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DEDICATION

First of all, with profound gratitude, I dedicate this work to God, for never abandoning me and guiding me throughout this entire process. He is the one who gave me wisdom and confidence, for being my refuge in the most challenging moments. His presence in my heart made this achievement possible.

With my love and eternal gratitude, this achievement belongs to my parents, Esthela Zambrano and Oswaldo Vásquez, for being the most important pillar in my life, for believing in me and my dreams, for their sacrifice, for helping me face every obstacle, and for being part of the most arduous process. Therefore, I want to share our achievement. Thank you for never clipping my wings and letting me fly even to the other side of the world. Thanks to your effort and dedication, I am who I am today.

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ABSTRACT

This study focused on proposing gamification strategies to help eighth-grade students at Otavalo Valle del Amanecer School in Otavalo, Ecuador, which can support vocabulary. The study arose from the need to examine students' memory difficulties in recalling and applying English vocabulary. The study employed a descriptive mixed-methods approach, with the participation of 69 eighth-grade students and two English teachers. Qualitative and quantitative data were collected; quantitative findings were examined using descriptive statistics, while qualitative information was interpreted through qualitative analysis. Findings of this research demonstrated that students had favorable attitudes regarding utilizing games and technology to assist them in learning English, and teachers viewed gamification as a method capable of increasing students' motivation, engagement, and development of meaningful learning experiences. In light of the theoretical framework established during the empirical phase of this research, a comprehensive Teaching Guide was produced to assist English language instructors implement creative gamification activities when teaching vocabulary using an interactive and motivating approach. Also, the findings substantiated the conclusion that gamification serves as a viable pedagogical aide that facilitates retention of newly-acquired vocabulary through promoting student engagement and by creating a dynamic learning environment.

Keywords: Gamification, vocabulary retention, English as a foreign language, motivation, educational technology.

RESUMEN

Este estudio se centró en proponer estrategias de gamificación para los estudiantes de octavo grado en la Escuela Otavalo Valle del Amanecer, en Otavalo, Ecuador, las cuales pueden apoyar el vocabulario. El estudio surgió de la necesidad de examinar las dificultades de memoria de los estudiantes para recordar y aplicar el vocabulario del idioma inglés. El estudio empleó un enfoque descriptivo de métodos mixtos, con la participación de 69 estudiantes de octavo grado y dos profesores de inglés. Se recopilaron datos cualitativos y cuantitativos; los datos cuantitativos se analizaron mediante estadística descriptiva, mientras que la información cualitativa se interpretó mediante análisis cualitativo. Los resultados suguieren que las actitudes de los estudiantes hacia el uso de juegos y recursos tecnológicos para aprender inglés eran positivas, y los profesores percibieron la gamificación como una estrategia con el potencial de favorecer la motivación, la participación y el aprendizaje significativo. Con base en el marco teórico y los resultados de la etapa empírica, se desarrolló una guía didáctica para brindar a los profesores estrategias creativas de gamificación para la adquisición de vocabulario de manera motivadora e interactiva. El estudio mostró que la gamificación constituye una estrategia didáctica que puede ayudar a la retención del vocabulario, facilitar el compromiso del alumnado y también ayudar a tener un aprendizaje activo.

Palabras clave: Gamificación, retención de vocabulario, inglés como lengua extranjera, motivación, tecnología educativa.

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INTRODUCTION

Research Context

The ability to speak English fluently is becoming increasingly important in today's society. Many students are losing interest in learning English and this has a negative impact on student-teacher relationships and the overall teaching-learning process. As indicated by Benyo and Kumar (2023), the situation becomes even more severe when discussing vocabulary retention as it is the building block for developing English proficiency. Students with limited vocabulary cannot comprehend written texts (and by extension, are unable to communicate effectively), nor can they fully engage in the conversation. Therefore, there is a need for many innovative and fun ways to motivate students to learn so that they may enhance academic performance, as well as further their career and social development in a globally interconnected world.

Research Problem

Students in Ecuador learn English as a second language with various challenges associated with their English learning experience, such as lack of class time for learning English, lack of practice outside of the classroom, lack of innovative methods of teaching English, lack of interest from students, etc. All of these factors can lead to students losing interest and becoming demotivated in learning English; many of these students will finish their education without having developed any of the skills necessary for success professionally or socially in an increasingly globalized society.

As a result, it is very important for teachers in Ecuador to be supported with innovative, effective teaching techniques such as gamification in order to motivate and engage their students more effectively and provide them with opportunities to practice English substantially. It is highly likely that students in Ecuador are experiencing this motivation issue; furthermore, students who have only been given limited instruction time on the English language are likely to have little to no motivation outside of class, likely due to the belief that learning English is irrelevant.

Taco (2022) mentioned that Ecuador is one of the countries that suffers the most from using foreign languages: "One of the causes of this is that Ecuadorian students only focus on studying the content of English in the classroom and ignore the reality of the practical application of the

language in everyday life" (p. 16). If students do not have sufficient learning time to gain a sufficient amount of vocabulary, it can greatly limit their ability to communicate effectively. Without access to adequate vocabulary, students not only lose their ability to express themselves and understand others, but they also lose the ability to succeed in their future careers.

Another primary contributing factor to the inability of many students to learn the English language is the difficulty they have in understanding and retaining new vocabulary. Vocabulary is one of the most important parts of language acquisition; without sufficient vocabulary, the likelihood of a person being able to communicate will be reduced significantly. This concept is supported by Hua (2020, cited in Briones, 2023) when they noted, "A learner would find it impossible to communicate freely and successfully with someone if they were lacking sufficient vocabulary, regardless of how much grammar knowledge and idiomatic pronunciation they possess" (p. 12). If students and teachers underestimate the importance of vocabulary, problems and difficulties will continue to arise one after another, generating increasing confusion, lower academic performance, and a perceived aversion to English.

Another aspect to consider is the methodology teachers use to transmit knowledge. The methodology employed by some teachers can be ambiguous, and at times, the connection between student and teacher is lost. It is essential that teachers find an effective teaching method that facilitates the lasting retention of information through playful and interactive strategies. Similarly, the magazine El Universo (2010, as cited in Solis, 2022) mentions that “The traditional model still persists in Ecuador, and there is no adequate pedagogical preparation of educators who teach English” (p.15). Therefore, it is important to abandon the teacher's dominant authority role and begin exploring diverse strategies that fully involve the student in progressing in improving their English. While the meaning or understanding of words is shared or transmitted by the teacher, this can be a matter of personal interpretation. If the meaning is misinterpreted, expressing oneself accurately becomes an increasingly difficult task for the student.

Justification

This study is crucial for identifying strategies that can help students with vocabulary retention difficulties. Challenges in this area can represent significant long-term obstacles. This relates to the findings of Aedo and Millafilo (2022), who maintain that “Learning vocabulary plays

an important role in language learning, as words play a significant role in expressing our feelings and ideas, as well as in understanding others' ideas during communication, which cannot take place without enough vocabulary." (p. 255). Limited vocabulary knowledge can reduce students' engagement, motivation, and active participation in English classes. Designing educational interventions that assist in vocabulary acquisition and retention to develop linguistically stronger and more successful learners requires an understanding of the challenges faced by students.

The findings from this study suggest that students have become digital natives with an extensive knowledge of a variety of interactive platforms and they have the potential to learn quickly and effectively, making gamification a natural fit with how they prefer to learn. As stated by Pham (2022), using gamified educational tools increases motivation, student engagement and vocabulary levels within the classroom. Therefore, it is imperative that educational professionals recognize and utilize students' digital skills to implement gamified strategies that promote vocabulary retention by providing a more active, independent and engaging learning experience for all learners.

In an increasingly globalized world, learning a universal language is important for personal and, in the future, professional development. Furthermore, it provides a broader perspective of the world; learning a new language can foster cultural exchange and promote understanding among people from different backgrounds. According to Freire (2023), "English is a key skill to speaking with people from different parts of the world and understanding their cultures. Therefore, learning English is a great way to open the way to new opportunities and experiences." (p. 16). Learning English has become a necessity in response to current social demands. Educational institutions must offer quality instruction, with the school years being the period in which students should lay the foundations of English and progress gradually through the different academic stages.

Finally, it is expected that the main contribution of this research will be a guide to practices with gamified strategies that help with vocabulary retention, which is a response to the problems faced by students who, despite their efforts to learn, many continue to have difficulties with vocabulary. As Rodjanagosol (2024) points out, gamification increases vocabulary retention because it provides an interactive experience due to its gamified elements. In this way, it is expected that this research, together with the guide, can provide teachers with the respective

support regarding innovative strategies and, in this way, transform learning.

Impact

This research has both direct and indirect beneficiaries. First, the direct beneficiaries are the eighth-grade students at the Otavalo Valle del Amanecer School. They will benefit from the guide's various gamification strategies, which will facilitate communication and comprehension. English also offers long-term benefits. “Vocabulary is not only useful for personal growth; it is excellent for international business, trade, and professional communication.” (Palate, 2021, p. 28). Therefore, this study aims to support vocabulary retention through playful strategies, in conjunction with students' digital skills.

Another group of direct beneficiaries is teachers, as they will discover or reinforce more dynamic and appropriate ways to teach students according to their interests and preferences. Additionally, the guide aligns with the curriculum of the Ministry of Education and thus enables teachers to incorporate and adapt the improving strategies to their classes, while utilising the teaching methods they currently use to teach.

Students from other educational levels and institutions will also be indirectly benefitting from the transferring of knowledge that occurs through the effective usage of gamification techniques and will have access to those techniques in the practical guide. In addition, on a much greater level, Ecuador will also benefit indirectly, in that the improvement of English proficiency of its students through gamification will help to elevate the English proficiency rankings of Ecuador, which will positively impact Ecuador going forward.

Objectives

General Objective

To propose gamification strategies to support vocabulary retention in 8th-grade students at the Otavalo Valle del Amanecer School through scientific research.

Specific Objectives

- To establish the theoretical foundations of gamification for supporting vocabulary retention in 8th-grade students at the Otavalo Valle del Amanecer School.

- To identify the perceptions of students and teachers on the use of gamification strategies to support the retention of English vocabulary in eighth-grade students.
- To design a didactic guide with gamified vocabulary activities adapted to the needs and preferences of eighth-grade students at Otavalo Valle del Amanecer School.

Structure of the Research

The present investigation examines the use of gamification as a pedagogical technique for helping eighth graders retain their vocabulary. The introduction outlines the problem, goals, and implications of the use of game design elements in educational settings. The first chapter provides the theoretical background for gamification, as well as the potential advantages of this technique in increasing student motivation and engagement. The second chapter provides details about the research methodology, including the nature of the study, participants, and data collection tools. The third chapter analyzes the results obtained from the instruments applied in the institution and presents discussions. Chapter four presents the teacher's practice guide, which contains gamified activities to be used with students. Finally, Chapter Five presents conclusions and recommendations based on the research.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the theoretical foundations related to gamification and vocabulary retention, including learning theories, motivation, and digital learning environments that support this study.

Languages Learning Theories

Constructivism

It is a learning theory in which students actively construct their knowledge based on their experiences and personal interpretations, integrating new information with prior knowledge, thus developing the learning process. The teacher's role is transformed, shifting from transmitting content to guiding and facilitating the learning process, creating spaces for interaction where the student takes center stage. Scaffolding is widely used to support students and is removed as their capacity for autonomous learning progresses. Furthermore, authentic activities are prioritized, involving problem-solving in real-world situations, which promotes the transfer of learning to practical contexts (Szabó & Csépes, 2022, p. 406).

Gamification allows students to connect meaningfully with the English language. According to Sadeghi et al. (2022), gamified instruction can foster motivation, which aligns with the constructivist premise that learning is more effective when it is engaging and socially mediated. The findings did not indicate statistically significant differences in vocabulary development; however, the increased student motivation supports the inclusion of gamification as a constructivist strategy in English vocabulary teaching (p. 6). In this sense, this approach will be essential for research and understanding how students construct their own knowledge through gamified activities.

Experiential Learning

Experiential learning, proposed by David Kolb, is a theory that focuses on the importance of learning through direct experience by the student, who is also capable of reflecting and clarifying knowledge, giving way to understanding and developing skills for new contexts, thus generating meaningful learning (Kong, 2021, p. 2).

In this way, we can relate experiential learning with gamification within the theoretical

framework of this study. Students learn through experience when they receive gamified tasks; that is, when they participate in vocabulary games, become aware of the results, acquire vocabulary, and adjust strategies for the next level in the game. This cycle reflects Kolb's experiential model and favors the retention and transfer of new words. Gamified vocabulary experimentation conducted by Dindar, Ren, and Järvenoja (2021) indicates that participants in gamified vocabulary research exhibited higher levels of effort exerted during completion of the task, experiencing an increase in social engagement indicating that lived experiences reinforce knowledge acquisition through gamified applications (p.146).

Self-Determination Theory

The Self-Determination Theory explores how people use both internal and external drives for Learning. According to SDT, a key component of creating motivation and engagement a learner will experience is fulfilling three major psychological needs: autonomy, competence, and relatedness. When students' needs for autonomy, competence, and relatedness are supported in the classroom, there is a significant impact on their level of motivation, the quality of their outcomes, and their overall experience of learning (Guay, 2021).

As part of the proposed theoretical framework for gamified tasks, students are given options that support their need for autonomy; they receive feedback about their performance and face progressively difficult challenges to support their need for competence; and they connect with other individuals through collaborative and/or competitive experiences which support their need for relatedness. All three of these conditions promote greater levels of engagement and deeper processing of vocabulary words. In a recent study by Li, Hew, and Du (2024), gamification was found to increase students' feelings of autonomy and relatedness, but to only modestly increase students' competence (p. 770). The Self-Determination Theory (SDT) supports the notion that gamification can encourage learners to internalize motivation for vocabulary acquisition from their use of external rewards, such as points, badges, or medals.

Cognitive Load Theory

In the early 1980s, John Sweller proposed Cognitive Load Theory, which states that we process information through three connected systems: sensory memory; working memory; and long-term memory. Information from the sensations we experience travels to our brains. Sensory

memory receives information from our senses (sight; touch; sound; smell; taste) and transmits it to our brains very quickly. The working memory stores this information for only a short time and has a finite amount of space. Once a new piece of information is processed sufficiently well, it becomes a memory in long-term memory, where it may exist for a month to a year or more (Paas & van Merriënboer, 2020, p. 395). The Cognitive Load Theory provides insight into the limits of working memory and impact of a teacher's choice on how effectively students learn.

According to Paas & van Merriënboer (2020), cognitive overload happens when a student's cognitive abilities cannot handle both the amount of information and tasks being performed at once. This leads to the student experiencing cognitive overload and not being able to acquire and retain new knowledge (p. 395). Gamified activities can help lower cognitive load.

The proper selection of quality instructional materials has an equally important role in managing cognitive load. When teachers choose instructional materials that are skillfully developed, they assist in preventing cognitive overload. Learning a second language requires students to create multiple types of skill sets at once, which may exceed a student's cognitive ability to retain and acquire new information and may impede learning (Assisis, 2021, p. 43). In light of this, gamified strategies can assist students by providing them with immediate feedback on performance, which helps them effectively consolidate long-term learning, allowing students to concentrate on the most important parts of the task without feeling overwhelmed.

Digital learning

E-learning

Abed (2019) explains that the term Electronic Learning (e-learning) originated in the early 1990s as a result of technology becoming widely used in educational processes, with its goal being to make information flow more quickly, efficiently and accessible through the use of technology. E-learning provides students with more self-directed opportunity for self-paced learning in both distance learning and traditional classrooms. It also offers access to course content and interaction with the instructor and classmates (page 1). Put in layperson's terms, students can access course content and learning games at any time, get immediate feedback and actively participate with their instructor in communication regarding questions, assistance and/or clarification. Groups can be created for virtual collaboration. E-learning is a response to the current demands of today's

students, who are looking for flexibility, independence and immediate access to information, making it a pivotal factor in the evolution of education. E-learning fosters student-centred approaches to education that align with the needs of the growing digital society.

The relationship between e-learning and gamification is fundamentally important in the field of education. E-learning represents the digital platform for interactive resources, while gamification represents the pedagogical method that will be employed in this study to enhance vocabulary retention through playful and interactive means. Sofiadin & Azuddin (2021) stated that the use of gamification within e-learning platforms may lead to increased levels of learner engagement and motivation throughout the learning process (p. 71). Therefore, the integration of these two components serves to create an engaging educational experience and, in addition, supports student engagement, promotes significant learning and meets the needs of evolving digital environments.

Gamification

Technology is growing and developing at such an increasing rapid rate that the way people learn and what kind of learning methods/approaches people prefer will be similar to how they do it in their daily lives. Individuals, especially younger generations, have access to their mobile phones and the internet, allowing them to look up and access large amounts of information (and as a result, have the ability to learn a different language from all of this information). This type of setting has allowed the emergence of an ever-growing population of younger individuals that are continually following trends; looking for new information; adopting new technologies; proactively obtaining knowledge via non-traditional methods. These students are therefore expected to possess the same types of skills in a classroom as they do in their day-to-day lives. In this regard, gamification represents a new opportunity for educational institutions and offers institutional investors with positive prospects for improving and reducing costs to deliver effective student performance (Ofosu-Ampong, 2020, p. 3).

What is Gamification?

Concept

Gamification was first conceptualized in 2008, although it began to gain relevance in 2010 and 2011, when two renowned video game designers promoted the term at an international

conference. Unlike conventional gaming systems, gamification is an activity that uses many different game components including scoring, award systems like badges or trophies, ranking boards, and story-based formats (i.e., narrative) in order to achieve a particular goal – that is, to maintain student interest over time and reduce their chances of losing focus during non-gaming activities. In the field of education, it aims to increase the level of motivation, involvement and interactivity between students/teachers and other students/teachers. Through the use of these types of gaming structures, educators hope to generate an environment that is much more exciting and entertaining to promote increased levels of student participation and increased levels of academic learnings. (Calderón, 2023, p. 4).

A study by Rincon-Flores, Mena, & López-Camacho (2022) showed that the application of gamification strategies in higher education in two different courses, the Engineering group and the Economics and Social Sciences group, during the COVID-19 pandemic generated improvements in both student motivation and academic performance (p.7). A clear example of this was evident during the COVID-19 health emergency, in which both students and teachers faced the challenge of abruptly moving from face-to-face classes to virtual environments overnight. Faced with the sudden change, teachers were forced to adopt new pedagogical approaches and integrate digital tools such as Microsoft Teams, Canva, GoConqr, Genially, Kahoot, etc., to ensure the continuity of the educational process and teach fun online classes, known as e-learning. Many students were surprised by the variety of existing interactive resources that were incorporated into the classes. Despite the complexity of the context, this situation contributed to the development of technological skills among students and teachers, which are much more advanced compared to previous generations.

Impact of Gamification in Motivation

Motivation is an important factor in learning a new language. Emotional states vary according to personal experiences and life contexts. Each student lives a different reality; in difficult times, motivation and appropriate support can help students avoid negative emotions such as sadness, stress, or apathy and enhance their learning capacity. According to Self-Determination Theory, motivation is the force that drives a person to act, whether for external or internal reasons. Extrinsic motivation comes from external stimuli, such as obtaining points, rewards, or recognition- strategies typical of gamification that encourage participation through incentives. In

contrast, intrinsic motivation arises from personal interest, curiosity, the satisfaction of learning something new, and self-improvement. This type of motivation leads students to become involved voluntarily and with commitment (García-López, Acosta-Gonzaga, & Ruiz-Ledesma, 2023, p. 2). Given this situation, if the gamified strategy is well developed, both intrinsic and extrinsic motivation merge, becoming a key element for achieving academic success.

Impact of Gamification on Memory

According to Chen (2025), gamification is understood as the incorporation of game elements into non-game contexts, which influences encoding processes and promotes the retention of information in long-term memory. This effect is due to the activation of three fundamental components that strengthen memory: active participation, repetition of content, and an emotional connection to the learning experience. These conditions allow information to be processed more deeply, which facilitates its long-term storage (p. 52). In education, many teachers seek to integrate strategies that reproduce these conditions in the classroom. However, for adolescents, this task can become complex and ineffective when inadequate teaching methods are used. The use of traditional, decontextualized, or emotionally uninspiring approaches can limit student participation and reduce learning to simple temporary memorization. As a result, information remains in short-term memory, which prevents its consolidation and hinders the construction of meaningful learning. This situation can lead to frustration and a loss of interest in the subject.

Encoding

When information is presented to the student, it is perceived, and the first stage of the memory process is activated: encoding. According to Farah (2020), when the brain receives external stimuli, it transforms said information into mental representations, such as codes or images, which are then stored and subsequently retrieved (p. 13). Using game-based tools can improve the way in which a person encodes information. Traditional methods such as the grammar-translation method require students to mechanically translate and rehearse vocabulary, leading to a "shallow" understanding of the vocabulary. However, when students use game-based tools, they gain a unique opportunity to experience highly stimulating emotional experiences while learning the vocabulary, which helps solidify their retention of the vocabulary. The result is that after a period of time has passed, the vocabulary learned through game-based tools is still easily recalled by students.

Repetition

While repetition is used in traditional and online teaching and learning, it does not work for everyone. Many students find this a boring and tiresome way to learn, particularly when learning through hours of study leads to excessive cognitive overload. With gamified learning, the repetitive nature of repetition is incorporated into fun and enjoyable dynamics, students are exposed to repeated content in a variety of different ways, through the different levels and contexts of the games. Thus, students encounter a given word multiple times across different gamified activities without recognizing it as being repeated. The multiple occurrences of a given word in different contexts and gamified activities creates stronger memory traces for students, hence improving retention of the vocabulary and providing more opportunities for students to practice spelling, provide context for usage, improve pronunciation, and reinforce meaning (Chen, 2025, p. 53).

Retention

Yu et al. (2025) assessed the impact of Educational Game via Neuroscience Card Game (NSCG), a video game intended to facilitate improvements in student learning. The findings indicated that participants improved their ability to retain information learned while playing, as they were emotionally invested in their work. This emotional connection is crucial because gaming actually stimulates areas of the brain involved in learning and memory. In addition, the use of cards allowed for immediate feedback; thus, providing more robust learning loops through the use of immediate sculpted responses; the experimental group realized an increase of 31.12% knowledge retention at week 6 (p. 11-12). The benefits associated with gamification a subject area, particularly English, can yield terrific results, particularly when students perceive a perceived difficulty or challenge within that area of study, largely because of a lack of practice opportunity outside of the traditional classroom setting and/or a limited amount of instructional time dedicated to English language skills.

Importance of Vocabulary

As a result of globalization, English has become the primary language used globally for all fields, including academic, business, social, and political communication. Consequently, the ability to communicate in English has become a prerequisite for success in most professions, and as a result, an increasing number of employers are requiring potential employees to possess English

language skills. According to Dakhi & Nur Fitria (2019), vocabulary is an integral part of communication, as vocabulary allows you to convey your thoughts, emotions, ideas and opinions effectively. Grammar provides a framework for how to communicate, but communication cannot occur without sufficient vocabulary. Conversely, when you have a broad range of vocabulary, you can communicate meaningfully even if your understanding of grammar is limited. Also, vocabulary development supports the acquisition of the four foundational skills of language learning: reading, writing, listening and speaking. Greater command of vocabulary enables greater fluency and clarity of communication, both of which are very important to success in school and/or work within an English-speaking environment (p. 16).

Types of Vocabulary

Receptive

Receptive vocabulary includes those words that individuals can recognize and understanding via auditory and visual means facilitating the development of listening and reading levels of comprehension; however, those words may not be as easily recalled or produced when they are spoken or written. In the early years of acquiring their first language, learners develop this capacity for receptive vocabulary through listening to and repeating words, phrases, and gestures from their surroundings; this process continues to occur naturally throughout the learner's lifetime. A person learning a second language who has a strong receptive vocabulary base of about 3,000 words may be able to read and comprehend printed material without much difficulty. Learners who know between 6,000 and 7,000 word families are able to understand up to 98% of the vocabulary they encounter in spoken or written discourse. Continuous exposure to the target language is essential for improving receptive vocabulary, as it promotes sustained and progressive learning (Ho & Kawaguchi, 2021, p. 117). This distinction is important for this research, as gamification aims to transform receptive vocabulary into productive vocabulary.

Productive

Instead, to clarify the concept of productive vocabulary as opposed to receptive vocabulary, Emam et al. (2020), in the academic article entitled "Enhancing EFL Receptive and Productive Vocabulary Learning through Integrating Incidental and Intentional Learning among Official Language Preparatory School Pupils", offer the following definition:

Receptive vocabulary refers to vocabulary that learners can recognize while reading or listening to a text. Productive vocabulary refers to vocabulary that learners can produce and use in speaking and writing to convey their thoughts. They indicated that receptive vocabulary is easier than productive vocabulary. Producing a word correctly implies correct pronunciation, spelling, using it grammatically, and linking it with other words. (p.26)

From the ideas mentioned above, receptive vocabulary refers to the ability to recognize and understand words when reading or listening, while productive vocabulary requires a higher level of language ability because it involves using those words correctly in speaking and writing. Vocabulary plays an important role in learning a foreign language, as a larger vocabulary helps learners communicate with more fluency, accuracy, and confidence in all language skills.

Challenges in Vocabulary Acquisition

Learning a foreign language involves much more than simply memorizing vocabulary; it requires facing a series of cognitive and linguistic challenges throughout the learning process. According to a study by Hasan (2024), the most significant obstacles students face include difficulties in retaining vocabulary, differences between the spelling of a word and its pronunciation, overlooking the meaning of unfamiliar words during reading, as well as the increasing difficulty in remembering longer words (p.214). There are several factors that affect how students learn and use vocabulary. The lack of innovative ways of teaching created a barrier for many students, limiting the opportunity for them to acquire and use new vocabulary and develop their linguistic competence. Therefore, with adequate support from teachers, the use of supportive tools, and consistent practice, the barriers listed above can be removed.

Many students in Ecuador experience the issues of limited vocabulary acquisition and use in the English language, as stated by Afzal (2019). According to Afzal, teachers are frequently required to teach using students' native languages, and the reason they do so is largely because of the limited vocabulary their students have in the English language (Afzal, 2019, p. 83). Teaching students in their native language leads to a lack of spontaneous vocabulary acquisition, preventing students from distinguishing and associating words with situations and contexts. Therefore, it is critical to incorporate the balanced use of students' native language with the target language to support students acquiring vocabulary through meaningful practice and achieve a more in-depth

understanding of the meaning of new vocabulary.

Even if students have learned a significant amount of vocabulary during class, it does not guarantee that a student can use that vocabulary effectively when communicating in the future. This phenomenon may occur because the way the brain encodes lexical items results in the brain storing lexical items as isolated forms or images without providing clear contextual meanings, causing the student to recognize the words without being able to retrieve them or use them accurately. This type of lexical knowledge is known as a passive vocabulary. In contrast, active vocabulary refers to the vocabulary that students can accurately and spontaneously produce in writing or speech. In order to bridge this gap between passive and active vocabulary, it is critical to provide students with strategies that enable students to engage in continuous, meaningful practice of vocabulary (Miyazaki, 2019, p. 87).

Gamification Strategies to Increase Vocabulary

In an educational environment, studying a foreign language (such as English) is limited by both the teaching methodology used and a student's willingness to learn. Game-based learning has emerged as a viable solution to support student motivation and retention of language vocabulary using dynamic, goal-orientated activities. By integrating elements of games into language instruction in schools across Ecuador, student engagement can be enhanced, increase the time spent learning, and allow for greater processing of the language being learned. Research has shown that if gamified strategies are developed with pedagogical purposes and within the parameters of student interest, they can improve student vocabulary acquisition (Preciado et al., 2024).

The following are the most relevant gamification strategies for the educational context:

Table 1

Gamification Strategies

Gamification strategy	Overview	App	Application
Quiz-based learning	Quiz-based learning is a strategy that combines traditional learning with	Kahoot	One of the applications for learning through quizzes is Kahoot. It allows teachers

	gamified tools. These quizzes are efficient for actively practicing memory and vocabulary retention, as well as evaluating acquired learning and providing instant feedback.		to assess a student's vocabulary retention through a dynamic, timed quiz and combines a scoring system with a learning strategy, thus encouraging active student participation.
Point system and Rewards	It is a strategy in which students are given points or rewards for completing tasks and demonstrating positive behaviors in class through extrinsic motivation, which provides a sense of achievement that can lead to transforming this motivation into intrinsic motivation, and also encourages learning and active participation in class.	ClassDojo	ClassDojo is an app that allows students to accumulate points during class that can later be exchanged for rewards, which helps with motivation and active participation. It is a very personalized strategy since each student has their own portfolio, and the family can see their progress in real time, which strengthens the commitment to learning.
Badges	Badges are symbolic forms of recognition used to motivate and reward student achievements. Functioning similarly to	Duolingo	It is an application specifically for learning languages, in which students can complete different interactive and gamified activities that,

	points and visual rewards, badges are gamification strategies that enable students to acquire and retain truly meaningful learning.		upon passing them, they receive a digital badge certifying that they have achieved the level objectives, which helps them stay motivated and committed to the learning process.
Immediate feedback	It is a strategy in which students receive instant feedback on the answers to an activity already completed; this allows them to reinforce their knowledge, promoting better vocabulary retention. This strategy can be present in most gamified activities.	Quizizz (Waygrou nd)	This application assesses students' knowledge through quizzes. At the end of each activity, the application provides the score, the incorrect answers, and their corresponding correct answers, so that students can reinforce their knowledge and apply it in future activities.
Matching and memory Games	They are a strategy that consists of matching or relating elements using visual memory to reinforce learning, especially for vocabulary retention; it is a combination of entertainment and learning.	Quizlet	It is a study platform that transforms ordinary subjects into visual activities through flashcards and also helps to train memory in a more dynamic way, allowing for better motivation and entertainment for students.

Author's Note: The gamification strategies presented are the most relevant for vocabulary retention, especially because they are playful activities that engage the student through motivation, since they incorporate different incentives, and they also relate vocabulary to visual stimuli, allowing for experiential and meaningful learning.

Note: Data collected by the author on the 6th of April, 2026

Educational Context

Expected level according to CEFR

According to the Ministry of Education of Ecuador (2014), the English curriculum is aligned with the Common European Framework of Reference for Languages (CEFR). The estimated English level for 8th grade is A1.1, at which communicative competences and the four language skills necessary for the correct learning of the second language will be developed. Students at this level should understand and use simple vocabulary, common expressions, and sentences related to personal information, daily routines, the classroom, and familiar topics (p.10). They are also expected to comprehend speech spoken slowly and to produce utterances with simple linguistic structures. According to Yusoff et al. (2022), these expectations show that vocabulary knowledge is a crucial dimension of communicative competence to produce basic messages. The CEFR states that vocabulary can help to develop lexical knowledge at the right level of proficiency for the students (p.537).

Vocabulary expectations at the A1.1 level

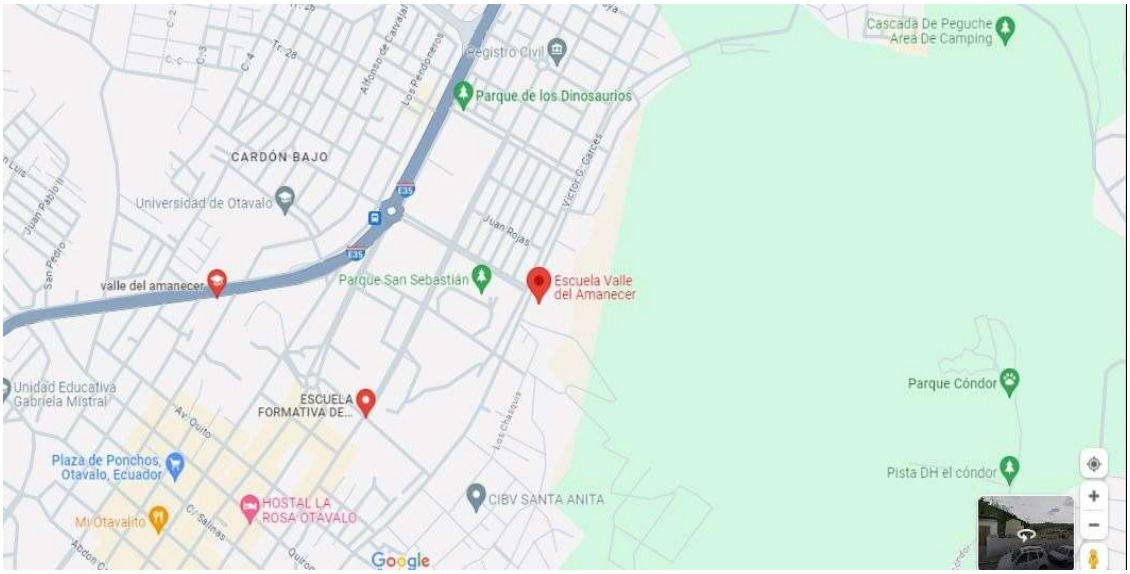
The expected proficiency level of eighth-grade students is relevant to English language retention; it is essential to progressively consolidate the lexical knowledge that underpins all the skills that help students develop effective communication. In this regard, the findings of Gao and Pan (2023) , indicate that gamification can promote vocabulary development through interactive learning experiences in which students use vocabulary in different contexts through gamified elements such as challenges, feedback, rewards, and meaningful practice, etc. This approach can also encourage active participation in the classroom (p. 466). Consequently, gamification strategies aligned with the lexical requirements of level A1.1 can support systematic vocabulary practice and strengthen retention in eighth-grade students learning English as a foreign language. Gamification strategies help lay the foundation that guides the learning process toward higher levels.

CHAPTER II: MATERIALS AND METHODS

Description of the Study Area

Figure 1

Location of the Otavalo Valle del Amanecer school.



Note. The school is located in the city of Otavalo. Adapted from Google Maps.

This research took place at the Otavalo Valle del Amanecer School, made up of basic medium, basic elemental, and basic superior, located in the city of Otavalo, Imbabura province, in El Jordán parish, specifically in the Jacinto Collahuazo neighborhood (second stage). The students included in this investigation were those in the eighth grade, parallels "A" and "B" of the morning session.

Type of research

This research adopted a mixed-methods approach. In accordance with Kajamaa, Mattick, and De la Croix (2020), "Mixed-methods research, or multi-strategy designs, can be defined as the collection, analysis and integration of both qualitative and quantitative data in a single study" (p. 267). The integration of both methods allowed for a deeper understanding, enabling the precise addressing of all research questions and the collection of all necessary information to strengthen the validity of the results obtained regarding students and teacher's perception of gamification strategies for supporting vocabulary retention.

Therefore, the quantitative data were analyzed through descriptive statistics, mainly

frequencies and percentages. The qualitative data from interviews were interpreted through thematic analysis, identifying common patterns in teachers' responses. In this process, the teachers' interviews were transcribed, and through a comprehensive and inductive reading, patterns and similarities were identified that contributed to the formation of a unified qualitative interpretation.

The research design was descriptive. According to McCombes (2023), he states that "A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them." In this sense, the study adopted a descriptive approach, as it sought to explore the difficulties that students face in retaining vocabulary. In order to identify this problem in each student, a questionnaire and an interview with English teachers were used, one of whom was an eighth-grade teacher.

Methods

This study applied both deductive and inductive reasoning, proceeding from the general to the specific based on gamification strategies to support vocabulary retention. According to Chen (2022), logical or deductive reasoning involves using a given set of facts or data to deduce other facts through logical reasoning. It consists of drawing specific conclusions from premises. Similarly, this research gathered information on the topic related to the research area and presented it in the theoretical framework. This generated the opportunity to build upon existing knowledge and learning theories, contributing to the consolidation of current understanding and allowing for a substantial expansion of knowledge, thus enriching the conceptual framework that supports the presented research.

Also, this research used inductive reasoning. Sauce & Matzel (2017) explain that predicting and projecting about what could occur in the future is a common application for inductive reasoning. Whereas deductive reasoning arrives at an absolute conclusion, inductive reasoning will only arrive at a probable conclusion based upon the reliability or strength of evidence supporting it. When the data collected from both the survey and the interview were analyzed, inductive reasoning was utilized throughout the research and enabled the researcher to see common themes and to draw more generalized conclusions from the empirical data.

Techniques and Research Instruments

Accuracy of data collection through the use of correct methods was critical. The correct use and choice of these methods was necessary in order for the study to be successful. These methods provided information that met the specified requirements of the research. The survey was one of the methods used in the study that helped to gather data and to develop a better understanding of the situation of interest.

In addition to using a survey, the study also included the use of a structured interview method, which was conducted with the English instructor of the institution. This method enabled the researcher to obtain specific and detailed responses to pre-determined questions from the interviewee. The development of the interview questions, as well as the pre-planned approach to the interview process, allowed the researcher to obtain a more comprehensive understanding of the issue under investigation. Therefore, the combination of the survey and structured interview methods created a comprehensive research methodology that increased the breadth and validity of the data gathered in the study.

Research Questions

- What theoretical foundations can support the use of gamification for vocabulary retention for 8th-grade students at Otavalo Valle del Amanecer School?
- What gamification strategies are the most appropriate for supporting vocabulary retention in 8th-grade students?
- What characteristics should a didactic guide include to support vocabulary retention for 8th-grade students?

Population

The following research was conducted using a population census. The population for this research consisted of 69 students between 11 and 12 years of age, from the eighth grade of secondary school, sections “A” and “B”, at the Otavalo Valle del Amanecer School. According to the National Institute of Statistics and Censuses (INEC,2024), a population census provides fundamental and basic information about the entire population; therefore, this research was conducted with all students without sample selection, due to the small number of students. The entire population was considered, of which 27 were male and 42 were female. Using purposive

sampling, two teachers from the school's English department were recruited to participate in this study.

Procedure and Data Analysis

The research design consisted of a series of stages that provided a logical flow of activities from the initial identification and delimitation of the research problem through to its theoretical literature review, which created a sound theoretical basis for this research. Once the researcher identified the problem, data collection took place using validated survey and interview instruments. Using the Statistical Package for Social Sciences (SPSS), the collected data were analyzed, organized, and earned descriptive statistics used to establish patterns of responses and related findings. The results provided empirical evidence to support the development of conclusions and helped to formulate a well-organized and supported research argument.

CHAPTER III: RESULTS AND DISCUSSIONS

The analysis of interviews conducted with English-language teachers and the survey collected from the eighth-grade students at the “Otavalo Valle Del Amanecer's” will be the main focus of this section. The purpose of the interviews is to gain insight into how gamification strategies are viewed by the teachers and their implementation among their students, as well as what it means in terms of their teaching practice. The survey will assist us in gathering data on how the eighth-graders' experiences with gamification will relate to the implementation of gamification in future years related to their vocabulary retention and recognition.

Teacher’s interview

Question 1: Based on your experience, what difficulties do students face when learning English vocabulary?

Teacher A:

“In my experience of seventeen years as I worked and trained to become an educator in the area of English Language Acquisition, I have found that younger learners tend to have a harder time acquiring English vocabulary as they hear/see different sounds and associate them with the letters of the English alphabet and foreign alphabets, which often creates a lot of confusion. However, by utilizing repetition-based learning techniques or pairing pictures and/or visual representations with words, many children can begin to make progress with their vocabulary learning through consistent/regular exposure to those words and visual representations.”

Teacher B:

“From what I've experienced, I can honestly say that children face their share of challenges as well. English Language learning requires both repeated use and memorization; therefore, I always build my lessons around teaching them by using songs or games to keep classes lively. I also try to keep it interesting for my students because I know that learning a new Language can be hard for them primarily due to differences or modifications in the Linguistic Area that are involved. Today's Youth are also immersed in a world of Technology, so I have begun moving towards making my lessons the same way as well, which is to say virtually.”

Analysis:

The two instructors believe that one of the primary obstacles that students encounter when learning English is the perception of its complexity. Instructor A believes that this complexity arises from the substantial differences between the student's native and foreign languages. Instructor B believes that in addition to differences between languages, students also feel frustration during the English learning process. Both instructors agree that successful learning is accomplished through play, interactivity, and innovative approaches; therefore, it is critical that memorization and repetition form the basis for acquiring English vocabulary. The information provided by these instructors correlates with research conducted by Zhang & Hasim (2023), who conclude that gamified techniques may provide students with opportunities to reduce stress and anxiety associated with learning (p. 3).

Question 2: What strategies do you usually use to teach and reinforce vocabulary in your classes?

Teacher A:

"The strategy I often use is repetition. It's important for children to constantly repeat verbs, nouns, adjectives, etc., as they learn them, using them in various contexts, and listening to me, their teacher, pronounce them. This way, they learn. It's important for language development that they have a basic understanding of how words sound and when to use them."

Teacher B:

"The first thing is listening. They listen to the pronunciation, and through vocal movements, I show them how to pronounce the words. I play games where they have to gesture their mouth, teeth, and tongue; in this way, they will learn through mime. This methodology has worked very well for me. First, they listen to me, watch me, and repeat. Then, I use songs or related games so they don't forget the vocabulary they've learned. I also like to take my students outside the classroom so they can learn through experience."

Analysis:

Regarding the second question, concerning the strategies teachers use in their classes, it

was found that both consider it important to implement strategies that foster active participation, constant practice, and, above all, the ability to apply them in different contexts. These perspectives agree that the use of traditional strategies such as repetition, combined with innovative strategies such as gamification or playful activities, contributes to meaningful learning for students. These findings coincide with a study conducted by Osadhi (2024), who maintains that Gimkit or Kahoot are gamified applications that involve continuous vocabulary repetition, allowing students to become familiar with and learn much faster (p. 22).

Question 3: What is your opinion about the incorporation of gamification strategies into English classes, particularly for teaching vocabulary?

Teacher A:

"It's very important. I find it innovative that it's being implemented quite a bit these days. There are many activities, games, and even in the technology section, students can experiment and, in the process, become more interested in learning. For example, if we only teach them grammar, it can become a bit boring. Clearly, it's important, but we must combine it with something dynamic to be able to teach English in a meaningful way."

Teacher B:

"I think it's very important. Today's children are more digitally savvy. In the past, education was more traditional, where the teacher taught, the student sat, copied from the board, and moved on. That's all that was done in our time. Now, in terms of technology and updates, they've taught me several things that I found difficult, and as a teacher, I try not to fall behind and look for new methods or trends to apply with my students. It's satisfying to see that this way they seem happier and more joyful learning the material. All of this seems spectacular to me, and I would like to see more training on gamification for teachers."

Analysis:

The teachers expressed similar opinions regarding gamification and how it has positively influenced the teaching-learning process. Teacher B refers to students as digital natives who require innovative classes in which they feel predisposed to learn. Both teachers aspire to achieve

meaningful learning in students through new methods or strategies. They also express a genuine desire for ongoing professional development for teachers on this topic, given that gamification strategies are recognized as useful and extremely important tools for foreign language learning. In this sense, this coincides with what Pasarelli et al. (2022) stated, in which they explain that training teachers on gamified strategies can help them perform well in the classroom and overcome different difficulties that may arise (p. 802).

Question 4: What are the main academic advantages you have observed in your students when using gamification strategies to learn vocabulary?

Teacher A:

"One of the advantages is that students become very interested, especially children and teenagers. As teachers, the most important aspect of the class is capturing their attention, and through these gamified activities, we can take advantage of this to teach vocabulary."

Teacher B:

"The main advantage is knowledge, meaningful knowledge. For example, I have students listen to songs and complete the lyrics using Kahoot on topics we've already covered. This is where I can verify what they've truly learned."

Analysis:

The teachers presented a favorable perception of the gamified activities. Teacher A highlights that one of the main advantages they have observed in students when applying gamified strategies is the increase in interest. In this way, capturing the students' attention becomes a less complex task. However, Teacher B points to meaningful knowledge as the main advantage, in addition to the fact that these online applications allow for the evaluation of students' acquired knowledge. In conclusion, gamification offers significant advantages for the student's academic development when learning a new language. The above aligns with a study conducted at the Technical University of Ambato by Buenaño et al. (2023), who concluded that the use of Duolingo as a gamification strategy highlighted great academic progress, allowing students to move from a basic to an intermediate level, thus demonstrating a great advantage (p.61).

Question 5: How can gamification influence student participation and motivation?

Teacher A:

"Education has changed a lot these days. At our institution, we frequently use touchscreens, especially in upper elementary and high school. Furthermore, the use of mobile devices is strictly permitted for educational purposes. This allows me to plan gamified activities, and the students are very interested in these types of classes, leading to active participation."

Teacher B:

"In my case, I use the Duolingo app, where students have to say all the words they know within 30 seconds. I reward the winners and give penalties to those who don't. At the end of the day, everyone participates and has fun."

Analysis:

Currently, there are various technological advancements, especially in the field of education. Both of the educators profiled in Question 5 believe that by using games and other digital technologies, they can motivate students to be more engaged in their learning process. They have taken very distinct approaches and made use of a wide variety of tools and methods to achieve the same outcomes. By including technological resources in the classroom and reward systems for educational purposes, interest increases, and the likelihood of the class's objective being successful is high. These responses coincide with a study of 250 Saudi university students conducted by Rahman (2026), who highlighted that 88% of participants agreed that gamified activities motivated them to actively participate in English classes (p. 342).

Question 6: Do you believe that using apps like Duolingo, Kahoot, or other gamified platforms can promote collaboration and encourage teamwork in the classroom?

Teacher A:

"Yes, no doubt, nowadays all these apps that exist for learning a new language are very helpful. Using the Quizizz app facilitates a positive competitive atmosphere among students. Students tend to be competitive in any activity associated with a reward. Therefore, competition creates an opportunity for students to develop teamwork skills while also building excitement

around the content area being introduced through the Quizizz platform."

Teacher B:

"Indeed children being interested in these apps we use at school my sometimes continue to play them at home and progress through the various levels independently and then share what they learned with the other students in class and put this into practice in group projects."

Analysis

Both educators provided similar views on how they feel about using mobile applications such as Duolingo, Kahoot, or Quizizz for collaborative learning. For instance, Educator A believes that these platforms encourage competition by creating different ways to reward students and therefore get their attention. While Educator B believes that mobile applications allow students to learn independently by sparking interest beyond regular school hours and bringing that knowledge back into the classroom. Furthermore, the research conducted by Antonio & Carrión (2023) supports the teachers that use mobile applications such as Kahoot and Duolingo encourage teamwork and collaboration among students and that gamification is directly related to teamwork and collaboration between students in achieving common goals (p. 29).

Question 7: Do you consider that students achieve the expected level of English proficiency according to their grade level, as defined by the Common European Framework of Reference for Languages (CEFR), during the school academic period?

Teacher A:

"No, I don't think we fully achieve the objective. While it's true that as teachers we do our best to ensure our students reach the level set by the Common European Framework of Reference for Languages (CEFR), external factors or infrastructure limitations prevent us from reaching the expected level. Furthermore, within the same class, there can be students with varying levels of English, which hinders overall progress."

Teacher B:

"No, I don't think we reach the expected level. Based on my experience, while it's true that

as teachers we must follow a plan, the progress we aim for is often not the same as what we achieve. Therefore, I can't move forward until the students truly learn. I provide feedback as often as necessary and then proceed. The duration of the academic session isn’t adequate to deliver the stage of learning anticipated at the C.E.F.R., meanwhile no physical textbooks exist that provide learners with a means to stick to an established tempo, therefore educators are restricted to the subjects identified by the Ministry of Education for delivery. Having stated that, I do think we are making an adequate advancement in respect of overcoming our obstacles.”

Analysis:

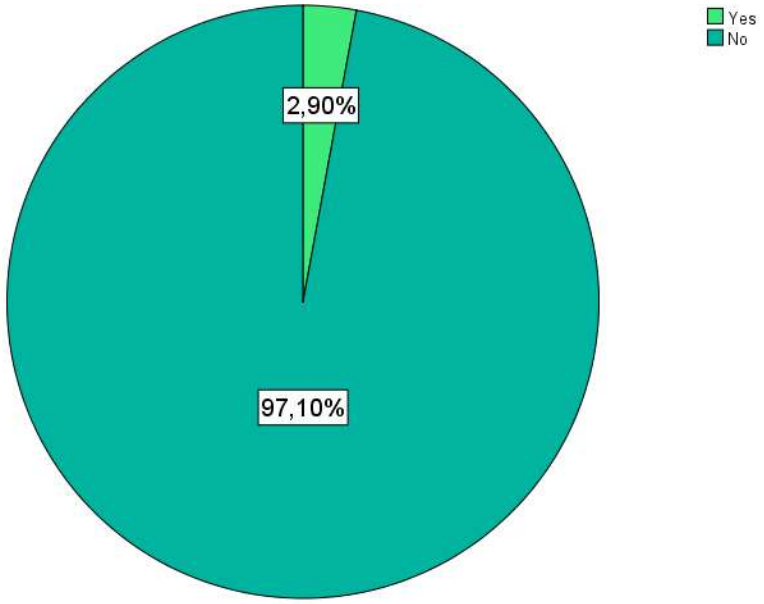
The responses from both teachers show that, despite their efforts to develop English language skills, the expected level of proficiency within the CEFR standards is not fully achieved. Both parties agree that several external factors affect the expected results. Teacher A lists factors such as limited infrastructure and varying levels of English proficiency within the same group as indirect contributing factors. Teacher B's main limitations are the short time frame and the lack of teaching resources, such as books, necessary for optimal class development. In this regard, Sanemueang (2025) found and highlighted the usefulness of gamified activities for the effective development of English language skills and student progress within the CEFR standards. In conclusion, achievement depends not only on the teacher's work but also on institutional, pedagogical, and contextual factors; however, it is acknowledged that despite these limitations, significant progress is made.

Students' Survey Results

Question 1: Have you ever heard about gamification?

Figure 2

Familiarization with the concept of gamification.



Note: Author's own elaboration.

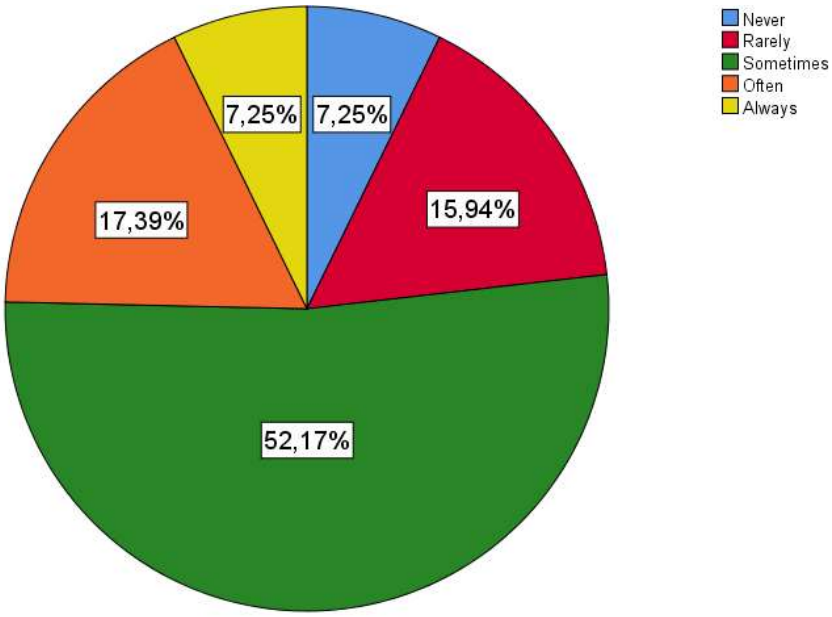
Analysis

According to the following graph, we can see that the majority of students are unfamiliar with the concept of "gamification." However, this lack of familiarity does not necessarily mean they have not participated in gamified activities. This could be because teachers use different terms for these strategies, such as "games," "playful activities," etc. These findings align with those of Sajinčič, Sandak, and Istenič (2022), who report that several studies suggest teachers are also only partially familiar with the term "gamification"; however, they use gamified elements, such as badges, medals, and leaderboards, to increase student motivation (p. 85). It is worth noting that the growing demand for technological resources is increasingly evident, leading teachers to seek new teaching strategies that meet these evolving needs.

Question 2: Have you used apps like Duolingo or Kahoot to learn a new language?

Figure 3

Frequency of use of gamified tools.



Note: Author's own elaboration.

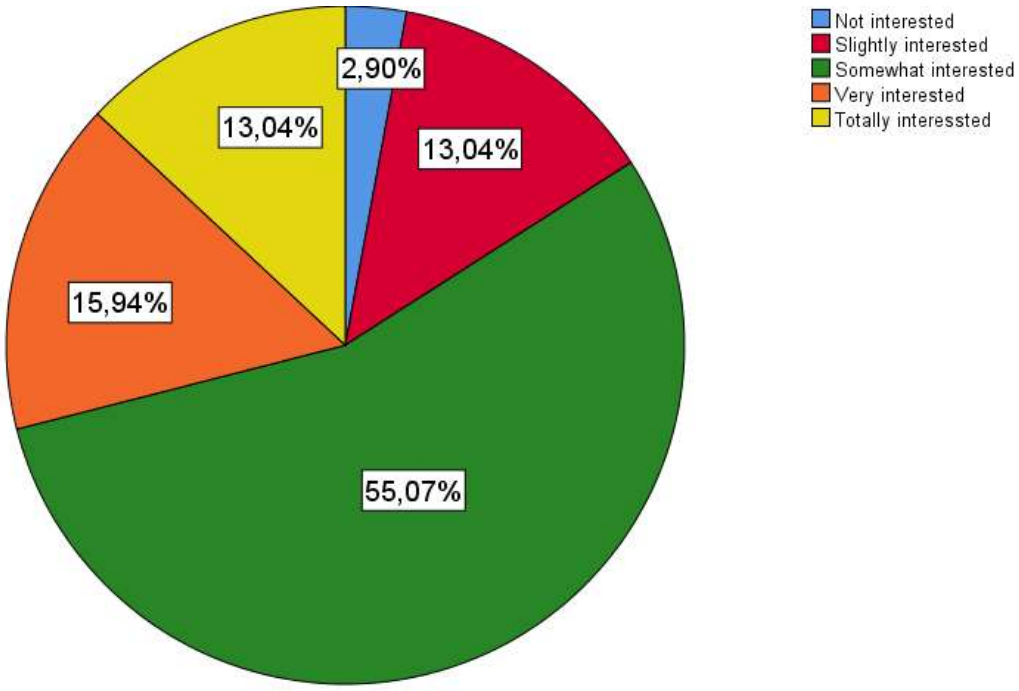
Analysis

The graphic representation shows positive students' perceptions regarding the frequency of use of gamified applications for learning a new language. Therefore, when comparing these findings with the previous question, it becomes clear that, although the majority of students chose the response of not having heard of gamification, 92.75% of students stated that they had used gamification tools such as Duolingo or Kahoot at least occasionally and regularly in small amounts, while the "never" response received a very low score. Thus, it can be inferred that students have indeed had contact with gamified elements through these educational applications in their learning process.

Question 3: How interested are you in learning vocabulary through games?

Figure 4

Games as an Educational resource.



Note: Author's own elaboration.

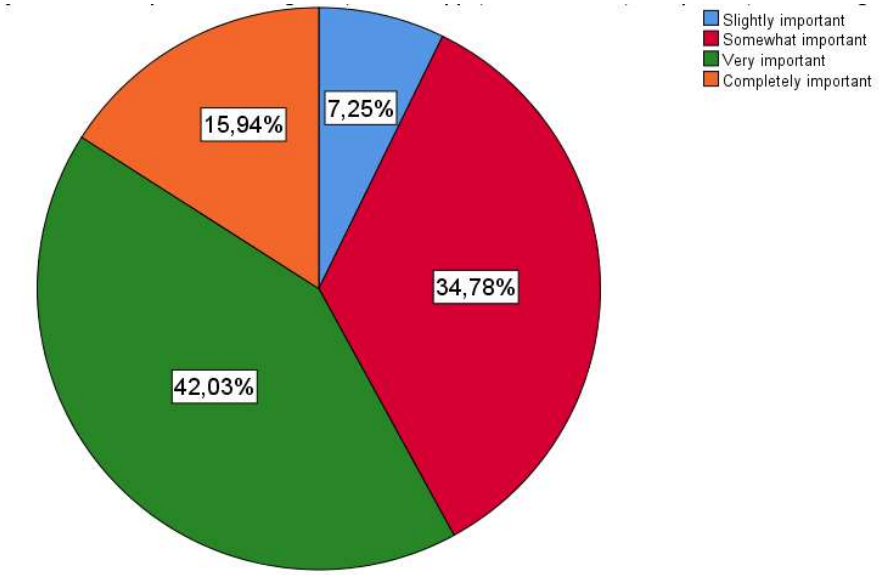
Analysis

Figure 4 shows a positive response from students toward games as educational resources. Specifically, 84.05% of students demonstrated a moderate to high level of interest in learning vocabulary through gamified games. On the other hand, a very small percentage expressed no interest. Based on this research, it can be inferred that these positive results may be related to the preferences of current generations, who are increasingly demanding new technologies in education. These results align with Abad Arrollo & López Proaño (2022), who state that "new generations" can acquire knowledge efficiently due to their technological skills (p. 7).

Question 4: Do you consider it important to use games as apps, classroom activities, and quizzes to learn English?

Figure 5

Level of importance that students give to the use of gamified games.



Note: Author's own elaboration.

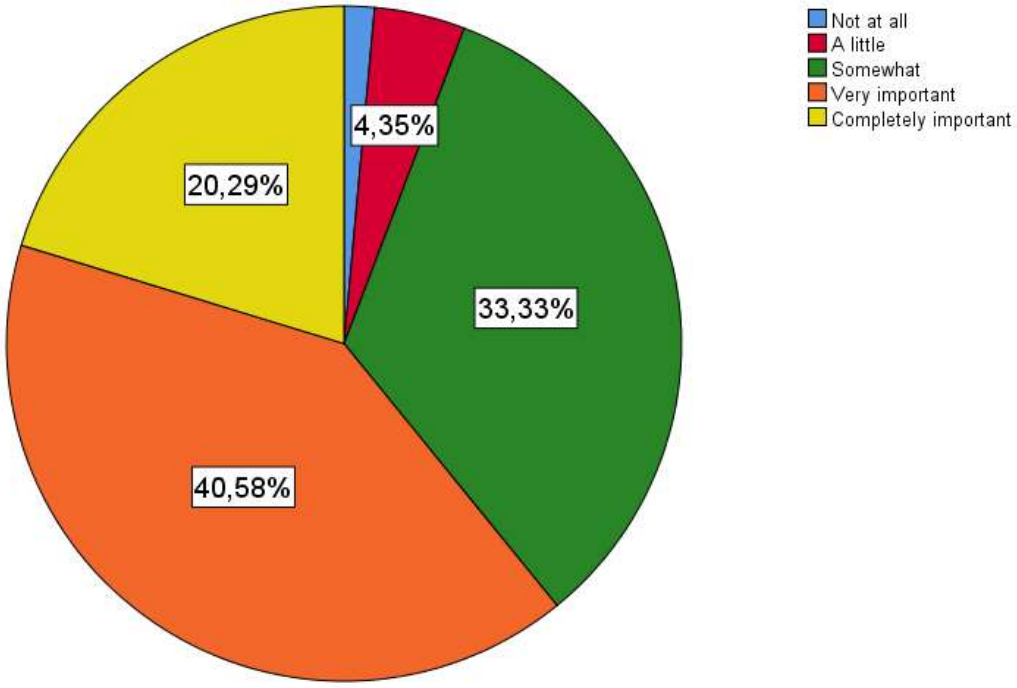
Analysis

The results shown in the figure above indicate the level of importance students place on using gamified games, such as apps, classroom activities, and quizzes, for learning English. The highest percentage shows that students consider gamification a very important tool for learning English. In total, 92.75% of respondents indicated its importance. In contrast, the "not important at all" option received no responses. This demonstrates the strong appeal these tools would have among students. If such a methodology is implemented, student academic performance is perceived as a beneficial in several areas.

Question 5: Do you believe that educational games increase motivation to learn vocabulary in English?

Figure 6

Influence of motivation in relation to educational games.



Note: Author's own elaboration.

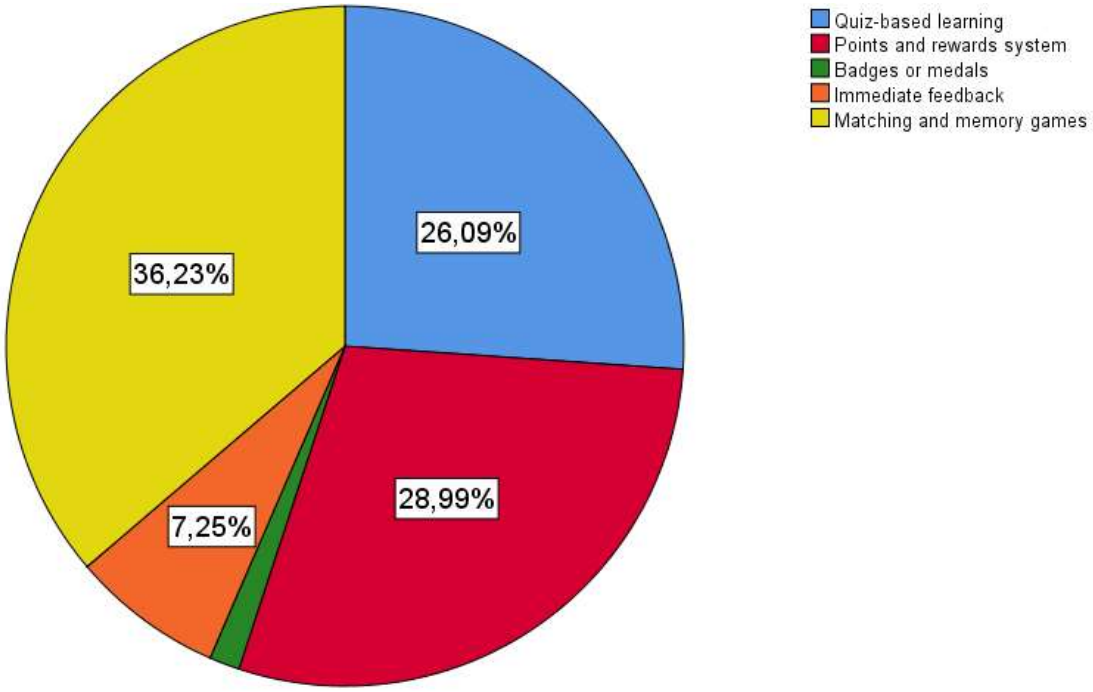
Analysis

The information presented in the figure above details students' perceptions regarding the influence of educational games on increasing their motivation. Thus, it can be deduced that a large percentage of students do consider that educational games positively influence their motivation. This could be due to certain elements that these gamified games possess, such as rewards, challenges, immediate feedback, etc., which contribute to much more enjoyable experiences. On the other hand, a very small percentage perceive this relationship as "somewhat important" or "not important." These findings align with the qualitative results obtained by Benavides Delgado et al. (2025), which state that the use of Kahoot substantially influenced student motivation and engagement, unlike other traditional elements, due to the gamified system that this tool possesses (p. 16). Furthermore, these findings reinforce the results obtained in this research.

Question 6: What gamification elements do you consider most important for learning vocabulary in English?

Figure 7

Preferences for gamified elements.



Note: Author's own elaboration.

Analysis

According to the findings shown in the graph, a large percentage of students favored matching and memory games, making them one of the most highly valued elements. This may be because students' preferences align with exercises that strengthen memory and the association of words and images. Similarly, the points and rewards system was another prominent element; it can be inferred that students are drawn to the reward mechanisms they can obtain upon achieving a goal, thus maintaining their interest throughout the class. Likewise, quiz-based learning also scored highly, which could reflect students' need to learn through a traditional assessment system combined with a game, as this type of gamified strategy provides immediate feedback.

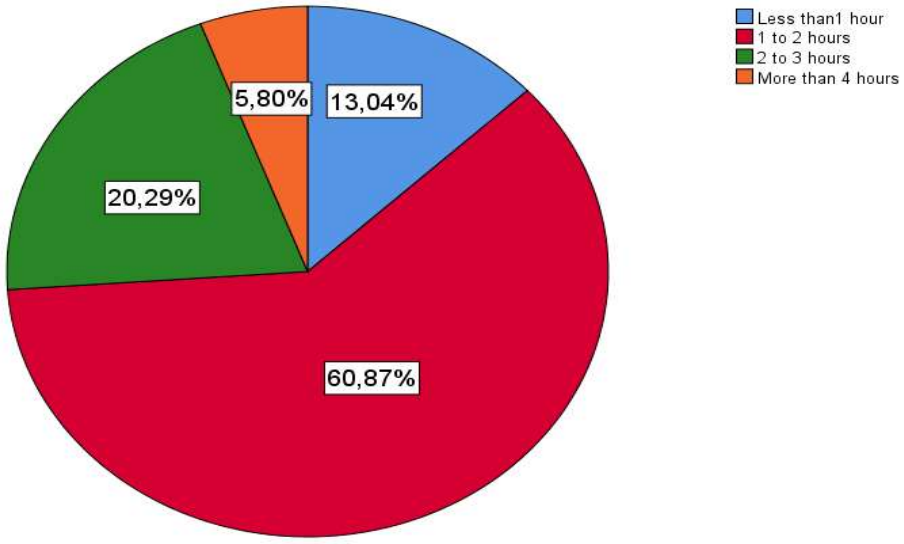
In contrast, "badges or medals" were the item with the lowest percentage of selections; this may be linked to the developmental stage the students are in, given their interest in activities that

involve challenges, while badges or medals could be interpreted as childish. The findings support the arguments of Çelik (2024), who points out that humans possess an innate motivation to learn from birth; this motivation does not remain static but evolves, especially in adolescence, when extrinsic motivation becomes intrinsic motivation according to their values, personal interests, or personal satisfaction, as explained in self-determination theory (p. 2).

Question 7: How much time per week would you be willing to dedicate to vocabulary learning through games or interactive activities?

Figure 8

Students' interest in dedicating time to learning vocabulary through gamified activities.



Note: Author's own elaboration.

Analysis

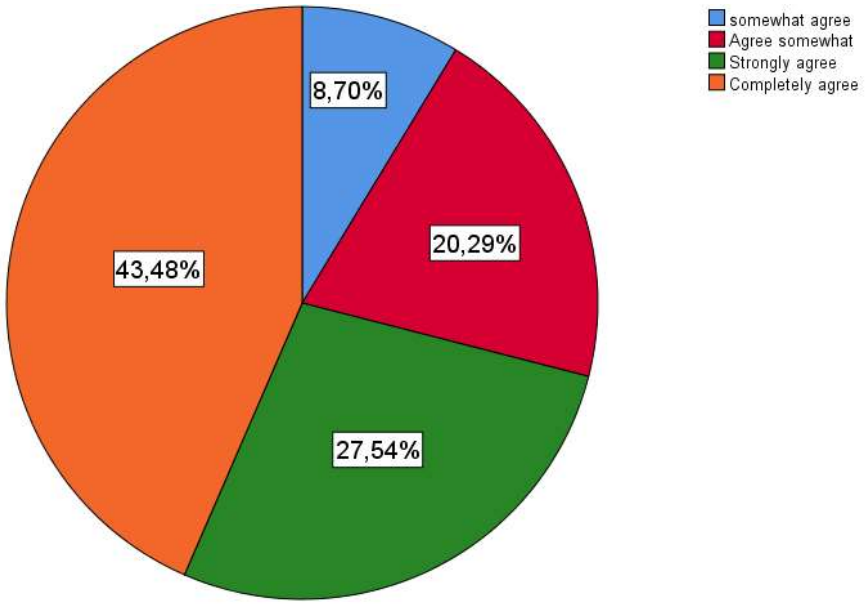
The results shown in the graph above highlight students' interest in dedicating time to learning vocabulary through gamified activities. More than half of the students responded with a moderate amount of time to dedicate to these activities; it can be inferred that they could dedicate 15 to 20 minutes per day, which is a considerable amount of time. These activities can be complemented by other strategies that the teacher uses in their English classes. Likewise, a significant percentage opted for a response with more hours dedicated to learning; this demonstrates students' interest in gamified activities. Although a minority consider learning vocabulary for less than 1 hour per week, this may be due to a lack of awareness about the

importance of learning English for the future.

Question 8: Would you agree with the use of technological applications to enhance English vocabulary learning?

Figure 9

The use of technology as a tool to enhance English vocabulary learning.



Note: Author's own elaboration.

Analysis

According to the results shown in the graph, there is a significantly positive demand for the use of technology as a tool to support English vocabulary learning and retention. Furthermore, a very small percentage indicated "somewhat agree," while no students indicated "strongly disagree." From this, we can infer that all 8th-grade students at the Otavalo "Valle del Amanecer" school believe that using technological tools is currently in high demand. The implementation of these gamified strategies should be supported by a teaching guide, which has been proposed in this research.

Discussion

The results of this study suggest the following findings: teachers' perceptions of the use of gamification strategies in teaching English vocabulary and students' attitudes and preferences toward learning mediated by digital tools and playful activities. Based on these results, we can infer the opportunities and challenges that the implementation of a gamification guide may represent to strengthen vocabulary retention in eighth-grade students at the Otavalo Valle del Amanecer school.

During the interviews with the teachers, it was found that they agreed that vocabulary learning is one of the main difficulties in teaching English as a foreign language. These difficulties are attributed to the differences between Spanish and English, English pronunciation, and the difficulty students have in memorizing new words. The teachers share the idea that more traditional approaches, such as constant repetition and pronunciation practice, tend to be more effective when combined with interactive techniques such as games, songs, technology, etc. The findings from this research support those of Hasan (2024), who identified several difficulties faced by learners of English as a second language, such as remembering the words they have studied, knowing how to pronounce those words, and retaining the vocabulary. Zhang and Hasim (2023) believe that gamification activities serve to lower anxiety levels in students and increase their motivation, leading to a more positive environment for language acquisition.

Another finding of this study was how teachers perceive gamification in the classroom. Both interviewees expressed that gamification promotes interest and participation among students while developing motivation and making classes more dynamic and meaningful. However, they also stated that they perceive themselves as lacking the training necessary to implement these strategies systematically. Pasarelli et al. (2022) indicated that this finding supports the idea that teacher training is critical for the successful implementation of gamification and that teachers need to develop both pedagogical and technological skills. Teachers reported a positive attitude towards gamification; however, there must be more effort placed on improving teachers’ application skills to integrate gamification into the teaching and learning process.

On the other hand, the survey results align with the fact that most respondents perceived themselves as unfamiliar with the concept of "gamification"; however, more than 90% of students

reported using applications such as "Duolingo" or "Kahoot" to learn English. This difference points to a discrepancy between the conceptualization of the term and students' experience with these strategies. These findings coincide with the results obtained by Sajinčič, Sandak, and Istenič (2022) in a study that did not methodologically identify this type of pedagogy. In other words, teachers and students use and benefit from different elements of gamification without explicitly naming the methodology. In this sense, it can be predicted that gamification is already present in educational practices, and that many don't even recognize it as such!

Furthermore, the research revealed that students' attitudes toward vocabulary learning through games and technological applications were positive. Most respondents agreed that the use of tools that gamify English learning is very important and that they can considerably increase student motivation. These findings support those of García-López, Acosta-Gonzaga, and Ruiz-Ledesma (2023), who argue that gamification can foster students' motivation, engagement, and academic performance using game elements such as challenge, reward, and feedback. Also, Benavides Delgado et al. (2025) found that platforms like Kahoot increase student engagement compared to traditional approaches. Based on the results obtained in this study, the same research concluded that gamified contexts create a considerably more motivating and engaging learning environment for vocabulary acquisition.

Another relevant aspect is the incentives that students prefer within the context of gamification. Word games and image memorization were the most appreciated, followed by point systems, rewards, and interactive quizzes. Badges and medals, on the other hand, were less popular.

The results are corroborated by Chen (2025), who argues that gamification has a long-term effect by empowering memories that are repeated, recreated, and emotionally engaged in the learning process. Therefore, Cognitive Load Theory by Paas and Van Merriënboer (2020) implies that teachers can carefully create and design activities that avoid "cognitive overload" and facilitate vocabulary consolidation in long-term memory.

In the same line, during the interviews, the teachers expressed the value that gamification with apps brings to collaborative work, healthy competition, and self-directed learning. While one teacher praised the use of Quizizz to motivate competition among students, the other emphasized

that many students promote their own learning of apps outside of school hours, such as Duolingo, for example. The results obtained by Antonio and Carrión (2023), regarding the collaborative learning process and the development of student autonomy, coincide with those found in the present study, which encourages continuous practice both inside and outside the classroom.

Regardless, teachers also identified several challenges that hinder the achievement of the desired level of competence as outlined in the Common European Framework of Reference for Languages (CEFR). Among the limitations highlighted are the limited time dedicated to English language teaching, the heterogeneity of knowledge levels within a course, the lack of teaching resources, and some institutional limitations. The results obtained demonstrate that, although the use of gamification has great potential to promote language competence development, Sanemueang (2025) concludes that gamification activities support language competence development, provided they have sufficient supporting materials and teachers are well-trained.

Finally, the researcher's finding is that teachers and learners have a positive attitude towards using gamification strategies to strengthen English vocabulary learning. Teachers are aware of the benefits in terms of increased motivation, interest, and participation, while students demonstrate a greater willingness to learn through technological and interactive resources. Therefore, the development of a teaching guide with gamification strategies is fully justified because it will provide teachers with practical and innovative resources to strengthen vocabulary retention, increase teacher motivation, and contribute to improving the learning process.

CHAPTER IV: PROPOSAL

Rationale

Among the findings of the diagnostic phase of the research, it was observed that high school students at the Otavalo Valle del Amanecer school are interested in learning through innovative strategies. Feedback from interviews with teachers and surveys of students revealed that they have difficulty remembering new words in English, and that capturing their attention can be hard work, etc. This limits their active participation in class activities and negatively impacts their communication skills, demonstrating that the lack of effective vocabulary memorization remains one of the main problems in English language learning.

Vocabulary is an important factor in learning a second language by providing students with the necessary tools to comprehend both spoken and written information, and effectively express their own ideas, feelings, opinions, etc. (Dakhi & Fitria, 2019). No matter how much grammar knowledge a student may possess, vocabulary is still required for effective communication. Moreover, students often find it difficult to retain vocabulary since they must remember the pronunciation and the proper use of new words in a variety of communicative contexts (Hasan, 2024).

The underlying theme of this research is that students will learn more meaningfully through active participation in real-world and engaging learning experiences than through the passive memorization of vocabulary. A Constructivist Theory supports this premise, asserting that individuals construct their learning by processing new information through the lens of previous experiences and social interactions within a meaningful environment (Szabó & Csépes, 2022). Therefore, when teaching vocabulary, educators need to provide students with opportunities to use the language in an authentic and meaningful way, rather than simply relying on traditional memorization techniques.

In this light, the advent of Gamification may create a paradigm shift in pedagogical practices, allowing students to acquire vocabulary through a fun and collaborative approach. Calderón (2023) describes gamification as the integration of gaming principles into education, including points, badges, levels, rewards, complex tasks, and immediate feedback, to enhance student engagement and motivation. Garcia-Lopez et al. (2023) also describe how these gaming

principles induce both intrinsic and extrinsic motivation, thus fostering student involvement in the learning processes. In addition, the studies referenced within this theoretical framework demonstrate that gamification lowers levels of anxiety among learners and enables learners to continue to engage in both gaming and more meaningfully learned experiences (Zhang & Hasim, 2023).

Additionally, gamification is an effective method of increasing vocabulary retention because it allows for repeated exposure to a word through active recall and emotional attachment to the learning task. When vocabulary is acquired in an enjoyable environment and learners receive immediate feedback, they are likely to retain it in their long-term memory. At the same time, Paas and van Merriënboer (2020) argue that well-designed learning activities effectively reduce unnecessary cognitive load, allowing students to absorb new information more efficiently and store it in their long-term memory. These principles are especially relevant in the context of vocabulary teaching; to master vocabulary, it must be practiced repeatedly in context so that receptive vocabulary is transformed into productive vocabulary.

Based on theoretical and empirical foundations, this proposal is a teaching guide composed of learning units. These units contain communicative activities, gamification strategies, and vocabulary adapted to middle school students. The guide includes classroom application exercises, cooperative challenges, formative assessment methods, and methodological guidance for teachers implementing the exercises and collaborative challenges using available technological or non-technological resources.

Overall, the proposal aims to increase vocabulary retention and student motivation for learning English, foster active participation in classroom learning activities, and strengthen student cohesion. The proposal also gives teachers useful and innovative didactic tools that help in teaching the language of instruction in an institutional context and promote the creation of an interesting and effective teaching of words.

Theoretical Foundation

The proposed pedagogical guide is based on the principles presented in Chapter I. Constructivist principles are reflected in the activities that encourage active participation and the construction of knowledge from the information provided by the teacher. Experiential learning is

incorporated through practice and repeated interaction with the vocabulary. Gamification is implemented through points, badges, rewards, and challenges, while digital learning is integrated through QR codes and resources on online platforms. Furthermore, retention is one of the most important aspects addressed in this guide, encompassing the process of encoding, repeating, and retrieving information from memory. The content and level of complexity are aligned with the CEFR, with an expected levels of A1.1 for eighth-grade students.

One of the core elements of the proposal is constructivism, which posits that the student is the protagonist in the construction of knowledge. According to Szabó and Csépes (2022), learning occurs when students connect new information with prior knowledge through interaction, problem-solving, and real and effective learning situations. With this approach, vocabulary is taught through role-playing, communication challenges, and tasks, using context to encourage students to actively use the English language rather than through rote learning. The teacher then becomes a facilitator focused on achieving the acquisition of meaningful knowledge, supported by collective participation and social interaction.

The proposal is based on Self-Determination Theory (SDT), which states that the needs for autonomy, competence, and belonging are what drive student motivation (Guay, 2021). Gamification elements (like points, rewards, levels, missions, and instant feedback data) let students keep track of their development, receive milestones, and collaborate with other students to help one another. These gaming systems establish an interesting educational environment, which improves students' motivation both intrinsically and extrinsically, encouraging students to be engaged in active and regular vocabulary learning activities.

Cognitive Load Theory created by Sweller and elaborated by Paas & Van Merriënboer (2020) is another important theoretical base. This theory posits that meaningful learning depends on the proper use of working memory; that is, when the knowledge to be learned or remembered requires a greater cognitive demand on working memory, learning is more difficult. In the guide's proposal, vocabulary tasks are specially planned and structured, starting with simple activities and gradually progressing to greater difficulty. These tasks can be repeated, with ample immediate feedback, and avoid overwhelming students. This teaching-designed approach is appropriate for vocabulary coding and encourages them to use it in different contexts, such as language, texts, and

over time.

On the other hand, the proposal considers the interrelation of gamification with memory processes. The gamification learning approach brings high encoding of information, repetition, and emotional involvement, which leads to the reinforcement of long-term memory, according to Chen (2025). Through the repetition of the vocabulary, accompanied by fun and engaging activities, students consolidate their word knowledge and enhance their ability to recall words in communicative tasks. This approach directly addresses the difficulties described by the participants, which were related to the problem of recalling and applying the new words in their classroom interactions.

Finally, the proposal includes the meaning of vocabulary, that is, the basis of communicative competence. Dakhi and Fitria (2019) insist that knowledge of vocabulary is vital to be able to transmit ideas or understand others. Hasan (2024) points out that the difficulty that English learners have in remembering vocabulary is one of the greatest they can face. The emphasis of the teaching guide is for this reason on the contextualized practice of vocabulary, communicative interaction, and constant reinforcement.

Title: Play, Learn and Remember: A gamified guide for English Vocabulary Retention

Objectives

General Objective

To design a gamified didactic guide with gamified strategies that supports English Vocabulary retention.

Specific Objectives

- To select appropriate vocabulary content to improve vocabulary in young students.
- To incorporate gamification strategies for vocabulary practice and recall.
- To provide teachers with gamified resources to support vocabulary instructions.

Development

Play, Learn and Remember

A Gamified Guide for English Vocabulary Retention



By: Saya Vásquez

Introduction

This guide is designed for English teachers to support their classes by applying gamification strategies that aid vocabulary retention, serving as a supplementary resource. This guide aims to increase student participation and motivation through engaging activities. It is also suitable for middle school students with a suggested A1 level according to the Common European Framework of Reference for Languages (CEFR) who are willing to participate in gamified activities.

The activities are designed to be completed individually, in pairs, or in groups, as appropriate. Materials can be found after each lesson and include flashcards, worksheets, images, audio, QR codes with online gamified activities, and scoring systems such as stickers.

As part of the gamification, the guide incorporates a points, rewards, and badge system. Students collect points in each lesson, earning badges or visual rewards; the value of each will be determined by the teacher. At the end of the guide, students will receive a certificate with all the points earned.

The images and visual resources used in this guide were selected or created for educational purposes. Some graphic materials were created using digital design tools such as Canva and resources generated by artificial intelligence. The purpose of these resources is to support the teaching and learning process and facilitate understanding of the content presented in the activities.

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UNIT 3: FUTURE WORDS, IDEAS, AND CHALLENGES

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B: Nature and Environment

C: Global Traditions & Celebrations

UNIT 1

DISCOVERING WORDS

THROUGH DAILY LIFE



A: My World and My Routine

Daily activities, school objects, personal information

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to identify, define, and use vocabulary related to daily activities, school objects, and personal information to describe basic aspects of daily life through communicative activities and vocabulary games.

5 minutes

Warm-up:

The teacher divides the class into two groups. A scoreboard "My World" is drawn. Explain a vocabulary challenge. Each team has limited time to write down words related to daily activities, school objects, and personal information. Students take turns writing words. Misspelled words are removed. The team with the most correct words wins the first badge.

10 minutes

Presentation

Use flashcards to introduce vocabulary about daily activities and school supplies. Provide simple definitions and real-life connections.

10 minutes

Practice

Divide the class into pairs; work individually:

- Distribute a worksheet on daily routines, school supplies, and personal information.
- Students fill in the blanks using a provided vocabulary box. Pairs compare answers and review with the teacher. Scores recorded by each pair.

15 minutes

Production

Divide the class into groups of four. Students first work individually to create a personal description of their daily routines, school supplies, and personal information.
Students must share descriptions with the group. Identify correct/incorrect information, make corrections and provide feedback. Groups earn points for participation and collaboration.

5 minutes

Closing:

Charades game for daily activities. One student spins a wheel. The rest of the class identifies the vocabulary and acts out the daily routine for their partner to guess. Each student with the correct answer receives a final award.
The QR code for the charades is located on the left side.



RESOURCES



DAILY ROUTINES FLASHCARDS



WAKE UP

7:00 AM



BRUSH TEETH

7:15 AM



WASH FACE

7:30 AM



GET DRESSED

7:45 AM



EAT BREAKFAST

8:00 AM



GO TO SCHOOL

8:30 AM



ATTEND CLASSES

9:00 AM - 3:00 PM



EAT DINNER

6:30 PM



DO HOMEWORK

8:00 PM



GO TO BED

10:00 PM

1



PENCIL

2



NOTEBOOK

3



SCISSORS

4



GLUE STICK

5



ERASER

6



CRAYON

7



SHARPENER

8



RULER

9



MARKER

10



BACKPACK

11



DESK LAMP

12



WATERCOLORS

MY LIFE AND SCHOOL VOCABULARY WORKSHEET 1

Name:_____ **Date:**_____

PERSONAL INFORMATION

Part 1: Fill in your personal details in the box below. (1 POINT)

Full name:_____ Age:_____
Date of Birth:_____
Address:_____
School Name:_____
Favorite Subject:_____

Part 2: Organize the words into the correct category.(3 POINTS)

-Name	-Pencil	- Go to school
-Backpack	-Wake up	-Address
-Age	-Eat breakfast	-Eraser

Personal Information	Daily Routines	School supplies

Part 3: Complete the sentences using the words from the box.(3 POINTS)

Wake up Ruler Homework
Name Backpack

1. Hello, my _____ is _____. I am _____ years old.
2. Every morning, I _____ at 7:00 am to go to school.
3. I carry my books in a red _____.
4. I use a _____ to draw straight lines.
5. After school, I do my _____ at my desk and sometimes my mom helps me.

Part 4: Identify the vocabulary in these situations. (3 POINTS)



Today is Peter´s birthday. He is 10 years old.
What is this information:_____.



Lily is writing in her notebook at school.
What is she doing?: _____.



Ben needs to cut paper for a science project.
What tool should he use?: _____.



Anna is brushing her teeth and making the bed.
What part of her day is this?:_____.

MY DAY &

1 MY PERSONAL INFORMATION

Full Name .....

Age ..... Date of Nacimienth ...../...../.....

Phone Number .....

My Address .....

Favorite Hobby .....

.....

3 MY SCHOOL SUPPLIES

Item	Have/Need
Backpack	☐ ☐
Pencil Case	☐ ☐
Notebooks	☐ ☐
Colored Pencils	☐ ☐
Bolígrafos	☐ ☐
Eraser	☐ ☐
Ruler	☐ ☐
Scissors	☐ ☐
Pegamento	☐ ☐
Calculator	☐ ☐
and Others	.....

PRINT & CUT:

MOTIVATIONAL REWARD BADGES

FOR STUDENTS



















B: Professions and Places

Places in the town and occupations

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to identify, define, and use vocabulary related to key places in their city and the people who work there.



5 minutes

Warm-up: Kahoot activity

Students will need to complete the Kahoot activity about places in the city.

The activity's QR code is located on the right side.

10 minutes

Presentation

The teacher introduces the vocabulary using flashcards of places and professions.

The teacher matches the professions with the corresponding place where each professional works.

The students look at each card and repeat the vocabulary along with the teacher.

10 minutes

Practice

The teacher hands out a worksheet. The students will fill in the blanks using the words in the box and the vocabulary they learned previously.

The teacher will check their answers, correct them, count the correct ones, and those with the highest scores will receive a reward.

15 minutes

Production

- Ask the students to write 6 sentences in total, 3 true and 3 false, related to real places. Example: "The police chief works in the library - False".
- The teacher lets them discuss and share, then, in pairs, the teacher asks them to identify the false and correct sentences.

5 minutes

Closing:

Choose one student to act out a scene; the other students guess what place or profession it is. The student with the most correct guesses wins.







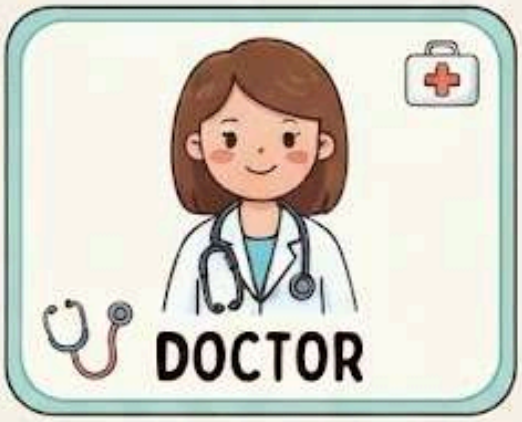


RESOURCES



FLASHCARDS: PROFESSIONS IN ENGLISH

LEARN PROFESSION VOCABULARY IN ENGLISH

















LEARN PROFESSION VOCABULARY IN ENGLISH



HOSPITAL



POLICE STATION



SCHOOL



FIRE STATION



RESTAURANT KITCHEN



ART STUDIO



CONSTRUCTION SITE



ANIMAL CLINIC or VETERINARY CLINIC

PROFESSIONS AND PLACES IN TOWN

Name: _____ **Date:**_____

WORKSHEET 2

Part 1: Match the professions to their definitions. (1 POINT)

a. Helps sick people feel better.

b. Grows crops and takes care of animals on a farm.

c. Keeps people safe and helps the community.



d. Helps students learn new things.

e. Puts out fires and helps people in emergencies.

f. Cooks food in a restaurant or kitchen.

Part 2: Sort the vocabulary words into the correct category. Place the workplace next to the profession as appropriate. (3 POINTS).

Teacher, School, Doctor, Restaurant, Firefighter, Farmer, Hospital, Police Station, Chef, Farm, Police officer.

PROFESSIONS	WORKPLACES

Part 3: Complete the sentences using the words from the box (3 POINTS).

Library | Baker | Airport | Nurse | Clinic | Pilot | Bakery | Librarian

1. A _____ works in a _____ and helps sick people every day.
2. A _____ works at an _____and flies airplanes around the world.
3. A _____ works in a _____ and helps people find books to read.
4. A _____ works in a _____ and makes fresh bread, cakes, and cookies every morning.

Part 4: Identify the vocabulary in these situations. (3 POINTS)



I have a high fever. Who should I see and where?

_____ _____



I want to read my favorite comic with my classmates. Who has many books? Where can I find it?

_____ _____



Someone stole my blue bike this morning. Who can help me? Where?

_____ _____



I´m so hungry, I want to eat pasta with my family. Who can prepare? Where should I go?

_____ _____


STICKERS

C: Food and Healthy Choices

Food vocabulary, meals, healthy habits

Estimated Time:
45 minutes

Objective:
By the end of this lesson, students will be able to identify, define, and use vocabulary related to food, meals, and healthy habits through gamified activities that encourage vocabulary retention and meaningful communication in real-life contexts.

5 minutes

Warm-up:
Students scan the QR code and complete a Food Quiz on Educaplay. They observe pictures of different foods and type the correct name of each item in English.

10 minutes

Presentation
The teacher introduces the vocabulary related to food, meals, and healthy choices using flashcards. Each flashcard is presented one by one, and students repeat the pronunciation after the teacher. The teacher asks, "What food is this?" and students identify the food. Then, the teacher classifies the foods into healthy and unhealthy categories and provides simple examples using the simple present tense.

10 minutes

Practice

Divide the class into pairs and provide a worksheet related to food, meals, and healthy habits.
Students will complete activities using the target vocabulary and match words with their corresponding meanings or categories.
After completing the activity, students will compare their answers with their partners and review the responses with teacher support. Each pair will record their results and receive points.

15 minutes

Production

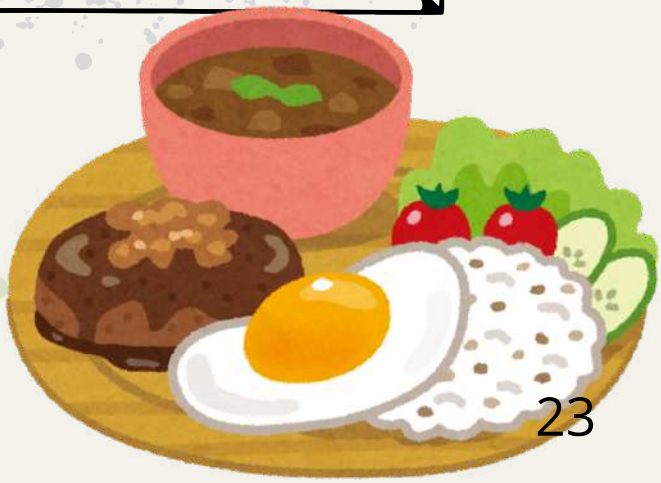
Students work in pairs to design a healthy breakfast, lunch, or dinner using food flashcards or pictures. Then, each pair presents their meal to the class using simple sentences such as: "For breakfast, we eat eggs, bread, and fruit. It is a healthy meal because it has protein and vitamins."

5 minutes

Closing:

Conduct the activity “Food Mystery Challenge.”
Select students randomly to describe a food item, meal, or healthy habit without saying the target word. The rest of the class must identify the vocabulary item using the clues provided.
Record the number of correct answers obtained by each participant.





RESOURCES



HEALTHY FOOD VOCABULARY



APPLE



BROCCOLI



WATER



SALMON



BERRIES



ALMONDS



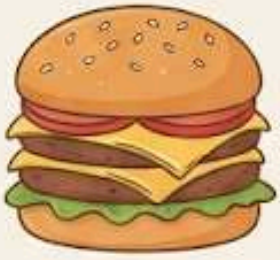
AVOCADO TOAST



SWEET POTATO

UNHEALTHY FOOD VOCABULARY





CHEESEBURGER



FRENCH FRIES



PIZZA



DONUT



COOKIE



ICE CREAM



PRETZEL



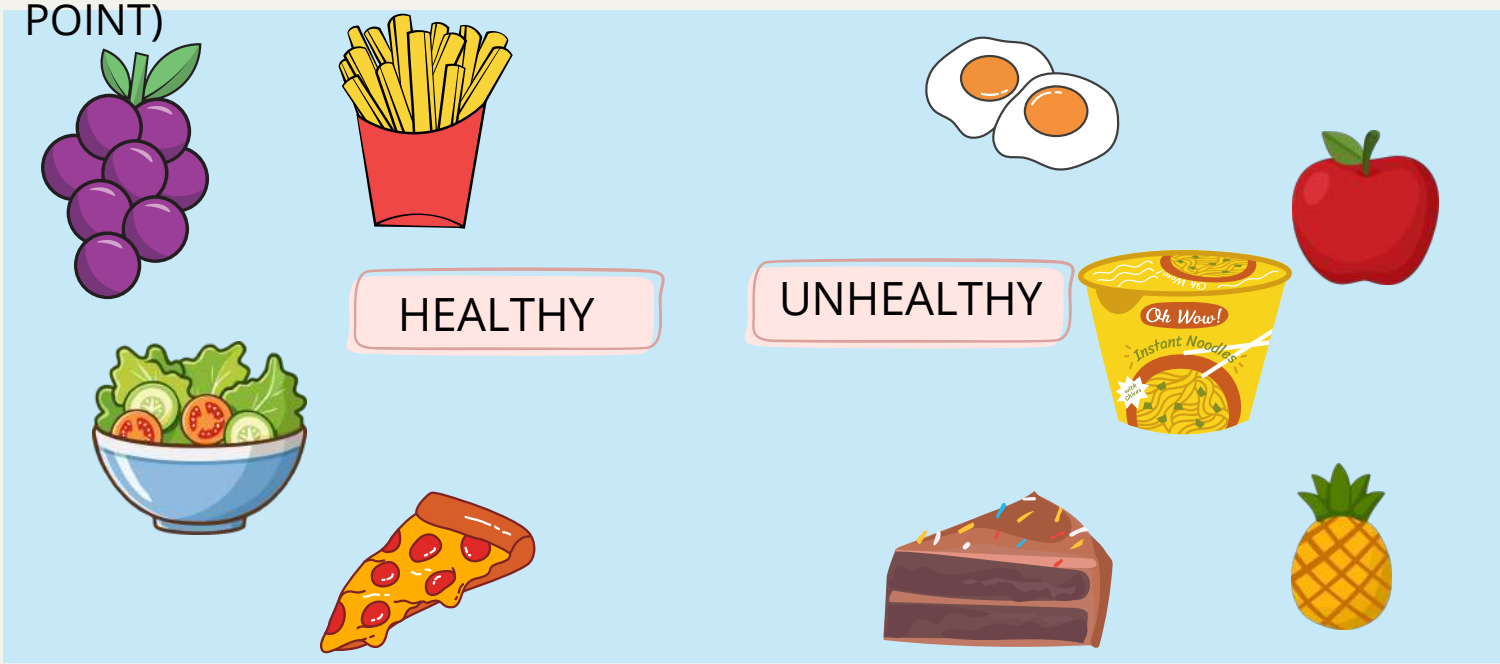
SODA

HEALTHY EATING & DAILY HABITS

Name: _____ **Date:**_____

WORKSHEET 3

Part 1: Match the images with their category: Healthy or unhealthy. (1 POINT)



Part 2: Organize the words into the correct category. 3(POINTS)

Apple | Dinner | Exercise | Bread | Snack | Milk | Brush your teeth | Lunch | Chicken | Drink water | Breakfast | Eat fruit

Food	Meals	Healthy habits

Part 3: Complete the sentences using the words from the box (3 POINTS).

Water| Fruit | Diet | Exercise | Breakfast

1. It is important to eat _____ every day because your body needs vitamins.
2. I drink a lot of_____ to stay hydrated.
3. _____ gives me energy to start my day.
4. After school, I do my homework and then I _____ in the park.
5. Eating a balance _____ helps you feel good.

Part 4: Identify the vocabulary in these situations.(3 POINTS)



Laura goes for a run every morning. What is she doing?

_____



David is eating a sandwich and an apple at school. Are those healthy or unhealthy foods?

_____



I'm thirsty after playing basketball. What should I drink?

_____



It is 9 pm, and Sarah is in bed. What healthy habit is this?

_____

BUILD A HEALTHY MEAL PLATE!

A BALANCED PLATE GUIDE FOR A HEALTHY LIFE

HYDRATE WELL



DRINK PLENTY OF WATER

HEALTHY FATS



USE MODERATELY

PREPARE AT HOME



COOK MORE, EAT OUT LESS

LIMIT PROCESSED FOODS



CHOOSE WHOLE FOODS

MAKE EVERY MEAL COUNT!

EAT WELL, FEEL GREAT!

MOTIVATIONAL STICKER BADGES

FOR STUDENTS



GREAT JOB!



BRAVE & KIND



YOU TRIED HARD!



HIGH ACHIEVEMENT





YOU'RE IMPROVING



EFFORT



BELIEVE IN YOU



LOVE OF LEARNING

UNIT 2

EXPLORING EXPERIENCES AND ADVENTURES



A: Leisure Activities and Sports

Hobbies, sports, free-time activities

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to recognize, understand, and apply vocabulary related to hobbies, sports, and free-time activities through gamified vocabulary challenges that promote active recall, vocabulary retention, and meaningful communication.

5 minutes

Warm-up:

Write a few letters of the alphabet on the board, for example: (S, B, F, P, R). Divide the class into small teams. Give them 2 minutes to write down as many sports, hobbies, or free-time activities starting with those letters as they can, for example: Swimming, Basketball, Running. The team with the most correct words gets a point.

10 minutes

Presentation

The teacher presents the topic "Free Time Activities" through the Wordwall game. Students will need to join using the PIN generated by Kahoot. Students observe the images, identify the activities, and learn new vocabulary. The teacher guides students to repeat and pronounce the words correctly,

Teacher's QR code

10 minutes

Practice

- The teacher will distribute a worksheet.
- Students should work in pairs, matching vocabulary words with their meanings, organizing the vocabulary into categories, completing sentences using the new words, and identifying vocabulary in different situations.
- Pairs that demonstrate correct vocabulary use will receive recognition points.

15 minutes

Production

- Students will work in groups to create a short presentation about free-time activities using the target vocabulary. They will be evaluated on correct vocabulary use (3 points), creativity (3 points), teamwork (2 points), and communication (2 points).
- The group with the highest score will receive a badge.

5 minutes

Closing:

In this activity, students will work in pairs to complete an oral activity. Each student will share three new vocabulary words they learned in class, two leisure activities they personally enjoy, and one original sentence using the new vocabulary. The teacher will monitor the class to listen to student interactions, check for correct language use, and provide immediate feedback before the lesson ends.





RESOURCES



BASIC LEISURE & HOBBIES

Name: _____ **Date:**_____

WORKSHEET 1 UNIT 2

Part 1: Match the words to their definitions. 1(POINT).

1. Reading
2. Playing sports
3. Listening to music
4. Watching movies
5. Drawing

- The activity of creating pictures or designs using pencils and colors.
- The activity of enjoying songs using the ears or electronic devices.
- An activity that involves physical exercise to stay healthy and have fun.
- The activity of looking at and understanding written words in books.
- The activity of viewing films or videos for entertainment and relaxation.

Part 2: Classify the activities into the correct category.

Reading | Playing basketball | Drawing | Volleyball | Listening to music | Playing soccer | Writing | Dancing in a group | Watching movies | Playing board games

Individual activities	Team activities

Part 3: Complete the sentences using the words from the box. (3 POINTS).

Photography | Cooking | Gardening | Cycling | Swimming

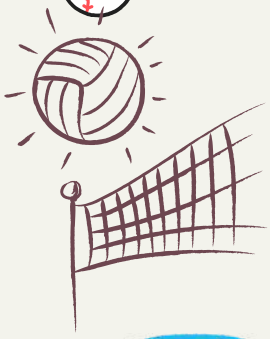
1. I like _____ because I can prepare delicious food for my family and learn new recipes at home.
2. She enjoys _____ in the pool during her free time because it helps her relax and stay healthy.
3. He goes _____every weekend with his friends because they enjoy exploring new places together.
4. My grandmother loves _____ because she likes planting flowers and taking care of her beautiful garden.
5. I practice _____ to capture beautiful moments and create memories with my family and friends.

Part 4: Identify the vocabulary in these situations.



I play this sport with a ball and a hoop. I try to score points by throwing the ball into the basket. What activity is it?

_____



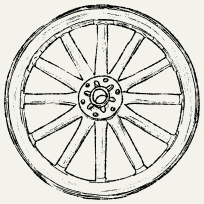
I play this sport with a net and a ball. I hit the ball over the net with my teammates. What activity is it?

_____



I wear a swimsuit and move through the water. This activity helps me stay healthy. What activity is it?

_____



I ride a bicycle in the park or on the road. I always wear a helmet for safety. What activity is it?

_____


LEISURE & MASTER
SPORTY CHAMP
CREATIVE ARTIST
FREE-TIME EXPERT
SWIMMING STAR
DRAWING PRO
READING ACE
RUNNING FLASH
VIDEOGAMES HERO
COOKING CHEF
HIKING EXPLORER
VOLUNTEER HERO
TEAM PLAYER
SOLO ADVENTURER
CYCLING ACE
BOARD GAMES FAN
DANCING QUEEN/KING
GARDENING GARDENING
VOCABULARY SENTENCE BUILDER
VOCABULARY STRATEGY EXPERT

B:TRAVEL AND AMAZING PLACES

Transportation and destination

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to recognize, understand, and apply vocabulary related to transportation and destinations through gamified vocabulary challenges that promote active recall, vocabulary retention, and meaningful communication.

5 minutes

Warm-up

- Students will play the Wordwall Transportation game to activate their prior knowledge by identifying and matching different means of transportation. The activity helps introduce the lesson vocabulary in a fun and interactive way.
- The QR code can be found in the Resources section.

10 minutes

Presentation

The teacher introduces travel vocabulary using flashcards, images, and visual resources, focusing on transportation and destinations. Students should repeat the vocabulary along with the teacher.

10 minutes

Practice

Find someone who...

The teacher distributes worksheets to each student. They explain the activity, in which students walk around the room asking each other questions in English, for example, "Do you want to visit the beach?"...

If a classmate answers yes, they write their name in the corresponding box. The teacher models the activity at the beginning and supervises the class while the students move around, trying to fill their cards with different names.

15 minutes

Production

Students work in groups to complete the mission "Build Your Dream Trip." Each group creates a travel plan using the target vocabulary and presents it to the class. They are evaluated on the correct and varied use of travel vocabulary, creativity, teamwork, and oral communication. The team with the highest score is awarded the Travel Vocabulary Champions Badge.

5 minutes

Closing:

Students join a Wayground quiz using the shared QR code or game link to review the travel vocabulary learned during the lesson. They answer interactive questions related to transportation and destinations. The teacher provides feedback, reviews the results, and recognizes the student or team with the highest score.

- The QR code can be found in the Resources section.





Students' QR code (Warm-up)







MEANS OF TRANSPORT
VOCABULARY FLASHCARDS

CAR



BUS



TRAIN



PLANE



SUBWAY
UNDERGROUND



BICYCLE



BIKE

MOTORCYCLE
MOTORBIKE



TRUCK



BOAT



SHIP



FERRY



HELICOPTER



VOCABULARY FLASHCARDS

AIRPORT



TRAIN STATION



BUS STATION



HOTEL



BEACH



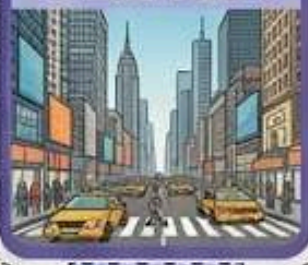
MUSEUM



PARK



CITY CENTER



PORT / SEAPORT



LIBRARY



SCHOOL



POST OFFICE



WORKSHEET

FIND SOMEONE WHO...

(Travel Edition - Movement Practice)

GOAL: Collect names from your classmates by asking questions! Fill the boxes below.

GOES TO SCHOOL BY BUS.



NAME:

Do you go...?

WANTS TO VISIT THE BEACH.



NAME:

Do you want...?

TRAVELS BY PLANE ON VACATION.



NAME:

Do you you...?

KNOWS HOW TO RIDE A BICYCLE.



NAME:

Do you gou...?

PREFERS TRAIN TRAVEL TO PLANE TRAVEL.



Do you know...?
Ro rn preference?

NAME:

KNOWS THE PRICE OF A BUS TICKET.



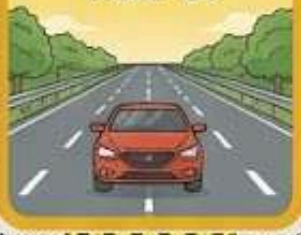
NAME:

HAS VISITED ANOTHER CITY.



NAME:

ENJOYS LONG CAR TRIPS.



NAME:

HAS RIDDEN A MOTORCYCLE.



Have you...?

NAME:

WANTS TO EXPLORE A MUSEUM.



Do you want...?

NAME:

TAKES THE SUBWAY OFTEN.



Do you you...?

NAME:

HAS TRAVELED BY SHIP OR FERRY.



Do you want...?

NAME:

Wayground quiz (Closing)



QR code for teacher

QR code for students





PRINT & CUT:

MOTIVATIONAL REWARD BADGES

FOR STUDENTS

















C: HEALTH AND BODY CHALLENGES

Body parts

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to identify, understand, and use vocabulary related to body parts through gamified vocabulary activities that enhance retention, recall, and communication in health-related contexts.

5 minutes

Warm-up:

"Code & Move"

The teacher will assign a code of action or gesture to various body parts beforehand, for example, take three jumps for feet, clap twice for hands; once the code is memorized, the teacher will quickly name different body parts, and the students must react instantly by performing the movement that corresponds to each word, eliminating those who get the action wrong.

10 minutes

Presentation

The teacher introduces vocabulary about body parts through a fun word selection activity on Wordwall.

The teacher will conduct a matching activity for each image; the students will identify, repeat, and pronounce the words along with the teacher.

10 minutes

Practice

Students work in two groups, “A” and “ B”, to label as many body parts as possible within a time limit. The team with the most correct labels wins the challenge.

15 minutes

Production

Students work in groups to complete the mission "The Monster Lab Challenge." Each group designs and labels a unique monster using the target body parts vocabulary and presents it to the class. They are evaluated on the correct and varied use of body parts vocabulary, creativity, teamwork, and oral communication.

5 minutes

Closing:

Students participate in an interactive word search challenge as a closing activity. Projecting the digital crossword puzzle "Our Amazing Body" on the board, the teacher invites volunteers to come up one by one to find and highlight key words. The rest of the class helps by spelling the words aloud in English from their seats, reinforcing visual recognition and learned vocabulary.



QR code

RESOURCES



Team "A"

BODY PARTS CHALLENGE



INSTRUCTIONS: Label as many parts as possible before time runs out! Use the 'Word Bank' for help. (Blank boxes for student input)

NAME: _____ DATE: _____

Word Bank

Ankle
Arm
Chest
Ear
Elbow
Eye
Finger
Foot
Hair
Hand
Head
Leg
Hair
Hand
Knee
Leg
Mouth
Neck
Nose
Shoulder
Stomach
Toe
Wrist

Team "B"

BODY PARTS CHALLENGE



INSTRUCTIONS: Label as many parts as possible before time runs out! Use the 'Word Bank' for help. (Blank boxes for student input)

NAME: _____ DATE: _____

Word Bank

Ankle
Arm
Chest
Ear
Elbow
Eye
Finger
Foot
Hair
Hand
Head
Leg
Hair
Hand
Knee
Leg
Mouth
Neck
Nose
Shoulder
Stomach
Toe
Wrist

UNIT 3

FUTURE WORDS IDEAS, AND CHALLENGES



A: TECHNOLOGY AND DIGITAL LIFE

Digital devices

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to identify, understand, and use vocabulary related to digital devices and their functions through gamified vocabulary activities that enhance retention, recall, and communication in technology-related contexts.

5 minutes

Warm-up:

"Guess what's in the bag?"

The teacher should use pictures or flashcards. Before showing the pictures to the students, the teacher should describe the device's function, providing small clues to help them guess what it is; for example: "It's smaller than a laptop. You can make calls with it". This activity encourages immediate visual and auditory engagement. The students raise their hands to guess the device's name, and then the teacher shows the picture to confirm the answer and guides the class in repeating the correct pronunciation together.

10 minutes

Presentation

The teacher projects images showing the evolution of devices, from the oldest to the most modern; for example, an old rotary dial phone next to a smartphone. Key vocabulary such as hardware, screen, battery, wireless, upgrade, and storage is introduced, explaining their functions visually and dynamically in English.

10 minutes

Practice

- The teacher will distribute a worksheet.
- Students should work in pairs, matching vocabulary words with their meanings, organizing the vocabulary into categories, completing sentences using the new words, and identifying vocabulary in different situations.
- Pairs that demonstrate correct vocabulary use will receive recognition points.

15 minutes

Production

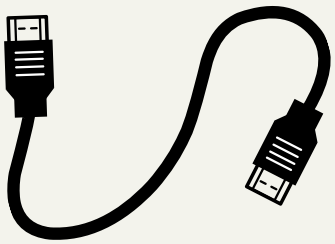
In groups of three or four, students decide which of the devices they have studied they would choose to place in an imaginary time capsule to be opened in 2060. All students should discuss which objects they consider important; at the end, one member from each team should explain why the group chose those objects and how they believe they will evolve in the future.

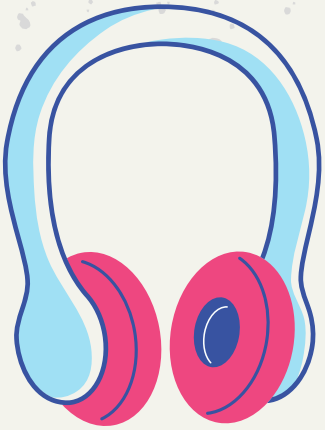
5 minutes

Closing:

To close the session, the teacher randomly throws a small ball to different students. Whoever catches it has exactly 5 seconds to say aloud a new technology word learned in today's class without repeating any vocabulary. Once everyone has participated, the teacher praises the group's effort.







RESOURCES



ELECTRONIC DEVICES FLASHCARDS

LEARN & IDENTIFY VOCABULARY



SMARTPHONE



LAPTOP



SMART TV



HEADPHONES



DIGITAL CAMERA



SMARTWATCH



TABLET



DESKTOP COMPUTER

EVOLUTION OF ELECTRONIC DEVICES: BEFORE & NOW

LEARN & COMPARE



MOBILE PHONE
(1980s)

TIME FLOW



SMARTPHONE
(NOW)



DESKTOP PC
(1990s)

TIME FLOW



LAPTOP & ULTRABOOK
(NOW)



VCR & VHS TAPE
(1980s)

TIME FLOW



SMART TV & STREAMING
(NOW)



FILM CAMERA
(1970s)

TIME FLOW



DIGITAL CAMERA
(NOW)

TECHNOLOGY AND DIGITAL LIFE

Name: _____ **Date:**_____

WORKSHEET 1 UNIT 3

Part 1: Match the images with their definitions. Write the number next to the images. (1 POINT)





1. A portable computer used for work, study, or entertainment.
2. A mobile phone that can make calls, send messages, and use apps.
3. A portable touchscreen device used for reading, watching videos, browsing the internet, and playing games.
4. A digital watch that connects to a smartphone and tracks time, fitness, and notifications.
5. A device worn over or in the ears to listen to music, videos, or phone calls.





Part 2: Organize the words into the correct category. 3(POINTS)

Smartphone, Headphones, Walkie-talkie, Television, Tablet, Speakers, Laptop, MP3 player, Landline phone, Video game console

Communication devices

Entertainment devices

Part 3: Complete the sentences using the words from the box (3 POINTS).

Video game console, Laptop, Television, Headphones

1. I use my _____to do my homework and search for information online.
2. She listens to her favorite songs with her _____ while studying.
3. My father watches the news on the _____every evening.
4. We play fun games together on the _____every weekend.

Part 4: Identify the vocabulary in these situations.(3 POINTS)



I have a keyboard and a screen. Students use me to do homework and search the internet. What device am I?

_____



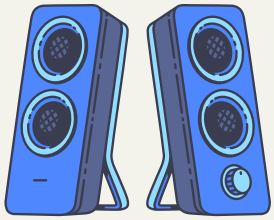
People use me to watch movies, TV shows, and the news at home. What device am I?

_____



You use me to play video games with a controller. What device am I?

_____



I play music through the air so everyone in the room can hear it. What device am I?

_____

Note: Students can paste images of the 3 chosen devices in this capsule




SUPER STAR
STAR STUDENT
AWESOME!
GREAT JOB!
AMAZING EFFORT!
TOP HONORS
1st PLACE CHAMPION
WINNER
GREAT PROGRESS
OUTSTANDING ACHIEVEMENT
CERTIFICATE OF EXCELLENCE
MOST IMPROVED
EXCELLENT WORK
HIGH ACHIEVER
REMARKABLE PERFORMANCE

B: NATURE AND ENVIRONMENT

Environmental problems and protection

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to identify, understand, and use vocabulary related to environmental problems and their solutions through gamified vocabulary activities that enhance retention, recall, and communication in contexts related to nature and the environment.

5 minutes

Warm-up: The Jungle

The teacher asks the students to close their eyes for a minute. The teacher plays an audio recording of nature sounds. The students must identify the source of each sound, for example: birds, wind, insects, etc,. When finished, they share their findings with the teacher and their classmates.

Audio QR code

10 minutes

Presentation

The teacher will introduce vocabulary related to environmental problems and their solutions using flashcards or images.

The teacher will review the modal verb "should" to identify suggestions and recommendations. They will give examples using the learned vocabulary. Example: "We should protect natural habitats ".

10 minutes

Practice

- The teacher will distribute a worksheet.
- Students should work in pairs, matching vocabulary words with their meanings, organizing the vocabulary into categories, completing sentences using the new words, and identifying vocabulary in different situations.
- Pairs that demonstrate correct vocabulary use will receive recognition points.

15 minutes

Production

Students will identify an environmental problem near their homes, propose a solution using the modal verbs "should" and "should not", and share their solutions with their classmates. The teacher will correct any errors and congratulate the students on their active participation.

5 minutes

Closing:

Finally, the students will complete a questionnaire on Wayground about environmental problems and their solutions, which will allow the teacher to assess the knowledge acquired by the students through a gamified strategy.

QR code for teacher

RESOURCES



FLASHCARDS: ENVIRONMENTAL PROBLEMS

1. DEFORESTATION



The large-scale removal of trees, often resulting in damage to the land.

2. GLOBAL WARMING



The long-term rise in the average temperature of the Earth's climate system.

3. AIR POLLUTION



The release of harmful substances into the atmosphere, damaging air quality.

4. WATER SCARCITY



The lack of sufficient available water resources to meet the demands within a region.

5. PLASTIC POLLUTION



The accumulation of plastic objects and particles in the Earth's environment.

6. OIL SPILLS



The release of liquid petroleum hydrocarbon into the marine environment.

7. LANDFILL OVERFLOW



The situation where waste disposal sites have reached or exceeded their capacity.

8. HABITAT LOSS



The destruction or modification of the natural environment where a species lives.

9. CLIMATE CHANGE



Significant changes in global temperature, precipitation, wind patterns over time.

10. OCEAN ACIDIFICATION



The ongoing decrease in the pH of the Earth's oceans, caused by CO_2.

FLASHCARDS: ENVIRONMENTAL SOLUTIONS

1. REFORESTATION



Plant new trees and restore forests to absorb CO2.

2. RENEWABLE ENERGY



Shift to clean energy sources like solar and wind power.

3. PUBLIC TRANSPORTATION



Reduce car use and invest in public transit.

4. WATER CONSERVATION



Use water efficiently and fix leaks.

5. REDUCE PLASTIC



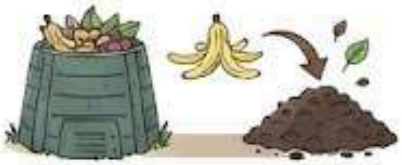
Choose reusable items and avoid single-use plastics.

6. CLEAN UP OIL SPILLS



Deploy cleanup crews and use advanced technology.

7. COMPOSTING



Turn food scraps and yard waste into fertilizer.

8. PROTECT HABITATS



Create protected areas and wildlife corridors.

9. CLIMATE ADAPTATION



Build resilient communities and adapt to changes.

10. SUSTAINABLE FISHING



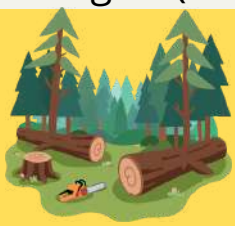
Regulate fishing practices and protect marine ecosystems.

ENVIRONMENTAL PROBLEMS AND SOLUTIONS

Name: _____ **Date:**_____

WORKSHEET 2 UNIT 3

Part 1: Match the images with their solutions. Write the numbers next to the images. (1 POINT)











1. We can reduce air pollution by using public transportation, planting more trees, and using clean energy.
2. We can prevent water pollution by recycling, reducing plastic waste, and keeping rivers and oceans clean.
3. We can stop deforestation by planting new trees and protecting forests.
4. We can fight climate change by saving energy, using renewable energy, and reducing greenhouse gas emissions.
5. We can reduce plastic pollution by using reusable bags, recycling, and avoiding single-use plastics.

Part 2: Organize the words into the correct category. 3(POINTS)

Noise pollution, Protect animals, Soil pollution, Use resources wisely, Overpopulation, Reduce noise, Loss of biodiversity, Recycle waste

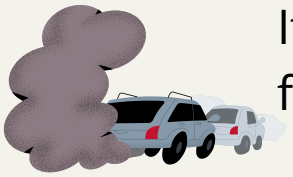
Problems	Solutions

Part 3: Complete the sentences using the words from the box (3 POINTS).

Protect animals, Loss of biodiversity, Noise pollution, Reduce Noise.

1. _____is a serious environmental problem that affects people and animals.
2. _____ happens when many plants and animals lose their natural habitats.
3. We can _____ by controlling loud sounds in cities.
4. We can _____ by saving their habitats and keeping nature safe.

Part 4: Identify the vocabulary in these situations.(3 POINTS)



It is a problem caused by dirty air from cars, factories, and smoke. What problem is it?

_____



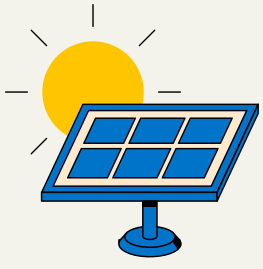
It happens when people cut down too many trees in forests. What problem is it?

_____



It means using materials again to reduce waste and pollution. What solution is it?

_____



It means using energy from natural sources like the sun and wind. What solution is it?

_____


SUPER STAR
STAR STUDENT
AWESOME!
GREAT JOB!
AMAZING EFFORT!
TOP HONORS
1st PLACE CHAMPION
WINNER
GREAT PROGRESS
OUTSTANDING ACHIEVEMENT
CERTIFICATE OF EXCELLENCE
MOST IMPROVED
EXCELLENT WORK
HIGH ACHIEVER
REMARKABLE PERFORMANCE

C:GLOBAL TRADITIONS & CELEBRATIONS

Traditions and celebrations

Estimated Time:
45 minutes

Objective:

By the end of this lesson, students will be able to identify, understand, and use vocabulary related to traditions and celebrations through gamified vocabulary activities that enhance retention, recall, and communication in cultural contexts.

5 minutes

Warm-up:

"The teacher projects the "wordwall" activity onto the board and asks the students if they can identify whether the projected image represents a tradition, a celebration, or an everyday activity. The teacher should read each question or phrase aloud, and the students should raise their hands to answer.

10 minutes

Presentation

The teacher presents images of three traditions or celebrations from around the world, along with a brief description of each; the students pay attention and repeat the vocabulary with the teacher.

10 minutes

Practice

The teacher will distribute a worksheet. Students should work in pairs, matching vocabulary words with their meanings, organizing the vocabulary into categories, completing sentences using the new words, and identifying vocabulary in different situations. Pairs that demonstrate correct vocabulary use will receive recognition points.

15 minutes

Production

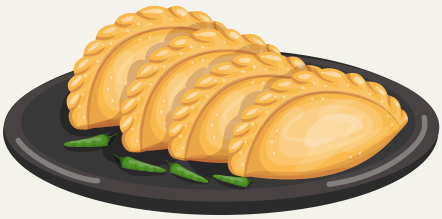
Students will have to choose a celebration from their country or a family tradition, describe where it takes place, on what date, who does it, what it is about, and share it with everyone in class.

5 minutes

Closing:

As a final activity, the teacher asks the students to write on a piece of paper which celebration or festival they liked best and why. The teacher will read some of the students' responses.







RESOURCES



Day of the Dead





Celebration: It is a very colorful festival in Mexico, where loved ones who have passed away are honored; it is celebrated on November 1st and 2nd of each year.

Tradition: People gather in the cemetery and set up very colorful altars, with offerings and food for their loved ones who have passed away.



Pawkar Raymi



Celebration: Pawkar Raymi is a celebration honoring Pachamama (Mother Earth) for the flowering of plants.

Tradition: Tumarina is a tradition passed down through generations, consisting of a face-washing with water and flowers, performed to purify the body and spirit and receive Pachamama's energies for the new agricultural cycle.

Chinese New Year



Celebration: Chinese New Year (or Spring Festival) is the main celebration, lasting several days.

Tradition: The Lantern Festival is the tradition that officially marks the end of the New Year celebrations and takes place on the first full moon of the lunar year. On this day, people light and display decorative lanterns as part of the tradition to welcome spring and good fortune.

CELEBRATIONS & TRADITIONS VOCABULARY

1 PART 1: MATCHING

Match the word to its correct definition.

1.	Custom	A.	A public celebration, usually with music and floats.
2.	Ritual	B.	A large meal, typically for a special occasion.
3.	Festival	C.	A traditional way of behaving or doing something.
4.	Feast	D.	A ceremonial act performed repeatedly in the same way.
5.	Heritage	E.	The beliefs, traditions, and culture handed down from the past.
6.	Parade	F.	A period of public celebration or cultural events.

2 PART 2: CATEGORIES

Organize the following words into the correct category.

FOOD & DRINK	ACTIVITIES	OBJECTS

Offering | Procession | Banquet | Firecrackers | Traditional Dance | Special Dish | Incense | Incense | Decoration | Thanksgiving Dinner

3 PART 3: SENTENCE COMPLETION

Use the words from the box to complete the sentences.

Honor | Commemorate | Festive | Observe | Participate | Ancestors

1. We wear _____ colors during the celebration.
2. The ceremony helps us _____ our cultural heritage.
3. It is important to _____ in the family traditions.
4. We _____ the anniversary with a special event.
5. We pay respect to our _____ during this festival.
6. On this day, we _____ our grandparents who passed away.

4 PART 4: IDENTIFICATION

Describe what is happening in each situation using vocabulary words.

A.



A family prepares a traditional _____ to _____ deceased family members.

B.



Performers do a _____ as part of the cultural _____.



A grand _____ moves through the streets during the town's annual _____.

CELEBRATION AND TRADITIONS

Name: _____ Date:_____

WORKSHEET 3 UNIT 3

Part 1: Match the words with their definitions. Write the numbers in the blank space (1 POINT)

a. Parade___
b.Tradition___
c.Festival___
d. Ceremony ___
e.Celebration___

1. A special event or activity to honor or enjoy an important occasion.
2. A public event with music, food, traditions, or performances to celebrate a culture or special occasion.
3. A public procession of people, vehicles, or performers celebrating a special event.
4. A custom or belief that is passed from one generation to another.
5. A formal event held to celebrate or mark a special occasion, such as a wedding or graduation.

Part 2: Organize the words into the correct category. 3(POINTS)

Eating turkey, Halloween, Christmas, Hunting for Easter eggs, Valentine's Day, Trick-or-treating, Easter, Decorating a Christmas tree, Thanksgiving, Giving Valentine's cards.

Celebrations	Traditions

Part 3: Complete the sentences using the words from the box (3 POINTS).

Festival, Tradition, Parade, Celebration.

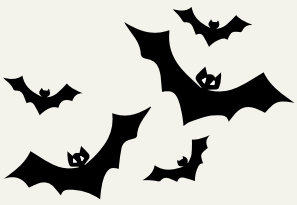
1. Every year, my family watches the Thanksgiving _____together and enjoys the colorful floats and music.
2. Halloween is my favorite _____because I can wear a costume, collect candy, and have fun with my friends.
3. Decorating a Christmas tree is an important family _____ that brings everyone together during the holiday season.
4. Our town has a spring _____ where people enjoy traditional food, music, games, and dance performances.

Part 4: Identify the vocabulary in these situations.(3 POINTS)



It is celebrated on February 14. People give cards, flowers, and chocolates. What celebration is it?

_____



People wear scary costumes and decorate their houses with pumpkins. What celebration is it?

_____



People remember their loved ones who passed away, decorate altars with flowers and candles, and celebrate with traditional food. What celebration is it?

_____



People dance in colorful costumes, enjoy music, and watch big parades in the streets of Brazil. What celebration is it?

_____


VOCABULARY
CHAMPION
AWARD
This certificate is proudly presented to
for outstanding effort, dedication,
and achievement in expanding vocabulary
and demonstrating a love for learning.
WELL DONE!
TEACHER
DATE

KEY POINT

In each lesson, students must collect a total of 10 points by completing the proposed activities and challenges. Points are awarded according to their participation and task completion. The goal is to reach 10 points by the end of each lesson, encouraging students to remain actively involved throughout the learning process.



ANSWER KEY

UNIT 1

Worksheet 1:

Part 1: Personal answer.

Part 2:

Personal Information: Name, age, address.
Daily Routines: Wake up, Eat breakfast, Go to school.
School supplies: Backpack, Pencil, Eraser.

Part 3: Name, Wake up, Backpack, Ruler, Homework.

Part4: Age, homework, scissors, morning.

Worksheet 2:

Part 1:

Teacher: A teacher helps students learn new things.
Doctor: A doctor helps sick people feel better.
Police Officer: A police officer keeps people safe and helps the community.
Chef: A chef cooks food in a restaurant or kitchen.
Firefighter: A firefighter puts out fires and helps people in emergencies.
Farmer: A farmer grows crops and takes care of animals on a farm.

Part 2:

Professions	Workplaces
• Teacher	School
• Doctor	Hospital
• Police Officer	Police Station
• Chef	Restaurant
• Firefighter	Fire Station
• Farmer	Farm

Part 3:

1. A nurse works in a clinic and helps sick people every day.
2. A pilot works at an airport and flies airplanes around the world.
3. A librarian works in a library and helps people find books to read.
4. A baker works in a bakery and makes fresh bread, cakes, and cookies every morning.

Part 4:

Doctor/ Hospital, librarian/library, police officer/police station,chef/ Restaurant

ANSWER KEY

Worksheet 3:

Part 1: Personal answer.

Part 2:

Food: Apple, Bread, Chicken, Milk

Meals: Breakfast, Lunch, Dinner, Snack

Healthy Habits: Drink water, Eat fruit, Exercise, Brush your teeth.

Part 3:

Fruit, ater, Breakfast, Exercise, Diet.

Part4:

Exercise, healthy, drink water, sleep well.

UNIT 2

Worksheet 1:

Part 1:

1. Reading: The activity of looking at and understanding written words in books.
2. Playing sports: An activity that involves physical exercise to stay healthy and have fun.
3. Listening to music: The activity of enjoying songs using the ears or electronic devices.
4. Watching movies: The activity of viewing films or videos for entertainment and relaxation.
5. Drawing: The activity of creating pictures or designs using pencils and colors.

Part 2:

Individual activities: Reading, Drawing, Listening to music, Writing, Watching movies

Team activities: Playing soccer, Playing basketball, Volleyball, Dancing in a group, Playing board games

Part 3:

Cooking, Swimming, Cycling, Gardening, Photography

Part 4:

Playing basketball, Volleyball, Swimming,Cycling

ANSWER KEY

Worksheet 2: Personal answers.

Worksheet 3:



UNIT 3

Worksheet 1:

Part 1:

1. Laptop: A portable computer used for work, study, or entertainment.
2. Smartphone: A mobile phone that can make calls, send messages, and use apps.
3. Tablet: A portable touchscreen device used for reading, watching videos, browsing the internet, and playing games.
4. Smartwatch: A digital watch that connects to a smartphone and tracks time, fitness, and notifications.
5. Headphones: A device worn over or in the ears to listen to music, videos, or phone calls.

Part 2:

Communication Devices: Smartphone, Tablet, Laptop, Landline phone, Walkie-talkie

ANSWER KEY

Entertainment Devices: Television, Video game console, Headphones, Speaker, MP3 player.

Part 3:

Laptop, Headphones, Television, Video game console

Part 4:

Laptop, Television, Video game console, Speakers.

Worksheet 2:

Part 1:

1. Air pollution

Solution: We can reduce air pollution by using public transportation, planting more trees, and using clean energy.

2. Water pollution

Solution: We can prevent water pollution by recycling, reducing plastic waste, and keeping rivers and oceans clean.

3. Deforestation

Solution: We can stop deforestation by planting new trees and protecting forests.

4. Climate change

Solution: We can fight climate change by saving energy, using renewable energy, and reducing greenhouse gas emissions.

5. Plastic pollution

Solution: We can reduce plastic pollution by using reusable bags, recycling, and avoiding single-use plastics.

Part 2:

Environmental Problems: Noise pollution, Soil pollution, Overpopulation, Loss of biodiversity

Solutions: Reduce noise, Recycle waste, Use resources wisely, protect animals

Part 3:

Noise pollution, Loss of biodiversity, Reduce Noise, Protect animals

ANSWER KEY

Part 4:

Air pollution, deforestation, recycling, renewable energy.

Worksheet 3:

Part 1:

1. Celebration

A special event or activity to honor or enjoy an important occasion.

2. Festival

A public event with music, food, traditions, or performances to celebrate a culture or special occasion.

3. Parade

A public procession of people, vehicles, or performers celebrating a special event.

4. Tradition

A custom or belief that is passed from one generation to another.

5. Ceremony

A formal event held to celebrate or mark a special occasion, such as a wedding or graduation.

Part 2:

Celebrations: Christmas, Halloween, Easter, Thanksgiving, Valentine's Day.

Traditions: Decorating a Christmas tree, Trick-or-treating, Hunting for Easter eggs, Eating turkey, Giving Valentine's cards.

Part 3:

Parade, celebration, tradition, festival.

Part4:

Valentine's Day, Halloween, Day of the Dead, Rio Carnival

Impact Analysis

There are three impacts to analyze:

- Academic impact
- Social impact
- Cultural impact

Table 1

Measure Level

Quantitative measurement	Qualitative measurement
3	High positive impact
2	Mid positive impact
1	Low positive impact
0	No impact
-1	Low negative impact
-2	Mid negative impact
-3	High negative impact

Source elaborated by (Posso,2011)

Academic Impact

Table 2

Academic Impact

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
Motivation							X
Active participation							X
English vocabulary retention							X
English vocabulary recall							X
Learning actitudes						X	
Cognitive skills						X	
Vocabulary practice							X
TOTAL							19

Source: Researcher Elaboration

Academic impact level: Σ / $number\ of\ items$= 19/7 = 2.71

Academic impact level: Medium positive impact

Analysis

The academic impact indicators showed a moderate positive impact, When considering how effective the gamified guide will be for students' vocabulary acquisition, it is critical to look at different aspects of the gamified guide. The inclusion of game-like features such as points, rewards, badges, and interactive activities is intended to enhance students' willingness to learn by encouraging engaged participation while providing a supportive and enjoyable learning environment. In addition, offering students the possibility of participating as an individual or as part of either a pair or a group throughout their lessons means that students can always be actively engaged in their learning through progressive learning opportunities that occur within gamified environments.

Enhanced English vocabulary retention, recall and practice represent the main academic benefits of this project, as these are the areas that the gamified guide focuses on. The structure of the activities contained in this gamified guide provides students with opportunities to develop skills in the areas of word recognition, association, classification, retrieval and use of English vocabulary through many varied types of activities including games, worksheets, on-line media, and language communication tasks. The repetitive nature of using the same words in multiple contexts will aid in strengthening students' vocabulary retention and continuing to develop and strengthen their vocabulary usage in subsequent lessons.

A moderate to moderately positive impact on students' attitudes towards English vocabulary learning and cognitive activity also represents an outcome of this project. Many of the same activities used in the gamified guide are also used to stimulate a higher level of student interest and engagement and stimulate cognitive processes that support vocabulary retention such as linking images to the corresponding words and supporting word retrieval and recognition which are both necessary parts of vocabulary retention. Therefore, while the ability to complete the gamified activities will be a beneficial aspect of the gamified guide, they do not represent the only reason for encouraging students to take part in these activities.

Social impact

Table 3

Social Impact

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
Collaborative interaction							X
Communication							X
Cooperation and respect						X	
Classroom integration						X	
TOTAL							10

Source: Researcher Elaboration

Social impact level: Σ / $number\ of\ items$= 10/4= 2.5

Social impact level: Medium positive impact

Analysis

Collaborative interaction is one of the aspects that can be strengthened through gamified activities. The use of collaborative activities often creates an environment wherein healthy competition and teamwork can develop. Students can improve their English vocabulary and work towards a common goal through the sharing of information and comparing of answers. Through these types of activities, students are able to present effective collaborative interactions.

Furthermore, communication is another important aspect that can have a significant impact, as the guide includes oral activities, debates, and group presentations. These activities can strengthen the ability to express ideas, understand the activities assigned by the teacher, and use vocabulary to establish effective communication with classmates.

Cooperation, respect, and integration have a moderate positive impact, as they can contribute in a complementary way to the expected results of the proposal. Participation in different working groups will allow students to immerse themselves in the diverse ideologies that each of their classmates can contribute, respecting, acquiring, and developing new ways of thinking.

The results indicate that the gamified guide generates a moderate positive social impact. All these aspects, such as collaborative interaction, communication, cooperation, respect, and integration in the classroom, can contribute positively to socialization among peers.

Cultural impact

Table 4

Cultural Impact

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
Innovation in teaching practices							X
Active learning culture							X
Digital learning culture						X	
TOTAL							8

Source: Researcher Elaboration

Cultural impact level: Σ / $number\ of\ items$= 8/3= 2.66

Cultural impact level: Medium positive impact.

Analysis

Innovation in teaching practices can generate a positive impact in the pedagogical cultural field, since the guide provides innovative strategies and elements, when implemented by teachers, a favorable change could be noticed in the way vocabulary is taught, creating a different and dynamic environment between teacher and student.

In addition, the guide can also have a positive impact on the culture of active learning, since students can change the usual way of learning, through different gamified activities that involve active recall, vocabulary retention and meaningful communication, in this way it is expected to replace vocabulary lists that can often be ambiguous for students.

The digital learning culture also has a medium positive impact, since students' digital skills can be used for meaningful learning, thus incorporating technological tools for educational purposes as part of common practices within the classroom.

Table 5

General impact

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
Academic impact						X	
Social impact						X	
Cultural impact						X	
TOTAL							6

Source: Researcher Elaboration

General impact level: Σ / $number\ of\ items$= 6/3= 2

General impact level: Medium positive impact.

General Analysis

Comprehensive assessments indicate that the gamified guide offers a positive growth trajectory on an educational scale when assessed across three dimensions: academic, social, and cultural. In addition to helping maintain vocabulary retention, this resource can also be utilized in the education and training process, making it an excellent choice for helping meet diverse student needs and providing varied methods of learning.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Gamification has a sound pedagogical base for the eighth-grade students of the Otavalo Valle del Amanecer School for the retention of English vocabulary according to the theoretical review. Theories of learning including constructivism, experiential learning, the self-determination theory and cognitive load theory demonstrate how gamification increases motivation, promotes active engagement, enhances meaningful learning and provides opportunities for repeated practice of vocabulary which can contribute to vocabulary retention.

2. Survey responses from students and interviews with teachers have demonstrated that both students and teachers hold positive views of the use of gamification for English language learning. Students showed considerable enthusiasm for learning vocabulary through game play and digital technologies while teachers agreed that gamification can spur greater student motivation, participation and engagement in the classroom. Therefore, there is a positive perception that gamification is an effective method for facilitating English vocabulary learning in the context of the Otavalo Valle del Amanecer School.

3. From the theoretical foundations and the identified needs from the research instruments, a teaching guide was developed for eighth-grade English teachers containing gamified vocabulary activities. The guide consists of a variety of strategies including quizzes, games, rewards, badges and interactive digital tools, which provide teachers and students with useful and relevant learning resources that reflect the learning interests and preferences of students and may support vocabulary retention.

Recommendations

1. Gamification can be introduced into the day-to-day teaching practices of English Teachers for Vocabulary retention, by utilizing a rewards system, where students are rewarded with points/badges for completion of quizzes, match games and so forth, more recent advances such as Kahoot, Quizizz, Quizlet and Duolingo are now being used in educational settings to achieve this objective by increasing Student motivation, student participation, student engagement during the learning process. In this way, student's level of Vocabulary retention could improve.

2. In this regard, educational institutions should disseminate Professional Development opportunities or Workshops for English Teachers to extend their knowledge of the Pedagogical use of gamification and Educational Technology to support the development of engaging and meaningful inquiry-based instruction for their Students. Continued Training of Educators could assist in providing educators with innovative instructional practices for responding to Students' Learning styles and Interests.

3. The teaching guide described in this document should be implemented and modified according to the characteristics of the Classroom and the English Proficiency levels of Students. When designing Vocabulary learning Activities for Students, Teachers should also consider their own, Learning Objective.

4. Future Research should investigate the implementation of the Teaching Guide using an Experimental or Quasi-Experimental Research Design with Pre and Post Testing, to determine the effectiveness of the Gamification Strategy for the Vocabulary Retention of Students, and to provide Empirical Data regarding the Positive Impact of Gamification on English Language Learning.

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ANNEXES

Annex 1: Instrument Validation I

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Otavalo, 14 de Junio del 2026

Estimado
MSc. Iván Mateo Mina Vásquez
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y cuestionarios de Investigación del Proyecto: GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL. Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Nombre: Saya Ciclaly Vásquez Zambrano
C.C.: 1050249406

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

INSTRUMENTOS DE INVESTIGACIÓN

PROYECTO: GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL

OBJETIVO: To propose gamification strategies to strengthen vocabulary learning in 8th-grade students at the Otavalo Valle del Amanecer Middle School through scientific research.

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT** **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
ENTREVISTA PARA PROFESORES DE INGLÉS
TÍTULO DEL TRABAJO DE INVESTIGACIÓN GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL
Date: 14 de Junio del 2026
Objective: To determine teachers' perceptions of the use of gamification strategies to strengthen English vocabulary learning.
Guideline: Dear Professor, Thank you for joining us today. Your experience and knowledge on this topic are very important to us and will greatly enhance this research. I would like to inform you that this interview is completely confidential. Your responses will be anonymous and will not be linked to your name or any personal information. We invite you to respond with complete sincerity and freedom. We are most interested in hearing your opinion openly and honestly. Thank you in advance for your cooperation and willingness. When you are ready, we can begin the interview.
General Information: **Name:** **Years of experience:**
1. Based on your experience, what difficulties do students face when learning English vocabulary?

Escaneado con CamScanner

2. What strategies do you usually use to teach and reinforce vocabulary in your classes?
3. What is your opinion about the incorporation of gamification strategies into English classes, particularly for teaching vocabulary?
4. What are the main academic advantages you have observed in your students when using gamification strategies to learn vocabulary?
5. How can gamification influence student participation and motivation?
6. Do you believe that using apps like Duolingo, Kahoot, or other gamified platforms can promote collaboration and encourage teamwork in the classroom?
7. Do you consider that students achieve the expected level of English proficiency according to their grade level, as defined by the Common European Framework of Reference for Languages (CEFR) during the school academic period?

Thank you!

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

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

Observaciones:

.....

.....

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

CUESTIONARIO

TÍTULO DEL TRABAJO DE INVESTIGACIÓN

GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL

Fecha: 14 de junio del 2026

Objetivo:
To identify students' perceptions, interest, and willingness regarding the use of gamification strategies for English vocabulary learning

Instrucciones:

Estimado/a estudiante:
Gracias por dedicar su tiempo a participar en esta encuesta. Su opinión es muy importante y nos ayudará a comprender mejor ciertos aspectos relacionados con el tema que estamos estudiando. Queremos que sepa que todas sus respuestas serán completamente anónimas y confidenciales. No se recopilará ningún dato personal que pueda identificarle. Le animamos a responder con sinceridad, ya que no hay respuestas correctas ni incorrectas; buscamos su perspectiva.

Recuerde que la participación es totalmente voluntaria. Le agradecemos de antemano su colaboración. Cuando esté listo/a, puede comenzar la encuesta.

- Responda honestamente de acuerdo a su perspectiva.
- Seleccione solo una opción por cada pregunta, marcando o subrayando la alternativa con la que más se identifique.
- Use esfero o resaltador para responder el cuestionario.

Edad: **Género: F** ◯ **M** ◯

1. ¿Alguna vez ha escuchado hablar sobre la gamificación?
1. Sí
2. No

2. ¿Ha utilizado aplicaciones como Duolingo o Kahoot para aprender un nuevo idioma?
1. Nunca
2. Rara vez
3. A veces
4. Con frecuencia
5. Siempre

3. ¿Qué tan interesado está en aprender vocabulario a través de juegos? 1. No estoy interesado 2. Poco Interesado 3. Algo interesado 4. Muy interesado 5. Totalmente interesado
4. ¿Considera importante usar juegos como apps, actividades en clase y concursos para aprender inglés? 1. Nada importante 2. Un poco importante 3. Algo importante 4. Muy importante 5. Completamente importante
5. ¿Cree que los juegos educativos aumentan su motivación para aprender vocabulario? 1. Para nada 2. Un poco 3. Algo 4. Mucho 5. Completamente
6. ¿Qué elementos de gamificación consideras los más importantes para aprender vocabulario en inglés? 1. Aprendizaje basado en cuestionarios 2. Sistema de puntos y recompensas 3. Insignias o medallas 4.Retroalimentación inmediata 5.Juegos de emparejamiento y memoria
7. ¿Cuánto tiempo a la semana estarías dispuesto/a a dedicar al aprendizaje de vocabulario mediante juegos o actividades interactivas? 1. Menos de 1 hora 2. De 1 a 2 horas 3. De 2 a 3 horas 4. De 3 a 4 horas 5. Más de 4 horas
8. ¿Estaría de acuerdo con el uso de aplicaciones tecnológicas para potenciar el aprendizaje del vocabulario en inglés? 1. Para nada de acuerdo 2. Un poco de acuerdo 3. Algo de acuerdo 4. Muy de acuerdo 5. Completamente de acuerdo

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

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



Firma del Evaluador

C.C.: 0401733985

Apellidos y nombres completos	Iván Mateo Mina Vásquez
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	immina@utn.edu.ec
Teléfono	0963262467

Fecha de envío para la evaluación del experto:	14 de junio del 2026
Fecha de revisión del experto:	15 de Junio 2026

Annex 2: Instrument Validation II

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Otavalo, 14 de Junio del 2026

Estimado
MSc. José Miguel Obando Arroyo
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y cuestionarios de Investigación del Proyecto: GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL. Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Nombre: Saya Ciclaly Vásquez Zambrano
C.C.: 1050249406

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

INSTRUMENTOS DE INVESTIGACIÓN

PROYECTO: GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL

OBJETIVO: To propose gamification strategies to strengthen vocabulary learning in 8th-grade students at the Otavalo Valle del Amanecer Middle School through scientific research.

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT** **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
ENTREVISTA PARA PROFESORES DE INGLÉS
TÍTULO DEL TRABAJO DE INVESTIGACIÓN GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL
Date: 14 de Junio del 2026
Objective: To determine teachers' perceptions of the use of gamification strategies to strengthen English vocabulary learning.
Guideline: Dear Professor, Thank you for joining us today. Your experience and knowledge on this topic are very important to us and will greatly enhance this research. I would like to inform you that this interview is completely confidential. Your responses will be anonymous and will not be linked to your name or any personal information. We invite you to respond with complete sincerity and freedom. We are most interested in hearing your opinion openly and honestly. Thank you in advance for your cooperation and willingness. When you are ready, we can begin the interview.
General Information: **Name:** **Years of experience:**
1. Based on your experience, what difficulties do students face when learning English vocabulary?

Escaneado con CamScanner

2. What strategies do you usually use to teach and reinforce vocabulary in your classes?
3. What is your opinion about the incorporation of gamification strategies into English classes, particularly for teaching vocabulary?
4. What are the main academic advantages you have observed in your students when using gamification strategies to learn vocabulary?
5. How can gamification influence student participation and motivation?
6. Do you believe that using apps like Duolingo, Kahoot, or other gamified platforms can promote collaboration and encourage teamwork in the classroom?
7. Do you consider that students achieve the expected level of English proficiency according to their grade level, as defined by the Common European Framework of Reference for Languages (CEFR) during the school academic period?

Thank you!

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

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

Observaciones:

.....

.....

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

CUESTIONARIO

TÍTULO DEL TRABAJO DE INVESTIGACIÓN

GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL

Fecha: 14 de junio del 2026

Objetivo:
To identify students' perceptions, interest, and willingness regarding the use of gamification strategies for English vocabulary learning

Instrucciones:

Estimado/a estudiante:
Gracias por dedicar su tiempo a participar en esta encuesta. Su opinión es muy importante y nos ayudará a comprender mejor ciertos aspectos relacionados con el tema que estamos estudiando. Queremos que sepa que todas sus respuestas serán completamente anónimas y confidenciales. No se recopilará ningún dato personal que pueda identificarle. Le animamos a responder con sinceridad, ya que no hay respuestas correctas ni incorrectas; buscamos su perspectiva.

Recuerde que la participación es totalmente voluntaria. Le agradecemos de antemano su colaboración. Cuando esté listo/a, puede comenzar la encuesta.

- Responda honestamente de acuerdo a su perspectiva.
- Seleccione solo una opción por cada pregunta, marcando o subrayando la alternativa con la que más se identifique.
- Use esfero o resaltador para responder el cuestionario.

Edad:	**Género: F** ◯ **M** ◯

1. ¿Alguna vez ha escuchado hablar sobre la gamificación?
1. Sí
2. No

2. ¿Ha utilizado aplicaciones como Duolingo o Kahoot para aprender un nuevo idioma?
1. Nunca
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5. ¿Cree que los juegos educativos aumentan su motivación para aprender vocabulario? 1. Para nada 2. Un poco 3. Algo 4. Mucho 5. Completamente
6. ¿Qué elementos de gamificación consideras los más importantes para aprender vocabulario en inglés? 1. Aprendizaje basado en cuestionarios 2. Sistema de puntos y recompensas 3. Insignias o medallas 4.Retroalimentación inmediata 5.Juegos de emparejamiento y memoria
7. ¿Cuánto tiempo a la semana estarías dispuesto/a a dedicar al aprendizaje de vocabulario mediante juegos o actividades interactivas? 1. Menos de 1 hora 2. De 1 a 2 horas 3. De 2 a 3 horas 4. De 3 a 4 horas 5. Más de 4 horas
8. ¿Estaría de acuerdo con el uso de aplicaciones tecnológicas para potenciar el aprendizaje del vocabulario en inglés? 1. Para nada de acuerdo 2. Un poco de acuerdo 3. Algo de acuerdo 4. Muy de acuerdo 5. Completamente de acuerdo

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			



Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	José Obando
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	15 de junio del 2026
Fecha de revisión del experto:	17 de junio 2026

Annex 3: Authorization

REPUBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
DUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

GADM DEL CANTÓN OTAVALO
USD 1.00
N° 02103365

Unidad Educativa
VALLE DEL AMANECER OTAVALO
RECTOR
UTN

Oficio Nro. UTN-FECYT-D-2026-0164-O
Ibarra, 16 de junio de 2026

PARA: **Ing. Anabel Hermosa Acosta**
ALCALDESA DE OTAVALO

ASUNTO: Trabajo de Integración Curricular Srta. Saya Ciclaly Vásquez Zambrano

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, autorice el ingreso de la Señorita SAYA CICLALY VÁSQUEZ ZAMBRANO, portadora de la cédula 1050249406, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, FECYT-UTN, a la Unidad Educativa Municipal "Otavalo Valle del Amanecer", con la finalidad de que obtenga información a través de la aplicación de instrumentos de investigación (encuesta a estudiantes de octavo año y entrevista a Docentes), lo cual requiere para el desarrollo del trabajo de integración curricular con el tema: "GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL 2025-2026".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
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MUNICIPAL DEL CANTÓN OTAVALO
Página 1 de 1
Teléfono: 06 2920 450

Documento: #22572 - GADMCO-VUSM-2026-3423
Fecha de registro: 2026-06-16 12:18 PM
Recibido por: Cordova Lema Nidia Rosali

Annex 4: Teachers' Interview





Annex 5: Students' Survey





Annex 6: Certificate of Instruments Application

UNIDAD EDUCATIVA MUNICIPAL VALLE DEL AMANECER OTAVALO

OTAVALO Pueblo Mondo

El suscrito Rector de la Unidad Educativa Municipal "Valle del Amanecer Otavalo" en forma legal.

CERTIFICA

Que, la señorita **VÁSQUEZ ZAMBRANO SAYA CICLALY**, portadora de la cédula de ciudadanía N.° 1050249406, estudiante de la Universidad Técnica del Norte, de la carrera de Idiomas Nacionales y Extranjeros, realizó la Aplicación de Instrumentos de Investigación en la Unidad Educativa Municipal "Valle del Amanecer Otavalo", como parte del desarrollo de su trabajo de investigación curricular, cuyo tema es: GAMIFICATION STRATEGIES TO ENHANCE THE ENGLISH LEXICON AMOUNG JUNIOR STUDENTS AT VALLE DEL AMANECER MIDDLE SCHOOL.

La aplicación de dichos instrumentos se llevó a cabo con la autorización de esta institución, en el marco del proceso investigativo correspondiente.

Es todo cuanto puedo certificar en honor a la verdad. La presente certificación se expide a petición de la interesada para los fines académicos y legales que estime pertinentes.

Otavalo, 29 de junio de 2026

Atentamente,

MSc. Juan Carlos Almendáriz
RECTOR

Excelencia y Calidad Educativa

Dir. Luis Alberto De La Torre y Juan de Albarracín T. (593) 06 2924 738

Annex 7: Certificate of Socialization of the Proposal



ALCALDÍA CIUDADANA | OTAVALO

Otavalo,15 de julio del 2026.

En mi calidad de subdirectora de Talento Humano y Nomina del Gobierno Autónomo Descentralizado Municipal del Cantón Otavalo y a petición verbal de la estudiante practicante **VASQUEZ ZAMBRANO SAYA CICLALY,** portadora de la cedula de ciudadanía **No 1050249406.**

CERTIFICO

Que: El Estudiante dentro de este Gobierno Autónomo Descentralizado Municipal del Cantón Otavalo, la estudiante socializo la propuesta "Play, Learn and Remember : A gamified guide for English Vocabulary Retetion"S, en la Unidad Educativa Valle del Amanecer, desde el 09 de julio del 2026 hasta el 09 de julio del 2026, cumpliendo con un total de 3 horas, demostrando capacidad, responsabilidad.

Learn and Remember: A gamified guide for English Vocabulary

Es todo cuanto puedo certificar a la interesada, hacer uso del presente documento como estime conveniente, excepto de trámites judiciales.

Atentamente,

Mg. Tatiana Elizabeth Bravo Terán

SUBDIRECTORA DE TALENTO HUMANO Y NÓMINA
GAD Municipal de Otavalo

Elaborado por: María Belén Ruiz / Trabajadora Social

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Annex 8: Evidence of Socialization of the Proposal

