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**MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES WITH SPECIALIZATION IN ENGLISH TEACHING.**

THEME:

**PROPOSAL OF A DIDACTIC UNIT BASED ON GAMIFICATION TO DEVELOP
ENGLISH VOCABULARY LEARNING IN YOUNG LEARNERS.**

Degree Completion Project prior to obtaining the Master's Degree in Pedagogy of National and Foreign Languages with a Specialization in English.

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I CERTIFY

The research work has been reviewed in all its sections and I consider that it meets the necessary requirements and merits to be submitted for public presentation and evaluation by the designated examiners.

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I, the undersigned, hereby declare that the contents and results obtained in this research work, as a prerequisite for obtaining the degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en Enseñanza de Inglés, are absolutely original, authentic and personal and the exclusive legal and academic responsibility of the author.

Ambato, January 7th, 2025



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The thesis has been reviewed, approved, and authorized for printing and binding on the topic: **PROPOSAL OF A DIDACTIC UNIT BASED ON GAMIFICATION TO DEVELOP ENGLISH VOCABULARY LEARNING IN YOUNG LEARNERS**, prior to obtaining the Master's degree in Pedagogy of National and Foreign Languages with specialization in English teaching. It meets both the content and formatting requirements for the student to proceed with the public defense of the thesis.

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DEDICATION

I dedicate this work to God and the Blessed Virgin Mary, for granting me the necessary blessings to reach this goal; without them, I am nothing. To my husband, my life companion, for being my constant support and fundamental pillar in this process. His love and understanding gave me the strength to never give up.

To my beloved children, whose joy, love, and patience motivate me every day to do my best. To my dear parents, for always being my example of effort, dedication, and perseverance. For being there in every single moment of my life, offering me their unconditional support and love.

Anabel Ruiz

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DIRECCIÓN DE POSGRADOS

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS.

TEMA: PROPOSAL OF A DIDACTIC UNIT BASED ON GAMIFICATION TO DEVELOP ENGLISH VOCABULARY LEARNING IN YOUNG LEARNERS.

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RESUMEN EJECUTIVO

El presente trabajo de investigación tiene como objetivo proponer una Unidad Didáctica basada en la gamificación para la enseñanza de vocabulario del idioma inglés, respondiendo a la necesidad de superar las estrategias tradicionales en donde los estudiantes memorizan listas de palabras de manera mecánica generando así desmotivación e interés limitado donde los estudiantes perciben el aprendizaje del Idioma Inglés únicamente como un requerimiento institucional. Desafortunadamente, los estudiantes son promovidos al siguiente nivel sin garantizar que los resultados del proceso de enseñanza – aprendizaje sean significativos. De este modo, la propuesta mencionada integra actividades interactivas utilizando recursos digitales gamificados que buscan desarrollar el uso efectivo del idioma inglés en diferentes contextos reales. Los beneficiarios de la investigación son docentes y estudiantes de 7^{mo} año de primaria (nivel A2, edad 11-12 años). El estudio se llevó a cabo bajo un enfoque cualitativo utilizando tablas de análisis documental para examinar información relevante, seleccionando detalles específicos requeridos en cada categoría, así como también explorando e interpretando los puntos de vista y las experiencias de diversos autores sobre la efectividad del uso de la gamificación en el aprendizaje de vocabulario del idioma inglés. Este proceso guió el diseño de la propuesta que posteriormente fue validada por tres expertos quienes utilizaron una Matriz de Validación como apoyo para asegurar que la propuesta cumpliera con criterios de estructura, efectividad, alineación con los objetivos educativos y la promoción del aprendizaje gamificado considerando aspectos tales como relevancia, interés, efectividad, variedad de actividades, métodos de evaluación, integración tecnológica, y apoyo al docente. Los expertos destacaron que la Unidad Didáctica gamificada presenta una estructura clara y coherente adecuada para el nivel de los estudiantes alineada con las tendencias educativas actuales promoviendo un aprendizaje dinámico y significativo, superando barreras tradicionales en la enseñanza de vocabulario en inglés.

Descriptor: Aprendizaje de vocabulario en inglés, gamificación, recursos digitales gamificados, Unidad Didáctica.

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ABSTRACT

The present research aims to propose a Didactic Unit based on gamification for teaching English vocabulary, addressing the need to move beyond traditional strategies where students memorize word lists mechanically. Such methods often lead to demotivation and limited interest where students perceive learning the English language only as an institutional requirement. Unfortunately, students are promoted to the next level without ensuring that the outcomes of the teaching-learning process are meaningful. In this way, the mentioned proposal promotes interactive activities using gamified digital resources to produce English language effectively in various real-life contexts. The beneficiaries of this research are teachers and students in the 7th grade of primary school (A2 level learners around 11–12 years old). The study was conducted using a qualitative approach, employing documentary analysis charts to examine relevant information, selecting specific details required for each category, and exploring and interpreting the viewpoints and experiences of various authors regarding the effectiveness of gamification in English vocabulary learning. This process guided the design of the proposal which was subsequently validated by three experts using a Validation Matrix to ensure that the proposal met criteria related to structure, effectiveness, alignment with educational objectives, and the promotion of gamified learning. Key aspects considered included relevance, engagement, effectiveness, variety of activities, assessment methods, technological integration, and teacher support. The experts highlighted that the gamified Didactic Unit presents a clear and coherent structure appropriate for the learners' level and aligned with current educational trends. It promotes dynamic and meaningful learning, effectively overcoming traditional barriers in teaching English Learning.

KEYWORDS: English vocabulary learning, gamification, gamified digital resources, didactic unit.



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INTRODUCTION

IMPORTANCE AND RELEVANCE

Learning the English Language is essential in the current days, it cannot be underestimated or ignored since it is recognized for being one of the most spoken languages all over the world facilitating communication across different countries and cultures as well as providing lots of opportunities in professional, social, economic, and academic field.

In the process of English learning, vocabulary has an important role as, for example, learners could face linguistic challenges during the production of speaking skills if they lack of vocabulary when expressing their needs (Mardievna et al., 2020). Hence, this documentary research affirms the development a didactic unit using gamification as a tool in education to increment learners' engagement and motivation at the moment of learning vocabulary.

According to a research from the World Scientific, AlSaad & Durugbo (2021) established that "Gamification is a paradigm and process innovation premised on applying game mechanics to non-game settings with benefits of creative games designs and disruptive effects challenging conventional learning approaches". In this sense, gamification is an educational approach to motivate students to learn by using game design elements in the learning environment.

Moreover, it is a new strategy that has been applied in the current days in the educational field since it has provided effective outcomes for students who present educational and emotional problems, especially those who do not show interest in learning English. Then gamification stimulates learners to improve their skills as well as their engagement level, knowledge, retention, and cooperation. This line of research focuses on the study of language understanding and learning process, including at the National and foreign levels. It studies effective methods and pedagogues

for teaching languages, as well as the development of communicative and linguistic skills. The current study analyzes aspects related to the evaluation of languages teaching and interculturality.

According to Asociación Mundial de Educadores Infantiles (Early Childhood Education Corner, 2022) established that “Gamification is not only related to game use, on the contrary, it is more about applying its mechanics and dynamics where the aim is that teachers might enjoy as well as learners might feel delighted by the process.” Considering that the mentioned strategy reinvents the conventional methods because it enhances learners’ level of engagement and motivation by incorporating awards, badges, and achievements to track learners’ progress and performance, educators are looking into a range of new tools and techniques that will enhance the quality of learning since the use of conventional teaching methods has been reduced.

Undoubtedly, technology has been positively affecting learning experiences due to the fact that gamification can support educational goals, by increasing achievement, motivation, positive attitude, competence, self-confidence, and engagement as well as offering learners an authentic learning experience because it is the future trend in education.

Learning through Gamification has an extensive range of benefits for young learners. For instance, learning through exploration because students learn better by observing, using sense, and experimenting they should work with online educational games. Additionally, cognitive development is an important benefit at the moment of learning vocabulary because learners are able to exercise their thinking skills, concentration, assimilation, and memorization by engaging in online games that carry out to have social and emotional growth due to the fact that they can cooperate, negotiate, work on their patience, resolve conflicts, develop empathy, express emotion, learn vocabulary, and practice communicative skills.

Besides that, it is essential to consider some key elements used in Gamification such as points that become rewards to give recognition when goals or tasks are achieved, or badges that are basically visual representations once learners complete a challenge which creates a sense of progress. Leaderboards or competitions enhance to compare other's progress this issue might spark motivation as they notice their progress in the first ranks. Providing effective feedback is relevant in Gamification because it helps learners understand their strengths and areas to be improved. Hence, Gamification lets learners customize their learning paths and contents according to their needs or preferences as well as personalizing their learning experience getting meaningful outcomes.

This research study is supported by the following regulations listed below:

Acuerdos Ministeriales del Ministerio de Educación:

Acuerdo Ministerial No. 410-13 (2013): Establece el "Programa Nacional de Fortalecimiento de la Enseñanza de Inglés", que busca mejorar la calidad de la enseñanza del inglés en escuelas y colegios a nivel nacional.

In the same context, "El Acuerdo Ministerial 41014 donde se menciona que no se elimina la materia de inglés de la malla curricular, sino que se ratificó la obligatoriedad de impartir esta materia, misma que será cambiada conforme se disponga de las capacidades para garantizar resultados en el aprendizaje".

Then, the agreements 210-13 and 41014; are aligned with the current EFL Ecuadorian Curriculum which is tailored at learners in Junior High School (from 2 to 10 grades) and High school (from 1 to 3 grades) who do not speak English as their first language. Given Ecuador's rich

cultural and linguistic diversity, the curriculum recognizes that not all students are native Spanish speakers, and many communities have varying levels of bilingualism.

To address the needs of this diverse group, the curriculum provides a thoughtful framework for learning English, incorporating authentic and culturally relevant content to ensure all learners feel included, regardless of their first language. It is designed to support both monolingual and multilingual students, including those who speak Spanish and those with little to no Spanish proficiency. The goal is to help develop Ecuadorian citizens who can effectively communicate in our globalized world. Additionally, the curriculum aligns with broader educational goals of justice, innovation, and solidarity by nurturing critical thinking, social, and creative skills through language learning

Mackenzie (2020) mentioned that “Countries in Latin America, has prioritized English language teaching in recent years through a series of initiatives”. Thus, the desire to learn English is rising across Latin America. Significant efforts have been made in the region to enhance English language education through various policies and programs, leading to increased access to English learning opportunities for many people” The desire to learn English is rising across Latin America. Significant efforts have been made in the region to enhance English language education through various policies and programs, leading to increased access to English learning opportunities for many people.

Ecuador is one of the Latin American countries where unfortunately English proficiency domain is not high. Learners are supposed to acquire a B1 level when concluding high school studies in line with the Common European Framework of Reference. Nevertheless, this fact does not meet, and for that reason, the Minister of Education decided to reinforce English learning to students from primary school until university students. Limited exposure to the English language

in students reflects the lack of vocabulary that triggers accurate and effective communication. For instance, when learners have to interact or just speak about a certain topic or situation and they do not know how to express all the ideas or words in English that they might have in mind, for sure learners feel frustrated and discouraged.

With this background, Gamification in some Educational Institutions is recently considered an alternative to be used in education because it is in its initial phase even when it proposes a new educational approach. León et al. (2020), affirms that “Weak primary public education, combined with limited exposure to the English language and educational reforms in recent years, has led to poor English performance”. In this sense, Gamification in Ecuadorian education is not well set up at least in public education meanwhile in private education it is being considered as a pilot plan.

Furthermore, it is established as one of the most significant strategies to enhance English learning vocabulary, especially with young learners who should learn didactically through different tools that help them to reduce the effects of stress that they might be dealing with at the moment of learning vocabulary. Actually, in the current days and after the pandemic context people around the world changed their way of learning so that now learning through gamification activities has become an interesting way for teachers to motivate and monitor their students’ learning process.

PROBLEM STATEMENT

Georgiou K (2019) demonstrated that “Learners have been more satisfied with the quality and significant results of didactics sessions with elements of gamification rather than the learning by using traditional methods.” Clearly, the use of conventional methods for teaching

vocabulary to young learners is not a well-chosen option these days. Unfortunately, nowadays the use of traditional methods is still current in the educational field, it is reflected in public education more than in private schools.

This issue promotes that educators apply repetitive activities to be developed during class so that students feel discouraged at the moment of learning English especially when at the moment of learning vocabulary learners, they might feel frustrated. Consequently, there is a lack of motivation and engagement and students lose the desire to participate or express their ideas during class.

That is one of the main reasons that students have a wearied or wrong perception of learning English and sometimes this is a factor that makes students put up a barrier during the learning process and they consider the learning process just as an institutional requirement and continue with the next level no matter if they learn or not.

Limited exposure is an issue that should be taken into account because in Ecuador the schedule in public schools does not contemplate a lot of hours to teach English or other subjects taught in English. Exposure must be regular and intense to make students learn from real situations or contexts that is why it is recommended to expose learners from an early age so that they can have more opportunities to acquire vocabulary and develop all required skills.

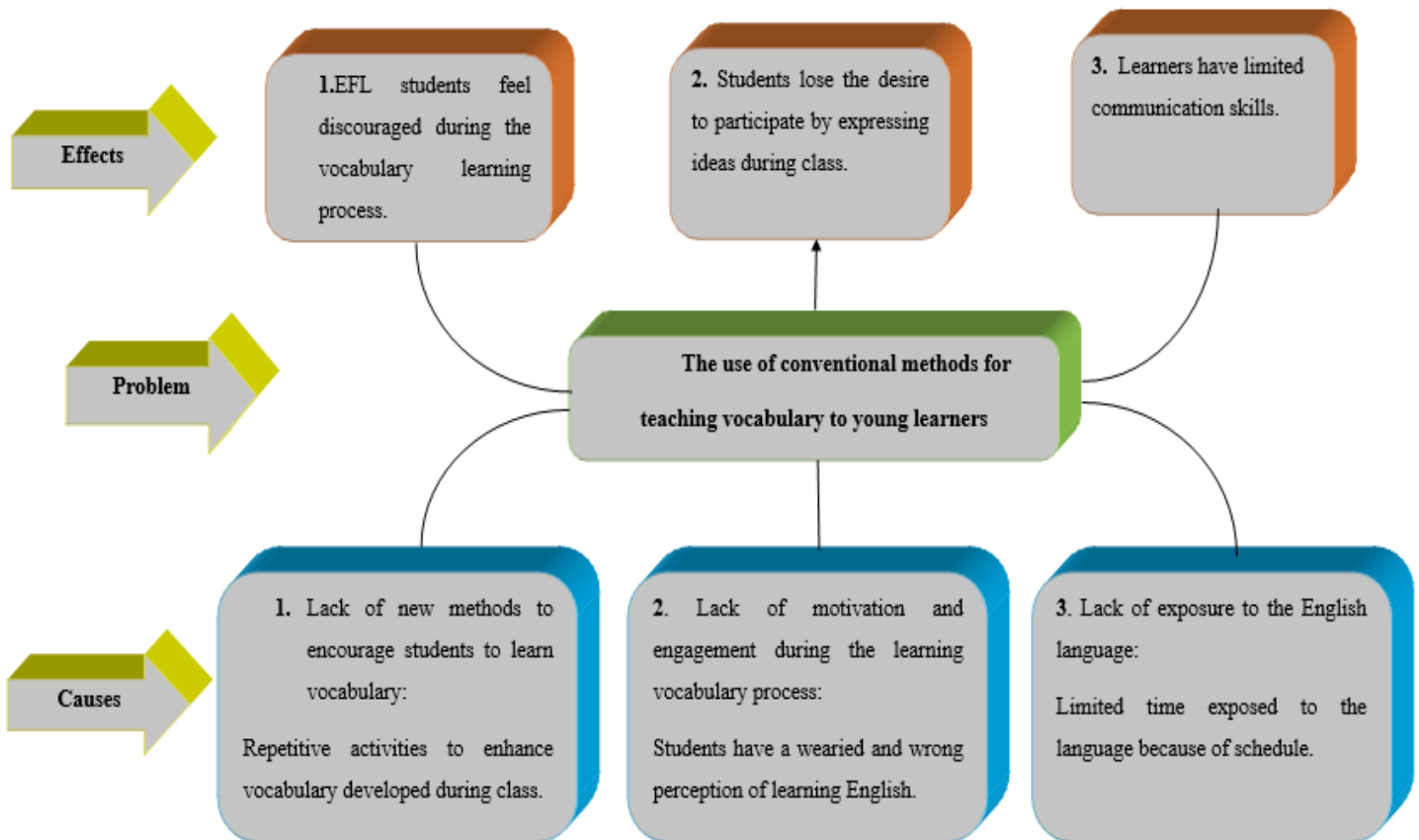
Piñero et al. (2022) have reported that “Educational gamification strategies are being successfully applied in a wide variety of academic domains and educational levels, such as in studying English as Second Language.” It is important to say that students at private schools have more chances to learn different subjects in English, leading them to have exposure with the target

language more than students at public schools since Sciences, Social Studies, Language, Maths, among other are taught in English. This fact, help learners to develop communication skills.

PROBLEM TREE

Figure 1

Problem Tree



Elaborated by: Anabel Ruiz (2024)

Source: Direct research

Causes:

1. Lack of new methods to encourage students to learn vocabulary:

Repetitive activities to enhance vocabulary developed during class.

2. Lack of motivation and engagement during the learning vocabulary process:

Students have a wearied and wrong perception of learning English.

3. Lack of exposure to the English language:

Limited time exposed to the language because of schedule.

Effects:

1. EFL students feel discouraged during the vocabulary learning process.
2. Students lose the desire to participate by expressing ideas during class.
3. Learners have limited communication skills.

RESEARCH QUESTION

What are the gamified strategies to teach vocabulary to young learners?

RESEARCH IDEA

The proposal of a Didactic Unit described a problem from a personal experience that matches with other researches. Most of these studies were related to the trends in gamification for teaching vocabulary to young learners as well as the relevance and outcomes that the mentioned strategy has in the current days in the educational field and also in the emotional field. For that reason, is important to mention the importance that the proposal has in fostering a motivational enhancing learning vocabulary process which allows learners and educators to get significant

outcomes by dropping out of conventional approaches which should not be applied these days due to technology offers new opportunities to innovate teaching so that educators must take into account all the advantages that using technology has and apply them. An innovative way to make learners exposed to the English language is gamification where they could be constantly learning vocabulary or developing other skills.

BENEFICIARIES

The research aims to propose a didactic unit through gamification developed by the researcher. This proposal was designed for private schools' teachers as well as seventh-year learners around 11 and 12 years old with a low proficiency level in English vocabulary learning from at an Elementary School level who are related with the use and management of mobiles, tables, and other kinds of technological resources. Besides, the context is a discouraging perception of learning because of the lack of vocabulary to communicate effectively which causes a low desire to participate during face-to-face class.

Young learners in this age range usually need an enjoyable and positive learning process so they will benefit from the proposal of the Didact Unit to develop English vocabulary learning through gamification in order to develop a positive attitude toward education making them more likely to keep on learning vocabulary with enthusiasm. The beneficiaries will realize that learning vocabulary is not only about memorizing words or phrases for a short time based on repetitive and uninteresting activities, on the contrary, they will learn through gamified activities designed according to their preferences and needs getting meaningful vocabulary learning.

OBJECTIVES

General Objective:

- To propose a Didactic Unit focused on gamification for teaching vocabulary in young learners

Specific Objectives:

- To review trends in gamification for teaching vocabulary to young learners.
- To design a didactic unit based on gamification for teaching vocabulary.
- To evaluate the proposal of a didactic unit based on gamification through expert's validations.

CHAPTER 1

THEORETICAL FRAMEWORK

“The theoretical Framework is a structure in which concepts, and theories are detailed to support a study so that existing knowledge is connected with the researchers’ studies meanwhile it promotes the appropriate justification to conduct studies in a specific way” (Mora, 2024).

In this context, this research aims to review some previous studies concerned with gamification as a strategy to learn English vocabulary, in such a way the following studies are taken as a reference to present this research.

PREVIOUS STUDIES

Jordán et al. (2023) researched on “Fostering English vocabulary learning through gamification. This study involved seventy-three students from the first level of the Pedagogy of National and Foreign Language Program from Universidad Técnica de Ambato. The group of thirty-seven students was divided into two groups. In the first group, thirty-six students were enrolled in the control group and thirty-seven students were part of the experimental group.

Pre and post-tests were applied with the purpose of collecting data. The pre-test was applied to measure the learners’ vocabulary mastery before starting using the gamification tool. The study found after the pre-test which was a questionnaire taken from Cambridge exams (KET) that the majority of students had a limited English vocabulary. For that reason, the Duolingo App was suggested as a gamification strategy for thirty days.

After using it the pos-test showed that the mentioned students who had a basic English level were able to reach an intermediate level. In this sense, the authors could determine the effectiveness of the mentioned gamification strategy in learning English vocabulary. This article supports the research idea about using different tools to foster English vocabulary through gamification.

This study has relevant content since it explains how the use of gamification strategies can have a relevant impact during vocabulary learning. Undoubtedly, the range of age seems not to be an obstacle to using this strategy. It can be designed to work with kids, teenagers, as well as adults. This is because, since the pandemic, we people were more up to technology and educational trends changed dramatically. Notably, gamification has an extensive range of options, this research focused on the use of Duolingo as a gamified tool in order to foster and learn vocabulary. This is an asserted option these days because this gamified tool is the globally chosen method for learning

languages. Its use has been spreading because this is free and easily accessible education for all people around the world offering motivational language learning.

Oviedo (2022) researched “Gamification strategy and vocabulary learning” in which the researcher focused on the transformations that the learning process has experimented with in the last years so teachers had to adopt innovative approaches that can captivate students’ interest by fostering innovative environments.

The objective of this investigation was to examine the impact of the application of gamification strategy on vocabulary learning. The participants of this research were fourteen students, seven males and seven females. They were around eleven to thirty years old from “Unidad Educativa Bautista” in Ambato.

The mentioned students were part of an experimental group in order to develop this research. Pre and Post-tests based on multiple choice were applied as instruments to verify the vocabulary proficiency level of learners. Thereby, the pre-and post-testes as well as the results were validated by two experts from Universidad Técnica de Ambato.

Moreover, the data collected underwent verification by applying the SPSS program allowing the researcher to assess the influence of the gamification strategy during the vocabulary learning process. The results showed that there was a relevant enhancement in the learners’ vocabulary levels indicating the positive effects of using the gamification strategy in the learning environment. This research used a range of examples of gamification such as Nearpod, WordWall, Blooket, edpuzzle, educaplay, learning Chocolate, platforms.

This research points out that some changes and adaptations were made due to the pandemic context in all over the world. Because of the sanitary emergency, education was

dramatically affected so the development of different technological strategies was necessary to continue teaching interactively. In this way, the use of platforms became more popular because of the excellent results they had during the learning process. From that moment on, education underwent a radical change and until the current days, some of these interesting platforms are being used as a didactic way to develop different skills. It has been proven through investigations that educators are trying to apply them as much possible as it is in order to engage learners and enhance their learning process as well as drop out of conventional methods.

Mayorga (2023) worked on research about “Gamification influence in the EFL classroom” where the researcher focused on the issue that it is undeniable that in the current days, the educational field is undergoing important changes so that educators as well as students have to face challenges. In order to overcome these challenges everybody should try to adapt to the new changes by incorporating gamified tools which can reshape conventional teaching approaches.

Gamification in EFL classrooms promotes the improvement of learners' motivation by having a positive impact on the learning environment. This research used qualitative and quantitative methodologies with the application of a questionnaire for one hundred-one students of the target population. The purpose of the mentioned questionnaire was to analyze how gamification affects motivation.

The beneficiaries of this research were students from the first, second, and third levels of the Pedagogy of National Foreign Languages from Universidad Técnica de Ambato. The results showed that students prefer gamified classes rather than taking classes where conventional methods were still used because the survey results suggested that gamification applies dynamic enhancement that supplies the different students' needs so that it has a strong influence on their motivation on their performance in the classroom environment.

This investigation provides engaging information about the important role that gamification plays in EFL classrooms since it proposes to reshape conventional strategies. Even when this research is directed at university learners, it can demonstrate that the age range is not a factor that might influence gamification effectiveness in the learning process. On the contrary, it is demonstrated that young grown-ups perfectly can learn through the use of gamified tools getting significant outcomes in the skills that they decide to have an improvement without leaving aside motivation.

Thinking about young grown-ups' learning sometimes can be inferred that they better learn through conventional and unmotivated strategies. Grown-ups also need to have motivated experiences to have a positive impact on the learning environment so that they can be eager to learn more and not give up.

Fernández (2021) investigated “Gamification in the classroom for English language vocabulary acquisition and reinforcement” in which the researcher demonstrated the usefulness and benefits of gamified tools in English vocabulary learning.

There were thirty-four students divided into different classes. They were A2 (KET Cambridge) students from 11 to 14 years old whose English skills are basic competencies. The participants were part of an Academic specializing in Languages such as English, French, and Russian in Spain. The mentioned Academic prepares students to take Cambridge exams using several methods to develop all the required skills.

First, the participants were introduced to the concept of gamification as well as an overview of the enrolled tools which was considered as a project of gamification strategy to learn

vocabulary. In this sense, students were aware of how gamified tools can get significant outcomes during the teaching and learning process.

Therefore, the researcher pretended to demonstrate how using gamification in English classrooms can support vocabulary learning through the application of the gamified tool known as Socrative by applying a quiz and a poll. Concluding that the used tool was relatively unknown and innovative for students. Unfortunately, the lack of research on certain areas sometimes blocked the project.

Enhanced engagement stands out the benefits of gamification presenting some factors that promote significant outcomes because it empowers learners by fostering a sense of control. With the use of gamification strategies, learners can feel motivated to explore different choices in participation as well as in interaction which enhances relevant enjoyment during the learning experience.

Human beings' nature is to have a competitive inclination so that people try to be constantly competing among others. This issue allows people to become committed due to a desire to win or get an advanced development in any area. That is the main reason why gamification helps to retain information in people's brains which fosters long-term memories not only in the educational field.

Thereby, this process gives assistance to keep as much vocabulary as learners can so that they are able to apply vocabulary at the moment of implementing communicative skills and experimenting with an enjoyable English learning process without feeling frustrated in the case that learners do not have a long-term memory.

Retherford (2020) developed a research study in which it was possible to investigate “The impact of incorporating gamification into an English Language Learner classroom.” The beneficiaries were students of elementary school who were Native Spanish Speakers. The main objective of the research was to assess the effectiveness of gamification as an innovative approach to address the students’ needs due to the growing number of Latin migrants in the United States.

The study enrolled experimental participants engaged in first-level vocabulary learning taking advantage of a gamified environment by applying Osmo Words games. On the other hand, a control group received traditional paper-based lessons learning the same vocabulary content.

The students form a homogeneous group of students from first to third grade from Mexico, specifically from Oaxaca so that their mother tongue is Spanish. The results of this research study revealed the success of gamification in fostering and learning vocabulary enhancement among young Spanish-speaking English Language Learners.

The experimental group, which was able to apply the Osmo Words game, showed a general vocabulary assessment growth overtaking 40% relating to the control group which worked with the conventional worksheets provided. Markedly, learners with the lowest proficiency levels presented dramatically a significant improvement, narrowing the gaps between them and their English Language Learning level through the gamification strategy. Additionally, learning through gamification reported that engagement and motivation increased compared to the ones who had to work with traditional paper lessons. Besides that, students reflected a special inclination for gamified lessons.

Undoubtedly, learning English as being young immigrant might have a negative impact since the issue that people are far from their native country. Fortunately, this negative impact can

be different due to educators trying to apply new trends in education. This fact helps learners to study in a comfortable environment through the use of technology and gamified strategies. The principal aim is to provide happiness and peace to children who might be struggling with difficult situations which can be limitations to have a significant learning English process. Mentioned this, there are a lot of programs especially, in the United States that offer education to these vulnerable young learners. As mentioned before, gamification at schools has become one of the most used tools applied during classes by educators, this allows students to acquire vocabulary in English which lets learners work deeply on their communicative skills taking advantage of that they are one hundred percent exposed to the language which facilitates the English learning process as well as in the personal and emotional field. Moreover, learners have enjoyable and exciting experiences during learning by applying gamification as a strategy because learners can enroll and collaborate among learners in the same conditions or native people with whom they acquired more vocabulary to better communicate.

THEORETICAL FRAMEWORK

Games

Games in the English Language context has an important impact. In the research study “High School Students’ Motivation to learn Climate Changes through Computer games” taken from Scopus, Besalti & Smith (2024) concluded that “Educational games can significantly motivate students to learn. Therefore, educators should leverage these games to create engaging, enjoyable, and immersive learning experiences.” Likewise, According to Shukurova (2021), “Games make classes interesting and exciting as they help improve the vocabulary of the language of students. Also, games develop memory, agility, resourcefulness.” In this sense, game capture

learners' attention and promotes an enjoyable learning environment so that their participation, motivation, and practice increase significantly since learners are able to analyze and understand how vocabulary can be applied in real life situations. Moreover, games require an active learners' participation for that reason they promote language skills development such as listening, speaking, reading, and writing conducting to have memory retention through repetition as well as practice so that learners are able to remember vocabulary and language structures easily.

As learners require to think in a creative way to solve problems, critical thinking skills is also fostered due to the fact that they need to be involved in collaborative and competitive environment improving their confidence. To get excellent outcomes using games in the learning contexts, it is important to select games that align with learners' needs.

Game-based learning

Game-based learning (GBL) in the current days emphasizes garnering relevant interest in educators as well as teachers. Plass et al. (2020) established that "Games for learning may be defined as games with specific learning goals." For that reason, Plass et al. (2020) mentioned that "There are four mutuality-supporting theoretical foundations of games for learning: motivational, cognitive, affective, and sociocultural."

"Game-based learning refers to the achievement of defined learning outcomes through game content and play and enhancing learning by involving problem-solving spaces and challenges that provide learners as well as the environment where the integration of game content promotes the acquisition of skills and knowledge" (Krath & Von, 2021). The aim of this environment is that game activities can add problem-solving spaces and challenges that can offer the learners a sense of accomplishment. In the current days (GBL) students should achieve goals by selecting actions and facing outcomes regarding those decisions.

“Positive outcomes might be the result of making well-informed choices in the game” (Krath, 2021) emphasized that in the educational context, high-quality, for example, intrinsic motivation, is connected to better outcomes than low-quality motivation. Learners tend to feel motivated by the issue of advancing in the game which transforms them into proactive rather than passive learners. When learners use video games, they acquire knowledge by repeating attempts learning from failures, and accomplishing goals leads them to be eager to make progress to the higher levels.

This is a process where trial, error, and learning are involved. As this is a process, the players usually start the game at low levels in order to acquire enough skills to navigate the virtual world effectively. After that, well-developed skills help learners to master challenging levels. The video games are designed to keep learners interested by managing the difficulty levels to make overall progress. In classrooms game-based learning encourages students to make progress through approving levels so that they are able to show progress in their advancements.

“Designing game-based learning (GBL) environments for fostering learner’s argumentation skills has recently become popular, especially respect to scientific results for real-world applications, it encourages active learning and engagement by providing learners with the opportunity to place problem-solving scenarios within the context of the play” (Noroozi & Talae, 2020). Game-based learning (GBL) combines the strategies, social interactions, and rules intrinsic to playing games in the educational field. This allows educators to focus on specific activities that improve the application of concepts in real life as well as foster more group work experiences. Educators should apply game-based learning because it includes friendly competition, improvement of inter and intra-personal skills, application of a Student-centered approach, engagement and motivation, and application of strategic thinking and problem-solving.

Furthermore, this approach changes learners' point of view related to education making the learning process a meaningful and engaging experience. Educators have the possibility to design different activities according to learners' requirements. Even when some educators might not have enough experience with technology, many pre-designed game options are accessible. For instance, Minecraft is a program that has certain assessments and pre-aligned lessons with objectives and outcomes meanwhile gimkit is an interactive platform which allows teachers to create quizzes where learners are able to play in a game environment.

Technology Education

The analysis "International Journal of Emerging Technologies in Learning" taken from Scopus where Tayakcu et al. (2020) affirms that "Years ago, technology education was about the use of equipment in classrooms. Currently, it has changed to include areas so that people are able to interact with technology, methods to enhance performance, online education, and even the transition from traditional teaching to more interactive and engaging methods such as gamification."

In this context, Technology Education helps to prepare learners to understand and use technology effectively since learners are able to learn its role and impact. Thus, they are motivated to learn by doing through practical tools in which they can explore, create, and solve problems promoting critical thinking. "Current Educational trends today suggest the use of digital tools and platforms to get significant learning outcomes due to the fact that Technology Education uses virtual reality, gamification, and collaborative tools that promote an interactive learning process" (Bahodirovich & Romilovich, 2021). In this sense, the use of Technological Education is essential to prepare learners for instructing them so that they have appropriate use of technology and can take advantage of it in the educational field.

Gamification

“Gamification is a term used in learning with games that can be used to improve English learning since it reflects an innovative and captivating learning activity” (Zhang & Hasim, 2023). “Fundamentally, gamification means that some system applies game-like elements to enhance the user participation, the motivation to keep using the said system or the retention rate to keep the existing customers” (Kasurinen & Knutas, 2018). Gamification is not new in the current days, but this can become a double-edge tool because it can cause addiction which might have negative outcomes in education. Fortunately, investigations have shown that gamification motivates learners to learn significantly allowing them to use multiple senses at the same time. “Gamification methods are used to motivate students to improve their learning outcomes” (Fadhle et al., 2020). For that reason, some experts have determined that gamification has become one of the top trends in the educational field since 2022.

According to a report from Cumbre Mundial del Gobierno y Oxford Analytical, the freedom to fail by making mistakes and learning from them, the freedom of effort by developing reflection and accomplishments, as well as the freedom of experimenting by trying new things or strategies, have been enclosed. Essentially, gamification shares three features which are a rule to be followed, specific objectives to be accomplished, and immediate feedback. “This strategy includes using game elements in specific learning activities that students develop during classes and it is fundamental to know and understand that gamification is not perfect for all learning situations and is vital to avoid including isolated games that do not support learning tasks” (Oviedo, 2022). Thereby, gaming and learning have various similarities such as the exploration of goals, domains, competition, overcoming obstacles, dealing with the limits of time, and the satisfaction of getting rewards.

The study “The Effect of Utilizing Gamification in Enhancing English Language Skills in University Settings” taken from Scopus, Qubâ et al. (2024) affirms that “Gamification involves integrating game elements and mechanics into non-game contexts, such as educational activities”. As gamification is an instructional method in education it involves technology and the principles of game design which emerges as an effective tool. “Even when technology provides learners with extensive access to information and encouraged sharing knowledge among others it also can be challenging for educators (Nieto & Roldán, 2021).

“Recent research in the gamification field suggests that to be effective, the game elements should be tailored to learners” (Hallifax et al., 2019). New technology such as virtual reality and artificial intelligence (AI) have been part of education. In the near future, the mentioned technologies are expected to contribute to the development of more gamified environments. Gamification is becoming a prominent pedagogical approach and it can be a potential tool principally for learners who struggle with conventional methods that in some cases are still used.

According to the study “Impact of Gamification on Motivation and Academic Performance” taken from Scopus “Gamification significantly influences motivation by facilitating assimilation of knowledge, the improvement of skills and academic competencies of students, and specifically refers to a wide range of capabilities that are essential for success in the educational environment and that can be enhanced through playful and interactive learning experiences” (Jaramillo et al., 2024).

In such way, it is essential to be aware that gamification has some factors that have to be taken into account such as the issue that it involves the personalization of learning experiences, monitored assessment where the learners receive immediate feedback to know if they are on the

right way or not so that educators are able to apply corrective measures if it is necessary meanwhile the learner can improve in new attempts.

Gamification Trends in EFL

Gamification is a topic, which has been considered one of the significant new trends in the development of services and applications in the software industry. “The basic concept of Gamification in the school environment means another step towards educational innovation, it presents a new vision to propose learning in the classroom, a way of instilling teachers to update themselves regarding the new teaching methods” (Mayorga, 2023). In this sense, gamification is becoming more common in the educational field, its application in the teaching-learning is a little bit new. Despite this fact, there are a lot of researchers to demonstrate how positive or negative effects gamification presents specifically during the vocabulary learning process outside the classroom without the necessity of attending a face-to-face class. This means that students are able to learn vocabulary through gamification strategies everywhere at any time.

Then, the improvement of soft skills which are critical thinking and solving problems that are tested in collaboration and competitive environments are characteristics to keep in mind. Undoubtedly, new learning games are being used in the current days, but some of them are becoming the most popular such as Duolingo which is a free-language learning app that helps significantly people to learn a new language. User can check their progress through levels, getting rewards, or crowns. Another game that is becoming popular is Minecraft in its Education Edition which helps educators to incorporate learners in virtual, game environments in order to teach effectively by controlling the environment and establishing rules and limitations. In this sense, Kačerauskas & Sliogeriene (2022) suggest that also the use of gamified tools in an excessively way must be considered.

Sometimes educators or institutions do not have the necessary budget or technology, so Kahoot is a good option. This is a game-based learning platform where learners can explore and educators are able to design real-time multiple-choice quizzes that can be answered by using the link shared on the phones meanwhile learning is evident, learners can compete with each other and earn points so at the end someone can set to the top of the leader board. The main difference between regular games and gamification is that learners are supposed to learn new things related to the provided topics and get an assessment in order to make progress.

Researchers have concluded that using gamification to enhance vocabulary learning has a positive impact on learners because their engagement and motivation to learn increase dramatically.

Didactics

Educators have the opportunity to shape their instructional approaches for their learners by employing different teaching methods. Riskulova (2020) established that “Didactics play an important role in organizing and managing the lesson and as teachers, we can say that a lesson is the result of our creativity, and theory of teaching, which is the main function of education.” In this way, it is important to take into account that didactics involve the individual aspects of learners during the educational process. This issue requires that educators should be familiar with the organizational techniques, teaching formats, and procedures with special attention to each learner’s characteristics.

Moreover, Riskulova (2020) mentioned that “One of the most important principles of didactics is to combine theoretical knowledge with practice and life experience”. Keeping in mind that educational accomplishments are based on the connection between theory and practical application, this issue is possible through the interrelationship that learners are aware of the essence

of the learning material so that learners may develop the ability to apply it in real-life situations as well as having conscious attitudes promoting them to participate effectively in the didactic activities offered.

English Language

Beginning from the issue that Language is the essential source of communication since it helps people to interact each other by sharing thoughts and ideas, feelings. It is relevant to say that “English is the most widely spoken language globally. It is one of the most commonly used languages, with over 350 million people speaking it as their first language and more than 430 million as their second language. There are English speakers in nearly every country around the world” (Ilyosoyna, 2020). In such way, the English language is important since it is considered as the universal language and is valuable in different contexts. For instance, speaking English can open up more job opportunities as well as educational benefits in such a way that learners can have access to relevant material on internet, so being able to use the language can help to connect people from different countries, cultures and perspectives.

Skills

According to Haberman et al. (2020), “Every language stands upon four basic pillars including: reading, writing, listening and speaking and each person possesses different levels of English”. In this sense, the four English Skills are crucial to get effective communication during the learning process. English Language offers Receptive Skills and Productive Skills.

Receptive Skills are responsible for receiving and understanding language input. In this case, Listening is the ability to understand spoken language and produce a respond appropriately in different contexts like conversations. Meanwhile, Reading allows people to understand written English from any kind of source by recognizing vocabulary and grammar. Furthermore, Productive

Skills are in charge of produce language output to effectively communicate. Thus, speaking allows people to produce language orally through proper pronunciation and fluency to hold conversations. Likewise, writing also is a skill that help people to express ideas coherently in written forms taking into account grammar, punctuation, spelling, and style.

Sub-skills

English Language has relevant subskills that are categorized according to each skill. Undoubtedly, learners should focus on subskills since they allow to determine areas that need to be improved to get an effective communication. Vasanthan and Nandhini (2022) affirms that English Language sub-skills offer detail basis for using the language. As this study is focused on vocabulary development, it is essential to review in-depth this subskill. Vocabulary sub-skill is made up of some features such as recognition which allows identifying and understand words as well as remember to be used accurately when speaking. Knowing the meaning and the context is important because words can have different meaning depending on the situation. Knowing synonyms and antonyms also enrich language use as well as collocations idioms and phrasal verbs make English sound more natural and fluent. Undoubtedly, developing English sub-skills promotes an extensive vocabulary which improves the development of the main skills.

Vocabulary

Vocabulary also is considered one of the most important aspects when learning English because it is related to how people can be able to communicate. According to Aprilani (2021), “Vocabulary learning in second and/or foreign languages is needed to make effective communication and it is impossible to use a language effectively without an adequate vocabulary and to master other skills in English”. To reach that point, the process tends to be as people having

a kind of dictionary in their minds full of words that come out easily to express ideas or hold conversations.

The study “Unveiling vocabulary teaching and learning beliefs of teachers and learners in an EFL context” taken from Scopus by Alshumrani (2024) concluded that “Teachers and learners generally valued vocabulary on a par with the development of the four skills required”. Moreover, according to Pradini & Adnyayanti (2022), “By understanding vocabulary well, students will be able to write a concept, read the information clearly, and know the meaning of the vocabulary they are listening to.” In this sense, vocabulary is crucial for young learners because they are in a period where children can rapidly absorb new information and demonstrate that is easier for them to understand and learn about their surroundings, even languages so that English educators play a vital role in this developmental stage by maximizing students' competencies. They should provide effective strategies, facilities, and learning media to enhance students' English learning. Additionally, meaningful learning activities and tools should be implemented to enrich students' vocabulary. Thus, Educators need to find engaging and enjoyable learning media to boost young learners' motivation, even in online learning environments. One effective tool for enhancing students' vocabulary learning is Wordwall which offers interactive and fun activities that can significantly increase motivation and interest in the subject.

Additionally, “To become proficient in English, students need to learn as much vocabulary as possible, as it is one of the most crucial components of the language” (Simamore & Oktaviany, 2020). However, sometimes educators in educational institutions do not give importance to learning vocabulary without analyzing that this process is an essential tool to be able to communicate.

Wahyuningsih & Afandi (2020) concluded that “Vocabulary problems that may be commonly encountered by the students are inadequate vocabularies, complicated structure, inappropriate intonation and pronunciation, lack of exposures in speaking English, lack of language curriculum development”. In this sense, challenges faced by learners in the English language learning process when speaking English may include inadequate vocabulary, insufficient grammar mastery, incorrect pronunciation, limited exposure to English outside the classroom, lack of confidence, and underdeveloped English-speaking curriculum. Consequently, students tend to have a limitation in expressing ideas because of the lack of a range of extensive vocabulary. Sometimes these kinds of learners can understand contexts by reading, listening, and writing, they even can have the mentioned skills more developed, but because of the lack of vocabulary, they are not able to produce language orally.

Cognitivism

According to Schunk & Usher (2019), “Cognitive theory is a psychological perspective on human functioning that emphasizes the critical role played by the social environment on motivation, learning, and self-regulation. Cognitive theories as well as behavioral theories of learning present prominent roles in the educational psychology field.” In this theory, the aim was put on the internal thought processes of a learner and not just solely on the observable behaviors, it can be divided into two learning theories; social cognitive theory and cognitive behavioral theory (Garnham, 2019).

The cognitive theory was introduced by Jean Piaget, who emerged in response to the behaviorism theory that was proposed by Skinner and Watson in the early 20th century (Muhajirah, 2020). In this sense, a relevant difference exists between cognitive and behavioral theories in the education context. While cognitive learning theories focus on cognitive development and internal

mental processes, behaviorism specifically emphasizes external factors and observable behaviors (Garnham, 2019).

The Cognitivism theory focuses on the mental activities during the learning process and actions such as thinking, remembering, perceiving, interpreting, reasoning, and solving problems are included. This theory posits that the human mind works like an information processor or such as a computer. As it emphasizes acquiring knowledge by applying internal processes, as a result, the cognitivist approach delves beyond observable behavior. That means that “Cognitivism refers to the study of the mind and how it obtains processes, and stores information engaging in an activity for the built-in satisfaction associated with the activities rather than separate consequences” (Makransky, 2021).

Furthermore, Malik (2021) concluded that “Self-efficacy and environmental factors go hand in hand.” Thus, cognitivism provides beneficial learning environments in classrooms, it includes interactive mental activities that enhance learners’ cognitive abilities. For example, exposing students to thought-provoking questions encourages their minds in order to extend beyond existing knowledge to look for solutions. Cognitivists assert that human learning is rooted in thought processes, emphasizing that experiences shape students’ learning and that behaviors can be altered based on new information. According to this point of view is considered as an internal process rather than a static product. The foundations of cognitive theories consider that acquiring knowledge occurs as learners are able to participate actively participate in problem-solving activities. Cognitive learning involves actively acquiring knowledge and focuses on assisting learners in optimizing their mental capacity.

“Children may not learn easily a foreign language due to their high level of cognition clear, logical thinking, and strong self-observation skills are not mature enough” (Devaki, 2021).

Using cognitive strategies facilitates the learners' ability to match new information with their existing understanding, so that enhancing their retention and memory capabilities. It encompasses sustained, meaningful, and active student engagement in educational activities. This deep involvement in the learning process facilitates enhanced thinking, comprehension, and retention. The cognitive approach does not rely on repetition or just memorization. On the contrary, it is centered around significant learning, teaching learners how to learn effectively and fostering genuine understanding. In other words, it is important to be aware of the features of the cognitivism strategies when students are learning such as using visualizations in order to improve learners' memory and comprehension of concepts, motivating to have active participation by justifying students' thoughts, guiding learners' comprehending and looking for connections between ideas, prompting learners to reflect on information in their memory and providing chances to discover new solutions to any problem.

Constructivism

“The constructivist revolution has deep roots in the history of education. This revolution relies heavily on the work of Piaget and Vygotsky as sources, both of which emphasize that cognitive change only occurs when the previous conception undergoes a disequilibrating process because it emphasizes new information” (Efgivia et al., 2021). Approximately sixty years ago, Jean Piaget introduced a distinctive concept that differentiates constructivism from other connection theories. The notion suggests that knowledge does not and cannot aim to generate representations of autonomous reality. Piaget's theory provides a solid framework about what children do and how they think at different stages of their development because they understand the world from their own views and their views are extremely robust, coherent and continually evolving (Burhanuddin et al., 2021).

Constructivism centers on the idea that learning is the product of mental construction which means that students acquire knowledge by integrating new information with what they already know. Proponents of constructivism assert that the learning process is influenced by the instructional context and the learners' beliefs and attitudes. The theory aims for people to construct meaning and knowledge through their experiences. It is important to take into account that constructivism is not a specific pedagogical method. Piaget's constructivist learning has deeply impacted learning theories and teaching approaches in the educational field.

The fundamental idea of the theory revolves around the relevance of experiences or interactions that learners can have with the surrounding environment during the learning process where learners generate knowledge and derive meaning from their experiences. Accommodation and assimilation are factors to contribute to the formation of new knowledge.

There is an extensive range of benefits of constructivism that are important to highlight such as children experience enhanced and motivational learning rather than being passive listeners. Education is most effective when it focuses on critical thinking and comprehension instead of memorization. Moreover, learners are involved in questioning, exploration, and even assessment design leading to better retention and real-life application as well as fostering the development of social and communication skills by creating an environment of collaboration and exchanging ideas by working on group projects.

Efgivia et al. (2021) concluded that "The role of students as "consumers" to be balanced with the role of 'producers', a teacher who acts as a facilitator is needed who is able to carry out educative teaching." The main function of students has evolved from being consumers of ideas to becoming producers of ideas. Besides, the role of the teacher has transitioned from inadvertently hindering the learning process to actively facilitating the learning process.

Connectivism

“The concept of connectivism describes the nexus between human learning and the ubiquitous access to knowledge enabled by the current technological environment” (Corbett & Spinello, 2020). In the same way, Downes (2022) established that “Connectivism, also known as distributed learning, is suggested as a more suitable theory for the digital age, where action is required without relying solely on personal learning by using information beyond our primary knowledge base” Connectivism theory proposes that students not only acquire ideas or general knowledge from diverse sources but also integrate them effectively. It was introduced in 2005 by the theorists George Siemens and Stephen Downes, Connectivism contends that technology advancements have transformed the way information is accessed so that it influences the learning process.

“The principles of connectivism may help instructors to develop a learning environment where learners add understandings to their previous knowledge of sustainability through online interactions and by accessing digital knowledge sources” (Dziubaniuk et al., 2023). This theory advocates for group interaction and dialogue promoting the expression of different perspectives and opinions at the moment of making decisions and solving problems and data comprehension by using platforms, exploring online communities, and blogs.

In this context, connectivism means that the learning process is a social rather than an individual process. This issue implies that learners can get more effective learning outcomes when sharing with others their ideas, opinions as well as experiences. In the learning process, active participation is very important due to the fact that it lets learners express freely what they want. Meanwhile, the conventional learning method refers more to a teacher-centered method,

connectivism emphasizes creating knowledge created by learners working with other people in a collaborative way.

There is a range of benefits to connectivism that offers such as collaboration which aims to encourage learners to collaborate with others by joining efforts on projects where there is a mutual benefit because they are able to share ideas and propose solutions and sometimes learners take on teaching roles. Furthermore, motivation is an essential benefit of connectivism because activities involved in connectivism foster enthusiasm so that learners usually give their best effort as they take responsibility for their own learning.

Principles teaching to young learners

Teaching young learners sometimes could turn demanding and complex. (Wulandari & Ramendra, 2020) analyzed “The importance of English Language vocabulary for children’s ability and how essential is to produce it clearly. Young learners feel motivated and delighted to learn English vocabulary necessary to convey their intended meanings, and they are keen to use this vocabulary actively.” Some principles can guide approaches to teach young learners such as constructing teaching methods around engaging activities and physical movements.

Deni & Fahriany (2020) affirm that “Is necessary to think strategy and system of teaching English to young learners in order to gain optimal results.” In this sense, educators should look for strategies in which learners’ needs and objectives plans might be covered getting significant learning outcomes. “Teachers need to use appropriate learning strategies so the students are engaged and motivated in the teaching and learning process” (Wulandari et al., 2020). It means that there is relevance when connecting language learning with physical activities because it allows to encourages young learners to use drawing, crafting, puzzle solving, matching words or pictures,

playing games, and performing movements or actions based on instructions. For that reason, in this case, teachers frequently tend to apply Total Physical Response (TPR) activities.

“TPR is a language learning method that is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that more often or intensively a memory connection is traced, the stronger the memory will be. In the TPR method classroom, students respond to commands that require physical movement” (Bahtiar, 2017). Considering that all skills must be developed, there are different kinds of activities that can help teach young learners. Some listening activities like auditory cues, responding to commands, drawing based on audio prompts, and numbering sequences. Similarly, there are activities such as songs, dialogues, and expressions in certain situations to develop speaking skills.

Patanduk et al. (2023) affirm that “Young learners tend to have shorter attention spans, making it challenging to keep their focus during English lessons.” Teachers need to incorporate interactive and engaging activities to maintain their interest and maximize opportunities. In this sense, designing lessons based on interconnected activities should consider that as young learners have limited attention spans, is crucial to incorporate multiple brief activities in each lesson to change the activity as quickly as possible since they need to work on activities lasting around 10 minutes to get effective learning. It is essential to keep a balance between different types of activities such as including a mixture of noisy and quiet activities, and developing different skills (listening, speaking, reading, writing) during the lesson as well as group or pair work, whole-class activities, or individual work. Moreover, creating an interaction between teacher and learners as well as learners-to-learner activities can enhance the learning experience.

Developing lessons based on assignments, in this context means that “the activities have to be centered on meaning that allows learners to use their abilities to fulfill a set objective. “It

improves the students' research skills and provides a real-world connection to the content" (Yuliansyah & Ayu, 2021). For instance, drawing pictures by following oral instructions or simply sequencing pictures in order to complete a story when working in groups or pairs. The principal features of classroom tasks for young learners encompass coherence, activities and outcomes, meaningful engagement, well-defined objectives, and learners' active participation. In addition, scaffolding helps young learners to support each other, classmates with advanced levels, or even teachers or parents in order to learn from the ones that have higher levels.

Propose lessons centered on that young learners are familiar with. Lessons need to be structured around specific topics such as friends, food, animals, family, country life, culture, and famous people so that lessons can offer a learning experience in the children's lives because it makes it easier to express ideas in English. Besides that, incorporating enjoyable activities that young learners can develop without feeling frustrated is essential, otherwise they might block their minds and create a limitation for learning. "Meaningful learning could occur when the content is relevant to students' prior knowledge, the materials are conceptually related to the students' prior knowledge, and the meaning material and content are incorporated into the students' existing knowledge" (Hsbollah & Hassan, 2022). That is why educators play an important role by offering language input and being models as well as providing them with appropriate instructional materials, thus educators' role also is to provide rich language support. Due to the lack of learners' English knowledge, they need strong assistance during the development of the activities by providing examples or illustrations. Hence, is important that students can be clear with the goals so that they can fulfill successfully their activities in class, in the end is essential that educators let learners know the progress that they have by rewarding them with something that makes them feel proud such as stickers, points, stars, or even candies if possible.

CHAPTER 2

METHODOLOGICAL DESIGN

“The methodological design is the appropriate strategy for developing studies. It focuses on the way that the study is conducted by specifying information about participants, data collection process, technics or instruments to ensure that the process is consistent and reliable” (Mora, 2024).

In this sense, the current chapter of the research is focused on providing a more in-depth understanding of the methodology applied which is regarding a proposal of a gamified unit to develop English vocabulary learning in young learners. The first section of this chapter undertakes the type of research design. Moreover, the beneficiaries to whom the proposal was designed are described as well the expert’s validation analysis.

RESEARCH DESIGN

The research acquired a qualitative approach. According to Aspers & Corte (2019), “Qualitative research involves the study used and collection of a variety of empirical materials – case study, personal experiences, introspective, life story, interview, observational, historical, interactional, and visual texts- that describe routine and problematic moments and meanings in individual’s lives.”

In this sense, this research was conducted by exploratory - documental research method. Gorsky & Mold (2020), defines “A documentary research method as the analysis of documents that contain information about the phenomenon being studied.” In such a way, this method was applicable for describing the gamified strategies to teach vocabulary to young learners who still experience the use of conventional learning methods.

This method aimed for educators to use innovative and motivational methods that allow learners to have significant outcomes in the English vocabulary learning process through gamification. In this research, it has been investigated cases and documents that are focused on EFL young learners, gamification trends, strategies, and activities.

PARTICIPANTS

The proposal of the didact unit based on gamification to learn English vocabulary was aimed at seventh-year learners around 11 and 12 years old with low proficiency in English vocabulary learning from primary school who are comfortable with mobiles, tables, and other kinds of technology. The participants may have a discouraging perception of learning because of the lack of enough vocabulary. Considering that mostly at this range of age requires an enjoyable learning process through gamified activities designed according to their preferences and needs getting meaningful vocabulary learning.

CONSISTENCY MATRIX

Table 1

Consistency Matrix

Categories	Conceptual definition	Dimension	Indicators	Technique and instrument
Gamification	“The use of game design elements to enhance academic performance such as learning attitudes, behaviors, and outcomes.” (van et al. 2021).	Game new trends mechanics and interaction	Game elements like levels, challenges, and rewards to keep the learners’ interest by creating active participation.	Documental research with a documental analysis chart based on study categories
		Collaboration and progress tracking	Teamwork and interaction fostering. Allow learners to monitor their achievements.	
		Engaging design and Language exposure.	Interesting scenarios to keep engagement as well as different language contexts to reinforce vocabulary.	

Elaborated by: Anabel Ruiz (2024)

Source: Direct research

CONSISTENCY MATRIX

Table 2

Consistency Matrix

Categories	Conceptual definition	Dimension	Indicators	Technique and instrument
Didactic Unit to develop English vocabulary	“A system of the interrelation of the elements involved in the learning process such as vocabulary which refers to several different and connected words in a language (English in use where it is the official language).” (Bronov et al., 2019) (McCarthy, 2022)	Objective and learning goals	Learning objective	Documental research with categories of analysis
		Content and staging instructions	Content Skills develop Activities Teaching method.	
		Technological tool integration	Technological resources to enhance vocabulary	

Elaborated by: Anabel Ruiz (2024)

Source: Direct research

RESEARCH TECHNIQUES AND INSTRUMENTS:

This research applied documental analysis. Morgan (2022) established that “A documental analysis is a valuable research method that has been used for many years, it consists of analyzing various types of documents including books, newspaper articles, academic journal articles, and institutional reports.”

In this sense, this research applied documental analysis with categories of analysis to collect information about gamification trends to develop English vocabulary learning as well as a proposal of a didactic unit based on gamification through an expert’s validation of its feasibility.

According to Sánchez & Sigala-Paparella (2023), “The analysis of Qualitative data by categories requires compliance with a series of steps and tasks that the researcher can adapt and make flexible according to the particularities of the subject, which is a procedure of distinguishing, separating, and prioritizing elements.” Thus, for the current analysis of the results, a categorization chart was used so that it allowed us to identify the most significant theoretical findings to sustain the research.

DESCRIPTION OF THE APPLICATION OF INSTRUMENTS AND THE ANALYSIS OF THE RESULTS

Author: Anabel Ruiz

Title of the Research: PROPOSAL OF A DIDACTIC UNIT BASED ON GAMIFICATION TO DEVELOP ENGLISH VOCABULARY LEARNING IN YOUNG LEARNERS.

General Objective of the research: To propose a didactic unit focused on gamification for teaching vocabulary

INSTRUMENT TYPE: Documentary Analysis Chart

Objective: The current Documentary Analysis Chart aims to present an in-depth analysis of 20 resources found related to categories: Gamification trends, gamification strategies, gamified resources, and vocabulary.

Data Collection Process: As the current study is qualitative in nature, the appropriate research instrument was the Documentary Analysis Chart. In this way, the Data Collection Process suggested researching documents, articles, or journals since the information helps to develop the systematization process in which it was possible to analyze the following categories: Gamification trends, gamification strategies, gamified resources, and vocabulary. In this process, it was necessary to research 20 articles related to the categories mentioned, so that the objective of the charts was to collect relevant information for each article found such as Title of the research, Population, Textual Typology, APA References, Doi / URL, Year, Keywords, and General Content Overview.

This systematization suggested expanding a Content Analysis Chart which both are located in Annexes 1 and 2, pages 207 and 230 leading to an in-depth analysis of the collected information selecting specific details required in each category so that this process can guide designing the structure of the Didactic Unit Based on Gamification to develop English Vocabulary.

ANALYSIS RESULT

Authors' Triangulation

According to Bans & Tiimub (2021), "Triangulation basically aims at validating the results of a study". Moreover, "it is crucial since it combines various data sources and enhances credibility by integrating multiple methods, allowing the strengths of one approach to compensate for the weaknesses of another" (Aguilar, 2020). In this sense, the current Analysis Result is focused on an Author's Triangulation to compare different studies and authors' criteria.

In the following charts, different authors findings about vocabulary, gamification trends, gamification strategies, and gamification elements will be detailed in depth.

Table 3

Vocabulary

VOCABULARY

Author 1:	Pradini & Adnyayanti (2022) affirm that when learners have a deep understanding of vocabulary, they can clearly express their thoughts in writing, understand what they read, and make sense of the words they hear. Thereby, vocabulary is especially important for young learners because they are at a stage where they can quickly absorb new vocabulary and easily figure out what is said around them.
Pradini & Adnyayanti (2022)	

Author 2:
Aprilani (2021)

Aprilani (2021) affirms that vocabulary is regarded as one of the most crucial elements in learning English or any other language, as it directly impacts the ability to have an effective communication. Thus, vocabulary acquisition is essential because without sufficient vocabulary, it is impossible to use a language proficiently or mastering other language skill. Acquiring vocabulary seems to develop a mental “dictionary” of words that allow express ideas or thoughts.

Author 3:
Diaz et al. (2022)

Diaz et al. (2022) conclude that learners show improved skills in learning as well as mastering new vocabulary through gamification in and out of the classroom. They used technology properly and asked insightful questions which help them think critically. By using gamification, learners were able to feel more confident due to the fact that they had more chances to practice vocabulary in an interactive way using gamified tools such as Kahoot, Mentimeter, Wordwall, Quizwhizer, Quizlet, Vocabulary Jam, Flashcards, and Jeopardy rocks.

Elaborated by: Ruiz Anabel (2024)
Source: Direct research

Interpretation:

The current studies presented in the above chart; it is evident that the all of the authors have a similar point of view regarding to vocabulary. Pradini & Adnyayanti (2022), Aprilani (2021), and Diaz et al. (2022) absolutely agree with the fact that understanding vocabulary deeply helps learners to express their thoughts clearly. For young learners is easier to acquire new vocabulary because they absorb all around their environment. Moreover, the authors affirm that building a strong vocabulary is a key to effective communication and mastering a language and overall language proficiency because it is like human beings create a mental “dictionary” that is used to transmit ideas or thoughts.

Gamification has shown to be a powerful tool to increase vocabulary everywhere fostering more confidence in learners through interactive tools like Kahoot, Mentimeter, Wordwall, Quizwhizer, Quizlet, Vocabulary Jam, Flashcards, and Jeopardy Rocks that make vocabulary practice fun and engaging, helping learners strengthen their language skills effectively.

Table 4

Vocabulary

VOCABULARY

Yu (2023) affirms that learning English vocabulary is a process in which it must be gradual which means that learners need to accumulate knowledge progressively.

This process is a crucial aspect of mastering the language, thereby gamification is a new trend which uses some mobile apps to promote English vocabulary learning.

Author 1:

Yu (2023)

Students can easily learn English vocabulary through gamified methods anytime and everywhere. Gamification to vocabulary learning often includes elements like competition, storytelling, achievements, curiosity, collaboration, and entertainment. All of these features mentioned potentially impact the acquisition of English vocabulary.

Author 2:

KIimova & Polakoya (2020) affirms that nowadays, some methods that promote EFL Vocabulary learning through Learning Mobile application such as Mobile-Assited Language Learning (MALL) which has become popular allows learners to use their mobile devices easily so they can

Klimova & Polakoya (2020) practice their vocabulary acquisition anywhere. Game-based activities on these devices can also greatly improve students' speaking skills, helping them practice English applying the vocabulary learned, create meaningful sentences, and speak with greater accuracy and confidence.

Alshumrani (2024) affirms that vocabulary is considered as a crucial indicator of second language proficiency, and the impact of educators' as well as learners' perceptions about vocabulary on teaching and learning has recently gained relevant attention in second language learning context.

Author 3:
Alshumrani (2024) Despite the importance of vocabulary knowledge as an important feature of L2 proficiency, the demanding nature of lexical items and the huge number of words needed to have a fluent language mastery represent a relevant challenge for most learners. To truly understand written and spoken texts, learners have to acquire thousands of words. Additionally, mastering a word goes beyond simple recognition so that L2 learners must know how to understand and use the word in different contexts which can be challenging.

Elaborated by: Ruiz Anabel (2024)
Source: Direct research

Interpretation:

Through the current studies presented, it can be evidenced that authors have different points of view regarding to vocabulary. In this sense, the first author Yu (2023) expresses full agreement with the fact that Acquiring English vocabulary is an essential process that requires learners to accumulate knowledge.

As gamification suggests the use of mobile app which are increasingly being used to enhance English vocabulary learning, it allows learners to acquire new vocabulary everywhere and anytime with the incorporation of some elements since they can significantly impact vocabulary acquisition. Likewise, Klimova & Polakoya (2020) stand out the use of gamified methods such as mobile-assisted language learning (MALL) due to the fact that learners can easily use their mobile devices to practice vocabulary acquisition. Moreover, when developing game-based activities learners are able to foster vocabulary acquisition as well as learners' speaking skills to construct meaningful sentences with confidence.

However, Alshumrani, (2024) shows a disagreement with the fact that the extensive vocabulary required for constructing language means a significant challenge for learners since this process must require thousands of words to be used in different context which can be demanding to achieve language proficiency.

Table 5

Vocabulary

VOCABULARY

Author 1: Simamore & Oktaviany (2020) conclude that to gain proficiency in English, learners need to acquire as much vocabulary as possible, since it is an essential component of language. Nevertheless, some educators in some cases tend to overlook the importance of vocabulary learning, failing to recognize that it is an essential tool for effective communication.

Author 2: Wahyuningsih & Afandi (2020) conclude that learners often face vocabulary challenges such as limited word knowledge, complex sentence structures, incorrect intonation or pronunciation, lack of exposure to practice.

Wahyuningsih & Afandi (2020) The mentioned issues can be a barrier to express ideas or thoughts effectively. Even when learners may understand what they read, listen to, and write, they can be struggling with the spoken language due to the lack of vocabulary.

Sadeghi et al. (2020) concluded in their study that gamification did not impact at all in the vocabulary acquisition among participants thus, they do not get significant effectiveness in their outcomes. Gamification effects to develop vocabulary by the application of leaderboards did not have a positive influence since features such as pronunciation, intonation, expand vocabulary and practice in different contexts play an important role in this process.

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

In the previous studies selected for the development of the above chart, some authors believe that vocabulary development can be significantly enhanced through the application of current methods such as gamification.

However, they have found some challenges that can represent significant drawbacks. In line with this argument, Simamore & Oktaviani (2020), Wahyuningsih & Afandi (2020), and Sadeghi et al. (2020) conclude that achieving proficiency in English requires learners to acquire a substantial vocabulary to have effective communication. Most of the time learners struggle with drawbacks such as limited words knowledge, wrong intonation or pronunciation and the lack of

exposure to have practice. These issues can be a barrier to develop vocabulary thus learners are not able to produce language effectively struggling especially with spoken language due to the lack of vocabulary. Despite the benefits of gamification mentioned in other studies, the authors referenced above argue that its impact on vocabulary acquisition is not significant. They suggest that it does not positively influence vocabulary development, resulting in limited effectiveness in learners' outcomes.

Table 6

Gamification

GAMIFICATION	
Author 1: Fadhle et al. (2020)	Fadhlae et al. (2020) have demonstrated in their study that gamification greatly enhances learners' motivation enabling them to engage multiple senses at the same time so that it is employed to encourage learners to enhance their learning outcomes.
Author 2: Qubâ et al. (2024)	Qubâ et al. (2024) affirm that gamification is about integrating technology use as well as game design principles which can make it an effective tool in the educational activities to foster relevant outcomes with learners.

Gamification is becoming recognized as a key teaching strategy as it has the potential to be particularly beneficial for students who finds traditional methods that might be still used.

Author 3:
Jaramillo et al.
(2024)

Jaramillo et al. (2024) concluded that gamification greatly enhances motivation by supporting the acquisition as well as the assimilation of knowledge, skills' development and learners' academic competencies. Through gamification, a broad set of abilities that are crucial for success in the educational environment are promoted and these can be improved by playful and interactive learning experiences.

Elaborated by: Ruiz Anabel (2024)
Source: Direct research

Interpretation:

In the current studies presented in the chart above, it is evident that the all of the authors have a similar point of view regarding to gamification. Fadhlæ et al. (2020), Qubâ et al. (2024), and Jaramillo et al. (2024) studies completely agree on the fact that gamification nowadays plays an important role in the educational field since it is increasingly recognized as a powerful teaching strategy with the potential to be beneficial especially for learners who still struggle with conventional methods. Moreover, authors also agree with the issue that gamification not enhances

motivation; it also encourages learners to get significant outcomes through facing interactive learning experiences. As gamification integrates technology and game design principles, it can be an effective tool in educational activities fostering an interactive environment.

Table 7

Gamification

GAMIFICATION	
Author 1:	Jordán et al. (2023) have shown through an experimental group of students who were subjected to a pre-test and a post test, the effectiveness of different gamification tools to foster English vocabulary learning since gamification strategy is versatile and effective across various age groups, including children, teenagers, and adults.
Jordán et al. (2023)	Specifically, this research highlights the use of Duolingo as a gamified tool to enhance vocabulary learning as well as Educaplay.
Author 2:	Oviedo (2020) conclude with the results of this study have revealed a significant improvement in learners' vocabulary levels, indicating the positive impact of using
Oviedo (2020)	gamification strategies in the educational setting.

Mayorga (2023) showed that students prefer gamified classes rather than taking classes where conventional methods were still used. However, educators as well as students have to face challenges that need to be overcome by trying to adapt to the new changes incorporating gamified tools which can reshape conventional teaching approaches.

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

Through these previous studies it can be evidenced that authors have different points of view regarding to gamification. Thus, the first authors Jordán et al. (2023) express a positive point of view since they conclude that applying gamification determine its effectiveness to foster English vocabulary learning due to the fact that it is absolutely versatile which means that it can be applied with different types of learners. In the same way, Oviedo (2020) affirms that the use of gamification promotes a positive impact as well as a significant improvement in students' vocabulary development. On the other hand, Mayorga (2023) showed that students prefer gamification rather than conventional classes. However, this author emphasizes on the importance of keeping in mind that some significant challenges that need to be overcome since this change can involve a reshape conventional approaches thus, educators as well as learners should have

training to use gamified tools correctly taking into account their advantages and disadvantages to full benefit from them.

Table 8

Gamification

GAMIFICATION

Author 1:	Tayakcu et al. (2020) mention that in the past technology just focused on using equipment in classrooms.
Tayakcu et al. (2020)	Even when it has expanded to include areas that enable people to improve outcomes, have access to online education and shift from traditional teaching methods, there is a slight possibility that education can focus just on the use of gamified tools living aside methods in which learners have real interaction.
Author 2:	Zhang & Hasim (2023) conclude that gamification is
Zhang & Hasim (2023)	not new currently and it is producing significant outcomes in the educational field. However, if its management is not well-controlled it may be a double-edge tool as it can create an

addiction to participants so that outcomes might be potentially negative.

Hallifax et al. (2019) point out that recent research in the gamification field affirms that to be effective, the game elements must be customized to suit learners' needs so that it is crucial to recognize that gamification factors. One of the most relevant factors is that it sometimes needs to be personalized, have ongoing assessment where learners receive immediate feedback to measure their progress which can produce a negative impact. Moreover, educators' performance is also relevant since they need to have a clear management of chosen tools.

Author 3:

Hallifax et al. (2019)

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

The previous studies taken for the development of the chart above show that some authors agree with the use of gamification in the educational field. However, they have found some key points that can be struggling for its application. In such way, Tayakcu et al. (2020), Zhang & Hasim (2023), and Hallifax et al. (2019) have highlighted certain points to be taken into account when using gamification. They emphasize on the issue that technology in education initially just focused

on the use of equipment in classrooms, it has been used to develop enhanced learning outcomes so that there has been a transition from traditional methods. However, there is a risk that education might overly rely on just gamified tools focusing just on the use of technological devices drifting apart methods that encourage real-world interaction.

Although gamification is currently fostering significant outcomes in education, it can become a double-edge sword if it is not properly managed leading to addiction producing negative outcomes. Moreover, to be in a high percent effective and ensure positive results, gamification needs to be tailored to the learners' needs as well as a proper educators' tools management.

Table 9

Gamification Trends

GAMIFICATION TRENDS

Author 1:
Bahodirovich &
Romilovich (2021)

Bahodirovich & Romilovich (2021), mentioned in their study that recent educational trends highlight the effectiveness of digital tools and platforms in achieving significant learning outcomes. Thus, gamification is a current trend which incorporates virtual reality and collaborative tools that foster more interactive and engaging learning experience

Mayorga (2023) affirms that gamification nowadays is considered as new trend regarding to teaching innovation offering a fresh perspective on classroom learning as well as encouraging educator to embrace updated teaching methods to foster interactive teaching and learning experiences everywhere and anytime.

Author 2:
Mayorga (2023)

Jiménez & Gargallo (2020) conclude that gamification and motivation are closely linked. There are beneficial effects of gamification on learners' motivation which can inspire greater enthusiasm for English learning through games since they are considered as educational tools that can transform the traditional classroom into a more innovative learning environment. Quizizz was the selected tool for this study which is a fun and engaging game where learners aim to answer questions correctly to win. Learners are able to access on smartphones or computers. To facilitate the game, educators need to create an account.

Author 3:
Jiménez & Gargallo
(2020)

Elaborated by: Ruiz Anabel (2024)
Source: Direct research

Interpretation:

In the studies presented in the chart above it is evident that all of the authors have a similar point of view regarding to gamification trends. In such way, Bahodirovich & Romilovich (2021), Mayorga (2023), and Jiménez & Gargallo (2020) agree with the issue that recent educational trends emphasize the effectiveness of digital tools and platforms to get significant learning outcomes.

Gamification definitely stands out as a new trend in teaching innovation because of virtual reality and collaborative tools incorporation are applied to create more engaging as well as interactive learning experiences. By combining gamification and motivation educators can create an innovative environment different from a conventional one inspiring enthusiasm for learning English through the use of games. Jiménez & Gargallo (2020) suggest in their study Quizizz as the primary gamified tool since it offers an interactive way for learners to engage content by using technology.

Table 10

Gamification Trends

GAMIFICATION TRENDS

Author 1: Bagher & Khodabandelou (2021) established that the increasing student-centered instruction is leading to the adoption of instructional techniques like gamification in the educational field since it involves using gaming platforms that

**Bagher &
Khodabandelou
(2021)**

combine entertainment to motivate learners helping them achieve a better understand of concepts. This new trend has a significant impact as it effectively captures learners' mental focus making it a popular method to improve learners' performance as well as motivation.

**Author 2:
Fithriani (2021)**

Fithriani (2021) explained that with the technology advancement, the use of games in language education has increased, leading to the creation of innovative learning models like gamification which has led to a combination of some methods. Because of the rising popularity of smartphones, tablets, etc., it has been evident the integration of (ICT) Information and communication technologies, mobile-assisted language learning (MALL), computer-assisted language learning (CALL). Moreover, Digital game-based learning has become one of the most popular methods of integrate gamification and technology.

Digital games have been incorporated into classroom activities for language education. For instance, the use of Quizlet, online or mobile form has proven effective improvement of vocabulary acquisition of EFL.

Oliveira et al. (2022) state that some research taken for develop their study suggest that gamification pretends to increase learners' motivation as well as engagement in learning environments.

Author 3:
Oliveira et al. (2022)

However, while it can enhance learning motivation, some studies also indicate that an unproper gamified design can lead to negative outcomes or can have a negative impact on learners' experience, it depends on the approach used by the educator taking into account that learners can have different behavioral profiles which makes that they have to struggle with different types of gamers such as conqueror, achiever, mastermind, seeker, socializer, and survivor. Thereby, Oliveira et al. (2022) affirms that personalized gamification is suggested, but the study conclude that the mentioned trend does not affect learners' experience.

Elaborated by: Ruiz Anabel (2024)
Source: Direct research

Interpretation:

With the previous studies above, it can be evidenced that authors have different points of view regarding to gamification trends. In this sense, Bagher & Khodabandelou (2021), affirmed that gamification has been used since the student-centered instruction point of view, it uses gaming platforms which combine entertainment with education, thereby enhancing learners' motivation and understanding concepts. Likewise, Fithriani (2021) explained that gamification trends are powered by technological advancements and the use of technological devices, has led to the integration of some digital tools such as Mobile-assisted language learning (MALL) and computer-assisted language learning (CALL). Moreover, digital game-based learning (DGBL) is being used with tools like Quizlet which proves effectiveness in improving vocabulary acquisition.

On the other hand, Oliveira et al. (2022) conclude that some studies suggest that gamification can significantly increase learners' motivation and engagement. Nevertheless, it is crucial to consider some drawbacks of poorly designed gamified experiences keeping in mind that the effectiveness of gamifications depends on the educator's approach chosen as well as the behavioral profile of learners that tend to vary.

Table 11

Gamification Trends

GAMIFICATION TRENDS

Author 1:
Jaramillo et al.
(2024)

Jaramillo et al. (2024) mention that gamification trends include certain factors that must be considered, such as the need for personalized learning experiences and monitored assessments. These assessments provide learners with immediate feedback, helping them determine whether they are on the right track. This allows educators giving learners the opportunity to improve with new attempts. However, this process needs to be monitored since learners with different behavior can feel frustrated even when gamified activities are supposed to be engaging for learners.

Author 2:
Kačerauskas, &
Sliogeriene (2022)

Kačerauskas, & Sliogeriene (2022) conclude that learner's behavior and motivation is affected by introducing gamified activities for a long period of time. The results of their study clearly show that motivation decrease since activities can turn repetitive for learners.

The author of this study affirms that gamified learning has become increasingly popular in EFL education, especially for learning vocabulary. Although, Fithriani (2021) affirms that some studies have found that some gamification trends such as mobile assisted does not always improve learners' motivation or performance. Moreover, using gamified activities on mobile devices may be less effective due to the possible drawbacks, such as learners may prefer to use their devices for social purposes rather than for education because that can get distracted easily.

Author 3:
Fithriani (2021)

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

The studies taken for the development of the chart above show that some authors agree with some gamification trends. However, they have found some key points that can reveal some disadvantages to be consider when applying. Despite gamification trends in education offer great advantages, educators need to be aware that it also means to face challenges.

In this sense, Jaramillo et al. (2024), Kačerauskas, & Sliogeriene (2022), and Fithriani (2021) conclude in their studies that it is essential to be aware of how gamified activities might affect learners' behavior and motivation especially when activities are used for a long period of time since they can feel repetitive as well as less engaging leading to frustration and boredom. Moreover, authors highlight the issue that using gamification through mobile devices might not be effective because of distractions

Table 12

Gammification Strategies

GAMIFICATION STRATEGIES

Author 1:
Jayawardena &
Gupta (2021)

Jayawardena & Gupta (2021) affirm in their study that gamification is recently considered a potential strategy to enhance online education. It includes several features elements to non-game settings to encourage behavior this means that experience points or rewards can be as an alternative instead of traditional grades allowing learners to choose their own learning path.

Author 2: Palaniappan & Noor (2022) affirms that the expansion of Information Communication Technology (ICT) has been risen by online learning which offers learners flexibility and self-directed learning strategy.

**Palaniappan & Noor
(2022)**

This strategy not only complements traditional face-to-face instruction but also combine online lessons and game-based elements into the teaching process. Moreover, online learning environment is crucial for learners to independent language acquisition as well as the development of problem-solving skills. This strategy allows course material, information sharing and assessment demonstrating that learners are able to manage self-direction are familiarized with technological tools often achieve learning goals easily in online environments.

Author 3: Hossein-Mohand (2021) affirms that some pedagogical models like Flipped Learning and active methods such as Project-Based Learning and Gamification play an important role in the educational field considering that games are the most effective methodology for children. This idea is taken from a constructivist approach to experiential learning which emphasizes social interaction. In line with this

**Hossein-Mohand
(2021)**

argument, the authors mention that Mobile learning environments support this issue by allowing flexible learning paths helping educators to address learners' needs. The combination of technology and pedagogical strategies promote 21st-century skills which can contribute the teaching and learning process.

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

The current studies presented in the chart above show that all of the authors have the same point of view regarding to gamification strategies. In such way, Jayawardena & Gupta (2021), Palaniappan & Noor (2022), and Hossein-Mohand (2021) agree with the fact that gamification is becoming a relevant strategy promoting online education which offers a fresh alternative to experiment gamification elements. Online learning has expanded giving learner the opportunity of take their own learning in charge. This strategy makes the learning experience more engaging and interactive. In this environment learners can be able to build independence in language learning and problem- solving developing technological skill that help them to reach learning goals effectively.

Table 13

Gamification Strategies

GAMIFICATION STRATEGIES

Kivancicek & Uzun (2022) mention in their study that technology has been applied in 21st-century education, this implies gamification and online games as strategies that nowadays are taking place into traditional classrooms especially in language education.

Author 1:
Kivancicek & Uzun
(2022)

This strategy offers opportunities for educators and learners to engage with game elements than can be effectively used in classroom promoting significant outcomes during the teaching and learning process. Socrative, Plickers, Quizizz, and Quizigame are examples of tools that can be used as classroom strategies to teach in any kind of classroom even when there is no game environment.

Author 2:
Nieto & Roldán
(2021)

Nieto & Roldán (2021) show that online learning provides learners with extensive access to information and encouraged sharing knowledge among others it also can be challenging for educators. Most of learners have share gamified videoconferences to keep connected with classmates offering sense of support. Moreover, games naturally attract

young and grown-up adding extra motivation to learn and the ability to develop strategies for competition and collaboration.

Gamified strategies have proven that motivation increase during the learning process through rewards. There are some strategies that incorporate games into teaching such as Quizzes which allows testing learners their knowledge through apps or online platforms.

Mårell (2021) conclude that gamification is being used as a teaching strategy in online environments to develop teamwork, critical thinking, interactions, problem-solving, and technological proficiency even when this process is quite complex.

Educators involved in this study see gamification strategies as powerful tools to increase learners' motivation.

Author 3:

Although, their main challenge is designing effective activities and task as well as evaluating each learner's

Mårell (2021)

understanding when applying group assignments.

Furthermore, educators' instruction was quite low since during the process the lack of knowledge regarding to the management of design process was evident.

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

With the previous studies above, it can be evidenced that authors have different points of view regarding to gamification strategies. In such way, Kivancicek & Uzun (2022), point out that in today's educational, online games have been enrolled in traditional classrooms especially in language education. This strategy allows learners and educators to enhance the learning experience through gamified elements and tools such as Socrative, Plickers, Quizizz and Quizigames which are options to verify that gamification can be adapted or integrated into any kind of classroom. In line with the previous author, Nieto & Roldán (2021) affirms that online learning offers extensive access to information that easily can be shared among others. The use of videoconferences has shown in the current study that keep learners connected, motivated, and with social support provided.

Gamified activities can perfectly be used with young and adult learners since they add motivation fostering strategies for competition and collaboration development. However, Mårell (2021) highlights in the study the issue that unfortunately educators were not instructed properly to manage the teaching process.

Table 14

Gamification Elements

GAMIFICATION ELEMENTS

Park & Kim (2021) conclude that gamification uses different elements, structures, and principles to be applied in the educational field. It uses points, badges, levels, to provide motivation with integration experiences. In this sense, the authors mention that gamified environments are suggest.

Author 1:

Park & Kim (2021)

Furthermore, the application of leaderboard and badges which are gamification elements help learners to improve their motivation due to the fact that they assist learners set goals fostering competition as well as providing feedback. Leaderboards' design should be developed appropriate according to the type of learners' needs.

Author 2:

**Garaialde & Cowan
(2021)**

Garaialde & Cowan (2021) suggest rewards such as points, levels, badges, and leaderboards which can be combined with feedback to encourage learners' engagement.

They also mention that the design of gamified rewards in gamified platforms as soon as learners open an app because

this process can greatly increase the chances of learners used again the app spending more time on it and increasing their participation.

Author 3:
Boundour (2023)

Boundour (2023) affirms that gamification elements are essential in the development of gamified tools due to the fact that their main feature is motivate learners to use them in the educational field making activities more engaging. Leaderboards, rewards, badges, levels, progress bars and feedback are part of the most common element used in the current trends which are designed to maintain retention promoting the learning improvement.

Elaborated by: Ruiz Anabel (2024)

Source: Direct research

Interpretation:

The current studies presented to the development of the chart above show that all of the authors have the same point of view regarding to gamification elements. Thereby, Park & Kim (2021), Garaialde & Cowan (2021), and Boundour (2023) conclude in their studies that gamification incorporates different elements and principles to enhance educational experiences for educators and learners. Through the use of elements like points, badges, leaderboards, levels, etc., learners are able to experiment motivation.

According to authors above, gamified environments are related to gamification elements such as leaderboards and badges which play an important role in learners' motivation and engagement due to the that they foster competition and provide constructive and immediate feedback. Moreover, the combination of rewards with feedback can encourage to spend more time on apps practicing educational content.

Table 15

Gamification Elements

GAMIFICATION ELEMENTS

Author 1:
Wirani &
Romadhon (2022)

Wirani & Romadhon (2022) states that most of gamified tools suggested to be used in the learning process must contain gamification elements. This study focuses on the use Kahoot which integrates elements to foster motivation during the learning process. Kahoot allows to create quizzes and polls, thus learners can participate easily. In the case of quizzes, learners must answer question correctly to earn points which encourages them to perform well to be in the first ranks of the leaderboard creating a competitive environment.

Demirbilek & Alzouebu (2022) conclude that teachers use gamification in their classes since it motivates learners and increase interest in learning support skill development. In their study educators support that they use games depending on the objectives of the lesson and context and try to use gamification elements such as points, leaderboards, rewards, levels, and feedback to foster learners' motivation to allow free practice making lesson interactive. Kahoot, and Mentimeter, are gaming websites that foster a comfortable and engaging learning process using gamification elements.

Author 2:
Demirbilek &
Alzouebu (2022)

Philpott & Son (2022) propose in their study based on the results that learners' attention to rewards offered by the leaderboard increased their performance up to certain threshold, but once it was reached, their performance declined. Moreover, they show that leaderboard's use rankings to regulate users' behavior and focus on motivation for foreign language learning.

Author 3:
Philpott & Son
(2022)

Elaborated by: Ruiz Anabel (2024)
Source: Direct research

Interpretation:

The previous current studies presented above, evidence that authors have different points of view regarding to gamification elements. In this sense, Wirani & Romadhon (2022) stands out the integration gamification elements since they are essential for enhancing learners' engagement and motivation. Their study highlights the effectiveness of Kahoot based on the issue that it incorporates some gamified elements to foster significant outcomes. In the same way, Demirbilek & Alzouebu (2022) show that gamification elements such as points, leaderboards, and feedback are used by educators to increase interest in support skill as well as learning process because the mentioned elements can promote to experiment an interactive and motivating learning experience.

However, Philpott & Son (2022) point out that gamification elements effectiveness may decline beyond threshold. Its impact also should be carefully managed to keep significant learning outcomes.

CHAPTER 3

THE PROPOSAL

PROPOSAL NAME: Didactic Unit Focused on Gamification to Promote Teaching Vocabulary for Young Learners.

TYPE OF PRODUCT: The current proposal suggests a Didactic Unit to develop vocabulary learning.

According to Richards et al. (2012), "Define a didactic unit as a planned sequence of instructional activities with clearly stated learning goals."

In this context, the current didactic unit is designed for being applied in private schools' system by English area teachers to be used with learners aged 11 to 12 years who struggle with vocabulary learning.

The current proposal consists of four lessons that incorporate gamified activities and various teaching methods to promote significant learning outcomes. This strategy enables teachers to determine learners' needs so that they can develop specific activities by using tools that are interactive and engaging.

Hence, the current didactic unit develops gamification to improve vocabulary use in students, it has the following sections:

- Cover Page: The name of the unit of study is “Didactic Unit to develop Vocabulary Learning”
- Introduction: It gives a brief welcome to teachers and students by pointing out the influence of gamification on vocabulary learning.
- Table of Contents: It is basically the scheme of the unit of study and it presents the name of the lessons, language focus, skills, techniques and learning outcomes.
- Instructional Procedures: The procedures describe the name of the instructor, content, target audience, time for the lesson, method, objectives, aims, phases, teachers' actions, students' actions, materials, suggestions, links to all proposed gamified activities.
- Topics of study: It is the development of the didactic unit through the display of lessons which have been created by the author of the current research work. Since most of the

proposed activities need to be played live, images of each activity's development are also attached to verify their proper creation.

OBJECTIVES:

General Objective: To design interactive and engaging activities using gamified digital resources to promote English vocabulary in meaningful contexts at an A2 level for 7th - grade primary students

Specific Objectives:

- To foster vocabulary learning through interactive online activities displayed in four academic lessons.
- To promote vocabulary learning through interactive, digital, and online tools in 7th grade students.

FOUNDATION:

Methods and Strategies

Some teaching methods are applied and combined with gamification strategy since game elements promote a better learning experience due this fact the following methods and strategies are considered for the current proposal: Game-Based Learning (GBL), Mobile Assisted Language Learning (MALL), Eclectic Method, ERCA Methodology, and Flipped Classroom.

The mentioned Methods are highly related with Technology. Consequently Dahalan et al. (2024) states that Game-Based Learning (GBL) combines educational theories and digital games making the learning process engaging through interactive game structures and activities. In this context, games and their elements are essential as they make the learning process both fun and

effective. This approach allows learners to develop critical thinking, collaboration, and decision-making skills in an interactive environment.

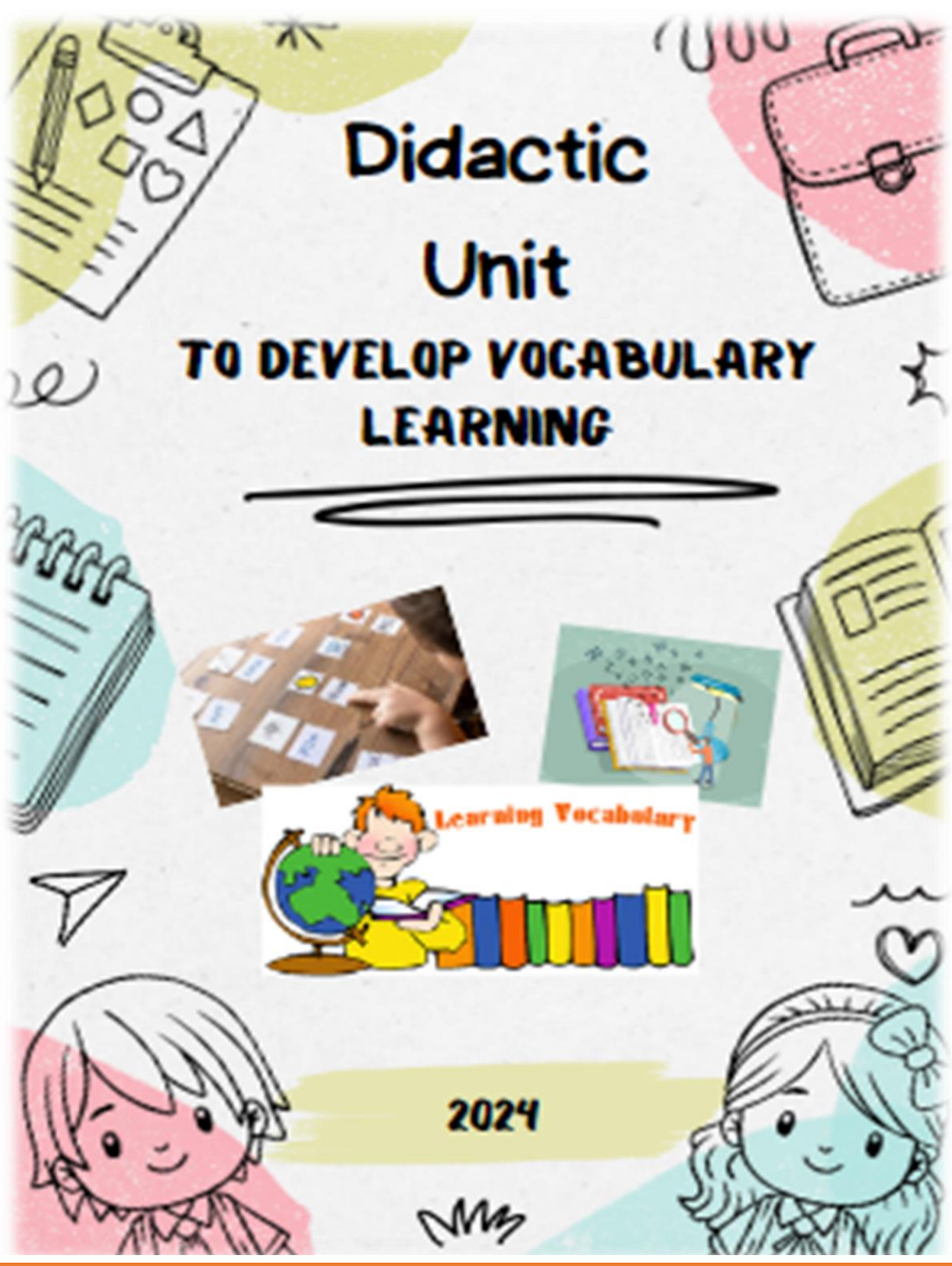
Moreover, Shortt et al. (2023) states that Gamification in Mobile Assisted Language Learning (MALL) has positive effects on motivation due to its incorporation of game elements. Some platforms offer these game elements, which promote motivation during the learning process through mobile or other electronic devices. Gamification makes the learning process more accessible and less intimidating, helping to create a sense of competition and achievement as learners experience victories.

In addition, Safira (2020) affirms that the Eclectic Method is a combination of different approaches or techniques to address specific learners' needs and teaching goals. This method is adaptable for different classroom environments since it can be applied in a conventional class as well as in an online or hybrid class. Under this premise, teachers are totally free to develop a wide range of activities, tools or techniques to create a dynamic and effective learning process.

Furthermore, Ortiz et al. (2023) concluded that the ERCA methodology consists of four stages: Experience, Reflection, Conceptualization, and Application. This approach emphasizes the combination of theoretical knowledge with practical application, taking into account learners' experiences and focusing on meaningful learning. In this sense, this method highlights the use of experiential learning, fostering critical thinking, creativity and reflective participation. Additionally, it can be applied across various subjects to enhance knowledge through personal experiences and facilitate real-life contexts.

Finally, Galindo (2021) affirms that in the flipped classroom, the teachers act as a facilitator, allowing learners to explore new content before focusing on a topic through online

resources. This approach emphasizes the combination of different teaching methods with gamification, fostering an engaging, creative, and playful learning environment. By doing so, it allows learners to maintain interest and participate actively during the learning process, highlighting the importance of student-centered learning.



**Didactic
Unit
TO DEVELOP VOCABULARY
LEARNING**



2024

DMS



Introduction

DIDACTIC UNIT

Learning English vocabulary sometimes is just about applying repetitive activities where students might feel discouraged and frustrated. Consequently, there is a lack of student's motivation.

The current Didact Unit aims to apply interactive and engaging activities using gamified digital resources to promote English vocabulary by turning its acquisition into game activities making the learning process more meaningful.

Each lesson has been built incorporating different platforms with games, challenges, and rewards in which students can feel engaged as well as excited making English vocabulary learning an adventure rather than a task so that students can be able to apply new words in real-life contexts!

The content presented in this Didactic Unit contains activities designed by the author. In case of having used material owned by other platforms, links are attached.

Welcome!

TABLE OF CONTENTS

Lessons	Language focus	Skills - techniques	Learning outcomes
ONE: “Free-time fun!”	Sports / hobbies, state verbs	Reading Vocabulary Pronunciation Gamification	Talking about free-time activities in real-life contexts.
TWO: “Technology”	Types of technology devices	Reading Speaking Vocabulary Pronunciation Gamification	Describing technology through the use of proper and explicit vocabulary.
THREE: “My city”	Places, buildings, prepositions of direction	Listening Reading Writing Speaking Vocabulary Pronunciation Gamification	Giving directions by recognizing places and buildings.
FOUR: “Favorite fashions”	Clothes, adjectives	Writing Reading Listening Speaking Vocabulary Pronunciation Gamification	Detailing fashion trends through describing clothing combinations in different situations.

Instructional Procedures

Lesson 1: Free-time fun!

Instructor:	Content: Sports, hobbies, state verbs
Pupils: 9-11 aged learners	Time: 60 min
Method: ERCA - Gamification	Level: A2
<p>Objective:</p> <p><i>Students will be describing their free-time activities in real life contexts through the use of use proper vocabulary.</i></p>	
<p>Description: <i>The current lesson aims to promote vocabulary using free-time activities context. Five phases need to be applied:</i></p> <p>Phases:</p> <ol style="list-style-type: none"> <i>1. Experience</i> <i>2. Reflection</i> <i>3. Conceptualization</i> <i>4. Application</i> <p><i>Assessment able to comprehend and use vocabulary related to free-time activities.</i></p>	
<p>Teacher's Action:</p>	<p>1. Experience:</p> <p>Suggested time: 5 minutes</p> <p><i>T starts the lesson by making some questions about free-time activities.</i></p> <p><i>E.g. What do you love doing in you free time?</i></p> <p><i>Where do you like doing such activities in your free time?</i></p> <p><i>Who do you like doing your free time activities with?</i></p>

T asks students to work in pairs or small groups to brainstorm about the topic so that the T is able to identify Ss knowledge.

2. Reflection:

Suggested time: 10 minutes

T provides flash cards through Mentimeter's link or code. T presents new vocabulary labeled images so that Ss can guess the free-time activity presented and practice its pronunciation.

Note: The current Mentimeter's Activity has to be developed live since the platform allows the teacher admitting participants to be part of the activity in real time.

3. Conceptualization:

Suggested time: 10 minutes

T presents a poster using the same images from the flash cards used before and ask Ss to look at them carefully so that they can remember the vocabulary given previously. Once SS finish, T provides an Educaplay's link to work on unscramble letters activity which has time and number of lives to each participant.

Note: The current Educaplay's Activity has access anytime so it can be used to practice freely.

4. Application:

Suggested time: 10 minutes

T writes on the board state verbs (go-do) and explains why are they called like that. T writes on the board examples (DO karate, GO cicyling,...). Once students identify the constructions, T provides a link to work on an Educaplay's activity in which Ss have to match the state verb given with the action correctly.

Note: The current Educaplay's Activity has access anytime so it can be used to practice freely.

Suggested time: 20 minutes

T projects on screen a dialog between Dani and Anie. T' guides and checks pronunciation and intonation. Once Ss read it T shares a Kahoot's link to evaluate if they have had gotten the free-time vocabulary presented in the lesson by asking some questions according to the dialogue. Highlight the time and the podium position in the game. If necessary, give a reward to motivate them.

Note: The current Kahoot's Activity has to be developed live since the platform allows the teacher admitting participants to be part of the activity in real time.

5. Assessment: (possible next class task)

T asks Ss to record a video (1-2 minutes) talking about their free time activities using the vocabulary given during the lesson (provide a prompt). T shares a padlet's link to upload it (there is an example available). Use the attached Rubric to assess Ss.

Note: The current Padlet's Activity have access anytime. However, it is important to set a deadline.

Student's Action:

1. Experience:

Ss answers according to their experience or previous knowledge about the topic. After, they work in pairs or small groups to brainstorm about the topic.

2. Reflection:

Ss have to join the activity by using the link or scanning the given code. They look at the flashcards and repeat after the T the word's pronunciation so that at the end they can be able to remember each free-time activity.

3. Conceptualization:

Ss are able to remember vocabulary by looking at the poster. After that, they open the provided link in order to unscramble the letters to form a correct word. Ss should be careful with the time and number of lives.

4. Application:

*Ss are able to realize the state verbs use with the teacher's explanation and give more examples applying the vocabulary checked during the lesson (E.g. **GO** skating). Once they are clear, they use the link provided by the teacher to play a matching activity in which they have to recognize the state verbs and match them with the correct activity. They should take into account the time and number of lives given.*

Ss read the dialogue given, then they use the Kahoot's link to answer some questions. Ss should be aware of the time and the podium position.

6. Assessment:

Ss record a video (1-2 minutes) in which they have to talk about their free time activity using the vocabulary learnt during the lesson as much as they can. Then, upload the video to the Padlet provided by the teacher. (Ss are able to use teacher's prompt)

Materials / Sources

Mentimeter, Educaplay, Kahoot, Padlet

Suggestion:

Make sure you have necessary electronic devices (cell phones, labs, school tablets) and a stable internet connection to facilitate effective work.

Source: The researcher, 2024

Lesson 1 Outline

Phase 1: Experience

Suggested time: 5 minutes

1. What are examples of free time activities?
2. What do you love doing in you free time?
3. Who do you like doing your free time activities?

Instruction: Discuss these questions with a classmate and brainstorm. Write examples as much as you can.

Phase 2: Reflection

Suggested time: 10 minutes

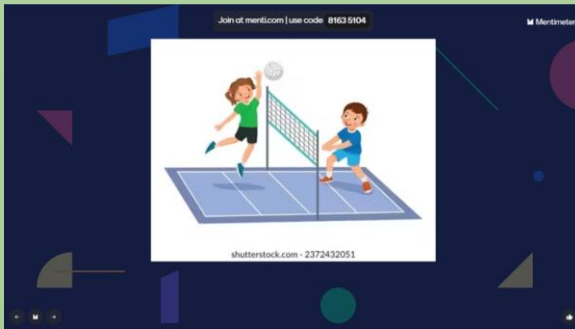
Instruction: Open the link or scan the code and look at the flashcard and tell me free-time activity is it.

Link: <https://www.menti.com/alzhaeftif3n>

IQ code



Mentimeter's Flashcards:



Images taken from: <https://thumbs.dreamstime.com/b/cycling-boy-girl-go-drive-bicycles-meadow-vect-vector-illustration-flat-design-77488993.jpg>
<https://www.shutterstock.com/image-vector/happy-little-kids-playing-volleyball-600nw-2372432051.jpg>
<https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcQYnO7VNZO2xmpmDdaoa4izImzHwLN3cIdeog&s>

Phase 3: Conceptualization

Suggested time: 5 minutes

Instruction: Analyze the pictures and remember the Free-time activities, enter to the link bellow and develop the activity. You can practice as much as you can.



Instruction: Put the letters in order to form a correct word. Be careful with the time and number of lives.

Link:

https://es.educaplay.com/recursoseducativos/2040294ofree_time_activites_vocabulary.html



Educaplay: Unscramble Letters Activity

Free-time Activities Vocabulary
Unscramble Letters

Anabel Ruiz

Start

LIVES 5 SCORE 0

A D E R A

O B K O

28 00:00:03

LIVES 4 SCORE 9

A Y P L

L L O E V L A L Y B

24 00:00:34

LIVES 1 SCORE 26.604

G O

C Y C L I N G

8 00:01:48

LIVES 2 SCORE 16

L A Y P

I O E D V

M E S A G

19 00:01:10

LIVES 1 SCORE 30.769

D O

G Y M I C T N S S A

2 00:02:15

Phase 4: Application

Time suggested: 10 minutes

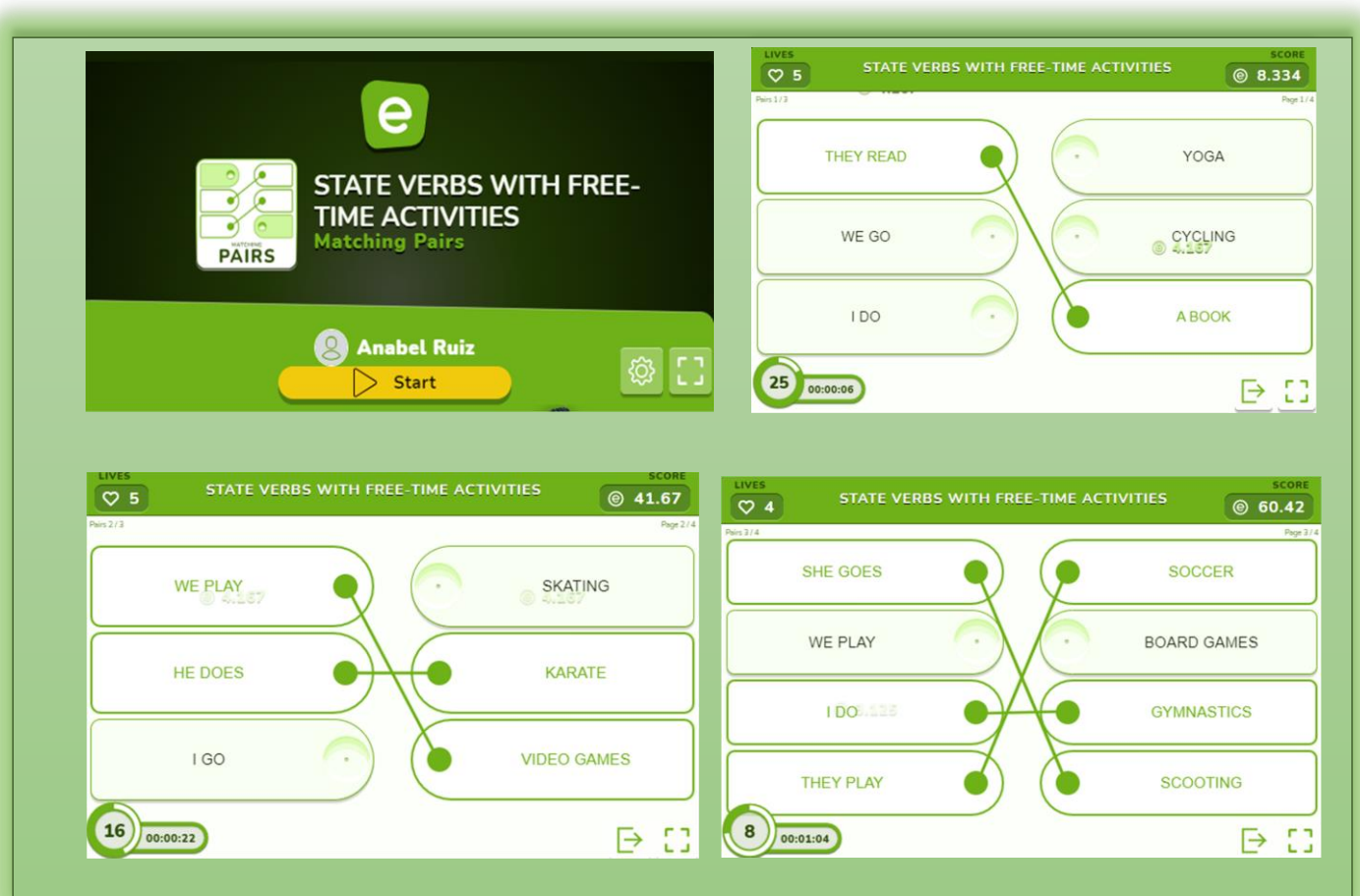
Look at the following verbs written on the board. They are called state verbs because they refer to a static or unchanging condition. E.g. (GO- DO)

Instruction: Identify the state verbs and match with the correct activity. Be careful with the time and number of lives.

Link: https://es.educaplay.com/recursoeducativos/20403371state_verbs_with_free_time_activities.html



Educaplay: Matching Pairs Activity



The image displays four screenshots of the Educaplay 'Matching Pairs' activity interface, showing the progression of a game. Each screenshot includes a 'LIVES' counter, a 'SCORE', and a 'Page' indicator.

- Top-left screenshot:** Shows the title screen 'STATE VERBS WITH FREE-TIME ACTIVITIES Matching Pairs' for user 'Anabel Ruiz'. A 'Start' button is visible.
- Top-right screenshot:** Shows a score of 8.334 and 5 lives remaining. The pairs 'THEY READ' and 'I DO' are connected to 'A BOOK'.
- Bottom-left screenshot:** Shows a score of 41.67 and 5 lives remaining. The pairs 'WE PLAY', 'HE DOES', and 'I GO' are connected to 'SKATING', 'KARATE', and 'VIDEO GAMES'.
- Bottom-right screenshot:** Shows a score of 60.42 and 4 lives remaining. The pairs 'SHE GOES', 'WE PLAY', 'I DO', and 'THEY PLAY' are connected to 'SOCCER', 'BOARD GAMES', 'GYMNASTICS', and 'SCOOTING'.

Activity 2:

Suggested time: 20 minutes

Instruction: Read the conversation below, enter to the link and answer questions given.

Link: <https://create.kahoot.it/share/assessment-free-time-fun/5659e579-a9e2-4f4e-9452-365ee8de2b65>

D: What do you do Annie?

A: I read a book about sports. Do you know them, Dani?

D: Let me see! Of course! You know it is important to be healthy, for that reason I play basketball every week.

A: Really? What about scooting?

D: Well, I go scooting every day.

A: Really? I didn't know that.

D: Yes, because I go to school by scooter.

A: It sounds amazing!

D: What about you Annie?

A: Well, I go cycling at weekends, but I prefer indoor sports like gymnastics and yoga.

D: How often do you do them?

A: I do gymnastics once a week and yoga every Monday... That's today!!! I have to go

D: oh! I do yoga, too.

A: I don't believe it!

D: Yes, it helps me to relax! Look! I'm doing it now! I'm sitting straight and breathing! Ommmm!!

A: Come on Dani!!! You are so funny!!



Development

Kahoot Activity

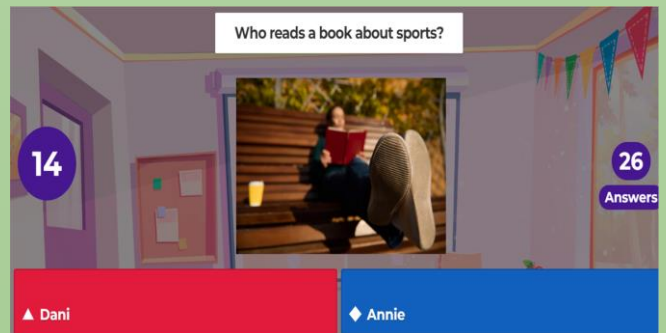


Image taken from: <https://create.kahoot.it/share/assessment-free-time-fun/5659e579-a9e2-4f4e-9452-365ee8de2b65>

Phase 5: Assessment

Think about your free time activities.

Instruction: Record a video (1 -1:30 minutes max) in which you are going to talk about your free time activities. Try to use the vocabulary reviewed during the current lesson. Check the following prompt.

Hello, I'm Anabel. Today I want to talk about my free time activities. I'm good at reading so I try to read a book once a month. Sometimes, I go cycling on weekends with my family to feel relaxed. My children love sports so that we play basketball, but my husband likes to play volleyball, too. If it is raining, we play board games such as Monopoly to have fun or sometimes they play video games. I don't play video games, but I do yoga instead. Basically, these are my free-time activities that help me to feel exercised and stress-free.



Link: <https://padlet.com/anabelruizb16/my-free-time-activities-c8k68fm7vyr7b1u3>



Development

Padlet Activity

The screenshot shows a Padlet board with a light blue background decorated with white snowflakes and bokeh lights. At the top, the URL is padlet.com/anelruizb16/my-free-time-activities-c8k68fm7vyr7b113. The board title is "My Free-time activities" by Anabel Ruiz, posted 27 minutes ago. Below the title is the instruction: "Record a video talking about your Free-time activities using as much as you can the vocabulary learnt during the lesson." A video prompt is displayed in the center, titled "Prompt: My Free-time activities" by Anabel Ruiz, posted 1 minute ago. The video thumbnail shows a person speaking, with a play button overlay. Below the video, it says "Video • 01:11", "0" likes, and "0" comments, with a button to "Añadir comentario". On the right side of the board, there is a search bar, a user profile icon, and a vertical toolbar with icons for share, copy, notifications, play, settings, and a plus sign for more actions.



Rubric: Speaking production

Learning Outcomes: Free-time activities oral presentation.

A2	VOCABULARY	GRAMMAR	PRONUNCIATION	INTERACTIVE COMMUNICATION
5-4	Demonstrate a variety of suitable vocabulary when talking about daily situations related to free time activities.	Shows a good degree of control of simple grammatical forms.	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires little prompting and support.
3-2	Uses appropriate vocabulary to talk about everyday situations.	Shows sufficient control of simple grammatical forms	Is mostly intelligible despite limited control of phonological features.	Maintains simple exchanges despite some difficulty. Requires prompting and support.
1-0	Uses a vocabulary of isolated words and phrases	Shows only limited control of a few grammatical forms.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting

(Only 10 Points possible)

Comments:

Taken from: Cambridge Assessment A2 Speaking

Instructional Procedures

Lesson 2: Technology

Instructor:	Content: Types of technology devices.
Pupils: 9-11 aged learners	Time: 60 min
Method: Game-Based Learning	Level: A2
<p>Objective:</p> <p>Students will be able to use vocabulary related technology in real life contexts</p>	
<p><i>Description: The current lesson aims to foster vocabulary using technology context by the use of interactive activities.</i></p> <p>Phases:</p> <ol style="list-style-type: none"> 1. Introduction: brainstorming 2. Vocabulary: Interactive flashcards 3. Independent practice: Game-based Learning activity 4. Discussion and Production 5. Assessment <p>Assessment able to comprehend and use vocabulary related to technology.</p>	
Teacher's Action:	<p>1. Introduction:</p> <p>Suggested time: 10 minutes</p> <p><i>T starts the lesson by making some questions about the use of technology devices. Once the activity is done and Ss are into the topic, T provides a Mentimeter's link so that Ss have to answer what</i></p>

comes to their minds when hearing the word TECHNOLOGY and what is their favorite device in order to brainstorm.

Note: The current Mentimeter's Activity has to be developed live since the platform allows the teacher admitting participants to be part of the activity in real time.

2. Vocabulary:

Suggested time: 15 minutes

T presents flash cards through Educaplay's activity. T provides new vocabulary related to the topic with label images and their own definition. Ss are asked to read images' names as well as their definitions and try to pronounce them properly.

Note: The current Educaplay's Activity has access anytime so it can be used to practice freely.

3. Independent Activity:

Suggested time: 10 minutes

Once Ss are familiarized with the new vocabulary related to technology devices, T provides a link or IQ code to play a Gimkit game called "Don't look down" in which Ss try to face obstacles by jumping without falling down, as long as Ss play their energy decrease so that they have to answer some questions related to the previous activity (technology vocabulary definition). Once they answer correctly their energy rise so they are able to continue playing. The aim of

this game is to acquire and practice vocabulary in a gamified way.

Note: The current Gimkit game has access anytime so it can be used individually to practice freely.

4. Discussion and Production:

Suggested time: 10 minutes

T asks how Ss feel about the game experience and what they could learn in a game environment. Once they share their experiences, T provides a new link to work in a Educaplay's activity in which Ss have to read a dialogue in order to fill the blanks correctly. T highlights the issue that there are extra options to be chosen as well as reminds them about the time and the number of lives. (This activity is an opportunity to assess Ss and check if they got the vocabulary presented in the previous activities.)

Note: The current Educaplay's Activity has access anytime so it can be used to practice freely.

5. Assessment:

Time suggested: 10 minutes

T provide a Canva's link in which Ss have to develop a poster by writing a short paragraph answering a question: What technological Item do you use every day? (there is an example available). Use the attached Rubric to assess Ss.

	<p>Note: The current Canva's Activity have access anytime. However, it is important to set a deadline.</p>
<p>Student's Action:</p>	<p>1. Introduction:</p> <p><i>Ss answer according to their knowledge. Then, they use the provided link to work on a Mentimeter's brainstorming writing the first word that comes to their minds such as (Artificial Intelligence) as well as examples of technology devices they know.</i></p> <p>2. Vocabulary:</p> <p><i>Ss are asked to use the link provided by the teacher to check flashcards about technology devices as well as reading definitions and practice pronunciation.</i></p> <p>3. Independent Activity:</p> <p><i>Ss use the Gimkit's link or IQ code to have access to the game in which they have to face obstacles to get the goal. If they lose energy, Ss need to answer properly questions about technology devices definitions so that they are able to charge more energy until getting the goal. Options need to be read carefully.</i></p> <p>4. Discussion and Production:</p> <p><i>Ss share their experiences with the game activity. Once they discuss about that and give their points of view, they use the provided link so that Ss read a dialogue in which blanks need to be filled with given words taking into account that there are extra words.</i></p>

5. Assessment:

Ss post on Canva a short paragraph answering what technological item do you use every day?

Materials / Sources

Mentimeter, Educaplay, Gimkit, Canva

Suggestion:

Make sure you have necessary electronic devices (cell phones, labs, school tablets) and a stable internet connection to facilitate effective work.

Source: The researcher, 2024

Lesson 2 Outline

Phase 1: Introduction

Suggested time: 5 minutes

1. What comes to your mind when you hear the word TECHNOLOGY?
2. What is your favorite device?

Mentimeter Activity:

Suggested time: 10 minutes

Instruction: Now let's brainstorm using the following link.

Link: <https://www.menti.com/al22ccifipvo>



Mentimeter: Brainstorming Activity



Phase 2: Vocabulary Presentation

Suggested time: 15 minutes

Flashcards Activity:

Instruction: Access to the link below and look at the images, read their definitions and repeat the word given.

Link: https://es.educaplay.com/recursos-educativos/20464439technology_vocabulary.html



Educaplay Flashcards Activity

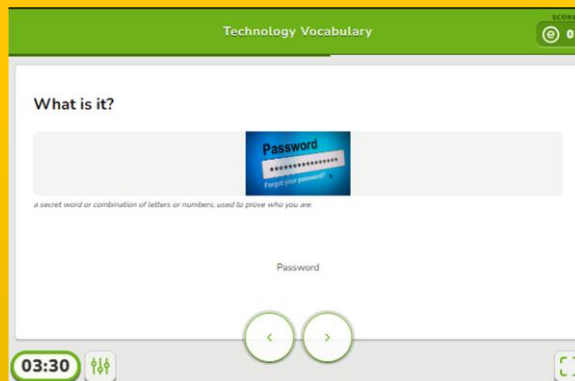
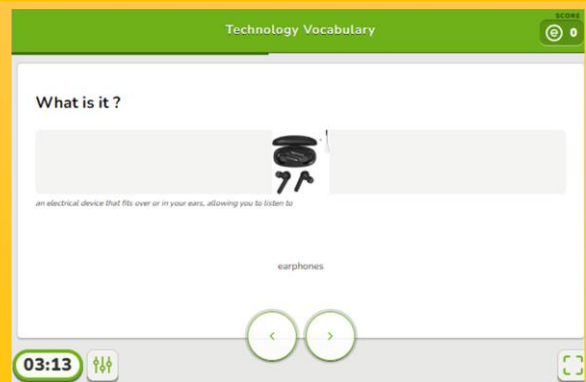


Image taken from: https://www.promate.net/cdn/shop/files/BatonBlackEcom_1_large.jpg?v=722855424
<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRwnc9Te5fQzxOomVYYj3JfYX7rYtCQ96NTA&s>

Phase 3: Reinforcement

Suggested time: 15 minutes

Gimkit Game Activity:

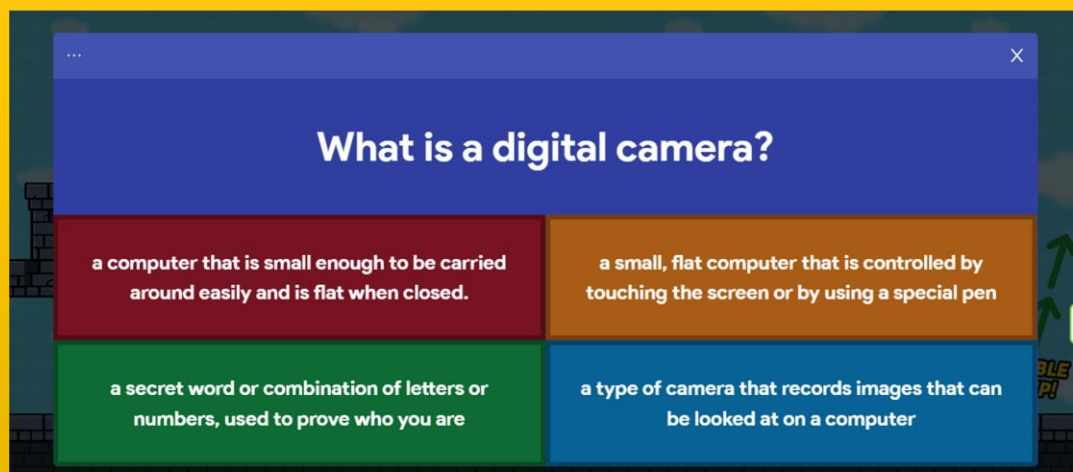
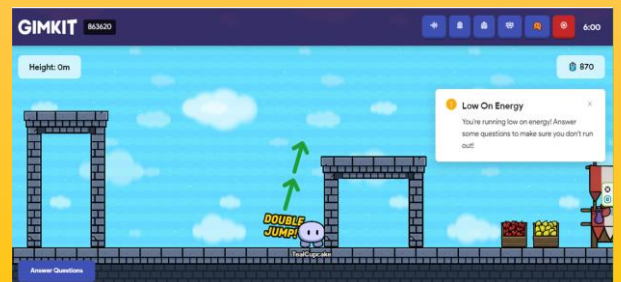
Instruction: Access to the link below and play:

Game Instructions: The following gimkit game is called “Don’t Look Down”. This game consists on jumping without falling down until getting to the goal facing different obstacles. Meanwhile you jump, you will need to answers questions about technology vocabulary so that you will be able to charge your energy that you might lose jumping.

Link: <https://www.gimkit.com/host?id=66f303de4a38406a804f41e2>



Gimkit Game Activity



Phase 4: Discussion and Production

Suggested time: 15 minutes

Discussion:

Suggested time: 5 minutes

1. How was the game?
2. What did you learn about technology vocabulary?
3. Can you remember any definition of the words mentioned?

Production:

Suggested time: 10 minutes

Fill in the blank's activity:

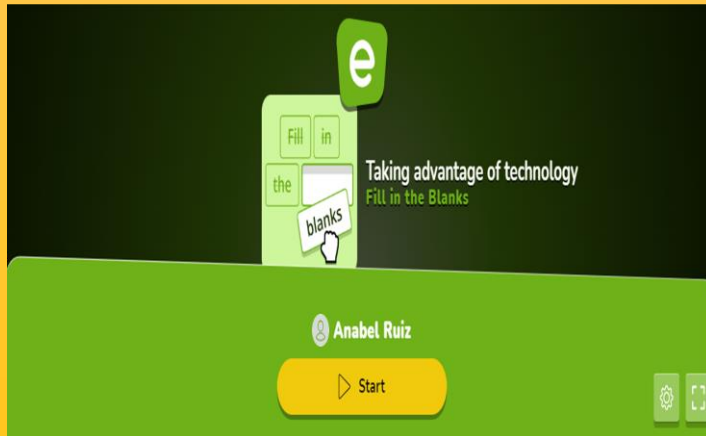
Instruction: Access to the reading activity through the link bellow. Read the conversation and choose the correct word to fill in the blanks. Be careful! There are extra words.

Link:

https://es.educaplay.com/recursoseducativos/20473063taking_advantage_of_technology.html



Educaplay Fill in the Blanks Activity



LIVES 5 **SCORE** 0

Taking advantage of technology

Words 1/5 Page 1/2

N: What's the matter, Cammi?

C: Oh, Nico, Miss Parker is going to be so angry because I didn't send my homework last night.

N: Why not? Did you forget the password?

C: No, my laptop stopped working, so I had to use my sister's .

N: Oh no! Did you start again?

C: Yes, I did. You know what! The internet didn't work.

N: OMG! How did you print the pictures for the homework?

C: Fortunately, there's a . Actually, it was easy.

00:41

01:56

This screenshot shows the main activity area. It features a dialogue between two characters, Nico and Cammi, about missing homework. The dialogue includes several fill-in-the-blank questions. A word bank on the right side of the screen contains the words: camera, laptop, website, printer, computer, digital, screen, and speaker. The interface includes a timer (00:41 and 01:56), a score counter (0), and a 'Check' button for each question. There are also navigation icons for exiting and full-screen mode.

Phase 5: Assessment

Instruction: Use the provided Canva's link to develop a poster answering to the following question: **What technological item do you use every day?**

Remember to use vocabulary checked during the previous lessons and try to make your paragraph make sense. You can use the following prompt.

My daily technological item.

Hello, I'm Anabel and my daily technological items are the computer and my smartphone. I always use my computer and my smartphone at school, but I never use my earphones. I use my computer to work on what my teachers asks me to do. For example, sometimes I need to develop online activities answering some questions. I also use my smartphone when I don't carry my computer because my school bag turns heavy. I use my smartphone to look for information required by the teacher.

I never use my earphones because teachers don't allow us to use them during classes because we get distracted.



Link:https://www.canva.com/design/DAGUUbdKHUs/IdmaTqig5CwSXCrxk8Yu_w/edit?utm_content=DAGUUbdKHUs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Canva Activity

The screenshot shows a Canva design workspace with a blue header bar containing various tools like 'Redimensionar', 'Editar', and 'Presentar'. The main canvas is divided into two pages. The top page, 'Página 1', features a purple title box with the text 'WHAT TECHNOLOGICAL ITEMS DO YOU USE EVERYDAY?'. Below the title are two rectangular boxes: a yellow one on the left containing text about 'My daily technological item' and a purple-to-orange gradient one on the right. The bottom page, 'Página 2', is currently blank.

Redimensionar Editar What technological it... Prueba ... A + Presentar

Página 1 - Agregar título de página

WHAT TECHNOLOGICAL ITEMS DO YOU USE EVERYDAY?

My daily technological item.
Hello, I'm Anabel and my daily technological items are the computer and my smartphone. I always use my computer and my smartphone at school, but I never use my earphones. I use my computer to work on what my teachers asks me to do. For example, sometimes I need to develop online activities answering some questions. I also use my smartphone when I don't carry my computer because my school bag turns heavy. I use my smartphone to look for information required by the teacher.

Página 2 - Agregar título de página



Rubric: Writing production

Learning outcomes: A poster through writing a short paragraph.

AA2	CONTENT	ORGANIZATION	LANGUAGE
5-4	Clear addresses with the topic demonstrating relevant ideas.	Well-organized writing	Demonstrate a variety of suitable vocabulary and punctuation marks when writing about the item
3-2	Adequately addresses with a few lacks of ideas.	Shows sufficient control of general organization	Uses appropriate vocabulary to write about the topic.
1-0	Does not address the topic with ideas off.	Shows only limited control of organization forms.	Uses isolated vocabulary and punctuation marks.

(Only 10 points possible)

Comments:

Taken from: Cambridge Assessment A2 Writing.

Instructional Procedures

Lesson 3: My city

Instructor:	Content: <i>Places and buildings, prepositions of directions</i>
Pupils: <i>9-11 aged learners</i>	Time: <i>60 min</i>
Method: <i>Mobile-Assisted Language Learning (MALL)</i>	Level: <i>A2</i>
<p>Objective:</p> <p><i>Students will be able to give directions through the use of vocabulary related to build and places from their surroundings.</i></p>	
<p>Description: <i>The current lesson aims to foster vocabulary related to places using technology.</i></p> <p>Phases:</p> <ol style="list-style-type: none"> <i>1. Introduction: Discussion</i> <i>2. Vocabulary: Random Cards</i> <i>3. Independent Activity</i> <i>4. Production: Giving directions</i> <i>5. Assessment</i> <p><i>Assessment able to comprehend and use vocabulary related to prepositions of directions, places, and buildings from their surroundings.</i></p>	
Teacher's Action:	<p>1. Introduction:</p> <p>Suggested time: <i>15 minutes</i></p> <p><i>T provides a Canva's link so that Ss are able to explore a map. This map is supposed to be T's living place. T asks Ss to look at the map carefully and</i></p>

identify places or buildings on it. Once they get them T asks Ss to say orally what could they find.

Some places and buildings might have not been mentioned so T presents all of them using images which help Ss to identify them easily. T asks Ss to repeat the word orally in order to practice pronunciation.

Note: The current Canva's Activity has access anytime so it can be used to practice freely.

2. Vocabulary:

Suggested time: 15 minutes

T provides a Wordwall link to Ss in which they find a random card activity. T clicks on a card and a definition is shown, Ss are supposed to look at the flashcard and try to guess what place or building the definition belongs. If Ss are not able to guess by looking at the image, T could make gestures, mimics, give examples in order for them to guess the place or building interactively.

Note: The current Wordwall Activity has access anytime so it can be used to practice freely.

3. Independent Activity:

Suggested time: 6 minutes

T shares a Youtube Elli video about prepositions of direction and asks Ss to watch it carefully. T asks Ss to listen to the prepositions presented on the video and practice the pronunciation. T explains that at the end of the video there are some questions to be answer in their own.

T monitors the activity by walking around / checking participant's the screen. At the end T asks students if the content presented was clear, if not, T re play the video and explains it better.

Suggested time: 8 minutes

Once T have been explained the content, an engVid's link is provided in order for them to reinforce the previous activity so that they are able to be practice how to give directions. Again, T monitors the activity and makes sure that there are not doubts.

Note: The current Youtube-Elli and engVid's videos have free access so Ss can watch them to practice freely or make a reinforcement at home.

4. Production:

Suggested time: 15 minutes

In order to check Ss's development T provides a Kahoot's link or code so that Ss need to look at a provided map and choose the correct answers related to giving directions.

Note: The current Kahoot's Activity has to be developed live since the platform allows the teacher admitting participants to be part of the activity in real time.

5. Assessment:

T provides a Padlet's link in which Ss have to draw or design a map of the city they are from or currently live and upload it. Moreover, Ss need to write a short paragraph presenting all the places or buildings that there are. T emphasizes on the correct use of

	<p>vocabulary as well as the prepositions of direction checked previously. (there is an example available). Use the attached Rubric to assess Ss.</p> <p>Note: The current Padlet's Activity have access anytime. However, it is important to set a deadline.</p>
<p>Student's Action:</p>	<p>1. Introduction:</p> <p>Ss use the provided link and explore the map identifying different places and buildings which are mentioned orally.</p> <p>Ss look at the presentation about places and buildings images so that they can identify them easily. They practice their proper pronunciation with T's help.</p> <p>2. Vocabulary:</p> <p>Ss are asked to look at the card's image and read the definition shown so that they can guess what place or building is it. If the images result confusing or difficult to guess, T makes gestures or give more examples until Ss can guess the name of the places.</p> <p>3. Independent Activity:</p> <p>Ss use the provided link by the teacher and follow T's instruction watching at the video and paying attention to the prepositions of direction presented. Ss also are able to practice pronunciation as well as answer some questions at the end of the video. Ss use the engVid's video to reinforce the previous activity about how to give directions.</p>

Ss are free to expose doubts that T can clarify during the activity.

4. Production:

Ss use the Kahoot's link or code given by the T to look at the map and choose the correct places location.

5. Assessment:

Ss have to draw or design a map of the place they currently live or where they are from. Upload it to the link and write a short paragraph talking about places and buildings. Ss follow T's instructions about the use of the vocabulary given and the preposition of directions.

Materials / Sources

Canva, Wordwall, Youtube, engVid, Kahoot, Padlet.

Suggestion:

Make sure you have necessary electronic devices (cell phones, labs, school tablets) and a stable internet connection to facilitate effective work.

Source: The researcher, 2024

Lesson 3 Outline

Phase 1: Discussion

Suggested time: 15 minutes

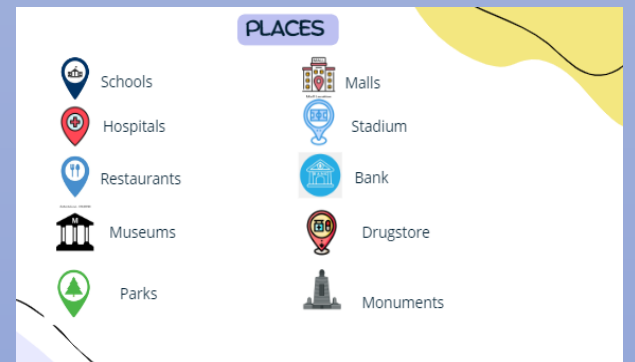
Canva's presentation

Instruction: Access to the Canva's link bellow and review the presentation about "My city". You will find out a map of my city, what places could you identify? Check the list.

Link: https://www.canva.com/design/DAGRxob1wHM/mfs7xHjtSNscIDD1Hw_7g/edit?utm_content=DAGRxob1wHM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Canva Activity



Images taken from:

https://www.google.com.ec/maps/@0.116182,78.4945415,11434m/data=!3m1!1e3?hl=es&entry=ttu&_ep=EgoyMDIoMTAyMy4wIXMDSOASAFOAw%3D%63D
<https://www.shutterstock.com/image-vector/place-school-blue-map-pin-260nw-1022703460.jpg>
<https://cdn-icons-png.freepik.com/512/3367/3367623.png>
<https://www.shutterstock.com/image-vector/food-pin-icon-restaurant-location-260nw-1705309783.jpg>
<https://e7.pngegg.com/pngimages/841/024/png-clipart-art-museum-platform-computer-icons-british-museum-museum-icon-angle-logo-thumbnail.png> <https://encrypted-tbno.gstatic.com/images?q=tbn:ANd9GcTfRCEkpmA9HCKWSo-v-eogAWEaEZ2KdOInC-KYiSvShYDg4H5AhhnWd2lU35uNVGnpHk&usqp=CAU> https://st5.depositphotos.com/35057912/66778/v/450/depositphotos_667786164-stock-illustration-mall-location-vector-fill-outline.jpg
<https://www.shutterstock.com/image-vector/football-stadium-here-soccer-field-600w-1132500932.jpg>
<https://cdn3.vectorstock.com/i/1000x1000/35/72/bank-map-pointer-flat-icon-vector-10253572.jpg>
<https://encrypted-tbno.gstatic.com/images?q=tbn:ANd9GcR5SQOnXxuhhtr3iLkq9OdKXdLVtArBoSgtHMT0pQ2ka88rogI6HmupYlLvkUJbdYymoQ&usqp=CAU> <https://e7.pngegg.com/pngimages/905/11/png-clipart-computer-icons-monument-symbol-miscellaneous-cdr.png>

Phase 2: Vocabulary

Suggested time: 15 minutes

Random cards Wordwall Activity:

Instruction: Go to the Wordwall link and choose random cards in which you will find a definition, try to guess what place it is.

Link: <https://wordwall.net/es/resource/78679458>



Wordwall: Random cards Activity

The image shows a screenshot of a Wordwall activity interface. It features three cards, each with a question "What place is it?" and a definition. The first card shows a play button and the word "INICIAR". The second card shows an illustration of a school building with the definition "a place where children go to be educated." The third card shows an illustration of a bank building with the definition "a building where people and businesses can invest or borrow money, change it to foreign money, etc." The fourth card shows an illustration of a monument with the definition "a structure or building that is built to honour a special person or event." Each card has a "Mezclar" (Shuffle) button, a "Deshacer" (Undo) button, and a "Repartir" (Deal) button. There are also volume and full-screen icons. The interface is set against a light blue background.

What place is it?

INICIAR

Mezclar Deshacer Repartir

What place is it?

Mezclar Deshacer Repartir

What place is it?

Mezclar Deshacer Repartir

What place is it?

Mezclar Deshacer Repartir

Images taken from: <https://banner2.cleanpng.com/20190627/tui/kisspng-clip-art-school-portable-network-graphics-image-ve-school-clipart-png-transparent-azpng-1713884555573.webp>
<https://wordwall.net/es/resource/78679458> <https://wordwall.net/es/resource/78679458>

Phase 3: Independent activity

Suggested time: 6 minutes

Youtube's Activity:

Instruction: Go to the link below and watch a video related to Prepositions of directions (Grammar). Listen and repeat the prepositions and try to answer the questions provided at the end of the video. Watch it twice if necessary.

Link: https://www.youtube.com/watch?v=Hd14_fB5AC4



Ellii-Youtube Activity

The image displays a 2x2 grid of video thumbnails from a YouTube lesson titled "Prepositions of Direction - English Grammar Lessons".

- Top-left thumbnail:** Shows a street map with various locations labeled: Theater, Bank, Grocery Store, Bakery, Bus Stop, Hospital, and Laundromat. The streets are Summer Street, Main Street, and Smith Street. Below the map, the text reads: "Where is the bakery?" and "The bakery is on the corner of Main Street and Summer Street."
- Top-right thumbnail:** Features a dark background with a white speech bubble containing the text "Listen and repeat". Above the speech bubble are icons for a listening ear and a speech bubble.
- Bottom-left thumbnail:** Shows a stylized bar chart with three bars of different heights and colors (pink, blue, grey). Below the chart, the text reads: "next to / beside" with a small hand icon pointing to the right.
- Bottom-right thumbnail:** Shows a pair of hands holding a black sign with the word "Practice" written on it in white.

The bank is _____
the grocery store and
the bakery.



The bank is **between**
the grocery store and
the bakery.



Images taken from: https://www.youtube.com/watch?v=Hd14_fB5AC4
https://www.youtube.com/watch?v=Hd14_fB5AC4
https://www.youtube.com/watch?v=Hd14_fB5AC4
https://www.youtube.com/watch?v=Hd14_fB5AC4
https://www.youtube.com/watch?v=Hd14_fB5AC4

engVid's Activity:

Suggested time: 8 minutes

Instruction (optional): To reinforce the previous activity, you can use the link below. This video engVid will help you to give directions.

Link: <https://www.engvid.com/how-to-give-directions-in-english/>



engVid Activity



Image taken from: <https://www.engvid.com/how-to-give-directions-in-english/>

Phase 4: Giving directions

Suggested time: 15 minutes

Kahoot's Activity:

Instruction: Access to the link below. Look at the provided map and select the answer that better fits.

Link: <https://create.kahoot.it/share/enter-kahoot-title/03d9af67-c80d-41b7-b9fc-f4b24df30add>



Kahoot Activity

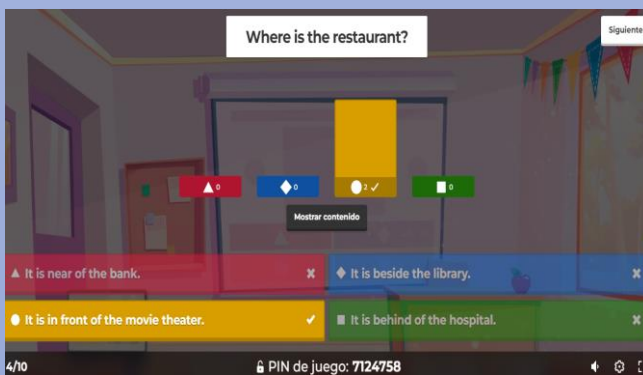


Image taken from:

https://www.liveworksheets.com/sites/default/files/styles/large/public/def_files/2021/1/17/1011721383324722/1011721383324722002.jpg?itok=xEEGfVtu

Phase 5: Assessment

Padlet's Activity:

Instruction: Go to the link below and access to the Padlet's activity. You have to draw or design a map of your city or the place you are from and write a short paragraph presenting the place. Remember to use the vocabulary checked as well as prepositions of directions. You are able to use the following prompt.

My city.

I live in Sangolquí, it is a nice city in which you can find different places to visit. If you come, you should visit the museums because they are popular. Moreover, try to visit the parks, there is a nice place named "Santa Clara" which is located behind the ESPE University. ESPE is located next to San Luis shopping in which you can find different stores to get things with excellent discounts. Talking about food, you can find a huge set of options to choose. My favorite place is "El Leño" restaurant which is located far from the city.

Link: <https://padlet.com/anabelruizb16/tell-me-about-you-city-xrkg7rb79hole440>



Development

Padlet Activity

The screenshot shows a Padlet board with a night cityscape background. The board title is "Tell me about your city" and the instructions are: "Draw or design a map of the city you live or the place you're from. Write a paragraph presenting the place. Remember to use the vocabulary checked and prepositions of directions correctly. Finally, comment a classmate's post." A post by Anabel Ruiz, posted 26 days ago, includes a prompt, a colorful map of Sangolquí, and a paragraph of text.

Prompt:

Sangolquí is a nice city in which you can find different places to visit. If you come, you should visit the museums because they are popular. Moreover, try to visit the parks, there is a nice place named "Santa Clara" which is located behind the ESPE University.

Image taken from: <https://assets.isu.pub/document-structure/230131003623513328e7e37831ded2441f55f2a5e6c2/v1/05a9c9500c0e09611bfa97d00d734d08.jpeg>



Rubric: Writing production

Learning outcomes: Describing a place through a paragraph.

A2			
	CONTENT	ORGANIZATION	LANGUAGE
5-4	Clear addresses with the topic demonstrating relevant ideas.	Well-organized writing	Demonstrate a variety of suitable vocabulary and punctuation marks when writing about the item
3-2	Adequately addresses with a few lacks of ideas.	Shows sufficient control of general organization	Uses appropriate vocabulary to write about the topic.
1-0	Does not address the topic with ideas off.	Shows only limited control of organization forms.	Uses isolated vocabulary and punctuation marks.

(Only 10 points possible)

Comments:

Taken from: Cambridge Assessment A2 Writing.

Instructional Procedures

Lesson 4: Favorite fashions!

Instructor:

Content: adjectives

Pupils: 9-11 aged learners

Time: 60 min

Method: Eclectic Method

Level: A2

Objective:

Students will be able to describe clothing items through the use of appropriate vocabulary.

Description: *The current lesson aims to foster vocabulary related to clothes using adjectives.*

Phases:

- 1. Introduction: (Direct Method and Total Physical Response TPR)*
- 2. Vocabulary Practice: (Audio-Lingual Method)*
- 3. Independent activity: (Game-Based Learning GBL)*
- 4. Assessment: (Tasked- Based Learning Teaching TBLT)*

Assessment able to comprehend and use vocabulary related clothing items and adjectives.

Teacher's Action:

1. Introduction:

Suggested time: 5 minutes

T provides a Jamboard's link and ask Ss to write on the screen what clothing a partner or best friend is wearing. T tells Ss not translating words and apply the vocabulary they know so that T is able to measure Ss's knowledge.

Note: The current Jamboard's link has access anytime so it can be used to practice freely.

Suggested time: 10 minutes

T introduces new vocabulary by sharing a Canva's link with Clothing flashcards which contain label images and their definitions as well as audios containing each word's pronunciation and definitions.

T asks Ss to look at the images, listen to each word and definition pronunciation. Then Ss read the word and its definition while T monitors Ss's pronunciation.

Note: The current Canva's link has access anytime so it can be used to practice freely.

Suggested time: 10 minutes

Once T has introduced new vocabulary:

Face to face class: *T asks Ss to make groups of five and choose someone to go to the front. T establishes exactly one minute to put on the Ss in front any kind of cloth or accessories, at the end T counts the amount of clothes or accessories on the Ss so the group that have more clothing wins. (It is important that Ss can name the clothing). T motivates Ss to work collaboratively by giving an extra point for future activities.*

Online Class: *T asks Ss to bring different types of clothing to be shown in front of the camera, Ss who bring more clothing win. T motivates Ss giving an extra point for future activities.*

2. Vocabulary Practice:

Suggested time: 5 minutes

T provides an Edpuzzle’s link so that Ss are able to watch a video about what Carl and Emma wear in according to different situations. T asks Ss to listen to what they mention carefully and repeat. T explains Ss that at the end of the video they are finding a question with extra options as answer.

Note: The current Edpuzzle’s link has access anytime so it can be used to practice freely.

3. Independent Activity:

Suggested time: 10 minutes

T provides a Gimkit’s link to reinforce Ss’s knowledge through a game. T explains the rules of the “One way out game” in which Ss have to fight with some plants that intent to shoot them to decrease their energy. The aim of the game is to try to scape by using different gadgets. T reminds Ss to answer questions correctly to charge more energy.

Note: The current Gimkit’s game has access anytime so it can be used individually to practice freely.

4. Assessment:

Suggested time: 20 minutes

T asks Ss to choose a situation (E.g. a party, a work meeting, weekend, school, project presentation.....). Once Ss have make their choice T asks them to make a collage creating fashion combinations for the occasion. T asks to prepare an oral presentation of their collages using Canva or any technological tool they prefer. (there is an example available). Use the attached Rubric to assess Ss.

	<p><i>It is important to motivate Ss to use adjectives as well as establishing a specific time to the presentation.</i></p>
<p>Student's Action:</p>	<p>1. Introduction:</p> <p><i>Ss uses the provided link and have access to the Jamboard's activity in which they are able to write about clothing that their partners or friends are wearing.</i></p> <p><i>Ss enter to the link and uses the given flashcards to know about new vocabulary as well as practice pronunciation by listening the audios attached in each flashcard.</i></p> <p><u>Face to face:</u> <i>For this activity Ss make groups and choose someone to go to the front and in one minute they have to put on their classmate as much clothing as they can. At the end Ss have to count and know the name of each clothing.</i></p> <p><u>Online:</u> <i>Ss listen to the T and look for the clothing that T requires and show them in front of the camera.</i></p> <p>2. Vocabulary practice:</p> <p><i>Ss access to the video through the Edpuzzle's activity so that they are able to watch the video about Carl and Emma different situations and pay attention to the mentioned clothing and repeat. After practicing Ss have to answer a question paying attention because there are extra options that might make them doubt.</i></p> <p>3. Independent Activity:</p>

Ss access to the provided link and follow T's instructions about the game. They play meanwhile they are practicing the vocabulary giving during the lesson

4. Assessment:

Ss choose a situation and design creative collages about nice clothing combination. They are supposed to present the collages using proper vocabulary checked during the current lesson as well as any kind of technological resource.

Materials / Sources

Jamboard, Canva, edpuzzle, Gimkit

Suggestion:

Make sure you have necessary electronic devices (cell phones, labs, school tablets) and a stable internet connection to facilitate effective work.

Source: The researcher, 2024

Lesson 4 Outline

Phase 1: Introduction

Method:

The first activity is based on the application of the *Direct Method* where students have interaction by using only English, translation is not allowed.

Jamboard's activity:

Suggested time: 5 minutes

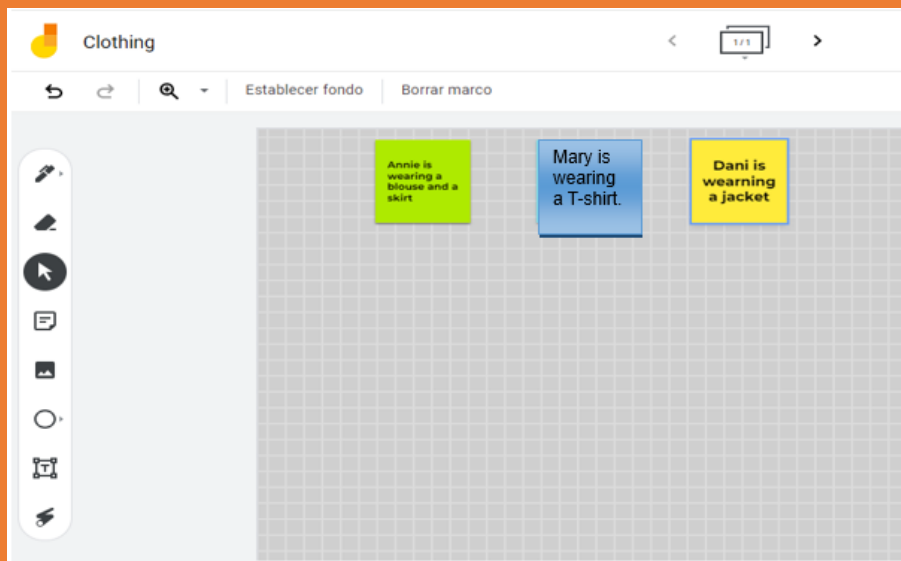
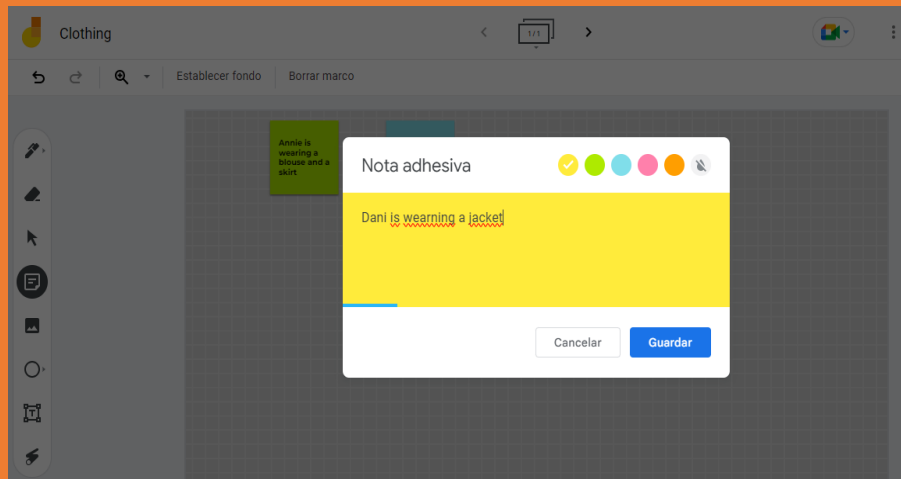
Instruction: Look at your partners carefully. Go to the Jamboard's link below and using the words that you can remember tell me, what is your partner wearing today?

Link:

<https://jamboard.google.com/d/1BPMeKLsLQnOippli6bGH94v5YNEuRBqfEFoslaBNZW/M/edit?usp=sharing>



Jamboard Activity



Canva's Activity:

Suggested time: 10 minutes

Method:

For this activity *Total Physical Response (TPR)* is used focusing on language and movement coordination creating clear examples for students.

Instruction: Go to the Canva's link below and let's check the clothes vocabulary presentation. You can click on the flashcards and hear pronunciation of the word and definition.

Link:

https://www.canva.com/design/DAGR3zMHiNA/OILx5vfKnuJgMEsRXvi8A/edit?utm_content=DAGR3zMHiNA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Canva: Spoken Flashcards Activity

CLOTHES VOCABULARY

Understanding Word Relationships

Click on the audios

ACCESSORIES

Scarf, Gloves, Flip flops, High heels, Ear muffs, pyjamas, Tie, Bow Tie, Slippers, Shirt, Tank top, Bum Bag

OVERCOAT

Definition

A long thick coat worn in cold weather.

JUMPER

Definition

a piece of clothing with long sleeves that is usually made from wool, it doesn't open at the front.

TRACKSUIT

Definition

A relaxed-fitting top and pants, typically worn by those training for a sport, exercising, or as casual outfit.

HOODIE

Definition

a sweatshirt (cotton clothing that has a hood to cover the head).

Images taken from: https://as2.ftcdn.net/v2/img/02/72/25/63/1000_F_272256315_5Cau17WIEqWtL7d8NicywBPpTRWaYCCU.jpg
https://img.freepik.com/premium-vector/cool-yellow-trousers-cartoon-illustration_292879-1291.jpg
<https://i.ytimg.com/vi/iHXjTqNHRYI/maxresdefault.jpg>
<https://www.shutterstock.com/image-vector/vector-isolated-brown-coat-260nw-790585867.jpg>
<https://i.pinimg.com/736x/67/4f/3e/674f3eca8a30ff3ee2c69859a512c27d.jpg>
<https://thumbs.dreamstime.com/b/vector-single-cartoon-illustration-brown-hoodie-sweatshirt-128756702.jpg>

Instruction: Once you have checked the clothes vocabulary let's practice:

Face to face class: Make groups of five students, choose just one person to go to the front. You will have one minute to put on any kind of cloth or accessories. Later we will count the amount of clothes so that the group that have more clothes put on their partner in front will win.

Online class: Listen to me and bring the clothing that I ask and show them in front of the camera. People who bring more clothing will win an extra point.

Phase 2: Vocabulary Practice

Suggested time: 5 minutes

Method:

For the follow activity *Audio-Lingual method* is used so that students are able to focus on listening and speaking by drills and repetition that lead them to use English language.

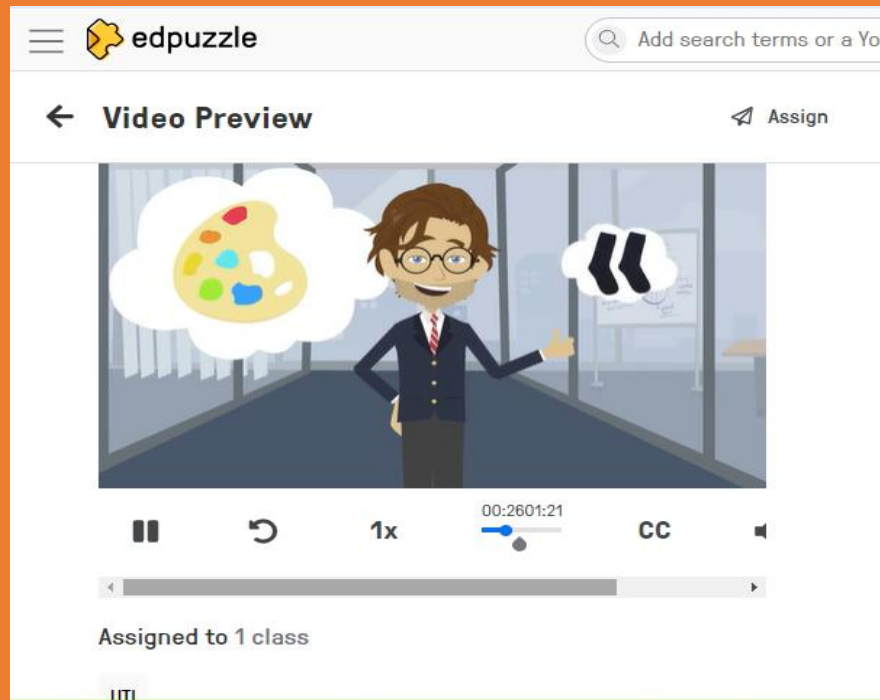
Edpuzzle's Activity:

Instruction: Access to the edpuzzle's link below. Watch the video, listen carefully and repeat what Carl and Emma wear in different situations. Once you have practice, you will have a question. Read carefully the possible answers and choose the correct one.

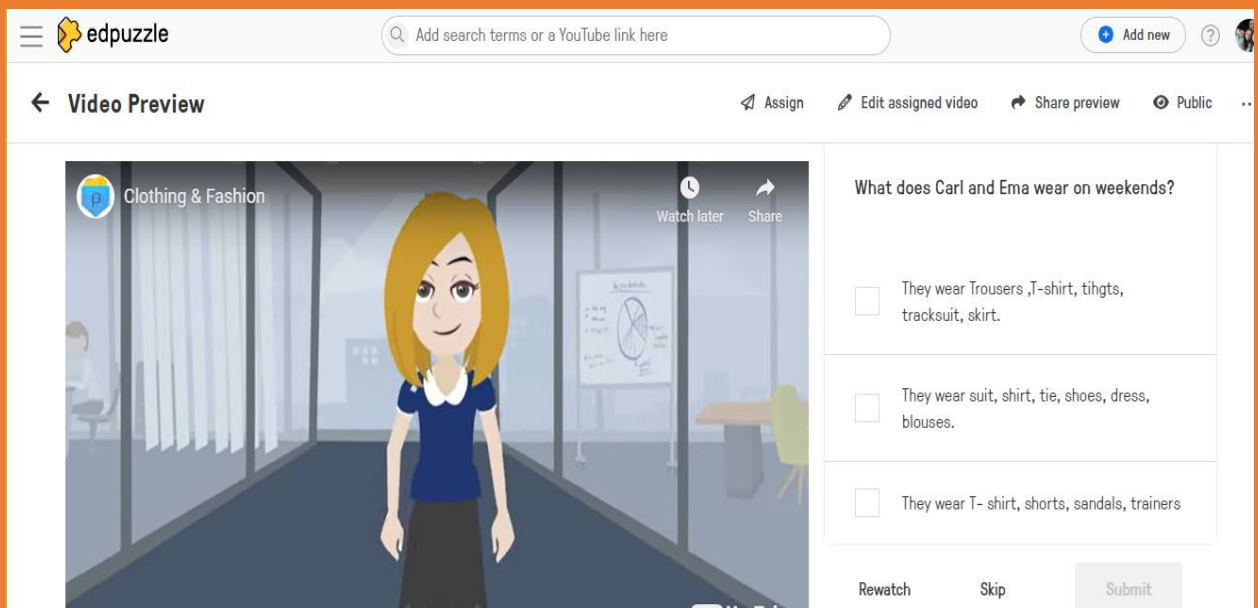
Link: <https://edpuzzle.com/media/66f599489483252fbo4be6fa>



Edpuzzle Activity



The screenshot shows the Edpuzzle video player interface. At the top left is the Edpuzzle logo and a search bar. Below that is a navigation bar with a back arrow, the text "Video Preview", and an "Assign" button. The video player itself shows a cartoon man in a suit standing in a hallway. He has two thought bubbles: one containing a paint palette and another containing a double arrow icon. Below the video are standard playback controls: a pause button, a refresh button, a "1x" speed indicator, a progress bar showing "00:2601:21", a "CC" (Closed Captions) button, and a volume icon. Below the video player, it says "Assigned to 1 class".



The screenshot shows the Edpuzzle video player interface with a quiz overlay. At the top left is the Edpuzzle logo and a search bar. Below that is a navigation bar with a back arrow, the text "Video Preview", and buttons for "Assign", "Edit assigned video", "Share preview", and "Public". The video player shows a cartoon woman in a blue top and black skirt standing in a hallway. In the top left corner of the video, there is a "Clothing & Fashion" icon and text. In the top right corner of the video, there are "Watch later" and "Share" icons. Overlaid on the right side of the video is a quiz question: "What does Carl and Ema wear on weekends?". Below the question are three multiple-choice options, each with an unchecked checkbox:

- They wear Trousers ,T-shirt, tihgts, tracksuit, skirt.
- They wear suit, shirt, tie, shoes, dress, blouses.
- They wear T- shirt, shorts, sandals, trainers

At the bottom of the quiz overlay are three buttons: "Rewatch", "Skip", and "Submit".

Phase 3: Independent Activity

Suggested time: 10 minutes

Method:

In the current activity Game-Based learning is used since students will be motivated to review vocabulary related to clothing as well as adjectives by using gimkit.

Instruction: This game is called “One way out” in which you will fight against some plants that intend to shoot in order to get rid of your energy so that you will use some gadgets to fight and try to scape. Remember that you are able to charge energy by answering correctly the questions.

Link: <https://www.gimkit.com/host?id=66f60cde9940359798981745>



Gimkit Game Activity

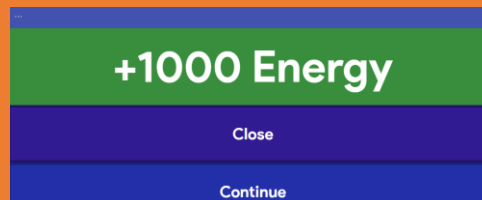
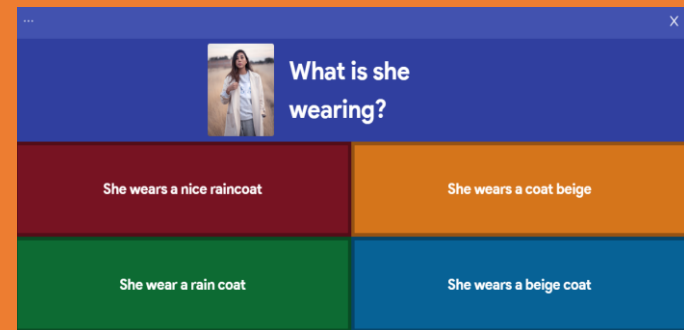
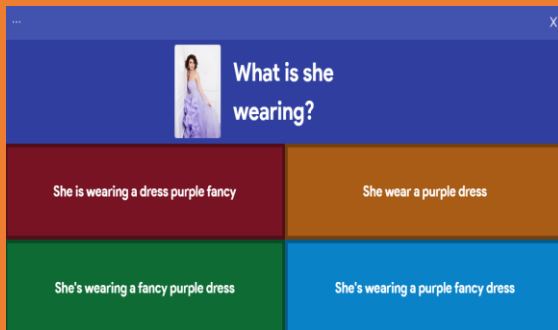
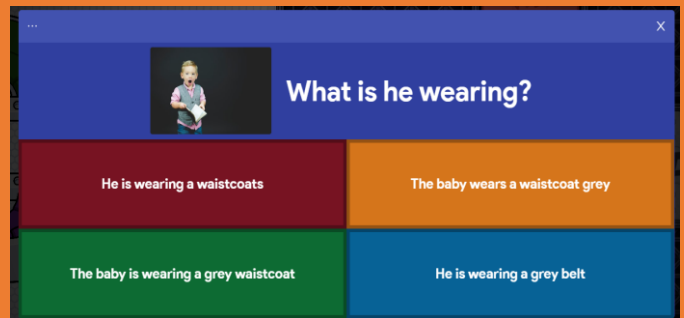
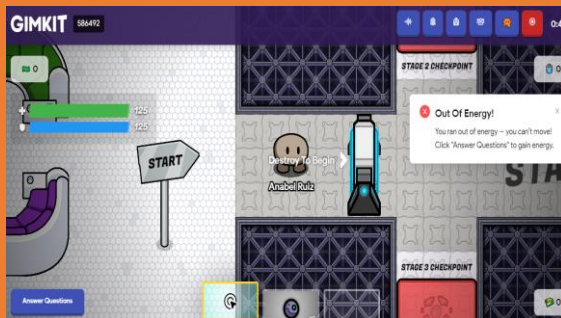
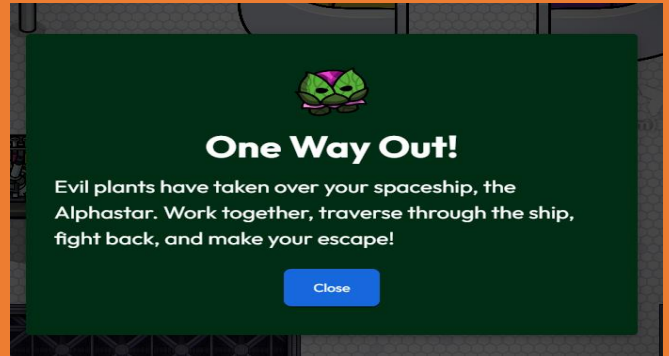


Image taken from: <https://www.gimkit.com/host?id=66f60cde9940359798981745>
<https://www.gimkit.com/host?id=66f60cde9940359798981745>
<https://www.gimkit.com/host?id=66f60cde9940359798981745>

Phase 4: Assessment

Suggested time: 20 minutes

Method:

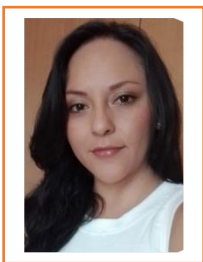
Task-Based Language Teaching (TBLT) method is used so that students are able to work with real-life contexts.

Instruction: What would you wear?

You have different situations (a party, a work meeting, weekend, school, project presentation, an outing with friends, date). Make a collage by choosing a situation and look for images and make creative combinations.

Use Canva or another technological tool to create your own collage. Once you create it, present orally to your classmates. This time try to include adjectives if possible. You can use the following prompt.

Hello, I'm Anabel. For my collage I chose a date and for this situation I would like to combine my cloth nicely. I decided to create six combinations. In the first images as you can see, I am wearing a black pair of pants, an elegant grey or white blouse with a chic handbag. Then, I am wearing a black skirt, a white blouse, high heels and a handbag. Later, I decided to wear dresses, the first one is a nice brown dress, while the second one is a grey dress, both are combined with boots and grey jackets. Finally, I am wearing green pants, a short beige blouse and a beige overcoat.

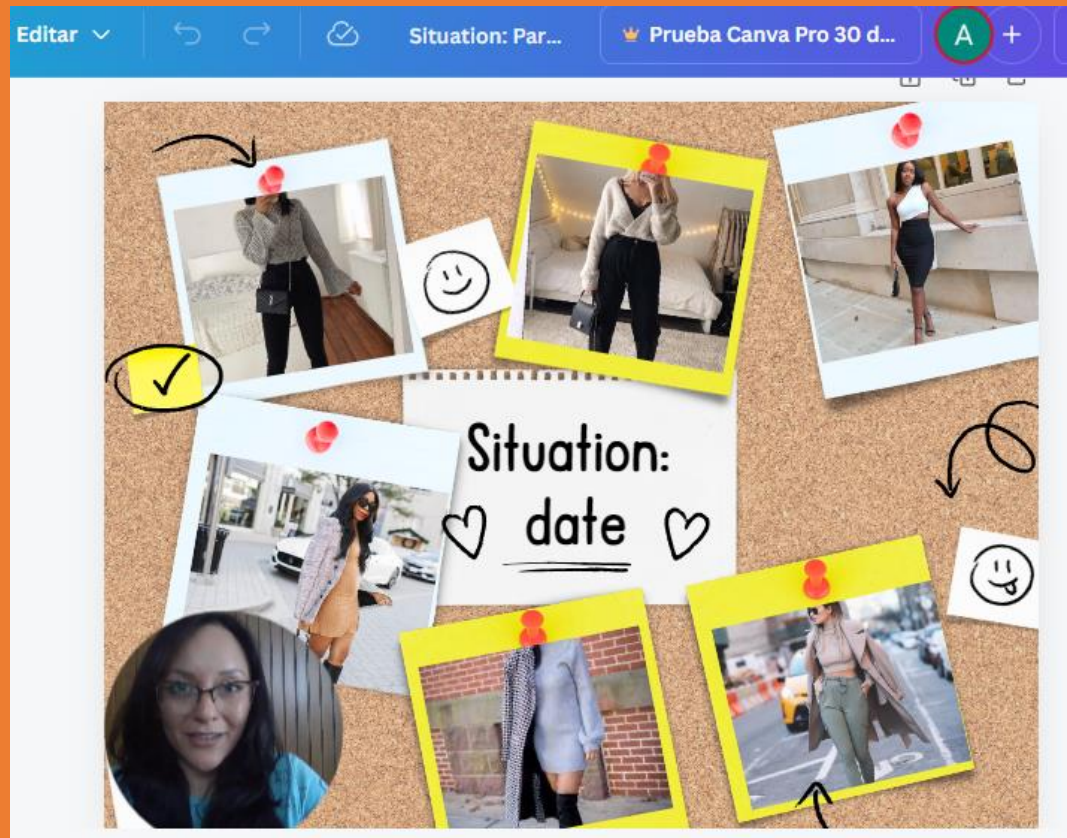


Link:

https://www.canva.com/design/DAGR6Bo2lsU/To3unEut_5opOwJx1eF5CA/edit?utm_content=DAGR6Bo2lsU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Canva: Spoken Collage Activity



Images taken from: <https://i.pinimg.com/236x/3b/31/86/3b3186696cfbab3183a9af3284173543.jpg>
<https://i.pinimg.com/originals/46/9e/26/469e263b0b2999c9c550a2718cd5e81f.jpg>
https://encrypted-tbno.gstatic.com/images?q=tbn:ANd9GcSwExW_1O8K2SlvAsMvdgRWzXTwckDxZrsiMA&s
https://encrypted-tbno.gstatic.com/images?q=tbn:ANd9GcRYfZqYNY7dMpZl3qig_OCE6VyFEmNNpcoahQ&s



Rubric: Visual items & Speaking production

Learning outcomes: A creative fashion combination's collage.

A2	CONTENT	CREATIVITY & ORGANIZATION	VISUAL DESIGN	LANGUAGE USE
4	Explains clearly the topic showing a connection with the elements.	Collage has a high level of creativity. The presentation is well-organized.	Visual elements are striking.	Proper language is used with strong vocabulary.
3	The topic is explained good showing a connection with the elements.	Collage shows creativity. The presentation is mostly organized.	Collage is visually appealing	Clear language is used, vocabulary may be somewhat limited through repetition.
2	Topic is somewhat clear with limited element's connection.	Collage shows some creativity, but lacks originality. The presentation is somewhat organized.	Visual elements are somewhat engaging	Language is understandable but shows a lack of fluency including frequent repetition.
1	Topic is unclear with a weak element's connection.	Collage shows a lack of creativity and originality. Visual elements are not effective enough.	Collage is visually unclear and disorganized.	Language is unclear or inappropriate making the presentation difficult to follow.

(Only 10 points possible)

Comments:

Taken from: Northern Illinois University and adapted by the author.

VALIDATION OF THE PROPOSAL

Validation by Experts:

Elangovan (2021) affirms that validation by experts is the process in which a proposal is checked and assessed by specialists with expertise in a specific field. In this sense, for the following process, three specialists were proposed to evaluate the current proposal. An Assessment Matrix Support was used which helps ensuring that the proposal is well-structured, effective, and aligned with educational goals for promoting vocabulary learning through gamification considering aspects such as relevance, engagement, effectiveness, variety of activities, assessment methods, technological integration, teacher support, and clarity of objectives.

In such a way that the results of the three validations by experts demonstrate that all of the items presented in the proposal are strong aligned to the learner's level of knowledge which is A2 level as well as tailored to meet the learner's needs ensuring that they can be aware of the importance of what they are learning. Moreover, the activities proposed are highly interactive promoting student's engagement as well as effectiveness in vocabulary retention during the class. Furthermore, the proposal offers non-conventional assessment strategies aiming to get a better evaluation result. The use of interactive and suitable technological tools such as Kahoot, Wordwall, Educaplay, Mentimeter, Canva, Gimkit, Edupuzzle, and Padlet are a relevant due to the fact all of them enhance the learning experience highlighting the issue that the activities proposed are well-designed specifically to be applied in private schools' environments where technological resources are available.

Finally, the objectives provided in the proposal are clearly defined so that learners and teachers are allowed to understand what they need to work towards and how to achieve it with significant learning outcomes.

In conclusion, the validation by experts reveals that the proposal not only engaged students but also, they are able to be connected to the real-world context application enhancing motivation and interesting in learning new English vocabulary through the variety of activities which allow students to thrive demonstrating that they are not only memorizing words in a mechanic way.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

- The proposed activities in the Didactic Unit based on gamification trends significantly increase learners' engagement and motivation making them demonstrate more interest in English Vocabulary learning through interactive activities encouraging active participation fostering vocabulary.
- The design of a Didactic Unit based on gamification and its practical activities not only provide vocabulary acquisition but also contributed to better retention allowing learners to use the acquired vocabulary in real-life contexts.
- The validation by experts revealed that Didactic Unit based on gamification is well-structured, effective, aligned with A2 level promoting collaborative learning as well as allowing young learners to be connected to real-life contexts application through a variety of digital gamified activities.

RECOMENDATIONS

- It is recommended to integrate and present a variety of gamified activities to keep learners' interest and engagement in vocabulary learning taking into account their preferences as well as their needs.
- Teachers should receive training on how enhance their technological skills and adapt gamification to effectively use gamified strategies ensuring that gamification becomes both engaging and educational.
- Teachers should periodically assess the effectiveness of the gamified activities by asking learners feedback and tracking vocabulary application during the learning process as well as making adjustments, when necessary, based on these insights to make improvements for getting significant learning outcomes.

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ANNEXES

ANNEX 1: SYSTEMATIZATION

Categories / subcategories: Gamification Trends, gamification strategies, gamification sources, and Vocabulary.

GAMIFICATION TRENDS:

TITLE: **GAMIFICATION AND STUDENTS’
MOTIVATION: USING QUIZIZZ IN THE EFL
CLASSROOM**

POPULATION:	51 students from a school located in Spain.
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Jiménez-Sánchez, M., & Gargallo-Camarillas, N. (2020). Gamification and students’ motivation: Using Quizizz in the English as a foreign language (EFL) classroom. <i>Acta Marisiensis. Philologia</i> , 2(1), 1-13.
DOI / URL:	https://doi.org/10.2478/amph-2022-0035
YEAR:	2020

KEYWORDS:	Gamification, Motivation, Quizizz, EFL class
CONTENT OVERVIEW:	Gamification is closely tied to motivation, with positive effects that can boost learners' enthusiasm for English learning. Games, as educational tools, can turn traditional classrooms into more innovative learning environments. Thereby, digital applications have been adapted to improve learning competencies. Quizizz is a game where Ss attempt to get the correct answer to win.
TITLE:	THE RESEARCH TRENDS OF GAMIFICATION IN HIGHER EDUCATION
POPULATION:	432 information sources
TEXTUAL TYPOLOGY :	Bibliometric Analysis
APA REFERENCE:	Bagher Khatibi, M., Badeleh, A., & Khodabandelou, R. (2021). A bibliometric analysis on the research trends of gamification in higher education: 2010-2020. <i>The New Educational Review</i> , 65, 17-28.
DOI / URL:	DOI: 10.15804/tner.2021.65.3.0
YEAR:	2021

KEYWORDS:	Gamification, Trends, Higher Education
CONTENT OVERVIEW:	Researches focus on simulation, e-learning, blended, gamed, and mobile learning. As well as augmented and virtual reality.

TITLE: THE EFFECTS OF PERSONALIZED GAMIFICATION ON STUDENTS' FLOW EXPERIENCE, MOTIVATION, AND ENJOYMENT

POPULATION:	121 elementary school students
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Oliveira, W., Hamari, J., Joaquim, S., Toda, A. M., Palomino, P. T., Vassileva, J., & Isotani, S. (2022). The effects of personalized gamification on students' flow experience, motivation, and enjoyment. <i>Smart Learning Environments</i> , 9(1), 16.
DOI / URL:	https://doi.org/10.1186/s40561-022-00194-x
YEAR:	2022

KEYWORDS: Personalized gamification, gamified education, Flow (optimal) experience, User modeling, experimental study

CONTENT OVERVIEW: Consider the type of gamer, behavioral profiles, and preferences.

Gamified educational systems can include gamification elements such as points, stages, leaderboards, rewards, progress, storyline, and feedback.

TITLE: PREFACE FOR THE SPECIAL ISSUE: “TRENDS IN EDUCATIONAL GAMIFICATION: CHALLENGES AND LEARNING OPPORTUNITIES”

POPULATION: 11 articles

TEXTUAL TYPOLOGY : Article

APA REFERENCE: Piñero Charlo, J. C., Belova, N., Quevedo Gutiérrez, E., Zapatera Llinares, A., Arboleya-García, E., Swacha, J., ... & Carmona-Medeiro, E. (2022). Preface for the special issue “trends in educational

	gamification: challenges and learning opportunities". <i>Education Sciences</i> , 12(3), 179.
DOI / URL:	https://doi.org/10.3390/educsci12030179
YEAR:	2022
KEYWORDS:	No information
CONTENT OVERVIEW:	Live-Action games: Educational Escape Rooms, and board games, promote creativity.

TITLE: THE UTILIZATION OF MOBILE-ASSISTED GAMIFICATION FOR VOCABULARY LEARNING: ITS EFFICACY AND PERCEIVED BENEFITS

POPULATION:	74 First-year Students
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Fithriani, R. (2021). The utilization of mobile-assisted gamification for vocabulary learning: Its efficacy and perceived benefits. <i>Call-Ej</i> , 22(3), 146-163.
DOI / URL:	https://callej.org/index.php/journal/article/view/357

YEAR:	2021
KEYWORDS:	Digital game-based learning (DGBL), Digital Natives, Mobile-assisted gamification (MAG), Quizlet, and vocabulary learning.
CONTENT OVERVIEW:	The use of gamified digital games have been incorporated to learners from different ages. For young ones, the games turns engaging creating an environment that boots their motivation to learn such as Quizlet which increases Ss' motivation and interests.

GAMIFICATION STRATEGIES

TITLE: EFFECTIVE ONLINE ENGAGEMENT STRATEGIES THROUGH GAMIFICATION.

POPULATION:	No information
TEXTUAL TYPOLOGY :	Systematic literature review
APA REFERENCE:	Jayawardena, N. S., Ross, M., Quach, S., Behl, A., & Gupta, M. (2021). Effective online engagement strategies through gamification: a systematic literature

APA REFERENCE:	Palaniappan, K., & Noor, N. M. (2022). Gamification strategy to support self-directed learning in an online learning environment. <i>International Journal of Emerging Technologies in Learning (iJET)</i> , 17(3), 104-116.
DOI / URL:	https://doi.org/10.3991/ijet.v17i03.27489
YEAR:	2022
KEYWORDS:	Gamification, Self-Directed learning, programming learning.
CONTENT OVERVIEW:	<p>ICT, self-directed learning, and learner-centered approach suit learning methods.</p> <p>Moodle version 3.1 where learners are able to access and complete such as lectures, videos, notes, videos, quiz, assignments, assessment.</p>

TITLE: USING GAMIFICATION AS AN ONLINE TEACHING STRATEGY TO DEVELOP STUDENTS' 21ST CENTURY SKILLS.

POPULATION:	26 upper secondary students
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TEXTUAL	Article
TPOLOGY :	
APA	Mårell-Olsson, E. (2021). Using gamification as an online teaching strategy to develop students' 21st century skills. <i>IxD&A: Interaction Design and Architecture (s)</i> , (47), 69-93.
REFERENCE:	
DOI / URL:	DOI: 10.55612/S-5002-047-004
YEAR:	2021
KEYWORDS:	Gamification, online teaching, pedagogical balance
CONTENT	Pedagogical design principle for online gamification activities. Teachers viewed gamified teaching methods as highly effective. However, they face significant challenges.
OVERVIEW:	

TITLE: ANALYSIS OF THE USE AND INTEGRATION OF THE FLIPPED LEARNING MODEL, PROJECT-BASED LEARNING, AND GAMIFICATION METHODOLOGIES BY SECONDARY SCHOOL MATHEMATICS TEACHERS

POPULATION:	73 teachers
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Hossein-Mohand, H., Trujillo-Torres, J. M., Gómez-García, M., Hossein-Mohand, H., & Campos-Soto, A. (2021). Analysis of the use and integration of the flipped learning model, project-based learning, and gamification methodologies by secondary school mathematics teachers. <i>Sustainability</i> , 13(5), 2606.
DOI / URL:	https://doi.org/10.3390/su13052606
YEAR:	2021
KEYWORDS:	Active methodologies, educational technologies, Flipped Learning Model, project-based learning, gamification
CONTENT OVERVIEW:	Active methodologies should be a continuous learning process for teachers so that they can be able to apply all strategies proposed in their classes. For instance, video games can be adapted to any context or subject since they have a playful approach.

GAMIFICATION ELEMENTS

TITLE: LEADERBOARD DESIGN PRINCIPLES
TO ENHANCE LEARNING AND MOTIVATION
IN A GAMIFIED EDUCATIONAL
ENVIRONMENT: DEVELOPMENT STUDY

POPULATION:	3 Design Principles
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Park, S., & Kim, S. (2021). Leaderboard design principles to enhance learning and motivation in a gamified educational environment: Development study. <i>JMIR serious games</i> , 9(2), e14746.
DOI / URL:	doi: 10.2196/14746
YEAR:	2021
KEYWORDS:	Leaderboard design, gamification, learning motivation, affordance
CONTENT OVERVIEW:	Gamification uses different elements, structures, and principles to be applied in the educational field. It uses points, badges, levels, and avatars so that Ss might feel motivated providing them with integration experiences. Leaderboard promotes

CONTENT OVERVIEW:	Teachers include ICT-based as well as game-based lessons in their classrooms. However, gamification elements such as points, levels, rewards, and competition are used as extrinsic motivational factors to enhance learners' motivation.
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TITLE: LEADERBOARDS IN AN EFL COURSE: STUDENT PERFORMANCE AND MOTIVATION

POPULATION:	2 university classes
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Philpott, A., & Son, J. B. (2022). Leaderboards in an EFL course: Student performance and motivation. <i>Computers & Education</i> , 190, 104605.
DOI / URL:	https://doi.org/10.1016/j.compedu.2022.104605
YEAR:	2022
KEYWORDS:	No information
CONTENT OVERVIEW:	Instead of using traditional methods, teachers are able to redesign elements to be more game-like. For instance, Feedback can be given through rewards,

points, and ranks so that students may improve their performance and motivation.

TITLE: AN EXAMINATION OF THE FACTORS AND CHALLENGES TO ADOPTING GAMIFICATION IN ENGLISH FOREIGN LANGUAGE TEACHING.

POPULATION:	16 teachers
TEXTUAL TYPOLOGY :	Article
APA REFERENCE:	Demirbilek, M., Talan, T., & Alzouebi, K. (2022). An Examination of the Factors and Challenges to Adopting Gamification in English Foreign Language Teaching. <i>International Journal of Technology in Education</i> , 5(4), 654-668.
DOI / URL:	https://doi.org/10.46328/ijte.358
YEAR:	2022
KEYWORDS:	Gamification, Game, EFL, Foreign language teaching, English teachers

<p>CONTENT OVERVIEW:</p>	<p>Gamified activities promote active class participation since learning becomes more enjoyable and makes learning process efficient and effective. Moreover, skills are developed in an interesting way. However, the application of gamification in classrooms may present some struggles such as a negative competitive environment, challenges, objections, time extension, disorganized environment, technical issues with digital games or tools, and lack of internet or electronic devices tend to become barriers.</p> <p>Even though, Kahoot, and Mentimeter, are gaming websites that foster a comfortable and engaging learning process.</p>
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VOCABULARY

TITLE: GAMIFICATION AS A STRATEGY FOR VOCABULARY LEARNING IN UNIVERSITY STUDENTS.

<p>POPULATION:</p>	<p>29 teachers and 105 students</p>
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TEXTUAL	Case Study
TPOLOGY :	
APA REFERENCE:	Díaz, D. G., Pérez, M. J. S., Ramírez, E. R., & Aristega, J. M. (2022). Case Study: Gamification as a strategy for vocabulary learning in university students. <i>Ciencia Latina Revista Científica Multidisciplinar</i> , 6(6), 7992-8005.
DOI / URL:	https://doi.org/10.37811/cl_rcm.v6i6.3970
YEAR:	2022
KEYWORDS:	Gamification, vocabulary acquisition, online games
CONTENT OVERVIEW:	The use of online games has increased students' attention and participation so that they have had the opportunity to acquire more new vocabulary. Nowadays, games are used as tools to promote learning vocabulary since enable repetition through failure, and overcoming shyness. Teachers strongly believe that students acquire vocabulary easily through Kahoot, Mentimeter, Wordwall, Quizwhizer, Quizlet, Vocabulary Jam, Flashcards, and Jeopardy rocks.

TITLE: **THE EFFECTS OF IMPLEMENTING
GAMIFIED INSTRUCTION ON VOCABULARY
GAIN AND MOTIVATION AMONG LANGUAGE
LEARNERS**

POPULATION:	32 intermediate B1 students
TEXTUAL TYPOLOGY:	Journal
APA REFERENCE:	Sadeghi, K., Sağlık, E., Mede, E., Samur, Y., & Comert, Z. (2022). The effects of implementing gamified instruction on vocabulary gain and motivation among language learners. <i>Heliyon</i> , 8(11).
DOI / URL:	https://doi.org/10.1016/j.heliyon.2022.e11811
YEAR:	2022
KEYWORDS:	Gamified instructions, gamification, vocabulary development, motivation, language preparatory programs.
CONTENT OVERVIEW:	The use of the implementation of gamified instructions has a positive impact on students' motivation. They believe that this issue is an effective method for learning as well as practicing vocabulary

through role plays, storytelling, and simulations. Teachers should implement badges and game cards to provide feedback allowing them to track progress so that students can feel engaged.

TITLE: EFFECTIVENESS OF GAMIFICATION TOOL IN TEACHING VOCABULARY

POPULATION:	60 students
TEXTUAL TYPOLOGY:	Academic Research
APA REFERENCE:	Thiagarajah, K., Ng, M. M., Jeyaraja, S. S. B., Gunasehgaran, V., & Maniam, M. (2022). Effectiveness of gamification tool in teaching vocabulary. <i>International Journal of Academic Research in Business and Social Sciences</i> , 12(9), 1046-1063.
DOI / URL:	DOI:10.6007/IJARBSS/v12-i9/14604
YEAR:	2022
KEYWORDS:	Gamification Tool, Teaching Vocabulary, Vocabulary, ESL Learners, Kahoot.

CONTENT**OVERVIEW:**

Teaching vocabulary could be challenging so teachers tend to find the most effective strategies to motivate them during the process. Applying Information and Communication Technology (ICT) plays an important role in the education field as it makes learners feel encouraged. Kahoot is used as a tool to foster extrinsic motivation, and new vocabulary as well as promote learners' interest, and reduce anxiety which is beneficial for them because they will not give up easily.

ANNEX 2: CONTENT ANALYSIS CHART

CONTENT ANALYSIS CHART	
CATEGORY: Gamification Trends	
Common Keywords:	Gamification, Motivation, Quizizz, EFL class, Gamification Trends, Personalized gamification, gamified education, Flow (optimal) experience, Digital game-based learning (DGBL), Mobile-assisted gamification (MAG), Quizlet, and vocabulary learning
Frequent trends:	Personalized gamification, Gamified Education, Digital game-based learning (DGBL), Mobile-assisted gamification (MAG).
Content overview:	<p>The articles found that Digital Applications that are being used in the educational field which emphasizes on enhancing learning as well as engagement. Gamified Digital Learning where learners are able to answer questions to compete and win so that this process fosters engagement.</p> <p>Moreover, the combination of E-Learning and Blended Learning combines online digital media which</p>

	<p>offers flexible learning opportunities. In this way, Mobile Learning, Augmented Reality, and Virtual Reality also incorporates games which enhance the learning experience especially in young learners. According to research, Boards games and Live-action games promote critical thinking and teamwork since they encourage creativity and strategic thinking in educational contexts. One of the most interesting tools mentioned in the research is Quizlet which is an online tool that assist learners to study different topics through flashcards, games, and other kind of modes increasing motivation and interest.</p>
<p>Conclusion:</p>	<p>The integration of digital trends in the educational field is transforming conventional learning methods, making that education can be more engaging and effective. Fortunately, these trends are in ongoing evolving, they hold significant promise to enhance the learning experience for all types of learners.</p>
<p>CATEGORY: Gamification Strategies</p>	
<p>Common Keywords:</p>	<p>Engagement strategies, gamification, online platforms, Self-Directed learning, programming learning, online teaching, pedagogical balance, active</p>

	methodologies, educational technologies, Flipped Learning Model, project-based learning, English Language Teaching, technology, Kahoot.
Frequent Strategies:	Engagement strategies, gamification, online platforms, online teaching, Flipped Learning Model, project-based learning
Content overview:	Several studies found that Game-Based Learning and Gamification use game design elements which encourage participation and motivation to get significant learning outcomes. Meanwhile, E-Learning and Game – Based Mobile Learning use digital and mobile technologies that helps to create learning experiences that are interactive as well as adaptable, making easier for learners to engage. Information and Communication Technology (ICT) facilitates self-directed learning and learner-centered approaches. Furthermore, pedagogical design implies strategies for integrating gamified activities into education especially into online education. However, educators view gamified teaching methods an effective since they may encounter challenges in its implementation. Some tools

	<p>used as gamification strategies include Socrative, Quizizz, Plickers and Quizigame can be used in different classrooms to enhance learning.</p>
<p>Conclusion:</p>	<p>To conclude, studies have shown that Game-Based Learning and Gamification which incorporate game elements, significantly enhance participation and motivation leading to better learning outcomes. Moreover, E-Learning and Game-Based Mobile Learning use technology to create educational experiences that are both interactive and adaptable. This approach helps learners engage with the material in a more dynamic way. Meanwhile, Information and Communication Technology (ICT) plays an important role in supporting self-directed and learner-centered approaches offering flexible framework. Pedagogical design strategies are particularly important for integrating gamified activities into online education. Although educators see the value and effectiveness of gamified teaching methods, they often encounter challenges in putting these methods into practice. Overall, these methods and tools represent a promising</p>

	direction for making education more engaging and effective
CATEGORY: Gamification Elements	
Common Keywords:	Leaderboard design, gamification, learning motivation, affordance, rewards placement, ICT, digital gamification, EFL context, Game, EFL, Foreign language teaching, English teachers.
Frequent Elements:	Leaderboards, motivation, affordance, rewards, placement.
Content overview:	Gamification has a set of elements, structures and principle from games to the educational field to enhance learners' engagement as well as motivation. Some of the elements are points, badges, levels, rewards, leaderboards are used to motivate learners and provide a sense of achievement and integration to encourage self-improvement and stimulate competition and cooperation among learners. The mentioned elements also can significantly influence learners' behavior and motivation. Rewards and levels serve as

	<p>external motivators to enhance learner engagement as well as ranking for feedback to improve their performance through active participation.</p> <p>However, these elements can produce a negative competitive environment since it can create unhealthy competition among participants. Moreover, educators may face some challenges such as time management, disorganized classroom environments, technical issues and lack of necessary technology or internet access. Kahoot and Mentimeter can be used to facilitate an engaging learning experience through the mentioned elements.</p>
<p>Conclusion:</p>	<p>Gamification infuses education with elements from games to make learning more engaging and motivating. By incorporating rewards, badges, levels, and leaderboards, it provides a sense of achievement and integration, driving learners to improve, compete and collaborate. These features not only boost motivations but also provide value feedback to enhance performance through active participation. On the other hand, these elements sometimes lead to unhealthy competition which should be monitored by the educators. Overall,</p>

	despite the challenges, gamification is a powerful approach to make education livelier and more effective.
CATEGORY: Vocabulary	
Common Keywords:	Gamification, vocabulary acquisition, online games, Smartphones, mobile applications, EFL, university students, attitude, Gamified instructions, vocabulary development, motivation, language preparatory programs. Gamification Tool, Teaching Vocabulary, ESL Learners, Kahoot.
Frequent :	Tools, online games
Content overview:	According to different studies, acquiring vocabulary more effectively through games has significantly boosted learners' attention and participation promoting active participation. Teachers strongly believe some tools such as Kahoot, Mentimeter, Wordwall, Quizwhizer, Quizlet, Vocabulary Jamboard, Flashcards, and Jeopardy make learning vocabulary easier and mor engaging as well as highly effective for vocabulary acquisition. Moreover,

	<p>Kahoot is used to promote and reduce anxiety making vocabulary less frightening.</p> <p>In this sense, mobile devices can enhance vocabulary learning and academic performance since learners can acquire vocabulary through gamified methods based on their preferences to help learners retain and apply new words in real-life contexts. Thus, role plays, storytelling, and simulations are considered as effective methods for practice and incrementing vocabulary without taking into account providing feedback and tracking learners' progress. Technology plays a crucial role in encouraging learners and enhancing the learning experience.</p>
<p>Conclusion:</p>	<p>The studies concluded suggesting the use of game to teach vocabulary since they have significantly increased learners' attention and engagement, thereby promoting active participation during the learning process. Educators stick up for tools such as Kahoot, Mentimeter, Wordwall, Quizlet, Quizwhiz, Vocabulary Jam, Flashcards, Jeopardy, as they make vocabulary learning more engaging as well as highly effective for its acquisition.</p>

	<p>Furthermore, mobile devices allow learners to learn vocabulary through gamified methods taking into account their preferences fostering their retention and application of new vocabulary in real-life contexts. Overall, technology plays a significant role in motivating learners and enriching their learning process</p>
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ANNEX 3: VALIDATION BY EXPERTS' AUTHORIZATION



Estimado,

PhD.

MORA ROSALES JOSÉ CLEMENTE

COORDINADOR DE POSGRADOS DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN

De mis consideraciones,

Yo Hipatia Anabel Ruiz Bautista con CI 1804482543 solicito muy comedidamente se sirva en verificar el perfil de los docentes encargados de validar la propuesta con el nombre “**A Didactic Unit to develop vocabulary learning**” de mi Trabajo de Investigación como requisito para optar al grado de **Magister en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención del Inglés** con el fin de garantizar la experiencia de los expertos que colaboran en la validación de la misma.

A continuación, detallo cada uno de los perfiles:

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Educación:

- Magister en Lingüística y Didáctica en la Enseñanza de Idiomas extranjeros, Universidad Central del Ecuador -2017.
- First Certificate in English (FCE), Cambridge English Assessment-2017.
- Diploma Superior de la Enseñanza de Inglés como segunda lengua, Escuela Superior del Ejército ESPE – 2010
- Licenciatura en Ciencias de la Educación mención Ingles, Universidad Técnica de Ambato- 2007

Experiencia del Docente:

- Docente Actual, Universidad Tecnológica Indoamérica
- Docente, Universidad Autónoma de los Andes (CTT), 2016-2017
- Docente, Escuela de Formación de Soldados, 2010-2015
- Traductore, Industrias Catedral, 2010-2011.

Capacitación del Docente:

- Formación Perito Traductor, LIDERAZGO, CAPACITACIÓN & EVENTOS, QUITO-2024.
- Integración de Tecnologías en Procesos de Enseñanza, UNIVERSIDAD TECNOLÓGICA INDOAMERICA, Ambato - 2024.
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- Docente, Unidad Educativa CEBI, 2015-2017
- Docente, Unidad Educativa Thomas Granmer, 2014-2015.

Capacitación del Docente:

- JORNADA: ESTRATEGIAS PEDAGOGICAS PARA ATENDER NEE EN EL AULA (40 horas) EDUCACIÓN/UNIVERSIDAD
- JORNADA FLIPPED CLASSROOM (40 horas) EDUCACIÓN/UNIVERSIDAD
- CONFERENCIA BRINGING TOGETHER TECHNOLOGY TO TODAY'S CLASSROOM (3 horas) EDUCACIÓN BÁSICA/CURSOS LIVE ABC
- TALLER INTERCULTURALIDAD (50 horas) EDUCACIÓN BÁSICA/CURSOS MINISTERIO DE EDUCACION
- JORNADA NUEVA PROPUESTA CURRICULAR 2016 (100 horas) EDUCACIÓN BÁSICA/CURSOS MINISTERIO DE EDUCACION
- JORNADA DERECHOS HUMANOS, TRATA DE PERSONAS Y TRAFICO ILICITO (6 horas) EDUCACIÓN BÁSICA/CURSOS MINISTERIO DEL INTERIOR
- JORNADA COMPETENCIAS DIGITALES DOCENTES II (20 horas) EDUCACIÓN BÁSICA/CURSOS PROFUTURO JORNADA COMPETENCIAS DIGITALES 1 (30 horas) EDUCACIÓN BÁSICA/CURSOS PROFUTURO
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Experiencia del Docente:

- Docente Actual, Unidad Educativa Quisapincha
- Docente Actual, Universidad Autónoma de los Andes (CTT)
- Docente, Unidad Educativa Tomás Martínez, 2016-2017.
- Docente, Unidad Educativa Suizo 2014-2016.

- Docente, Departamento Especializado de Idiomas-Universidad Técnica de Ambato, 2012

Capacitación del Docente:

- Module of English for Teaching 3.0, CTT de los Andes Centro de Transferencia y Desarrollo de Tecnología, *Online, 2023*
- Curso 2. Habilidades del siglo XXI, Ministerio de Educación del Ecuador, *Online, 2021*
- TOEFL iBT Preparation Course , CTT de los Andes Centro de Transferencia y Desarrollo de Tecnología, *Online, 2021*
- TEFL coursework and Pedagogical Enrichment courses , CTT de los Andes Centro de Transferencia y Desarrollo de Tecnología, *Online, 2021*
- Curso 1. Inducción General, Ministerio de Educación del Ecuador, *Online, 2020*
- Diseño e Implementación de Cursos Virtuales en Moodle, CTT de los Andes Centro de Transferencia y Desarrollo de Tecnología, *Online, 2020*

Agradezco de antemano su valiosa colaboración.

Atentamente,



H. Anabel Ruiz Bautista

**MAESTRANTE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON
MENCION DEL INGLÉS**

AUTORIZADO POR:



**PhD. José Clemente Mora Rosales
COORDINADOR DE POSGRADOS DE LA FACULTAD DE CIENCIAS DE LA
EDUCACIÓN**

ANNEX 4: VALIDATION MATRIX ASSESSMENT TEMPLATE



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN INGLÉS

Validation of the Proposal by Experts

Validator's Name:

Specialty:

Institutional e-mail:

Academic degree:

Author:

Title of the Proposal: A Didactic Unit to develop vocabulary learning.

Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Didactic Unit focused on gamification for promoting vocabulary learning among young learners, specifically targeting 7th-grade primary students at an A2 English proficiency level. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance vocabulary acquisition.

Your insights and feedback will be invaluable in refining this proposal and enhancing its impact on student learning outcomes.

Instructions:

- Once you have read the proposal, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:

1= low: The proposal does not meet the criteria

2= fair: The proposal partially meets the criteria but requires significant improvement.

3= Good: The proposal meets the criteria adequately but could benefit enhancements.

4= Very Good: The proposal meets most criteria effectively with minor improvements needed.

5 = Excellent: The proposal fully meets and exceeds the criteria.

- After evaluating each criterion, summarize the overall strengths and weaknesses of the proposal in the comments section, providing specific recommendations for improvement.

This validation matrix will help ensure that the didactic unit is well-structured, effective, and aligned with educational goals for promoting vocabulary learning through gamification.

Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Comments
		1	2	3	4	5	
Relevance	The contents presented are aligned with A2 level vocabulary for 7th grade primary students.	1	2	3	4	5	
Engagement	There are interactive activities that promote student participation through gamified digital resources.	1	2	3	4	5	
Effectiveness	It promotes improvement in vocabulary retention.	1	2	3	4	5	
Variety of Activities	There is a balance between digital and physical activities, so that inclusion of diverse gamified activities is seen.	1	2	3	4	5	
Assessment Methods	It presents assessment mechanisms to evaluate learning outcomes.	1	2	3	4	5	
Technology Integration	There is effective use of digital tools and platforms.	1	2	3	4	5	
Teacher Support	Availability of resources for teacher	1	2	3	4	5	
Clarity of Objectives	There are measurable and clear objectives.	1	2	3	4	5	

VALIDITY			
Validated by:	Signature:	ID:	Phone number:

Thank you for your time and expertise in this evaluation process.

ANNEX 5: VALIDATION BY EXPERT 1



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN INGLÉS

Validation of the Proposal by Experts

Validator's Name: Lic. Diana Maricela Romero Delgado, Mg.

Specialty: Language Teaching

Institutional e-mail:

Academic degree: Magister en Pedagogía de los Idiomas Nacionales y Extranjeros
Mención Inglés

Author: ...Lic. Hipatia Anabel Ruiz Bautista

Academic Technical Sheet of the Proposal Validator.

Title of the Proposal: A Didactic Unit to develop vocabulary learning.

Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Didactic Unit focused on gamification for promoting vocabulary learning among young learners, specifically targeting 7th-grade primary students at an A2 English proficiency level. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance vocabulary acquisition.

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Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Comments
		1	2	3	4	5	
Relevance	The contents presented are aligned with A2 level vocabulary for 7th grade primary students.	1	2	3	4	5	According to the contents presented. All of them are aligned to the level of the student knowledge.
						x	
Engagement	There are interactive activities that promote student participation through gamified digital resources.	1	2	3	4	5	The activities described in this proposal are interactive. These activities promote students' engagement in the class.
						x	
Effectiveness	It promotes improvement in vocabulary retention.	1	2	3	4	5	High effectiveness in vocabulary retention.
						x	
Variety of Activities	There is a balance between digital and physical activities, so that inclusion of diverse gamified activities is seen.	1	2	3	4	5	The proposal presents a variety of virtual and physical activities to develop learning at the same time.
						x	
Assessment Methods	It presents assessment mechanisms to evaluate learning outcomes.	1	2	3	4	5	It presents non-conventional evaluation strategies, which will lead to better evaluation results.
						x	
Technology Integration	There is effective use of digital tools and platforms.	1	2	3	4	5	All technological tools are suitable for use
						x	
Teacher Support	Availability of resources for teacher	1	2	3	4	5	The teacher leads and enrolls in a timely manner in each of the activities.
						x	
Clarity of Objectives	There are measurable and clear objectives.	1	2	3	4	5	The objective of the proposal was clear and understandable.
						x	

VALIDITY			
Validated by: Lic. Diana Maricela Romero Delgado, Mg.	Signature: 	ID: 1804331120	Phone number: 0987792895

Thank you for your time and expertise in this evaluation process.

ANNEX 6: VALIDATION BY EXPERT 2



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN INGLÉS

Validation of the Proposal by Experts

Validator's Name: Lic. Vanessa del Pilar Sisalema Sánchez, Mg

Specialty: Language Teaching

Institutional e-mail:

Academic degree: Magister in Teaching English as a Foreign Language

Author: Lic. Hipatia Anabel Ruiz Bautista

Academic Technical Sheet of the Proposal Validator.

Title of the Proposal: A Didactic Unit to develop vocabulary learning.

Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Didactic Unit focused on gamification for promoting vocabulary learning among young learners, specifically targeting 7th-grade primary students at an A2 English proficiency level. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance vocabulary acquisition.

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This validation matrix will help ensure that the didactic unit is well-structured, effective, and aligned with educational goals for promoting vocabulary learning through gamification.

Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Comments
		1	2	3	4	5	
Relevance	The contents presented are aligned with A2 level vocabulary for 7th grade primary students.	1	2	3	4	5	
						X	
Engagement	There are interactive activities that promote student participation through gamified digital resources.	1	2	3	4	5	
						X	
Effectiveness	It promotes improvement in vocabulary retention.	1	2	3	4	5	
						X	
Variety of Activities	There is a balance between digital and physical activities, so that inclusion of diverse gamified activities is seen.	1	2	3	4	5	
						X	
Assessment Methods	It presents assessment mechanisms to evaluate learning outcomes.	1	2	3	4	5	
						X	
Technology Integration	There is effective use of digital tools and platforms.	1	2	3	4	5	
						X	
Teacher Support	Availability of resources for teacher	1	2	3	4	5	
						X	
Clarity of Objectives	There are measurable and clear objectives.	1	2	3	4	5	
						X	

VALIDITY			
Validated by: Lic. Vanessa del Pilar Sisalema, Mg.	Signature: 	CI: 1804462693	Phone number: 0979205382

Thank you for your time and expertise in this evaluation process.

ANNEX 7: VALIDATION BY EXPERT 3



Universidad
Indoamérica

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN INGLÉS

Validation of the Proposal by Experts

Validator's Name: *Adriana Balboa*
Specialty: Language Teaching
Institutional e-mail: *adriana.balboa@uti.edu.ec*
Academic degree: *Magister*
Author: Lic. Hipatia Anabel Ruiz Bautista

Academic Technical Sheet of the Proposal Validation:

Title of the Proposal: A Didactic Unit to develop vocabulary learning.

Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Didactic Unit focused on gamification for promoting vocabulary learning among young learners, specifically targeting 7th-grade primary students at an A2 English proficiency level. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance vocabulary acquisition.

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- After evaluating each criterion, summarize the overall strengths and weaknesses of the proposal in the comments section, providing specific recommendations for improvement.

This validation matrix will help ensure that the didactic unit is well-structured, effective, and aligned with educational goals for promoting vocabulary learning through gamification.

		1 (Low) - 5 (High)					
Relevance	The contents presented are aligned with A2 level vocabulary for 7th grade primary students.	1	2	3	4	5	<i>Elementary students</i>
						X	
Engagement	There are interactive activities that promote student participation through gamified digital resources.	1	2	3	4	5	
						X	
Effectiveness	It promotes improvement in vocabulary retention.	1	2	3	4	5	
						X	
Variety of Activities	There is a balance between digital and physical activities, so that inclusion of diverse gamified activities is seen.	1	2	3	4	5	
						X	
Assessment Methods	It presents assessment mechanisms to evaluate learning outcomes.	1	2	3	4	5	
						X	
Technology Integration	There is effective use of digital tools and platforms.	1	2	3	4	5	
						X	
Teacher Support	Availability of resources for teacher	1	2	3	4	5	
						X	
Clarity of Objectives	There are measurable and clear objectives.	1	2	3	4	5	
						X	

VALIDITY			
Validated by:	Signature:	CI:	Phone number:
<i>Adriana Balseca, Mg.</i>		<i>1803799582</i>	<i>0996424317</i>

Thank you for your time and expertise in this evaluation process.