



**UPSE**

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SANTA ELENA**

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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**TÍTULO DE LA MONOGRAFÍA**

**GAMIFICATION STRATEGY AND ITS IMPACT IN THE ENGLISH  
LEARNING VOCABULARY**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN ENSEÑANZA DE INGLÉS.**

**AUTOR**

**LIC. DANIEL DÍAZ ARÉVALO**

**TUTOR**

**LIC. ITALO RIGOBERTO CARABAJA ROMERO, MSC.**

**SANTA ELENA - ECUADOR**

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En mi calidad de Tutor de la **Monografía**, “Gamification Strategy and its Impact in the English Learning Vocabulary”, elaborado por el maestrando Lic. DANIEL ISMAEL DÍAZ ARÉVALO, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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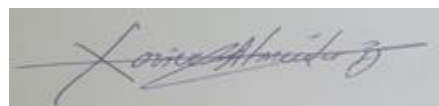
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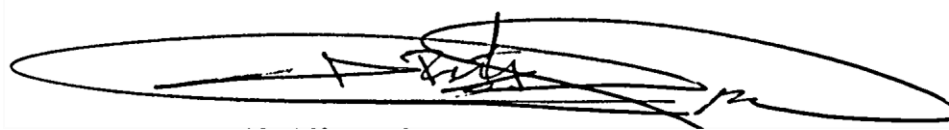
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**C.I. 0917518722**

### **Dedication**

I dedicate this work to the most important people in my life, my parents Luz and Tadeo, who always trust on me and support me in very single stage in my life. And also, my sisters and brothers, their messages bring me the strength and motivation to keep going. To my beloved sister, María Doraliza, who pass away some years ago, this work is for you, my second mother.

**Lic. Daniel Díaz Arévalo**

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**Lic. Daniel Díaz Arévalo**

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## Glossary

**ICT / IT (Information [and Communication] Technology)** noun: Using computers and digital technology to communicate and store information. Teachers help learners to use technology to enable them to improve information-processing skills, to explore ideas, to solve problems, to access and surf the internet, to develop collaborative learning with students who are in other places, to participate in video conferencing. The subject is known as ICT, the skills used are IT skills, and the lab is known as the IT lab.

**Learning** noun: the acquisition of knowledge or skills through experience, study, or by being taught.

**Learning resources** noun: The materials or tools which help learners learn, e.g., books, computers, CDs etc. See aids and reference materials/resources.

**Learning strategies** noun: The techniques which learners consciously use to help them when learning or using language, e.g., deducing the meaning of words from context; predicting content before reading.

**Gamification** noun: It is the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals. It is important to distinguish gamification from video games and loyalty programs, as gamification uses techniques from behavioral science to “nudge” people into achieving their goals.

**Engagement** noun: Active and Intrinsically motivated participation



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EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**Tema: La Estrategia de la Gamificación y su impacto en el aprendizaje del vocabulario en inglés.**

**AUTOR:**

LIC. DANIEL ISMAEL DÍAZ ARÉVALO

**TUTOR:**

LIC. ITALO CARABAJO ROMERO, MSC.

**Resumen**

Este artículo pretende explicar qué es la gamificación y cómo la aplicación de un sistema gamificado a través de aplicaciones de enseñanza de idiomas puede incorporarse a la clase de inglés para ayudar en el proceso de aprendizaje. Este trabajo muestra cómo esta nueva estrategia y las aplicaciones de enseñanza de idiomas se pueden utilizar en el aprendizaje de vocabulario de inglés y también destaca los beneficios que brinda la estrategia de gamificación para apoyar las prácticas pedagógicas de los docentes y provocar el interés de los docentes en el uso de estas herramientas TIC.

**Key words:** gamificación, estrategia, aprendizaje, estrategia de aprendizaje, TIC.



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**GAMIFICATION STRATEGY AND ITS IMPACT IN THE ENGLISH  
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**AUTHOR:**

LIC. DANIEL ISMAEL DÍAZ ARÉVALO

**ADVISOR:**

LIC. ITALO CARABAJO ROMERO, MSC.

**Abstract**

This paper intends to explain what gamification is and how the application of a gamified system through language teaching applications can be incorporated into the English class in order to assist in the learning process. This work shows how this new strategy and the language teaching applications can be used in the English learning vocabulary and also highlight the benefits that gamification strategy provides in order to support teachers' pedagogical practices and provoke teachers' interest to use these ICT tools.

**Keywords:** gamification; strategy; learning; learning strategy; ICT.

## Introduction

Technological advances in Information and Communication Technologies (ICT) have provided changes at the daily of people. The way that we communicate, we move and we interact they are examples of those changes. In education, that is not different. Virtual environments, messaging platforms, educational applications are increasingly presented in one technological society. (Hashemi, A. & Kew, S. N., 2020) say “the application of ICT in education plays a significant role in providing opportunities to facilitate the teaching process.”

According to some authors (Alkamel, M.A.A. & Chouthaiwale,S.S, 2018), “ICTs refers to form of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means” and, they are made of a group of resource which gives support to the technification, management in business, teaching, science, etc. It’s remarkable the big space that the ICTs have had in the daily life activities. The use of computers, notebooks, smartphones, tablets, and others is already presented in the majority of fields.

In the teaching-learning process, the technology allows faster access to the information, the speed of a few clicks separate the student and a universe of information. In addition, resources such as data, digital whiteboards, educational games, social networks, videos and educational websites become allied strategy of the process. According to (Hua, 2020) “If a learner has not got sufficient vocabulary, no matter how well he grasps the grammar and how idiomatic his pronunciation and tone may sound, it is hard for him or her to communicate efficiently and freely with others” so that’s why the importance of learning English vocabulary.

This research paper is carried out based on three chapters that are going to detail below:

The first chapter is related to the main issues related to the topic that is going to be develop in this research. The first step is to state the objectives of this work. Then, the justification clarifies

important details about the why of this investigation. After that, the methodology and the content give the idea to explain how the work is going to be performed.

In the second chapter, the definitions of the two variables are going to be examined, so the gamification and the English learning vocabulary will be explained such as concepts, apps, game elements, comparisons between apps, and their use in the learning context.

In the last chapter, the conclusions and recommendations will be described to understand the importance of gamification in the classroom and why teachers have to do the step to use them in the teaching-learning process.

## Chapter I

**Topic:** Gamification strategy and its Impact in the English Learning Vocabulary

### Presentation

The importance of gamification in the teaching-learning context is vital to support teachers and students. Nowadays, technological devices can be used in different fields including education, so the classroom climate has a positive impact when educators put into practice the gamification strategy. For that reason, teachers and students have to implement the use of technological devices to make an interactive, dynamic, and motivating environment to learn a foreign language such as English.

It is worth mentioning that technology does not solve all problems, and according to Dr. Balu (2020), “Multimedia provides a technology based in constructivist learning environment where students are able to solve a problem, by means of self-exploration, collaboration and active participation”. At this point, we can see that the teacher still has an important role in the process, principally if we have to analyze the educational process at this time where the Covid-19 pandemic provoked many changes. Technology has been the foundation for remote teaching; however, it is the teacher who is the mind behind in the entire process.

Therefore, one of the great challenges is the qualification of the teacher to face new technologies. The great majority were formed in a time where technologies were being developed or they were not part of the curriculum. On the other hand, students are already inserted in this quite technological since the birth. It is easy to perceive: which student today has no a smartphone at home?

Regarding smartphones, their popularization has promoted an explosion of applications aimed at teaching, mainly in the area of languages. Apps like Babbel, Duolingo, LinguaLeo start to become present among students who seek the training in a new language.

One of the great attractions of these applications is gamification. According to Enders (2013), “It is about the use of game elements, game mechanics, and game thinking in non-game contexts in order to make everyday activities (like learning!) more compelling”, with the principal goal to increase students’ motivation, critical thinking and assist the problem solving when it is applied in the education field, it tends to promote learning as long as retains the attention of student.

### **Objectives**

This paper has the following objectives:

- Identify applications aimed at English teaching that use gamification strategy.
- Compare the applications in order to provide useful information about the benefits of them.

### **Justification**

The classroom environment should be a place where teachers feel comfortable to start a teaching-learning process, and students feel engaged to the topics in order to participate actively in all stages of the process to learn the English Language. Therefore, the game elements used in an educational context provoke an adequate learning environment to enhance and stimulate students’ knowledge to get the goals of the class. For those reasons, gamification strategy has a fundamental role in the learning English vocabulary.



## **Methodology**

The methodology applied for this research is descriptive, it has a qualitative design because it intends to describe the two variables with different aspects, concluding with a profound analysis of the literature review. For that reason, it is important to find some sources of information to analyze the data collected from internet, and make informed conclusions about this research work.

## **Content**

In the next section of the paper, we will walk through the concept of gamification, its elements, characteristics, the identification of different applications to use in the English learning vocabulary, and a comparison between these apps.

## Chapter II

### Gamification

According to Zichermann and Cunningham (2017), gamification was originally used in marketing programs and *web applications* in order to engage and retain customers/users. This derivative directly to promotion and popularity from games, the gamification assumes the use of elements traditionally found in games like narrative, feedback system, reward system, between others with the interactive goal as the same degree of involvement and motivation from users/customers that normally we found when people are playing.

Gamification does not imply creating a game that addresses the problem, but rather using the same strategies, methods and thoughts used to solve those problems in virtual worlds in situations of real world. The choice from elements and their applicability will depend on the objectives to be achieved. It is not necessary to use all game elements. One simple system in punctuation what provide badges (medals) to the users can be enough for increasing the motivation from the participants. The badges are symbols used for showing the level of ability or skill in a player.

When gamification is applied to the educational area, the potential of gamification is broad, as all challenges provided by game mechanics can promote student engagement with the contents. Segundo Dominguez (2018) emphasis “for creating a gamified system, it is important to increase student’s motivation in a learning environment, it is necessary to focus on the fundamental elements that make the video games attractive”.

As examples of the use of gamification, at the fifth meeting on games and mobile learning accomplished in May in 2020 at City in Coimbra, several articles were presented reporting the practical experience with the use of gamification, among them: i) Gamification as pedagogical

strategy to enhance the different skills at the higher teaching: The case *Commercium et Cognitions* ; ii) gamification as a training enhancement strategy shared and continuous teaching of teachers; iii) Gamification to motivate learning: the Quizizz in class in Math of 8th year; iv) Activities in schedule with gamification; v) gamification to engage, motivate and learn.

As can be seen, gamification has many potential applications in several fields, it provides interactive activities, then the language and methodology from games are quite popular, effective at the resolution of problems and accepted naturally by current generations.

### **Features/Elements of gamification**

As seen earlier, gamification is the use of game elements in situations of everyday life.

Below are listed some of these dynamics:

**Rules:** These are essential for the user to understand what and how their participation in the platform is, students must be offered rights at the entrance of it, so the user understands what he/she must do.

**Design in games:** Concepts related to interactivity, such as interface and entertainment, playful environment that refers to the idea of a game, guaranteeing the fun of the final user.

**Rewards:** The reward is presented after the occurrence of an action or behavior intended to cause that behavior occur again. With gamification, the mechanism in reward main thing is to earn points. Get virtual goods, badges, experience points, improve your level, or complete conquests.;

**Status:** All the elements provide mechanism in a game that led different dynamics, with levels of motivation and engagement.

**Achievement:** Accomplish something difficult through efforts prolonged and repeated, in order to work with goals and win. The most gratifying reward is the recognition through achievements.

**Self-expression:** To have virtual recognition what allow to the players create their own identity obtained through rewards, received as gifts, or acquired directly to possess an avatar, it can act like a human with expressions.

**Competition:** Obtain satisfaction by comparing our performance to others. All the mechanics elements in game explore this, but the use in tables in classification it is important to display the results and competitive to celebrate the winners. Most games provide at least a top ten list, using public exposure to indicate new levels reached, rewards earned, or to found the challenges, it can be a great motivator for all players.

**Altruism/Cooperation:** Encourage participants to share information, let comments that help the progress for other users.

**Progression and Score:** As the users progresses, they acquire small bonuses which, in the end, add up to a greater reward, usually illustrated with a progress bar, which is important for the user to perceive their progression in the environment and feel stimulated.

**Virtual Coin:** Teachers can use like a complement in stimulus for the students, so reaching bigger goals, virtual coins can be used to buy something inside of the game.

**Badges:** These are symbols used to show the skill or level of a player.

**Missions:** Challenges with goals and rewards.

**Collection:** set in items, visual representation or items obtained in all conquests.

**Levels:** steps defined at progression in a game.

**Points:** numerical representation gives progression in a stage.

**Feedback:** To show to the user if the actions performed during the dynamics were positive or negative.

**Unlock contents** - Aspects available to the users only after conclusion of some goals.

For reaching the goals of this work, two phases were needed. The first mission was to identify language teaching applications. This part involved mechanisms of search (e.g., Google), app stores and technology sites.

We required a list of applications that were available for Android and iOS systems, well ranked and with a high number of downloads. Applications ranked by ad system were not considered, as in this case, there was financial support for its exhibition. The searches were

carried out using these expressions: apps for teaching and learning English.

In the second stage of the research, an analysis of the gamification elements was carried out, seeking out which elements were or were not game-like systems.

### **Apps selected**

After the searches were performed, as described in the previous item, the following applications were selected. This selection was based on the number of times that the applications were displayed in search engines and due to their ranking and number of downloads. The table 1 features these results.

**Table 1**

*Number of Downloads and Scores in Google Play Store for Different English Learning Apps*

<b>Application</b>	<b>Score</b>	<b>Number in downloads</b>
Duolingo	4.5	> 11 million
Wlingua English	4.7	> 370 thousand
Hello talk Learn Language	4.9	> 200 thousand
Cambly: English with natives	4.1	> 120 thousand
EWA English	4.6	> 530 thousand
Babbel	4.5	> 690 thousand
LinguaLeo	4.7	> 350 thousand

Note. Elaborated by the author. Source: Google Play Store.

Based on the data in the table 1, we can see that Duolingo app had more than 11 million downloads and that the average rating is 4.5 points, in a scale up to five. A highlight goes to the

Hello talk app, which despite having the smaller download index, it's the one that has the highest score.

In the next sections, there are short descriptions of each application and its main characteristics.

## **LinguaLeo**

LinguaLeo is one online platform that offers service in learning English. This app is available at Internet, android, iOS, Windows phone and as an extension to browser.

The methodology is based on the goals of each user (travel, music, movies, business) and gamification makes it possible to follow a non-linear path, giving options for the user how to choose the spend-time per day, level of difficulty to start studies, proficiency level by taking a placement test, choosing different types of material for studies (videos, audios, glossary) and the way you want to learn, including news, entertainment and business articles, popular songs, movie clips, stories and jokes in according to the theme that are the most interesting.

Leo lion as a “character”. This lion eats meatballs (virtual currency) and to receive the meatballs and increase your score, the user has to complete missions such as reading texts, watching videos, completing language questions, and consolidating knowledge during the training.

Rewards can be obtained in several ways. Every day the user accesses to earn points progressively. When someone complete the daily goals by doing the first interactions and fill the profile, the user also wins points. All the score is displayed in the progression bar, showing the total obtained in that activity and how to reach the next level.

Everyone can use the basic version of the LinguaLeo service for free. the users also can purchase a premium service, updating for the "Gold Status", it includes more than 20 others courses in grammar, nine tutorials in video, more trainings with interactive practices and an unlimited dictionary.

## **Duolingo**

Duolingo is a language teaching platform that comprises a website, apps for different platforms and a proficiency exam in digital form. Duolingo is available at web, iOS, android, Windows phone and Linux.

The Duolingo has a model in Business freemium (one combination of words "free" and "premium", is a pricing strategy whereby a basic product or service is provided for free, but money (a premium) is charged for additional features, services, or virtual (online) or physical (offline) assets that expand the functionality of the free version of software that uses ads both on the website and in the Android and iOS systems. The users can remove the ads by paying a fee subscription, thus acquiring the Duolingo Plus.

The Duolingo method is characterized per fragmented lessons by kind of users, mnemonic method in repetition, set the contents to be studied. Also, there are lessons focusing on writing and dictation, with less emphasis on speech. As the user progresses, the user can see the progress through a *skill tree* that takes the student progressively to the end of the course, while constantly offers the option to come back for reviewing words and structures.

The Duolingo offers also a tool to follow other users and see their progress, checking points, languages and the number of words the users know, giving the possibility to compare the



own learning progress. It is similar to a social network, although, with clear goals in follow-up and the comparison between users.

In the gamification style, the users win "points in ability" to learn structures about one language. Skills are considered and learned when users complete all the lessons associated with them. Students can reach up to 15 points per lesson, with a reduced point for every mistake. Users start with four "bonus hearts", which are badges, in the first lessons and three in the later lessons. Each time the user makes a mistake, a heart is lost. the one who lost all hearts during the lesson, he/she must restart it. Those hearts are number of lives in a game.

Duolingo also includes an option to practice with a stopwatch. 30 seconds are given for a participant to respond twenty questions. if the questions are made in time, the user win 20 points. The full course teaches, in average, more than two thousand words. Additionally, it has a vocabulary section in which the words already learned; they can be revised. The Duolingo is still divided in various categories: basic exercises, colors, conjunctions, greetings, etc. The application also has bonus tests for students.

## **Babel**

Babbel is an *online language learning software and e-learning platform - Learning through technology - available in several languages.*

This app offers fourteen learning languages through exercises that focus on skills like writing, acquisition in vocabulary, training in grammatical rules, in addition, there are some speaking practices using the technology of voice recognition.

Babbel courses follow the Common European Framework of Reference for Languages

(CEFR) and have focus in several levels in linguistic knowledge, from the basic level to the advanced one, the levels are divided per themes, such as trip, leisure, purchases, clothes, greetings and work, or focusing in grammar. The first lesson in each course is free. Others courses are available only per purchase.

The interactive courses can be completed without any software installations. There are courses in grammar and vocabulary for beginners using tongue twisters, sayings and songs. Users who want to learn English online, they can find business English at Babbel, with class topics like “Marketing”, "Human Resources" and “RP”. In addition, there is a course of English for journalists and employees.

Babbel uses current technology and teaching methods that aim to make learning languages simple. Exercises in multimedia reading and writing, understanding the listening skill and a training of pronunciation are the benefits of Babbel. To master the correct pronunciation has a special focus. With real-time voice recognition technology, users get immediate feedback on their level of success. Babbel also offers the possibility to make contact with others students around the world. The app provides individual profiles, a "panel" and an internal system of posts.

## **Wlingua**

The Wlingua is an online course in English, it is available installing an application in a smartphone, tablet or computer. The interface of this application is very easy and simple to use, and it is very intuitive. The user makes a placement test to know which is the English level of the student, and also has different languages, such as Spanish, French, Italian and Russian.

After the user takes the placement test, he/she will observe that Wlingua has 4 levels of

preparation: A1, A2, B1 and B2 – Those levels go from basic to the intermediate and it correspond to a 4-year face-to-face course of conventional English.

The Wlingua application is available in all devices and operational system like: iPhone, iPad, Android, Amazon, Windows and also in different browsers. It provides the chance to pace the study time, so you will be able to complete the 4 levels in much or less time, all depends of your spending time in the course. Another advantage of Wlingua course is the audio recorded by American or English natives with the correct pronunciation of each word, where you learn the exact phonetics of English.

Wlingua offers one month of free course, so you can use it and if you are satisfied with their method, you will pay a fee to continue working the online English course. Wlingua has levels from beginning to advanced. It also has detailed reports of the progress, which indicate what has already been assimilated by the student and what is still in process, and the library of reference.

## **Hello Talk**

HelloTalk is an application available for Android and iPhone (iOS), which facilitates learning English and dozens of other languages by creating a conversation channel between people in several countries. It is free but it has the VIP version, the idea is to learn using cellphones through conversations (written and oral) with the help of a native or an advanced speaker.

HelloTalk's main asset is the translation toolset, which allows talking to someone even without knowing how to speak another language. Resources include translation and correction of

written texts, translation by speech recognition and various other features that they can be activated inside of the conversations. The hello talk also works like a social network where you can post your “moments” of learning, with corrected lessons. If a person has published some moments, he/she will stay visible in your profile.

To use the app, the students have to follow the next steps: complete the register, then select the country, the first language and the target language, for example, French or English. The customer must also determine the appropriate level (beginner, basic, intermediate, advanced or proficient).

An advantage is to use this app when you are talking with a native and you do not understand, you can select it and translate it with just one click. This is a Google translation, for it is subject to errors, but at least you can continue the conversation. You may also hear this phrase like robot assistance.

There is a corrector function where the interlocutor can correct your written sentences in a practical way. Also, the application is used as a tool to develop fluency. It's not a course, it's formal or informal conversations that help you practice what you've learned, to learn new vocabulary.

## **Cambly**

The Cambly application is available for smartphones with android or iPhone (iOS), the teachers are native English speakers. Classes take place via video calls and you can choose the

advisor. Although the app is free of charge for download, it's a requirement to pay per one course monthly if he/she wants to improve the English level. The service provides five minutes free for new users, so they can get most time to share the service with friends.

Cambly has an automatic translation tool of text during the classes to help beginner students to understand native teachers who do not speak Spanish. The chat translate automatically posts sent in Spanish or in English, to facilitate the communication between teacher and student.

With Cambly, the users can choose the duration of the class (15min, 30min, 60min or 120min), they can choose how many times per week, they would like to study, they can schedule classes in advance, they can choose to take the class from your computer or cellphone, they can choose the teacher's accent (American, English, Australian) and can choose the dynamics of the class (focus in conversation, grammar or to study for certificates like IELTS and TOELF).

The application allows selecting the contents of the classes, all videos of the classes are available in a history profile, allowing you to download classes. After class, it is sent an e-mail with the chat and the corrections pointed by the teachers.

### **EWA English**

EWA English is available for Android and iPhone, students will use different movies, TV shows, books and other popular content for learning English. This app is almost built like a game, it's free of charge and it is not necessary to choose a topic, and few options require purchases in

this application.

With different topics — such as Business English — EWA English is a course that allows users to learn English interactively. With each achievement, the student gets a level and expand their knowledge.

With the use of audiobooks and conversations with television characters, the user has direct contact with the spoken language to help progress, as well as teaching cards for assistant in the learning of grammar.

The English course is based on movies and TV shows. Courses have topics and different levels, so that both beginners and advanced students can improve their English in an efficient manner.

The users can compare their results with thousands of people in the app and get to the top ranking, with a teaching methodology combined of training cognitive exercises and easy brain games to improve the English skills.

### **Comparison of gamification elements in each environment**

With the apps selected, the next stage was to analyze the elements in gamification what they bring to the system. The table 2 shows this information.

**Table 2***Comparison of Gamification Elements between Different Tools*

<b>Tool</b>	<b>TongueLeo</b>	<b>Duolingo</b>	<b>Babbel</b>	<b>Wlingua</b>	<b>Hello talk</b>	<b>Cambly</b>	<b>EWA English</b>	<b>Total</b>
badges (medals)	X	X					X	3
missions	X	X					X	3
Collection	X	X	X	X		X	X	6
unlocking contents	X	X	X	X			X	5
Scoreboard	X	X	X		X		X	5
levels	X	X	X	X	X	X	X	7
Points	X	X		X			X	4
Virtual Coin	X	X						2
Challenge	X	X	X	X	X	X		6
Competition	X	X	X		X		X	5
feedback	X	X	X	X	X	X	X	7
rewards	X	X	X		X			4
Progression	X	X	X	X	X	X	X	7
Rules	X	X						2

*Note.* Elaborated by the author. Source: Google Play Store.

As can be seen in the table 2, the elements: Levels, feedback and progression are present in all the evaluated tools. These factors add continuity and motivation to the teaching/learning process, so users are able to visualize their performance on the platform. Then, collection and

challenges are presented in six tools of the seven listed apps. Challenges are a way of capturing the user's attention, referring directly to game environments. The collection, on the other hand, shows all the achievements obtained by the user, when the user completes a certain objective like unlocking a new level, or log into during 7 days consecutive and win some rewards, all these achievements will be recorded in the collection. Finally, among the items: unlocking contents, scoreboard, and competition are elements in 5 apps. All of these have the function of guarantee and motivate the user in their studies and, again, refer to the gamification environments, that according to one study “this provoke meaningful learning that is remembered and excites, the students producing real learning (Ayén, 2017).

Other feature that can be observed presented in the apps, but only two apps have this element is rules. Also, the table 2 shows that the trend of using rules in gamification environments is not mandatory because they are not games for entertaining purpose. if these were games, the rules should be present in all apps. The same can be said of the mission element, which is presented in most of online games. These provide daily rewards to the players.

A study conducted by Hamari (2017) informed “the use of badges has positive effect on interaction, so this elements let students to feel motivated to participate actively in the process”.

### **Using Gamification in the English Learning Vocabulary**

One big challenge at English as a Foreign Language is to insert the use of gamification inside of the classrooms. On the one hand, some teachers are not trained to apply the technological factor, because teachers were trained in an era where technology was very expensive and it was seen like a complicated mechanism in teaching. Also, the methodological aspect of the teaching-learning process only depends on the knowledge of the teacher. In the same way, the student was



the receiver of the same knowledge.

Integrating the applications listed in this work into the teaching-learning process requires a new approach mastering by the teacher. Bezanilla et al. (2019) affirmed “Beyond motivation, the use of this type of methodology in the classroom has different benefits, such as the development of creative thinking”. An other important study (Oliveira, C., Lopes, J. & Spear-Swerling, L., 2019) indicated that “All of these is impossible if teachers do not have sufficient training and mastery of the methodology they want to use”. Teachers should be up-to-date to use new and wonderful technologies. Active methodologies like flipped classroom could be an alternative. Sein-Echaluce et al. (2019) expressed “Within this scenario, the most commonly used active methodologies nowadays are gamification and flipped classroom”. In this way, the teacher could list the words or contents that should be carried out in the applications and then promote a moment of debate creating situations for training of acquired skills.

For that reason, teachers should, initially, meet all the dynamics of these apps and list the lessons that could be used in the classroom contexts. After that, the educator could create this gamification environment of interaction and integration.

It is important to emphasize that, even with the technological advances and the huge spread of applications aimed at language teaching, the work of the teachers cannot be neglected. The apps are capable of introducing content or words; however, teacher-student interaction is essential for the teaching-learning process. Undoubtedly, the teacher is the philosopher’s stone to promote this educational process. On the contrary, without the teacher, the student cannot easily to learn in English learning environment. In addition, the apps cannot, in essence, promote everyday learning situations that will enhance the level of the English language vocabulary.

## Chapter III

### Conclusions

With these gamification elements in the classroom, teachers have valuable tools for creating significant experiences, these kinds of apps can have a positive impact in the English learning vocabulary. Also, this strategy can provide a context for building a broader sense of interaction, both in schools and others learning environments. Another potential result is the active participation and motivation of the students who are immersed in these environments.

Considering this, there is a constant need for teachers and professionals in education related to updated and develop activities involving the ICTs. Indeed, using new tools and new methods, teachers are going to assimilate these new trends in English learning vocabulary and they can realize that these tech elements come to support and not to replace them. They have to prepare, train, work their educational planning, considering the use of ICT that best suits their approach of teaching to have better learning results.

## **Recommendations**

One goal for English teachers should be to insert the gamification strategy using at least one of the apps mentioned in this work such as Duolingo, Babbel, EWA English, etc. Next, the pedagogical practices with new digital tools can be used to capture the attention of students, motivate them to perform tasks and help them to learn the contents, in this case, the English vocabulary. In this sense, the gamification can be one great opportunity to have new interaction between students, teachers and contents.

The use of gamification brings new expectations in digital learning environments presented in this work. Game Elements in classroom have demonstrated the possibility to enhance students' learning. These apps are considered like additional resources to assist the teachers' work, and let improve the teaching-learning process. undoubtedly, the usage of gamification in digital environments let achieve satisfactory results during the whole process.

Gamification emerges as a significant strategy that allows educators to use technological tools to deliver emotions that captivate and engage students' attention.

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## Annex

## CERTIFICADO DE ANTIPLAGIO

En mi calidad de Tutor de la Monografía, “**GAMIFICATION STRATEGY AND ITS IMPACT IN THE ENGLISH LEARNING VOCABULARY**” elaborado por Daniel Ismael Díaz Arévalo egresado de la MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE, de la Universidad Estatal “Península de Santa Elena” previo a la obtención del título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado el anti-plagio URKUND luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **6%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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Atentamente,



Firmado electrónicamente por:  
ITALO RIGOBERTO  
CARABAJO ROMERO

Lic. ITALO RIGOBERTO CARABAJO ROMERO, MSc.

C.I. # 0920688876

DOCENTE TUTOR