UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

TEMA

ENHANCING ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION.

ESTADO DEL ARTE

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Aprobación del Docente Tutor

En mi calidad de Docente Tutor **del Informe de Investigación**, ''**ENHANCING ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION**'', desarrollado por la maestrante **ING. DIANA KATHERINE CASTRO GRANDA**, egresada del instituto de Posgrado de la Universidad Estatal Península de Santa Elena, correspondiente a la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN ENSEÑANZA DE INGLÉS**, previo a obtener el Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, me es oportuno declarar que después de haber proporcionado orientaciones, direcciones científica y técnicas para el desarrollo y la estructura final de su trabajo, he evaluado que cumple y se adhiere a los estándares científicos y académicos. Por lo tanto, apruebo todas las secciones del mismo.

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PhD. DIEGO CAJAS QUISHPE

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La Libertad, 21 de agosto de 2023

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Dedication

For my precious daughters Diana Fransheska and Dallyana Antonella, with much love, and may they know that all dreams come true if they carry out their endeavors with effort, dedication, and passion, in order to achieve the best of rewards.

Diana

Acknowledgment

I am grateful to God for having bestowed upon me wisdom and strength, for having shown me the path through earthly instruments, and above all, for always holding my hand.

Diana

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Glosario

Concurrent Analysis: An examination of variables or elements that occur simultaneously or interact within a given context, often used to understand relationships and correlations between them.

Scientometric: The quantitative study and analysis of scientific literature, including research trends, publication patterns, citations, and collaborations, to provide insights into the scientific community's activities and impact.

Systematic Literature Review: A comprehensive and structured method of analyzing existing academic literature on a specific topic, following a predefined process to identify, evaluate, and synthesize relevant studies to derive meaningful conclusions.

Documental Analysis: A research approach that involves analyzing written or recorded documents, texts, or materials to extract information, identify themes, patterns, or trends, and draw insights or conclusions.

Gamification: Implementing elements, mechanics, and principles of game design in non-game scenarios, like education or business, with the aim of boosting involvement, motivation, and active involvement.

Gamification Tools: Digital or physical resources, software, or platforms designed to implement gamification strategies, including features like points, challenges, rewards, and leaderboards.

Gamification Elements: Core components used in gamification strategies, such as points, badges, levels, challenges, and rewards, which are designed to enhance user engagement and motivation.

Rewards: In the context of gamification, rewards are incentives provided to participants for completing tasks, challenges, or goals, often serving as a form of positive reinforcement.

Leaderboard: A visual representation of participants' rankings based on their performance or achievements in a gamified context, encouraging competition and motivating engagement.

Digital Badge: A digital representation of an accomplishment, achievement, or skill earned by an individual, often used in gamified settings as a visual recognition of progress or completion.

Challenge: A task, activity, or goal presented to participants in a gamified context that requires effort, problem-solving, or skill to overcome, contributing to engagement and motivation.

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TEMA

ENHANCING ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION

Autor: Ing. Diana Castro Granda
Tutor: PhD. Diego Cajas Quishpe

Resumen

Esta revisión del estado del arte examina la conexión entre la gamificación y la adquisición de vocabulario en inglés, destacando sus beneficios, elementos de gamificación, y herramientas. La gamificación, aplicada al aprendizaje de idiomas, emerge como un enfoque innovador que integra elementos parecidos a los juegos en el proceso de adquisición de vocabulario. La revisión resalta las múltiples ventajas, que van desde un mayor compromiso hasta fomentar la motivación entre los aprendices. Elementos como sistemas de puntos, desafíos y recompensas contribuyen a una experiencia de aprendizaje dinámica. El estudio explora herramientas y plataformas de gamificación especializadas que amplifican la práctica interactiva, la retroalimentación y los caminos de aprendizaje personalizados. Además, se investiga la integración de la teoría de autodeterminación, los conceptos de motivación intrínseca y extrínseca, y la teoría del flujo. Estas teorías validan la alineación entre las estrategias de gamificación y las necesidades psicológicas, fomentando la autonomía, competencia, relación y compromiso inmersivo. Esta revisión exhaustiva ofrece perspectivas sobre el panorama en evolución de la adquisición de vocabulario gamificada, resaltando el potencial transformador de la gamificación en la educación del lenguaje.

Palabras clave: Gamificación en educación, Adquisición de Vocabulario, Herramientas de Gamificación.

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THEME

ENHANCING ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION

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Abstract

This state-of-the-art review examines the connection of gamification and English vocabulary acquisition, highlighting its benefits, gamification elements, and tools. Gamification, as applied to language learning, emerges as an innovative approach that integrates game-like elements into the process of vocabulary acquisition. The review remarks the multiple advantages, ranging from heightened engagement to fostering motivation among learners. Elements such as point systems, challenges, and rewards contribute to a dynamic learning experience. The study examines into specialized gamification tools and platforms that amplify interactive practice, feedback, and personalized learning paths. Additionally, the integration of self-determination theory, intrinsic and extrinsic motivation concepts, and flow theory is explored. These theories validate the alignment between gamification strategies and psychological needs, driving autonomy, competence, relatedness, and immersive engagement. This comprehensive review offers insights into the evolving landscape of gamified vocabulary acquisition, highlighting the transformative potential of gamification in language education.

Palabras clave: Gamification in education, Vocabulary Acquisition, Gamification tools.

INTRODUCTION

Nowadays, students' English language learners' profiles are very challenging given that they were born in a technological time in which everything is related to the digital tools, so teachers have the demanding task of achieving technological resources and abilities, in order to make connection with them, and the modifications necessaries when teaching English Vocabulary learning process for accomplishing with the students´ needs, likes and requirements. According to the study conducted by Yong, Q. Q. and Halim, H. A. (2021), it is evident that the participants (teachers) expressed a strong consensus regarding the fact that tools like Quizziz, applications such as Kahoot, the virtual world of Minecraft for Education, and additionally Read to Lead offer opportunities for English language learning that are not constrained by location or time. Furthermore, it's evident that over time, Gamification has emerged as a viable approach to address and enhance learners' vocabulary acquisition. This is achieved by incorporating an element of enjoyment, where learners actively engage with game-like components like quests, challenges, levels, and rewards. These elements have the potential to amplify motivation and active involvement in the learning process, as highlighted by Kingsley & Grabner-Hagen (2018), and also Karim Sadeghi, Ece Sağlık,Enisa Mede,Yavuz Samur,Zeynep Comert (2022), mentioned that Gamification is one of the major idea to take advantage of game elements in a non-game context.

Teachers have to apply new techniques in which are involved the new trends to educate, which are related to motivation and engagement, based on the use of technological resources in order to keep an active learning process, according to Tara and Samer (2018), it is asserted that gamification inspires students by employing a captivating blend of enjoyment and purposeful learning, which can be attributed to the diverse game elements. These range from points and levels used for recognition and hierarchy, to incentives and badges aimed at provoking enthusiasm and stimulation.

The focus of this research to offer the state of the art on to enhance English vocabulary acquisition among 2nd Baccalaureate students. It means, this research wants to identify elements, benefits, learning outcomes, and tools to develop Gamification in education (favorable outcomes associated with employing gamified approaches for vocabulary instruction in language classrooms, the tools utilized to create educational gamification aimed at enhancing vocabulary).

Gamification into English vocabulary instruction for students will lead to improved vocabulary acquisition due to its positive implications for outcomes learning, engagement, motivation. The effective utilization of gamified elements, and tools will result in enhanced language acquisition outcomes, providing a dynamic and efficient approach to vocabulary improvement.

The importance of this state of the art, was to explore about the effectiveness of Gamification to enhance English Vocabulary on students through a document analysis, carried out in the analysis of 15 studies found in different sources such as: Google Scholar and Research Gate, and journals as: Journal of Electronic Language Learning through Computers, The TEFL Journal of Asia, International Journal of Education and Pedagogy and Behavioral Sciences.

Literature Review

Gamification in Education

A learning task designed with gamification enables students to gain knowledge, refine abilities, and cultivate beneficial qualities using a game designed explicitly for educational purposes. In essence, incorporating gamification into educational activities is a learner-focused procedure. This approach has been implemented across various educational tiers, ranging from primary schooling to advanced higher education.

Furthermore, gamification incorporates elements of gaming to stimulate critical thinking within the realm of education (Marczewski, 2017). Numerous game attributes can be

employed within gamification, encompassing elements such as participants, challenges or assignments, scoring points, advancing through stages, acquiring badges, and establishing user rankings. Participants, whether students, play an essential role in educational entertainment, actively engaging in assigned tasks. Complex tasks can be assigned to individual participants to align with educational objectives.

However, gamification differs from entertainment-oriented or simulation-driven games that mimic real-world settings for training purposes. Gamified learning exclusively employs elements of gaming to heighten motivation and influence student engagement, facilitating the acquisition of new skills (Topîrceanu, 2017). Moreover, Gamification provides immediate feedback to students regarding their performance, allowing them to monitor their advancement and identify areas for improvement.

Vocabulary Acquisition

The importance of learning vocabulary when learning English language is crucial given that learners feel the necessity to communicate and understand the new language and refers to the process of learning and expanding one's repertoire of words and their meanings in a particular language. It involves the gradual assimilation of new words into an individual's linguistic knowledge, allowing them to understand, use, and communicate effectively in various contexts. First, defining the importance of Vocabulary Acquisition. As mentioned by Numan and Press, as cited in Sanchez (2018), they emphasized the significance of acquiring a sufficient vocabulary for effectively utilizing a language. Without a comprehensive vocabulary, the utilization of the necessary structures and functions to comprehend communication could be challenging (p. 25). Consequently, it becomes imperative to prioritize vocabulary learning in order to facilitate effective communication, as highlighted by Saenz Badillo (2018).

Gamification and Vocabulary Development

Gamification and vocabulary development is a dynamic approach that leverages game-like elements to enhance the process of acquiring and expanding vocabulary skills. By integrating gaming mechanics, challenges, rewards, and interactive elements into language learning, gamification aims to engage learners, motivate consistent practice, and create an immersive environment for vocabulary acquisition.

In contemporary times, the process of vocabulary acquisition has transcended conventional methods. Relying solely on teachers' instructions and classroom sessions proves to be ineffective and restricts the quantity of words students can attain. Throughout the past ten years, gamification has emerged as a potential remedy to enhance the acquisition of vocabulary among learners. It has the capability to introduce an element of enjoyment, captivating learners through game elements like quests, challenges, levels, and rewards. This has the potential to enhance motivation and active involvement in the learning journey, as suggested by Kingsley & Grabner-Hagen (2018).

Gamification Elements

As stated by Ofosu-Ampong (2020), it was highlighted that the effectiveness of gamification necessitates the strategic inclusion of game elements, contingent upon a thorough grasp of how gamification operates within the educational domain. It's important to recognize that gamification involves more than simply creating a game; it involves delivering a lesson. The author also underscored the significance of applying game-based thinking to the process of delivering the lesson, continually refining it based on input from participants.

The categorization of game design components has sparked discussions. These elements have been categorized into two primary clusters: explicit game design components and implicit game design components. Explicit game design elements encompass observable characteristics akin to those found in mainstream video games, including points, avatars,

badges, virtual currencies and leaderboards. On the other hand, implicit game design elements involve the underlying mechanisms that generate engagement in gamified activities. These mechanisms are associated with the innate psychological requirements of individuals. Implicit game design elements involve conceptual notions like feedback, accomplishment, rivalry, cooperation, difficulty, avoidance, possession, and user control (Luo, Z. 2023).

Background

In this segment is presented the topic that has to do with this research: Enhancing English vocabulary learning on 2nd baccalaureate students through the implementation of gamification and show information about the key words.

ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION

Problem Identification

Latin America presents Ecuador as one of the countries struggling with English language proficiency, ranking at a dismal 440 out of 1000 in the 2021 EF EPI (English Proficiency Index) report. The current curriculum and English language guidance endorsed by the Ministry of Education, mentions that learners in BGU are predisposed to English language instruction, regardless of how unmotivated or uninterested they may appear. Nevertheless, it is up to the teacher to spark their interest and get them to "buy into" the language class.

In relation with the previous information, is important to analyze that the instruction and acquisition of English vocabulary among 2nd-year Baccalaureate students pose substantial challenges. As students' progress in their education, the need for a strong linguistic competence becomes critical for their academic success and future careers. However, in numerous instances, conventional vocabulary teaching might not be yielding the desired

level of engagement and effectiveness. Also, Second-year Baccalaureate students often encounter challenges in the assimilation and retention of English vocabulary due to factors such as lack of interest, academic workload, and traditional teaching methods. For this reason, active participation and student engagement are essential components for achieving successful vocabulary acquisition. The fundamental query revolves around devising and executing gamification tactics that effectively stimulate and maintain engagement throughout the entire learning journey.

In light of these challenges, it is imperative to investigate how the implementation of gamification can impact the teaching and learning of English vocabulary among 2nd-year Baccalaureate students, while also determining the most effective strategies for its successful application in the educational context.

Research Question

RQ1: What are the elements and learning outcomes associated to gamification to develop English vocabulary instruction for students?

RQ2: What are the tools commonly utilized to implement gamified approaches in language classrooms to enhance vocabulary acquisition?

Objectives

General Objectives

The focus of this research to offer the state of the art on to enhance English vocabulary acquisition among 2nd Baccalaureate students. It means, this research wants to identify elements, benefits, learning outcomes, and tools to develop Gamification in education (positive implications for using gamified vocabulary instruction in language classrooms, the tools used to develop Gamification in education for improving vocabulary).

Specific Objectives

To achieve the goal previous mentioned, it was defined three objectives:

a) To Identify Gamification elements in education to understand how they contribute to outcomes learning.

b) To Identify Gamification tools and its effectiveness to enhance English vocabulary among students.

c) To explore benefits of Gamification with a focus on how these advantages are related to English vocabulary acquisition.

By reaching these objectives, the study is offering to the current literature by supplying a general summary. At the same time, based on our results, it will be possible improve the development of Gamification in education to enhance vocabulary.

Hypothesis

Gamification into English vocabulary instruction for students will lead to improved vocabulary acquisition due to its positive implications for outcomes learning, engagement, motivation. The effective utilization of gamified elements, and tools will result in enhanced language acquisition outcomes, providing a dynamic and efficient approach to vocabulary improvement.

METHODOLOGY

To conduct the state of the art was used a documentary analysis in order to examine studies related to enhance English Vocabulary acquisition on students through Gamification and to interpret results which have relation with research questions, topics and objectives.

Various studios explored were published over (2018 to 2023), and researches were according to the research questions, topics and objectives, selecting documents, organizing the information, initial reading of the data, data extraction, analysis, interpretations, conclusions, and citation.

Relevant Studies Identification

To carry out study the process started on July 16th, 2023 and lasted on August 17th. It was used Google Academic and Research Gate to look into the data. It was taken on count the main terms of the research topic and Keywords to look into about Gamification to enhance English Vocabulary; the words and terms typed were the following ones: Gamification, education, Gamification elements, Gamification and Vocabulary.

Selection of Studies

In this phase, it was crucial to validate whether the studies were pertinent to the subject matter and contained pertinent content. The chosen articles were subjected to scrutiny within this research to pinpoint the advantages, tools, and components of gamification that researchers had employed, as well as the effects of their implementation on student learning achievements and Vocabulary acquisition. Utilizing the specified criteria, a total of 15 studies were identified for examination.

Table 1*: Features for the inclusion of studies, Own elaboration.*

Features for the inclusion of studies
Updated studies since 2018
English and Spanish written studies
Studies about Gamification in Education and Vocabulary acquisition
Baccalaureate and Higher Education
Participants (Students and Professors)
Open Articles

Table 2: *Articles´ information and characteristics, Own elaboration.*

No.	Author	Year	Title	Method used	Findings
1	Waluyo, B., & Bucol, J. L.	2021	The Influence of Vocabulary Learning through Gamification. Using Quizlet on Low-Proficiency Students	action classroom research / RESEARCH DESIGN	The findings revealed noteworthy enhancements in both scenarios: prior to and subsequent to engaging in Quizlet tasks, as well as in vocabulary scores assessed before and after the tests. These outcomes propose the potential integration of gamified vocabulary learning into instructional approaches, as it can effectively tackle crucial challenges within vocabulary acquisition. / The outcomes demonstrated a notable advancement in students' in-class vocabulary assessment scores following their utilization of Quizlet assistance.
2	Sadeghi et al.	2022	The impact of incorporating gamified teaching methods on vocabulary acquisition and motivation among individuals learning a language. Published in Heliyon, volume 8, issue 11.	Quasi-experimental study / Two groups consisting of 74 freshmen enrolled in a General English course at an Indonesian state university were chosen to participate in this research. Subsequently, they were randomly divided into experimental and control groups.	The results offer insights for educational applications of employing gamified approaches in language education settings. Elements of gaming can be integrated to enhance the enjoyment and attractiveness of the task. For instance, badges and game cards have the potential to provide students with feedback throughout their classes, enabling

					them to track their advancement as they learn. By actively incorporating these game elements into classroom activities, students' engagement and inquisitiveness regarding the course material can be effectively sustained. In summary, this study emphasized the integration of gamified instruction as a means to amplify motivation and foster vocabulary acquisition within language classrooms.
3	Karim Sadeghi,Ece Sağlık,Enisa Mede,Yavuz Samur,Zeynep Comert	2022	The impact of integrating gamified teaching methods on vocabulary acquisition and motivation in individuals learning a language.	Quantitative data was gathered through pre- and post-vocabulary assessments and motivation questionnaires, while qualitative information was acquired via semi-structured interviews.	The results indicated that introducing gamified teaching methods had a favorable impact on student motivation. Students viewed the utilization of gamified instruction as an effective approach for acquiring and practicing vocabulary.
4	Waluyo et al.	2021	Enhancing Vocabulary List Learning through Gamification: Classroom Action Research Employing Quizlet.	Action research design	Students' feedback regarding their ten-week utilization of Quizlet for vocabulary learning indicated moderate levels of recognition for both Quizlet's potential to enhance autonomy and facilitate effective vocabulary training. In research focused on independent vocabulary learning, learners' contemplations indicated the necessity for teacher support during vocabulary guidance. The subsequent discovery in this current study proposes the incorporation of Quizlet into vocabulary learning instruction.

5	Manzano et al.	2021	Navigating Between Level Up and Game Over: An In-depth Review of Gamification's Role in Education	A systematic examination is suggested using the PRISMA approach across three diverse databases. This entails a comprehensive search employing specific criteria to include or exclude quantitative experimental studies delving into the utilization of gamification within educational institutions. This approach aims to present insights into the latest avenues of research.	The findings substantiate the inference that the implementation of educational gamification holds the potential to influence students' academic achievements, dedication, and motivation.
6	Vathanalaoha et al.	2022	Impact of Gamification on the Learning of the English Language: Implementing Winner English in Thai Secondary Education	Quantitative and qualitative approach.	The post-test outcomes demonstrate a substantial enhancement in English proficiency among the experimental group following the integration of the program into their English lessons. Personal feedback emphasized how the gamified elements of the program, including rewards and leaderboards, played a significant role and provided a valuable chance for precise English practice.
7	Yong et al.	2021	Utilization of Gamification by Educators for Online English Instruction in Secondary Schools of Malaysia	This research collected quantitative data from a diverse group of Malaysian educators with varying educational backgrounds and levels of experience. The data was gathered through a questionnaire that inquired about the frequency of gamification implementation in their online teaching sessions..	The findings revealed that participants generally had a favorable perspective regarding the integration of gamification, and their preferred choice for an instructional tool in online teaching was Quizizz. The respondents also mentioned that the most difficult aspect of incorporating gamification was dealing with internet connectivity challenges.

					The primary outcomes revealed that students within the experimental group achieved better results compared to those in the control group. Additionally, they validated the advantages of using mobile-assisted gamification for enhancing their vocabulary acquisition in three dimensions: educational achievements, enjoyment, and motivation. To conclude, these results affirm the credibility of employing gamification and mobile-assisted language learning as supportive frameworks for English as a Foreign Language (EFL) education.
8	Fithriani, R. (2021).	2021	Using Mobile-Assisted Gamification to Enhance Vocabulary Acquisition: Effectiveness and Perceived Advantages	Quasi-experimental study / In this study, a total of 74 freshmen enrolled in a General English course at an Indonesian state university were chosen as participants. Subsequently, they were randomly allocated to either the experimental or control groups.	
9	Nadi-Ravandi et al.	2022	Gamification in the Realm of Education: An Analysis of Systematic Review and Meta-Analysis Articles through Scientometrics, Content, and Co-occurrence.	Scientometric, cocurrence analysis	The study's findings demonstrate that researchers have examined various aspects of gamification in education articles, spanning different dimensions.
10	Luo, Z.	2023	The FLL: A Systematic Review	Systematic Literature Review	The results unveiled a varied impact of gamified tools on Foreign Language Learning (FLL), encompassing both favorable and adverse alterations, as well as instances where no disparities were observed.
11	Karwan AL-DOSAKEE , Fezile OZDAMLI.	2021	Integration of Gamification in Language Teaching and Learning: An Extensive Review of Literature	Systematic Literature Review	The research encompasses a compilation of 103 studies published from 2010 to 2020. The findings of the study illustrate that gamification possesses the potential to serve as a valuable instrument

					for language instruction, enhancing motivation among learners and transforming the learning experience into an engaging endeavor.
12	Thiagarajah et al.	2022	Efficacy of Gamification as a Vocabulary Teaching Tool	This research was carried out using a combination of quantitative and qualitative approaches, involving the engagement of 60 students. Primary data was obtained through questionnaires administered via Google Forms Survey, subsequently subjected to descriptive analysis. Information garnered from interviews was utilized to complement the results.	The results indicate that Kahoot! has been demonstrated as beneficial and successful for students within the ESL classroom setting.
13	Cavus et al	2023	The Impacts of Gamification in the Field of Education: An In-depth Review of the Literature	In this research, a systematic literature review approach was integrated with PRISMA procedures to scrutinize well-regarded articles concerning gamification in education published within the past decade (2012-2022).	Presented the assessment and examination of the 40 articles encompassed within the study, outlining and classifying the benefits that the application of gamification brought about in terms of student involvement, drive, ingenuity, and overall achievement, along with its impact on teachers, involving motivation, engagement, and feedback or assessment.
14	Rahman et al.	2018	Reviewing Gamification Components and Their Effects on Educational Instruction and Learning	Systematic Literature Review	The outcomes of this examination demonstrate that gamification exerts a beneficial influence on student learning, specifically in terms of their involvement and academic accomplishments. Additionally, points, leaderboards, and digital badges emerge as the

| 15 | Villa Quintana, M. E. | 2020 | Villa Quintana, M. E. | Action research design | most frequently utilized components of gamification in the investigated studies. The findings indicated a positive impact of Gamification to motivate the acquisition of level A1. |

ENHANCING ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION.

Antecedents

Gamification emerges as a pioneering method that had its beginnings in the business field, aiming to boost skills and behaviors. Indeed, society's ever-changing nature leads it through a landscape overflowing with technology and trials, consistently pursuing innovative ideas that encourage self-betterment. This viewpoint gives rise to the integration of gamification in education, utilizing its remarkable benefits as an educational advantage. Equally vital is recognizing that gamification is not just a game; it revolves around the pursuit of a learning methodology, submerging both teachers and learners into the domain of knowledge.

To begin with the analysis through the years of Gamification technique in education, it is important to mention that to apply a new method for learners was unavoidable given that education field must evolve at the same time with the new generation of students. Therefore, to incorporate certain design methodologies into education, the implementation of gamification within the educational process was imperative (Landers, R.N. 2014).

Considering its performance within the field of education, Gamification has transformed into a thriving multidisciplinary domain with virtually boundless applications (Nacke, L.E. 2017). Furthermore, it is vital to underscore the concept of Gamification, which has sometimes caused confusion among researchers during their studies. It is not associated with play or playfulness, but rather with games, gamefulness, gameful interactions, and designs. It can be defined as the utilization of game design elements, properties, components, and attributes in contexts outside of games to enhance user experience, as well as user

motivation, engagement and empowerment (Deterding, S.; Sicart, M.; Nacke, L.; O'Hara, K.; Dixon, D. 2011).

Gamification has been employed through various methods and strategies, such as integrating game mechanics, thought processes, and aesthetics, with the aim of stimulating learning and active involvement. This approach seeks to captivate students' attention, kindle their interest, and enhance their motivation for improved performance (Kapp, K.M. 2012). Notably, the utilization of reward systems and leaderboards has also been observed as a means to enable precise English practice. As highlighted by Anastasiadis (2018), Gamification fosters friendly competition in educational contexts, rewards effort, and effectively engages students through the incorporation of game elements.

Over time, numerous research studies have demonstrated the positive potential of the Gamification technique within educational environments. It has been shown to enhance the overall learning experience for students, motivating and engaging them while cultivating desired behaviors (Palomino et al, 2019).

In recent times, numerous systematic literature reviews, scientific mappings, meta-analyses, and bibliometric investigations have investigated the influence of gamification on education. These studies have not only highlighted the advantages of integrating gamification into educational settings but have also shed light on the associated disadvantages and constraints that must be addressed to fully capitalize on the benefits of gamification (Lampropoulos et al, 2022).

In recent times, owing to its demonstrated efficacy when incorporated into educational practices within pedagogical settings, Gamification has emerged as a credible instructional approach. It holds the potential to be seamlessly integrated with various technologies, learning methods, and approaches (Lampropoulos et al, 2022).

Document Analysis

After having analyzed and reviewed the previous studies and research about Gamification in the context of education and its relation with the enhance of English Vocabulary, it is important to mention the remark information found. According to the EFL context, it was investigated the potential of this technique which is always evolving, and is applied to young and adults' English learners. According to Yong, Q. Q., & Halim, H. A. (2021), should be applied at all level of education.

A lot of studies have been conducted to examine the benefits in education and its potential in various areas of language skills in EFL education, with one area that has received significant attention, which is vocabulary learning. This could be happened because Gamification is easy to be incorporated for working with Vocabulary skill in comparison with another language skill (Thompson & Gillern, 2020). A lot of research has documented favorable results to implement Gamification for vocabulary learning in different countries all around the world, for instance: Thailand, Indonesia, Malaysia.

Initially, Waluyo, B., & Bakoko, R. (2021), highlighted the capacity of Quizlet to bolster self-directed learning and simplify vocabulary practice. They advocated for the integration of Quizlet into vocabulary instruction, emphasizing its potential usefulness. Furthermore, they emphasized that optimal vocabulary learning and acquisition occur when learners are actively involved in a diverse range of activities. Moreover, in another study conducted by Waluyo, B., & Bucol, J. L. (2021), an action-based classroom research was undertaken to investigate the effects of gamified vocabulary learning at home on the vocabulary learning outcomes of students with lower proficiency in class.

The presented findings indicated a notable enhancement in both instances: prior to and following Quizlet activities. These outcomes implied that incorporating gamified vocabulary

learning into instructional methods could effectively tackle pivotal challenges associated with vocabulary acquisition. This analysis was based on the situation that the hour-class sometimes is not enough to carry out the gamified activities so it can be considered at the moment of implementing Gamification. Furthermore, in a research project involving secondary school educators in Malaysia, the results indicated that the participants exhibited a largely favorable outlook towards the incorporation of gamification strategies, and Quizizz was the teaching tool most used followed by Kahoot during their language teaching, Yong, Q. Q., & Halim, H. A. (2021). Similar to the findings in discussions about platforms in Gamification, Thiagarajah et al., 2022, Kahoot has been confirmed to offer value and effectiveness for students within the ESL classroom.

Utilizing Kahoot for vocabulary learning garnered favorable responses from students, boosting their engagement and enthusiasm for gamified English language instruction by infusing lessons with elements of enjoyment, excitement, motivation, and active involvement. Moreover, the study emphasized the importance of ensuring students' engagement and participation during the learning process to enhance their contentment and drive for learning (Dehghanzadeh et al., 2019).

This viewpoint is also supported by Zou in 2019. In the previous studies researchers mentioned about Quizlet and Quizizz and Kahoot, so that is why it is important to emphasize the most useful platforms in Gamification, so that in a scientometric and concurrence analysis of articles, the findings indicated that themajority of articles analyzed in systematic reviews and meta-analyses employed some of the most captivating gamification platforms, including Kahoot and Quizziz, Nadi-Ravandi, S., & Batooli, Z. (2022). Sadeghi, K., Sağlık, E., Mede, E., Samur, Y., & Comert, Z. (2022), executed a quasi-experimental approach, integrating gamified instructional techniques to assess the impact on vocabulary improvement and motivation among language learners, in which it was found that gamified

instruction positively influenced student motivation and student´s perception about Gamification emerged as a highly effective method for vocabulary learning and practice.

This research proposes not solely relying on games as teaching tools; instead, integrating game elements can augment the activity's entertainment and allure. For instance, badges and game cards can be employed to offer students feedback throughout the course, enabling them to track their advancement in the learning journey. By actively integrating such game components into classroom practices, students' enthusiasm and inquisitiveness regarding the course material can be effectively sustained. Vathanalaoha, K. (2022), underscores that prioritizing a reward system, like badges and experience points, might only scratch the surface, potentially missing out on the intricate or profound implementation of well-designed games that align with learning objectives.

This sentiment resonates with insights from Nadi-Ravandi, S., & Batooli, Z. (2022). It was indicated that game elements play a pivotal role in educational interventions, representing a key focus within systematic review and meta-analysis articles. These articles underscored the utilization of game elements within educational programs, highlighting variations in their frequency of use. Among the prevalent game elements were Point, Leaderboard, Badge, Level, Feedback, Progress bar, Challenge, and Avatar. In a parallel investigation, Manzano-León et al., 2021, explored the impact of gamification within educational settings. Their findings affirmed the notion that integrating gamification into education holds the potential to influence students' academic achievements, commitment, and motivation.

By scrutinizing previous research, it's noteworthy to highlight the study on the Application of Mobile-assisted Gamification for Vocabulary Learning via Quizlet. The primary outcomes revealed that students within the experimental group demonstrated superior performance compared to those in the control group. Moreover, the advantages of employing mobile-assisted gamification for vocabulary learning were substantiated (Fithriani, R. 2021).

It was informed, given that can be helpful when applying Gamification in a high school is not available because there is not an adequate classroom.

Overall, into the analysis of SRL it was found the following information: The Efficacy of Gamified Instruments in Enhancing Foreign Language Learning showcased a range of merits, with the most commonly acknowledged benefits encompassing the ability to enhance learners' involvement and enhance their scholarly achievements (Luo, Z. 2023). Moreover, another SRL, unveiled that the utilization of Gamification in language teaching and learning can serve as a valuable method to facilitate language education, enhancing learners' motivation and transforming the learning process into an enjoyable experience, mentioned Karwan AL-DOSAKEE , Fezile OZDAMLI, (2021). As Cavus, N., Ibrahim, I., Okonkwo, M. O., Ayansina, N. B., & Modupeola, T. (2023). The study's findings illustrated, condensed, and organized the benefits derived from the implementation of gamification, which enhanced student engagement, motivation, creativity, and overall academic outcomes. Additionally, these benefits extended to teachers, influencing aspects such as motivation, engagement, as well as feedback and evaluation (Luo, Z. 2023).

As outlined by the Gamification components, it was emphasized that four specific elements (rewards, leaderboard, digital badge, and challenge), as depicted in Figure 2, are essential for devising successful gamified learning activities. These elements have been substantiated by the findings of the mentioned studies (Rahman et al, 2018).

Every study subjected to review also demonstrates that the incorporation of gamification elements yields a favorable influence on student learning within the specific contexts where they were implemented. The learning outcomes examined within the reviewed articles encompass Results, Achievement, and Involvement. These aspects experienced a positive effect subsequent to the integration of gamification elements, as depicted in Figure 1 (Rahman et al, 2018).

Gamification has yielded a positive influence on learning outcomes across various dimensions, encompassing elements such as enjoyment, engagement, intrinsic and extrinsic motivation, results and achievements, as well as satisfaction and attitudes. Among these, engagement and students' results and achievements frequently emerged as primary focal points in the studies, followed by motivation occupying the third position. The prominence of these three aspects further underscores the notion that gamification can enhance students' involvement and motivation during the learning process, consequently enhancing their performance in assessments. Furthermore, the study also signifies that gamification can act as a catalyst for fostering engagement and both intrinsic and extrinsic motivation, all of which are pivotal in crafting a high-quality learning experience (Rahman, 2018). Furthermore, in the exploration of advantages, certain prospective research endeavors have yielded outcomes pertaining to gamification as follows:

1. Amplified Motivation: The introduction of game elements such as points, rewards, and leaderboards into educational contexts, termed as gamification, has been demonstrated to elevate student motivation. This incorporation cultivates heightened engagement and perseverance in language learning tasks (Mee Mee et al., 2020).

2. Enhanced Learning Outcomes: The potential of gamification resides in its capacity to establish an interactive and captivating learning environment. This approach fosters dynamic learning, problem-solving, and language application, all contributing to elevated language proficiency and skills (Anisa & Supriyadi, 2020).

3. Augmented Engagement and Participation: Gamified exercises effectively stimulate increased engagement and involvement among language learners. Through the integration of gaming elements and mechanisms, the learning process becomes more enjoyable, resulting in heightened student engagement and interaction (Dehghanzadeh, 2021).

This present state of the art intends emphasize the importance of implementing gamification for educational area on Baccalaureate students. According to, Yong, Q. Q., & Halim, H. A. (2021), highlight that Gamification has the potential to act as a complementary tool for language instruction across various educational levels.

Theoretical Framework

Flow Theory and Engagement in Gamified Learning

As per Vann, S. W., & Tawfik, A. A. (2020), scholars contend that individuals engage in an activity with a stronger sense of self-initiation when they find it captivating and interesting (Choi et al., 2007; Guo et al., 2016; Holyoke & Larson, 2009). To capitalize on this affective dimension, research efforts have delved into the scope of how gamification can amplify learning achievements in the realm of higher education (Breuer, 2010; Hanus, 2015; Rawendy et al., 2017). Notably, a fundamental aim of gamification is to integrate design principles from games to render learning a more positive and enjoyable endeavor (Baxter et al., 2015).

Aligned with gamified approaches, the concept of "flow" commences with the identification and elaboration of one's objectives, followed by the formulation of actionable targets to achieve those objectives (Antonaci et al., 2018; Liu et al., 2017). For instance, a well-structured game fosters a sense of flow by offering a challenging, goal-oriented activity that propels individuals towards an attainable and defined objective (Moneta & Csikszentmihalyi, 1996). Additionally, games empower individuals with autonomy and control over their learning journey. Research has demonstrated a direct correlation between heightened levels of engagement and the incorporation of gamification elements in online course environments (Buckley & Doyle, 2016; Hanus & Fox, 2015).

Self-Determination Theory and Intrinsic Motivation in Gamification

As per the Self-Determination Theory (SDT), two primary forms of motivation take prominence: intrinsic and extrinsic. Intrinsic motivation signifies individuals' capacity to engage willingly based on their personal interests and curiosity, leading to self-satisfaction. Extrinsic motivation pertains to individuals participating in an activity through a direct link to the outcome, which can include tangible or verbal rewards, informed Sadeghi, K., Sağlık, E., Mede, E., Samur, Y., & Comert, Z. (2022).

Gamification represents a process aimed at boosting both extrinsic and intrinsic motivation, aiming to engage individuals in tasks through playful activities. Intrinsic motivation involves undertaking an activity for its inherent gratifications rather than external rewards, while extrinsic motivation is driven by the prospect of obtaining reinforcements. When crafting gamification strategies, it's crucial to identify intrinsic motivators that sustain user involvement. This concept correlates with the Self-Determination Theory (SDT), which encompasses three psychological needs: autonomy (the degree to which actions stem from personal interests), competence (a sense of capability and task performance), and connectedness with others, indicated Manzano-León, et al., 2021.

FINAL REFLECTIONS

Gamification applied to English vocabulary acquisition represents a dynamic and promising approach in the educational realm. The benefits offered by this strategy are extensive and significant. By integrating game elements into the vocabulary learning process, an engaging and immersive environment is created, which can boost students' motivation. Healthy competition, challenges, and rewards in the form of points and achievements not only encourage active participation but also make the learning process more enjoyable and rewarding.

Gamification harnesses tools such as point systems, leaderboards, visual rewards, and challenges to stimulate participation and engagement. The ability to personalize avatars, explore narratives, and overcome obstacles makes vocabulary learning more interactive and memorable. Additionally, the theories of self-determination and flow align seamlessly with gamification goals. Self-Determination Theory underscores the importance of meeting basic psychological needs for autonomy, competence, and relatedness, which gamification reflects by empowering students through choices and suitable challenges. On the other hand, Flow Theory emphasizes the significance of striking a balance between challenge level and students' skills, a fundamental principle in gamification to keep students in a state of "flow" where they feel immersed and motivated.

As gamification tools evolve, specialized platforms and applications have emerged as valuable allies in the vocabulary acquisition process. These tools offer opportunities for interactive practice, immediate feedback, and personalized tracking, maximizing the potential of gamification in language learning.

In summary, gamification offers a promising path to transform English vocabulary acquisition into a dynamic and motivating experience. By blending playful elements, motivational theories, and technological tools, an educational environment is created that not only fosters effective learning but also drives self-determination, flow, and continuous student engagement.

retroalimentación inmediata y el seguimiento personalizado, maximizando el potencial de la gamificación en el aprendizaje de idiomas.

En resumen, la gamificación ofrece un camino prometedor para transformar la adquisición de vocabulario en inglés en una experiencia dinámica y motivadora. Al combinar elementos lúdicos, teorías motivacionales y herramientas tecnológicas, se crea un entorno educativo que no solo fomenta un aprendizaje efectivo, sino que también impulsa la autodeterminación, el flujo y el compromiso continuo de los estudiantes.

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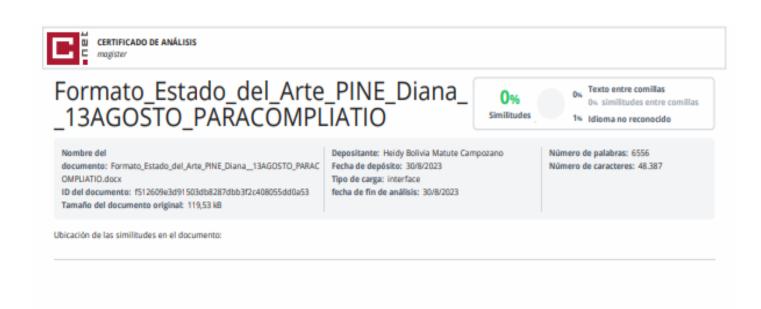Al-Dosakee, K., & Ozdamli, F. (2021). The Utilization of Game Elements in the Process of Language Teaching and Learning. Revista Romaneasca pentru Educatie Multidimensionala, 13(2), 559-577. https://doi.org/10.18662/rrem/13.2/436

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ANEXOS

Anexo 1. Resultado de Urkund

≡ Fuentes

Anexo 2. Certificado Antiplagio

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **del Informe de Investigación**, ''**ENHANCING ENGLISH VOCABULARY LEARNING ON 2ND BACCALAUREATE STUDENTS THROUGH THE IMPLEMENTATION OF GAMIFICATION**'', elaborado por la maestrante Ing. Diana Katherine Castro Granda, egresada de la **MAESTRÍA EN MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 0 % de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente

PhD. Diego Cajas Quishpe
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