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

**THEME:**

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**MOBILE GAME-BASED LEARNING STRATEGY FOR IMPROVING  
VOCABULARY ENGLISH PROFICIENCY**

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Qualification work prior to obtaining the Master's degree in Education.

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## **DEDICATION**

To Anne, the purest love and my little moon.

To my mother Elena, the strongest woman I  
have ever met.

To Elba, the main scaffold in my whole life.

To Adri for staying by my side.

To my stars shining in the sky, thanks for  
your confidence.

Josué Garzón

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

**TEMA:** ESTRATEGIA DE APRENDIZAJE BASADA EN JUEGOS MÓVILES  
PARA MEJORAR EL DOMINIO DEL VOCABULARIO EN INGLÉS

**AUTOR:** GARZÓN TAPIA JOSUÉ ALEXANDER

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**RESUMEN EJECUTIVO**

Las condiciones modernas y las demandas tecnológicas requieren que los profesores de todo el mundo se adapten a las nuevas tendencias en D-learning centradas en reforzar el aprendizaje autónomo y la auto investigación. A medida que los teléfonos inteligentes se han vuelto omnipresentes, el M-learning ofrece flexibilidad y compromiso dirigido a estudiantes con diversas necesidades de aprendizaje. Por lo tanto, la investigación tuvo como objetivo analizar el efecto de la estrategia de aprendizaje basada en juegos móviles para mejorar el dominio del vocabulario inglés. Así, se estableció una hipótesis alternativa y una nula. Se elaboró una guía didáctica como producto basado en el método ERCA y el juego Gimkit a través de teléfonos inteligentes lo cual ha garantizado la asimilación de vocabulario. Después de la aplicación del producto y el análisis estadístico en base a la prueba t de muestras pareadas, se pudo confirmar la hipótesis alternativa de que la estrategia MGBL mejora el dominio del vocabulario inglés. Por ende, la estrategia M-learning ha demostrado un efecto positivo en el desarrollo del vocabulario del idioma inglés en los estudiantes de 10° año del Colegio Simón Rodríguez de acuerdo a las dimensiones de forma (vocabulario escrito y hablado), tamaño (desarrollo del léxico) y profundidad (comprensión del significado).

**Palabras clave:** Juego Gimkit, M-learning, , Teléfonos inteligentes, Vocabulario.

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**FACULTY OF EDUCATION SCIENCES**  
**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

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**ABSTRACT**

**MOBILE GAME-BASED LEARNING STRATEGY FOR IMPROVING VOCABULARY  
ENGLISH PROFICIENCY**

Modern conditions and technological demands require professors everywhere to adapt to the new trends in D-learning focused on reinforcing autonomous learning and self-investigation. As smartphones have become ubiquitous, M-learning is upon a cater of flexibility and engagement addressed to students with diverse learning needs. Hence, this research aimed to analyze the effects of mobile game-based learning strategy for improving vocabulary and English proficiency. Thus, this study identified an alternative and a null hypothesis. A didactic guide was developed using the ERCA method and the Gimkit game, delivered through smartphones, to ensure effective vocabulary assimilation. Following the application of the product and the statistical analysis conducted using a paired sample t-test, this research confirmed the alternative hypothesis, which indicates that the MGBL (Mobile Game-Based Learning) strategy significantly enhances English vocabulary proficiency.

**KEYWORDS:** Gimkit game, M-learning, smartphones, vocabulary.



## INTRODUCTION

Technology is creating new conditions for learning in different contexts and scenarios. Thus, new methodologies based on technology implementation have been emerging to support the learning process and offer new conditions for Teaching English as a Foreign Language (EFL). The effect of mobile game-based learning (M-learning) on vocabulary responds to the current educational and technological demands based on the line of investigation proposed by the University. However, the importance of this investigation lies in modern technology and its benefits in education like materials, methods, strategies, communicative activities, interaction, the inclusion of multiple learning models, multitasking performance, and motivation enhancement (Criollo et al. 2021).

Despite the innovation and the emergency of getting used to the new trends, it has been observed that institutions like public schools are still facing issues in applying technology during classes for several reasons. Those are upon the lack of internet connection, limited electronic devices, or lack of technology training. Moreover, some studies have found that only a few teachers are willing to teach through technology during the teaching-learning process (Stošić, 2015). It is inferred there is a poor or low understanding about technological devices. Eventually, it could easily facilitate the learning process in today's education and the present investigation is key when this problem is considered.

## **The importance and topicality**

The importance of the research lies in the authenticity and viability when further investigations can be developed. Nevertheless, a brief introduction about what exactly is M-learning is pivotal to state before going deeply into the study and understanding its relevance. According to Traxler (2005), it is defined as any educational device that is handheld or palmtop. In that regard, it includes some devices like smartphones, mobile phones, tablets, laptops, and PCs as well as those that require an internet connection or wi-fi. In addition, it is a distance learning model that accomplishes or meets the educational objectives or needs.

M-learning promotes building knowledge in different situations and contexts, enhances understanding, and switches the pattern of traditionalism into a digital learning/work activity (Sharples, 2006). Furthermore, it is not only the use of smartphones where the M-learning takes place, but the platforms, video games, or apps applied for educational objectives. Eventually, this topic is more and more popular, and new findings and innovations are emerging. The importance of this investigation relies on the viability and “popularity” of the topic.

The appropriate application of vocabulary through different strategies and techniques has been demonstrated to be beneficial in the development of passive and productive skills. According to Garcés (2023), vocabulary learning is a cross-sectional aspect dependent of the variables for increasing the repertoire. The vocabulary presentation in context during the input plays a major role in retaining. In fact, a study developed by Marin (2023) about vocabulary strategies through technology mediation has revealed successful retention. Repetition, memorization the use of apps, and digital dictionaries, watching series, and listening to songs are

the most popular strategies for learning vocabulary. Bearing that in mind the application of technology using a video game based on questions and answers and offering different opportunities for retaining new vocabulary seems to be beneficial in the learning of a foreign language.

Anyways, this research response to the line of investigation 3 proposed by the Universidad Tecnológica Indoamerica (UTI) Postgraduate Department that is upon teaching and learning languages. Firstly, the line of investigation asks and explores teaching processes for developing communicative and linguistic skills (Guerrero and Ayala, 2020). Moreover, a deep investigation into effective methods and approaches in the teaching of foreign languages responds to the interculturality and curricular demands. In this way, the present investigation responds to the line of investigation considering mobile game-based learning strategy on vocabulary learning based on the current educational demands. Finally, vocabulary development must be primarily considered when developing a new language since it will be key for English as a Foreign Language learning.

This investigation is in line with the United Nations (UN) agreement about the digital revolution and the National Curriculum of Educación General Básica Superior (EGB) provided by the Ministry of Education in Ecuador. According to the Ministry of Education alignments and Harcourt (2019) the core of the English Teaching Curriculum is the learner-centered approach in which it is mandatory to facilitate the learning process by supporting students through motivation and engagement during the process; by dint of, mobile game-based learning may respond to this requirement. Foremost, learners must be exposed to different types of language when vocabulary and language use are applied.

Teenagers must be curious and motivated through real language exposition considering students' age, likes, and preferences. In particular, mobile game-based learning strategy considers students' curiosity and likes to enhance vocabulary learning. In addition, vocabulary accusation assures the students will be able to use words they already know accurately for communicative purposes, build word recognition, and hold the ideas in the short-term memory as meaning is built.

The importance of a mobile game-based learning strategy is closely related to the new trends and regulations requested by different organizations worldwide. Based upon the UN agreement and in the words of Gutierrez (2022) it is mandatory to guarantee digitally accessible learning for everybody and improve it as technology is a public good with attention to the marginalized. Thus, the digital revolution must be harnessed.

The citation conditions and proclaims a clear alignment that any educator must follow. In this vein, M-learning research will be applied in rural areas considering there is a lack of use of the internet and technology for educational purposes. Finally, the topic accomplishes the UN agreement and regulation as students will be exposed to mobile digital content accessible whenever they are willing to study.

M-learning has been investigated worldwide because of its innovations, findings, and results in different areas especially teaching English as a foreign language. The research about mobile learning is up to date and relevant investigations have been found in foreign countries, Latin America, and Ecuador. First of all, the study carried out by Gou (2023) about **Mobile Applications and Academic Performance** was applied in different educational environments at

Chinese colleges during English classes. The study was based on quasi-experimental research since the control and experimental groups were divided. Anyways, after the application of Lingoda, British Broadcasting Corporation (BBC) Learning English and Busuu, it was concluded that most of the students considered suitable, funny, and interesting the way it was applied and believed it could be applied in any subject.

Another study was carried on in India where similar findings were gathered. It was researched by Kampa (2023) in his study **M-learning in Higher Education** whose purpose was to validate mobile learning readiness in teaching-learning including its acceptance. It was applied in the Berhampur University to students. Furthermore, It was very helpful to integrate the technology acceptance model (TAM) with technological readiness (TR) to forecast students' acceptance of M-learning. At the end of the study, it was concluded that M-technology is a powerful educational tool that supports the learning process. The researcher affirmed it is suitable to apply M-learning during classes and further investigations would be carried out as the researcher has validated the mobile learning model.

Investigations in the continent have been currently emerging about M-learning in EFL. A study was developed by Salica and Almirón (2020), and proposed **M-learning in Secondary Education** whose purpose was to research the subject as well as teachers' attitudes and beliefs. The investigation was applied to students at an institute in Argentina. In addition, it was based on quasi-experimental research in which attitudes, emotions, and feelings were partly observable. However, the findings rely on new knowledge expression due to the

portability of smartphones. In the end, the researcher claimed that it is key to provide further investigations because M-learning is discredited despite its benefits for teaching.

In the last few years after the Coronavirus pandemic, researchers in Ecuador were focused on investigating the effect of M-learning. In fact, an investigation carried out by Mejía et al. (2023) in their study named **Mobile learning: ability of University Students as part of the Evolution of ICT**. The investigation was applied to 60 students in the second semester of Accounting at Universidad de Guayaquil and it was aimed to analyze M-learning as a skill of university learners and the development in the ICT. Anyways, in the end, it was demonstrated that students had mastered the principle of “learning to learn” based on students’ autonomy and platform management to achieve feedback and support their studies. It was concluded that the M-learning was beneficial to cover the weaknesses during and after the Coronavirus spread.

### **Problem Statement**

The problem is stated in the perception of the author based on his experience and constant interaction with the students at the institution where he is currently working. It has been observed students have been struggling with vocabulary recognition, assimilation, and retention. Foremost, stating any problem with academic performance or vocabulary issues, looking at and considering the students’ and institution's background is fundamental. Owing to bad scores and poor academic performance in adolescents, the students’ environment could be one of the reasons and vocabulary comprehension difficulties limit the students

participation and interaction (Chango, 2023). Nevertheless, the context, institution's location, and necessities are influencing in academic performance.

The institution is in a rural area where many issues like economic problems, intrafamily violence, and even sexual issues have arisen and were treated by the psychological department just at the beginning of the 2023-2024 scholar year. On the other hand, the institution offers a technical baccalaureate about agricultural production and has 63 hectares for practical and technical application. The problem is that the institution does not have the maintenance staff, and the budget to maintain appropriately the furniture and physical space. Consequently, electronic devices like desktops, laboratory equipment, electricity in classrooms, and internet connection are limited. Eventually, the institution's context and students' social environment might affect academic performance in a way.

Students have been struggling with vocabulary from the beginning of the 2023-2024 scholar year and some possible causes and consequences have been identified. Firstly, it was noticed there is a lack or poor communication, participation, and interaction between each other, hence, issues in social participation were emerging during role-play, performances, and even in oral presentations. In any communicative activity, further explanation and activity adaptations have been considered for each English class, otherwise, students are not able to accomplish any speaking or writing activity.

Insufficient time for English teaching was detected. Students have only 3 hours of English during the week, consequently, a low English proficiency level or low students' level has been maintained for years. Finally, students have been

struggling with vocabulary acquisition, pronunciation, and assimilation, therefore, a regression in the passive and productive skills has provoked demotivation, for this reason Gimkit video game is applied.

Gimkit is a platform for classroom game shows where teachers can arrange the material and apply the knowledge according to questions and responses. Gimkit is a multiple-choice format for questions and answers that allows to include text, graphics, or audio input. As long as students play the video game in different modalities like cooperative or individual, they have to answer the questions assigned by the teacher to continue playing. In this way, the video game is expected to improve vocabulary assimilation and learning. The main features of Gimkit for improving vocabulary is about repetition, memorization and gamification.

Vocabulary is key when learning a foreign language because it meets the principles of English language learning proficiency and it involves the nature of language to the use of English worldwide (Zamora and Flores, 2023) All in all, students have had limited interaction, and a low English proficiency is perceived during the English subject teaching. Mobile game-based learning is totally contradictory to traditional strategies or methods since it catches the students' attention and encourages them to keep an active role. Eventually, the incorporation of M-learning on vocabulary might enhance vocabulary retention and acquisition, expand the lexicon, increase time exposure to the Foreign Language as well as encourage motivation for learning a foreign language.



## **Hypothesis**

### **Alternative Hypothesis**

Mobile game-based learning strategy improves vocabulary in the students of the 10<sup>th</sup> EGB course at Simon Rodriguez school, in the scholar year 2024-2025.

### **Null Hypothesis**

Mobile game-based learning strategy does not improve vocabulary in the students of the 10<sup>th</sup> EGB course at Simon Rodriguez school, in the scholar year 2024-2025.

## **Beneficiaries**

The research is investigated and applied to the students of 10<sup>th</sup> EGB Superior at Simón Rodríguez School in Laigua de Maldonado neighborhood, Aláquez rural parish, Cotopaxi province. This is an institution that offers a technical baccalaureate in Agricultural Production in a rural area. However, the main beneficiaries are the students, since it investigates the influence of mobile game-based learning strategy for improving vocabulary. Furthermore, 22 students attend this course without special adaption or need, 10 female students and 12 male students. They are from 13-14 years old and some of them are not from the area. Actually, they come from other provinces like Pichincha because of his interest in agricultural production. Finally, they have a low English level by taking into account that in previous years students did not have an English teacher.

## **Objectives**

### **General Objective**

- To analyze the effect of mobile game-based learning strategy on vocabulary English proficiency in the 10<sup>th</sup> EGB English course at Simón Rodríguez School.

### **Specific Objectives**

- To assess students' knowledge of English vocabulary proficiency.
- To apply the mobile game-based learning strategy through the Gimkit videogame for improving vocabulary.
- To evaluate the impact of mobile game-based learning strategy on English vocabulary proficiency.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

Some studies based on the operationalization of variables are the support of this investigation to conduct an inquiry into the topic. According to Varpio et al. (2020) a theoretical framework is a reflection in the author's study and it is developed logically with intertwined connected concepts and premises. It supports and creates a scaffolding in the study. Thus, the roadmap for the investigation of Mobile game-based learning (MGBL) strategy for developing vocabulary is upon the dependent and independent variables of the topic.

Such that, the categorization of M- learning strategy starts from the major until the minimum concept, which is: Behaviorism theory, Computer Assisted Language Learning (CALL) phases, Distance Learning Model, and M-learning subsequently. Furthermore, the categorization of variables about vocabulary was written from the major until the minimum concept and those are: EFL, Language, Words-morphology, and Vocabulary. Eventually, the concepts above propose a clearer vision of the topic and what is M-learning and vocabulary.

#### **Previous studies**

Mobile game-based learning was adopted when the Coronavirus spread was hitting the population and many restrictions were applied. Thus, education switched to a distance model to cover the educational principal demands and students' needs. However, a study developed by Krouska et al. (2022), about

“MGBL as a Solution” intended to prove this model can be beneficial for the teaching - learning process since learners are required to implement their electronic devices like laptops, smartphones, and tablets during classes. Furthermore, the purpose of the investigation was to apply MGBL as an alternative or solution to face the Coronavirus pandemic by teaching a pedagogical model based on technology and student interaction.

The investigation was applied at a University in the capital city to 100 students from Higher Education in the Programming Language course from the Department of Informatics who are in the second semester. In addition, the hypothesis was stated according to the Technology Acceptance Model (TAM) which is primarily useful to identify the MGBL as a pedagogical tool according to the students’ perception. Nine hypotheses were established based on enjoyment, ease, personalized, collaborative, engagement, and performance. In the end, the results showed that they were accomplished, which means “The Quiz Time!” engages students and supports the learning process and academic performance.

The previous study showed how to determine if an application, platform, or tool through electronic devices can be suitable for education purposes. In this vein, the researcher applied a survey based on the 9 parameters from the TAM and responded to 100 students. In other words, it was confirmed that the application “The Quiz Time!” supports the learning process and benefit the interaction, performance, and motivation according to students’ criteria. In addition, it was affirmed that MGBL was a solution to cover the educational issues that were emerging during lockdowns by the Coronavirus Pandemic.

The virtual modality and the lack of knowledge that teachers and students have to face, provoked a regress in academic performance. Nevertheless, as teachers were inquiring and adapting to the virtuality, technological tools were key for raising motivation and supporting the learning process. The article is linked to this investigation because it shows the validity and confidence of applying technology for educational purposes.

Another study developed<sup>8</sup> by Chin (2020) investigated “The pedagogical roles of computer games to enhance English learning”. It was applied in three different English classes the low English level, intermediate level, and high level. Foremost, the aim was to explore and identify the influence of computers mixed with languages using different video games to enhance language learning and oral presentations. Moreover, the researcher employed a mixed-method approach because the students’ perceptions were pivotal. Most importantly, the researcher maintained a clear administration of the experiment divided into two semesters.

The data in the previous study was gathered from students' oral rubric scores based on criteria like demonstrating comprehension, asking audience interaction, pronunciation clearly and comprehensibly, credibility, and content engagement. Finally, it was concluded that there was an improvement in the first year in students’ interaction and pronunciation, although the progress varied between each other. At the end, students felt engaged and motivated to continue learning on their own even after graduating from high school.

The study described presents some relevant information about the time organization, aspects of the Language, and findings in a clear relationship with this study based on M-learning for vocabulary. Firstly, the research carried on the

experiment for one year in a high school and was divided into the first and second semesters. It is peculiar how the first term teacher applied the traditional way to practice for oral presentation, but in the second one, the class was completely based on games using computers. Secondly, constant administration of the experiment was key to accomplishing the desired results and it was about vocabulary, grammar, and sentence tense formation.

The application of the games was vast, which implies the experiment treatment was not focused on only one game, but different and students enjoyed the experience. The significance of the study lies in the improvement of the different skills since in the end it was proved through the Test of English for International Communication (TOEIC). One of the crucial benefits of game-based learning is that it may be applied in schools, but even in adults and high-level courses because it attracts and motivates the learners to continue learning by playing.

In Ecuador, M-learning has become more and more popular during the last years and it has been applied in different educative subjects. In line with Pazmiño (2020), in his investigation entitled “The use of M-learning in the teachers’ competencies” aimed to identify the incidence of M-learning methodology in the teachers’ competencies at Luis Felipe Alcázar in Quito. First, the experiment was applied to 40 teachers who are part of the institution and who teach the different subjects according to the Ministry of Education alignments. Then, the group was divided into 2 sub-groups.

The experimental group was introduced to a mobile app developed by an App inventor. Then, the researcher applied a mixed method quantitative and

qualitative because data was collected based on teachers' experiences by applying the methodology as well as the information process through a survey as a pre and post-test. Finally, the hypothesis was established based on the relationship and influence between the digital competencies. At the end of the study, it was affirmed and confirmed that M-learning maintains a close relationship and direct relation with the teacher's digital competencies.

Based on the findings and results analyzed from the aforementioned study, M-learning is key when developing digital competencies as it requires constant and rigorous practice. On the other hand, teachers need special training when they are required to use technological tools. In this way, in many institutions technology or the internet can be a barrier, because of the lack of training or knowledge. Furthermore, once the mobile learning was presented to the experimental group, they were exposed to virtual classrooms, digital content, presentations, infographics, and image editors.

M-learning enables the teacher to explore his competencies and apply them in a real context based on a congruent practice using an app. Finally, the new generation is required to use technology or digital tools that catch their attention and enhance motivation. It won't be possible since teachers need to know what and how to use smartphones, tablets, and laptops for educational purposes through learning apps or adapted content by the teacher.

Another study developed in Ecuador explored the relevance of game-based learning in a different context. An investigation applied by Cabrera (2022) about "The Game-Based Learning in Higher Education" aimed to analyze the effect on English Learning in Higher Education by using Genially. First of all, the

participants were in total 61 EFL students at a private university where participants were enrolled in a distance learning modality course about communicative grammar. Both groups showed a normal distribution of English Proficiency B1 despite their age between 22 and 56.

About the methodology, the researcher applied a mixed method based on the quantitative and qualitative methods. Moreover, the instruments were a diagnostic survey for previous experiences, and a pre and post-test to determine the students' proficiency in grammar and vocabulary. Foremost, the result obtained showed that the experimental group increased exponentially in academic performance by using the Genially game. The vast majority of the participants confirmed Genially is attractive and catches the attention of anyone and principally, they perceived Game - Based Learning (GBL) approach has enhanced the concentration periods and their ability to identify new grammar and vocabulary.

Studies developed by using games in an educational context have proved to be beneficial in the learning process as it was abovementioned. In line with Weisi and Hajizadeh (2023) here is a wide range of tools, strategies, and techniques to improve vocabulary but video games can highly contribute to learning vocabulary incidentally. Thus, it can be established a relation in this study about M-learning in the way Genially was applied. Scarcely games like Genially are introduced to students when attention, motivation, interaction, and curiosity emerge. Secondly, the benefit of using any game during an English class lies in the students' interest in accomplishing the activity.

Based on this perception, different learning activities can be introduced for any teaching purpose. The relevance of genially is in the implementation due to it considering the student's needs and learning styles. Hence, an impetus atmosphere where learners can monitor and induce their learning process. Eventually, students need constant support, feedback, and control before, during, and after the game-based learning activity.

It is inferred through the studies and conclusions that M-learning catches the student's attention and motivates them to continue working. In addition, it reflects on the students' autonomy and they become independent. As they are required to clear out doubts, the smartphone is used as a tool for investigation. However, although the previous studies don't offer a preview of vocabulary, M-learning has been useful and successfully applied in any purpose and context according to the previous studies. Eventually, a concrete guide is necessary for correct vocabulary assimilation based on repetition and memorization in Gimkit.

### **Theoretical basis of the object**

#### **Behavioristic theory**

Behavioristic is a theory of learning and it states that behaviors must be acquired through conditioning in the environment interaction. Moreover, it is believed that any human despite his background, nationality, or gender, can be trained to perform a specific action or task upon the result of the experience (Skinner, 1976). According to Braddon (2019), behaviorism is a mental state with a behavioral disposition to perform an activity. It will vary according to the domain or basis for distinction between varieties of behavior. In line with Graham (2023), the behavior has been studied in individuals rather than group members

like humans or animals. According to Petri (1981), the concept of motivation is described as the force in the behavior of a human being. This theory is also called behaviorism or operant conditioning. Additionally, the motivation differs in the behavior of each one since higher levels of motivation can cause intense behavior.

Anyways, behaviorism was spread by Watson (1924), and considered as observable behavior rather than feelings or emotions. Nevertheless, he is also known as the precursor of behaviorism based on Conditional behavior. He carried out an experiment called “Little Albert” based on fear, when a white rat came closer to the boy, a loud noise was made to provoke a distinctive behavior. Anyways, it was developed operant conditioning which is a type of learning based on continuous consequences. As a result, it was affirmed that a positive consequence leads to repetitive behavior; on the other hand, a negative consequence conceived as a punishment might not be repeated.

On the other hand, Skinner (1945) developed the theory of radical behaviorism and emphasized the environmental factors on the behavior. In this vein, an investigation on rats was carried out, inside a box a rat was introduced, to get food the rat had to press a lever. In this way, the behavior of the rat was molded. As well as the pigeon and learning machine was carried out based on a behaviorist view. The behaviorist conception about its definition was much clearer stated by Skinner since it is about the notions and conditions in which the behavior is adapted according to the stimulus. Since Skinner’s investigations and

experiments were carried out, principles and the core of behaviorism were noticed.

According to Braddon (2019), there are 3 varieties of behaviorism in psychological perception. Firstly, methodical behaviorism is considered as a doctrine based on an empirical psychology study. It is about the perception for doing psychological research based on the behavioral disposition. It implies the study of a subject by analyzing and observing the faculties of the human through the behavior in a context.

Eliminative behaviorism conceives that there are no mental states as the language does not have to be retained. It is because it refers to the tendencies and the way each behaves rather than the non-existent mental state. In addition, it is based on the idea that behaviorism is more verbal. Furthermore, the revisionary behavior is in contradiction to the methodological behavior because the analysis of behavior cannot be made due to the existence of language that is unreformed. In other words, the mind is not conceived but rather a behavioral performance and disposition.

The behavioristic theory has some history and it emerged in the 19<sup>th</sup> century by Watson and Skinner against introspective indicators. The introspective methods consider observable indicators and variables for quantifiable behaviors; nevertheless, it was based only on opinions. One of the most relevant experiments was applied by Pavlov's dog conditioning experiment as classical conditioning was discovered.

According to Clark (2004), Pavlov used dogs in experimental research and observed the phenomenon of classical conditioning when food that was eaten failed to reach the dog's stomach. When dogs were exposed to carbon bisulphide, they were stimulated and instead of analyzing the gastric secretion, the amount of salivation was analyzed (Pavlov, 1906). More terms were developed based on these experiments like the psychic secretion that emphasizes the behavior and psychological reflex on the digestive system based on the nervous insertion.

In conclusion, the reinforcement theory is one of the oldest learning theories proposed at the beginning by Watson and developed by Skinner. Foremost, the scaffolding of Behaviorism development was Pavlov's dog study. Although Pavlov was searching for a different purpose in his investigation, the findings about stimulus and response were crucial and this was the starting point in the Behavioristic theory. The reinforcement theory describes how people acquire and learn behavior and how they act based on it. It has been used in the current educational context when a teacher brings candy or chocolate to enhance participation, the instructor does not give chocolates to everyone, it only gives to one participant or a few of them. It is because instructors expect students to participate to win the prize or adapt a behavior for a particular purpose.

### **Computer Assisted Language Learning (CALL) phases**

Computer Assisted Language Learning has been stated as a pedagogical revolution in contradiction to the old methods. It refers to the activities and specific processes that computers employ for the teaching and learning of a foreign language (Stevie, 2016). The main feature of CALL is the implementation of computers in the language learning process. CALL programs have been

beneficial because they expose the learners to a wide variety of materials for grammar, writing, vocabulary, pronunciation, and so on.

CALL can offer feedback based on the student's academic performance or activities. One of the advantages of CALL is that it eases and faces the challenges and difficulties when interacting with learners for communicative purposes. On the other hand, CALL is not about the pure transmission of information, but the way students systematize and interpret the information (Abdolmaleki and Saeedi, 2024). Anyways, the CALL method is related to this study because it comes from a behavioristic theory based on stimulus and responses of which mobile learning is part.

CALL can be considered as a new or born emerged; nevertheless, it has a long history. The history of CALL is divided into three phases that are: Structural/behaviorist CALL, Communicative CALL, and Integrative CALL. According to Aljameel (2022), the structural CALL was just introduced in the 60s and the main function of this program was to repeat grammatical or vocabulary tasks based on drills. It was an important support during that time because it provided feedback based on the users' responses. The limitations were in the lack of communication because the repeated drills made the students maintain a passive role whereas the production of the language was decreased.

The communicative CALL was introduced in the 80s when personal computers started to be more and more popular in society. As long as the technology was innovative and revolutionizing, programs for personal learning were designed as education was implementing the new trends. However, in the

end, it was considered the programs were unreliable because the systems had some drawbacks during the learning process. Furthermore, scholars realized that language learning can be facilitated within the students by taking into account communication rather than drills repetition (Yamazaki, 2014). It is inferred more investigations and researchers were pivotal in creating a CALL model based on technological features as well as learning innovations.

Based on the technology development and advances in education, Integrative CALL emerged. The integrative CALL or contemporary CALL was aimed to create a rich environment based on interaction and communication. Thus, learners' autonomy, motivation, engagement, and responsibility played an important role in the class. This approach was introduced in the 90s and as the name says it emphasizes multimedia technology like CD-ROM or computers through the application of different media like graphics, sounds, and text (AbuSeileek, 2006). In general, it contemplates the implementation of computers or any electronic device that has a computer inside and is implemented for educational purposes. Thanks to the development of hypermedia and the internet, the learning process could be supported based on authentic interaction.

Based on the last definition of integrative CALL, software tools can support language learning. Over time, computer technology was adopted by educators for teaching - learning languages and it has been used in foreign language teaching. According to Liu (2002), some of the software tools that can be applied to learning a foreign language are:

Hyper Card: developed by Macintosh Apple Company is a user-friendly software that can be used by educators and learners. It encourages the teachers to develop their own Hypercard on PCs collaboratively. It has enhanced motivation and participation.

Corpus: It is probably one of the most popular and important software that collects natural data. It collects data and stores it in the computer, it enables identification of patterns of language use and how it is used in a real context (Reppen, 2010).

Mobile Learning: It has been affirmed the process of learning a foreign language, vocabulary is key. Mobile learning enables one to learn a huge number of words in a flexible way in which the user decides when and what to study anywhere he is. Internet connection is required.

According to Morejón et al. (2023), it is important to take into account the various ways in which virtual environments allow students to reinforce their learning asynchronously, with teacher guidance and facilitation available. All in all, CALL emerged thanks to technology innovations, studies, and adaptation to the current educational demands and trends. CALL has been divided into three phases that emerged as well as the computers and technologies were innovating. CALL has a behaviorist view in which stimulus, response, conditioning, and feedback are the core of it. In the next section, Behaviorism and CALL are intertwined and connected to the new trends, especially in the technologies and electronic devices.

### **Distance Learning Model (E-learning, D-learning, M-learning)**

The distance learning model is upon the theory proposed by Keegan (1993) that describes the principles of distance learning. It is defined as an industrialized model that was constructed regarding many students in time and location. This model emerged after the Industrial Revolution because it brought a wide variety of innovations in education. The distance learning model theory is aimed at accessibility as the main root. Any student who wants to learn can do it through this method no matter where he or she is. Currently, millions of students are enrolled in the now normal learning form.

The principles of the distance learning model go around the control and the educational transaction taxonomy. First, students and teachers are perceived as the main actors. On the other hand, those actors go around the proficiency, support, and independence for learning. What is key is the control that each member has. Students can control their learning and teachers are the facilitators during the teaching and learning process. Foremost, accepting the responsibility to study on their own does not turn the learning process into private lessons. This educational model needs a transaction between self-reflection and external guidance provided by the teacher. A suitable learning distance environment requires responsible learners and critical teachers.

Anyways, in the 21<sup>st</sup> century technology has been revolutionizing the way education is taught. The technological tools, devices, AI, apps, platforms, and games have been supporting learners and teachers to get many resources and take advantage of them. Thus, different types of learning have been innovated based

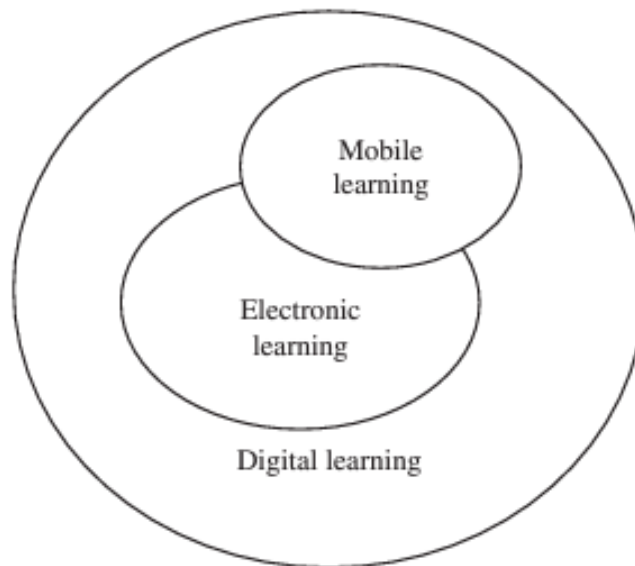
on the distance model. According to Basak et al. (2018), these are E-learning, M-learning, and D-learning.

Digital learning is called D-learning and it means the instructional practice based on the technology applied during the learning and teaching process that goes by a wide variety of technological tools and virtual practices. The D-learning emphasizes digital content, software, virtual simulations, and every technology applied in the class to engage students in academic performance (Bersin, 2017). The assessment or evaluation is taken in an online modality through computers. Moreover, blended learning takes place based on teacher instructions, and guidance supervision in a completely online environment. The D-learning has been replacing the E-learning term because it is about the use of the ICT or Information and Communication Technology that can be applied in distance or open learning.

Although E-learning and D-learning seem to be similar, some differences have been found. E-learning known as electronic learning conceptualized the importance of the web and emphasizes the applications from electronic devices like TV, MP3, PSP DVD, and CD.ROOM, internet, smartphones, and so on (Sharma and Kitchens, 2004). In addition, e-learning puts a lot of emphasis and requirements on the web and virtual classrooms to promote virtual collaboration supported by technology. Furthermore, in line with Ahmad et al. (2024), the increasing use of technology in education over the past few years has made e-learning a viable option for language students. E-learning is about the educational process that takes place synchronously or asynchronously via the internet.

It has had a huge impact on the development of the teachers' and students' skills based on the pedagogies and the 21st-century devices and tools. Even though, it offers sort of tools for lifelong learning based on virtual courses and studies. To sum up, E-learning is about the use of desktops or computers connected to the internet and exposing information or learning instructions to anyone. As well as it conceives the technological devices as key based on applications and multimedia resources in which learners will develop their academic performance. The web-based learning is its core because it displays virtual classrooms or distance learning.

Despite the similarities between E-learning and D-learning, M-learning is much more specific. According to Prieto et al. (2016), M-learning is closely related to e-learning as an extension. It is a distance learning method in which the teaching and learning process is displayed in an electronic context rather than virtual. Much more specifically it is about using handled electronic devices like smartphones, tablets, or laptops immersed in the educational environment that support the learning process. It is about the applications, platforms, or video games that can be used on those devices. It is different from the other methods because it is not about the electronic or virtual modality, but mobile learning that people or students can bring easily and access the information whenever or wherever they are.



**Graphic N° 1. M-learning, D-learning and E-learning**

**Made by:** Kumar Basakt

**Source:** Kumar Basakt, S. (2018). *M-learning, D-learning and E-learning*. SAGE journal.

<https://journals.sagepub.com/doi/full/10.1177/2042753018785180>

Although there are some similarities between each method considering they are all about technology, some differences in the limitations and specifications differ from each other. In the diagram, it is observed how digital learning englobe m-learning and e-learning because it regards the digital content for the distance learning modality. On the other hand, E-learning emphasizes Web-Based Learning as a support for the teaching and learning process and regards any electronic device that can be applied in the class. Finally, M-learning is seen as a branch of e-learning, and as the name says it contemplates the mobile devices that can be brought by people easily. They can access through their smartphones to the information wherever they are.

### **Mobile game-based learning**

M-learning has emerged from the communication between person-to-person by using mobile devices (Nyiri, 2002). According to Shiratuddin and

Zaibon (2011), MGBL is a video game that can be played on any electronic and handled devices like tablets, smartphones, and laptops. It means it is any device that people or students can carry on with an internet connection. However, MGBL is not only playing a game on a screen, it involves different perspectives and criteria considering it is in constant study and development. In line with Sharples (2006), proposed a deep study of the new technologies and identified different perspectives, benefits, and issues. Firstly, the definition of M-learning comes from different standpoints:

- a. The relationship to E-learning emphasized that M-learning is an extension. According to Ioanna et al. (2023), M-learning is an extension of E-learning which means E-learning is the principal or is located at the top, then m-learning emerged from it. Additionally, it was affirmed that mobile learning is closely related to E-learning in a spectrum of transferability or mobility.
- b. The second perspective comes from the technocentric which is the most dominant in the literature academic background. It is exposed as learning employing a mobile device like PSP, cell phone, MP3, and so on.
- c. M-learning represents an informal education since face-to-face education is seen as formal instruction, or stereotypical lecture when the teacher is the main center of the class. The rise of the distance model was contradictory to every traditional class or learning, despite the classroom and teacher center.

- d. The MGBL is focused on the learner-centered due to the learner is profoundly linked to the electronic device and the benefit of promoting life-long study. The focus is on the mobility of the learner rather than the device because the learning will be produced and assimilated when the learner desires to do it in any location as he takes the opportunity and access to the app platform or video game of preference.

Mobile game-based learning is identified in some categories, and according to Kukulsa and Traxler (2009), those are:

- a. The technology-driven mobile learning proposes that technical and pedagogical feasibility and possibility can be demonstrated through technological innovations.
- b. Those devices that are handheld like wireless, smartphones in contradiction to the canonical and traditional desktops are considered miniature but portable e-learning. Those are used in the e-learning process to enact approaches.
- c. During the teaching and learning process the same technological devices can support collaborative and interactive learning. Technological resources or technologies like interactive whiteboards can enhance classroom reciprocity. This category is called connected classroom learning.
- d. Informal and personalized mobile learning can be applied based on location awareness or video capture to explore educational experiences unconventionally.

- e. To improve productivity and efficiency the technologies can be used by mobile workers and provide relevant information at the moment. This category is known as mobile performance support.
- f. To address infrastructural and location challenges where internet connection could be a barrier, technology, and mobile learning can be addressed and challenge these issues. Rura development technology category proposed a support in the education based on this context.

Based on the perspectives aforementioned, an analysis of the concepts, perceptions, and categories can be exposed. Firstly, it can come from different perspectives. What is clearly understood is that M-learning is closely linked to e-learning. Additionally, it is informal since it is contradictory to the traditional classroom. Furthermore, it is a technological device employed for educational purposes, independently of the context. Foremost, based on the categories, it is merely centered on the students rather than the device because he is the one who decides when and what to study, despite the guidance of the teacher.. Last but not less important, the use of M-learning depends on the purpose because it can be applied in different contexts, not only for educational purposes.

In some investigations, technology, and M-learning have enhanced motivation to keep on learning, but this finding comes from a 'psychological factor. There are some affective factors conceived by Sharples (2006) about the M-learning. Firstly, there exists control over the goals by the learner and it is because of the informal learning. Students consider informal activities as more interesting than those applied in a more formal environment because they have the control to define the tasks and activities over their goals.

Ownership is a motivational factor in M-learning. It goes around the concept of appropriation because the students are the owners of the device. Thus, they can adapt the tool according to the learning purposes and achieve the objective. Finally, the identity is currently constructed in the young generations based on the new trends. Students feel engaged or “cool” when using smartphones because of the culture and society around them. It goes by sharing anything on social media, uploading pictures, personal thoughts, or getting used to the new trends.

Despite the benefit of M-learning for educational purposes, there are some issues and challenges with M-learning that were stated by Bidin and Ziden (2013) when applying it. Firstly, the usability of the smartphones. The screen size can be a barrier when accessing into a platform or video game. Some smartphones are not currently updated and the small and sensitive screen may provoke some problems when navigating. Secondly, technical problems can cause discomfort. From time to time, the internet connection can disappear, the platform cannot work properly, or the video game requires smartphone specifications in the RAM.

These problems can cause discomfort in the users. According to Metruk (2024), since there are many barriers to the adoption of mobile learning such as technological, cultural, and learner-centered issues, integrating mobile technology into the teaching and learning process seems to be a difficult undertaking aspect. Finally, the expectations when applying M-learning are key. In this vein, the cost will play an important role. Some of the users do not have the budget to get the app or the tool. Furthermore, it can cause a blockage in the institution due to the

school policy. Taking into account this is informal learning, it could not be accepted by the authorities of the institution.

To comprehend its relevance, it is fundamental to analyze some of the benefits provided by Traxler (2009). The most important benefit of using mobile technologies in current education is that it enables people who live in rural areas. There are some locations in which there is no institution, library, or even teachers. In this vein, mobile technologies can be applied in any context to instruct and inform those regions.

It allows people to access information, investigate, or get learning materials from anywhere in a distinct period. As a result, people have control over what they want to learn and when they can control the time and promote lifelong learning. Additionally, it is in the same vein about technology right access and get information. Workers can employ M-learning for special training or to ease the work process in a factory. Based on the benefits and in the same line with Traxler, mobile learning is a technological tool that allows people to get information.

### **English as a Foreign Language**

According to Kachru (2006), English is a native language in which EFL, English as a Native Language (ENL), and English as a Second Language (ESL) are part of the Expanding Circle Theory about the standards, and codifications in the outer circle. English has been increasing its popularity worldwide and is considered the first foreign language to be learned. The importance of learning English for scientific research, relations, politics, or international uses has been considered as the main language for communication. There are different purposes

for learning English; nevertheless, EFL means learning the language in a community where L1 is not English (Kachru, 2006).

In the Ecuadorian context, EFL is applied in each educational sublevel in Ecuador. In this way, the English curriculum is though for students in Educación General Básica as well as Bachillerato General Unificado whose L1 is not English. In this vein, there are different groups from cultural and linguistic backgrounds distinctively.

It is needed a curriculum that considers the different varying degrees in bilingual communities. In Ecuador, although Spanish is the first language, different regions like Costa, Sierra and Amazonía propose a reach environment of accents and linguistic backgrounds built in its context. According to the Ministry of Education (2019), “the curriculum in Ecuador is built to consider these varieties of monolingual and multilingual learners that support the educational objectives, innovation, and critical thinking considering the values in its main content” (p. 24).

The principles of the curriculum are:

- a. Content and Language Integrated Learning (CLIL): it is a model applied to integrate the process of teaching-learning with contiguities features.
- b. Learner-centered approach: the TEFL should respond to the student's strengths and challenges to support students' motivation.
- c. Communicative language approach: to learn and produce language accurately and spontaneously, interaction and communication are fundamental instead of content memorization.

- d. Thinking skills: social skills for lifelong learning are developed based on critical thinking.
- e. International standards: based on the Common European Framework of Reference for Languages principles.

According to the Ministry of Education (2019), “the curriculum for the Teaching English as a Foreign Language integrate the five curricular threads with the 4Cs like, culture, communication, cognition and content” (p. 36). Those are:

- a. Communication and cultural awareness: it develops the curiosity and tolerance based on the interculturality by implementing authentic language.
- b. Oral Communication: it contemplates listening and speaking asinchronically as a holistic process.
- c. Reading: in order to develop interaction within learners and written text, the reading curricular thread must be applied during the teaching-learning process
- d. Writing: it promotes cognitive and metacognitive intellectual performance based on the requisites like the intention of the author, knowledge of vocabulary, text type and so on.
- e. Language Through the Arts: the artistic expression implies students’ abilities based on literacy texts and childhood occupations like the conversations and inquiry.

The curriculum emphasizes the threads as they are the principles of the EFL in Ecuador. The threads are not focused on the productive and passive skills, but the competencies go around the culture, communication, cognition, and

content upon the Ecuadorian context. All in all, teaching English as a foreign language is about learning English in a country where the L1 is different. Eventually, the EFL curriculum is applied in the country and the institutions are linked to the guidelines provided by the Ministry of Education.

### **Vocabulary in English Learning**

Vocabulary is the principal component that has to be learned and assimilated to learn a foreign language. According to Tawali (2018), if there is a lack of vocabulary, it might be difficult to learn English, consequently, neither the passive nor productive skills won't be acquired. On the other side, a large enough vocabulary helps students comprehend complex texts, communicate ideas more clearly or accurately, and take part in conversations (Koleini et al. 2024). However, before describing and analyzing the components of vocabulary learning, some definitions have to be stated.

- a. According to Hornby (1985), it is about the total number of words that constitute the language, considering the combination rules.
- b. According to Webster (1966), vocabulary refers to the number of words that a person knows and uses in different contexts.
- c. In the words of Finocciaro (1974), vocabulary is the set or stock of words that is used by a group of people, or individuals by taking into account the context and subject.
- d. According to Morgan and Rivoluncri (2004), learning vocabulary or words is a relational process. It can be described as largely phrasal or words that go together rather than isolated.

- e. According to Schmitt (2014), there is a distinction in vocabulary because size is about the number of words a person knows, whereas depth is about what a person really knows about a word..

It is inferred vocabulary is about word construction and association. Based on the definition of a relational process, it does not include the learning of words but implies the external factors in their learning like the sound, the collocations, the speed, kinesthetic sensation based on the tongue, nose, lungs, and throat, tune, pitch, linguistic association in the semantic and syntactic, the context, literary association, and finally the circumstances (Morgan and Rivoluncri, 2004). These are factors that are fundamental when learning and retaining a new word. It is inferred vocabulary learning is not only memorization, it requires practice in a real context for long-life learning.

The relationship of vocabulary with the EFL goes around six types of words in which the students must have knowledge and assimilation. The categories are analogies, multiple-meaning, synonyms, antonyms, connotations, homonyms, and denotations (Cooper, 2002). Not only the notion of the categories, but the practice in an interactive and communicative context supports the learning process. Anyways, learning vocabulary involves different factors rather than only memorization.

- a) It is a branching process which means it is learned associatively instead of mechanically as a group of meaning.

- b) Although it is developed communicatively, it is a personal process of learning. The meaning of the association depends on the previous experiences.
- c) Vocabulary is not developed autonomously or in a solitary process. On the contrary, it is developed based on interaction, interchanging, and sharing meaning with others.
- d) A hands-on process rather than intellectual. The process is merely experiential considering the learner as the subject.

Learning vocabulary involves more than just drills, identifying unknown words, or memorization. The process of learning involves a clear interaction in a given context with a group of people. It means the process is based on experiences in which the students construct meaning and learning. Each vocabulary word does not contain a singular meaning, or principally, it is a group of meanings in which the use depends on the context.

In the process of teaching and learning vocabulary, some considerations can be made according to Cooper (2002). Firstly, learners must know the meaning or meanings of new words when they are introduced. Secondly, previous experiences will play an important role so the form and the meaning of the word will be assimilated in the practice. Thirdly, the use of the words in a context is pivotal, otherwise, learners will not have a clear description of its meaning and won't be learned.

During the learning and teaching process about vocabulary, new technologies provide a clear idea about how words are collocated and work based on the context. A corpus is a collection of texts or linguistic data gathered in a computer database. What makes corpora is encoding the written or spoken language through a selection and categorization of the part of speech or post tagging.

All in all, the computer categorizes each word according to the part of speech by using tags. The study based on corpus linguistics has made relevant discoveries about vocabulary. The corpus has been growing during the last twenty years and it has led to understanding words in context. As a result, the study of words has been made in collocational environments on a big scale across a lot of data in the texts.

### **Words – Morphology**

As it was aforementioned, vocabulary is about words and it is pivotal in mastering a language. According to Christiansen et al. (2009), a word is a relation and association within chunks, but more specifically, chunks of phonology and conceptual structure that lie in the human lexicon or long-term memory.

In the same vein Vejerano and González (2024), say that the lexical availability or lexicon is the collection of terms that speakers possess in their mental toolkit and employ in accordance with the particular subject matter being discussed in a context. In the language exists simple words like: Hi, No, Yes, May, and so on. Those words are not combined with others to form a meaning. In addition, there are some words that are combined based on a syntactic phrase and

are known as compound words. To sum up, morphology and syntax are the domain recourse for word formation.

Vocabulary is about morphology and syntax because those linguistic components contemplate word formation and order. According to Schleicher (1874), morphology is a sub-discipline from the linguistic components. They are the smallest units of every language made by morphemes. The classification of morphemes is divided into free morphemes and bound morphemes. Free morphemes are content words and function words. Bound morphemes are categorized into derivational morphemes and inflectional morphemes

Although word definition looks simple in a way, it has several and a wide range of properties that are innate and unique to the human being (Christiansen et al. 2009). Firstly, in the speakers' lexicon there fifty thousand words, 100 times apes claim for vocabulary in the call systems. It means these words appeared during communicative contexts or written texts. Secondly, the assimilation of concepts and precise definitions is exhausting and naturally learned, from concrete to abstract. Third, all of this has to be assimilated and learned. For this reason, it requires a certain proficiency in the language for constructing meaning upon the linguistic basis as well as vocal imitation.

Learning words can be a different process in adults and children, the way they adopt lexicon is completely contrasting because words have hallmarks. According to Markson and Bloom (1997), children use dominant general mechanisms to understand, learn, and recall words. This is based on the idea that the domain of intuitive psychology is a specific mechanism unique to humans.

Children appreciate words in different ways. First, comprehending the hallmarks of words. It is pivotal to affirm that words can be bidirectional signs. So, when children hear a word for the first time, they can infer that the word that was used in a context can be used with the same meaning, in a different context, and expected to be comprehended or understood. When the children grow up, they can assume that humans share a specific code. It is because children attribute shared common knowledge of words based on the experiences when adults or other speakers talk about facts based on objects. The object is assimilated despite the meaning of each word since the core of the conversation is a specific object or subject, this is when the hallmark is learned.

Upon the previous analysis of how children or young learners learn the language, it can be inferred that words have hallmarks that are noticed when learning a foreign language. The meaning of words can be defined based on the relation of one word to another one. Moreover, words are generic so they are regarded as kinds of objects or events instead of specific. In conclusion, the definition of “words” is much more complex than it seems to be because they are learned and assimilated in different ways, especially when the students are children. It can be affirmed that it is a psychological process based on the linguistic components of the morphology and syntax where the situation, hallmarks, and subjects are the main role.

## **CHAPTER II**

### **METHODOLOGICAL DESIGN**

#### **Research approach and design**

The methodological design corresponds to a philosophical speculation that joins in academic research. In line with Horváth (2007), design means two aspects, human agency in design disciplines and the way a researcher thinks and acts upon philosophical methodologies. Also, the methodological design enables reliable data by systematic research that could be obtained by interpreting data or reasoning.

The method of this investigation lies in quantitative research. According to Creswell (2009), a quantitative method is a type of research focused on collecting numerical data for a phenomena explanation. The data is analyzed based on mathematical status in particular statistics. Thus, the research is expected to get data from the variables, analysis of the results and then, the interpretation. Foremost, the investigation of MGBL and vocabulary development aims to identify the influence of the dependent variable upon the independent variable. For this reason, a null and alternative hypothesis has been established and one of them is confirmed based on the results.

A pre-experimental design is implemented in this investigation. According to Campbell (1969), a pre-experimental design applies a pre-test, the treatment, and a post-test to a single group. The treatment will be applied based on a single

group that has been limited in the general objective. The delimitation is though based on students' numbers. However, a pre-experimental design lies on the treatment, so data before and after the treatment will be gathered and the alternative hypotheses might be confirmed considering both results. In this way, the Gimkit video game is applied as the treatment through a mobile game-based learning strategy for developing vocabulary proficiency.

### **Description of the sample and the context of the research**

The sampling for the investigation is based on the purposive sampling. According to Creswell (2009), “purposive sampling is chosen by some arbitrary method because the representative of the total population is known, or it is known that it will produce coherent matched groups” (p. 91). In addition, the sampling has to be chosen according to some criteria upon the variables as well as the homogeneity. The criteria for choosing this sampling is because the students are available to use and bring smartphones for the treatment in comparison to the rest of the courses in the institutions. Furthermore, the population established for the research is 22 students in total from the 10th course EGB Superior level. This is the total number of the course and there are 12 male students and 10 female students from 13-14 years old without special adaptation.

The research is applied at “Simón Rodríguez” School which is in the rural area. The institution is in the 05D01C04 circuit, Aláquez parish of the Educational District 05D01 Latacunga or Zone 3. The institution emerged as an institute of agricultural production; as time went by, the institute was eliminated and currently the technical baccalaureate is divided into agricultural production and industrialization of products. According to the Ministry of Education Curriculum

(2019), “the level of English proficiency in the 10<sup>th</sup> course that students have to reach is the A1.2” (p.127). Moreover, 3 hours of English are applied to each course every week based on the principles and curricular threads.

The “variable operationalization chart or categories of study”

Table N° 1. M – learning conceptual definition

Variable	Conceptual Definition	Dimension	Indicators	Technique and instrument	Item
<b>Mobile game-based learning strategy</b>	According to Papastergiou (2009), mobile game-based - learning is a game that contains a summary of the lesson topic that is able to run on electronic devices. According to Davis (1989), the technology acceptance model (TAM) aims to identify the acceptance of technology and predict a possible behavior. It is divided into a three-stage process based on external factors (system design features) cognitive responses (perceived ease of use and perceived usefulness), and the affective response (attitude toward using technology/intention),	Affective response  External factors  Cognitive responses	<ul style="list-style-type: none"> <li>• Preferences</li> <li>• Attitudes</li> <li>• System desing features</li> <li>• Perceived usefulness</li> </ul>	Survey  Structured questionnaire  Likert Scale	A structured questionnaire with separated sections according to each dimension stablished from the (TAM) .  Likert scale  Strongly agree  Strongly

---

influencing use behavior.

disagree

---

**Made by:** Josué Garzón

**Source:** Papastergiou (2009), *Digital Game-Based Learning in high school Computer Science education*. Davis (1989), *Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology*.

**Table N° 2. Vocabulary proficiency definition**

<b>Variable</b>	<b>Conceptual Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Technique and instrument</b>	<b>Item</b>
<b>Vocabulary proficiency</b>	In the words of Finocciaro (1974), vocabulary is the set or stock of words that is used by a group of people, or individuals by taking into account the context and subject.  Schmitt (2014), there is a distinction in vocabulary because size is about the number of words a person knows, whereas depth is about what a person really knows about a word.	Form  Size  Depth	<ul style="list-style-type: none"><li>• Written form</li><li>• Spoken form</li><li>• Number of words</li><li>• Lexicon</li><li>• Meaning comprehension</li></ul>	Questionnaire  Pre-test Post-test	A pre-test and post-test based on the dimensions validated by experts.

---

**Made by:** Josué Garzón

**Source:** Webster, M. (1966). *Webster's School Dictionary*. Finocciaro, M. (1974). *English as Second Language from Theory to Practice*.

## **Techniques and data collection instruments**

For collecting data from vocabulary proficiency, a pre-test (Annex N°1) and post-test (Annex N°2) questionnaire are implemented based on the pre-experimental design. According to Sanders (2019), “pre-post testing is about academic achievement that is taken by students to assess the academic progress from the beginning of the research until the end” (p.2). The pre-test and post-test are directional because there is a testing of the dependent variable before and after the treatment. This way, data can be collected before and after the treatment to affirm if there might be a positive development of vocabulary proficiency. Foremost, the pre-test and post-test in this study are designed based on the dimensions and indicators from the vocabulary like form, size, and depth. In the end, the researcher will apply to the sampling once it is validated by experts.

According to the CEFR and curriculum demands based on the course (10th EGB superior), the pre-test and post-test are arranged and made in the A1.2 level. Thus, there are 10 questions in total considering the form, size, and depth. Keeping that in mind, the test includes terminology related to synonyms, antonyms, and definitions according to several categories and word formation. Since one of the word forms is spoken, students are evaluated according to a dialogue between teacher and student with a rubric. Those questions are tested individually.

## **Validity /reliability**

According to Heale and Twycross (2015), validity is about the extent of a concept if it is accurately measured in a quantitative study. The construction of validity emerges from the concept, notion, and hypothesis established. The

validation of an instrument considers some conceptions like the attribute existence and variations in the outcomes. Foremost, the validation measures the process in order to get the scores.

The validity of the instruments like the pre-test and post-test are done by the experts Mg. Sulca and Mg. Cumbe, professors at Universidad Técnica de Ambato who are part of the Languages Pedagogy Career. According to the suggestion of the experts, the last two questions of the speaking section were modified with the aim of identify fluency and vocabulary use in a dialogue. Before modifications, they were aimed to identify pronunciation and identification of the word. In such wise, the pre-test and post-test were applied. In conclusion, the validity of the instruments is fundamental in order to get reliable results.

### **Analysis of the results**

In order to analyze the data and confirm the null or alternative hypothesis in the study, a t-test is applied. According to Flores et al. (2017), the t-test is a statistical test that compares the means of two groups, or the means of a group in different periods. This test is useful for normal distribution or when the sampling is less than 30 participants. Moreover, there are different ways in which the t-test can be applied, for a single group in two different periods of time, or a comparison within 2 groups before and after the treatment (Annex N°5). In addition, the SPSS program is used for the analysis of the results by using the t-test. Eventually, based on the t-test one of the hypotheses are proved according to the results from the pre-test and post-test.

**Table N° 3. Testing normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
PRETEST	,117	22	,200 <sup>n</sup>	,958	22	,450
POSTTEST	,131	22	,200 <sup>n</sup>	,934	22	,147

\*. Esto es un límite inferior de la significación verdadera.

a. Corrección de significación de Lilliefors

**Made by:** Josué Garzón

**Source:** SPSS program

Before starting with the t-test to prove the null or alternative hypothesis, a normality test must be applied first. A normality test is used to sample data determining if it has been drawn from a normal distribution. A test like the t-student requires a normal distribution sample population. Anyways, based on the Shapiro – Wilks significant results, the significance level is up or  $>0,05$ . It implies that the null hypothesis is not rejected and both the alternative and null are in a normal distribution (Wilk, 1965). Thus, a paired sample t-test is the most feasible for the data analysis.

**Table N° 4. Paired sampled statistics**

		Estadísticas de muestras emparejadas			
		Media	N	Desv. estándar	Media de error estándar
Par 1	PRETEST	3,2850	22	,63845	,13612
	POSTTEST	7,1614	22	1,00923	,21517

**Made by:** Josué Garzón

**Source:** SPSS program

In the table, it is verified the media from the pre and post-test. Based on the result, the media value in the pre-test is 3,2850. Conversely, the media value

in the post-test is about 7,1614. It can be confirmed that there is a difference between both tests because the post-test is greater than the value of the pre-test.

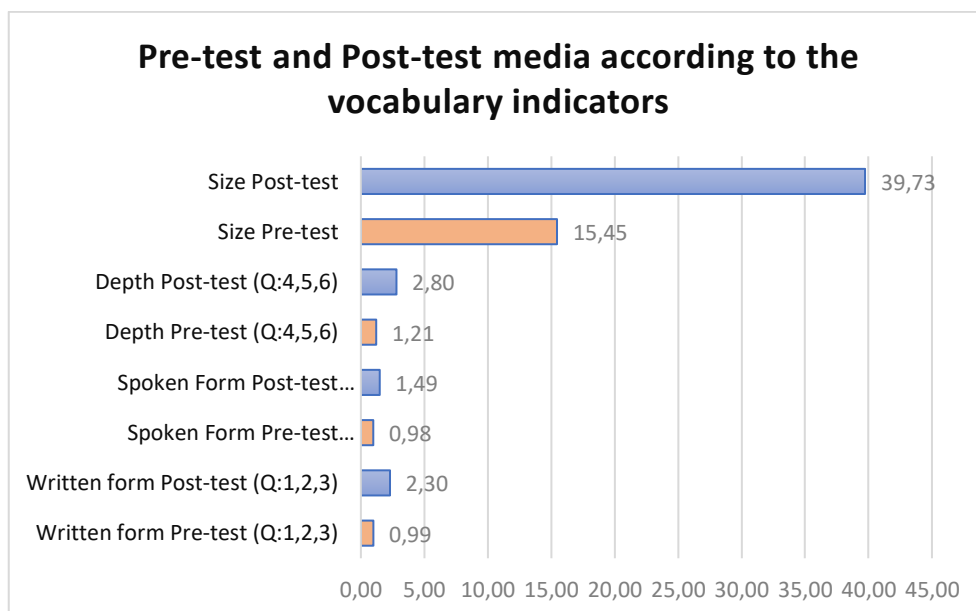
**Table N° 5. Paired sample t-test**

<b>Prueba de muestras emparejadas</b>								
Diferencias emparejadas							Significación	
Media	Desv. estándar	Media de error estándar	95% de intervalo de confianza de la diferencia		t	gl	P de un factor	P de dos factores
			Inferior	Superior				
-3,87636	1,22370	,26089	-4,41892	-3,33381	-14,858	21	<,001	<,001

**Made by:** Josué Garzón

**Source:** SPSS program

The difference between the pre-test and post-test is -3,87. But most importantly, the P value at the end is <,001. According to Manfei Xu et al. (2017), when the P value is lower than 0,05 the null hypothesis is rejected “*Mobile game-based learning strategy does not improve vocabulary in the students of the 10th EGB course at Simon Rodriguez school, in the scholar year 2024-2025*” and the alternative hypothesis is accepted “*Mobile game-based learning strategy improves vocabulary in the students of the 10thEGB course at Simon Rodriguez school, in the scholar year 2024-2025*”. In conclusion, the treatment has been successfully applied and the alternative hypothesis is confirmed which means that students have improved and expanded their vocabulary in the learning process.



**Graphic N° 2. Vocabulary indicators average**

**Made by:** Josué Garzón

**Source:** Word graphic

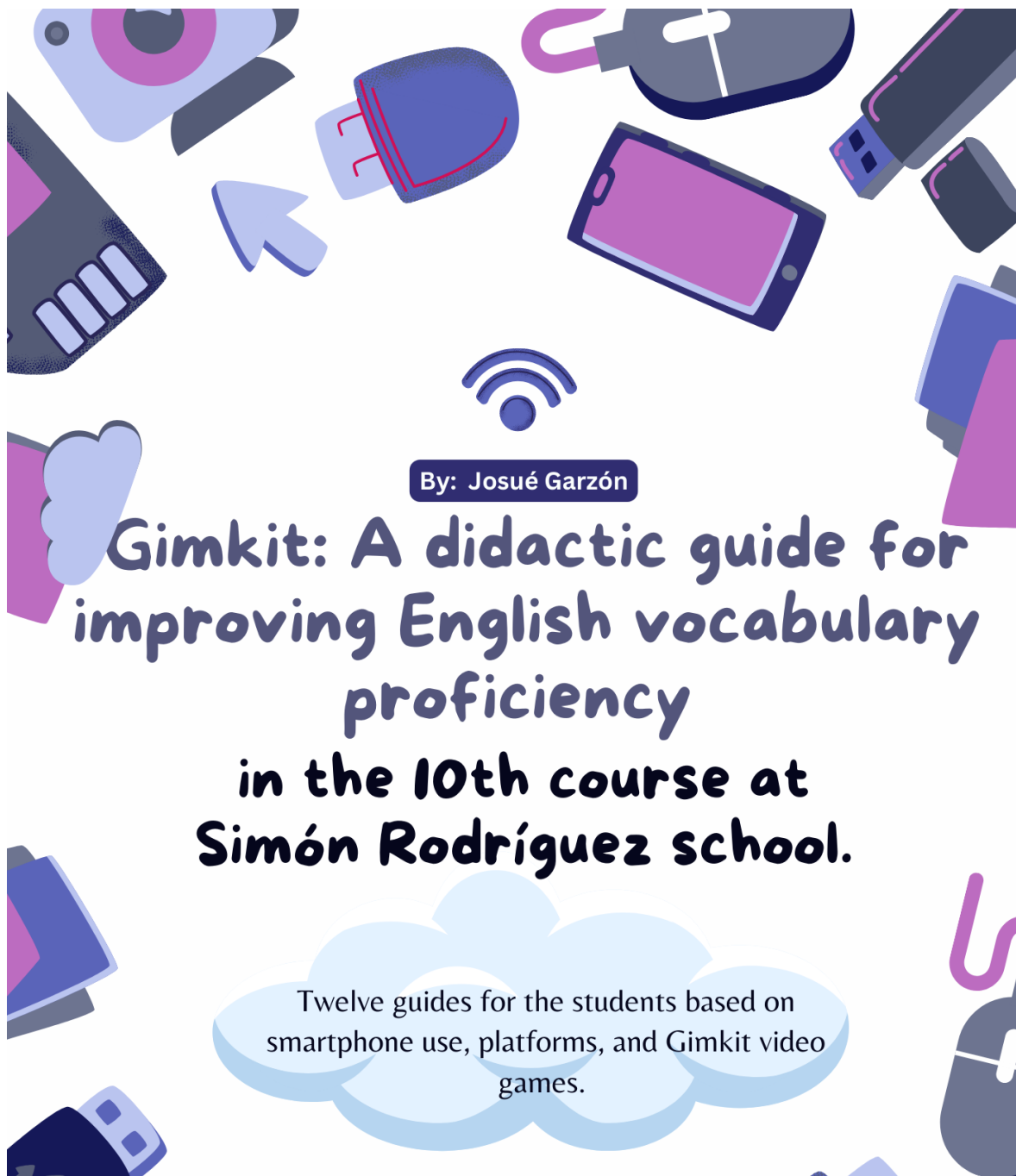
In this graphic, the media for each vocabulary indicator in the pre-test and post-test data are drawn (Annex N°3). The indicators for assessing vocabulary and making the pre-test and post-test were based on the written form, spoken form, depth, and size. Questions from 1-3 were about the written form and according to the pre-test data, from the 22 students, the media is about 0,99 out of 3. Nevertheless, after the treatment in the post-test, the media is 2,30 out of 3.

The spoken form is assessed in questions 9 and 10 in a dialogue with the intervention of the author using a rubric. Based on the media, in the pre-test, the data is about 0,98 out of 2. Once the treatment was applied, the media in the post-test was about 1,49. Furthermore, in the indicator about depth, the questions were from 4-8. On average during the pre-test, the result is 1,21 out of 4. On the other hand, in the post-test, the media is 2,80 out of 4.

The last indicator is size and it considers the number of words in total that students were able to assimilate during the process. In the pre-test, the media was 15 words out of 59. After the treatment, the media is 40 out of 59 words. Overall, the results show a clear tendency of improvement after the treatment. Although the results are not completely satisfactory, it is evident that students have advanced in each indicator. In conclusion, it can be stated that students have improved English vocabulary proficiency according to the 4 indicators and the average drawn analysis.

## CHAPTER III

### PRODUCT



By: Josué Garzón

# **Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school.**

Twelve guides for the students based on  
smartphone use, platforms, and Gimkit video  
games.

### **Name of the proposal**

Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school.

### **Product definition**

The product corresponds to a didactic guide. According to García (2014), the didactic guide is a printed or digital tool that serves as a learning resource and involves both the teacher and the students in an orderly, planned manner. Based on the definition, the product is focused on a guide because as the name says it is administered as a resource during the learning process. In addition, according to Garzón et al. (2010), it offers a multitude of opportunities to enhance pupils' comprehension and learning about self-discovery. Students take the lead in their own education so it is crucial to take self-discovery learning into account as a goal that will enable meaningful learning.

### **Objectives**

Students will be able to identify, comprehend, and expand new vocabulary.

Students will be able to work collaboratively and autonomously by using their smartphones or computers.

Students will be able to play the Gimkit video game in the Experience, Reflection, Conceptualization, Application (ERCA) learning cycle.

### **Structure of the proposal**

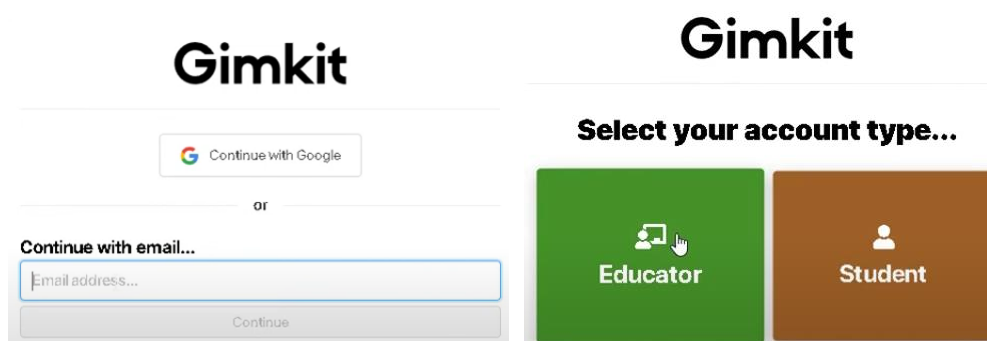
In the next section, the author offers a general explanation for teachers about Gimkit and what students are expected to complete in each session. The 12

sessions are divided according to a topic as well as the activities and finally, the validators from the institution.

### **Guide for teachers**

Gimkit is a classroom game show platform where teachers can organize the content and apply the information based on questions and answers. The platforms offer a shortage of limited video games, but if the teacher requires more video games or access to more content and options, he may pay 15 dollars per month. Anyways, in Gimkit it can be set the questions and answers based on multiple-choice options in which audio, images, or text input. In addition, the questions or the content can be assigned to any game that the platform offers. It means, that as long as the learner plays, he will need to answer the questions to continue playing. Anyways, professors need to follow some steps to have access to the platform.

1. Teachers need to register on the platform with a Gmail account and choose the type of account and area of expertise.

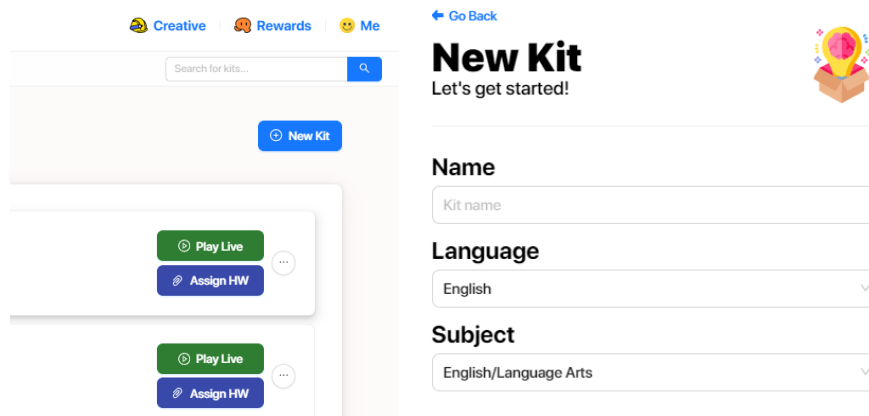


**Image N° 2. Gimkit sign up**

**Made by:** Josué Garzón

**Source:** Gimkit game show platform

2. The platform offers different options for reporting, assignments, or managing a class with student users by registering them with a Google account. To start making questions click on the option “new kit” and write a name for your activity, the language, and the subject.

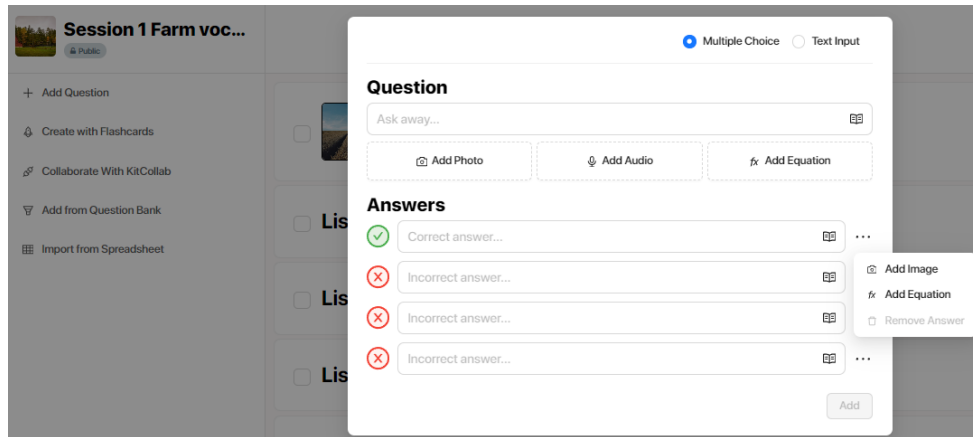


### Image N° 3. Gimkit tools

Made by: Josué Garzón

Source: Gimkit game show platform

3. Click on “add question” and some options are displayed about the main question and the answers. For the question, there are some options like adding a photo, recording, and audio or adding an equation. The answers can be written, or pictures and equations can be chosen. There is another format of question and answer if the teacher desires that students write the answer in the option “text input”.

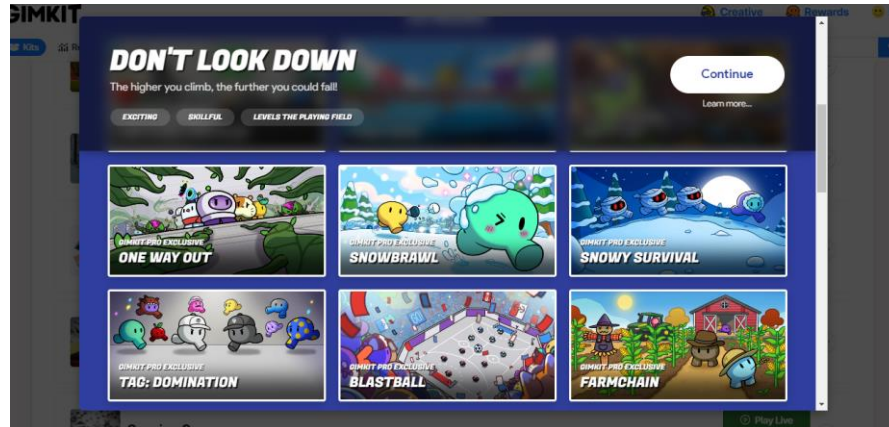


#### Image N° 4. Gimkit question

Made by: Josué Garzón

Source: Gimkit game show platform

4. Once the questions and information have been inserted, the next step is choosing the video game. A wide variety of games can be played individually or in teams. So, teachers may assign them based on the game's time, points, or aim. All of the games require students to answer the questions for playing.



#### Image N° 5. Gimkit game

Made by: Josué Garzón

Source: Gimkit game show platform

For extra explanation, the author has uploaded a tutorial in the next

YouTube link: <https://youtu.be/W1m3gVsLUSI>

### **Didactic guides for students - explanation**

The didactic guide was made based on the content goal, performance, and evaluation criteria taken from the Ministry of Education Curriculum according to the level and the lesson outline or methodology about ERCA. According to Kolb (1984) it is a learning method and it is applied in a learning cycle based on the 4 stages like experience, reflection, conceptualization and application. The ERCA is aimed to offer different opportunities for active participation at different stages of the learning process. However, considering students are asked to work autonomously or in pairs and limited interaction with the teacher (a didactic guide is taught for students, not a guide for the teacher's application) the ERCA was applied because students need to link their previous experiences for developing the learning process appropriately in the 4 steps. In the application step, students are required to show understanding through the Gimkit video game and reinforce the new vocabulary based on questions and answers.

In the ERCA process for the 12 didactic guides, the activities were made by the author considering the implementation of M-learning in the process. It means during the process, the students are required to work with their smartphones and access the links and platforms for developing the activities. In addition, the implementation of AI has been adapted in the stages because as the researcher won't have full contact with the participants, activities like oral explanations, storytelling, slides, songs, or video comprehension are fundamental, thus, AI facilitates the creation of these activities in the ERCA. As AI supported the activities development, platforms like Ed Puzzle and Canva were considered

and adapted for the guide. To sum up, the students are requested to follow the ERCA process by completing the activities with smartphones.

**Table N° 6. Didactic guide distribution**

**Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school**

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<b>Unit title</b>
<b>Vocabulary</b>
<hr/>
<b>Grade/level</b>
10 <sup>th</sup> course
13-14 years old
A1.2 English level CEFR
<hr/>
<b>Didactic Guide Objective</b>
Students will be able to identify, comprehend and expand new vocabulary.
<hr/>
<b>Method</b>
Constructivism
ERCA
M-learning
<hr/>
<b>Teaching strategies</b>
Mobile-game based learning strategy
<hr/>

---

Active learning

Gamification

---

**Themes**

1.- Farm vocabulary

2.- Electronic devices

3.- Places and buildings

4.- Occupations

5.- Prepositions of place

6.- Synonym adjectives

7.- Antonyms adjectives

8.- Compound words

9.- Action and stative verbs

10.- Clothes

---

**Made by:** Josué Garzón

**Source:** Bibliographic research

## Didactic Guides Development

# DIDACTIC GUIDE 1

**Goal Content:** Farm vocabulary

**Learning Objective:**

Students will be able to select the correct vocabulary word in a farm about vegetables, fruits, animals, and tools in the Gimkit video game.

**Timing:** 1 pedagogical hour

**Criteria Performance Skills:**

Ask and answer straightforward follow-up questions within familiar contexts, such as animals, fruits, vegetables or tools in a farm, provided there are opportunities to ask for clarification, reformulation or repetition of key points.

EFL 4.2.14

**Evaluation Criteria Skills:**

I.EFL.4.10.1. Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.)

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

### 1. Experience:

Have you ever been on a farm? When and how was it? Talk to your partner and brainstorm the animals and objects in the cloud that you could identify during your visit. Try to write at least 5 words.



**Image N° 6. Cloud**

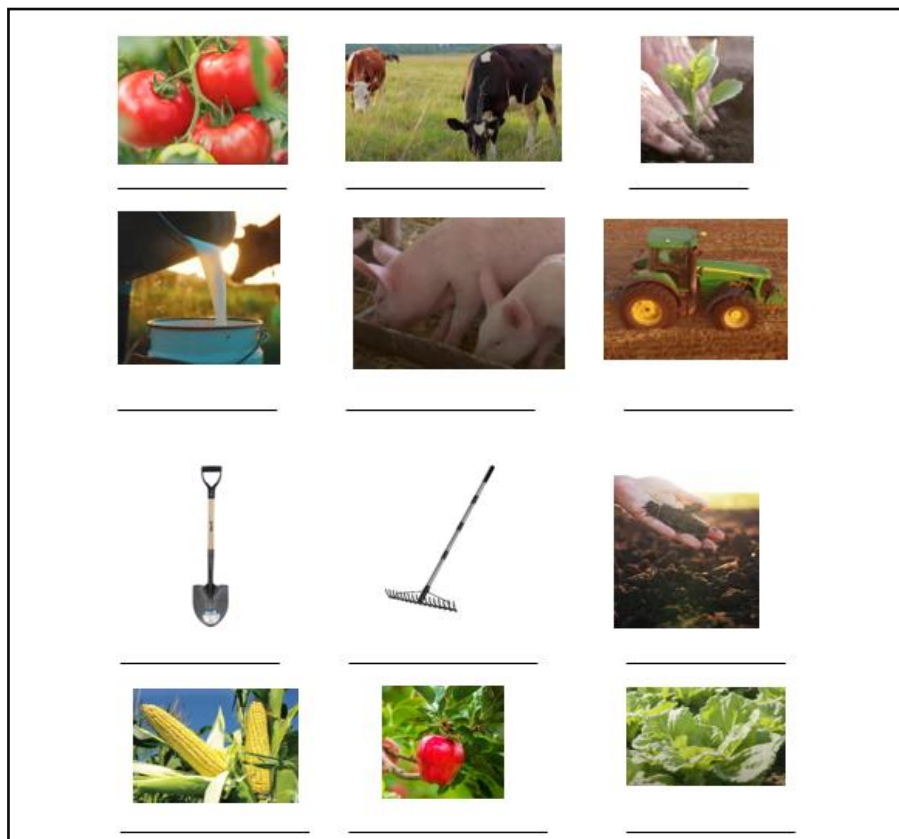
**Made by:** Josué Garzón

**Source:** Canva resources

## 2. Reflection:

Open the next Youtube link and watch the video for 2 times. Then, write the names of the animals, objects, fruits, or vegetables above each picture.

Link: <https://www.youtube.com/watch?v=KJzmM9SL0mA&t=92s>



**Image N° 7. Farm vocabulary**

**Made by:** Josué Garzón

**Source:** Google images

**3. Conceptualization:**

It is time to play the hangman game! instructions.

- 1) Choose 2 pictures from the last activity.
- 2) Consider the roles, one person is going to spell, and the other is going to write.
- 3) Once your partner has chosen his role and the pictures, spell and write above the picture.
- 4) Be careful! Because once the drawing is done, you have lost! Use a pencil for this activity.

**Participant 1 name:** \_\_\_\_\_ **Participant 2 name:** \_\_\_\_\_



---

**Image N° 8. Hangman game**

**Made by:** Josué Garzón

**Source:** Google images

**4. Application:**

**Activity 1: Mingling activity**

Stand-up and ask to you partner the next question, “Have you ever...”. Then, put and check according to the affirmative or negative respond.

Rules: No Spanish and use English as much as you can. You have to ask one question per classmate and your classmate has to respond to one question then,

find another one. Remember to write the name of each of your classmates at the end of the column.

**Have you ever.....**

	<b>Yes</b>	<b>No</b>	<b>Name</b>
<i>visited a farm?</i>			
<i>had a tractor?</i>			
<i>had a cow?</i>			
<i>had a pig?</i>			
<i>made a lettuce salad?</i>			
<i>cultivated apples?</i>			
<i>milked a cow?</i>			

**Activity 2: Gimkit video game**

Open the next link in GIMKIT and play the video game until you finish. By the way, remember to write your name. Hands-on!

**Link:** <https://www.gimkit.com/join/67286613134c22994237ed06>

**Type of questions:** There are three types of questions. First, identify the picture and choose the correct words. Second, listen to the audio and identify the picture. Third, listen to the audio and choose the correct word.

## Listen to the audio and choose the correct word

Corn

Pop-corn

Call

Tomatoe

## Listen to the audio and choose the correct picture



Incorrect



Incorrect



Incorrect



Correct

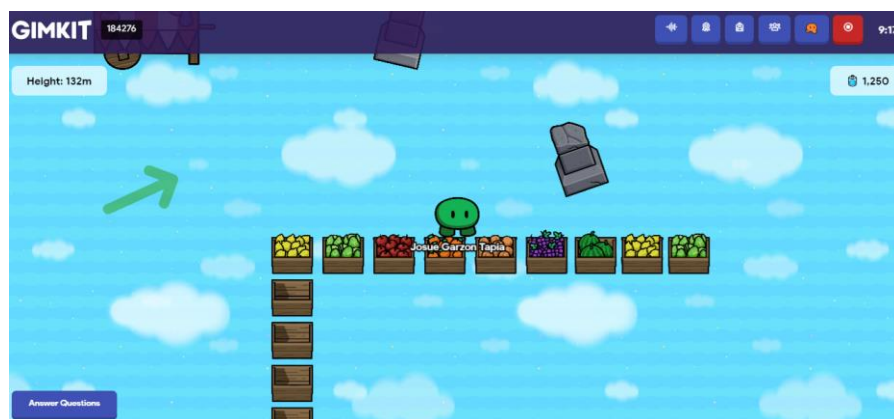
### Image N° 9. Type of questions

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Instructions for the game:** Don't look down! And climb your way to the top.

This game is played individually and requests to run, jump and move as high as you can. The energy bar is running out as you move so to fill power you have to respond to the questions. Don't fall and reach the top.



### Image N° 10. Gimkit game

Made by: Josué Garzón

Source: Gimkit videogame show platform

**References:**

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:  
<https://www.gimkit.com/join/67286613134c22994237ed06>

## DIDACTIC GUIDE 2

**Goal Content:** Electronic devices

**Learning Objective:**

Students will be able to identify electronic devices through the application of Gimkit videogame and the exposure to different questions.

**Timing:** 1 pedagogical hour

**Criteria Performance Skills:**

EFL 4.1.6 Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.

**Evaluation Criteria Skills:**

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions.

**Materials:** Worksheet, students' supplies, smartphones, internet connection

**Lesson outline:****1. Experience:**

Electronic devices are everywhere and we really love technology, aren't we?  
Access the next link in Jamboard and add 3 examples of your favorite electronic devices you use daily. Remember to access through your google account to edit.

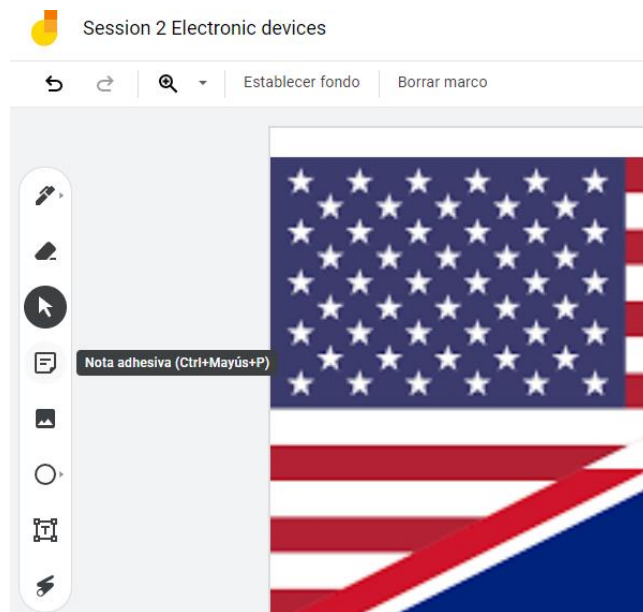
Hands on!

**Jam board Link:**

[https://jamboard.google.com/d/1zstghkpukrv2K1qXq2tU0m7yj133j0kgzyEa\\_mjA/Was/edit?usp=sharing](https://jamboard.google.com/d/1zstghkpukrv2K1qXq2tU0m7yj133j0kgzyEa_mjA/Was/edit?usp=sharing)

**Instructions:**

1) Click on add a post-it note.

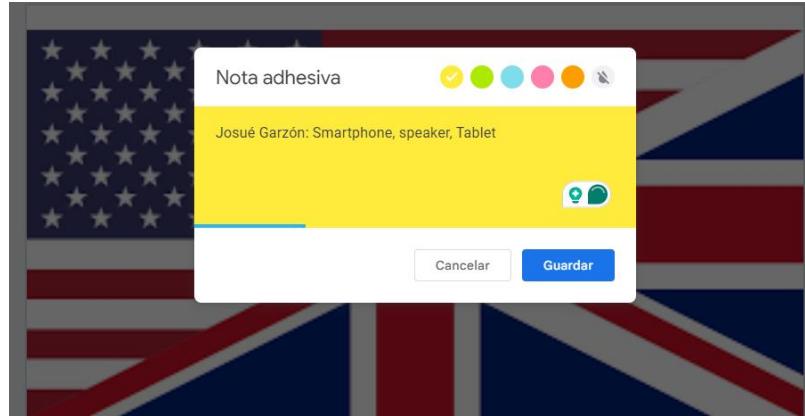


**Image N° 11. Jamboard activity**

**Made by:** Josué Garzón

**Source:** Jamboard

2) Write your name at the beginning and then, write 3 words. Finally, click on “save” and that is it. You can choose the color of the note.



**Image N° 12. Jamboard activity**

**Made by:** Josué Garzon

**Source:** Jamboard

## **2. Reflection:**

Open the next link in Canva and look at the flashcards. Then, listen and repeat the vocabulary about electronic devices.

### **Canva link:**

[https://www.canva.com/design/DAGNMQK0Hy8/nfAvkGpGqHOg\\_0sQ9os3rQ/edit?utm\\_content=DAGNMQK0Hy8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGNMQK0Hy8/nfAvkGpGqHOg_0sQ9os3rQ/edit?utm_content=DAGNMQK0Hy8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



**Image N° 13. Canva flashcards**

**Made by:** Josué Garzón

**Source:** Canva

## **3. Conceptualization:**

Order the letters and form the correct word according to the electronic devices.  
 There are some pictures about the words that you have to form. Analyze them carefully and complete the activity.



1) R D O R \_\_\_\_\_  
 I A

2) M R C P E I O H O N M \_\_\_\_\_

3) S A K E E P R S S \_\_\_\_\_

4) R A U S E B D E \_\_\_\_\_

5) H A D S E E P H O N H \_\_\_\_\_ P \_\_\_\_\_

6) U S I C B S T K U \_\_\_\_\_ S \_\_\_\_\_

7) M O R Y D  
M E C R A M \_\_\_\_\_ C \_\_\_\_\_

8) I P T E  
N R R P \_\_\_\_\_

9) A L T  
P O P L \_\_\_\_\_

10) C E R  
M A A C \_\_\_\_\_

11) S T R H T  
M A W C A S \_\_\_\_\_

12) S T R H E  
M A P O N S \_\_\_\_\_

13) A L T  
T B E T \_\_\_\_\_

14) E K T P  
D S O D \_\_\_\_\_ C \_\_\_\_\_

C P T E  
M O U R C \_\_\_\_\_

**4. Application:**

**Activity 1: Giving a suggestion**

She is Kathie. She wants to buy an electronic device, but she is not sure which one to buy because laptops, tablets, smartwatches, and cell phones are really useful, especially for English classes. Give her a suggestion about



two electronic devices that she can buy according to their features. Convince her in the next paragraph.

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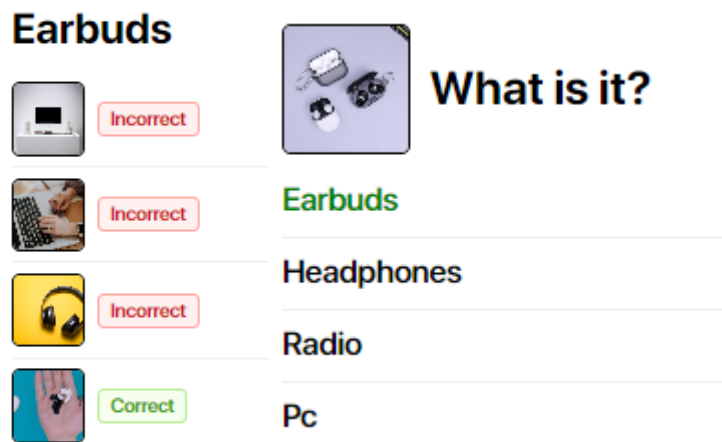
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**Activity 2: Gimkit video game**

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link at the end with a different game has been assigned).

**Type of questions:** There are 2 types of questions. First, the question requests to identify the correct picture and then vice-versa. Second, it asks for the correct word to be chosen according to the picture.



**Image N° 14. Gimkit questions**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Instructions for the game:** Not to get knocked from the map! This game will take 15 minutes and you play individually. The objective is to make the players fall. For this reason, you have a gun with limited bullets but you can refill it whenever you want. The energy is limited and you have to answer to questions to refill the energy bar. Let's have fun!



**Image N° 15. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e5f579c810c9511d39b46e>

**References:**

Google, Benq. (2016). *Jamboard* . Link:

[https://jamboard.google.com/d/1zstghkpukrv2K1qXq2tU0m7yj133j0kgzyEa\\_mjAWas/edit?usp=sharing](https://jamboard.google.com/d/1zstghkpukrv2K1qXq2tU0m7yj133j0kgzyEa_mjAWas/edit?usp=sharing)

Perkins, M. (2013). *Canva*. Retrieved from

[https://www.canva.com/design/DAGNMQK0Hy8/nfAvkGpGqHOg\\_0sQ9os3rQ/edit?utm\\_content=DAGNMQK0Hy8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGNMQK0Hy8/nfAvkGpGqHOg_0sQ9os3rQ/edit?utm_content=DAGNMQK0Hy8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e5f579c810c9511d39b46e>

## DIDACTIC GUIDE 3

**Goal Content:** Places and buildings

**Learning Objective:**

Students will be able to identify vocabulary about places and buildings through the application of the Gimkit videogame.

**Timing:** 2 pedagogical hours

**Criteria Performance:**

Use suitable vocabulary language in formal and informal social or academic situations according to places and buildings that students can identify daily in order to communicate specific intentions in online and face-to face interactions.

EFL 4.1.8

**Evaluation Criteria Skills:**

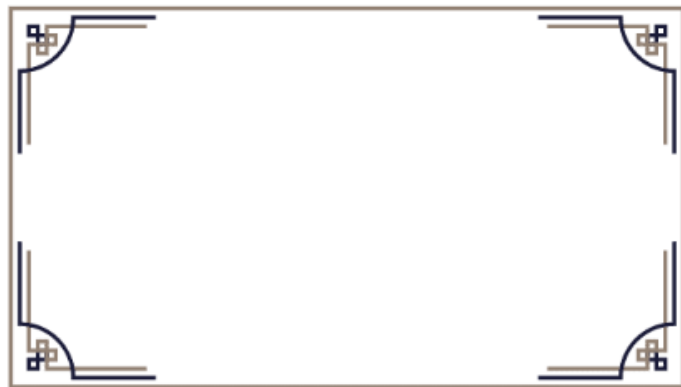
Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. I.EFL.4.4.1.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

In the next section, you have to draw a croquis about your neighborhood and write the names of the places that are close to your home as references. Consider the names of the streets and stores, parks, churches, etc.



**Image N° 16. Frame**

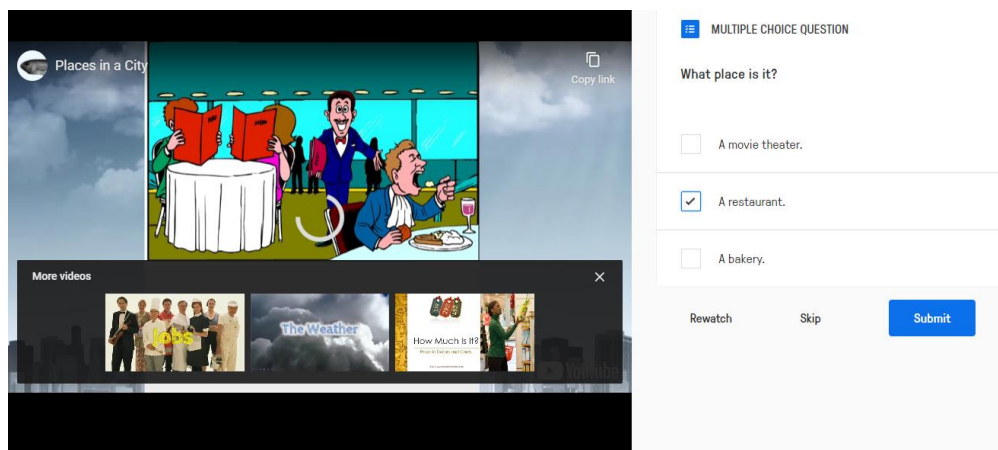
**Made by:** Josué Garzón

**Source:** Canva resources

**2. Reflection:**

Open the next Edpuzzle link and watch the video 2 times. After that, answer the questions in the same link according to the places.

Link: <https://edpuzzle.com/media/64405d0dc0952242ddf92c34>



The screenshot shows a video player interface. The video content depicts a cartoon scene where a waiter in a blue suit is serving a customer at a table in a restaurant. The customer is eating and drinking. The video player has a title 'Places in a City' and a 'Copy link' button. Below the video, there are 'More videos' thumbnails for 'The Weather' and 'How Much Is It?'. To the right of the video player is a 'MULTIPLE CHOICE QUESTION' interface. The question is 'What place is it?'. There are three options: 'A movie theater.', 'A restaurant.', and 'A bakery.'. The 'A restaurant.' option is selected with a checked checkbox. At the bottom of the question interface, there are buttons for 'Rewatch', 'Skip', and 'Submit'.

### Image N° 17. Edpuzzle video

Made by: Josué Garzón

Source: Edpuzzle platform

#### 3. Conceptualization:

Open the next link in the Online Worksheet platform and match the words with the pictures according to the places and buildings.

**Link:** <https://www.liveworksheets.com/w/es/english-second-language-esl/7801864>

The screenshot shows a worksheet from Universidad Tecnológica Indoamérica, "Simón Rodríguez" School, Latacunga. The activity is titled "Places and Buildings" and asks the user to match words with pictures. The words listed are: A restaurant, A bank, A playground, A church, and A stadium. There are five corresponding images: a restaurant interior, a bank lobby, a playground with slides, a church, and a stadium. A blue line is drawn from the word "A bank" to the bank lobby image.

### Image N° 18. Online worksheet activity

Made by: Josué Garzón

Source: Online worksheet platform

#### 4. Application:

##### Activity 1: Speaking board

For this activity, you have to join in pairs. This is a speaking board, throw the dice and answer the questions or talk about the picture. The first to arrive is the winner, be careful there are some traps on the way.

	<b>1. Do you like soccer?</b>	<b>2. What is this?</b> 	<b>3. When did you visit a park?</b>	<b>4. What is this?</b> 
<b>9. A place where people watch movies.</b>	<b>8. A place where people can eat.</b>	<b>7. When did you go to a church?</b>	<b>6. What is this?</b> 	<b>5. Go back to the start line.</b>
<b>10. What is this?</b> 	<b>11. Did you travel abroad?</b>	<b>12. What is your favorite dish?</b>	<b>13. Go back to the start line.</b>	<b>14. What is the name of your favorite park?</b>
<b>FINISH LINE</b>	<b>18. People are healed in this place</b>	<b>17. What is this?</b> 	<b>16. Do you like the playground?</b>	<b>15. Go back to the start line.</b>

### Activity 2: Gimkit video game

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link at the end with a different game has been assigned).

**Type of questions:** There are 3 types of questions. First, it requests students to select the correct definition according to the picture. Second, to choose the correct picture according to the definition. Third, to select the correct word according to the picture.



**What is it?**

Movie Theater

Police station



**What is it?**

A stadium: It is a place where soccer players and fans attend

A park : A large public green area for recreation

A restaurant : A place where people EAT meals (comer)

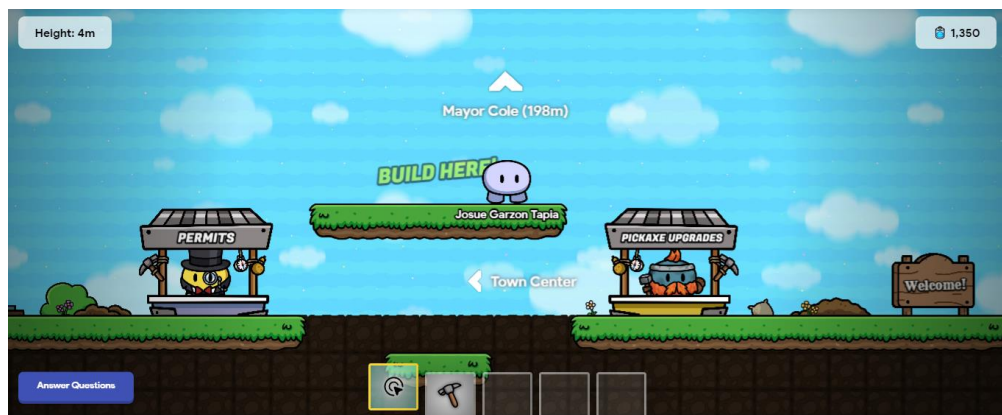
A church : A building where people PRAY (rezar)

### Image N° 19. Gimkit questions

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Instructions for the game:** Dig it up and build up as high as you can. In this game, the winner is the one with the highest tower to rescue the owl. Similar to Minecraft, you have to dig down and collect bricks to build them up. In the beginning, you have a hammer for collecting the bricks. There are 2 stores, one is for leveling the hammer up and the other allows you to build higher. You need to answer to the questions for filling the energy bar.



### Image N° 20. Gimkit game

Made by: Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/675fae32b57566257cd5f40b>

**References:**

Gayol, V. (2017). *Live worksheet*. Retrieved from <https://www.liveworksheets.com/w/es/english-second-language-esl/7801864>

EdPuzzleCo. (2017). Edpuzzle. Retrieved from <https://edpuzzle.com/media/64405d0dc0952242ddf92c34>

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link: <https://www.gimkit.com/join/66e5fabf33c7921e40960d82>

## DIDACTIC GUIDE 4

**Goal Content:** Occupations

**Learning Objective:**

Students will be able to complete the video game based on questions and answers about occupations in Gimkit.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

Recognize and appreciate individual and group similarities and differences about occupations by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. EFL 4.1.10

**Evaluation Criteria Skills:**

Learners can identify for individual and group differences about occupations by establishing and maintaining healthy and rewarding online and face-to-face

interactions. Learners can communicate and cooperate in a respectful, empathetic manner. I.EFL.4.5.1.

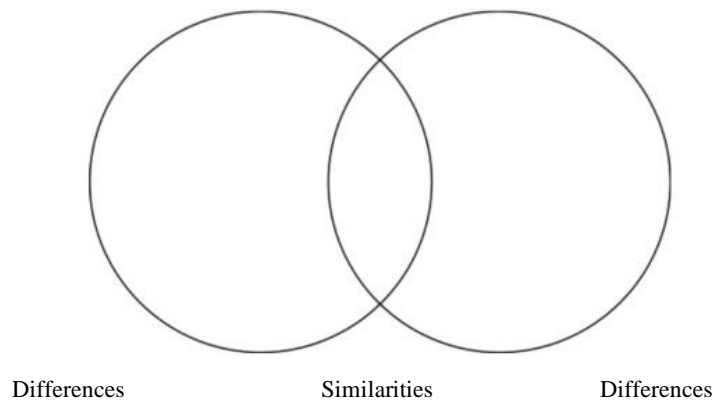
**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

Work in pairs. In the next Venn Diagram choose two occupations that you know (Ex: Police officer, doctor, nurse, lawyer, etc.) and identify similarities and differences in their outfits or activities they do.

Occupation 1: \_\_\_\_\_ Occupation 2: \_\_\_\_\_



**Image N° 21. Venn diagram**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**2. Reflection:**

Open the next Canva link and watch the short story for 2 times. After that, order the next words according to the short story.

**Link:**

[https://www.canva.com/design/DAGNIMfXUpo/5089Oi0EjhIFcFxNjtHy1Q/edit?utm\\_content=DAGNIMfXUpo&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGNIMfXUpo/5089Oi0EjhIFcFxNjtHy1Q/edit?utm_content=DAGNIMfXUpo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Activity: Numerate the words from 1-7 according to the short story words pronunciation.

- a) Lawyer
- b) Doctor
- c) Nurse
- d) Paintings
- e) Engineers
- f) Art studio

### 3. Conceptualization:

Open the next link in the Educaplay platform and choose the correct option according to the short story.

**Link:** [https://es.educaplay.com/recursos-educativos/19934655-alex\\_story\\_comprehension.html](https://es.educaplay.com/recursos-educativos/19934655-alex_story_comprehension.html)



**Image N° 22. Educaplay activity**

Made by: Josué Garzón

Source: Gimkit videogame show platform

#### 4. Application:

##### Activity 1: Talk for a minute

In pairs, analyze the picture and describe the routine of each person according to their occupation. At what time does he have breakfast? What does he do? How is it?



CUT HAIR, MAKE APPOINTMENTS  
PAINT NAILS, MAKE UP



PETS, VACCINATE, DOG GROOMING



HILL PEOPLE, VACCINATE  
SURGERY



CATCH THIEVES. CONTROL, SHOT  
FIRE, ORDER



Scan the code, download and listen to the example!



##### Activity 2: Gimkit video game

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to

the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link at the end with a different game has been assigned).

**Type of questions:** There are 2 types of questions. First, it requests students to select the correct definition according to the picture. Second, to choose the correct picture according to the definition.



**What does she do?**

A baker: A person who **BEAKS** cakes, bread and pastries (hornear)

A teacher: A person who works with **STUDENTS**

A hairdresser: He **CUTS** the hair (cortar)

A vet: he **HEALS** animals

**A hairdresser: He CUTS the hair**



Correct



Incorrect



Incorrect



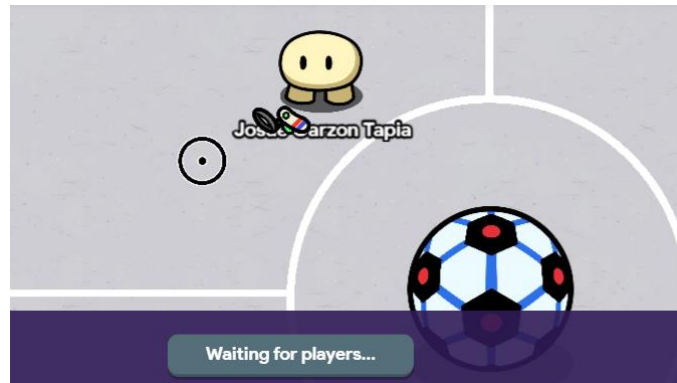
Incorrect

**Image N° 23. Gimkit questions**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Game instructions:** Blastball! Instead of kicking the ball, you have to blast it. This game is played in teams and to score a goal, you have to shoot to move the ball. As long as you shoot the bullets will be run out, to fill just answer to the questions. Let's start.



**Image N° 24. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e5ffba02720ee4a18e4fd3>

**References:**

Perkins, M. (2013). *Canva*. Retrieved from

[https://www.canva.com/design/DAGNIMfXUpo/5089Oi0EjhIFcFXNjtHy1Q/edit?utm\\_content=DAGNIMfXUpo&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGNIMfXUpo/5089Oi0EjhIFcFXNjtHy1Q/edit?utm_content=DAGNIMfXUpo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

eLearning., A. f. (2010). *Educaplay* . Retrieved from

[https://es.educaplay.com/recursos-educativos/19934655-alex\\_story\\_comprehension.html](https://es.educaplay.com/recursos-educativos/19934655-alex_story_comprehension.html)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e5ffba02720ee4a18e4fd3>

## **DIDACTIC GUIDE 5**

**Goal Content:** Prepositions of place

**Learning Objective:**

Students will be able to identify the position of different objects using prepositions of place through the application of the Gimkit videogame.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

EFL 4.1.5. Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)

**Evaluation Criteria Skills:**

I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

Prepositions of place are words that show where something is like objects, things or animals. They can be considered as magic words that help you find or describe things in the space! For example:

"In" means something is inside, like a cat in a box.

"On" means something is on top, like a notebook on a table.



**Image N° 25. Canva images**

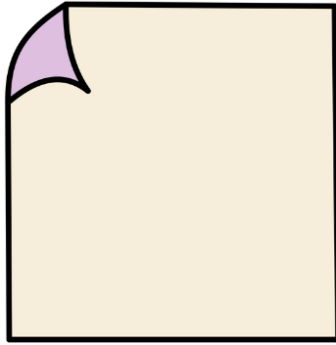
**Made by:** Josué Garzón

**Source:** Canva platform

Activity: Look at the objects that you have on your desk, what are they? then, look at the objects that you have in your backpack. Identify and write the names of 4 objects according to their location in the posting-note.

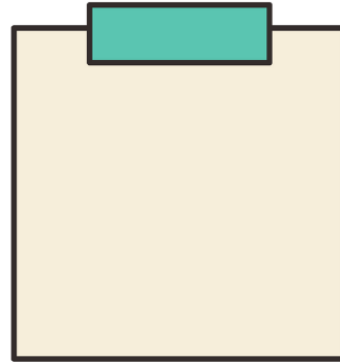
**On my desk**

Like: pencil, dictionary.....



**In my backpack**

Like: book, pencil case



**Image N° 26. Canva images**

**Made by:** Josué Garzón

**Source:** Canva platform

**2. Reflection:**

Open the next Gamma link and watch the short preposition about prepositions of place.


Link: <https://gamma.app/docs/Understanding-Prepositions-qpr7soj6l0gmi85>

**Prepositions of Place: In, On, Under**

**In**  
The preposition "in" is used to indicate that something is located within the boundaries or confines of a specific place or area, such as a book in a bag or a cat sleeping in a box.

**On**  
The preposition "on" is used to show that something is in a position directly above a surface or touching it, like a cup on a table or a picture hanging on a wall.

**Under**  
The preposition "under" denotes that something is beneath or below another object or surface, such as shoes under a bed or a cat hiding under a table.



**Image N° 27. Gamma image**


Made by: Josué Garzón

Source: Gimkit videogame show platform

**3. Conceptualization:**

According to the last presentation about prepositions of place, complete the next exercises and choose the correct answer. Analyze the pictures carefully.


**a) Where is the cat?**



The cat is..... the dog

- A) Next to
- B) Behind
- C) On


**b) Where is the cat?**



The cat is..... the bowl.

- A) On
- B) In
- C) Between


**c) Where is the cat?**



The cat is..... the plant.

- A) Behind
- B) Under
- C) On


**d) Where is the cat?**



The cat is..... the car


- A) In front of
- B) Behind
- C) Under

**e) Where is the cat?**



A) It is in front of the house  
B) It is between the house and the tree  
C) It is behind the tree

**f) Where is the cat?**



A) It is under the box  
B) It is in front of the box  
C) It is in the box

**Image N° 28. Prepositions of place activities**

Made by: Josué Garzón

Source: Authors' creation

**4. Application:**

**Activity 1: Continue the story**



She is Tina, she is nine years old and she has to put away her toys as soon as her little cousins arrive. There are four cousins and they are six, seven, five and four years old. They are crazy! They destroy everything! The best place to put away and hide her toys is around her bedroom some of them are....

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### Activity 2: Gimkit video game

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link at the end with a different game has been assigned).

**Type of questions:** There is only one type of question and you have to choose the correct preposition of place according to the picture.



**Peso pluma is..... Nicky Nicole**

behind

next to

in front of

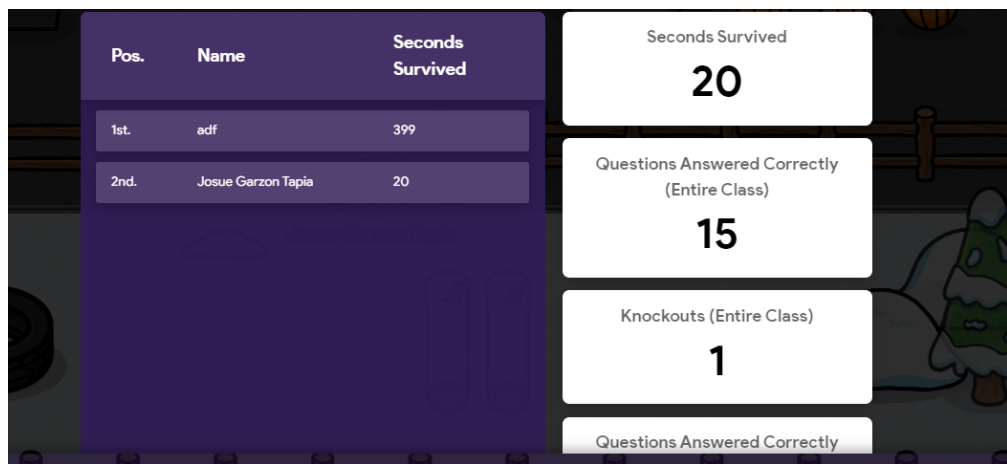
under

**Image N° 29. Gimkit questions**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Instructions for the game:** Snowy survival! This game is played in teams, the first team is about zombies and the others will be the survivors. As a Zombie, you have to find the survivors and kill them by throwing snowballs. If they run out, you have to answer questions too. As a survivor, you have to run but you have to answer questions to keep moving on, otherwise, you will be stuck. Try to survive and you will be the winner. Let's start.



The image shows a screenshot of the Gimkit game interface. On the left, there is a purple-bordered table with the following data:

Pos.	Name	Seconds Survived
1st.	adf	399
2nd.	Josue Garzon Tapia	20

On the right, there are four white boxes with black text displaying class statistics:

- Seconds Survived: 20
- Questions Answered Correctly (Entire Class): 15
- Knockouts (Entire Class): 1
- Questions Answered Correctly (partially visible):

**Image N° 30. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e60376718d22990f85b555>

**References:**

Noronha, J. (2023). *Gamma AI*. Link: <https://gamma.app/docs/Understanding-Prepositions-qpr7soj6l0gmi85>

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e60376718d22990f85b555>

## *DIDACTIC GUIDE 6*

**Goal Content:** Synonyms

**Learning Objective:**

Students will be able to identify words with similar meaning through the application of the Gimkit videogame.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes about synonyms. EFL 4.1.6

**Evaluation Criteria Skills:**

Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions when working in the M-learning activities. I.EFL.4.4.1

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:****1. Experience:**

Let's brainstorm some ideas about situations in which you express specific feelings. Enter to the link in Miro and below each emoji write situations or actions that make you feel in that way. Remember to write your account.

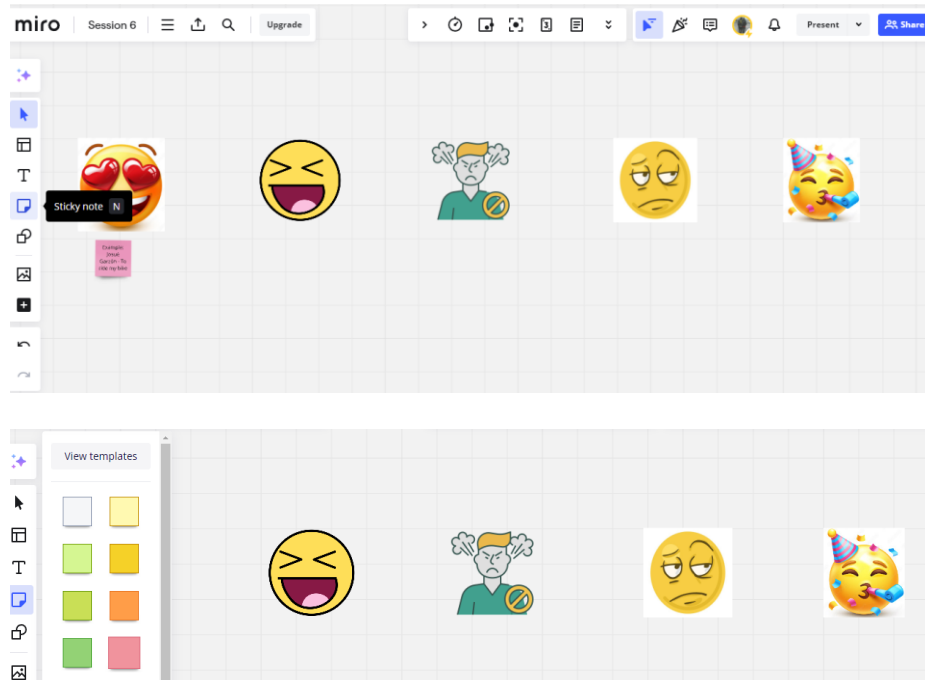
**Link:**

<https://miro.com/welcomeonboard/N0xFVmY3em56bzRuTGV0cmkzZE5OY2I2>

[TmJDd1A4MTdtNldLWkVvVXdZYmh4RWNRaIRjdJJOGVMcktVbEliYnwzM Dc0NDU3MzUwNDM0ODY1MTYxfDI=?share\\_link\\_id=865906108918](https://miro.com/app/board/u9jg-TmJDd1A4MTdtNldLWkVvVXdZYmh4RWNRaIRjdJJOGVMcktVbEliYnwzM Dc0NDU3MzUwNDM0ODY1MTYxfDI=?share_link_id=865906108918)

On the left side you will find the sticky note option, click there and add a note under each emoji, write your name at the beginning.

**Example:**



**Image N° 31. Miro activity**

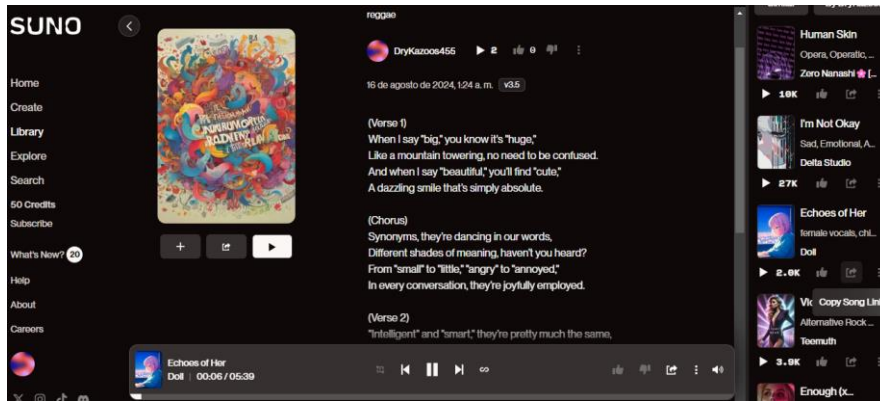
**Made by:** Josué Garzón

**Source:** Miro digital board

**2. Reflection:**

Access to the next song made in Suno and answer to the next questions.

Link: <https://suno.com/song/e4c078dc-c320-46e1-a49f-df431652399e>



**Image N° 32. Suno AI song**  
**Made by:** Josué Garzón  
**Source:** Suno AI platform

What is the title of the song?

---

What is the genre of the song?

---

What is the song about? Describe with a general idea

---

### 3. Conceptualization:

In the same link, listen it for 2 times and complete the lyrics of the song.

(Verse 2)

" \_\_\_\_\_ " and " smart," they're pretty much the same,

One's got the wisdom, the other's got the game.

If something's "true," you know it's " \_\_\_\_\_ "

Like the honest truth, no need to conceal.

(Chorus)

Synonyms, they're dancing in our words,

Different shades of meaning, haven't you heard?

From "weak" to " \_\_\_\_\_ ", " \_\_\_\_\_ " to "warm,"

In every conversation, they'll weather any storm.

(Verse 1)

When I say "big," you know it's "\_\_\_\_\_"

Like a mountain towering, no need to be confused.

And when I say "beautiful," you'll find "\_\_\_\_\_"

A dazzling smile that's simply absolute.

(Chorus)

Synonyms, they're dancing in our words,

Different shades of meaning, haven't you heard?

From "\_\_\_\_\_ " to "little," "angry" to "\_\_\_\_\_ "

In every conversation, they're joyfully employed.

(Bridge)

"Easy" and "\_\_\_\_\_ " they make things glide,

Like a breezy day where troubles subside.

And when "\_\_\_\_\_ " becomes "little," it's all the same,

Different ways to say it, no need to explain.

(Chorus)

Synonyms, they're dancing in our words,

Different shades of meaning, haven't you heard?

From "beautiful" to "\_\_\_\_\_ ", "\_\_\_\_\_ " to "annoyed,"

In every conversation, they're joyfully employed.

#### **4. Application:**

##### **Activity 1: Writing a song**



**Type of questions:** There are 2 types of questions. First, it requests to choose the correct word synonym according to the picture and item. Second, it requests to write the synonyms according to the item.

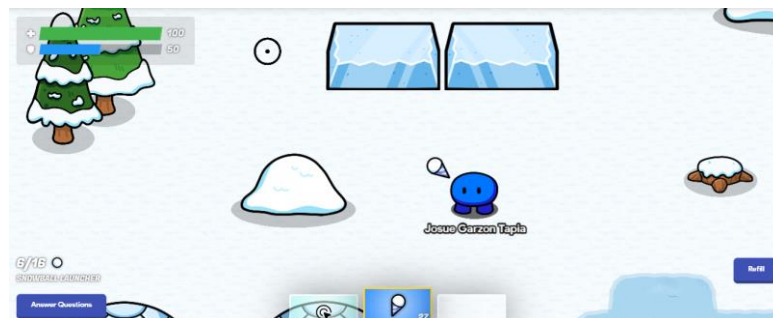


**Image N° 33. Gimkit question**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Instructions for the game:** This is the snowball fight! This is all against all and the objective is to kill the other players. As long as you shoot, the bullets are running out, so you need to ask questions for fill. Let's start.



**Image N° 34. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e6081adde2f003826c0c06>

## References:

Michael Shulman, G. K. (2023). *Suno AI*. Link: <https://suno.com/song/e4c078dc-c320-46e1-a49f-df431652399e>

Kushid, A. (2011). *Miro*. Link:

[https://miro.com/welcomeonboard/N0xFVmY3em56bzRuTGV0cmkzZE5OY2I2TmJDd1A4MTdtNldLWkVvVXdZYmh4RWNRalRjdJJOGVMckTVbEliYnwwzMDc0NDU3MzUwNDM0ODY1MTYxfDI=?share\\_link\\_id=865906108918](https://miro.com/welcomeonboard/N0xFVmY3em56bzRuTGV0cmkzZE5OY2I2TmJDd1A4MTdtNldLWkVvVXdZYmh4RWNRalRjdJJOGVMckTVbEliYnwwzMDc0NDU3MzUwNDM0ODY1MTYxfDI=?share_link_id=865906108918)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e6081adde2f003826c0c06>

## *DIIDACTIC GUIDE 7*

**Goal Content:** Antonyms adjective

### **Learning Objective:**

Students will be able to identify the contrary word of different adjectives through the application of the Gimkit video game.

**Timing:** 2 pedagogical hours

### **Criteria Performance Skills:**

Apply self-correcting and self-monitoring strategies in social and classroom interactions by surfing on internet and investigating. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)

EFL 4.1.5.

### **Evaluation Criteria Skills:**

Learners can employ a range of self-monitoring and self-correcting strategies by supporting their research on the internet and interpreting and using appropriate verbal and nonverbal communication features to communicate in familiar contexts by identifying and using antonyms. I.EFL.4.3.1.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

Look at the pictures carefully and analyze the differences. What are they? Write the differences about the dog and houses in the next clouds and answer to the questions.



**Image N° 35. Hyper images**  
**Made by:** Josué Garzón  
**Source:** Hyper AI

What are the differences between the dog in picture 1 and picture 2?

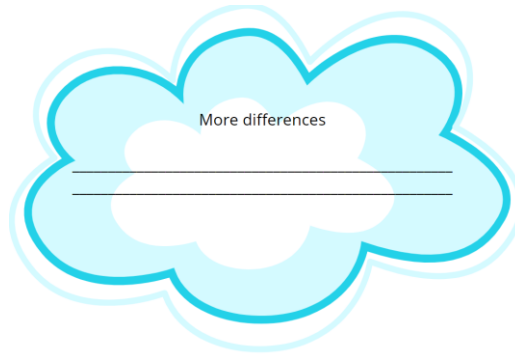
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---

What are the differences between the houses in picture 1 and picture 2?

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**Image N° 36. Canva images**

**Made by:** Josué Garzón

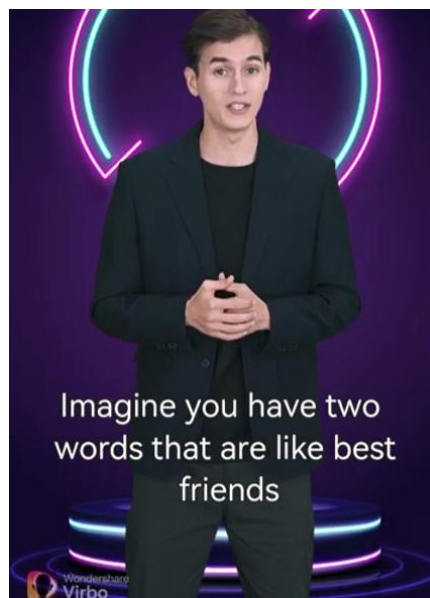
**Source:** Canva platform

**2. Reflection:**

The next video explains what antonyms are, access the next link and watch the video 2 times. Then, answer to the next questions.

Link:

[https://drive.google.com/file/d/1dy1WfFvtZPS9xJObJuz2iPU9OzcAEYq/view?usp=drive\\_link](https://drive.google.com/file/d/1dy1WfFvtZPS9xJObJuz2iPU9OzcAEYq/view?usp=drive_link)



**Image N° 37. Virbo AI**

**Made by:** Josué Garzón

**Source:** Virbo AI generator

According to the video, what is the contrary of ....

Happy = \_\_\_\_\_

Hot = \_\_\_\_\_

Josue Garzon Tapia

What are antonyms? explain with an example.

\_\_\_\_\_

\_\_\_\_\_

**Image N° 38. Canva images**


**Made by:** Josué Garzón

**Source:** Canva platform


**3. Conceptualization:**

Access to the next link in the Online worksheet platform and match the picture with the correct word according to the opposite.

Link: <https://www.liveworksheets.com/w/es/english/7807744>







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"SIMÓN RODRÍGUEZ" SCHOOL  
Latacunga – Laigua de Simón Rodríguez  
Session 3



### Antonyms

1.- Match the word with the correct picture according to the antonym.

	Beautiful	
	Old	
	Cheap	

**Image N° 39. Online worksheet activity**

**Made by:** Josué Garzón

**Source:** Online worksheet

**4. Application:**

**Activity 1: Picture description**

For this activity, analyze the pictures carefully and try to describe it considering the appearance, characteristics, colors, places etc. Try to add as much information as you can.



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### Activity 2: Gimkit video game

Access to next link and play de game in Gimkit about antonyms.

Link: <https://www.gimkit.com/join/66e60c4dc810c9511d447683>

**Type of questions:** There are 2 types of question. First, it requires students to identify the word according to the picture. Second, to write the opposite of write according to the image.



**Opposite of FAST**

ugly

rich

poor

slow



**opposite of WET**

dry

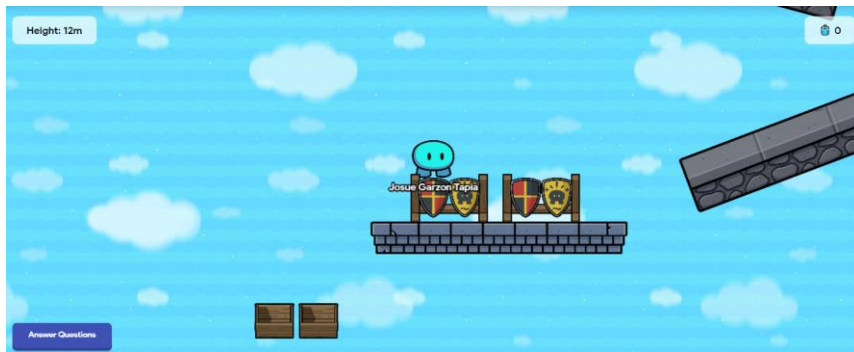
### Image N° 40. Gimkit questions

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Instructions for the game:** Don't look down! And climb your way to the top.

This game is played individually and requests to run and jump and move as high as you can. The energy bar is running out as you move so to fill power you have to respond to the questions. Don't fall and reach the top.



### Image N° 41. Gimkit game

Made by: Josué Garzón

Source: Gimkit videogame show platform

#### References:

Gayol, V. (2017). *Live worksheet*. Retrieved from

<https://www.liveworksheets.com/w/es/english/7807744>

Rafique, A. (2018). *Vyro AI*. Link:

[https://drive.google.com/file/d/1dy1WfFvtZPS9xJOBjuz2iPU9OzcAEYq/view?usp=drive\\_link](https://drive.google.com/file/d/1dy1WfFvtZPS9xJOBjuz2iPU9OzcAEYq/view?usp=drive_link)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e60c4dc810c9511d447683>

## DIDACTIC GUIDE 8

**Goal Content:** compound words

**Learning Objective:**

Students will be able to make a word from 2 different words in Gimkit video game.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

Apply self-correcting and self-monitoring strategies in social and classroom interactions by surfing on internet and investigating to form compound words. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) EFL 4.1.5.

**Evaluation Criteria Skills:**

Learners can employ a range of self-monitoring and self-correcting strategies by supporting their research on the internet and interpreting and using appropriate verbal and nonverbal communication features to communicate in familiar contexts by identifying and compound words from two different words with different meaning. I.EFL.4.3.1.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

Beneath, there are the covers of books but they need a title. According to the pictures think about what could be the story and write a title for them. Consider the objects that you observe in each picture for your title.

Title: \_\_\_\_\_

Title: \_\_\_\_\_



Title: \_\_\_\_\_



Title: \_\_\_\_\_



**Image N° 42. Haiper AI images**

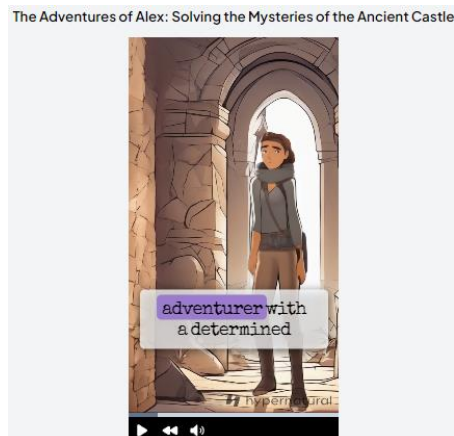
Made by: Josué Garzón

Source: Haiper.ai

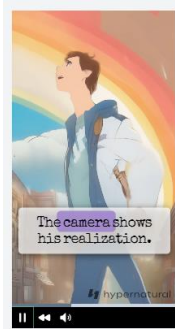
**2. Reflection:**

Alex is an explorer and he has found a treasure but he is not able to escape from the castle because the doors are locked. In each door, there is a riddle that he has to solve. Access to the links and watch the story.

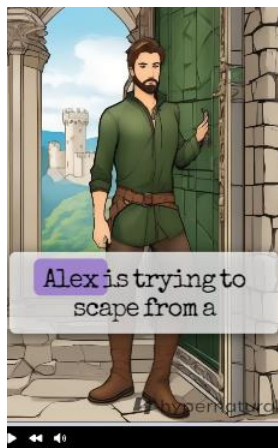
Link 1 : <https://app.hypernatural.ai/v/LAIY0uuJqTQ/>



Link 2: <https://app.hypernatural.ai/v/HLCT3-AF3Ig/>



Link 3: <https://app.hypernatural.ai/v/OQSmTvb5gXY/>



**Image N° 43. Hypernatural images**

**Made by:** Josué Garzón

**Source:** Hypernatural.ai

**3. Conceptualization:**

According to the story, answer to the questions about “Alex escapes from the castle”.

**1) In the 1<sup>st</sup> door, what word does Alex pronounce to unlock the door?**

- a) Lip + stick = Lipstick
- b) Sun + flowers= Sunflowers
- c) Fish + bowl= Fishbowl

**2) In the 2nd door, what word does Alex pronounce to unlock the door?**

- a) Rain + bow= Rainbow
- b) Fish + bowl= Fishbowl

c) Sun + flower= Sunflower

**3) In the 3rd door, what word does Alex pronounce to unlock the door?**

a) Lip + stick= Lipstick

b) Rain + bow= Rainbow

c) Fish + bowl= Fishbowl

**4) In the 4th door, what word does Alex pronounce to unlock the door?**

a) Butter + flies= Butterfly

b) Fish + bowl= Fishbowl

c) Rain + bow= Rainbow

**5) In the 5th door, what word does Alex pronounce to unlock the door?**

a) Lip + sticks= Butterfly

b) Fish + bowl= Fishbowl

c) Rain + bow= Rainbow

#### **4. Application:**

##### **Activity 1: Story-telling**

In pairs, join and individually create a story based on the pictures, brainstorm ideas and, then for 1 minute, tell the story to your classmate. Your classmate will evaluate the creativity of your story. Good luck!



Scan the code, download and, listen to the example!



### Activity 2: Gimkit video game

Access to next link and play de game in Gimkit about compound words.

**Link:** <https://www.gimkit.com/join/66e60ecec93d0660619c6762>

**Type of questions:** There are 3 types of questions. First, you have to choose the correct word according to the picture. Second, choose the correct picture according to the matching of the compound word. Third, recognize the picture and write the word.

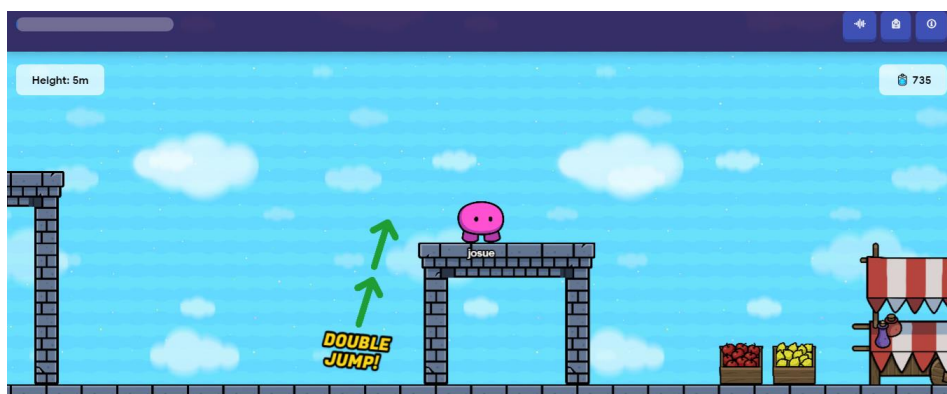


**Image N° 44. Gimkit questions**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Instructions for the game:** Don't look down! And climb your way to the top. This game is played individually and requests to run and jump and move as high as you can. The energy bar is running out as you move so to fill power you have to respond to the questions. Don't fall and reach the top.



**Image N° 45. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**References:**

Chris Kolbe, C. A. (2023). *Hypernatural AI* . Link:

<https://app.hypernatural.ai/v/OQSmTvb5gXY/>

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

## DIDACTIC GUIDE 9

**Goal Content:** stative verbs

**Learning Objective:**

Students will be able to identify actions and form sentences using stative verbs in Gimkit video game.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

Recognize and appreciate differences about active and stative verbs by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. EFL 4.1.10

**Evaluation Criteria Skills:**

Learners can identify for individual and group differences about stative and active verbs by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. I.EFL.4.5.1.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

### 1. Experience:

Access the link in Lucidspark and add a posting note under each picture. You have to choose who could be a good president, who could you learn English with and who will you do homework with. Then, write your name and express your opinion. (Please, create an account by using your google account before posting)

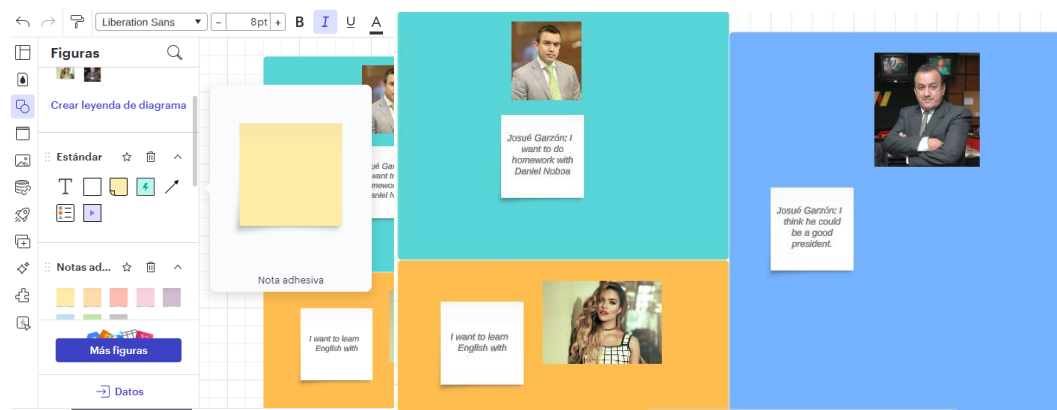
**Example:**

I want to do homework with Daniel Noboa

I want to learn English with Karol G

I think José Delgado can be a good president.

**Link:** [https://lucid.app/lucidchart/387f33ed-f543-4cc3-8760-6e0babc0110f/edit?viewport\\_loc=98%2C197%2C1850%2C825%2C0\\_0&invitationId=inv\\_8bb0493e-ce47-4450-9960-5936042b067a](https://lucid.app/lucidchart/387f33ed-f543-4cc3-8760-6e0babc0110f/edit?viewport_loc=98%2C197%2C1850%2C825%2C0_0&invitationId=inv_8bb0493e-ce47-4450-9960-5936042b067a)



**Image N° 46. Lucidspark activity**

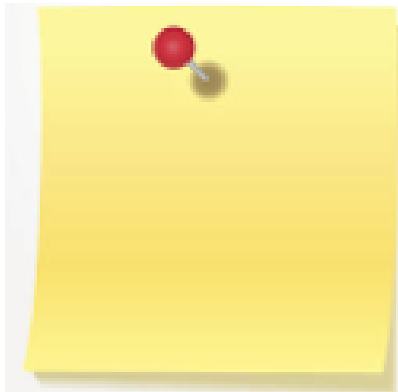
**Made by:** Josué Garzón

**Source:** Lucid app

**2. Reflection:**

Watch the video about Mila's dream to become an astronaut and write 5 words on the sticky note that you are not able to comprehend.

**Link:** [https://drive.google.com/file/d/1aYtExBXo-9J2N-ggWrr8-uWuH0UFBKcT/view?usp=drive\\_link](https://drive.google.com/file/d/1aYtExBXo-9J2N-ggWrr8-uWuH0UFBKcT/view?usp=drive_link)



**Image N° 47. Pix verse AI image**

**Made by:** Josué Garzón

**Source:** Pix verse AI

### **3. Conceptualization:**

According to the story, answer to the questions about Mila's dream.

#### **1) The path to become an astronaut was not easy because...**

- a) She had to do her homework daily.
- b) She had to train daily.
- c) Her parents didn't support her.

#### **2) What did she learn?**

- a) She learned about Geography and Math.
- b) She learned about the planets and the space.
- c) She learned about Social Studies

#### **3) What was her dream?**

- a) She will become a lawyer
- b) She will become an engineer.
- c) She will become an astronaut

#### **4) Do you think being an astronaut is easy or difficult?**

---

#### **5) What is your dream?**

---

#### **4. Application:**

##### **Activity 1: Writing**

Mila always dreamed of becoming an astronaut. What about you? What do you want to be in the future? Why? Explain the characteristics and reasons for supporting your answers in one paragraph.

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##### **Activity 2: Gimkit video game**

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link is assigned.)

**Type of questions:** There are 2 types of questions. First, choose the correct verb to complete the sentence. Second, identify the meaning of the word.



**Dream means.....**

despertarse

soñar/sueño

dormir

cantar



**I \_\_\_\_\_ with a nightmare and I woke up crying.**

sleep

dream

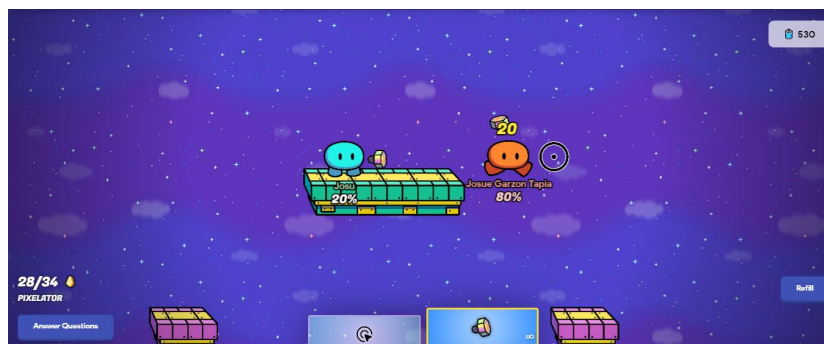
study

### Image N° 48. Gimkit questions

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Instructions for the game:** Not to get knocked from the map! This game will take 15 minutes and you play individually. The objective is to make the players fall. For this reason, you have a gun with limited bullets but you can refill it whenever you want. The energy is limited and you have to answer to questions to refill the energy bar. Let's have fun!



### Image N° 49. Gimkit game

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e613db37c411914000b479>

**References:**

Ben Dilts, K. S. (2010). *Lucidspark*. Link:

[https://lucid.app/lucidchart/387f33ed-f543-4cc3-8760-](https://lucid.app/lucidchart/387f33ed-f543-4cc3-8760-6e0babc0110f/edit?viewport_loc=98%2C197%2C1850%2C825%2C0_0&invitationId=inv_8bb0493e-ce47-4450-9960-5936042b067a)

[6e0babc0110f/edit?viewport\\_loc=98%2C197%2C1850%2C825%2C0\\_0&invitation](https://lucid.app/lucidchart/387f33ed-f543-4cc3-8760-6e0babc0110f/edit?viewport_loc=98%2C197%2C1850%2C825%2C0_0&invitationId=inv_8bb0493e-ce47-4450-9960-5936042b067a)

[onId=inv\\_8bb0493e-ce47-4450-9960-5936042b067a](https://lucid.app/lucidchart/387f33ed-f543-4cc3-8760-6e0babc0110f/edit?viewport_loc=98%2C197%2C1850%2C825%2C0_0&invitationId=inv_8bb0493e-ce47-4450-9960-5936042b067a)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e613db37c411914000b479>

## **DIDACTIC GUIDE 10**

**Goal Content:** active verbs

**Learning Objective:**

Students will be able to identify actions and form sentences using active verbs in Gimkit video game.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

Recognize and appreciate differences about active and stative verbs by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation according to the context and objective of the class. EFL 4.1.10

**Evaluation Criteria Skills:**

Learners can identify for individual and group differences about stative and active verbs by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. I.EFL.4.5.1.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

In your opinion, what activities can you do in a mountain, park and at home? Access to the next link in Canva and add a posting note for each category to express your opinion. Remember to write your name at the beginning of the posting note.

**Example:**

In a mountain, I can climb it or go fishing.

In a park, I can play basketball.

At home, I clean my bedroom.

**Link:**

[https://www.canva.com/design/DAG0g\\_zR5vg/znG5uRcCbfVrdmxeWIZfHQ/edit?utm\\_content=DAG0g\\_zR5vg&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAG0g_zR5vg/znG5uRcCbfVrdmxeWIZfHQ/edit?utm_content=DAG0g_zR5vg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



**Image N° 50. Canva brainwriting**

**Made by:** Josué Garzón

**Source:** Canva platform

**2. Reflection:**

Read the short comic about Nikka’s Holiday. Access the beneath link in Canva and identify the activities she is planning to do on vacation.

Link: [https://www.canva.com/design/DAGOhoSIweI/Is1FMYEXW2aqGOFq4JOsew/edit?utm\\_content=DAGOhoSIweI&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOhoSIweI/Is1FMYEXW2aqGOFq4JOsew/edit?utm_content=DAGOhoSIweI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



**Image N° 51. Comic panels**

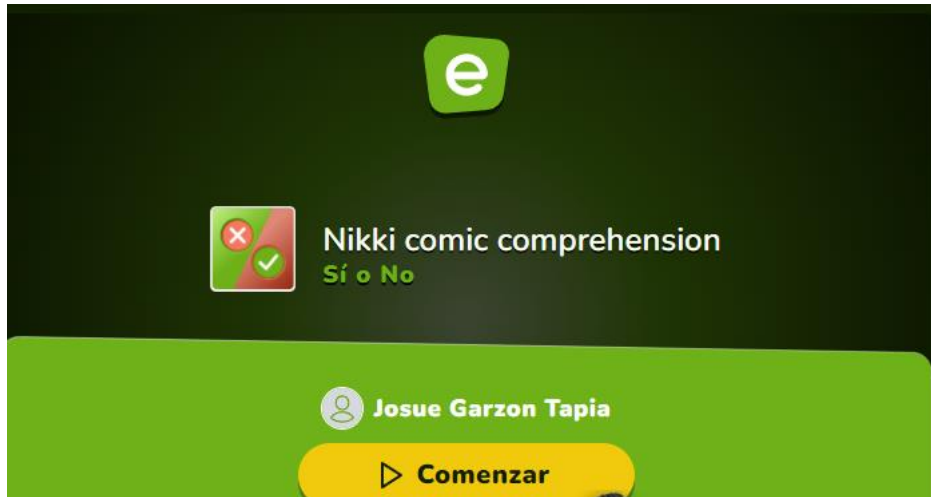
**Made by:** Josué Garzón

**Source:** Canva platform

### 3. Conceptualization:

According to the story, answer to the questions in Educaplay about “Doing exercise on vacation”,

Link: [https://es.educaplay.com/recursos-educativos/20021493-nikki\\_comic\\_comprehension.html](https://es.educaplay.com/recursos-educativos/20021493-nikki_comic_comprehension.html)



**Image N° 52. Educaplay activity**

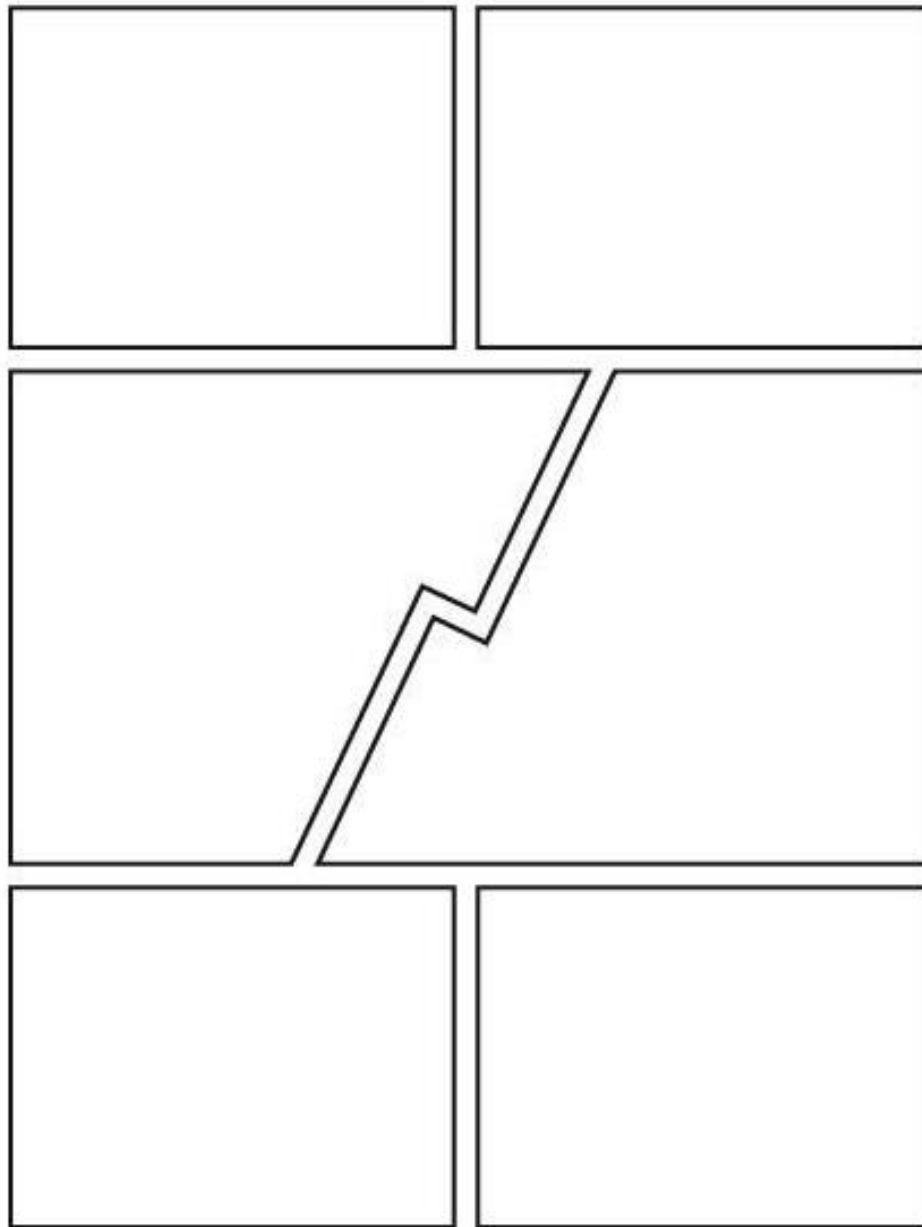
**Made by:** Josué Garzón

**Source:** Educaplay platform

### 4. Application:

#### Activity 1: Comic about vacation

In the next section of the comic, draw and describe your plan for the next vacation. Remember to be spontaneous and creative. Use speech bubbles for the dialogues and include different characters.



**Activity 2: Gimkit video game**

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link is assigned.)

**Type of questions:** There are 2 types of questions. First, choose the correct verb to complete the sentence. Second, identify the meaning of the word.

# Cry



Incorrect



Incorrect



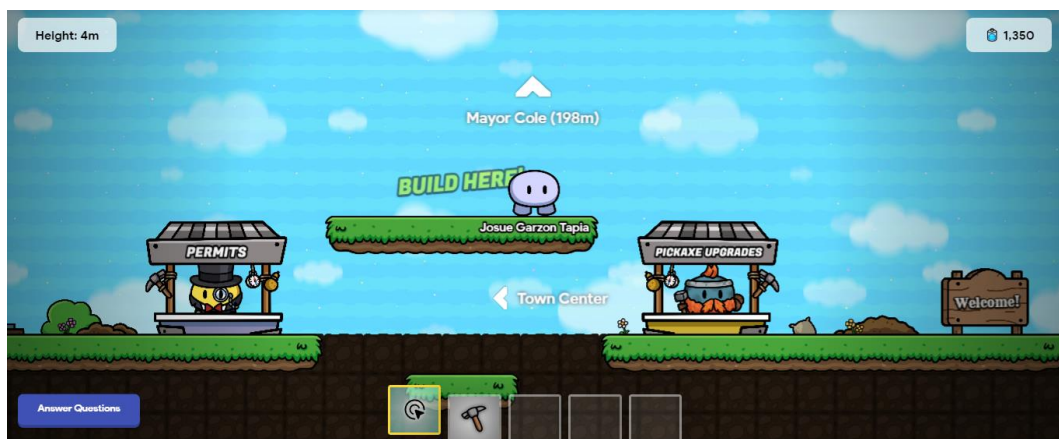
Correct

## Image N° 53. Gimkit question

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Instructions for the game:** Dig it up and build up as high as you can. In this game, the winner is the one with the highest tower to rescue the owl. Similar to Minecraft, you have to dig down and collect bricks to build them up. In the beginning, you have a hammer for collecting the bricks. There are 2 stores, one is for leveling the hammer up and the other allows you to build higher. You need to answer to the questions for filling the energy bar.



## Image N° 54. Gimkit game

Made by: Josué Garzón

Source: Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e6180bc93d066061a0bbc7>

**References:**

Perkins, M. (2013). *Canva*. Retrieved from

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Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

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## DIDACTIC GUIDE 11

**Goal Content:** clothes

**Learning Objective:**

Students will be able to recognize and name clothes through the application of Gimkit videogame.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

Recognize and appreciate differences about clothes by establishing face-to-face relationships based on communication and cooperation. EFL 4.1.10

**Evaluation Criteria Skills:**

Learners can identify differences and characteristics about clothes in face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. I.EFL.4.5.1.

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

What are you wearing today? Identify at least 4 clothes that you are wearing and write 1 sentence for each clothe in each sheet of paper beneath the clothes pegs.



**Image N° 55. Clothes activity**

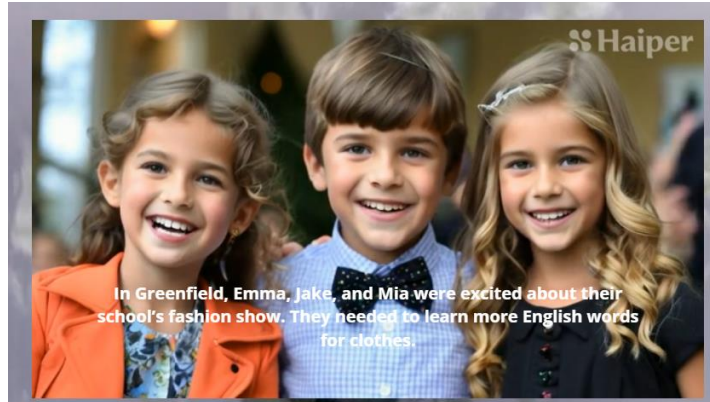
**Made by:** Josué Garzón

**Source:** Canva platform

**2. Reflection:**

Listen to the story about Emma, Jacke and Mia and answer to the questions below.

Link: [https://www.canva.com/design/DAGOn04-v40/z\\_xme8xcduhVMYd6gS08QQ/edit?utm\\_content=DAGOn04-v40&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOn04-v40/z_xme8xcduhVMYd6gS08QQ/edit?utm_content=DAGOn04-v40&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



**Image N° 56. Short story**

**Made by:** Josué Garzón

**Source:** Haiper AI video generator

A) Who were excited about the school's fashion show?

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B) Why did they go to the library?

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C) Did they learn new words at the end?

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**3. Conceptualization:**

According to the story, write the name of each object under the picture.



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**Image N° 57. Clothes**

**Made by:** Josué Garzón

**Source:** Google images

#### **4. Application:**

##### **Activity 1: responding to the email**

Read the next e-mail and respond to Sofia about the discount and the clothes you have chosen, at least one from each weather. Maintain the structure email and add as much clothes as you can,

*Hi,*

*With the weather changing, it's time to update your wardrobe! Whether it's chilly mornings, rainy days, or mild afternoons, we've got the perfect clothes to keep you comfortable and stylish.*

*Here's how to dress for the season:*

##### ***Cold Days:***

- *Cozy sweaters and warm outerwear*
- *Stylish scarves, gloves, and hats to complete your look*

##### ***Rainy Days:***

- *Waterproof jackets and boots*
- *Cute umbrellas and ponchos to stay dry*

##### ***Mild Days:***

- *Light layers like cardigans and blouses*
- *Comfy dresses and pants for easy, everyday style*

*Check out our latest collection and find the perfect pieces to take on any weather:*

*Stay warm, dry, and stylish!*

*Best,*

***Sofía Cooper***

*P.S. Don't miss our Seasonal Sale! Get 20% off outerwear and rain gear until the next month.*

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**Activity 2: Gimkit video game**

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link is assigned.)

**Type of questions:** There are 2 types of questions. First, choose the correct word according to the picture. Second, recognize the picture according to the word.



**What is this?**

Pants

Large

Shorts

**Image N° 58. Gimkit questions**

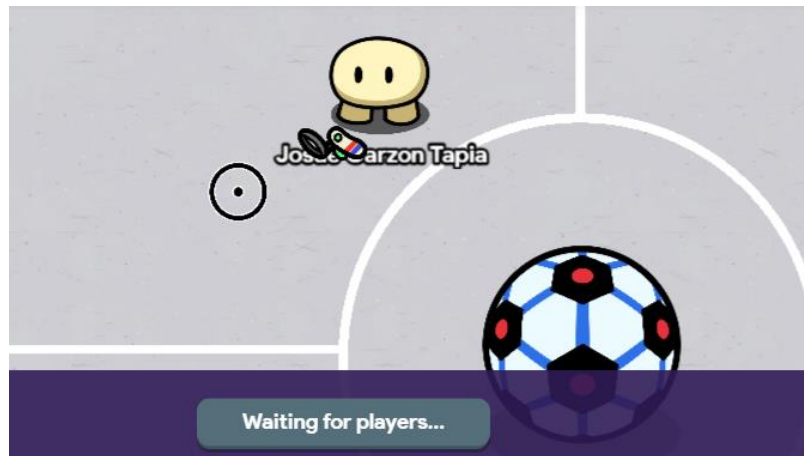
**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Game instructions:** Blastball! Instead of kicking the ball, you have to blast it.

This game is played in teams and to score a goal, you have to shoot to move the

ball. As long as you shoot the bullets will be run out, to fill just answer to the questions. Let's start.



**Image N° 59. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e61a3aae7ef6b4dd2dde66>

### **References:**

Perkins, M. (2013). *Canva*. Retrieved from

<https://www.canva.com/design/DAGOn04->

[v40/z\\_xme8xcduhVMYd6gS08QQ/edit?utm\\_content=DAGOn04-](v40/z_xme8xcduhVMYd6gS08QQ/edit?utm_content=DAGOn04-)

[v40&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](v40&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e61a3aae7ef6b4dd2dde66>

## **DIDACTIC GUIDE 12**

**Goal Content:** clothes

**Learning Objective:**

Students will be able to recognize and pronounce clothes vocabulary through the application of the Gimkit video game.

**Timing:** 2 pedagogical hours

**Criteria Performance Skills:**

EFL 4.2.14. Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.

**Evaluation Criteria Skills:**

I.EFL.4.10.1. Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.)

**Materials:** Worksheet, students' supplies, smartphones, internet connection.

**Lesson outline:**

**1. Experience:**

According to your own opinion, who takes more time to get ready for a wedding, men or women? Write 2 sentences to express your thoughts.



**Image N° 60. Picture description**

**Made by:** Josué Garzón

**Source:** Google images

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**2. Reflection:**

Click on the next link and access to Ed puzzle. You will find a video about “How much is your outfit? “And multiple-choice questions. Listen carefully and identify the clothes of each person.

Link: <https://edpuzzle.com/media/66c802517f1351f8334df821>

How Much is Your Outfit? - \$3,000 OUTFITS!!!!!!

By Josue Garzon Tapia



**Image N° 61. Edpuzzle activity**

**Made by:** Josué Garzón

**Source:** Edpuzzle platform

### 3. Conceptualization:

Identify the clothes and write the name of each one on the lines.



**Image N° 62. Clothes description**

Made by: Josué Garzón

Source: Google images

### 4. Application:

#### Activity 1: Picture description

In pairs, analyze the next people and identify the clothes then, answer to the questions and explain to your classmate orally.

1. What kind of situation or event they could be suitable for?
2. Explain the outfits in detail and accessories.
3. Would you like to wear one of those outfits? Which one and why?





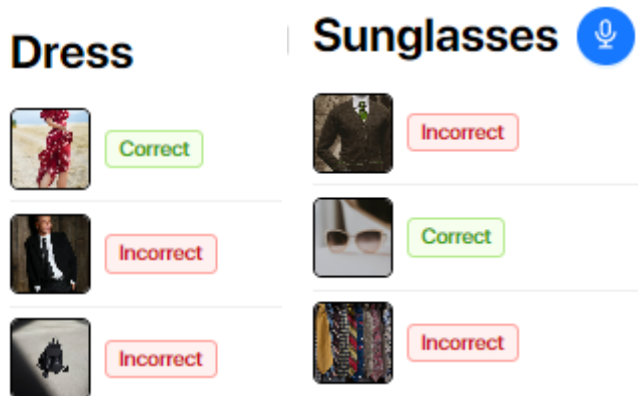
Scan the code, download and, listen to the example!



### Activity 2: Gimkit video game.

The teacher will show a code on the screen, copy or scan it, and start playing live in Gimkit. (The next activity is projected lively for this reason and according to the platform modality, there is not any link for the game, it is only available at the moment. For further practice, an extra link is assigned.)

**Type of questions:** There are 3 types of questions. First, identify the word according to the picture. Second, choose the correct picture according to the word. Third, listen to the audio and choose the correct picture.



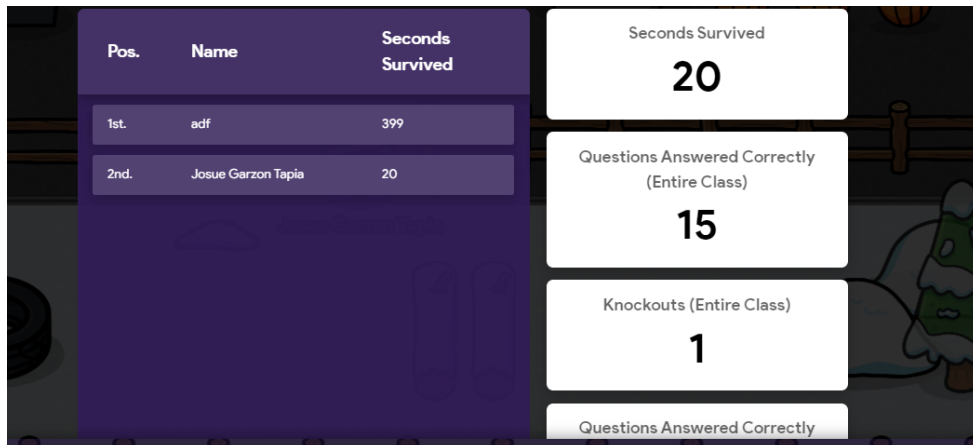
**Image N° 63. Gimkit questions**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Instructions for the game:** Snowy survival! This game is played in teams, the first is about zombies and the others will be the survivors. As a Zombie, you have to find the survivors and kill them by throwing snowballs. If they run out, you

may answer questions too. As a survivor, you have to run but you have to answer questions to keep moving on, otherwise, you will be stuck. Try to survive and you will be the winner. Let's start.



The image shows a screenshot of the Gimkit game interface. On the left, there is a purple leaderboard table with the following data:

Pos.	Name	Seconds Survived
1st.	adf	399
2nd.	Josue Garzon Tapia	20

On the right, there are four white boxes displaying class statistics:

- Seconds Survived: 20
- Questions Answered Correctly (Entire Class): 15
- Knockouts (Entire Class): 1
- Questions Answered Correctly (partially visible):

**Image N° 64. Gimkit game**

**Made by:** Josué Garzón

**Source:** Gimkit videogame show platform

**Further practice:** In addition, you can practice at any time in the next link.

**Link:** <https://www.gimkit.com/join/66e61c5aff1147535758bab4>

#### **References:**

Perkins, M. (2013). *Canva*. Retrieved from

[https://www.canva.com/design/DAGOn04-v40/z\\_xme8xcduhVMYd6gS08QQ/edit?utm\\_content=DAGOn04-v40&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOn04-v40/z_xme8xcduhVMYd6gS08QQ/edit?utm_content=DAGOn04-v40&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

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[https://www.canva.com/design/DAGOn04-v40/z\\_xme8xcduhVMYd6gS08QQ/edit?utm\\_content=DAGOn04-v40&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOn04-v40/z_xme8xcduhVMYd6gS08QQ/edit?utm_content=DAGOn04-v40&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Feinsilber, J. (2017). *Gimkit*. (Side FX) Link:

<https://www.gimkit.com/join/66e61c5aff1147535758bab4>

The proposal at the beginning offers a general guideline about the students' course, methodology, and themes that will be applied. Thus, any teacher who desires to apply this proposal in their own classes will be flexible and comprehensible. Then, in the section about didactic guide distribution, considering a didactic guide is for students, this is the way that it will be given in a printed or digital document to each student. The topics are divided based on the sessions, so 12 sessions and 12 guidelines will be administered. In the guideline, the pedagogic criteria like goal content, learning objective, performance and evaluation criteria, timing, materials, lesson outline, and references correspond to the format of a didactic guide and it exposes students to enough information and clear guidance about what they are supposed to do.

### **Evaluation of the innovative proposal**

For evaluating the proposal about its effectiveness, it has been decided to consider the previous data. The present research is quantitative and the hypothesis has been already established expecting that after a treatment students will be able to improve the vocabulary proficiency. The present product is applied to the 10<sup>th</sup> course at “Simón Rodríguez” school as the treatment. In this vein, the pre-test and post-test are the indicators for the effectiveness of the proposal. According to the average in the pre-test (3,2850) and post- test (7,1614) average, it has been confirmed that the application of Gimkit by using the smartphones, students are able to improve vocabulary.

### **Validation of the product**

The validation will be demonstrated through its implementation. In this way, according to the manual, option 3 is chosen in which the authority of the

institution accepts that the proposal is applied in the “Simón Rodríguez” school. Three specialists are in charge of validating the product who are specified above. A rubric with some parameters about the product is handed out (Annex N°4) and according to the specialists, they agree the didactic guide product for the students is reliable and viable according to the objectives of the product, activities, guidance, students’ level and age. At the end, the results are socialized to the authority.

**Headteacher:** Lic. Byron Caicedo

**Specialist 1:** Lic. María Elena Toapanta – English area coordinator

**Specialist 2:** Lic. Marco Zapata, Mg.- Academic coordinator of the institution.

**Specialist 3:** Lic. Ana Caisaguano, Mg. – Teacher

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The MGBL strategy has demonstrated a positive effect in the development of vocabulary English proficiency in the students from 10<sup>th</sup> course at “Simón Rodríguez” School according to the dimensions of form (written and spoken vocabulary), size (lexicon development), and depth (meaning comprehension).

The students at “Simón Rodríguez” school had a lower media in the pre-test in comparison to the post-test in which students demonstrated a greater value in the media once the treatment was applied, and based on the paired sample t-test and the SPSS program, it is verified that the null hypothesis is rejected and the alternative accepted, that means the treatment or the MGBL strategy improves the vocabulary English proficiency.

The Gimkit, considered a game-show platform that is based on repetition and memorization, has encouraged students to accomplish the objective of the investigation maintaining active learning and a positive interest during the application of the sessions as a treatment from the beginning until the end of the process.

The development of the product like a didactic guide is directed to the students based on the ERCA method in which students are in charge of their

learning, for this reason, they are faced with full activities in websites, platforms, and AI instructions that supports the learning process for finally (Application stage) playing the videogame in Gimkit and assimilate appropriately new vocabulary.

### **Recommendations**

It is recommended to expand the investigation about Gimkit in the development of vocabulary or other passive skills. Although there are no investigations about Gimkit, the use of smartphones or mobile learning has demonstrated been beneficial in the development of English proficiency according to previous studies.

It is key that students at “Simón Rodríguez” School are exposed to activities or complete lesson plans through computers or smartphones in which they feel motivated to study antithetically and develop autonomous learning.

It is suggested that teachers at “Simón Rodríguez” School are trained in technological tools like platforms, websites, apps, etc. As well as strategies like memorization, repetition, and constant feedback by using technological tools to propose an innovative way for the teaching and learning process.

It is mentioned that teachers put more emphasis on vocabulary development before the implementation of productive skills because this is like scaffolding in English proficiency learning.

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## ANNEXES

### ANNEX N°1 Pre-test and experts' validation



## UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

- **Author:** Josué Garzón

- **Title of the research:** Mobile Game-based learning Strategy for Improving Vocabulary English Proficiency

- **General objective of the research:** To analyze the effect of mobile game-based learning strategy on vocabulary proficiency in the 9th EGB English course at Simón Rodríguez School.

**INSTRUMENT:** QUESTIONNAIRE (pre-test and post-test)

**Objective:** The instrument is a questionnaire type and it is aimed to identify students' vocabulary proficiency in English based on size (lexicon), form (written – spoken form), and depth (meaning). In such wise, the researcher gains an overview of the students' vocabulary English proficiency before treatment and compares if there is an improvement in vocabulary English proficiency in the post-test at the end.

**“SIMÓN RODRÍGUEZ” SCHOOL**  
**PRE-TEST**



**CEFR:** A1.2

**Time Limit:** 40 mins

**Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Read the questions carefully. Then, write or choose the correct answer according to the statement.

**1. Order the letters and write the word. (0.20 each) /1**

C R = \_\_\_\_\_  
N O



E S L = \_\_\_\_\_  
H O V



R E = \_\_\_\_\_  
A K



N T A = \_\_\_\_\_  
L P



O R = \_\_\_\_\_  
P C



**2. Match the words to form compound words from the column on the right.**

**(0,20 each)**

**/1**

**Example:**

Hair  + cut  = haircut 

1. Sun _____	bowl
2. Fish _____	bow
3. Rain _____	stick
4. Butter _____	flower
5. Lip _____	fly

**3. Write the word according to the picture. (0,20 each)**

/1



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**4. Complete the blanks with the correct verb from the box. (0,10 each)**

/1

Sleep Think Dream Do Learn  
Run Walk Climb Clean Cook

- a) Susan and Nicole\_\_\_\_\_at 10pm in their bedroom.
- b) I \_\_\_\_\_after classes for 1 hour because I am training.
- c) I\_\_\_\_\_it is time to change my personality and be a better person.
- d) My mom prefers to\_\_\_\_\_rather than take a bus.
- e) I\_\_\_\_\_with a nightmare and I woke up crying.
- f) My father’s hobby is \_\_\_\_\_mountains.
- g) My partners don’t \_\_\_\_\_homework and they ask me to pass it.
- h) Anne doesn’t\_\_\_\_\_her bedroom and it is a mess.
- i) Helen hates to\_\_\_\_\_. She prefers to eat in a restaurant.
- j) I cannot\_\_\_\_\_to drive a car. I have been practicing for two months.

**5. Choose the correct antonym according to the word box on the right.**

**(0,10 each)**

- a) Beautiful \_\_\_\_\_
- b) Old \_\_\_\_\_
- c) Cheap \_\_\_\_\_
- d) Happy \_\_\_\_\_
- e) Clean \_\_\_\_\_

right  
ugly  
new  
expensive  
closed  
rich  
slow  
sad  
dirty  
dry

/1

- f) Wet \_\_\_\_\_
- g) Fast \_\_\_\_\_
- h) Poor \_\_\_\_\_
- i) Open \_\_\_\_\_
- j) Left \_\_\_\_\_

**6. Choose the correct synonym according to the word box on the right.**

**(0,10 each)**

**/1**

- a) Big \_\_\_\_\_
- b) Intelligent \_\_\_\_\_
- c) Angry \_\_\_\_\_
- d) Small \_\_\_\_\_
- e) True \_\_\_\_\_
- f) Warm \_\_\_\_\_
- g) Weak \_\_\_\_\_
- h) Easy \_\_\_\_\_
- i) Noisy \_\_\_\_\_
- j) Beautiful \_\_\_\_\_

Huge  
 Cute  
 Annoyed  
 Little  
 Smart  
 Real  
 Effortless  
 Fragile  
 Hot  
 Booming

**7. Choose the correct definition according to the word. (0,10 each) /1**

<p><b>1. Church</b></p> <ul style="list-style-type: none"> <li>a) A building where people pray</li> <li>b) A building where people study</li> <li>c) People go there for economic reasons</li> </ul>	<p><b>2. A doctor</b></p> <ul style="list-style-type: none"> <li>a) A person who works in an office</li> <li>b) A person who heals</li> <li>c) The headteacher of a school</li> </ul>
<p><b>3. School</b></p> <ul style="list-style-type: none"> <li>a) A building where people do exercise</li> <li>b) People who want to study go to this building</li> <li>c) A building with many offices</li> </ul>	<p><b>4. A firefighter</b></p> <ul style="list-style-type: none"> <li>a) A person who heals</li> <li>b) A person who pray</li> <li>c) A person who put out the fire</li> </ul>

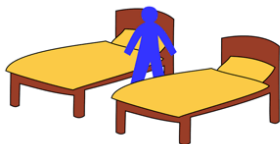
<p><b>5. Shopping center</b></p> <p>a) A place where people can buy and get different things and articles</p> <p>b) A place where people can dance and have fun</p> <p>c) A place where people can learn to drive</p>	<p><b>6. Police officer</b></p> <p>a) He catches thieves</p> <p>b) He takes care of animals</p> <p>c) He protects the bank</p>
<p><b>7. Store</b></p> <p>a) A building where people can watch movies</p> <p>b) A place where people can get supplies</p> <p>c) A place where people can get money</p>	<p><b>8. Teacher</b></p> <p>a) A person who works with students</p> <p>b) A person who works in an office</p> <p>c) A person who sells vegetables</p>
<p><b>9. Cinema</b></p> <p>a) People can watch movies in this place</p> <p>b) People can get some money in this place</p> <p>c) A place in a shopping center</p>	<p><b>10. Farmer</b></p> <p>a) He looks after children</p> <p>b) He owns a farm</p> <p>c) A person who heals animals</p>

**8. Look at the pictures and complete the sentences with prepositions of place from 1-4. Then, choose true or false according to the picture.**

(0,10 each)

/1

A)



Harry is \_\_\_\_\_ two beds.  
bed.

- a) On
- b) In
- c) At
- d) Between

B)



Max is \_\_\_\_\_ the

- a) Behind
- b) In front of
- c) Under
- d) Above

C)



The boys are \_\_\_\_\_ of the school.

- a) In front of
- b) Under
- c) On
- d) Above

D)



The cat is \_\_\_\_\_ the box.

- a) On
- b) Next to
- c) Under
- d) In



E) The guitar is between the lamp and the plant.

TRUE

FALSE

F) There are 2 dogs on the table.

TRUE

FALSE

G) There is a window behind the sofa.

TRUE

FALSE

H) There are 2 televisions in front of the table

TRUE

FALSE

I) There is a backpack next to the TV.

TRUE

FALSE

J) There are books on the shelf.

TRUE

FALSE

### Speaking section

9. Listen to you teacher and answer to the questions. To guide your dialogue, consider the pictures that you have below.



**Section 1: Introductory questions:**

What is your name?

How old are you?

**Section 2: Prompt: random prompt for each student**

1. When you go out with your friends, what do you wear?
2. Tonight you have a meeting with your friends, what do you wear?

**Section 3: Ending:**

What is the best outfit for a casual meeting?

What is the best outfit for a formal wedding?

	<b>0,05</b>	<b>0,10</b>	<b>0,15</b>	<b>0,20</b>	<b>0,25</b>
<b>Task completion</b>	Questions minimally responded.	Partially sections 1, 2 and 3 completed	Complete sections 1, 2 and 3 with difficulties.	Sections 1, 2 and 3 completed.	Sections 1, 2 and 3 completed with high level of coherence and creativity.
<b>Vocabulary</b>	The vocabulary employed does not convey meaning most of the	The vocabulary employed does not convey meaning some of	The vocabulary employed convey meaning with some difficulties.	The vocabulary employed convey meaning with little mistakes.	Rich use of vocabulary.

	time.	the time			
<b>Fluency</b>	Speech halting with uneven pauses	Low speech and frequent pauses	Hesitation but the learner is able to continue	Few pauses but the learner is able to continue and express thoughts	Thoughts expressed satisfactory with few/no pauses
<b>Grammar</b>	Grammar is not appropriate for the level.	Grammar is rarely accurate according to the level.	Grammar is sometimes accurate according to the level.	Grammar is mostly accurate based on the level	Grammar is satisfactory accurate and appropriate for the level.
<b>Total:</b>					

**10. Listen to your teacher and respond to the questions orally.**

**Introductory questions:**

Do you think the outfit you are wearing right now is formal or informal?  
Why?

**Prompt: Complete the idea...**

1. I want to do some exercise so I need to wear comfortable clothes like..
2. Today my sister is marring with his groom so I need to wear...



**Ending:**

Do you think this outfit is acceptable for doing exercise? Why?



	<b>0,05</b>	<b>0,10</b>	<b>0,15</b>	<b>0,20</b>	<b>0,25</b>
<b>Task completion</b>	Questions minimally responded.	Partially sections 1, 2 and 3 completed	Complete sections 1, 2 and 3 with difficulties.	Sections 1, 2 and 3 completed.	Sections 1, 2 and 3 completed with high level of coherence and creativity.
<b>Vocabulary</b>	The vocabulary employed does not convey meaning most of the time.	The vocabulary employed does not convey meaning some of the time	The vocabulary employed convey meaning with some difficulties.	The vocabulary employed convey meaning with little mistakes.	Rich use of vocabulary.
<b>Fluency</b>	Speech halting with uneven pauses	Low speech and frequent pauses	Hesitation but the learner is able to continue	Few pauses but the learner is able to continue and express thoughts	Thoughts expressed satisfactory with few/no pauses
<b>Grammar</b>	Grammar is not appropriate for the level.	Grammar is rarely accurate according to the level.	Grammar is sometimes accurate according to the level.	Grammar is mostly accurate based on the level	Grammar is satisfactory accurate and appropriate for the level.
<b>Total:</b>					



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS**


General aspects		Yes	No	Observations
1.- The instrument contains clear instructions.		X		
2.- The parameters about size, depth and form are reflected in the test.		X		
3.- The questions allow to achieve the research's objective.		X		
The questions are arranged comprehensibly in clear English without ambiguity.		X		
5.- The number of questions is enough for the intention of the test.		X		
Applicable	X	Not applicable		Applicable taking into account observations
Validated by: Mg. Dorys Cumbe		Identification card number: 1803694569		Date: August 19, 2024
Signature: DORYS MARIBEL CUMBE CORAIZACA		Telephone number: 0998131806		Email: dm.cumbe@uta.edu.ec
<small>Digitally signed by DORYS MARIBEL CUMBE CORAIZACA Date: 2024.08.19 19:08:30 -05'00'</small>				

Adapted by: (Garzón, 2024)

Source: (Arroba, 2018)



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS**

General aspects		Yes	No	Observations
1.- The instrument contains clear instructions.		X		
2.- The parameters about size, depth and form are reflected in the test.		X		
3.- The questions allow to achieve the research's objective.		X		
The questions are arranged comprehensibly in clear English without ambiguity.		X		
5.- The number of questions is enough for the intention of the test.		X		
Applicable	X	Not applicable		Applicable taking into account observations
Validated by: Mg. Xavier Sulca		Identification card number: 1802447548		Date: August 16, 2024
Signature:  MANUEL XAVIER SULCA GUALE		Telephone number: 0993570251		Email: manuelxsulcag@uta.edu.ec

Adapted by: (Garzón, 2024)

Source: (Arroba, 2018)

“SIMÓN RODRÍGUEZ” SCHOOL

POST-TEST



CEFR: A1.2

Time Limit: 40 mins

Name: \_\_\_\_\_


Course: \_\_\_\_\_


Date: \_\_\_\_\_


**Instructions:** Read the questions carefully. Then, write or choose the correct answer according to the statement.


1. Order the letters and write the word. (0.20 each)


/1

O C = \_\_\_\_\_  
W 

O A T R = \_\_\_\_\_  
T C R 

R E = \_\_\_\_\_  
A K 

N T A = \_\_\_\_\_  
L P 

E T E = \_\_\_\_\_  
T L U C 

2. Match the words to form compound words from the column on the right.

(0,20 each)

/1

Example:

Hair  + cut  = haircut 

1. Sun _____	fast
2. Break _____	bow
3. Rain _____	stick
4. Ice _____	flower
5. Lip _____	cream

3. Write the word according to the picture. (0,20 each)

/1



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

**4. Complete the blanks with the correct verb from the box. (0,10 each)**  
/1

Love    Think    Dream    Know    Learn  
Play    Climb    Run    Clean    Cook

- a) Susan and Nicole \_\_\_\_\_ at 10pm in their bedroom.
- b) I \_\_\_\_\_ after classes for 1 hour because I am training.
- c) I \_\_\_\_\_ my girlfriend, she is so cute.
- d) My mom \_\_\_\_\_ basketball.
- e) I \_\_\_\_\_ with a nightmare and I woke up crying.
- f) My father’s hobby is \_\_\_\_\_ mountains.
- g) I \_\_\_\_\_ he is smart, yesterday I checked his scores.
- h) Anne doesn’t \_\_\_\_\_ her bedroom and it is a mess.
- i) Helen hates to \_\_\_\_\_. She prefers to eat in a restaurant.
- j) I cannot \_\_\_\_\_ to drive a car. I have been practicing for two months.

**5. Choose the correct antonym according to the word box on the right.**

**(0,10 each)**

- a) Big            \_\_\_\_\_
- b) Old            \_\_\_\_\_
- c) Cheap        \_\_\_\_\_
- d) Happy        \_\_\_\_\_
- e) Furious        \_\_\_\_\_
- f) Wet            \_\_\_\_\_
- g) Fast            \_\_\_\_\_
- h) Poor            \_\_\_\_\_
- i) Open            \_\_\_\_\_
- j) Hard            \_\_\_\_\_

easy  
small  
new  
expensive  
closed  
rich  
slow  
sad  
calmed  
dry

**/1**

**6) Choose the correct synonym according to the word box on the right.**

(0,10 each)

/1

- a) Rich \_\_\_\_\_
- b) Intelligent \_\_\_\_\_
- c) Angry \_\_\_\_\_
- d) Tall \_\_\_\_\_
- e) True \_\_\_\_\_
- f) Fat \_\_\_\_\_
- g) Weak \_\_\_\_\_
- h) Easy \_\_\_\_\_
- i) Noisy \_\_\_\_\_
- j) Beautiful \_\_\_\_\_

millionaire  
cute  
annoyed  
thin  
smart  
real  
effortless  
fragile  
hot  
screaming

7) Choose the correct definition according to the word. (0,10 each) /1

<p><b>1. Church</b></p> <ul style="list-style-type: none"><li>a) A building where people pray</li><li>b) A building where people study</li><li>c) People go there for economic reasons</li></ul>	<p><b>2. A lawyer</b></p> <ul style="list-style-type: none"><li>a) A person who knows the law</li><li>b) A person who heals</li><li>c) The headteacher of a school</li></ul>
<p><b>3. Bridge</b></p> <ul style="list-style-type: none"><li>a) A building where people do exercise</li><li>b) People who want to study go to this building</li><li>c) Elevated platform or a structure carrying a road.</li></ul>	<p><b>4. A firefighter</b></p> <ul style="list-style-type: none"><li>a) A person who heals</li><li>b) A person who pray</li><li>c) A person who put out the fire</li></ul>
<p><b>5. Shopping center</b></p> <ul style="list-style-type: none"><li>a) A place where people can buy and get different things and articles</li><li>b) A place where people can dance and have fun</li><li>c) A place where people can learn to drive</li></ul>	<p><b>6. A police officer</b></p> <ul style="list-style-type: none"><li>a) He catches thieves</li><li>b) He takes care of animals</li><li>c) He protects the bank</li></ul>

<p><b>7. Hospital</b></p> <p>a) A building where people can watch movies</p> <p>b) A place where people can get supplies</p> <p>c) A place where people can get money</p>	<p><b>8. A nurse</b></p> <p>a) A person who works with students</p> <p>b) A person who works in an office</p> <p>c) A person who sells vegetables</p>
<p><b>9. Cinema</b></p> <p>a) People can watch movies in this place</p> <p>b) People can get some money in this place</p> <p>c) A place in a shopping center</p>	<p><b>10. Farmer</b></p> <p>a) He looks after children</p> <p>b) He owns a farm</p> <p>c) A person who heals animals</p>

8) Look at the pictures and complete the sentences with prepositions of place from 1-4. Then, choose true or false according to the picture.

(0,10 each)

/1

A)



Alice is \_\_\_\_\_ the bed.

- a) On
- b) In
- c) At
- d) Between

C)

B)



Max is \_\_\_\_\_ the bed.

- a) Behind
- b) In front of
- c) Under
- d) Above

D)



The boys are \_\_\_\_\_ of the school.

- a) In front of
- b) Under
- c) On
- d) Above



The cat is \_\_\_\_\_ the box.

- a) Behind
- b) Next to
- c) Under
- d) In



- a) The guitar is on the lamp and the plant.
- b) There are two dogs behind the table.
- c) There is a window behind the sofa.
- d) There are three televisions in front of the table
- e) There is a backpack next to the TV.
- f) There are books on the shelf.

TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE

### Speaking section

9) Listen to you teacher and answer to the questions. To guide your dialogue, consider the pictures that you have below.



**Section 1: Introductory questions:**

What is your name?

How old are you?

**Section 2: Prompt: random prompt for each student**

3. When you go out to the school, what do you wear?
4. Tonight you have a meeting with your relatives, what do you wear?

**Section 3: Ending:**

What is the best outfit for a casual meeting?

What is the best outfit for a formal wedding?

	<b>0,05</b>	<b>0,10</b>	<b>0,15</b>	<b>0,20</b>	<b>0,25</b>
<b>Task completion</b>	Questions minimally responded.	Partially sections 1, 2 and 3 completed	Complete sections 1, 2 and 3 with difficulties.	Sections 1, 2 and 3 completed.	Sections 1, 2 and 3 completed with high level of coherence and creativity.
<b>Vocabulary</b>	The vocabulary employed does not convey meaning most of the	The vocabulary employed does not convey meaning some of	The vocabulary employed convey meaning with some difficulties.	The vocabulary employed convey meaning with little mistakes.	Rich use of vocabulary.

	time.	the time			
<b>Fluency</b>	Speech halting with uneven pauses	Low speech and frequent pauses	Hesitation but the learner is able to continue	Few pauses but the learner is able to continue and express thoughts	Thoughts expressed satisfactory with few/no pauses
<b>Grammar</b>	Grammar is not appropriate for the level.	Grammar is rarely accurate according to the level.	Grammar is sometimes accurate according to the level.	Grammar is mostly accurate based on the level	Grammar is satisfactory accurate and appropriate for the level.
<b>Total:</b>					

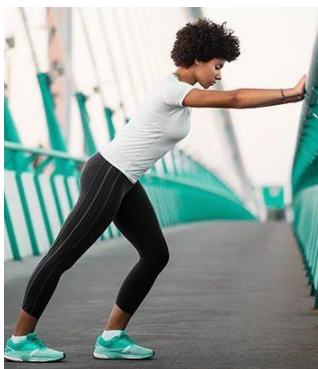
**10) Listen to your teacher and respond to the questions orally.**

**Introductory questions:**

Do you think the outfit you are wearing right now is formal or informal?  
Why?

**Prompt: Complete the idea...**

- a) Alice wants to do some exercise so she needs to wear comfortable clothes like..
- b) Today I have a wedding. My cousin is marrying so I have to wear.....



**Ending:**

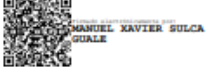
Do you think this outfit is acceptable for doing exercise? Why?



	<b>0,05</b>	<b>0,10</b>	<b>0,15</b>	<b>0,20</b>	<b>0,25</b>
<b>Task completion</b>	Questions minimally responded.	Partially sections 1, 2 and 3 completed	Complete sections 1, 2 and 3 with difficulties.	Sections 1, 2 and 3 completed.	Sections 1, 2 and 3 completed with high level of coherence and creativity.
<b>Vocabulary</b>	The vocabulary employed does not convey meaning most of the time.	The vocabulary employed does not convey meaning some of the time	The vocabulary employed convey meaning with some difficulties.	The vocabulary employed convey meaning with little mistakes.	Rich use of vocabulary.
<b>Fluency</b>	Speech halting with uneven pauses	Low speech and frequent pauses	Hesitation but the learner is able to continue	Few pauses but the learner is able to continue and express thoughts	Thoughts expressed satisfactory with few/no pauses
<b>Grammar</b>	Grammar is not appropriate for the level.	Grammar is rarely accurate according to the level.	Grammar is sometimes accurate according to the level.	Grammar is mostly accurate based on the level	Grammar is satisfactory accurate and appropriate for the level.
<b>Total:</b>					



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA  
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS**

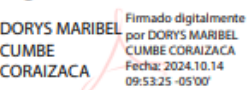
General aspects		Yes	No	Observations
1.- The instrument contains clear instructions.		✓		
2.- The parameters about size, depth and form are reflected in the test.		✓		
3.- The questions allow to achieve the research's objective.		✓		
The questions are arranged comprehensibly in clear English without ambiguity.		✓		
5.- The number of questions is enough for the intention of the test.		✓		
Applicable	✓	Not applicable		Applicable taking into account observations
Validated by: Mg. Xavier Sulca		Identification card number: 1802447548		Date: September 3 2024
Signature: 		Telephone number: 0993570251		Email: manuelxsulcag@uta.edu.ec

Adapted by: (Garzón, 2024)

Source: (Arroba, 2018)



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA  
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS**




General aspects		Yes	No	Observations
1.- The instrument contains clear instructions.		X		
2.- The parameters about size, depth and form are reflected in the test.		X		
3.- The questions allow to achieve the research's objective.		X		
The questions are arranged comprehensibly in clear English without ambiguity.		X		
5.- The number of questions is enough for the intention of the test.		X		
Applicable	X	Not applicable		Applicable taking into account observations
Validated by: Mg. Dorys Cumbe		Identification card number: 1803694569		Date: October 14 <sup>th</sup> , 2024
Signature: 		Telephone number: 0998131806		Email: dm.cumbe@uta.edu.ec

Adapted by: (Garzón, 2024)

Source: (Arroba, 2018)

ANNEX N°3 Pre-test and post-test media vocabulary indicators

Pre-test and Post-test media according to the vocabulary indicators								
Students	Written form (Q:1,2,3)	Written form (Q:1,2,3)	Spoken Form (Q: 9,10)	Spoken Form (Q: 9,10)	Depth (Q:4,5,6 7,8)	Depth (Q:4,5,6 7,8)	Size	Size
1	1	2,8	0,8	1,6	0,9	3,9	13	50
2	1,2	3	0,8	1,8	1,2	2,2	15	35
3	0,3	0,9	1,2	1,6	1,2	2,1	13	17
4	0,8	3	0,85	1,2	1,3	3,0	17	54
5	1,5	2,0	1,2	1,6	1,6	3,0	23	32
6	0,4	2,8	0,8	1,6	0,7	3,1	9	45
7	1,4	2,0	1,2	1,6	1,0	3,3	19	39
8	0,6	3,0	1,05	1,6	1,8	2,8	16	42
9	1,0	2,2	0,8	1	0,4	1,6	11	38
10	1,4	2,6	1,2	1,6	1,0	2,4	18	39
11	0,6	2,8	0,97	1,6	1,3	2,5	12	37
12	1	1,4	0,75	1,55	1,5	3,4	17	43
13	1,2	2	0,9	1,35	1,8	3,3	21	40
14	1,2	2,6	0,95	1,8	0,9	3,3	15	42
15	0,8	2,6	1,05	1,6	1,1	3,5	13	45
16	1,2	2,6	0,9	1,4	1,3	3,9	17	50
17	1,2	2,2	1,2	1,2	1,1	2,9	14	44
18	0,7	2,4	1	1,8	1,1	2,2	13	34
19	1,4	2,4	0,7	0,8	1,1	2,5	15	36
20	1	1	1,2	1,4	2	2,7	20	21
21	0,8	1,8	1	1,6	1	2,1	11	44
22	1	2,4	1	1,4	1,3	2	18	47
Media	0,98	2,29	0,97	1,48	1,20	2,80	15,45	39,72

 STUDENTS	 PRETEST	 POSTTEST
1	3,85	8,00
2	4,00	8,90
3	3,20	5,70
4	2,80	6,60
5	3,50	6,70
6	3,40	8,00
7	3,40	7,70
8	2,75	7,80
9	3,90	6,00
10	3,65	6,55
11	2,87	8,80
12	3,70	6,40
13	2,10	6,30
14	3,90	7,40
15	3,60	6,00
16	1,90	7,50
17	4,30	5,80
18	2,95	8,20
19	2,60	6,00
20	3,20	6,90
21	2,70	8,30
22	4,00	8,00

## ANNEX N°4 Product validation



UNIDAD EDUCATIVA "SIMÓN RODRÍGUEZ"  
AMIE: 05H0020  
Telf. 032262248 - 032262337  
LATACUNGA - ECUADOR



Laguna Simón Rodríguez, 16 de septiembre de 2024

A quien corresponda

Presente. -

De mi consideración:

En mi calidad de Rector de la Unidad Educativa "Simón Rodríguez", apruebo el producto del docente Josué Alexander Garzón Tapia con nombre "*Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school*" una vez los especialistas institucionales: Lic. María Elena Toapanta, MSc. Ana Caisaguano y MSc. Marco Zapata hayan revisado el documento y aprobado para su aplicación.

Atentamente,

  
Lic. Josué Garzón Tapia  
RECTOR





UNIVERSIDAD TECNOLÓGICA  
INDOAMÉRICA

Validación de la propuesta

- Autor: Josué Garzón

- Título de investigación: Mobile Game-based learning Strategy for Improving Vocabulary English Proficiency

- Nombre de la propuesta: Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school

Criterio	Excelente	Bueno	Regular	Deficiente
La propuesta es comprensible para cualquier docente de inglés.	✓			
Los objetivos establecidos se cumplen a lo largo del documento.	✓			
Cada etapa ERCA se cumple a través de las actividades.	✓			
Las actividades buscan que el estudiante sea el responsable de su propio aprendizaje.	✓			
Las actividades son apropiadas para los estudiantes de acuerdo a la edad y nivel de Inglés A1.2.	✓			
Las actividades son llamativas para el estudiante.	✓			
Las actividades buscan que el estudiante use su celular como medio de aprendizaje.	✓			
Las actividades buscan que el estudiante indague en internet.	✓			
Las actividades pueden ser realizadas por el estudiante sin la ayuda del docente.	✓			
La guía didáctica es aplicable en cualquier institución educativa independientemente de su contexto.	✓			

OBSERVACIONES:

Aplicable	No aplicable	Validado por:	Correo:	Celular:	Firma:	Fecha:
✓		<i>José Garzón</i>	<i>alicar@com@yxtm</i>	<i>0998 364437</i>	<i>[Firma]</i>	<i>16/07/24</i>

Realizado por: Garzón (2024)



UNIVERSIDAD TECNOLÓGICA  
INDOAMÉRICA

Validación de la propuesta

- Autor: Josué Garzón

- Título de investigación: Mobile Game-based learning Strategy for Improving Vocabulary English Proficiency

- Nombre de la propuesta: Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school

Criterio	Excelente	Bueno	Regular	Deficiente
La propuesta es comprensible para cualquier docente de inglés.	✓			
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Cada etapa ERCA se cumple a través de las actividades.	✓			
Las actividades buscan que el estudiante sea el responsable de su propio aprendizaje.	✓			
Las actividades son apropiadas para los estudiantes de acuerdo a la edad y nivel de Inglés A1.2.	✓			
Las actividades son llamativas para el estudiante.	✓			
Las actividades buscan que el estudiante use su celular como medio de aprendizaje.	✓			
Las actividades buscan que el estudiante indague en internet.	✓			
Las actividades pueden ser realizadas por el estudiante sin la ayuda del docente.		✓		
La guía didáctica es aplicable en cualquier institución educativa independientemente de su contexto.	✓			

OBSERVACIONES:

Aplicable	No aplicable	Validado por:	Correo:	Celular:	Firma:	Fecha:
✓			<i>techev.morales@indam.com</i>	<i>0984973952</i>	<i>[Firma]</i>	

Realizado por: Garzón (2024)



**UNIVERSIDAD TECNOLÓGICA  
INDOAMÉRICA**

**Validación de la propuesta**

- **Autor:** Josué Garzón

- **Título de investigación:** Mobile Game-based learning Strategy for Improving Vocabulary English Proficiency

- **Nombre de la propuesta:** Gimkit: A didactic guide for improving English vocabulary proficiency in the 10th course at Simón Rodríguez school

criterio	Excelente	Bueno	Regular	Deficiente
La propuesta es comprensible para cualquier docente de inglés.	✓			
Los objetivos establecidos se cumplen a lo largo del documento.	✓			
Cada etapa ERCA se cumple a través de las actividades.	✓			
Las actividades buscan que el estudiante sea el responsable de su propio aprendizaje.	✓			
Las actividades son apropiadas para los estudiantes de acuerdo a la edad y nivel de Inglés A1.2.	✓			
Las actividades son llamativas para el estudiante.	✓			
Las actividades buscan que el estudiante use su celular como medio de aprendizaje.	✓			
Las actividades buscan que el estudiante indague en internet.	✓			
Las actividades pueden ser realizadas por el estudiante sin la ayuda del docente.	✓			
La guía didáctica es aplicable en cualquier institución educativa independientemente de su contexto.	✓			

**OBSERVACIONES:**

Aplicable ✓	No aplicable	Validado por: <i>Josue Garzon</i>	Correo: <i>josue.garzon@educacion.gov.ec</i>	Celular: <i>0994151671</i>	Firma: <i>Josue Garzon</i>	Fecha: <i>16-01-2024</i>
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Realizado por: Garzón (2024)

**ANNEX N° 5 Pre-test, treatment and post-test photos**



