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E-LEARNING GAMIFICATION AND VOCABULARY ACQUISITION IN PRIMARY STUDENTS

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Dedicated with all my love to:

My beloved children, you inspire me to persevere, and you are both the driving force behind my motivation to keep going. I am deeply grateful to God for blessing me with your lives.

My beloved husband, I could not be more blessed to have you as my life partner; you have always supported and encouraged me from the start to attain this academic goal.

My wonderful dad, as you always say, it is never too late to continue studying. One of the reasons I completed this is thanks to your valuable advices to persevere in life and always do my best

My wonderful mom, your unconditional support at every stage of my life has been a crucial pillar in helping me achieve my goals, and I owe you a large part of this success.

Taste and see that the Lord is good;
blessed is the one who takes refuge in him.

Psalm 34:8

RESUMEN

El presente proyecto tiene como objetivo investigar el uso de las actividades gamificadas en el aula en línea y sus efectos en la adquisición de vocabulario de los estudiantes de segundo grado de la modalidad en línea de la Unidad Educativa Master Zoila Online. A través de la recolección de datos con técnicas adecuadas, se pudieron identificar y percibir que los estudiantes presentan problemas de comunicación en el idioma inglés y sus procesos de interacción educativa son limitados en el aula de clase. El escaso dominio de vocabulario en ingles ha influido en el bajo rendimiento, poca participación y la desmotivación de la mayoría de los estudiantes hacia las actividades que presenta el docente en el aprendizaje en línea. Para darle solución a esta problemática, se dan recomendaciones útiles y se propone una guía para la docente basada en tecnología educacional, útiles, eficaces y gratuitas para una enseñanza más interactiva de una segunda lengua.

Palabras Claves: Aprendizaje en línea, vocabulario, proceso de interacción educativa, tecnología educacional

ABSTRACT

The aim of this research endeavor is to examine the impact of using gamified activities into the online classroom on the vocabulary development of second-grade scholars enrolled in the online track of the Zoila Online Master Educational Unit. By employing suitable data collection methodologies, it became feasible to discern and comprehend that students encounter challenges in effectively communicating in English, thereby restricting their capacity for educational interaction within the classroom setting. The inadequate mastery of the English vocabulary has had an impact on the engagement, participation, and motivation of the majority of students with regard to the tasks that the instructor has assigned for online learning. In order to address this problem, practical solutions are presented, as well as a teacher's guide, which is based on efficient, practical, and appropriate educational technology to facilitate a more enjoyable second language instruction.

Keywords: Electronic learning, educational games, foreign languages

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INTRODUCTION

Following the outbreak of the pandemic, the world went through a significant transformation. In addition to scientific efforts, there was a fundamental shift in the way people interacted. Because of mandatory lockdown measures, individuals were compelled to adapt their homes into workspaces. Physical schools and colleges were replaced by virtual or online education platforms. People embraced interconnectivity and relied on electronic devices as their primary technological tools to pursue their objectives in a world that appeared stagnant due to the presence of a lethal virus.

Considering this, technology has had a significant positive impact, including in the sphere of education. The world is undergoing continuous evolution, particularly in this era defined by significant technological advances. These innovations have revolutionized the lives of many individuals by providing them with essential and practical tools for everyday life. The field of education is not exempt to these progressions and enhancements. Both teachers and students can reap the positive effects of technology, particularly the invaluable contributions of the internet.

This research is significant as it attempts to demonstrate the significance of incorporating e-learning gamification as a technological tool that improves the acquisition of English vocabulary as a second language among second-year primary school children in the online format. The institution receives support from its affiliated educational institution, U.E Master Zoila, which is situated in the southern part of Guayaquil. U.E Master Zoila boasts a reputable record of accomplishment, and over two decades of academic expertise.

Many students in our country deal with challenges in achieving language proficiency, particularly when starting at a young age. These children serve as an illustration of the difficulties that many teachers encounter in their classes. These second-grade students experience difficulties in English communication due to their limited vocabulary, resulting in a complete disinterest in actively participating in their online classes. This has led to an increased fear of speaking and expressing themselves, as well as a lack of enthusiasm. They have no drive to learn English because they cannot understand what their teacher is saying in class.

This research focuses on the use of e-learning gamification in second grade students, in the online modality of U.E. Master Zoila Online, as a teaching strategy and technological aid to support English teachers in online classrooms. As is generally known, vocabulary acquisition is a prerequisite for developing effective communication skills in any language, especially in the target language English and this approach can positively contribute to achieving it. The research relies on the following chapters:

Chapter 1: This chapter introduces the research topic, background, purpose, justification, and objectives, focusing on gamifying E-learning and vocabulary acquisition in schoolchildren. It concludes with the Faculty of Education's research on teacher performance and professionalism and its subline on teacher and student communicative competencies.

Chapter 2 is based on a theoretical analysis that utilizes pertinent information from two variables: E-learning Gamification and Vocabulary acquisition. This analysis is supported by laws and regulations outlined in the Legal framework.

Chapter 3: This chapter focuses on the research methodology, approach, and scope of the inquiry for the project. The study involves the utilization of data collection methods, instruments, research techniques, as well as the specification of the population and sample details.

Chapter 4 includes the results of the research tools, including graphs and a full explanation regarding every response, as well as the interpretation and analysis of those results. It also has the proposed project plan, the topic of the proposal and objectives, as well as the suggested work plan's development, outline, and guide. After carefully analyzing these aspects, the final conclusions and recommendations are drawn out, together with all the bibliographic references and appendices.

CHAPTER I
THE RESEARCH PROBLEM

1.1 Title:

E-learning Gamification and Vocabulary Acquisition in Primary Students.

1.2 Background of the problem

In the present day, teachers are encountering a generation of students who are adept at using digital technology. These pupils, who were born during or after the incorporation of technology into the classroom, are growing up fully immersed in technology, which has influenced their learning process. Unlike previous generations, the use of technology in their classrooms serves as a motivating factor and aids in enhancing their acquisition of English vocabulary. Technology provides a platform for more engaging learning opportunities.

Implementing gamification enhances the effectiveness of E-learning. Their characteristics are intentionally employed to augment learning experiences. Gamification is the planned utilization of game features to add value to the educational process. It entails the purposeful utilization of game elements to enhance the process of acquiring knowledge. To boost the involvement and motivation of online learners as well as improve the enjoyment and engagement of the educational experience, which can lead to more effective course retention and performance (Brown, 2023), (Dinia, 2023).

Smiderle and Rigo (2020) state that the aim of using e-learning gamification is to engage students in the topic, motivate them to participate actively in class, and enhance their vocabulary acquisition. It is not a challenge to get students fully interacting when using gamification in the classes. Consequently, vocabulary retention is easier, and learning English is enjoyable.

Vocabulary acquisition is the process of learning new words. Students can find it difficult to teach language. Research has demonstrated that a greater vocabulary in

a foreign language directly correlates with increased proficiency in applying it to practical, everyday scenarios. Expanding one's vocabulary is a crucial aspect of the teaching and learning process. Effective communication is hindered by a restricted vocabulary (Balagiu & Zechia, 2019).

Vocabulary serves as the fundamental framework of a language, enabling us to effectively communicate our thoughts, exchange knowledge, and engage in meaningful discourse. Language serves as a crucial tool for both communication and fostering connections (SpellQuiz, 2022). A limited vocabulary makes it difficult to communicate effectively.

It has been observed that elementary school children enrolled in Unidad Educativa Master Zoila Online's online modality struggle to communicate in the target language. This observation has been conducted in second graders for a suitable duration. Children with a restricted vocabulary face difficulties in understanding instructions and effectively communicating with teachers and peers, despite their inclination towards expressing thoughts and participating in class discussions. Moreover, the lack of enthusiasm is evident as almost everybody do not possess an adequate range of vocabulary that matches their degree of proficiency. Due to the challenges of speaking in English and their fear of making errors in front of their teacher and peers, pupils tend to participate just barely in the classroom.

On the other hand, English teachers try their best with traditional methods such as the use of vocabulary exercises, translation, dictionaries, songs and other techniques, which are helpful during a short period, but do not capture the full students' attention. In contrast, when teachers use e-learning gamification tools such as Quizizz, Kahoot, and Brainscape, classes are more fun and exciting. Although teachers have noticed the difference of using gamification tools in their classes, they still apply traditional teaching methods and techniques, all these factors cause students find English difficult to use and discouraged from learning the target language.

The present research proposes to develop a guide of interactive activities that will assist the use of E-learning gamification to improve vocabulary acquisition in second-grade students at U.E Master Zoila primary students.

1.3 Formulation of the problem

What is the influence of E-learning Gamification on Vocabulary Acquisition in Primary Level Students at Unidad Educativa Master Zoila Online, school year 2023-2024?

1.4 Broad Objective

To describe the influence of E-learning gamification on the vocabulary acquisition of primary students at Unidad Educativa Master Zoila Online, 2023-2024.

1.5 Specific Objectives

- To establish the theoretical foundations underpinning Gamification E learning and vocabulary acquisition through literature review.
- To find out the causes of learners' vocabulary shortage using appropriate research techniques.
- To design a guide of interactive activities to facilitate the use of E-learning gamification for the enhancement of vocabulary acquisition.

1.6 Significance or Justification of the Study

The current research project is advantageous as it specifically targets the necessity of enhancing vocabulary of English learners using e-learning gamification tools. This approach aims to enable learners to acquire a substantial amount of vocabulary, hence facilitating the development of the four English language skills. Simultaneously, this study suggests the use of a series of E-learning gamification activities that will significantly enhance vocabulary acquisition, particularly for learners who struggle with speaking difficulties resulting from limited vocabulary. Furthermore, employing e-learning gamification as a pedagogical approach not only simplifies the instructional process, but also fosters student motivation and active participation in acquiring the target language. This method utilizes dynamic learning strategies

through interactive games, enabling students to develop their language skills and communicate effectively within the parameters of their course level.

1.7 Line of Research/ Faculty.

This research project will be developed within the research line of the Education Faculty, which states the performance and professionalism of the teacher. In addition, it also has been developed within the research sub-line, which states the communicative competencies in teachers and students.

CHAPTER II
THE THEORETICAL FRAMEWORK

2.1 Theoretical Framework Background

A significant amount of research supports the use of games as teaching methods to promote vocabulary acquisition in primary children in online classrooms, demonstrating the value of E-learning gamification. Repositories at some prominent universities have reviewed important data from several national and international studies that are closely related to current research work.

Thiagarajah et al. (2022) conducted a research study titled "Effectiveness of Gamification Tool in Teaching Vocabulary" at Universiti Pendidikan Sultan Idris in Malaysia. The authors determined that incorporating game-based technology into the English language curriculum is the most effective approach for enhancing vocabulary acquisition in the target language. The objective of this research is to look at how students feel about the different ways they can use gamification tools to improve their language. Additionally, it aims to explore the contrasting perspectives of male and female students on the use of gamification as a means of vocabulary acquisition, as opposed to traditional teaching and learning methods. The study's primary findings indicate that students expressed a highly favorable perception of utilizing Kahoot as a means to enhance their vocabulary. Based on the research, students in English as a Second Language classes found this gamification tool to be beneficial and efficient in enhancing their vocabulary knowledge and learning capacity. Additionally, it significantly contributed to their motivation, interest, and ability to incorporate new words in an appealing and effortless manner.

Hein (2022) conducted a research study titled "Impact of Gamification on an Online Middle School" at Grand Valley State University in pursuit of a Master's Degree in Education. The experiment sought to ascertain the influence of a leaderboard on the behavioral engagement of an online middle school classroom. The study was conducted over a duration of 4 weeks, consisting of eight class periods, with two class periods occurring each week. Throughout the initial four sessions, students were

closely monitored and evaluated based on their degree of engagement. Subsequently, the researcher implemented a gamification system, including an internet-based leaderboard. Students discovered that their participation in activities like as reading aloud, answering and asking questions, and staying engaged on Zoom during independent study periods would gain those points. These points would then influence their position on the leaderboard. The study was to find out if the implementation of gamification, specifically using a leaderboard, would result in a heightened level of behavioral engagement among students in an online environment. Furthermore, the present study yields conclusive findings that support the notion that a leaderboard enhances students' behavioral engagement in an online environment.

A study conducted by Lainez & Pincay (2021) from Universidad de Guayaquil, titled "Importance of Gamification in Online Modality for The Development of Fluency," was also considered in this research endeavor. The investigation was conducted in 2021 at Fiscal Educational Unit 28 de Mayo, Guayaquil. The objective of this educational research was to examine bibliographic resources pertaining to gamification activities in the online format, with particular emphasis on proficiency level A2. The writers have drawn outcomes that gamification facilitates the acquisition of information, enhances cognitive abilities, and incentivizes the completion of certain activities through tangible rewards. Hence, it aids in enhancing the student's fluency, engaging their attention, and motivating them to engage in online classes using e-learning gamification activities, ultimately fostering the development of fluidity.

An additional study that was considered was "Fostering English vocabulary learning through gamification strategy. A preliminary study" which was carried out by Jordán et al. (2023). This study aimed to determine the efficacy of the Gamification technique in enhancing vocabulary learning among first-semester students enrolled in the Pedagogy of National and Foreign Languages Program at Universidad Técnica de Ambato. A pretest and posttest of knowledge were employed as a data-gathering strategy, along with a descriptive and correlational methodology where 73 students took part in these findings. The pretest findings indicated that most students possessed a restricted vocabulary in the English Language. Hence, to meet students' vocabulary requirements, it was suggested that the Duolingo learning platform be utilized as a gamification tool and strategy for the acquisition of new vocabulary. Also,

a posttest was administered, and the results indicated that the students had progressed from a beginner to an intermediate level.

Another significant research study from Universidad Laica Vicente Rocafuerte de Guayaquil repository titled "Gamification and its Influence on the Oral Production in Students of 7th grade EGB at UE Bella Vista School", developed by Andrade (2020) was taken into consideration for this thesis. The present study examines the impact of gamification on the oral production of students attending a private educational institution in the city of Guayaquil. These students face significant challenges when it comes to verbal English communication. The study is highly significant as it specifically targets the enhancement of students' oral communication skills. Additionally, it holds societal significance as it aims to enhance both individual and collective capabilities through the implementation of gamification. Furthermore, this study is pertinent as it emphasizes the significance of motivation as a critical objective in the language acquisition process, which fosters a positive mindset among learners that subsequently influences their conduct in the community.

2.1.1 Definition of Gamification

Educators nowadays confront enormous difficulties in keeping their pupils motivated and focused, whether in traditional classroom settings or online. Modern society has brought about significant changes, and language acquisition is no different. Electronic gadgets and digital media now play a significant role in people's everyday lives.

Since 2010, researchers have devised multiple definitions for gamification. This section will discuss the most often adopted ones. Nick Pelling, a video game designer, is credited with coining the term "gamification" in 2003. He defined it as the application of game mechanics in non-game contexts (Dale, 2014).

The term Gamification is of relatively recent origin, with its earliest recorded usage going back to 2008. Gamification is the application of game-design principles in circumstances that are not related to games (Deterding et al., 2011).

Dexway Communication states that e-learning Gamification refers to the utilization of game mechanics in online, blended, or lab courses to stimulate students' engagement and active involvement (Dexway, 2023).

However, Karl M. Kapp shows how important it is to use game elements in order to design relevant learning experiences. Kapp defines gamification as the utilization of game-based mechanics, aesthetics, and fun thinking to effectively engage individuals, stimulate their motivation, foster learning, and deal with problems. Kapp considers gamification as a valuable instrument to boost learning. He emphasizes that numerous gamification strategies are rooted in educational psychology and human behavior, as games foster engagement, which is essential for a successful learning encounter (Kapp, 2012).

Gamification may additionally be referred to as the utilization of game elements and principles within an educational setting with the intention of motivating students, influencing their behavior, and fostering their active involvement. As a didactic strategy, gamification is utilized during the teaching-learning process to elicit specific behaviors from students in an engaging environment that promotes a sense of dedication to the activity, facilitates the attainment of positive experiences, and assists in the pursuit of meaningful learning (Smiderle R. et al., 2020).

These authors contend that the primary objective of any activity that utilizes the mechanisms and principles of gamification is to exert an impact on the psychological and social behavior of the participant, specifically in this case, the learners. By utilizing various game elements (e.g., badges, points, levels, bars, avatars), players can extend their engagement with the game and increase their chances of remaining for a longer duration (Alsawaier, 2018).

As a result, we can enhance the appeal of the training and educational process for online learners by integrating learning and virtual games through the application of gamification in the classroom. Essentially, the goal is to create an engaging and enjoyable learning experience that resembles playing a game, all while acquiring proficiency in a foreign language.

2.1.2 Gamification in E-Learning

Throughout history, scholars have offered distance education to students. The emergence of the Internet revolutionized remote education, turning it into E-learning, online learning, or any type of distance education offered on a web-based platform. According to William Horton, E-learning can be defined as the utilization of information and computer technologies to facilitate learning experiences (ASU, 2023).

The use of game-based elements, such as points, tokens, and rewards, to engage and motivate students in an online learning environment is referred to as gamification in eLearning. Gamification aims to provide an engaging and dynamic learning environment, which can enhance students' recall and comprehension of the subject matter (Dinia, 2023).

Singh (2023) affirms that one of the most significant and intriguing developments of recent times has been the incorporation of technology into the field of education, especially in the wake of the worldwide pandemic. The expansion of online education and gamification has presented opportunities to enhance the teaching-learning process. Educators worldwide meet digital natives on a daily basis; through the adaptation of game mechanics to classrooms, they have identified creative methods to captivate these pupils, inspire greater participation and motivation, and encourage active learning.

To put it more simply, gamification harnesses the inherent drive of every player to achieve their goals in the educational setting, surpassing mere entertainment and establishing a genuinely interactive learning environment where students are inspired and involved in the pursuit of rewards and achievements.

According to Figueroa (2015), including game elements in the L2 classroom improves the acquisition of writing, reading, and speaking skills. It is evident that gamification offers numerous advantages to both the learners and the learning environment, particularly in the context of foreign language acquisition. Nevertheless, despite its high level of convenience for both educators and students, it is important to acknowledge that certain drawbacks must be considered.

Before anything else, it is critical to emphasize that gamification technologies should not be utilized in place of alternative instructional materials. (Figueroa, 2015), states that in a classroom that integrates gamification, the tool must serve a distinct purpose and should not supplant the primary goal of the unit or lesson. Another crucial aspect to consider is the availability of technologically sophisticated classrooms or a dependable internet connection for online programs.

One challenge in implementing gamification is the limited availability of electronic devices; nevertheless, as technology and devices per student become more affordable, gamification will become more streamlined and robust. Additionally, L2 teachers need to use gamification tools and resources according to the type of audience and combine them with the learning approach or strategy that best suits to them (Figueroa, 2015). Teachers must use gamification responsibly by maintaining a focus on the tools' intended purpose throughout the lesson or class, keeping in mind that students are susceptible to distractions.

2.1.3 Benefits of Gamification in eLearning

Adding points and badges to a website or app is not the only way to make eLearning more like a game. This tool´s goal is to make learning more fun, interactive, and engaging for students. It aims to make learning more engaging, interactive, and enjoyable for students through the application of game design principles (Dinia, 2023). Furthermore, as electronic devices and interactive technologies proliferate, games gain greater applicability and appeal as educational tools and resources, given the increasing prevalence in everyday life, it is logical that educational institutions and schools implement technology in the classroom to maximize their utilization (Haleem et al., 2022).

Utilizing games for educational purposes can greatly enhance learning results by creating an entirely interactive and immersive environment. Gamification facilitates the development of learners' abilities and boosts their determination to advance in language proficiency by promoting active learning and language production (Smiderle R. et al., 2020).

Moreover, the advantages of integrating gamification into the classroom are determined upon instructors' ability to utilize these modern educational instruments with learners. Consequently, cutting-edge institutions are adopting this approach and providing training to educators to augment the motivation and efficacy of learning for students through an unconventional educational system integrated with technological advancements.

In online education, gamification offers five significant benefits, as stated by Brown W. (2023); these include visual appeal, competitiveness, and use of avatars, rewards, and feedback.

Visual appeal. Any online education gamification platform needs to leverage technological advancements; its visual components, like high-quality graphics, are meant to enhance the user's learning experience and encourage participation based on the user's age.

Competitiveness. A leaderboard is just a compilation of the highest scores achieved. Educators can recognize the top students in an assignment and show students where they stand in the learning ranking by using leaderboards. This creates a healthy sense of competition while encouraging student engagement and teamwork.

Use of avatars. Significantly increase learners' participation in gamified eLearning tasks. Even though avatars are merely one component of the broader gamification of the classroom, they facilitate communication between instructors and pupils. They simultaneously increase student motivation and engagement with the educational game while enabling them to assume an alter ego creatively.

Rewards. Promote an environment that fosters active engagement and advancement among learners. In the context of gamification in eLearning, symbolic rewards such as badges, stickers, or level unlocks are highly effective.

Feedback. Precise, real-time, individualized notifications regarding the user's progress are an essential component of gamification in the realm of online education.

Furthermore, feedback serves to strengthen favorable conduct and acknowledge learners' accomplishments, while also promoting further progress and recognizing significant successes.

Additionally, educational games enable students to apply their knowledge, solve problems, and make decisions by providing them with instant feedback, allowing them to learn from their mistakes and improve their academic performance.

According to Dinia (2023) gamification in eLearning offers further advantages for both students and teachers: Encourages healthy competition, stimulates students' curiosity, increases students' engagement, and aids in the development of students' attention spans. This is beneficial for students of all ages.

Figure 1. *Gamification Success*

Source: (Calimatic, 2023)

In addition, educational games facilitate the application of students' knowledge, problem-solving, and decision-making skills by offering immediate feedback, so enabling them to learn from errors and enhance their academic achievements. Motivating, engaging, and retaining information are all enhanced in students through the use of gamified learning. It fosters the development of critical thinking, teamwork, and problem-solving skills (Murabazi, 2023).

2.1.4 The foundational elements of gamification in e-learning

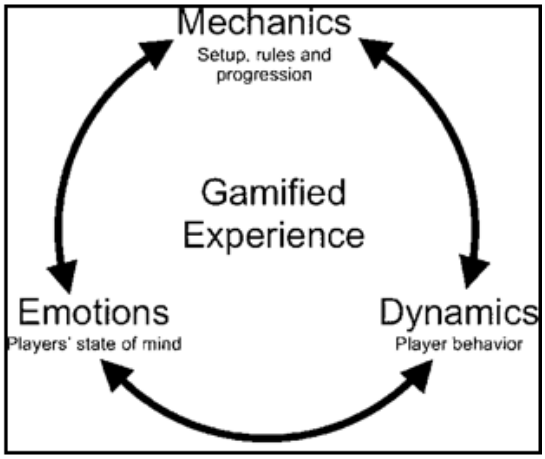
Several authors have delved into the world of games and video games to describe the elements contained in their design that are useful and conducive to the learning environment. Their design elements are a key element of the learning environment.

There are several frameworks for the design of Gamification such as Mechanics, Dynamics & Aesthetics - MDA (Hunicke et al., 2004) ; (Zichermann & Cunningham, 2011) Mechanics, Dynamics & Emotions - MDE (Robson et al., 2015) and, Dynamics, Mechanics & Components - DMC (Werbach & Hunter, 2015) , among others.

Similarly, the site isEazy (2023) explains that there are three fundamental elements for gamification to work successfully within the context of E-learning: Mechanics, dynamics, and emotions. They describe each one of them:

1. Mechanics: To motivate learners through points, badges, and rewards.
2. Dynamics: To engage users through stories and narrative.
3. Emotions: The users ‘experience as the key component of gamification.

Figure 2. *MDE framework of gamification principles*



Source: (Kietzmann, 2015)

2.1.5 Common Elements for Successful Classroom Gamification

There is no one-size-fits-all method when it comes to gamification in the classroom. What works for one set of students might not work the same way for another. Careful preparation, a thorough grasp of the learners, and knowledge of the learning particular context are necessary for successful implementation. Even though it is important to know about the unique learning environment to use gamification effectively, the field is still very new. However, there is more and more study and interest in this area. Still, teachers see gaming as a being open to trying new things. It is also crucial to be open to experimentation, reflect on the findings, and adjust as needed (Kurt, 2023).

Scholars studying gamification and game-based learning frequently use different terms to refer to the same game components. Nonetheless, when applied in educational environments, four components have consistently demonstrated efficacy. Serhat Kurt on the site Educational Technology explains these four elements.

2.1.5.1 Freedom to fail

Freedom to fail is one of the most potent ideas behind gamification in the classroom. Errors are frequently penalized in traditional educational paradigms, which can lead to pupils feeling stressed. However, in a gamified classroom, failures are reframed as a crucial part of the learning process. This promotes a mindset in which students are willing to try new things, take risks, and recognize that failures are only temporary obstacles on their path to mastering a skill. Video game design, which gives players numerous lives and the option to restart from a checkpoint instead of starting from scratch, is a major influence on this idea. This sustains a strong sense of motivation in the classroom and encourages perseverance and problem-solving skills.

At the same time, the freedom to choose is an important component here, enabling students to select the learning routes that will best help them reach their objectives. Teachers also establish a vital role by highlighting the fact that making mistakes is a necessary aspect of the educational process (Kurt, 2023, p. 7).

2.1.5.2 Immediate Feedback

Instant feedback is another essential component of gamification in the classroom. There are many advantages to learning when answers to decisions or actions are made quickly and in real-time. They almost immediately assist learners in recognizing their strengths and areas for growth, which provides a feeling of success and accelerates learning.

Furthermore, gamification makes sense as a means of delivering quick feedback. Consider video games where players can tell right away if they have completed a task successfully or if they still need to try. Technology in the classroom can help with this. Quiz modes in educational software and apps are common, providing students with instantaneous answers or explanations.

2.1.5.3 Progression

Progression is another essential component for gamification to succeed. Similar to how players progress from easier to more difficult stages in video games, educational environments might take a similar tack. Students are generally more motivated to learn when they can follow their own improvement and establish attainable objectives for themselves, as well as observe how they have progressed over time.

2.1.5.4 Storytelling

Another potent element that can be used in gamification is storytelling. Stories have always been an engrossing means of communicating with others and imparting knowledge. Storytelling in games may give players a sense of context and transform goals into interesting journeys. Storytelling can increase the meaning and engagement of instructional materials when utilized in the classroom (Kurt, 2023).

2.1.6 Gamification Principles

Gamification can increase the enjoyment of executing even the most complex and tedious tasks, including those related to operations and learning. By incorporating

gamification into a class, it is possible to create an experience that resembles a game, leading to heightened levels of involvement. Additionally, it enhances the pleasure derived from accomplishing activities. Gamification transforms the learning process into a game through the application of gamification principles to encourage and captivate learners.

Through the successful implementation of gamification concepts, educators can develop captivating and inspiring learning experiences that promote a more profound comprehension and long-term recall of the subject matter (Kayımbaşıoğlu et al., 2016).

2.1.6.1 Gamification increases collaboration and social skills

Gamification can facilitate social learning and student collaboration. Integrating team-based or multiplayer gaming elements enables students to engage in collaborative activities, exchange knowledge, and collectively address challenges (Singh, 2023). According to Satam (2023), this collaborative approach promotes effective communication, exchange of knowledge, and enhanced teamwork skills. Moreover, the incorporation of social elements such as forums and leaderboards facilitate student interaction, competition, and knowledge exchange, thereby enhancing the training program's sense of community and support.

Collaborative elements are included in numerous gamification tactics, fostering cooperation, communication, and idea-sharing among children. These factors foster the development of interpersonal skills, teamwork, and collective effort, all of which are important for achieving success in today's society (Riar et al., 2022).

2.1.6.2 Gamification improves engagement and motivation

Gamification improves learners' interest, motivation, and engagement. Students can now interact more amusingly while learning thanks to the use of interactive online platforms. These platforms draw students in with engaging tasks that they must complete while studying a particular subject, such as trivia, quizzes, and

various challenges. By cultivating positive emotions toward learning, students learn more quickly and enjoy the process overall (Smiderle R. et al., 2020).

From the point of view of Dinia (2023), since kids enjoy playing, they are more motivated to participate in an enjoyable activity. Gamification techniques boost the propensity to learn and do not produce rejection or, in some situations, fatigue or boredom as traditional learning does, even though the motivation is not directly related to learning.

Apart from that, gamification has become increasingly popular in education because it refers to making learning more enjoyable and interesting rather than making a game. Furthermore, since younger students find it difficult to adjust to traditional classroom settings, gamification—, which opens new possibilities for learning—helps students stay motivated to study. Positive reinforcement also makes students more likely to put in the effort necessary to learn when they are actively involved, feel like they have made progress, and are stimulated to learn (Selawsky, 2019).

2.1.6.3 Gamification promotes positive learning experiences

Younger students may benefit from a more dynamic learning experience through gamification in e-learning since they will focus all their attention and concentration on completing their gamified lesson, investing all of their resources and efforts into the game, and prioritizing their learning.

Because of the continuous feedback and rewards, gamification fosters creativity and turns the learning process into a positive learning experience that written texts would not be able to achieve. Students of all ages are motivated by gamification because it keeps them highly engaged. Every gaming session provides students with a specific objective to aim for, and they receive rewards upon accomplishing it (Smiderle R. et al., 2020).

However, as technology advances, young students are exposed to more devices and gaming platforms. As a result, they are more familiar than older learners

with these ideas. As a result, young learners may not thrive in typical learning environments. Frequently, they lack motivation or find the courses dull since they do not understand the concepts taught in school.

As stated by Bajpai (2023) on the eLearning Industry website, gamification makes learning enjoyable and entertaining for children. Furthermore, children who develop a positive attitude toward learning and are more inclined to pursue their education with curiosity and enthusiasm are those who find learning enjoyable and interesting.

2.1.6.4 Gamification enhances retention and understanding

According to Smiderle R. et al. (2020) better knowledge retention is facilitated by gamification, which regularly reinforces learning principles. As they come across and utilize the material in a gaming situation on a regular basis, learners strengthen their comprehension of the subject matter through repetition. Learners can practice and reinforce newly learned knowledge through gamified quizzes, exams, and simulations, which helps to ensure that knowledge is retained over time.

Gamification helps learning transfer from the game environment to real-world applications by incorporating regular feedback and opportunities for reflection. When motivated and completely engaged, children are more likely to retain and comprehend the material. Children who engage with content more deeply have better recall and understanding thanks to gamification (Bajpai, 2023).

Figure 3. *Gamification in Education*

Source: (Square Panda India, 2022)

2.1.7 The Development of Online Education

In recent years, the use of digital learning environments has increased in educational institutions all around the world. These environments combine technology in creating dynamic, interactive learning environments. Digital tools and platforms are complementing, if not entirely replacing, traditional classrooms in order to enhance the learning environment for both teachers and students.

The use of digital learning environments provides multiple benefits. They give users access to a huge variety of educational materials, such as interactive simulations, articles, movies, and textbooks. Students may go deeper into subjects and interact with material that extends beyond the confines of traditional textbooks due to the extensive selection of materials available to them (Mhlongo et al., 2023).

The way educators and learners interact with educational content has been transformed by eLearning, which has grown in popularity due to technological improvements and increased internet connectivity. With the introduction of eLearning in recent years, the field of education has experienced a significant development. Digital platforms that provide fresh and creative approaches to learning are enhancing, if not completely replacing, traditional classroom environments as technology advances.

E- Learning, sometimes referred to as online learning or digital learning, has completely changed the way that people learn. It provides plenty of chances for students to improve their knowledge, develop new abilities, and interact with the material in ways that they could never have imagined (Murabazi, 2023).

2.1.8 Learning Theories That Support Gamification

The teacher's pedagogical beliefs and understanding of educational learning theories have a substantial impact on the design of an online learning environment. Professionals in education must carefully examine the fundamental processes through which individuals gain knowledge and intentionally apply educational theory to create captivating learning environments in their online classes.

Before delving into the analysis of particular educational games and their instructional designs, it is imperative to examine specific learning theories that support the integration of game elements into learning and instruction.

2.1.8.1 Behaviorism

Behaviorism is defined as **"**an approach to psychology, formulated in 1913 by John B. Watson, based on the study of objective, observable facts rather than subjective, qualitative processes, such as feelings, motives, and consciousness" (APA Dictionary of Psychology, s.f.).

Behavior theorists place their emphasis on observable behaviors, and as a result, they disregard the independence of the mind's operations. Behaviorism defines learning as the process of acquiring new behavior solely influenced by external factors.

The learner's mind is regarded as an empty slate, receptive to acquiring knowledge, according to behaviorism. Repetition and reinforcement are fundamental components of effective pupil communication. (Learning Theories: Theories of Learning in Education | NU, s.f.)

Keramida, (2015), suggests the application of behaviorism theory in online learning involves the creation of learning experiences that incorporate explicit objectives, feedback, and reinforcement. For instance, learners can receive immediate feedback from online tests and assessments, which can assist them in reinforcing their knowledge and enhancing their performance. Nevertheless, behaviorism theory has faced criticism for its emphasis on superficial learning, which may not result in a profound comprehension or significant involvement with the subject matter.

An example of this would be the teacher employing either positive or negative reinforcement to reinforce the behavior that is desired through reinforcement. An instance of positive reinforcement could be providing rewards or expressing praise in response to a behavior, such as actively participating in-group discussions by volunteering.

2.1.8.2 Cognitivism

Cognitivism is a theory of learning that investigates the mental processes that are involved in the process of learning. These processes include attention, memory, and the ability to solve problems. The theory of cognitivism is frequently linked to the work of Jean Piaget, who claimed that students actively develop their own knowledge through the experiences they have and the interactions they have with their surroundings. Different from behaviorism, cognitivism maintains that learning occurs primarily when students are organizing and decomposing new knowledge in their minds.

Evanick (2023) believes when cognitivism theory is applied to online learning environments, the objective is for designers to produce engaging, interactive learning experiences that encourage the active processing of information. The application of cognitivism theory in online learning can be achieved through the development of learning experiences that actively involve students in meaningful and purposeful activities. Collaborative initiatives and online discussions, for instance, enable students to construct knowledge via social interaction and problem solving.

2.1.8.3 Constructivism

When using a constructivist approach, instruction is intuitive and begins from the bottom and works its way up. Instructors serve as role models and mentors who foster an atmosphere that is learner-centric and learner-generated, encouraging the exploration of ideas. Samak (2023) considers that constructivism involves learners in a dynamic process of active learning. When children actively participate in their education, they learn and enjoy it more. So, education is most effective when it emphasizes critical thinking and comprehension rather than rote memorization.

Constructivism is an educational theory that highlights the active participation of learners in constructing their own comprehension. Learners engage in active cognitive processes such as reflection, mental representation creation, and schema incorporation, instead of simply taking information passively. In a constructivist-learning environment, pupils are encouraged to think independently; therefore, instructors must have confidence in their students' ability to reason and generate original concepts (Mascolo & Fischer, 2005).

Constructivism philosophy can be implemented in online learning by creating learning experiences that encourage active participation, introspection, and cooperation. Online scenarios and case studies, such as those mentioned, enable learners to investigate intricate situations and cultivate their critical thinking abilities. Moreover, with online discussion forums and assessment activities, students can engage in cooperative learning and receive feedback from their peers (Evanick, 2023).

Constructivism is incorporated into gamification using concepts such as contextual learning, social growth, and cognitive apprenticeship. Efficient game design entails the use of genuine scenarios in which players strive to solve specific challenges within a certain environment Participants play an active role in constructing meaning, engaging in experiences, and engaging in social negotiation (Kebritchi et al., 2010), (Squire, 2006).

2.1.8.4 Connectivism Theory

Every aspect of life has been revolutionized by technology. It is inevitable that will also have an effect on the most influential learning theories. Behaviorism, cognitivism, and constructivism are three distinct theories in the field of psychology and education. However, these theories were formulated during a period when technology had not yet significantly altered the learning process.

In the current digital age, numerous individuals rely heavily on tools driven by artificial intelligence as their primary sources of knowledge. Today's pupils are more likely to do a quick search on their cellphones than to turn pages of an encyclopedia. This modification is not limited to individual search requests; it also applies to educational settings. Laptops and phones that are equipped with internet access are seen as reliable sources of information by today's students, as opposed to relying on teachers and textbooks.

The theory of connectivism proposes that learning is a process that involves the construction of networks, one in which students construct and navigate their own learning networks. George Siemens, who invented the notion of connectivism as a response to the changing world of information and technology, is frequently credited as being the originator of the connectivism Siemens (2005) states that connectivism is a theory of learning that highlights the significance of the connections formed between learners and their network of information sources.

It is a recently developed theory in the field of learning, in comparison to other existing ideas. movement. The application of connectivism theory in online learning can be achieved through the development of learning experiences that foster connected learning and digital proficiency. Communities of practice and online networking sites, for example, can facilitate connections between students and individuals who share their interests and educational objectives. In addition, collaborative knowledge-building activities and online curation tools can assist students in navigating and constructing knowledge in environments of information that are complex and swiftly evolving. Nevertheless, connectivism theory has faced criticism due to its emphasis on information acquisition and management, potentially

neglecting the development of critical thinking abilities and profound learning (Evanick, 2023).

2.1.9 Challenges in E-Learning Gamification

Despite all of its benefits, E-learning is not absent of difficulties. Lack of in-person interactions with teachers is one of the main issues. Some students might find it difficult to adjust to online communication and would rather interact with teachers and peers in person in a traditional classroom. To overcome this, eLearning platforms are implementing cutting-edge technologies like virtual reality and video conferencing that simulate in-person interactions and produce a more dynamic learning environment. The necessity for encouragement and discipline presents another difficulty. Because students oversee scheduling their study time and making progress, online learning requires a certain level of self-motivation and accountability. Some people can find it tough to keep discipline and concentrate in the absence of an instructor. Another difficulty associated with online education is the limited online teaching expertise of teachers, and finally physical health might also be negatively impacted by E-learning. Due to prolonged periods of sitting and screen exposure, individuals engaged in online learning and teaching may experience visual or spinal issues, leading to a decrease in their outside physical activity (Sadeghi, 2019).

2.1.10 VOCABULARY

2.1.10.1 The definition of vocabulary

Vocabulary is vital when learning English; if students do not have enough words to describe what they need, they may struggle to communicate. According to Nation, (1990) to learn a foreign language, one must become familiar with its vocabulary and commit it to memory. Repetition is also important for helping one retain new information. It takes five to sixteen exposures to acquire new vocabulary in a second language.

One of the most difficult aspects of learning a language is expanding one's vocabulary. Since every technique either used helps or hinders students' learning,

finding new vocabulary teaching ways has become the primary goal for many educators. Because of students' increased interest in learning through technology, numerous teaching styles have been made possible by technological advancements (Alqahtani, 2015).

2.1.10.2 English Vocabulary Acquisition

Cambridge Dictionary (s.f) defines vocabulary as all the words known and used by a particular person, so vocabulary acquisition is the process of learning new words.

Mastery of English vocabulary is crucial for the development of effective oral and written communication. It is also essential in the domains of listening, speaking, reading, and writing. Teachers play a crucial role in teaching vocabulary, which is why it is essential to develop effective ways for vocabulary instruction. Evidently, the insufficient lexicon of students hinders their progress in language acquisition (Schmitt, 2000).

Acquiring vocabulary is not a process of immediate learning. Effective implementation of a well-designed approach is necessary in the teaching-learning process to facilitate the acquisition of a large vocabulary in a foreign language (Karakoça & DurmuĢoğlu, 2017). It is imperative to note that acquiring vocabulary in the English language is essential for effective communication. Nevertheless, the dedication of both the teacher and the students in the teaching-learning process will result in enhanced interactive learning, where the student has a heightened incentive to acquire further knowledge. Thus, a well-implemented learning technique plays a crucial role in language acquisition.

Karakoça & DurmuĢoğlu (2017) considers two methods of acquiring vocabulary in the process of teaching and learning the English language. The first type of vocabulary is known as incidental vocabulary. This type of learning occurs when the teacher instructs on a specific subject with the primary goal not being to acquire new vocabulary, but rather to engage in other activities. The second type of language acquisition is deliberate. This is accomplished when the teacher implements diverse exercises with the primary aim of acquiring new vocabulary (Karakoça & DurmuĢoğlu,

2017). Alqahtani (2015) asserts that the acquisition of second language vocabulary mostly relies on one's vocabulary expertise, and the absence of it can provide a hindrance to language learning.

Proficiency in vocabulary is essential for second and foreign language learners in order to comprehend a language and effectively grasp spoken communication. Having the ability to master language can be understood as possessing comprehensive understanding of words, or even expertise in word manipulation.

According to Susanto (2017) acquiring a strong vocabulary requires personal motivation and the recognition of one's own linguistic necessities, as it is an essential aspect in language acquisition. When it comes to acquiring vocabulary, there are several significant aspects to consider, including meaning, form, and usage. In order to facilitate vocabulary learning, both teachers and students must actively participate in the process.

Afzal & Naeem (2019) contends that learners must employ specific approaches and strategies in order to attain a particular level of competency in vocabulary acquisition. Within the realm of Second Language Acquisition (SLA), scholars have been intrigued by the topic of vocabulary development, particularly in cases when vocabulary expansion is rather limited (Nunan, 2017), (Hughes & Reed, 2017).

2.1.10.3 Kinds of Vocabulary

Vocabulary can be classified into two categories: active vocabulary and passiv e vocabulary, according to some experts. According to (Harmer, 1991) there are two forms of vocabulary: active vocabulary and passive vocabulary.

a) Active vocabulary pertains to the vocabulary that students have been instructed or acquired and are anticipated to be capable of employing.
b) Passive vocabulary refers to terms that learners can comprehend when encountered but may not be able to actively use or produce.

Hiebert & Kamil, (2005) categorize vocabulary into two main types: oral vocabulary and written vocabulary.

a. Oral vocabulary refers to a set of words that are comprehended and utilized when speaking and reading aloud.
b. Written vocabulary, comprehension is achieved when we engage in silent writing or reading.

Various scholars have categorized distinct forms of vocabulary. Nevertheless, since vocabulary is an integral part of language and functions as a means of communication, it is imperative for students to acquire a wide range of vocabulary to enhance their proficiency in speaking the desired language.

2.1.10.4 The Importance of Vocabulary

Vocabulary is crucial in the process of teaching and learning a second language, as a strong grasp of words and their meanings is essential for effective communication. (Alqahtani, 2015). The linguistic abilities of human beings are contingent upon the vocabulary they employ or acquire. Therefore, the absence of vocabulary will result in a lack of motivation for learners to utilize the language.

Essentially, vocabulary holds significance as it serves as the foundation for all forms of discourse. Language serves as the fundamental components that enable us to articulate our thoughts and ideas, exchange knowledge, comprehend others, and cultivate interpersonal connections (Setiawan & Wiedarti, 2020).

Vocabulary is a vital aspect of all language skills, including listening, speaking, reading, and writing. (Alqahtani, 2015), states that vocabulary is essential for the four skills to have significance. Individuals with an extensive lexicon possess the ability to communicate articulately. In order to comprehend the contents of texts, it is essential to possess sufficient proficiency in language. Individuals lacking linguistic proficiency are unable to comprehend the components and meanings conveyed within the written text.

Having an extensive lexicon in your desired language is beneficial for enhancing proficiency in all four languages competencies: reading, writing, listening, and speaking. As stated by Nation (2015) in his study on vocabulary acquisition, "Vocabulary is not a goal in itself.” An extensive lexicon facilitates the execution of listening, speaking, reading, and writing abilities. In essence, the greater your word repertoire, the more effortless it will be to enhance your language proficiency (The NYU Dispatch, s.f.).

Initially, possessing this information will enable you to avail yourself of a broader selection of educational resources specifically created for individuals who are either native or non-native speakers. Additionally, it will enhance your comprehension of these words through their contextual usage, thereby organically broadening your lexicon and enhancing your linguistic proficiency, obviating the need to allocate time towards consulting a dictionary or seeking clarifications from others (Cook, 1999).

Vocabulary constitutes the foundation for the acquisition and advancement of several language abilities, including reading comprehension, listening, speaking, writing, spelling, and pronunciation. Proficiency in vocabulary is crucial for the students to successfully utilize the English language. Besides, a greater comprehension of vocabulary enables one to analyze the significance of unfamiliar words by deconstructing them into their constituent morphemes (Avery, 2018).

The instruction of vocabulary is important as it provides the foundation for effective communication (Alqahtani, 2015). Individuals must utilize language to articulate their thoughts in the English language, and most learners recognize the significance of acquiring an extensive vocabulary. Therefore, it is essential to instruct people on many terms to prevent communication issues arising from a deficiency in vocabulary.

According to Zheng & Wang, (2016) some students may encounter the issue of promptly forgetting terms after the teacher has explained their meaning or after consulting a dictionary, which is also attributed to a lack of vocabulary. As children acquire a greater number of words, their ability to memorize them becomes increasingly effortless.

As Schmitt (2000) argues, the teacher plays an essential role in facilitating the enhancement of students' vocabulary. However, vocabulary instruction has not adequately addressed these issues. Upon reflection on the past, it becomes evident that English language instruction has historically employed teaching methodologies such as the Direct Method and audiolingualism, which placed significant emphasis on the teaching of grammatical structures (Howatt & Smith, 2014). Due to the emphasis on syntax, these classes introduced just a small number of vocabulary, mostly focusing on those directly relevant to the taught grammar structures.

2.1.10.5 Vocabulary and Gamification Tools

The significance of learning through play should not be underestimated (Piaget, 1962). In his work, Piaget mentions play is a fundamental component of cognitive development, spanning from early childhood to adulthood. The acknowledgment bestowed upon students at the conclusion of the game serves as a powerful incentive for their motivation. Utilizing gamification techniques for vocabulary acquisition facilitates the assimilation of novel words and phrases among students through engaging game-based activities (Jordán et al., 2023).

Currently, there exist numerous methods for teaching language educationally. In order to facilitate and captivate students, instructors employ suitable instructional materials and methodologies pertaining to the delivery of vocabulary. (Hatch & Brown, 1996), define teaching strategies as the comprehensive actions undertaken by teachers to facilitate the learning process of their students.

As a way to enhance students' acquisition of new vocabulary, teachers should employ engaging teaching strategies that keep their students' attention. This can be achieved through the implementation of enjoyable activities, such as vocabulary games, watching films of interest, matching words with their definitions, and other vocabulary-building exercises.

Online learning offers greater flexibility and empowers students to direct their own education, in contrast to traditional learning approaches that grant instructors

authority over the way information is transmitted to students. Games facilitate the exposure to repeated failures, hence aiding in the development of resilience.

Simultaneously, gamification applications can provide English instructors with the capability to oversee students' progress continuously and incorporate learning activities into their vocabulary instruction. Research that incorporated gamification applications into students' vocabulary learning activities outside of the classroom verified that the gamified approach promoted learner autonomy and fostered interest-based learning.

In the context of teaching English as a Foreign Language (EFL), gamification has been incorporated as a method. Gamification is an integral component of the English instruction and learning process. For the purpose of English language learning, gamified instruments facilitate the development of novel materials. Teachers have the ability to generate and retrieve various educational materials, such as flashcards, multimedia resources, or quizzes. Introducing gamified tools to students has a significant impact on their learning as they adopt an innovative approach to education.

Some of the most renowned and highly recommended platforms for their versatility and efficacy include:

Kahoot is a wonderful platform for e-learning gamification. It gives teachers simple access to interactive elements of gamification to engage students and lets them create their own materials depending on their interests and classroom needs.

Quizizz is an educational software platform resembling Kahoot that enables teachers to generate immediate classroom evaluations. Additionally, it enables them to share assessments with fellow educators and distribute them to students for completion outside of the classroom. The versatile tool allows users to incorporate text, pictures, or audio into their searches.

Edmodo is the most similar social network for educational purposes, and badges allow teachers to integrate this much-wanted game into the classroom. Among

the benefits of this tool is to give projects and exercises, not just pins to the best pupil, to the student with the best answer, toughest work, and best group project.

Wordwall helps teachers create instructional resources rapidly. Choose a template and add content to create quizzes, crosswords, word-complete exercises, wheels of chance, matching games, etc. Once designed, students can finish online or on paper. Use, edit, and print other users' actions on the platform.

The English teacher should quickly add these tools to their online classes to help all of their students, especially those who need extra motivation to learn, improve their vocabulary skills.

2.1.11 Conceptual Framework

E- Learning: Also referred to as electronic learning or web-based training, is instruction transmitted to students and other learners via a browser via the internet or a corporate intranet, enabling access from any location and at any time. E-learning offers individuals, such as students, trainees, and casual learners, the opportunity to engage in a structured learning experience without being limited by their physical location, in contrast to conventional learning methods. (Hashemi-Pour & Lutkevich, 2023)

Gamification: Gamification is a strategic approach that incorporates enjoyable and engaging gaming components into non-gaming situations in order to increase involvement and stimulate specific actions. (Hashemi-Pour & Lutkevich, 2023)

Motivation: a person’s willingness to exert physical or mental effort in pursuit of a goal or outcome. (APA Dictionary of Psychology, s.f.)

Student Engagement: Student engagement in education pertains to the level of focus, inquisitiveness, enthusiasm, optimism, and dedication that students exhibit when studying or being instructed. This also encompasses the extent of their motivation to acquire knowledge and advance in their educational journey. In essence, the notion of "student engagement" is based on the premise that learning is enhanced

when students are curious, engaged, or motivated. (The Glossary of Education Reform, 2016)

Assesment: Assessment involves a diverse range of methods and technologies employed by educators to test, gauge, and record pupils' academic preparedness, learning advancement, skill attainment, or educational requirements. (The Glossary of Education Reform, 2016)

Learning activity: Learning activities, as their name implies, are activities intentionally intended or implemented by the teacher to facilitate or establish the circumstances for learning.

Vocabulary Acquisition: Vocabulary acquisition is the process of learning the words of a language and the methods can differ between adults and children.

SLA: Second-language acquisition, often known as second-language learning or L2 acquisition, is the cognitive process through which individuals acquire proficiency in a second language.

MDA: In game design the Mechanics-Dynamics-Aesthetics (MDA) framework is a tool used to analyze games.

MDC: Stands for Mechanics, Dynamics and Components, are the basic rules or components of the game.

2.2 Legal Framework

This research is legally supported by articles 26 and 27, of the Constitution of the Republic (Asamblea Nacional del Ecuador, 2008), and the Organic Law of Intercultural Education (Asamblea Nacional del Ecuador , 2015) article 2, regarding to principles that support educational activities and decisions.

Constitución de la República del Ecuador:

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Ley Orgánica de Educación Intercultural (LOEI)

Art.2. - Principles. - The educational activity is developed taking into account these general principles, which are the philosophical, conceptual, and constitutional bases that support, define, and guide educational activities and decisions:

hh. Interaprendizaje y multiaprendizaje. - Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo;

bb. Plurilingüismo. - Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional.

ll. Pertinencia.- Se garantiza a las y los estudiantes una formación que responda a las necesidades de su entorno social, natural y cultural en los ámbitos local, nacional y mundial.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Approach

To increase understanding of the research topic, this educational project employed a mixed approach that integrates qualitative and quantitative methods in order to collect and analyze data. These mixed approaches are also known as mixed methods or M.M. (Halcomb and Hickman, 2015). Mixed methods research is a research approach in which the researcher collects, examines, and combines quantitative and qualitative data in a single study or multi-phase research for the purpose of comprehensive understanding and verification (Johnson et al., 2007). In light of this information a mixed approach facilitated the collection of many perspectives on the topic investigated in this study, resulting in a more complete and comprehensive understanding of the relationship between e-learning gamification and vocabulary acquisition in elementary school students.

The qualitative approach enables the collection of data from the research group, allowing for a detailed description of the phenomenon and a deeper understanding of it. On the other hand, the quantitative approach entails gathering numerical data and subsequently analyzing it using statistical methods to depict the characteristics and information derived from the participant group (Tenny et al., 2022). This type of research made it possible to draw conclusions about the phenomenon that influences primary kids' vocabulary learning from a broad perspective.

3.1.1 Qualitative Research Approach

According to Pathak et al. (2013), qualitative research centers on comprehending a study question through a humanistic or idealistic perspective. The quantitative approach is considered more dependable due to its reliance on numerical data and objective procedures that can be replicated by other academics. The qualitative technique is employed to gain insight into individuals' views, experiences, attitudes, behavior, and interactions. It produces data that is not in numerical form.

Qualitative research empowers the participants in the study to express their perspectives. It enables the participants to exchange their experiences. A qualitative study promotes the engagement of all individuals associated with the study (Tenny et al., 2022).

3.1.2 Quantitative Research Approach

As indicated by (Fleetwood, s.f.), quantitative research involves the collection of numerical data that can be readily quantified, compared, and analyzed. Quantitative data is commonly employed by researchers to analyze specific instances and investigate data sets throughout time to identify trends and patterns. In addition, this type of approach aims to analyze the cognitive, affective, and moral aspects of a participant's behavior in order to comprehend the underlying motivations (Williams, 2021). Surveys are widely used as the major research approach for collecting quantitative data.

Upon careful examination of both approaches, the present study used a mixed methodology. Initially, a qualitative methodology is employed, involving the use of an observation technique. Additionally, a pre-test will generate numerical data. The outcomes are examined utilizing the theoretical framework. Data collection for qualitative approaches involves conducting class observations and administering a questionnaire interview to gather information by actively listening to participants' voices. Additionally, the present study is quantitative in character, since it involves the measurement of research variables using numerical data that can be statistically analyzed through a survey and a pre-test. This approach enables the researcher to gather and analyze quantitative and qualitative data separately.

3.2 Scope of the research

Descriptive research primarily centers on providing a detailed account of the characteristics of a specific demographic group, without delving into the underlying causes or reasons behind a particular phenomenon. This methodology prioritizes the examination of the "what" aspect of the study issue rather than the "why" aspect. To

put it more simply, it provides a description of the research subject, without digging into the underlying causes (Voxco, 2021)

Lans & Van der Voordt, (2002), explain that descriptive research is differentiated by its emphasis on factual registration rather than attempting to explain why reality shows itself in this way. A descriptive research primarily focuses on providing a detailed account of a phenomenon, without the intention of generating hypotheses or constructing theories. It is characterized by its objectivity and neutrality. A descriptive study aims to provide a detailed account of the way reality exists.

This research is regarded descriptive for the reason that a descriptive research is conducted with the purpose of identifying general and observable attributes of this study through interaction and observation, as well as presenting the visible outcomes that result from these aspects. The objective is to provide a description of potential challenges and factors that influence the vocabulary acquisition of primary students at UE Master Zoila Online. Furthermore, it will outline the key objectives of the study and examine the relationship between the two variables.

3.3 Research Instruments and Techniques

3.3.1 Observation

Observation is considered the fundamental basis of daily social interaction. As individuals engage in social activities, they actively observe and analyze the conduct of others. Observation is a crucial research approach in social sciences, as well as being very complex (Ciesielska et al., 2018).

To collect data and evidence regarding common problems in vocabulary acquisition among 2nd grade students at UE Master Zoila Online, an observation guide was created. This guide consists of ten questions that assess whether the students meet the standards, including their attitude and behavior, as well as the teacher's conduct in the online English class to understand the methods, techniques, and teaching strategies and evaluates the learning process of English language

vocabulary acquisition. This instrument facilitated a comprehensive understanding of the subject by placing the students in a natural setting where they were fully engaged.

The researcher employed non-participatory observation as the mode of involvement, as the researcher was not a member of the teaching staff at Unidad Educativa Master Zoila Online, where the research took place.

3.3.2 Pre-test and Post-test

According to Hornbuckle (2022) pretests are ungraded evaluations conducted by teachers to examine the knowledge and skill level of each student in a particular subject. Pre-tests, when used at the start of the course, provide teachers with an opportunity to assess student understanding, get them ready for upcoming material, and ultimately track their progress. This kind of tests also functions as a means for educators to identify any deficiencies in learning.

In this current research a pre-test was be applied at the beginning of thesis research project in order to diagnose the English level of young learners in 2nd grade at Master Zoila Online. The tool used for this purpose is the diagnostic test. As well as at the end of this study a post test was applied through a gamification tool to compare both results. During the administration of both tests, different aspects of vocabulary were evaluated.

First instance, the primary goal of the pre-test is to assess English language learners' vocabulary knowledge of second graders before using E-Learning gamification activities.

On the other hand, the objective of the post-test was to ascertain whether a student has successfully acquired the requisite knowledge to complete the course proficiently. Furthermore, they illustrate the magnitude of each student's knowledge growth and the level of development made by the learners during the course. (Hornbuckle, 2022)

3.3.3 Interview

An interview consists of a dialogue conducted to collect data. Interviews are a suitable approach for gathering comprehensive data on individuals' viewpoints, ideas, encounters, and emotions by posing and responding to a series of questions (DeCarlo, 2018). The researcher formulates the questions to extract information from interview participants regarding a certain subject or series of subjects.

During the interview, the interviewer collects information about the student's behavior, problems, mental health, and future plans, so that the student can receive the necessary guidance to overcome his difficulties and modify his plans based on his abilities and weaknesses (Thakur, s.f.). Teachers may benefit from these opportunities to reflect on their own teaching practices and find ways to redirect their attention from the concepts they are presenting to the learning that is taking place in their students.

This interview focused on the English teacher's expertise in E-learning gamification and the methodologies she employs in her classroom to gain a thorough understanding of the challenges students face in acquiring vocabulary in the English language. The interview also explored how the teacher effectively addresses these issues during the teaching-learning process.

It consists of ten open-ended questions pertaining to the understanding of why kids require assistance in acquiring language. The interview facilitated the collection of qualitative data, which provided more in-depth information from the responsible teacher. This allowed for the identification of the detected problem, understanding of the underlying causes, and the formulation of a viable solution for the current investigation.

3.3.4 Survey

A survey method is a method, tool, or technique for gathering information in research that involves asking questions to a designated set of individuals. It typically allows the transmission of information between research participants and the person or entity conducting the research. A survey can be either qualitative or quantitative,

based on the type of study you are doing and the information you want to get from it (Busayo.longe, 2022).

The survey employed the Likert scale to collect quantitative data, acquiring the necessary numerical information using measurement levels such as totally agree, agree, neutral, disagree and totally disagree. The interpretation and structuring of this data resulted in reliable, accurate, and comprehensive findings. The questions were prepared based on the variables and the proposal. This instrument facilitated data collection and provided insights into students' perspectives on the use of Gamification in E-learning to enhance their vocabulary acquisition.

The purpose of adopting the aforementioned instruments is to obtain precise data, that qualitatively and quantitatively, demonstrates the presence of the observed problem. Consequently, the acquired information will serve as a basis for the creation of a guide specifically designed for students, with the purpose of greatly enhancing their vocabulary skills. It should be mentioned that data collecting was carried out digitally using the Google Form platform.

3.4 Research Population and sample

3.4.1 Population

Population refers to an entire and fixed collection of individuals, regardless of whether it is a nation or a group of people sharing a particular characteristic. In a study, population is the complete group of units or entities being researched (Momoh, 2023).

The population of the online modality of Unidad Educativa Master Zoila Online in primary school is composed of 60 students, 5 teachers from different areas and subjects, and only 2 English teachers.

3.4.2 Sample

The sample for this study comprises all second-grade pupils enrolled in Master Zoila Online during the academic year 2023-2024. In order to provide a more thorough

analysis, the sample for this project was obtained from the entire population, of 15 students and 1 English teacher, in whom the study is being conducted providing a comprehensive breakdown in the following chart:

Table 1. *Population and Sample*

Group	Population	Sample	Percentage
Students	15	15	100%
Teachers	1	1	100%
Total	16	16	100%

Source: Unidad Educativa Master Zoila Online

Elaborated by: Arévalo, Karem (2023)

CHAPTER IV
THE PROPOSAL

The aim of this proposal is to provide practical and necessary information to carry out E-learning gamification in different environments with the appropriate interactive tools implemented during online classes for the correct learning of English. Furthermore, this research focuses especially on vocabulary acquisition, which is of utmost importance to achieve proficiency in a second language. This is possible through gamified English classes where students are motivated to learn with appropriate dynamic activities and educational games, but above all, where students are able to develop their communicative skills in an efficient way.

It is considered essential to design a guide with a set of appropriate didactic activities to help primary school students develop their vocabulary acquisition through E-learning Gamification. The application of the proposed material will significantly improve vocabulary skills and help learners to make significant progress in their second language communication. This material will benefit not only learners, but also teachers, as it will be of great help to them when teaching their online classes.

4.1 Interpretation and analysis and of the results

4.1.1 The Students' Observation Guide

An observation guide was administered to 2nd grade Primary School students at Master Zoila Online in order to determine the causes of students' poor vocabulary acquisition. The criteria for interpreting and analyzing the outcomes of such observations are as follows:

Table 2. *Students' Observation Guide Scale*

Items	Yes	No
1. Students are interested in the vocabulary activities proposed by the teacher.		X
2. Students voluntarily participate during the class.		x

3. Students are motivated by the lesson content.	x	
4. Students can explain the meaning or provide a synonym or antonym of simple words.		X
5. Students are able to recognize frequently used words.	X	
6. Students can recall the vocabulary learned and apply it in short sentences.		X
7. Students are capable of expressing their ideas, thoughts, and opinions.		X
8. Students are shy or embarrassed to speak in the target language during class.	X	
9. Students enjoy the lessons more when the teacher uses gamification tools.	X	
10. Students demonstrate their understanding of the lesson content by posing questions at the end of the lesson.		X

Source: Online Classroom U.E Master Zoila Online (2023)
Elaborated by: Arévalo, Karem (2023)

Analysis

The students' observation guide consisted of ten items to be assessed in 2nd grade pupils participating in online English classes at UE Master Zoila Online. The outcomes were as follows:

1. Students lacked interest in vocabulary practice exercises in English as they primarily involved repetitive word memorization.
2. Very little participation was observed; unless the teacher called them out one by one to carry out the tasks, there was little intention to do so.
3. In this particular case, the topic of the class was engaging since they were going over most of the English vocabulary that they had learned in the academic year.
4. The pupils encountered significant challenges in providing accurate definitions and were only able to do so with the assistance of the teacher.
5. They related commonly used vocabulary such as basic commands and follow instructions that are utilized on a regular basis in each class.
6. Because of their limited vocabulary, students find it hard to put together sentences and speak clearly at the required proficiency of English.

7. Pupils choose to say relatively little in class because they find it difficult to express themselves in English.
8. Their age and the fact that they are still young kids cause them to feel extremely embarrassed and even nervous about making mistakes because they lack the will to learn from them.
9. When online gamification exercises were included to reinforce the material, the students were totally engaged and motivated in the lessons, and at the end of the lesson, it was noticed that they truly enjoyed it.
10. The students find it challenging to formulate questions in English that clarify the material covered in class.

The use of the students' observation guidance produced the general perceptions listed below:

- It was difficult for the class to develop the key themes that were scheduled in the lesson plan for the day because of the students' low to zero voluntary participation, despite the teacher's best efforts.
- Not being able to comprehend their teacher, who speaks to them in English throughout the entire lesson, demotivates them and causes them to lose focus, and because the classes are online, they are much more likely to become distracted.
- Students are unable to express themselves in English because they lack the vocabulary to question or comment on a concern, or they are embarrassed to use the language. The lesson becomes dull or tiresome when they just decide to listen to their teacher in silence.

4.1.2 The Teachers' Observation Guide

An additional observation guide was designed for the English teacher whose objective is to gather data regarding the elements that are involved in the teaching and learning process to determine the reasons behind the students' poor vocabulary acquisition.

The criteria that follow will be used to understand and evaluate the findings of this form of observation:

Table 3. *Teacher' Observation Guide Scale*

Items	Yes	No
1. The teacher goes over previous class material to get pupils ready for the new lesson.	x	
2. The activities and teacher's practices encourage students to go further in developing their vocabulary skills.		x
3. It is evident that the teacher is present, proactive, and engaged during the online session.	x	
4. The teacher shows enthusiasm, motivating all students to participate.	x	
5. The teacher utilizes appropriate online Educational apps or interactive games to motivate learners.		x
6. The teacher uses games, quizzes, online assessments, etc. to assess students in the online classroom.		X
7. The teacher encourage students' vocabulary acquisition through gamified activities		X
8. The teacher utilizes age appropriate and easily accessible instructional material.	X	
9. The teacher provides immediate feedback on how to improve their vocabulary acquisition.		x
10. Teacher creates opportunities for peer interaction.	x	

Source: Master Zoila Online Classroom

Elaborated by: Arévalo, Karem (2023)

Analysis

The teacher' observation guide consisted of ten items to be assessed in 2nd grade pupils participating in online English classes at UE Master Zoila Online. The outcomes were as follows:

1. To help students recall what they had studied, the teacher went over the previous class's material.
2. The exercises performed during class time did not have the potential to develop vocabulary abilities and thus communication in English.

3. The teacher demonstrates interest and commitment by engaging throughout her entire class. She is also driven to engage all of her students by using videos, songs, and repetitions of previously seen English words.
4. The teacher is usually looking for a means to persuade all of her students to actively participate in class, regardless of how difficult it is for them to do so voluntarily.
5. Despite the fact that the classes are held online, few English-language applications or websites were used to reinforce the content.
6. Although the teacher did not use gamification tools in this session, she did indicate that she sends links to specific materials that she does, so that students can complete them at home, due to time constraints.
7. This time, the session lacked gamified activities, therefore the words were taught using more conventional methods, such singing a song, reading the words aloud, using flashcards, drills, and repetitions, to help the students increase their vocabulary in English.
8. The teacher's class support material was appropriate for the children's English level and their current level of English.
9. Because the lesson is entirely in English, most students struggle to grasp new language, and they are ashamed to raise questions, thus there is no feedback or improvement in English.
10. At some point during class, the teacher seized the opportunity to involve the students in a pair exercise to practice their communication skills, which was good because it helped them overcome their anxiety of speaking up and engaging.

The teacher incorporated a few gamification activities. Despite using online technology, she missed a chance to increase student participation in activities using the four core English language skills. As a result, pupils expressed a lack of interest in engaging or asking questions regarding the class topic. The use of the teacher' observation guide produced the general perceptions listed below:

- The teacher's chosen exercises were beneficial but in today's digital age, using technology in the online classroom is vital. The pupils regarded the tasks to be mechanical, repetitive, and even obsolete, as well as somewhat boring.

- The age of the students is an important factor to consider when learning a foreign language, such as English, but the methodology used by the teacher, and the way of interacting with the children, have not been successful in achieving progress in vocabulary acquisition and thus mastery in the target language according to the student's level by the end of the course of study.

- The class lacked interactive activities and digital tools, relying on repetitive videos with English songs and class commands. Some students chose to turn off their cameras, resulting in a monotonous and uninteresting experience.

4.1.3 Students' Vocabulary Pretests and posttests results and analysis

In addition to the observations and survey techniques, vocabulary pretest and posttest were applied to diagnose the level of vocabulary acquisition in the 2nd year students of the U.E Master Zoila Online, and to know the results.

A rubric was applied to rate the vocabulary performance of 15 students. The performance criteria, rating scale and indicators included in the rubric are included in the list of annexes.

The results of the application of the vocabulary pre-test and post-test are the following:

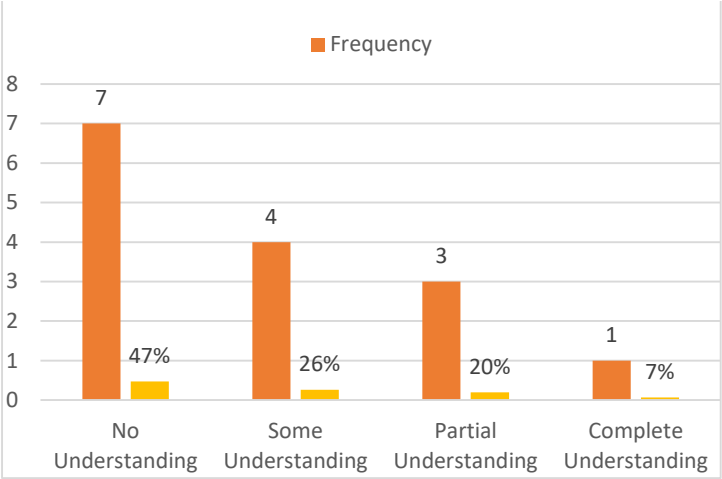
Table 4. *Pre-Test Results*

Code	Category	Frequency	Perecentage
PreTest	Complete Understanding	1	7%
	Partial Understanding	3	20%
	Some Understanding	4	26%
	No Understanding	7	47%
	Total	**15**	**100%**

Source: Pre-Test Results

Elaborated by: Arevalo, Karem (2023)

Figure 4. *Pre-Test Results*



Source: Pre-Test

Elaborated by: Arevalo, Karem (2023)

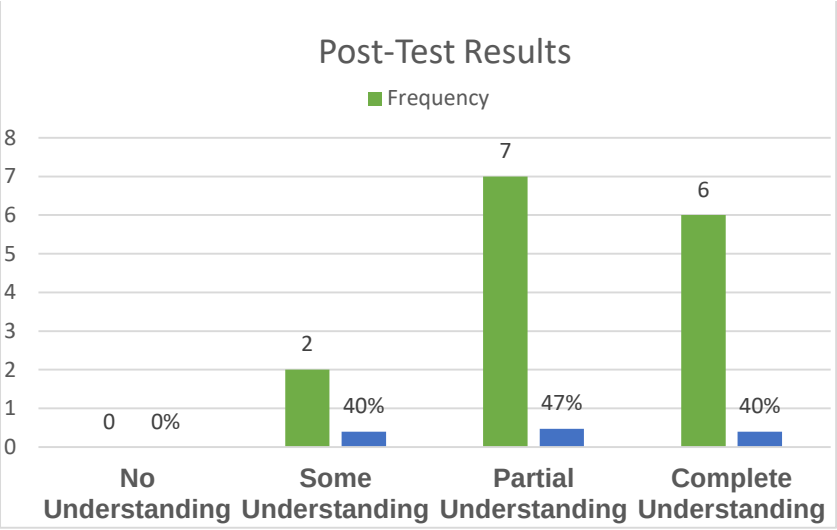
Table 5. *Post Test Results*

Code	Category	Frequency	Perecentage
Post Test	Complete Understanding	7	47%
	Partial Understanding	6	40%
	Some Understanding	2	13%
	No Understanding	0	0%
	Total	**15**	**100%**

Source: Pre-Test

Elaborated by: Arevalo, Karem (2023)

Figure 5. *Post Test Results*



Source: Pre-Test

Elaborated by: Arevalo, Karem (2023)

4.1.3.1 Analysis

The students were assessed on crucial vocabulary from the topics that were covered in the previous lessons. A pre-test comprising of ten questions (including multiple-choice and fill-in-the-blank tasks) will evaluate the students' English vocabulary knowledge in relation to their level of proficiency. The purpose of this assessment is to determine how Master Zoila Online can best assist second-grade English learners in acquiring new vocabulary through gamification-based e-learning.

The findings from the pre-test enabled the researcher to ascertain that the majority of students (47%) got low grades. This indicates that, according to the rubric criteria, the student lacks comprehension of the vocabulary word. Consequently, nearly half of the class demonstrates an inadequate vocabulary or a limited understanding of English words. An additional 26% of the assessed learners demonstrate comprehension of the word or concept, indicating that they are capable of reasoning in multiple instances and have a broad vocabulary in English. Ultimately, a mere 7% of the students exhibited perfect scores on the examination, signifying an extensive knowledge of every single question.

All of these results from the pre-test indicate that these students have significant deficiencies. The evaluation comprised a ten-point scale, with a perfect score of one hundred percent for vocabulary proficiency. The data presented in the graph above indicates that fifty percent of the students struggle with English language learning. This suggests that a problem exists in this group of pupils and that appropriate online gamification activities should be used to improve their vocabulary acquisition.

Upon conducting an examination of the gamification tools implemented in the online classroom, the researcher encountered post-test results that were not unexpected. Firstly, the questions in the test were identical to those in the prior test. Secondly, the test was conducted interactively and assessed using the Quizziz platform, without any alteration to the content. The children's exceptional grasp and recall of the terminology is seen in the statistics, which reveal highly good outcomes that tremendously thrilled them:

- ✓ Complete understanding 47%
- ✓ Partial understanding 40%
- ✓ Some understanding 13%
- ✓ No understanding 0%

4.1.4 Teachers' interview

Objective: To apply an interview technique in order to collect primary data for the research on E-learning gamification and vocabulary acquisition. For the interview, an open questionnaire was used with the English teacher. There were seven questions on the interview form, and the following were the results:

1. **How do you keep your pupils motivated in your English class?**

   According to the teacher, maintaining students' motivation is always a challenge; however, one of her favorite tactics is children to participate in activities that involve things that they have learned.

2. **What qualities and skills should a good English teacher have?**

   The teacher considers innovation as an essential feature and emphasizes that learning a new language should always be approached with dynamism and spontaneity.

3. **What are some successful teaching methods you use in your online classes?**

   The teacher answered: “I consider role-playing an effective method, because the student must be active in the learning process”.

4. **Tell me about an issue you have encountered in your online classroom. How did you overcome it?**

   The teacher mentions that she has observed situations in which students lose concentration quickly, making it difficult for them to learn new concepts. As a teacher, she includes additional tasks such as videos and interactive flashcards to assist students recall.

5. **What would you do if you realized that a student was not fully engaged in class?**

   Based on her experience, the teacher recommends communicating with the representative as students' engagement can be impacted by emotional issues related to their home environment.

6. **Why should elementary school children acquire English vocabulary early on?**

   Early acquisition of a new language is simpler for children to comprehend, according to the English teacher, who suggests beginning the learning process at a young age.

7. **How would online educational gaming activities (e-learning gamification) facilitate students' English vocabulary acquisition?**

   Learning through play, in the teacher's opinion, is the ideal learning method since it allows students to enjoy themselves while learning in a way that is relevant and enriching for them all.

4.1.4.1 Analysis of the teachers' interview

The researcher interviewed an English teacher who teaches second-grade elementary pupils in the online modality in U.E Master Zoila Online. The study aimed to analyze the teacher's methods for improving English skills, including vocabulary, language learning difficulties, and gamification in the classroom. The primary goal of this interview is to determine whether the teacher shares the criteria for online game-based activities (e-learning gamification) and her thoughts on applying them in her online classroom.

The teacher has five years of experience as a teacher and a B2 English proficiency level. This is her first-year teaching classes as a regular teacher to children aged 6 to 7 in an online format, but she had prior experience with virtual classrooms when the covid-19 pandemic hit and schools were forced to close, opting to provide classes via internet.

Throughout the interview, the researcher successfully verified the instructor's utmost concern for enhancing her classes and, more specifically, for discovering methods to maintain students' motivation. Although she recognizes that this is a challenge, she admits that one of her preferred strategies is utilizing videos to reinforce previously covered material.

She emphasizes how a competent teacher must always update and develop their skills, especially if they work in schooling. The teacher believes that the teaching-learning process for English as a second language is supposed to be dynamic and spontaneous.

Additionally, she believes that role-playing is a useful strategy and has had positive feedback from her students when doing it.

One disadvantage she has discovered and found difficult to address in her classes is that students lose concentration quickly, making it difficult for them to stay engaged during the class hour. She definitely feels that, as a primary school teacher, identifying appropriate tools and activities such as games, videos, and interactive flashcards to help students review class material has been extremely useful for her.

The teacher's viewpoint on whether English should be acquired at a young age is totally agreeable, indicating that it is easier for children to become involved and acquire another language without difficulty. She believes that interactive learning is the most effective way to enrich and meaningfully engage pupils, especially those who struggle to actively participate in class.

4.1.5 Students' survey

1. Learning English vocabulary is useful for communicating in this language.

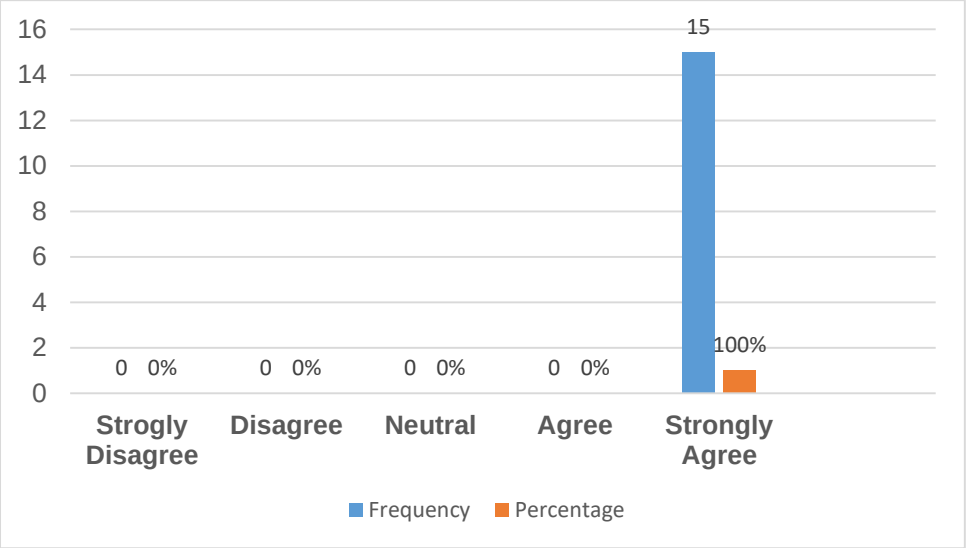
Table 6. *Usefulness Vocabulary Acquisition in English Language*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
		0	0%
	Disagree	0	0%
Item 1	Neutral	0	0%
	Agree	0	0%
	Strongly Agree	15	100%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 6. *Vocabulary Acquisition*



Source: Students´ Survey

Elaborated by: Arevalo, Karem (2023)

The graph clearly illustrates that 100% of the students surveyed strongly agree that acquiring vocabulary is extremely beneficial in learning the English language. This result does not surprise the researcher because students in their classes are taught that they must learn new words every day in order to expand their vocabulary and improve their language skills until they achieve the desired results, which are determined by their level of proficiency with the target language.

2. I think dictionaries, flashcards, and visual aids are helpful tools for learning new vocabulary words.

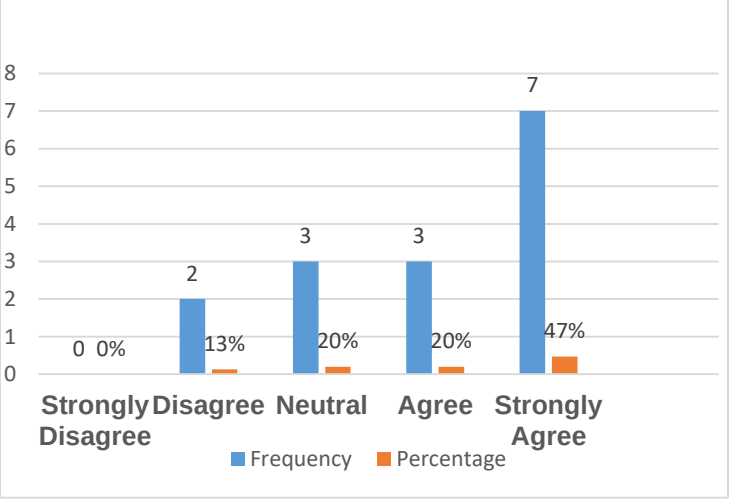
Table 7. *Dictionary and visual aids as learning techniques*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	2	13%
Item 2	Neutral	3	20%
	Agree	3	20%
	Strongly Agree	7	47%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 7. *Dictionaries, flashcards, and visual aids are helpful tools*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

47% of students surveyed strongly agree that visual aids, flashcards, and dictionaries are beneficial resources for learning new vocabulary words. However, another 20% are unconcerned about the teacher's approaches, while another 20% support the usage of traditional ways of teaching vocabulary in English. Assuming that there are enough new and modern resources available in the online classroom due to the usage of technology, 13% of respondents disagree that these kinds of materials should still be used in online courses.

3. Written repetition of English vocabulary helps you recall new words.

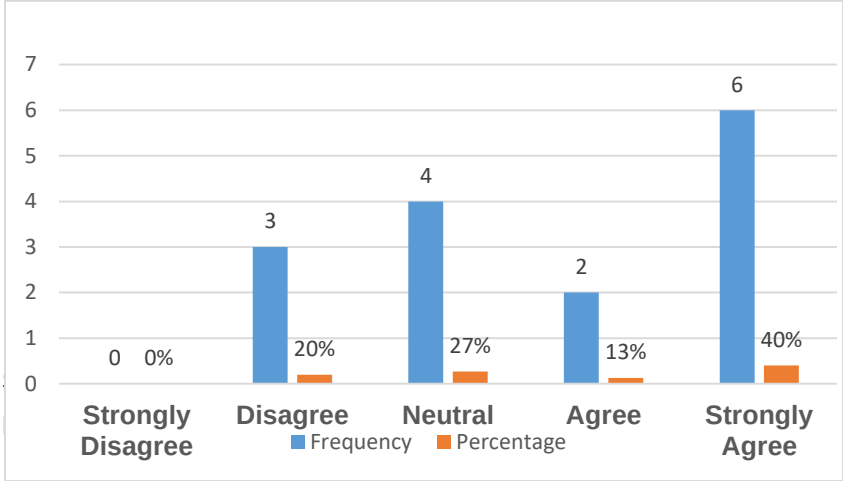
Table 8.*Written repetition as a method to recall vocabulary*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	3	20%
Item 3	Neutral	4	27%
	Agree	2	13%
	Strongly Agree	6	40%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 8. *Written repetition to learn new vocabulary*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Almost half of the pupils surveyed, 40%, strongly agreed that writing new words in English helps them remember the new vocabulary they have learnt. It is usual for primary school students to be told to repeat each word in English five to ten times. 27% of respondents were neutral, while 20% opposed the continued use of these strategies to learn new language. On the other hand, at least 13% of the students who responded to the survey agreed with the written repetition.

4. Memorizing lists of words can be ineffective and boring.

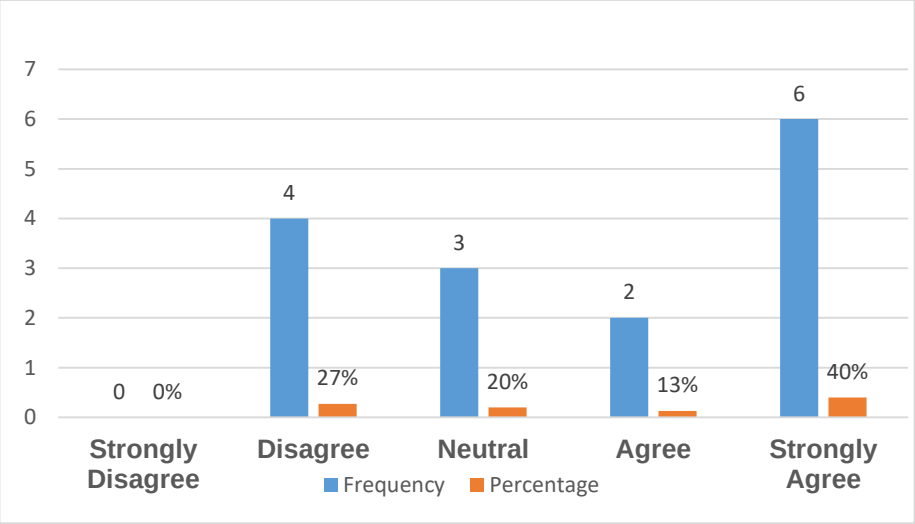
Table 9. Memorization as a technique for vocabulary learning

CODE		FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	4	27%
Item 4	Neutral	3	20%
	Agree	2	13%
	Strongly Agree	6	40%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 9. *Memorization as a technique for vocabulary learning*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

According to the graph, 40% of students believe that memorizing lists of words is a tedious and uninteresting way to acquire new words. In contrast, 27% of respondents believe that memorization is the best technique to learn English vocabulary. 20% of the students are indifferent about the issue, thus they remain neutral when answering the question, and finally, 13% of those interviewed believe that the method of learning is monotonous, and they dislike it because they find it uninteresting.

5. I can understand the majority of what the English teacher says.

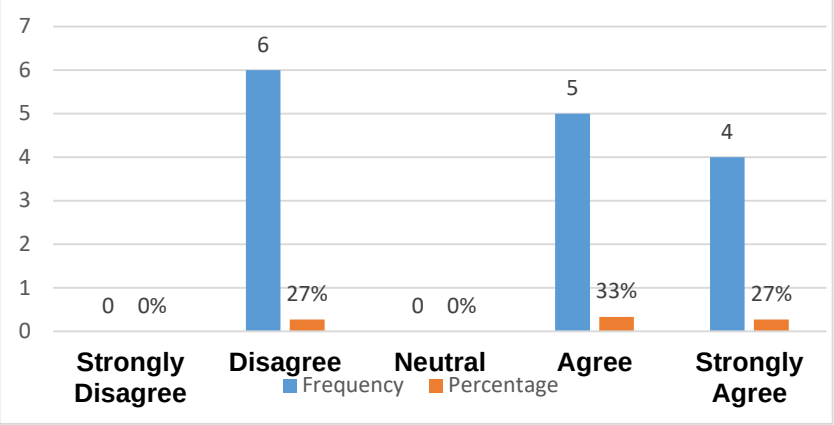
Table 10.*English Comprehension in the classroom*

CODE		FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	6	40%
Item 5	Neutral	0	0%
	Agree	5	33%
	Strongly Agree	4	27%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 10. *English Comprehension*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

The graph illustrates this: 40% of respondents said that they find it challenging to comprehend and, consequently, learn from teachers who speak mostly in English. Another 33% say they comprehend the class and the teacher, while the remaining 27% say they understand practically everything the English teacher says.

6. I like when the teacher uses gamification activities because I apply what I have learned by playing.

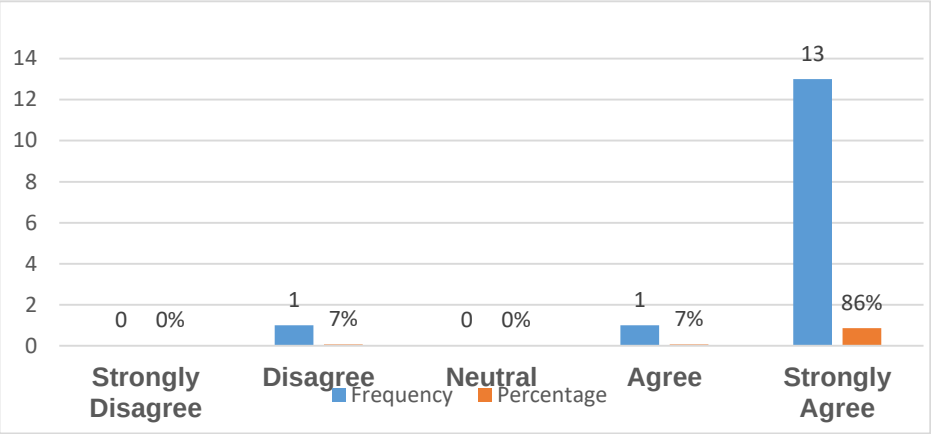
Table 11. *Gamification Activities in the online classroom*

CODE		FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	1	7%
Item 6	Neutral	0	0%
	Agree	1	7%
	Strongly Agree	13	86%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 11. *Gamification Activities*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

The responses of the overwhelming majority of students surveyed (87%) revealed their strong agreement and preference for gamification activities implemented by the teacher. These students believe that such activities allow them to utilize acquired knowledge in a playful and enjoyable manner. A small minority of 7% disagrees with these gamification activities being carried out in class, whereas another 7% enjoys and agrees with gamified activities in English.

7. I feel more motivated to participate in English class when the teacher uses interactive teaching tools.

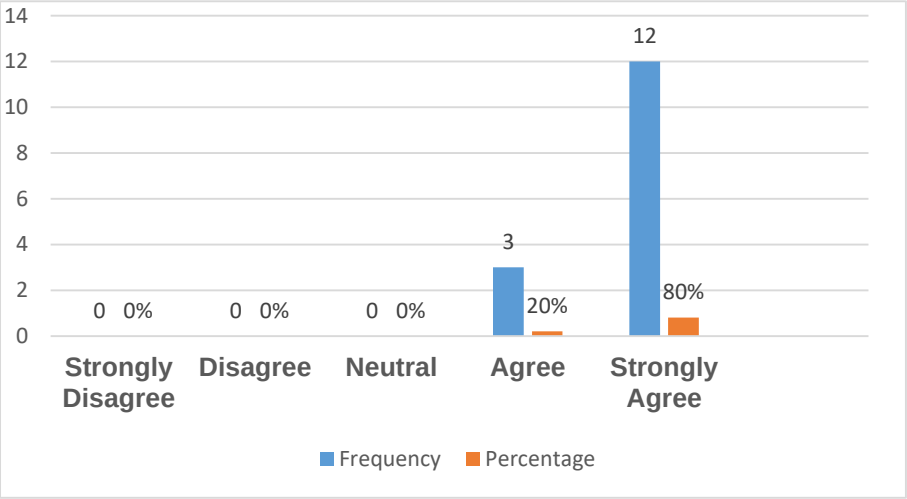
Table 12. *Interactive teaching tools to motivate students participation*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	0	0%
Item 7	Neutral	0	0%
	Agree	3	20%
	Strongly Agree	12	80%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 12. *Motivation and Engagement*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

The graph depicts a significant proportion of the population who are in favor of the question of whether students have improved enthusiasm to engage in the English lesson when the teacher use interactive teaching methods. 80% of children expressed strong agreement with this statement, while an additional 20% acknowledged that gamification plays an essential role in inspiring students to learn English in a more dynamic manner.

8. Online learning games like Kahoot, Quizziz, Wordwall work on me to learn English vocabulary.

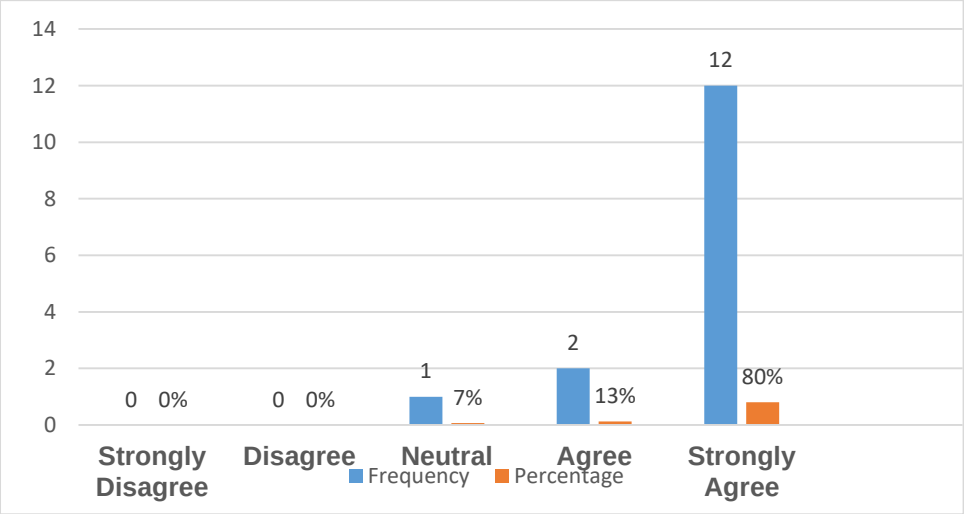
Table 13. *Educational online resources*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	0	0%
Item 8	Neutral	1	7%
	Agree	2	13%
	Strongly Agree	12	80%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 13. *Educational online resources*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Near the end of the survey, students responded quite positively to this question. As seen in the graph, 80% of the students polled are familiar with the use of online learning games such as Kahoot, Quizziz, and Wordwall, and believe that they help them acquire English vocabulary. Another 13% agreed with the use of these pedagogical materials in online classes, while a minimum of 1% was neutral or uninterested. As can be seen, there were no negative comments.

9. Rewards and recognition for my good performance would encourage me to participate more actively in my classes.

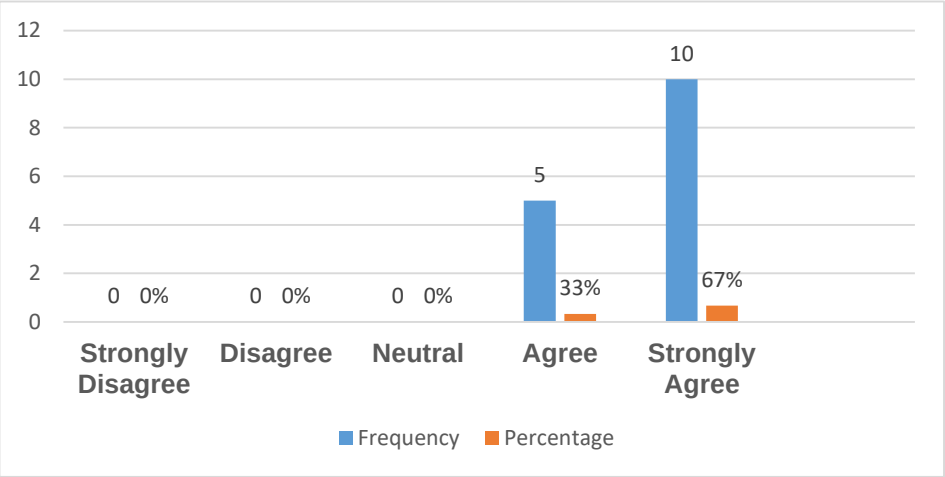
Table 14. *Gamification rewards as tools for boosting engagement*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	0	0%
Item 9	Neutral	0	0%
	Agree	5	33%
	Strongly Agree	10	67%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 14. *Gamification rewards for boosting engagement*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

The statistical graph shows that students strongly believe that rewards and recognition for good achievement will encourage active participation in class. 67% of them stated that earning these types of prizes motivates them to improve class after class. 33% acknowledge this by agreeing to get gamification encouragement in the form of rewards.

10. I would like the teacher to incorporate more gamification in the English classroom.

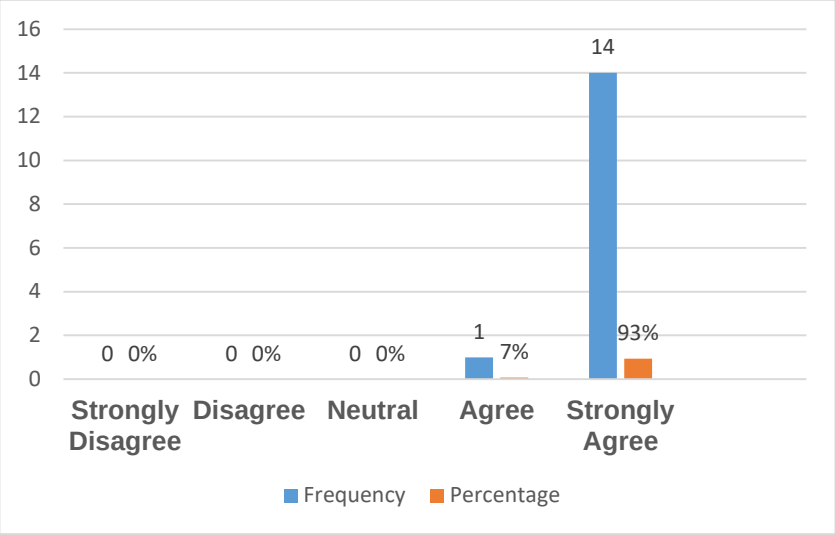
Table 15. *E-learning Gamification as a teaching tool.*

CODE	CATEGORY	FREQUENCY	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	0	0%
Item 10	Neutral	0	0%
	Agree	1	7%
	Strongly Agree	14	93%
	Total	**15**	**100%**

Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

Figure 15. *E-learning Gamification as a teaching tool*



Source: Students´ Survey U.E Master Zoila Online

Elaborated by: Arevalo, Karem (2023)

The responses to this inquiry were exceptionally strong. As indicated by the graph, a substantial 93% of respondents clearly stated that they would like their teacher to incorporate greater gamification into the English classroom. An additional 7% agree with and encourage this idea.

4.1.6 Preliminary Conclusions

Upon conducting a thorough analysis of the data collected from observations, surveys, and interviews with both students and the teacher, it may be inferred that:

- The observations made during the teacher-student interaction served as a foundation for this research, allowing for a focused examination of the problem. This approach provided a solid and coherent structure, enabling the identification of potential solutions and responses to the needs that arise in the English language learning process for second grade children. Specifically, the research highlighted the issue of the children's limited vocabulary and their consequent lack of participation in class.

- The goal of the student survey (conducted under parental supervision) was to get more specific data about the students' attitudes and thoughts about learning English in online classes, as well as whether or not they thought it was helpful to acquire up new vocabulary to help them comprehend the teacher. Using educational platforms, and above all, confirming their interest in incorporating gamification activities into their classes to reinforce their English knowledge and further improve their ability in this language. A significant proportion or majority of individuals express a strong desire for their English classes to be fully gamified. This approach would serve as a source of motivation for them to enhance their learning and provide them with opportunities to acquire vocabulary in a dynamic manner, as opposed to the conventional methods. Their accustomed practice involves committing information to memory and engaging in ceaseless repetition of word lists.

- The teacher interview provided insights into their competencies, behaviors, and perspectives on teaching online. Upon examining the questionnaire regarding teaching methods and, the teacher's expertise in utilizing technological resources in their lessons, it was evident that the teacher recognizes the value of gamified classes in the online English classroom. While the instructor possesses a moderate understanding of how to assist her pupils with vocabulary, and encourages greater participation, she lacks a support and guidance manual to implement the class objectives effectively. This deficiency served as inspiration and motivation for the creation of a teaching guide proposal, which intends to be implemented in an online environment.

4.2 Proposed Project Plan

4.2.1 Title

Guide for the Development of Vocabulary Acquisition through E-learning Gamification Resources.

4.2.2 Objectives

4.2.2.1 Broad Objective

To design a didactic guidance with interactive gamification activities to boost English vocabulary acquisition in second graders at Unidad Educativa Master Zoila Online.

4.2.2.2 Specific Objectives

- To provide educators with a carefully chosen set of digital interactive English resources that emphasizes E-learning gamification activities. These resources will analyze the advantages of gamification and offer concrete illustrations of its implementation in the online classroom.
- To enhance the process of acquiring vocabulary through E-learning gamification activities in the classroom in order students to augment their English language proficiency.
- To boost the students' engagement and enthusiasm towards the educational materials and activities conducted in the online learning environment.

4.2.3 Proposal Background

Acquiring proficiency in a foreign language can be challenging, particularly when one has limited opportunities to engage with the language in question. In nations where Spanish is spoken and in homes where the primary mode of communication is in their original language, many children have challenges in mastering the English language. Some parents fail to prioritize their children's English education, perceiving it as less important than subjects like mathematics or science. Consequently, this lack of attention has had a substantial impact on the learning progress of second-grade pupils. Many students struggle to enhance their communication skills, resulting in a limited vocabulary that falls far below the expected level for their age as a second language learner.

During the classroom observations, it was clear that they were unwilling to participate voluntarily; others were very distracted when they realized they did not understand the teacher; and the survey demonstrated that not understanding their teachers blocks them from being motivated to learn. When relating to learning a foreign language, many students experience apprehension when it comes to engaging, whether it be individually or in a group. Additionally, some students view the lesson as a mere duty and do not derive any enjoyment from it.

The survey conducted to students revealed, with a wide range of approval, their desire for a more dynamic and participatory class in which online gamification activities are more frequent and, if possible, implemented in each session. Furthermore, it is correct, because these kids, aged 6 to 7, appreciate dynamic activities, and online classes are not a barrier, but rather an advantage owing to the quick and simple access to various materials on the website that both the teacher and the students can access.

The interview with the teacher was very interesting because, while she mentions that she is familiar with technology and that she agrees with using gamification in online classes, when I observed her classes, everything was very routine, based on videos, songs, topic explanations, and assignments. They rarely shared a page of online educational games or digital educational resources with the students to reinforce language or enhance communication skills during class. When mentioning this, she stated that these types of activities are assigned to his students as tasks or assignments, and although right, it is complicated because it is preferable to accomplish them alongside guidance and someone competent in English.

4.2.4 Description of the Proposal

This research proposal aims to assist English teachers of second language learners in creating an interactive and functional learning environment that adapts to their online classes to develop and improve students' vocabulary acquisition.

The proposal recommends the frequent use of online learning gamification activities, which are based on the dynamics of educational and pedagogical games.

These activities aim to enhance students' vocabulary and communication skills in English, while also gradually improving their levels of attention, participation, motivation, and positive response to the language. Not simply as a school subject, but also as a key language for their future.

The proposal is built on gamification techniques that can be utilized both in the online classroom and outside of the school setting. Because the usage of internet-connected devices is favorable nowadays, it is highly practical to be able to access pages with instructive and entertaining material, which is what today's children and teenagers are interested in. Teachers will be provided with a comprehensive guide to the latest and most cutting-edge gaming platforms. This will enable them to establish a gamified learning environment and effectively enhance, strengthen, and assess their students' vocabulary skills. Importantly, this approach recognizes the value of interactive games as a means of fostering motivation and active participation.

Teachers will be able to locate links to pages specific to online gamification, many of which are designed for English as a second language learner contexts and focus on the numerous abilities that can be acquired as language develops.

While several pages have automated the rubric procedure for evaluating students following each activity or online game, the researcher has opted to create a rubric that enables the study and observation of students' vocabulary after each activity.

It is important to highlight that these game platforms offer a wide range of benefits, including access to a plethora of options created by teachers, researchers, pedagogues, and collaborative efforts. Teachers can choose from pre-made activities or create their own educational games tailored to the precise requirements of your organization.

It is crucial to keep in mind that most online gamification activities for educational purposes have been meticulously designed to ensure that teachers and students recognize their value beyond mere entertainment. These platforms aim to facilitate interactive learning and foster significant progress in foreign language

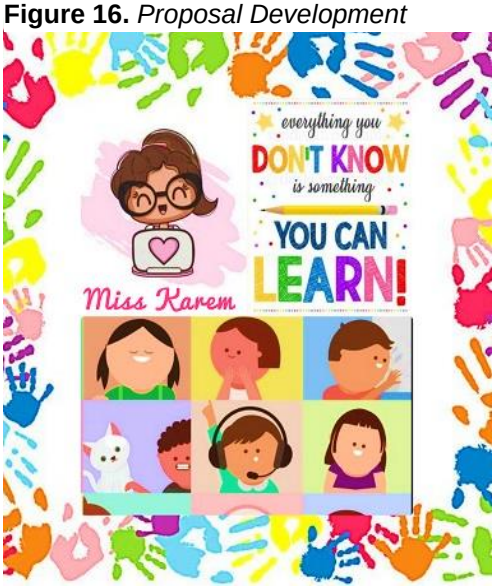
acquisition for teachers, students, and even parents. Consequently, it is not surprising that new apps and websites are constantly being developed with the goal of making education enjoyable.

The proposed goal of this study is to construct gamification activities within the online classroom during English lesson time. The researcher believes that, with the assistance of their tutor, students can improve their vocabulary skills. With the teacher's assistance, the execution of the themes will be more efficient, and the complete group of students will feel a sense of connection in their advancement and will exchange their gaming experiences and motivations to sustain their English learning.

This proposal aims to assist educators in creating a gamified environment for their classes. It addresses issues such as demotivation and disinterest in the foreign language. The goal is not only to entertain the children, but also to take education beyond traditional methods. The approach involves immersing students in interactive learning, enabling them to stay updated in their English language skills. This is achieved through vocabulary acquisition and the use of technology to apply their knowledge.

4.2.5 The Proposal Development

Figure 16. *Proposal Development*



Elaborated by: Arévalo, Karem (2023)

Guide for the Development of Vocabulary Acquisition through E-learning Gamification Resources

Figure 17. Guide Frontpage

Source: (elearning Industry, 2023)

AUTHOR: KAREM ARÉVALO.

Activity #1

Simon Says

Figure 18. *Baamboozle*

Source: (Baamboozle, n.d)

Objectives:

- To encourage students to recognize each part of speech during the activity.
- To enhance vocabulary retention in a fun and engaging way.
- To help students strengthen their ability to recall.

Language Focus:

Action Words

Target Vocabulary:

Jump, walk, talk, sit down, touch, clap, laugh, stop, stand up, sleep, cry, swing, move, shake, run, smile, turn around

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Google meets or Zoom

Baamboozle Online activities

Time: 10-15 minutes

Figure 19. *Simon says*

Source:(Baamboozle, n.d)

Description of the gamified platform: Bamboozle is a ready- to - use platform to create educational games to engage students of all ages like never before.

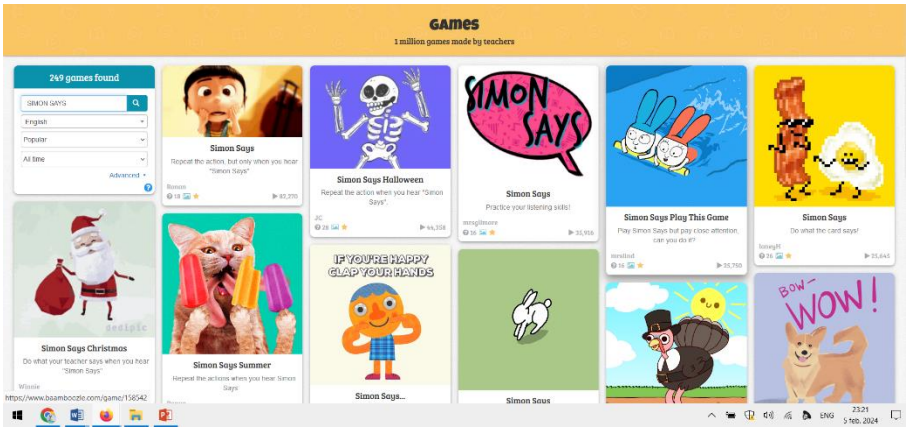
Games can get children recalling and remembering English vocabulary much more effectively.

Procedures:

For the following activity, students will be provided with access to the gamification tool "Baamboozle" for the upcoming activity and enter to the website *https://www.baamboozle.com/search?param=SIMON+SAYS&language=en&sort_by=popular&results_from=all&filter_questions_min=10*

Once on the page, there are numerous "Simon Says" possibilities for the game, so the teacher selects the one that corresponds to the vocabulary that students need to reinforce.

Figure 20. *Simon Says preview of the game*



Source: (Baamboozle, n.d)

After selecting one of the options, click and select the "Play for free" mode.

Figure 21. *Logo Baamboozle*

Source: (Baamboozle, n.d.)

In this gamified activiy, students will be able to practice and develop their English vocabulary related to action words. Select the grid size and number of teams before you begin. Divide the class into teams. After dividing the teams, quickly go over the main rules.

Figure 22. *Grids Simon Says Game*

Source: (Baamboozle, n.d.)

Students select a number from the box and carry out the action it specifies. Give each student's team the first chance to guess the action word he or she is acting out.

Figure 23. *Options and Examples Simon Says game*

Source: (Baamboozle, n.d.)

The teacher can also ask the student to recite it aloud and, for an added challenge, to spell it with the help of their team. The teacher directs the exercise as required. Students can be encouraged to quickly apply the newly acquired vocabulary in an active and relevant way with this game. When students are having a good time and enjoying themselves, they will pay attention and become involved, which increases the chance that they will learn something.

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 16. *Rubric - Activity # 1*

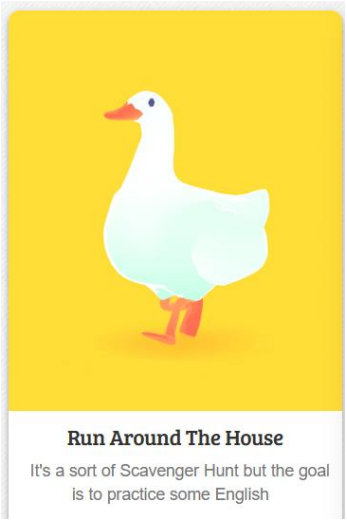
DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	1	2	3	4
	I really do not know much about the word.	I need help to know what the word means.	I can use the word and I know what means.	I understand the word and I can use it.

Elaborated by: Arevalo, Karem (2023)

Activity #2

Run Around

Figure 24. *Run Around*



Source: (Baamboozle, n.d)

Objectives:

Students will be able to define vocabulary words.

Students will practice recognizing and saying colors and school objects. To increase students' knowledge of the meanings of specific words.

Language Focus: Colors and School Supplies.

Target vocabulary: Red, Orange, Yellow, Green, Blue, Black, White, Pink, Brown, Gray, Purple, backpack, books, eraser, glue, notebook, paper, paper clip, pen, pencil, pencil case, sharpener, ruler, scissors.

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Baamboozle Online activities

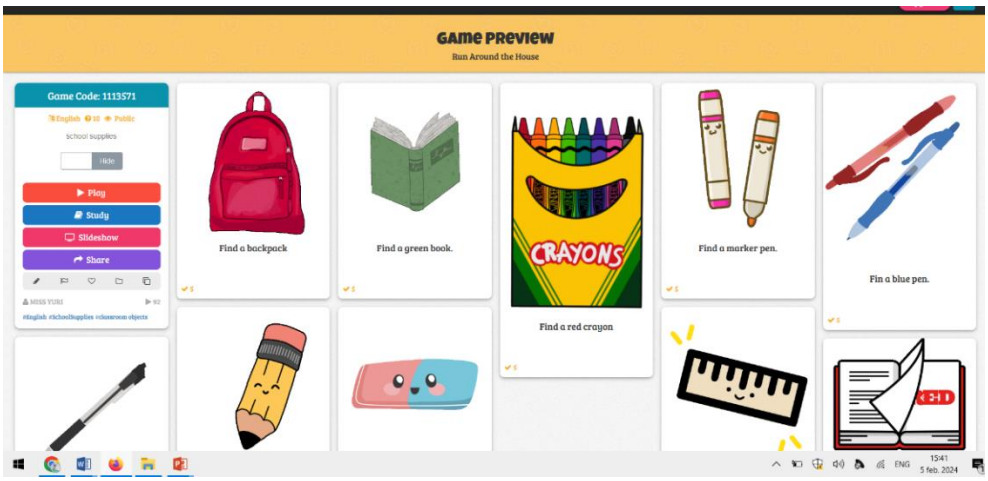
Google meets or Zoom

Time: 15 - 20 minutes

Procedures:

For the following activity, students will be provided with access to the gamification tool “Baamboozle” for the upcoming activity and enter to the website: https://www.baamboozle.com. The teacher can also directly give the students the game code 1113571, and the students type it in the search box on the left.

Figure 25. *School Supplies*



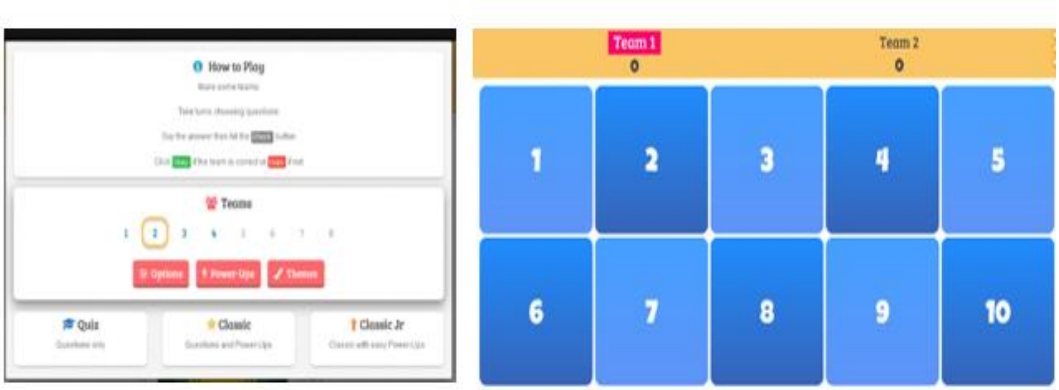
Source: (Baamboozle, n.d)

Click and select the “Play for free” mode.

This activity is perfect for a lesson closure.

Giving students a review activity at the end of a lesson is the most effective method to allow them to assess the progress they have made in just one class.

Figure 26. *How to play*



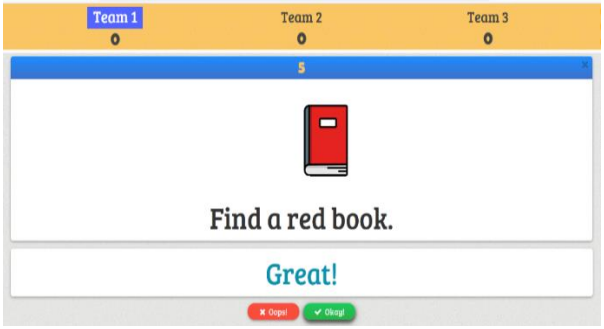
Source: (Baamboozle, n.d)

Select the grid size and number of teams before you begin. Divide the class into teams.

Scavenger hunts are engaging games for young English students. Call out a color term and ask them to discover a matching school object.

Students select a number from the box and read the prompt aloud. They immediately think of the short sentence they read, for example: “Find a red book.”

Figure 27. *Find a red book*



Source: (Baamboozle, n.d)

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 17. *Rubric – Activity # 2*

DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	1	2	3	4
	I really do not know much about the word.	I need help to know what the word means.	I can use the word and I know what means.	I understand the word and I can use it.

Elaborated by: Arevalo, Karem (2023)

Activity #3

FIND AND MATCH

Figure 28. *Wordwall*

Source: (Numerique, n.d.)

Objective:

Students will match images and/or words based on content-specific criteria in order to test and deepen understanding of a topic.

Language Focus: Family Members

Target vocabulary: mother, father, son, daughter, sister, brother, grandmother, grandfather, daughter, grandchild, aunt, uncle, cousin.

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Wordwall Online activities

Google meets or Zoom

Time: 15 - 20 minutes

Website: https://wordwall.net

Description:

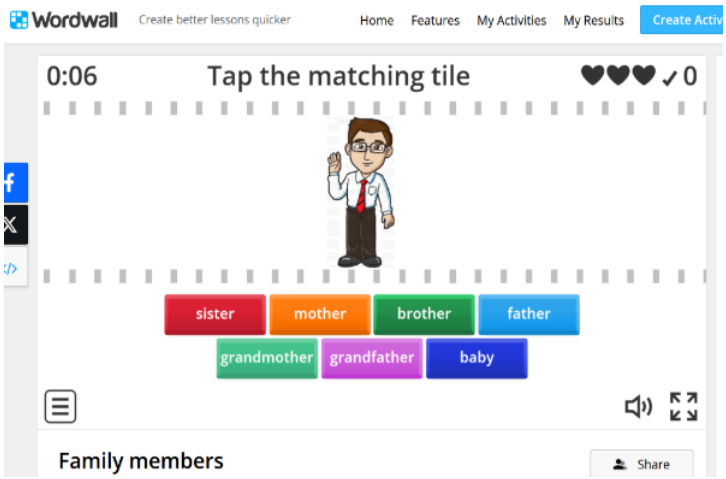
Wordwall.net enables educators to generate interactive games and printed resources for their students to utilize. Teachers upload their desired content and this gamified tool handles any extra tasks through technology.

Procedures:

For the activity, students will be provided with access to the website “Wordwall” for the upcoming activity and enter to the website

https://wordwall.net/resource/18567173/family-members

Figure 29. *Family members Wordwall*



Source: (Wordwall, n.d.)

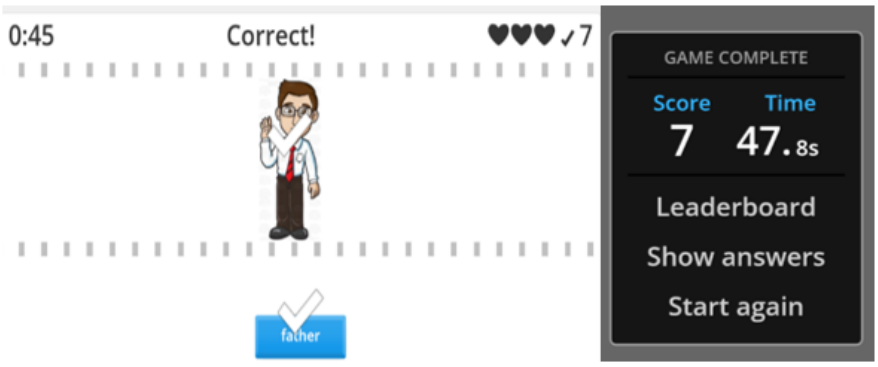
The interactive game helps students learn and memorize the vocabulary related to family members they have learned.

As visual learning works much better than any other way to learn, it's easier for students to understand and remember English words when they are taught through pictures. Students will have a great time matching words with the right ones, and they will not feel any stress because they are learning by playing.

The game starts with a timer to motivate students to achieve it in the shortest time possible and be on a leaderboard once the game is over. Each image appears in sequence and options appear in an answer box where you choose the word that corresponds to the matching figure shown. If it is correct it will appear that it is, and if it is incorrect it will appear in the same way.

The teacher can carry out the activity either in teams, or by directing and requesting volunteers to evaluate their knowledge of the topic

Figure 30. *Matching Game Family Members*



Source: (Wordwall, n.d.)

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 18. *Rubric - Activity # 3*

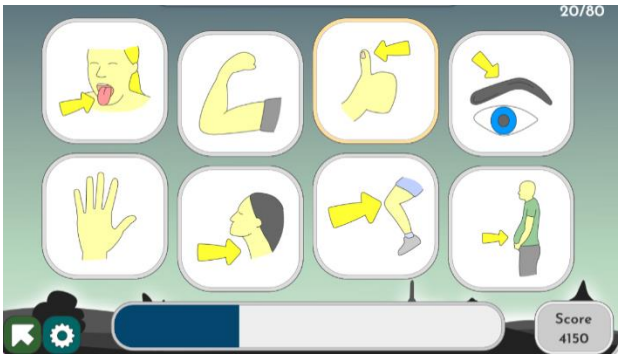
DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	**1**	**2**	**3**	**4**
	I really do not know much about the word.	**I need help to know what the word means.**	**I can use the word and I know what means.**	**I understand the word and I can use it.**

Elaborated by: Arevalo, Karem (2023)

Activity 4

BODY PARTS

Figure 31. *Body Parts Game*



Source:(Games to Learn English, n.d.)

Objectives:

To help students to learn and practice body parts vocabulary.

To provide learners with a quick and easy way to practice or review vocabulary items.

Language Focus: Body parts

Target Vocabulary: body, head, shoulders, arms, legs, eyes, nose, mouth, cheeks, eyebrows, tongue, hands, leg, feet, fingers.

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Google meets or Zoom

GamesToLearnEnglish (gamified vocabulary exercises)

Time: 15 - 20 minutes

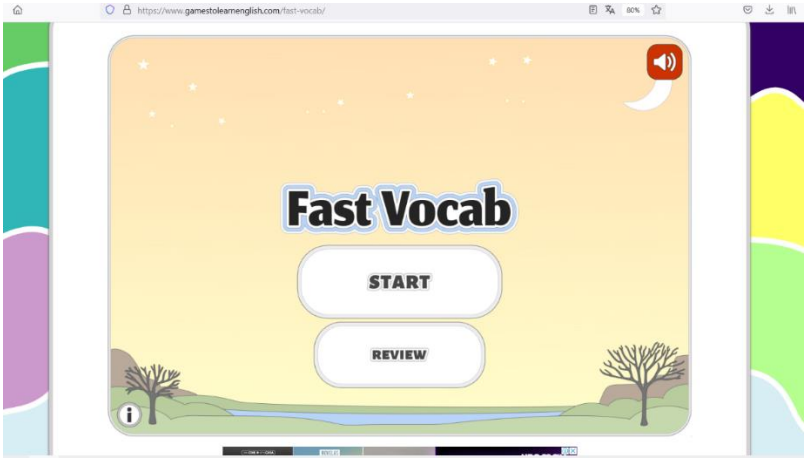
Description: The games are designed for learners with a basic proficiency in English, as the content primarily focuses on primary level topics. Gamified activities were designed for students to practice English in an attractive and fun way. Most of the vocabulary information is likely to be at an introductory or pre-elementary level.

Procedures:

For this task, pupils will be given access to the online "Gametolearnenglish" and directed to the webpage that the teacher previously showed on the screen.

https://www.gamestolearnenglish.com/fast-vocab/

Figure 32. *Fast Vocab Game*



Source:(Games to Learn English, n.d.)

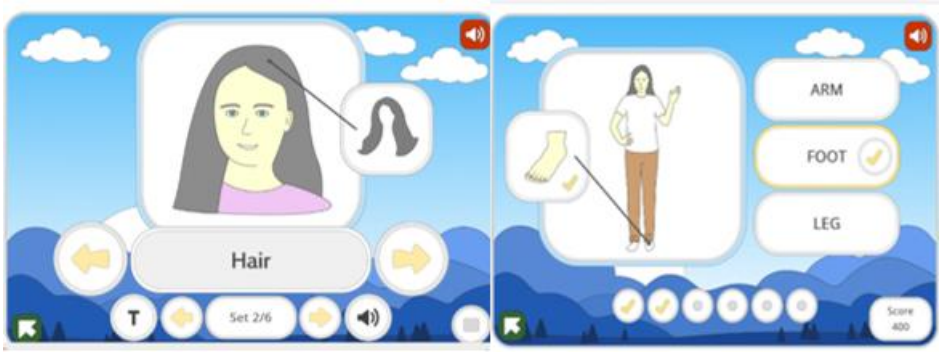
This is an easy game to help students practice Basic English words. Many students who are learning English as a second language will find it useful.

Figure 33. *Select Content*

Source:(Games to Learn English, n.d.)

Give students the instructions: Play by listening to the words and clicking on the pictures that go with them. The game speeds up as the player or student moves forward. You will lose the game if you do not click quickly enough. Just listen to the words and click on the pictures that go with them to play.

Figure 34. *Body Parts Game*



Source:(Games to Learn English, n.d.)

The teacher can interact directly with the entire group of students by motivating them to find the correct answer, via the shared screen on their platform, or the teacher can configure this page as a task by sending the direct link; this way, the teacher will have a record of who has completed the task, allowing him to provide immediate feedback and evaluate students.

Students can see the content of the vocabulary terms on the screen. In this context, they will select "body parts." The screen plays the audio while displaying the text and images. An additional high scores screen appears at the conclusion of the game, displaying the top players for each content set based on the time completed during the game.

This online gamification tool is fantastic because one of the advantages it offers is the leaderboard, which undoubtedly makes students try harder, retain more words, and increases their sense of competitiveness by wanting to manage a good range of vocabulary game after game.

The human body is an interesting topic, therefore it is crucial to make learning about it as entertaining as possible.

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 19. *Rubric - Activity # 4*

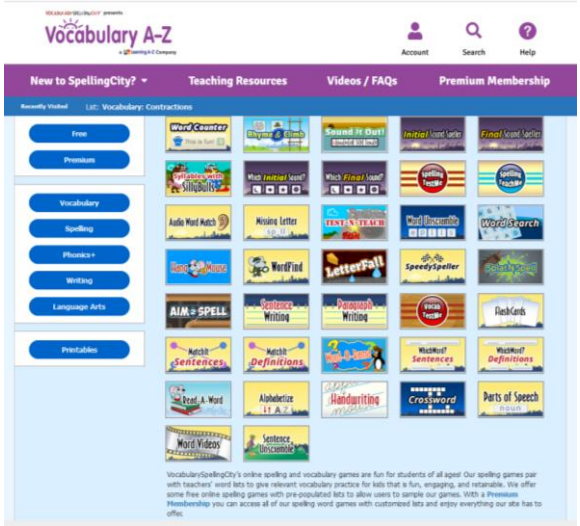
DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	1	2	3	4
	I really do not know much about the word.	I need help to know what the word means.	I can use the word and I know what means.	I understand the word and I can use it.

Elaborated by: Arevalo, Karem (2023)

Activity 5

MISSING LETTER

Figure 35. *Vocabulary A-Z*



Source: (Vocabulary Spelling City, n.d.)

Objective:

Students will be able to predict possible missing letter from a word by using context clues.

To help students develop their spelling skills and vocabulary building.

Language Focus: Nouns and Adjectives.

Target Vocabulary: Review of nouns and adjectives seen in previous lessons

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Vocabulary A-Z Online activities

Google meets or Zoom

Time: 15 - 20 minutes

Website: https://www.spellingcity.com

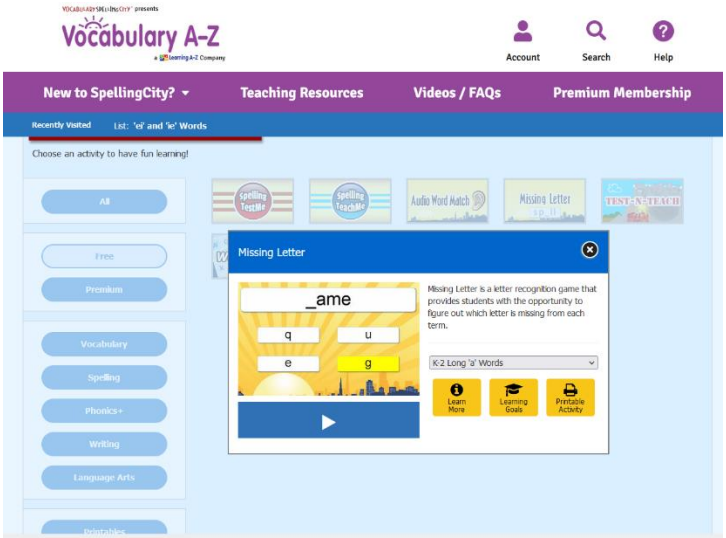
Procedure:

In Missing Letter Online Game students can play a letter recognition game where they have to figure out which letter is missing from each word.

For the next activity, students will have access to this page specialized in vocabulary games "Vocabulary AZ" and will enter the website:

https://www.spellingcity.com/spelling-games-vocabulary-games.html

Figure 36. *Find the missing letter*



Source: (Vocabulary Spelling City, n.d.)

Since the words in this game are random and must be completed by the pupils, the teacher may adapt it to reinforce previously acquired vocabulary. It is crucial for this that children be able to identify the words and have a vocabulary that is suitable for their age.

Figure 37. *Missing letter activity*

Source: (Vocabulary Spelling City, n.d.)

Each word is missing one letter. Students must pay attention and listen to the word presented by the game in order to finish the missing letter. To complete the word, you must select letters from the selection boxes. Because there is no time limit, conducting this activity on the shared screen allows the teacher to ask questions, connect with students about similar elements, and make the game more collaborative and engaging.

As participants get the words correct, their degree of pleasure increases, causing everyone to become more involved in the activity and retain words throughout the course of the game.

Figure 38. *Online Game A to Z*

Source: (Vocabulary Spelling City, n.d.)

Teachers should teach students missing letter activities because they help them work on their remembering, thinking, and problem-solving while they try to figure out which letter is missing from a word. Writing the letters that are missing also helps them improve their spelling and vocabulary acquisition.

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 20. *Rubric - Activity # 5*

DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	**1**	**2**	**3**	**4**
	I really do not know much about the word.	**I need help to know what the word means.**	**I can use the word and I know what means.**	**I understand the word and I can use it.**

Elaborated by: Arevalo, Karem (2023)

Activity 6

Quizziz Free Online Activity

Figure 39. *Quizziz*

Source: (Quizziz, 2021)

Objectives:

To encourage students to practice numbers 1 to 20.

Students will be able to count, order, recognize numbers and spell correctly.

Language Focus: Numbers 1 to 20

Target Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Quizziz Platform

Google meets or Zoom

Time: 15 - 20 minutes

Website: https://quizizz.com/join/dashboard

Description

Quizizz is an educational platform that provides many resources to create an enjoyable, captivating, and dynamic classroom experience. Teachers have the ability to design gamified quizzes and lessons, conduct assessments, facilitate live activities, assign tasks as homework, and do several other functions.

Procedure:

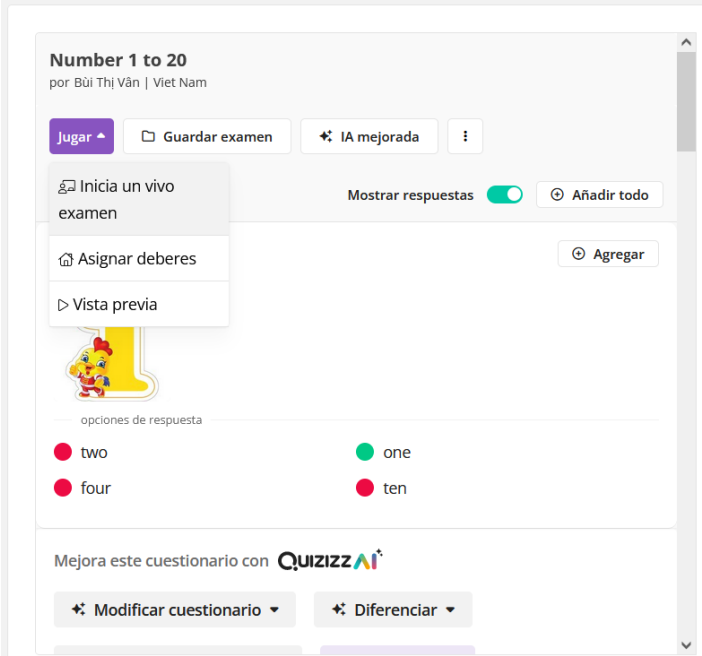
For this task, students will have access to the Quizziz Platform and will be routed to a webpage where the teacher has previously provided the students with a "join code" to access the online activity for classwork.

Figure 40. *Quizziz Log in*

Source: (Quizziz, 2021)

The student logs in to begin his gamified quiz. Solve each exercise in a dynamic, practical, and entertaining manner.

Figure 41. *Quizziz 1 to 20 Game*

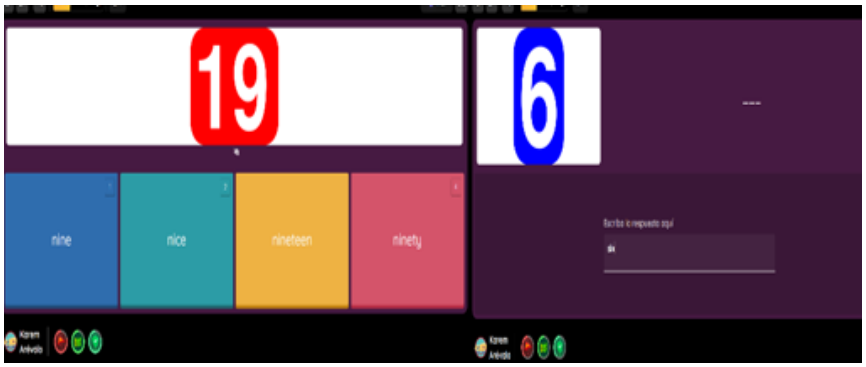


Source: (Quizziz, 2021)

The quiz offers various answer choices with multiple options for responses, From choosing the box with the correct word to filling in the blank space with a

specific letter or word, etc. The student looks at the number and chooses the corresponding box that has the correct spelling.

Figure 42. *1 to 20 game*



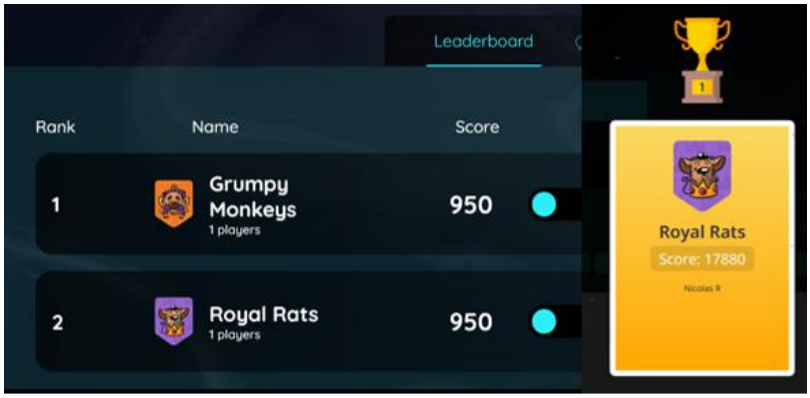
Source: (Quizziz, 2021)

Another option in the same questionnaire to check the student's knowledge of the topic's vocabulary is to write the number they see on the screen.

The motivation to acquire English vocabulary is driven by the opportunity for students to apply what they have learned without fear of embarrassment, as the assessments are conducted individually. Being able to see their own mistakes on the leaderboard can motivate them to work harder.

Engaging with a gamified quiz not only increases children's motivation, but it is also a very important tool for teachers because it reinforces numbers and vocabulary interactively.

Figure 43. *Leaderboard*



Source: (Quizziz, 2021)

This is an excellent gamified activity for the online classroom allow teacher to observe, assess, and evaluate knowledge while the students are playing the game. The degree of accuracy, proper and incorrect replies, all of these may be reviewed at the end of the lesson, providing the teacher with useful statistics to allow him to reinforce an item if necessary.

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 21. *Rubric Activity 6*

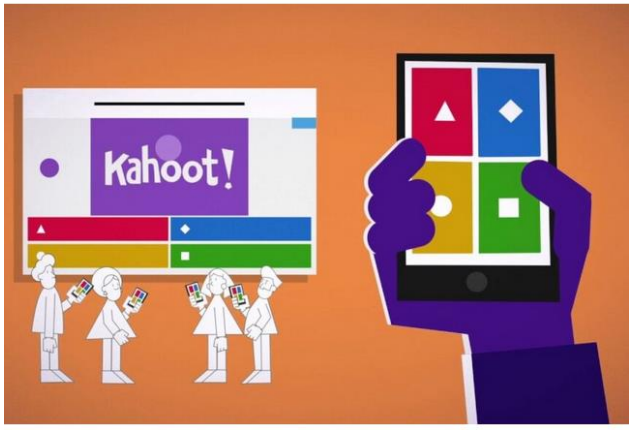
DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	**1**	**2**	**3**	**4**
	I really do not know much about the word.	**I need help to know what the word means.**	**I can use the word and I know what means.**	**I understand the word and I can use it.**

Elaborated by: Arevalo, Karem (2023)

Activity 7

Kahoot!

Figure 44. *Kahoot*



Source: (Educación Tres Punto Cero, n.d.)

Objectives:

Students will reinforce proper use of adjectives as subject complements.

To improve vocabulary when describing people.

Language Focus: Adjectives

Target Vocabulary: big, small, little, large, short, long, fat, thin, happy, sad, angry, weak, strong, fast, slow, ugly, beautiful.

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Kahoot! Platform

Google meets or Zoom

Time: 15-20 minutes

Website: https://kahoot.it/

Description: A global learning and engagement platform, Kahoot! empowers children, students, and everyone to reach their full learning potential. Any individual or educational can create, publish, and host engaging learning sessions using this gamification tool in person or virtually on any internet-connected device.

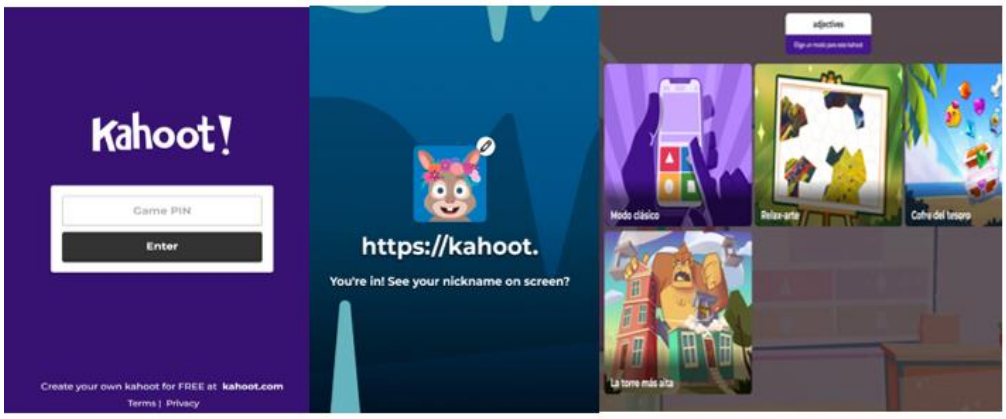
Procedures:

For the following activities, students will have access to the Kahoot platform through the link on their website **https://kahoot.it/**

The teacher has previously provided the students with a "game pin" to access the online task for classwork: 920 98 55

Students will gain access to the game by entering the pin “9209855” assigned to them by the teacher. They enter and quickly identify themselves, preferably using their first and last names. They will be able to select an avatar and personalize it. Game options will display, and students will choose classical mode.

Figure 45. *Kahoot games*



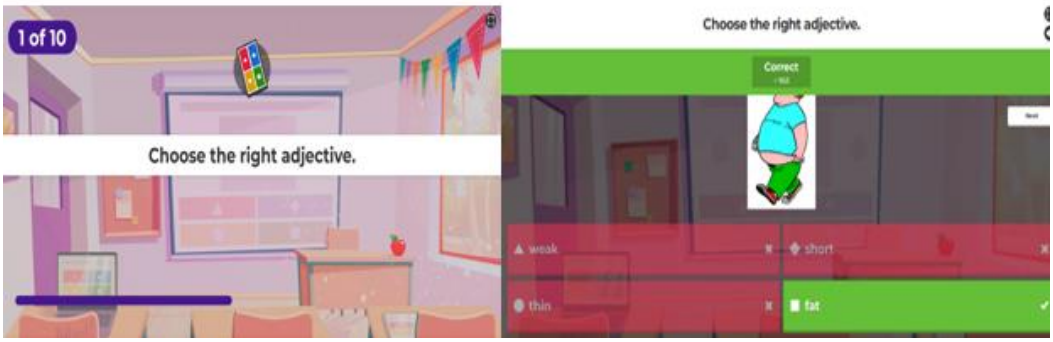
Source: (Kahoot, 2023)

At this point it is important to highlight that interactive components facilitate advanced cognitive processes at a deeper level compared to passive educational learning methods.

This is a gamified activity in which the entire class participates and engages simultaneously; the instructor serves as facilitator and monitor of the students'

progress with regard to the vocabulary additions outlined in the lesson plan.

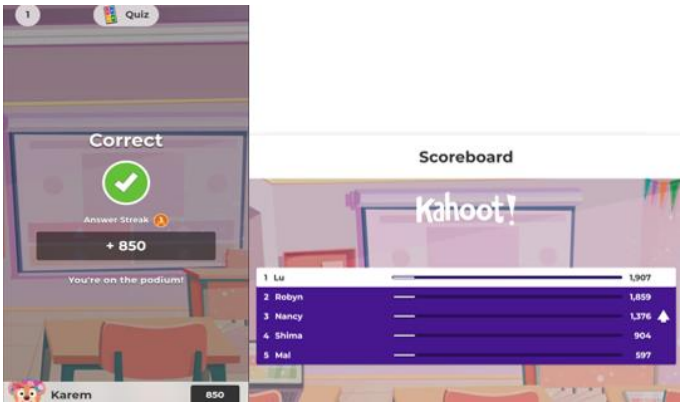
Figure 46. *Kahoot Adjectives*



Source: (Kahoot, 2023)

The instruction specifies the selection of the right adjective. Students engage in the simultaneous activities of reading, analyzing accurate writing, and reviewing vocabulary, throughout the structure of a game.

Figure 47. *Kahoot Scoreboard*



Source: (Kahoot, 2023)

The best results are reflected on a scoreboard. Scoreboards offer learners immediate feedback, enabling them to assess their performance in real-time. It also fosters a sense of healthy competition among kids in an engaging and beneficial manner.

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 22. *Rubric - Activity # 7*

DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	**1**	**2**	**3**	**4**
	I really do not know much about the word.	**I need help to know what the word means.**	**I can use the word and I know what means.**	**I understand the word and I can use it.**

Elaborated by: Arevalo, Karem (2023)

Activity 8

Parts of the House

Figure 48. *Kahoot Parts of the house*

Source: (Kahoot, 2023)

Objective: Students are able to recognize the different rooms of a house

Language Focus: What is the name of this house part?

Target vocabulary: house, bedroom, bathroom, kitchen, living room, dining room, home office, window, door, garden, hallway, floor, stairs, roof, wall, yard, basement

Resources:

Laptop or desktop computer

Mobile Devices

Internet

Kahoot!

Google meets or Zoom

Time: 15 - 20 minutes

Website: **https://kahoot.it/**

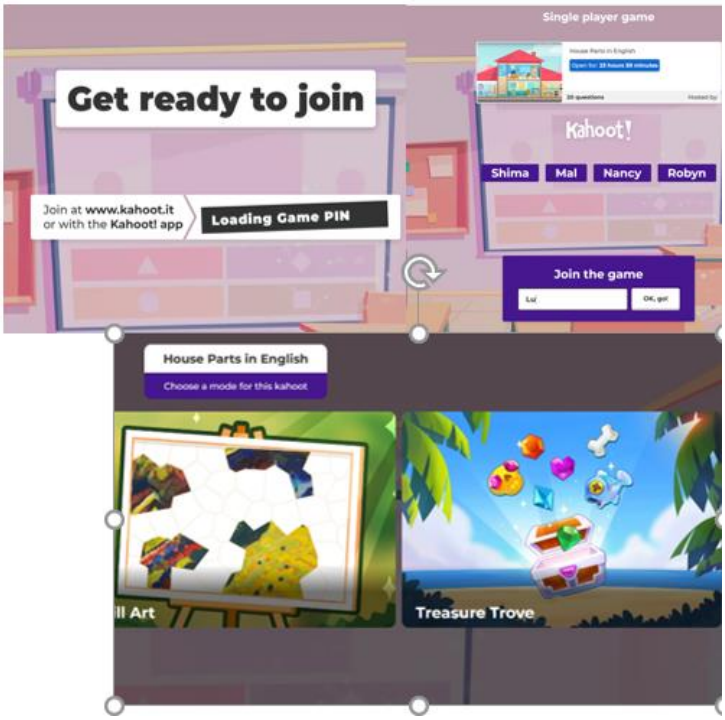
For the following activities, students will have access to the Kahoot platform through the link on their website https://kahoot.it/

The teacher has previously provided the students with a game pin to access the online task for classwork or the direct link to start the game.

https://kahoot.it/solo/?quizId=afa1004c-22d2-4e8a-acab-f527619ebc22

Students enter and quickly identify themselves with a name or nickname (the teacher indicates the rules). They will be able to select an avatar and personalize it. Game options will display on the screen of their mobile devices, and choose a game mode “Treasure trove” to start the game.

Figure 49. *Get Ready to Join*



Source: (Kahoot, 2023)

Because the class topic has already been taught, this is a vocabulary practice game that is interactive and reinforces adjectives. The teacher must realize that one of the game-based learning tactics is the gaming environment and incentive, therefore these types of activities on the Kahoot platform are appropriate for school-age children.

Figure 50. *Kahoot Multiple Choice*

Source: (Kahoot, 2023)

The game's multiple lesson options, allow students to think ahead of time about the word and, its correct writing, as well as to be more agile in their response process, and the children understand that by answering in the shortest amount of time.

The points they earn from the game will place them at the top of the leaderboard, and their goal will be to win with the fewest number of mistakes. This form of gamified online game is popular among students because it captures their attention with its graphics, interactive design, and modernity, but it is also portable because they can access it from any electronic device and review the target language while playing. It is funny English.

At the end of the activity, the students will be able to self-assess their own vocabulary understanding through a rating scale chart. It will be helpful for the teacher to focus on the vocabulary knowledge scale and reinforce some words in next classes.

Table 23. ***Rubric - Activity # 8***

DESCRIBING MY VOCABULARY UNDERSTANDING				
RATING SCALE				
VOCABULARY WORDS	**1**	**2**	**3**	**4**
	I really do not know much about the word.	**I need help to know what the word means.**	**I can use the word and I know what means.**	**I understand the word and I can use it.**

Elaborated by: Arevalo, Karem (2023)

CONCLUSIONS

In today's world, where technology and its resources have helped thousands of people, teachers must be prepared to handle the problems of the online classroom with students who love technology and learning through digital tools instead of traditional educational methods.

The use of gamification techniques in the online classroom can positively and emotionally affect the environment, because it promotes motivation, crucial in any learning process, especially a foreign language; It also improves mastery of a topic addressed in the classroom; and encourages students to progressively improve their English. The game also helps children form friendships with others and interact with their classmates and teachers, promoting teamwork, communication, and fun competitions are the advantages that gamification offers.

It is also worth noting that over time, losing the fear or tension of class makes students more persistent in achieving their language goals by being immersed in their learning. By improving knowledge retention and understanding of the topic, students will demonstrate greater interest, and development on the subject making them have more confidence in their abilities, recovering their self-esteem and, reinforcing their autonomy and responsibility. Students' motivation levels vary, and obtaining external rewards for meeting expectations motivates them to grow as a student, as it allows them to observe their achievements through leaderboards that are useful for these types of strategies.

Considering the challenges faced by second grade students at U.E Master Zoila Online in acquiring English vocabulary, the proposal of applying a teaching guide that offers practical gamification strategies for teachers and students to use in the English classroom is feasible. These strategies will directly benefit students by enhancing their vocabulary acquisition and significantly improving their English proficiency.

RECOMMENDATIONS

Gamifying the classroom can significantly boost student learning and make assessment techniques more enjoyable through offering students engaging activities with additional benefits.

Turning an easy assignment into an interactive and visually appealing experience is an effective way to engage students who are seeking to enhance their English learning. Teachers should regard this technological tool as a motivational tactic.

E- learning Gamification is often regarded as one of the most effective new techniques. Learning through play is not only enjoyable for kids, but it also helps them improve certain abilities and comprehend concepts that are challenging for them in a more dynamic and flexible manner.

Gamification in online education offers a recreational and educational experience that enables students to explore their full potential and gain knowledge of a foreign language in a friendly and entertaining manner. Through the activities provided by different online platforms and games, students can acquire vocabulary easily. This not only motivates them to seek more knowledge but also encourages them to persist in challenging themselves in order to obtain gaming rewards.

English teachers teaching online classes should consider applying gamification activities in their classes to reinforce content, topics, submit assignments and assignments, and also be motivated to search for information on the web about resources that offer pages of free educational games, most of them suitable for the needs of your English learners, and add them to their weekly plan.

The utilization of the guide is recommended for the gamified activities outlined in the research proposal. The proposal was created specifically to solve the identified problem and will serve as a valuable resource for English teachers who encounter challenges in teaching vocabulary to discouraged students.

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ANNEXES

Annex 1. *Student Observation Guide*

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

STUDENTS´OBSERVATION GUIDE

Objective of the Instrument: To conduct a research study on E-learning Gamification in vocabulary acquisition in primary-level students. This will be achieved by employing an observation guide to gather qualitative data.
Institution: Master Zoila Online
Observer: Karem Arévalo

ITEMS	YES	NO	OBSERVATIONS
1. Students are interested in the vocabulary activities proposed by the teacher.			
2. Students voluntarily participate during the class.			
3. Students are motivated by the lesson content.			
4. Students can explain the meaning or provide a synonym or antonym of simple words.			
5. Students are able to recognize frequently used words.			
6. Students can recall the vocabulary learned and apply it in short sentences.			
7. Students are capable of expressing their ideas, thoughts and opinions.			
8. Students are shy or embarrassed to speak in the target language during class.			
9. Students enjoy the lessons more when the teacher uses gamification tools.			
10. Students demonstrate their understanding of the lesson content by posing questions at the end of the lesson.			

Elaborated by: Arévalo, Karem (2023)

Annex 2. *Teacher Observation Guide*

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

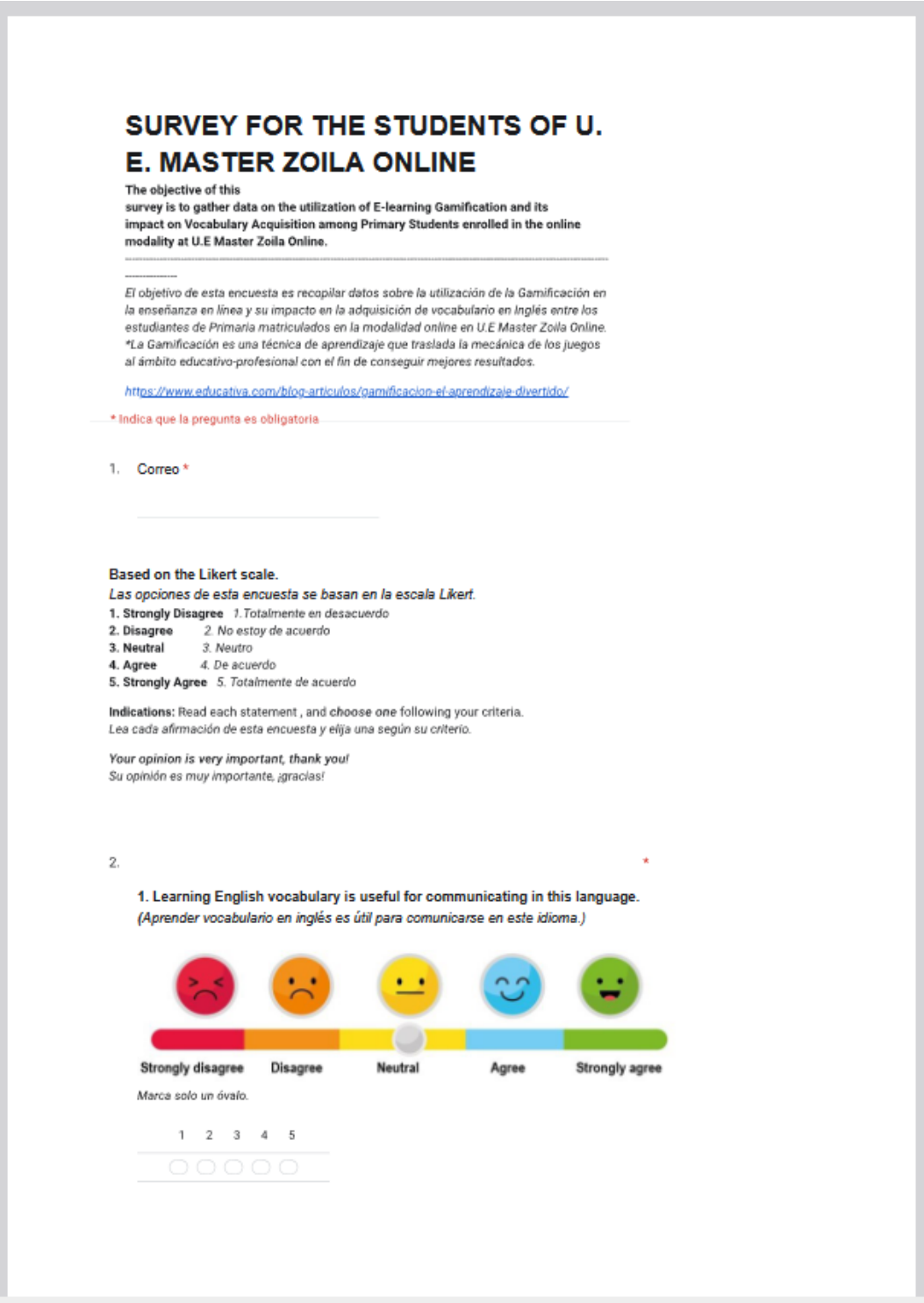
TEACHER´S OBSERVATION GUIDE

Institution: Unidad Educativa.E Master Zoila Online
Course:
Day of observation: **Time of observation:**
Observer: **Teacher's Name:**
Subject: English

ITEMS	YES	NO
1. The teacher goes over previous class material to get pupils ready for the new lesson.		
2. The activities and teacher's practices encourage students to go further in developing their vocabulary skills.		
3. It is evident that the teacher is present, proactive, and engaged during the online session.		
4. The teacher shows enthusiasm, motivating all students to participate.		
5. The teacher utilizes appropriate online Educational apps or interactive games to motivate learners.		
6. The teacher uses games, quizzes, online assessments, etc. to assess students in the online classroom.		
7. The teacher encourage students' vocabulary acquisition through gamified activities.		
8. The teacher utilizes age appropriate and easily accessible instructional material.		
9. The teacher provides immediate feedback on how to improve their vocabulary acquisition.		
10. Teacher creates opportunities for peer interaction.		

Elaborated by: Arévalo, Karem (2023)

Annex 3. *Survey Google Form Template*



SURVEY FOR THE STUDENTS OF U. E. MASTER ZOILA ONLINE

The objective of this survey is to gather data on the utilization of E-learning Gamification and its impact on Vocabulary Acquisition among Primary Students enrolled in the online modality at U.E Master Zoila Online.

El objetivo de esta encuesta es recopilar datos sobre la utilización de la Gamificación en la enseñanza en línea y su impacto en la adquisición de vocabulario en Inglés entre los estudiantes de Primaria matriculados en la modalidad online en U.E Master Zoila Online.
**La Gamificación es una técnica de aprendizaje que traslada la mecánica de los juegos al ámbito educativo-profesional con el fin de conseguir mejores resultados.*

https://www.educativa.com/blog-articulos/gamificacion-el-aprendizaje-divertido/

* Indica que la pregunta es obligatoria

1. Correo *

Based on the Likert scale.
Las opciones de esta encuesta se basan en la escala Likert.
1. Strongly Disagree *1. Totalmente en desacuerdo*
2. Disagree *2. No estoy de acuerdo*
3. Neutral *3. Neutro*
4. Agree *4. De acuerdo*
5. Strongly Agree *5. Totalmente de acuerdo*

Indications: Read each statement , and **choose one** following your criteria.
Lea cada afirmación de esta encuesta y elija una según su criterio.

Your opinion is very important, thank you!
Su opinión es muy importante, ¡gracias!

2. *

1. Learning English vocabulary is useful for communicating in this language.
(Aprender vocabulario en inglés es útil para comunicarse en este idioma.)

Marca solo un óvalo.

1 2 3 4 5

Elaborated by: Arévalo, Karem (2023)

Annex 4. *Students Survey*

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY FOR THE STUDENTS

Objective: The objective of this survey is to gather data on the utilization of E-learning Gamification and its impact on Vocabulary Acquisition among Primary Students enrolled in the online modality at U.E Master Zoila Online.
Indications: After reading each statement in this survey, mark each one with an "X" following your criteria. There are five choices on the Likert scale. Read each one before proceeding.
Indicate your opinion by placing an "x" inside the box.

	ITEMS	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.	Learning English vocabulary is useful for communicating in this language.					
2.	Studying English vocabulary helps you to learn the Language.					
3.	I think dictionaries, flashcards, and visual aids are helpful tools for learning new vocabulary words.					
4.	Written repetition of English vocabulary helps you recall new words.					
5.	Memorizing lists of words can be ineffective and boring.					
6.	I can understand the majority of what the English teacher says.					
7	I feel more motivated to participate in English class when the teacher uses interactive teaching tools.					
8.	Online Learning Games like Kahoot, Quizziz, Wordwall work on me to learn English vocabulary.					
9.	I like playing online games in English to enhance my English language skills..					
10.	Rewards and recognition for my achievements in learning English would motivate me to participate more in class.					

Elaborated by: Arévalo, Karem (2023)

Annex 5. *Teacher Interview*

TEACHER INTERVIEW QUESTIONNAIRE

1. How do you keep your pupils motivated in your English class?
   _____
   _____

2. What qualities and skills should a good English teacher have?
   _____
   _____

3. What are some successful teaching methods you use in your online classes?
   _____
   _____

4. Tell me about an issue you have encountered in your online classroom. How did you overcome it?
   _____
   _____

5. What would you do if you realized that a student was not fully engaged in class?
   _____
   _____

6. Why should elementary school children acquire English vocabulary early on?
   _____
   _____

7. How would online educational gaming activities (e-learning gamification) facilitate students' English vocabulary acquisition?
   _____
   _____

Elaborated by: Arévalo, Karem (2023)

Annex 6. *Teacher Interview Answers*

TEACHER INTERVIEW QUESTIONNAIRE

Online Interview Questionnaire for 2nd grade English teacher at U.E Master Zoila Online

Personal Information MELINA ESCALANTE

Academic Information 5 B2

1. How do you keep your pupils motivated in your English class?

Keeping them motivated is always a challenge, but playing games with learned topics is one of my favorite strategies.

2. What qualities and skills should a good English teacher have?

I believe that being innovative is a quality that should be important, acquiring a new language should always be very dynamic and spontaneous.

3. What are some successful teaching methods you use in your online classes?

I consider role-playing an effective method, because the student must be active in the learning process.

4. What are some successful teaching methods you use in your online classes?

Presentations
online whiteboard
videos

5. Tell me about an issue you have encountered in your online classroom. How did you overcome it?

I have encountered scenarios where students lose concentration easily and it is a challenge to acquire new knowledge.
As a teacher I insert extra activities such as games, videos and interactive flashcards to help them remember

6. What would you do if you realized that a student was not fully engaged in class?

From experience I suggest talking to the representative because sometimes students' participation is affected when they have emotional problems related to home.

7. Why should elementary school children acquire English vocabulary early on?

Learning a new language from a young age is recommended because it is easier for them to acquire it.

8. How would online educational gaming activities (e-learning gamification) facilitate students' English vocabulary acquisition?

Learning by playing is the best learning strategy because having fun makes knowledge enriching and meaningful for each one of them.

Elaborated by: Arévalo, Karem (2023)

Annex 7. *Pre-Test*

QUIZIZZ **Hojas de trabajo**

Nombre

Pre-test "Vocabulary"

Total de preguntas: 10

Clase

Tiempo de la hoja de trabajo: 20minutos

Fecha

Nombre del instructor: Karem Arévalo

1.

What are the first five letters of the alphabet?

a) **uvwxy**

b) **abcde**

c) **fghij**

2.

Dog begins with the letter 'd'; which letter follows 'd' in the alphabet?

a) **a**

b) **e**

c) **z**

d) **f**

4.

What is the opposite of the word 'Big'?

a) small

b) giant

c) short

5.

What are these?

Restaurant, school, hospital and library.

a) **parts of the body**

b) **places in town**

c) **parts of the house**

6.

Look at the picture and answer:
What are they?

a) **family** b) **pets**

c) **toys**

7.

They are members of a ___

Resp. _____

8.

apples, bananas, pears, grapes, strawberries are ___

Resp. _____

9.

HOW MANY?

There are ___ ***days*** in a week.

Resp. _____

10.

What are the colors in the image?

a) **blue**
green
yellow
red

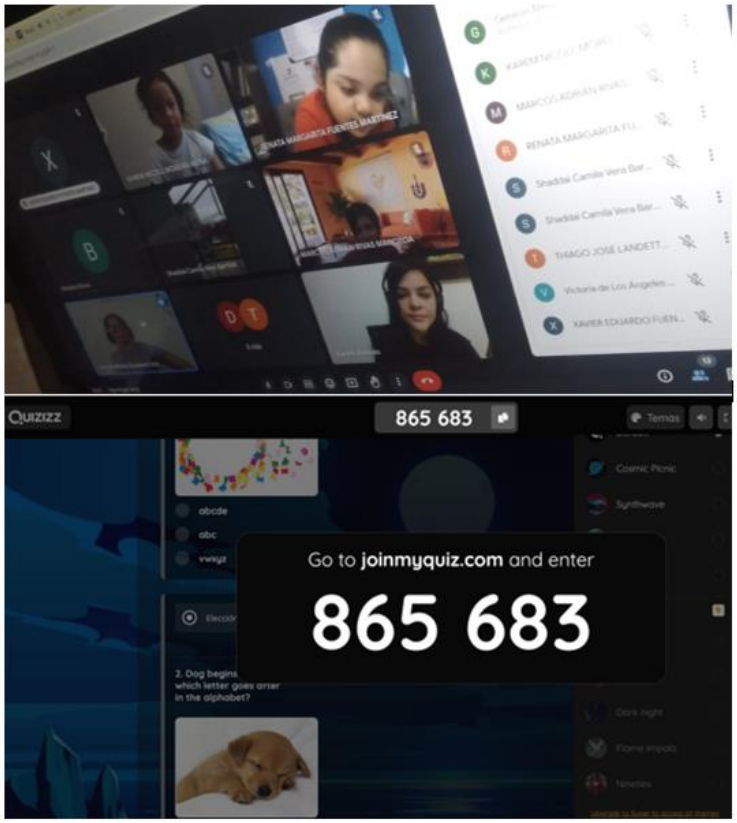
b) **yellow**
pink
blue
red

c) **black**
green
yellow
red

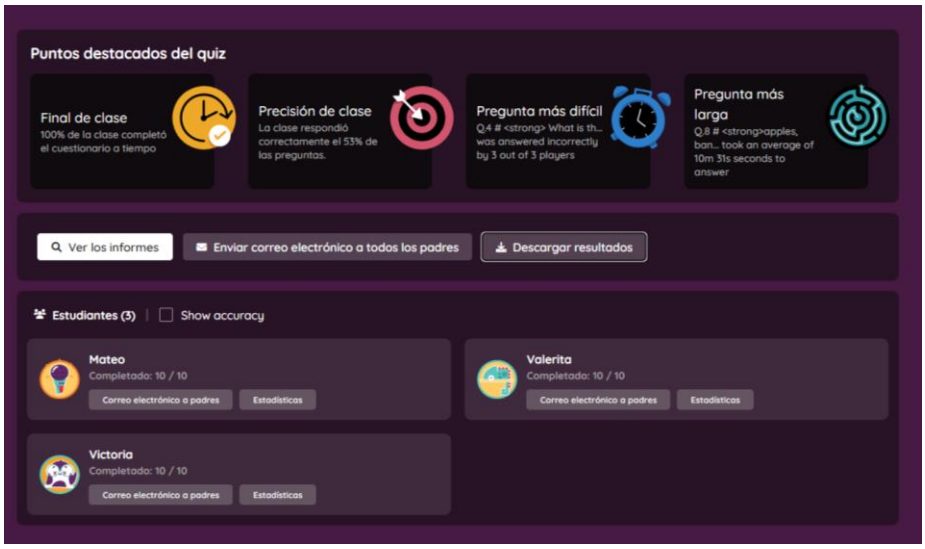
d) **yellow**
orange
blue
brown

Elaborated by: Karem Arévalo

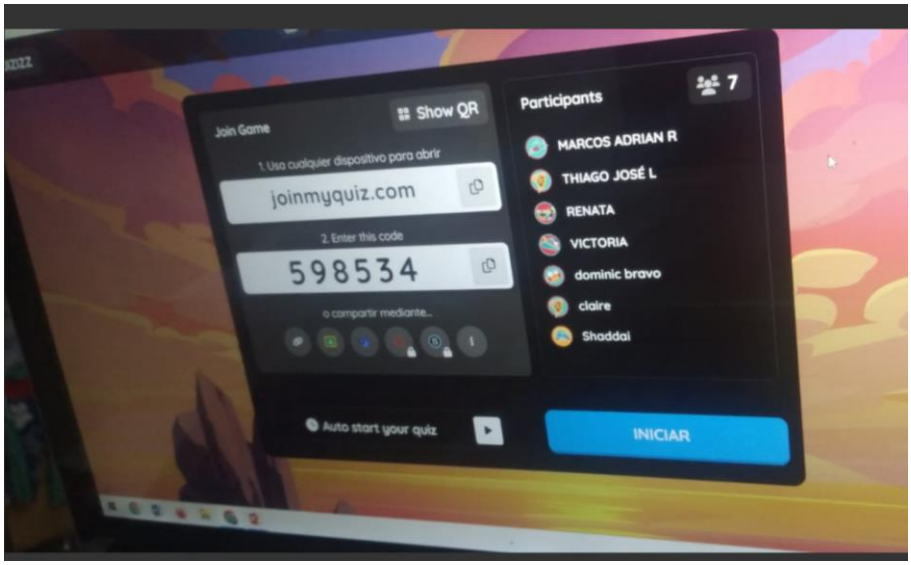
Annex 8. *Post-Test via Quizziz*



Annex 9. *Post Test Results*



Annex 10. *Vocabulary Practice via Quizziz*



Annex 11. *Gamified Activities with 2nd Graders Online Modality*

Annex 12. *Vocabulary Rating Scale*

PRE- TEST AND POST-TEST

VOCABULARY RATING SCALE

STUDENT'S NAME	Students Vocabulary Understanding				
	VOCABULARY WORDS	1	2	3	4
		Student really does not know much about the word.	Student needs help to know what the word means.	Student can use the word and he/she knows what means.	Student understands the word and he/she can use it in a sentence.

Elaborated by: Karem Arévalo

Annex 13. *Master Zoila Online*

Source: (Master Zoila Online, 2023)