative work and meaningful use of English in communicative situations, not only improves the interest but contributes to develop communicative competencies strengthening the cognitive, emotional and behavioral commitment of the students.

The methodological design of the research values the influence of gamification in L2 learning in primary education because of the articulation of the student-centered approach with active and interactive strategies. The techniques to collect data and the analysis procedures are focused to comprehend perceptions about the level of participation of students in their learning process.

The gamified proposal designed for the English classroom is grounded in playful dynamics, progressive challenges, point and reward systems and collaborative activities that aim to integrate meaningful language that goes beyond the isolated use of games increasing the educational impact.

Gamification has a positive impact on second grade students´ motivation and engagement in English lessons as learners participate more actively and show interest when game elements are integrated into classroom activities.

Gamified strategies contribute to improve students´ learning outcomes particularly in their participation in communicative tasks and their confidence when using the language in class.

The gamified teacher´s guide is an appropriate resource for teaching English to young learners because of its integration of strategies with the CEFR pre-A1.1 Can Do Statements which promotes the progressive development of the four language skills supporting meaningful and student-centered learning experiences.

The proposal demonstrates a positive linguistic, academic and socio affective impact. The incorporation of interactive activities, collaborative challenges and self-assessment opportunities contributes to increase students´ participation, motivation, confidence and engagement along the learning process.

RECOMMENDATIONS

Future gamified proposals in primary education should be designed with an intentional perspective aligned to game-based elements such as points, challenges and rewards, taken account the motivational needs of students to get better results on participation and retention of contents.

Gamified experiences in L2 lessons should prioritize interactive and collaborative activities to link to communicative situations promoting the spontaneous use of the language and constructions of knowledge ensuring the confidence of the students.

Future investigations about gamification should deepen on student participation by incorporating instruments that capture quantitative and qualitative indicators of motivation, engagement and perceptions of gamification to gain a better understanding of how students experience and reinterpret gamified dynamics during English learning.

Proposals implemented in similar contexts should ensure explicit alignment between game elements, curricular objectives ad specific characteristics of students in primary education, in order that teachers design instructional sequences addressed to communication and comprehension goals avoiding the solely playful aspect, incorporating student feedback, considering their interests, challenges and ways of participation.

It is recommended that teachers incorporate gamification in English lessons selecting and adapting game elements to the age and needs of primary learners so that engagement will be developed.

Align gamified activities with specific communicative goals and skills ensuring that game dynamics connect to meaningful use of English rather than isolated play.

The gamified teacher´s guide could be used as a complementary instructional resource and adapted according the needs of the students and classrooms to improve the learning outcomes.

Future educational research should continue working on the use of gamification with additional communicative activities that address diverse learning styles and contexts ensuring the continuous improvements of English language instruction in primary education.

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