



Pontificia Universidad Católica del Ecuador

Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

INFORME FINAL DEL TRABAJO DE TITULACIÓN

TEMA:

“Effectiveness of Gamification as a Teaching-Learning Strategy for English Vocabulary
Enhancement”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS

LÍNEA DE INVESTIGACIÓN:

Arte, diseño, idiomas, literatura y oralidad

AUTORA:

Nerea Alejandra Cevallos Salgado

ASESORA:

Msc. Rosa Cecilia Benítez Vega

IBARRA, JULIO 2025

Ibarra, 11 de Julio del 2025

Mgs. Rosa Cecilia Benítez Vega

ASESORA

CERTIFICA:

Haber revisado el presente informe final de investigación, el mismo que se ajusta a las normas vigentes en la Escuela de Ciencias Sociales y Humanidades, de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE I); en consecuencia, autorizo su presentación para los fines legales pertinentes.



(f:)

Mgs. Rosa Cecilia Benítez Vega

C.C.: 100237736-2

1. PÁGINA DE APROBACIÓN DEL TRIBUNAL

El jurado examinador, aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-I):



(f):
Mgs. Rosa Cecilia Benítez Vega
C.C.: 100237736-2



(f):
Mgs. Fanny Viviana Torres Torres
C.C. : 1002065405



(f):
Mtr. Viviana Noemí Galarza Ligña
C.C.: 100300252-2

2. ACTA DE CESIÓN DE DERECHOS

Yo Nerea Alejandra Cevallos Salgado, declaro conocer y aceptar la disposición del Art. 165 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, que manifiesta textualmente: “Se reconoce facultad de los autores y demás titulares de derechos de disponer de sus derechos o autorizar las utilidades de sus obras o prestaciones, a título gratuito u oneroso, según las condiciones que determinen. Esta facultad podrá ejercerse mediante licencias libres, abiertas y otros modelos alternativos de licenciamiento o la renuncia”.

Ibarra, 11 de Julio del 2025

f): 

Nerea Alejandra Cevallos Salgado

C.C.: 1750470914

3. AUTORÍA

Yo, Nerea Alejandra Cevallos Salgado, portador de la cédula de ciudadanía N° 1750470914, declaro que la presente investigación es de total responsabilidad del (los) autor (es), y eximo expresamente a la Pontificia Universidad Católica del Ecuador Sede Ibarra de posibles reclamos o acciones legales.

f): 

Nerea Alejandra Cevallos Salgado

C.C.: 1750470914

4. DECLARACIÓN Y AUTORIZACIÓN

Yo Nerea Alejandra Cevallos Salgado, con CC: 1750470914, autor del trabajo de grado intitulado: “Effectiveness Of Gamification As A Teaching-Learning Strategy For English Vocabulary Enhancement”, previo a la obtención del título profesional de Licenciado/a en Pedagogía del Inglés, en la Escuela de Ciencias Sociales y Humanidades.

1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador Sede- Ibarra, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la Pontificia Universidad Católica del Ecuador Sede Ibarra a difundir a través de sitio web de la Biblioteca de la PUCESI el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ibarra, 11 de Julio del 2025

(f.) 

Nerea Alejandra Cevallos Salgado

C.C. 1750470914

5. DEDICATORIA

Este logro académico está dedicado a quienes han sido parte fundamental a lo largo de este camino, a quienes, con su amor, guía y compañía, me sostuvieron en los momentos más difíciles y celebraron conmigo cada paso, les entrego con el corazón este resultado.

A Dios, por ser mi guía y darme fortaleza en los momentos de oscuridad.

A mis padres, por su amor y entrega incondicional, por cada sacrificio silencioso, cada palabra de aliento y cada abrazo para seguir adelante. Gracias por creer en mí incluso en los momentos que yo mismo dudaba, por su paciencia y por enseñarme con el ejemplo lo que significa esforzarse con dignidad. Este logro también les pertenece.

A Oliver, mi pequeño compañero que, sin palabras, logró darme consuelo, motivación y felicidad. Por su energía, por su compañía y por hacer más llevaderos los días de agotamiento con su sola presencia.

A Joshua, por su apoyo constante y por celebrar mis logros como si fueran suyos.

A mis abuelos, por ser raíz y abrigo, por sus oraciones, sus palabras y consejos llenos de sabiduría.

Gracias por estar siempre.

6. AGRADECIMIENTO

A mi querida familia, gracias por ser mi mayor fuente de motivación y por acompañarme con amor y paciencia. Su presencia en cada etapa ha sido esencial.

Agradezco a mis docentes quienes no solo compartieron sus conocimientos, sino que también me inspiraron con su vocación y compromiso con la enseñanza.

A mis compañeras de la universidad, gracias por el apoyo mutuo, las risas, el aprendizaje compartido y por hacer de esta etapa una experiencia significativa y entrañable.

Finalmente, extendiendo mi total gratitud a todas las personas que, de una u otra forma contribuyeron con su presencia, consejos y buenos deseos.

7. INDEX

PÁGINA DE APROBACIÓN DEL TRIBUNAL.....	iii
ACTA DE CESIÓN DE DERECHOS.....	iv
AUTORÍA.....	v
DECLARACIÓN Y AUTORIZACIÓN	vi
DEDICATORIA.....	vii
AGRADECIMIENTO	viii
CHARTS INDEX.....	xiv
RESUMEN	xvi
ABSTRACT.....	xviii
1. INTRODUCTION.....	20
1.1. Objectives	26
1.1.1. General Objective	26
1.1.2. Specific Objectives	26
1.2. Variables	26
1.2.1. Independent Variable	27
1.2.2. Dependent Variable.....	27
1.3. Research Questions.....	27
2. STATE OF THE ART	28
2.1. Importance of English.....	28
2.1.1. Importance of English – Global Level.....	28
2.1.2. Importance of English – Educative Context.....	28
2.1.3. Importance of English in Ecuador	29
2.2. Importance of teaching-learning Vocabulary in English language.....	29
2.2.1. Importance of Vocabulary.....	29
2.2.2. English Vocabulary in teaching-learning process	30
2.3. Factors influencing the development of English Vocabulary.....	31
2.3.1. Students’ Motivation.....	31
2.3.1.1. Intrinsic Motivation.	32
2.3.1.2. Extrinsic Motivation.	32
2.3.2. Students’ Learning Styles.....	33

2.3.3.	Students Learning Styles in Vocabulary Acquisition	34
2.3.4.	Students Exposure to English	34
2.4.	Innovative English Teaching-learning Methods	35
2.4.1.	Traditional Methods	35
2.4.2.	Innovative Methods	35
2.4.3.	Vocabulary Acquisition: Traditional vs. Innovative.....	36
2.5.	Gamification	36
2.5.1.	Gamification Design	37
2.5.2.	Gamification Elements.....	37
2.5.2.1.	Game Mechanics.....	38
2.5.2.2.	Game Dynamics.....	38
2.5.2.3.	Game Aesthetics.....	38
2.5.3.	Benefits of Gamification.....	39
2.6.	Vocabulary Acquisition through Gamification.....	40
2.6.1.	Technological Gamification.....	41
2.6.1.1.	Nearpod.....	41
2.6.1.2.	Educaplay.....	42
2.6.1.3.	Baamboozle.....	42
2.6.1.4.	Kahoot!	43
2.6.1.5.	Wordwall.....	44
2.6.2.	Non-Digital Gamification	44
2.6.2.1.	Monopoly	44
2.6.2.2.	Pictionary	45
2.6.2.3.	Broken Phone.....	45
2.6.2.4.	Bingo.....	46
2.6.2.5.	Board Game	46
2.7.	Theoretical Foundations Underpinning the Use of Gamification in English Vocabulary Acquisition.....	47
2.7.1.	Meaningful learning and the construction of new knowledge.....	47
2.7.2.	Multiple Intelligences (MI) Theory and its application in gamified contexts. .	48
2.7.3.	Discovery Learning Theory and the role of Playful Experience	49

2.8.	Educative Context.....	49
2.8.1.	Ecuadorian English Curriculum.....	49
3.	MATERIALS AND METHODS	51
3.1.	Introduction.....	51
3.2.	Methodology Objectives.....	52
3.3.	Research Methodology	52
3.3.1.	Qualitative Research	53
3.3.2.	Quantitative Research	54
3.4.	Research Population.....	55
3.5.	Research Techniques	55
3.6.	Research Instruments	57
3.6.1.	Interview for the English Area Teachers from Superior E.G.B levels.....	57
3.6.2.	Survey applied to Students from Superior E.G.B levels.....	57
3.7.	Methodological Organization	58
4.	RESULTS AND DISCUSSION	59
4.1.	Results.....	59
4.1.1.	Survey analysis of Superior E.G.B Students at U.E. “Thomas Russell Crampton.”	59
4.1.1.1.	Students from 8 th grade.....	¡Error! Marcador no definido.
	Dimension 1. Motivation and Perception of English Vocabulary Learning	107
	Dimension 2. Use of Gamified Activities by the Teacher in the Classroom.	110
	Dimension 3. Students’ Methodological Preferences.	112
	Dimension 4. Types of Games Used in Classroom.....	117
4.1.1.2.	Students from 9 th grade	120
	Dimension 1. Motivation and Perception of English Vocabulary Learning	120
	Dimension 3. Students’ Methodological Preferences	126
	Dimension 4. Types of Games Used in Classroom.....	131
4.1.1.3.	Students from 10 th grade	134
	Dimension 1. Motivation and Perception of English Vocabulary Learning	134
	Dimension 2. Use of Gamified Activities by the Teacher in the Classroom	137
	Dimension 3. Students’ Methodological Preferences	139

Dimension 4. Types of Games Used in Classroom.....	144
4.1.2. Results of the Interview done to Superior E.G.B English Teachers of U.E. “Thomas Russell Crampton”	60
4.1.2.1. Teacher from 8 th to 9 th E.G.B levels.....	¡Error! Marcador no definido.
4.1.2.2. Teacher from 10 th E.G.B level	¡Error! Marcador no definido.
4.1.3. Interview analysis of English Teachers from Superior E.G.B levels at U.E. “Thomas Russell Crampton”	¡Error! Marcador no definido.
4.2. Discussion	65
4.2.1. Dimension 1. Motivation and Perception of English Vocabulary.....	66
4.2.2. Dimension 2. Use of Gamified Activities by the Teacher in the Classroom	67
4.2.3. Dimension 3. Students’ Methodological Preferences	68
4.2.4. Dimension 4. Types of Games Used in Classroom.....	71
5. PROPOSAL.....	72
5.1. Introduction.....	72
5.2. Objective	74
5.3. Vocabulary General Content.....	74
5.3.1. 8 th Grade Vocabulary Topics (A1.1).....	75
5.3.2. 9 th Grade Vocabulary Topics (A1.2).....	75
5.3.3. 10 th Grade Vocabulary Topics (A2.1)	75
5.4. Format	76
5.4.1. First Section - Introduction	76
5.4.2. Second Section - Proposal Overview.....	76
5.4.3. Third Section - English Levels	76
5.4.4. Four Section - Target Vocabulary.....	76
5.4.5. Fifth Section - Technological Gamified Activities	76
5.4.5.1. 8 th Grade Technological Activity	96
5.4.5.2. 9 th Grade Technological Activity	98
5.4.5.3. 10 th Grade Technological Activity	101
5.4.6. Sixth Section - Non-technological Gamified Activities.....	102
5.4.6.1. 8 th Grade Non-technological Activity	103
5.4.6.2. 9 th Grade Non-technological Activity	104

5.4.6.3. 10 th Grade Non-technological Activity	105
5.4.7. Seventh section - Pedagogical Recommendations.....	106
5.5. Guidebook’s Link	106
6. CONCLUSIONS	77
7. RECOMMENDATIONS	78
REFERENCES	79
Annex 1. Problem Tree.....	88
Annex 2. Instrument – Survey Format	88
Annex 3. Instrument – Interview Transcription	92
Annex 4. Official Request Approved	148

8. CHARTS INDEX

Chart 1. Levels of English Proficiency according to the Ecuadorian National Curriculum.....	50
Chart 2. Students' Preference for Learning English.....	107
Chart 3. Importance of Learning English Vocabulary for Students	62
Chart 4. Students' Perception of Vocabulary Learning Difficulty	108
Chart 5. Students' Motivation When Learning Vocabulary Through Games.....	109
Chart 6. Use of Non-Technological Gamification by the English Teacher.....	110
Chart 7. Use of Technological Gamification by the English Teacher.....	111
Chart 8. Students' Preference for Traditional Vocabulary Learning	112
Chart 9. Willingness to Learn Vocabulary Through Games	113
Chart 10. Perceived Effectiveness of Gamification Vocabulary Learning	114
Chart 11. Preference for Learning Vocabulary Through Technological Tools.....	115
Chart 12. Preference for Learning Vocabulary Through Non-Technological Gamification.....	116
Chart 13. Technological Tools Applied in Classroom for Vocabulary Learning	117
Chart 14. Ludic Games Applied in Classroom for Vocabulary Learning	119
Chart 15. Students' Preference for Learning English.....	120
Chart 16. Importance of Learning English Vocabulary for Students	63
Chart 17. Students' Perception of Vocabulary Learning Difficulty	121
Chart 18. Students' Motivation When Learning Vocabulary Through Games.....	123
Chart 19. Use of Non-Technological Gamification by the English Teacher.....	124
Chart 20. Use of Technological Gamification by the English Teacher.....	125
Chart 21. Students' Preference for Traditional Vocabulary Learning	126
Chart 22. Willingness to Learn Vocabulary Through Games	127
Chart 23. Perceived Effectiveness of Gamification Vocabulary Learning	128
Chart 24. Preference for Learning Vocabulary Through Technological Tools	129
Chart 25. Preference for Learning Vocabulary Through Non-Technological Gamification.....	130
Chart 26. Technological Tools Applied in Classroom for Vocabulary Learning	131
Chart 27. Ludic Games Applied in Classroom for Vocabulary Learning	132
Chart 28. Students' Preference for Learning English.....	134
Chart 29. Importance of Learning English Vocabulary for Students	¡Error! Marcador no definido.
Chart 30. Students' Perception of Vocabulary Learning Difficulty	135
Chart 31. Students' Motivation When Learning Vocabulary Through Games.....	136
Chart 32. Use of Non-Technological Gamification by the English Teacher.....	137
Chart 33. Use of Technological Gamification by the English Teacher.....	138
Chart 34. Students' Preference for Traditional Vocabulary Learning	139
Chart 35. Willingness to Learn Vocabulary Through Games	140
Chart 36. Perceived Effectiveness of Gamification Vocabulary Learning	141
Chart 37. Preference for Learning Vocabulary Through Technological Tools	142

Chart 38. Preference for Learning Vocabulary Through Non-Technological Gamification.....	143
Chart 39. Technological Tools Applied in Classroom for Vocabulary Learning	144
Chart 40. Ludic Games Applied in Classroom for Vocabulary Learning	146
Chart 41. Vocabulary General Topics per Grades	74
Chart 42. Target Vocabulary for 8th grade	75
Chart 43. Target Vocabulary for 9th grade	75
Chart 44. Target Vocabulary for 10th grade	75

9. RESUMEN

Esta investigación analiza la Efectividad de la Gamificación como Estrategia de Enseñanza-Aprendizaje para fortalecer el Vocabulario en Inglés en los estudiantes de Educación General Básica Superior (E.G.B.S) de la Unidad Educativa “Thomas Russell Crampton”. La Gamificación, entendida como la aplicación de elementos propios del juego en contextos educativos, busca incrementar la motivación, el compromiso y el aprendizaje significativo en el aula. Por lo tanto, se exploró las percepciones respecto al uso de la Gamificación en el aula de inglés, las preferencias metodológicas y motivacionales del estudiantado.

Se aplicó un enfoque metodológico mixto, combinando estrategias tanto cuantitativas mediante un cuestionario dirigido a 58 estudiantes de E.G.B.S, como cualitativas con la aplicación de entrevistas destinadas a dos docentes del área de inglés de dichos niveles, facilitando así una perspectiva completa de la información obtenida.

Se evidenció que, si bien los docentes reconocen el valor pedagógico de la Gamificación, su aplicación es limitada debido a factores como falta de tiempo y priorización de otras metodologías o enfoques. En contraste, los estudiantes demostraron una fuerte inclinación hacia actividades tecnológicas y lúdicas, relacionándolas con un mayor disfrute y aprendizaje del Vocabulario. Sin embargo, también señalaron su disposición a estrategias tradicionales. Estos hallazgos reflejan una necesidad de transitar hacia enfoques más dinámicos, interactivos, centrados en el estudiante y al mismo tiempo poder generar una conexión positiva y complementaria con estrategias tradicionales.

Se diseñó una propuesta pedagógica: un libro guía con actividades gamificadas (tecnológicas y no tecnológicas), las cuales promueven el trabajo en equipo, resolución de problemas, movimiento y el aprendizaje creativo del Vocabulario. Esta propuesta contribuye a la práctica del Vocabulario en Inglés al generar oportunidades motivadoras, significativas e interactivas, siendo también una herramienta flexible y adaptable para los docentes.

PALABRAS CLAVE: Gamificación, Vocabulario en inglés, Aprendizaje Significativo, Motivación, Gamificación Tecnológica, Gamificación No Tecnológica.

10. ABSTRACT

This research analyses the Effectiveness of Gamification as a Teaching-Learning Strategy for English Vocabulary Enhancement in the students of Superior General Basic Education (E.G.B.S) of the Unidad Educativa “Thomas Russell Crampton”. Gamification, understood as the application of game elements in educational contexts, seeks to increase motivation, engagement and meaningful learning in the classroom. Therefore, the perceptions regarding the use of Gamification in English classroom, the methodological and motivational preferences of the students were explored.

A mixed methodology was applied, combining both quantitative approach through a questionnaire addressed to 58 E.G.B.S students, and qualitative approach with the application of interviews with 2 English teachers of those levels, thus facilitating a complete perspective of the information obtained.

It was evidenced that, although teachers recognize the pedagogical value of Gamification, its usage is limited due to factors such as lack of time and prioritization of other methodologies or approaches. In contrast, learners demonstrated a strong inclination in favor of technological and ludic activities, relating them to greater enjoyment and learning of Vocabulary. However, they also indicated a disposition to traditional strategies. These findings reflect a need to move towards more dynamic, interactive, student-centered approaches while at the same time being able to generate a positive and complementary connection with traditional strategies.

A pedagogical proposal was designed: a Guidebook with gamified activities (technological and non-technological), which promote teamwork, problem-solving, movement and creative

Vocabulary learning. This proposal contributes to English Vocabulary practice by generating motivational, meaningful and interactive opportunities, being also a flexible and adaptable tool for educators.

KEY WORDS: Gamification, English Vocabulary, Meaningful Learning, Motivation, Technological Gamification, Non-technological Gamification.

1. INTRODUCTION

Currently, English has been preponderated as one of the most dominant and essential languages in today's society, performing a crucial role within global communication. Therefore, the correct usage and mastery of the English language has become not only a necessity, but also an indispensable condition in people's personal and professional training. "English has become significant all across the world as a result of the globalization process; until recently, it was considered the worldwide language of business. In practice, it is the language of the modern world" (Andayani, The importance of learning and knowing English in higher education in Indonesia, 2022, p. 372).

One of the globally primary challenges in the English teaching-learning process is associated with the lack of learners' Vocabulary. However, Vocabulary is a paramount component of the foundation of an effective communication, language understanding and the basis for learners in acquiring English. "Vocabulary is plainly crucial for language learning because it underpins all other language skills, can serve as a stepping stone to higher levels of language usage, and can assist students in achieving fluency more quickly" (Egamova & Sharofova, 2022, p. 190)

Throughout history, the educational field has continuously been evolving and tackling a number of issues and challenges in the English teaching-learning process. Considering both the new educational reality within classrooms and responding also to the new multicultural and multilingual society is imperative that teachers take on innovative teaching-learning strategies. These strategies must be creative, motivational and dynamic, focusing on students' needs and interests, leaving aside the traditional methodologies that do not adapt to the students' real

contexts. Resulting in achieving meaningful learning for students and offering an integral and quality education with a broader scope. “Active learning has become an alternative to the conventional teaching methods as it is proven to have more desirable effects on developing learners’ skills (...) enabling them to take control of their own learning” (Kamarulzaman et al., 2018, pp. 1-2).

Nowadays, “Gamification is being configured as a key tool to positively influence the different manifestations of motivation, the classroom climate and school performance” (Ferriz-Valero et al., 2020, p. 2). This leads to increased engagement and active participation of students. In addition, Gamification contributes to create an optimal, collaborative and supportive classroom where students can learn in a better way. Hence, Gamification has become a powerful tool in the teaching-learning process due to it offers some benefit for both teachers and students.

By performing Gamification as a teaching-learning strategy for enhancing English Vocabulary in the classroom, it will promote an environment of active participation, exchange of ideas, and effective feedback. Besides, Gamification will contribute to the students' English education with a wide range of opportunities to practice and reinforce Vocabulary. Therefore, this research aims to analyze and certify the application of Gamification in English classes “as an effective tool to tap into learners’ emotions and to engage them in learning English collocations” (Foroutan Far & Taghizadeh, 2022).

“This emerging pedagogical approach is based on the utilization of the potential of games in order to redesign methodological and didactic elements to increase motivation, significantly changing the social behaviours of students to ultimately improve their academic performances” (Ferriz-

Valero et al., 2020). By incorporating game elements into the lessons English students could foster their English Vocabulary knowledge in an interesting way in order to use that skill as an aid and support to reach the language goal: Communication.

In the Latin American context, educational institutions target the learning of English as a foreign language as an educational requirement. However, the results for each Latin American country indicate that English proficiency is relatively low. While each country's education systems have gaps in terms of programs and policy, it can be established that almost all Latin American educational institutions are not producing students with the minimum and necessary levels of English language proficiency, with deficiencies in the quality of both teaching and learning being more prominent. (Cronquist & Fiszbein, 2017)

In the Ecuadorian paradigm, the importance of learning English has not been recognized as a fundamental aspect of integral growth due to the educational system in Ecuador has historically focused more on subjects related to local culture, Math, History, Chemistry, Physics and language proficiency in Spanish. According to the report of English Proficiency Index (EF EPI) in 2022, Ecuador is one of the countries with the lowest level of English proficiency, ranking 82nd out of 111 countries in the world, and surpassing only Mexico and Haiti in Latin America. (La Hora, 2024).

The Ecuadorian education system has shortcomings in the English language from the EGB level (Basic General Education) to the BGU (Unified General Baccalaureate) owing to students fail to develop basic English knowledge in all its skills, Reading, Writing, Speaking, Use of English but especially in Vocabulary. As a result, their ability to communicate, participate actively in class and

speak the language is reduced. This problem continues to become more acute in later educational years and in the professional field. Besides, when students do not understand the language and its uses, they generate frustration, lack of interest and a poor willingness to learn English.

In the context of the Vocabulary English teaching-learning process, there has been a tendency in Ecuador to teach this skill through a traditional methodology which promotes short term memorization, mechanical and unreal-life useless exercises. Thus, it can be considered that some of the methodologies of teaching-learning English Vocabulary in Ecuador are failing or not providing enough of a motivation for students to learn. Besides, teachers' traditional methodology is not compatible with this new generation of digital learners and their different learning styles. For this reason, in Ecuador, "it has been shown that one of the biggest difficulties facing the educational system is how to empower a proper English learning process" (Cadena Murga et al., 2018, p. 127).

The current research project is made up of four chapters which are closely related to the four specific objectives of the research:

The first section, State of the Art, relates to the first specific objective: To set the theoretical and scientific bases of Gamification as a teaching-learning strategy for enhancing English Vocabulary by reviewing previous, relevant and reliable information for the necessary global and local context. In this chapter, a number of scientific research in the field of education are compiled in order to provide the theoretical basis for the project. In addition, the search for reliable and up-to-date information will be used to establish the global, regional and worldwide bases in terms of English language and gamification. The aim of this chapter is to provide a comprehensive overview of

previous research on the topic, to identify gaps in knowledge and to establish the theoretical framework for the development of the proposal.

The second section Materials and Methods is designed to describe the methodology used in this study, in line with the second specific objective: To explore the perceptions of Superior E.G.B students and teachers regarding the use of Gamification for Vocabulary enhancement through the application of research instruments for designing a relevant methodological proposal. Here we explain the data collection methods, the research approach, the sample design and the analysis techniques used. The aim of this chapter is to justify the methodological choices made and to show how they allow us to adequately address the research questions and objectives set.

Section three corresponds to specific objective three: To propose interactive activities based on Gamification by analyzing the obtained results in the diagnosis for the enhancement of the students' English Vocabulary. It provides a detailed analysis of the data collected using the various research methods proposed. This chapter focuses on the Results and Discussion of the obtained data, contrasting the information presented in the previous chapter. Through this analysis and discussion seek to understand Gamification as a strategy for teaching and learning English. In addition, this Chapter presents a proposal for educational intervention based on the results obtained: some Gamification teaching-learning activities to enhance English Vocabulary in students.

Finally, Section four relates with the fourth specific objective: To socialize the Gamification activities proposed, through a combination of face-to-face program and digital media for possible further research purposes and educational contributions.

The purpose of this research project is to demonstrate the necessity of applying Gamification as an innovative English teaching strategy for Vocabulary enhancement. It has been observed that traditional methodologies to teach English Vocabulary can be ineffective, boring, and a source of anxiety for learners. Therefore, the aim of this study is not only to contribute to academic knowledge, but also to have a practical impact on improving the quality of education, contributing to the holistic education of students and the development of a more inclusive and equitable education.

This research plan constitutes the basis for the subsequent degree project of the University Degree in Pedagogy of National and Foreign Languages at the Pontificia Universidad Católica del Ecuador - Sede Ibarra, during the academic year 2021-2025. It is of utmost importance to highlight that this research also presents an innovative and generational proposal. Gamification activities that seek to address one of the main challenges faced by students in Ecuadorian in enhancing English Vocabulary. The research project will generate reliable data that will serve as a foundation for future research and contributions to the current Ecuadorian educational field. Furthermore, the project aims to benefit English high school students and teachers at Unidad Educativa “Thomas Russell Crampton” by promoting their active participation, motivation and the development of English Vocabulary skills through the utilization of Gamification activities.

10.1. Objectives

10.1.1. General Objective

To analyze the effectiveness of incorporating Gamification as a teaching-learning strategy through Digital and Non-digital activities to enhance English Vocabulary in Superior E.G.B students of U.E “Thomas Russell Crampton”

10.1.2. Specific Objectives

1. To set the theoretical and scientific bases of Gamification as a teaching-learning strategy for enhancing English Vocabulary by reviewing relevant and reliable information for the necessary global and local context.
2. To explore the perceptions of Superior E.G.B students and teachers regarding the use of Gamification for Vocabulary enhancement through the application of research instruments for designing a relevant methodological proposal.
3. To propose interactive activities based on Gamification by analyzing the obtained results in the diagnosis for the enhancement of the students' English Vocabulary.
4. To socialize the gamification activities proposed, through a combination of face-to-face program and digital media for possible further research purposes and educational contributions.

10.2. Variables

This research considers two main variables: an independent variable and a dependent variable, which are reflected in the title of this work. These variables guide the focus of the study and allow us to establish the relationship that is intended to analyze throughout the research.

10.2.1. Independent Variable

Gamification as a teaching-learning strategy

This variable refers to the use of Gamification dynamics, implemented through digital and non-digital activities to motivate and improve the teaching-learning process. This study analyzes how the incorporation of Gamification influences students' performance in English Vocabulary. In the context of this research, the application of Gamification by teacher is evaluated and its frequency of use, as well as the quality of the design of these activities in the Vocabulary teaching and its acquisition.

10.2.2. Dependent Variable

Vocabulary Enhancement of students from Superior E.G.B levels

This dependent variable is defined through the perception that both teachers and students have of the effects that Gamification has on the process of enhancing and practicing English Vocabulary. This study seeks to explore, describe and analyze the assessments, experiences, and opinions of the educational actors regarding the use of Gamification as a teaching-learning resource in the classroom.

1.3. Research Questions

1. Is gamification an effective strategy for teaching-learning English Vocabulary to students?
2. How often do English teachers use Gamification in their classroom as a teaching strategy to improve Vocabulary skills in the students' Vocabulary in English?
3. How do well-designed Gamification activities influence on the learning of the English Vocabulary?

11. STATE OF THE ART

11.1. Importance of English

11.1.1. Importance of English – Global Level

Throughout history, languages have been a relevant human tool to develop societies, converting into the principal instrument of communication and cultural transmission. Moreover, they have been working as an imperative role in humanity's progress and global wealth. "Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others" (Ilyosovna, 2020, p. 22)

Nowadays, English is one of the most spoken languages universally. It has served as a bridge of interconnection between people from different cultures and countries. Therefore, its command is an essential human being feature, due to the fact it is used to communicate with global citizens, increasing educational, professional, and personal opportunities. "English language is spread all over the world into almost all the fields (...) Undoubtedly, English occupies a unique place as it is the language that is so extensively used and so firmly established as a dominant global language" (Rao, 2019, p. 66)

11.1.2. Importance of English – Educative Context

These days, English language education is no longer just a leverage but has developed into a necessity for the future population. Learning English not only open a variety of opportunities, but it is an inclusion act that eliminates linguistic and academic barriers. "English's importance cannot be overstated. English is without a doubt the most commonly taught language in the world and is

currently being taught as a second language in over a hundred different nations” (Andayani, The importance of learning and knowing English in higher education in Indonesia, 2022, p. 374)

11.1.3. Importance of English in Ecuador

In Ecuador, English has not been acknowledged as a remarkable key aspect in education field. Therefore, its management has the lowest levels nationally and internationally. The English Proficiency Index (EF EPI) report of 2022 places Ecuador among the least proficient countries in English, at 82 out of 111 countries worldwide, and ahead only Mexico and Haiti in Latin America. (La Hora, 2024)

11.2. Importance of teaching-learning Vocabulary in English language

11.2.1. Importance of Vocabulary

“Learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective.” (Yudha, 2021, p. 78). However, learning English Vocabulary is a pivotal step in achieving clear, and effective communication. Besides, its mastery helps students’ comprehension and development of English other skills, such as listening, speaking, writing and reading.

The acquisition of Vocabulary not only facilitates comprehension of oral and written texts but also contributes to greater fluency in everyday situations. “Vocabulary is one of the three elements of language, the building material and the basic of language. To communicate with others fluently, the first premise is that we must have a certain number of vocabularies” (Bai, 2018, p. 849)

11.2.2. English Vocabulary in teaching-learning process

“Mastering English vocabulary is much needed to learn more about English. Without having proportional English vocabulary, the students will get great deal of difficulties in using English, both written and orally” (Rahmasari, 2021, p. 28). Without adequate Vocabulary, learners will struggle to express themselves clearly and understandably. Even the most motivated learners can face significant barriers to participating in discussions or writing complex text if they lack a large Vocabulary.

The Vocabulary teaching-learning process must focus on both quality and quantity, developing a range of strategies for students to acquire relevant words in a variety of contexts. Therefore, it is not just about the introduction of new words, but also about providing learners with effective tools that will enable them to remember and use Vocabulary independently. “Improving vocabulary is important due to it is necessary for effective speaking, writing, and listening. It implies that in order to learn a vocabulary word, we must be aware of its meaning as well as comprehend how to employ it in a sentence” (Wulandari et al., 2024, p. 142)

Several numbers of research highlight the importance of Vocabulary teaching-learning from a cognitive perspective, emphasizing that word learning should be progressive and tailored to the needs of individual learners. “Vocabulary learning as the foot-stone of the whole language learning, lays the foundation for students learning English vocabulary and using various English learning strategies rationally” (Bai, 2018, p. 849)

By creating a dynamic and varied learning environment where independent learning techniques are encouraged, English Vocabulary becomes internalized and more practical for learners. “A more reasonable vocabulary goal is the amount of lexis necessary to enable the various forms of communication in English. One of the most basic things a person might want to do is to communicate orally on an everyday basis” (Schmitt, 2010, p. 7)

11.3. Factors influencing the development of English Vocabulary

11.3.1. Students' Motivation

Motivation is one of the most important aspects that determinates students' successful into the learning process. Motivation has two distinct forms: Intrinsic and Extrinsic. Both are fundamental in the teaching-learning process. According to the research “Importancia de la motivación en el aprendizaje”:

Motivation is very important at the time of learning since it is directly linked to the student's disposition and interest in learning, since without the work of the student the teacher's activity will not help much, so it is considered that while the more motivated the student is, the more he will learn and easily reach meaningful learning. (Sellan Naula, 2017, p. 13)

“Learning English should be fun to increase students' motivation and used the English for daily activity (...) So the teacher should decide how to motivate student and how to make students interest in teaching and learning process” (Ningrum, 2021, p. 2). Therefore, the use of playful activities, interactive games and authentic communication situation encourages much more dynamic and engaged learning, allowing students to integrate what they are learning to their

everyday experiences and contexts. In addition, by integrating English into students' daily lives, they could internalize the language more naturally and easier.

11.3.1.1. Intrinsic Motivation.

Intrinsic motivation refers to students' internal factors, for instance students' curiosity, wellness, satisfaction for learning new things or safety without rewards. "Students with intrinsic motivation study diligently and find pleasure in the teaching and learning process because they have an inherent desire to excel" (Saswandi et al., 2023, p. 930)

This mode of motivation is not externally dependent, but rather it stems from an intrinsic desire to comprehend and convey ideas in a foreign language. This pursuit leads to a greater enhancement in autonomy and facilitates a much more comprehensive understanding of the language. "When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external pressures or rewards" (Dahlstrøm, 2012, p. 3)

Learners exhibit intrinsic motivation, a propensity to persist in their learning endeavors, overcome challenges and to derive enjoyment from the experience of acquiring a new language. "Intrinsic motivation is very fundamental to increase success in foreign language learning" (ALBODAKH & Cinkara, 2017, p. 289)

11.3.1.2. Extrinsic Motivation.

On the other hand, extrinsic motivation refers to external students' factors such as rewards and parents or teachers' involvement. Both motivations influence the effective way that students could learn. "The essential task of the teacher is to keep the student motivated to develop tasks for personal satisfaction but not for a grade" (Sellan Naula, 2017, p. 13)

“Learning English as a Second Language is a dynamic process that is influenced by numerous affective variables, in which motivation remains prominent. Effective teaching demands that the instructor should understand the pivotal role played by motivation in language learning” (Hassan et al., 2020, p. 88). Therefore, motivation is highlighted as an imperative factor in the English language learning process, as it has a direct impact on learners’ effort and persistence. Furthermore, Vocabulary learning requires not only exposure to new words, but also constant engagement, which favors greater retention and application in communicative situations.

11.3.2. Students’ Learning Styles

In educational settings, a significant proportion of teaching professionals tend to use their own and individual teaching methods without giving due consideration to the heterogeneity of learning styles amongst students. This pedagogical practice could lead to a disconnect between what is taught and how students learn in a meaningful way. “Learning style is one of students’ different features that have not been enough attention. Most of teachers use their own teaching method to teach their students rather than considering the students’ learning style” (Astri, 2018, p. 26)

The concept of learning styles constitutes a pivotal aspect within the broader remit of the educational process. This pedagogical facet has historically received insufficient attention in the domain of foreign language teaching, especially by the reason of learners have different ways of processing and assimilating the information, that means that a single teaching-learning methodology is not equally effective for all of them. “Teachers can create an optimal learning environment that is challenging, exciting, and tailored to the appropriate techniques, strategies, or

learning styles to accommodate the diverse learning styles of students in English learning process” (Saswandi et al., 2023, p. 928)

11.3.3. Students Learning Styles in Vocabulary Acquisition

In the field of Vocabulary acquisition, it is widely acknowledged that Vocabulary acquisition in English is of paramount importance. In order to facilitate effective learning in this domain, it is essential to employ learning styles that resonate well with students’ individual learning preferences. “Considering the importance of acquiring English vocabulary, students require learning styles that align with their preferences” (Saswandi et al., 2023, p. 928)

11.3.4. Students Exposure to English

“Learners’ motivation and exposure to appropriate input are very important factors contributing to language acquisition” (Nimani Musa & Dagarin Fojkar, 2019, p. 42). Learners’ exposure to English language is a crucial factor in Vocabulary acquisition due to it allows them to interact with the language in authentic and meaningful contexts. The more students are exposed to English language, both orally and in writing the more opportunities to encounter new Vocabulary they have to understanding its meaning and learn to use it appropriately in different situations.

It must be stressed that not only the quantity but also the quality of exposure is crucial. Frequent and varied contact with the language, involving both Passive Use (Listening-Reading) and Active Use (Speaking-Writing), helps to reinforce knowledge of Vocabulary and their appropriate usage. “Several studies have been made on the impact of language exposure to the learning of the target language, and results agree that quality exposure to the English Language Exposure to the target language improves language learning” (Domingo, 2020, p. 179)

11.4. Innovative English Teaching-learning Methods

The education system has been in a constant state of change, especially in the English teaching-learning process, owing to the transformation of students' minds and perceptions of their learning. Cultural changes and technological advances have influenced the way students interact with the English language, making it necessary to review both traditional and innovative approaches to teaching and learning English. "Traditional methods are not acceptable for modern students and can be used only in some cases, such as explanation (translation) of certain terms or concepts to understand better and save time" (Stepanechko, 2022, p. 127)

11.4.1. Traditional Methods

Traditional teaching approach is mainly based on passive methods that create a monotonous and demotivating experience without any purpose related to the integral development of the learner. "Traditional teaching is observed as insufficient and tiring by many students" (Javed et al., 2022, p. 18).

11.4.2. Innovative Methods

"Innovative and interactive teaching methods are very essential in satisfying the needs of the new generation of students (...), in creating a better environment for students and make their learning an enjoyable experience" (Eli, 2021, p. 100). Teachers must adapt their practices to balance classic strategies, such as traditional grammar, with new, more dynamic, communicative methods that better meet the needs of today's learners.

11.4.3. Vocabulary Acquisition: Traditional vs. Innovative

“Traditional teaching methods often focused on rote memorization and passive learning, may not sufficiently equip students with the skills they need to navigate real-world communication scenarios” (Askanova & Kulgildinova, 2024, p. 182). However, by incorporating innovative English teaching methods such as immersive experiences, real-world applications, technological tools, teachers could create dynamic and engaging learning classrooms where all students learning styles could be explored.

Thus, when innovative methods are applied in English classrooms, students could develop a solid foundation in language Vocabulary. Besides, they make the learning process more enjoyable for students to facilitate the effective English Vocabulary acquisition and reinforcement. One of the most popular innovative and active methods used these days in teaching English to empower students’ knowledge: Gamification. “It encourages constant practice and positive reinforcement, which can improve vocabulary retention and mastery in the long run” (Tene Tene et al., 2024, p. 84)

11.5. Gamification

“Gamification is the application of game features into non-game context for the purpose of promoting motivation and engagement in learning” (Alsawaier, 2018, p. 56). This pedagogical approach is an active and innovative way to teach and learn another language, acquire knowledge, and develop cognitive skills by playing in a meaningful way.

The term Gamification emerged around 2010, and currently, it is becoming increasingly popular, especially in the educational field due to their learning proposed activities which are designed to be fun, comfortable and suitable for the learning process. (Nikmah, 2020, p. 62). Over time, Gamification has gained prominence in the field of education due to its transformative capacity in rendering the learning process more attractive and interactive.

In addition, with the rise of the digital age, educational technologies have greatly facilitated the use of personalized educational games where students can learn at their own pace and in a more real, interactive and global way. “By using adoption technique processes and harnessing educational technologies, gamification has witnessed significant growth” (Ofosu-Ampong, 2020, p. 3)

11.5.1. Gamification Design

Although Gamification stands out as a tool to motivate and enhance students’ learning, its success in the educational process requires planning and pedagogical objectives aligned to the educational content and game dynamics. Otherwise, Gamification can be a frustrating task for teachers and students. “Integrating games into an educational environment remains a daunting task. It is estimated that many gamification efforts will fail due to a lack of understanding of the design and implementation of gamification for teachers” (Li & Liu, 2022, p. 2703)

11.5.2. Gamification Elements

“Gamification has been divided into game mechanics, dynamics, and aesthetics (...) which comprises the rules, points, and badges for active players’ engagement. Together, these elements

allow teachers to design their classes with innovative and interactive activities” (Tene Tene et al., 2024, p. 85). Hence, Gamification elements enable students to approach complex content in a more accessible and enjoyable manner, thereby fostering a positive attitude and experiences towards the educational process.

11.5.2.1. Game Mechanics.

“The first element refers to the system of rules that governs the players throughout the game (...) game mechanics include elements such as points, badges, leaderboards, levels, and challenges that help teachers to arouse their students' interest, motivation, and curiosity” (Tene Tene et al., 2024). These elements allow students to feel recognized for their achievements and progress, as well as fostering their curiosity and desire to learn and improve.

11.5.2.2. Game Dynamics.

“Game Dynamics: the various ways the player interacts, makes choices, and plays the game. Examples of Dynamics include resource management, time pressure, cooperation, collection, building, or other strategies” (Tao et al., 2021, p. 3). These elements allow students to face challenges in the context of real-life situations, which promotes the optimal development of skills such as decision-making, problem-solving and teamwork. Moreover, these skills are key to the academic and professional future of each student.

11.5.2.3. Game Aesthetics.

“Aesthetics are related to the game's challenge, commendation, confidence, cognizance, creativity, contribution, community, and compliance. Aesthetics describes as players' feeling when playing the game” (Kusuma et al., 2018, p. 387). These elements contribute to the development of the

student in a positive and more involved environment, so students not only feel motivated but also feel a sense of belonging and satisfaction.

“There are 8 types of aspect which is derived from the normal “fun”, as 4 stated that “fun” is too broad to be explained in terms of players’ feeling related to the game: Sensation, Challenge, Discovery, Fellowship, Fantasy, Submission, Narrative” (Kusuma et al., 2018, p. 387). By integrating these aspects into the design or adaptation of Gamification activities, teachers contribute to generating positive learning experiences for students, as it focuses on students’ interests, making them feel more engaged and excited about learning.

11.5.3. Benefits of Gamification

By integrating game-like features and dynamics into educational contexts, it has been demonstrated to be a potent catalyst for students’ motivation and engagement in language learning.

“Gamification helps to build skills by providing a zero-risk practice zone, which favors learning by mistakes without embarrassment, and transforms monotonous tasks into engaging ones by motivating learners through exciting challenges” (Gil-Acirón, 2022, p. 118)

Moreover, the integration of elements such as rewards, challenges, levels, healthy competitions and meaningful-instant feedback has been shown to render the learning process more engaging and effective, whilst also encouraging active participation and perseverance on the part of the students. “The increase in students' motivation in learning English contributes to their improved vocabulary mastery” (Saswandi et al., 2023, p. 938)

The social interaction that characterizes Gamification has been shown to encourage spontaneous language use, thereby learning through repetition and real-life contexts. “. Gamification (...)

fosters the development of oral and written language skills through repetition alongside the gamification elements (points, levels, etc.), and promotes the learners' social learning, integrating communicative approaches which help them develop their soft skills" (Gil-Aciron, 2022, p. 118)

11.6. Vocabulary Acquisition through Gamification

"Gamification is able to overcome the saturation of students during the learning process and make the learning process more interesting" (Nikmah, 2020, p. 63). Therefore, it offers several tools to motivate students and awaken their interest in learning. Besides, it fosters perfect scenarios and environments where students can learn through joy and meaningful learning in the direction of, they could complete their assignments in an easy and effective way without anxiety and stress.

"The use of gamification could provide a partial solution to the decline in learners' motivation and engagement the schooling system is facing today" (Alsawaier, 2018, p. 56). The acquisition of the English Vocabulary has become in one of the main problems and objectives of Ecuadorian students. For that reason, approaching Gamification as a motivational strategy for teaching-learning English Vocabulary can provide teachers some active and innovative activities to change students' learning enhancement by focused on their interests and amusement.

"The integration of gamification techniques for English vocabulary learning is of significant importance. (...) not only facilitates the creation of diverse vocabulary-oriented games, but also enriches the educational environment, thus enhancing the overall English language learning experience" (Tene Tene et al., 2024, p. 84). Therefore, integrating Gamification into the educational Ecuadorian system could offer different strategies to teach and learn English Vocabulary instead of traditional methods that are consider boring by students.

11.6.1. Technological Gamification

Nowadays, technology has become an integral part of human beings. In education field, there are not exception, teachers and students use technology devices and apps to get a better understanding in their content, specially learning English Vocabulary. “Focusing on technological challenges, there is a need that claims for suitable gamification software tools that offer system-independence and flexibility, support the gamification design, implementation, and monitoring activities, and experiment with more game elements than only points, badges, and leaderboards” (Trinidad et al., 2021, p. 65882)

“A lack of vocabulary poses a major barrier to mastering English, often leading to communication challenges. Technology can support and facilitate the teaching-learning process, notably in the acquisition of a foreign language” (Vargas-Saritama & Espinoza-Celi , 2024, p. 1). The provision of interactive tools and digital resources enables learners to access new language content in a dynamic and engaging manner. For instance, educational platforms, language learning applications and multimedia resources provide a more flexible, personalized and adapted environment that facilitates continuous Vocabulary practice in real contexts, which is essential for its assimilation.

11.6.1.1. Nearpod

It is a web-based online platform created by Guido Kovalskys, Felipe Sommer, and Emiliano Abramzon, that teachers use to achieve summative and formative assessments through interactive tools such as a variety of Quizzes including Polls, Quizzes, Open-ended Questions, Matching Pairs, among others. (Mirzaev, 2022, p. 267)

“Students' ability to retain information can be greatly enhanced when Nearpod is used as an instructional tool. Nearpod's interactive design encourages active engagement, which is a critical component in improving memory retention” (Hilmi et al., 2024, p. 1015). Nearpod not only presents a variety of activities, but each one is accompanied by multimedia components (video, sounds, visual effects, etc) that contribute to the learners' engagement and active participation. The more the learner participates, the exponential growth in retention of the content reviewed.

11.6.1.2. Educaplay

Educaplay is a digital platform that facilitates the creation of interactive multimedia activities by educators, with the objective of enhancing the teaching-learning process through games. It offers a range of resources, including quizzes with immediate feedback, crossword puzzles, matching activities, which have been shown to encourage critical thinking, problem solving and vocabulary comprehension, and active participation. Besides, this platform promotes retention and long-term learning. (Vargas-Saritama & Espinoza-Celi , 2024, p. 5)

The process of Vocabulary acquisition requires extensive memorization and repetition to ensure that students retain and use words effectively, and most important that they internalize those words in a meaningful way. “Utilizing interactive platforms like Educaplay is crucial to enhance learning process, as they offer a gamified approach that engages learners more actively favoring better vocabulary acquisition” (Vargas-Saritama & Espinoza-Celi , 2024, p. 2)

11.6.1.3. Baamboozle

“Baamboozle is an online web-based teaching platform that uses games for learning. It provides a large variety of games so that the students can complete pre-made assignments right away or the teacher can create his own assignments” (Wulandari et al., 2024, p. 142). This allows teachers to

develop much more enjoyable and interactive teaching-learning atmosphere for students, with both individual and group activities to enhance their Vocabulary knowledge.

“The inclusion of visual elements within the game not only facilitates children's comprehension but also enhances their ability to retain the information over an extended period” (Tene Tene et al., 2024, p. 89). This multi-sensory approach keeps students’ attention and contributes significantly to absorbing and retaining knowledge. Learners tend to remember more what they see than what they read. Therefore, the combination of images, sounds and actions reinforces visual memory.

11.6.1.4. Kahoot!

This technological tool offers a variety of activities designed to transform the classroom into a more interactive and fun environment to teach and learn. “Kahoot! allows users to create, edit, and share quiz-format games, and to enhance the presentation of the games with graphics and videos. Kahoot! games can be played individually or collaboratively” (Truong & Dinh, 2024, p. 204)

“Kahoot application is a valuable tool for teaching vocabulary to English language learners. Teachers can leverage Kahoot to promote dynamic engagement in the learning process, which, in turn, motivates students to participate eagerly” (Situmorang & Simajuntak, 2023, p. 251). This dynamic and entertaining approach transform the process of English Vocabulary acquisition, giving students the opportunity to become more involved in the classroom activities and therefore in their learning.

11.6.1.5. Wordwall

“Wordwall is effective learning media that can use by the teacher to create fun and interesting learning activity in learning English. Wordwall helps students learn vocabulary with fun activities and enhance their motivation to learn English” (Pradini & Adnyayanti, 2022, p. 185). Educators have the possibility to create and adapt the activities according to their group of students, which makes this Gamification tool very versatile, especially in English Vocabulary acquisition.

11.6.2. Non-Digital Gamification

“The use of non-digital games, such as board games, in learning environments, show that students achieve higher learning gains and have a higher rate of satisfaction with the learning experience” (Miller et al., 2022, p. 43). The application of these games fosters active, cooperative and engaging forms of participation, thus providing learners with opportunities to practice the language in a relaxed and less structured environment than the traditional one.

11.6.2.1. Monopoly

Monopoly is a board game where players use strategies to accumulate wealth and assets. “Monopoly will be modified and adapted to character elementary students. Development monopoly game in social studies learning can assist teachers in presenting the subject matter, facilitate students in their understanding” (Ashari & Purwanti, 2018, p. 37)

“Monopoly games gave significance effect on students’ vocabulary mastery. Using monopoly games can also attract students’ focus during teaching and learning process” (Putra et al., 2024, p. 86). When students learn in an innovative way, the results are higher than when they learn with

traditional methods, due to the fact, with innovative activities they are having positive and meaningful experiences related to real-world situations.

11.6.2.2. Pictionary

Pictionary is useful to increase students English Vocabulary acquisition. “Pictionary game is a classic game of drawing and guessing pictures. Pictionary game can also increase the imagination of learners, where learners are asked to draw according to the word given by the teachers” (Hamer & Ledy, 2019, p. 43)

“Pictionary game is an attractive technique that can be used to motivate students in learning vocabulary and make the students to learn English vocabulary in a more fun and creative way” (Kartini & Kareviati, 2021, p. 375). Pictionary is not a complex game; it does not require much preparation. This activity is highly adaptable to lots of English Vocabulary topics that teacher is going to teach.

11.6.2.3. Broken Phone

Also called the corrupt telephone, it is a game based on the collaborative participation of students. In addition, it serves to strengthen and practice speaking, vocabulary, pronunciation, and grammar, depending on how the game is organized by the teacher. According to (Ortikov & Durдона, 2022):

In this, the student who is in the first one draws up a sentence with the participation of new words and phrases and tells the student's ear behind him, who tells the student after him and in this way the game continues until the message reaches the last student. The main task of the game is to work together with the team and fully understand the opinion of each student and

strive to feel the responsibility of delivery. In the process of understanding and delivery, they absorb much more information. (p. 1841)

11.6.2.4. Bingo

“Bingo games are kinds of word game which consist of card instruction which is designed and created to perform and enjoy activity restricted by rules where the player to be the winner” (Rahmasari, 2021, p. 30). This sort of game provides an environment of entertainment and reinforcement of English Vocabulary, as it fosters continuous repetition of word or phrases, as well as makes easier for learners to identify and associate words with their meaning.

“Bingo, a game that can be adapted in a variety of ways to practice vocabulary. It is a fun and participatory way to reinforce learning. It also encourages attention, concentration, and interaction among students” (Tene Tene et al., 2024, p. 90). The game forces students to practice and become familiar with the English language in a more meaningful and relax context, due to the fact, students have to listen, identify, recognize and remember different words.

11.6.2.5. Board Game

“That is, a fun, standardized, and visually appealing game that encompasses content, design, players, and game mechanics. Typically, players move pieces on a pre-marked surface or board according to a set of rules” (Tene Tene et al., 2024, p. 90). Teachers must adapt this sort of activities into the English Vocabulary acquisition, including challenges or question about it. Board games must be designed always focused on students’ interests to catch their attention.

These games not only provide a learning environment, but a fun and relaxing atmosphere that allows students to “play” without being judged or fearing failure. Besides, these Gamification activities inside the classroom strengthen cooperation among students and teachers is able to

provide immediate feedback. “Board games produce a remarkable and playful atmosphere wherever students do not seem to be inhibited by creating mistakes or being excluded if they do not recognize the answers, thereby fostering their confidence” (Al-Jawwadah & Saputri, 2021, p. 15).

11.7. Theoretical Foundations Underpinning the Use of Gamification in English Vocabulary Acquisition

11.7.1. Meaningful learning and the construction of new knowledge

In 1963, David Ausubel proposed the theory of meaningful learning, which states that new knowledge is more effectively integrated when it could be related to organizing relevant prior knowledge in the learners’ cognitive structure. Rather than memorizing words in isolation, students achieve better retention and application when Vocabulary is presented in comprehensible contexts and connected to previous experiences or concrete situations. According to the article *Ausubel’s meaningful learning re-visited*:

To return to Ausubel and educational practice, successful classroom strategies pivot on the teacher’s ingenuity in devising advance organizers and mental sets likely to bring about understanding. These sets should enable the learner to access the best of their knowledge in the circumstances, so the teacher needs to be receptive to alternative repertoires being used by learners (...) both parties should know what they are mutually concerned to do during instruction. (Bryce & Blown, 2024, p. 4590)

Gamification responds to this need by providing environments that facilitate contextualized learning. Role-playing games, team challenges, competitions and simulations enable students to

use English Vocabulary meaningfully, promoting a deeper and longer-lasting understanding. From the Ausubelian perspective, these gamified experiences act as pre-organizers that help learners to assimilate new Vocabulary in a meaningful way. “the use of Ausubel's meaningful learning theory (...) is the main attraction for students in carrying out learning activities because (...) is a new way for them to acquire and develop their knowledge, in which students' cognitive abilities increase” (Nurhasanah et al., 2022, p. 5728)

11.7.2. Multiple Intelligences (MI) Theory and its application in gamified contexts.

Howard Gardner (1983) proposed that intelligence is not a single general entity, but rather a combination of multiple intelligences, such as linguistic, spatial, musical, kinesthetic, interpersonal, intrapersonal, linguistic, logical, among others, which manifest themselves in different ways in each individual. This pluralistic view of learning suggests that students do not all acquire new knowledge in the same way, so pedagogical strategies must be diversified. “Gardner’s theory of Multiple Intelligences currently presents an opportunity to develop students’ different educational skills and potentials. Gamification and new technologies can contribute to increased opportunities for evaluation and intervention based on this theory” (Garmen et al., 2019, p. 102)

Regarding this theory, Gamification enables the creation of activities that stimulate different intelligences, allowing the building of an inclusive environment where each student could access Vocabulary in a way that is more personalized and effective for them. “Gamification is used as a vehicle to implement the positive use of MIs in the classroom because of the great positive effect that gamification has on the motivation of the students (and often also on the teacher)” (Macías Borrego, 2023, p. 1)

11.7.3. Discovery Learning Theory and the role of Playful Experience

Jerome Bruner presented Discovery Learning as an approach in which learners actively construct their knowledge through exploration, curiosity, and problem solving. According to this theory proposed in 1961, students retain and understand knowledge better when they discover it on their own, as the content learned becomes part of their personal experience. (Johnson, 1996)

In gamified contexts, Discovery Learning is activated when learners must investigate experiments or deduce linguistic rules from simulated situations. Educational games such as “scape rooms”, “detectives”, or dynamics with regards promote this type of learning by involving students in active, motivating and cognitive processes. Thus, Gamification not only reinforces the acquisition of English Vocabulary, but encourages critical thinking skills, creativity and learning autonomy. “Gamification is a strategic attempt that can turn learning into an immersive activity” (Aldalur & Perez, 2023, p. 2)

11.8. Educative Context

Relevant literature in Ecuadorian context reveals that teaching-learning process must be improved to create a different educational environment. “Teaching practices in schools need to be examined in order to determine the specific weaknesses of the teaching/learning process, as well as to promote the implementation of new teaching strategies” (Orosz et al., 2021, p. 233)

11.8.1. Ecuadorian English Curriculum

“In Ecuador, there are several levels of control of the curriculum: national, district, school, department, and classroom level. However, most of the power is at the national level” (Espinosa

& Soto, 2015, pág. 38). The Ministry of Education is the entity that control education in Ecuador, especially to design, modify, revise and implement the national curriculum.

“It is necessary to change the hierarchal control of curriculum that exists nowadays, and give teachers and schools more power over education because they are more familiar with the physical, psychological, and educational needs of students” (Soto & Espinosa, 2015, p. 40). It is crucial to give teachers the opportunity to control the curriculum in the classroom, as they know the diversity of their students and their difficulties. In this way, greater flexibility and adaptation can be provided, and activities that strengthen the English language can be generated.

According to the Curriculum for Compulsory Education Levels in Ecuador (2016), the teaching of English as a Foreign Language is organized based on the Common European Framework of Reference for Languages (CEFR). At the Superior E.G.B level (8th, 9th and 10th grades), student are expected to progress from basic English to more functional and confident communication. The Ecuadorian Curriculum establishes the following correspondence between grades and CEFR levels (Ministerio de Educación del Ecuador, 2019):

Chart 1. Levels of English Proficiency according to the Ecuadorian National Curriculum

Grade	Age	CEFR Level
8 th	12-13	A1.1
9 th	13-14	A1.2
10 th	14-15	A2.1

12. MATERIALS AND METHODS

12.1. Introduction

This section describes the procedures used in the development of the research project which aims to analyze how students at Superior levels of E.G.B are acquiring English Vocabulary and their difficulties, focusing particularly on the use of Gamification as a pedagogical strategy.

Through a mixed methodology, which combine qualitative and quantitative methods, the aim is to obtain a deeper and more contextualized understanding of the impact if Gamification on teaching-learning process of English Vocabulary. The purpose of applying these two methods, qualitative and quantitative, focuses on the wide variety of data collected that allows for a broader and more nuanced diagnosis of Gamification and its relationship with the teaching-learning of English Vocabulary. Whith the scope of collecting relevant information, the research employed some instruments and techniques in accordance with a mixed methodology. For a qualitative approach it was imperative to conduct interviews with a mix of closed-ended questions, due to the fact, these types of questions allow us to obtain a comprehensive understanding of perceptions, practices, pedagogical reflections and experiences of a part of the target population. On the same way, the application of surveys that integrate a mix of multiple choice, closed-ended, semi-open-ended and Likert-Scale questions. These sorts of questions were selected to obtain quantified information and statistics to do a comparative responses analysis. In addition, in this section the population of the study was specified, along with the selection criteria and relevant characteristics of participants.

12.2. Objectives

General Objective

To analyze the application of Gamification as a teaching-learning strategy to enhance the acquisition of English Vocabulary among students of Superior Level of E.G.B at U.E “Thomas Russell Crampton” with the aim of designing an effective educational intervention.

Specific Objectives

1. To identify the main students’ difficulties, preferences and expectations regarding English Vocabulary learning through a survey for understanding their current experiences.
2. To explore English teacher’s use of Gamification in Vocabulary instruction by applying a semi-structured interviews for gathering their perceived effectiveness, challenges and benefits of incorporating this strategy in classroom.

12.3. Research Methodology

The present research project applied a mixed methodology, encompassing both qualitative and quantitative approaches to obtain a broader and more comprehensive understanding of how Gamification is utilizing and perceive in the teaching-learning process of English Vocabulary. These approaches were selected in alignment with the research objectives to capture an integral insight of Gamification as a teaching-learning strategy in Vocabulary enhancement. The qualitative approach, through a semi-structure interview with English teachers, was aimed at addressing the second specific objective of exploring how Gamification is currently used in Vocabulary instruction and to gather insights into its perceived effectiveness, limitations and benefits. On the other hand, the quantitative approach, carried out through a student survey,

responded to the first specific objective of identifying common challenges, preferences and expectations students have in relation to learning English Vocabulary. Furthermore, the combination of these methodologies allowed for a more efficacious and rigorous evaluation of findings within the confines of this study, ultimately contributing to the development of a well-rounded educational proposal.

12.3.1. Qualitative Research

Qualitative research was applied, given its focus on Social Sciences, primarily in the context of education. It provides us relevant data related with the current teaching strategies to enhance students' English Vocabulary at U.E. "Thomas Russell Crampton". By employing interviews to English language teachers, it was possible to capture rich, descriptive data reflecting their individual experiences and viewpoints. Moreover, the use of qualitative research was essential to deeply explore how English teachers perceive and apply Gamification as a teaching strategy focused on the acquisition of English Vocabulary. Given the central. Therefore, this approach not only gives us an understanding about the effectiveness of Gamification but also underlying educators' motivations, challenges and pedagogical decisions surrounding gamified activities.

Furthermore, qualitative inquiry allowed for a nuanced analysis of teachers' beliefs about the motivational impact of Gamified instruction and its potential to address diverse learning preferences and proficiency levels. This was particularly relevant for the research, as one of the main objectives was to evaluate how Gamification supports Vocabulary acquisition through real classroom practice with students of Superior E.G.B levels. With the nature of the qualitative research, educators were encouraged to share detailed examples, reflect on observable outcomes,

and suggest improvements, resulting in a comprehensive understanding of their pedagogical realities and training on Gamification.

12.3.2. Quantitative Research

Quantitative research was employed to contrast, justify, and systematize the newly acquired data by gathering students' perspectives through a structured survey. This provided an empirical foundation for understanding broader trends in learners' attitudes, preferences, and motivational responses toward gamification in Vocabulary instruction. The survey applied to students of Superior E.G.B levels at U.E. "Thomas Russell Crampton" was designed to collect measurable information regarding their perceived importance and difficulty of acquiring English Vocabulary, and their exposure to a Gamified learning. Besides, its nature structure allowed for an objective analysis of the frequency and type of gamified activities used in classroom (Digital and Non-Digital Gamification). This approach provided an empirical foundation for comprehending broader trends in students' attitudes, preferences and motivational responses to Gamification in Vocabulary learning.

Moreover, the quantitative data obtained enabled the researcher to detect significant patterns and correlations between students' motivation, learning preferences, and the methodology applied by teachers. By statistically analyzing students' willingness to learn Vocabulary through games, their preference for digital or non-digital activities, and their perceptions of improvement, the research was able to generate evidence-based conclusions and recommendations to engaging and context-appropriate teaching strategies.

12.4. Research Population

The population of this research consisted of students and English teacher from Unidad Educativa “Thomas Russell Crampton”, a private educational institution located in the city of Cayambe, Ecuador.

Regarding the students, the sample included a total of fifty-eight learners from the Superior E.G.B levels, specifically from 8th, 9th and 10th grades, enrolled in the academic period from September 2024 to June 2025. These male and female students were studying English as a foreign language and were selected for being at a key stage in the development of second language Vocabulary. Their participation provided valuable data regarding their experiences, motivations and preferences related to the use of gamified activities for English Vocabulary learning.

Moreover, the research population included two English language educators from Superior levels within the same institution. These male and female teachers, with relevant experience in teaching English as a foreign language, were selected due to their direct involvement in classroom practices and their essential role in the implementation of teaching strategies such as Gamification. Including teachers in the research enriched the understanding of the phenomenon from a pedagogical perspective, offering insight into the practices, benefits, and challenges associated with applying Gamification to enhance English Vocabulary acquisition.

12.5. Research Techniques

With the purpose of collecting relevant information, this research employed some techniques in accordance with a mixed methodology. These evaluation instruments were applied with the

objective of gaining a deeper understanding about the application of Gamified activities to enhance English Vocabulary in students from Superior E.G.B. levels.

First, for the qualitative approach was imperative to conduct a semi-structured interview to the English teachers from Superior E.G.B levels at U.E “Thomas Russell Crampton”. These interviews function as a resource to delve into experiences, perceptions and personal opinions of English teachers related with Gamification. Likewise, to gather data focused on the pedagogical practices they currently apply, being able to detect possible areas of improvement in the Gamification field. By considering teachers’ reflections about Gamification as a teaching strategy, the research is able to apprehend the real impact of it in diverse educational settings. This panorama facilitates the analysis of how Gamification influence the enhancement of English Vocabulary in the specific context at U.E. “Thomas Russell Crampton”.

Simultaneously, for the quantitative approach, a semi-structured online survey was applied to the students from the Superior E.G.B levels at U.E “Thomas Russell Crampton”. This survey was designed to attain data about how students perceive English Vocabulary learning within the classroom and the way they are acquiring it. Therefore, students’ individual perceptions offer crucial information about Vocabulary challenges and the Gamified activities applied that they prefer. This research aims to identify factors that influence in students’ English Vocabulary acquisition.

12.6. Research Instruments

12.6.1. Interview for the English Area Teachers from Superior E.G.B levels

Considering the interview technique, the research employed as an instrument an interview guide of ten questions targeted for English teachers of Superior levels at U.E. “Thomas Russell Crampton”. It was designed to obtain qualitative data related to the application and perceptions of Gamification in the teaching of English Vocabulary from teachers’ classroom experiences. These questions were created using a mix of open-ended and closed-ended questions to explore in depth teachers’ reality.

By interviewing English teachers with both types of questions, it provides an overview and a detailed understanding of how Gamification is implemented in each level. Closed-ended questions obtained clear and direct data on usage of Gamification in the classroom, allowing us to identify the use or absence of certain practices or tools. On the other hand, open-ended questions provide space to explore teachers’ experiences, strategies, and perceptions of the effectiveness of Gamification in improving English Vocabulary and students’ motivation.

12.6.2. Survey applied to Students from Superior E.G.B levels

Related with the survey technique, the instrument applied was an online questionnaire of fifteen questions for students of Superior E.G.B levels at U.E. “Thomas Russell Crampton” at Google Forms. It was designed to assess the impact of Gamification in students’ Vocabulary acquisition and enhancement. These questions were elaborated using a mix of closed-ended (multiple choice), semi-open-ended and Likert-Scale questions to obtain a well-rounded exploration.

Closed-ended (Multiple choice) questions were selected with the purpose of gather concrete information about students' current methods and tools (Technological and Non-technological) for English Vocabulary Acquisition in the classroom and whether if they have experienced gamified activities. In addition, semi-open-ended questions allow students to expand their answers according to their personal experiences with learning English Vocabulary, giving us a deeper insight into what tasks they prefer and if Gamification help them to learn Vocabulary. Finally, Likert-Scale questions were implemented to measure student's attitudes and motivation toward Gamified Vocabulary learning, being an essential information to assess how students feel about learning through games and if they prefer this strategy. With the incorporation of these sort of questions, the survey gives measurable data related to how Gamification affects Superior levels students in the Vocabulary learning in real classroom settings.

12.7. Methodological Organization

Firstly, the qualitative and quantitative instruments were designed. On the qualitative side, containing an interview to English teachers of the Superior E.G.B levels. On the other hand, in the quantitative aspect, a survey was carried out among students of Superior E.G.B levels (8th, 9th and 10th grade).

Secondly, the interview and surveys guides were reviewed, corrected and validated by some expert professors and the advisor of the research project.

Third, a legal paper was drafted and presented for the rector of U.E "Thomas Russell Crampton" to request authorization for the application of the instruments of the research project.

Fourthly, once formal authorization was achieved through the official drafted approved by the rector of U.E “Thomas Russell Crampton”, we proceeded to the application of the instruments previously designed for the research. These instruments were directed to the selected population, which allowed the collection of both qualitative and quantitative data.

Finally, based on this information, it was possible to draw solid analysis, conclusions and formulate pertinent recommendations regarding the usage of Gamification as a strategy for English Vocabulary enhancement.

13. RESULTS AND DISCUSSION

13.1. Results

In this part, the results obtained from the different research instruments are described. It includes the responses from the interviews held with the two English teachers and surveys conducted with students. This target population belonged to Superior E.G.B levels at U.E. “Thomas Russell Crampton”. The survey results are displayed using the charts automatically generated by Google Forms, offering a visual presentation of students’ perspectives and experiences related with English Vocabulary learning and the use of Gamification. On the other hand, the interview is analyzed through content analysis to highlight key insights from teachers’ viewpoints regarding the application of Gamification in their teaching practices.

13.1.1. Survey analysis of Superior E.G.B Students at U.E. “Thomas Russell Crampton.”

The survey was applied to students from Superior E.G.B levels at U.E. “Thomas Russell Crampton”. The surveys were employed using an online platform “Google Forms” to obtain a

well-rounded systematization. The same survey was done on three different levels: 8th, 9th and 10th. To provide a meaningful analysis of results, the questions in the questionnaire were grouped into thematic dimensions. Several questions per dimension were included to approach the topic from different approaches and to facilitate a more complete understanding of students' motivation, perception, and preferences regarding English Vocabulary learning through Gamification.

The first dimension identifies the level of motivation and the perceptions that students have regarding Vocabulary learning in English. The second dimension assesses the frequency with which teachers incorporate Gamification activities, both Technological and Non-Technological activities, into their English teaching practice in the classroom. The third dimension explores students' preferences regarding the method used to learn English Vocabulary, contrasting traditional strategies with gamified activities. Finally, the fourth dimension indicates the specific types of games, both ludic and technological, which are applied in the classroom for Vocabulary teaching-learning.

***13.1.2. Results of the Interview done to Superior E.G.B English Teachers of U.E.
"Thomas Russell Crampton"***

The responses collected from the teachers who work with learners from 8th to 10th grades of Superior levels reveal a positive attitude toward Gamification as a strategy to foster motivation and support Vocabulary acquisition in English. However, differences emerge in the implementation of this approach depending on the education level and the teachers' experience.

To begin with, both teachers confirmed the use of Gamification in their teaching process. However, the first educator limits its application to Basic education grades (6th and 7th), considering it more

effective at earlier stages. In contrast, the second educator applies it directly in 10th grade, adapting activities to suit students' individual learning styles. This contrast suggests a perception that Gamification is more beneficial in primary levels, although it could also be successfully adapted for older students.

Regarding the types of activities used, both teachers reported the usage of digital platforms such as Baamboozle and Kahoot, valuing their capacity to engage students in a dynamic and meaningful way. These tools also allow educators for content personalization, which is beneficial for their teaching Vocabulary in different contexts.

In terms of student motivation, both teachers observe positive changes in learners' attitudes, noting increased participation and confidence in using English during gamified tasks.

Concerning Vocabulary acquisition, educators perceived significant improvements, indicating that Vocabulary practiced during gamified activities is later reused in class.

When we ask about the characteristics of an effective gamified activity, both teachers emphasized the importance of playfulness, clear objectives, and the integration of multiple language skills.

With regard to the use of technological tools in Gamification, teachers expressed a clear preference for digital resources due to their flexibility to adapt the content and attractiveness to students. However, while the first educator relies on adapting pre-existing materials, the second actively trains in the design of digital activities.

Respecting Gamification with other educators' teaching methods, the first sees Gamification as a reinforcement tool, introduced after a traditional or TPR Vocabulary instruction. Meanwhile, the

second adopts inductive approaches and strategies such as peer teaching, allowing students to construct knowledge actively.

In relation to addressing different learning styles and vocabulary proficiency levels, both teachers stressed the crucial role of adaptation. The second educator, particular, highlighted the potential of AI to adjust activity difficulty based on learners' individual levels.

Finally, both teachers agrees that Gamification transforms students' perception of English, helping them to see it not merely as an academic subject but as a practical and engaging language and to develop their confidence when they participate.

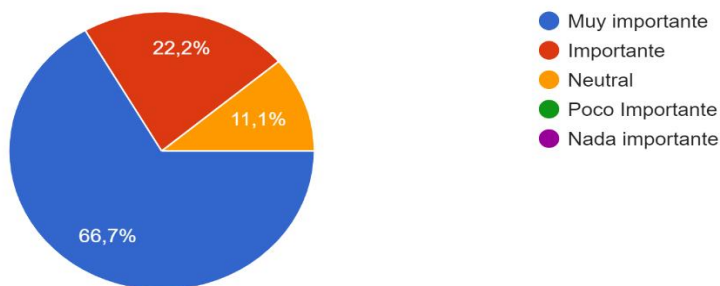
13.1.2.1. Students from 8th grade

Chart 2. Importance of Learning English Vocabulary for Students

Answers	Frequency	Percentage
Muy Importante	12	66,7%
Importante	4	22,2%
Neutral	2	11,1%
Poco Importante	0	0%
Nada Importante	0	0%
Total	18	100%

Qué tan importante es para mí el aprender Vocabulario en Inglés.

18 respuestas



Analysis

The findings revealed that the majority of learners acknowledged the significance of Vocabulary in learning English, suggesting an adequate comprehension of the role of this component plays on the language proficiency. A small percentage adopted a neutral stance, which may be attributable to a lack of clarity regarding the practical usefulness of Vocabulary or insignificant learning experiences in this area. There were any negative perceptions, which reinforces the notion that Vocabulary is not perceived as an irrelevant component of the English language learning process, but as an essential element in English acquisition.

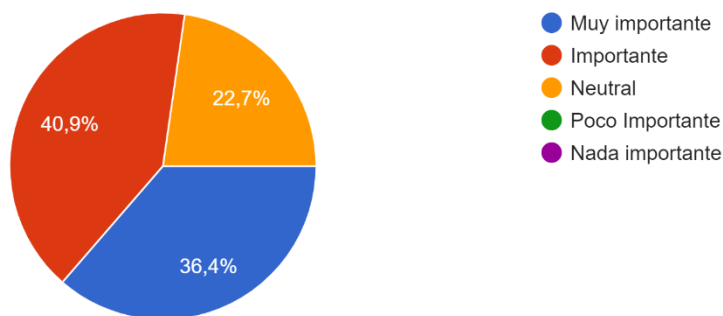
13.1.2.2. Students from 9th grade

Chart 3. Importance of Learning English Vocabulary for Students

ANSWERS	FREQUENCY	PERCENTAGE
MUY IMPORTANTE	8	36,4%
IMPORTANTE	9	40,9%
NEUTRAL	5	22,7%
POCO IMPORTANTE	0	0%
NADA IMPORTANTE	0	0%
TOTAL	22	100%

Qué tan importante es para mí el aprender Vocabulario en Inglés.

22 respuestas



Analysis

The results reveal that the majority of the group perceives English Vocabulary learning as a highly significant dimension in their language acquisition. When the responses “very important” and “important” are group together, a clear positive trend towards valuing this language skill. Although a short percentage is positioned in a neutral attitude, no negative perceptions are recorded, indicating that there are no students who consider Vocabulary learning irrelevant.

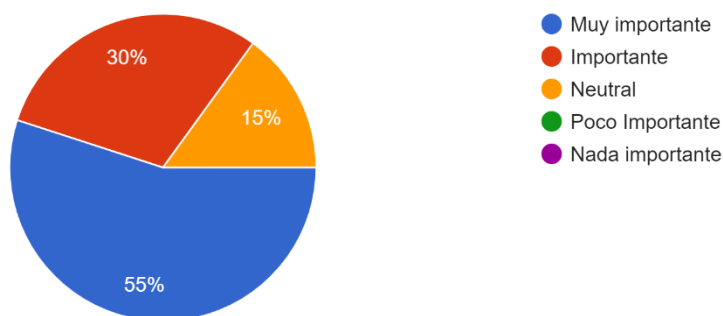
13.1.2.1. Students from 10th grade

Chart 4. Importance of Learning English Vocabulary for Students

ANSWERS	FREQUENCY	PERCENTAGE
MUY IMPORTANTE	11	55%
IMPORTANTE	6	30%
NEUTRAL	3	15%
POCO IMPORTANTE	0	0%
NADA IMPORTANTE	0	0%
TOTAL	20	100%

Qué tan importante es para mí el aprender Vocabulario en Inglés.

20 respuestas



Analysis

The results show a high valuation of English Vocabulary learning among learners. The majority consider it to be a very important or important aspect of the educational process, while no negative perceptions are recorded. This reflects a general awareness of the relevance of Vocabulary as an essential component of communicating effectively in the language. The presence of a neutral group, although in the minority, could be due to a lack of direct connection to the benefits of Vocabulary or to previous experiences of little significance, which represents an opportunity to reinforce its usefulness in real and dynamic learning contexts.

13.2. Discussion

This section aims to analyze and interpret the results obtained from student's surveys and teachers' interviews to evaluate the effectiveness of Gamification as a teaching-learning strategy for enhancing English Vocabulary. The discussion is structured around the four dimensions previously established, allowing to identify patterns, strengths, and possible limitations of the use of this methodology. The dimensions are: Motivation and Perception of English Vocabulary Learning; Use of Non-Technological Gamification by the Teacher in the Classroom; Students' Methodological Preferences; and Types of Games Used in Classroom. Based on these findings,

the aim is to establish connections between participants' perceptions and current pedagogical approaches, to compare the results with previous studies done, and to generate pedagogical conclusions and recommendations based on the evidence gathered.

13.2.1. Dimension 1. Motivation and Perception of English Vocabulary

The survey results indicate a generally positive attitude towards learning English language, particularly Vocabulary, which is recognized by the three studied groups as an essential component of language acquisition and the basis to improve it. However, it is noteworthy that a considerable proportion of students express a neutral stance, suggesting areas where the emotional and motivational connection with learning could be improved. Moreover, learners' perceptions of Vocabulary learning difficulty vary; while some consider it accessible, a significant percentage find it challenging, possibly due to the employed methodologies, exposure to the language, and the level of pedagogical support provided. Regarding motivation, the incorporation of Gamification strategies in teaching is a positive factor that stimulates students' interest and willingness to learn English Vocabulary. Nevertheless, not all learners responded in the same way, probably due to differences in learning styles or the adequacy of activities.

The teachers' testimonies complement and enrich the interpretation of the survey results. Both educators agree on the effectiveness of Gamification in increasing students' motivation towards Vocabulary learning. According to the first teacher, Gamification creates a positive classroom environment that encourages active participation and confidence in the use of English language. This aligns with the results showing that learners are more motivated when games are used. The second educator emphasizes that Gamification reduces initial anxiety and increases learners' engagement, validating the perception that this strategy contributes to a more dynamic and less

intimidating learning experience. Furthermore, this teacher highlights the potential of technologies, including AI tools, to adapt gamified activities to different levels and learning styles. Both teachers observed significant improvements in Vocabulary acquisition resulting from the application of Gamification and pointed out that this methodology can foster other language skills. This holistic view demonstrates that Gamification impacts not only in motivation but also enhances the overall development of English learning.

These findings emphasize the importance of motivation and, the positive and active learning of English Vocabulary. As an active and student-centered strategy, Gamification promotes meaningful learning and emotional engagement. “The essential task of the teacher is to keep the student motivated to develop tasks for personal satisfaction but not for a grade” (Sellan Naula, 2017, p. 13)

On the other hand, the presence of neutral responses and perceptions of difficulty reflect the fact that Gamification must be carefully designed to maximize its impact and prevent or from becoming a mere superficial or repetitive tool. This states the necessity of conscious planning that considers motivational factors, students learning styles, levels of difficulty, educative objectives and variety of activities. “Integrating games into an educational environment remains a daunting task. It is estimated that many gamification efforts will fail due to a lack of understanding of the design and implementation of gamification for teachers” (Li & Liu, 2022, p. 2703)

13.2.2. Dimension 2. Use of Gamified Activities by the Teacher in the Classroom

The findings of the survey reveals that a considerable part of students perceive their teachers uses gamified activities in the English classes, both ludic and technological. However, there are also

huge differences identified in the frequency and types of activities reported. This diversity of responses suggest that Gamification is used occasionally or unsystematically depending on the grade and the teacher.

Interviews with educators emphasize different perceptions of the application of gamified activities. Both highlights the use of the digital platform Baamboozle. The integration of both sources shows that the impact of Gamification depends directly on the teacher's approach and consistency on its application. The first educator reports limited use of technological and non-technological Gamification activities in 8th and 9th grades (Kahoot, Bingo cards, and Baamboozle), which is partially supported by students' responses. In 8th grade, most of the learners indicate that gamified activities are used occasionally or almost never. In 9th grade, the perception that they almost never and never occur predominates, which suggests a low presence of both gamified strategies at these levels and is consistent with the teacher's statement. Conversely, the second teacher points out that he regularly uses technological activities (Baamboozle) in a strategic way to reinforce Vocabulary learning, since he states that ludic activities are not used in his classes. However, some students from 10th grade report that gamified activities are applied almost always and always, revealing a partial contradiction between both perceptions. This discrepancy could be explained by the confusion between ludic and technological activities, since learners may perceive certain interactive or digital tools used by the teacher as "ludic", even if they are nor specifically designed with Gamification approach.

13.2.3. Dimension 3. Students' Methodological Preferences

Regarding the methodological preferences, the survey results indicate that a significant percentage of students from the three evaluated grades value traditional Vocabulary memorization, suggesting

that this approach is still considered effective. This noteworthy finding possibly indicates that traditional techniques are not necessarily rejected, but rather there is an openness to a balanced combination of methods. “Recognizing that students learn in different ways, they should be able to adjust their teaching strategies to fit both the students and the material” (Abbad Alessa & Hussein, 2023)

Nevertheless, there is also a strong inclination towards more active and interactive learning methods. In questions referring to the preference of using games to learn English Vocabulary and its perception of a positive influence in the improvement of English language level the majority of learners expressed a favorable attitude. This reinforced by analyzing the specific preferences from both technological and non-technological activities, the overall response was affirmative. This reveals a willingness to engage with different types of gamified tasks. Moreover, the findings obtained provide insight into the differentiated trends in students’ methodological preferences for learning English Vocabulary. Learners from 8th and 10th grades tend to prefer ludic and technological activities with similar willingness, whereas 9th students are more inclined towards ludic activities, since they are readiness to use technological tools, too. These preferences suggest that learners value active and interactive methods. It is also relevant to highlight that the technological activities tend to be widely accepted at all three levels, which evidences the familiarity and affinity of adolescents with digital environments.

An important aspect to note is that ludic activities continue to be well received, despite the technological advances in today’s digital society and students’ familiarity with electronic platforms. This preference suggests that simple and participatory teaching resources retain their educational, emotional and motivational value in the classroom. The acceptance of ludic games by

the digital generation raises an important reflection: beyond technological novelty, students recognize the value of social interaction and play as a source of enjoyment and learning.

Both teachers agree that they have observed improvements in Vocabulary acquisition when using Gamification. The first teacher mentions that this type of strategy enables various language skills to be integrated and that, although she initially introduces Vocabulary in a traditional way in class, she later occasionally reinforces it through gamified activities. This could be possibly linked to the survey data, which shows that learners accept both traditional and gamified methods. The second educator highlights that Gamification has allowed students to incorporate Vocabulary into their everyday speech and emphasizes that an effective gamified activity should incorporate a component of playfulness to enable students' learning "without realizing". Finally, both educators emphasize the importance of adapting activities to learners' proficiency levels and suggest that technology, even with AI support, could facilitate this adaptation.

From a pedagogical perspective, the responses of both students and teachers are in line with Gardner's theory of multiple intelligence, which highlights the need for diverse learning strategies. The combination of traditional methods, such as memorization, and gamified methods (technological and non-technological) suggests an educational environment that attempts to cater to different learning styles.

Similarly, teachers' ideas are supported by Ausubel's postulates that meaningful learning occurs when new content is related to previous knowledge. In this case, teaching Vocabulary prior to its application in gamified activities represents a sequence consistent with this approach.

13.2.4. Dimension 4. Types of Games Used in Classroom

In 8th grade, most students reported using Wordwall, followed by Baamboozle, Kahoot, and Educaplay as applied technological games in class. Regarding ludic games, “Teléfono Descompuesto”, Bingo and Monopoly were the most selected ones, while Pictionary and “Juego de Carreras” have less presence. In 9th grade, the most mentioned technological game was also Wordwall, with some mentions Baamboozle, Kahoot, and Educaplay. On the other hand, Bingo predominated in ludic games, followed by “Teléfono Descompuesto” and Monopoly. In addition, there was a high percentage of learners who stated that there are no games applied in the classroom, especially ludic games. In 10th grade, students indicated two popular technological games, Kahoot and Educaplay. About ludic games, whether “Teléfono Descompuesto”, Monopoly and “Bingo” were selected, the option “None” is one of the most popular choices. In the open-ended responses, some learners mentioned additional ludic game such as “El Ahorcado” and One card, although only one person indicate each. In the technological category, Quizziz, StopotS, Duolingo and Cambridge One were reported, providing a more comprehensive view of the tools actually used than the options provided in the questionnaire.

Both teachers interviewed agree on that they implement gamified activities using technological platforms, specifically both educators mention Baamboozle. The first teacher also includes Kahoot and Quizzes. However, she clarifies that these activities are used in lower grades, which could explain why target students have a lower perception of them.

It is imperative to mention that the data about the chosen option “None” reveals a clear internal contradiction in students’ responses in the three grades, within the same year group, some learners recognize the use of multiple games, while others claim that non are used. This could suggest either

a differentiated application between groups or a lack of recognition of certain activities as games by students, suggesting a communicational or methodological gap that may limit the real impact of these tools.

Conversely, learners selected technological and non-technological games that were not mentioned by the teachers in the interview. This discrepancy could be interpreted in several ways: educators may be omitting some games, students may be recalling activities applied in other contexts or with other teachers, or they possibly generalizing from past experiences that do not necessarily correspond to the current school year.

14. PROPOSAL

Title: Playing & Learning: A Gamified Guidebook for English Vocabulary Teaching-Learning adapted to the Sociocultural Context of Superior E.G.B levels at U.E. “Thomas Russell Crampton”

14.1. Introduction

The integration of Gamification in the educational field has gained significant prominence in recent years, owing to its potential to transform the learning experience. This transformation could be attributed to the ability of Gamification to increase students’ motivation, encourage active participation, and promote creative and collaborative scenarios to foster learners’ problem solving and critical thinking skills. The incorporation of elements inherent to games, such as rules, challenges, rewards and narrative, has been highlighted to enhance classroom dynamics and also facilitate the acquisition of content in a meaningful way.

In Ecuadorian context, the educational system faces important challenges, such as student demotivation, technological gaps, and limited methodological innovation in the classroom. Nevertheless, there are also valuable opportunities such as the opening towards active pedagogical approaches. In this sense, Gamification emerges as a viable pedagogical alternative, especially for institutions seeking to promote meaningful learning and develop strong basis and practical language skills, particularly Vocabulary.

The Superior E.G.B level covers students aged approximately 12 to 14 years old corresponding to the 8th, 9th, and 10th grades. At this stage, learners develop greater cognitive and communicative abilities, enabling them to engage with more complex content and foster autonomous and reflective learning. In English lessons, the aim is consolidating fundamental language skills, particularly Vocabulary development and comprehension of language in everyday and academic situations. On the other hand, the socio-cultural features of Ecuadorian students must also be considered, as they have different learning styles influenced by factors such as ethnic diversity, family context, access to technological resources, and educational reality of each region. Many learners value learning experiences that integrate games, active participation and group work, reinforcing the relevance of the gamified approach.

From the analysis and discussion of the results obtained in the surveys and interviews, it is evident that students demonstrate a greater willingness towards the use of Technological and Non-technological Gamification in their English Vocabulary teaching-learning process. Therefore, the proposal presented in this research is to design a Guidebook, which contains a set of gamified activities (Technological and Non-technological) aligned with the Ecuadorian English Vocabulary curriculum and adapted to the sociocultural contexts of learners of E.G.B Superior levels from

U.E. “Thomas Russell Crampton”. It is hoped that this Guidebook serve as a practical tool for teachers, helping them to provide more dynamic, inclusive and motivating lessons that enhance English Vocabulary acquisition and promote meaningful learning.

14.2. Objective

To design a Guidebook with a set of gamified activities (Technological and Non-technological) tailored to the sociocultural reality of Superior E.G.B students at U.E. “Thomas Russell Crampton” based on the principles of Gamification approach, for creating meaningful learning experiences that enhance their Vocabulary acquisition.

14.3. Vocabulary General Content

The Vocabulary topics included in this guidebook were selected from the official English textbooks of the Ministry of Education of Ecuador used in 2025, ensuring consistency with the current curriculum for 8th, 9th and 10th grades from Superior E.G.B.

Chart 5. Vocabulary General Topics per Grades

Superior E.G.B Grade	CEFR Level	Vocabulary Topics
8th	A1.1	<ul style="list-style-type: none"> ▪ Habits and Routines ▪ Places in the City
9th	A1.2	<ul style="list-style-type: none"> ▪ Hobbies ▪ Food and Health
10th	A2.1	<ul style="list-style-type: none"> ▪ Jobs and occupations ▪ Future Plans and Goals ▪ Travel ▪ Cultural identity and diversity ▪ Achievements and Life Events ▪ Criminology / Detective Fiction

14.3.1. 8th Grade Vocabulary Topics (A1.1)

Chart 6. Target Vocabulary for 8th grade

Vocabulary Topics (A1.1)	Vocabulary Words
Habits and Routines	wake up, take a shower, brush teeth, get dressed, have breakfast, go to school, have lunch, do homework, watch tv, have dinner, go to bed
Places in the City	supermarket, police station, fire station, post office, park, library, hospital, drugstore, school, bank.

14.3.2. 9th Grade Vocabulary Topics (A1.2)

Chart 7. Target Vocabulary for 9th grade

Vocabulary Topics (A1.2)	Vocabulary Words
Hobbies	Play soccer, play video games, swimming, watch movies, ride a bike, ride a horse, paint, sing, take photos, read comics/books, do puzzles.
Food and Health	Exercise, rest, eat fruit, drink water, junk food, vegetables, vitamins, sugar, diet, bread, cheese, rice, protein, soup, eggs, juice, milk, chicken, pasta, rice, sandwich.

14.3.3. 10th Grade Vocabulary Topics (A2.1)

Chart 8. Target Vocabulary for 10th grade

Vocabulary Topics (A2.1)	Vocabulary Words
▪ Jobs and Occupations	Teacher, doctor, engineer, nurse, chef, artist, police officer, musician, mechanic, architect, fire fighter, waiter, waitress.
▪ Criminology / Detective Fiction	Crime, criminal, theft, murder, offender, suspect, arrest, punishment, prison, jail, law, illegal, legal, traffic laws, fine, detective, investigate, clue, evidence, solve, mystery, case, witness, police report, judge, trail, guilty, sentence, freedom, confess, innocent, verdict, escape, prison brakes.

14.4. Format

This guidebook is divided into seven sections:

14.4.1. First Section - Introduction

It offers a brief theoretical contextualization of Gamification as a educational strategy, as well as a general description of the Ecuadorian educational context. The conceptual bases that justify the creation of this Guidebook are established.

14.4.2. Second Section - Proposal Overview

The central purpose of the Guidebook is presented here. In addition, to its general objective and the relevance of using gamified activities in the teaching of English Vocabulary.

14.4.3. Third Section - English Levels

This section presents the English levels considered for design of the activities, considering as a reference the CEFR and the guidelines considered of the Ecuadorian English Curriculum for each grade.

14.4.4. Four Section - Target Vocabulary

The Vocabulary topics selected for each grade (8th, 9th, and 10th) are detailed and were extracted from the official English textbooks provided by the Ecuadorian Ministry of Ecuador.

14.4.5. Fifth Section - Technological Gamified Activities

This part of the Guidebook presents a series of gamified activities that incorporate the use of technological tools and interactive platforms. The activities are designed to encourage active participation (individual and groups) and meaningful Vocabulary practice in a virtual context. The Guidebook explains the step-by-step of each activity.

This section is divided into 3 parts corresponding to the Superior E.G.B grades (8th, 9th, and 10th). There is one gamified activity per grade.

See the activities in the annexes.

15. CONCLUSIONS

1. The theoretical review established the scientific basis for Gamification as a pedagogical strategy associated with meaningful learning, multiple learning styles, students' motivation and their active participation. The benefits of its application in English teaching-learning, especially in Vocabulary development are evident in both globally and locally.
2. The analysis of perceptions collected through students survey and teacher interviews demonstrate that Gamification is recognized as a strategy with a greater potential to improve English Vocabulary teaching-learning. However, the results display inconsistencies between what educators claim to apply and what learners perceive, as well as the non-systematic application of this type of strategy. These findings allowed us to identify opportunities for methodological improvement by revealing both the positive disposition towards Gamification and the limitations of its current implementation in the classroom.
3. Based on the diagnostic, gamified activities were designed combining technological resources and non-technological games. These activities address the limited and unsystematic application of gamified strategies identified in the survey and interviews. The activities were developed according to the observed needs, the students' educational level, and the contents of the corresponding English curriculum for each level.

4. Sharing the gamified activities proposal enables other teachers to reflect on their own practices and find new approaches to motivate students to learn English Vocabulary. The combination of ludic and technological strategies facilitates their adaptation and application, enhancing their impact in the classroom.

16. RECOMMENDATIONS

1. It is recommended that English teachers must update their methodological training to include the gamified approach, considering both theoretical support and effective and contextualized teaching practices to enrich their Vocabulary strategies.
2. To use the perceptions gathered in the diagnosis as a starting point to review and strengthen the application of gamified strategies in the teaching-learning of English Vocabulary. Considering the differences between educators' statements and learners' perceptions, it is crucial to promote more visible, structure, and context adapted methodological planning that allows students to recognize and actively take advantage of these strategies in their learning process.
3. The proposed gamified activities should be applied as a complement to Vocabulary teaching, ensuring their alignment with the educational curriculum and addressing the methodological gaps identified in the diagnosis. They should be carefully planned with clear objectives, thematic relevance and evaluation strategies to assess their impact on students' learning.

4. To share these proposal activities with English teachers from other grades or institutions through training spaces, educational communities, and pedagogical networks, fostering the exchange of experiences and promoting future research on the impact of Gamification in the English Vocabulary enhancement.

17. REFERENCES

- Abbad Alessa, I., & Hussein, S. (2023). USING TRADITIONAL AND MODERN TEACHING METHODS ON. *ROUTE EDUCATIONAL & SOCIAL SCIENCE JOURNAL*, 10(2), 65-92. https://www.ressjournal.com/Makaleler/1261510042_4.pdf
- ALBODAKH, M. K., & Cinkara, E. (2017). The Relationship between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms. *Arab world English journal*, 8(2), 279-292. <https://www.awej.org/images/AllIssues/Volume8/Volume8number2june/20.pdf>
- Aldalur, I., & Perez, P. (2023). Gamification and discovery learning: Motivating and involving. *Heliyon*, 9(1). <https://doi.org/10.1016/j.heliyon.2023.e13135>
- Al-Jawwadah, U., & Saputri, T. (2021). The effect of board game to increase English vocabulary mastery: Systematic review. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 13(1), 13-24.
<http://repository.unusa.ac.id/6583/1/THE%20EFFECT%20OF%20BOARD%20GAME%20TO%20INCREASE%20ENGLISH%20VOCABULARY%20M%20ASTERY%20SYSTEMATIC%20REVIEW.pdf>
- Alsawaier, R. S. (2018). The effect of gamification on motivation and engagement. *International Journal of Information and Learning Technology*, 35(1), 56-79.
<https://doi.org/https://doi.org/10.1108/IJILT-02-2017-0009>

- Andayani, E. S. (2022). The importance of learning and knowing English in higher education in Indonesia. *Research and Development Journal Of Education*, 8(1), 372-379.
<https://doi.org/http://dx.doi.org/10.30998/rdje.v8i1.13315>
- Andayani, E. S. (2022). The importance of learning and knowing English in higher education in Indonesia. *Research and Development Journal Of Education*, 8(1), 372-379.
<https://doi.org/http://dx.doi.org/10.30998/rdje.v8i1.13315>
- Ashari, P. B., & Purwanti, E. (2018). Developing of monopoly game education media: for increase the result of social science in elementary school. *Elementary School Teacher*, 37-41. <https://journal.unnes.ac.id/nju/est/article/viewFile/16528/8410>
- Askanova, K. K., & Kulgildinova, T. A. (2024). *THE EFFECTIVENESS OF USING ACTIVE TEACHING METHODS IN TEACHING*.
<https://www.ablaikhan.kz/images/2324/%D0%A1%D0%B1%D0%BE%D1%80%D0%BD%D0%B8%D0%BA%20%D0%90%D0%BA%D1%82%D1%83%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D0%B5%20%D0%BF%D1%80%D0%BE%D0%B1%D0%BB%D0%B5%D0%BC%D1%8B%20..14%20%D0%BC%D0%B0%D1%8F%202024.pdf#page=183>
- Astri, Z. (2018). The Use of Total Physical Response Method for Different Learning Styles in English Vocabulary Development. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 1(1), 25-38.
<https://ejournals.umma.ac.id/index.php/seltics/article/view/57/54>
- Bai, Z. (2018). An Analysis of English Vocabulary Learning. *Journal of language Teaching and Research*, 9(4), 849-855. <https://doi.org/http://dx.doi.org/10.17507/jltr.0904.24>
- Bryce, T., & Blown, E. (2024). Ausubel's meaningful learning re-visited. *Current Psychology*, 43(5), 4579–4598. <https://doi.org/https://doi.org/10.1007/s12144-023-04440-4>
- Cadena Murga, B. C., Castillo Niama, M. P., Célleri Quinde, S. P., & Damían Tixi, D. L. (2018). Curriculum development for EFL Environments in Ecuador. *Revista Boletín Redipe*, 7(9), 125-139. <https://revista.redipe.org/index.php/1/article/download/568/539>

- Cronquist , K., & Fiszbein, A. (2017). *El aprendizaje del inglés*. ElDiálogo: Liderazgo para las Américas. <https://www.thedialogue.org/wp-content/uploads/2017/09/El-aprendizaje-del-ingl%C3%A9s-en-Am%C3%A9rica-Latina-1.pdf>
- Dahlstrøm, C. (2012). Impacts of gamification on intrinsic motivation. *Education and Humanities Research*, 1-11.
https://www.ntnu.edu/documents/139799/1279149990/04+Article+Final_camildah_fors%C3%B8k_2017-12-06-13-53-55_TPD4505.Camilla.Dahlstr%C3%B8m.pdf
- Domingo, P. (2020). English Language Exposure of Students in Visayas State University. *Journal of Literature and Language Teaching*, 11(2), 178-187.
<https://jurnalfahum.uinsa.ac.id/index.php/nobel/article/view/289/188>
- Egamova, J. K., & Sharofova, N. (2022). THE IMPORTANCE OF VOCABULARY IN LEARNING ENGLISH LANGUAGE. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(11), 187-190. <https://doi.org/10.24412/2181-2454-2022-11-187-190>
- Eli, T. (2021). Students' Perspectives on the Use of Innovative and Interactive Teaching Methods at the University of Nouakchott Al Aasriya, Mauritania: English Department as a Case Study. *International Journal of Technology, Innovation and Management (IJTIM)*, 1(2), 90-104. <https://doi.org/10.54489/ijtim.v1i2.21>.
- Espinosa, L. F., & Soto, S. T. (2015). *Curriculum development and its impact on EFL education in Ecuador*.
- Ferriz-Valero, A., Østerlie, O., García Martínez , S., & García-Jaén, M. (2020). Gamification in Physical Education: Evaluation of Impact on Motivation and Academic Performance within Higher Education. *Int. J. Environ. Res. Public Health*, 17(2), 1-16.
<https://doi.org/https://doi.org/10.3390/ijerph17124465>
- Foroutan Far, F., & Taghizadeh, M. (2022). Comparing the effects of digital and non-digital gamification on EFL learners' collocation knowledge, perceptions, and sense of flow.

- Computer Assisted Language Learning*, 1-33.
<https://doi.org/https://doi.org/10.1080/09588221.2022.2146724>
- Garmen, P., Rodríguez, C., García-Redondo, P., & San-Pedro-Veledo, J. C. (2019). Multiple intelligences and video games: Assessment and intervention with TOI software .
Comunicar: Media Education Research Journal, 27(58), 95-104.
<https://doi.org/https://doi.org/10.3916/C58-2019-09>
- Gerring, J. (2017). Qualitative methods. *Annual review of political science*, 20(1), 15-36.
<https://doi.org/https://doi.org/10.1146/annurev-polisci-092415-024158>
- Gil-Aciron, L. Á. (2022). Benefits of gamification in second language learning. *Epos*(38), 103-126. <https://pdfs.semanticscholar.org/effd/9a8acfc9c9f874bf39f480a23913479af3b6.pdf>
- Hamer, W., & Ledy, L. (2019). Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction. *Journal of English Education Studies*, 2(1), 43-51.
<https://doi.org/https://doi.org/10.30653/005.201921.30>
- Hassan, H., Hariri, N. A., & Khan, K. (2020). Enhancing intrinsic motivation to learn in adults: empowering ESL students. *International Journal of English Linguistics*, 10(1), 81-91.
<https://doi.org/10.5539/ijel.v10n1p81>
- Hilmi, C., Hidayani, S., & Perdana, P. R. (2024). THE STUDENTS'AND TEACHERS'IMPRESSION TOWARD NEARPOD APPS IN LEARNING ENGLISH OF CURRICULUM MERDEKA PERSPECTIVES. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran*, 4(4), 1007-1016.
<https://www.jurnalp4i.com/index.php/learning/article/view/3453/2904>
- Ilyosovna, N. A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1), 22-24. <https://media.neliti.com/media/publications/333378-the-importance-of-english-language-2c7b6d03.pdf>
- Javed, K., Rafique, S., & Azhar, T. (2022). Impact of gamification on education prime time. *I6*(03), 18. <https://doi.org/https://doi.org/10.53350/pjmhs2216318>

- Johnson, A. (1996). BRUNER'S LEARNING THEORY.
https://www.academia.edu/38298166/BRUNERS_LEARNING_THEORY
- Kamarulzaman, L. M., Abdul Ghani, M., & Wan Daud, W. A. (2018). The Effect of Active Learning Strategies on Students' Attitudes Towards English: A Study at Universiti Teknologi Petronas. *International Online Journal of Language, Communication, and Humanities*, 1(2), 1-8.
<http://insaniah.umk.edu.my/journal/index.php/insaniah/article/view/14>
- Kartini, I., & Kareviati, E. (2021). The students' responses toward the implementation of pictorial game in teaching vocabulary to the seventh grade students in one of junior high school in Cimahi. *Project (Professional Journal of English Education)*, 4(3), 375-383. <https://pdfs.semanticscholar.org/4af8/7d3ff438e2f612ec88ee57fd9b3f7bc9564e.pdf>
- Kusuma, G. P., Wigati, E. K., Utomo, Y., & Suryapranata, L. P. (2018). Analysis of gamification models in education using MDA framework. *Procedia Computer Science*, 135, 385-392.
<https://www.sciencedirect.com/science/article/pii/S1877050918314765>
- La Hora. (2024, 02 02). Ecuador es de los países con índices más bajos de inglés. *La Hora*.
<https://www.lahora.com.ec/pais/ecuador-es-de-los-paises-con-indices-mas-bajos-de-ingles/>
- La Hora. (2024, 02 02). Ecuador es de los países con índices más bajos de inglés. *La Hora*.
<https://www.lahora.com.ec/pais/ecuador-es-de-los-paises-con-indices-mas-bajos-de-ingles/>
- Li, R., & Liu, J. (2022). Applying Gamification in English Learning. *Proceedings of the 2022 8th International Conference on Humanities and Social Science Research (ICHSSR 2022)*, 664, 2703-2706. <https://www.atlantis-press.com/proceedings/ichssr-22/125974968>
- Macías Borrego, M. (2023). Computer-Assisted Language Learning (CALL) and multiple. *Journal of Digital Educational Technology*, 3(2), 1-11.
<https://doi.org/https://doi.org/10.30935/jdet/13237>

- Miller, C. L., Batsaikhan, O., & Pluskwik, E. (2022). *Game based and adaptive learning strategies*. <https://dlib.neu.edu.vn/bitstream/NEU/59946/1/275.pdf>
- Ministerio de Educación del Ecuador. (2019). Currículo de los Niveles de Educación Obligatoria Subnivel Superior. In M. d. Ecuador, *Currículo de los Niveles de Educación Obligatoria Subnivel Superior* (pp. 1-543). <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Superior.pdf>
- Mirzaev, A. (2022). Improving EFL/ESL classrooms through using online platforms: Nearpod—as an example of top-rated online educational platforms. *Central Asian Academic Journal of Scientific Research*, 2(4), 264-270. <https://cyberleninka.ru/article/n/improving-efl-esl-classrooms-through-using-online-platforms-nearpod-as-an-example-of-top-rated-online-educational-platforms/viewer>
- Nikmah, H. (2020). GAMIFICATION TO IMPROVE STUDENTS' ENGAGEMENT IN LEARNING ENGLISH. *Acitya: Journal of Teaching and Education*, 2(1), 60-70. <https://doi.org/https://doi.org/10.30650/ajte.v2i1>
- Nimani Musa, N., & Dagarin Fojkar, M. (2019). Correlation between students' english listening skills, vocabulary skills and out-of-school listening exposure. *The New Educational Review*(55), 42-53. <https://doi.org/10.15804/tner.2019.55.1.03>
- Ningrum, I. A. (2021). *THE STUDENTS' MOTIVATION IN LEARNING ENGLISH VOCABULARY BY SERIES PICTURE*. Thesis (Diploma), Universitas Islam Kalimantan MAB. <http://eprints.uniska-bjm.ac.id/id/eprint/4600>
- Nurhasanah, A., Ramadhanti, S., Utami, S., & Putri, F. (2022). Improving Elementary School Students' Understanding of the Concept through Meaningful. *Jurnal Basicedu*, 6(4), 5728-5734. <https://doi.org/https://doi.org/10.31004/basicedu.v6i4.2935>
- Ofosu-Ampong, K. (2020). The shift to gamification in education: A review on dominant issues. *Journal of Educational Technology Systems*, 49(1), 1-25. <https://journals.sagepub.com/doi/abs/10.1177/0047239520917629>

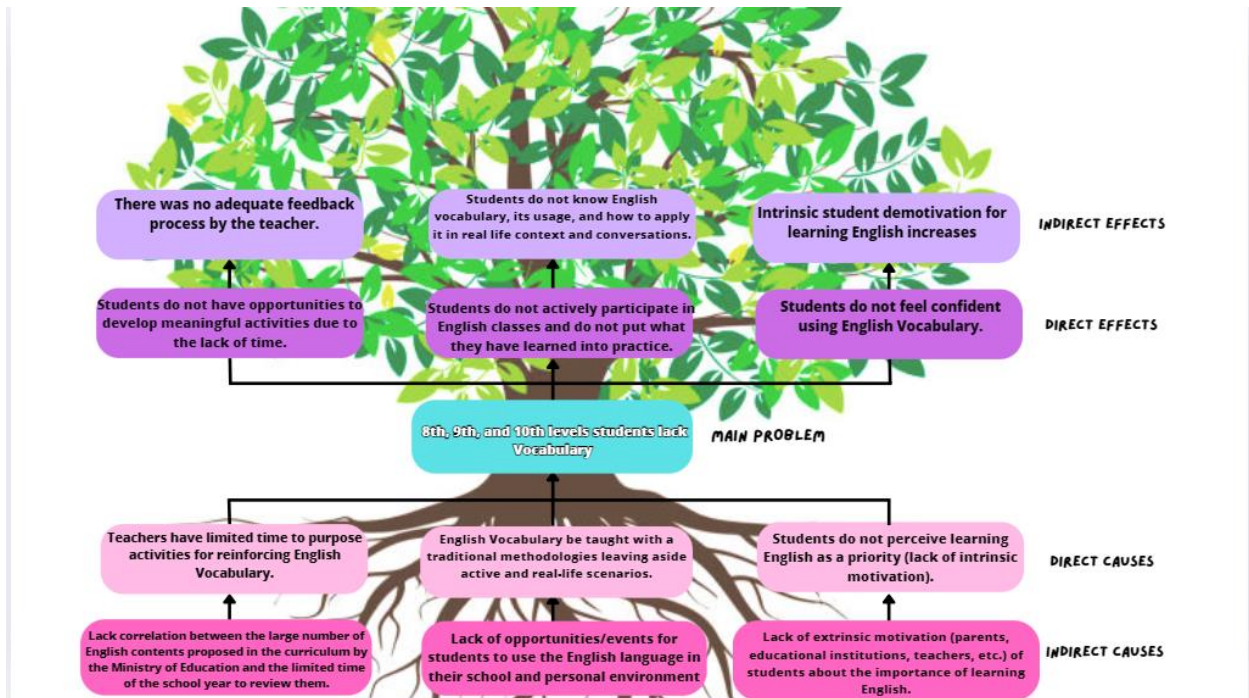
- Orosz, A., Monzón, M., & Velasco, P. (2021). Ecuadorian Teachers' Perceptions of Teaching English: Challenges in the Public Education Sector. *International Journal of Learning, Teaching and Educational Research*, 20(3), 229-249.
<https://doi.org/https://doi.org/10.26803/>
- Ortikov, N. B., & Durдона, I. (2022). MODERN TEACHING METHODOLOGY OF ENGLISH SCIENCE. *Journal of Pharmaceutical Negative Results*, 13(9), 1839-1846.
<https://doi.org/https://doi.org/10.47750/pnr.2022.13.S09.221>
- Pradini, P. C., & Adnyayanti, N. P. (2022). Teaching english vocabulary to young learners with wordwall application: An experimental study. *Journal of Educational Study*, 2(2), 187-195.
https://www.researchgate.net/publication/361313504_Teaching_English_Vocabulary_to_Young_Learners_with_Wordwall_Application_An_Experimental_Study
- Putra, H., Herman, Y., & Permata, R. (2024). THE EFFECT OF MONOPOLY GAMES TOWARD STUDENTS' VOCABULARY MASTERY. *ELP (Journal of English Language Pedagogy)*, 9(1), 78-88.
<https://www.ojs.fkipummy.ac.id/index.php/elp/article/view/884/532>
- Rahmasari, B. S. (2021). Improving students' vocabulary mastery through Bingo games. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 28-34. <https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/article/view/2696/2414>
- Rao, P. S. (2019). The role of English as a global language. *Research journal of English*, 4(1), 65-79. [https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir\(65-79\).pdf](https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79).pdf)
- Saswandi, T., Oktavia, A., Wijayati, W., & Jaya, R. (2023). The Correlation Among Students' Learning Styles And Students' Motivation In Learning English With Their Vocabulary Mastery. *Journal on Education*, 6(1), 927-941.
<https://jonedu.org/index.php/joe/article/view/3022/2569>

- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Palgrave Macmillan. <https://doi.org/10.1057/9780230293977>
- Sellan Naula, M. E. (2017). Importancia de la motivación en el aprendizaje. *Sinergias educativas*, 2(1), 13-19. <https://doi.org/https://doi.org/10.37954/se.v2i1.20>
- Situmorang, K. M., & Simajuntak, D. C. (2023). EFL teachers' perceptions of kahoot as an online learning platform in promoting basic english vocabulary. *Journal of Languages and Language Teaching*, 11(2), 251-262. <https://e-journal.undikma.ac.id/index.php/jollt/article/view/7525/4367>
- Soto, S. T., & Espinosa, L. F. (2015). *Curriculum development and its impact on EFL education in Ecuador*. https://www.researchgate.net/profile/Ligia-Espinosa-Cevallos/publication/312212659_Curriculum_Development_and_Its_Impact_on_EFL_Education_in_Ecuador/links/587667c108ae6eb871cf621a/Curriculum-Development-and-Its-Impact-on-EFL-Education-in-Ecuador.pdf
- Stepanechko, O. V. (2022). Modern and traditional teaching methods of English from the perspective of own teacher's experience. *Scientific notes of the National University "Ostroh Academy": Series "Philology"*, 14(82), 127-129. [https://doi.org/10.25264/2519-2558-2022-14\(82\)-127-129](https://doi.org/10.25264/2519-2558-2022-14(82)-127-129)
- Tao, G., Garrett, B., Taverner, T., Cordingley, E., & Sun, C. (2021). Immersive virtual reality health games: a narrative review of game design. *Journal of NeuroEngineering and Rehabilitation*, 18, 1-21. <https://link.springer.com/article/10.1186/s12984-020-00801-3>
- Tene Tene, E. G., Criollo Vargas, M. I., & Ocampo Jaramillo, M. A. (2024). Level up your lexicon: Exploring english vocabulary proficiency through gamification. In REDLIC, *Investigación contemporánea desde una visión multidisciplinar: Libro 5: Ciencias Sociales* (Vol. 5, pp. 83-110). Cuenca, Ecuador: Editorial Latinoamericana de Investigación Contemporánea REDLIC S.A.S. <https://redliclibros.com/index.php/publicaciones/catalog/view/34/241/315>

- Trinidad, M., Calderón, A., & Ruiz, M. (2021). GoRace: A Multi-Context and Narrative-Based. *IEEE Access*, 9, 65882-65905. <https://doi.org/10.1109/ACCESS.2021.3076291>.
- Truong, M. T., & Dinh, H. N. (2024). Using Kahoot! to Teach English Vocabulary: Benefits, Drawbacks, and Actual Impacts from Students' Perspective. *Computer-Assisted Language Learning Electronic Journal*, 25(2), 201-223. <https://callej.org/index.php/journal/article/view/452/378>
- Vargas-Saritama, A., & Espinoza-Celi, V. S. (2024). Educaplay as a tool to potentiate English vocabulary retention and learning. *European Public & Social Innovation Review*, 9, 01-16. <https://epsir.net/index.php/epsir/article/view/614/308>
- Wulandari, W., Susanto, D. A., & Hawa, F. (2024). Using Bamboozle Games To Improve Students' Vocabulary In Understanding Narrative Text. *Jurnal Ilmiah Multidisipin*, 2(3), 141-147. <https://ejournal.lumbungpare.org/index.php/jim/article/view/224/180>
- Yudha, H. T. (2021). The analysis of game usage for senior high school students to improve their vocabulary mastery. *Journal of English Language Teaching and Learning*, 2(2), 74-79. <https://doi.org/https://doi.org/10.33365/jeltl.v2i2.1329>

ANNEXES

17.1. Annex 1. Problem Tree



https://www.canva.com/design/DAGAK9kXd5A/9Rp_mp722lae1gbv9oaZhg/edit?utm_content=DAGAK9kXd5A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

17.2. Annex 2. Instrument – Survey Format

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

GUÍA DE LA ENCUESTA

TEMA

Effectiveness of Gamification as a teaching-learning strategy for English Vocabulary enhancement

OBJETIVO

Recopilar información para llevar a cabo el proyecto de investigación “Effectiveness of Gamification as a teaching-learning strategy for English Vocabulary enhancement”, a través de una encuesta destinada a los estudiantes del nivel Superior de E.G.B de la Unidad Educativa “Thomas Russell Crampton” para el análisis de la Gamificación como estrategia pedagógica.

INDICACIONES

Marque con una **X** la respuesta de acuerdo con su criterio.

PREGUNTAS

1. ¿Cuál es tu género?

- Mujer
- Hombre

2. Selecciona tu curso

- 8vo E.G.B
- 9no E.G.B
- 10mo E.G.B

3. Me gusta aprender Inglés

- Definitivamente sí
- Bastante
- Neutral
- Muy poco
- Definitivamente no

4. Qué tan importante es para mí el aprender Vocabulario en inglés.

- Muy importante
- Importante
- Neutral
- Poco Importante
- Nada importante

5. Qué tan difícil es para mí aprender el Vocabulario en inglés.

- Muy difícil
- Difícil
- Neutra
- Fácil

Muy fácil

6. Mi profesor de inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma inglés

- Siempre
- Casi siempre
- Ocasionalmente
- Casi nunca
- Nunca

7. Mi profesor de inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma inglés.

- Siempre
- Casi siempre
- Ocasionalmente
- Casi nunca
- Nunca

8. Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender inglés a base de juegos

- Totalmente motivado
- Bastante motivado
- Neutral
- Poco motivado
- Nada motivado

9. Prefiero aprender Vocabulario del idioma inglés de manera tradicional como memorización de lista de palabras nuevas.

- Totalmente de acuerdo
- De acuerdo
- Neutral
- En desacuerdo
- Totalmente en desacuerdo

10. ¿Te gustaría aprender Vocabulario en inglés a base de juegos?

- Totalmente de acuerdo
- De acuerdo
- Indeciso

- En desacuerdo
- Totalmente en desacuerdo

11. Considero que aprender Vocabulario en inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.

- Totalmente de acuerdo
- De acuerdo
- Neutral
- En desacuerdo
- Totalmente en desacuerdo

12. Prefiero aprender Vocabulario en inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Baamboozle, etc?

- Definitivamente Sí
- Muy probable
- Neutral
- Poco probable
- Definitivamente No

13. Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en inglés.

- Kahoot
- Educaplay
- Wordwall
- Baamboozle
- Nearpod
- Ninguno
- Otro(s): _____

14. Prefiero aprender Vocabulario en Inglés usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.

- Definitivamente Sí
- Muy probable
- Neutral
- Poco probable
- Definitivamente No

15. Selecciona los juegos lúdicos que se aplican en clase para aprender Vocabulario en inglés.

- Teléfono descompuesto
- Pictionary
- Monopoly
- Bingo
- Juego de Carreras
- Ninguno
- Otro(s): _____

Links:

8th:

9th:

10th:

17.3. Annex 3. Instrument – Interview Transcription

Interview 1

1. Do you apply a Gamification approach in your classes?

Yes, I apply gamification approach just in the basic education in seventh and also sixth grade. In eight and ninth grade it is different due to the fact that it is better for me to apply other approaches like TPR and also communicative and the traditional approach.

2. Could you share some examples of gamification activities you apply in the classroom to enhance students' English Vocabulary Acquisition?

I usually use the Baamboozle platform and also Kahoot and also quizzes activities to increase vocabulary but it just in sixth and seven grade a I told you.

3. Have you realized any changes in students' motivation when you used Gamification in your English classes?

Yes, of course, I have seen some important changes in students' motivation due to the fact that when I apply these kinds of approach or techniques, students give me better results in vocabulary and also in the use of English.

4. Could you identify some improvement in students' Vocabulary acquisition when you use Gamification activities?

Yes, I could identify some important advances when we talk about vocabulary, but I consider that gamification activities also help the students to improve grammar, reading and also listening activities so we can put together all of the skills to get better results.

5. What characteristics do you think a Gamification activity should have to improve learners' Vocabulary acquisition in the classroom?

First at all, I consider that good gamification activity has to have a main objective, the topic and also the skill that we want to get. So, I consider that gamification activity has to follow that step, the topic, objectives, activity and also that involves some grammar and vocabulary.

6. Why do you use more non-technological Gamification activities or activities involving technological tools?

So, I was thinking about new technology gamification activities where we can use papers and also bingo cards but, in my kids it's much better to use technological tools like bamboozle, quizzes and Kahoots because a teacher could adapt that activities and also improve them.

7. Do you train to design Gamification activities using technology? Start a gamification activity from the beginning?

Not really, because I consider to be a teacher is a hard job, right? And due to the time, I prefer just checking it personally. So, this is my honest response to this question. I prefer to use a resource done instead to create one. I prefer to adapt and also make some changes but not create a gamification tool from the beginning.

8. What strategies should be employed in order to ensure that Gamification is balanced with other teaching methods, thus facilitating comprehensive Vocabulary Learning?

If we are checking vocabulary learning, I consider that gamification should engage the vocabulary topics. So, if I am going to take a gamification tool, I am going to involve the vocabulary previously reviewed in class. So, first I'm going to give the vocabulary in class and I'm going to send an extra activity to improve language skills. After that, I could take the gamification just to put together all the activities.

9. How could Gamification be adapted so as to be suitable for learners with different learning styles and levers of English Vocabulary proficiency?

If we talk about vocabulary proficiency, I think it's important to get different gamification activities, maybe direct to the level of the students. So, if we talk about basic education the gamification has to be maybe in an A2 level. But if we are gonna apply this kind of activity in 4 the Upper education this have to be at an advanced level. So, we have to balance level and also the activity. We have to consider that point.

10. How does Gamification contribute to the motivation of students to learn English Vocabulary?

From my experience, I consider that gamification is a good and strong strategy to apply in class, so the last week I applied a gamification activity in sixth and also in seventh grade and I try to put the scenery of a car rides, we create a strong good environment and it felt more comfortable and they just express in English and their motivation was higher than just the use the traditional ways. So, I consider that gamification is a good tool to improve motivation in students.

Interview 2

1. Do you apply a Gamification approach in your classes?

Yes, I apply gamification in a variety of skills. So, I apply gamification depending on the type of learning the students has and if the student let's suppose he has a kinetic type of learning, I apply gamification based on that skill that he needs specifically.

2. Could you share some examples of gamification activities you apply in the classroom to enhance students' English Vocabulary Acquisition?

Of course. I apply some type of platform that one of them is called Bamboozle. It is so real fun for them. So, they can choose numbers, and those numbers opens labels so they can answer and obviously they are going to be reaching higher lever in vocabulary with those labels.

3. Have you realized any changes in students' motivation when you used Gamification in your English classes?

Of course, I have realized many changes in them. They are at the beginning of the class a kind of worried about they don't know English or about not speaking well. So, I use gamification topic so they can be inside on the topic, you know, and they can feel they are able to get a mistake.

4. Could you identify some improvement in students' Vocabulary acquisition when you use Gamification activities?

I was looking up some improvement in my students. They started to use this vocabulary every day when I am getting into classes, I'm trying to talk with them, asking them what did they do. Let's suppose as an example, today's activities. Tell me your today's activities and they can use the vocabulary that they acquire on those gamification activities.

5. What characteristics do you think a Gamification activity should have to improve learners' Vocabulary acquisition in the classroom?

I think Gamification activities should be ludic for them so; they can have fun and meanwhile they are having fun they can learn without realizing they are having grammar or use of English they are being applied. They are just not realizing about that, and they are applying their skills in that gamification. So, in conclusion I would say like gamification need to have all the skills included.

6. Why do you use more non-technological Gamification activities or activities involving technological tools?

I use more activities based on technological tools. As I told you Bamboozle with these kinds of numbers. I think students are better adapted at this moment with technology. So, that's because I use that.

7. Do you train to design Gamification activities using technology?

Yes, everyday I'm trying to train myself to design gamification activities not just because of the variety of students that I have in my classes. It's because I want to develop those skills for other objectives like an online academy outside of the school. So, I am always training these technological gamification apps. But I can be honest with you, I'm not training on physical gamification activities.

8. What strategies should be employed in order to ensure that Gamification is balanced with other teaching methods, thus facilitating comprehensive Vocabulary Learning?

The strategy that I use is that students can teach to others. I have this perspective that teaching to others is the best way that you can learn a language. So, I use this strategy like not traditional teaching. I put it apart and I am using this methodology that is called Inductive Methodology.

9. How could Gamification be adapted so as to be suitable for learners with different learning styles and levels of English Vocabulary proficiency?

I can use technology to adapt themselves. Technology and IA are so good to adapt students' minds. So if the student is a little bit higher level he's going to have the same activity but with another type of English level that the AI proposed to him.

10. How does Gamification contribute to the motivation of students to learn English Vocabulary?

The students are really motivated with the gamification apps that I showed to them because it's a different way of looking at English language. Sometimes, students think or feel that this language is a subject, so, this gamification apps allow them to see or have the perspective of English as what it is a language.

17.3.1.1. 8th Grade Technological Activity

- **Activity Name:** What's Behind?

ACTIVITY: What is behind?

TOPIC

Habits and Routines

OBJECTIVE

Students will identify and practice vocabulary related to Habits and Routines through a technological game where students must identify different pictures.

TIME

12 min

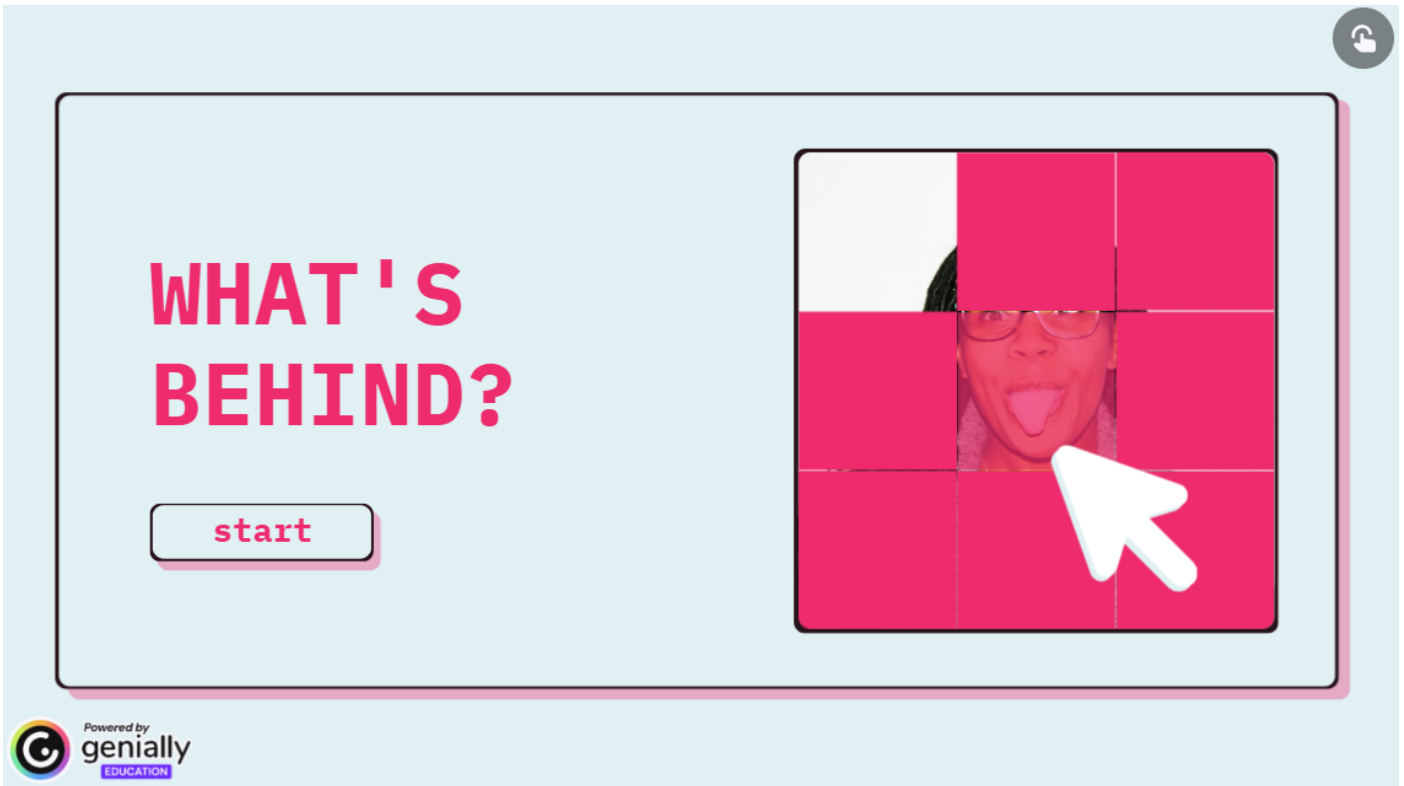
MATERIALS

- Computer
- Projector
- Internet
- LINK:

<https://view.genially.com/686d8772ea6bdf3f61da222b/interactive-content-whats-behind-vocabularygame>

TARGET VOCABULARY	
Habits and Routines	wake up, take a shower, brush teeth, get dressed, have breakfast, go to school, have lunch, do homework, watch tv, have dinner, go to bed

- **App:** Genially



- **Game's Link:** <https://view.genially.com/686d8772ea6bdf3f61da222b/interactive-content-whats-behind-vocabularygame>

17.3.1.2. 9th Grade Technological Activity

- **Activity's Name:** Eat Smart, Play Hard!

ACTIVITY: Eat Smart, Play Hard!

TOPIC

Food and Health

OBJECTIVE

Reinforce vocabulary related to food and health in a fun way, through questions and challenges organized by categories and difficulty levels.

TIME

45 min

MATERIALS

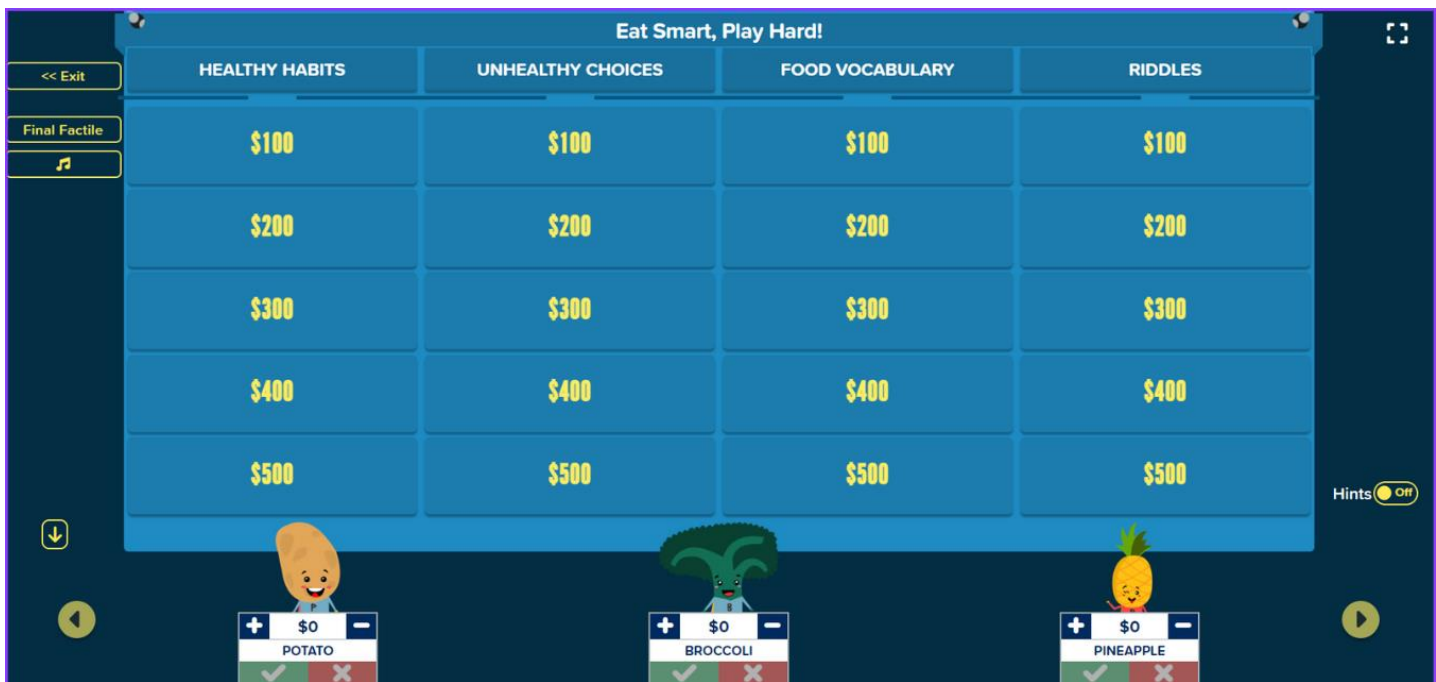
- Computer
- Projector
- Internet
- LINK:

<https://www.playfactile.com/jeopardy-game/mcvh8b7r6u>

TARGET VOCABULARY	
Food and Health	Exercise, rest, eat fruit, drink water, junk food, vegetables, vitamins, sugar, diet, bread, cheese, rice, protein, soup, eggs, juice, milk, chicken, pasta, rice, sandwich.

13

- App: Jeopardy Rocks



Game's Link: <https://www.playfactile.com/jeopardy-game/mcvh8b7r6u>

17.3.1.3. 10th Grade Technological Activity

- **Activity's Name:** Squid Game Vocabulary – Jobs and Occupations Edition

ACTIVITY: Squid Game Vocabulary - Jobs and Occupations Edition

TOPIC

Jobs and Occupations

OBJECTIVE

Students answer riddle-type questions and special game rounds to advance in the game. Some questions have right or wrong answers, and extra clues give them additional choices if they fail.

TIME

45 min

MATERIALS

- Computer
- Projector
- Internet
- LINK:

[https://drive.google.com/drive/folders/1hpRcKQCEN1SwNL9mEQQTrUfRQ_QFXSQh?usp=drive link](https://drive.google.com/drive/folders/1hpRcKQCEN1SwNL9mEQQTrUfRQ_QFXSQh?usp=drive_link)

TARGET VOCABULARY	
Jobs and Occupations	Teacher, doctor, engineer, nurse, chef, artist, police officer, musician, mechanic, architect, fire fighter, waiter, waitress.

- **App:** PowerPoint Adaptable Design From “El Profe Victor”



- **Game's Link:**
https://drive.google.com/drive/folders/1hpRcKQCEN1SwNL9mEQQTrUfRQ_QFXSQh?usp=sharing

17.3.2. Sixth Section - Non-technological Gamified Activities

This section includes gamified activities that do not require technological resources, allowing their implementation in face-to-face contexts. These ludic activities promote interaction, teamwork and kinesthetic learning of Vocabulary. The Guidebook explains the step-by-step of each activity.

This part is structured into 3 parts too, corresponding to the Superior E.G.B levels (8th, 9th, and 10th). There is one gamified activity per grade.

17.3.2.1. 8th Grade Non-technological Activity

- **Activity's Name:** City Race
- **Game Style:** Clue Hunt, Exploration Race, Teamwork, Adventure.

ACTIVITY: City Race

TOPIC

Places in the City

OBJECTIVE

Students will identify and use vocabulary related to places in the city through a race through stations with linguistic challenges and a final puzzle challenge.

TIME

45 min

MATERIALS

- A mobility pass card
- Puzzle pieces of places in the city
- Envelope
- Stamp
- Images/Posters
- Pencils
- Object selected for a charade (Depends on the teacher)

TARGET VOCABULARY	
Places in the City	supermarket, police station, fire station, post office, park, library, hospital, drugstore, school, bank

17.3.2.2. 9th Grade Non-technological Activity

- **Activity's Name:** Hobby Hunters
- **Game Style:** Treasure Hunt, Exploration Race, Teamwork, Mission-based Search, Movement, Gymkhana, Teamwork.

ACTIVITY: Hobby Hunters

TOPIC

Hobbies

OBJECTIVE

Students will identify and practice vocabulary about hobbies through a color search and solving surprise challenges, strengthening vocabulary in their oral and written comprehension in a fun and cooperative way.

TIME

60 min

MATERIALS

- 12 Color cards
- 12 Flashcards of Hobbies
- 12 Mission cards
- Pencil
- Papers

TARGET VOCABULARY	
Hobbies	Play soccer, play video games, swimming, watch movies, ride a bike, ride a horse, paint, sing, take photos, read comics/books, do puzzles.

37

17.3.2.3. 10th Grade Non-technological Activity

- **Activity's Name:** A Detective Vocabulary Mission
- **Game Style:** Detective Role-play, Mystery Deduction, Clue-solving, Crime Simulation.

ACTIVITY: A Detective Vocabulary Mission

TOPIC

Criminology and Detective Fiction

OBJECTIVE

Students will work in teams to solve a fictional murder mystery using English vocabulary related to Criminology and Detective Fiction. Through clue decoding, suspect analysis, and deduction, they will identify the murderer. The game reinforces vocabulary meaning and application in a fun, immersive context.

TIME

60 min

MATERIALS

- Story Worksheets (depends on # of teams)
- 6 Printed clues
- 4 Suspect profiles
- "Detective worksheet" (depends on # of teams)
- Envelope or folder with a Final police report (depends on # of teams)
- Pencil

TARGET VOCABULARY	
Criminology and Detective Fiction	Crime, criminal, theft, murder, offender, suspect, arrest, punishment, prison, jail, law, illegal, legal, traffic laws, fine, detective, investigate, clue, evidence, solve, mystery, case, witness, police report, judge, trail, guilty, sentence, freedom, confess, innocent, verdict, escape, prison brakes.

43

17.3.3. Seventh section - Pedagogical Recommendations

It provides pedagogical suggestions for the effective implementation of the proposed activities.

17.4. Guidebook's Link

Here you can find the complete Guidebook.

https://www.flipsnack.com/8ABE66ED75E/playing_-_learning_guidebook/full-view.html

RESULTS OF THE SURVEYS APPLIED TO THE STUDENTS

Students from 8th grade

Dimension 1. Motivation and Perception of English Vocabulary Learning

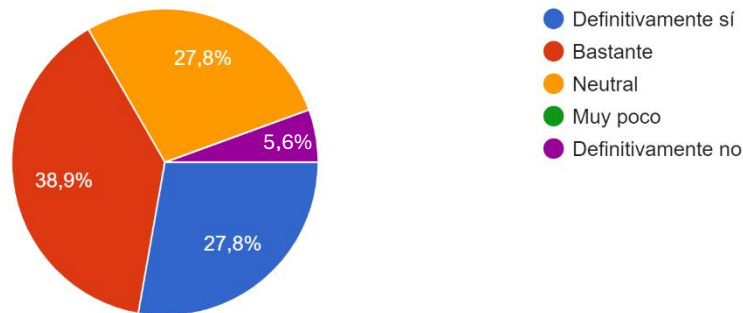
- **Question 2: Me gusta aprender inglés.**

Chart 9. Students' Preference for Learning English.

Answers	Frequency	Percentage
Definitivamente sí	5	27,8%
Bastante	7	38,9%
Neutral	5	27,8%
Muy Poco	0	0%
Definitivamente no	1	5,6%
Total	18	100%

Me gusta aprender Inglés

18 respuestas



Analysis

The results indicate that students have a predominant favorable attitude towards learning English, which is a conducive factor for the teaching-learning process. The presence of neutral responses is indicative of a potential absence of enthusiasm or a learning experience that has not generated a significant emotional impact, whether positive or negative. This segment represents an opportunity

for the teacher to explore more motivating pedagogical strategies, such as the use of active methodologies like Gamification to foster greater interest in the language. The absence of any discernible negative attitudes suggests that the subject is not a contentious issue within this group.

- **Question 4: Qué tan difícil es para mí aprender el Vocabulario en inglés.**

Qué tan difícil es para mí aprender el Vocabulario en Inglés.

18 respuestas

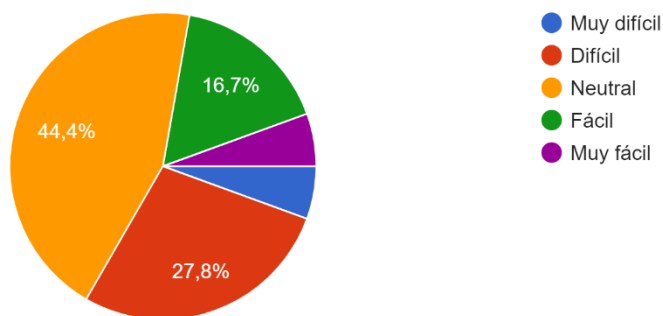


Chart 10. Students' Perception of Vocabulary Learning Difficulty

Answers	Frequency	Percentage
Muy difícil	1	5,6%
Difícil	5	27,8%
Neutral	8	44,4%
Fácil	3	16,7%
Muy fácil	1	5,6%
Total	18	100%

Analysis

The evidence expresses a divergence of opinions concerning about the complexity of acquiring English Vocabulary. While a fraction of students may encounter challenges, the majority maintain a neutral perspective, suggesting that they do not face significant barriers, but neither do they find learning English Vocabulary as completely accessible. This neutrality could indicate the presence of factors that influence the perception of difficulty, such as teaching methods, the type of activities

purposed or the level of exposure to the Vocabulary. On the other hand, a smaller group finds Vocabulary learning easy or very easy, which could be related to previous positive experiences or greater affinity do the language.

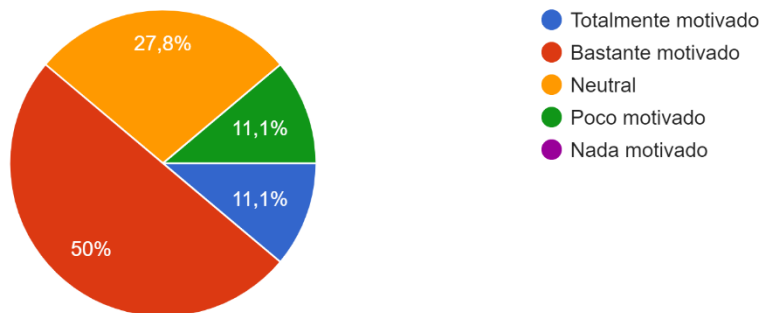
- **Question 7: Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender inglés a base de juegos.**

Chart 11. Students' Motivation When Learning Vocabulary Through Games

Answers	Frequency	Percentage
Totalmente motivado	2	11,1%
Bastante motivado	9	50%
Neutral	5	27,8%
Poco motivado	2	11,1%
Nada motivado	0	0%
Total	18	100%

Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender Inglés a base de juegos

18 respuestas



Analysis

The results reflect a positive response to the utilization of games as a pedagogical strategy for learning English Vocabulary. A significant percentage of learners reported feelings of considerable or complete motivation, suggesting that Gamification activities have a favorable impact on their

willingness to learn. In addition, the presence of neutral responses indicates that while games may appeal to a wide range of students, they do not necessarily have an equally effect on all individuals, which may be attributable to their different learning styles or the design of the task.

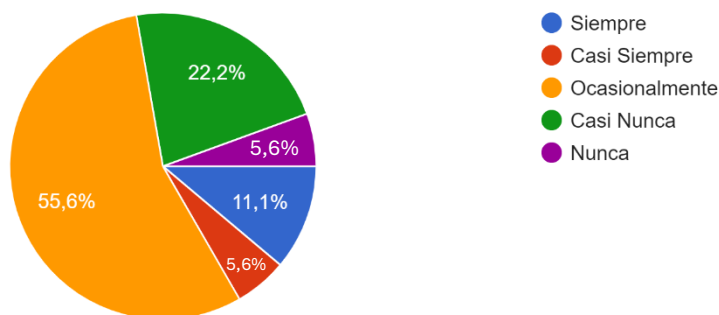
Dimension 2. Use of Gamified Activities by the Teacher in the Classroom.

- **Question 5: Mi profesor de inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma inglés.**

Chart 12. Use of Non-Technological Gamification by the English Teacher

Answers	Frequency	Percentage
Siempre	2	11,1%
Casi siempre	1	5,6%
Ocasionalmente	10	55,6%
Casi Nunca	4	22,2%
Nunca	1	5,6%
Total	18	100%

Mi profesor de Inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma Inglés
18 respuestas



Analysis

The findings reveal that most of the learners perceive that the use of games in class is occasional. This could be interpreted as indicating that, despite the strategy is present, it does not constitute a

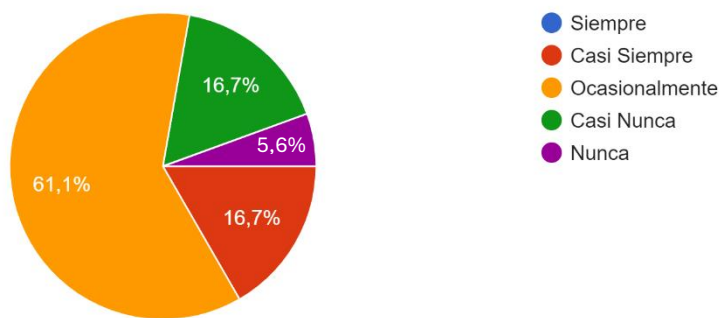
regular practice in the teaching-learning process. The low percentage of answers indicating frequent use reinforces this perception. Besides, a considerable number of students indicated that this methodology is used infrequently or almost never, which could reflect a lack of integration of ludic approaches in teaching planning.

- **Question 6: Mi profesor de inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma inglés.**

Chart 13. Use of Technological Gamification by the English Teacher

Answers	Frequency	Percentage
Siempre	0	0%
Casi siempre	3	16,7%
Ocasionalmente	11	61,1%
Casi nunca	3	16,7%
Nunca	1	5,6%
Total	18	100%

Mi profesor de Inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma Inglés
18 respuestas



Analysis

The results reflect that the use of technological tools in English classes is mainly perceived as occasional. This perception indicates that their application is neither systematic nor frequent. A

smaller group considers that these resources are used regularly, while another part of learners recognize little or no use. This distribution shows an inhomogeneous teaching practice in relation to the use of technologies for pedagogical purposes; despite they could facilitate active student participation and foster motivation in Vocabulary learning. This could be due to factors such as access to digital resources, teaching digital training or the limitations of the school context.

Dimension 3. Students' Methodological Preferences.

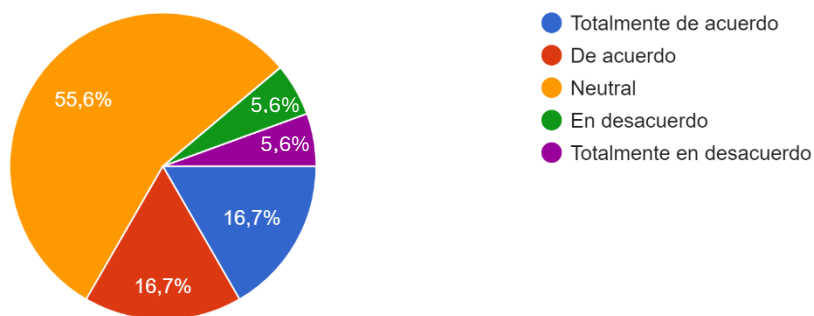
- **Question 8: Prefiero aprender Vocabulario del idioma inglés de manera tradicional como memorización de lista de palabras nuevas.**

Chart 14. Students' Preference for Traditional Vocabulary Learning

Answers	Frequency	Percentage
Totalmente de acuerdo	3	16,7%
De acuerdo	3	16,7%
Neutral	10	55,6%
En desacuerdo	1	5,6%
Totalmente en desacuerdo	1	5,6%
Total	18	100%

Prefiero aprender Vocabulario del idioma Inglés de manera tradicional como memorización de lista de palabras nuevas.

18 respuestas



Analysis

More than half of learners maintain a neutral stance towards traditional Vocabulary learning methods such as memorization of lists. This could indicate that they do not have a clear preference for his methodology or that they have had mixed experiences with it. A minority expressed support for this strategy, suggesting that some students may find greater comfort in more structured and repetitive methos, possibility due to familiarity or previous positive outcomes. However, a small group also reject this practice, which may reflect a need for more dynamic approaches to Vocabulary learning. The data demonstrates a diversity of perceptions, emphasizing the importance of combining traditional methodologies with active approaches, adjusted to the different learning styles present in the classroom.

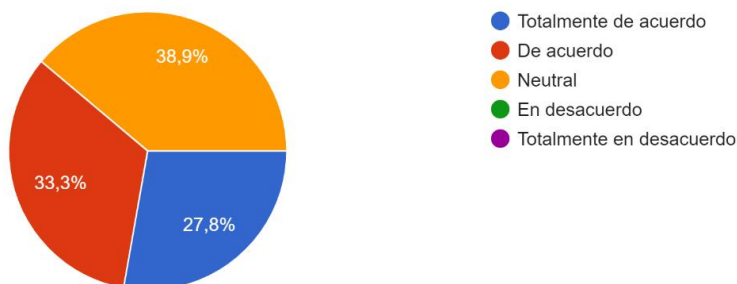
- **Question 9: ¿Te gustaría aprender Vocabulario en inglés a base de juegos?**

Chart 15. Willingness to Learn Vocabulary Through Games

Answers	Frequency	Percentage
Totalmente de acuerdo	5	27,8%
De acuerdo	6	33,3%
Neutral	7	38,9%
En desacuerdo	0	0%
Totalmente en desacuerdo	0	0%
Total	18	100%

¿Te gustaría aprender Vocabulario en Inglés a base de juegos?

18 respuestas



Analysis

The findings reflect a predominantly positive attitude towards the use of Gamification as a strategy for learning English Vocabulary. A considerable proportion of learners expressed agreement or total agreement with this methodology, which reinforces its potential as a motivating and attractive tool in the classroom. However, a significant portion was hesitant, which could be due to a lack of previous experience with this type of activity or doubts about its effectiveness compared to more traditional methods. The absence of disagreement highlights that there is a receptiveness to Gamification approach.

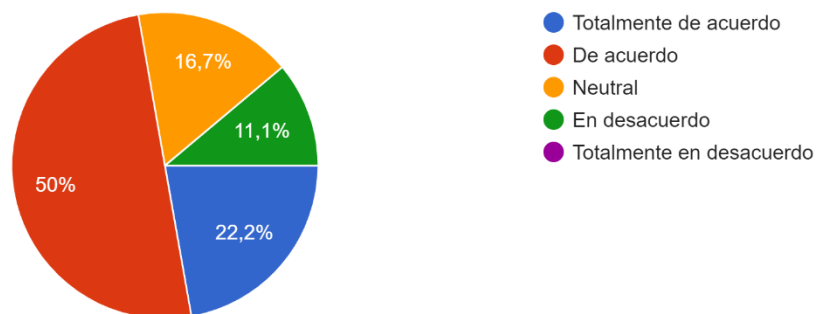
- **Question 10: Considero que aprender Vocabulario en inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.**

Chart 16. Perceived Effectiveness of Gamification Vocabulary Learning

Answers	Frequency	Percentage
Totalmente de acuerdo	4	22,2%
De acuerdo	9	50%
Neutral	3	16,7%
En desacuerdo	2	11,1%
Totalmente en desacuerdo	0	0%
Total	18	100%

Considero que aprender Vocabulario en Inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.

18 respuestas



Analysis

The majority of the students agreed that learning Vocabulary through games would contribute to improving their level of English. This positive perception suggests an appreciation of playful approaches not only as motivational tools, but as effective pedagogical strategies. A minority expressed a neutral stance, which could be due to a lack of previous experience or uncertainty about the effectiveness of these methods. Only a small group disagreed, indicating that rejection of this strategy is minimal.

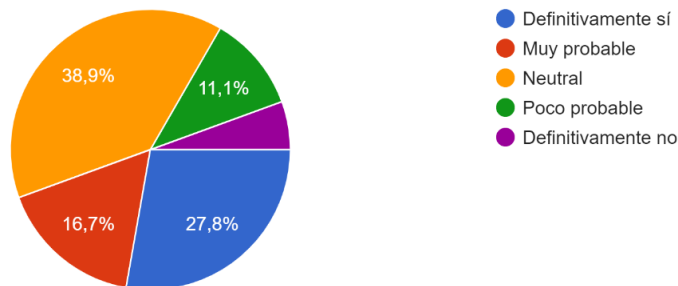
- **Question 11: Prefiero aprender Vocabulario en inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Nearpod, Baamboozle, etc.**

Chart 17. Preference for Learning Vocabulary Through Technological Tools

Answers	Frequency	Percentage
Definitivamente sí	5	27,8%
Muy probable	3	16,7%
Neutral	7	38,9%
Poco probable	2	11,1%
Definitivamente no	1	5,6%
Total	18	100%

Prefiero aprender Vocabulario en Inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Nearpod, Baamboozle, etc?

18 respuestas



Analysis

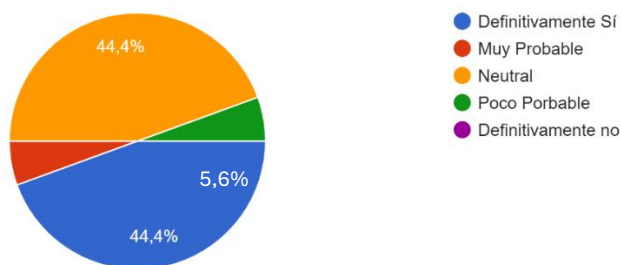
A relevant group of learners indicated a clear preference for these types of tools, which suggests an openness to digital and interactive tools in their learning process. However, a significant section adopted a neutral stance, which could reflect a lack of knowledge of these platforms, unfamiliarity with their operation, or limited previous experience. In addition, a small percentage showed low willingness, suggesting that although these technological tools have potential, their utilization should consider aspects such as accessibility, pedagogical orientation, and adaptation to the level of the students.

- **Question 13: Prefiero aprender Vocabulario en Ingles usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.**

Chart 18. Preference for Learning Vocabulary Through Non-Technological Gamification

Answers	Frequency	Percentage
Definitivamente sí	8	44,4%
Muy probable	1	5,6%
Neutral	8	44,4%
Poco probable	1	5,6%
Definitivamente no	0	0%
Total	18	100%

Prefiero aprender Vocabulario en Ingles usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.
18 respuestas



Analysis

An important part of learners expresses a clear preference for Non-Technological Gamification as a resource for learning English Vocabulary. This type of activity seems to be well accepted, possibly due to its dynamic, participatory nature and its ability to generate a more relaxed learning environment. Moreover, an equal percentage of students adopted a neutral stance, which could be related to a lack of direct experience with these dynamics or to a preference for other methodological approach. Only a small fraction showed a low disposition, and no responses of absolute rejection were recorded, which reinforces the feasibility of including this type of games in the classroom.

Dimension 4. Types of Games Used in Classroom

- **Question 12: Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en inglés.**

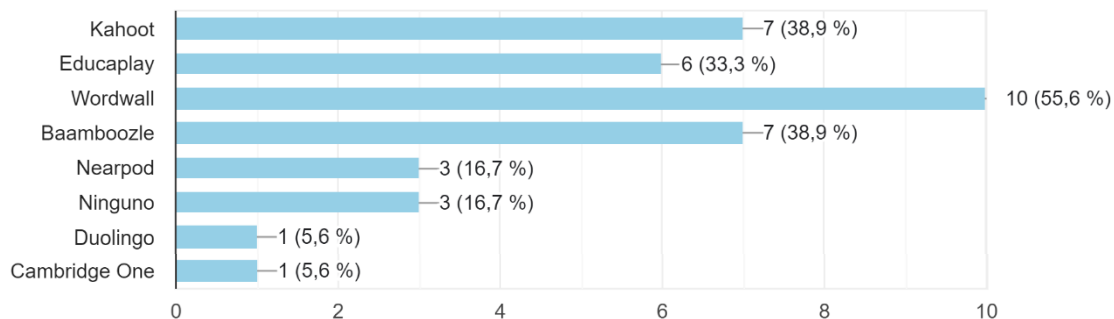
Chart 19. Technological Tools Applied in Classroom for Vocabulary Learning

Answers	Frequency	Percentage
Kahoot	7	38,9%
Educaplay	6	33,3%
Wordwall	10	55,6%
Baamboozle	7	38,9%
Nearpod	3	16,7%
Ninguno	3	16,7%
Duolingo (Otro)	1	5,6%
Cambridge One (Otro)	1	5,6%

Note 1. The question permitted the selection of multiple options and open responses (Otro); consequently, the frequencies and percentages do not add up to 18 and 100%, respectively.

Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en Inglés.

18 respuestas



Analysis

The results indicate that Wordwall is the most used platform in classroom for Vocabulary learning, followed by Kahoot and Baamboozle. This indicates a preference or greater exposure of students to applications that allow visual and interactive dynamics. Kahoot and Educaplay also have a notable presence, suggesting that teachers resort to a variety of technological resources. Although with different frequencies. Nearpod, on the other hand, was less recognized by students. A percentage of learners pointed out not having used any of these applications, which may be due to lack of access, lack of knowledge or poor application in the group. The open-ended responses also show occasional use of other technological tools such as Duolingo or Cambridge One, although their presence is minimal.

- **Question 14: Selecciona los juegos lúdicos que se aplican en clase para aprender Vocabulario en Inglés.**

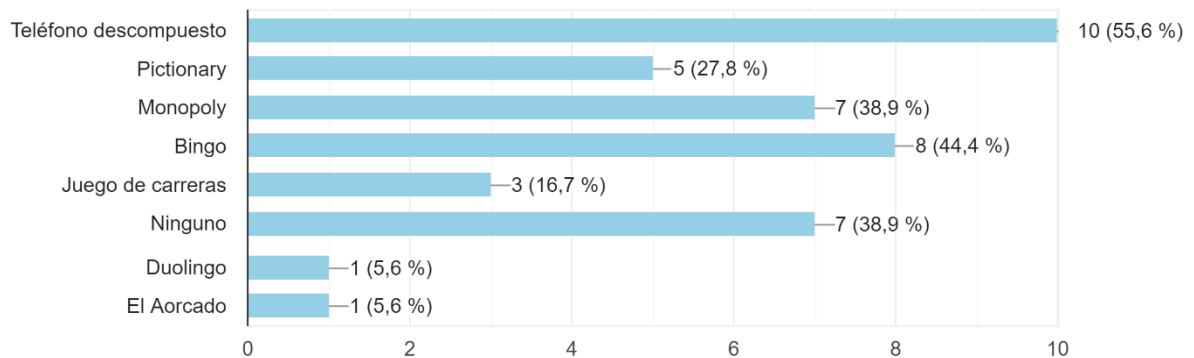
Chart 20. Ludic Games Applied in Classroom for Vocabulary Learning

Answers	Frequency	Percentage
Teléfono descompuesto	10	55,6%
Pictionary	5	27,8%
Monopoly	7	38,9%
Bingo	8	44,4%
Juego de carreras	3	16,7%
Ninguno	7	38,9%
El Ahorcado (Otro)	1	5,6%

Note 2. The question permitted the selection of multiple options and open responses (Otro); consequently, the frequencies and percentages do not add up to 18 and 100%, respectively.

Selecciona los juegos lúdico que se aplican en clase para aprender Vocabulario en Inglés.

18 respuestas



Note 3. The response "Duolingo" was discarded due to it did not corresponding to a ludic game, but to a technological game.

Analysis

The results revealed that several ludic games have been identified by students as part of their English Vocabulary learning process. The “Teléfono Descompuesto” was the most frequently mentioned game, suggesting a high familiarity or frequency of use. It is followed by other games

such as Bingo and Monopoly, which evidences an incorporation of group dynamics that probably enhance active participation. Nevertheless, there is also a considerable number of learners who indicate that they have not worked with ludic games, which could point to a partial or sporadic application of these strategies in the classroom. In addition, Pictionary, “Juego de Carreras,” and “El Ahorcado” were mentioned in smaller proportions, suggesting that their use has been more limited or not all students remember as part of their classes.

Students from 9th grade

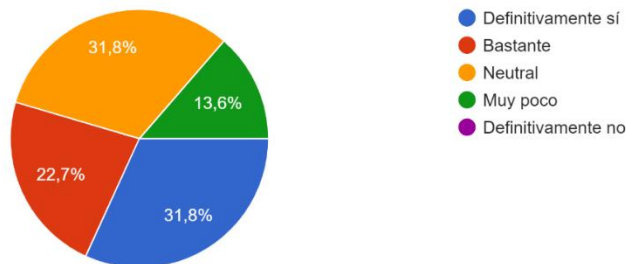
Dimension 1. Motivation and Perception of English Vocabulary Learning

- **Question 2: Me gusta aprender Inglés**

Chart 21. Students' Preference for Learning English

Answers	Frequency	Percentage
Definitivamente si	7	31,8%
Bastante	5	22,7%
Neutral	7	31,8%
Poco	3	13,6%
Definitivamente no	0	0%
Total	22	100%

Me gusta aprender Inglés
22 respuestas



Analysis

The findings express that, in general, the learners have a positive disposition toward learning English. When grouping the favorable responses “Definitivamente sí” and “Bastante”, it is observed that more than half of the group indicates a liking for learning this language. This positive tendency is a key factor that could facilitate the educational processes. However, it is also relevant to consider that a part of the group remains in a neutral position, which could reflect a lack of motivating experiences or a still weak bond with the language. In additions, a small percentage expressed a very low enjoyment of learning English, which represents a challenge that should be addressed with more active with more active and student-centered methodologies.

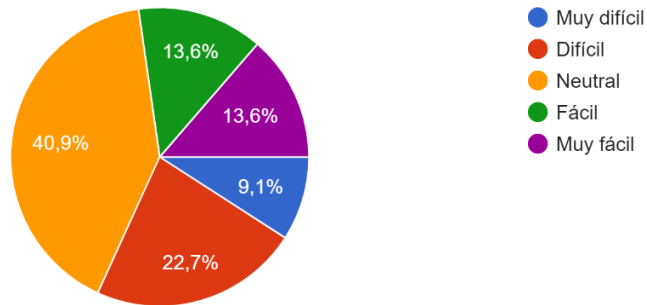
- **Question 4: Qué tan difícil es para mí aprender el Vocabulario en inglés.**

Chart 22. Students' Perception of Vocabulary Learning Difficulty

Answers	Frequency	Percentage
Muy difícil	2	9,1%
Difícil	5	22,7%
Neutral	9	40,9%
Fácil	3	13,6%
Muy Fácil	3	13,6%
Total	22	100%

Qué tan difícil es para mí aprender el Vocabulario en Inglés.

22 respuestas



Analysis

The category with the highest frequency is the neutral option, which could be interpreted as an ambivalent attitude. This lack of a clear opinion may be due to diverse classroom experiences, a low level of awareness of their own learning process, or the way Vocabulary is presented in class. On the other hand, a large percentage of learners perceive English Vocabulary as a difficult activity. Although there are also responses in the “easy” and “very easy” categories, these are lower, which reinforces the idea that Vocabulary learning is not considered as easy for the majority of the group.

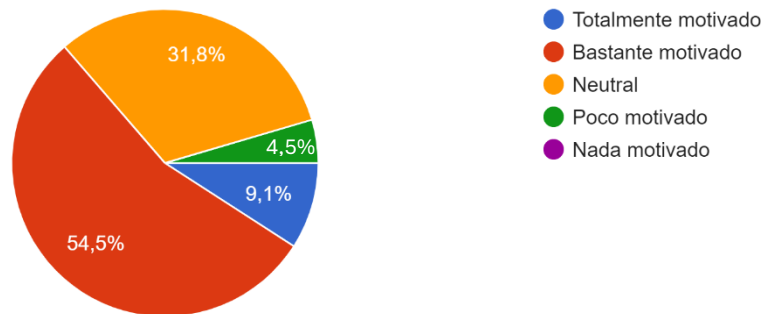
- **Question 7: Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender inglés a base de juegos.**

Chart 23. Students' Motivation When Learning Vocabulary Through Games

Answers	Frequency	Percentage
Totalmente motivado	2	9,1%
Bastante motivado	12	54,5%
Neutral	7	31,8%
Poco motivado	1	4,5%
Nada motivado	0	0%
Total	22	100%

Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender Inglés a base de juegos

22 respuestas



Analysis

The responses reveal that more than half of the group feels encouraged by this methodology, indicating a positive trend towards the use of games as a strategy to learn English Vocabulary, suggesting that Gamification has a favorable impact in learners' willingness to learn. However, there is also a considerable percentage of "neutral" answers, which could be interpreted as a lack of significant connection with this strategy among students, or a need for greater variety or

adaptation of games to their interests and levels. Only a minority expressed low motivation, and nobody indicated total demotivation. This reinforces the value of games as a useful teaching resource.

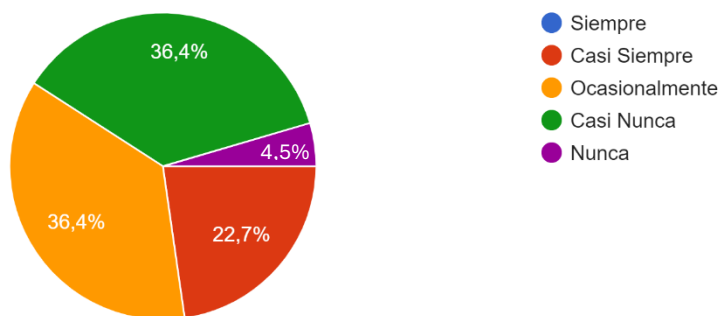
Dimension 2. Use of Gamified Activities by the Teacher in the Classroom

- **Question 5: Mi profesor de inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma inglés.**

Chart 24. Use of Non-Technological Gamification by the English Teacher

Answers	Frequency	Percentage
Siempre	0	0%
Casi siempre	5	22,7%
Ocasionalmente	8	36,4%
Casi nunca	8	36,4%
Nunca	1	4,5%
Total	22	100%

Mi profesor de Inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma Inglés
22 respuestas



Analysis

The data reflect that teacher do not consistently use of ludic games in English classes is not a constant practice. A significant percentage of students report that these games are used

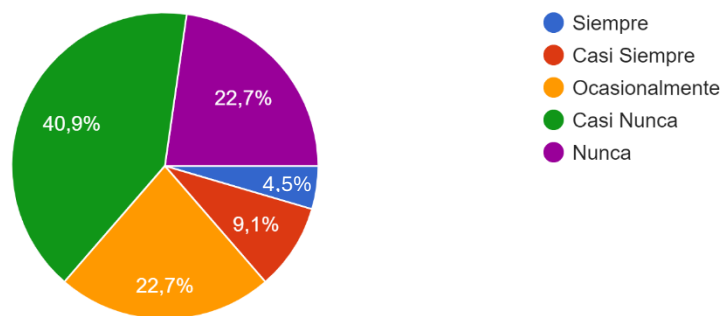
infrequently, and some indicate that they never used them. While some recognize their occasional use, the predominant perception is that they are not a consistent part of class dynamics.

- **Question 6: Mi profesor de inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma inglés.**

Chart 25. Use of Technological Gamification by the English Teacher

Answers	Frequency	Percentage
Siempre	1	4,5%
Casi siempre	2	9,1%
Ocasionalmente	5	22,7%
Casi nunca	9	40,9%
Nunca	5	22,7%
Total	22	100%

Mi profesor de Inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma Inglés
22 respuestas



Analysis

The findings demonstrate that students have a predominantly negative perception regarding the teacher's use of technological tools in the classroom. The majority of students consider that these resources are used very rarely, if at all. Only a minority acknowledge their frequent or constant use. This suggests that technological apps are infrequently integrated into English classes,

representing a missed opportunity to enrich Vocabulary learning and foster greater learners' motivation.

Dimension 3. Students' Methodological Preferences

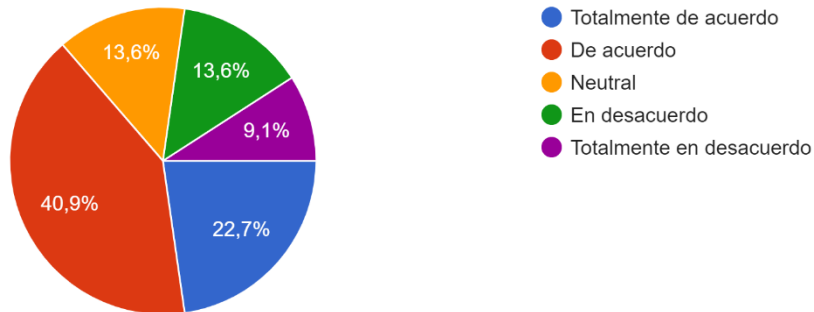
- **Question 8: Prefiero aprender Vocabulario del idioma inglés de manera tradicional como memorización de lista de palabras nuevas.**

Chart 26. Students' Preference for Traditional Vocabulary Learning

Answers	Frequency	Percentage
Totalmente de acuerdo	5	22,7%
De acuerdo	9	40,9%
Neutral	3	13,6%
En desacuerdo	3	13,6%
Totalmente en desacuerdo	2	9,1%
Total	22	100%

Prefiero aprender Vocabulario del idioma Inglés de manera tradicional como memorización de lista de palabras nuevas.

22 respuestas



Analysis

A major part of the students shows a preference for the traditional approach of memorizing Vocabulary list. Although there are also opposing positions, these are less representative compared to those who agree with this method. The percentage of neutral responses suggests that some learners do not yet have a clear position. This inclination towards traditional methods may be

responded to familiarity with this strategy, though this does not necessarily imply its effectiveness in a long-term retention or practical application of Vocabulary.

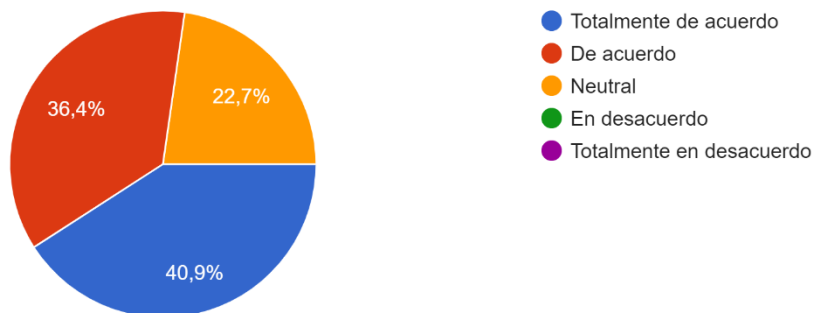
- **Question 9: ¿Te gustaría aprender Vocabulario en inglés a base de juegos?**

Chart 27. Willingness to Learn Vocabulary Through Games

Answers	Frequency	Percentage
Totalmente de acuerdo	9	40,9%
De acuerdo	8	36,4%
Neutral	5	22,7%
En desacuerdo	0	0%
Totalmente en desacuerdo	0	0%
Total	22	100%

¿Te gustaría aprender Vocabulario en Inglés a base de juegos?

22 respuestas



Analysis

The results demonstrate a predominantly favorable stance towards utilizing games as a pedagogical strategy for enhancing English Vocabulary acquisition. The number of responses expressing total or partial agreement far exceeds the percentage of neutral answers, and there are no responses of disagreement. This suggests that the group is highly receptive to playful methodologies, representing a pedagogical opportunity to incorporate more participatory and motivational dynamics into the Vocabulary teaching-learning process

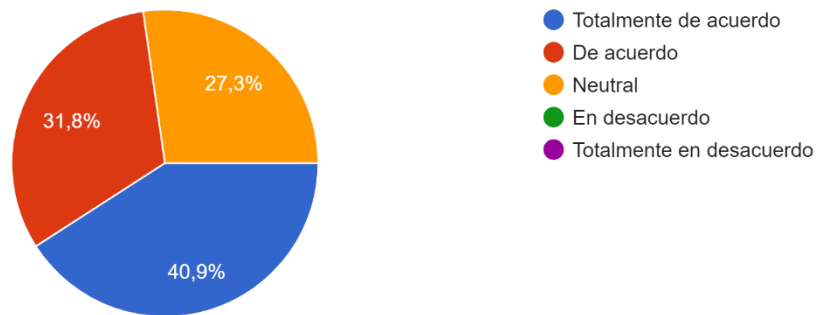
- **Question 10: Considero que aprender Vocabulario en inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.**

Chart 28. Perceived Effectiveness of Gamification Vocabulary Learning

Answers	Frequency	Percentage
Totalmente de acuerdo	9	40,9%
De acuerdo	7	31,8%
Neutral	6	27,3%
En desacuerdo	0	0%
Totalmente en desacuerdo	0	0%
Total	22	100%

Considero que aprender Vocabulario en Inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.

22 respuestas



Analysis

The findings reflect a favorable perception regarding the impact of games on English Vocabulary learning. A high percentage of students consider that these enjoyable strategies would contribute to improving their level in the language, while a smaller part maintains a neutral position. The total absence of disagreement reinforces the acceptance of games as useful tools in the educational process.

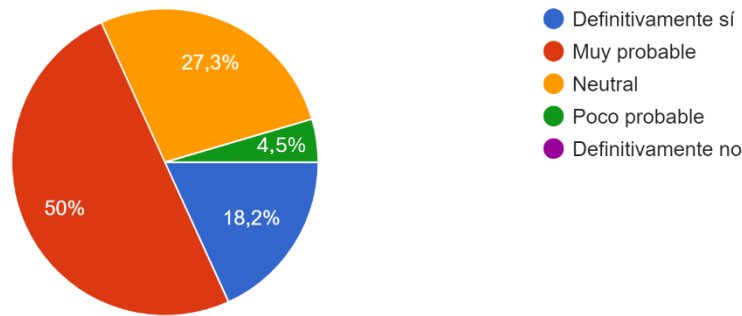
- **Question 11: Prefiero aprender Vocabulario en inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Nearpod, Baamboozle, etc.**

Chart 29. Preference for Learning Vocabulary Through Technological Tools

Answers	Frequency	Percentage
Definitivamente sí	4	18,2%
Muy probable	11	50%
Neutral	6	27,3%
Poco probable	1	4,5%
Definitivamente no	0	0%
Total	22	100%

Prefiero aprender Vocabulario en Inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Nearpod, Baamboozle, etc?

22 respuestas



Analysis

A significant majority of learners have a positive attitude towards the use of technological tools for learning English Vocabulary. Although only a small proportion is completely convinced, the “Very likely” category accounts for the largest percentage of responses, indicating a generally positive attitude. Those who remain neutral positions suggest lack of familiarity or limited previous

experience with this kind of resource. Only a minority shows little preference for this methodology, and there are not any total rejections.

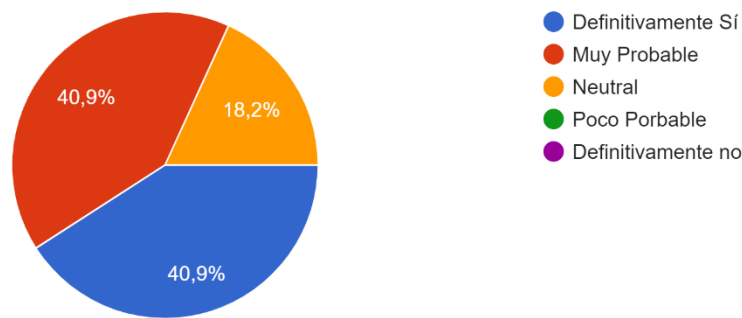
- **Question 13: Prefiero aprender Vocabulario en Ingles usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.**

Chart 30. Preference for Learning Vocabulary Through Non-Technological Gamification

Answers	Frequency	Percentage
Definitivamente sí	9	40,9%
Muy probable	9	40,9%
Neutral	4	18,2%
Poco probable	0	0%
Definitivamente no	0	0%
Total	22	100%

Prefiero aprender Vocabulario en Ingles usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.

22 respuestas



Analysis

This item indicates a clear and largely positive inclination toward the use of ludic games as a strategy for learning English Vocabulary. The majority of students positioned in the most favorable categories “Definitely Yes” and “Very likely”. This distribution expresses that there is a high receptivity to dynamic methods involving physical or group games, which may be related to

previous pleasant experiences, greater familiarity, or a perception of effectiveness in learning. Only a minority of participants maintained a neutral stance, and no negative attitudes were recorded, which reinforces the potential of these strategies to motivate and facilitate Vocabulary acquisition.

Dimension 4. Types of Games Used in Classroom

- **Question 12: Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en inglés.**

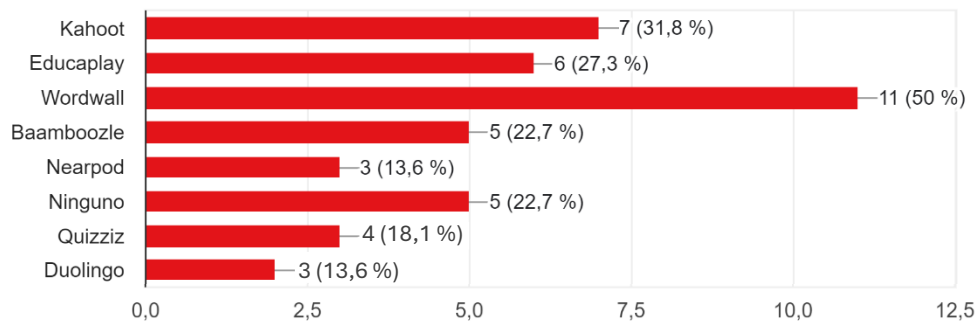
Chart 31. Technological Tools Applied in Classroom for Vocabulary Learning

Answers	Frequency	Percentage
Kahoot	7	31,8%
Educaplay	6	27,3%
Wordwall	11	50%
Baamboozle	5	22,7%
Nearpod	3	13,6%
Ninguno	5	22,7%
Duolingo (Otro)	3	13,6%
Quizziz (Otro)	4	18,1%

Note 4. The question permitted the selection of multiple options and open responses (Otro); consequently, the frequencies and percentages do not add up to 22 and 100%, respectively.

Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en Inglés.

22 respuestas



Analysis

A diversity of technological tools used in classroom for learning English Vocabulary is evident. The most mentioned application was Wordwall, followed by Kahoot and Educaplay, which suggest an inclination towards the utilization of platforms that allow the design of interactive games adapted to the curricular content. The use of Baamboozle and Nearpod was also reported, although less frequently. However, a significant number of learners indicated that this kind of games are not applied, which could imply a sporadic application or a lack of clarity in their identification. Other platforms such as Quizziz and Duolingo were also mentioned in the open-ended responses, which reinforces the learners' interest in digital resources.

- **Question 14: Selecciona los juegos lúdicos que se aplican en clase para aprender Vocabulario en inglés.**

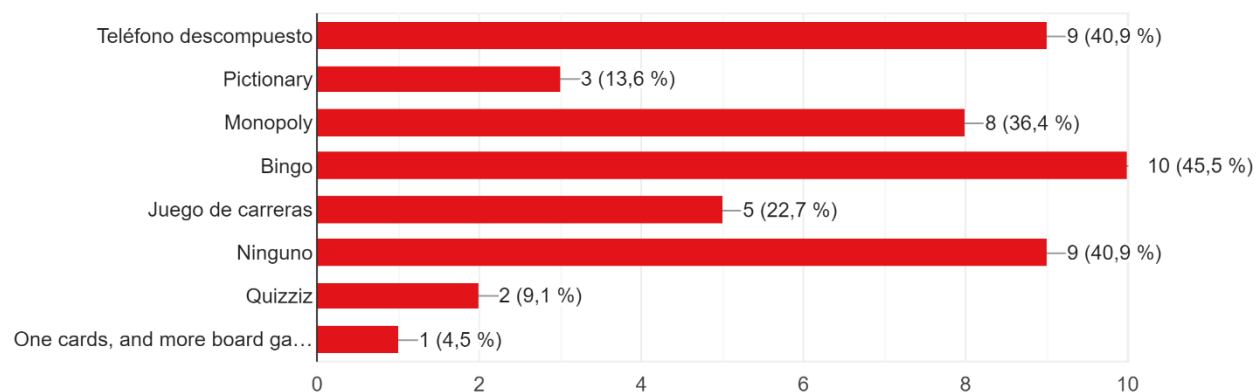
Chart 32. Ludic Games Applied in Classroom for Vocabulary Learning

Answers	Frequency	Percentage
Teléfono descompuesto	9	40,9%
Pictionary	3	13,6%
Monopoly	8	36,4%
Bingo	10	45,5%
Juego de carreras	5	22,7%
Ninguno	9	40,9%
One cards, and more board games (Otro)	1	4,5%

Note 5. The question permitted the selection of multiple options and open responses (Otro); consequently, the frequencies and percentages do not add up to 22 and 100%, respectively.

Selecciona los juegos lúdico que se aplican en clase para aprender Vocabulario en Inglés.

22 respuestas



Note 6. The responses "Quizziz" were discarded due to it did not corresponding to a ludic game, but to a technological game.

Analysis

The results show that ludic games used in class to learn English Vocabulary are varied. The most frequently game mentioned were Bingo, "Teléfono Descompuesto" and Monopoly, which suggests a preference for active participation and entertainment. Nevertheless, a considerable percentage of students stated that these types of games are not applied in class, which could reflect an occasional or limited application by the teacher, or a lack of recognition of these activities as learning tools. Other games such as Pictionary, "Juego de Carreras" and an open mention of "One cards and more board cards" were less represented, indicating that their use could is sporadic or less remembered by students.

Students from 10th grade

Dimension 1. Motivation and Perception of English Vocabulary Learning

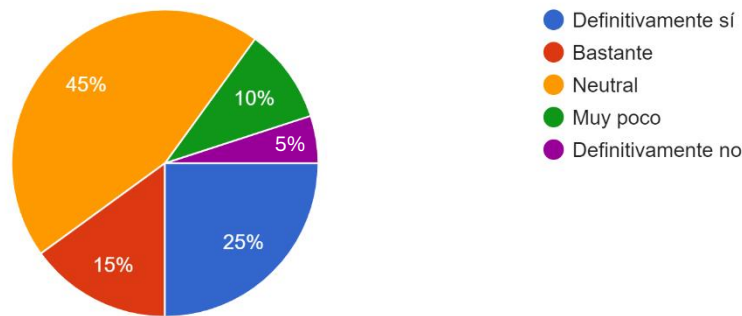
- **Question 2: Me gusta aprender Inglés**

Chart 33. Students' Preference for Learning English

Answers	Frequency	Percentage
Definitivamente sí	5	25%
Bastante	3	15%
Neutral	9	45%
Muy Poco	2	10%
Definitivamente no	1	5%
Total	20	100%

Me gusta aprender Inglés

20 respuestas



Analysis

The findings obtained express that learners' attitudes towards learning English vary widely. While a significant percentage express a positive attitude, the largest group adopts a neutral stance. In addition, a smaller number of students indicate little liking for English, which suggest the need to implement didactic strategies that foster a more meaningful and motivating learning experience related to their personal interests.

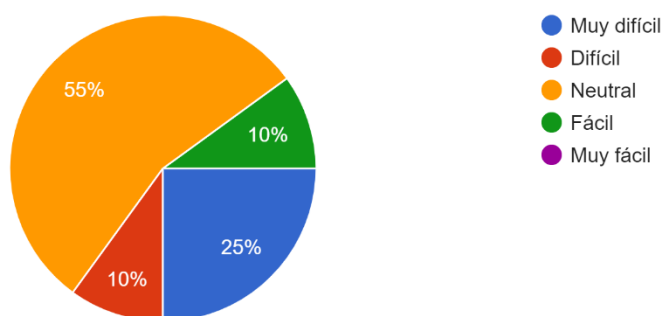
- **Question 4: Qué tan difícil es para mí aprender el Vocabulario en Inglés.**

Chart 34. Students' Perception of Vocabulary Learning Difficulty

Answers	Frequency	Percentage
Muy difícil	5	25%
Difícil	2	10%
Neutral	11	55%
Fácil	2	10%
Muy Fácil	0	0%
Total	20	100%

Qué tan difícil es para mí aprender el Vocabulario en Inglés.

20 respuestas



Analysis

The data indicate a generalized perception of neutrality regarding the difficulty of learning English Vocabulary. However, when grouping the negative responses “Very difficult” and “Difficult”, it is evident a significant number of students perceive this process as challenging. In contrast, those who consider it easy or very easy represent a minority. This distribution suggests that, although the majority is not clearly positioned, there is a tendency towards the perception of difficulty, which

may be related to unattractive teaching methods, lack of memorization strategies, or limited exposure to new Vocabulary.

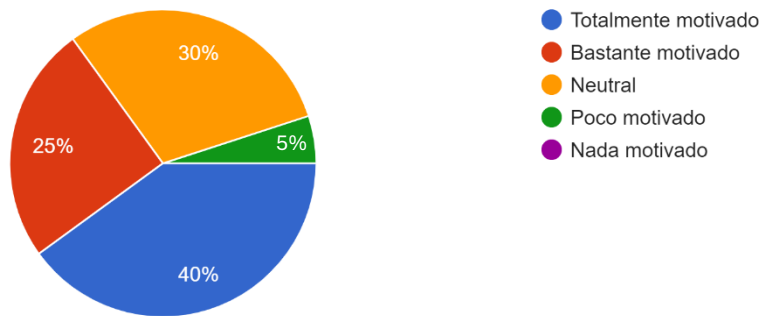
- **Question 7: Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender inglés a base de juegos.**

Chart 35. Students' Motivation When Learning Vocabulary Through Games

Answers	Frequency	Percentage
Totalmente motivado	8	40%
Bastante motivado	5	25%
Neutral	6	30%
Poco motivado	1	5%
Nada motivado	0	0%
Total	20	100%

Qué tan motivado me siento cuando el profesor enseña Vocabulario para aprender Inglés a base de juegos

20 respuestas



Analysis

The responses demonstrate that a majority of students feel motivated when English Vocabulary is taught through games. Positive answers “Totally motivated” and “Quite motivated” widely exceed

the negative ones, indicating that this didactic approach generates a favorable impact on interest and disposition towards learning. In contrast, a considerable percentage remains in a neutral position, which could suggest that the application of games is not always sufficiently constant or meaningful.

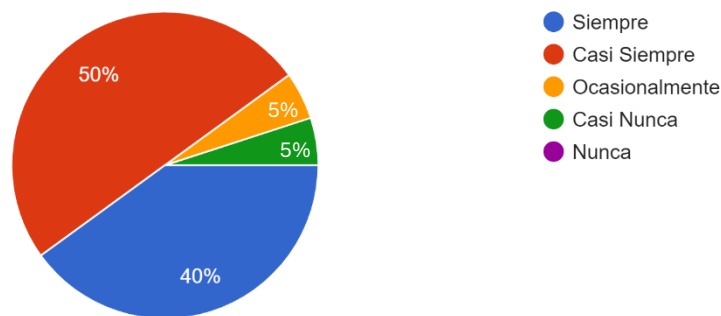
Dimension 2. Use of Gamified Activities by the Teacher in the Classroom

- **Question 5: Mi profesor de inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma inglés.**

Chart 36. Use of Non-Technological Gamification by the English Teacher

Answers	Frequency	Percentage
Siempre	8	40%
Casi siempre	10	50%
Ocasionalmente	1	5%
Casi nunca	1	5%
Nunca	0	0%
Total	22	100%

Mi profesor de Inglés utiliza juegos lúdicos para la enseñanza-aprendizaje del idioma Inglés
20 respuestas



Analysis

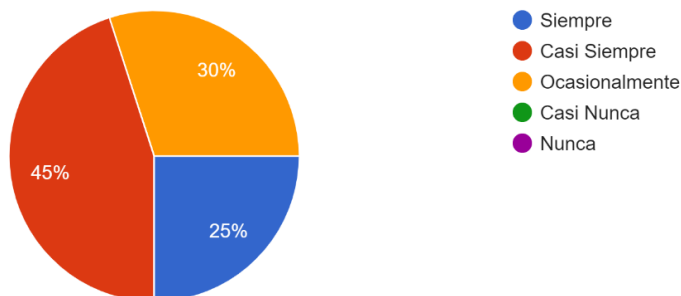
The findings express that the majority of students perceive that their English teacher incorporates ludic games regularly in their classes. The total of responses “always” and “almost always” represents a large majority, indicating a consistent pedagogical practice oriented to the use of active methodologies. Only a small proportion of learners state that this strategy is employed occasionally or almost never, suggesting that the playful approach is well established in the classroom dynamic, potentially favoring a more participatory and motivating learning environment.

- **Question 6: Mi profesor de inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma inglés.**

Chart 37. Use of Technological Gamification by the English Teacher

Answers	Frequency	Percentage
Siempre	5	25%
Casi siempre	9	45%
Ocasionalmente	6	30%
Casi nunca	0	0%
Nunca	0	0%
Total	20	100%

Mi profesor de Inglés utiliza juegos tecnológicos para la enseñanza-aprendizaje del idioma Inglés
20 respuestas



Analysis

The results reflect that the use of technological games for teaching English Vocabulary is frequent. Most students report that they are used “always” or “almost always”, which indicates a significant presence of digital tools in the teaching-learning process. Nevertheless, a considerable group states that these resources are used only occasionally, suggesting opportunities to expand or systematize their use to ensure a more consistent integration of technology as a pedagogical support.

Dimension 3. Students' Methodological Preferences

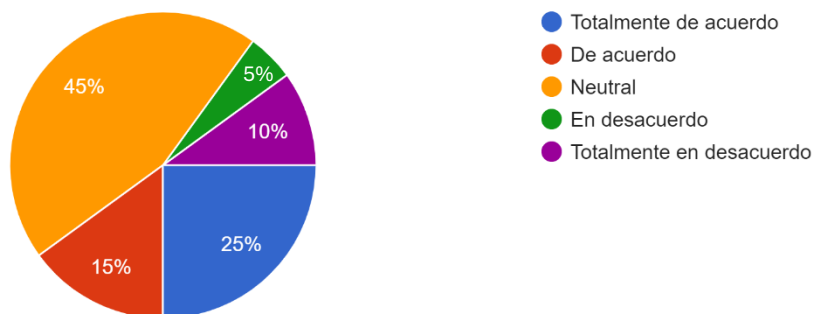
- **Question 8: Prefiero aprender Vocabulario del idioma Inglés de manera tradicional como memorización de lista de palabras nuevas.**

Chart 38. Students' Preference for Traditional Vocabulary Learning

Answers	Frequency	Percentage
Totalmente de acuerdo	5	25%
De acuerdo	3	15%
Neutral	9	45%
En desacuerdo	1	5%
Totalmente en desacuerdo	2	10%
Total	20	100%

Prefiero aprender Vocabulario del idioma Inglés de manera tradicional como memorización de lista de palabras nuevas.

20 respuestas



Analysis

The evidence shows that the learners' opinions regarding traditional Vocabulary learning such as word lists are divided. A significant percentage remains neutral which could indicate a lack of a clear preference. Although a significant number of students agree with this methodology, there is also a group that disagrees. This suggests that, despite the fact that the traditional technique is still valued by some learners, it does not represent a unanimous preference, which highlights the need to diversify teaching strategies to adapt different learning styles.

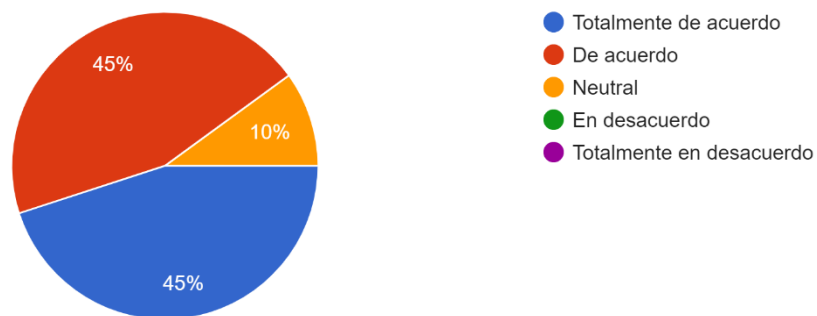
- **Question 9: ¿Te gustaría aprender Vocabulario en Inglés a base de juegos?**

Chart 39. Willingness to Learn Vocabulary Through Games

Answers	Frequency	Percentage
Totalmente de acuerdo	9	45%
De acuerdo	9	45%
Neutral	2	10%
En desacuerdo	0	0%
Totalmente en desacuerdo	0	0%
Total	20	100%

¿Te gustaría aprender Vocabulario en Inglés a base de juegos?

20 respuestas



Analysis

The findings show a high disposition of the group towards learning English Vocabulary through the use of games. The great majority of the students showed a positive attitude, with no disagreement. Only a small part of the group expresses a neutral position, which could be related to a lack of knowledge about this type of methodology or lack of direct experience with it. This positive tendency highlights the potential of playful strategies to encourage participation and motivation in the Vocabulary learning process.

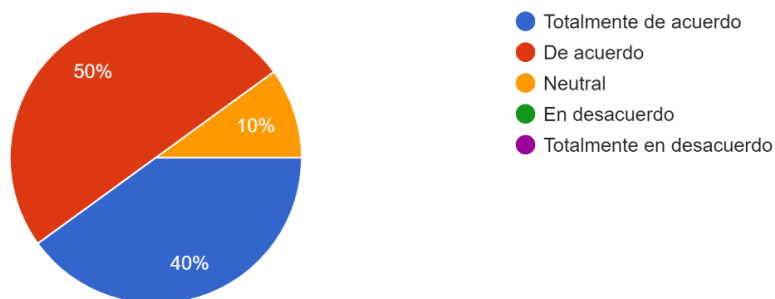
- **Question 10: Considero que aprender Vocabulario en Inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.**

Chart 40. Perceived Effectiveness of Gamification Vocabulary Learning

Answers	Frequency	Percentage
Totalmente de acuerdo	8	40%
De acuerdo	10	50%
Neutral	2	10%
En desacuerdo	0	0%
Totalmente en desacuerdo	0	0%
Total	20	100%

Considero que aprender Vocabulario en Inglés a base de juegos, me ayudará a mejorar mi nivel en el idioma.

20 respuestas



Analysis

There is a mostly favorable perception regarding the effectiveness of the use of games as a strategy to improve English proficiency. The vast majority of students agree that learning Vocabulary through games could contribute to their progress in the language, while a smaller percentage adopt a neutral position, and there are no opinions in disagreement. This indicates a positive assessment of this methodological approach and suggests that learners recognize the pedagogical value of Gamification in their learning process.

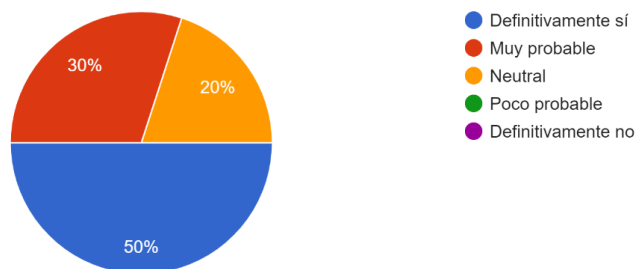
- **Question 11: Prefiero aprender Vocabulario en Inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Nearpod, Baamboozle, etc.**

Chart 41. Preference for Learning Vocabulary Through Technological Tools

Answers	Frequency	Percentage
Definitivamente sí	10	50%
Muy probable	6	30%
Neutral	4	20%
Poco probable	0	0%
Definitivamente no	0	0%
Total	20	100%

Prefiero aprender Vocabulario en Inglés usando juegos en aplicaciones tecnológicas como Kahoot, Educaplay, Nearpod, Baamboozle, etc?

20 respuestas



Analysis

A substantial number of students express a clear inclination towards the use of games in technological applications as a vehicle for learning English Vocabulary. The absolute majority shows a decided or highly favorable stance towards this methodology, while a minority remains neutral and no negative opinions are registered. These results reflect a high acceptance of using interactive digital resources in the classroom, which represents an opportunity to integrate educational technologies that strengthen language learning in an attractive and effective way.

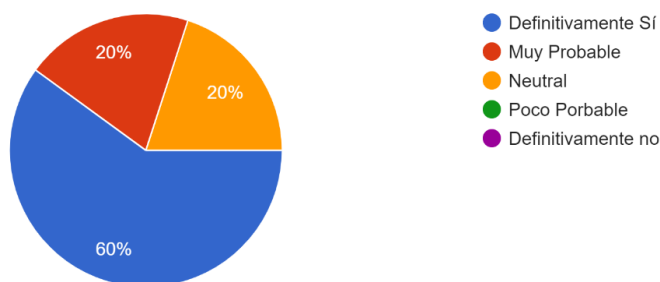
- **Question 13: Prefiero aprender Vocabulario en Ingles usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.**

Chart 42. Preference for Learning Vocabulary Through Non-Technological Gamification

Answers	Frequency	Percentage
Definitivamente sí	12	60%
Muy probable	4	20%
Neutral	4	20%
Poco probable	0	0%
Definitivamente no	0	0%
Total	20	100%

Prefiero aprender Vocabulario en Ingles usando juegos lúdicos como el Teléfono Descompuesto, Pictionary, Juego de carreras, Bingo, etc.

20 respuestas



Analysis

The findings indicate a strong preference for the use of ludic games in learning English Vocabulary. A large number of learners are definitely in favor of this methodology, while a smaller percentage maintains a neutral stance and no rejections are registered. This suggests that these kinds of games are positively valued for their ability to make learning more dynamic, participatory and meaningful.

Dimension 4. Types of Games Used in Classroom

- **Question 12: Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en inglés.**

Chart 43. Technological Tools Applied in Classroom for Vocabulary Learning

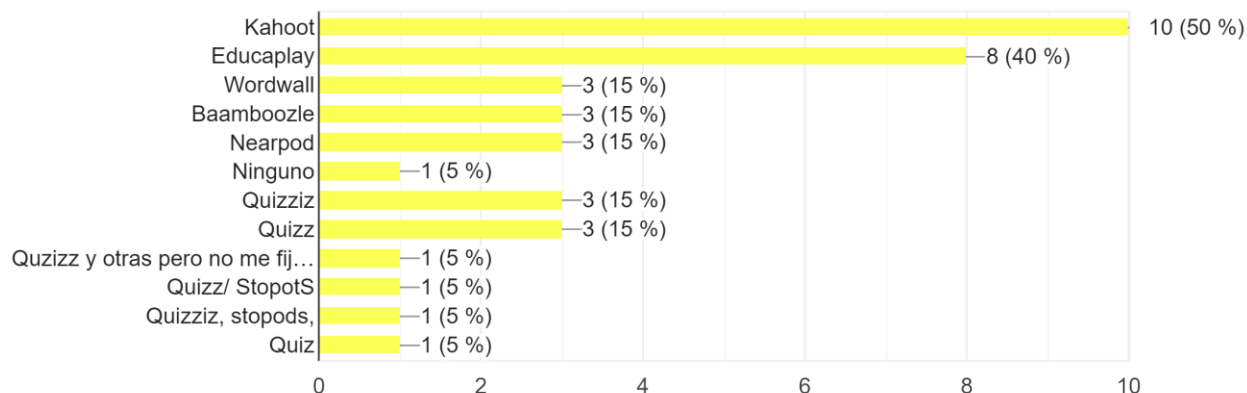
Answers	Frequency	Percentage
Kahoot	10	50%
Educaplay	8	40%
Wordwall	3	15%
Baamboozle	3	15%
Nearpod	3	15%
Ninguno	1	5%
StopotS (Otro)	2	10%
Quizziz (Otro)	6	30%

Note 7. The question permitted the selection of multiple options and open responses (Otro); consequently, the frequencies and percentages do not add up to 20 and 100%, respectively.

Note 8. Responses corresponding to “Quizziz” and “StopotS” were grouped respectively, despite being presented with typographical variations, since it is inferred from the context that students were referring to the same platforms.

Selecciona los juegos en aplicaciones tecnológicas que se aplican en clase para aprender Vocabulario en Inglés.

20 respuestas



Analysis

The evidence expresses a variety of technological tools used in the classroom to teach English Vocabulary. Among these, Kahoot stands out as the most frequently mentioned, indicating its widespread implementation and possible effectiveness in engaging students' interest. It is followed by Educaplay in a lesser extent, Wordwall Baamboozle and Nearpod, suggesting that although there is a diversity of digital tools, their use is more sporadic. It is relevant to mention that only a minority indicate that no application is used, which reinforces the widespread presence of technological resources. In addition, some students mentioned other apps such as Quizziz which obtain a great percentage of usage in class, and StopotS. This evinces a familiarity with digital games beyond those proposed in the survey.

- **Question 14: Selecciona los juegos lúdicos que se aplican en clase para aprender Vocabulario en inglés.**

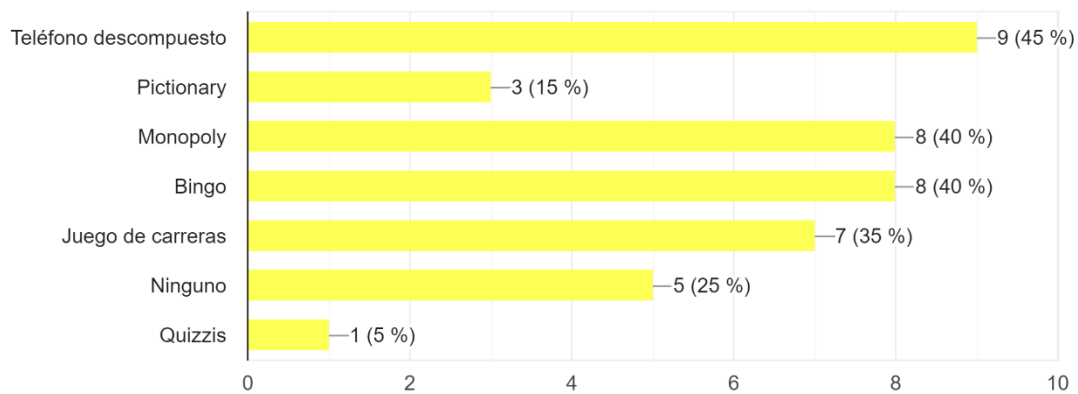
Chart 44. Ludic Games Applied in Classroom for Vocabulary Learning

Answers	Frequency	Percentage
Teléfono descompuesto	9	40,9%
Pictionary	3	13,6%
Monopoly	8	36,4%
Bingo	10	45,5%
Juego de carreras	5	22,7%
Ninguno	9	40,9%
Otro	0	0%

Note 9. The question permitted the selection of multiple options and open responses (Otro); consequently, the frequencies and percentages do not add up to 20 and 100%, respectively.

Selecciona los juegos lúdico que se aplican en clase para aprender Vocabulario en Inglés.

20 respuestas



Note 10. The response "Quizzis" was discarded due to it did not corresponding to a ludic game, but to a technological game.

Analysis

The findings indicate that representative portion of the group has had experiences with different ludic games as part of learning English Vocabulary. "Teléfono Descompuesto" was the most

mentioned, followed closely by Monopoly, Bingo, and “Juego de Carreras”, which evidence a moderate incorporation of group and recreational dynamics in the classroom. In contrast, a group of students expresses that these types of games have not been used in class, suggesting some inconsistency in their implementation or possible differences in students’ perceptions of what activities they consider to be ludic games. The low mention of Pictionary and the absence of other proposals in the “Otro” category could be due to a limited selection of strategies or a lack of variety in the application of this kind of activities.

17.5. Annex 4. Official Request Approved

Ibarra, 03 de Febrero de 2025

Mgs.

Greta Agila Olalles

RECTORA DE LA UNIDAD EDUCATIVA THOMAS RUSSELL CRAMPTON

Presente:

De mi consideración:

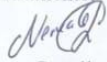
Reciba un atento y cordial saludo a la vez auguro éxitos en las funciones que Ud. desempeña al frente de tan prestigiosa Institución.

El motivo del presente es solicitar, me permita hacer el trabajo de investigación de mi tesis desde el 8vo a 10mo año EGB, con el tema Effectiveness of Gamification as a teaching-learning strategy for English Vocabulary enhancement.

El mismo que ira en beneficio de la Asignatura de Inglés, apoyando así a los estudiantes de la Institución que Usted dirige.

Segura de contar con su aprobación, anticipo mi sincero agradecimiento.

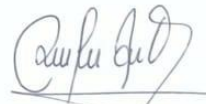
Atentamente:



Nerea Cevallos Salgado

Estudiante de la PUCE-SI – Pedagogía en los Idiomas Nacionales y Extranjeros

CI. 1750470914



03-02-2025

Recibido.