PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER

"GAMIFICATION AS A STRATEGY TO ENHANCE VOCABULARY IN THE STUDENTS OF FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017."

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: DIANA CAROLINA VALDIVIESO HAZ

ADVISOR: MBA. ANTONIO MONTALVAN BURBANO

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2016

UNIVERSIDAD ESTATAL
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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "GAMIFICATION AS A STRATEGY TO ENHANCE VOCABULARY IN THE STUDENTS OF FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017." prepared by DIANA CAROLINA VALDIVIESO HAZ, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, examined, and reviewed the project, I approve it in its entirety. It meets the requirements for graduation and I recommend its submission for review to the academic tribunal.

Sincerely

………………………….……….

MBA. ROBERT MONTALVAN BURBANO

ADVISOR

STATEMENT OF AUTHORSHIP

I, DIANA CAROLINA VALDIVIESO HAZ with ID number. 0930856059 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "GAMIFICATION AS A STRATEGY TO ENHANCE VOCABULARY IN THE STUDENTS OF FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DIANA CAROLINA VALDIVIESO HAZ

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DEDICATION

I dedicate this work to my father who is now an angel of God and always trusted me. This goes for you!

To my mother who has always been my support in difficult times and my company in times of happiness.

To my brother and sister for giving me their advices to finish this work.

To my boyfriend who helped me not to give up and motivated me to finish my thesis.

To my dear Silvia and Mauricio who are my second parents.

To my dear Alejandra Toscano for her support and advices during this time. Thank you very much for all.

Diana Valdivieso

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process.

To my dear Janeth Guamantica for allowing me to develop my thesis at her school

To my dear best friend Kleber Loor for supporting me during these 5 years.

To my dear teachers Kleber, Hipatía, Sonia and Carlota for all that they taught me.

And especially many thanks dear director Glenda Pinoargote for her educational management and her commitment to the career.

Diana Valdivieso

DECLARATORIA

"El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena."

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DECLARATION

"The content of the following graduation work is my responsibility, the intellectual property belongs to the Península of Santa Elena State University."

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Author: Diana Carolina Valdivieso Haz
Advisor: MBA. Antonio Montalvan Burbano

ABSTRACT

Gamification is defined as using the mechanics of games to make learning more engaging. The present research paper has as objective to enhance vocabulary through gamification as a strategy. The components of the Gamification definitely increase the motivation and commitment of students during class development using free easy software programming through recreational activities that stimulate memory, sequence, classification, observation, similarities and differences basic skills learning vocabulary. The methodological process that was applied for 25 students of first who grade participated in this study surveys and interview were used instruments to collect relevant information at Unidad Educativa Salinas Innova, during a period of 4 months. After implementing the proposal it was demonstrated that the application of gamification allowed increasing and reinforcing the vocabulary in the students of first grade.

Keywords: Gamification, Vocabulary, strategy, and technological tools.

INTRODUCTION

Although the word Gamification comes from or is related to the word game, its application and purpose are different, since Gamification is done for educational purposes and some features of the mechanisms that are part of the game are used. These characteristics are very useful at the time of class development and it is an excellent strategy that allows both the student and the teacher to maintain good level of attention and interaction during the class. These include: rules, goals, competition, and sense of mastery that help teachers to design or select what elements they need to use as part of the learning process.

This study tries to approach concepts such as Gamification that are little known within the educational field. Additionally, it is highlighted how the students of Unidad Educativa Salinas Innova improve their learning of vocabulary, to be implemented with a software application accessible at no cost to the school or parents as their use and   installation are free.

This paper work is comprised of four chapters detailed as follows:

Chapter I: describe the statement of the problem deficiency of essential vocabulary in the students of first grade, critical analysis at Unidad Edicativa "Salinas Innova", formulation of the problem, delimitation of the research, objectives of the research, rationale, idea to defend and so on.

Chapter II: the literature review gives important details about previous research, the importance to teach English for children, concept of gamification, components of gamification, philosophical foundations as David Kolb, Jean Piaget and John Dewey, legal basis and variables about this research.

Chapter III: methodology, explains the methodological strategies in order to get a successful research, this chapter contains levels or type of research, population, sample, techniques and instruments, surveys and interview, data collection to determinate the level of vocabulary in the students, with the respective statistic graphs, analysis and interpretation, conclusion and recommendations.

Chapter IV: the proposal express the solution of the problem about gamification enhanced the vocabulary, the distribution of economic resources, timetable and the results and analyses the outcomes of this research, conclusion and recommendations.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Title

"GAMIFICATION AS A STRATEGY TO ENHANCE VOCABULARY IN THE STUDENTS OF FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.".

1.2 Statement of the problem

1.2.1 Context

Today, it is important to learn English, which every day grows more attractive in all areas of knowledge and human development as the economy, politics, technology, etc. However, the English language is defined as the second most spoken worldwide especially in Latin America. Learning English is not learning another language but rather a necessity due to the daily requirements in education, labor, and technological fields, among others.

Recently, English methods like communicative language teaching and CLIL (Content and Language Integrated Learning) have taken great strength in this field business, etc. In Latin America, highlighting countries like Argentina, Uruguay,

Brazil, Chile, Venezuela, Colombia and Ecuador, English language is not considered as important as other subjects in Ecuador. According to the Ministry of Education in the 0041-14 article issued in 2014, it was established to teach 5 hours per week from eighth to tenth year of basic education and first to second and third high school; Through this change students will have an English level of A2 (Starters) for kids as established by Cambridge University Press concatenated to the Common European Framework Reference.

By reducing hours and the kind of book that is academically very low, it is difficult for students to have a high level of vocabulary, despite the efforts of teachers and motivation to apply for the class, the scores obtained is very low, despite the strategies used; always at the end of each year in fiscal institutions in the area of English it is where students always agree to an extension and frustration and gradually begins rejection of language. When students do not understand the meaning of words are exposed to make mistakes doing sentences or other activities, and where there is also an oral production tends to be distracted in class or perform some other totally different from what the activity assigned by the teacher.

With the advances that occur every day in Information Communication and Technology (ICT), it is complemented very well with learning the English language as it promotes interactive learning, allowing the effectiveness and efficiency during class time. But in spite of globalization in which we find

ourselves, it is terrible to see teachers who do not know how to use these tools for learning, such as technology, web tools, interactive games; or show videos concerning the class or other resources which are important in the field of optimal education, emphasizing on grammar translation and audio lingual method. With traditional teaching methods (completing, repeating), as it was mentioned above, teachers just use some limited resources for teaching their classes. Most of the teachers know the Web 2.0 tools without technological resource that could motivate their students more and innovate in each. Some tools that Google Apps has: sites, docs and drive, for creating web pages we have the help of Wix and many more; finally to create interactive games we have jclic, genmagic among others.

The School "Frank Vargas Pazzos" was founded in Salinas on July 17th, 1976 changing its name to Education Unit "Salinas Innova" on April 17th, 2014; since its inception, its mission has been and will be to provide a quality education with excellence and effectiveness of academics trained in each of the new challenges of every day is teaching process. At Salinas Innova, students are encouraged to use their leadership, creativity, learning to seek resources and to solve problems that arise. The English department serves elementary and high school with 6 and 7 teachers, respectively.

The first grade students are highly motivated and willing to learn English every day; they demonstrate their enthusiasm and motivation during class time. But a

tool which optimizes the review of vocabulary daily so they can be entrenched in them is necessary. Vocabulary is usually introduced by means of cards or some didactic game, and this becomes in a routine and tedious process. Noting so, teachers permit the classroom to speak all in Spanish and the child mixes his knowledge with the mother tongue while with the web 2.0 technology there are many resources that could support the teaching learning process to present new lexis to children.

Based on this evidence this issue was intended to develop a game as a strategy that includes vocabulary previously acquired by students in the first phase, and the introduction of new vocabulary in a more interactive way, using technology and teacher as a facilitator.

1.2.2 Critical analysis

For most students today it seems boring to learn English simply by listening to the teacher talk all in English and not understand anything, why the student's attention is lost, born out of frustration the teacher should become almost a comedian and use a lot of body language, so that students can get an idea about theme of the class, but most fall into disinterest and never learn English, These evidences were observed during internship and observation that the author participated.

The term gamification was first acquainted by Nick Pelling in 2002 (Fitz-Walter, 2012) who is a programmer of British origin. Importantly, gamification is to use design elements for games to capture the attention of students and greater involvement of these during class hours, using interface tools for better viewing, it's a great strategy to motivate students and to increase their vocabulary, because nowadays all that have a relation with the technology can catch the attention of students.

Salinas Innova has a private ownership, focused on constructivist approach, with the help of blended learning. These, and with support of the gamification strategy, ensure the students be more encouraged to study. The proposed institution to develop this theme always has the willingness to allow each day to innovate and improve their quality of education.

1.2.2.1 Analysis of the Problem

Chart # 1: Problem Tree

| Traditional methodologies for teaching young learners | Disinterest in learning essential English vocabulary | Inappropriate application of pre-test to measure the student performance in English |

Deficiency of essential vocabulary in students of first basic grade at Unidad Educativa "Salinas Innova"

| Boredom and frustration about learning a new language | Difficulty for developing the fundamental English skills | Young learners with low performance about learning new essential lexis. |

1.2.3 Formulation of the problem

Why is the use of gamification necessary to enhance vocabulary in the students of first basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, school year 2016 – 2017?

1.2.4 Delimitation of research object

- **FIELD**: Education.

- **AREA**: English.

- **ASPECT:** Gamification as a strategy to enhance Vocabulary.

- **TITLE:** "GAMIFICATION AS A STRATEGY TO ENHANCE VOCABULARY IN THE STUDENTS OF FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017".

- **PROBLEM:** The problem is when the students are working in group, they learn the vocabulary, but the next day they cannot remember it. The reason why this happens is that the teacher uses old material which does not catch

their attention, and as a result, the students can not listen with due attention.

- **TIME LIMITATION:** The research will be held during the academic year 2016-2017.

- **POPULATION LIMITATION:** Students of First Basic Grade from the Unidad Educativa Salinas Innova.

- **SPACE LIMITATION:** Unidad Educativa Salinas Innova. Salinas, Province of Santa Elena.

- **CONTEXT LIMITATION:** This project will be developed in a private institution, you can find that most of the students belong to middle class and some students have high class. Most of the parents work and they do not have the moment to sit with their sons to make a review of the classes. All the classes have technological resources.

1.3 Research questions

- How feasible is the use of gamification as a strategy to enhance vocabulary?
- What are the problems at the moment of learning a new vocabulary?

- What is the influence that the gamification has nowadays?

- How can a new strategy based on gamification support the young learners in learning new lexis?

- Is it necessary to implement gamification as strategy to enhance the vocabulary in the students of first basic grade from Unidad Educativa Salinas Innova?

1.4 Rationale

There are several reasons why this research is relevant in the educational field, in the Province of Santa Elena still many institutions do not implement the Gamification as a strategy, allowing this school, Salinas Innova, to develop this project as the pioneer. This project will encourage students to learn English language as an important subject as the other ones.

The contribution that the author gives to the school is to provide an aid to learning in first grade children is effective and interactive, giving alternative to English teachers so that they do not fall into a traditional education, where the vocabulary is introduced only through cards. The value of this thesis topic is to create an interactive game where you can encourage students to learn everyday vocabulary increasing the ability to use it in the context of everyday life. From the social

point of view this will help to increase the use of ICT because it uses technological resources that are currently ruling the world.

1.5 Research objectives

1.5.1 General objective

To enhance vocabulary through gamification as a strategy in the students of first basic grade at Unidad Educativa Salinas Innova. Salinas, Province of Santa Elena. School year 2016-2017.

1.6 Idea to defend

The use of gamification will enhance vocabulary as a strategy in the students of first basic grade at Unidad Educativa Salinas Innova. Salinas, Province of Santa Elena. School year 2016-2017.

1.7 Scientific task

a. To establish the literature review about gamification by mentioning different authors in order to have a broad knowledge about this topic.

b. To determine the methodological process focus on vocabulary by applying techniques and instruments for collecting information data.

c. To apply gamification as a strategy by designing implementing and evaluating a proposal to enhance vocabulary.

CHAPTER II

THEORICAL FRAMEWORK

2.1 Literature Review

English is considered a separate language, relative to German, French or Italian. It is believed that its existence from the Christian Era in Britain:

"Europe was broadly speaking divided into a Celtic-speaking south and a Germanic-speaking north" (Knowles, 2014)

English originates from a West Germanic language with dialects anglofrisios which originated in Britain because of the Germanic invaders that existed at that time who came from various parts of what today is known as UK. The first knowledge we have about the English language is due to their first written records, written English was related to Christianity and Latin. (Knowles, 2014)

2.1.1 The importance to teach English for children

Nowadays, English is a language that has had great growth worldwide becoming the second most spoken language, the need and interest to learn English in children is in constant ascent; mostly some countries have embraced English as an important in communication through various fields such as tourism, finance, trade, relations between cultures, etc. These are the reasons why parents tend to

have their children to learn English as a second language. It is a great advantage to study English at an early age.

Consider the situation if at some moment your child is exposed to a teacher who does not know the language of the child's mother tongue. This would imply that the child and the teacher do not have a common language to communicate, so the teaching-learning process is for the child; causing confusion and detachment from the teacher.

It is recommended to learn English at an early age and that is when the child can study and analyze each aspect that this language has, thus having the advantage to further develop the knowledge as the child grows time mature intellect. For an adult, it is very difficult to understand the language; but a child without having to perform many activities during the day quietly it may be the moment to provide that time and more.

In addition, when a child is learning, he or she associates it with the play and experimentation, that is why Pre-Kinder and Kinder methodology to introduce a new vocabulary is provided by a dynamics or experience that perhaps the child and you may have had. Therefore, the child always seeks ways to learn interactively without fear of exposing them to every real experience.

2.2 What is a game?

A game is a fun activity, with clear instructions, rules and a clear objective to be achieved. (Roside, 2006)

According to Webster (1828) Dictionary, there is an exact meaning of the word game:

a) A physical or mental movement or challenge that has guidelines and that individuals accomplish for delight.

b) A specific event of an amusement.

c) One of the recreations that are a piece of a bigger challenge, (for example, a basketball match)

Uniting all these definitions, it is said that a game is a fun activity in order to achieve a goal; it has rules and regulations to implement it.

2.2.1 Use of game

With technological advancement that human beings are facing nowadays, schools are asked to use technology and all the resources available to improve education. Schools of the future would be focused on an innovative learning and not just a traditionalist education, but doing fun and meaningful activities. With innovative programs taught through games, it gives the student the opportunity to feel part of the group, being an active entity in the classroom. (Roside, 2006)

A game as an action has few purposes: (Roside, 2006)

a. Physical movement: to discharge physical and anxious strain and advance mental readiness.

b. Entertainment: to make an atmosphere of fun and hobby.

c. Social context: to promote the games themselves while these extinct cultures and continue to promote their own identity.

d. Dialect learning: to serve as an assistant to the procedure of showing the punctuation and sound arrangement of the new dialect.

Then again, the utilization of game is: (Roside, 2006)

a. Recreations are typically distractions from the standard schedule.

b. Games are rousing and testing.

c. Game helps the apprentice to try to learn.

d. Animate the apprentice to collaborate and impart one another.

e. Game helps to give long practice on the different skills, not just vocabulary.

f. Game helps to make a significant setting for vocabulary use.

2.2.2 What is an educational game?

Games are learning activities, sequence of commands in order that every student of any age can get knowledge. Also, they are acts of different objectives and motivations to connect students with the issue of class; they offer us a rich field for an exploration free dynamic investigation of genuine scholarly and social issues. (Noemí & Máximo, 2014)

2.2.3   What is a Gamification?

The first to introduce the term gamification was Nick Pelling in 2002 and gives this term design elements for games focused on education goals. (Fitz-Walter, 2012)

"Gamification is defined as using the mechanics of games to make learning more engaging" (Apostol, 2013)

Despite this great definition, it is considered or ambiguous because gamification goes a little further, allowing the student free expression and generating a debate when giving your answer. (Glover, 2013). Although other questions that arise are the characteristics: a game? Which is the difference between gamification and an educational game?

2.2.3 What are the features of a game? (Apostol, 2013)

 a. The main feature of a game is that there must be clear and concise rules from the beginning. Each player must know what you can and cannot do.
 b. Another feature is that you must have clear goals; is each game, the player must provide for a clear mission and know what to complete.
 c. It is very important that a game always shows how much progress has been made from inception to the stage where you are. Besides, it should provide reward to motivate the player, as extra lives or extra credit bonds to meet any challenge.

d. Another key feature is that the game must have stages with difficulty and must go increasing the level up, this is a way to engage the player.

e. In a game there must always be small stories or messages that indicate when to play or what to do.

f. The game should provide a safe environment and in keeping with the theme of the game.

2.2.5 The importance of gamification an educational game.

The study of Apostol, (2013) demonstrates the way that gamification and educational games positively affect the three primary parts of training: motivation, engagement and achievement.

2.2.6 Developing inspiration

Games like brain stormy always aim to first develop the motivation which is categorized between intrinsic motivation and extrinsic motivation.

Apostol's (2013) studies have demonstrated that the amusement components such as prizes and advance bar are for the most part connected with extrinsic inspiration which may diminish the level of intrinsic inspiration. Extrinsic inspiration may be valuable for recreations going for obtaining decisive information. These games as a rule include drilling, labeling, matching or drag and drop. As the action suggests redundant, routine activities, keeping track of winning and offering prizes is a vital piece of keeping the player inspired to proceed with the game.

To apply the gamification strategy the teacher and the student must be intrinsically motivated in the first place, he is predisposed to give his class; and that the child will also feel the motivation to receive the class. After that, the teacher must create a learning environment, thus promoting extrinsic motivation; the teacher is also a resource when applying this strategy.

a. The challenge it is very important that a game has a level of optimal challenge; besides the objective must be clearly detailed and concise so that the player can increase his motivation and thus to advance in difficulty levels.

b. Another way to increase the motivation of the player in the game is generating curiosity about the same, a good digital design complemented by paradoxes that the player will develop their cognitive curiosity.

c. The player is feeling that he has control of the game will depend on the amount of income that the environment will provide, with the probability of each response can be influenced by people in that environment. The game may be customized by permitting the student to develop, select or name the characters, and the PC utilizes this data later, for making a feedback.

d. It is very important that it contains fantasy; this increases their motivation and prepares the student to both receive better information, relating it to prior knowledge.

2.2.7 Components of gamification

Kevin Werbach, a business expert, in social policy and technology and the development of Internet communication applications, has published a book

entitled "To victory!" It establishes a structure of gamification, which highlights the following sentence:

"The best evidence is when the largest number of elements are used, but when the most effective elements are used" (Werbach, 2012).

Today the teacher of is filled with many papers, but focuses on finding resources that are truly effective in learning; without much material and a single strategy it is possible to obtain an optimum learning.

The pyramid structure consisting of 3 levels.

Illustration 1: Components of Gamification
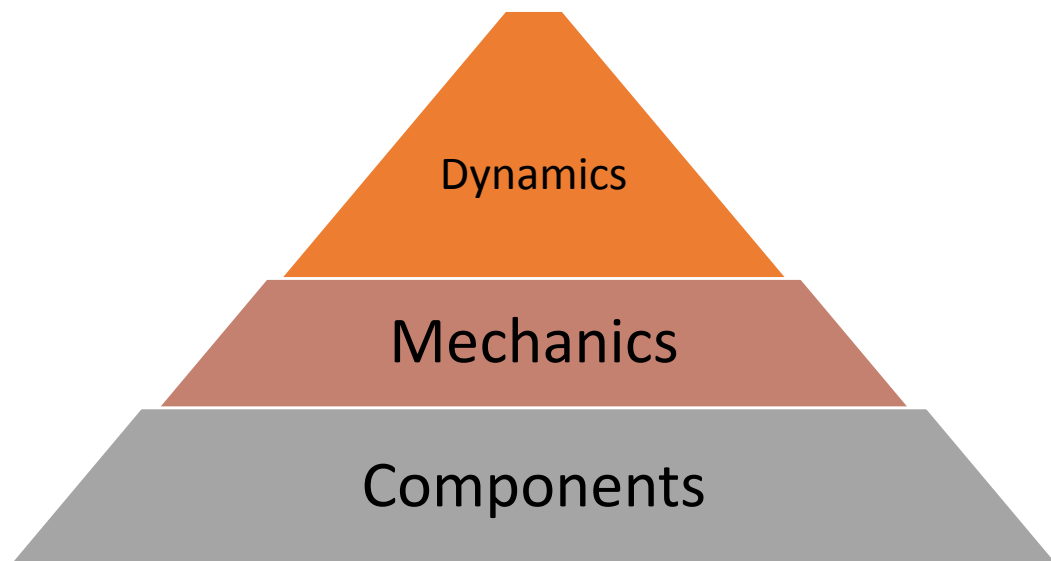
(Werbach, 2012)

According to Werbach K 2012, the pyramid starts from the top for the dynamics, which highlights the five major conceptual elements within the gamification strategy, defined as follows:

a. Constraints

b. Emotions

c. Narrative

d. Progression

e. Relationships

These 5 items comprising the tip called dynamics, the type of restrictions that may exist if the classrooms are displayed are physical space and comfort of the room, etc. If you are related to the child they are considered the following restrictions: a disability that the student may possess, and motivation, etc.

Within this first step is considered vital all the emotions of the student; the ease with which the student possesses to communicate or relate some event.

See if there is at the time of dynamic progression in the interest and motivation toward the subject.

And finally get a student to relate to the other. Pyramid shows the main stages to follow in order to apply the strategy of gamification. Within this stage these are more elements in the dynamics level.

The mechanics is whether the tools that help to promote the game and go forward in levels, players coming out and causing them to be involved in it, the elements of this stage are:

a. Challenges

b. Chance

c. Competition

d. Cooperation

e. Feedback

f. Resource Acquisition

g. Rewards

h. Transactions

i. Turns

j. Win states

This second step of the pyramid includes those who understand the game, where during the interaction between the student and the machine should propose challenges to student opportunity to try again if a mission failed; provide a sense of competence you feel ready to deal with others. Allow feedback, reward for each level achieved.

Finally, the components using gamification strategy and how this can be developed; outlines of what could be considered the game design, the following:

a. Achievements

b. Avatars

c. Badges

d. Boss Fights

e. Collections

f. Combat

g. Content Unblocking

h. Gifting

i. Leader-boards

j. Levels

k. Points

l. Quests

m. Social Graph

n. Teams

o. Virtual goods

(Werbach, 2012) Shows in total 30 items that are within the 3 stages of the pyramid of gamification, which are options that can be implemented when this strategy is used, the pyramid ranging from micro to macro to develop higher-level games, whichever is the other side to improve and complexity that this has. The game designed must contain at least 5 of these items in order to be considered as a game that uses gamification as a learning strategy.

2.2.8 Core Game Concepts

It is important to comprehend gamification in order to understand the main ideas of the game. There are three fundamental parts in many recreations: objective focused movement, reward components, and advancement following. Each of these is quickly described underneath; in any case, it is clear from the expansive marks that there is a critical relationship between the outline of games and of learning exercises. (Glover, 2013)

a. Goal-focused activity: The games are aimed at a set of clearly defined goals and its condition is "win." there is similarity between play and learning, players and students; in order to perform tasks to achieve the desired objective. The following relational level with another mission and motivation grows when there recognition in public.

b. Reward Mechanisms: Each game brings a number of reward mechanisms depending on the subject contained therein, are the most common achievements, awards and leaderboards. The standings indicate where the player is compared to others, the prizes are what give the time to pass each level and achievements are larger incentives when they have managed to successfully overcome the objectives of the game. (Glover, 2013)

2.2.9 What is a motivation?

Hypotheses of motivation focus on three unmistakable however frequent ideas interrelated: (Gorman, 2004)

a. Impulse/drive

b. Motivating force

c. Excitement

Most clarifications of propelled conduct will make some reference to one or the three. Each of these will clarify the fundamental sorts of thought processes, which have been distinguished by psychologists:

1. An instinctual yearning to fulfill a particular physiological need or drive. For case, consider the part of physiological drives in connection to eating and drinking: How would you know when you are hungry/thirsty?

2. A choice to act particularly keeping in mind the end goal to pick up fulfillment or prize. For instance, consider the part of prizes in connection to work: would could it be that makes you buckle down at a specific employment?

As per this methodology, the main motivating force to buckle down is the desire of some future prize (pay, acclaim and so forth.).

3. The longing to build or abate one's level of excitement. For instance, consider the part of excitement in connection to going on vacation:

How can it be that a few individuals pick greatly gutsy occasions, whilst others simply go on vacation to unwind? (Gorman, 2004)

2.2.9.1 Motivation and self-efficacy

Motivation and predisposition can be recognized in many ways one of the characteristics is the curiosity that the learner reflects upon the class, a student persistence demonstrated by achieving understanding the whole class; and more than the whole (average) academic performance; It shows if student is motivated or not: (Banfield, 2014)

a. Intrinsic motivation is known more as the excitement and pleasure of an action performed satisfactorily during the class.

Extrinsic motivation: extrinsic motivation is considered as the merits achieved by the student, that is the domain of the contents, and high use that this can get. (Banfield, 2014)

2.2. Definition of Vocabulary

Vocabulary alludes to the gathering of words a specific individual, group of people, socioeconomic group, profession, knows and employments. The specialized term for vocabulary is lexis. The dynamic vocabulary is every one of the words utilized expressively (in composing, talking or signing) and the inactive vocabulary is every one of the words perceived and comprehended, despite the fact that not as a matter, of course utilized expressively. An adult inactive vocabulary is around 33% bigger than their dynamic vocabulary. (Roside, 2006)

Vocabulary cannot be partitioned from language teaching and learning procedure. Educators need to advance learner vocabulary to enhance their dialect of the fact that they will discover troubles in taking in an outside dialect, particularly to comprehend its vocabulary. (Roside, 2006)

Illustration 2: Dynamics of vocabulary

26
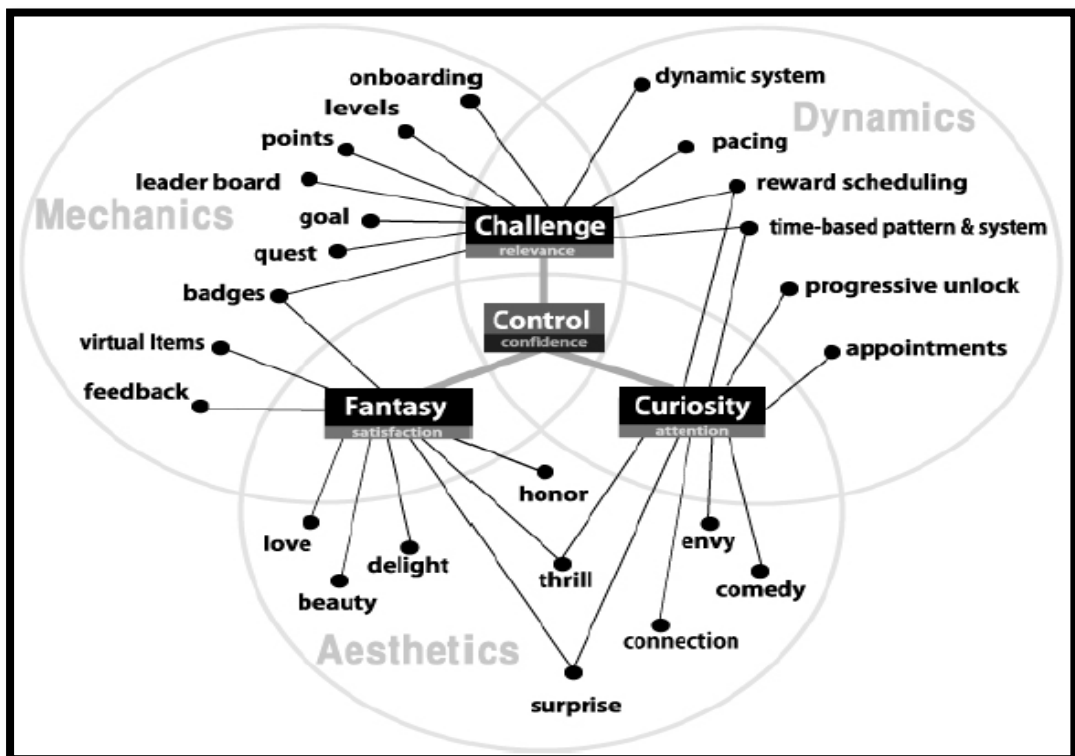
.2.2.10 Types of vocabulary

a. Listening vocabulary: It is one of the first to be developed from 16 weeks of conception and one can perceive words and give it a meaning, this is the words that we can hear and understand. (Roside, 2006)

b. Speaking vocabulary: in this group are the words we use when holding a conversation. The amount of words used by an adult in a conversation is 5,000 to 10,000 they could be more but because of the context and the lack of increase in our lexicon, does not raise more.

c. Reading vocabulary: they consider all the words you can understand when making a reading. Through this kind of vocabulary we can increase our vocabulary and understand at that time that there are words in our daily contact.

d. Writing vocabulary: this group is considered to all the words that we write to give the respective use and context.

2.2.11 Teaching English Vocabulary

At the beginning English was based in *Grammar Translation* which was to give a list of words to students, they seek meaning in Spanish using the dictionary and then perform the respective storage; this method was abolished giving way to know the Direct Method. The *Direct Method* leaves aside the fact of seeking

meaning in Spanish, as this was based on objects or pictures to show that students have a solid idea of the meaning and do not perform the process for Translation. Students put aside memorizing as a strategy of learning. (Roside, 2006)

After seeing the success of the Direct method, it was decided to continue evolving with the emerging *Communicative Language Teaching (CLT)*, which is to teach vocabulary through games, without having to translate and attracting even more attention from students increasing their motivation during the class. (Roside, 2006)

After it has been analyzed how the direct method and the grammar translations affect the learning of English students, it can be noticed that the best way is to apply the communicative language teaching. In order to promote in this proposal the use of gamification to improve the vocabulary of the student it must be connected with CLT because this allows the learners not to translate but internalize all the information automatically.

2.2.12 Principle of Teaching Vocabulary.

Currently you can apply various methods and techniques to teach the language, but the most consistent is that the definition, explanation and an example of how to apply the new word learned is from; always trying to make a relationship with before the new vocabulary so that students can remember the ancient words and can more easily apply new words. (Roside, 2006)

a. Through the course book: this will incorporate the composed and talked content testing activity.

b. The material supplied by the school, which we need to adapt to the activities we need to develop.

c. The teacher must always develop their worksheets according to the skills of their students and their learning styles.

A good teacher prepares his worksheets to learn vocabulary in different subject, such as completing the words, find them in the puzzle, trying to use tangible reminder to avoid the translation process.

According to the research of (Roside, 2006) establishes some principles found in his research:

a. Vocabulary learning is more effective when it's fun.

b. Catching the attention of students is very important when teaching a new vocabulary.

c. The learners ought to be offered chances to create methodologies for deciphering vocabulary as it is really utilized by local speakers.

d. Another great principle is that it is always advisable to seek a way to enter the vocabulary game.

2.2.13 Problem in Teaching Vocabulary

Learning vocabulary students need a good memory for a limited time to understand the word, and feeling great enthusiasm; because if one of these aspects fails, it will be a big problem during class.

These are some of the problems that occur when vocabulary is taught: (Roside, 2006)

a. Most trainees are confused because some words are pronounced and written in other ways.

b. Students tend to lose focus and enthusiasm when listening to very difficult words and fail to discern the meaning of it.

c. When students are at a very basic level, it difficult to understand the meaning in context.

d. Another problem is that today's students just memorize words for the moment, with great forgetfulness and when returning to view it with the passage of the contents, they must do the same process again.

All these problems in teaching vocabulary could be solved in the present study with the intentions of using gamification as a strategy to support the English teaching and learners process among teachers and early young learners.

2.2.14 Techniques on Teaching Vocabulary

a. Be absolutely sure that the lessons are not difficult for students, it is important that the words have been learned in an easy and not boring and difficult.

b. Develop material striking and interesting work, trying to include activities or sports that they like to make it part of it.

c. Try to use your body language to always take care of your children and with the same words that express this teaching. (Roside, 2006)

2.3 Philosophical foundations

2.3.1 David Kolb model based learning experiences.

David Kolb developed model-based learning experiences, where it is defined as "the experience relates to the whole range of activities that allow you to learn." Within its experiential learning model it is represented as learning skills that are highlighted above the hereditary apparatus of own life experiences and the demands of the environment in which develops daily. The highlights how to resolve conflicts between active and reflective being, to be immediately and analytical.

The gamification used as a strategy provides an interactive learning which is not just a game, but also lived through experiences which enable students that knowledge is stored inside the student and to remember it and play it at some point of their life. (Kolb, 2001)

Model Description:

Kolb proposes two main stages of learning: the perception and processing. He said that learning is the result of the way people perceive each situation and then process what they have perceived and analyzed.

Kolb establishes different types of perception:

a. The person perceives through a concrete and concise experience.

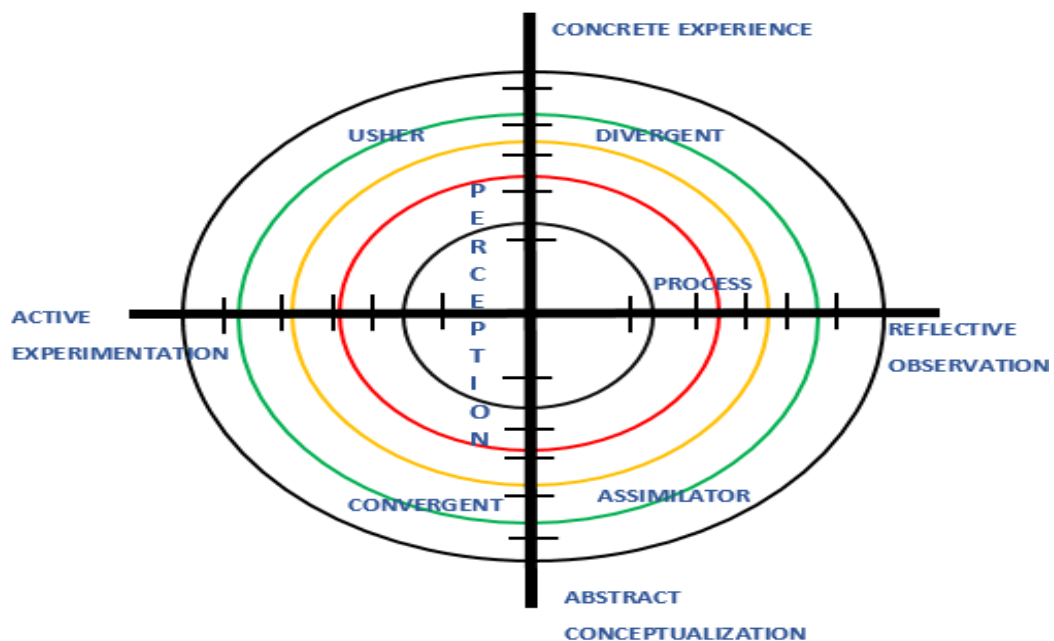b. The person who sees through abstract conceptualization (and generalizations).

As that was developing its models through experience, highlights the differences in processing highlighting these examples:

a. Some people process information through active experimentation (the ability to apply the previous concepts in new experiences.

b. While another is through reflective observation in their new experiences.

The model of David Kolb is important in my research because it encloses the concrete experiences related to all that has a big impact in the students, reflexive observation is how they can analyze all the new vocabulary and assimilate in their minds.

Abstract conceptualization shows how the children can delete things that are not important for their new vocabulary and finally the most important step in Kolb's model is active experimentation that, in others words, consists in applying the new vocabulary for their common life.

Illustration 3: The experimental learning cycle

CONCRETE EXPERIENCE

USHER   DIVERGENT

PERCEPTION   PROCESS

ACTIVE   REFLECTIVE
EXPERIMENTATION   OBSERVATION

CONVERGENT   ASSIMILATOR

ABSTRACT
CONCEPTUALIZATION

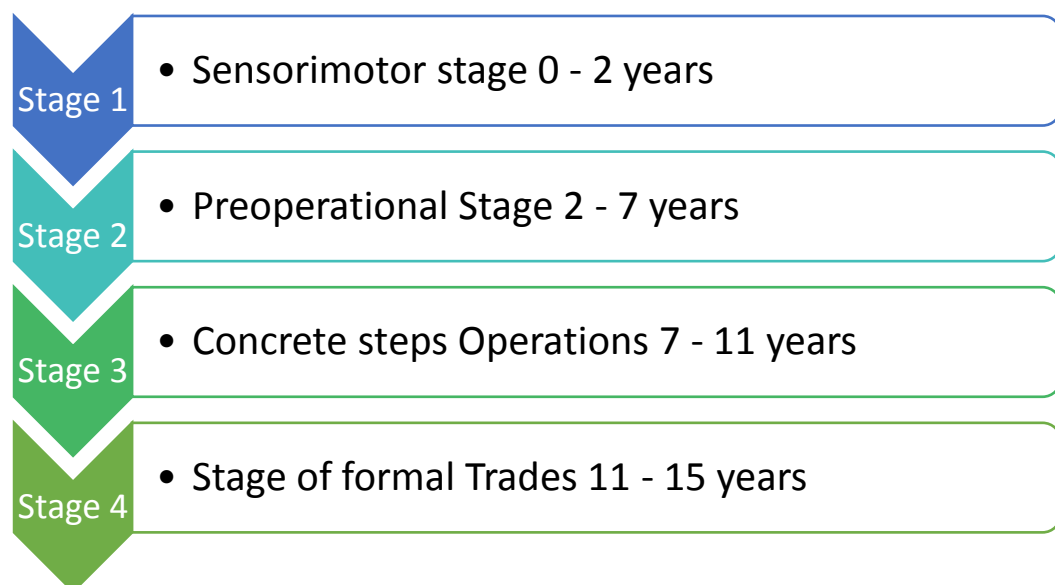### 2.3.2 Jean Piaget: stages of cognitive development

Model description:

Jean Piaget proposed evolutionary psychology during the development of the child. He points out that some lessons are those that represent a significant event in his life. Development is a gradual and orderly process which for a child to skip some stages. Jean Piaget suggested that teacher should give opportunities to students in order to explore the most thought of reach, so be constructed by making a sound basis for the next stages of development.

Such explorations allows the child knowing the same to see what their limitations and find new ways for these no longer limitations and become a learning experience, making troubleshooting.

For Piaget knowledge is constructed by the child through interaction and mental stages with the environment, so it is important that a combination of these factors. (Piaget, 2001)

Illustration 4: Stages of cognitive development

Stage 1
- Sensorimotor stage 0 - 2 years

Stage 2
- Preoperational Stage 2 - 7 years

Stage 3
- Concrete steps Operations 7 - 11 years

Stage 4
- Stage of formal Trades 11 - 15 years

In the present research the stages of cognitive development that Piaget mentions probes that the use of gamification apply in a correct way in students of Salinas Innova School will be able to develop in them social interactions, physical experiences, balance and maturation in order to get a meaningful learning.

2.3.3 John Dewey: learning by doing

John Dewey considered one of the founders of pragmatism, points out that optimal learning is when students do the same; and remember that experience as he did. Dewey indicates that the education system must satisfy five psychological needs of the child:

Dewey establishes five very important elements for optimal learning:

Illustration 5: John Dewey elements for optimal learning
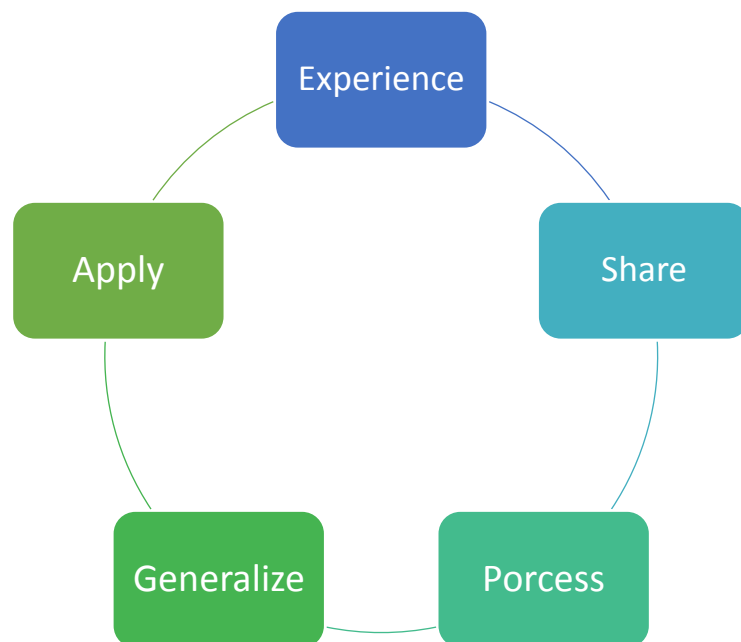
He said that students can have a better learning when they can have real experience. In the present investigation based in the important elements for optimal learning established by Dewey when teachers teach vocabulary it is

important incentivize the curiosity, artistic expression, construction and conversation in young learners, because by using Gamification as a strategy to enhance the learning of new lexis you can always make the same things all the time; and improve their communication because it is not needed that students can only memorize but also that they can communicate and remember the experience that they experimented.

2.4 Legal Bases

2.4.1 Constitutions of Ecuador

Article 16: All persons, individually or collectively, have the right to: Universal access to information technology and communication.

According to the article 16 of the Constitution of the Republic of Ecuador there is the chance to have technological knowledge because today the technology is necessary in different areas such as: medicine, science, and education.

Article 277: To achieve the good life, are general obligations of the State: To promote and advance science, technology, arts, ancestral knowledge, and general community activities creative initiative, associative, cooperative and private.

According to the article 277 of the Constitution of the Republic of Ecuador the Ecuadorians have the right to know and learn the new trends in the different areas that they are involved.

Article 347: It is the responsibility of the State: Incorporate information technology and communication in the educational process and promote the link education with social productive activities.

According to the article 347 of the Constitution of the Republic of Ecuador teachers and students should be beneficed with the inclusion of technology into the classroom because the content of the class will be different and innovative.

2.4.2 Organic law of intercultural education

Article 347: Incorporate information technology and communication in the educational process and promote the link of education with productive or social activities.

According to the article 347 of the Organic Law of Education Intercultural teachers and students should be beneficed with the inclusion of technology into the classroom because the content of the class will be different and innovative.

Chapter One the Right to Education:

Article 6 - J. Ensuring digital literacy and the use of information technology and communication in the educational process, and foster the link of education with productive or social activities.

According to the article 6 from the first chapter of the Right to Education it is relevant the application of technology in the teaching and learning process because the society needs good professionals who can contribute to the development of the country.

Transitional Provisions:

Twelfth: In the case of System Intercultural and Bilingual Education, a decade after the publication of this law, allocation and budget execution for schools of communities, peoples and nations will be preferential to improve educational quality in the following areas: teacher education and training, educational infrastructure, training and community participation, development and provision of teaching materials and implementation of information and communication technologies.

CHAPTER III

Methodology

3.1 Research Approach

This research is based on the qualitative method. It was made at Unidad Educativa "Salinas Innova" with the students of First basic grade.

The following proposal is focused on enhancing the level of the vocabulary in the English Language

a. This research study was guided by research questions.

b. This study, based on field research permits to collect information directly from the place where the events occur and the problem is generated, giving the opportunity to identify it.

c. This research has allowed the observation of the students working with the aim to establish where the solution of the problem is.

The research was based on the way that English vocabulary of the students was learned and how to help them improve it; furthermore, how to help teachers to develop this using a new strategy that is changing the world and the way to teach vocabulary in English language. The students say when they are learning vocabulary. They feel bored and exhausted because they look at flashcards and repeat words for several times. In order to perform this research the students were observed during this process.

During the process of this research, it was emphasized the importance of using of Gamification as a strategy to teach English Vocabulary helping English teachers that have little or no experience about how to teach vocabulary to children.

The behavior of participants was analyzed in its natural state; and collected all the necessary information that was observed and heard while they were developed in their environment.

3.1.1. Research Questions

These are the questions that guided this research:

- How does the use of Gamification enhance English Vocabulary?

- What technological strategies are being used as resources to teach Vocabulary?

- What are the factors that influence in the learning of English vocabulary?

- What is the importance of Gamification to learn English Vocabulary?

3.2   Level or type of research

3.2.1 Bibliographic research

This type of method allows us to investigate and choose theoretical and scientific information, about the main topic of research that are being made and the foundations established in the theoretical framework with reference to the theory of cognitivism. The application of Gamification as a strategy in early childhood education was established using this type of method.

3.2.1   Applied research

This project take into account of the issues found in the investigation where the problems are mentioned with the goal of establishing possible solutions through the implementation of technology to improve teaching vocabulary in English language at Unidad Educativa Salinas Innova.

3.3   Methods

3.3.1 Qualitative Method.

Qualitative method does not involve statistics to show data, the term qualitative puts emphasis on the qualities and the relationship between the researcher and the phenomenon studied Qualitative methods use very supportive information of sociology, history of many centuries ago, and philosophy; studying the quality of information, issues, relationships and instruments of a problem or situation. The qualitative method is interested to know how the process occurs in each observed situation. (Veléz, 2008)

The qualitative method was used in order to collect information about Gamification as a strategy in this research project using several instruments such as interview with an expert of the area of English and technology and observations, note taking of the students.

3.3.2   Quantitative Method

Quantitative methods refer to mathematical, statistical analysis using objective measurements or numerical information collected through questionnaires, surveys or through previous analyzes of statistical data using computational techniques.

The quantitative method focuses on collecting numerical information to explain a particular phenomenon. (Labaree, 2016)

3.3.3 Scientific Method

This method permits to show the enhancement of the English vocabulary using Gamification in the students of first basic grade at Unidad Educativa "Salinas Innova" through observation, formulation of predictions, data gathering, data analysis, data interpretation and presentation of the results.

3.3.4 Observation Method

It is one of the methods used to collect information; the role as a participant observer means that the analyzer or observer becomes a participant of the group which observes and interact with them. In order to be able to make more real evidence, concrete and analyze all the behavior of those participants; each notation should be natural.

For this project, it was very important to be part of the group of students who will be observed and will collect information without interrupting behavior and situation in which they perform.

3.4 Population and sample

3.4.2 Population

Chart # 2: Population

No.	Description	Quantity	Percentage %
1	Teacher	1	2%
2	Students	25	49%
3	Parents	25	49%
4	TOTAL	51	100%

Source: Unidad Educativa Salinas Innova
Author: Diana Valdivieso

3.4.3 Sample

The population size was composed by 25 parents of First basic year at Unidad Educativa Salinas Innova. This means that size sample formula was not necessary.

The surveys were only for parents because the children of first grade cannot read yet and they do not understand the questions and they cannot give answers.

3.5 Variables Operationalization

Independent Variable: Gamification

Chart # 3: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Gamification: Virtual game mechanism used as a tool to teach and that permit engage in different important aspects such as: motivation, performance, resolving problems,	Technology ICT´s Resources Ludic	Technological resources used by students English teacher applied software to teach English Vocabulary	• Have you ever heard about Gamification concept? • Do teacher use educative software? • What is the impact of the use of Gamification to teach English Vocabulary?	Diagnostic Test Observation Interview Camera

Sourcce: Unidad Educativa Salinas Innova
Author: Diana Valdivieso

Dependent Variable: English Vocabulary

Chart # 4: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Vocabulary: Group of words using to communicate ideas, options, feelings, etc. The vocabulary is essential to establish an effective communication using a list of words with meanings, sounds, semantic	Learning process Oral skills Teaching strategies	The children have the opportunity to improve their comprehension New strategies as part of the learning process.	• Which it is the effect on students to use playful activities to increase vocabulary • What is the reaction of parents to seeing the students using technology as an educational tool?	Diagnostic Test Observation Camera Computer Observation guide

Sourcce: Unidad Educativa Salinas Innova
Author: Diana Valdivieso

3.6   Techniques and instruments

3.6.2   Techniques

3.6.2.1   Semi - structured Interview

The semi - structured interview is used as part of the qualitative method. It involves a list with questions that permits to follow an order as an interview guide between the interviewer and participant where it is possible to omit and add questions in order to obtain more information, critical points about the issue under discussion. The interviewer has the opportunity to address in any direction by where the interview takes place; semi -structured interview provides reliable qualitative data because the respondents can express their opinion freely**.**

3.6.2.2   Observation

Observation is a good way to collect information about the group in their natural environment, where it is necessary to pay attention in details and be discreet. It is unnoticed because the people that are observed forget that there is an observer, by turning it in the least invasive technique. Among the advantages are that this technique provides direct information, permits saving time and it is the most direct way to measure of behavior of who are observed.

3.6.2.3   Survey

It is a technique that helps to study a sample that is part of the target population where are used a group of questions providing relevant information. These responses could be analyzed statistically that is focus in different topics according

with the necessity of the researcher. This information is shown through graphics or charts with percentages and averages making the information easier to understand.

3.6.3 Instruments

3.6.3.1   Questionnaire

It is a group of questions that help to follow the order and allowing not forget the things that are treated within an interview or survey. The purpose of the questionnaire is to gather information through the survey about what was the parents point of view about the use of Gamification as a strategy to enhance English Vocabulary. In other hand the questionnaire was a guide for the semi-structured interview, giving a logical order and allowed successful development of the interview.

3.6.3.2   Video camera

This instrument is used to record the evidence when there are applied research techniques such as interviews, surveys, observations, etc. At the same time it is possible to take photos that are considered visuals, audio documentation. During the process of data collection it constitutes a reliable instrument.

3.6.3.3   Field notes

As part of the observation technique, these notes are taken during and after their observations and the purposes are to collect evidence that helps understand and mere conclusions about the research. Field notes try to describe details, reflections, questions related with the objectives of the research.

3.7 Data Collection Plan

Chart # 5: Data Collection Plan

Basic questions	Explanation
1. What for?	To enhance vocabulary
2. From which people or objects?	Students of the First basic grade
3. About what aspects?	Gamification
4. Who?	Students, teachers and authorities
5. To Whom?	Students and teachers of Unidad Educativa "Salinas Innova"
6. When?	2016 – 2017
7. Where?	At Unidad Educativa "Salinas Innova"
8. How many times?	Once a year during the academic year 2016 - 2017.
9. How?	Individually and in groups
10. What data collection techniques?	Interviews, and surveys
11. With what?	Rubric, questionnaires, and video camera.

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

3.8   Data processing plan

Chart # 6: Data processing plan

Determination of a situation	Data search	Data collection and analysis	Definition and formulation	Statement of solutions
The disinterest in learning and the use of traditional methodology for young learners make necessary to create a tool to enhance Vocabulary	Once the problem was identified, the researcher started looking for specific information at some books, virtual books articles, journals, among others.	When the problem was confirmed at Unidad Educativa "Salinas Innova", an initial test, surveys and interviews were made.	Once the problem has been established due to deficiency of essential vocabulary to enhance vocabulary in students of first basic grade, it is necessary to create a strategy for the teaching and learning process.	The implementation of Jclick Activities as a didactic resource to develop English vocabulary was justified.

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

3.9 Analysis and interpretation of the results

Interview directed to Specialist

Objective: Determine the importance to use of Gamification as strategy of the English Language teaching and learning process.

Name: Mr. Kleber Loor MSc.
UPSE English Carrer Professor

Question # 1: What subjects have you taught in the English career?

Interpretation: Mr. Loor has experience as teacher for more than 13 years as Educator and 5 years as teacher of Information and communication Technology ICT subject with a certification about Instructional Designing for Virtual Learning Environment, from Casa Grande University. He considers. He has enough experience and opportunity to experiment in this topic and also he has a certification as Teaching English as a Foreign Language (TEFL) for Teaching. Mr. Loor has taught English and also English connected with technology.

Question # 2: What is your experience to teaching English language connect with technology?

Interpretation: He said that at the beginning when he was teaching at the English career he used only a traditional way such as whiteboard, marker, and projector. He decided to use of power point slides but when he decided to study his Master degree in that moment he started to use the blending learning as connection the use of the technology and English and it gave very good results because he applied in his English classes a lot of smartphones, iPhones, tablets, laptops were

used in order to engage the students. He started that teachers can design material and use technological gadgets to engage the students get the hook, learn and they will never forget the knowledge; it means they received meaningful learning and metacognition.

Question # 3: Can you explain to me if you are familiar with the Gamification term?

Interpretation: The professor said that he attended to Jornadas Pedagógicas de Innovación Educativa or Pedagogical workshops of educational innovation; in those workshops every year the topic is about the use of technology for education not specifically for English. One of those workshops was called Game based learning in that event it was a study by two girls from Argentina specifically they were professors who used Gamification as Games based learning to enhance learning in different subjects in Rosario University.

Question # 4: From your experience as an English professor and English teacher, what do you think about the use of Gamification to teach English Vocabulary?

Interpretation: Games using technology refresh the class, when the class is refreshed with games the teacher establishes rapport. What means rapport? It means that have a really friendly environment in the class, everybody wants to work together because you are having fun and they are enjoying your class and their learning, you know the teacher is part of the class is not the authority. Using

only games, but let's imagines when they connect for example using one tool, the basic one tool Kahoot, the link that teacher can use the Gamification in Kahoot in order to assess the students when they are playing who wants to be millionaire and the students can get engaged using tablets, smartphones and laptops playing and the teacher can watch at the projector laboratory using the sense of competition makes the class really enjoyable because they are making a competition against each other.

Question # 5: Why do you consider that Vocabulary could be taught through technological resources?

Interpretation: He remembers when he was during his learning logs and his assay when he was studying Teaching English as a foreign language TEFL certification they had in a forum a discussion about that: the teacher teaches vocabulary? Yes or no, he remembers that because he was part of that experiment and most of the teachers said: yes, the teacher teaches vocabulary but in that lesson his professor said: No, the teacher never teaches vocabulary, the teacher just present it, never teach just is an option if they learn or not so when they use the game is by repeating is like when they play video games; and at the end said: Try again and they even they do not know what the meaning was, they know that they have another chance, another opportunity or Game over because they play video games so that is the point with Gamification when the teachers present the vocabulary in their classes images working for 6 or 7 months or even academic

year, they present all of the time and the students assimilate the learning better and they never forget it.

Question # 6: Can you tell me if you ever heard about Jclic application?

Interpretation: Of course Jclic application at USA the software that they use Java, Dolores Zambrano she was teacher of Virtual Learning Environments and she made a study with children and the students who were working in Teaching for new learnings and she decided to create games using Jclic, games such as puzzles, match, paint games, cross words, and she said that creating these games really supports better results in the students' performance in the student learnings; the learning about how the students really improve because they using Jclic so the important thing about Jclic is that many people believe is a bad idea for all the students that teachers teach without technology because they are not experts using laptops or they need to be an Engineer in computing to do this but Jclic is very easy to download the application to their laptop they have the Jclic program and the teacher had also another tool and teachers can start to create in tidily at the beginning teachers can show the colors, days, phrases, action, music and have chance to start working like a competition in order to reinforce or increase their vocabulary. When they believe in Jclic and just start to use it. He heard and centered of Dolores Zambrano as an expert that Jclic and her opinion that Jclic is an excellent tool.

Question # 7: What are your criteria about the different options that are part of Jclic application?

Interpretation: Most of the 99% of teachers who have used Jclic and applications, establish that it really works its support the learning because it can continue to using the tool but it can change the topics and using pictures that the teacher is teaching. Right now in the private institution teach English is no obligatory but an educative institution like Innova, Jefferson, Rubira they have a standard that is connected in English with the European Common Frame that is connecting with A1 according to the high school they use the Cambridge (starters, the flyers, etc) they are using the standards, Cambridge uses standards for examinations for children for youngsters so that is a good way to use game to fulfill that standards, so if you fulfill students standards and they are doing a great job with responsibility.

Question # 8: Why would you recommend Gamification as a strategy to enhance learning English Vocabulary?

Interpretation: he recommends Gamification because Gamification establishes rapports and when you establish rapports into the classroom there is a good environment and even having fun, enjoy and learning. Second: teachers that is refreshing their traditional way of teaching. The use of Gamification updates teachers, because little by little right using Jclic games he believes that teachers are going to have very excellent results.

3.9.2 Survey administrated to first basic year parents of Unidad Educativa "Salinas Innova"

Objective: To know the acceptance level of how to improve learning vocabulary in children using a strategy applied by technological resources.

Question # 1: How important is English for you?

Objective: To establish the importance of English language

Chart # 7: Importance of English Language

ITEMS	FRECUENCY	PERCENTAGE
A lot	24	96%
A little	1	4%
Almost nothing	0	0%
Nothing	0	0%

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Graph # 1: Importance of English Language
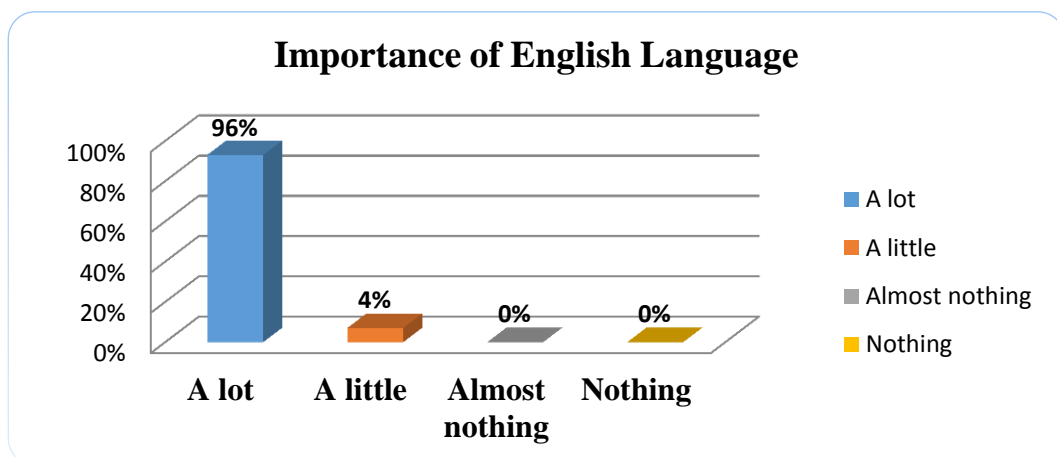
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: according to the graphic, 96% consider the importance of English language.

Question # 2: Do you have some knowledge of the English language?

Objective: To determine the level of knowledge of the English language

Chart # 8: Level of knowledge of the English Language

ITEMS	FRECUENCY	PERCENTAGE
A lot	3	12%
A little	19	76%
Almost nothing	3	12%
Nothing	0	0%

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Graph #2: Level of knowledge of the English Language
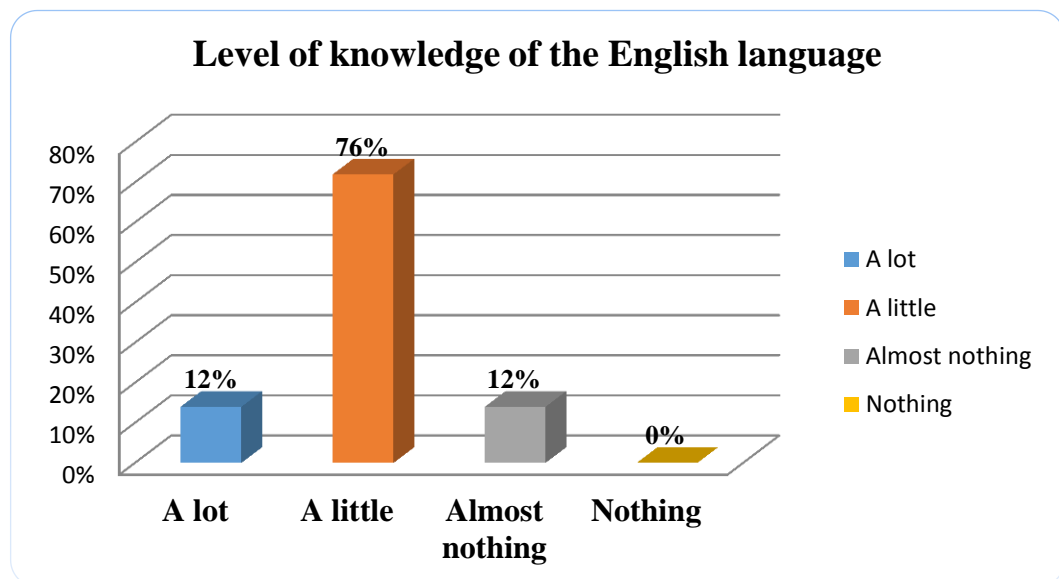
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: in a group of 25 parents surveyed, 76% have a little knowledge of the English language; only 12% said that they have lot of knowledge while the other 12% almost nothing.

Question # 3: According with your criteria what is the level of the importance has the use of the technology in the educational process?

Objective: To indicate the opinion about the use of technology in the educational process.

Chart # 9: Use of technology in the educational process

ITEMS	FRECUENCY	PERCENTAGE
A lot	24	96%
A little	1	4%
Almost nothing	0	0%
Nothing	0	0%

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Graph #: 3: Use of technology in the educational process
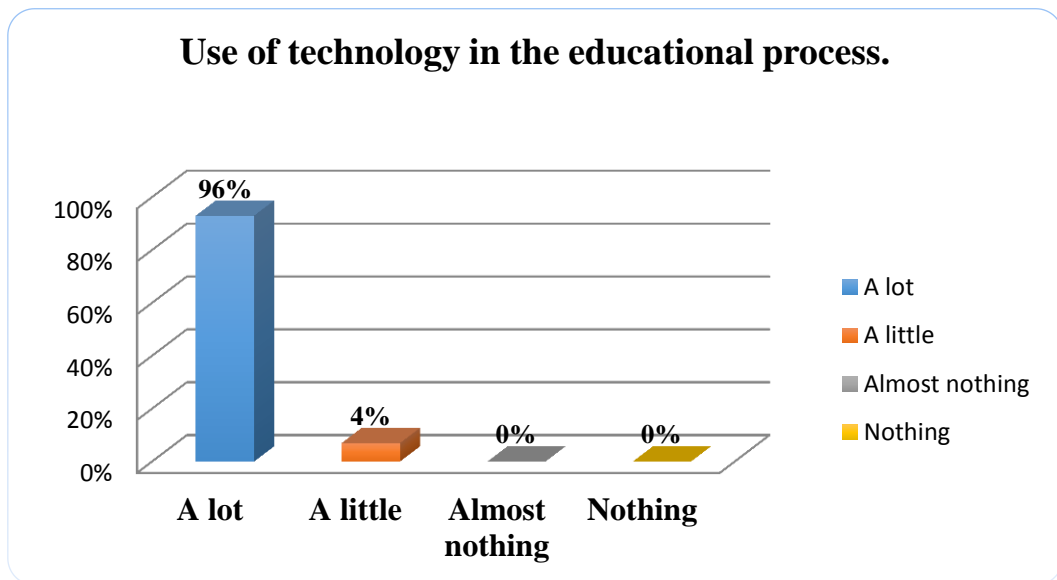
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: out of 100% of parents, 96% use technology many times in the educational process.

Question # 4: How often you use the following equipment?

Objetive: To determine the level of frequency of use the technological devices

Chart # 10: Use of the equipment

ITEMS	FRECUENCY				PERCENTAGE			
	A lot	A little	Almost nothing	Nothing	%	%	%	%
Computer	21	4	0	0	84%	16%	0%	0%
Tablet	3	13	6	3	12%	52%	24%	12%
Celular	20	5	0	0	80%	20%	0%	0%
Pendrive	12	13	0	0	48%	52%	0%	0%

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Graph #: 4: Use of the equipment
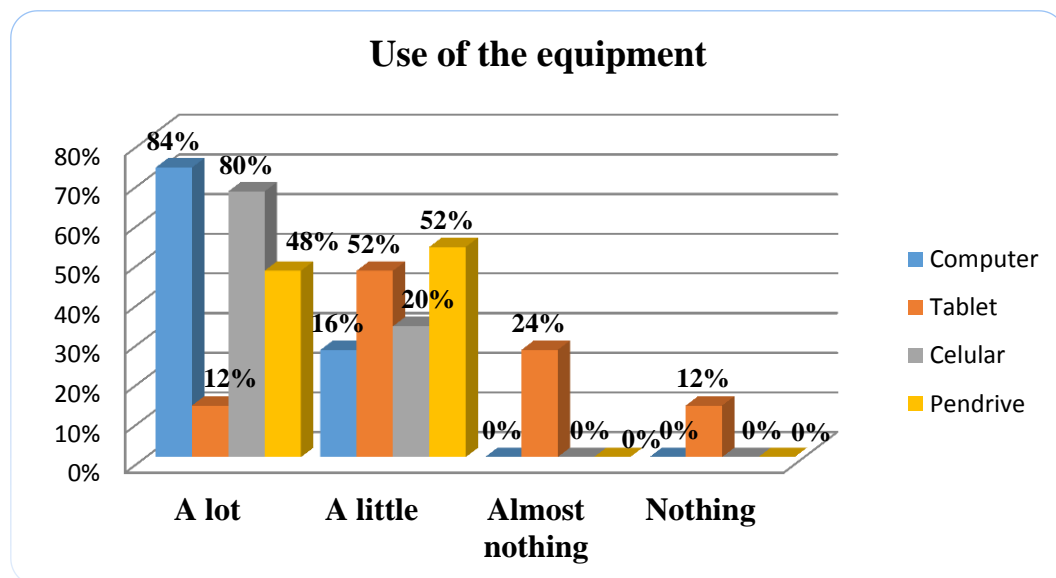
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: about the use of equipment the computer is the most used with 84%, the second one is the cellphone with 80%.

Question # 5: Have you heard about educational technology programs? (Educational software: games, videos, activities).

Objective: To define the level of information about technology programs

Chart # 11: Level of information about technology programs

ITEMS	FRECUENCY	PERCENTAGE
A lot	12	48%
A little	13	52%
Almost nothing	0	0%
Nothing	0	0%

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Graph #: 5: Level of information about technology programs
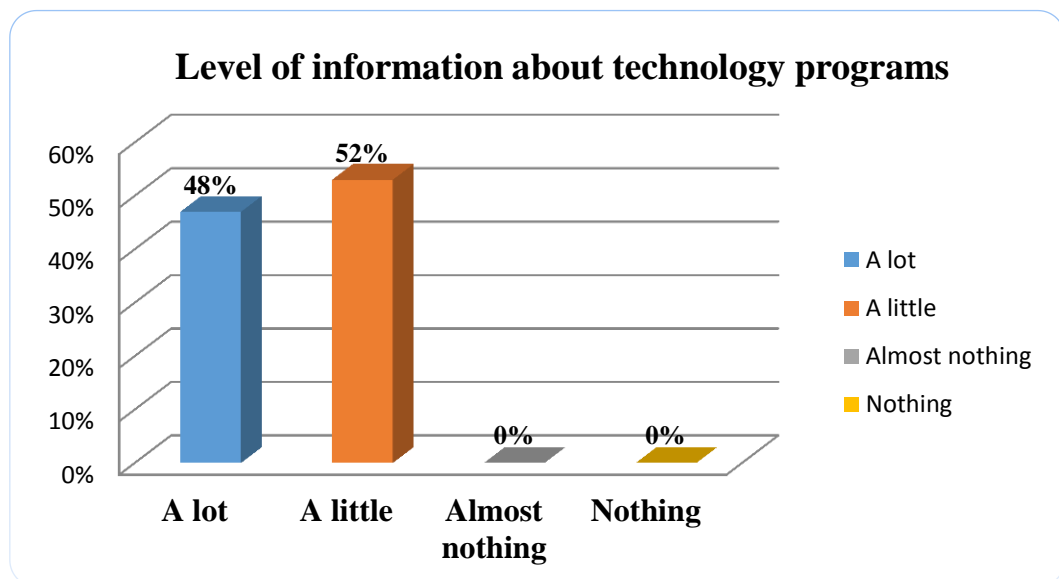
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: there is a good percentage of parents 48%, that has information about technology programs but an important 52% just have a little information.

Question # 6: Do you think that the use of technology can help to improve English language teaching?

Objective: To show the degree acceptance how technology help in English language teaching**.**

Chart # 12: Use of technology

ITEMS	FRECUENCY	PERCENTAGE
A lot	24	96%
A little	1	4%
Almost nothing	0	0%
Nothing	0	0%

Source: Unidad Educativa "Salinas Innova School".
Author: Diana Valdivieso

Graph # 6: Use of technology
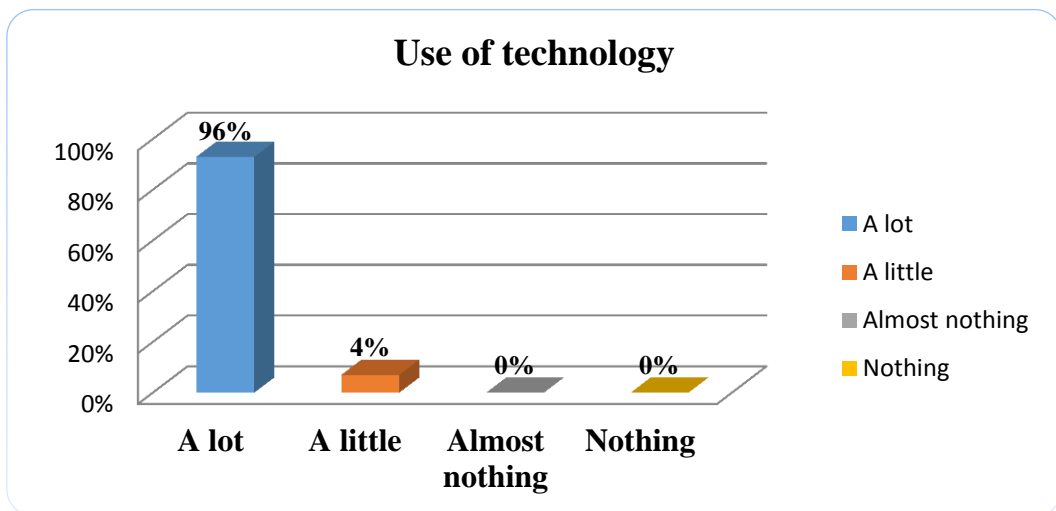
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: as shows in this graph 96% of parents agreed about how technology helps English language process.

Question # 7: Would you agree with the use of a technology application to improve learning English vocabulary with children from First year of basic education?

Objetive: To describe the attitude of parents towards technology application to learning English vocabulary.

Chart # 13: Technology application to learning English vocabulary.

ITEMS	FRECUENCY	PERCENTAGE
A lot	24	96%
A little	1	4%
Almost nothing	0	0%
Nothing	0	0%

Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Graph #: 7: Technology application to learning English vocabulary.
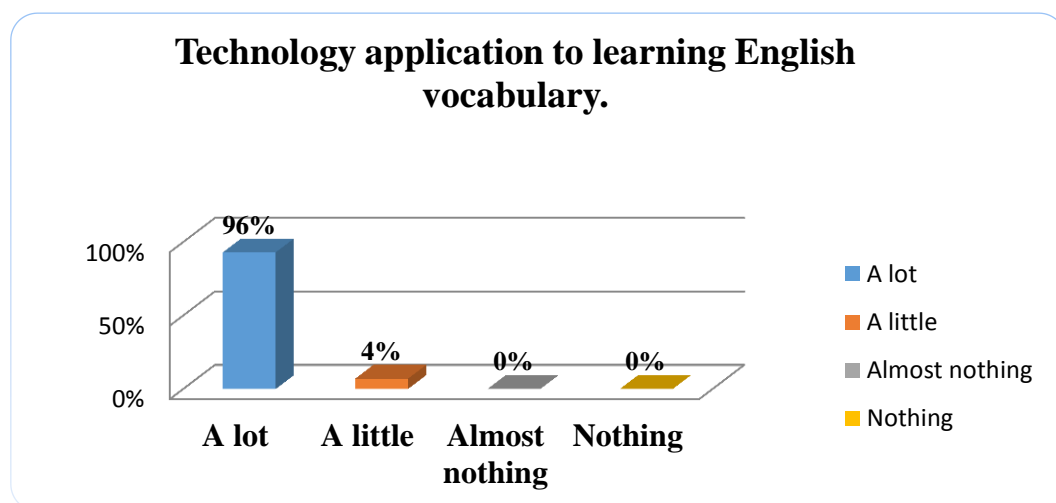
Source: Unidad Educativa "Salinas Innova".
Author: Diana Valdivieso

Analysis and interpretation: this graph shows that 96% of parents are considered open to the use of technology for teaching English language

3.10 Conclusions and recommendations

3.10.2 Conclusions

- The specialist considers that at Pedagogical workshops of educational innovation in 2010, Gamification was considered as an excellent tool to teach English Vocabulary, incorporated the technology resources into the class.

- According to the survey apply to the parents it was established that they agree with the use of Gamification as strategy to enhance English Vocabulary.

- Finally one of the most impact result of the survey demonstrated that the use of Gamification breaks the routine and the traditional way to teach English establishing rapports into the classroom, creating a good environment between teacher and students.

3.10.3 Recommendations

- It is recommended to use Gamification as a technological tool to teach as its effectiveness has been proven in previous researches and experiences around the world.

- It is considered to incorporate strategies that help teachers to enhance English vocabulary through the use of Gamification as strategy into the learning and teaching process.

- It is suggested to create a good environment where the students learning and develop their skills improving their academic performance.

CHAPTER IV

PROPOSAL

Gamification as a strategy to enhance vocabulary in the students of first grade at Unidad Educativa "Salinas Innova". Salinas, Province of Santa Elena. School Year 2016-2017

4.1 Description of the proposal

4.1.1 Information and location

This research project, which includes gamification as a strategy to enhance vocabulary, was applied at Unidad Educativa "Salinas Innova" situated in Salinas, Province of Santa Elena.

Illustration 6: Location of Unidad Educativa "Salinas Innova"
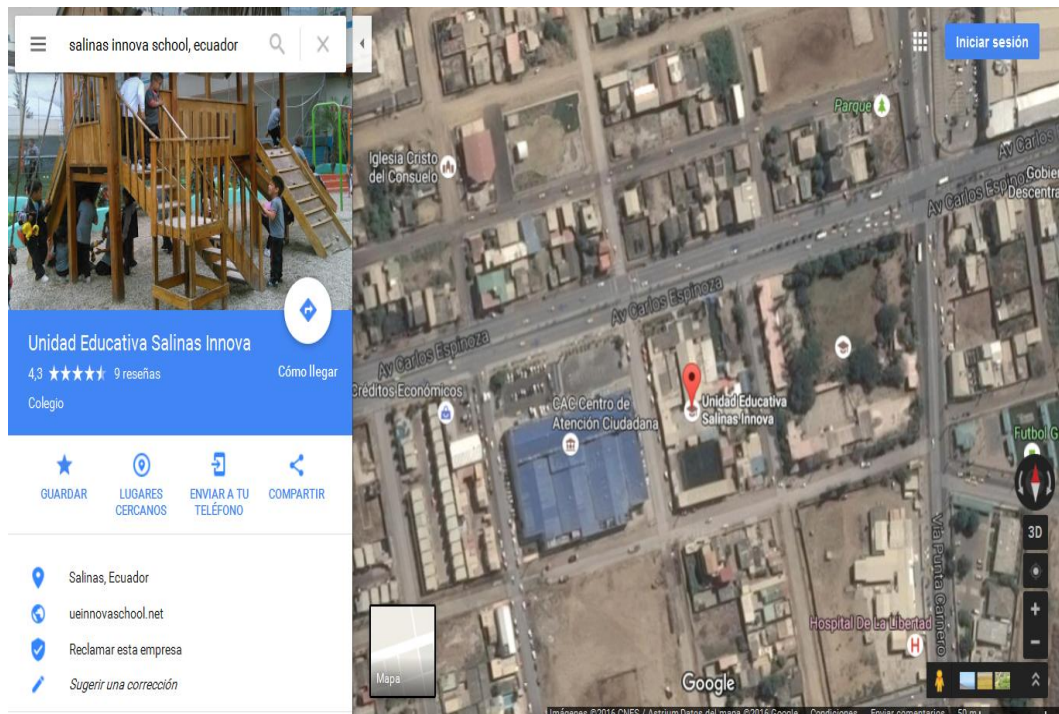
Source: Google Map

Illustration 7: Unidad Educativa "Salinas Innova"

Source: Google Map

Chart # 14: Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa ''Salinas Innova School''	First Grade	25
	English teachers	2
	Principal	1
	Coordinator	1
Total		29

Specialized team responsible
Author: Diana Carolina Valdivieso Haz
Adviser: Msc. Robert Antonio Montalván Burbano.

4.2 Proposal Background

Around the world schools, high schools, institutes and universities use technological resources as a tool to improve their way to reach their students. One of the options is the use of games that permit to develop their individual skills. In Ecuador, the importance to improve the way to teach and learn English language is a priority that is increasing. The technology is available in both private and state schools giving the possibility of experimenting with platforms, apps, software, etc. making it an excellent motivational tool as a strategy to enhance student's vocabulary; that is the case of the Unidad Educativa Salinas Innova since it has enough equipment such as computers, internet service, projectors, smart and chat tvs, etc, allowing to use new strategies to teach and learn. Having appropriate programs for students of different ages often represented high costs for acquiring licensed software. Some books come with digitals books and activities but it is necessary to motivate and catch the attention to the students renewed content with more attractive and innovative activities.

1.3 Feasibility

The policies of the Unidad Educativa Salinas Innova, gave the opportunity to get the project started. The authorities, staff, students and parents agreed to intensify the use of the technology in the English classes. The institution has facilities equipped with monitors, projectors, internet, audio and computer lab, which facilitate the use of software, program or application as an educational tool. Through this project it was possible to apply the use of Gamification as a strategy

to enhance the vocabulary in the students of first basic grade, making it a real option to demonstrate its effectiveness and usefulness.

4.4 Significance

Maintaining the motivation of the students during the class is one of the most important challenges that the teachers have to face every day. Currently the technology offers the opportunity to implement new ways to engage the students to learn and have fun using educative games that permit to impress the senses through images, sounds, colors, interacting between learning, play, students and the computer.

This proposal offers the option of highlighting is the use of Gamification in education, through the vanguard technology that was used among children and adolescents, capturing their attention because the interaction that originates turns it into a strategy to enhance the vocabulary.

4.5 Objectives

General Objective:

To improve the achievement of vocabulary through multimedia educational Jclic activities with the students of first basic grade at Unidad Educativa Salinas Innova.

Specific Objectives:

To design activities according to the content and age of the students of first basic grade at Unidad Educativa Salinas Innova.

To apply gamification as a strategy to enhance vocabulary through Jclic activities in the students of first basic grade at Unidad Educativa Salinas Innova.

To assess the use of Jclic as a strategy to enhance vocabulary in the students of first basic grade at Unidad Educativa Salinas Innova.

4.6 Design and development of the proposal

The design of the proposal was made taking into account the content of the curriculum, one of the characteristics of Jclic allows to design activities according to the basic year with which it is working and can be fed with familiar sounds and graphics for students.

The activities focused on vocabulary development, maintaining motivation and engagement of attention during class. They also facilitate interaction, cooperation between peers in the search for the right answer. The activities help memory, motor and visual development.

- Free access program
- Easy to download
- Using graphs
- Sounds
- Visual enhancements

- Opportunity to create activities according to the curriculum
- Create and edit activities
- It evaluates the activities carried out by students.

4.7 Multimedia Educational Activities with Jclic

4.7.1 What is Jclic?

It is free software that allows programming activities through games where the user can interact easily to leave a record of their performance and be evaluated to make a follow-up of their progress. Jclic is formed by four applications, JC player is available when the user needs to start the activities, Jclic author permits create activities or edit previous projects and adapt them according with the student's necessities, Jclic reports save the results , Jclic applet upload the activities on the website. Through Jclic the knowledge acquired is reinforced, when the activities are performed, it is an opportunity to demonstrate the application of what has been learned and can create more activities or make variations that allows to renew it constantly. Jclic has 7 kinds of options with answering, association, memory, exploration, puzzles, alphabet soup and identification activities.

Source: Zona Jclic

4.7.2 Components of the Gamification

Gamification is not a game or video game, but it is undeniable to think of some elements or components that it uses as part of the games, in which noticeably influence the power of motivation and commitment that the student feels; which is necessary to be applied in during the class.

Challenges and competition are elements that help to maintain the emotions; interaction and the spirit of competition into the activities, players apply cooperation and share goals.

Other component is feedback and resource acquisition that collect information about the progress of the students and evaluating their work.

In summary the gamification increases the competition, engagement and provides immediate feedback it allows the teacher to track their progress in academic goals.

4.7.3 How to install Jclic?

1) Write in your browser Jclic download
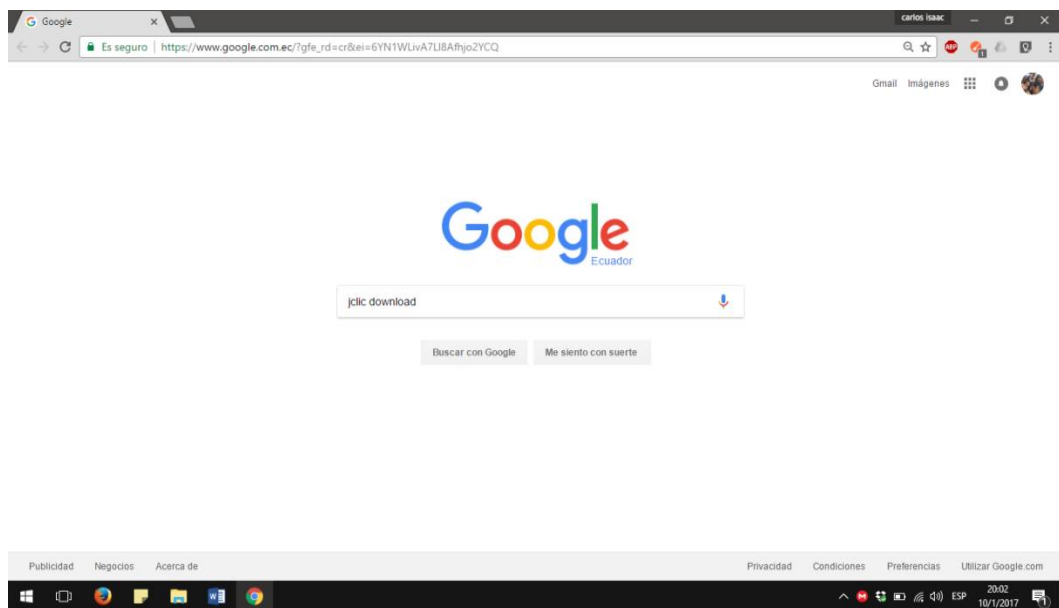
2) Next you must click in the first option that is the official page of Jclic.
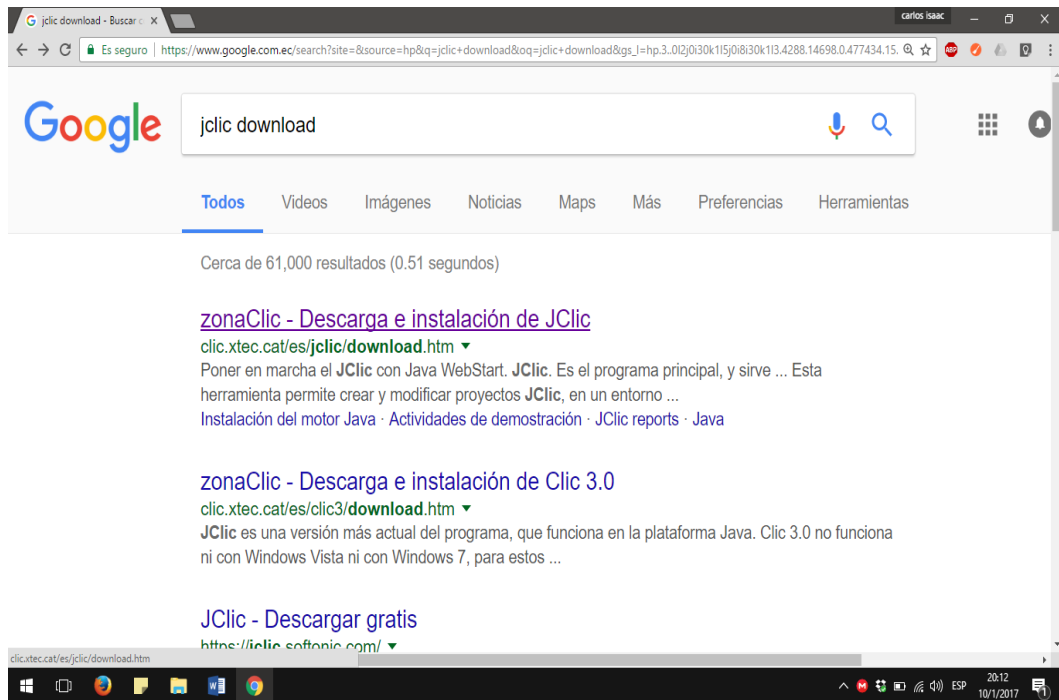
3) Go to the last part of the page and select this option.

4) You can see the installation icon in the place that you select at the moment to download (In this case was in the desktop).

You must give double click and continue with the steps.
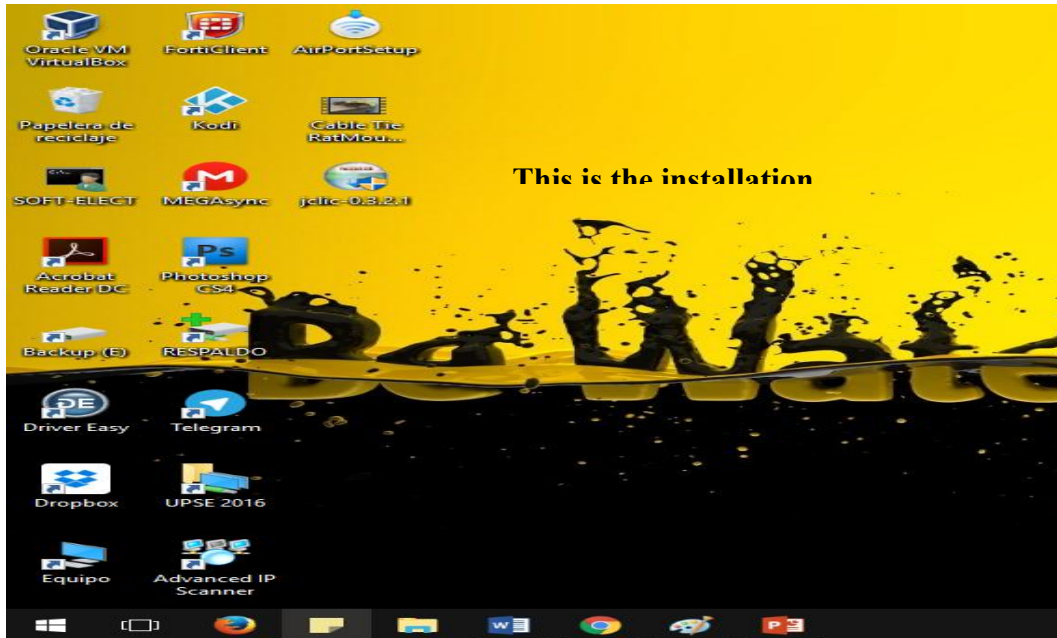
5) Next select the language
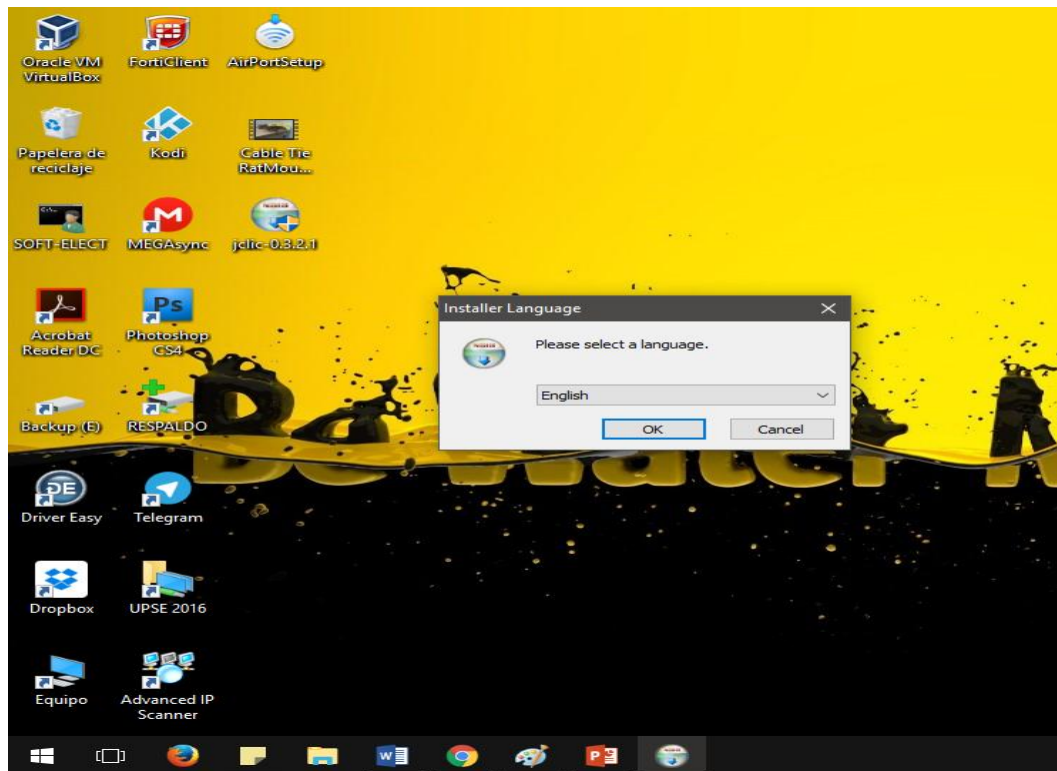
6) Next appear this window and you must give click in the box that says next.
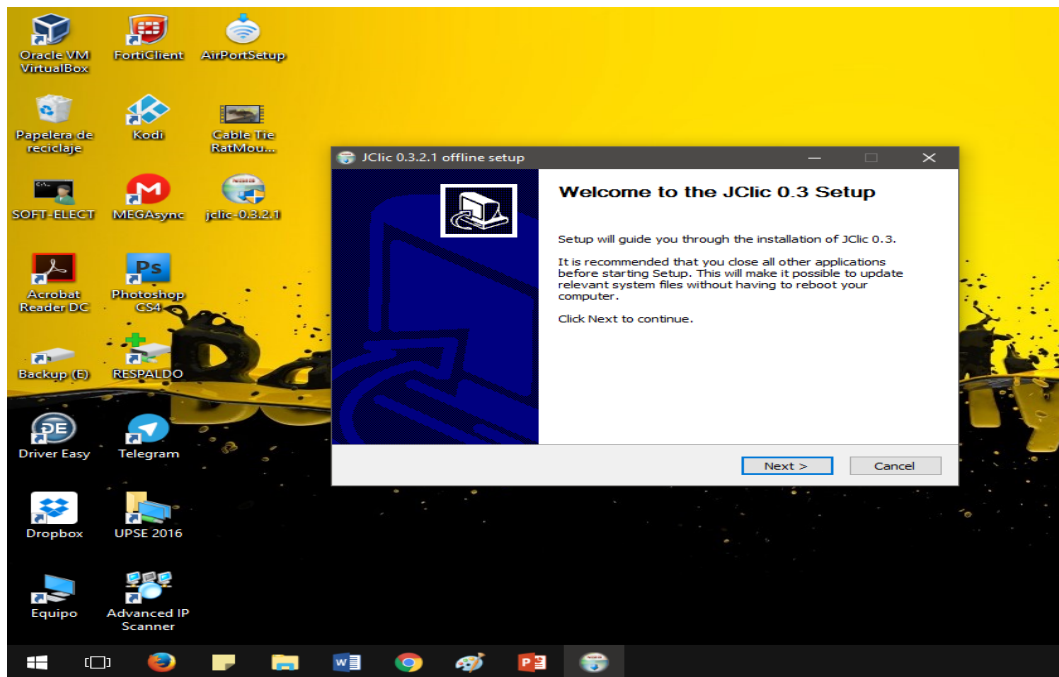
7) Then you have to accept the politics of the program.
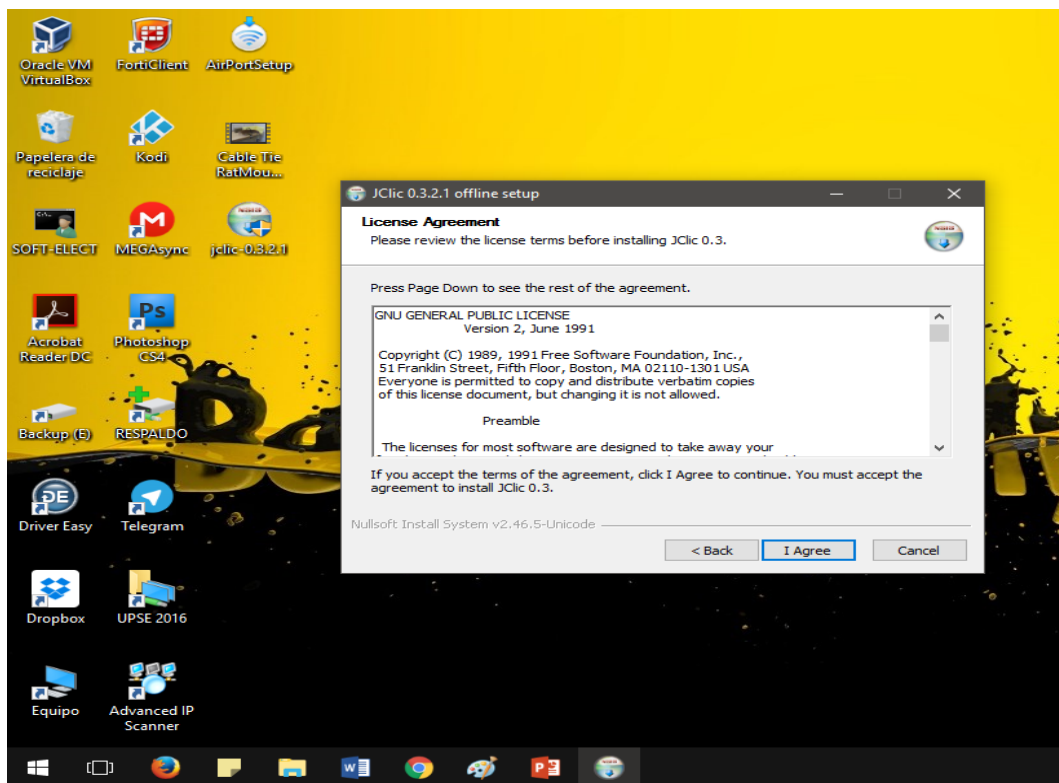
8) You can see the window that for default is selected these options: Jclic player, Jclic author and Jclic reports. And give click in the box next.
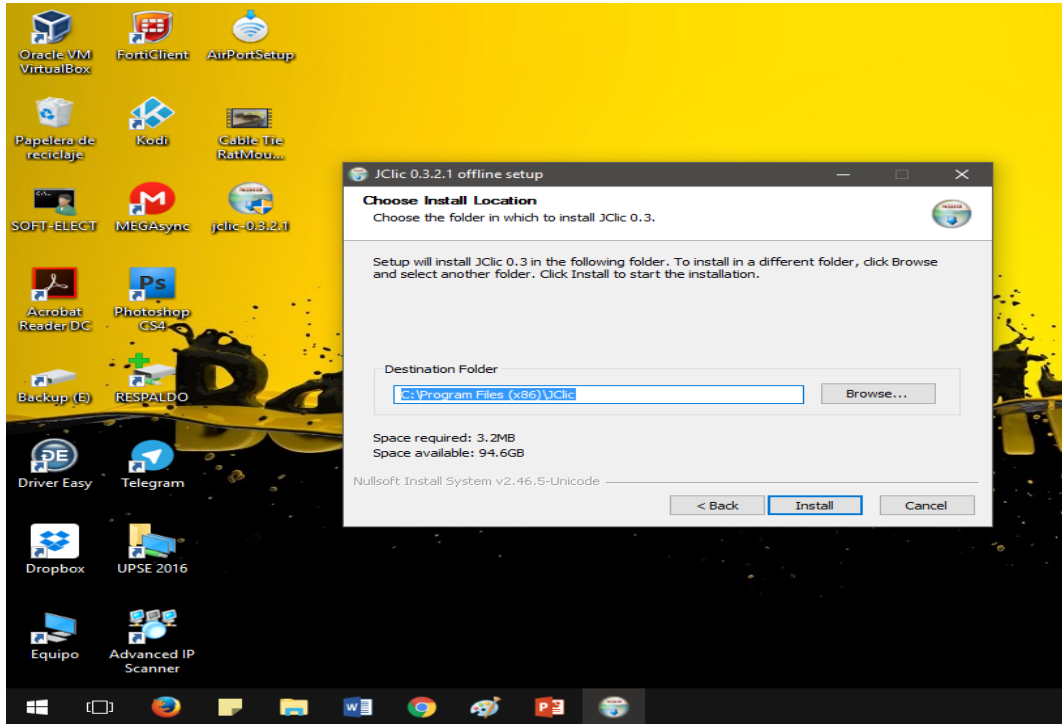
9) Select the place that you want to install.
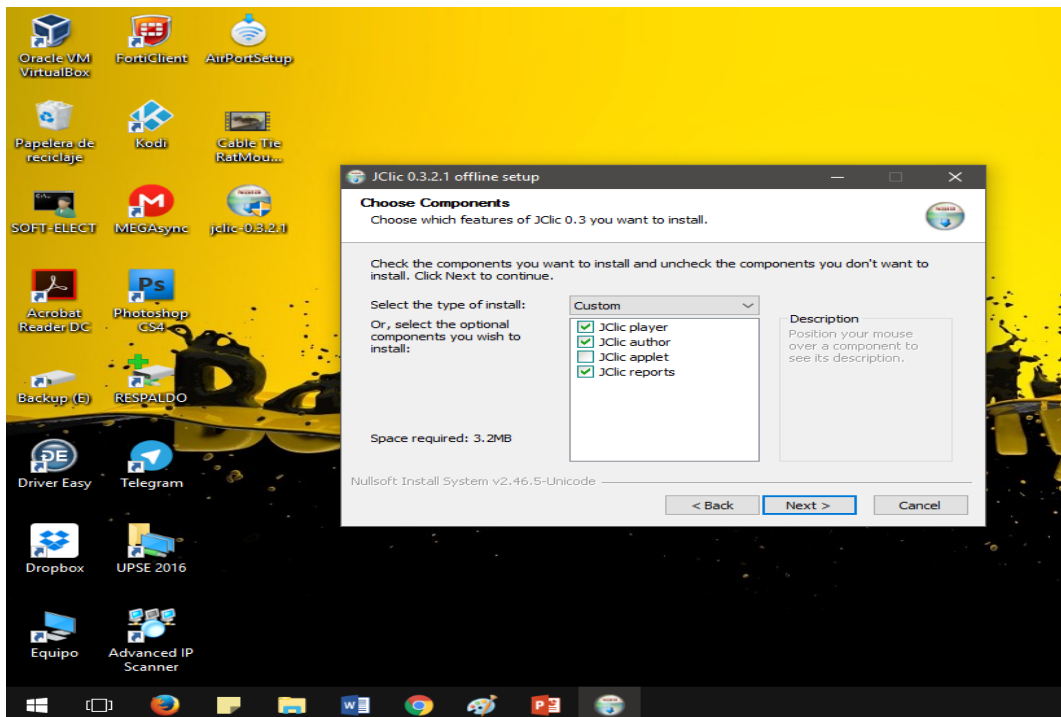
10) And finally, you have installed your program.
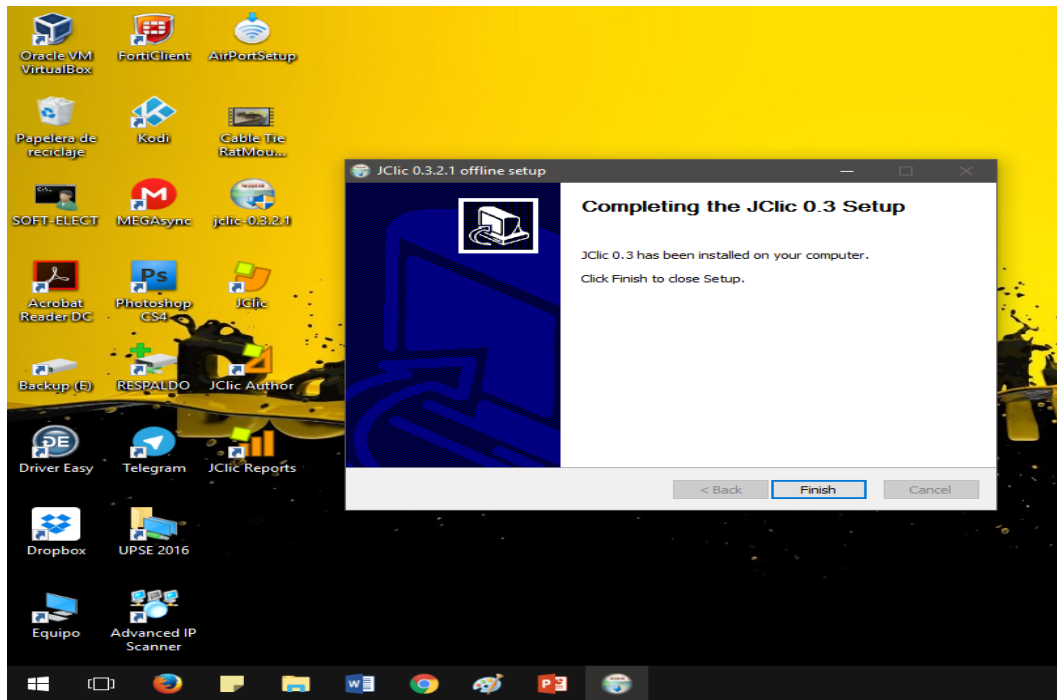
11) Then you can see in the desktop 3 icons that installed automatically. And Jclic is ready to use it.
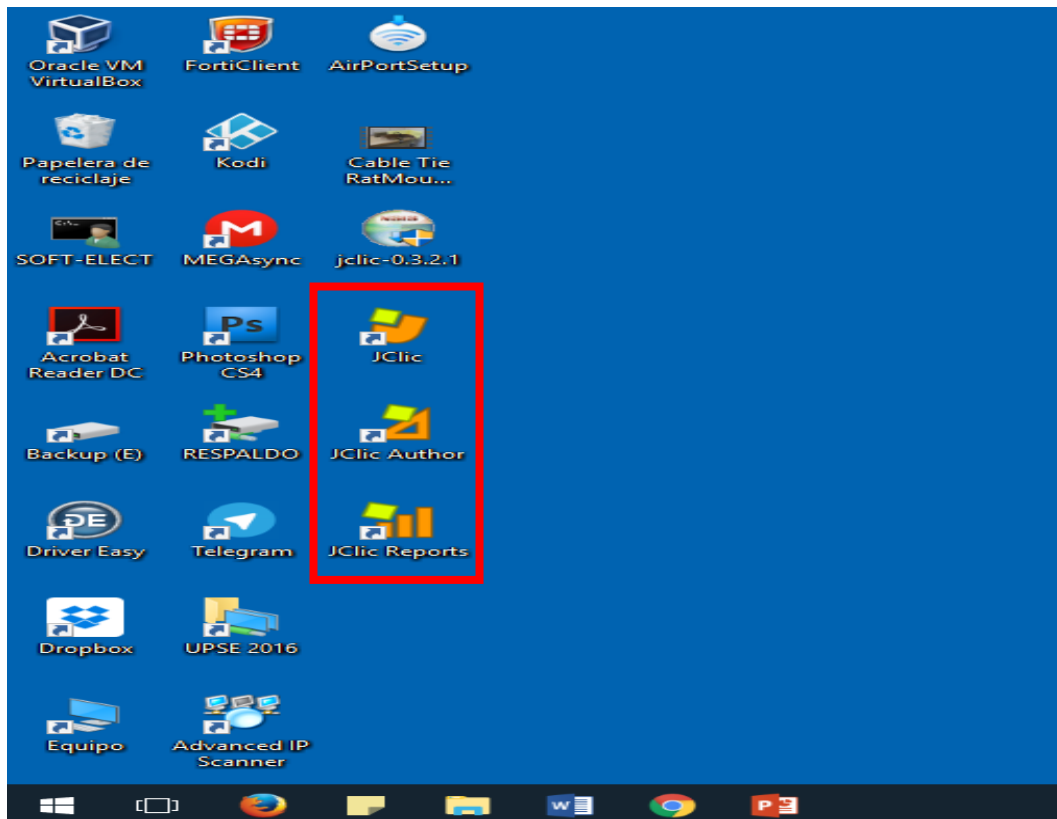
4.7.4 How to create an activity in Jclic

1) To create an activity in Jclic first to have to give click in the icon that says Jclic Author.

2) Frist you must click in the box that says File, then click in the box that says New project
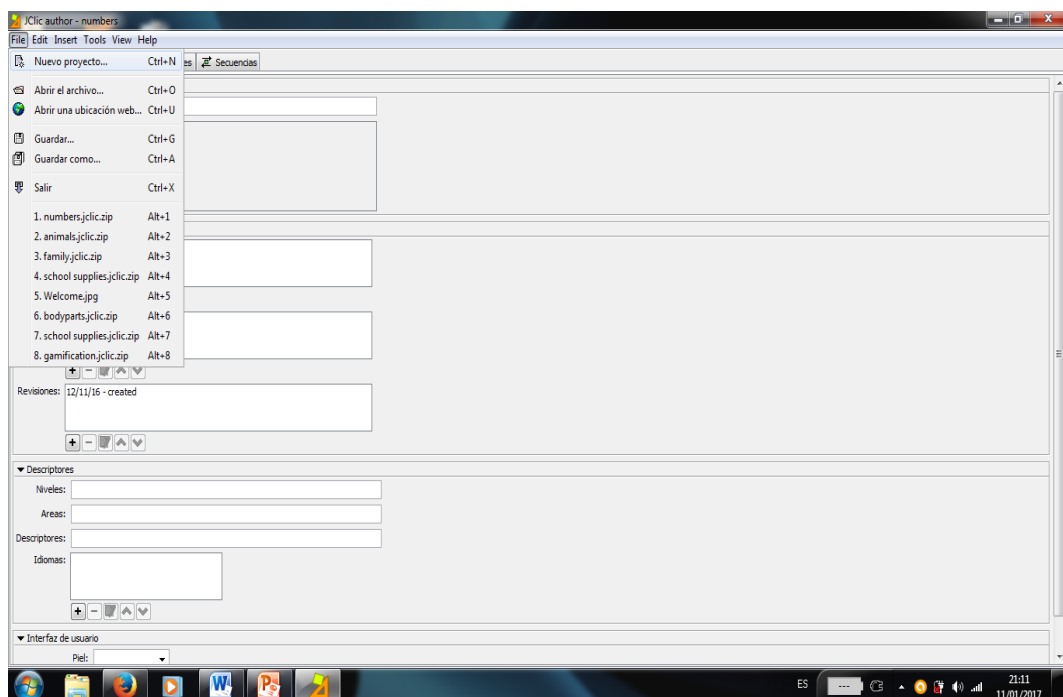
3) Then you see a short window. In it you must give the name of the activity that you want to do. And then click in the word that says Ok.
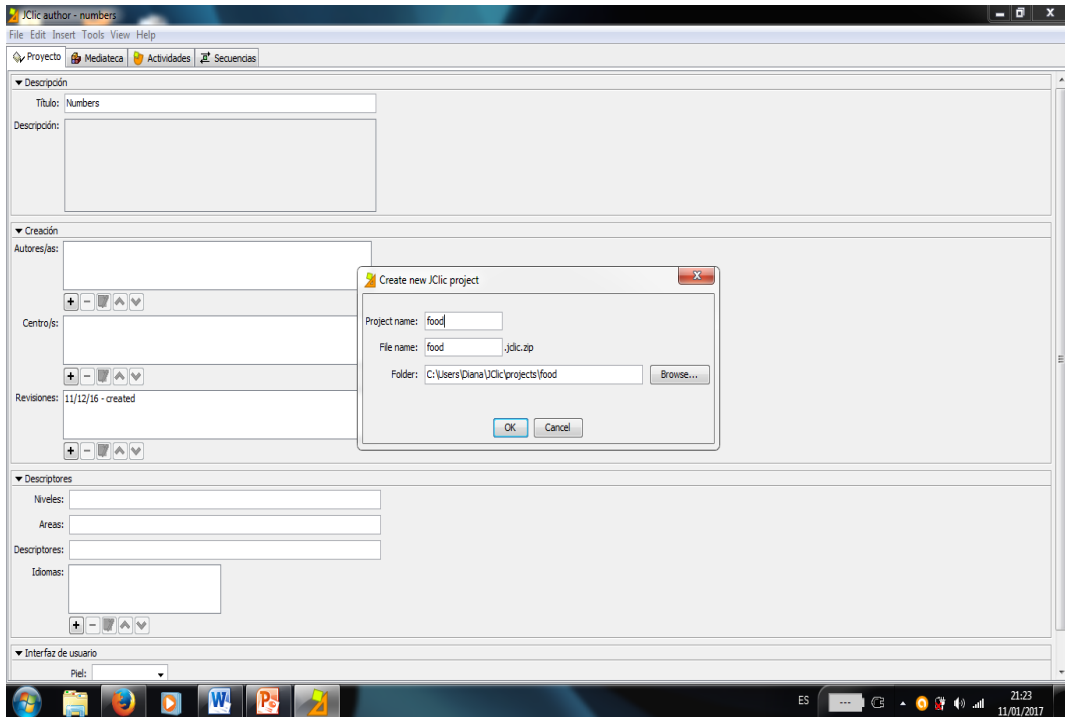
4) Next, if you want, complete the boxes with your information like your name, name of your institution.
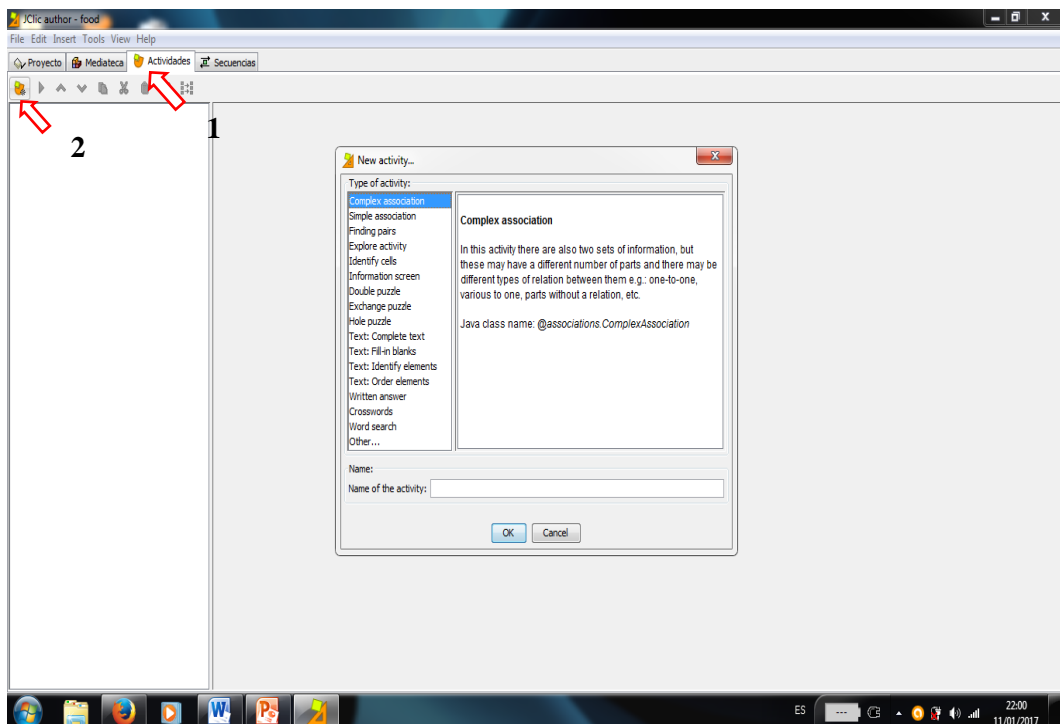
5) Go to the box that says Activities click there, then find the Jclic icon and select the activity, you can see activities such as crosswords, complex association, simple association among others.
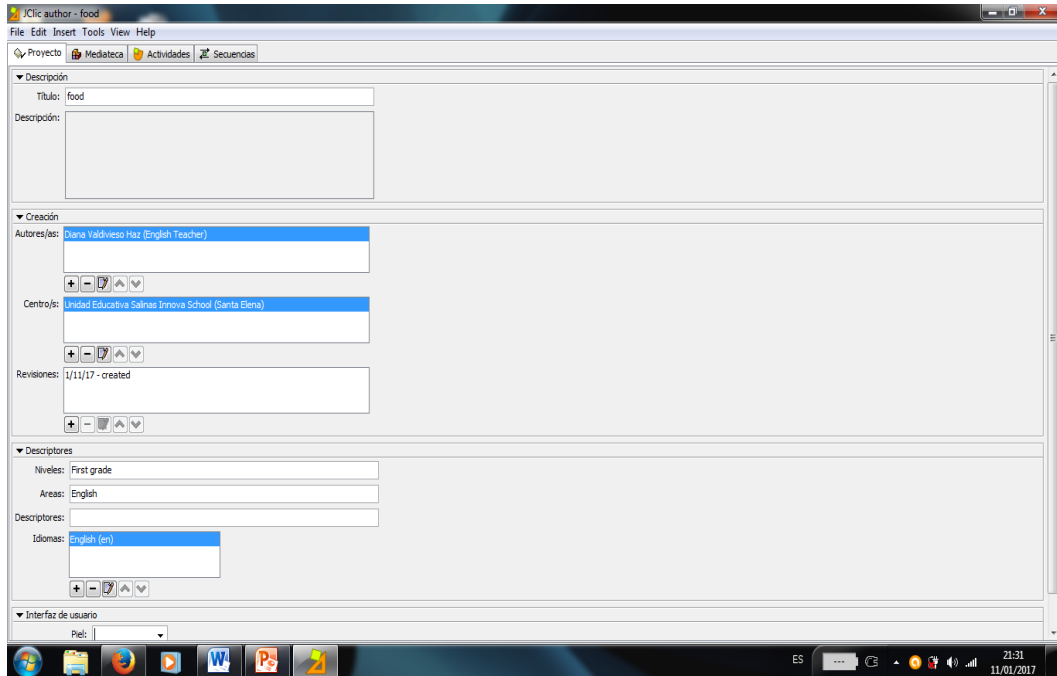
6) The first window that you have to set is the cover that looks like this. You can insert pictures o put colors.
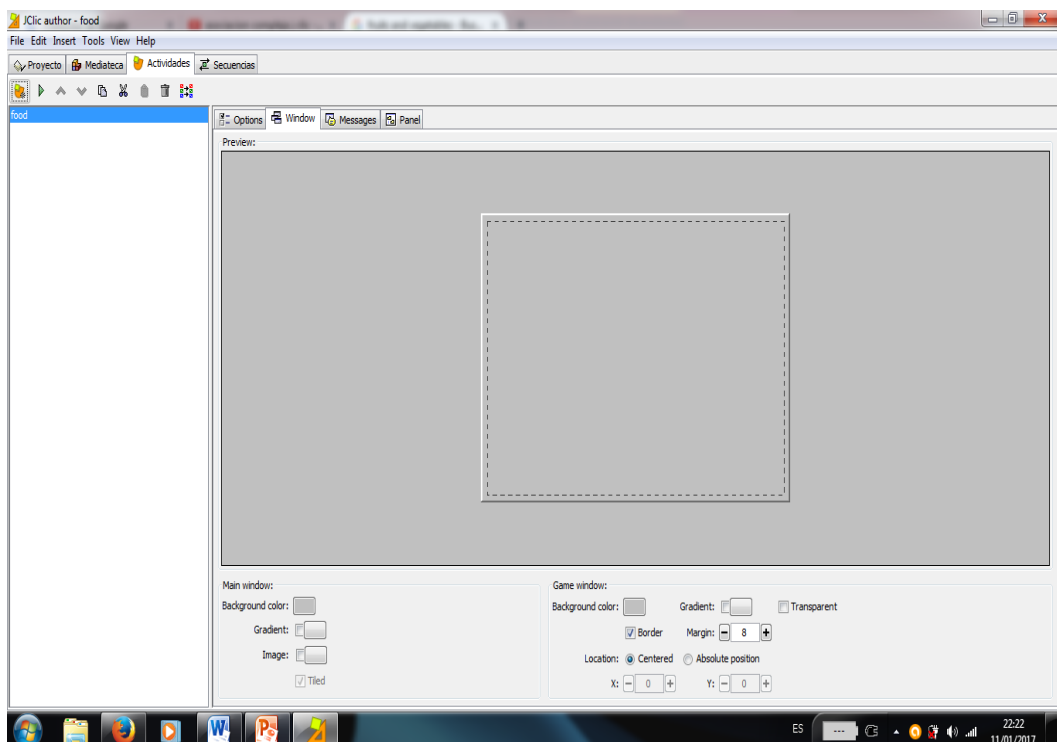
7) In this window begins the design of the activity should write the instruction of the activity and a final message when the activity ends.
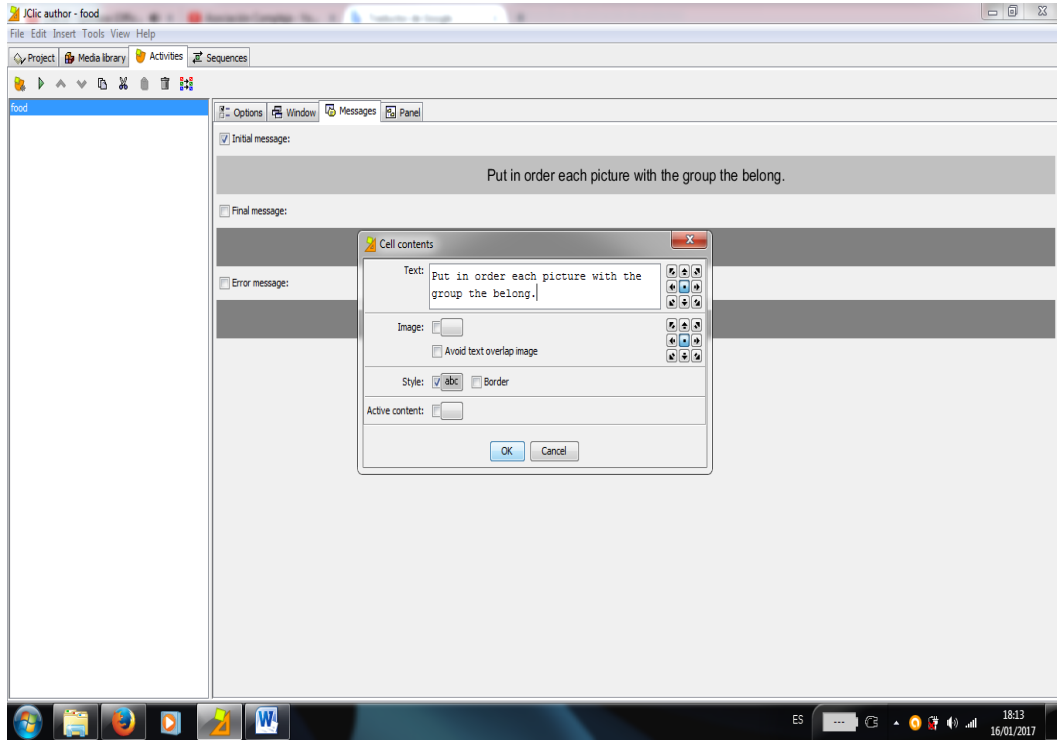
8) Now it is the moment to add the pictures and words to create the activity and this do in the window that say panel, you can see something like this.
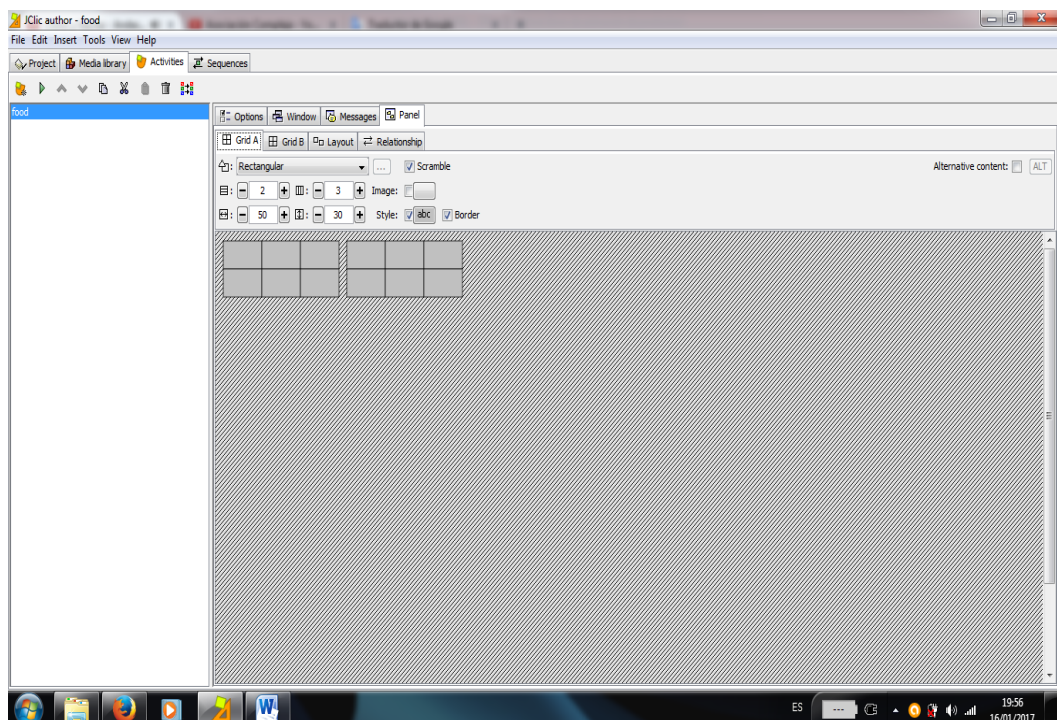
9) When you put the pictures make the relations with each column and you get something like that:
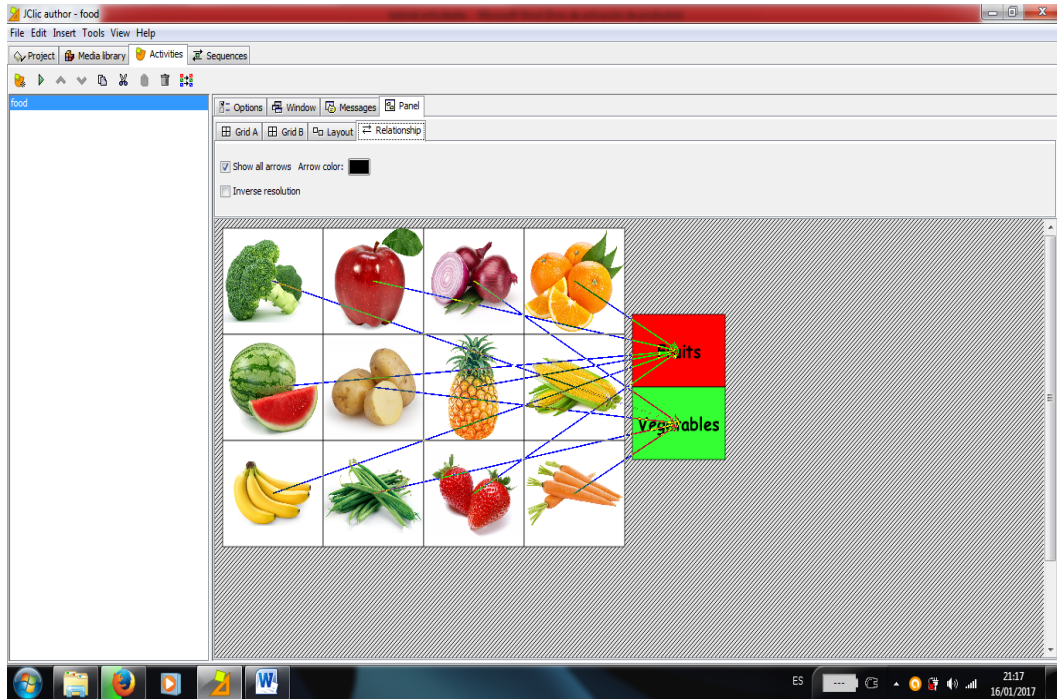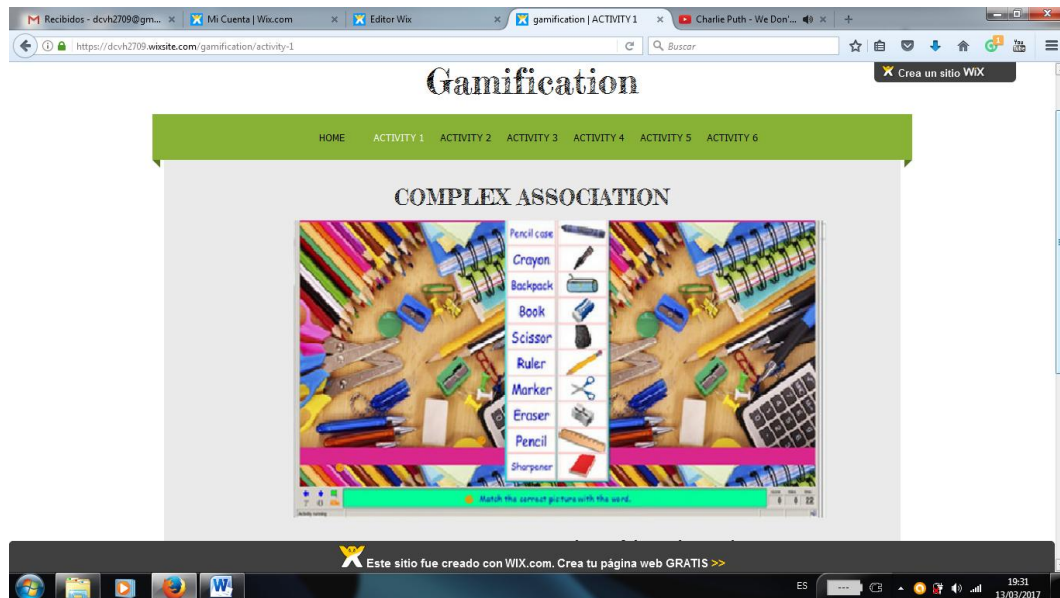

10) And the presentation of the activity look like this:

4.8 Activities

Activity 1

<p style="text-align:center">COMPLEX ASSOCIATION</p>

Topic: School supply

Objectives:

- To associate pictures with words of the vocabulary
- To increase the visual selection

Mechanics of the Student's work:

- The student has two columns, one of them with words and the other one with words
- Using the mouse select the picture and looking for the word that correspond
- Make click and hold press it until match the picture and word previously selected

Author: Diana Valdivieso
Source: https://dcvh2709.wixsite.com/gamification/activity-1

Activity 2

AUDITIVE IDENTIFICATION

Topic: Body parts

Objectives:

- To identify the sound of the word
- To differentiate the sound of the words
- To choose the sound of the word and the picture

Mechanics of the Student's work:

- Click on the box with a picture of the body part
- Listen the pronunciation of the part of the body
- Repeat the word

Author: Diana Valdivieso
Source: https://dcvh2709.wixsite.com/gamification/activity-2

Activity 3

PUZZLES

Topic: Numbers

Objectives:

- Follow the sequence of the numbers
- Identify the numbers
- Complete the puzzle

Mechanics of the Student's work:

- Make a click on the any piece of the puzzle
- Hold the action and put the piece on the correct space
- Repeat the procedure until complete the puzzle

Author: Diana Valdivieso
Source: https://dcvh2709.wixsite.com/gamification/activity-3

Activity 4

MATCH UP

Topic: Family members

Objectives:

- Looking for the correct pair of each member of the family
- Identify each member
- Complete the spaces

Mechanics of the Student's work:

- Make a click on any piece of the member of the family pictures
- Move on the grid space trying to find the pair
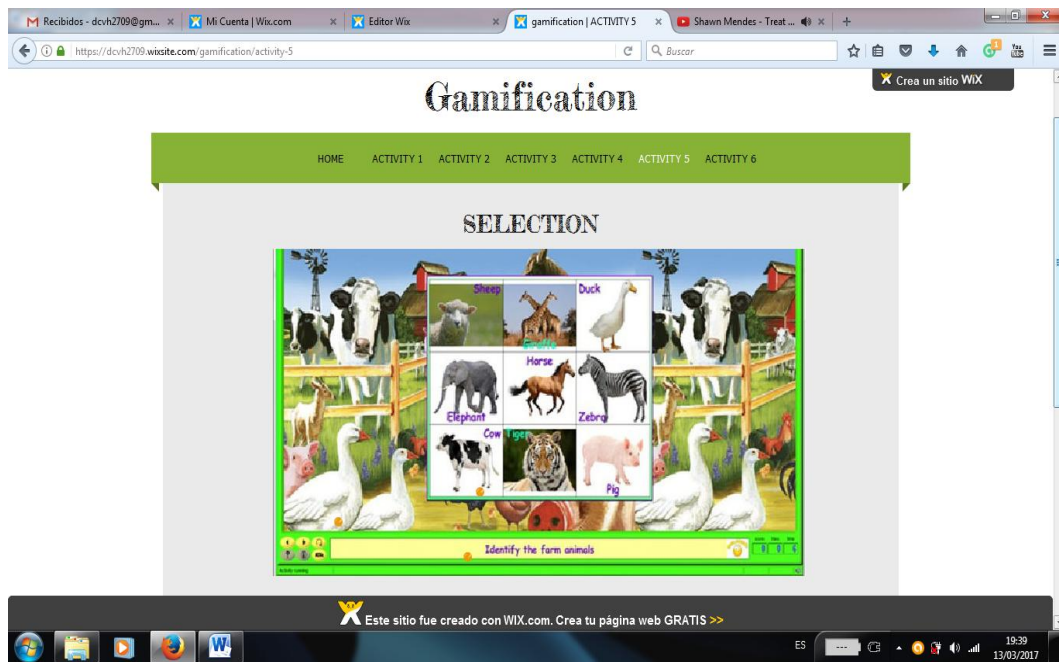- Repeat the procedure until complete the grid

Author: Diana Valdivieso
Source: https://dcvh2709.wixsite.com/gamification/activity-4

Activity 5

SELECTION

Topic: Animals of the farm

Objectives:

- Identify the animals of the farm
- Choose the animals of the squares

Mechanics of the Student's work:

- Make a click on the animals of the farm
- Complete the selection
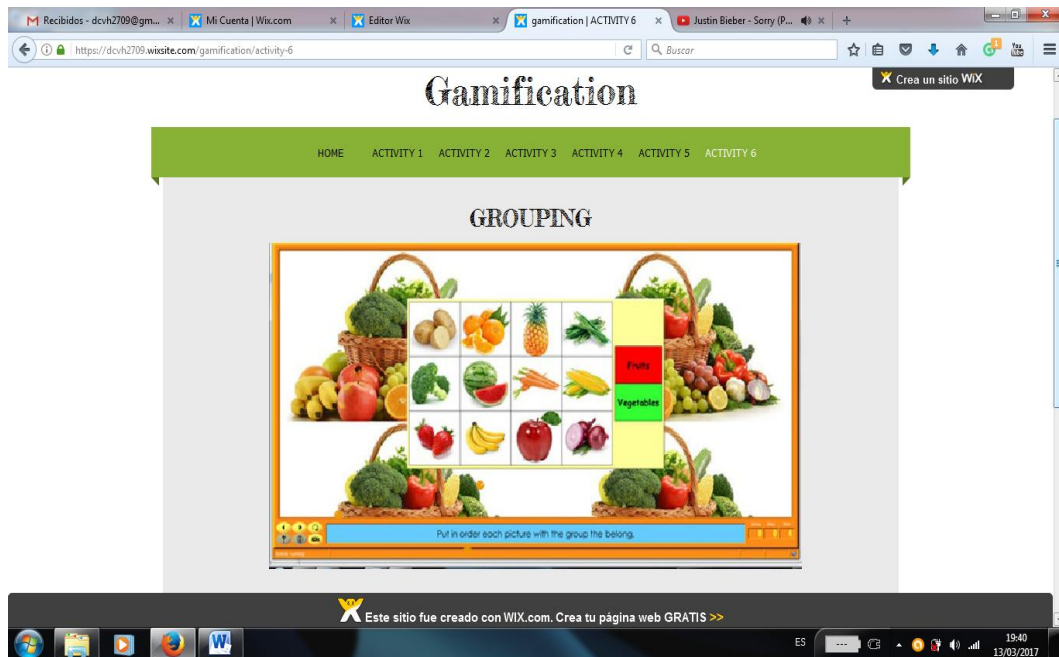- Repeat the procedure until complete the group

Author: Diana Valdivieso
Source: https://dcvh2709.wixsite.com/gamification/activity-5

Activity 6

GROUPING

Topic: Fruits and vegetables

Objectives:

- Looking for the correct group
- Identify the each selection
- Complete the selection

Mechanics of the Student's work:

- Make a click on any picture
- Move the mouse until the square with the correct group
- Repeat the procedure until complete the pictures

Author: Diana Valdivieso
Source: https://dcvh2709.wixsite.com/gamification/activity-6

4.9 Evaluation

Chart # 4: Initial and Final Test Results

| MEMBERS	INITIAL TEST	FINAL TEST	INDIVIDUAL AVERAGE
ATUPAÑA QUISHPE PAULET VALENTINA	6	8	7
BORBOR MARQUINEZ JOSHUHA ELI	7	9	8
CADENA VILLAREAL MIGUEL ANGEL	7	8	7,5
CUJILEMA LARA SPENCER BENJAMIN	7	9	8
ESTRELLA FLORES CRISTOPHER MATHEWS	6	8	7
GUAMANTICA PESANTES MATEO	8	10	9
MATIAS RICARDO OBED JAKIN	6	9	7,5
MENDOZA MACIAS EDUARDO ANTONIO	8	10	9
MERCHAN SALTOS SHEYLA ANAHI	8	10	9
MERO CRUZ RONNY MARCELO	9	10	9,5
MERO CEDEÑO ISAAC LEONEL	9	10	9,5
MOREIRA RIVERA VALESKA RAFAELLA	8	10	9
MUÑOZ TOLEDO XANDER SLEYDER	7	9	8
NARANJO PANTALEO PAULINA ABIGAIL	6	8	7
ORRALA AGUIRRE CARLOS SAUL	6	8	7
ROMERO LAINEZ ISAIAS OTONIEL	7	9	8
SALAZAR MIRANDA JORGE JULIAN	7	9	8
SUAREZ GONZABAY JEREMY JOSIAS	8	10	9
TIGRERO TIGRERO EMILY CRISTHEL	8	10	9
VILLEGAS TOMALA JEAN CARLOS	9	10	9,5
TOTAL GROUP AVERAGE:	7,35	9,2	8,275

Source: Results of Initial land Final Test Results
Author: Diana Valdivieso

4.10 Analysis and Interpretation of the Final Results

The chart of results reflects the performance of first year students during the process, where is evident the increase between Initial Test and Final Test, it can be seen that there are 23% of improvement which shows that the use of Gamification as a strategy to develop vocabulary gave positive results. One of the purposes of this project was the motivation of the students to learn easily vocabulary through the use of the technology of free installation easy access and handling that adapt to the content that is required to practice.

Graph #: 8: Comparison of the Initial and Final Test

	INITIAL TEST	FINAL TEST	% OF THE IMPROVEMENT
■ Series1	76,66%	94,42%	23%
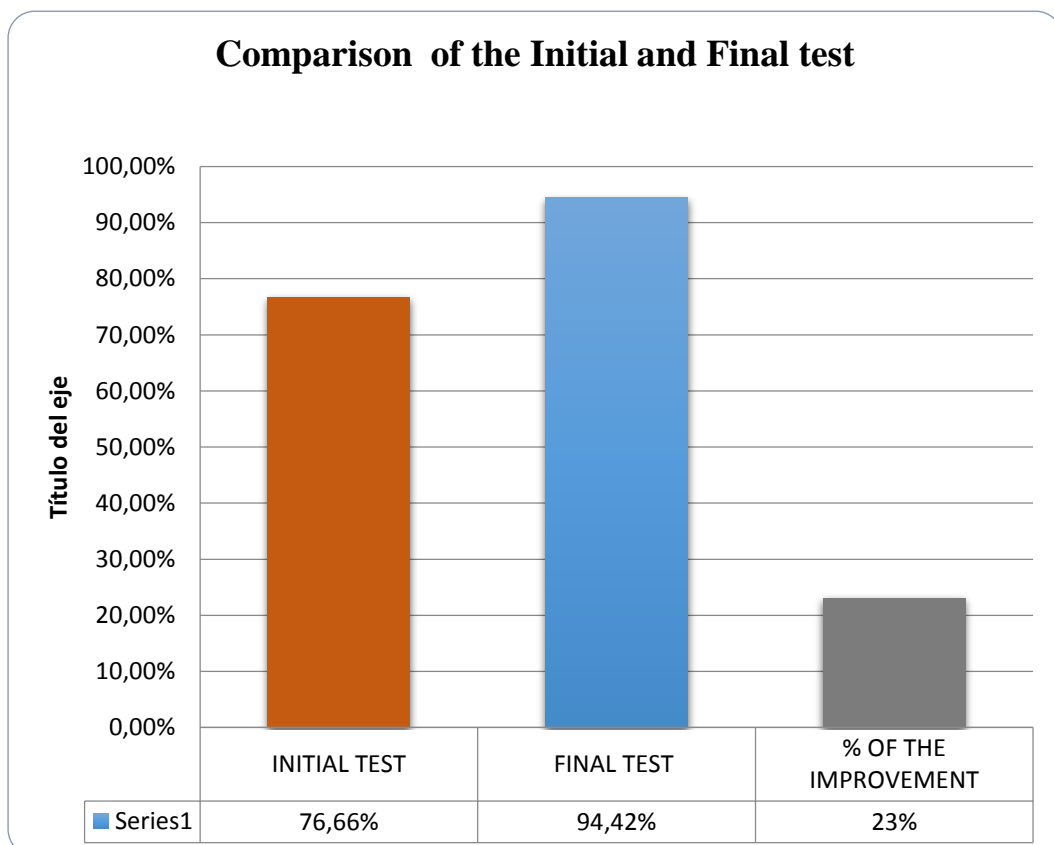
Source: Comparison of the Initial and Final Test
Author: Diana Valdivieso

4.11   Conclusions and Recommendations

4.11.1 Conclusions

The designing of Gamification activities using Jclic reinforce the previous knowledge acquired according to necessities of the students through multimedia activities.

The application of Gamification allowed to enhance vocabulary in the students at Unidad Educativa Salinas Innova through multimedia activities that collect information on the progress of users to be monitored by the teacher.

 The assessment demonstrated how the students improved their vocabulary as it was shown in the group of comparison in the initial and final test.

4.11.2 Recommendations

Gamification should be used as a virtual tool to design activities that can be constantly renewed and improved, offering and ideal moment to practice the previous and current knowledge.

It is recommended to use Gamification though Jclic application that permits to track the performance of the students immediately or at the end of each unit of study.

Gamification should be considered as a good way to evaluate the student progress during each term a long of the educative process of the academic year.

4.11 Timetable

Chart # 15: Timetable

ACTIVITIES:	MAY	JUN.	JUL.	AUG.	SEP.	OCT.	NOV.	DIC.	JAN.	FEB.	MAR.
Approval of the proposal	X										
Appointment with Advisor		X									
Elaboration of Chapter I		X	X								
Approval of Chapter I			X								
Elaboration of Chapter II				X							
Approval of Chapter II				X							
Application of instruments				X	X						
Analysis of results					X						
Development of proposal					X	X	X				
Elaboration of Chapter III								X			
Approval of Chapter III								X			
Elaboration of Chapter IV									X		
Approval of Chapter IV									X		
Elaboration of Chapter V										X	
Approval of Chapter V										X	
Delivery of first draft										X	
Delivery of final work										X	X
Pre defense											X
Project defense											X

4.13 Resources

Chart # 17: Equipment

Equipment			
No	Item	Price	Total
1	Laptop	$ 500,00	$ 500,00
1	Pendrive	$ 10,00	$ 10,00
	TOTAL		$ 510,00

Chart # 17:Finances

Finances			
No	Item	Price	Total
5	Internet service (month)	$ 20,00	$ 100,00
6	Transport (month)	$ 30,00	r$ 180,00
1	Others	$ 50,00	$ 50,00
	TOTAL		$ 330,00

Chart # 18: Materials

Materials			
No	Item	Price	Total
6	Energy	$ 30,00	$ 180,00
50	Photocopies	$ 0,05	$ 2,50
3	Pencil	$ 0,25	$ 0,75
3	Folder	$ 4,00	$ 12,00
1	Speakers	$ 25,00	$ 25,00
3	Pen	$ 0,30	$ 0,90
1	Paper (block)	$ 5,00	$ 5,00
	TOTAL		$ 226,15

Chart # 5: Resources

Resources	
ITEMS	PRICE
Equipment	$ 510,00
Finances	$ 330,00
Materials	$ 226,15
TOTAL	$ 1.066,15

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james+banfield&hl=es&as_sdt=0&as_vis=1&oi=scholart&sa=X&ved=0a
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APPENDIX

La Libertad, 31 de Enero del 2017

CERTIFICADO ANTIPLAGIO

002-TUTOR RAMB-2017

En calidad de tutor del trabajo de titulación denominado "GAMIFICATION AS A STRATEGY TO ENHANCE VOCABULARY ON FIRST BASIC GRADE STUDENTS AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA, 2016-2017", elaborado por la estudiante DIANA VALDIVIESO HAZ, egresada de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **1%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Robert A. Montalván, MBA.

Asunto: AUTORIZACIÓN PARA QUE EL ESTUDIANTE REALICE INVESTIGACIÓN.

Lic. Glenda Pinoargote Parra.

Directora de la Carrera Licenciatura en Inglés.

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

En su despacho.-
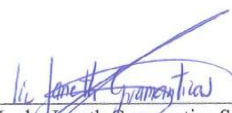
De mi consideración:

En respuesta a la solicitud del estudiante DIANA CAROLINA VALDIVIESO HAZ, egresada de la carrera Licenciatura en Inglés, en el cual se requiere se brinden las facilidades necesarias, para que realice las investigaciones respectivas relacionadas al tema de trabajo de titulación, al respecto expongo lo siguiente:

Conociendo que estas actividades se realizan en beneficio de la comunidad educativa; este despacho autoriza al estudiante antes mencionado a realizar las investigaciones necesarias para el desarrollo del tema de trabajo de titulación denominado: **"GAMIFICATION AS A STRATEGY TO ENHANCE THE VOCABULARY IN THE STUDENTS OF THE FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017"**

Atentamente:

Lcda. Janeth Guamantica Suarez
DIRECTORA.

UNIDAD EDUCATIVA SALINAS INNOVA

Salinas – Ecuador

Salinas, 30 de Noviembre del 2016.
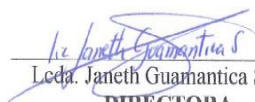
CERTIFICADO

Yo, JANETH GUAMANTICA SUAREZ, certifico que el Srta. DIANA CAROLINA VALDIVIESO HAZ, con Cédula de Identidad 093085605-9, egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera Licenciatura en Inglés, ha desarrollado e implementado el tema de Investigación desde el **5 de Septiembre del 2016** hasta el presente, en esta Institución Educativa con el tema: **"GAMIFICATION AS A STRATEGY TO ENHANCE THE VOCABULARY IN THE STUDENTS OF FIRST BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016 -2017"**

Se expide la presente solicitud, para los fines que crea conveniente.

Atentamente:

Lcda. Janeth Guamantica Suarez
DIRECTORA.

Appendix #: Principal Interview

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
PRINCIPAL´S INTERVIEW

No. ☐☐☐☐

Dear Principal, this interview will help to obtain important input for a research paper titled "Recreational strategies to improve the syntax at the English language among students of first basic year at Unidad Educativa Salinas Innova School, Salinas, province of Santa Elena, school year 2015 – 2016.", please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider English language is importance today?
2. Do you know what Vocabulary is?
3. Do you believe it is necessary that students in your institution improve the vocabulary?
4. What kind of activities teacher do in class to improve vocabulary?
5. Why is important to improve the vocabulary in English language?
6. What is a teaching strategy for you?
7. What kind of strategy do you use to teach vocabulary?
8. Have you seen good benefits applying traditional strategies?
9. What you will get better learner outcomes using gamification?
10. Have you ever use gamification as a teaching strategy?

Thank you for your valuable support

UNIVERSIDAD PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

ENCUESTA

Introducción: Estimado/a Representante, el presente s un instrumento de recolección de datos que forma parte del proyecto de Titulación: "Gamificación como estrategia para mejorar el Vocabulario en estudiantes del Primer Año Básico de la Unidad Educativa Salinas Innova, Salinas, Provincia de Santa Elena, año académico 2015 – 2016."

Objetivo: Conocer el nivel de aceptación del uso de recursos tecnológicos para mejorar el aprendizaje del Vocabulario del idioma Inglés en niños de Primer año básico.

Instrucciones: Leer y subrayar la respuesta requerida.

1. ¿Qué grado de importancia tiene para usted el idioma Inglés?

   Mucho   *Poco*   *Casi nada*   *Nada*

2. ¿Usted tiene algún conocimiento del idioma Inglés?

   Mucho   *Poco*   *Casi nada*   *Nada*

3. Según su criterio: ¿Qué nivel de importancia tiene el uso de la tecnología en el proceso educativo?

   Mucho   *Poco*   *Casi nada*   *Nada*

4. Valore la frecuencia con que usa los siguientes equipos:

	Mucho	Poco	Casi nada	Ninguna
Computadora				
Laptop				
Tablet				
Celular				
Pendrive				

5. ¿Ha escuchado acerca de programas tecnológicos educativos? (software educativo: juegos, videos, actividades).

 Mucho   *Poco*   *Casi nada*   *Nada*

6. ¿De acuerdo a su criterio, el uso de la tecnología puede ayudar a mejorar la enseñanza del idioma Inglés?

 Mucho   *Poco*   *Casi nada*   *Nada*

7. ¿Estaría de acuerdo con el uso de una aplicación tecnológica para mejorar el aprendizaje de Vocabulario del idioma Inglés con los niños del Primer Año de educación básica?

 Mucho   *Poco*   *Casi nada*   *Nada*

Gracias por su atención.

Appendix #: Diagnostic Test

Name: _____

Date: _____

Course: 1st basic grade

Diagnostic Test

1. Put an "X" the shapes.
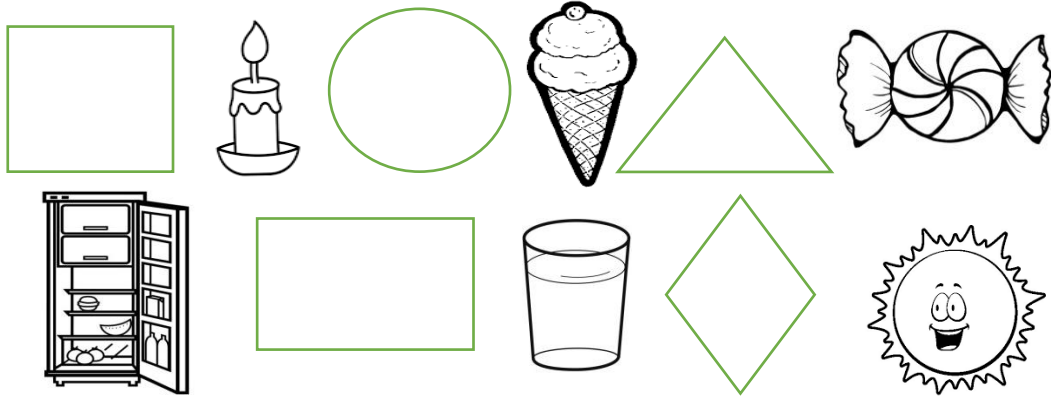
2. Color the clothes.

3. **Tell the members of the family.**

4. **Count and complete the numbers that missing.**

1 – 2 - ____ - 4 - ____ – 6 - ____ - 8 - ____ - 10 - 11- 12 - ____ - 14 – 15 - ____ - 17 - ____ - 19 - ___

5. **Circle the school supplies.**

6.
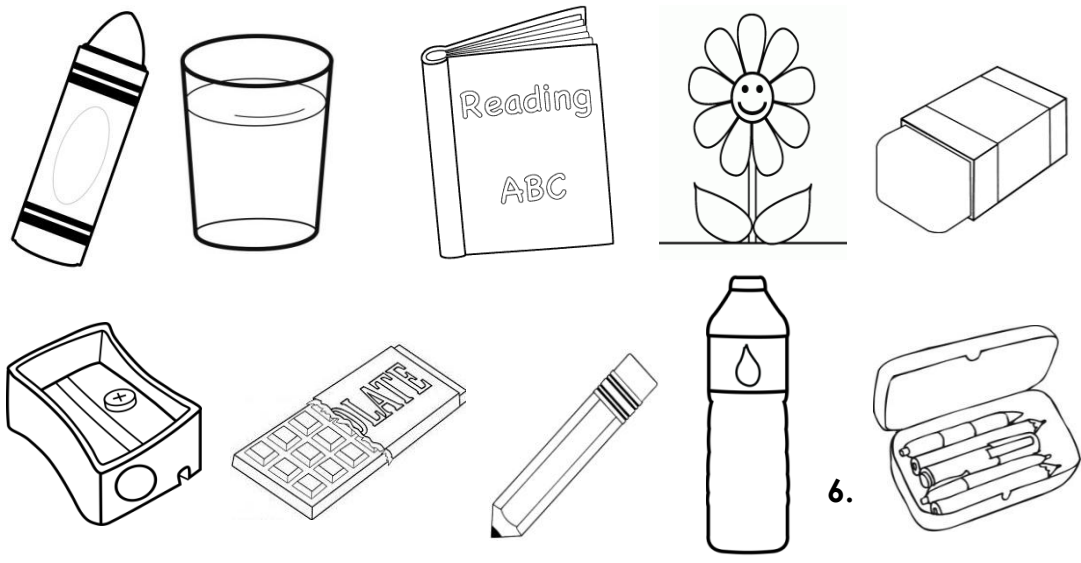
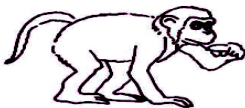**7. Match the word with the part of the body.**

Ears

Mouth

Hand

Eyes

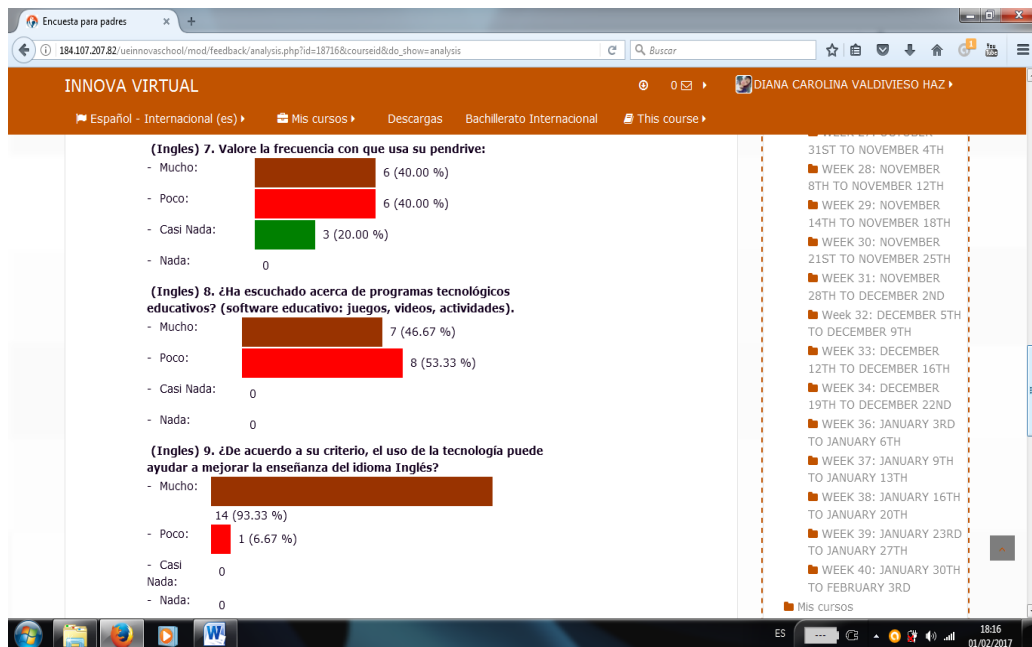Nose

Arm

Knee

Foot
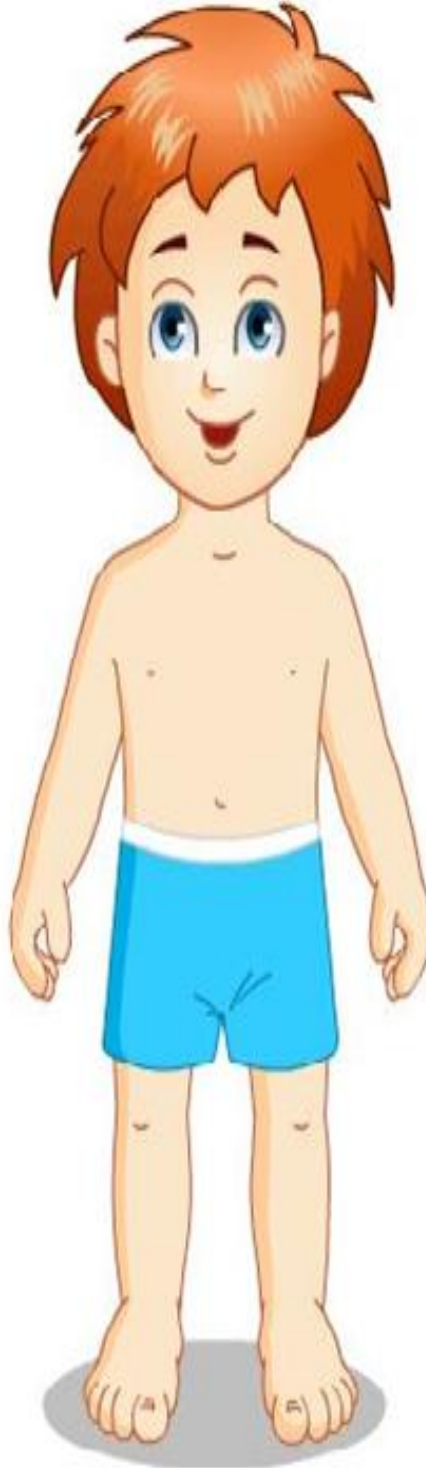
8. Cut and paste each animal in the correctly group.
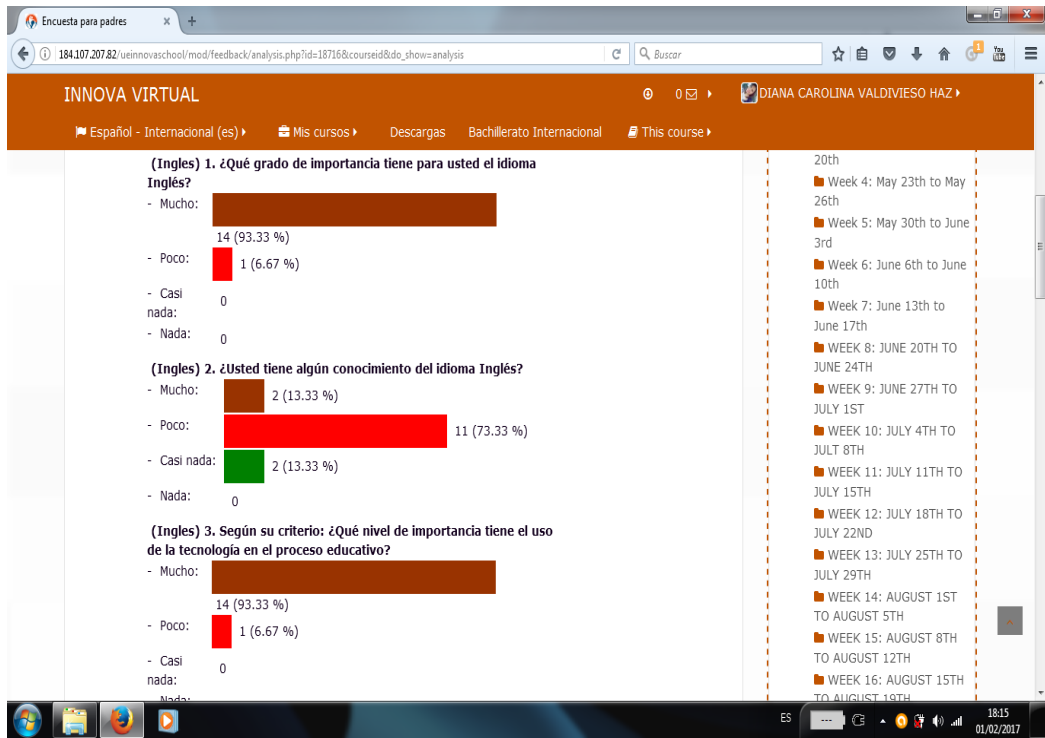
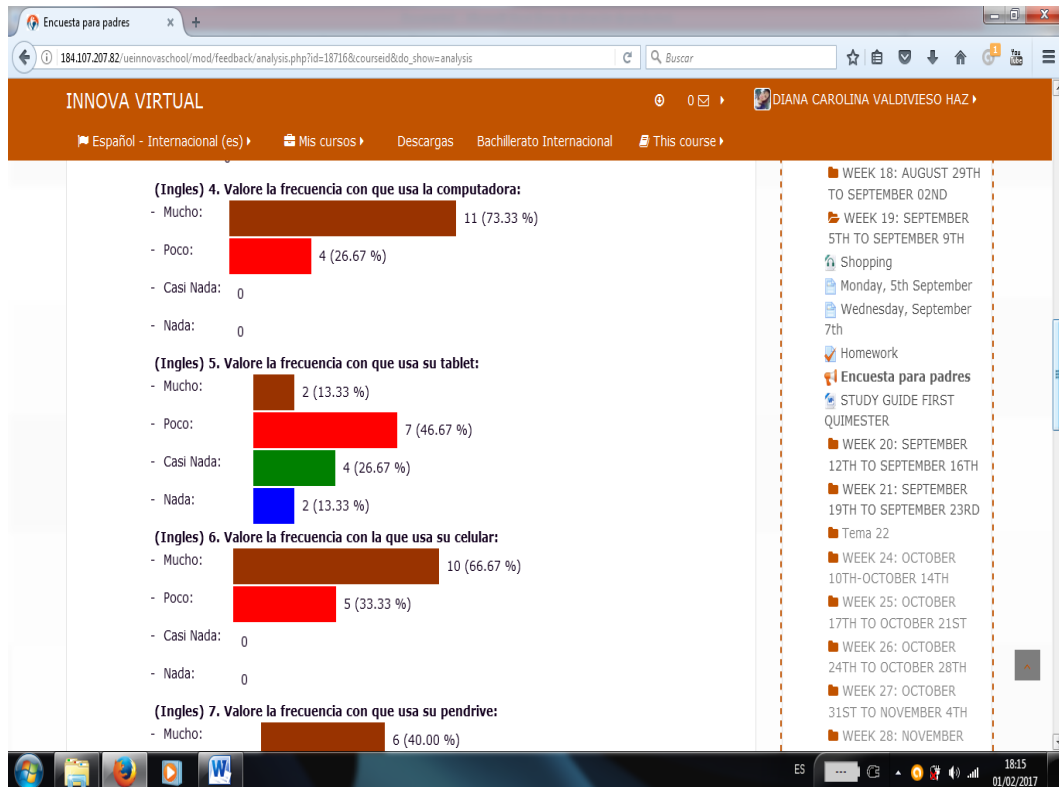|	
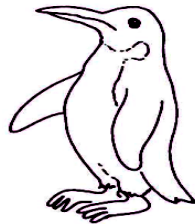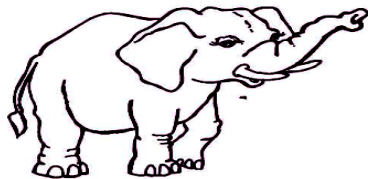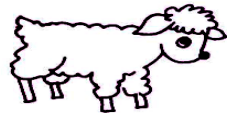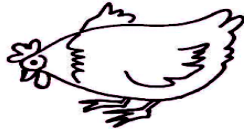
Appendix #: Photographic Evidence
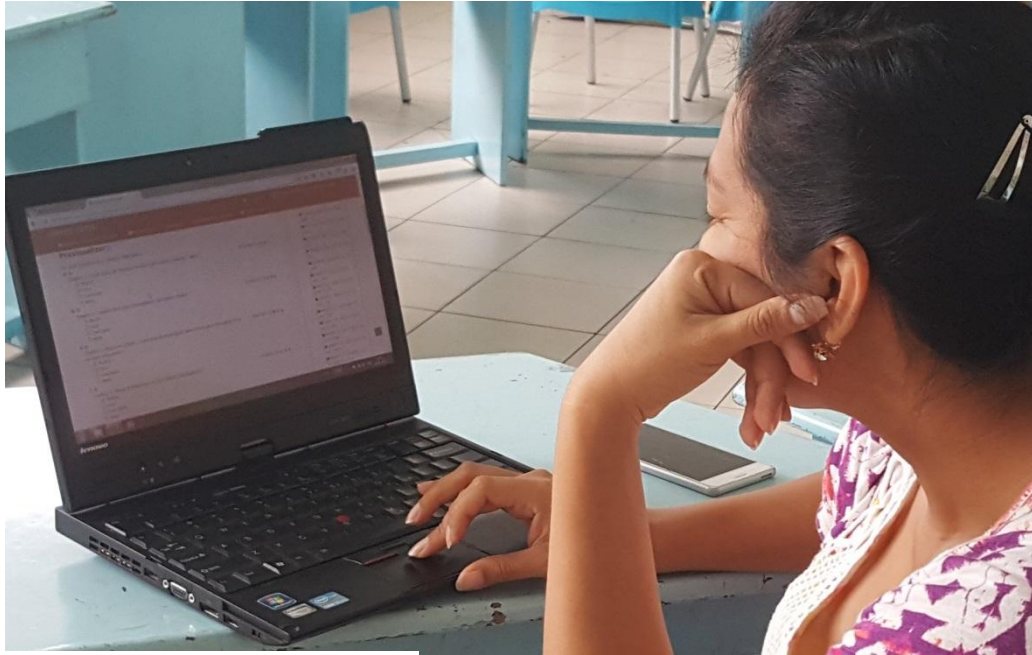
Parent answerig the survey

Format of survey

Online Parents format of survey

Online Parents format of survey

Student using activities of identification

Student using activities of association

Student working with puzzle activities

Student working with match up activities

Student working with activities of grouping

Student working with activities of selection

Students applying Jclic software

Students applying JClic software