



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**ENGLISH TEACHING CAREER**

**“Gamification as a methodological strategy in the  
classroom with children from second grade at Unidad  
Educativa John F. Kennedy”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN ENGLISH**

**AUTHOR: LISSETTE ESTEFANIA RODRÍGUEZ VERA**

**ADVISOR: ING. TATIANA GARCÍA VILLO MSc.**

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**CARRERA DE LICENCIATURA EN INGLÉS**

**“Gamification as a methodological strategy in the  
classroom with children from second grade at Unidad  
Educativa John F. Kennedy”**

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**AUTOR: LISSETTE ESTEFANIA RODRÍGUEZ VERA**

**TUTOR: ING. TATIANA GARCÍA VILLOO MSc.**

**La Libertad – Ecuador**

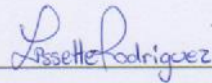
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## ADVISOR'S APPROVAL

La Libertad, January 28<sup>th</sup>, 2023

### STATEMENT OF AUTHORSHIP

I, **Lisette Estefania Rodríguez Vera** with ID number 2400013617, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "Gamification as a methodological strategy in the classroom from second grade at Unidad Educativa John F. Kennedy" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



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**LISSETTE RODRÍGUEZ VERA**  
**ID: 2400013617**

## STATEMENT OF AUTHORSHIP

La Libertad, January 28<sup>th</sup>, 2023

### ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "GAMIFICATION AS A METHODOLOGICAL STRATEGY IN THE CLASSROOM WITH CHILDREN FROM SECOND GRADE AT UNIDAD EDUCATIVA JOHN F. KENNEDY" prepared by LISSETTE ESTEFANIA RODRÍGUEZ VERA undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely




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ING. ROSA GARCÍA VILLAO MSc.  
Advisor

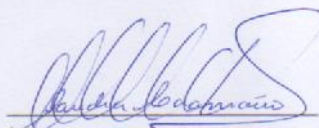
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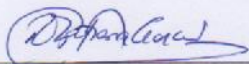
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AND LANGUAGES DEAN**



Ing. Sandra Caamaño López, MSc.

**ENGLISH TEACHING  
CAREER DIRECTOR**



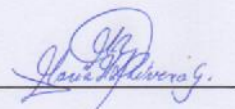
Ing. Tatiana García Villao, MSc.

**ADVISER**



Ing. Eliana León Abad, MSc.

**SPECIALIST  
PROFESSOR**



Abg. María Rivera González, MSc.

**GENERAL  
SECRETARY**

## **DEDICATION**

I heartily dedicate this work to Andrea Cedeño who is the best supporter in my life. Her patience, time, and love when things were so tough helped me not to give up and finish this work.

## **ACKNOWLEDGMENT**

I am infinitely grateful to Universidad Estatal Península de Santa Elena and my tutors for their support and professional teaching.

## **DECLARATION**

“The content of the following graduation work is my responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena”.

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## **ABSTRACT**

This project was created so that the learning of the English language through gamification does not have didactic barriers in the educational environment, being more interesting and motivational for children. Fulfilling the objective of this research: to analyze the importance of gamification as a methodological strategy in the classroom with second grade children from the Unidad Educativa John F. Kennedy and the main problem: what is the importance of gamification and the methodological strategy in the learning process with the second-grade children of the Unidad Educativa John F. Kennedy? Using a qualitative method with a descriptive design, without manipulation or comparison between its variables so that the Focus Group technique applied to teachers achieves better results in socialization. Therefore, it was shown that the game mechanics are an educational and emotional challenge that allows students to better prepare themselves in the academic activities of the English language.

**KEYWORDS:** Gamification, Methodology, Motivation, Learning, English.

## RESUMEN

Este proyecto fue creado para que el aprendizaje del idioma inglés a través de la gamificación no tenga barreras didácticas en el entorno educativo, siendo más interesante y motivacional para los niños. Cumpliendo el objetivo de esta investigación: analizar la importancia de la gamificación como estrategia metodológica en el aula con niños de segundo grado de la Unidad Educativa John F. Kennedy y el principal problema: ¿cuál es la importancia de la gamificación y la estrategia metodológica en el proceso de aprendizaje con los niños de segundo grado de la Unidad Educativa John F. Kennedy? Utilizando un método cualitativo con un diseño descriptivo, sin que haya manipulación o comparación entre sus variables para que la técnica del Focus Group aplicada a los docentes consiga mejores resultados en la socialización. Por lo tanto, se mostró, que la mecánica del juego, es un desafío educacional y emocional que les permite a los estudiantes a prepararse mejor en las actividades académicas del idioma inglés.

**PALABRAS CLAVES:** Gamificación, Metodología, Motivación, Aprendizaje, Inglés.

## **Introduction**

The present study aims to analyze the importance of gamification as a methodological strategy in the classroom with second-grade children. Hence, the English language as a foreign language is of great importance in the academic life of students, so it is necessary that learning does not have didactic barriers from the classrooms to the methodological strategy that the teacher instructs in common teaching.

In the same way, the influence of gamification has become a need for teaching and learning in the development of classes, through the various gamification platforms that make possible the interactivity, discovery, and experimentation of knowledge through games, such as Kahoot, Hoopla, Gametize, among others which allows a link of interest between the teacher and the student, to live new experiences and opportunities of interesting, fun and interactive class.

Chapter I of the study describes how gamification can be used as an effective methodological strategy in the second grade classroom of the Unidad Educativa John F. Kennedy, highlighting its focus on pedagogical innovation and the use of technology in the classroom. It is mentioned that the institution faces the challenge of finding new ways to keep students engaged and motivated in their learning process.

Then in Chapter II the theoretical background of gamification is detailed and the different elements and game mechanics that can be applied in the classroom are explored. Potential benefits of gamification are highlighted, such as increased intrinsic motivation, fostering collaboration, and improving cognitive skills.

Chapter III presents the research methodology that includes a qualitative and quantitative approach. The study participants, who are the second grade teachers of the Unidad Educativa John F. Kennedy, are mentioned, in which the data collection process is described, which includes classroom observations, questionnaires and Focus Group.

In Chapter IV, the results related to the effectiveness of gamification in the second grade classroom are highlighted. It is examined if the implementation of game elements and mechanics has led to an increase in the motivation and commitment of the students. Qualitative and quantitative data related to the effectiveness of gamification are analyzed to support the findings.

Finally, in Chapter V, reflection on the study is made, the use of techniques such as challenges and missions, significantly benefit learning, the large number of ideas and information that any field of knowledge represents. This technique is not just about playing for fun, on the contrary, it is designed to carry out very deep activities that are worth understanding for the students.

The game is considered one of the needs of the human being since he is born, this activity allows to experiment, imagine, create, express, communicate, dream, explore, invent, among many other activities that let you to acquire skills that will serve you throughout your life. This research reiterates that gamification will allow the second grade students of the Unidad Educativa John F. Kennedy to develop the necessary skills that allow them to function in their personal and professional environment.

## **Chapter I**

### **The Problem**

#### **Research Topic**

Gamification as a methodological strategy in the classroom from second grade at Unidad Educativa John F. Kennedy.

#### **Problem Statement**

During history in Ecuador, education was framed in the expository aspect, emphasizing only the instructor as an information transmitter and the student as a passive recipient. However, educational policies changed as Information and Communication Technologies (ICTs) bloomed, forcing the teacher to act as a bridge between the student and their training program.

Thus, the need to implement new teaching methodologies specifically in the English language became of paramount importance in the teaching and learning process, since teachers had to try new educational methods that allow students to achieve their academic goals in a meaningful and motivating way.

A study conducted by Ojeda (2022) revealed that "For many experts, the game becomes an important means to generate and build new knowledge" (p.38). In this way, gamification would not only be a teaching-learning tool, but also a mechanism for integrating language skills, which would strengthen these playful activities through more critical thinking and with greater commitment from the student community, where they perceive that learning time causes a stimulus towards improvement.

It should be noted that using gamification while teaching young children helps them widen their goals for learning a foreign language and makes them more dynamic for active



participation both inside and outside the classroom. Since, it requires effort, interaction and socialization, being more than just a hobby and helps in the ability to concentrate.

The following is mentioned in Reglamento General a la Ley Orgánica de Educación Intercultural:

Educators must continuously observe and evaluate the integral development of the child, and must prepare written reports that assess this development and include guides, suggestions and recommendations to promote the development and integral welfare of the child which should be periodically reported to legal representatives (Ministerio de Educación, 2017, p.54).

This means that the teaching methodology is constantly changing and it is important to adapt it over time so that the dynamics of the class are not affected. Therefore, these educational instruments are developed through student motivation and interest. Moreover, gamification takes center stage compared to traditional strategies, by awakening children's attention to an unknown language.

Because of this, educators modify their usual teaching techniques so that students achieve their academic goals during the learning process which is essential for children development concerning the construction of knowledge and cognitive skills. Anyhow, modernizing educational approaches will in some manner create new opportunities for students to learn English language playfully or enjoyably, stimulating a diversity of experiences in them, especially in second grade.

It should be noted that the mechanisms of games and the specific components for the development of a gamified activity are developing creativity in children in a considerable and

indispensable way in education. Consequently, learning is more fun, but teachers must also be prepared to apply pedagogical instruments in an appropriate way with the awareness of how to encourage student participation.

### **Problem Question**

What is the importance of gamification and methodological strategy in the learning process with second grade children of Unidad Educativa John F. Kennedy?

### **Specific Questions**

- What are the theoretical references that support gamification and methodological strategy in English language learning?
- What is the role of gamification and methodological strategy with teachers?
- How does gamification lead to English language skills with second graders?

### **General Objective**

To analyze the importance of gamification as a methodological strategy in the classroom with second grade children of Unidad Educativa John F. Kennedy.

### **Specific Objectives**

- To describe the theoretical supporting references that gamification and methodological strategy in English language learning.
- To identify the teaching-learning methodology applied by English teachers at Unidad Educativa John F. Kennedy.
- To direct the educational community of English teachers at Unidad Educativa John F. Kennedy to gamification and methodological strategy.

## **Justification**

This research is significant because it allows putting into practice the various methodological strategies of teaching and learning, aimed at teachers of Básica Elemental. Additionally, this study has educational value, since gamification has been linked to increased interest in and mastery English language knowledge.

The purpose is to motivate the participation of students and involve them in the subject. Wardani et al. (2020) adds that “Motivation is an aspect of enormous relevance in various areas of life, and for this reason, it becomes essential even in daily school activities.” (p.275). Motivation is necessary in every class, it is there, where the student's interest in continuing to excel in every way starts, the motivation being a stimulus component so that everything turns out specifically favorable in classes with children.

To this is also added, the methodological strategy that the teacher will transmit in his class, so that the student develops and reaches the types of skills and abilities that every child needs according to their knowledge. For this, didactic resources are very useful in teaching and learning that are achieved significantly in children and thus contribute to their intellectual and creative development.

Gamification, has achieved multiple advantages to stimulate students in the teaching and learning process. For this reason, an updated study is being ensured in recent years to guarantee its impact on the teaching of the English language with Second Grade children in the classroom.

As part of the observation unit for the study of the English language, it is worth mentioning that teachers and second-graders of Unidad Educativa John F. Kennedy, will benefit

from this learning methodology, which will enable them to assess and promote the value of gamification as a methodological strategy in the classroom.

## **Chapter II**

### **Theoretical Basis**

#### **Previous Research**

The purpose of this research is to publicize the importance of gamification and the methodological strategy for the process of learning the English language, in the second graders of the Unidad Educativa John F. Kennedy.

The article *Gamification as a methodological tool in teaching* argues the following:

Gamification is a new methodological strategy of great trend in education, teachers have discovered that these activities are quite attractive and seek applications that add flexibility to student learning, trying to find ways to build meaningful learning (Castillo-Mora et al., 2022, p.688).

For the authors, gamification is being considered as an important teaching and learning method in the educational field, so that teachers convert the information content into something more practical, didactic, and interactive, adjusting to the technological system, which in turn allows the progressive functioning of each of the students.

The use of techniques such as challenges and missions, benefit learning significant, the vast amount of ideas and information represented in any field of knowledge. This technique is not just about playing for fun, at on the contrary, it is designed to carry out very deep activities that are worth understanding by the students.

Another fundamental contribution is the one displayed in the text *Using Gamification and Serious Games for English Language Learning*:

Successful gamification uses three design principles: mechanics, dynamics, and emotions. Mechanics specify the goals, rules, settings, interactions, as well as the boundaries of the situation to be gamified. Giving the preset rules, different dynamics will emerge such as bluffing, cooperation and competition and personal triumph over adversity. When stakeholders partake in gamification dynamics, they may experience a wide range of emotions, for instance excitement, happiness, personal triumph over adversity, disappointment and sadness (Yanes & Bououd, 2019, p.3).

Now, regardless of whether gamification is a use, a process, an approach, a practice, an experience, this can take place in the behavior of children through different contributions based on educational processes. It is likely that virtual environments must be highly attractive so that there is quality content, flexibility, and the possibility of customization and identification of the process. However, the game is not the same as gamification, because in the gamified activity there are rules that test the knowledge of the students and the most important thing involves the class, instead the game is already activities created or invented for fun and to make it easier to understand.

From other perspectives, the dynamics are part of the construction of methodological strategies, which help to meet the training objectives of each student, based on the scenarios called Entornos Virtuales para el Aprendizaje (EVA) as a means of synchronous and asynchronous interaction. The EVA refers to an educational space that is hosted on a website. It

is a set of tools that facilitate learning and that make up a space in which students and teachers can interact remotely and perform all tasks related to teaching without the need for physical interaction.

### **Gamification in English Language Learning**

The document *Integration of gamification technology in education* argues:

The Instructor has ability to assign each assessment set to a class/classes or even to specific group of user where this helps the instructor to create games with different difficulty levels and assign assessment sets to children based on their pedagogic level and behavior. Puzzle Game can be given as an example where number of pieces needed to be aligned can be pre-defined by the instructor based on the difficulty level. All the games have positive reinforcement for the children according to the peace concept of the research. Wrong answers do not punish and only scores of the correct answers are shown to the children (Kayımbaşıoğlu et al., 2018, p.672).

The experience through games in the classroom is given by the instructor who is the one who assigns the game's actions based on the academic level and skill set of each student group. As the authors state, these activities allow them to earn points and minimize the significance of erroneous replies by emphasizing each exercise accomplish more. To this, there are other kinds of games that the author also mentions: matching, selection, ordering, classification, and slideshow. These are the games that are usually used at the Unidad Educativa John F. Kennedy to help students comprehend the material and participate more.

The text *Using gamification to enhance second language learning* declares:

The main objectives focus on increasing the participation of a person, which most of the time is called or mentioned as a “user”, and motivating him/her by incorporating game elements and techniques, like leaderboards and immediate feedback. In this way, it allows users to have a greater commitment and leadership in what they are doing. In addition, understanding the basic concepts of the games becomes essential at the time of delineating and using Gamification as a strategy. But even before thinking about the motivational aspects that this concept provides, it is necessary to re-visit the four components of the definition which are: games, elements, design, and non-game contexts (Figuroa, 2018, p.38).

Gamification has a series of interpretations about its educational utility, and many times it is related to the usual game that takes place in the classroom. It is very necessary to understand that current education is constantly changing, and part of that is motivation as evidence of significant progress.

### **Motivation in Education**

To gamify learning, a transformation of didactic materials is necessary, adapting them to the new experiences and expressive forms of the digital society, changing the learning approach basing it on the production of educational materials based on the logic of online games.

Therefore, effective teachers help students to develop goals, beliefs, and attitudes that will sustain long-term involvement and contribute to quality involvement in learning. If we measure motivation strictly as achievement, we can easily lose sight of these other educational goals and values. Motivation is important for

many reasons, and one of them is because it progressively contributes to student achievement. (Ray, 1992, p.4).

Motivation is the main tool that demonstrates validity during the teaching and learning processes.

### **Benefits of Gamification**

Having passed a first approximation to the world of videogames, and after verifying the advantages that some of them can bring to teaching at various levels educational, it is necessary to provide teachers with a tool that allows them to systematize their observations and appreciations from a psycho-pedagogical perspective to, later, describe its possible didactic applications in the different areas curricular or cross-curricular themes. There are some guidelines or evaluation instruments that have focused on different constituent aspects of videogames, which can serve as a starting point (Rabah et al., 2018).

### **Technology and Education**

Currently, children have grown up with digital technology, and therefore, its use is not unknown when teaching them, resulting in a greater role in cyberspace as an adequate learning process. Teachers face new challenges and have to solve important questions related to adapting the learning process to the needs, preferences and requirements of the students (Kiryakova et al., 2018).

### **Objective and Methodology**

This methodology consists, according to what has been exposed, as the rational and practical organization of phases or moments in which teaching techniques are organized to direct student learning towards the desired results. It can also be said that the method consists of



proceeding in an orderly and intelligent way to achieve the increase of knowledge, its transmission or the total formation of the person (López-Belmonte et al., 2020).

### **Educational Platforms**

Technology can provide numerous teaching materials, videos, simulations, forums, among others, allowing content to be reviewed more dynamically. Educational platforms are tools that help solve problems of modern life focused on education, training and evaluation. Likewise we can obtain a definition as a program that allows to include different types of tools for teaching purposes and / or students. One of its main functions that it offers is to facilitate the creation of virtual environments to teach different types of training through the internet without the need to have programming knowledge (Hernández-Granados, 2021).

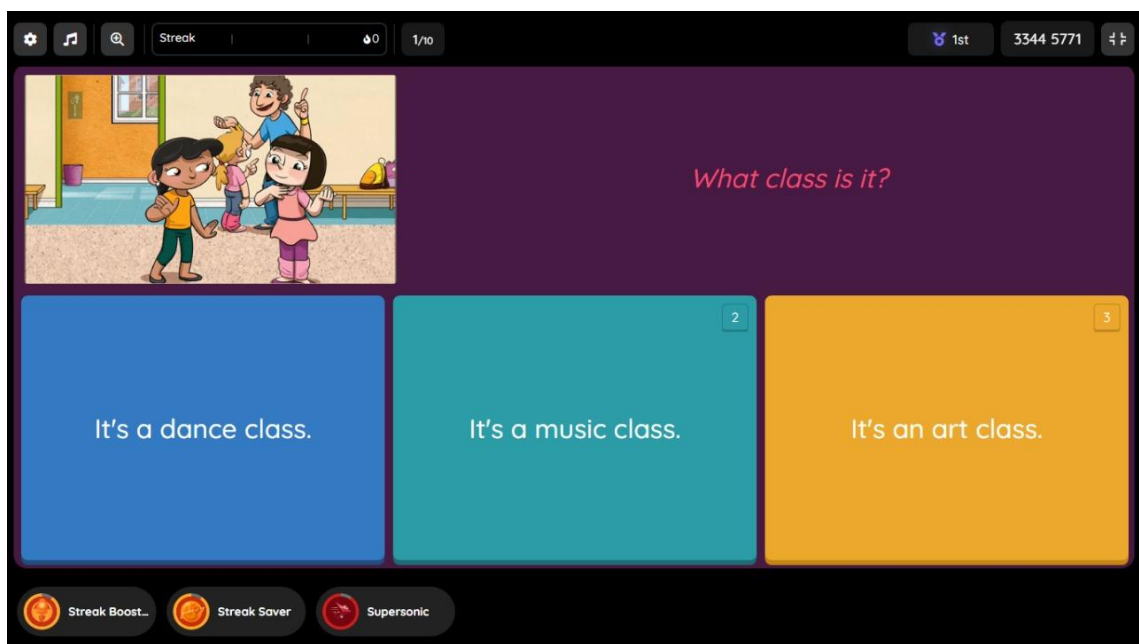
Educational platforms are subject to the action of the user who builds, as it is, the interaction within a social context. From this point of view, learning is a process of building knowledge and personal interpretations of experience. These representations are constantly open to change; their structures and connections form the basis of other knowledge structures that are integrated. They must be encouraged to think for themselves, to solve their difficulties, to construct their own hypotheses, to make their own deductions and to risk their own answer, even if it is incorrect. Hence, the role of the teacher is not to provide everything entirely, but to motivate and make learning interesting (Lin & Yunus, 2021).

### **Quizizz**

Quizizz is a platform that plays an important role in the design and development of pedagogical and didactic strategies; since the fact of including personalized questionnaires makes the apprentice appropriate this new knowledge in a more meaningful way so that learning

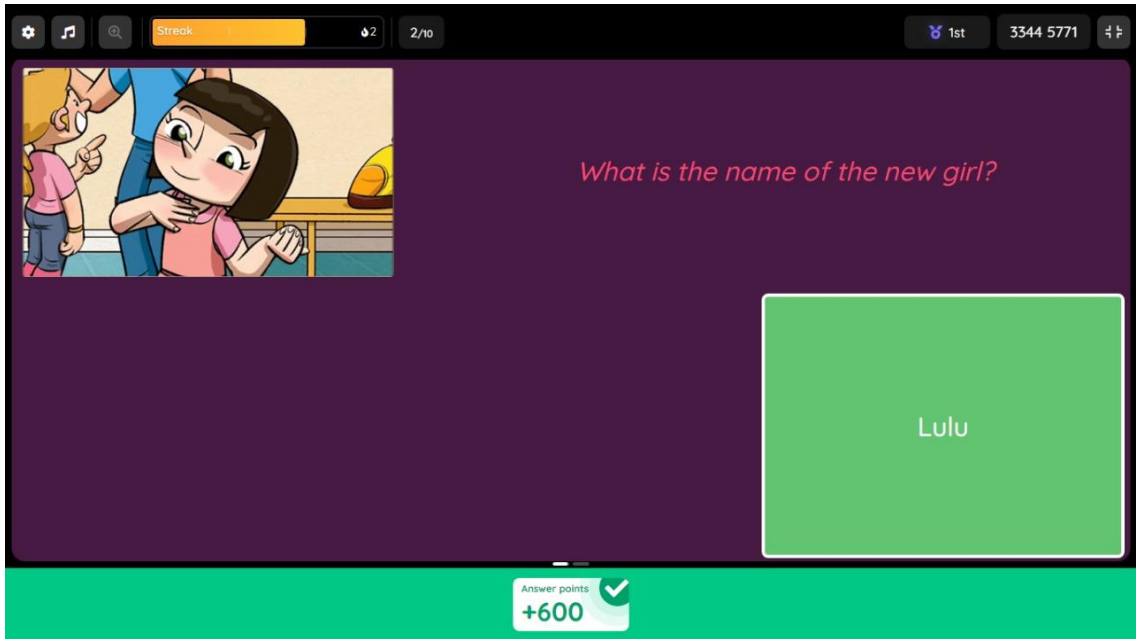
is effective and lasting. Given this, it becomes an option for teachers and students when it comes to generating creative, dynamic and innovative learning, since it is based on electronic learning that involves games to activate knowledge in students. Therefore, it is clear why the educational community would prefer to use Quizizz in their teaching and learning processes (Lin & Yunus, 2021).

**Figure 1.** Quizizz and its application with students



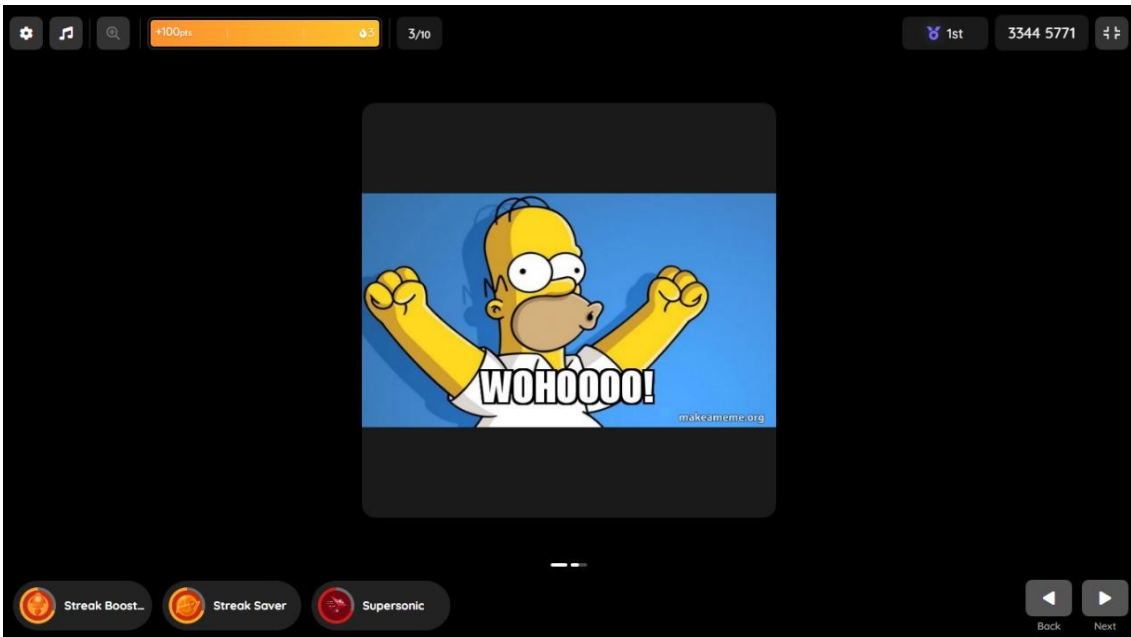
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**Figure 2.** Quizizz and its application with students



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**Figure 3.** Quizizz and its application with students



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## **SplashLearn**

SplashLearn intends to transform K-12 education through the fun and personalization of the learning experience. SplashLearn focuses on a diversity of games and has options for classrooms and homeschoolers with breakdowns to track students, plus subject mastery and online curriculum, at each grade level, giving students confidence and ease of use on the platform (West, 2022).

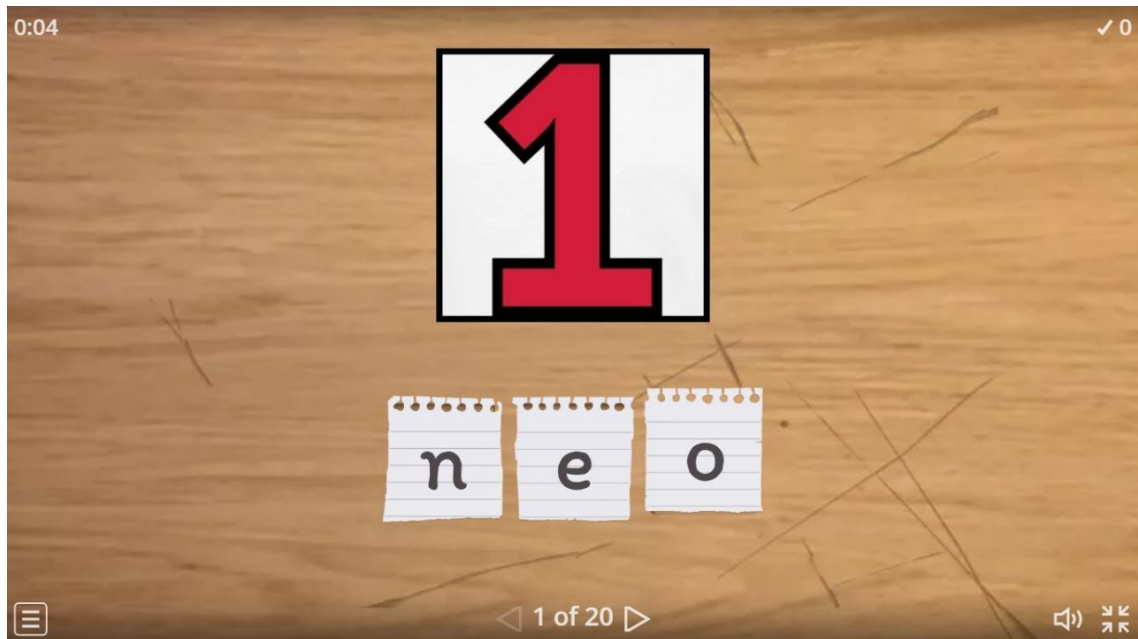
## **Moodle**

Moodle is one of the most popular Learning Management Systems (LMS) with which instructors, administrators and students form personalized learning environments. It can be used in different types of activities that involve the virtual learning experience and the unique integration of educational content. These activities can help both teachers and students navigate and complete courses (Al Bataineh et al., 2019).

## **Wordwall**

Online game-based learning platform such as Wordwall contains a variety of mini-games that can be utilized in the classroom to review theory, ideas, and terminology. Wordwall can integrate texts, images and videos. In addition, schedule times in each challenge and the badges with which each of the challenges are developed game elements. As a constant result, between teacher and students who can explore and interact knowledge. In addition, passive learners can become active when they participate in minigames or quizzes to fully comprehend the lesson which is provided in the Wordwall platform (Mazelin et al., 2022).

**Figure 4.** Wordwall and its application with students



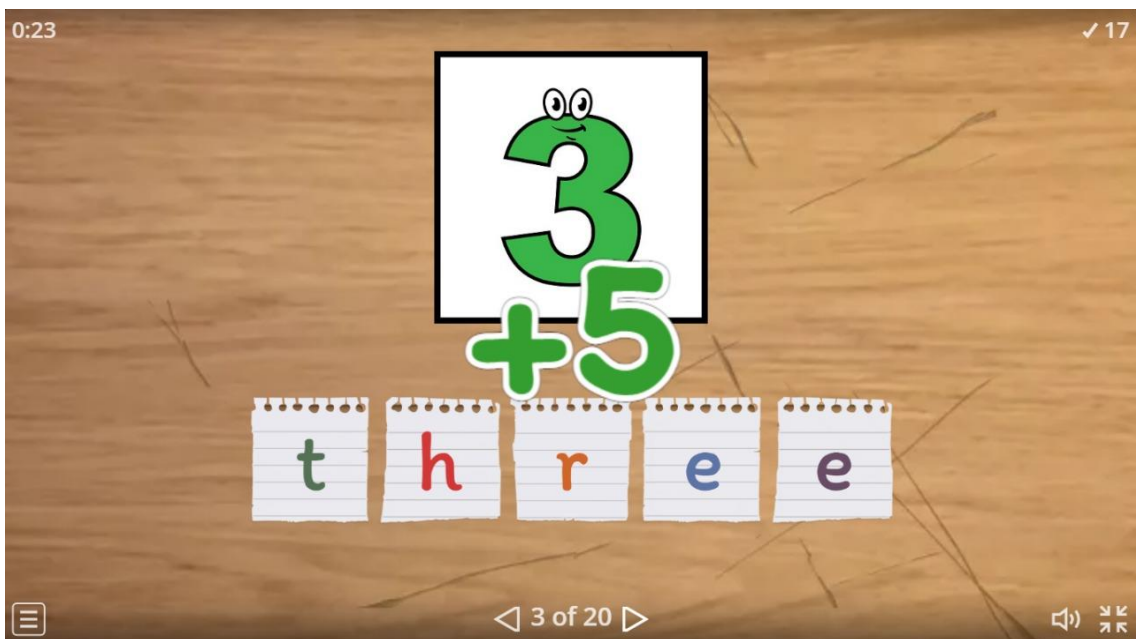
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**Figure 5.** Wordwall and its application with students



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**Figure 6.** Wordwall and its application with students



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## **Legal Basis**

The Constitución of Ecuador Art. 66 expresses that Education is an inalienable right of individuals, an inexcusable duty of the State, society and the family; priority area for public investment, a requirement for national development and a guarantee of social equity. It is the responsibility of the State to define and execute policies that allow these purposes to be achieved.

While in Art. 80 The State will promote science and technology, especially at all educational levels, aimed at improving productivity, competitiveness, sustainable management of natural resources, and satisfying the basic needs of the population. It will guarantee the freedom of scientific and technological activities and the legal protection of their results, as well as collective ancestral knowledge. Scientific and technological research will be carried out in universities, polytechnic schools, higher technical and technological institutes and scientific research centers, in coordination with the productive sectors when appropriate, and with the public body established by law, which will regulate also the statute of the scientific researcher.

In the Ley Orgánica de Educación Intercultural (LOEI) in its article 6 literal j it is stated that education must be digitally literate, using information and communication technologies as the main source of the evolved society. In this it is mentioned: Guarantee digital literacy and the use of information and communication technologies in the educational process, and promote the link of teaching with productive or social activities.

## **Chapter III**

### **Methodological Framework**

#### **Methods**

##### **Qualitative Approach**

First, qualitative data is likely to be more important when not much is known about a subject and when the goal of the researcher is to develop a new concept, using words, interpretations, discourses, and so on. Qualitative data are ideal for exploratory analysis (Gerring, 2017).

##### **Type of Research**

Through the design of the investigation, new strategies are developed that allow examining and knowing the numerical data of the designated population. Supported by the transectional non-experimental method, which for Hernández-Sampieri "includes some of a descriptive nature to determine the type and size of the sample" (p.216). Considering that its variables will be purely descriptive, without there being a comparison or manipulation between them, since this design is an interpretation of the study.

This research uses a non-experimental-transactional design, since the fieldwork does not extend to more than three months and is carried out in a specific period. Likewise, the variables Gamification and Methodological Strategy are not modified or manipulated since said design can establish an interpretation of the study.

This research topic is descriptive, since it breaks down a deep analysis process concerning, for, to the description of the variables and dimensions on the importance of gamification and the methodological strategy without having a comparison between them.



## **Exploratory Research**

Exploratory research in social science can be defined in different ways, but its core, consists of an attempt to discover something new and interesting, by working your way through a research topic. Looking at things from this perspective means that all good science is the result of exploratory research (Swedberg, 2020, p.17).

This research will allow examining gamification and the methodological strategy more flexibly and comprehensively for its study.

## **Diagnostic Research**

The diagnostic process contributes to the importance of gamification as a methodological strategy, to better understand the situation of the Unidad Educativa John F. Kennedy, and thus, gather enough information to design changes in favor of the educational community. Normally, this type of research successfully prepares the processes to be carried out, so that it provides optimal results, but at the same time, it demonstrates risk factors that will allow them to be improved in a certain future.

## **Data Collection Processing and Resources**

### **Basic Questions and explanation**

#### **What for?**

Motivate the development of English language skills in students

#### **Where?**

Unidad Educativa John F. Kennedy

#### **When?**

Academic Period 2022

## **How?**

Gamified activities

## **What did you collect information for?**

To analyze the different strategies used by teachers around gamification

## **Techniques and Instruments for Data Collection**

The techniques used to collect information regarding the gamification study and methodological strategy were the following:

### **Techniques**

#### **Bibliographic Research**

This technique is used to analyze the writings obtained through books, theses, scientific and cited articles that allowed the development of the project.

#### **Focus Group**

This qualitative research technique allows the selection of a small group of respondents from the Unidad Educativa John F. Kennedy with the aim of knowing the opinions on Gamification and Methodological Strategy in classes, based on personal experience.

### **Instruments**

#### **Camera**

For the application of the Focus Group, it will be advisable to document the entire process for the interpretation of the answers in order to gather more extensive information.

#### **Notebook and Observation Sheet**

This instrument was used to point out the most important aspects of Gamification and Methodological Strategy and thus reinforce ideas about the teaching process currently handled by teachers. The selected research techniques will allow developing not only the opinion of the respondents, but also the importance of gamification as an educational alternative for children to learn the English language in a more dynamic way.

**Chart 1.** Focus Group Scrip

Block 1. Strategies	What educational platforms do you use to develop your class strategy? What skills do you observe in students when working on gamified activities?
Block 2. Motivation	How do game mechanics and motivation connect? How does motivation infer about student behavior?
Block 3. Gamification	How does gamification influence English language teaching? What results have you seen through gamification learning?

**Author:** Lissette Rodríguez Vera

**Population**

Set of individuals, objects, elements, or phenomena in which a certain characteristic can be present that can be studied (Carrillo, 2018).

The population on which the research will be based will be of interest in favor of second-grade students. This figure is given among teachers who actively participate in the English area of the Unidad Educativa John F. Kennedy. The commitment of this research is to analyze the different opinions that the sample public can detail regarding the importance of gamification and its methodological strategy in classrooms with second grade children.

**Chart 2.** Population of Investigation

<b>N°</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	Female Teachers	3	75%
2	Male Teachers	1	25%
<b>TOTAL</b>		4	100%

**Author:** Lissette Rodríguez Vera

### **Sample**

The representativeness of a sample makes it possible to extrapolate and therefore generalize the results observed in it to the accessible population (Otzen & Manterola, 2018).

In the sample, non-probabilistic methods carefully select the subjects of the population using specific criteria, seeking as far as possible representativeness. Even so, they are not used for the inference of results about the population (Hernández-Ávila; Escobar, 2019).

Therefore, this document will present a non-probabilistic sample by quota, because the unit of analysis will not be selected statistically, but will be grouped according to the following characteristics:

- Teachers who show interest in the subject of gamification and who have been working steadily for more than three years in the Unidad Educativa John F. Kennedy.
- Teachers who apply the knowledge of the game as a skill enhancer and also use various game mechanics to improve attention, motivation, and effort through the gamification process.

- Teachers whose main objective is to achieve better results for their students through gamified dynamics that involve them and motivate them to constantly progress.

The final sample of the non-probabilistic analysis by quotas is the total population that will be able to determine the importance of gamification and the methodological strategy with the children of the Unidad Educativa John F. Kennedy.

## **Chapter IV**

### **Analysis of Findings**

#### **Brief explanation of the findings**

Through this section, the importance of gamification is analyzed as a methodological strategy for the training of second grade children with the foreign language English from the classrooms of the Unidad Educativa John F. Kennedy, in which, the teachers of the area responded based on their professional experience, the attractive learning process and the ability to motivate students through the use of gamified platforms.

#### **Interpretation of Data From the Focus Group**

##### **1. What educational platforms do you use to develop your class strategy?**

**Figure 7.** Information data

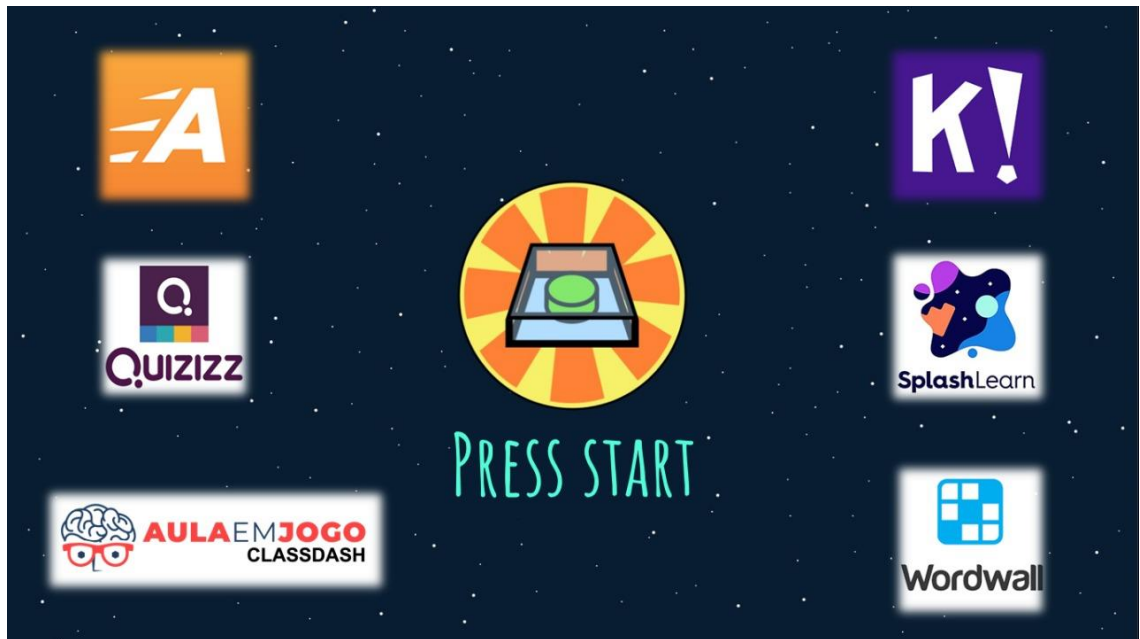


**Note.** The image represents the data collected in the socialization of the Focus Group with the teachers of the English Area.

The teachers agreed that: “Gamification brings a variety of educational platforms that allow learning to be enjoyable and has undoubtedly changed the way of teaching through game mechanics, and has brought benefits to the student community”, especially to the smallest of the classes in how to constantly motivate them in learning the English language. So, the strategy is not to get demotivated if they don't choose an answer correctly, but to get motivated to try again, as many times as necessary, because that is the idea of gamification beyond its rating is the motivation.

**2. What skills do you observe in students when working on gamified activities?**

**Figure 8.** Information data

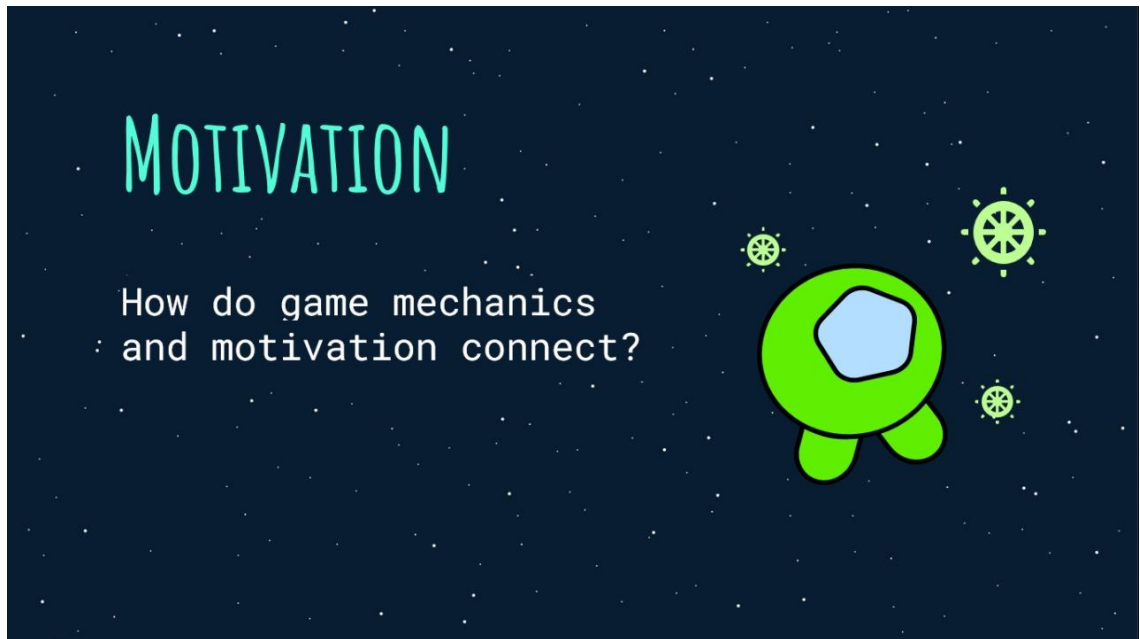


**Note.** The image represents the data collected in the socialization of the Focus Group with the teachers of the English Area.

The teachers agreed that: “Through gamified platforms, children have shown more independence when working on either Quizizz or WordWall because they are students who were born with technology and it is easier for them to manipulate technological devices in a more attentive way and for some reason he feels that connection with the English classes”, for this reason, underestimating today's child, would not be convenient, it is better to develop their skills as their learning progresses, so that the interest in learning continues to grow with more attention and dedication.

### **3. How do game mechanics and motivation connect?**

**Figure 9.** Information data



**Note.** The image represents the data collected in the socialization of the Focus Group with the teachers of the English Area.

The teachers agreed that: “With the question of virtuality, the benefits of gamified games began to be seen, since the classes had to provide a lot of creativity and dynamism due to the radical change that took place in education, however, nobody imagined that what would start as a solution in the absence of face-to-face classes, it would become a great ally for learning”, then, the mechanics of the game and motivation are linked as essential function tools, so that the student is the protagonist of his social and academic development, and thus direct their emotions and connections with their social groups.

#### **4. How does motivation infer about student behavior?**

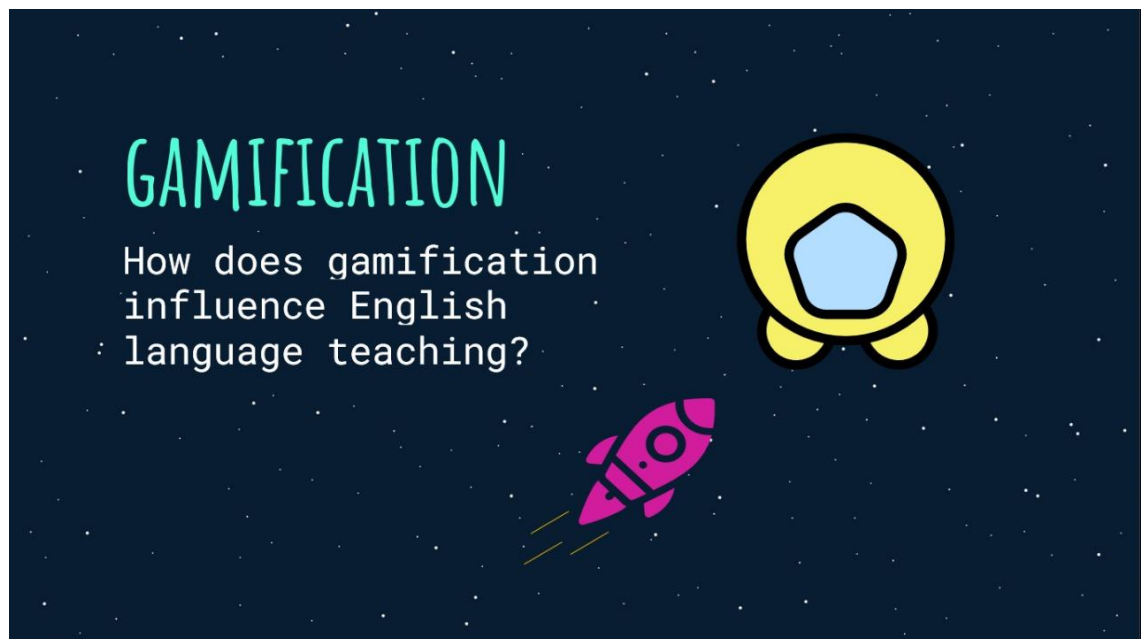
The teachers agreed that: "Motivation is the engine of learning, that is why students do not give up when faced with a language that is not their mother tongue, and what is more, they become significantly involved to improve their participation in the classroom, depending on the



educational role in the one that teachers and students play together, in order to obtain good results later”, motivation continues to be the energized spark, which leads children to achieve significant leadership in current education and later improve in the acquisition of new skills and knowledge.

## 5. How does gamification influence English language teaching?

**Figure 10.** Information data



**Note.** The image represents the data collected in the socialization of the Focus Group with the teachers of the English Area.

The teachers agreed that: “Gamification influences with, playing you learn more, since the mechanics of the games are transferred to the educational field”, more than that, it is the contribution of the gamified platforms as a sponge of knowledge of new or already seen words for children. Since they absorb everything they are willing to learn, and although the English foreign language sounds complicated for Spanish-speaking students, it is the gamified games that capture the interest of the student in a positive way.

6. What results have you seen through gamification learning?

Figure 11. Information data



**Note.** The image represents the data collected in the socialization of the Focus Group with the teachers of the English Area.

The teachers agreed that: “In reality, children do not know what gamification is, but they do understand what they are doing, and in a matter of games they all want to be the best”, trying to improve themselves and even repeat the test. to do it again much better than the other previous ones, this means that the results through gamification are not directly seen with learning, but what is clear is the student's predisposition not to give up and continue learning until they obtain

those desired results , that in traditional education, a note mattered more than the student's training process.

### **Interpretation of Bibliographic review**

According to the results, second grade students, like all children in the world, are born with technology; therefore, it is necessary to take advantage of the same resources for the benefit of learning, which is undoubtedly changing the educational environment in a valuable way and children's attention to the foreign language English; in this way, the incorporation of gamified platforms in the classroom will depend on the mechanics of each teacher.

Gamification is undoubtedly a strategy that seeks to escape from traditional teaching, going beyond the academic training of the student through gamified teaching, which although it is true, it sounds easy to talk about educational games that change the routine in classes, but the keyword motivation and methodological strategy will also depend on it. Something that could be observed within the socialization is about the constant use of the Quizizz or Wordwall platforms due to the variety of teaching activities that both leave.

One of the many contributions that fellow teachers make is that without motivation you cannot teach, much less the child wants to learn or ask, so the dynamism that the teacher can easily project is essential, plus what is offered in this case by the educational platforms. It is worth mentioning that a class without a strategy could not achieve better results, so, if necessary, the use of various methods progressively to obtain a greater commitment among students.

Gamification makes learning more fun, but more than anything, it helps create more exciting, educational and entertaining content that children are interested in. Regardless of whether teachers know all the gamified platforms, or use them in their work routine, the

important thing is to vary the activities and ensure that students are up-to-date in the digital age, but above all they feel a natural stimulus to continue learning.

## **Chapter V**

### **Reflections of the Study**

Educational gamification has been solving the problems of learning English as a foreign language, making progress visible. Considering gamification, as a methodological strategy in the classroom with second grade children from Unidad Educativa John F. Kennedy, in which the socialization of the Focus Group allowed obtaining more clearly the teaching of each teacher with the gamified platforms.

It is important to mention that the platforms that have been placed have something in common, they are all activities based on the mechanics of the game, in which students have the opportunity to fail and then have feedback. In Arcademics, for example, it is based on the repetition of the exercise, like a drill games, and it is used for spelling; in Class Dash, on the other hand, it is like a board game, fulfilling the same function, playing and in those activities they can choose the answer to move forward.

In accordance with the above, it can be mentioned that online learning platforms have exceeded any expectations in the classroom, above all, because they regained strength with the pandemic, and have become essential today, more than anything, in education. Although it is true, not all institutions handled the gaming experience in their classes with young children, today, the technological resource is used to benefit English language learning.

It is worth mentioning that children also learn and have fun with gamified platforms, sharing a first-hand experience and developing creativity, logical thinking, communication skills and teamwork.

These communication skills, such as: listening, speaking, reading and writing, are linked to games, in which gamification has become a stimulus for students' social relationships. Therefore, it is important to significantly value the technological tools that are currently available in order to promote the acquisition of knowledge in the classroom, thus not only increasing attention and concentration but also the participation of student's children more actively and with greater interest in learning.

One of the interesting situations about gamification is the cognitive benefits that educational games have with children, since a study published by the Journal of the American Medical Association (2022) revealed that gamer children have better performance in their memory and motor skills, making it clear that the classrooms can resort to gamified games that are related to education.

Gamification, if it is a methodological strategy, which converts screen time into quality education and in some way, is helping more students feel inclined to learn the English language. Although it is true, children can absorb a lot or a little information, but everything will depend on the progressive strategy that the teacher finds in his classroom.

Teachers are an essential part of gamified teaching, in which together with motivation, they will open significant paths with the English language, allowing students to experiment, imagine, create, express, among others, its importance and the usefulness of their learning. As it

has been mentioned before, the results are seen through the progress and process to achieve the proposed objectives.

The research has been significant, because it has allowed to know the various teaching and learning methodological strategies that the teachers of the Unidad Educativa John F. Kennedy have used to capture more of the children's attention. This type of learning generating experiences in learning and training methodologies, due to its playful nature.

Thus, generating a positive experience for second grade students, since this game mechanic really develops a greater commitment to the educational field, and allows children to encourage their desire to improve and motivate, through the use of a series of techniques or dynamics, such as: accumulation of points, level scaling, obtaining prizes, gifts, rankings, challenges and missions.

On the other hand, the classrooms must follow the same strategy that includes gamified content and activities, so that the same work format is maintained, just as the Unidad Educativa John F. Kennedy as adaptive learning opportunities. In this sense, the connection between learning and motivation activities is prioritized, so that the student can repeat the same exercise as many times as necessary until they pass it.

It can be concluded that the classes of the Unidad Educativa John F. Kennedy focus on learning and teaching based on game mechanics and methodological strategies that help second grade children to continue to motivate themselves in learning the English language, but also, it is a process that goes hand in hand with the professional accompaniment of the teacher to direct the class.

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## **ANNEXES**

### **Focus Group Scrip**

#### **Block 1.**

##### **Strategies**

What educational platforms do you use to develop your class strategy?

What skills do you observe in students when working on gamified activities?

#### **Block 2.**

##### **Motivation**

How do game mechanics and motivation connect?

How does motivation infer about student behavior?

#### **Block 3.**

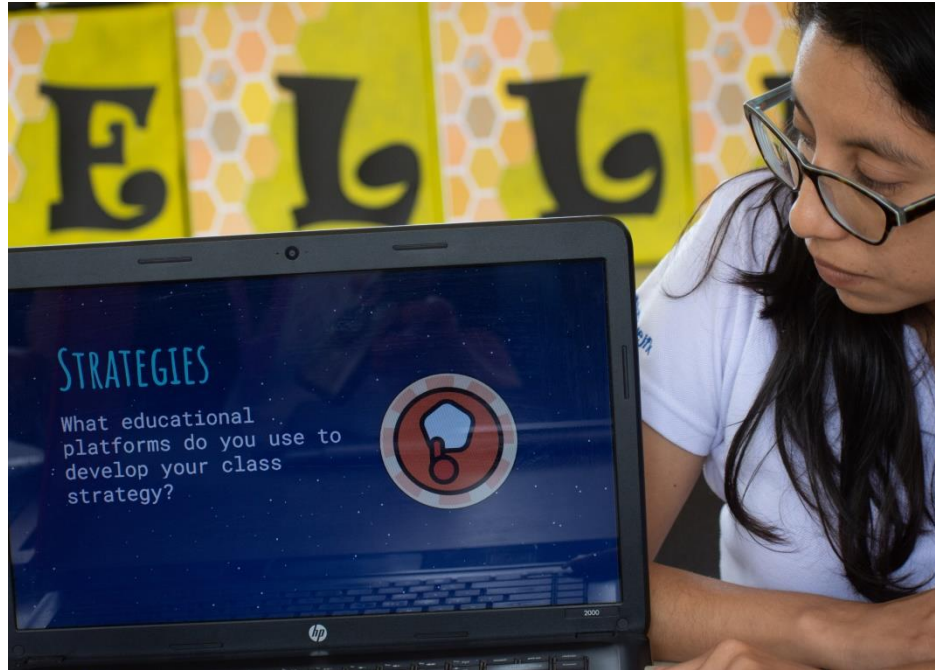
##### **Gamification**

How does gamification influence English language teaching?

What results have you seen through gamification learning?









## ANTI-PLAGIARISM REPORT



Facultad de  
Ciencias de la Educación e Idiomas  
*Pedagogía de los Idiomas Nacionales y Extranjeros*

La Libertad, January 28, 2023

## ANTI-PLAGIARISM REPORT

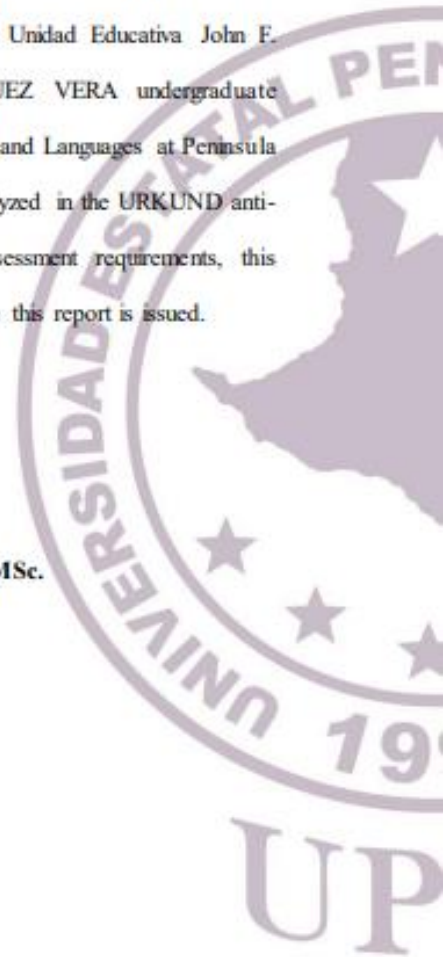
In my role as Adviser of the research paper entitled "Gamification as a methodological strategy in the classroom with children from second grade at Unidad Educativa John F. Kennedy" prepared by LISSETTE ESTEFANIA RODRÍGUEZ VERA undergraduate student of Carrera Licenciatura en Inglés, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 1% of the permitted assessment, therefore this report is issued.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tatiana García Villao', is written over a horizontal line.

ING. TATIANA GARCÍA VILLOO MSc.

ADVISOR





**Facultad de Ciencias de la Educación e Idiomas**  
*Pedagogía de los Idiomas Nacionales y Extranjeros*

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#Educación