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TEMA:

**GAME-BASED LEARNING STRATEGIES TO ENGAGE ENGLISH
LANGUAGE STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD)
FROM NINTH GRADE OF A GOVERNMENT-SUBSIDIZED PRIVATE
SCHOOL.**

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*“Toma mi corazón, cuídalo, recuérdame,
cree en mí, que todo no fue en vano”*

A mis queridos abuelos, siempre los llevo
en mi corazón.

A mi familia, por sostenerme en las
adversidades.

A mis estudiantes, por mostrarme realidades
e inspirarme nuevos retos.

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RESUMEN EJECUTIVO

De acuerdo a los lineamientos curriculares, las destrezas por competencias y los contextos actuales, las metodologías activas son relevantes y otorgan al estudiante el papel principal en el proceso de aprendizaje. No obstante, las realidades son diferentes. El presente trabajo de titulación desarrolla una propuesta práctica que incluye a docentes y estudiantes dentro del proceso de enseñanza-aprendizaje del inglés. Se basa en el uso limitado de actividades lúdicas como estrategia motivacional que enganche a estudiantes de noveno de básica una institución fiscomisional de la capital con diagnóstico de TDA/H durante el proceso de aprendizaje de inglés. El objetivo general de este estudio es explorar la implementación de una guía didáctica sustentada en el aprendizaje basado en juegos, GBL por sus siglas en inglés, para atraer a los estudiantes de noveno de básica de una institución fiscomisional de la capital. La implementación de las estrategias basadas en juegos se produce a través de la elaboración de recursos y aplicaciones prácticas que profundicen en aquellos factores de la cotidianidad de la labor docente y estudiantil en el proceso de adquisición de una segunda lengua. La investigación se desarrolla desde un enfoque cualitativo, haciendo uso de las investigaciones descriptiva y documental a través de las técnicas de categorización y observación que permiten acercarse a la realidad de la muestra. A través de ello los resultados que se recogen permiten identificar la validez e importancia de actividades lúdicas en el proceso de enseñanza-aprendizaje del inglés que, a la vez que permiten un acercamiento al idioma, generan una experiencia positiva a través del juego.

DESCRIPTORES: Aprendizaje basado en juegos, inglés como lengua extranjera, destrezas, constructivismo

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

GAME-BASED LEARNING STRATEGIES TO ENGAGE ENGLISH LANGUAGE STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD) FROM NINTH GRADE OF A GOVERNMENT-SUBSIDIZED PRIVATE SCHOOL

In accordance with curriculum guidelines, competency-based skills, and current contexts, active methodologies are relevant and give students the leading role in the learning process. However, the reality is different. This thesis develops a practical proposal that includes teachers and students in the English teaching-learning process. It is based on the limited use of recreational activities as a motivational strategy to engage ninth-grade students at a school in the capital diagnosed with ADHD during the English learning process. The overall objective of this study is to explore the implementation of a teaching guide based on game-based learning (GBL) to attract ninth-grade students from a government-subsidized private school in the capital. The use of game-based strategies requires developing resources and practical applications that address the everyday teaching and learning factors involved in acquiring a second language. The research is conducted from a qualitative approach, using descriptive and documentary research through categorization and observation techniques that allow us to get closer to the reality of the sample. Through this, the results collected allow us to identify the validity and importance of recreational activities in the English teaching-learning process, which, while allowing an approach to the language, generate a positive experience through play.

KEYWORDS: Constructivism, game-based learning, English as a foreign language, skills



INTRODUCTION

Importance and Relevance

The Ecuadorian educational system has faced challenges and changes throughout the decades. Additionally, there are closer aspects to consider regarding how regular classes are prepared and applied. For instance, the system demands inclusion and equality for students with diverse and special needs, and strategies like game-based ones are less planned in regular classes. The lack of game-based strategies in the classroom to engage diverse learners makes this research a proposal for improving teaching labor, engaging learners in the process, and being more inclusive, focusing on ADD students in the 9th grade. This study is framed in teaching and learning English as a second language, and the subline is communicative strategies. The objective aims to create a didactic guide based on game-based learning strategies to engage students in English learning.

The education in Ecuador has evolved through the decades until this current stage. De la Herrán Gascón et al. (2018) and Camacho Marín et al. (2024) identify two representative moments in this context. While De la Herrán Gascón et al. (2018) highlight 2007 and the inclusive educational reform, Camacho Marín et al. (2024) remark on 2011 when the Ley Orgánica de Educación Intercultural (LOEI) was established. Since that time, despite the pros, cons, and effectiveness of its policies, the Ecuadorian education system has been improving, trying to guarantee access to education for children and teenagers in the country.

The policies that make up the LOEI include those articles that promote inclusion for public and private institutions. Equal opportunities and treatment for students with diverse needs, abilities, and characteristics are guaranteed in the LOEI. Nowadays, all the students learn in the same classroom as the regular ones. This implies that teachers should apply different methodologies and focus strategies to ensure that every student fulfills some level of skills and content, despite conditions or needs. However, depending on each case, subjects must have adaptations that will help those students to achieve the corresponding objectives. Whether the need is required, teachers would analyze and look for the best way to help every student.

With this background, public education is facing a clear problem. Teaching English as a second language in public schools also shows trouble and demands solutions. Teaching and

learning a second language bring challenges for learners and teachers. While learners notice difficulties with confidence, communicative and language skills, or content, teachers must look for ways to overcome those problems and include all the students. However, public schools are characterized by large groups, less time to plan according to the real needs of target groups, and less training to focus on diverse students. In other words, those factors that influence the planning and use of game-based strategies are reduced.

Based on legal frameworks, like many other countries, Ecuador is called to act according to national and international agreements. To illustrate, the Human Rights Declaration, Constitución Nacional de la República del Ecuador, Ley Orgánica de Educación Intercultural (LOEI), and Código de la niñez y adolescencia give legal support that sustains not only rights but also obligations for each member involved in the educational context. This normative mentions that children must have access to elementary education, promote respect and freedom despite beliefs. Besides, they demand several requirements from the educational system to guarantee education standards.

For instance, Article 26, items 1 and 2 from the Human Rights Declaration, promote access to education as a right and values such as respect, tolerance, and comprehension. In the same way, the fifth section of the Constitución Nacional de la República del Ecuador, from Article 26 to Article 28, guarantee education as a right. They are focused on holistic development and universal access without discrimination, and it's for free.

Following these principles, Ley Orgánica de Educación Intercultural (LOEI), Article 2.2, items c. and d., detail equality and inclusion. In contrast, Article 2.3, items f. and q., refer to the flexibility that national curricula can apply to offer better ways to access education, considering the diversity that teachers share in classrooms. For its part, the Código de la niñez y adolescencia, inside Articles 37 and 38, promulgate: first, the right to a quality education; second, the development of personality, skills, mental and physical abilities in a ludic and affective environment.

Additionally, among its guidelines, the current National curriculum, which is prioritized by competences, associates the practice of active methodologies to develop competencies, abilities, and interdisciplinarity.

Regardless of the framework, the real practice becomes harder. Students with ADD face their challenges in classrooms. Attention and, consequently, engagement can be a demanding task for these learners. To follow specific patterns depending on the student,

ADD has some criteria to highlight, such as a lack of attention and careless tasks, does not listen to when someone talks to him/her, a lack of organization, refusal to do tasks that demand mental effort, and forget routine tasks. Contextualizing these characteristics in education, parents and teachers will find that specifying this condition is crucial for applying suitable strategies to help learners.

To explore the implementation of a didactic guide based on GBL strategies to engage English language students in the 9th grade of a fiscomisional school, this research will be supported by some academic research that will be used to explore not only the ADD/ADHD information but also game-based learning studies, and teaching English as L2. By considering these concepts, this research will reflect on the experiences at public schools. The remaining objectives will also be achieved with the support of academic information. Public schools serve as a framework for this study due to some administrative changes that the educational institution has undergone during this period. At the same time, it reveals more interesting aspects to explore.

English teachers in public schools have identified specific characteristics in the teaching-learning process. L2 shows that some learners have to struggle more than others, including, in this case, diverse students with ADD/ADHD. Attention Deficit Disorder and Hyperactivity are disorders that affect the brain. There are genetic and environmental factors that contribute to the biochemical deficiency of dopamine. Newer line researches also mention that motivation could be related to the disorder. According to “Carmona et al. (2009), there are different alterations produced in the attention areas, concentration, and lastly, with motivation, concretely the accumbens core” (Clares, 2012, p. 16). Whether motivational and attention areas are related, there are actions to take inside classrooms to change that scenery. In this context, game-based strategies are proposed to manage these characteristics that coexist in the classroom.

In general, game-based learning (GBL) is a relatively new trend in education that is still undergoing development and investigations. Qian and Clark (2016) mention that some studies (e.g., Boyle et al., 2014; Dempsey et al., 1994; Randel et al., 1992; Vogel et al., 2006) “pointed out that game-based learning might be superior to traditional classroom instruction as it could increase students’ motivation for learning and provide them with opportunities to explore and acquire new knowledge and skills [...]” (p. 50). Protogeros, Tzafilkou, and Mikrouli (2024) remark that games provide indispensable facilitation for contemporary

educational demands in furthering students' learning. In that context, the authors mention that while primary and secondary education often show positive impacts on learning outcomes and engagement, tertiary education leverages GBL to enhance advanced skill development.

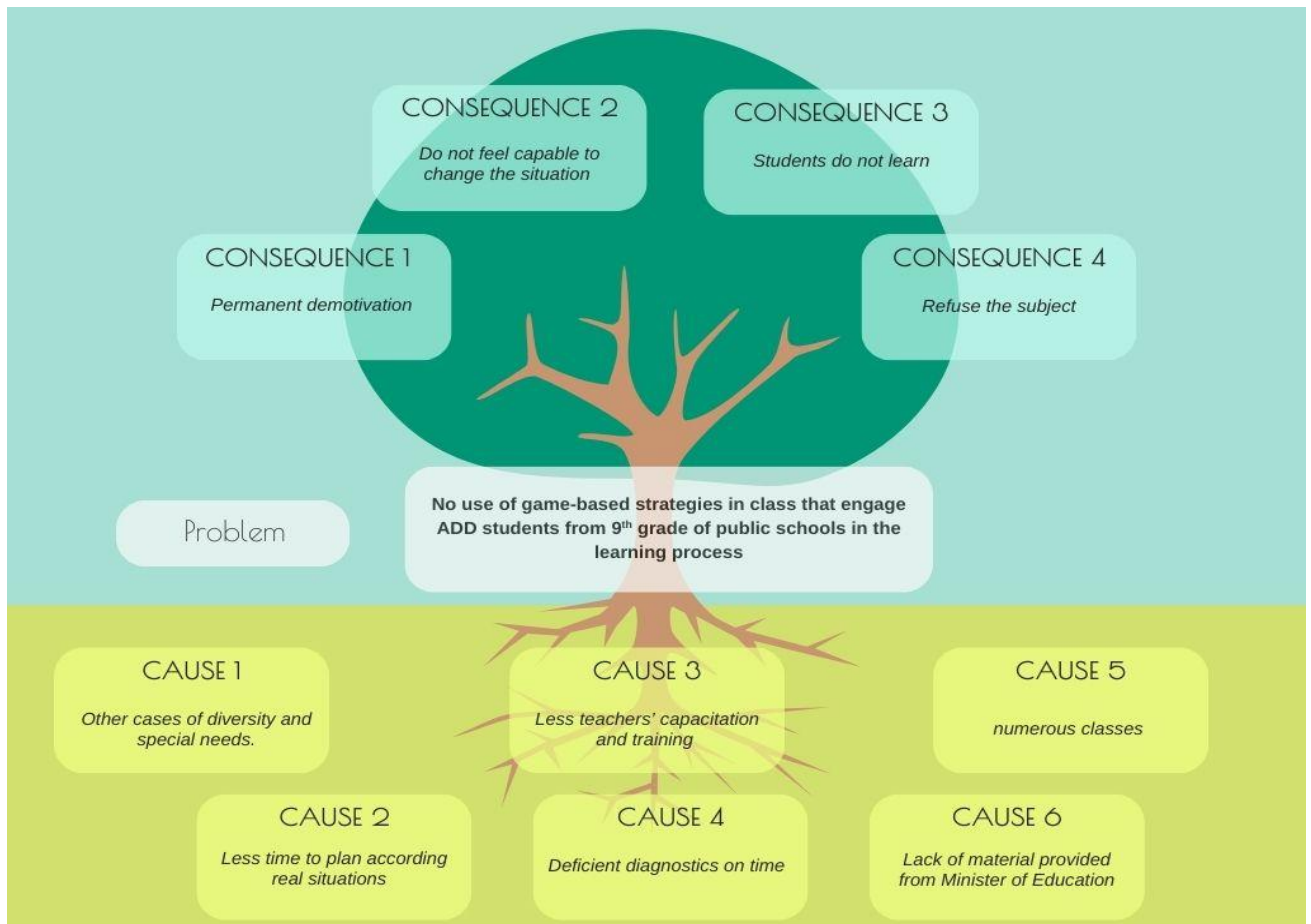
Several previous research analyses ADD and game-based learning, revealing that both have been studied in different areas, including medicine, technology, and education. These results are connected to explain how the brain works and how game-based strategies operate to improve learning.

Problem Statement

Despite the flexibility of the national curriculum, it is not always possible to apply more than traditional strategies in classrooms, leaving aside methods like game-based learning. Many factors contribute to understanding the context in public schools. Teachers, parents, and the Minister of Education share the responsibility for the problem. These include the lack of material provided by the Minister, limited training to address these classroom challenges, the high number of students in each class, and few class hours for Foreign Language. These are some of the reasons that reinforce the limited use of strategies like game-based learning to engage ADD students in 9th grade from public schools in the learning process.

Throughout their experience, teachers know that their labor is more than just instructing learners in a specific subject. Nowadays, teachers have more administrative issues than formative ones. Sometimes, it has affected their job directly with students. Different administrative responsibilities, partial development of new strategies, and a lack of motivation have affected the current state of English learning in public schools, among other reasons.

This problem affects most students in the public educational system. Considering the difficulties that learners have in learning English, these types of strategies would be useful for both regular and diverse students, including those with ADD. The exploration of game-based learning strategies through the implementation of motivational activities structured in a didactic guide will benefit the target group and also support regular students in the L2 teaching - learning process.



Research question

How do GBL strategies engage ADD students in the 9th grade of a fiscomisional school?

Research idea

The implementation of game-based strategies for English language students with ADD in the ninth grade of a fiscomisional school through the elaboration of resources and practical applications will delve into those factors to explore through daily teachers and students in the L2 acquisition process.

Beneficiaries

This research aims to investigate the implementation of game-based strategies by English teachers in classrooms, focusing on students with ADD in the 9th grade of a fiscomisional school. According to the national curriculum, the English level they are

learning is A1.2. The study involves around 1 or 2 teachers, at least two students diagnosed with ADD from a fiscomisional school; however, this number could change due to some institutional changes. With this implication, students, especially those with ADD, will be the second group of beneficiaries.

Choosing this school is due to a new process that the institution underwent, changing its support from public to fiscomisional and keeping most of the students in the process. It means that there are specific characteristics, for example, concerning the number of students, class hours, lack of material from the Minister of Education for approximately six years. On the other hand, the purpose of these game-based strategies is to engage students in English language learning.

Objectives: General and specific

General

To explore the implementation of a didactic guide based on GBL strategies to engage English language students in the 9th grade of a fiscomisional school.

Specifics

- ✓ To identify the most frequent strategies for English language teaching to students in the 9th grade.
- ✓ To describe the students' engagement in English classes.
- ✓ To design the proposal of a didactic guide based on GBL strategies to engage English language students with ADD in the 9th grade of a fiscomisional school
- ✓ To reflect on the results of the students' engagement after the implementation of the didactic guide

CHAPTER I

THEORETICAL FRAMEWORK

The purpose of this chapter is to review those principal concepts that give the guidelines for this study. Game-based learning (GBL), inclusive education, and English teaching as a second language will contribute to the argument about game-based learning strategies to engage 9th-grade students with ADD in public schools. Finding references in other research to support this reflection is necessary. They help shape the study about the Ecuadorian context and offer resources to understand the problem.

Previous Studies

Gutiérrez (2022) develops a study that aims to assemble an inclusive proposal to benefit English learning for a student with ADHD from a public high school in Bogota. This qualitative investigation focuses on a case study that uses only one sixteen-year-old student named Lucas. It focuses on taking notes about the student's characteristics, and school and family contexts. With these facts, complementary material is built and piloted to benefit the learning process. Finally, the research shows positive aspects. The application of the complementary material helps Lucas to reach motivation, confidence, attention, and learning.

This study will support the present research idea since the study focuses on the inclusion of an ADHD student in the English teaching and learning process. It will help by guiding the instruments and data collection methods.

Lema (2021) carries out a study that aims to propose ludic activities for promoting the learning process of listening skills in the English language. The study involves students of early school age who have English language problems to improve their listening skills. This mixed research uses a group of 120 students from the 6th grade as the target group, which applied direct observation and a 12-question survey. The survey is focused on skill development and the use of games in the learning process. The findings show that there is a need to use different techniques from the traditional ones as part of the learning process, due to most students mention less use of them. At the same time, students mention some techniques such as videos, listening to music, or teachers' recording. More than limitations, this study has a large size and does not specify the characteristics of students; also, this study is focused on listening skills.

This study supports the present research by offering information about GBL. The importance of this research is due to the techniques applied can guide despite this is quantitative research.

Ghazy, Wajdi, Ikhsanudin, and Sada (2021) aim to explore the use of GBL to increase students' interest in learning English. This is narrative research that uses the qualitative research method. The study shows a Primary level STB teacher as a participant. The teacher used game-based learning (GBL) in a structured plan that included instruction, presentation, and reflection. This helped the students engage with the materials to promote fun and stimulating learning. The first finding shows some game-based platforms, such as Quizizz or Duolingo, for their visual richness and ease of use. The second finding shows that students increase their interest when the teacher uses GBL in the classroom. However, the level focuses on a single teacher, and the specific level of SBT limits the findings about the context. Furthermore, the study does not specify the number of students or their characteristics.

This study supports this research by giving information about game-based learning (GBL) applications as a way to face challenges in students who are learning English. Also, this study shares information about the platforms' characteristics that help students engage in learning English.

Romero, Cueva, Castro, and Falconí (2017) develop a study that aims to create an interactive didactic guide to teaching-learning English through music for 5th-grade students of Basic Education, "Ciudad de Quito" Private Adventist College. The study is based on the constructivist theory and conceptual pedagogy that makes use of interviews with authorities, surveys for teachers, and students in order to know the criteria for a positive change inside and outside the classroom. The proposal was implemented in a clear simple way, thinking about the child as a fundamental axis, and that it is useful for the teacher as a valid tool for teachers. As a result, some findings that researchers found that it is necessary to make changes about how activities are done, training for teachers, material provision, and use of technology. However, this study differs from the present one due to the type of guide and the year of basic education in which the product is applied.

This study supports the current research by giving information about the didactic guide. Besides, this study develops the process of getting the necessary information and the process of structuring the product.

Theoretical Framework

After defining the research idea and corresponding objectives for the study, it is essential to clarify the theoretical perspective and the conceptualization that guide the research.

Constructivism

It is undeniable that over time, different changes have influenced educational processes, evolving from linear to student-centered approaches. In this context, there is a development in the pedagogical approach of constructivism, which is adopted in the current teaching and learning process. Precisely, in today's education, as "Ramirez (2010) mentions, this theory establishes that the human understanding is built from within the person and becomes significant whether teachers consider students' prior knowledge of a specific topic" (Mosguidt, 2018, p. 13).

For that reason, constructivism represents the theoretical foundation for this research. In that regard, Vega-Lugo et al. summarize the concept of constructivism in their article Learning theories as:

The one that allows students to build their learning; the student is responsible for his/her learning, builds the learning by themselves, relates new information with prior knowledge, establishes relationships between elements, gives meaning to the data received, needs support from educators, peers, parents, and teachers turns into a counselor (Vega-Lugo et al. 2019, p. 52).

According to Centro Virtual Cervantes, constructivism is a psychological cognitive theory. It contemplates the learning process as a result of the constant construction of new knowledge by adding the corresponding restructuring of the previous one. Its representative theorists are Piaget, Ausubel, and Bruner. These three authors develop different but complementary theories that focus on learners' active participation, attention in cognitive processes, use of learning strategies, highlighting diverse ways of learning, and methodologies that stimulate potential and foster learners' self-esteem.

On the other hand, according to Castejón et al. (2009), constructivism is framed in two principles. The first principle states that learning is actively constructed by the subject; the second refers to the process of cognition, which involves organizing the subject's own experience rather than reflecting an objective reality. Instead of these principles, the authors

identify that this approach models different theories that face authors between *personal constructivism* and *social constructivism*. However, the authors also mention that “there is an increasingly close agreement between psychologists and educators where the learning is essentially a process where the learners construct their learning by applying prior knowledge, mental abilities, and new information, building their own meanings according to their progress” (Castejón et al., 2009, p. 117).

Piaget and Vygotsky are the most representative authors of these two visions that divide the approach between genetic and psychological theories. While Piaget develops a theory about how learning is constructed individually, Vygotsky considers that this is a result of social interaction. On the other hand, these are not the only perspectives; other authors have developed a third current known as dialectic constructivism, making efforts to combine individual and social perspectives.

Despite the differences, constructivism states that learning is actively built through experience and interaction. For his part, Payer (2005) mentions that the “constructivism paradigm observes that learning is essentially active” (p 2). The argument mentions that a person learns something new and incorporates it into their previous experiences and mental structures. According to Abbot (1999), “each new information is assimilated and integrated into a knowledge network and experiences that are previously in the individual” (Payer, 2005, p. 2).

The application of active methodologies in today’s school is essential. For instance, in the Ecuadorian case, with the implementation of a prioritized curriculum emphasizing competencies and student-centered learning, there is a challenge of promoting research, students’ autonomy, and teachers’ support, considering the different learning rhythms and styles of students. In this regard, the methodological guidelines that are detailed on the competency-based curriculum emphasize active methodologies that support learners as the center of the process. Besides, these promote the “maximum development of their abilities, but not to the isolated acquisition of skills with performance criteria proposed in each area” (Currículo priorizado con énfasis en competencias, 2021, p.13).

On the other hand, the current study conceptualizes the variables using English teaching as a foreign language (EFL), Game-based learning (GBL), and Inclusive education. These three big concepts are part of achieving the objectives and the research idea. Other

significant concepts also support this theoretical dialogue, which work as the base to structure a proposal that will try to benefit learners and teachers in the educational process.

English teaching as a foreign language (EFL)

Today, the globalized world and the need to exchange ideas make English a helpful skill for the 21st century. Around the world, the goal is to learn this language in order to develop social, economic, and political relationships and more; however, in Ecuador, this competence has not been well developed.

According to The English Proficiency Index (EPI) 2024, Ecuador occupies the position 82th within the Low Proficiency category among countries and regions; meanwhile, among cities, Quito demonstrates moderate proficiency. Other interesting facts that the EPI 2024 presents revolve around the evolution over time. For instance, between 2011 and 2024, this latter year records the lowest percentages. Additionally, this refers to the age and gender that have the most impact. Young people, aged between 18 and 20 years, and women are in this range.

There was a time when learning English was relegated to higher education, with a marked social difference in addition. However, since 2014, teaching English has been reintroduced as part of the learning program for public schools through Ministerial agreement 0041-14 for all levels. Currently, it emphasizes three and five class hours for elementary, middle, superior, and baccalaureate levels as a foreign language. With this background, this section starts explaining Teaching English as a foreign language (EFL)

Before talking about English teaching, it is significant to understand some known terminologies. English as a Second Language (ESL) and English as a Foreign Language (EFL) represent two perspectives that have their own characteristics and objectives.

According to Napitupulu (2014), English as a Second Language (ESL) “refers to the language spoken in large numbers of territories [...] which were colonized by the English” (p. 10), while English as a foreign language (EFL) “is the English of those for whom the language serves no purposes with their own countries” (p. 10). ESL shows a context more immersive, where learners’ acquisition is oriented to develop communication.

Broughton (2002) explains that the reference EFL is a language that “is taught in schools, often widely, but does not play an essential role in national or social life” (p. 7). For instance, the author mentions countries like Spain, Brazil, or Japan where Spanish,

Portuguese, or Japanese are the usual communication medium. It means that the average population does not need English or another language to communicate in their daily life. The author adds that learners of EFL have no choice of language variety to a significant extent than second language learners (Broughton, 2002, p. 7).

To summarize, teaching English as a foreign language (TEFL) is the result of understanding the teaching process parameters that it implies. It is viable to understand that the public education in Ecuador teaches English as a foreign language, so it could be better to use. Ecuadorian normative has experienced some changes and improvements. English teaching has shown some variations during the decades, especially the last two. Some agreements have tried to improve teachers' knowledge and encourage students to learn this foreign language.

Regardless of the denomination of English teaching, there are four communication skills to learn in the process that are relevant in order to master a new language.

Communication English skills

“Effective communication skills are very important for a teacher in delivering education, classroom management, and interaction with students in the classroom” (Marjonet et al., 2020, p. 367). The effective communication not only in the mother tongue but also in a second language develops four skills: listening, speaking, reading, and writing. These abilities allow people to interact with each other in any context: family, professional, or educational. Generally, they are complementary and work in pairs, but not every user masters all the skills. People have their own strengths and weaknesses. However, the consideration of mastering lies in the efficient management of all skills.

Listening. This skill develops an immersive process of attention, comprehension, and interest. Tyagi (2013) mentions that listening

is a combination of hearing what another person says and psychological involvement with the person who is talking. [...] It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view (p. 1).

The skill development starts in childhood, and the imitation process of sounds represents the first form of communication. While children are growing up, they develop

their ability to receive and interpret a message. According to the author, the process implies five stages that she defines as hearing, understanding, remembering, evaluating, and responding.

Speaking. The complementary skills of listening, speaking imply expressing clear ideas verbally with organization and coherence. Wiliam et al. (2012) mention that these skills “refer to the ability to speak verbally with a visual aid and verbal elements to support the delivery of meaning, and it involves aspects of speech, presentation, discussion, and interpersonal communication” (Marjonet et al., 2020, p. 367). According to this study, the authors highlight the relevance of teachers’ speaking skills mentioning that they “have a huge impact on students” (Marjonet et al., 2020, p. 368). Also, it is important to master the skills in pronunciation and intonation.

Reading. It refers to the ability to understand and interpret texts; it also involves vocabulary and other features to manage these skills, such as meanings, symbols, grammar, and language structure. Patanjali (2017) says that “reading is generally defined as a process that helps us to decode, decipher, and identify the words in print, articulate, speak, and pronounce the words in print, understand, interpret, and sense the meaning of the words in print” (p. 156). A person who masters reading skills can understand information from different texts in another language, contributing to knowledge of other cultures.

Writing. “Writing to communicate is a complex skill: it transcends the act of mechanically copying letters and words or even forming simple sentences” (Dragomir and Niculescu, 2020, p. 202). According to the authors, master writing is an activity that not only depends on the level, but also in a process of “discovery, planning, developing ideas, creativity, and revision. This is the ability to communicate ideas with coherence and clarity; writing considers grammar, structure, and spelling. Similar to the other skills, reading and writing are complementary skills.

Learning through play

Playing games involves more than fun. “Play and learn are fundamentally related” (Dondi, Koubek, Pivec, 2004, p.17). There is no necessity to label an experience as learning: it also happens in animal life. Children learn by playing; that is the principal idea behind this approach, which is generally related to children’s skills development. Nonetheless, the

playful learning approach, including GBL strategies, is also studied among teenagers and adult learners. According to Heidari-Shahreza (2024), “considering the increasing need and the surge of interest in learning a second/foreign language (particularly English), from nursery to higher education, insights from playful learning can be a timely and notably beneficial topic of discussion” (p. 2).

In this regard, the author mentions that playful learning represents “a wide spectrum of pedagogical possibilities where play (e.g., games), the distinct features of play (e.g., high engagement, social interactivity) and/or the mood and attitude of play (e.g., being light-hearted) are significantly sensed and incorporated into the learning process” (Heidari-Shahreza, 2024, p. 3).

Game-based Learning (GBL)

To understand this concept, it is necessary to define it and link it to the subtitle above, then detail some pros and cons of using this strategy in the classroom, as well as with diverse learners.

Pho and Dinscore (2015) affirm that “game-based learning is not only about providing joyful activities for learners to engage in, but it is also about designing activities that introduce concepts and guide users towards a learning objective” (Gazhy et al., 2021, p. 68). Following this argument, Manasa and Vyomakesisri (2025) state that GBL has an “intrinsic motivational psychology” (p. 224) which supports learners’ engagement through enjoyable ways to access content. Like Pho and Dinscore, the authors agree that GBL “involves creating educational activities that can gradually introduce ideas and guide users toward a common goal” (Manasa and Vyomakesisri, 2025, p. 225). This experience turns games into knowledge, engaging by applying different methodologies beyond traditional ones. However, it is important to consider that games must be structured in form and objectives to achieve participation and learning.

According to Protogeros, Tzafilkou, and Mikrouli (2024)

The game-based learning approach is based on the idea that learning is a process of achieving pre-set objectives. It is the path that students take, with all the mistakes and downfalls, that adds value and content to the learning experience, as it is these aspects of the educational process that keep students engaged and motivated (p. 28).

This could be the primary difference between learning through play, which is related especially to child development, and is focused on exploration and discovery. Yet, both promote the learners' motivation and consider the game as a powerful way for learning. Thus, GBL establishes a process with which learners can internalize the experience, although they may encounter obstacles. Besides, it takes into account a player's perspective and some characteristics they have. As the authors mention, a state of immersion occurs during this process, a waste of time, and the player develops a state of engagement.

Moreover, Manasa T. and Vyomakesisri T. (2025) highlight that GBL "has several benefits for developing and improving soft skills, such as managerial abilities" (p. 225). For instance, the authors detail that "the incorporation of technology that facilitates the assimilation of material" (p. 225) is a big advantage due to the use of simulators; second, encourage strategic thinking and decision making through "complex games for soft skill learning" (p. 225), and improves memory by "immersing themselves into a scenario through the use of narrative frameworks in learning games" (p. 225).

Through these benefits, and considering that GBL is a structured game with objectives, it is evident that games provide some advantages for learners. For instance, they create a positive environment for all learners by incorporating various elements such as visual, auditory, and kinesthetic. Inside this environment, learners can experience mistakes in a better way and at the same time generate immediate feedback while learners adjust the learning. Also, as a strategy of learning through play, GBL reinforces 21st-century skills like social ones.

These brief reviews from authors establish that the games play a crucial role in the teaching-learning process. Despite the authors and their perspectives, they agree on the relevance of playing games in the teaching-learning process. This is detailed in how learners manage different aspects, such as "happiness, a more pleasant teaching-learning process" (Johnston O, et al., 2022, p. 924), and "positive construction of failure" (Heidari-Shahreza, 2024, p. 4). These aspects do nothing more than support the role of games, building knowledge, and social and language skills through motivation and facing mistakes positively.

Focus on this study, teaching English can be reinforced by this approach for all students, including regular and especially ADD students, who are the target group for this study. The papers highlight the need to prepare an organized, well-structured, and accurate job. All these elements will be able to drive towards the objectives.

Motivation and engagement

Reaching motivation and engagement from students is a significant, yet not impossible, challenge for teachers. Prensky (2003) states that a *sine qua non* of successful learning is motivation: a motivated learner can't be stopped. Sadly, the author continues, much of the content is not necessarily motivating for learners. (p. 1) This primary idea can represent a dichotomy that teachers use to see in the classroom.

According to different literature, some authors provide facts about the definition of motivation in the field of education. Ospina (2006) mentions that “it is the engine of learning; it is the spark that ignites it and encourages the development of the process”. Piaget (1946) highlights that motivation is “the will to learn, understood as an interest of the child to absorb and learn everything related to their context” (Ferrer, 2023, p. 4). Lines below, the authors summarize other visions about the concept. For instance, according to Carrasco (2004), “a reason is something that constitutes a value for someone. The motivation is therefore constituted by a set of values that makes a subject 'set in motion for its achievement'” (Ferrer, 2023, p. 5). Likewise, Carrillo et al. (2009) provide a definition that reflects their etymological roots. According to them, “motivation, from Latin *motivus* (related to movement), is that moves or has the efficiency or virtue to move; in this regard, it is the engine of human behavior” (p. 21).

Independently, whether this concept is called will or engine, Carrasco (2009) emphasizes that motivation is “a set of values” (Ferrer, 2023, p. 5). directly related to students' willingness to learn, explore, and take an interest in learning.

On the other hand, it is necessary to clarify the concept of engagement. First, it is related to motivation; the former could be the result of the latter. That is, while motivation is that strategy that wakes up the learner, engagement is the behavior in which the learner acts and keeps. Thus, we find in some way that these two concepts are complementary. According to the Glossary of Education Reform, student engagement refers to the “degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education”.

Despite these levels of attention, interest, and more that the concept describes, the literature shows that it involves teachers directly. The Glossary also mentions that the

engagement “typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that either enhance or undermine learning for students.” The level of engagement that teachers can create depends on the motivational strategies they employ with their learners. In that regard, the criteria that mention the motivational stage are dispensable in the class process could be wrong.

Inclusive education

According to the Agra seminar, defining the term inclusive education is important, as it allows to have a clear understanding of principles and approaches and a better understanding within the classroom. In that regard, UNESCO defines

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, s.f., parr. 1).

In Ecuador, inclusive education as a concept started to be talked about two decades before. During Rafael Correa’s government, some educational changes have brought us to this moment. This represented a before and after of Ecuadorian education. Nowadays, these laws and social policies are supported by UNESCO, Constitución de la República del Ecuador, Ley Orgánica de Educación Intercultural (LOEI), Ley Orgánica de Discapacidades (LODDIS), and other norms that are ruled by the Minister of Education. It did not impact only the written laws, but also required more about teaching to promote, include, and live in diversity. For that, Rojas-Aviles et al. (2019) mention that

The first step for inclusion involves no discrimination and the search for rights equality; the second step, according to Warnock Report involves the term NEE -in Spanish- to refer those students who need support during their scholarship, whether or not they have different abilities, thus breaking the paradigmatic scheme of that time, when it was thought that only completely healthy people could study (p. 77).

In this context, Rojas-Aviles et al. (2019) add that the teachers’ role is important. They mention that educators must seek educative inclusion of children and teenagers will be

effective by producing creative and innovative actions with scientific knowledge about special needs, “besides related topics to methodologies, strategies that allow the formulation of curricular adaptations that respond to each student’s difficulty” (p. 77).

However, the actual stage is more demanding for the community. Schools and teachers have not reached this inclusive education goal with the appropriate purpose. According to the United Nations, “a teachers’ weakness is not knowing how to face the diversity in the classroom since a cognitive, technical, and attitudinal focus” (Rojas-Aviles et. al, 1982, 17). These points expose a context that makes it visible that it is not necessary to look for any guilt. It reveals other aspects that could be hidden or not correctly addressed by the corresponding institutions. Consequently, teachers are not prepared to develop planning activities or strategies, which evidence shortcomings in the classroom and management of curricular adaptation that focus on special needs.

Attention Deficit Disorder

According to the literature, it is described as a neurobiological disorder that affects factors such as attention and concentration. The symptoms generally arise in early childhood; however, a person can be diagnosed at any age. Despite the different symptoms, a child must have attention problems or hyperactivity before seven.

Medicine explains three subtypes of ADD/H: “inattentive or ADD 'pure', the predominantly hyperactive-impulsive, and the mixed type, which is the most frequent” (Rangel, 2014, p. 77).

According to Rangel (2014), ADD lies mainly in inattention. This medical condition shows that “the child normally has brief periods of attention, in general is distracted, stays looking at any place, self-absorbed, and does not grasp the surroundings” (p. 77). Additionally, the author complements some observations in the school context, for instance, low scholar performance, ADD children tend to be disorganized, unable to organize their time and activities, inability to prioritize, low tolerance to frustration, and stubbornness.

Along the same lines, Red Cenit, Centros de Desarrollo Cognitivo, agrees on many of the characteristics for ADD that include difficulty paying attention to details, struggling to follow instructions, not completing school tasks, forgetting things, having problems organizing simple tasks, and being slow to execute tasks, among others. At school, children also display specific performance that affects their normal functioning. For instance, they

take a long time to carry out their activities and are not very active; consequently, learning and reading problems appear, as well as anxiety and mood disorders.

On the other hand, attention deficit with hyperactivity disorder, as Amador et al. (2001) mention, is a “persistent pattern of inattention, hyperactivity, and impulsivity that interferes in a significant way, causing deteriorative scholar and work development, also in daily activities” (Esteves, 2019, p. 134). Mayo Clinic defines attention deficit disorder with hyperactivity as a mental disorder that combines different and persistent problems with paying attention, impulsive behavior, or hyperactivity.

Other symptoms are described, such as disorganization, trouble setting priorities, poor time management skills, trouble multitasking, excessive activity or restlessness, low frustration tolerance, quick temper, trouble coping with stress, among others.

Within classrooms, these conditions are confused with other situations due to a lack of knowledge about how they work and how to identify them. Estevez (2019) mentions that “it is necessary that educators know the signals to be alert in front of a possible ADD/ADHD case” (p. 135).

CHAPTER II

METHODOLOGICAL DESIGN

After defining the question and the objectives relevant to this study, it is necessary to explain the approach and the design that support this paper. For that reason, this chapter will review different aspects of the methodological design used to develop the research. The approach will guide the procedure for identifying the most frequent strategies for English language teaching to students from the 9th grade and describe the students' engagement in English classes. Through the methodology design a proposal for a didactic guide based on GBL strategies to engage English language students with ADD from the 9th grade of a fiscomisional school. Finally, reflect on the results of the students' engagement after the implementation of the didactic guide.

Research approach and design

The current study adopts a qualitative approach, applicable for exploring the implementation of a didactic guide based on GBL strategies to engage English language students in the 9th grade from a fiscomisional school. This section will review the research approach and design organized to create a new material that supports the teaching-learning process.

According to Behar (2008), qualitative research is a type of “research whose purpose is to provide a wide comprehension, meaning, and a subjective interpretation” (Corona Lisboa, 2018, p. 72). A similar point of view is expressed by Hernández Sampieri et al. (2014), who mention that qualitative research “is selected when the purpose is to examine how individuals perceive and experience the phenomena around them, delving deeper into their points of view, interpretations, and meanings” (p. 358). Furthermore, summarizing various authors, Corona Lisboa (2018) highlights that “qualitative research is supported by naturalist observations, based on comprehensive and behavioral patterns with a constructivist vision that transform social reality [...]” (p. 73).

The qualitative approach is considered a novel and flexible approach that allows the researcher the opportunity to delve introspectively into the ideas. According to Tinoco, Cajas,

and Santos (2018), the qualitative approach is a dynamic and systematic procedure for investigation. It means that the researcher understands the reality according to people's point of view. The qualitative approach works inside specific social groups whose active participation is representative to identify the problem and, especially, reconstruct the reality according to people's experiences. In that regard, this approach emphasizes inductive reasoning that focuses on particular experiences of a person, social group, or organization.

Although this research avoids quantification or numerical data, certain data can help to explain the situation. Qualitative research has another type of register of phenomena. Generally, descriptive facts of human behavior provide information about the problematic facts that contribute to understanding contexts and social relations, and consequently support questions that give answers to the significance of things, as Tinoco et al. (2018) mention in their study. For instance, the narrative register, interviews, observation, and other techniques that help to identify aspects of social realities are some examples.

Due to this comprehension of the approach, this research is generally descriptive and interpretative. In this context, the present study is developed as qualitative research. Furthermore, it has a proactive character. The methodological frame is based on descriptive and documentary research, which are briefly explained below.

Descriptive research

In the educational field, the qualitative approach can lead to different types of investigation. On that subject, Guevara et al. (2020) mention that “the descriptive research is an effective method for collecting data during the research process. It can be used in multiple ways; it is always necessary to establish an objective” (p. 171). Additionally, the descriptive research guide of the PUPC (2022) lists some key questions that guide this type of research: *What happens? How does it happen? When does it happen? Where does it happen? What are its characteristics? What are its functions?* (p. 15)

According to the objectives proposed in this study, descriptive investigation is the appropriate framework due to the characteristics and the link that the researcher had with the specific context.

Documental research

This research complements the study, taking into account the need to review diverse bibliographies to select the most relevant concepts and elements for building this paper. About that, “according to Alfonso (1995) the documentary research is a scientific procedure, a systematic process of exploring, collecting, organizing, analyzing, and interpreting information or data around a specific topic” (Morales, 2003, p. 2). Marcelino et al. (2024) develop a process that covers eight steps: search, selection, collection, classification, organization, analysis, interpretation, and presentation. By completing each step, the authors mention, it is possible to detect mistakes in the previous stages; also, the understanding of the subject becomes greater. With this, the process becomes more flexible by returning to correct and make adjustments to improve the results.

On the other hand, Morales (2003) adds that documentary research has some different print sources that include: “books, encyclopedias, magazines, newspapers, dictionaries, monographs, theses, and other documents” (p. 2); also, the author mentions digital sources like “emails, CD roms, databases, web pages” (p. 2), and more. Finally, there are audiovisual sources like “maps, photographs, videos, radio and TV programs.” (Morales, 2003, p. 2)

Sample description and research context

According to Hernández Sampieri (2016) sample is “the subgroup of the universe of interest on which the data will be collected, and which must be defined and precisely delimited beforehand, and which must be representative from the population.” (p. 173) Respect to qualitative research, the sample is “people’s group, events, happenings, communities, etc., in which data will be collected, without necessarily being statistically representative of the universe or population under study.” (Sampieri, 2016, 384)

The sample was selected from a new fiscomisional school located in Quito. This last school year, 2024-2025, the institution changed its support from public to fiscomisional. Among other changes, there were adjustments to the curriculum that affected the Foreign Language subject, increasing class hours per week, and the insertion of a new textbook, which represents new challenges for the student body in general.

The participants were selected with some considerations. First, the specific requirement was about the grade; students must study in the ninth grade. Next, the school works with two shifts; it was necessary to select the shift. The morning and afternoon shifts have a total of 82 students in the 9th grade. The sample corresponds to a total of 31 students from the afternoon shift. There are two parallels with 14 and 17 students respectively, 15 girls and 16 boys in total. At least 2 students diagnosed with ADD and other students with different considerations that are not related to students who need extra support. Finally, the characteristics of the level they were studying. According to the national curriculum, the English level they are working at is A1.2. The study also involved two teachers, one civilian teacher and the other a police teacher.

Population / Sample	
Population Morning /Afternoon	82
Sample Afternoon	31

Elaborated by: Gabriela Medina

Sample	
Students with ADD	2
Male	2
Age	13-14

Elaborated by: Gabriela Medina

Data Collection Process

In qualitative research, the data collection stage is fundamental to obtain the necessary data about the context studied. As such, it is again emphasized that the data collection is

descriptive of people and their behavior, interaction, emotions, among others. Since the process deals with human beings, Hernández Sampieri et al. (2016), “the data of interest are concepts, perceptions, mental images, beliefs, emotions, interactions, thoughts, and experiences manifested in the participants’ language, whether individually, in groups or collectively” (p. 397).

Aligned to the objective of exploring the implementation of a didactic guide based on GBL strategies to engage English language in 9th graders from a fiscomisional school, the techniques for this research required an approach to the study object and bibliographic support for the conceptual section. In this regard, a specific context was examined through an observation process of the attitudes and behavior of EFL learners during classes. To complement the understanding, the research also required a varied compilation of books, scientific articles, theses, legal documents, and digital content of web pages related to the concepts and variables.

Due to the approach that exists towards a real-world situation, it was decided to work with a field diary to collect different details to describe the reality of the sample. Through a daily field technique, the data was collected in the real context. It helped to detail some aspects of the English language learners in 9th graders, and register information that supported the proposal. This data collection and analysis became the subsequent reflection on the proposal. On the other hand, to support this work, documentary research was pertinent to understand the context of the study, as well as the relevance of some important concepts that guide the question and objectives.

Consequently, this applied the proposal that consists of a set of activities organized into a didactic guide to motivate English learners and, at the same time, promote engagement in the subject learning process.

Techniques and instruments

Documental analysis

Generally, documental analysis is considered “a series of operations aimed to represent a document and its content in a different form from the original one to enable its subsequent recovery and identification”. Different authors who have studied the concept agree that documental analysis is a process oriented toward identifying documents, facilitating retrieval, and informing content. Additionally, they consider that this technique helps in representing documents in a summarized and original way.

This technique was useful at the time to assess the relevance of the information, considering that the collected material varies among books, scientific articles from platforms, web content, and more. Furthermore, it facilitated searching for information about the principal concepts and other aspects of the question and the proposal, for instance, GBL strategies focused on ADD students in the EFL teaching-learning process.

The instrument applied in this study was the summary sheet. The information was contextualized based on the concepts and theory that support it. They helped to follow the objectives necessary to distinguish the context reality and develop the work about the application of a guide.

Observation

Hernandez Sampieri et al. (2016) state that observation in the research field is “not only contemplation, it implies delving deeply into a social situation and keeping an active role, as well as a permanent reflection. Being attentive to the details, events, and interactions” (p. 399). Some purposes of observation are to explore and describe environments, understand processes, identify problems, and generate hypotheses. Taking the information directly from the real experiences allows the researcher to analyze real situations and participants. Bonilla and Rodriguez (2005) establish a starting point to manage the observation efficiently. They express that the way to support getting “valid and accurate information” (p. 230) consists of a formulation of specific questions that “limit the range of perceptual stimuli and allow him to focus his attention on the most relevant aspects” (p. 230). The authors present basic questions to describe the reality, for example: “*Who is the actor?*” “*What is he/she doing?*” “*Where?*” “*What is he/she trying to achieve?*”

These starter questions can support the purposes Hernandez Sampieri et al. (2016) describe for observation in qualitative induction. These authors, taking from other authors, highlight some specific elements that the observation should focus on, such as *physical environment, social and human environment, activities, functions, relevant facts, and human portraits*. (p. 400)

This study applied observation as a technique, also the field diary was the specific instrument to collect the information found within the sample. Through a field diary, this observation will be organized. According to Alberich and Garcia (2020), “the field diary is an instrument that helps the researcher to take notes and subsequently classify and analyze them.” The authors mention that it is “a registration system in which the information is recorded.

Validity and Reliability

Based on the current study, the validity and reliability of the selected instruments for collecting information are related to the processes of observation during different stages and ample bibliographic research to reflect on the primary and secondary concepts. While observations allowed us to have a real experience detail, the books were the theoretical support that connected the real experience with the theory. Furthermore, these instruments provided insight into the extent to which GBL strategies are beneficial in the English classroom with diverse learners.

The study’s validity was established through observation and a field diary applied in three stages. The observation, as a technique, was structured with parameters and elements that guided the approach to reality. It provided information about three different times in the learning process: before application, during, and after. They delivered interesting data about how teachers focus on the motivational phase of the class to engage learners. Furthermore, it revealed how the application of activities changed the students’ attitude and showed how it could change the engagement of learners.

The reliability was based on the documentary research developed. This supported many of the concepts and frameworks. The documentary research and the corresponding

categorization with pertinent concepts, the bibliographic recompilation, its organization, and interpretation gave the theoretical support that provided the background and key orientations. In this regard, some studies represented examples and influenced the progress of the present study. Among them, the paper “Estrategias lúdicas en el aprendizaje del inglés, de los niños de quinto grado de educación básica provincia de pichincha, cantón Cayambe, parroquia de Cayambe”, written by Sonia Chimarro and published in *Ciencia Latina. Revista Mutidisciplinar* in 2023

On the other hand, among some texts, there was a reference to the creation of the product. It was “Guía didáctica para la enseñanza del idioma inglés” coordinated by Carlos Mora Falconez in 2023. This material is oriented to students who want to reach the A1 and A2 certifications. The guide has 10 weeks for each level, and distributes the different language skills with practical exercises aligned with the models of international exams.

It is relevant to mention that the instruments assisted the study to facilitate the collection a real-world information about the strategies that teachers use in their daily classes, especially those applied with diverse students. Consequently, in this case, the daily field and documentary analysis permitted clear characteristics and highlighted relevant aspects for developing and applying the didactic guide.

Data analysis

According to qualitative data analysis is not a linear process. The characteristics of narrative-based data make it varied and unstructured; however, it is the researcher who must provide it with a structure. This structure does not imply a rigid process either, as it must be remembered that the type of data is contextual.

The techniques applied helped increase the information about the problem. Meanwhile, through non-participatory observation, the researcher saw and was part of the target groups' activities. The field dairy detailed how teachers developed their classes, applied strategies for students, and consequently saw students' behavior during EFL classes; consequently, how they react. On the other hand, documental analysis will support the theoretical explanation and comprehension of the problem.

After reviewing some proposals about how to organize the bibliographic data. The documentary analysis through the category chart was the technique that supported the organization of the information. At the same time, this systematic process contributed to organize the bibliographic compilation, and the chart helped to summarize specific information that supported this paper's argument.

The following chart shows how the activity was done.

Category Chart

	Title. Author. Year.	Type of source	Category	Base Concept	Definition	Relevance	Interpretation	Contribution
1	El enfoque cualitativo: Una alternativa compleja dentro del mundo de la investigación. Segovia Piñas-Ferrer Lenys. June, 2023	Article. Revista arbitrada Interdisciplinaria KOINONIA.	Qualitative approach	Qualitative approach	Qualitative research allows us to rediscover the social being as social and historical being, which leads us to unveil the subjects with whom we "socially construct" our practices. (p. 2)	Highlight the qualitative approach for investigating as a valid alternative	As social beings, the scientific knowledge should approach alternatives that research about complex and changing beings.	This short paper contributes to the study since it focuses on a qualitative approach that is closer to human beings than objects.
2	Hernández Sampieri, Carlos Fernández Collado y Batista Pilar. Metodología de la Investigación. 2014	Book	Qualitative approach	Qualitative research	"Un planteamiento cualitativo es como "ingresar a un laberinto". Sabemos dónde comenzamos, pero no dónde habremos de terminar. Entramos con convicción, pero siDISn un mapa detallado, preciso. Y de algo tenemos certeza: deberemos mantener la mente abierta y estar preparados para improvisar."	It is a compendium on research that explains methodologies and techniques in detail with simple examples.	It represents a primary material to organize the information about the methodological chapter	Guide and explain how to proceed in the research, according to the path that the researcher has chosen.

3	Qualitative research: epistemological, theoretical, and methodological foundations. Corona Lisboa, José Luis 2018.09.15	Article. Vivat Academia. Revista de Comunicación.	Methodology	Qualitative research	"La investigación cualitativa; es un tipo de investigación cuya finalidad es proporcionar una mayor comprensión, significados e interpretación subjetiva que el hombre da a sus creencias, motivaciones y actividades culturales, (...) (Behar, 2008)." (p. 72)	This paper analyzes the theoretical and methodological foundations the qualitative research	This reflection inquires into the foundations, highlights characteristics, and lists the main theorists	Offer points of view according to the representative sociologists and philosophers.
4	La investigación descriptiva con enfoque cualitativa en educación. Pontificia Universidad Católica del Perú. Facultad de Educación March, 2022	Guía. Coordinación y edición: Augusta Valle Taiman.	Methodology	Qualitative research	Koh y Owen (2000), la investigación cualitativa se enfoca en cómo ocurren las situaciones o hechos, de modo que se ocupa de las actitudes, las creencias o las formas en las que las personas dan sentido e interpretan las experiencias que atraviesan y el mundo que las rodea. En consecuencia, se enfatiza el razonamiento inductivo. (p. 11)	This guide develops important aspects of qualitative research	The guide compiles relevant information about qualitative research applications	The guide compiles relevant information about qualitative research applications
5	Más allá de los métodos. Bonilla-Castro Elssy. Rodríguez Penélope. 3ra. Ed. 2005	Book	Methodology	Qualitative research. Observation	Tanto la observación como la entrevista sean instrumentos igualmente importantes a la hora de querer dar razón del mundo de vida de los grupos poblacionales investigados. (p.227)	The book compiles ample information about methods and techniques, including practical examples.	Observation is a good technique, but it's necessary to understand it in qualitative research to get the best results from it.	Observation is explained with pros and cons. What does this imply about observation and strategies?

6	Metodología de la investigación. Behar Rivero Daniel. 2008	Book	Methodology	Qualitative research Observation	It consists of a systematic register, valid and reliable of overt behavior or conduct. Non-obstructive measuring technique, which means that the method only registers something that was stimulated by other external factors to the instrument. (p. 69)	The aim is to develop research aspects. The book contains detailed information about scientific research	Observation as a technique involves aspects that are important to establish.	The book provides information about concepts and the process that are helpful.
7	Técnicas y métodos cualitativos para la investigación científica. Escudero, Carlos. 2018	Book	Methodology	Research design	"Systematic procedure of inquiry that provides specialized techniques for gathering information about what people think and feel." (p. 43)	The chapter explains the different designs for developing qualitative research. Explains general aspects, pros and cons, and types.	Emphasize the characteristics of qualitative research. Advantages in specific areas, and some disadvantages too.	The chapter provides detailed aspects of the design of this type of research
8	Estrategias lúdicas en el aprendizaje del inglés, de los niños de quinto grado de educación básica provincia de Pichincha, cantón Cayambe, parroquia de Cayambe. Chimarro, Sonia 2023	Article. Ciencia Latina. Revista Multidisciplinar	GBL	Playful strategies	They provoke motivation and interest in students to acquire new knowledge.	"To divulge the importance of ludic strategies in the learning of English, due to the questioning that the English language has had in the educational field."	There is an approach to the reality of English through this exploratory study. It shows that there are low levels of the skills while teachers lack ludic strategies in the teaching and learning process.	It contributes to the framework, giving interesting aspects about the lack of ludic strategies to motivate English learners.
9	The use of game-based learning in English class. Ahmad Ghazy, Majid Wajdi, Ikhsanudin, Clary Sada. Jun. 2021	Article. Journal of Applied Studies in Language	GBL	Game-based learning	"Game-based learning is not only about providing joyful activities for students to play, but it is also about preparing activities that introduce concepts and guide users towards a learning objective (Pho & Dinscore, 2015) (p. 68)	"This research aims to explore the use of GBL to increase students' interest in learning English."	Contrast past and new generations to introduce GBL learning, introducing technology to teach English.	Explain how the use of platforms like Kahoot, Quizizz, or Duolingo can increase learners' interest in the English language.

10	Pedagogy of play: insights from playful learning for language learning. Heidari-Shahreza, Mohammad Ali. September, 2024	Article. Discover Education	GBL	Playful learning	"Playful learning covers a wide spectrum of pedagogical possibilities where play (e.g., games), the distinct features of play (e.g., high engagement, social interactivity) and/or the mood and attitude of play (e.g., being light-hearted) are significantly sensed and incorporated into the learning process."	The article offers an ample conceptual review that involves the pedagogy of play	It is helpful to understand some concepts related to the pedagogy of play that influence language learning	Give an extended review of concepts related to playful learning, GBL
11	How Motivation Influences Student Engagement: A Qualitative Case Study Sitwat Saeed & David Zyngier 2012	Article. Journal of Education and Learning	Motivation and Engagement	Motivation and Engagement	"Together with motivation, engagement is viewed in the literature as very important for enhanced learning outcomes of all students (Schlechty, 2001; Woolfolk & Margetts, 2007). Motivation is seen as a pre-requisite ofand a necessary element for student engagement in learning." (p. 252)	"The study seeks to understand which type of motivation – intrinsic or extrinsic – is more closely aligned to authentic student engagement."	How useful is it to use two forms of motivation? Understand if intrinsic or extrinsic motivation is more aligned with authentic student engagement.	It contributes to expanding the comprehension of the concept.
12	La motivación y el aprendizaje Carrillo Mariana Mariana Carrillo Jaime Padilla Tatiana Rosero María Sol Villagómez 2009	Article. Revista Alteridad.	Motivation and Engagement	Motivation and Engagement	"La motivación, del latín <i>motivus</i> (relativo al movimiento), es aquello que mueve o tiene eficacia o virtud para mover; en este sentido, es el motor de la conducta humana."	Provides concepts related to the importance of motivation in the learning process.	The concept is related to other concepts that are important in education	The dialogue that the authors create is a reflection of the concepts.

13	La importancia de la motivación en los niños de cuatro años. Ferrer, Julia. 2023	Thesis	Motivation and Engagement	Motivation	“El término motivación se refiere a la activación de una tendencia a actuar para producir uno o más efectos. El término motivación subraya la fuerza final de la tendencia de la acción que la persona experimenta como yo quiero” (Atkinson, 1958, en: Cofer, 1972, p. 20).	“Expresses the great importance of motivation in four-year-old children. They are at a time of interest, exploration, and discovery of everything that surrounds them, personal relationships, and their autonomy, to develop in everyday actions of life.”	The author creates a dialogue among some ideas from other authors that review motivation as a concept and its importance.	The dialogue demonstrates that motivation is an ample concept. It has different points of view, as well as the way it transforms according to other factors.
14	Inclusive education Sue Stubbs 2008	Book	Inclusive education	Inclusive education	“Inclusion or inclusive education is not another name for ‘special needs education’. It involves a different approach to identifying and attempting to resolve difficulties that arise in schools.... special needs education can be a barrier to the development of inclusive practice in schools. (p. 38)	Interesting facts that support the concept in the particular context.	Inclusion is more than SEN. It is necessary to reflect on	Talk about SEN and expand the idea, but ADD/ADHD

15	La inclusión educativa del alumnado con TDA/TDAH. Rompiendo las barreras curriculares y organizativas en los centros escolares de educación primaria. Estévez, Beatriz 2015	Thesis	Inclusive education /TDA, TDAH	Inclusive education	Learn together despite their personal, social, or cultural conditions	Delve into inclusion in classrooms and how teachers execute to benefit students. Identify the conditions of the institution to create an inclusive culture. To approach the organizational and curricular conditions to support the educational process in primary school.	Refers to inclusion in classrooms. Emphasizes in SEN students, ADD/ADHD students	This research develops a long review about the ADD/ADHD condition and inclusion for students in regular contexts
16	TDAH y el aprendizaje de inglés en la escuela: Una propuesta metodológica. Clares Almagro, Ma. Dolores 2012	Thesis	ADD/ADHD second language	ADD/ADHD	There are different types and subtypes of ADHD, each of which has common features or distinctive characteristics	Detail ADHD, its types, characteristics, and differences with ADD. Also, there is a great explanation from a medical point of view.	ADHD is analyzed from different aspects that help us to understand the context of this diagnosis.	Connect the diagnosis with the school and offer a methodological proposal about how to work with them.
17	Dimensions and Types of Attention Deficit Disorder. Lahey, Benjamin. 1988	Article	ADD/H	ADD/H	"According to this definition, a child should be considered to exhibit ADD/H if he or she manifests deficits in three symptom areas: sustained attention, impulsivity, and motor hyperactivity. "	The article provides "a unidimensional definition of ADD/H, based on the assumption that inattention..."	Due to the date, it offers a point of view from the past of this condition.	To understand the concept, also add
18	Teaching English as a foreign language. Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. 1980	Book	Teaching English	EFL	"That is, it is taught in schools, often widely, but it does not play an essential role in national or social life." (p. 6) "Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners." (p. 7)	This book contains specific and important information about teaching English	The book gives a clear explanation of the difference in terminology to understand how teaching the English language is considered.	

19	Teaching English as a foreign language. Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. 1980		Skills	Listening.	"It first sight it appears that listening is a passive skill, and Speaking is an active one. This is not really true, since the decoding of a message (i.e. listening) calls for active participation in the communication between the participants." (p. 65)	The book contains the four skills and develops different aspects that are important for teaching each skill.	These four skills must be well understood to establish an accurate teaching-learning process	To understand the role of each skill in the teaching-learning process.
20	Teaching English as a foreign language. Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. 1980		Skills	Reading. Speaking.	"First it must be recognized that reading is a complex skill, that is to say that it involves a whole series of lesser skills." (p. 89)	The book contains the four skills and develops different aspects that are important for teaching each skill.	These four skills must be well understood to establish an accurate teaching-learning process	To understand the role of each skill in the teaching-learning process.
21	Teaching English as a foreign language. Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. 1980		Skills	Writing.	"When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public." (p. 116)	The book contains the four skills and develops different aspects that are important for teaching each skill.	These four skills must be well understood to establish an accurate teaching-learning process	To understand the role of each skill in the teaching-learning process.

Elaborated by: Gabriela Medina

About the collection of information through observation, the field diary was the technique selected and organized in three stages. In these, the researcher was able to identify the characteristics of the groups and how changes were produced with the application of the activities in the didactic guide. These three stages were divided into pre-application, during, and post-application. For this, an average of three weeks was used, with visits on different days to each parallel.

In the first stage, using the field diary, details of the observation of EFL classes are collected. In this phase, the objective is to approach the groups and learn about the dynamics with which students normally work with their teachers, to observe their attitudes and behavior towards the subject, see their engagement through participation, and how it develops during the learning process.

Due to the current number of students, the classrooms are big for 14 and 17 students, respectively. Despite the space, there are positive aspects to consider, for instance: students are close to the teacher, they can see the whiteboard well, there is more concentration, and attention is almost personalized by the teacher; also, students can listen better. The classrooms are well illuminated by natural light, but there is little ventilation. Every student uses a desk for themselves, and there is enough space to walk between rows.

At the beginning, there was some distraction among the students due to the presence of the researcher, although she was not an unfamiliar person to them. Then, the students took their seats and listened to the teachers' instructions. Meanwhile, the teachers continued with planned activities. Subsequently, as the days passed, the students became accustomed to the additional presence and took their classes normally with their teachers.

During the first session in parallel A, a specific warm-up routine was not observed; however, it was visible that a positive atmosphere had been created in the classroom since there was a good attitude from and toward students. Although there was some distraction, a couple of students were talking few minutes, the teacher received a good answer from the students when he asked for attention. Then, he gave brief feedback about the topic, and the students were attentive to the planned activities, showing a good level of participation. Regarding parallel B, considering that the teacher is part of the institution's operative police personnel, he tended to start his class with the guidelines of the report at the beginning, then

applied short active pauses, and next started with the respective planning. In the same way, there was little distraction, but students returned their attention to the class after a few minutes.

In the following sessions, the cadets keep similar attitudes. Although they began with some distraction, they soon settled into their places and developed their classes normally. They did not stand up from their desks, but occasionally some students turned to another classmate. Participation was good among these students; they expressed themselves without fear ahead of the teachers' requirements or questions. Other students sometimes participated with some insecurity, which was demonstrated in their voice modulation and response time; however, it was visible that the attempt was motivated by the teacher.

A characteristic of these groups is related to students with diagnoses and classified as SEN. Like the suggestions, they are located in the first place in the classrooms. In the case of parallel A, there is a male student with ADD sitting at the top of his column, also he is in front of the teacher's desk. In the case of parallel B, the same disposition could be observed with the male student with ADHD. In this class, there are other students classified as SEN due to different aspects and degrees of adaptation.

It is important to mention that the environment that teachers have created in their classrooms and the relationship they have built with their students ensure that students do not feel resistance during the class. The participation is generally acceptable among students, and most of them achieve their home tasks. Although sometimes there is a little distraction, they try to be attentive during the class.

The second stage involved applying the product. The goal in this phase is to carry out a series of brief activities, such as warm-ups and games, to help strengthen student engagement during EFL classes and support teachers throughout the process.

During these sessions, in parallel A and B, the first application was normally given as a warm-up. Students quickly demonstrated understanding of the activity; in other cases, they knew some activities in which they were eager to participate. The first activity was "Whispers". The activity was developed with sentences in the present tense with familiar

vocabulary. From the first to the last student, they transmitted orally the written message given by the teacher.

In this process, the students participated with joy, and sometimes they felt nervous; however, there was no resistance to communicating the message. The last student stood up and said the sentence orally in front of the class. The student was confident in talking. The rest continued participating, and others laughed because of the mistakes and changes in the sentence. The first student who received the message stood up and compared the differences. All the students laughed after understanding the mistakes they made. After that, the group asked to repeat the activity one more time. As a result, the second chance, students paid more attention and there were fewer mistakes.

In parallel B, the teacher chose to change the activity a little. In this class, the last students wrote the sentences on the whiteboard. In this group, the students felt a bit insecure about sharing the sentence, especially those who had to write the final result. In any case, the activities proposed were positively received by the students. They showed pleasure while practicing the vocabulary and tenses they have learned. Also, they asked their teachers for more games.

The next activities had a similar response from the students. They started to ask teachers about what game they were going to play that class. They sat down, received the instructions, and were ready for the playful activity. In other cases, the activities were applied throughout the class to manage the games to connect with a planned activity, such as reading or short conversations, that the teachers had previously organized.

During this stage, it was identified that students whose diagnosis coincided with ADD had their own characteristics. The cadet in parallel A exhibited shyness during the activities, was somewhat introverted, and chose to review his book while the rest of the group continued with the activities. It took time to include him in the activities, but his classmates supported him by giving him specific tasks, and supported him while he had to create sentences or describe. On the contrary, the cadet from parallel B exhibited an outgoing personality; he usually stood up, talked with classmates around him, spoke aloud with classmates or the teacher, but he tried to participate with enthusiasm, laughing and keeping a high tone of voice. It was clear a certain level of mistakes.

For the final phase, the objective is to observe what has changed after applying the proposal of a didactic guide in the English class. The students continued their normal activities; however, they asked the teachers to “play” before starting, to which the teachers agreed. With good predisposition, the students expressed themselves verbally, they assumed without fear the mistakes, and there was also a feedback process with the same classmates who helped remind and correct the vocabulary and pronunciation.

CHAPTER III

INNOVATIVE PROPOSAL

Innovative Proposal to the Problem / Result

To address the lack of students' engagement, this research will propose a didactic guide that helps teachers to improve their practice, specifically with students in the 9th grade with an ADD/ADHD diagnosis. The aim is to increase students' engagement in English classes through this innovative didactic guide, which includes a set of activities based on the use of game-based strategies clearly defined and effectively explained to facilitate the learning process, also focused on students with ADD.

The type of product results from the understanding of a didactic guide as a pedagogical resource that offers support during the teaching-learning process in class. This guide and the activities proposed will engage students in English learning through some different strategies based on games to support teachers' labor and contribute to the skills development for students of A1.2

Proposal Name

A WORLD OF GAMES. ENGAGING YOUNG STUDENTS IN ENGLISH LEARNING.

Product definition

The product selected is the didactic guide. This resource is structured as a guide to support and facilitate the teaching-learning process for ninth-grade students.

Based on the Didactic, the didactic guide was born as a resource for distance education; however, the experience showed that face-to-face education can also require this support. As Garcia and de la Cruz (2014) mention in their article, the didactic guide is a fundamental resource "because it improves the teachers' work in the construction and

orientation of tasks as the basis of the teaching-learning process” (p. 165). Through material like this, teachers can develop, organize, and improve not only their labor but also students’ learning.

According to García Aretio (2009), a didactic guide is “the document that guides the study and reaches the cognitive process of the students, the didactic material, to work independently” (p. 2). The author mentions that its construction has two edges: teachers and students. From the perspective of students, the author states that the didactic guide must be “the suitable instrument to guide and facilitate the learning [...] it must be the precise scaffolding to reach the competences” (García Aretio, 2009, p. 2). Meanwhile, from the teachers’ perspective, this document reflects all the planning of the subject, taking into account different aspects such as: offer, scope, relevance, guidelines, learning activities, time dedication, evaluation, among others.

Other authors explored by Aguilar refer to the didactic guide as a tool or instrument that connects teachers and students. For instance, Mercer (1998) defines a didactic guide as “the tool that works to build a relationship between teacher and students.” Meanwhile, Castillo (1999) mentions that the didactic guide is “an intentional communication between teacher and student about the details of the subject study and the base textbook.”

Additionally, Aguilar Feijo (2014) identifies different functions for the didactic guide. Since suggesting guides on using textbooks to manage them, to give accompaniment to the student. Among these functions, to engage students, the author mentions that the didactic guide “arouse the interest for the subject and keep the attention during the process of self-study” (p.184). In that sense, this guide has the purpose of increasing the students’ engagement in English classes through a set of short activities based on the use of GBL strategies that support the teaching-learning process. At the same time, these short motivational activities connect content, objectives, and material that facilitate progress inside the classroom.

Finally, according to the aspects mentioned above, the didactic guide is the best proposal for this project to engage students in the learning process of English. Besides, it can represent an extra resource to work with special needs students who are considered in this research.

The integration of playful strategies in the classroom responds to the need to stimulate positive learning, propose meaningful challenges, encourage active participation, and

generate enjoyable and memorable learning experiences. To reach these characteristics, the guide tries to improve the teachers' labor by implementing nontraditional strategies and resources. To fix the guide, it has been necessary to elaborate a diagnosis about the problem, then review the bibliography about Game-Based Learning and active learning, design the proposal, and collect data through the application.

This guide is focused on promoting motivational activities that set the tone for students' engagement. The motivational phase makes the difference in how teachers involve their learners in the learning process. Additionally, nowadays it is necessary to think about SEN students who are integrated into regular classrooms. It means that the education demands more from teachers to give the best conditions for every learner. For that reason, it is also important to close the material that teachers sometimes do not have or require much time to investigate, among other administrative functions that teachers have to execute.

At the same time, this material is taught to students to motivate and engage them in English learning. Through these activities, applied as games, the ideal supports the students during the process and provides a meaningful experience that involves fun to improve their skills

Objective of the proposal

To engage students of the ninth grade in English learning through an innovative didactic guide to offer game-based activities that support teachers' work inside the classroom and support students during the process to reach the A1.2 level.

Structure Proposal

The structure of this proposal has two pillars. The first part lists step by step how the didactic guide is going to be created. About the structure, the didactic guide has 4 units, each one corresponds to each language skill (reading, writing, speaking, listening). Inside each unit, the user can find 4 games that describe the objectives, material, activities, procedure, and suggestions. The second part is the format of all those elements that make up the proposal.

Steps for creating the didactic guide

1. Identify the most frequent strategies for teaching English in the ninth grade.

2. Observe the engagement of students in the ninth grade during English language classes.
3. Describe the level of engagement through a field diary
4. Design the proposal based on a documental analysis and the facts collected from the field diary.
5. Define the activities according to each language skill, establishing also the objectives, materials, procedure, and recommendations.
6. Organize the activities in a digital support using CANVA as the editing tool, and show the final result for a digital PDF document, or if the teacher prefers, a printed version.
7. Implement the proposal during English classes in the ninth grade to observe the engagement of the students.
8. Reflect on the results after the implementation of the proposal.

According to this planning, the current didactic guide fulfilled these steps to generate an accurate product. After completing the previous steps to understand the context better, the proposal took shape. The present didactic guide is structured according to some characteristics and elements to give sense to this specific material.

First, measuring engagement through observation provided, in three stages, insight into the results generated by the application of the guide in the selected sample. It was possible to see the behavior of the students, especially in these two students with ADD/ADHD. Consequently, designing the proposal was the next step; documentary research was important to try to find a path that guided it and supported the structure. It helped to discover many different activities to develop; however, considering the groups were necessary to define activities that were not difficult to understand for them, and invite students to participate in the processes.

At this point, it is necessary to remark once again about the changes that this institution has gone through over the last year regarding its supporting model. With these changes, the school could access a new series of books, which also implied that their curriculum about English increased the number of periods, from 5 to 8 class hours. These new characteristics about the subject represented the first challenge, as they had to fit into the respective level despite the background that most students had in the past, without textbooks and rationed periods per week.

In this regard, defining the activities with these characteristics and human factors was a task that required to be planned and organized according to the communication skills, difficulty levels, and students' predisposition to participate actively. Every activity was thought out, taking into account the background, challenges, and improvements that not only the subject has had, but also the students are receiving.

On the other hand, the students in this sample are in the 9th grade of General Basic Education, between 12 and 14 years old. During this period of life, teens experience physical, socioemotional, and cognitive changes that also influence their experiences at school. Sometimes, they feel vulnerable about what others see or think about them. In that regard, it is important to consider that at this age, adolescents can also experience problems like bullying or other types of violence. In addition to this context, we must not forget those needs inside the classroom, vulnerable and SEN students who are part of the class too. For these reasons, teachers should be careful of these aspects before developing any participatory activity, including when there is resistance from students.

Responding to the characteristics of the guide, there are different formats for this type of material. Today, there are print, digital, also interactive guides. This guide has been created digitally in the CANVA Platform in a simple template using its own resources. The format is established in A4 size (210 x 297 cm), designed vertically, and full color. As a product, this didactic guide has different options to be socialized, printed, or digital; however, this final product is designed to be socialized in PDF format. This decision lies in the ease of sharing among users and the fact that nowadays technology is spread among teachers, so they can access the document at any time, from any place.

Elements of the Didactic Guide

The elements of the didactic guide are organized to offer visual simplicity, practical support, and guide users along the guide. Among these elements, they are planned in sections such as:

Cover. It contains the informative data about the product: title, institution, author(s), year, and any other relevant information.

Content/Index: In this section appears detailed information about titles and subtitles numbered according to their corresponding pages. The information must be “organized in a schematic and summarized form” (Romero et al., 2017, p. 187).

Introduction: This section presents the material and explains the purpose of the didactic guide, its relevance in the teaching-learning process.

Objective: This section defines the aim of the proposal. It guides the users to identify what they have to pay attention to accomplish in the teaching-learning process.

In this case, it consists of “to engage students of the ninth grade in English learning through an innovative didactic guide to offer game-based activities that support teachers’ work inside the classroom and support students during the process to reach the A1.2 level.”

Importance: This section explains the reason why this guide is representative in the English language teaching-learning process.

Activities: They are structured in four sections that respond to each skill. In that regard, the activities start with listening skills, then speaking, reading, and finally writing. In the structure, each skill has four activities that are prepared in order, starting with the number of the activity, the name, time in minutes, detailed material, objectives, a summarized procedure, and extra strategies for teachers. The content of the guide is explained in concise terms for fast reading and comprehension for users who can adapt to their time and possibilities. The content is detailed below.

Strategies: This element contains some suggestions that teachers can use to improve or adapt the activities. They are written in concise ideas to be considered by the users.

Assessment Criteria: This section contains the material for evaluating the activities. In this guide, evaluation charts and rubrics are proposed. These options are due to the way that teachers would prefer to evaluate, it means, each class or according to other planning that the teachers consider useful. Furthermore, teachers can use other instruments such as checklists, or like the strategies section mention, teacher can apply different ways to assess these activities. For instance, teachers can develop reward systems, visual progress bar, among others.

SECTION 1. LISTENING	
Activity 1	SIMON SAYS
Time	8 minutes
Objective	To develop English comprehension by encouraging

	attention and speed reaction using short commands or imperatives.
Resources	Whiteboard Markers Flashcards
Activities to develop	Ask students to stand up. Give simple commands/imperatives to students with the words “Simon says”. Increase the difficulty of commands/imperatives.
Strategies	Support the mimic with flashcards or word cards. Create a system of rewards/gifts for the first person. Give them feedback if they require.
Assessment Criteria	Rubric. Teacher also can prepare and apply a checklist.
Activity 2	MIME THE ACTION
Time	8-10 minutes
Objective	To strengthen the listening skill by linking verbal and body language.
Resources	Speaker/audio player. Actions flashcards. / Phrase cards. Markers, whiteboard.
Activities to develop	Ask students to stand up. They listen to a short sentence. After, they have to identify the verb. Then, they mime the action. Play the audio. / Say the statement. (Repeat if it’s necessary) Ask them to mime. Then, they can repeat the sentence.
Strategies	Reinforce basic commands. Create rewards for the first student to act on the command.

Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 3	GUESS THE SOUND
Time	8 minutes
Objective	To enhance listening by associating different sounds with words while students practice target vocabulary.
Resources	Speaker. Flashcards with target vocabulary (actions/things/events/places). Clear sounds of actions/things/events
Activities to develop	Play an audio with specific sounds. Ask them Can you guess what is it? Elicit options. Reinforce or explain according the necessity.
Strategies	Teachers can give students ideas about how to answer (It is..., He is...) Constant feedback. Create cards to check answers in a group.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 4	SING THE SONG
Time	8 minutes
Objective	To improve listening and pronunciation by listening to and repeating songs while supporting vocabulary expansion.
Resources	Speaker. Written lyrics. Additional worksheet Music. (Accurate for age and level)
Activities to develop	Previously, give students some lyrics. Read the lyrics and practice the correct pronunciation.

	First, listen to the song before singing.
Strategies	Choose accurate songs. Show key vocabulary before starting. Start slowly using the chorus. Create a reward system.
Assessment Criteria 1	Chart evaluation

LISTENING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student participates in the activity.				
The student understands oral instructions				
The student executes the activities with precision				
The student pronounces well using a certain level of intonation.				
The student demonstrates collaboration and respect.				

Assessment Criteria 2	Rubric
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LISTENING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Participation and Attention	Participate in all the activities, commit to and respect the rules.	Participate in most of the activities, but commit with less motivation	Participate regularly and need feedback constantly	Don't participate despite motivation.	
Listening Comprehension	Understand the instructions. Don't need repetition.	Understand the instructions after reinforcement.	Require repetitions and support for understanding.	Don't understand the instructions despite the explanation.	
Execution and Precision	Perform the actions (gestures, mimic, movements) accurately and	Perform the actions with some mistakes, but not affected.	Perform with frequent mistakes.	Incorrect or absent performance.	

	fluently.				
Pronunciation and intonation	Clear pronunciation, intonation and accurate rhythm.	Comprehensive pronunciation with few inaccuracies of rhythm or intonation.	Some inaccuracies of pronunciation or rhythm that affect the clarity.	Unintelligible pronunciation without synchronization.	
Collaboration and respect	Help and support actively to classmates fostering inclusive and respectful environment.	Collaborate in accurate form, respect classmates and turns.	Collaborate in a limited way. Need motivation for integrating to the group.	Don't collaborate or interrupt the normal process and classmates.	
				TOTAL	

SECTION 2. SPEAKING

Activity 1	PASS THE BALL
Time	5 minutes
Objective	To develop fluency and self-confidence while talking in informal contexts by answering short questions.
Resources	Small rubber or paper ball Question bank or cards
Activities to develop	Play the music. Pass a small ball around the students. When the music stops, ask an everyday question or use the target vocabulary they're studying.
Strategies	Play music while the ball passes. Modulate questions in speed. Repeat questions several times. Give a practical explanation. Feedback answers about mistakes.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 2	DESCRIBE IT
Time	8-10 minutes
Objective	To develop the ability to describe objects, animals,

	people, or scenes using descriptive adjectives and simple structures for sharing information.
Resources	According to the target vocabulary or topic: Pictures, flashcards. Scenes, landscapes, and situation pictures. Whiteboard, markers
Activities to develop	Explain to the students that they will look at a picture. Some of them will be chosen to describe it. They have to say as many details as they can according to their vocabulary. Each participant will use only 3 minutes.
Strategies	Relate pictures to the target vocabulary or topics. Give them feedback. Support them with keywords if necessary.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 3	QUESTION OF THE DAY
Time	8 minutes
Objective	To promote oral communication about preferences or opinions through answering short daily questions.
Resources	Question cards. Chronometer WH- questions worked in daily class.
Activities to develop	Organize students in pairs or trios. Each group chooses a question card. Explain that they have to ask and answer it. Give them 3-5 minutes to practice. Show the rest of the class.
Strategies	Start the class with a question for everybody. Support the practice with word cards.

	Give them feedback if they require. Create a register for the most creative answers.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 4	ROLE CARDS 1 MINUTE
Time	Time: 8 minutes
Objective	To promote the use of language practicing simulations of real contexts.
Resources	Role cards Chronometer Situational posters to guide students.
Activities to develop	Organize students in pairs/trios. Each group chooses a role card. Explain that they have to simulate the situation they choose. Give them 3-5 minutes to prepare a situation. Prepare the dialogue. Show the rest of the class.
Strategies	Support the simulations with sounds of each environment. Give them feedback if they require.
Assessment Criteria 1	Evaluation chart

SPEAKING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student demonstrates enthusiasm during the activities.				
The student participates with initiative during the activities.				
The student demonstrates collaboration and interaction with classmates.				

The student uses the language with a certain level of confidence.				
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Assessment Criteria 2	Rubric.
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SPEAKING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Enthusiasm	Demonstrate enthusiasm, answer with energy before and after each activity.	Demonstrate good disposition and enthusiasm most of the time.	Demonstrate passive attitude, need reinforcement to engage.	Demonstrate disinterest, avoid participate or do it by obligation.	
Participation and Initiative	Participate without external stimulation. Raise hand, contribute with ideas	Participate with invitation, and raise hand occasionally	Participate only when teacher asked directly. Don't demonstrate initiative by themselves.	Don't participate or it is limited without initiative.	
Collaboration and Interaction	Listen to attentively, respect turns, encourage classmates and contribute with interventions.	Generally, respect turns and listen to; contribute to the group dynamic.	Sometimes interrupt r need reinforce to respect turns, less collaboration.	Don't respect turns, don't contribute, difficult the dynamic.	
Use of language	Try to use new vocabulary and structures in English; correct own mistakes when it's possible.	Use familiar vocabulary with confidence; Require less support to express.	Use basic words and simple phrases; need help frequently for communicating.	Hardly ever use English, depends on Spanish to express.	
				TOTAL	

SECTION 3 READING

Activity 1	ENGLISH WHISPERS
Time	8 minutes
Objective	To improve comprehension and memory by reading and transmitting orally short phrases.

Resources	Markers, whiteboard. Vocabulary, sentences, and conversation.
Activities to develop	Divide the students into groups. Give to the student sitting at the back of each row a short phrase. They whisper the sentence to the next student until the last student. The last write or speak the sentence on the board. If it is not correct, they have to start again.
Strategies	Choose phrases in different levels of complexity. Reinforce structures after speaking/writing the last result.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 2	STICKY FINGERS
Time	15 minutes
Objective	To foster reading and vocabulary comprehension with specific information.
Resources	Word cards/flashcards with target vocabulary (actions/things/events). Whiteboard and markers.
Activities to develop	Choose three students to play first. Clear a runway to the far wall of the classroom. Outstretch your arm. Each student then grabs one of your fingers. Assign a keyword. They receive a word card to read it. Then, they should let go of teacher's finger and run to the whiteboard to write a sentence. Read in front of the rest
Strategies	Support the activity with word cards/flashcards. Give clues to guess if they need a clear meaning. Create a system to reward speed and precision.

Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 3	SENTENCES PUZZLE
Time	15 minutes
Objective	To develop reading comprehension and syntactic analysis by unscrambling sentences according to students' level.
Resources	Word cards. Chronometer. Flashcards with target vocabulary (actions/things/events). Whiteboard and markers.
Activities to develop	Organize groups of 4/5 students Give them word cards Explain that they have to put the words to create a sentence. When they finish, someone has to read the sentence.
Strategies	Each part of speech can be in a different color to identify them. Constant feedback during the activity.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 4	DICE GAME
Time	15 minutes
Objective	To develop reading skills by practicing short examples randomly selected.
Resources	Markers, whiteboard. Vocabulary, sentences, and conversation.
Activities to develop	Individually, in pairs, or groups of 4 students. Roll the dice. Discover the number. Read the corresponding word/sentence/question (from a

	<p>sentence bank).</p> <p>Write on the whiteboard. Participants can speak too.</p>
Strategies	<p>Each number is associated with a sentence/question.</p> <p>The teacher can apply a variation of the game.</p> <p>The teacher can apply a progress chart.</p>
Assessment Criteria 1	Evaluation chart.

READING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student demonstrate participation.				
The student performs the activity accurately.				
The student demonstrates collaboration and respect to classmates.				
The student shows persistence to overcome mistakes.				

Assessment Criteria 2	Rubric
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READING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Participation	Demonstrate enthusiasm, answer with energy before and after each activity.	Demonstrate good disposition and enthusiasm most of the time.	Demonstrate passive attitude, need reinforcement to engage.	Demonstrate disinterest, avoid participate or do it by obligation.	
Execution and Precision	Perform the reading accurately and fluently.	Perform the reading with some mistakes, but not affected.	Perform with frequent mistakes.	Incorrect or absent performance.	

Collaboration and respect	Help and support actively to classmates fostering inclusive and respectful environment.	Collaborate in accurate form, respect classmates and turns.	Collaborate in a limited way. Need motivation for integrating to the group.	Don't collaborate or interrupt the normal process and classmates.	
Persistence	Don't give up and look for improvement.	Generally, don't give up and continue trying.	Student easily frustrated, need motivation constantly.	Student easily discouraged and abandon the activity.	
				TOTAL	

SECTION 4 WRITING

Activity 1	WRITING CATEGORIES
Time	10 minutes
Objective	To promote writing and feedback by categorizing vocabulary according different topics and practicing spelling.
Resources	Markers. Whiteboard. Word cards. / Flashcards.
Activities to develop	Create 2 or 3 groups. Each group chooses a leader. The leader represents him. Write categories on the whiteboard. The leader will write as many words as they can in 1 or 2 minutes.
Strategies	Use visual support for each category. Provide clues about the categories (if needed)
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 2	BRAINSTORMING
Time	7 minutes

Objective	To develop ideas planning and generation before writing short, and creative texts.
Resources	Whiteboard and markers. Notebook Flashcards. / Pictures.
Activities to develop	Choose an object/situation/picture. Look at it for a couple of minutes. Students have 3-5 minutes to write their ideas about it on a sheet. Share ideas in the classroom.
Strategies	Practice an example with the class. Choose a familiar topic. Give support with key vocabulary on the board. Teachers can make a variation using graphic organizers, Venn diagrams.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 3	DRAW THE SENTENCES
Time	20 minutes
Objective	To develop comprehension and creativity by illustrating written ideas.
Resources	Whiteboard, markers. Chronometer.
Activities to develop	Ask students to write down three sentences. Tell them not to show it to anybody. Divide the class into two groups. One student from Team A comes up with the sentences. Team B, guess as many sentences as they can in 2 minutes. Give clues by drawing the sentence. Don't write.
Strategies	Be clear about the tenses that students use. Give them constant feedback and correction.

	Encourage original production.
Assessment Criteria 1	Evaluation chart.
Assessment Criteria 2	Rubric
Activity 4	EMOJI JOURNAL
Time	10 minutes
Objective	To encourage creativity through writing by using emoji cards as illustrative ideas.
Resources	Emoji cards (color). Paper sheets, markers. Whiteboard. Pen, pencil, eraser, notebook
Activities to develop	Students receive an emoji sequence. They observe and organize them in a sequence. Then write a short story in their notebooks or paper sheets.
Strategies	Use visual support for each category. Provide clues about the categories (if needed) Constant feedback during the activity.
Assessment Criteria 1	Evaluation chart.

WRITING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student demonstrates participation and positive attitude during the activities.				
The student executes the activities with a certain level of precision.				
The student demonstrates collaboration and interaction with classmates.				
The student shows persistence to overcome mistakes.				

Assessment Criteria 2	Rubric
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WRITING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Participation and attitude	Demonstrate enthusiasm, in every activity. Show autonomy.	Demonstrate good disposition and enthusiasm most of the time.	Demonstrate passive attitude, need reinforcement to engage.	Demonstrate disinterest, avoid participate or do it by obligation.	
Execution and Precision	Show autonomy in writing process.	Perform the writing with some mistakes, but not affected.	Perform with frequent mistakes.	Incorrect or absent performance.	
Collaboration and Interaction	Listen to attentively, respect turns, encourage classmates and contribute with interventions.	Generally, respect turns and listen to; contribute to the group dynamic.	Sometimes interrupt, need reinforce to respect turns, less collaboration.	Don't respect turns, don't contribute, difficult the dynamic.	
Persistence	Don't give up and look for improvement.	Generally, don't give up and continue trying.	Student easily frustrated, need motivation constantly.	Student easily discouraged and abandon the activity.	
				TOTAL	

With these activities disaggregated by skills, the guide tries to cover each one at a similar level in order to involve students in every skill without the pressure of the class. Developing attention, oral expression, comprehension, and coherence are presented in these activities that are done through short games for motivating students and engaging them in the learning process. Especially, the activities are considered to engage ADD/ADHD students.

Innovative Proposal Evaluation

For evaluating the proposal, the level of engagement is analyzed by comparing the engagement before, during, and after the implementation of the didactic guide. The

implementation and its results provide important facts about the teaching process and how the students achieve engagement through game-based strategies. Besides, these results contribute to reflecting on the benefits, changes, and inclusive functionality of the guide for students with no associated special needs.

According to Torres et al. (2021), the observation consists of “procedures where the information is obtained by intentionally observing the behaviors and human interactions that manifest spontaneously by the person or group of people, with a level of structure and systematization of the situation” (p.780).

In this stage, observation served to validate the changes and results before and after the implementation of the proposal to students of the ninth grade, including those students who have an ADD/ADHD diagnosis.

General objective of the research:

To explore the implementation of a didactic guide based on GBL strategies to engage English language students in the 9th grade of a fiscomisional school.

Specifics

✓ To identify the most frequent strategies for English language teaching to students in the 9th grade.

✓ To describe the students’ engagement in English classes.

✓ To design the proposal of a didactic guide based on GBL strategies to engage English language students with ADD in the 9th grade of a fiscomisional school

✓ To reflect on the results of the students’ engagement after the implementation of the didactic guide.

Validation of the Proposal

According to the Indoamerica University Thesis Manual, there are three methods for Proposal validation, in the case of this work, the most relevant and reliable method for the proposal is "**METHOD 3: Validation through its application in the practice of the proposal**", option one: “Verification of the results showing a transformation from the initial diagnosis by implementing the total or partial proposal to the entire study sample”. This

method was selected due to the way the proposal was verified. The didactic guide was applied to two courses of the ninth grade, where there are two students with an ADD/ADHD diagnosis. Through a plan of observation with a field diary before, during, and after the implementation of the didactic guide, the results provided important facts and reflected on the impact of the engagement, applicability in the classroom with an inclusive approach, and challenges that teachers can face and solve.

In that regard, the proposal was implemented in three phases, but partially. It means that not every activity was implemented. According to each skill, at least three activities were implemented. The reason lies in the fact that there were complications with the time, due to learners had different activities outside of school, and finally they needed to continue their normal activities. However, the following results were obtained:

Considering the first stage, where students knew and practiced some motivational activities, it was not the rule every day. They had their own practices that could reinforce behavior, but not exactly engage in the classroom. Something interesting found in this stage was the environment created by the teachers that provided good spaces for developing the teaching-learning process.

Nonetheless, it was possible to evaluate the functionality of the activities and how they were motivating and engaging students. In the second stage, through the implementation of the guide, students enjoyed the activities, felt more confident despite the mistakes. In the last stage, they were already familiar with the activities and asked the teachers to play, as they mentioned.

After the process, the attitude of the participants showed that the proposal was related to them and specifically to the objective of engaging students in English language classes. About the students with ADD/ADHD, if they did participate, the personality of each played an important role in the inclusion of the activities. For instance, while one of them required more attention from the teacher due to his introverted personality, the other one was more active and willing to participate.

About the activities, they were explained before the classes to the teachers. They saw and read directly from the design. Through this action, they tried to adapt or include them directly in their daily planning. The activities were not complex to read and understand by the teachers, and develop students who had first received an explanation of the activity.

However, there were some minor variants in two activities that were applied differently by each teacher and consequently in each group.

The relevance of the content was evaluated through the same implementation. It was evaluated through the students' involvement, which was appreciated during the process. This fact tells us that the selected activities were well chosen for the sample due to their comprehension. The way ADD/ADHD students could be involved in the activities, with greater or lesser ease, is an indicator that additional strategies are still needed to create confidence before -or with- engagement.

CONCLUSIONS

- Current formal education needs as many strategies as it is possible to motivate the new generation in the teaching-learning process. In that regard, creating a didactic guide that offers proper game-based activities for young learners was an option to encourage and engage students in English language learning.
- The proposal involved a process where it was possible to identify that teachers do not always use motivational activities, or they use other types of routines that can equilibrate the environment. Activities such as “Simon says” or “Describe it” are familiar to students who did them very well; however, there is no constant process of engaging students in general.
- The proposal of a didactic guide was appropriate for engaging students in English language learning. Game-based activities are a good option to involve learners differently. The teachers implemented activities that students did not have to repeat, open their books, or copy; they could keep on moving, express confidently, and be collaborative.
- The results can be qualified as positive. The process of application and the reception of the students show that, despite possible improvements, the guide was useful for these groups of ninth-grade and ADD/ADHD students.

RECOMMENDATIONS

- It is recommended to generalize the implementation of new strategies to involve students in the English learning process. It would be a support in front of a subject that is transcendental but sometimes less appreciated.
- Game-based activities were worked on in these groups. Students participated in each proposed activity, although the observation about students with ADD/ADHD persists due to other factors, it is necessary to continue working with teachers and the DECE department.
- More engaging activities can be applied to the rest of the institution. Besides, this proposal can be applied to the rest of the courses of the sublevel according to the interests. The same activities can work with other groups, despite age or any other specific detail used for this study.
- The proposal, even if it has worked, can be improved by adding more similar activities, but it can also be improved with technological activities. It means that the study can be proposed from another point of view.

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APPENDIXES

Appendix 1



POLICÍA NACIONAL DEL ECUADOR

UNIDAD EDUCATIVA LICEO POLICIAL



Oficio Nro. PN-UERP-REC-2025-127-O
D.M. de Quito, 10 de junio de 2025.

ASUNTO: RESPETUOSAMENTE ME PERMITO COMUNICAR LA FACTIBILIDAD DE SU SOLICITUD.

Señora:
MSc. Gabriela Medina
DOCENTE DE LA UNIDAD EDUCATIVA LICEO POLICIAL
Presente. -

De mi consideración:

Reciba un cordial saludo, en atención al Oficio Nro. PN-UERP-GFMA-2025-0008-O, mediante el cual la MSc. Gabriela Medina, docente de inglés de esta Unidad Educativa, solicita autorización para realizar observaciones áulicas en los paralelos de noveno año de Educación General Básica de la jornada vespertina.

Por lo antes descrito, me permito informar que, en tal virtud, **ES FACTIBLE** la realización de las actividades propuestas, considerando que las mismas están orientadas a la aplicación de estrategias y observaciones áulicas con fines netamente académicos.

Estas actividades se llevarán a cabo resguardando en todo momento la integridad y el bienestar de los cadetes. Asimismo, se reconoce que la implementación de dichas estrategias contribuirá significativamente a la innovación y fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés como lengua extranjera en la Unidad Educativa Liceo Policial.

Cabe indicar que esta actividad contará con el seguimiento técnico y pedagógico correspondiente por parte del equipo de esta Vicerrectoría, garantizando así su adecuada ejecución y cumplimiento de los objetivos planteados.

Por la gentil atención que se digna dar a la presente le anticipo mi más sincero agradecimiento.

Atentamente,
VALOR, DISCIPLINA Y LEALTAD

Christian Giovanni Hidalgo Díaz
Mayor de Policía
RECTOR DE LA UNIDAD EDUCATIVA LICEO POLICIAL, SUBROGANTE.



Appendix 2. Field diary

Field diary			
Date: 25.06.08	Course: 9A		
Teacher: D.C	# Students: 14		
# Periods: T=8 0=5pm	Topic: Reading activity.		
Stage	Pre <input checked="" type="checkbox"/>	During <input type="checkbox"/>	Post <input type="checkbox"/>
Environment: Classroom	Describe the environment where the class takes place:		
Observation.	Description	Comments	Notes
<p>The class starts on time 16.00pm.</p> <p>The teacher receive the report</p> <p>Some students go to the desk, ask something to T.</p> <p>They feel curious with the new presence.</p> <p>Teacher asks for attention</p> <p>Explain the activity (reading)</p> <p>SS start (1x1)</p> <p>J.M talks to other class</p> <p>J.S get distracted</p> <p>N.G. raise hand to participate</p> <p>Teacher gives support</p> <p>Pursue questions</p> <p>... SS talking</p> <p>J.S is hearing.</p>	<p>Classroom</p> <p>It's big for 14SS.</p> <p>There are enough desks and comfort, space is ok.</p> <p>The class is illuminated.</p> <p>Dr. Drinking water</p> <p>It's 4.00pm.</p> <p>lots of ventilation.</p>	<p>Students participate they are curious</p> <p>Read their activity but they don't feel comfortable. lol...??</p> <p>Teacher answer their questions</p> <p>later together</p> <p>They receive</p> <p>Don't exist problems</p>	<p>Participation</p> <p>Reading skills.</p> <p>Students get bored after some students</p> <p>Don't refuse to participate</p> <p>4 SS don't participate (don't know the task)</p>

Field diary

Date: 26.06.10	Course: 9B			
Teacher:	# Students: 17			
# Periods: T=8 L=0=4	Topic: Book activity			
Stage	Pre <input checked="" type="checkbox"/>	During <input type="checkbox"/>	Post <input type="checkbox"/>	
Environment: Describe the environment where the class takes place.				
Observation. Class starts on time Teacher receives the report. E.A. talks. Teacher asks for attention twice. Starts with feedback activity (Vocabulary) SS open their books and complete activity In group enabled by the teacher. He inspects the students Asks their questions. A.C. works with a classmate G.R. shows inhomated E.A. talks with a classmate.	Description Smaller classroom kind of dark space. less illumination	Comments The same students parts circulate Usually are there in front of the class The best students are distracted Teacher gives feedback	Notes ✓ Participation ✓ Attention partially ✓ Book activity	

Field diary

Date: 25.06.12

Teacher: D.C

Periods: T=8 / O=5

Stage:

Environment:

Course: 9A

Students: 14

Topic: Review topics

Pre **During** **Post**

Environment: Classroom

Observation.	Description	Comments	Notes
<p>Report</p> <p>Instructions</p> <p>Activity explanation</p> <p>SS express emotion</p> <p>They have some questions about the activity and ask to the teacher</p> <p>Teacher checks D.C. attention</p> <p>Activity starts</p> <p>They laugh. Pre nervous</p> <p>J.S. is kind of nervous</p> <p>D.C. participates</p>	<p>Classroom</p> <p>More interaction</p> <p>Feel nervous</p> <p>They move</p>	<p>Mistakes are acceptable</p> <p>Autism position position</p> <p>Some with hold J.S</p> <p>D.C. feel nervous</p> <p>He's the student with ADD</p> <p>He tries to pay attention</p>	<p>They don't feel fears - tried a ball, the mistakes</p> <p>Continue participating raising hands</p> <p>Feel comfortable</p>

Field diary			
Date: 25.06.16	Course: 7B		
Teacher: M.B	# Students: 17		
# Periods: T=8 / O=4	Topic: Review topics		
Stage	Pre <input type="checkbox"/> During <input checked="" type="checkbox"/> Post <input type="checkbox"/>		
Environment:	Describe the environment where the class takes place. Classroom		
Observation.	Description	Comments	Notes
<p>Report</p> <p>Instructions</p> <p>Answer questions</p> <p>Explain activity</p> <p>SS show anxious about the activity/Teacher gives the phrase.</p> <p>Some SS copy the sentence to repeat. OK</p> <p>The result?</p> <p>The best go and write</p> <p>There are mistakes</p> <p>Teacher corrects</p> <p>Students talk and laugh, some correct classmates mistakes</p> <p>E.A. again talks/shout tries to participate</p>	<p>The same class.</p> <p>Afternoon</p> <p>7th hour, they expect go home soon.</p>	<p>This group is harder than the other.</p> <p>Teacher asks for attention</p> <p>Every student participate</p> <p>No matter mistakes (reading/writing)</p>	<p>Participation</p> <p>Collaboration</p> <p>Feedback</p> <p>Student correct</p>

Field diary

Date: 25.06.15	Course: PA			
Teacher: D.C	# Students: 14			
# Periods: T=8 / O=4	Topic: Reinforcement			
Stage:	Pre <input type="checkbox"/>	During <input type="checkbox"/>	Post <input checked="" type="checkbox"/>	
Environment: Describe the environment where the class takes place. Classroom				
Observation. Report Instructions Reinforcement process SS: ask for activation. They work their reinforcement process. Play a short activity Students are quiet calm during the class. Have questions. Ask / Answer.	Description Classroom After exam Worried students Good grades (not) / Good environment	Comments Normal class. Worried about final grades. Good environment	Notes Expect for playing games before the start.	

Field diary

Date: 25.06.24

Teacher: MB

Periods: T08 / 024

Stage: Pre During Post

Environment: Describe the environment where the class takes place. Classroom

Course: 9B

Students: 17

Topic: Reinforcement

Observation.	Description	Comments	Notes
Report. Active pause. Stand up. Make noise. Take time to start SS work reinforcement 12 review book was bulky Start the activity Questions / Teacher answer.	Similar to 9A wanted SS try to be quiet to work	Tense (less) for 8 graders Try to complete the activity Normal class.	Final activities Try to know final grades.

Appendix 3. Didactic guide

 <p>A WORLD OF GAMES</p> <p>Engaging young students in English learning</p> <p>UNIVERSIDAD INDOAMERICA PEDAGOGÍA DE LOS IDIOMAS</p> <p>Gabriela Medina Ayala 2024-2025</p>	 <p>A WORLD OF GAMES</p> <p>Engaging young students in English learning</p> <p>UNIVERSIDAD INDOAMERICA PEDAGOGÍA DE LOS IDIOMAS</p> <p>Didactic guide</p> <p>Author: Gabriela Medina A. Editor: Gabriela Medina A. Software: Canva Design Year: 2024-2025</p>																																		
<p>CONTENT</p> <table><tr><td>Introduction</td><td>4</td></tr><tr><td> Purpose</td><td>4</td></tr><tr><td> Objectives of the proposal</td><td>5</td></tr><tr><td> Importance of GBL in English teaching</td><td>6</td></tr><tr><td>Skills</td><td>6</td></tr><tr><td> Listening</td><td>7</td></tr><tr><td> Evaluation chart</td><td>12</td></tr><tr><td> Rubric</td><td>13</td></tr><tr><td> Speaking</td><td>14</td></tr><tr><td> Evaluation chart</td><td>19</td></tr><tr><td> Rubric</td><td>20</td></tr><tr><td> Reading</td><td>21</td></tr><tr><td> Evaluation chart</td><td>26</td></tr><tr><td> Rubric</td><td>27</td></tr><tr><td> Writing</td><td>29</td></tr><tr><td> Evaluation chart</td><td>33</td></tr><tr><td> Rubric</td><td>34</td></tr></table> 	Introduction	4	Purpose	4	Objectives of the proposal	5	Importance of GBL in English teaching	6	Skills	6	Listening	7	Evaluation chart	12	Rubric	13	Speaking	14	Evaluation chart	19	Rubric	20	Reading	21	Evaluation chart	26	Rubric	27	Writing	29	Evaluation chart	33	Rubric	34	 <p>INTRODUCTION</p> <p>PURPOSE</p> <p>To increase the students' engagement in English classes through a set of activities based on the use of GBL strategies that support the learning process.</p>  <p>4</p>
Introduction	4																																		
Purpose	4																																		
Objectives of the proposal	5																																		
Importance of GBL in English teaching	6																																		
Skills	6																																		
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Evaluation chart	12																																		
Rubric	13																																		
Speaking	14																																		
Evaluation chart	19																																		
Rubric	20																																		
Reading	21																																		
Evaluation chart	26																																		
Rubric	27																																		
Writing	29																																		
Evaluation chart	33																																		
Rubric	34																																		



OBJECTIVE

To engage students of ninth grade in English learning through an innovative didactic guide to offer game-based activities that support teachers' work inside classroom and support students during the process to reach the A1.2 level.

5



IMPORTANCE

GBL strategies turn the learning process into a meaningful experience that involves fun. These strategies can also help to develop life skills, engagement, inclusion,

6

LISTENING



Activity 2

MIME THE ACTION

Time: 8-10 minutes

RESOURCES

- Speaker/audio player.
- Actions flashcards, / Phrases cards.
- Markers, whiteboard.

OBJECTIVE

- To strengthen the listening skills by linking verbal and body language.

PROCEDURE

- Ask students to stand up.
- They listen to a short sentence. After, they have to identify the verb.
- Then, they mime the action.
- Play the audio. / Say the statement. (Repeat if it's necessary)
- Ask them to mime. Then, they can repeat the sentence.

STRATEGIES

- Reinforce basic commands.
- Create rewards for the first student to act on the command.

9

LISTENING



Activity 3

GUESS THE SOUND

Time: 8 minutes

RESOURCES

- Speaker.
- Flashcards with target vocabulary (actions/things/events/places).
- Clear sounds of actions/things/events

OBJECTIVE

- To enhance listening by associating different sounds with words while students practice target vocabulary.

PROCEDURE

- Play an audio with specific sounds.
- Ask them Can you guess what is it?
- Elicit options.
- Reinforce or explain according the necessity.

STRATEGIES

- Teacher can give students ideas about how to answer (It is..., He is...)
- Constant feedback.
- Create cards to check answers in group.

10

LISTENING



Activity 4

SING THE SONG

Time: 8 minutes

RESOURCES

- Speaker.
- Written lyrics. Additional worksheet
- Music. (Accurate for age and level)

OBJECTIVE

- To improve listening and pronunciation by listening to and repeating songs while supporting vocabulary expansion.

PROCEDURE

- Previously, give students some lyrics.
- Read the lyrics and practice the correct pronunciation.
- First, listen to the song before singing.

STRATEGIES

- Choose accurate songs.
- Show key vocabulary before starting.
- Start slowly using the chorus.
- Create a reward system.

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LISTENING



LISTENING SKILLS EVALUATION

Category	Yes	No	Sometimes	Never
The student participates in the activity.				
The student understands oral instructions				
The student executes the activities with precision				
The student pronounces well using a certain level of intonation.				
The student demonstrates collaboration and respect.				

12

LISTENING



LISTENING SKILLS RUBRIC

Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Participation and Attention	Participate in all the activities, commit to and respect the rules.	Participate in most of the activities, but commit with less motivation	Participate regularly and need feedback constantly	Don't participate despite motivation.	
Listening Comprehension	Understand the instructions. Don't need repetition.	Understand the instructions after reinforcement.	Require repetitions and support for understanding.	Don't understand the instructions despite the explanation.	
Execution and Precision	Perform the actions (gestures, mimic, movements) accurately and fluently.	Perform the actions with some mistakes, but not affected.	Perform with frequent mistakes.	Incorrect or absent performance.	
Pronunciation and intonation	Clear pronunciation, intonation and accurate rhythm.	Comprehensive pronunciation with few inaccuracies of rhythm or intonation.	Some inaccuracies of pronunciation or rhythm that affect the clarity.	Unintelligible pronunciation without synchronization.	
Collaboration and respect	Help and support actively to classmates fostering inclusive and respectful	Collaborate in accurate form, respect classmates and turns.	Collaborate in a limited way. Need motivation for integrating to the group.	Don't collaborate or interrupt the normal process and classmates.	
				TOTAL	

13

SPEAKING



1. Pass the ball
2. Describe it
3. Question of the day
4. Role cards

14

SPEAKING



Activity 1 PASS THE BALL

Time: 5 minutes

RESOURCES

- Small rubber or paper ball
- Questions bank or cards

OBJECTIVES

- To develop fluency and self-confidence while talking in informal contexts by answering short questions.

PROCEDURE

- Pass a small ball around the students.
- When the music stops, ask an everyday question or use the target vocabulary they're studying.

STRATEGIES

- Play music while the ball passes.
- Modulate questions in speed
- Repeat questions some times.
- Give a practical explanation.
- Feedback answers about mistakes.

15

SPEAKING



Activity 2 DESCRIBE IT

Time: 8 - 10 minutes

RESOURCES

- According to the target vocabulary or topic:
- Pictures, flashcards.
 - Scenes, landscapes, and situation pictures.
 - Whiteboard, markers

OBJECTIVES

- To develop the ability to describe objects, animals, people, or scenes by using descriptive adjectives and simple structures for sharing information.

PROCEDURE

- Explain to the students that they will look at a picture.
- Some of them will be chosen to describe it.
- They have to say as many details as they can according to their vocabulary.
- Each participant will use only 3 minutes.

STRATEGIES

- Relate pictures to the target vocabulary or topics.
- Give them feedback.
- Support them with keywords if necessary.

16

SPEAKING



Activity 3 QUESTION OF THE DAY

Time: 8 minutes

RESOURCES

- Question cards
- Chronometer
- WH- questions (target questions)

OBJECTIVES

- To promote oral communication about preferences or opinions through answering short daily questions.

PROCEDURE

- Organize students in pairs or trios.
- Each group chooses a question card.
- Explain that they have to ask and answer it.
- Give them 3-5 minutes to practice.
- Show the rest of the class.

STRATEGIES

- Start the class with a question for everybody.
- Support the practice with word cards.
- Give them feedback if they require.
- Create a register for the most creative answers.

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SPEAKING



Activity 4 ROLE CARDS 1 MINUTE

Time: 8 minutes

RESOURCES

- Role cards
- Chronometer
- Situational posters to guide students.

OBJECTIVE

- To promote the use of language practicing simulations of real contexts.

PROCEDURE

- Organize students in pairs/trios.
- Each group chooses a role card.
- Explain that they have to simulate the situation they choose.
- Give them 3-5 minutes to prepare a situation.
- Prepare the dialogue.
- Show the rest of the class.

STRATEGIES

- Support the simulations with sounds of each environment.
- Give them feedback if they require.

18

SPEAKING



SPEAKING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student demonstrates enthusiasm during the activities.				
The student participates with initiative during the activities.				
The student demonstrates collaboration and interaction with classmates.				
The student uses the language with a certain level of confidence.				

19

SPEAKING



SPEAKING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Enthusiasm	Demonstrate enthusiasm, answer with energy before and after each activity.	Demonstrate good disposition and enthusiasm most of the time.	Demonstrate passive attitude, need reinforcement to engage.	Demonstrate disinterest, avoid participate or do it by obligation.	
Participation and Initiative	Participate without external stimulation. Raise hand, contribute with ideas	Participate with invitation, and raise hand occasionally	Participate only when teacher asked directly. Don't demonstrate initiative by themselves.	Don't participate or it is limited without initiative.	
Collaboration and Interaction	Listen to attentively, respect turns, encourage classmates and contribute with interventions.	Generally, respect turns and listen to; contribute to the group dynamic.	Sometimes interrupt r need reinforce to respect turns, less collaboration.	Don't respect turns, don't contribute, difficult the dynamic.	
Use of language	Try to use new vocabulary and structures with confidence; correct own mistakes when it's possible.	Use familiar vocabulary with confidence; Require less support to express.	Use basic words and simple phrases; need help frequently for communicating.	Hardly ever use English, depends on Spanish to express.	
				TOTAL	

20

READING



1. English whispers
2. Sticky fingers
3. Sentences puzzle
4. Dice game

21

READING



Activity I ENGLISH WHISPERS

Time: 8 minutes

RESOURCES

- Markers, whiteboard.
- Vocabulary, sentences, and conversation

OBJECTIVE

- To improve comprehension and memory by reading and transmitting orally short phrases.

PROCEDURE

- Divide the students into groups.
- Give to the student sitting at the back of each row a short phrase.
- They whisper the sentence to the next student until the last student.
- The last write or speak the sentence on the board.
- If it is not correct, they have to start again.

STRATEGIES

- Choose phrases in different levels of complexity.
- Reinforce structures after speaking / writing the last result.

22

READING



Activity 2 STICKY FINGERS

Time: 15 minutes

RESOURCES

- Word cards.
- Flashcards target vocabulary (actions/things/events).
- Whiteboard and markers.

OBJECTIVE

- To foster reading and vocabulary comprehension with specific information.

PROCEDURE

- Choose three students to play first.
- Clear a runway to the far wall of the classroom.
- Outstretch your arm.
- Each student then grabs one of your fingers.
- Assign a keyword. They receive a word card to read it.
- Then, they should let go of your finger and run to the whiteboard to write a sentence. Read in front of the rest

STRATEGIES

- Support the activity with wordcards / flashcards.
- Give clues to guess.
- Create a system to reward speed and precision.

23

READING



Activity 3 SENTENCES PUZZLE

Time: 10 minutes

RESOURCES

- Word cards.
- Chronometer
- Flashcards with target vocabulary (actions/things/events).
- Whiteboard and markers.

OBJECTIVE

- To develop reading comprehension and syntactic analysis by unscrambling sentences according to students' level.

PROCEDURE

- Organize groups of 4/5 students
- Give them word cards
- Explain that they have to put the words to create a sentence.
- When they finish, someone has to read the sentence.

STRATEGIES

- Each part of speech can be in a different color to identify them.
- Constant feedback during the activity.

24

READING



Activity 4 DICE GAME

Time: 15 minutes

RESOURCES

- Sentences. / Flashcards with target vocabulary (actions/things/events).
- Dice, markers.

OBJECTIVE

- To encourage students to read by selecting phrases.
- To develop reading skills by practicing short examples.

PROCEDURE

- Individually, in pairs, or groups of 4 students.
- Roll the dice. Discover the number.
- Read the corresponding word/sentence/question (from a sentence bank).
- Write on the whiteboard. Participants can speak too.

STRATEGIES

- Each number is associated with a sentence/question.
- The teacher can apply a variation of the game.
- The teacher can apply a progress chart.

25

READING



READING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student demonstrate participation.				
The student performs the activity accurately.				
The student demonstrates collaboration and respect to classmates.				
The student shows persistence to overcome mistakes.				

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READING



READING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Participation	Demonstrate enthusiasm, answer with energy before and after each activity.	Demonstrate good disposition and enthusiasm most of the time.	Demonstrate passive attitude, need reinforcement to engage.	Demonstrate disinterest, avoid participate or do it by obligation.	
Execution and Precision	Perform the reading accurately and fluently.	Perform the reading with some mistakes, but not affected.	Perform with frequent mistakes.	Incorrect or absent performance.	
Collaboration and respect	Help and support actively to classmates fostering inclusive and respectful environment.	Collaborate in accurate form, respect classmates and turns.	Collaborate in a limited way. Need motivation for integrating to the group.	Don't collaborate or interrupt the normal process and classmates.	
Persistence	Don't give up and look for improvement.	Generally, don't give up and continue trying.	Student easily frustrated, need motivation constantly.	Student easily discouraged and abandon the activity.	
				TOTAL	

27

WRITING



1. Describing categories
2. Brainstorming
3. Draw the sentences
4. Emoji journal

28

WRITING



Activity 1 WRITING CATEGORIES

Time: 10 minutes

RESOURCES

- Markers.
- Whiteboard.
- Word cards / Flashcards.

OBJECTIVE

- To promote writing and feedback by categorizing vocabulary according different topics and practicing spelling.

PROCEDURE

- Create 2 or 3 groups.
- Each group chooses a leader.
- The leader represents him.
- Write categories on the whiteboard.
- The leader writes as many words as they can in 1 or 2 minutes.

STRATEGIES

- Use visual support for each category.
- Provide clues about the categories (if needed)

29

WRITING



Activity 2 BRAINSTORMING

Time: 7 minutes

RESOURCES

- Whiteboard and markers. Notebook
- Flashcards. / Pictures

OBJECTIVE

- To develop ideas planning and generation before writing short, and creative texts.

PROCEDURE

- Choose an object/situation/picture. Look at it for a couple of minutes.
- Students have 3-5 minutes to write their ideas about it on a sheet.
- Share ideas in the classroom.

STRATEGIES

- Practice an example with the class.
- Choose a familiar topic. Give support with key vocabulary on the board.
- Teachers can make a variation using graphic organizers, Venn diagrams.

30

WRITING



Activity 3 DRAW THE SENTENCES

Time: 20 minutes

RESOURCES

- Whiteboard, markers.
- Flashcards.
- Chronometer.

OBJECTIVE

- To develop comprehension and creativity by illustrating written ideas.

PROCEDURE

- Ask students to write down three sentences. Tell them not to show it to anybody.
- Divide the class into two groups.
- One student from Team A comes up with the sentences.
- Team B, guess as many sentences as they can in 2 minutes.
- Give clues by drawing the sentence. Don't write.

STRATEGIES

- Be clear about the tense that students will use.
- Give them constant feedback and correction.
- Encourage original production.

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WRITING



Activity 4 EMOJI JOURNAL

Time: 10 minutes

RESOURCES

- Emoji cards (color).
- Papersheets, markers.
- Pen, pencil, eraser, notebook

OBJECTIVE

- To encourage creativity through writing by using emoji cards as illustrative ideas.

PROCEDURE

- Students receive an emoji sequence.
- They observe and organize them in a sequence.
- Then write a short story in their notebooks or paper sheets.

STRATEGIES

- Use visual support for each category.
- Provide clues about the categories (if needed)
- Constant feedback during the activity.

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WRITING



WRITING SKILLS EVALUATION				
Category	Yes	No	Sometimes	Never
The student demonstrates participation and positive attitude during the activities.				
The student executes the activities with a certain level of precision.				
The student demonstrates collaboration and interaction with classmates.				
The student shows persistence to overcome mistakes.				

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WRITING



WRITING SKILLS RUBRIC					
Category	Excellent (4)	Good (3)	Satisfactory (2)	No evidence (1)	Scale
Participation and attitude	Demonstrate enthusiasm, in every activity. Show autonomy.	Demonstrate good disposition and enthusiasm most of the time.	Demonstrate passive attitude, need reinforcement to engage.	Demonstrate disinterest, avoid participate or do it by obligation.	
Execution and Precision	Show autonomy in writing process.	Perform the writing with some mistakes, but not affected.	Perform with frequent mistakes.	Incorrect or absent performance.	
Collaboration and interaction	Listen to attentively, respect turns, encourage classmates and contribute with interventions.	Generally, respect turns and listen to; contribute to the group dynamic.	Sometimes interrupt, need reinforce to respect turns, less collaboration.	Don't respect turns, don't contribute, difficult the dynamic.	
Persistence	Don't give up and look for improvement.	Generally, don't give up and continue trying.	Student easily frustrated, need motivation constantly.	Student easily discouraged and abandon the activity.	
				TOTAL	

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