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

THEME:

**GAMIFICATION AS A STRATEGY TO IMPROVE GRAMMAR
LEARNING IN PRIMARY SCHOOL STUDENTS OF ENGLISH AS A
FOREIGN LANGUAGE**

Research project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

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I CERTIFY

The research work has been reviewed in all its parts, and I consider that it meets the requirements and sufficient merits to be submitted to the public presentation and evaluation by the designated Examining Board.

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DEDICATION

This work is dedicated to my parents Luis and María and to my brothers Santiago and Daniel. For being with me every step of the way, being my unconditional support and encouraging me to keep going forward every day.

I especially dedicate it to my grandfather Rafael and my good friend Alejandro, who encouraged me to pursue what I'm truly passionate about and above all taught me to stand firm, even in the most difficult moments.

If I'm here today, it's because of them, I would not have made it without their help and that is why I will always carry them in my heart.

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TEMA: LA GAMIFICACIÓN COMO ESTRATEGIA PARA MEJORAR EL APRENDIZAJE DE LA GRAMÁTICA EN ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA DE PRIMARIA

AUTOR: Lcda. Joselyn Cristina Caiza Ashqui

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RESUMEN EJECUTIVO

El aprendizaje del idioma inglés en la educación primaria se ve limitado por la aplicación de metodologías tradicionales centradas en la memorización, con escaso uso de recursos digitales y poca motivación estudiantil, lo que repercute en el desarrollo de competencias gramaticales. Ante esta situación, la presente investigación tuvo como propósito analizar la influencia de la gamificación en el aprendizaje de la gramática inglesa en estudiantes de sexto año de educación básica, enfocándose en el desarrollo de vocabulario y ortografía. Se planteó como hipótesis que la incorporación de estrategias gamificadas mediante plataformas digitales como Kahoot y Quizizz contribuye a mejorar significativamente la comprensión gramatical y el desempeño académico de los estudiantes, frente a los métodos tradicionales. Para alcanzar este objetivo, se aplicó un diseño cuantitativo de tipo pre-experimental con pre y post test, en una muestra de 28 estudiantes de sexto año de la Unidad Educativa “William Blake”. Tras la aplicación de la guía didáctica basada en gamificación, los resultados evidenciaron mejoras notables: los puntajes en gramática se incrementaron en un 66% y en conjugaciones en un 55%, además de avances significativos en vocabulario y ortografía. Estos hallazgos confirman que la gamificación es una estrategia pedagógica eficaz que fomenta la motivación, dinamiza el proceso de enseñanza-aprendizaje y facilita la adquisición de la gramática inglesa en estudiantes de primaria. Se concluye que su implementación constituye una alternativa innovadora y efectiva para superar las limitaciones de las metodologías tradicionales y responder a las necesidades actuales de la educación.

DESCRIPTORES: gamificación, gramática, ortografía, vocabulario.

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AUTHOR: Lcda. Joselyn Cristina Caiza Ashqui

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ABSTRACT

Traditional methodologies often hinder the acquisition of the English language in elementary education. These methods focus on rote memorization, incorporate few digital resources, and lead to low student motivation levels. Such factors hinder grammatical competence. In response to this challenge, this study examined the impact of gamification on English grammar learning among sixth-grade students. It placed particular emphasis on vocabulary and spelling development. The central hypothesis proposed that gamified strategies, used through digital platforms like Kahoot and Quizizz, would significantly enhance students' grammatical understanding and overall academic performance. This would be in comparison to conventional teaching methods. To test this hypothesis, a quantitative pre-experimental design was used. The study included pre- and post-tests with a sample of 28 sixth-grade students from the "William Blake" Elementary School. After implementing a gamification-based instructional guide, the findings showed substantial improvements. Grammar scores increased by 66%. Conjugation scores increased by 55%. Noteworthy progress was also observed in vocabulary and spelling. These results confirm that gamification is an effective pedagogical strategy. It fosters motivation, enriches the teaching-learning process, and aids in acquiring English grammar in elementary education. Therefore, the adoption of gamification offers an innovative and impactful alternative. It helps overcome the limitations of traditional methodologies and meets the evolving demands of contemporary

KEYWORDS:

gamification, grammar, spelling, vocabulary.



INTRODUCTION

Relevance of the topic

These days, English is a lingua franca commonly used in many countries around the world. Wherever you go, this language is present as a result of many cultural, economic, and social exchanges that allow the English domain and expansion (Tekin, 2022). This is why English learning is highly valued in today's society; if people are fluent in the language, they have more opportunities to connect with other backgrounds, enhancing communication and overall advancement. In fact, this entire learning process begins with a solid understanding of grammatical basis, which is essential for understanding a new language.

However, it is well known that the process of learning all the components of a foreign language, such as English, requires appropriate methodologies and strategies that allow students to learn according to their rhythm and their personal needs, which means taking into account their learning styles. In this context, Yotta (2023) mentions that EFL teachers “have to accommodate those differences with every important learning style modalities. Besides, teachers should make use of various instructional aides, methods of teaching, and activities so as to address the learners' needs in the classes” (p. 3). These recommendations may sound exaggerated, but they must be analyzed and consequently applied in the classroom to improve learning outcomes and support students' development.

Another point to consider is that in the completely globalized world in which we live, language education has also undergone several changes to adapt it to the

demands that arise every day in society. The integration of technological resources in English language classes has positively transformed their learning and teaching process, making it more engaging and flexible, thus avoiding traditional paradigms (Gu, 2025). Hence, the incorporation of technology in the classrooms is an indispensable requirement to complement education. Nonetheless, it should be noted that even though it is a trend that has been handled for many years, there are still educational spaces where it is not applied due to economic and social circumstances or lack of information among teachers about modern methods, and as result, English learning continues to be a hard task for learners.

Bearing in mind all these aspects, the current research is based on the research line number 3 established by Indoamerica University, entitled Language Learning and Teaching. This research line emphasizes teaching and learning procedures, analyzing innovative methodologies and how these influence the learning of national and foreign languages. This line is related to the proposed research, considering that the main problem is the difficulties learners face in learning new language skills, such as grammar, as a result of relying on traditional approaches and lacking innovative strategies and digital tools to foster meaningful learning. It is important to adapt current teaching methods to emerging technologies to ensure language education and offer a fulfilling learning experience (Imran et al., 2024). Therefore, this research emphasizes the application of new methodologies, like gamification, as a way to improve the teaching and learning process, thereby meeting the needs of the students in the educational context and increasing their opportunities for future success.

To support the relevance of this investigation, certain regulations are denoted. Thus, Reglamento General a la Ley Orgánica de Educación Intercultural establishes that:

Art. 96.- Prácticas educativas innovadoras.- Aportan al proceso de transformación educativa con cambios que se enmarcan en procesos pedagógicos específicos, teniendo como eje principal el interés de fortalecer la calidad de la enseñanza y el aprendizaje de un grado o curso, subnivel o nivel educativo, área del conocimiento o programa; para lo cual, se contará con participación docente, sin perjuicio de que vincule o no a miembros de la localidad y a actores o aliados estratégicos. Contemplarán tanto acciones a corto y mediano plazo, como la aplicación de estrategias de evaluación para el acompañamiento, seguimiento y medición de resultados. (Ministerio de Educación, 2023, p. 19)

This regulation exposes that the implementation of innovative practices boosts the quality of education significantly. By incorporating new ways to show knowledge of different areas, students can interact actively in the classroom, and from these experiences, they will be able to generate lasting knowledge to solve the problems that arise in their daily lives. Thus, the aim is to change the manner of teaching and learning, leaving apart outdated and rudimentary methodologies to give more importance to the cognitive and personal development of students through approaches that implement all kinds of resources, didactics, and technological tools that prepare them to face today's social reality.

In the same way, Ministerio de Educación in Currículo de los Niveles de Educación Obligatoria Subnivel Elemental (2016), affirms that:

The main role of the sub-level EGB Elemental is to set the foundation for forming competent, autonomous, and critical readers, speakers, and writers, people who can use a range of tools to communicate ideas, learn to learn, and deepen and enrich their knowledge base. This level is not just limited to initial literacy, which we understand in this curriculum as learning the rudiments of a language system, but instead focuses on the challenge of introducing learners into a culture of readers and writers. This relates to English as a foreign language (EFL) in that learners will want to learn English because the tasks and texts are fun, engaging, and in English. Gone are the days of rote learning tasks where learners memorize grammar rules and write long lists of vocabulary words. Learners of this EFL curriculum will, instead, experience the language in meaningful, authentic contexts, thus developing a love for language and becoming lifelong learners. (p. 436)

According to this, the Elemental level has an essential role in the learning process of English as a foreign language in the national educational system. During this stage, students acquire basic concepts and notions of the language that allow them to get closer to the foreign culture. At the same time, students begin to develop linguistic competencies through engaging activities (songs, rhymes, stories and games), progressing at their own pace thanks to the creative methodology promoted by the curriculum. Consequently, Elemental students feel more confident and curious because they are not under a lot of pressure. The learning environment is comfortable, and it offers the essential tools to continue their English development.

Additionally, the main updated findings related to the research topic in the global, Latin American, and Ecuadorian contexts include the following:

According to information analyzed by Aldalur and Perez (2023), being part of a digitalized world requires updating all the components of our society, including education, which is understandable, as various studies have shown that digital and technological resources enhance every part of the educational process, and this is where a specific methodology (Gamification) plays a key role in the educational transformation. The term “gamification” has been used for a long time in many areas, but since the pandemic, it has taken on greater importance in education field, due to promote the active participation of students, increasing motivation levels, and displacing monotonous methods.

The authors Aldalur and Perez affirm that students feel motivated by this kind of supply and highlight the importance of its application in all fields, especially in education. Gamification is not merely a form of play; it also serves as a pedagogical tool to guide students during the teaching procedure with dynamic and eye-catching activities, with which they can significantly acquire and reinforce their learning. This shows that gamified strategies are beneficial for everyone in any area, as they allow knowledge to be delivered attractively so that learners can easily internalize it and then put it into practice.

Regarding the application of gamified experiences in specific areas, such as English language learning, Sadeghi et al. (2022) mention that:

Activities such as role playing, storytelling, and simulation are influential in increasing student motivation and should be implemented more often in

EFL classrooms. Instead of using games only as a teaching tool, game elements can be implemented to make the activity more fun and appealing. For example, badges and game cards can be used to give feedback to students during courses. Thus, students can monitor their progress during the learning process. The interest and curiosity of the students in the course can also be kept alive by using such game elements actively in classroom practices. (p. 6)

In this part, Sadeghi et al. argue that gamified elements catch the attention of the students and increase their enthusiasm for learning a new language. These elements are highly useful in the EFL classroom because they help to complement the learning experience and make the activities more meaningful for them. Students enjoy every part of the learning process, even the feedback, since they do not perceive it as a reprimand, but as a new opportunity to improve their skills and progress to the next level. The teacher can check the development obtained in every task and then create new challenges that support the continuous development of students' skills to achieve the proposed goals.

Continuing with the analysis, Shilova et al. (2020) describe English learning process as a journey that many people embark on, but not all succeed in completing it, even in primary school level. This may be the result of various factors, from learners' state of mind to the classroom environment can influence the learning process. For teaching English in modern schools, one of the most popular proposals is the integration of specialized approaches to address the various needs present in primary school classrooms to guarantee participation and meaningful learning.

This research provides a clear overview of how the teaching-learning process unfolds at the primary level. Furthermore, it explains what is needed to provide young learners with appropriate English language teaching and then increase their motivation levels. It is relevant to note that during these years, English learning happens best because students can acquire knowledge and skills, such as grammar, listening, reading, and speaking, practically without much difficulty. For this to happen, lesson plans must be appropriately adapted to incorporating the resources needed to complement this process.

In addition, Lin et al. (2020) claim that for many students, grammar skills are one of the most difficult parts of the English language learning process. They usually feel disappointed by their failures during the lessons and lose interest in pursuing their objectives because of the irrelevant techniques applied in class. Students require something to stay motivated and keep them actively involved during the class; this is a key idea that should be promoted in all educational spaces to increase the students' potential. For this reason, the authors gave significant value to digital game-based language learning, because it takes all these drawbacks into account and seeks to provide personalized learning for each learner. In this way, better results are achieved, both in terms of learning outcomes and students' behavior.

This investigation provides vital information about the use of interactive methodologies in English grammar learning, highlighting the importance of creating spaces for technological and gamified experiences where learners will be able to interact with real English contexts. The results obtained make it clear that the game learning method is efficient in grammar acquisition as it fosters

motivation, and consequently promotes continuous practice, which is necessary to strengthen knowledge.

In Latin America, in the search for a continuous improvement of the educational system, it has been decided to align teaching processes with emerging technologies. Robles (2024) mentions that teachers' development in fields related to digital tools has been a significant step toward enhancing current educational practices, and to achieve this purpose, Gamification has proven to be an accessible approach to do it. In many Peruvian classrooms, there exists a lack of innovation in both aspects, didactic resources and professional development. Implementing gamification across various educational contexts has led to notable improvements because its interface is easy to understand and facilitates the application in the classroom to make it more interactive and dynamic.

The author promotes the use of Gamification for teacher training and to improve educational processes due to the results obtained in her research, which represents a significant advantage. Gamification can no longer be considered a tool only for students, but also for the benefit of teachers and authorities. In this way, all the participants of the educational process will be immersed in the use of new digital tools and giving rise to the technological transformation of education in Latin America.

In Ecuador, English language learning is equally important; however, it still presents deficiencies in the teaching process. Pérez (2022) analyzed this problem and, in her research, maintains that “gamification continues to be one of the most useful teaching strategies to achieve meaningful learning of English as a second language, and the acquisition of vocabulary and improvement of communication

skills” (p. 9). Without a doubt, gamification is essential to manage a good teaching process and, for this reason, is used by many teachers around the world. These days, we live surrounded by technology, and it is essential to have a way to use it to support the learning process.

Gamified activities have a significant impact on students’ development, these activities allow them to practice in a different context, develop their imagination, recognize new forms to solve situations, and others. Sometimes, English teaching could be a challenge but choosing the adequate strategies, such as gamification, it is possible to foster meaningful learning through creative and engaging tasks, for this reason, this methodology will continue to be current to the education in the whole world and will be a good option applying it in Ecuadorian classrooms.

In addition, through a research study, Orosz et al. (2021) emphasize teachers’ participation in English teaching and state that:

The participating primary and secondary school English teachers in the public education sector are conscious of the importance of English for the advancement of their students. They are prepared to apply the approaches and tools that they are familiar with, but they lack the skills and knowledge to apply new instructional approaches regularly. This implies that some of the 21st-century language skills, such as creativity and critical thinking, do not have much room in the English classes of the teachers interviewed. At the same time, teachers are mindful of the need to improve their skills, which would require effective in-service teacher training programs. The English teachers of the current study believe that training opportunities have

dwindled in recent years. They would like to see educational policymakers provide regular and expanding opportunities for their continuing professional development. (p. 244)

According to the previous paragraph, it is evident that the national educational system has problems. It is true that English teachers at the primary and secondary levels know how to teach and had experience; however, they often use outdated methods, and therefore, their classes are focused on basic concepts and structures without considering the development of essential skills required by today's reality. The lack of ongoing professional development has serious repercussions for the English level of the Ecuadorian students because they do not have the opportunity to learn appropriately, losing opportunities to have a better future. This highlights a critical issue; if teachers are not involved in the current educational trends, the learning process is not effective, thus it is necessary to promote the use of innovative methodologies to improve the English learning process in the classrooms.

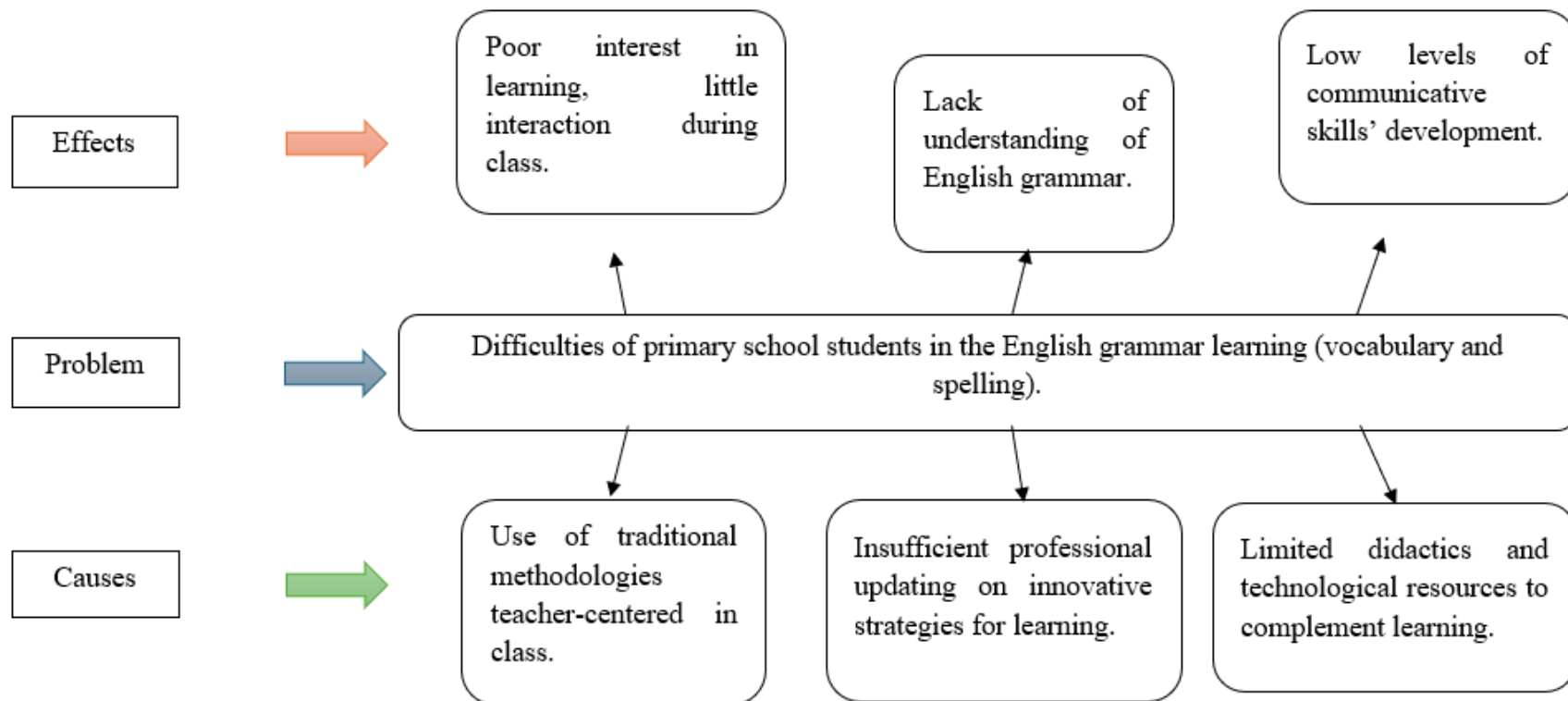
Problem statement

English language is considered an important aspect in personal development, for this reason it is included in the academic curriculum from early childhood education to higher education, with the aim of progressively improving the level of all communicative skills and language proficiency, thus offering them more possibilities for global interaction (Porsch et al., 2023). To achieve this goal, it is fundamental to know how students learn, that is to identify their weaknesses and strengths to determine and implement the best English teaching approach.

Nowadays exists a long list of contemporary educational approaches that adapt to the multiple characteristics of the students, these approaches including diverse strategies to develop specific abilities and here is where teachers must decide which ones are best suited to their students' way of learning and the level of the target group (Sucuoğlu, 2017). However, it has been observed that many English classrooms continue to rely on traditional, teacher-centered methodologies for teaching. This is a serious problem that complicates students' learning and development in the area.

This situation has been observed in the Unidad Educativa "William Blake". The institution has a limited number of digital resources, so opportunities are limited for both teachers and students to access them during class time, particularly during their English classes. Another point is that some teachers do not have a clear idea of how to use these resources in the educational process, making lessons repetitive and teacher-centered, as the students do not pay attention because they quickly lose interest and become disengaged. As a result, the learning process often fails to engage students, making it difficult to capture their attention and interest in the class. Students tend to perceive grammar as a difficult and unappealing subject, leading to boredom and disinterest. In consequence, learners show poor motivation in learning, a lack of understanding of English grammar, and underdeveloped communication skills, among other issues. From this perspective, improving grammar learning through gamification becomes essential to foster teacher-students interaction within an enriching and dynamic environment that promotes more effective learning. Considering that grammar is a fundamental pillar of language acquisition, it is essential to improve how students learn and internalize it.

Problem Tree



Graphic N° 1 Problem Tree – Cause and Effect Relationship.

Elaborated by: Caiza (2024)

Research question

How does gamification influence the process of learning English grammar in sixth-grade primary school students?

Null Hypothesis

The integration of gamification in the process of learning English grammar does not significantly improve students' comprehension of English grammar (spelling and punctuation rules), nor does it enhance their performance and skill development in sixth-grade primary school students.

Hypothesis

The integration of gamification in the process of learning English grammar significantly improves students' comprehension of English grammar (spelling and punctuation rules) and enhances their performance and skill development in sixth-grade primary school learners.

Beneficiaries of the research

The current research is expected to benefit various participants. In the first place, the 28 students belonging to the sixth year of primary school students with an A1 English level and aged between 11 and 12 years, will experience an improvement in motivation and academic performance in learning English grammar. Secondly, English teachers from Unidad Educativa "William Blake" will gain innovative tools to enhance their teaching practices. The educational institution, that is, Unidad

Educativa “William Blake” and all the staff that make up the school, is another part that will strengthen their academic plan and offer the best opportunities to prepare individuals with the necessary skills to face a globalized world. Finally, but no less important, this study will contribute to the community, exposing a basis for future investigations corresponding to the language teaching and learning field.

Objectives

General

To analyze the influence of gamified strategies on vocabulary and spelling learning in sixth-grade primary school students.

Specifics

- To assess the initial level of students’ grammar knowledge, focusing on vocabulary and spelling (punctuation).
- To develop a didactic guide based on gamification techniques to improve students’ grammar acquisition, specifically in vocabulary and spelling.
- To implement the didactic guide in the target group of primary school students.
- To measure the impact of the gamification-based didactic guide on students’ grammar knowledge (vocabulary and spelling) after its implementation.

CHAPTER I

THEORETICAL FRAMEWORK

A theoretical framework can be defined as “a logically developed and connected set of concepts and premises—developed from one or more theories—that a researcher creates to scaffold a study” (Varpio et al., 2019). In this context, this section provides the necessary theoretical foundations including key concepts and frameworks to support the proposed research and make it more reliable. In addition, all the information collected has been organized in a way that enables its analysis and comprehension.

For this reason, the first section of this chapter mentions some investigations and findings about gamification in education, to highlight their impact and contributions to the field, while also proposing potential solutions to the identified problem. While the second section develops the main concepts and characteristics related to

gamification in English learning, it expands on the theoretical background and facilitates the understanding of the components involved in this process.

PREVIOUS STUDIES

The present research is based on the premise that English learning requires implementing innovative strategies and resources to offer students a significant learning experience. Hossain (2023) affirms that “embracing technology, educators not only open doors to vast linguistic resources but also empower students to take control of their learning journey, promoting a sense of autonomy and responsibility” (p. 1). As we can see, technology is considered a valuable tool these days, and it is important to know how to use it to establish an interactive way to share knowledge, especially in Ecuadorian classrooms. To complement this idea, some research related to the topic of the investigation is presented, explaining the principal findings about gamification in the educational field.

In the international context, Dehghanzadeh et al. (2019), through a systematic review, determine that gamification promotes the Learning of English as a Second Language (LESL) and reduces the distance between students’ learning and educational practices. The review includes 22 publications that highlight the positive effects of gamification on learners’ experiences and their learning outcomes. The study suggests that to obtain better results, it is important to design gamified activities with adequate content and consider students’ goals to maintain satisfaction. The main finding was that gamification provides enjoyable, engaging, and motivating learning experiences in which students can have an immersive experience, improving their learning outcomes.

This first study offers a key insight: the use of well-designed gamified activities in an English classroom. This is a very important factor because we need to know our students' characteristics and what they need to learn according to their level, to avoid ineffective sessions in which students may feel bored or disengaged. The authors mention that Gamification is a great option for education, but it is also necessary to identify how we can use it and when it is required during the learning process, otherwise, its potential could be wasted, providing a good starting point for the research.

Next, España-Delgado (2023) in his scientific paper seeks to discover the students' perceptions regarding the use of gamified platforms (Kahoot, Quizizz, and Quizalize) in their English classes and how these resources influence their learning motivation. In this research, the author applied a mixed-method study to obtain quantitative and qualitative information from 27 participants using a Likert scale questionnaire and a focus group. As a result, the findings revealed that Kahoot, Quizizz, and Quizalize were perceived as useful tools to enhance learners' motivation and the level of performance.

This research offers a positive viewpoint on the use of gamified tools such as Quizizz and Kahoot in the context of English language learning. These tools create interactive experiences where learners receive stimuli that motivate them to participate actively during lessons. Overall, the use of these platforms allows teachers to create dynamic environments to innovate in second language acquisition, and therefore, learning is more meaningful for learners as it helps them to develop the required skills.

In the same line, Hashim et al. (2019) conducted a study to explore the effectiveness of using online language games in improving ESL learners' grammar. This research had a quasi-experimental method; thirty students from a secondary school participated in a pre-test and post-test. The results of the test were analyzed through percentages to compare the scores after three sessions using gamified tools such as Kahoot, Socrative, and PowerPoint Challenge Game. Thus, the principal finding here was that gamified learning had a significant effect on teaching grammar.

This article, in the same way as before, reinforces the research idea about the implementation of gamification to enhance the learning of a specific language skill, in this case grammar, in English as a Foreign Language students, applying technological tools to complement the process and make the experience more pleasant for learners, who from the application of these tools, will increase their personal and academic performance.

Moreover, Pham (2023), through his investigation, examines the impact of gamified learning on the grammatical achievement of a group of first-year English students through the implementation of the Quizizz platform. The author applied a pre- and post-test to measure the impact of the 10-week intervention. There was an experimental group of 33 students who solved the quizzes on Quizizz, whereas the 30 participants from the control group solved the same quizzes but on paper. The findings obtained from this study show that both groups improved their marks on the post-test, but the treatment group got higher scores than the control group on the achievement test, suggesting a significant improvement in ESL learners' grammar achievement from the use of a gamified tool such as Quizizz.

The results of this study demonstrate that the use of gamified tools impact significantly in English learners' achievement from their first steps in learning English. So, it's important to know how to apply it in a classroom to take advantage of its benefits and complements. As we said before, these resources must be considered by teachers as supportive material to boost their teaching practices, to increase their quality and content. All this information provides more features and advantages of gamification in the classroom.

Finally, the authors Yieng and Aziz (2022) in their research develop a systematic literature review of 15 studies about how game-based learning helps to enhance English vocabulary and spelling in primary school students. The authors emphasize that developing English vocabulary and spelling is a difficult task for learners, which is the reason why the study is oriented to explain the criteria for choosing and applying a gamified tool in the classroom and how the selected tool can improve students' vocabulary and spelling. Consequently, the authors establish that game-based learning works efficiently during vocabulary and spelling development due to increasing learners' motivation and knowledge by showing this part as something playful and entertaining, taking them out of the routine.

This research argues the importance of starting English instruction since early ages, due to during primary school levels, learners are more open to acquire abundant vocabulary, which is a key piece in the English learning process because from this, they can improve their performance in basis language skills, including writing and reading, but denoting that it involves finding the right ways to reach them. To sum up, this means that the implementation of active methodologies such as game-based learning is required during this stage, because it dynamizes the

learning procedures and presents the knowledge in a friendly and understandable way by reducing its difficulty.

About the Ecuadorian educational context, Jaramillo et al. (2024) developed a research project, which aims to examine the existing evidence on gamification in educational settings, highlighting its impact on motivation and academic performance. The authors conducted a systematic literature review based on PRISMA statement criteria and using three search databases. Based on defined inclusion, exclusion, and quality criteria, they selected nine systematic review articles related to gamification, academic performance and students' motivation. As a result, the study concludes that gamification is a successful strategy due to facilitating the assimilation of knowledge, improving the skills and academic competencies of students, and increasing motivation in the classroom.

The research project provides a supporting argument about gamification, showing that it has a positive impact on the academic performance of students, facilitating the learning process, and increasing motivation through interactive learning experiences. This concept highlights the idea that we seek to sustain in this research.

Similarly, Caicedo (2023) carried out research, which objective was to analyze the effect of using the gamification strategy on the development of writing skills. For this purpose, they employed a quantitative approach and a pre-experimental design, with 33 students from U.E. "Oxford" as participants. The data was obtained through 3 stages (pre-test, interventions, and post-test) during 8 sessions, using a rubric to score. During the intervention stage, the researcher applied different

strategies (missions, rewards, time control, bonus points) and applications based on gamification (Nearpod, Padlet). At the end, the scores showed good results, demonstrating that students improved their writing skills (organization, syntax, grammar, and content) after the interaction with gamified activities.

The thesis offers sustenance to the concept of incorporating gamification in the classrooms to innovate the learning process. Through the application of gamified activities, it is possible to generate a pleasant educational environment to stimulate the development of English communicative skills, including grammar comprehension, and obtain better results.

Last but not least, Calle et al. (2024) in their master's thesis chose as their purpose to evaluate the effectiveness of gamification in increasing motivation and improving vocabulary retention in 11-12-year-old students from 8th grade. The research adopted a mixed methods design with 30 students as participants; they took part in gamified strategies integrated into the regular English curriculum. As a result, the study reported an average 25% improvement in vocabulary retention and a notable increase in student motivation. The main finding of the research was that gamification has a high potential to improve English language teaching in environments that require innovation.

In line with the exposed, this investigation evidences the efficacy of gamification in the classrooms, obtaining better results than other methodologies focused on traditional teaching. In this way, the implementation of a gamified methodology in the Ecuadorian educational context is promoted to transform the way to learn and teaching English, focusing on the learner as the protagonist of the process.

In a local context, Llumitaxi Quilligana (2022), through her research, emphasizes that the use of traditional teaching strategies and the lack of teacher training about active methodologies negatively impact learners' motivation. This is why they are not able to develop proper linguistic skills in English, and therefore, learners can't achieve the learning levels set by the curricula for the sixth grade. The author uses a qualitative-quantitative method, applying a questionnaire to collect the data (perceptions and experiences) from a group of 70 students from sixth grade and 7 English teachers of Unidad Educativa Particular Jim Irwin. From this, she established that significant experiences could positively impact English learning. Also, the use of gamified tools like Quizizz, Kahoot, Educaplay, and Duolingo encourages students to practice through their interactive elements and reward systems, allowing their improvement.

This research exposes a current critical problem, the lack of professional actualization of many teachers from the English teaching field. In this technological era, everyone is supposed to be ready to incorporate digital resources into everything they do, but the reality is different, and that is an obstacle for learners, especially during the early stages, where they need to acquire the basis for the next step. These findings contribute significantly to promoting the improvement of English language teaching practices, starting with a key piece of this process, the teachers.

Lastly, Morales Gavilanes and Pineida Méndez (2020) developed a research study, whose objective was to analyze the influence of gamification in the learning of English language vocabulary in students of the ninth grade. Through a descriptive methodology and a quantitative approach, the author applied her

instruments to 115 students and 2 English teachers to collect the corresponding data. As a result, she concludes that gamification is adequate to create a pedagogical environment to boost vocabulary learning, due to the implementation of game elements to catch students' attention and promote their participation.

This study provides the foundation for the idea that preparing interactive environments using gamification can improve students' performance. In these spaces, learners feel more comfortable and confident to participate, interact with their classmates and with their teacher because they are not under pressure or scared for fail, and at the end, this is very productive for English learning, because students can recognize and identify vocabulary and structures that will be useful for developing other language skills.

THEORETICAL FRAMEWORK

Constructivist theory

Constructivism is a theory supported by Lev Vygotsky and Jean Piaget, who are its most representative authors. This theory establishes that learners are who create their knowledge according to the way they interpret the information that they acquire in diverse contexts (Kocadere & Ozgen, 2012). According to the theory, each learner has a different way of assimilating knowledge, even others' points of view; for this, there exist multiple conceptions of the same topic, allowing social interaction with others in a process of exchanging information to increase cognitive development (Vygotsky, 1986). In addition, the environment plays an important role in the learning process because it provides experiences and meaningful stimuli

to generate significant learning (Piaget, 1970). It is essential to create an environment where students can explore and expand their knowledge efficiently.

In this process, learners are the protagonists because they are those who participate, interact, and then create their new concepts. As a result of this process, they learn; however, teachers have an important role too; the teacher is a guide during the learning. In a constructivist view, teachers must facilitate an educational environment, implement the necessary tools, technology, and resources to complement it, and promote the interaction (Makgato, 2012) to motivate students to share ideas and thoughts, develop their skills and abilities, solve problems, in other words, help them to improve their potential. In the present day, this theory is fundamental in the learning process because it supports learners to construct their knowledge using previous ideas to reinforce the new concepts in an enriching context; all these factors are favorable for ensuring learning in any area, including English acquisition.

Key principles of Constructivist theory

Constructivist theory has some key aspects to develop a more solid knowledge in the learners. Active learning, social interaction, and contextual learning are the most important constructivist principles, which contribute to the process of acquiring information and guarantee the creation of new understandings.

- Active learning emphasizes the total intervention of the students in the cognitive procedure, avoiding passive education (Anthony, 1996). They can increase their abilities with confidence and freedom. Students should not be

just receptors; they need to take part in activities and create more experiences to help them learn.

- The second principle is social interaction, this establishes that it is essential that learners have significant relations and interact with them, because through interaction with others, they can get useful information or share experiences to create their knowledge (Huang & Lajoie, 2023). To motivate the participation of the students, teachers should implement strategies and resources that facilitate group work and cooperation, helping students to develop both academic and social competencies.
- Finally, contextual learning refers to the fact that to ensure the cognitive process, it is necessary to generate a meaningful environment where students construct their knowledge collaboratively and develop their perspectives (Bay et al., 2017). The environment is not a simple place, this provides learners with tools and resources that enhance collaboration, skill development, and the integration of new information into real-life contexts.

These principles are essential due to taking into account these factors will make it possible to create a context where learners have the opportunity to internalize all the information provided and produce knowledge from their perspective, improving the results of the process of English learning.

Education and new methodologies

Contemporary education faces the challenge of answering the demands of a society characterized by globalization, digitalization, and the importance of developing competencies for life. In this context, traditional approaches based on

memorization and the unidirectional transmission of knowledge result in insufficiently coping with 21st-century students' needs. For this reason, new student-centered methodologies have been implemented, which promote active participation, critical thinking, and significant learning (Lascano et al., 2024). These methodologies recognize the role of motivation and engagement as determinant factors for academic success and seek to integrate technological resources to reinforce teaching and learning processes. As a consequence, pedagogical innovation is considered fundamental to transform educational practice, oriented to more dynamic and interactive experiences.

Innovative strategies for language teaching

In the field of English as a foreign language teaching, the incorporation of innovative methodologies has allowed the avoidance of the limitations of traditional approaches and encourages effective learning. Strategies such as collaborative learning, the project focus, and the flipped classroom have been adapted to the linguistic context with the purpose of stimulating participation, improving communicative interaction, and increasing students' autonomy (Golonka et al., 2012). In the same way, the use of digital resources has opened new possibilities to practice different linguistic abilities in interactive and motivating environments. In this context, gamification has gained relevance over the years, integrating game-based mechanics in the educational context, and as a result, boosting the motivation levels and the students' commitment. This strategy, in addition to dynamizing English classes, will be an innovative alternative to support grammar learning and other language components.

Gamification

Gamification is defined as “the use of game-designed elements in non-gaming situations to encourage users’ motivation, enjoyment, and engagement, particularly in performing a difficult and complex task or achieving a certain goal” (Patricio et al., 2022, p. 156). This definition explains that gamification is an innovative strategy that could be used in different areas such as health, business, education, and others, to make everything more interesting to guarantee the good performance of the people. It is important not to confuse the terms “game” and “gamification” because a game has the intention of entertaining, while gamification has a more serious objective in a different context than a game (Krath et al., 2021). Through gamification, it is possible to motivate people to get something because they feel more pleased making things that, in a normal way, could be a hard task. Gamified activities are not just games; they are new forms to promote active participation and reflection about something that we do every day. That is the reason why this methodology is well known these days, even in the educational context, because it seeks to change the traditional ways to achieve a goal, giving different creative strategies to encourage learners, reducing the pressure and stress, and supporting meaningful learning in the classroom.

Types of Gamifications

In recent years, Gamification has obtained many positive results, increasing motivation and performance in the different areas where it is applied (Wallius & Köse, 2024). This is why there exist some types of gamifications, including the following:

Business gamification: this is a type of gamification that is focused on maximizing the performance of workers while maintaining their motivation, each task is considered as a challenge to achieve, and workers should find a creative solution for it; although this is a recent trend, changes have been proved where this method has been applied (Prasad et al., 2022). As a result, it is possible to create a more attractive workplace environment, reducing the stress levels and pressure that workers often have, and where there exists business and personal development.

Gamification in marketing: Marketing is a crucial part of the world business, and gamification has transformed it. A few years ago, marketing staff noticed that customers are more engaged in interactive activities like games than in traditional programs that they used to use (Santos et al., 2024). Therefore, gamified activities and elements are key parts of actual advertising to attract and retain clients. This allows companies to reach a much wider audience and increase the acceptance of a service or product.

Gamification in health and wellness: taking care of our health is an important factor in our lives, but in some cases, this could be a difficult task, depending on our habits or knowledge. Czarska (2024) establishes that gamification significantly influences significantly in the health education process, because it shows a simplified version of technical concepts or problems in a fun way, guaranteeing their comprehension while promoting diverse activities to reinforce people's wellness. Considering these facts, this is a good solution for people of all ages who seek to maintain a healthy lifestyle but maybe do not have enough motivation or don't know how to start; it is necessary to know how to talk about health, incorporating technological options to keep up with the current world.

Educational gamification: the application of gamification in an educational context offers many benefits for both students and teachers. Through this method, students can develop social and technical skills to meet their needs, providing them with multiple growth opportunities (Wirani et al., 2022). Gamified learning increases students' motivation, which is a key piece in the learning process, and they are active participants in their knowledge construction. Thus, the expected result is that individuals are prepared to face the real world.

Gamification trends

At present, the incorporation of diverse tools, including technology, makes gamification a method that is constantly changing to offer engaging experiences to suit the actual user's requirements (Karunaratne, 2024). In other words, the growing evolution of gamification trends is a consequence of the technological advances and new societal demands in all the spaces where gamification is involved. The most relevant of these trends include the following:

Personalization of Gamification through AI: Artificial intelligence has been a well-known concept over the years, certainly, it is a revolution of technology all over the world. The implementation of AI in gamification allows adapting the behavior and dynamics of the user with the proposed activity to create an enriching space that tailors to the needs of the user (Tolks et al., 2023). The use of AI in gamified activities is an innovative way to improve the development of skills and abilities, due to the user interacting easily with an experience that is completely adapted to them, and the experience is challenging but fulfilling at the same time.

Virtual Reality (VR) and Augmented Reality (AR) Integration: As we reviewed above, the incorporation of technological tools in the gamification area significantly enhances the effectiveness of this method. In this case, gamified virtual reality and augmented reality facilitate the interaction in any context (Haoming & Wei, 2024). Virtual reality promotes the total user's involvement in a new digital and fictitious world, while augmented reality acts like a bridge between reality and the virtual world, modifying it using artificial elements (Freire, 2024). These are technologies that contribute to the transformation of the way we interact with areas like entertainment and learning, facilitating and dynamizing active participation.

Emphasis on Well-being and Mental Health: After the pandemic, gamification has played a key role in the promotion of well-being and healthcare. After the lockdown, it was necessary to motivate people to adopt healthy habits, try to reconnect with their lives again, or get back jobs, therefore, the application of fun activities helped to reduce stress and anxiety, making the process a little more bearable (Tayal & Rajagopal, 2024). For that reason, considering all the positive results that gamification had in those difficult moments, it is still being used to help people maintain a good lifestyle and take care of their mental health.

Social and Collaborative Gamification: Creating social connections is important for individuals, but it is not always possible, considering multiple factors. In this context, gamification offers a possible solution to this problem through the use of gamified experiences, where people can participate and collaborate in the execution of tasks in an enjoyable environment (Ayastuy et al., 2020). In this way, interaction occurs without pressure and participants learn how to work together, combining

their abilities, skills, even their needs to get a similar objective, gaining experience and confidence.

Examples of Gamification

Undoubtedly, gamification is a methodology that is at the forefront and can be applied in diverse fields, offering multiple benefits in each one. It is only necessary to identify which one suits the planned objectives. There are many examples of gamification focused on specific fields like education, which are described below:

- **Duolingo:** This is a platform that helps people to learn a new language, using levels, points, and daily goals to keep users motivated and focus on the real use of the target language (Duolingo, 2011). The approach applied by Duolingo allows learners to develop short lessons enjoyably; these lessons are aligned with international standards that guarantee skills development.
- **Kahoot:** It is a tool that allows us to create interactive questionnaires where participants fight in real time, answering the proposed questions, promoting active participation and collaborative learning (Brand et al., 2013). This software can be used in different spaces like work, school, community, and at home to facilitate people's connection and deliver information creatively.
- **Quizizz:** this platform has a similarity with Kahoot, but the main difference is that Quizizz offers a personalized experience due to participants can answer the questions at their own pace and receive immediate feedback (Gupta & Joy Cheenath, 2015). Its interface is very friendly and assists you in the creation of your questionnaires; moreover, it implements artificial

intelligence to complement the task's elaboration, transforming the teaching.

Gamified elements

One of the objectives of gamification is to enhance user performance through innovative methods. To achieve this, it employs a system of incentives that encourages engagement and sustained participation until the activity is completed (Aulia et al., 2024). The incorporation of game elements in common practices provides a gratifying experience for the participants, increasing their interest and efficiency, making them more productive. There exist a lot of gamified elements oriented to ensure different processes; the following are the most used:

- **Points:** it is a way to recognize the achievement of the participant for completing a task, stimulating motivation and participation in each activity (Park & Kim, 2022). All the points that someone gets are counted at the end of the activity, and participants can see their progress.
- **Badges and leaderboard:** these are symbols that show all the recognition that a participant has received during the activity, and the leaderboard is a ranking where the participants can check their performance, taking into account all the badges obtained (Balci et al., 2022). This is a conspicuous system to identify the growth of each participant.
- **Levels:** it denotes the phase or the stage in which the participants are, each level can increase the difficulty depending on the advance of participants (Nicholson, 2014). The levels of an activity allow practicing according to their abilities and continuing with their development.

- **Rewards:** they are prizes that participants get at the end of the activity or task (Zhao & Guo, 2019). These rewards serve to incentivize the participants' involvement in the activities proposed and stimulate confidence.

In all contexts where gamified elements are implemented, these have a particular purpose: to encourage people to take part actively in the different activities or tasks proposed, and consequently, during each participation, they can develop the necessary skills to achieve a good result, improving their performance.

Benefits of gamification

As we can see, gamification is a favorable strategy, and that is why it has a lot of recognition in the diverse contexts in which it can be applied. It has been evidenced that gamification can reduce the monotony of an activity and transform it into something gratifying, making the staff more efficient (Elidjen et al., 2022). Certainly, this methodology changes the perspective about complex tasks and gives multiple creative options to resolve them, decreasing the pressure and the low participation. Another benefit is the increase in productivity; these increments due to gamified elements of this strategy are a good stimulus to catch the attention of the people and promote the development of skills and abilities (Sailer et al., 2017). Many people work better if they have an incentive at the end, which is a great way to promote personal and professional growth.

In the same way, foment the work in groups and the collaboration feeling among peers, fostering active participation in new challenges and activities where cooperation is needed (Mekler et al., 2017). Teamwork is a key piece everywhere,

and that is necessary to encourage this concept in any field. In a group, everything is easier, even learning; nowadays, the learning process has better outcomes if there exists collaboration among students and teachers. Gamification has a relevant impact; it could be very useful in daily life, depending on how to incorporate it is incorporated into the respective plans and gets the expected results.

Gamification in the learning process

Learning is a process in which individuals assimilate knowledge, develop skills and attitudes, or change behaviors (Yáñez & Loaiza, 2023). In a formal context, to achieve good outcomes is indispensable to choose adequate methods and strategies to ensure meaningful learning for students. Nowadays, trying to avoid the use of traditional methods in the classroom has promoted the application of methodologies adapted to the new needs and requirements of the present world, in this case, gamification.

According to Oliveira et al. (2022), gamification allows dynamization of the learning process, offering students multiple forms to internalize knowledge and develop skills through gamified experiences where they can participate actively and interact with all the elements of the educational context. This methodology significantly benefits the cognitive process because it enhances the retention of information without pressure and, as a result, students present better learning outcomes subsequently (McHenry & Makarius, 2023). Gamification does not set aside the idea of the student's learning but rather improves the process to obtain better results than traditional learning; currently, it is necessary to use resources and

even technology in the classrooms to update the teaching process and offer students the best learning experience.

The motivation in the gamified learning process

Motivation is essential in all areas. Someone who is moved to achieve something is a motivated person, contrary to a person who does not have an aspiration or does not feel a stimulus (Ryan & Deci, 2000). In the educational context, motivation is an important aspect to be taken into account to achieve favorable results. Maintaining the student's motivation during the learning process, in some cases, is a very hard task; if something is not interesting for them, they do not pay attention to it, and the process does not have an end goal.

Therefore, gamification seeks to directly influence the student's motivation, immersing them in an enriching environment where they receive stimuli that encourages them to take part in the learning process (Legaki et al., 2021). Traditionalist methods are not focused on catching the learner's attention; they just perceive them as a receptor and, as a consequence, do not have the desired planning results, and the cognitive process fails.

On the other hand, the function of gamification is to make this procedure more attractive to learners to change the view that learning something is difficult or boring, but without forgetting that even though there are different playful activities, it still has a serious objective (Sailer & Homner, 2019). This means that each dynamic, challenge, competence, or group activity encourages them to participate actively and enjoy the process, creating significant experiences and, in the same way, developing attitudes and abilities that will have an impact on their way of

coping with their social environment. All this procedure could have efficient results if there exists the necessary motivation to continue, which is the reason why it is an essential factor in the new educational models, like gamification.

The role of the teacher and the student in Gamification Methodology

The role of the teacher in a gamified learning environment is to guide the procedure, who orients students during the process, explains rules or indications, provides information, and provides opportune feedback if necessary to help the students assimilate the information and then create their knowledge efficiently (Hwang et al., 2012). Gamification promotes the teacher to act as a facilitator during the cognitive process, helping students in the construction of new ideas, being an active character if learners need someone who provides answers to complete the activities or tasks.

Likewise, the teacher must design learning experiences considering the characteristics and needs of the students to create an adequate learning environment (Kapp, 2012). Teachers must know their students well because, in that way, they can identify what they need to learn. Sometimes, many aspects are forgotten, and this complicates the rhythm and quality of learning; that is a problem that gamification tries to solve through the intervention of teachers.

Another key responsibility of the teacher is to foster student's learning motivation. For that, the teacher supports the self-determination of learners by using rewards or prizes to recognize their achievements or generate a space where they can feel safe and comfortable (Johnson, 2017). Motivation also plays a crucial role in cognitive development. To achieve the proposed objectives is important to

maintain the learner's enthusiasm. Without a doubt, teachers have great responsibility throughout the process, even afterward. According to the previous statements, a teacher does not have total control of the class or absolute knowledge as in a traditional method. In a gamified context, the teacher is the person who accompanies the students through the way of learning process, choosing the best resources and activities to incentivize the progress of the class and guiding them to obtain the best outcomes.

Concerning students, the new educational methodologies have students as the protagonists of the learning process, and gamification is not the exception. The students have the role of being active participants in the cognitive procedure, collaborating and taking part in the activities, interacting with peers, exchanging ideas, proposing solutions, and a lot of things through which students develop their beliefs and criteria (Zainuddin et al., 2020). Each strategy applied and activity proposed in a gamified classroom has the intention to promote the growth of students; they should use everything within reach to assimilate and create conceptions about the world, making them critical and reflective individuals.

Contrary to traditional educational methods, where students are passive actors in education, in a gamified learning process, students are energetic during the class. The teacher is a guide who provides creative resources, clue ideas, and facilitates a comfortable educational environment, but students are in charge of gaining their awareness. It is collaborative work where both sides, students and teachers, contribute and win.

Integration of constructivist theory in gamification

As we reviewed before, Constructivist theory proposes three key principles: active learning, social interaction, and contextual learning to guarantee an appropriate knowledge creation. In gamification, these principles could have a significant impact on the learning process, taking into account that various constructivist concepts share a similar purpose with the gamification perspective, for example:

- **Active learning:** in gamified experiences, students' participation is essential; therefore, the learning environment should be designed to foster engagement and encouraged learners to interact with real-life situations (Dichev & Dicheva, 2017). This principle highlights the involvement of students in their learning process, because they are those who need to explore the world in search of information and answers to connect with their prior knowledge.
- **Social interaction:** group activities and teamwork are options to increase cooperation and experience exchange in a gamified context, which produces confidence among them and promotes social skills (Taşkin & Çakmak, 2022). Interaction with others allows learners to know more about something, but from different perspectives, this provides diversity in the information collected and expands their criteria.
- **Contextual learning:** to achieve meaningful learning, it is important to create scenarios or thematic contexts to complement the learning process. In doing so, students can relate the content to real-life situations, allowing more

significant engagement and involvement (Ataizi, 2012). Real life does not have specific models to follow; that is why, through contextual learning, students can experiment with how to face different situations and apply the theory learned in the classroom to solve problems that arise in everyday life.

In brief, by incorporating the constructivist principles into gamified experiences, it is possible to establish pertinent circumstances to boost the improvement of the students in a supportive space, giving them more opportunities to develop their competences to prepare them to cope with the world around them, reinforcing the learning process and making it more realistic.

English learning

English, as a lingua franca, plays an essential role in many fields such as science, commerce, technology and education. Proficiency in English not only facilitates international communication but also opens doors to academic and professional opportunities worldwide (Crystal, 2003). In an increasingly interconnected world, learning English is no longer an optional advantage, but a strategic tool for social mobility, access to knowledge and global cultural participation. In this sense, learning in school contexts takes on strategic importance, as it forms the basis for developing communication skills that promote intercultural interaction and active participation in a global society.

Therefore, learning English is not merely a curricular requirement, but a strategic necessity for active participation in today's interconnected society,

underscoring the importance of adopting effective and innovative methodologies in its teaching.

Communicational skills in English learning

The development of communicative skills like listening, speaking, reading and writing is central to learning any language, including English. These interrelated skills depend not only on lexical and grammatical knowledge, but also on mastery of spelling, pronunciation, and punctuation. Recent research shows that students value receptive skills, while teachers emphasize the importance of writing as a fundamental part of communicative competence (Ivanova et al., 2020). Thus, grammatical and spelling competence acts as the foundation on which other language skills are built, facilitating more effective and coherent communication. In brief, strengthening communication skills cannot be separated from effective grammar teaching, as grammar facilitates the development of comprehensive communication skills, which is the goal of language learning.

Importance of English learning in primary school education

These days, English is a global language that is present everywhere; consequently, learning English is vital to stay involved in the world. For that reason, it is important to start with the process during the early school years because, during this stage, students develop linguistic skills (speaking, writing, listening, and reading) in a progressive manner (Al-Harbi, 2019). While children learn a new language, they are stimulating their cognitive processes, enhancing the acquisition of new terms and rules without complication and in a friendly way.

Step by step, learners strengthen their communicative skills to gain English proficiency; this ability will enable them to maintain interaction with the rest of the world and obtain a lot of opportunities to have a better-quality life (Lightbown & Spada, 2013). Therefore, starting with English learning during primary school helps students to be prepared to confront the diverse challenges and take the opportunities that the world offers, considering that English is a required skill to secure personal development.

Another advantage is cultural awareness; from an early age, learners can understand and appreciate foreign cultures, promoting the curiosity to discover different cultural contexts around the world (Byram, 2021). Certainly, the children's curiosity is a favorable factor because the immersion in a new culture is interesting to learners, and for that, they are motivated to know more about it, supporting the English acquisition in a didactic way.

Main teaching methodologies

In the English learning process, we can find different teaching methodologies to strengthen the English language at school. Communicative Language Teaching (CLT) is the most representative teaching method, the principal objective is interaction as a form to develop communicative competencies (Spada, 2007). The advantage of CLT is that it improves communication in a real-life context using multiple activities related to genuine situations where students can participate and practice their communicative skills.

On the other hand, Task-Based Language Learning (TBL) establishes a system of tasks in the function of students using English to complete each task, learning

how to use it in distinct situations (Nunan, 2004). TBL provides practical situations where students can enhance the use of English, more than concepts. This means that they use the theory to complete a task, and during the process, students practice the application of English in real conditions and also apply their reasoning.

Continuing, Content and Language Integrated Learning (CLIL) offers the possibility to learn a foreign language by integrating content from other subjects, students can assimilate knowledge of subjects like math or literature using English (Coyle et al., 2010). CLIL is a good way to understand basic concepts of classic subjects and practice language skills at the same time; this methodology apport significantly in the English learning and the assimilation of information from other topics, maybe it could be sound difficult but in the practice is more convenient, it depends on the teacher organization and the predisposition of learners.

Another interesting methodology is Total Physical Response (TPR), which promotes the use of commands in the class and students should respond with a respective movement, connecting the English language with physical activities (Asher, 1969). TPR is efficient in the acquisition of vocabulary because it uses specific phrases or words to indicate a specific movement or an expression, and dynamizing the cognitive process; learners are in movement a major part of the time, and they are attentive to the next indication. This is a brief review of the most well-known teaching methodologies, each of which has relevant elements and strategies that are very practical to improve the learning of English as a second language in primary school classrooms.

Challenges of English learning in the classroom

In some cases, learning the English language may face challenges that hinder the acquisition of the language. Firstly, the lack of practice is a constant problem in the classrooms because they do not allow the students to boost their communicative skills and consequently, they cannot develop adequate fluency (Cameron, 2001). This is a result of the low exposure that the students have to English, due to the educational space not having the necessary educational resources or materials to offer students an appropriate linguistic immersion.

Another aspect is the deficiency in the teacher's updating; this aspect has serious repercussions because a teacher is who orients students in the learning process, and if they do not know how to do it, probably, the learning process could fail (Harmer, 2001). It is important to know what methodology and strategies work better, taking into account the needs of the students; therefore, teachers need to keep in constant professional updating to keep up to date with new educational trends, to guarantee good learning outcomes in the English classrooms.

Another point to take into account is the poor motivation to learn that exists among students; if they do not show interest during the learning process, they have many difficulties understanding later (Filgona et al., 2020). In many cases, students lose interest when the activities proposed are not engaging, when they find classrooms with excessive numbers of students, and they cannot participate easily, or even when socioeconomic factors do not allow them to develop their studies. English learning needs to make some changes to seek the best way to solve the

present challenges and those that may arise in the future, aimed at ensuring a learning environment in which everyone may participate without objection.

Learning English Grammar through Gamification

English Grammar Learning

When talking about grammar, many authors state that “grammar means the rules which structure our language” (Kane, 2000, p. 13); however, it implies more than that. Grammar has multiple definitions to include all the contexts of language, trying to explain how a language is structured (syntax and morphology), the use of the language, and the functional and cognitive aspects of language use to communicate (Keck & Kim, 2014). In this way, grammar learning allows learners to understand a language and assimilate it efficiently. This is an important aspect to work on progressively, because it facilitates the construction of ideas and expressions, and as a result, generating communication.

To secure a good grammar acquisition, it is essential to understand that learners have different ways and rhythms to integrate constructions and comprehend meanings; for that reason, grammar learning should be a gradual process, starting from the basic until the advanced level (Larsen-Freeman, 2014). With constant practice, understanding the basic grammatical rules and structures is not a problem. Based on these concepts, learners could also develop their writing skills and start

to write clear texts. This process requires the interest of both teachers and learners and is a cooperative work where each one has the opportunity to develop English awareness.

There is no doubt that grammar is a fundamental starting point in the process of acquiring a foreign language like English. It is necessary to explore and know it well because this part of the language provides the basis for creating an effective communication process. From grammar, learners can improve their linguistic skills (writing, reading, listening, and speaking), achieving fluency to unfold in diverse contexts with confidence, which is why this component is an important part of English learning.

Difficulties in English Grammar Learning

As noted above, grammar is basic in language learning, however, learners find grammar learning a challenge, and that could be a result of the use of unattractive methodologies that do not contribute significantly to language acquisition (Ajaj, 2022). It is well-known that traditional methodology is mainly focused on memorization without enough space to practice how to use the language in real situations, therefore, learners are not able to develop their communicative skills and vocabulary accurately, making it impossible to interact with others, and their academic performance result affected.

Another difficulty in this process is the complexity of grammatical rules, for learners, it results in a complicated attempt to understand and assimilate the several structures and then apply them into practice, generating confusion for them (Koca et al., 2024). For this reason, learners feel insecure and even afraid when they must

study grammar rules, losing motivation to continue learning English. They cannot comprehend adequately the information provided, and as a result, this affects many aspects, such as their spelling, bringing more difficulties to their development.

The lack of strategies or resources to complement the teaching makes the experience tedious and unpleasant for both teachers and students, and despite attempts to change the situation, some problems continue to occur in education. Considering the current issues of grammar learning, it is required to innovate the teaching and learning process to transform it and make it more efficient.

Gamification in English Grammar Learning

At present, all kinds of learning require a change to try to avoid the conventional forms of providing knowledge, incorporating ingenious strategies and resources to catch learners' attention. Gamification has been popularized over the years thanks to its good results in English as a Foreign Language learning, because students can develop language skills, improve social interaction, and emotional responses in a productive learning environment (Zhang & Hasim, 2023). The English acquisition requires new forms to reinvent the learning and how to present this language to the students in a didactic way so that it is no longer seen as just another subject, but rather as a competence that needs to be developed to keep pace with today's society.

Through the years, English learning was a challenging task due to the methods used were based on memorization, but with the implementation of gamification, the aim is to make this process more interesting and promote participation in each stage. In this context, gamified strategies are useful in grammar learning. For example,

through the use of game platforms or pedagogical activities, learners practice grammar conceptions and structures while interacting with peers to maintain the motivation to learn (Yaccob et al., 2022). With all the technological revolution, now exist many tools to help students to improve grammar learning in a gamified way, like classroom tools, such as interactive whiteboards, flashcards, grammar workbooks, educational software, and digital platforms. Each one of these tools could be used to dynamize the development of grammar components like vocabulary and spelling, giving interactive experiences and increasing the motivation of the students. However, it is relevant to plan these experiences and the use of resources with responsibility and with the main purpose of complementing and guaranteeing personalized learning. Not just being functional means that it can be used without moderation; therefore, it is fundamental to create a balance in the class.

Quizizz and Kahoot in English Grammar learning.

These days, Kahoot! and Quizizz are interactive learning platforms used for educational practices, including English language teaching. They enable teachers or instructors to design and create grammar activities based on gamified mechanics like points and rewards, which keep students engaged. In grammar practice, Kahoot! supports students' practice effectively by exposing grammatical basis in a dynamic way that allows learners to review grammar structures and concepts easily because they don't feel pressured while studying (Martínez Lirola, 2022). Students perceived Kahoot! as a tool that makes the learning process different; this platform fosters motivation to learn and participate. It denotes that it can benefit all school

levels, from primary levels by enhancing their understanding of grammar rules and vocabulary.

Continuing with Quizizz platform, its efficiency and motivational nature make it a valuable resource in English language classrooms. As it is a tool that promotes self-assessment and provides instant feedback, it is beneficial for learners who are practicing grammar structures (Lim & Yunus, 2021). Additionally, Quizizz allows the option of repeating quizzes, supporting the retention and reinforcement of concepts. This is a great opportunity to facilitate the consolidation of grammar knowledge without difficulties and reduce anxiety during the learning process.

Both tools, Kahoot! and Quizizz promote effective practice of basic grammar concepts like vocabulary, spelling, and grammar rules. This means that these resources can enrich the learning experience while guiding the development of grammar competencies.

Vocabulary and Spelling in Grammar Learning.

Vocabulary

Vocabulary can be defined as all the words and phrases of a language used for establishing communication, which is the reason why it is considered the basis of a language (Clenton & Booth, 2020). This means that vocabulary is an essential part of grammar learning, because from this point, it is possible to construct all the structures that allow us to exchange ideas and information properly. Developing vocabulary in primary school students is an important task, since at an early age they learn and enjoyably acquire vocabulary, not a torturous process (Permana, 2020). It is necessary to note that this process not only involves memorizing words

but also understanding their meanings and how to use them in diverse contexts, so that in this way, learners are more likely to understand English grammatical structures as they progress in their learning levels.

However, even if traditional strategies are still used, they no longer work today, and to give a solution to this problem, gamification provides modern tools like Quizizz that can transform vocabulary learning into an enjoyable experience (Na'imah, 2022). For example, this tool enables teachers to create exercises to test students' knowledge using creative and eye-catching elements, making vocabulary practice more interactive and pleasant for students; overall, it is fully recommended for use with students from the primary level upwards.

Spelling

Spelling is defined as the combination and organization of symbols and sounds to construct different words of a language (Montgomery, 1997). As we can see, it is another important aspect of grammar that ensures clear communication because written fluency requires identifying spelling patterns. Primary school students often struggle with spelling because some spelling rules are difficult to comprehend, and it is challenging for students to try to practice something they don't know how to apply (Esposito et al., 2022). If these kinds of problems are not solved during this stage, they probably persist in adulthood, leading to troubles in personal development.

For this reason, gamification platforms like Kahoot can mitigate these difficulties by promoting spelling practice through dynamic activities to make the process less frustrating (Kohnke & Moorhouse, 2021). In this case, Kahoot offers a

gamified experience challenging students to practice spelling in a competitive setting, incorporating visual aids and contextual clues to help learners recognize diverse patterns. These gamified experiences not only make learning spelling engaging but also foster a supportive environment where learners feel confident and motivated.

CHAPTER II

METHODOLOGICAL DESIGN

A methodological design can be defined as the set of strategies and procedures that researchers plan and use to collect and analyze all the required information to achieve the proposed objectives (Hernández Sampieri et al., 2014). This means that methodological design functions as a guide for the development of the study, providing a logical structure for obtaining valid and reliable results.

Therefore, this chapter presents the methodology used by the researcher in the current thesis, in which gamification is investigated as a strategy to improve grammar learning, specifically spelling and punctuation, in primary school students of English as a Foreign Language. It is also important to note that this research is based on the research line of Language Learning and Teaching, established by Indoamerica University. The chapter opens with a detailed description of the research design and the methodological approach adopted for the investigation. The next section includes the sampling selection process and data collection methods. Finally, the last section of this chapter explains in detail the validity or reliability and data analysis procedures.

Research Design and Research Method

This study adopts a quantitative design. Creswell & Creswell (2018) describe quantitative research as “an approach for testing objective theories by examining the relationship among variables” (p.44). This design is appropriate for analyzing the influence of gamification in the process of learning English grammar in primary school students because allows us to measure objectively the impact of the gamified experiences in the vocabulary and spelling learning, and then establish a relationship between the causes and effects of the current problem, enabling us to produce results that corroborate the hypothesis and it can be use in future studies or situations.

Accordingly, the research followed a pre-experimental design. Jimenez-Buedo (2018) defines this type of research as “research schemes in which a subject or a group is observed after a treatment has been applied, to test whether the treatment

has the potential to cause change” (p. 1290). A pre-experimental design is appropriate as it allows the treatment of the gamification to be tested and its effects on the students’ grammar proficiency to be measured. Also, this design provides strong evidence and valuable insights into the potential benefits of gamification in this specific educational context, improving future teaching practices in this field.

Sampling Description

A purposive sampling technique was used to select the participants of this research. Bhardwaj (2019) mentions that “in this type of sampling, according to the purpose of the study, the members for a sample are selected” (p. 161). In this context, the population consisted of 28 students from the only sixth-grade class available in “William Blake” High School. This research employed purposive sampling, selecting 18 students who demonstrated difficulties in English grammar understanding; therefore, they participated in the implementation of the gamified proposal session by session. Additionally, the remaining 10 students were chosen to participate in the pilot test of the instrument to ensure their validity prior to the intervention.

Chart N° 1 Sampling Description

Unit of Analysis	Group	Population and sample	Technique / Instrument
Students	Sixth Grade	<i>Population:</i> 28 students <i>Sample:</i> 18 students	<i>Technique:</i> Test <i>Instrument:</i> Pre-test and Post-test

Elaborated by: Caiza (2025)

Source: The Author

This sample group consisted of 18 students, of whom 13 were girls and 5 boys, aged between 10 and 11 years, and with an English level corresponding to A1, in which some difficulties were evident in terms of language proficiency. As we mentioned before, this group corresponds to the sixth grade “A” from William Blake High School. This educational institution is located in the town of Aloasí, Canton Mejía, Pichincha Province. It belongs to Zone 2, District Mejía – Rumiñahui, with AMIE code 17H02251. It is privately run and has the following educational levels: Initial Education, Preparatory, General Basic Education, and General Unified Baccalaureate, which work only in the morning journey from 8H00 am to 14H00 pm. During this year, the institution changes its baccalaureate structure to offer students other options, such as engineering, health, and humanities: areas that allow them to explore diverse perspectives that will help them decide their professional training.

Data Collection Process

For this research, data were collected using the Test as a technique, and a Pre-test and Post-test as instruments (Review Annex N° 4 and 5). Adom et al. (2020) denote that “tests are designed to measure the quality, ability, skill or knowledge of a sample against a given standard, which usually could be deemed as acceptable or not” (p. 110). Considering this information, it is important to mention that this technique allowed the researcher to obtain the needed data to analyze and demonstrate the progress expected. Continuing with the description, the authors Dimitrov and Rumrill (2003) state that Pre and Post-test are intended “primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments” (p. 159). According to that, the tests collected data related

to vocabulary and spelling proficiency of the students. They were designed considering the level established by the CEFR for sixth grade, which means A1 level. Thus, the tests were structured for fifteen items, which were distributed into five sections: multiple choice questions, filling in the gaps, matching, sentence reordering, and identifying and correcting. These instruments provided objective and measurable data on students' progress before and after the gamified intervention. As a matter of fact, the instruments were applied in the sampling after the corresponding validation by the panel of experts.

Operationalization of variables

The operationalization of variables is a procedure in which theoretical variables are transformed into measurable indicators that allow the researcher to determine how will measure those variables in practice through the application of established instruments (Van Driel, 2017). The general objective of this research is to analyze the influence of gamified strategies on vocabulary and spelling learning in sixth-grade primary school students. That is why the variables are Grammar Learning and Gamification, therefore, these variables and their components were analyzed and measured.

Chart N° 2 Operationalization of variables – Independent variable.

Variable	Concept	Dimension	Indicator	Items	Technique / instrument
Gamification	“Application of game design principles, mechanics, and elements	Use of digital platforms	Frequency’s use of Kahoot and Quizizz.	1 to 15 (post-test)	Technique: Test
		Motivator elements	Scores, points, and answer time.	1 to 15 (post-test)	Instrument: Post-test

into non- game environment. Facilitating using digital platforms, aiming to increase engagement, and motivate individuals towards their goals” (Christopoulos & Mystakidis, 2023).	Interactivity	Active participation in digital activities.	1 to 15 (post- test)
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Elaborated by: Caiza (2025)

Source: The Author

Chart N° 3 Operationalization of variables – Dependent variable.

Variable	Concept	Dimension	Indicator	Items	Technique / Instrument
Grammar learning	“Process through which learners employ strategies and intentional exposure to grammatical rules to internalize and use them in the linguistic production” (Pawlak, 2019).	Vocabulary	Recognition and use of appropriate vocabulary.	Items 1, 3, 7, 8, 9	Technique: Test Instrument: Pre-test and Post-test
		Spelling	Identification of correct spelling.	Item 2	
		Grammar structures	Correct use of grammatical structures.	Items 4, 5, 6	
		Punctuation	Proper use of punctuation marks.	Items 10, 11, 12	
		Capitalization	Correct use of capital letters.	Items 13, 14, 15	

Elaborated by: Caiza (2025)

Source: The Author

Validity and Reliability

Validity and reliability are terms that are often very confusing in the research process. Fodouop Kouam (2024) distinguishes between these two concepts by stating that “validity is the extent to which a study accurately measures what it intends to measure, while reliability refers to the consistency and stability of the results” (p. 271).

Considering the above-mentioned, these terms are important to determine the credibility and fidelity of the investigation; therefore, the researcher guaranteed the authenticity of the research findings through content validity. Content validity is defined as the relationship between the content of an instrument, and the construction aims to be studied (Roebianto et al., 2023). The tests were reviewed by a panel of three experts in English language teaching. This panel was formed by Magister Mahly Martinez Ph.D., who is the Coordinator of Academic Management of Postgraduate Studies at the National University of Education and Research Professor of the Pedagogy of National and Foreign Languages at UNAE, with 19 years of experience.

The second expert was Magister Rocio Ortega, she is a Master Professor in Pedagogy of National and Foreign Languages at Indoamerica University, with 40 years of experience and many research contributions in English teaching for example the article "Academic Writing in the Context of Applied Linguistics for English Language Teaching: Integrating Web 2.0" written in 2018 for the magazine Kronos of Universidad Central del Ecuador.

Finally, the third expert of this panel was Magister Diego López Aguilar, who is an experienced professional in teaching English as a Foreign Language (EFL) and

English for Specific Purposes (ESP). English teacher at Universidad Tecnológica Indoamérica. Treasurer of the TESOL Ecuador Network (Teaching English to Speakers of Other Languages). Member of the TESOL International Association, Author of the article Technology for Learning and Knowledge Strategies in Virtual Education: A Case Study of Higher Education, and Co-author of the article Flipped classroom as a learning strategy in reading comprehension: a case study of higher education.

This panel evaluated the content of the instrument based on its relevance, clarity, and alignment with the research objectives. The test was checked to ensure that it conforms to A1 grammatical descriptors of the Common European Framework Reference for Languages (CEFR). As a result, the instruments were approved by the validators, and based on the experts' feedback, modifications were made to improve the quality of the instruments for the respective applications.

In line with the reliability of the investigation, this was assessed using a pilot test that helped us to determine the internal consistency and dependability of the instrument. A pilot test is developed by applying the instruments in a small group once to test their feasibility before starting the large research (Fraser et al., 2018). Given that only a sixth-grade group of 28 students exists, a subset of 10 students was selected to participate in this phase. The instrument was piloted in this small group, whose educational context is like that of the group we used in the main study.

Chart N° 4 Pilot test sample

Unit of Analysis	Group	Population Sample	Technique / Instrument
Students	Sixth Grade	<i>Population:</i> 28 students	Test / Pre-test

Elaborated by: Caiza (2025)

Source: The Author

A key point that made it possible to demonstrate the feasibility of the tests was internal consistency. The internal consistency can be understood as the level of connection between the scores of all the items in a test (Van Der Linden, 2005). So, the internal consistency of the tests was calculated using Cronbach's Alpha, which is a statistic used to evidence that tests or scales that have been created or implemented for research projects are adequate for the proposed goal (Forero, 2014). The results obtained in the pilot test were analyzed using Cronbach's Alpha, and then we were able to assess the consistency of the items, where a coefficient above 0.70 will be considered acceptable, ensuring that the instrument offers reliable measurements.

Chart N° 5 Cronbach's Alpha Interpretation

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Elaborated by: Caiza (2025)

Source: Adapted from Streiner (2003).

$$\alpha = (n / (n - 1)) * (1 - (\sum Vi / VT))$$

n = number of items on the scale.

Vi = variance associated with each item.

VT = total variance of the scale.

$$\alpha = (15 / (15 - 1)) * (1 - (\sum 2,69 / 8,69))$$

$$\alpha = 0,749$$

In this case, the Cronbach's Alpha obtained was **0,74**, indicating that the internal consistency is **acceptable**, and consequently, the instruments are reliable for the investigation.

Data Analysis Results

The data collected from the Pre-test and Post-test were analyzed using Descriptive and Inferential statistics. According to Sheard (2018), descriptive statistics seek to explain in detail the data collected, allowing researchers to summarize the information and gather what is needed for analysis. Whereas inferential statistics are related to the analysis of factors to test the hypothesis by statistical procedures (Sahu et al., 2015). So, descriptive statistics organized the results of the pre and post-test through mean and standard deviation to offer an overview of the students' performance.

Chart N° 6 Mean and Standard deviation.

Identifier	Pre-test scores	Post test scores	Difference between each result
1	6,66	10	-3,34
2	6	8,66	-2,66
3	5,33	7,33	-2
4	6	7,33	-1,33
5	4,66	7,33	-2,67
6	6,66	9,33	-2,67
7	5,33	8,66	-3,33
8	4,66	7,33	-2,67
9	6,66	8	-1,34
10	2	7,33	-5,33
11	4,66	6,66	-2

12	7,33	6,66	0,67
13	3,33	8,66	-5,33
14	6	8,66	-2,66
15	5,33	8,66	-3,33
16	8	8	0
17	4	8	-4
18	5,33	8,66	-3,33
Mean	5,441111111	8,07	-2,628888889
Standard deviation	1,450447756	0,911688801	1,541435118

Elaborated by: Caiza (2025)

Source: Data collected from the sample group.

To determine if there exists a significant difference between these two tests, a paired samples t-test was used to compare results before and after the gamified intervention. It is important to note that a paired samples t-test is a test used to compare the means obtained from two groups and determine if the mean change between the groups is different from zero (Bausell & Li, 2002). In this way, pretest and post test scores were analyzed using the paired samples t-test, and, in addition, Cohen’s d was calculated to measure the effect size.

Chart N° 7 Critical Value of t

Critical value of t	
n= students’ number	18
Significance level	0,05
Degrees of freedom (df)	df=n-1 df=18-1=17
To df=17 and $\alpha =0,05$, critical value = ± 2.110	

Elaborated by: Caiza (2025)

Source: The Author.

$$t = \bar{x} / (s / \sqrt{n})$$

\bar{x} = sample mean.

s= sample standard deviation

n= sample size.

$$t = (-2,628888889) / (1,54143512 / \sqrt{18})$$

$$t = -7,235744686$$

$$|t| = 7,24$$

As a result, the value of t corresponds to 7,24. If we compare it with the critical value of t, which in this case is 2,11, we found that the value of t is major than the critical value, which means that the results of the pre-test and post-test are statistically significant.

$$7,24 > 2,110 \rightarrow \text{Significative}$$

In addition, Cohen's d is used to analyze changes between means, and the effect size is measured by comparing the means of the two groups, where d = 0.2 indicates a small effect and d = 0.8 or higher indicates a large effect (Hanson, 2022).

$$\text{Cohen's } d = (\text{mean difference}) / (\text{standard deviation})$$

$$d = (2,628888889) / (1,54143512)$$

$$d = 1,70548138 \rightarrow \text{Large effect}$$

In this context, the size effect was 1,70, which represents a large effect, showing a strong impact of the gamified experience on vocabulary and spelling learning, improving learning performance, and providing additional evidence for the research. It's important to note that all analysis was conducted using Excel for initial data organization and to develop the statistical process.

Based on the results obtained through the statistical analysis, it was determined that there is a significant difference between the students' performance before and after the gamified intervention. The t value was 7.24, indicating that the improvement in grammar learning (vocabulary, spelling, and punctuation) was statistically significant. In addition, Cohen's d value of 1.70 indicates that the size of the effect was large, reinforcing the impact of the intervention. Therefore, the null hypothesis is rejected, and the hypothesis is accepted, confirming that Gamification influences significantly in sixth- grade students' grammar learning.

For a detailed item-by-item analysis and interpretation of the results, please refer to Annex N° 12

CHAPTER III

PRODUCT

Innovative Proposal to the Problem / Result

This section contains an innovative proposal that will provide a feasible solution to the problem identified. The main goal of this proposal is to enhance the vocabulary and spelling learning of sixth-grade students of the English language - A1 level, using a didactic guide as an educational resource, which includes a set of strategies based on the use of gamification to develop specific grammar skills to achieve the outcomes expected.

Name of the Proposal

“WORD HEROES: THE SPELLING & VOCABULARY CHALLENGE”.

Type of Product

As already mentioned, the type of product chosen is the Didactic Guide. A didactic guide is defined as a resource that allows the learning and teaching process to be organized and oriented (Pino Torrens & Urías Arbolaez, 2020). That is to say that the main function of this material is to promote the interaction of both students and the teacher, with educational components such as objectives, content, methodological strategies, didactic resources, and assessment to support the teaching and learning experience, and then facilitate the understanding (Aretio, 2002). Considering the facts previously mentioned, a didactic guide is the best option to be used as an innovative proposal. All its components will be useful to structure a material in accordance with enhancing students' English vocabulary and spelling. In addition, the didactic guide will promote active learning in English classrooms, providing useful material to increase participation and motivation for learning in primary school students.

Objective of the Proposal

- To enhance the learning of the grammatical basis (vocabulary, spelling, and punctuation) of A1 level English learners through gamified activities.

Structure of the Proposal

The current section consists of two parts: the first part explains the steps in the creation of a didactic guide, and the second part describes the components of the proposal.

Steps for creating a didactic guide

1. Diagnose the level of students' English grammar skills using a Pre-test, focusing on vocabulary and spelling at the A1 level.
2. Identify effective gamification strategies to improve vocabulary and spelling in an interactive and engaging way, incorporating digital tools such as Kahoot! and Quizizz.
3. Design the didactic guide, detailing the topics, objectives, activities, and resources of each session, using an editing platform like Canva.
4. Apply the didactic guide in the class, incorporating the planned activities and resources during the learning process.
5. Assess the effectiveness of the didactic guide in the student's progress through a Post-test.
6. Measure the effectiveness of the intervention by comparing students' performance before and after the gamified implementation.

Description of the Didactic Guide Structure

The didactic guide will be designed to enhance the spelling and vocabulary in sixth-grade students at the A1 English level. The proposal will be composed of ten sessions, each one focusing on developing a specific aspect related to spelling and vocabulary, incorporating a gamified approach. In this context, the guide includes resources created by the author, such as interactive presentations designed in Canva and Genially, didactic materials, and digital assessments using Kahoot and Quizizz. Additionally, the methodology implemented in this guide will be PPP (Presentation,

Practice, and Production) to ensure a structured learning experience. So, the structure of the proposal is detailed below:

- a. Cover
- b. Introduction
- c. Objective
- d. Methodology (Gamification approach, PPP approach)
- e. How to access Kahoot! and Quizizz
- f. Didactic Sessions

Structure of the didactic sessions:

Didactic Session Plan		
Topic		
Objective		
Methodology		
Time		
Materials		
Resources		
Lesson Development (PPP Methodology)		
Phase	Teacher's activities	Students' Activities
Presentation Introducing the topic.		
Practice Controlled activities		
Production		

Free practice		
Assessment Checking Understandin g		
Output Students' activity		

g. Recommendations.

h. References

Evaluation of the Innovative Proposal

The strategy elected to assess the student's progress is the Post-test (Review Annex N° 5). A post-test is frequently defined as a test carried out after the implementation of a treatment in a specific sample group to evaluate the changes that have occurred (Shek & Zhu, 2018). Consequently, the post-test scores serve to validate the learners' advancement afterwards the gamified intervention, in other words, the application of the didactic guide. Furthermore, the post-test provides a clear and accurate measure of the development of the students by comparing the results obtained before and after the treatment, enabling them to recognize their own improvement.

Validation of the Proposal

In accordance with the Indoamerica University Thesis Manual, there exist three methods to validate a proposal: Method 1: Peer review by specialists, Method 2: Assessment by users, and Method 3: Validation through practical application of the

proposal (Unidad de Posgrado Universidad Indoamérica, 2018). In this case, the option selected was **Method 3: Validation through practical application of the proposal**, considering the alternative “Verification of results demonstrating a transformation with respect to the initial diagnosis by implementing the full or partial proposal to the entire study sample”. The practical application of the didactic guide allows for measuring its effectiveness in improving vocabulary and spelling skills at the A1 English level. This process provides an opportunity to recognize the strengths of the proposal and the areas that possibly need improvement to optimize its efficacy in the classroom.

To review the full proposal, including the complete didactic guide, please visit the following link: <https://heyzine.com/flip-book/f5f174a78d.html>

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Based on the results obtained in the pre-test, the students' initial diagnostic revealed that most of them have inconveniences related to spelling, basic vocabulary, and grammar structures. The initial diagnostic highlighted the necessity for strategies to support this area, given the need for mechanisms to promote grammar learning through engaging activities.
- Considering the demand for an innovative methodology in the English classroom, the development of the didactic guide based on Gamification efficiently responded to promoting the integration of digital tools such as Kahoot! and Quizizz to create a dynamic learning environment. The guide was integrated with gamified elements pedagogically aligned to the students' level, which means that the content was appropriate for their English level (A1) and was motivational for them.
- From the implementation of the didactic guide in the sixth-grade group, it has been demonstrated that the use of gamified resources increased the active participation of the students during English lessons, contributing to active learning. Students responded positively to each proposed activity, which indicates that gamification can be a feasible method for grammar instruction in primary school learners.
- The results obtained from the post-test confirmed a significant improvement in the performance of sixth-grade students related to grammar areas such as vocabulary usage and spelling. The statistical analysis, including the paired

t-test and Cohen's *d*, evidenced the effectiveness of the gamified intervention and suggested that gamification had a positive impact on the grammar learning process.

- Hence, when integrated gamification into the teaching of English grammar, it offers an effective strategy for improving the acquisition of grammar components in primary students, such as vocabulary and spelling. This research corroborates the relevance of using innovative and interactive tools to promote significant learning and lasting outcomes in English as a Foreign Language.

Recommendations

- It is recommended that teachers carry out periodic diagnostics to evaluate students' grammar knowledge to identify weaknesses or difficulties and design the respective interventions that target those gaps to guarantee grammar learning, especially in areas such as spelling, vocabulary, and punctuation.
- In the elaboration of future didactic guides or other resources should continue to be incorporated gamification strategies but also explore additional digital tools to diversify the English grammar learning experience and adapt to the interests of learners.
- When implementing gamified resources in the English classroom, it is important that teachers consider the different students' learning styles to adjust these resources to the specific needs. In addition, the learning process

must be insured using clear objectives and supplies to increase its effectiveness.

- It is suggested further studies to examine the impact of game-based learning on the study of English grammar, including other aspects of grammar like vocabulary and spelling, to gain additional insights and perspectives to complement this area.
- Consequently, educational institutions must consider adopting strategies based on gamification as part of their English instruction, specifically at primary education levels. It is necessary to train teachers in the use of these tools to ensure the teaching practice offers an effective and consistent learning process and, as a result, benefits students' academic performance.

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ANNEXES

Annex 1: Authorization of the Educational Institution.

Aloasí, 17 de febrero de 2025

MSc. Gonzalo Hinojosa
Rector de la Unidad Educativa William Blake

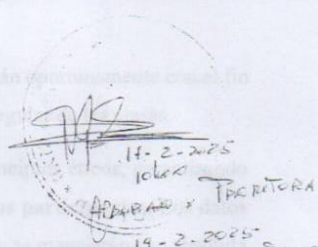
De mi consideración:

Yo, **Joselyn Cristina Caiza Ashqui**, con cédula de identidad **172765454-1**, por medio de la presente, me dirijo a usted con el fin de solicitar la autorización pertinente para llevar a cabo una investigación en la institución que usted dirige, en el marco de mi trabajo de titulación para la obtención del título de **Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de inglés** en la Universidad Tecnológica Indoamerica.

El estudio, titulado **“Gamification as a strategy to improve grammar learning in primary school students of English as a Foreign Language” (La gamificación como estrategia para mejorar el aprendizaje de la gramática en alumnos de inglés como lengua extranjera de primaria)**, tiene como objetivo analizar el impacto del uso de estrategias de gamificación en el desarrollo de habilidades gramaticales en estudiantes de **Sexto año de Educación Básica**. Para ello, se implementará una **guía didáctica** en un determinado número de sesiones cuya efectividad será evaluada mediante la aplicación de un **pre y post test**.

En este contexto, solicito atentamente su autorización para:

1. **Acceder a un grupo de estudiantes de sexto año** para llevar a cabo una **prueba piloto** que servirá para comprobar la fiabilidad de los instrumentos de recolección de datos (**pre y post test**).
2. **Acceder a un segundo grupo de estudiantes de sexto año** a fin de aplicar la propuesta didáctica y obtener los datos requeridos para la investigación.
3. **Hacer uso de un espacio en la institución** que cuente con los **recursos tecnológicos** necesarios para garantizar la **participación de los estudiantes** en las actividades interactivas programadas en plataformas digitales como **Quizizz** y


17-2-2025
19-2-2025
APROBADO x T. P. R. HINOJOSA
DIAGRAMAR E
- RECOMENDAR
- RECOMENDAR
(L. CAIZA)

Kahoot, asegurando el acceso a computadoras o dispositivos con conexión a internet

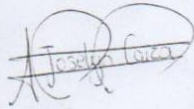
Cabe señalar que las actividades se coordinarán y comunicarán oportunamente con el fin de garantizar su correcta ejecución sin afectar el desarrollo regular de las clases.

Adicionalmente, el estudio se desarrollará bajo estrictos principios éticos, garantizando la **confidencialidad de la información** y el **bienestar de los participantes**. Los datos obtenidos serán utilizados únicamente con fines académicos y se manejarán con absoluta reserva.

Quedo atenta a cualquier requisito adicional que deba cumplir para la aprobación de esta solicitud y agradezco de antemano su atención e importancia dada a la presente.

Sin otro particular, me despido con el más alto grado de respeto y consideración.

Atentamente,



Joselyn Cristina Caiza Ashqui

Estudiante de la Maestría de Pedagogía de los Idiomas Nacionales y Extranjeros
Mención Enseñanza de Inglés - Universidad Tecnológica Indoamericana.

Correo Electrónico: joselyncaiza767@gmail.com

Celular: 0990118146

Annex 2: Consent form of the participants' representatives. (Format)

CARTA DE CONSENTIMIENTO INFORMADO

Estimado padre/madre o representante legal:

Yo, **Joselyn Cristina Caiza Ashqui**, estudiante de la maestría de Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me dirijo a usted con el propósito de solicitar su autorización para que su representado/a participe en una investigación educativa que se llevará a cabo en la **Unidad Educativa William Blake**, dicho proceso es realizado como parte de un trabajo de investigación en el marco de mi proceso titulación.

El estudio tiene como finalidad **mejorar el aprendizaje de la gramática (ortografía y uso de signos de puntuación)** en los estudiantes de **Sexto año de Educación Básica** mediante el uso de estrategias innovadoras y herramientas digitales. Para ello, los estudiantes participarán en diversas actividades como **pruebas diagnósticas, ejercicios interactivos y tareas adicionales**, con el propósito de evaluar el impacto del enfoque utilizado.

Cabe destacar que la investigación se desarrollará durante el horario de la clase de inglés y cuenta con la debida autorización y supervisión del docente responsable.

Además, con el fin de documentar el proceso y los avances obtenidos, solicitamos su autorización para **tomar fotografías y videos de su representado/a** mientras participa en las actividades de la investigación. Dicho material será utilizado exclusivamente como evidencia del estudio y podrá ser incluido en:

- Informes de investigación.
- Material de estudio en plataformas institucionales o repositorios de la Universidad Indoamerica.

El uso del material audiovisual se realizará bajo estrictas normas éticas y de confidencialidad, asegurando que la identidad del estudiante no sea expuesta sin su consentimiento.

Si está de acuerdo con que su representado/a participe en la investigación y autoriza la toma de fotografías y videos conforme a lo detallado anteriormente, le solicitamos completar y firmar el formulario adjunto y devolverlo a la institución.

Este consentimiento permanecerá vigente hasta que usted comunique formalmente su revocación a la institución educativa.

Agradecemos su apoyo y colaboración en este proceso, el cual contribuirá al desarrollo académico de los estudiantes.

Atentamente,

Lic. Cristina Caiza

Estudiante de la Universidad Tecnológica Indoamerica.

Formulario de Consentimiento para la Participación en la Investigación y Uso de Evidencia Audiovisual

En cumplimiento de lo dispuesto en el inciso final del artículo 52 del Código de la Niñez y Adolescencia, y conforme a las condiciones detalladas en la carta de consentimiento informado, **autorizo** que mi representado/a participe en la investigación educativa llevada a cabo por **Joselyn Cristina Caiza Ashqui**, estudiante de la **Universidad Tecnológica Indoamerica** en el marco de su proceso de titulación.

Así mismo, autorizo la toma de **fotografías y videos** de mi representado/a durante las actividades de la investigación, así como la publicación de muestras de su trabajo académico, exclusivamente con fines educativos y de investigación. Declaro estar informado/a de que este material podrá ser utilizado en informes académicos, boletines educativos y repositorios institucionales, sin que ello implique retribución alguna.

En caso de revocar esta autorización, me comprometo a comunicarlo formalmente a la institución educativa.

Fecha	
Nombre del/la estudiante	
Curso/Paralelo	
Nombre completo del padre/madre/ o representante legal	
Cédula de ciudadanía	
Firma del padre/madre/ o representante legal	

Annex 3: Consent form of the participants' representatives.



Universidad
Indoamérica

CARTA DE CONSENTIMIENTO INFORMADO

Estimado padre/madre o representante legal:

Yo, **Joselyn Cristina Caiza Ashqui**, estudiante de la maestría de Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me dirijo a usted con el propósito de solicitar su autorización para que su representado/a participe en una investigación educativa que se llevará a cabo en la **Unidad Educativa William Blake**, dicho proceso es realizado como parte de un trabajo de investigación en el marco de mi proceso titulación.

El estudio tiene como finalidad **mejorar el aprendizaje de la gramática (ortografía y uso de signos de puntuación)** en los estudiantes de **Sexto año de Educación Básica** mediante el uso de estrategias innovadoras y herramientas digitales. Para ello, los estudiantes participarán en diversas actividades como **pruebas diagnósticas, ejercicios interactivos y tareas adicionales**, con el propósito de evaluar el impacto del enfoque utilizado.

Cabe destacar que la investigación se desarrollará durante el horario de la clase de inglés y cuenta con la debida autorización y supervisión del docente responsable.

Además, con el fin de documentar el proceso y los avances obtenidos, solicitamos su autorización para **tomar fotografías y videos de su representado/a** mientras participa en las actividades de la investigación. Dicho material será utilizado exclusivamente como evidencia del estudio y podrá ser incluido en:

- Informes de investigación.
- Material de estudio en plataformas institucionales o repositorios de la Universidad Indoamerica.

El uso del material audiovisual se realizará bajo estrictas normas éticas y de confidencialidad, asegurando que la identidad del estudiante no sea expuesta sin su consentimiento.

Si está de acuerdo con que su representado/a participe en la investigación y autoriza la toma de fotografías y videos conforme a lo detallado anteriormente, le solicitamos completar y firmar el formulario adjunto y devolverlo a la institución.

Este consentimiento permanecerá vigente hasta que usted comunique formalmente su revocación a la institución educativa.

Agradecemos su apoyo y colaboración en este proceso, el cual contribuirá al desarrollo académico de los estudiantes.

Atentamente,


Lic. Cristina Caiza
Estudiante de la Universidad Tecnológica Indoamerica.

**Formulario de Consentimiento para la Participación en la Investigación y Uso de Evidencia
Audiovisual**

En cumplimiento de lo dispuesto en el inciso final del artículo 52 del Código de la Niñez y Adolescencia, y conforme a las condiciones detalladas en la carta de consentimiento informado, **autorizo** que mi representado/a participe en la investigación educativa llevada a cabo por **Joselyn Cristina Caiza Ashqui**, estudiante de la **Universidad Tecnológica Indoamérica** en el marco de su proceso de titulación.

Así mismo, autorizo la toma de **fotografías y videos** de mi representado/a durante las actividades de la investigación, así como la publicación de muestras de su trabajo académico, exclusivamente con fines educativos y de investigación. Declaro estar informado/a de que este material podrá ser utilizado en informes académicos, boletines educativos y repositorios institucionales, sin que ello implique retribución alguna.

En caso de revocar esta autorización, me comprometo a comunicarlo formalmente a la institución educativa.

Fecha	14 de marzo del 2025
Nombre del/la estudiante	Leonardo Pinos
Curso/Paralelo	6to "A"
Nombre completo del padre/madre/ o representante legal	Luis Fernando Pinos Ghuba
Cédula de ciudadanía	070403450-3
Firma del padre/madre/ o representante legal	

CARTA DE CONSENTIMIENTO INFORMADO

Estimado padre/madre o representante legal:

Yo, **Joselyn Cristina Caiza Ashqui**, estudiante de la maestría de Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me dirijo a usted con el propósito de solicitar su autorización para que su representado/a participe en una investigación educativa que se llevará a cabo en la **Unidad Educativa William Blake**, dicho proceso es realizado como parte de un trabajo de investigación en el marco de mi proceso titulación.

El estudio tiene como finalidad **mejorar el aprendizaje de la gramática (ortografía y uso de signos de puntuación)** en los estudiantes de **Sexto año de Educación Básica** mediante el uso de estrategias innovadoras y herramientas digitales. Para ello, los estudiantes participarán en diversas actividades como **pruebas diagnósticas, ejercicios interactivos y tareas adicionales**, con el propósito de evaluar el impacto del enfoque utilizado.

Cabe destacar que la investigación se desarrollará durante el horario de la clase de inglés y cuenta con la debida autorización y supervisión del docente responsable.

Además, con el fin de documentar el proceso y los avances obtenidos, solicitamos su autorización para **tomar fotografías y videos de su representado/a** mientras participa en las actividades de la investigación. Dicho material será utilizado exclusivamente como evidencia del estudio y podrá ser incluido en:

- Informes de investigación.
- Material de estudio en plataformas institucionales o repositorios de la Universidad Indoamerica.

El uso del material audiovisual se realizará bajo estrictas normas éticas y de confidencialidad, asegurando que la identidad del estudiante no sea expuesta sin su consentimiento.

Si está de acuerdo con que su representado/a participe en la investigación y autoriza la toma de fotografías y videos conforme a lo detallado anteriormente, le solicitamos completar y firmar el formulario adjunto y devolverlo a la institución.

Este consentimiento permanecerá vigente hasta que usted comunique formalmente su revocación a la institución educativa.

Agradecemos su apoyo y colaboración en este proceso, el cual contribuirá al desarrollo académico de los estudiantes.

Atentamente,


Lic. Cristina Caiza
Estudiante de la Universidad Tecnológica Indoamerica.

**Formulario de Consentimiento para la Participación en la Investigación y Uso de Evidencia
Audiovisual**

En cumplimiento de lo dispuesto en el inciso final del artículo 52 del Código de la Niñez y Adolescencia, y conforme a las condiciones detalladas en la carta de consentimiento informado, **autorizo** que mi representado/a participe en la investigación educativa llevada a cabo por **Joselyn Cristina Caiza Ashqui**, estudiante de la **Universidad Tecnológica Indoamérica** en el marco de su proceso de titulación.

Así mismo, autorizo la toma de **fotografías y videos** de mi representado/a durante las actividades de la investigación, así como la publicación de muestras de su trabajo académico, exclusivamente con fines educativos y de investigación. Declaro estar informado/a de que este material podrá ser utilizado en informes académicos, boletines educativos y repositorios institucionales, sin que ello implique retribución alguna.

En caso de revocar esta autorización, me comprometo a comunicarlo formalmente a la institución educativa.

Fecha	14-03-2025
Nombre del/la estudiante	Sofia Alejandra Arias Plataxi
Curso/Paralelo	6to "A"
Nombre completo del padre/madre/ o representante legal	Ana Lucia Plataxi Plataxi
Cédula de ciudadanía	1710469451
Firma del padre/madre/ o representante legal	

Annex 4: Pre-test Instrument

PRE-TEST			
Name:		Date:	
General Instructions			Score:
Read each question carefully.			
Choose the correct answer or complete the sentence with the appropriate word.			

SECTION 1: MULTIPLE CHOICE - Word Hero's First Challenge!

Mission: You have entered the Word Hero Expedition! To advance through the jungle of words, you must choose the correct answers. Each correct choice brings you closer to discovering the hidden treasures of language!

1. Instruction. - Choose the correct word to complete the sentence.

My favorite _____ is apple.

- a. food
- b. fruit
- c. color
- d. animal

Instruction. - Which word is spelled correctly? Choose the correct spelling.

- a. happyness
- b. happiness
- c. hapiness
- d. happines

2. Instruction. - Choose the correct answer.

Which one is a synonym for "big"?

- a. small
- b. huge

- c. thin
- d. long

SECTION 2: FILL IN THE BLANK - The Puzzle of the Missing Words!

Mission: Oh no, Word Hero! Some words are missing from these sentences! Help complete them correctly to restore the power of language and move forward on your quest!

3. Instruction. - Complete the sentence with the corresponding word.

I a book every week.

-
-
-
-

4. Instruction. - Complete the sentence with the corresponding word.

She a blue dress today.

-
-
-
-

5. Instruction. - Complete the sentence with the corresponding word.

The sun in the morning.

-
-
-
-

SECTION 3: MATCHING - The Word Hero Decoder!

Mission: Word Hero, The Scribbler has mixed up the meanings! Match each word with its correct definition to restore balance to the Language Kingdom!

Instruction. - Match the word with their definitions.

- 6. Dog -
- A place where you study.

7. Chair - - An animal or a pet.
8. School - - Something where you can sit.

SECTION 4: SENTENCE REORDERING - The Sentence Puzzle Quest!

Mission: Oh no! The mischievous Grammar Goblin has scrambled these sentences! Rearrange the words in the correct order to restore them and continue your Word Hero journey!

Instruction. - Order the following words to create the sentence.

9. have / I / a / dog /.

10. school / is / my / big /.

11. weekend / play / soccer / they / every /.

SECTION 5: IDENTIFY AND CORRECT - The Punctuation Rescue Mission!

Mission: Oh no! The Punctuation Pirates have stolen all the capital letters and punctuation marks! Your mission is to fix these sentences and restore order to the English language!

Instruction. - Rewrite the sentences with the correct spelling and punctuation.

12. my name is rebeca garcia

13. when is martinas birthday

14. i really like this game

- **Rubric section**

Criteria/Section	Items	Total points
Multiple choice	3 items (1 point each one)	
Fill in the blank	3 items (1 point each one)	
Matching	3 items (1 point each one)	
Sentence Reordering	3 items (1 point each one)	
Identify and Correct	3 items (1 point each one)	
Total score		
Elaborated by	Lic. Joselyn Cristina Caiza Ashqui	

Word Hero Expedition!

Each correct answer is worth 1 point. The sum of all points gives a total score, and you will reach a language hero level according to your performance:

- 0-3 puntos → Word Adventurer
- 4-7 puntos → Grammar Explorer
- 8-11 puntos → Spelling Pathfinder
- 12-15 puntos → Future Word Hero

Annex 5: Post-test Instrument

POST-TEST			
Name:		Date:	
General Instructions Read each question carefully. Choose the correct answer or complete the sentence with the appropriate word.			Score:

SECTION 1: MULTIPLE CHOICE – THE WORD WIZARD CHALLENGE!

Mission: The Word Wizard has scrambled some sentences and words. Your challenge is to find the correct answers and defeat his tricky traps!

15. Instruction. - The Word Wizard stole a word from this sentence! Choose the correct word to complete the sentence.

The _____ is very tall.

- e. house
- f. tree
- g. book
- h. sky

16. Instruction. - The Word Wizard misspelled a word! Choose the correctly spelled word.

- e. eduction
- f. educashion
- g. educaion
- h. education

17. Instruction. - The Word Wizard wants to confuse you! Choose the correct opposite!

Which word is the opposite for "fast"?

- e. quick
- f. big

g. slow

h. strong

SECTION 2: FILL IN THE BLANK – GRAMMAR QUEST!

Mission: Oh no! The Sentences of Power have lost their missing words! Help the Grammar Guardians restore them by choosing the correct word.

18. Instruction. - The Sentence of Power is incomplete! Choose the correct verb

form to fix it!

They in the park every Sunday.

plays

play

playing

played

19. Instruction. - Help Grammar Guardians to complete the sentence!

She to the store every week.

go

goes

going

gone

20. Instruction. - Julian is struggling with his homework! Help him express it

correct

Julian want to do his homework.

no

do not

does not

yes

SECTION 3: MATCHING - THE LOST WORDS MYSTERY!

Mission: The Word Wizard has scrambled the meanings of these words! Help restore order by matching each word to its correct definition.

Instruction. - Match each word with its correct definitions.

- | | |
|---------------|---------------------------------|
| 21. Teacher - | - A vehicle for transportation. |
| 22. Book - | - A person who teaches. |
| 23. Car - | - A thing you can read. |

SECTION 4: SENTENCE REORDERING - THE JUMBLED SENTENCE!

Mission: Oh no! A mischievous Word Goblin has scrambled these sentences. Your task is to unscramble the words and restore the correct order.

Instruction. - Order the following words to create the sentence. Don't forget the punctuation!

24. bicycle / I / . / my / ride

25. every / to / she / the/ walks / . / school / morning

26. in / . / my / friends / are / the / park

SECTION 5: IDENTIFY AND CORRECT – FIX THE SENTENCE CHALLENGE!

Mission: Oh no! The Sentences Gremlin has messed up these sentences! Your task is to correct them by adding the proper spelling, capitalization, and punctuation.

Instruction. - Rewrite the sentences correctly:

27. our country is called ecuador

28. is she emilios sister

29. that movie was horrible

- **Rubric section**

Criteria/Section	Items	Total points
Multiple choice	3 items (1 point each one)	
Fill in the blank	3 items (1 point each one)	
Matching	3 items (1 point each one)	
Sentence Reordering	3 items (1 point each one)	
Identify and correct	3 items (1 point each one)	
Total score		
Elaborated by	Joselyn Cristina Caiza Ashqui	

Word Hero Journey!

Each correct answer is worth 1 point. The sum of all points gives a total score, and you will reach a language hero level according to your performance:

- 0-3 puntos → Word Explorer
- 4-7 puntos → Grammar Guardian
- 8-11 puntos → Spelling Wizard
- 12-15 puntos → Ultimate Word Hero

Annex 6: Request for validation of Instruments. (Expert 1)

March 13th, 2025

MSc. Mahly Martínez

Coordinator of Postgraduate Academic Management at Universidad Nacional de Educación (UNAE)

Dear Magister.

I, **Joselyn Cristina Caiza Ashqui**, with Identity Card No. **172765454-1**, am writing to you in order to request your collaboration in the validation of the instruments designed for my research entitled **“Gamification as a Strategy to Improve Grammar Learning in Primary School Students of English as a Foreign Language”** as part of my thesis work for the Master's Degree in Pedagogy of National and Foreign Languages, Mention English Language Teaching at **Universidad Tecnológica Indoamerica**.

The aim of my study is to analyse the influence of gamification (Kahoot and Quizizz) on the learning of spelling and the use of punctuation marks in sixth-grade students. To this end, I have developed a set of instruments that require validation by experts in English language teaching in order to ensure their reliability, clarity and relevance in the educational context. This validation process will consist of reviewing and assessing the instruments in terms of their appropriateness to the research objectives, their level of difficulty for learners, the accuracy of the items and their alignment with the A1 English standards.

For this purpose, the following are annexed:

- Data collection instruments (pre-test and post-test).
- Validation Matrix

Thank you in advance for your time and willingness to contribute to this study.

Attentively:

Joselyn Cristina Caiza Ashqui

Student of the master's degree in Pedagogy of National and Foreign Languages - Universidad Tecnológica Indoamerica.

Annex 7: Request for validation of Instruments. (Expert 2)

March 14th, 2025

MSc. Dolores del Rocío Ortega Andrade

Dear Magister.

I, **Joselyn Cristina Caiza Ashqui**, with Identity Card No. **172765454-1**, am writing to you in order to request your collaboration in the validation of the instruments designed for my research entitled **“Gamification as a Strategy to Improve Grammar Learning in Primary School Students of English as a Foreign Language”** as part of my thesis work for the Master's Degree in Pedagogy of National and Foreign Languages, Mention English Language Teaching at **Universidad Tecnológica Indoamerica**.

The aim of my study is to analyse the influence of gamification (Kahoot and Quizizz) on the learning of spelling and the use of punctuation marks in sixth-grade students. To this end, I have developed a set of instruments that require validation by experts in English language teaching in order to ensure their reliability, clarity and relevance in the educational context. This validation process will consist of reviewing and assessing the instruments in terms of their appropriateness to the research objectives, their level of difficulty for learners, the accuracy of the items and their alignment with the A1 English standards.

For this purpose, the following are annexed:

- Data collection instruments (pre-test and post-test).
- Validation Matrix

Thank you in advance for your time and willingness to contribute to this study.

Attentively:

Joselyn Cristina Caiza Ashqui

**Student of the master's degree in Pedagogy of National and Foreign Languages -
Universidad Tecnológica Indoamerica.**

Annex 8: Request for validation of Instruments. (Expert 3)

March 18th, 2025

MSc. Diego Lopez

Dear Magister.

I, **Joselyn Cristina Caiza Ashqui**, with Identity Card No. **172765454-1**, am writing to you in order to request your collaboration in the validation of the instruments designed for my research entitled **“Gamification as a Strategy to Improve Grammar Learning in Primary School Students of English as a Foreign Language”** as part of my thesis work for the Master's Degree in Pedagogy of National and Foreign Languages, Mention English Language Teaching at **Universidad Tecnológica Indoamerica**.

The aim of my study is to analyse the influence of gamification (Kahoot and Quizizz) on the learning of spelling and the use of punctuation marks in sixth-grade students. To this end, I have developed a set of instruments that require validation by experts in English language teaching in order to ensure their reliability, clarity and relevance in the educational context. This validation process will consist of reviewing and assessing the instruments in terms of their appropriateness to the research objectives, their level of difficulty for learners, the accuracy of the items and their alignment with the A1 English standards.

For this purpose, the following are annexed:

- Data collection instruments (pre-test and post-test).
- Validation Matrix

Thank you in advance for your time and willingness to contribute to this study.

Attentively:

Joselyn Cristina Caiza Ashqui

**Student of the master's degree in Pedagogy of National and Foreign Languages -
Universidad Tecnológica Indoamerica.**

Annex 9: Instrument validation matrix. (Expert 1)



Universidad
Indoamérica

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES MENTION IN ENGLISH LANGUAGE TEACHING

Validation of the Instruments by Experts

Validator's Name: Mahly J. Martinez

Institutional e-mail: mahly.martinez@unae.edu.ec

Academic degree: Phd. in education

Author: Lic. Joselyn Cristina Caiza Ashqui

Academic Technical Sheet of the Instruments Validator

Title of the investigation: Gamification as a strategy to improve grammar learning in primary school students of English as a Foreign Language.

Objective: To analyze the impact of gamified strategies on vocabulary and spelling learning in sixth grade primary school students.

Introduction:

Dear evaluator, this validation matrix is designed to validate the content of the instruments (pre-test and post-test) used to assess students' proficiency in spelling and punctuation in English. These instruments are part of a research study aimed at measuring the effectiveness of gamification strategies in enhancing English grammar learning among sixth-grade primary school students. The pre-test and post-test include a variety of items designed to evaluate key areas such as punctuation and spelling rules.

Your insights and feedback will be invaluable in ensuring the clarity, relevance, and appropriateness of these assessment tools.

Instructions:


- Once you have read the instruments, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:
 - 1= low: The instruments does not meet the criteria
 - 2= fair: The instruments partially meet the criteria but requires significant improvement.
 - 3= Good: The instruments meet the criteria adequately but could benefit enhancements.
 - 4= Very Good: The instruments meet most criteria effectively with minor improvements needed.
 - 5 = Excellent: The instruments fully meet and exceeds the criteria.
- After evaluating each criterion, summarize the overall strengths and weaknesses of the instruments in the comments section, providing specific recommendations for the improvement of the assessment tools.

VALIDATION MATRIX

Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Observations
Alignment with research objectives	The items allow the impact of gamification on the acquisition of English spelling and punctuation to be measured.	1	2	3	4	5	
						X	
Clarity of items	Items are written in a comprehensible and unambiguous way for A1 learners.	1	2	3	4	5	
						X	
Relevance of content	The items adequately assess the learning of English spelling and punctuation according to the students' level.	1	2	3	4	5	
						X	
Adequate level of difficulty	The questions/tasks are appropriate for sixth grade students at A1 level and are not too complex or insufficiently complex.	1	2	3	4	5	
						X	
Format and presentation	The instruments have a clear structure, precise instructions and a student-friendly design.	1	2	3	4	5	
						X	

General comments from the validator:

The instrument is well organized, and it measures what is needed.

VALIDITY			
Validated by: Phd. Mahly J. Marinez	Signature:  MAHLY JABEREL MARTINEZ JIMENEZ	CI: 1759432733	Phone number: 0987695152

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

Annex 10: Instrument validation matrix. (Expert 2)



Universidad
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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MENTION IN ENGLISH LANGUAGE TEACHING

Validation of the Instruments by Experts

Validator's Name: Dolores del Rocío Ortega Andrade

Institutional e-mail: dortega16@uti.edu.ec

Academic degree: Magister en Lingüística Aplicada a la enseñanza Bilingüe: Español e Inglés

Author: Lic. Joselyn Cristina Caiza Ashqui

Academic Technical Sheet of the Instruments Validator

Title of the investigation: Gamification as a strategy to improve grammar learning in primary school students of English as a Foreign Language.

Objective: To analyze the impact of gamified strategies on vocabulary and spelling learning in sixth grade primary school students.

Introduction:

Dear evaluator, this validation matrix is designed to validate the content of the instruments (pre-test and post-test) used to assess students' proficiency in spelling and punctuation in English. These instruments are part of a research study aimed at measuring the effectiveness of gamification strategies in enhancing English grammar learning among sixth-grade primary school students. The pre-test and post-test include a variety of items designed to evaluate key areas such as punctuation and spelling rules.

Your insights and feedback will be invaluable in ensuring the clarity, relevance, and appropriateness of these assessment tools.

Instructions:

- Once you have read the instruments, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:
 - 1= low: The instruments does not meet the criteria
 - 2= fair: The instruments partially meet the criteria but requires significant improvement.
 - 3= Good: The instruments meet the criteria adequately but could benefit enhancements.
 - 4= Very Good: The instruments meet most criteria effectively with minor improvements needed.
 - 5 = Excellent: The instruments fully meet and exceeds the criteria.
- After evaluating each criterion, summarize the overall strengths and weaknesses of the instruments in the comments section, providing specific recommendations for the improvement of the assessment tools.

VALIDATION MATRIX


Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Observations
		1	2	3	4	5	
Alignment with research objectives	The items allow the impact of gamification on the acquisition of English spelling and punctuation to be measured.	1	2	3	4	5	
						5	
Clarity of items	Items are written in a comprehensible and unambiguous way for A1 learners.	1	2	3	4	5	
						5	
Relevance of content	The items adequately assess the learning of English spelling and punctuation according to the students' level.	1	2	3	4	5	
						5	
Adequate level of difficulty	The questions/tasks are appropriate for sixth grade students at A1 level and are not too complex or insufficiently complex.	1	2	3	4	5	Some instructions could be slightly refined for better readability. Example: "Read each question carefully. Select the answer or complete the sentences with information that you consider appropriate." → Suggested: "Read each question carefully. Choose the correct answer or complete the sentence with the appropriate word."
					4		
Format and presentation	The instruments have a clear structure, precise instructions and a student-friendly design.	1	2	3	4	5	
						5	

General comments from the validator:

The instrument Ms. Caiza has designed has the following strengths:

1. It is appropriate for A1 Level
2. The test covers basic vocabulary, grammar, and sentence structure suitable for A1 learners.
3. Tasks such as multiple-choice questions, fill-in-the-blanks, matching, sentence reordering, and identifying errors align well with beginner-level language skills.
4. Most of the instructions are clear

5. Each section has a simple and direct instruction, making it easy for A1 students to understand.
6. The test assesses different language skills: vocabulary, grammar, sentence construction, and basic writing conventions.
7. The post-test follows the same format as the pre-test, making it effective for measuring progress.
8. The rubric provides clear points allocation, which is useful for both students and teachers

VALIDITY			
Validated by: Mg. Dolores del Rocío Ortega Andrade	Signature:  <small>DOLORES DEL ROCÍO ORTEGA ANDRADE</small>	CI: 0400564662	Phone number: 0988071248

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

Annex 11: Instrument validation matrix. (Expert 3)



Universidad
Indoamérica

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES MENTION IN ENGLISH LANGUAGE TEACHING

Validation of the Instruments by Experts

Validator's Name: Diego Vinicio López Aguilar

Institutional e-mail: diegolopez@uti.edu.ec

Academic degree: Master in Linguistics and Didactics

Author: Lic. Joselyn Cristina Caiza Ashqui

Technical Validation Form for Research Instruments

Title of the investigation: Gamification as a strategy to improve grammar learning in primary school students of English as a Foreign Language.

Objective: To analyze the impact of gamified strategies on vocabulary and spelling learning in sixth grade primary school students.

Introduction:

Dear evaluator, this validation matrix is designed to validate the content of the instruments (pre-test and post-test) used to assess students' proficiency in spelling and punctuation in English. These instruments are part of a research study aimed at measuring the effectiveness of gamification strategies in enhancing English grammar learning among sixth-grade primary school students. The pre-test and post-test include a variety of items designed to evaluate key areas such as punctuation and spelling rules.

Your insights and feedback will be invaluable in ensuring the clarity, relevance, and appropriateness of these assessment tools.

Instructions:

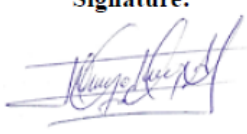
- Once you have read the instruments, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:
 - 1= low: The instruments does not meet the criteria
 - 2= fair: The instruments partially meet the criteria but requires significant improvement.
 - 3= Good: The instruments meet the criteria adequately but could benefit enhancements.
 - 4= Very Good: The instruments meet most criteria effectively with minor improvements needed.
 - 5 = Excellent: The instruments fully meet and exceeds the criteria.
- After evaluating each criterion, summarize the overall strengths and weaknesses of the instruments in the comments section, providing specific recommendations for the improvement of the assessment tools.

VALIDATION MATRIX

Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Observations
		1	2	3	4	5	
Alignment with research objectives	The items allow the impact of gamification on the acquisition of English spelling and punctuation to be measured.	1	2	3	4	5	I don't see gamification in a questionnaire.
		X					
Clarity of items	Items are written in a comprehensible and unambiguous way for A1 learners.	1	2	3	4	5	Ok
						X	
Relevance of content	The items adequately assess the learning of English spelling and punctuation according to the students' level.	1	2	3	4	5	You're checking vocabulary and grammar in some sections.
				X			
Adequate level of difficulty	The questions/tasks are appropriate for sixth grade students at A1 level and are not too complex or insufficiently complex.	1	2	3	4	5	Ok
						X	
Format and presentation	The instruments have a clear structure, precise instructions and a student-friendly design.	1	2	3	4	5	Ok
						X	

General comments from the validator:

You need to think about an instrument that clearly shows gamification. Although a questionnaire could be designed in a fun or challenging way, in its simplest form, it wouldn't meet the fundamental characteristics of gamification (rewards, competition, levels, points, etc.), as it doesn't involve game mechanics that is typically associated with this practice.

VALIDITY			
Validated by: Diego López	Signature: 	CI: 1803752987	Phone number: 0998690206

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

Annex 12: Analysis and Interpretation of Results

GENERAL ANALYSIS

Chart N° A1 General Analysis of the results by items.

Item N°	Evaluated Content	Correct answers Pre-test	% Pre-test	Correct answers Post-test	% Post-test	Improvement (%)
1	Vocabulary	16	88,89	14	77,78	-11,11
2	Spelling	2	11,11	18	100,00	88,89
3	Vocabulary	1	5,56	12	66,67	61,11
4	Grammar (verb)	13	72,22	15	83,33	11,11
5	Grammar (verb)	2	11,11	14	77,78	66,67
6	Grammar (Want)	4	22,22	10	55,56	33,33
7	Vocabulary	17	94,44	18	100,00	5,56
8	Vocabulary	17	94,44	18	100,00	5,56
9	Vocabulary	16	88,89	18	100,00	11,11
10	Capitalisation / Punctuation	16	88,89	17	94,44	5,56
11	Capitalisation / Punctuation	11	61,11	7	38,89	-22,22
12	Capitalisation / Punctuation	6	33,33	17	94,44	61,11
13	Capitalisation	10	55,56	16	88,89	33,33
14	Grammar / Capitalisation	1	5,56	10	55,56	50,00
15	Spelling / Punctuation	14	77,78	14	77,78	0,00

Elaborated by: Caiza (2025)

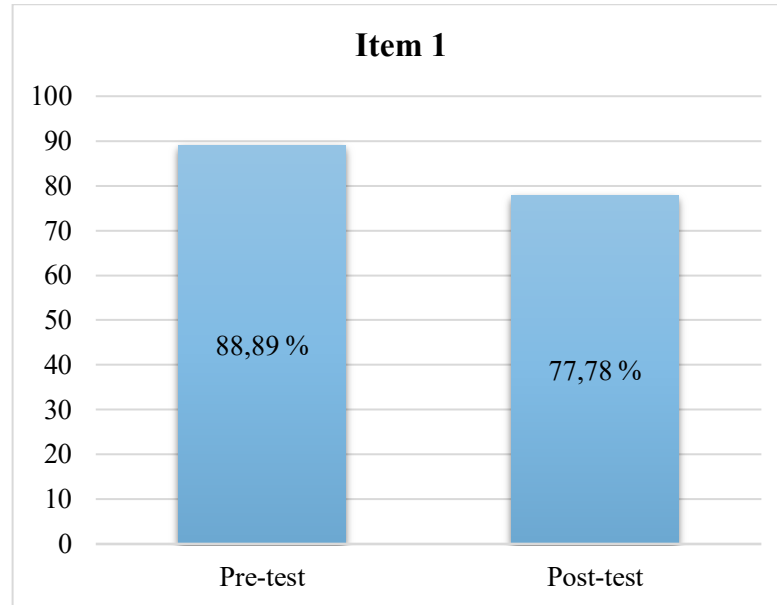
Source: Data collected from the sample group.

ANALYSIS BY ITEMS

ITEM 1

Instruction. - Choose the correct word to complete the sentence.

Evaluated dimension: Vocabulary



Graphic N° A1 Analysis Item 1 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

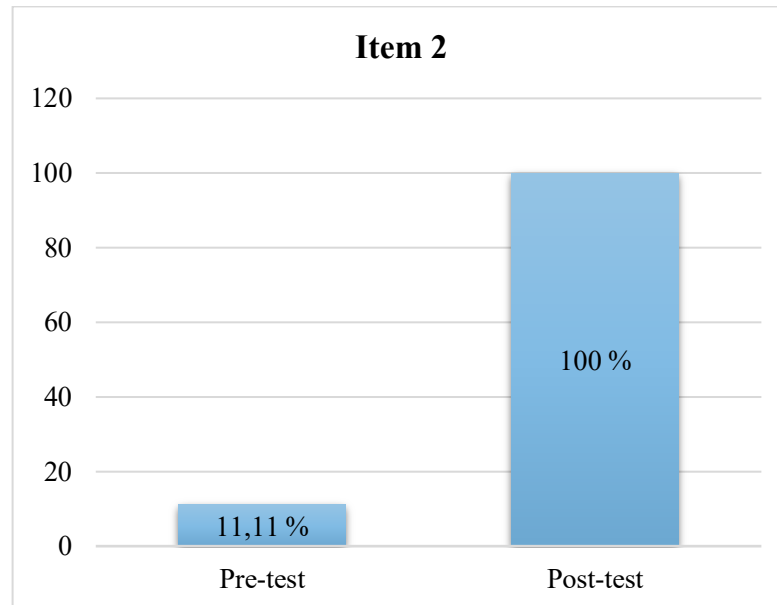
INTERPRETATION

This item shows us a slight decrease in the post-test results in comparison with the pre-test. The percentage was down from 88, 89% to 77, 78%, representing a difference of -11,11 percent. This change may be the result of many factors, like confusion in the answer options or distraction during the evaluation process. Also, this could indicate that the item content was not totally reinforced during the gamified intervention. Item 1 evaluated basic vocabulary and even though most of the students answered correctly, this slight decrease suggests that it's necessary to maintain constant practice in the classroom

ITEM 2

Instruction. - Which word is spelled correctly? Choose the correct spelling.

Evaluated dimension: Spelling



Graphic N° A2 Analysis Item 2 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

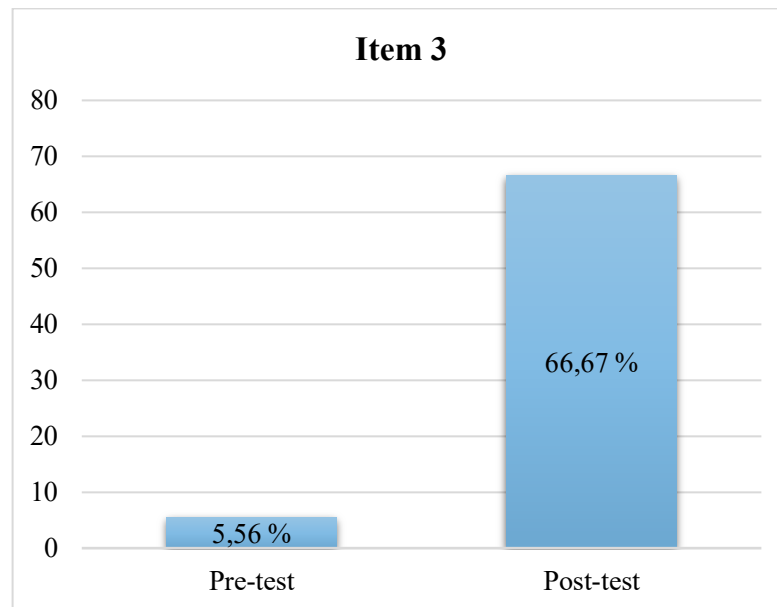
INTERPRETATION

Contrary to the first item, this item shows a considerable increment in the post-test results in comparison with the pre-test. The percentage went up from 11,11% to 100%, representing a difference of 88.89 percent. This increment evidence that students understand the concepts properly and have reached the expected learning from their immersion in the gamified experience. Item 2 analyzed the correct spelling, and in this case, exposed the understanding of the worked content. Through this data, it can be concluded that the intervention was helpful for them.

ITEM 3

Instruction. - Choose the correct answer.

Evaluated dimension: Vocabulary



Graphic N° A3 Analysis Item 3 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

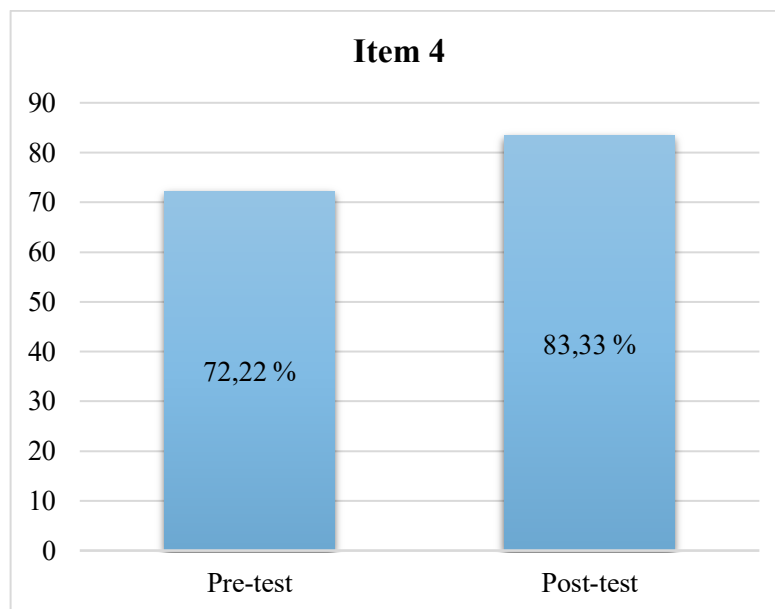
INTERPRETATION

In the same line as the last item, Item 3 presents an augmentation in the post-test results in comparison with the pre-test. The percentage increased from 5,56% to 66,67%, showing a difference of 61,11 percentage points. In this context, this growth shows that the gamified intervention was successful for students' improvement. This item evaluates vocabulary understanding, specifically synonyms and antonyms. From these results, it's important to determine that students reached the proposed goals.

ITEM 4

Instruction. - Complete the sentence with the corresponding word.

Evaluated dimension: Grammar (verb)



Graphic N° A4 Analysis Item 4 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

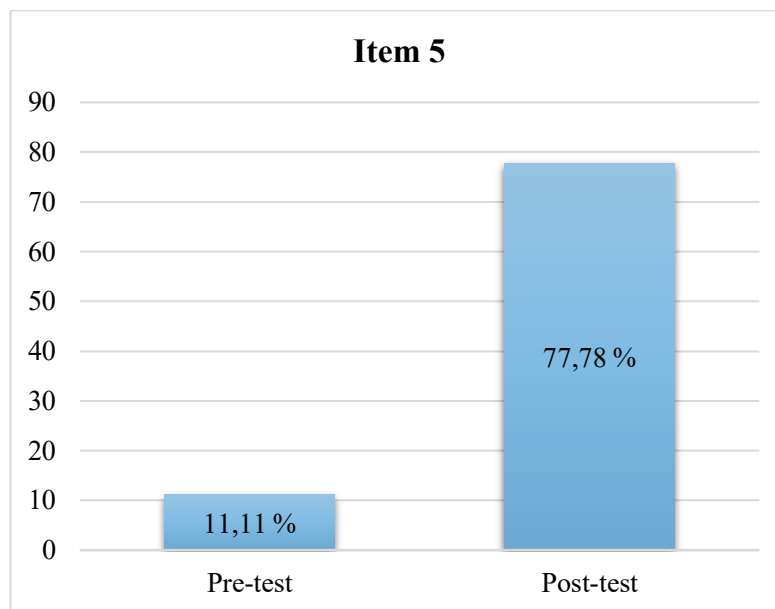
INTERPRETATION

Analyzing Item 4, it could be inferred that there exists a significant increment in the results obtained in the post-test. The percentage obtained in the pre-test was 72,22%, meanwhile the percentage of the post-test in relation to this item is 83,33%, showing a difference of 11,11%. This result suggests that the application of Gamification in the classroom had a positive impact on the students' grammar learning. Item 4 is directly related to the use of grammar rules and, therefore, evaluates the students' understanding and application. These results are evidence that they have managed to improve in this area.

ITEM 5

Instruction. - Complete the sentence with the corresponding word.

Evaluated dimension: Grammar (verb)



Graphic N° A5 Analysis Item 5 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

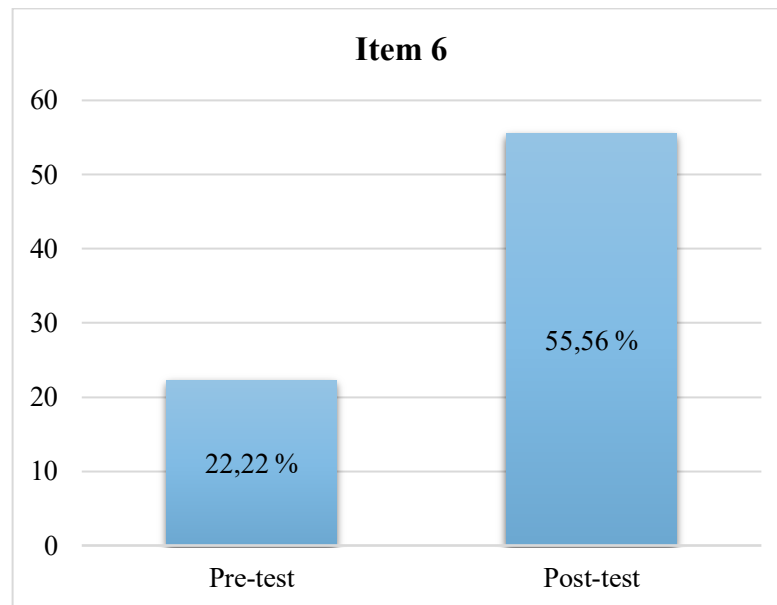
INTERPRETATION

The results obtained by Item 5 demonstrate a very high increment in answers collected by the post-test. The percentage obtained in the pre-test was 11,11%, meanwhile the percentage of the post-test in relation to this item is 83,33%, showing a difference of 66,67%. This result establishes that the intervention was beneficial for students to identify some structures. Item 5 makes emphasis on the use of the correct verb forms and evaluates the students' understanding and application. From these percentages, it can be considered significant progress in their learning process.

ITEM 6

Instruction. - Complete the sentence with the corresponding word.

Evaluated dimension: Grammar (want)



Graphic N° A6 Analysis Item 6 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

Continuing with the analysis, item 6 shows us a significant increment in the results obtained in the post-test. The percentage obtained in the pre-test was 22,22%, meanwhile the percentage of the post-test in relation to this item is 55,56%, showing a difference of 33,34%. This result reveals that gamified application significantly influenced students' comprehension. Item 6 evaluated the use of grammar rules, specifically verb conjugation. With these results, we can determine that students improve their understanding level and how to use it.

ITEM 7

Instruction. - Match the words with their definitions.

Evaluated dimension: Vocabulary



Graphic N° A7 Analysis Item 7 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

This item provides us with a little but anticipated increment in the results obtained in the post-test. The percentage obtained in the pre-test in relation to this item was 94,44%, meanwhile the percentage of the post-test is 100%, showing a difference of 5,56%. This percentage of difference indicates that gamified strategies contribute to vocabulary acquisition and understanding. This item evaluates the comprehension of basic vocabulary, considering students' English level. Therefore, these results evidence their proper management of this area.

ITEM 8

Instruction. - Match the words with their definitions.

Evaluated dimension: Vocabulary



Graphic N° A8 Analysis Item 8 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

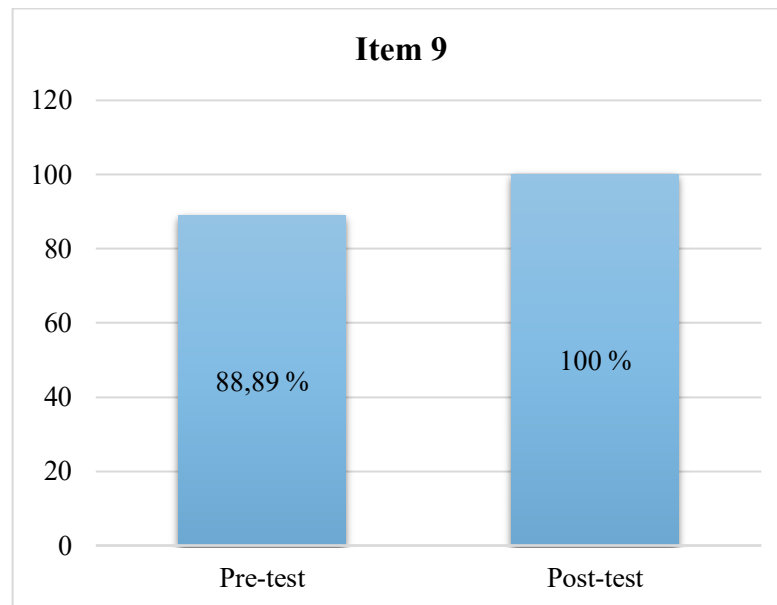
INTERPRETATION

At the same time as the last item, item 8 provides us with a little but an expected increment in the results collected by the post-test. The percentage obtained in the pre-test in relation to this item was 94,44%, meanwhile the percentage of the post-test is 100%, showing a difference of 5,56%. It's important to note that this difference indicates that gamified strategies contribute to vocabulary acquisition and understanding. This item shares the same structure as item 7 and evaluates the comprehension of basic vocabulary, considering students' English level. Therefore, these results evidence their proper management of this area now.

ITEM 9

Instruction. - Match the words with their definitions.

Evaluated dimension: Vocabulary



Graphic N° A9 Analysis Item 9 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

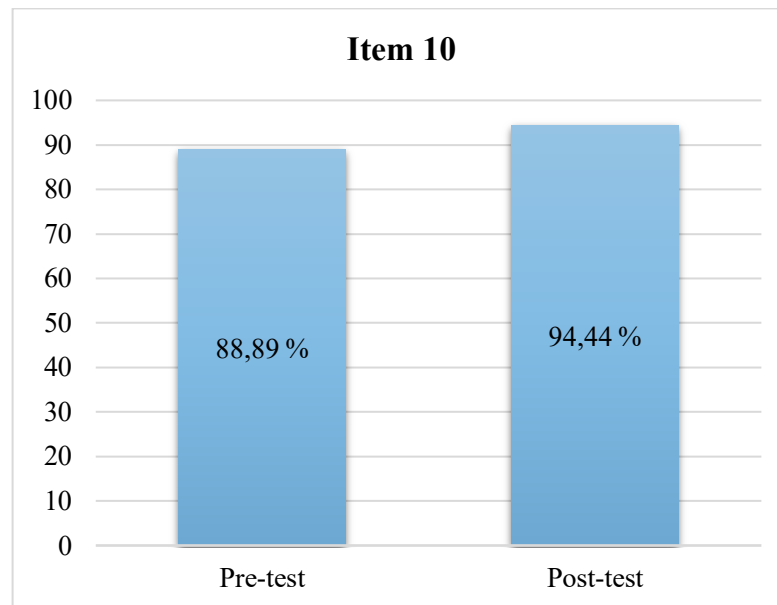
INTERPRETATION

To finish this section, item 9 also gives us a little improvement number. The percentage obtained in the pre-test in relation to this item was 88,89%, meanwhile the percentage of the post-test is 100%, showing a difference of 11,11%. In this part, this difference shows that gamified strategies facilitate the students' understanding because Item 9 evaluates the comprehension of basic vocabulary according to the students' English level. That is why we can establish that there exists a significant improvement in this area.

ITEM 10

Instruction. - Order the following words to create the sentence.

Evaluated dimension: Capitalization/Punctuation



Graphic N° A10 Analysis Item 10 – Pre-test and Post-test percentages

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

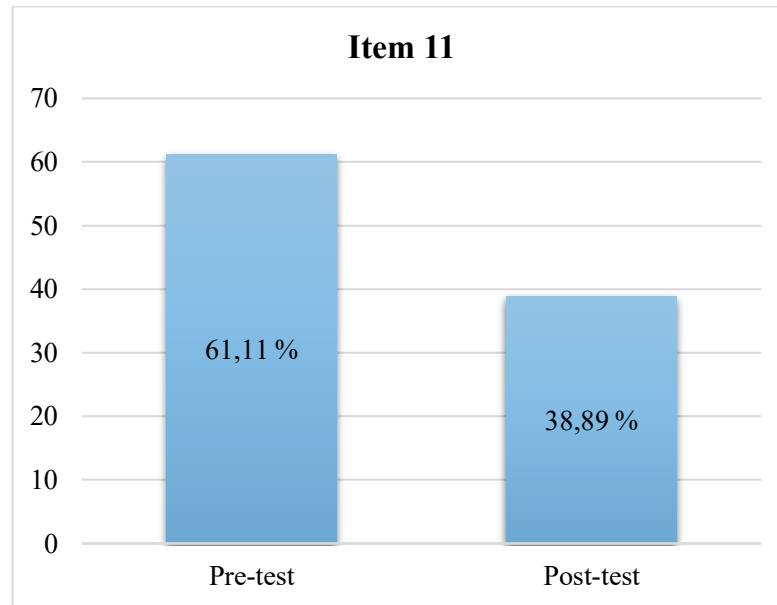
INTERPRETATION

In this section, this item provides us with a slight increment in the results obtained in the post-test. The percentage obtained in the pre-test in relation to this item was 88,89%, meanwhile the percentage of the post-test is 94,44%, showing a difference of 5,56%. This result demonstrates that after the intervention of gamified resources, students can identify and recognize capitalization and punctuation rules. Item 10 evaluates the comprehension of basic grammar rules, like capitalization and punctuation rules, according to students' level. In conclusion, students now understand these concepts and can apply these rules correctly.

ITEM 11

Instruction. - Order the following words to create the sentence.

Evaluated dimension: Capitalization/Punctuation



Graphic N° A11 Analysis Item 11 – Pre-test and Post-test percentages

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

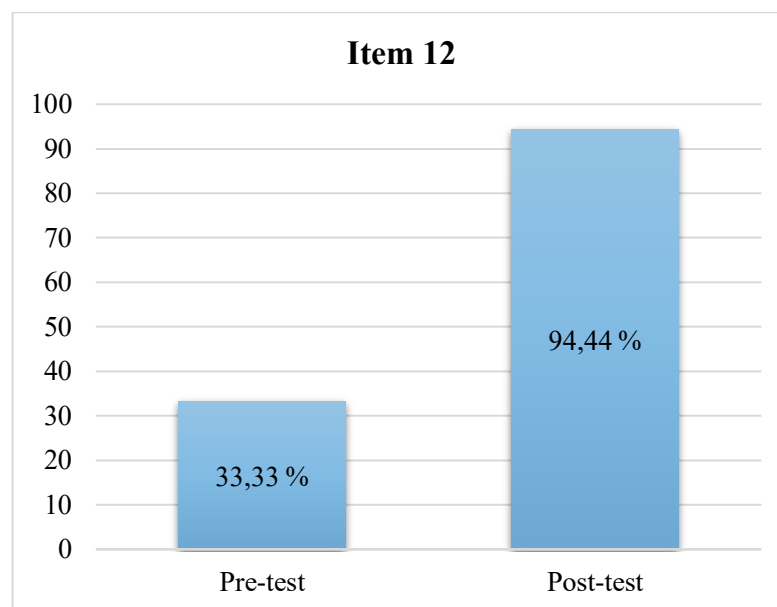
This item presents an evident decrease in the results obtained in the post-test. The percentage obtained in the pre-test was 61,11%, meanwhile the percentage of the post-test is 38,89%, showing a difference of -22,22%. This change may be the result of many factors, in this case, the triggering event was a power outage that prevented the scheduled activities from taking place and, ultimately, could not be recovered. Also, this could indicate that the item content was not totally reinforced during the gamified application. Item 11 make emphasis on the use of correct

capitalization and punctuation. This decrease suggests that it's necessary to motivate the practice of these components during the class.

ITEM 12

Instruction. - Order the following words to create the sentence.

Evaluated dimension: Capitalization/Punctuation



Graphic N° A12 Analysis Item 12 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

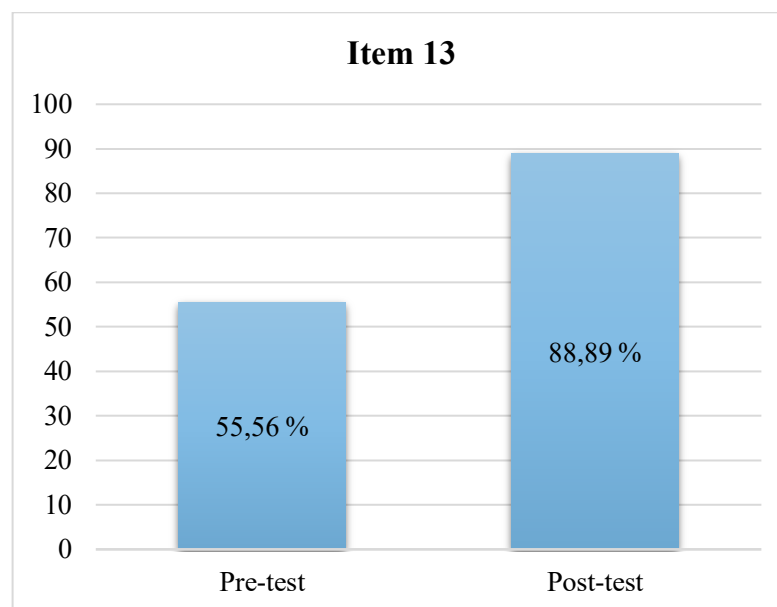
Contrary to the last item, this item shows a considerable increment in the post-test results in comparison with the pre-test. The percentage went up from 33,33% to 94,44%, representing a difference of 61,11 percent. This result demonstrates that the gamified intervention in the class was helpful for students, and now they can identify and recognize capitalization and punctuation rules. In this context, item 12 evaluates the comprehension of basic grammar rules, like capitalization and

punctuation rules, according to students' level. In conclusion, the intervention was successful because it helped them to reinforce these concepts.

ITEM 13

Instruction. - Rewrite the sentences with the correct spelling and punctuation.

Evaluated dimension: Capitalization



Graphic N° A13 Analysis Item 13 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

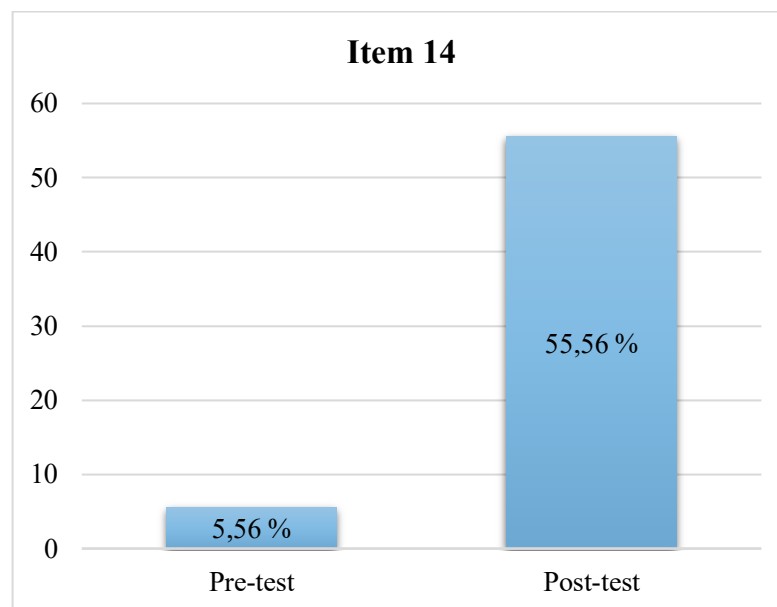
In this item, we observe a remarkable increment in the results of the post-test. The percentage of hits increased from 55,56% to 88,89%, showing a difference of 33,33 percental points. This change reveals that the gamified intervention impact significantly in the learning and understanding of grammar rules like capitalization and punctuation. Following this idea, item 13 evaluated the use of capital letters and punctuation marks in sentences. Analyzing these percentages, it

is possible to determine that students can identify and use properly these grammar aspects.

ITEM 14

Instruction. - Rewrite the sentences with the correct spelling and punctuation.

Evaluated dimension: Grammar/Capitalization



Graphic N° A14 Analysis Item 14 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

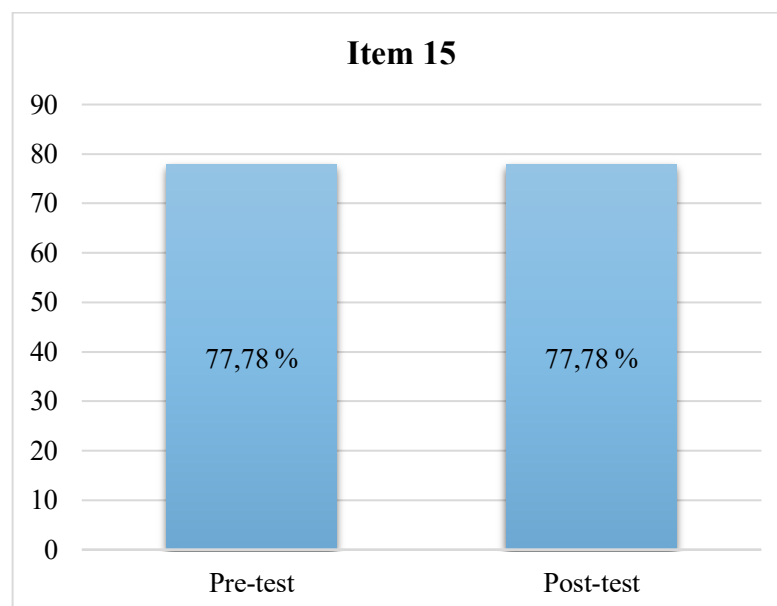
This item shows an evident increment in the results of the post-test in comparison with the pre-test. The percentage increased from 5,56% to 55,56%, showing a difference of 50,00 percental points. This change reveals that the gamified intervention impact significantly in the learning of capitalization and how to use punctuation marks. Item 14 evaluated the use of capital letters, spelling,

and punctuation marks in questions. These percentages allow us to determine that students can recognize and use these grammar aspects for different structures.

ITEM 15

Instruction. - Rewrite the sentences with the correct spelling and punctuation.

Evaluated dimension: Spelling/Punctuation



Graphic N° A15 Analysis Item 15 – Pre-test and Post-test percentages.

Elaborated by: Caiza (2025).

Source: Data collected from the sample group.

INTERPRETATION

Evidently, this item shows stability in the results of the post-test in comparison with the pre-test results. The percentage of hits was maintained at 77,78%. This item is linked to the dimension of spelling and punctuation, evaluating the use of capital letters and punctuation marks in exclamations. With this result, it is established that most students dominated this content before the intervention, and

this may have consolidated existing knowledge related to the structure of exclamatory sentences.

The detailed analysis shows that innovative learning, reinforced with immediate feedback, motivated students to improve their performance and understanding. These results also indicate that when working in a structured and motivating way, students can overcome previous difficulties and move towards a stronger competence in the use of English.

Annex 13: Evidence of Classroom Implementation.



