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CAREERIN LANGUAGES-ENGLISH MAJOR

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"GAMIFICATION AND ITS INFLUENCE ON STRENGTHENING LEVEL A1 BASIC GRAMMAR IN THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "TRES DE JULIO" EDUCATIONAL UNIT, EL CARMEN - MANABÍ PROVINCE, 2017-2018 ACADEMIC PERIOD"

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Approval of research work

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Blanca Meza Gaibor, tutor the research works at Universidad "Laica Eloy Alfaro" extensión El Carmen,

Certifies:

The present research work on: "**GAMIFICATION AND ITS INFLUENCE ON STRENGTHENING LEVEL A1 BASIC GRAMMAR IN THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "TRES DE JULIO" EDUCATIONAL UNIT, EL CARMEN - MANABÍ PROVINCE, 2017-2018 ACADEMIC PERIOD";** it has been monitored and reviewed for me and the same that is ready for its presentation and suitable defense.

The opinions and concepts presented in the thesis are work, effort, perseverance and originality of its author: **ÁLVAREZ MENDOZA JUAN ANTHONY**, behind of her exclusive responsibility.

That´s all I can report in honor of the truth

El Carmen, February 2018

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III

Authors Declaration

The author Juan Anthony Álvarez Mendoza with CI: 230026264-5, graduated from Laica Eloy Alfaro University, Extension in El Carmen, of language career mention in English; "I declare that the contents, results, analysis and interpretations are my absolute responsibility and authorship, supported by different scientific statements of different renowned authors, that have been presented and the bibliography of the work that has been done.

Research work that registers with the theme: "GAMIFICATION AND ITS INFLUENCE ON STRENGTHENING LEVEL A1 BASIC GRAMMAR IN THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "TRES DE JULIO" EDUCATIONAL UNIT, EL CARMEN - MANABÍ PROVINCE, 2017-2018 ACADEMIC PERIOD"

Dedication

This research work is dedicated to:

Firstly, God to bless me in every day of my life, and help me to overcome each goal, giving me health and happiness.

My parents Juan Álvarez and Nelly Mendoza for always supporting me in decisions that were at their disposal and to give me the greatest gift of life that was to study, to my brother, my sister; and my brother in law who has been a great friend and supports me when I need his help.

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My friends that support with emotive words to achieve my professional life.

Finally, to my teachers, who have taken the hard work to transmit their knowledge of the subjects that correspond to my profession.

Appreciation

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Abstract

Around the world, can show that technology contributes to the creation of environments where students can develop their creativity, since the way of teaching in the 21st century, involves the teacher as the owner of the information that is transmitted to through teaching. Learning environments play a very important role to implement tools that help provide information, as is the Gamification, a dynamic and systematic way in which involves activities through rewards for the motivation of the teaching English; we must consider in mind that the English language is a necessary requirement in our social system, which, in this investigation, realized a guide for strengthening level A1 basic grammar, through the use of the Gamification of 8th year of basic education in the Educational Unit "Tres de Julio", this research was carried out through the descriptive method with the help of qualitative, quantitative statistical calculations and to turn over the details of the interviews and surveys with which demonstrated to the gamification as a resource methodology in the strengthening of the level A1 basic grammar, for the benefit of the teacher and student.

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Introduction

Nowadays the teaching in the 21st century is changing, which around the world are using or changing the new teaching methodologies. The routine tradition of education is limited to that teacher is a speaker in the class to pass on their knowledge and students occupied a role as receiver of information and their motivation is limited to only participate when required. The note-taking today is something that really discourages a student, since certain teachers are limited to use new methods of teaching and learning in English.

The following research work focuses on new technological tools which give a greater sense and content classes, so students can participate in an atmosphere of cooperation with the teacher and classmates through audiovisual activities, in which can be characterized through badges which they acquire through their skills.

This research work pretends, therefore a new method that contributes to the evolution of new education systems through the Gamification to enhance Basic English grammar level A1 and get active learning that enhance the motivation and performance in the students. This work focused on the strengthening of the grammar in the educational gamification. Described the development of several educational gamification tools created in consideration of be applied to classes, these tools are designed to be used in traditional classroom or classrooms fitted with computers.

Because of this, there is a new solution through the implementation of a new teaching method of interaction, which is the gamification, which creates a gamified

environment with activities based on order or process as a game, in this case at Educational Unit "Tres de Julio", so English teachers will have the opportunity to use it through English language teaching for the strengthening of the level A1 basic grammar.

The aim is that students in Eighth grade of Basic Education facilitate les learning of grammar so that they can express themselves in a better way through English skills.

CHAPTER I

1. Theoretical framework

This chapter gives to know a detailed theoretical analysis of the topic to investigate, by which, first, we will focus on the analysis of the theoretical framework that supports the research.

1.1. Gamification

The root of the word gamification is "game", which before continuing focus on clarifying this concept. Over the years, many different definitions have been mentioned.

What makes the effort a torment at work and fun when we do sport? Varela Mariscal wondered in his book Gamification in business (VALERA, 2013). And it is definitely the ability to make interpretations different to reality when modifies the context and the design of situations. And it is this way in which the game takes a very important role. It is one of the most natural ways to change the interpretation of reality by changing their context.

1.1.1. Definition of Gamification

This is how the "gamification" arises. The term "gamification", originally in English, is not recent. It is known that it was used for the first time in 2002 by Nick Pelling, a British programmer.

Are different authors who have tried to define "Gamification" However, as this is an emerging concept, defining the term in a way "right" is an elusive challenge, since it depends on who asked: to platforms, to designers of games, professionals that implements it, analysts of the sector, etc. (CENTRO DE INNOVACIÓN BBVA, 2012:14).

Sebastian Deterding 2011 defines it as:

"The use of the design elements of video games in contexts that are not a game to make a product, service or application, it´s more fun, attractive and motivating" (CENTRO DE INNOVACIÓN BBVA, 2012:15).

In the same way, Gabe Zichermann in 2012 indicates that it about

"The process by which apply approaches and the mechanics of the games to involve users" (CENTRO DE INNOVACIÓN BBVA, 2012:15).

On the other hand, (Karl. M. Kapp, pág. 9), Professor of the Bloomsburg University, details how "elements of combined games create one major event that each of those individual elements:

A <u>Player</u> is involved in a game because the <u>feedback</u> and constant <u>interaction</u> are related to the challenge of the game, which is defined by the <u>rules</u>, which in turn framed into a <u>System</u> to provoke an <u>emotional reaction</u>; finally, it results in a <u>measurable result </u>within a version <u>abstract</u> of a larger system. (pág. 9)

The gamification is a concept that was born in the last decade of business. However, in recent years it has become a trend that has been gaining interest and the study of its application has begun to open fields in other areas.

The gamification has been defined of various forms and criteria, but for purposes of this work, we will use the following definition used for Varela:

"The gamification is the use of the approach and elements of the game in different game contexts" (VALERA, 2013:33).

In this work will use the definitions of K. Salen y E. Zimmerman (2004) to focus the meaning of game, since we believe that it is easy to understand concepts that other authors use. "A game is a system, in which players participate in an artificial conflict defined by rules and that translates into a quantifiable result" (pág. 9).

Establishing all these definitions, it understands that the gamification uses elements of games in no leisure environments, i.e., to apply within an activity criteria or aspects that determine that a game is attractive to promote the effort, motivation and performance.

1.1.2. Elements and characteristics of Gamification

In the course of time have been implemented different attempts to design the list of items that make up the game, starting with:

- **Points:** Characterized the progress of the player through the achievements obtained, providing continuous feedback. In the same way, informs us of the behavior of the player.

- **Medals:** Represent the achievements made in detail. (Certain amount of points achieved, new level, etc.). They provide status giving privileges to the player. They are striking for what motivates them to get them.

- **Classification boards:** Give detailed information in the position which is the player relating it with other players. It helps a level of commitment and overcoming themselves.

Kevin Werbach offers a more thorough classification of the elements and divided them into three: components, which are the visible elements of mechanics and dynamics, i.e., points, badges, seals, etc. The mechanics, which are a series of rules that, try to create games that can be enjoyed, that provoke a certain 'addiction' and commitment from users. Some examples would be: challenges, duels, random, cooperation, competition, feedback, turns, rewards, etc. And lastly are the dynamics that offer the overview of the game which is what will give sense to actions as the narrative that gives sense to the game or the limitations that force the user to make decisions. (VALERA , 2013:38)

Another author, Kapp, lists the typical game elements such as: objectives, rules of conflict, competition, cooperation, time, structures of reward, comments, levels, storytelling, the curve of interest. (Kapp, 2012: 2)

All these proposals reflect different ways to understand the how the various elements of the game interrelated, but should be understood as not definitive lists, since each one of them got his start through a different objective.

For some, the goal was to create a list of universal and applicable to all games items and for others was to provide a limited set of elements for specific games. So to include them within the educational field gets an investment of educational games in order to improve, preserve and achieve the interest in each one of the students to receive any type of matter, specifically with English, because it is a language Foreign and in need of much attention for its linguistic understanding.

The development of the next job the most circumstantial elements are taken into account: points, medals, and classification boards. Which will be marked a goal clear, by which transform learning in skills and knowledge, so that students face challenges through standards, is them will award medals, including a motivation of ascending levels of difficulty to overcome.

1.1.1.   Objectives of Gamification

The objective in the classroom to gamify is integrated more broadly, which focuses and limits the possibilities of techniques that will be used, the detailed

organization of topics and forms to express the characteristics of the procedure and the methodology It will give you the teaching facility of power gamify in your classroom.

An example of this context can be seen directly on the fact that, despite the word Gamification is new, many of its principles are not and decades ago that in the classroom, teachers of other generations already applied principles of challenges and rewards for the motivation of students. (Parente, 2012)

1.1.2. Benefits of Gamification.

Have been verified the benefits that could have an organization. Therefore, Funcubierta points out that through the use of elements present in the games (badges, points, levels, progress, avatar, etc.) users increase their time of dedication and are much more involved in the realization of one particular activity (FONCUBIERTA, sf:2). According to this author, the activity of gamification, create links with certain peculiarities of teaching to develop a different education, recreational and educational activities for the development of a learning so it goes beyond motivate and to the solution of certain irregularities of participation within the classroom, creating a more experiential activity on the acquisition of spontaneous knowledge necessary for achievements and purposes in our themes or work.

Brian Burke, indicates that the application of the game at work:

"Provides an environment of low risk for experimentation, a satisfying narrative, and constant feedback about the performance. In the games, the

rules are explicit. The players feel able and positive when playing" on the other hand, real-life "takes place over long periods of hard work interrupted by some success or failure". (Robb, 2012).

The gamification provokes the user to play in scenarios not typical of game. This manages to connect much better from fun and emotional, managing to acquire knowledge rather than cognitive affective. (IE Business School, 2014)

The main objective of the gamification is to modify certain aspects of teaching, by one form of dynamism and inclusion with experiences that please and create new stimulation in the worlds of the game. To achieve a result of greater compromises by users and the behavior changes of the activities in the real world.

1.2. Grammar

1.2.1. Definition of Grammar

It comes from the Latin "grammatica", which means "grammar". This in turn descends from the Greek "grammatikos" or "grammatikē" (γραμματικη) which means "which can read and write, grammarian" and that consists of the word "gramma" meaning "sign written, letter". (Definiciona, 2014).

Grammar is the study of rules governing the use of languages and the Organization of the words within a sentence, also called it this way since it describes the set of rules and principles that direct the use of an established language.

Grammar covers everything that today is up to the field of Linguistics adding the interpretation of texts, i.e., all involving reading and writing which was destined to the grammarian; gradually it was defining its field of action. (Definiciona, 2014), Each language has its own grammar and as it is in the case of this work, spoken English grammar and its different forms and rules of rudimentary use to write a sentence, text or document in the field of education to improve its use.

Traditionally the teaching of English is maintained with deductive approaches, way, that rules grammar developed characterized examples explanations in a better way. These methods were focused on rote learning of grammar and don't give the necessary importance to oral skills.

1.2.2. History of the Grammar.

Those who initiated the study of grammar were the Greeks who did so from a philosophical perspective and described the structure of the language. This tradition passed to the Romans who translated the terms grammar, both parts of the sentence and grammatical accidents (¿Qué es la gramática?, 2010). Many denominations have come to our days (such as nominative, singular, neutral). But neither the Greeks nor the Romans learned how the different languages were related. The problem arose with the comparative grammar, which was the dominant approach in the linguistics of the 19th century.

Due to the Greek grammarian Dionisio of Thrace, the effort of developing his art of grammar, first grammar of their language in modern terms,

disseminated by the Arabs and which has served as the basis to the grammars of the Greek, Latin and other European languages well entered the renaissance.

During all the old media who in Europe were devoted to the study knew, as well as their own languages and Latin, the neighboring towns with whom they were in contact. Taking advantage of this circumstance arose how could make the comparison between languages. With the arrival of the Renaissance, and his admiration for the classical world falls into the trap of thinking that the ideal in grammatical studies is to describe any language conforming to the structure that possessed the Latin and Greek. (¿Qué es la gramática?, 2010).

Jespersen, the same as Boas, thought that the languages had to study them from the oral manifestations of its speakers and no written documents, because as demonstrated by Bühler in his philosophy of language, the spoken language and the written they represent different levels of language. (¿Qué es la gramática?, 2010)

Jespersen sought elements common to all languages and ranked them in his theory of the three ranges, to find the structure in which are organized, both in its present form (the known by synchronous study) and in its form throughout history (known by diachronic study). The descriptive analysis, represented in these two authors, develops a precise and scientific methods,

also manages to describe the minimum formal units of any language. (¿Qué es la gramática?, 2010)

Halfway through the 20th century, Chomsky, who had received a structuralism formation in the Bloomfield school, sought the way of analyzing the syntax of English within the structural principles. His efforts led him to conceive the grammar as the theory of the structure and not the description of a few specific sentences.

Understands itself it as a mechanism that produces a specific structure, which is not only of a certain language, but belongs to the competition, i.e. the ability people have to issue and understand sentences that are part of their language or any another. His theory of a universal nature is related to the studies of the 18th and 19th centuries, whose were looking for the root logical grammar, to be the key to analyze the thought. (¿Qué es la gramática?, 2010)

1.2.3. Importance of grammar.

Grammar is the structural basis of the way we express ourselves. The more realize how it works, how much more can control the sense and the effectiveness of the way in which we and others use the language, help to promote accuracy, detect the ambiguity, and exploit the wealth of expression available in English. (David Crystal. "En palabra y Obra", TES Maestro, 2004).

In the same way that defines this author is reference that structural forms help the development of ordering words within a sentence, your explanation helps

the development of texts, sentences, or paragraphs; a good understanding of grammar provides a formal way of saying or ask things and helps students to correct their own grammatical amendments within any environment. (David Crystal. "En palabra y Obra", TES Maestro, 2004)

1.2.4. Types of Grammar.

There are different types of grammar that are focus on the study of morphology and syntax, dealing about what possesses grammatical structure, for what constitutes a part of Linguistics.

1.2.5. Normative or prescriptive grammar.

Is that presents rules of use for a specific language, the first time that almost everyone makes contact with the grammar is in school when you study their own language or to learn another Language. (Morejon & Parco, 2015, pág. 29)

Normative is called because it says what is the functioning of the different parts of the sentence according to the norm of each language. Determines which words are compatible with each other and what sentences are well formed, so that any speaker through the grammatical rules distinguishes if used well or poorly that language. It is a way to deal with the formation of words, sentences, and phrases of a particular language. (Morejon & Parco, 2015)

By defines normative to the use of correct and incorrect ways within a grammatical structure, i.e., it is necessary and should know the "rule", that only in this way you will know or will have the freedom, to know if you can respect or evade such standard. Otherwise, it will be limited to a response that is the only way that we know and can express.

Prescriptive grammars, on the other hand, assume the existence of better authorities than the usage and judgment of native speakers. Prescriptive rules exist only to express a preference for one structure or usage or linguistic item over another. (Microsoft Word - chapter1.doc - Chapter_1.pdf, 2008)

A prescriptive grammar will not contain rules that tell you to put articles before nouns, rather than after, because no native speakers of English put articles after nouns. Prescriptive rules are reserved for places where speakers have choices and they exist to limit those choices. (Microsoft Word - chapter1.doc - Chapter_1.pdf, 2008), as defined in this article the prescriptive grammar presents a set of rules of use for a particular language that says what is right and wrong at the time of speaking and mostly write or write a text; that gives greater value to the written language.

1.2.6. Descriptive Grammar.

Descriptive grammar assumes that the only authority for what is exists in a language is what its native speakers accept and understand as part of their language. A speaker who says "I ain't doing nothing," intending to say just that, has produced a sentence which is grammatical in the dialect and register

in which he or she is speaking. (Microsoft Word - chapter1.doc - Chapter_1.pdf, 2008)

This utterance is "grammatical" (i.e., produced by the grammar of a native speaker) for speakers of several different dialects of English and appropriate in different registers for those dialects. (Microsoft Word - chapter1.doc - Chapter_1.pdf, 2008)

Its study contains forms of current language recorded by native speakers of a given language and represented by means of written symbols. Descriptive grammar indicates which languages and even those who have never written or recorded by any other procedure have a similar structure (Morejon & Parco, 2015, pág. 28), i.e., that several words contain different endings, genders and numbers; For example:

Table 1			
Boy	Girl	Boys	Girls
One dog	Two dogs	Three dogs	Four dogs

In table 1 can see the difference between gender and number.

1.2.7. Grammatical Competence.

The grammatical competence, the ability to organize sentences that convey meaning is fundamental to communicative competence and almost all people (but not all) involved in the planning of teaching and evaluation of language,

provide much attention to the control to the control of the learning process to accomplish this (Common European Framework, 2002, pág. 150).

This usually involves the selection, management, step-by-step presentation and education through a repetition of new material, beginning with short prayers composed of a single clause with the units that constitute it represented by a single Word (for example: Isabel is happy) and ending with complex sentences and subordinations, being its number, structure and length unlimited (Common European Framework, 2002).

Users of the framework of reference must be present and, their case, determine:

- The base according which are selected elements, categories, structures, processes and the grammatical relations.
- How the meaning of these elements is transmitted to students.
- The role of contrastive grammar in the teaching and learning of languages.
- The relative importance given to the scope, fluency and the correction in relation to the grammatical construction of sentences.
- In what measure it is necessary to make reflect the students on the importance that has the grammar of the language, the grammar of the target language and the relationship between the grammar of the language and the language goal.

(Common European Framework, 2002, pág. 151)

It´s expected or required that students develop their grammatical competence:

a) Inductively, by exposure to new grammatical material in authentic texts;

b) Inductively, incorporated new grammatical elements, categories, classes, structures, rules, etc., in texts specially composed to expose its form, function and meaning;

c) (as literal b), but followed by explanations and exercises;

d) Through the presentation of formal paradigms, morphological tables, etc., followed by explanations using an appropriate language in L2 or L1 and exercises;

e) Asking the students to formulate hypotheses, etc., and, when necessary, as restate, etc.

If exercises are used, all or some of the following may be used:

a) Fill with words;

b) Build sentences with a method given;

c) Options;

d) Exercise of substitution of grammatical categories (for example: singular, present/past, active/passive, etc.);

e) Translate sentences from L1 to L2;

f) Exercises of questions - answer using structures concrete;

g) Fluency exercises focusing on grammar.

Users of the framework of reference must be present and, their case, determine:

- How it is analyzed, ordered and presented to the students grammatical structure and how come to dominate the students;

- How and according to what principles are transmitted to the students the lexical meaning, grammatical and pragmatic in L2 and are required to learn it; For example::

    o Translating from L1 to L2 and L2 to L1;

    o By definition, explanation, etc., in L2;

    o By inducing the meaning from context.

(Common European Framework, 2002, pág. 152)

1.2.7.1. Levels according to the common European framework.

In the analysis of language, can admit that topics must teach or present according to the dialect that is attempting to dominate or overcome, not to mention certain factors such as the age, and to the knowledge of the students for a perfect coordination understanding of the English language topics. The CEFR or CEFR (common European framework of reference for languages: learning, teaching and assessment), categorizes the levels according to table 1. (Common European Framework, 2002)

Table 1

Levels according to their level of knowledge.

Basic		Intermediate		Advancing	
A1	A2	B1	B2	C1	C2

The language skills that characterize a person have a basic level A1, is

defined as follows:

Table 2

Levels of language proficiency.

Basic user	A1
- It is able to understand and use very frequently used everyday expressions, as well as simple sentences designed to meet requirements of immediate type. - Can introduce to himself/herself and others, ask and give basic personal information about his/her home, belongings and people who know. - Can relate of elemental form always that provided that the other speaker speak slowly and clearly and is prepared to cooperate.	

(Nivel A1 Inglés | British Council, 2017)

This research denotes use of the A1 level in grammar, so thus students can

engage in a way easy, dynamic, and compressive. In which the grammar A1

is divided into very important basic aspects with the following topics to

dominate: personal pronouns, verb to be, short-answer, modal verb can,

adjectives, prepositions of places, simple past and the past of the irregular verbs, the last of the verb to be, in a way that the student puts into practical lessons learned, what grammar A1 can be used to ask and answer in real situations with their classmates.

1.3. Relation between Gamification and its influence on learning grammar

1.3.1.1. Gamification to achieve learning grammar.

Teachers can Gamify the classroom in various ways, with video games, websites, or applications, and by applying the gamification to process complete grammatical learning basic A1o also as way of self-development and evaluation.

Different methods to enunciate the classroom to gamify are:

Use games to learn; teachers can use games or video games that focus to entertain students and transform it as a source of learning with the help of creativity and interest in which students choose new personalities of self-improvement to learn grammar;

- Use applications, or educational games; they are especially created to learn different subjects or issues and provide rewards when progress is achieved; examples of these educational games are included in the platforms.

1.3.2. Gamification and its focus on grammar educational platforms.

Duolingo, a platform widely known and used by the majority of users (children, youth, and adults), in which users or students know and learn the order and use of basic grammar to the Advanced. The application uses elements such as points, levels, collectibles, rankings; challenges in an experience based on short and engaging activities that progress according to the difficulty which the user succeeds in their learning. Web site: https://es.duolingo.com/

ClassDojo, its purpose is to allow the teacher to manage a classroom based on scores on the behavior of students, offering an open, very attractive and easy to use interface and, in addition, is customizable to every classroom needs, of each subject and each teacher. If a student does a brilliant job, will win points; on the other hand, if disturb to classmates, teachers can be subtracted points. And these are just a couple of examples: in ClassDojo, the teacher is to decide what sum, which subtraction and of course, it depends on the allocation of all these points, so it will be of great help in the grammatical approach using points in recognition of students to develop properly grammatical exercises, such as: complete, circle, order, underline among other activities relating to grammar A1. Web site: https://www.classdojo.com/es-es/

CHAPTER II

2. Data analysis, presentation and interpretation

The present chapter has as objective, analyze and interpret the results obtained from the implementation of surveys and interviews with the Educational Unit "Tres de Julio", with the purpose of to draw conclusions that lead to verify the proposed research.

2.1. Results of questionnaire administered on the students of 8ᵗʰ year Basic Education parallel "A" at "Tres de Julio" Educational Unit.

The present study was performed from a population of 39 students in Eighth Year of Basic Education parallel A, at "Tres de Julio" Educational Unit.

Continue, will present the data obtained from the questionnaire, as well as the analysis and interpretation of the answers obtained by the actors involved in this research.

Table 1

Do you consider English as a difficult subject to learn?

Order	Alternatives	N°	%
A	Yes	28	72
B	No	11	28
Total		39	100%

Source: Students of 8th year Basic Education, parallel "A" at "Tres de Julio" Educational Unit.

Author: Juan Álvarez

Date: November, 2017

From 100%, the 72% answered that, considered as a subject difficult to learn English, 28% negatively answered to the claim.

The question is intended to establish the point of motivation and need to learn, "to learn something new must be have the skills, knowledge, strategies and skills necessary - power - and have the disposition, intention and motivation sufficient - want - to achieve the goals that we aim to conquer" (Nuñez, 2009).

As conclusion to this question we need to know in students is the problem in which it makes them difficult to learn a new language, in addition also depends on the methodology, strategies that teachers use so that the student can know, understand the new language.

Table 2

Do you agree with the type of teaching that the English Language teacher apply in teaching grammar?

Order	Alternatives	N°	%
A	Yes	25	64
B	No	14	36
Total		39	100%

Source: Students of 8th year Basic Education, parallel "A" at "Tres de Julio" Educational Unit.

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Date: November, 2017

From 100%, the 64% answered that, they are in accordance with the type of education that teachers for the teaching of grammar in English, while 36% of students answered negatively.

The education is going through a phase of innovation learning requires changes, it´s not vain the survey carried out daring results favorable to strategies involving innovation and technology as opposed to the traditionalists, "the innovation and the use of the technology in the educational aspects is an act of deliberate and planned troubleshooting", which aims to achieve greater quality in the learning of students (UNESCO, 2016)

Table 3

Do you think that dynamic classes make your learning of English grammar easier?

Order	Alternatives	N°	%
A	Yes	21	54
B	No	18	46
Total		39	100%

Source: Students of 8th year Basic Education, parallel "A" at "Tres de Julio" Educational Unit.

Author: Juan Álvarez

Date: November, 2017

From 100%, the 46% of students manifest trough this question that they learn more easy English grammar with a dynamic class, while the 54% answered negatively.

Schiller indicates that "man is a full man only when he plays" according to the author (CASTAÑEDA, 2012) that the dynamics of the game, come into full development the yearning for freedom, spontaneity in the action, the spirit pleased the desire of creation, the naive approach and reflection, qualities that essentially distinguishes to our being in the game the man strips all that is repressed, drowned in the inner world of his person.

Table 4

Do teachers use the gamification (Dynamics of game) in the classroom to teach English grammar?

Order	Alternatives	N°	%
A	Always	5	13
B	Frequently	4	10
C	Sometimes	28	72
D	Never	2	5
Total		39	100%

Source: Students of 8th year Basic Education, parallel "A" at "Tres de Julio" Educational Unit.

Author: Juan Álvarez

Date: November, 2017

From 100%, the 5% of students manifest that the teacher if you use dynamics of the games to the teaching of grammar, 4% considered that frequently used games for the teaching of grammar, 28% of students answered that rarely time the teacher uses the dynamics of games, and 5% answered negatively.

"To learn something new must be have the skills, knowledge, strategies and skills necessary - power - and have the disposition, intention and motivation sufficient - want - to achieve the goals that we aim to conquer" (Nuñez, 2009)

Table 5

Do you use educational platforms of gamification to learn English or some themes in specific?

Order	Alternatives	N°	%
A	Yes	4	10
B	No	35	90
Total		39	100%

Source: Students of 8th year Basic Education, parallel "A" at "Tres de Julio" Educational Unit.

Author: Juan Álvarez

Date: November, 2017

From 100%, the 10% of students manifest that, they use educational platforms to learn English, while 90% of students answered negatively that they do not use any platform to learn English.

According (HELLERS, 2004) manifests the following "a virtual learning environment is a space with restricted access, conceived and designed so that people accessing it develop processes of incorporation of skills and knowledge, through systems telematics"

Table 6

Would you like to learn and improve knowledge of grammar through the use of platforms?

Order	Alternatives	N°	%
A	Yes	39	100
B	No	0	0
Total		39	100%

Source: Students of 8th year Basic Education, parallel "A" at "Tres de Julio" Educational Unit.

Author: Juan Álvarez

Date: November, 2017

100% of students answered positively to this question, that they would like to learn the English grammar through platforms.

The question is designed to establish the point of motivation and need to learn, "to learn something new must be have the skills, knowledge, strategies and skills necessary - power - and have the willingness, intention and motivation sufficient - want - to achieve the goals that we aim to conquer" (Nuñez, 2009).

2.2. **Interview conducted with the English Language Teacher.**

INTERVIEW

Name of Teacher: Mariuxi Calvo Piña.

Author: Juan Álvarez.

Date: November, 2017

1. **What type of technique do you use frequently to the teaching of Level A1 basic grammar?**

   I use the technique of the English – Spanish dictionary to students can have a clear idea the differences of words according its category and structure that are taught in the book.

2. **Do you consider that students understand much better the level A1 basic grammar in an environment gamified or in an environment routine?**

   Yes, I consider it necessary to leave the common, making them games, dynamic extra classes, they can understand better and it starts the motivation to participate in the activities to the development of the basic grammar.

3. **Did you have the opportunity to train with the use of Educational Platforms or used you some of them?**

   Yes, I had the opportunity to study and trained with the Rosetta Stone platform, it is a very interesting program and helpful for different skills and increase the vocabulary and grammar.

4. **Do you think that the use of Educational Platforms help to the learning of students to improve the level A1 basic grammar?**

Of course, that it would help much and not only the learning of grammar, but in other skills such as: listen, read, write, listen; but if we will have specific laboratories designed to teach English.

5. **Will you apply the use of Educational Platforms with the students, to improve the study of the Level A1 basic grammar?**

   I would like to apply the use of platforms, but unfortunately, I only can project activities to students through a projector.

2.3. Results of the interview conducted with the Rector at "Tres de Julio" Educational Unit

INTERVIEW

Name of Rector: Mendoza Heredia Ángel Roddy.

Author: Juan Álvarez.

Date: November, 2017

1. **Did you have the opportunity to speak with English Teachers and meet if they used some method to teach English?**

   Yes, they use audiovisual methods such as projector, where mostly conferred learning and this causes an impact of motivation for teachers and students.

2. **Did you have the opportunity to meet, if English Teachers use the Gamification (Dynamics of game) in the classroom to teach English?**

   This method has not been used, because it is a new method, which I supposed that many teachers know about it.

3. **Do you consider that English Teachers can motivate and to stimulate the interest and the learning with the Gamification, in the classroom to teach English?**

   Yes, of course it would be a learning technique to awaken the interest of the student.

4. **Did English Teachers have the opportunity to use Educational Platforms to teach English?**

   They don't have the opportunity to use this, because can appear many factors as time, closer planning.

5. **Do you consider that English Teachers should be trained to use of Educational Platforms?**

   Yes, I think that there should be training for the use of educational platforms, since with computer labs teachers can generate quality in the learning of the students.

6. **What do you think, if through of Educational Platforms teachers can facilitate the learning of level A1 Basic Grammar?**

   Of course, it is a technological tool that should be used to facilitate and encourage learning, since I imagine that English grammar has to practice enough, for the strengthening of the English language, and that best practice within these educational platforms.

CHAPTER III

3. **Proposal**

   3.1. **Title of the Proposal.**

   Methodological Guide about the Gamification on strengthening the level A1 basic grammar in the 8th grade students of Basic Education.

   3.2. **Introduction**

   The gamification offers us many benefits since the teacher creates, analyzes and determined their activities benefit to the play-based learning for students with dynamic learning environments, since this creates a bond, commitment and care of the students, through the gamification can generate new knowledge by learning in a way more dynamic by which students motivates them to move forward with their knowledge; since they encourage users to participate, learn, and have a better performance in its formation. The application of mechanical game and design experiences help to achieve the motivation of people on achievements, goals and objectives through digital media such as the use of platforms.

   In terms of the grammar is an indispensable factor for the learning of the English language, it is necessary for teaching that student can dominate and explore different forms of grammatical structures, also as vocabulary knowledge of different Word Basic or according to the level of training, pronunciation and

writing with the help of the grammar; It is essential to use the skills for good understanding in order to achieve a basic knowledge of basic grammar.

There are many platforms that contribute to the senses of the students as: listening, speaking, reading and writing, each of which focuses on achieve their objective through entertainment showing the teaching of grammar in a fun and dynamic environment with the help of different sites or Web pages, since most internet links the interrelationship of learning in foreign languages such as English language, for an experience already is labor, scientific, technological etc.

This methodological guide provides a set of basic of easy access, focused activities in the teaching of the English language, with Basic grammar exercises A1 for eighth year of basic education, in strengthening the issue to be addressed in this research.

3.3.   Justification

Knowledge of grammar is very necessary today, it helps the development of ordering words within a sentence, a good understanding of grammar provides a formal way of tell or ask things and help students correction of its own amendments grammatical, as mentioned by David "grammar is the structural basis of the way we express ourselves. The more we realize how it works, how much more can control the direction and effectiveness of the way in which we and others use language" (David Crystal. "En palabra y Obra", TES Maestro, 2004).

Educational institutions, which from 2014 ceased to receive English as a subject of class, which, in these past three years, we can say that students who go to the eighth year, enter with a huge gap on the English language, which is a contradictory factor for teachers of English since becomes difficult to that boys can understand in a systematic way and consecutive, so it is their first experience with English and is there when they are unaware of vocabulary and are difficult for them at the time of write a sentence since not they know grammatical bases.

Students can introduce themselves and to ask questions, and even ask for certain permissions in the classroom if they had a notion of grammatical bases, when taking into account their level of study, since the strengthening of grammar development aid other skills such as listening, reading, writing and speaking, although in many cases the understanding and use of grammar becomes a bit boring, here is the use of the activities of gamification, which help the entertainment with the help of platforms and Web pages so that it creates an environment of meaningful learning.

3.4. Objectives

3.4.1. General Objective

Develop a Methodological Guide about the Gamification on strengthening the level A1 basic grammar of the English Language in students of 8th grade of Basic Education.

3.4.2. Specific Objectives

- Provide the teacher with knowledge on how to use the classroom in an environment gamified for the strengthening of the basic grammar A1.

- Use of the Classdojo platform to strengthen the learning basic grammar A1 in English of students of 8th grade of Basic Education.

- Improve the dynamics of classes, creating an atmosphere of cooperation for entertainment and secure knowledge.

- Include different components based on games and activities that encourage motivation and effort of the students to learn.
    - Manage redeemable points.
    - Apply an academic ranking method.
    - Create a list of achievements that are collectible.

3.5.   Development of the Proposal

METHODOLOGICAL GUIDE OF GAMIFICATION

EDUCATIONAL UNITY

"TRES DE JULIO"

8TH GRADE OF BASIC EDUCATION

GAMIFICATION in education

it's more than focus & motivation

Methodological Guide about the Gamification on strengthening the Level A1 basic grammar of the English Language in students of 8th grade of Basic Education.

The gamification consists in that the atmosphere of the classroom is modified in a dynamic way in which students have motivation and interest in participating in different ways according to the activities focused on language that is needed to learn as it is in this English research.

The gamification today currently being used by a large number of foreign teachers and have obtained good results using this methodology known as the dynamics of the game, with the purpose that the teachers can get the best results in learning, since the teacher can choose the basic themes according to the level and focused on the grammar in English.

The activities are divided and designed on the basis of the curriculum in eighth grade of Basic Education, with the help of the Classdojo platform, which demonstrate the grammar activities for obtaining medals and badges.

In this guide and on the basis of the activities for their development will explain the use and its mode of use, how to apply them with the students, will be described for the realization of this guide and due to the bonus system, it has been decided to take into account the Classdojo platform.

CLASSDOJO

Classdojo is a platform based on the gamification which allows you to manage the classroom in a very dynamic and fun way, can congratulate the students for each of their activities by means of logos which teachers can customize According to the subjects in classes, since it awakens interest in students offering a very open interface with many activities to teach subjects of great importance as is English, which can also include Web sites within the platform. On the other hand, there is an essential link in the platform which is interaction with teachers, parents and students, allowing them to keep a record of the activities and behaviors in classes.

How to sign up?

As this platform had been mentioned it is directed to teachers, students and parents of families, each group will have to sign up according to your profile.
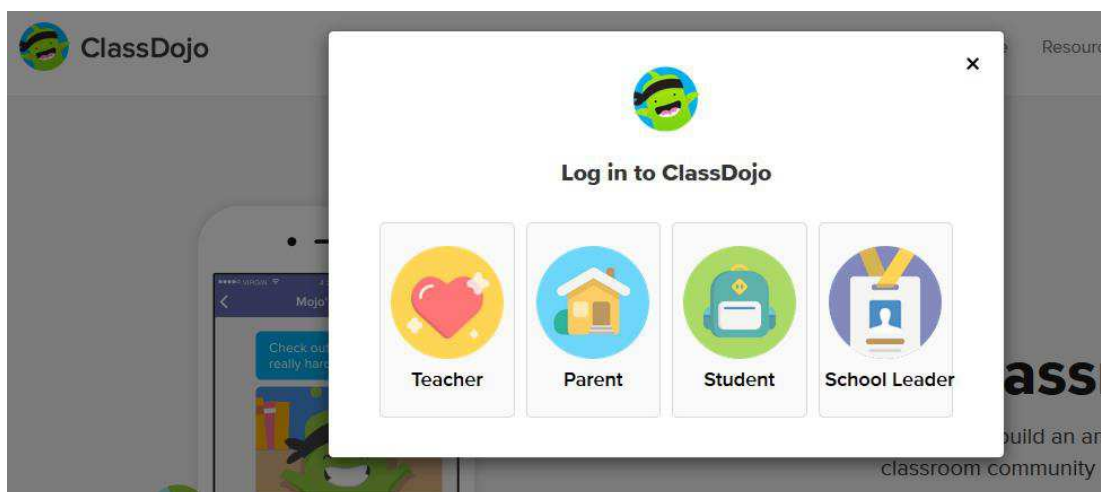
Can start to sign up together in a very easy way and it is through the teacher which creates your account and sends a document to the students and parents for the adoption of the account.

English Class to Improve the Grammar
clase de Sr. ALVAREZ

ClassDojo

Manténgase conectado con el aula de Sr. ALVAREZ

¡Estoy usando ClassDojo para mantener a los padres al corriente este año! Compartiré fotos de clase, actualizaciones importantes y también momentos maravillosos – como cuando los estudiantes trabajan duro y se ayudan unos a otros. **¡Por favor complétalo para el lunes!** Es gratis y te costará menos de un minuto.

PADRES:

¿Nuevo en ClassDojo?

1. Obtener la aplicación de ClassDojo gratis
2. Inscribirse como "Padre/ Madre"
3. Introduzca el código de padres a continuación
4. Eso es :)

PHUNE3BSU

¿Usuario ClassDojo existente?

1. Abra la aplicación ClassDojo
2. Pulsa en "Añadir código de padres"
3. Introduzca el código de padres a continuación
4. Eso es :)

PHUNE3BSU

O unirte a nuestra clase en www.classdojo.com/PHUNE3BSU

ESTUDIANTES:

English Class to Improve the Grammar, descarga o abre la app ClassDojo e introduce este código para unirte a nuestra clase:
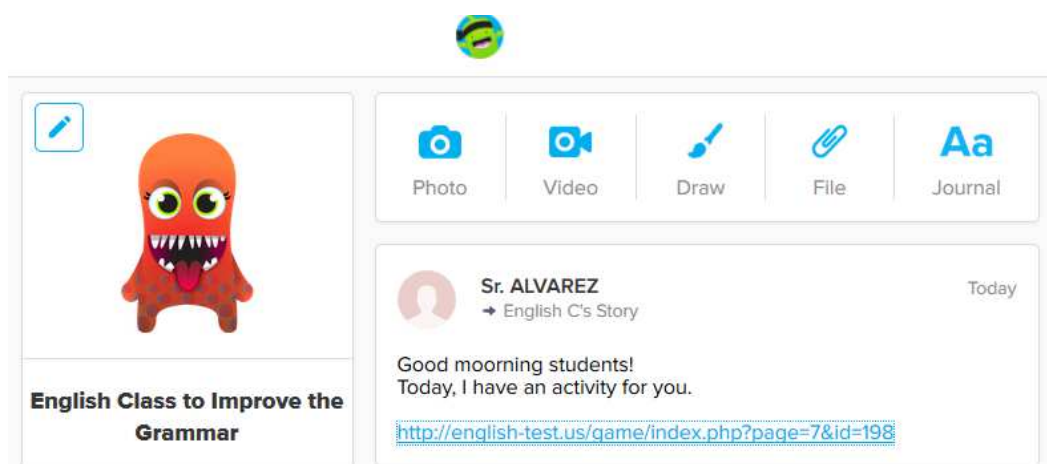
SAV4CVTNR

Parents can sign up through a code, in the same way that students only have to locate your data and passwords.
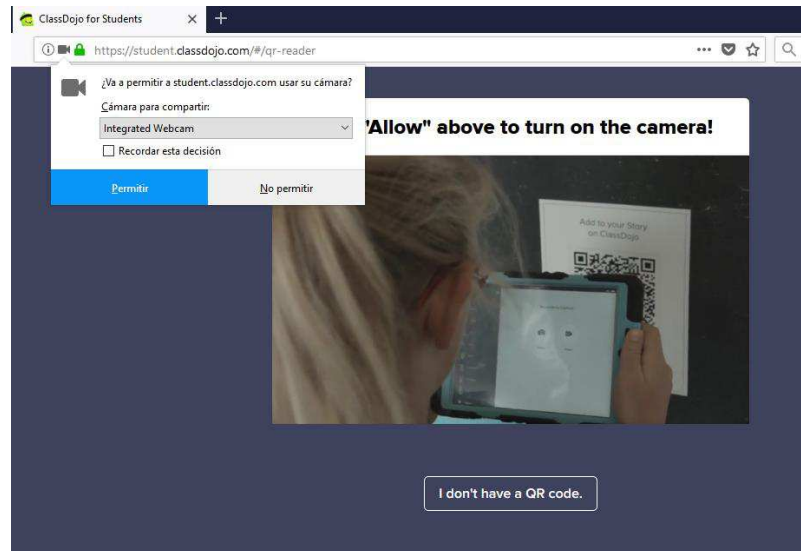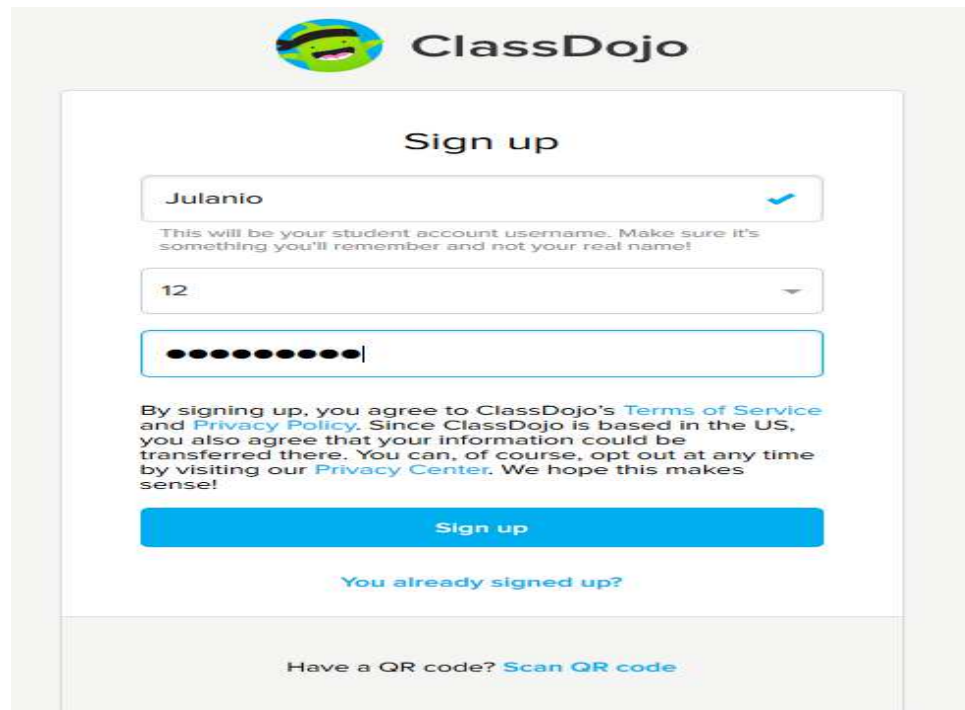
Once already created accounts of students and parents the teacher creates your class and you can place the activities in this case would be basic grammar, and depending on each development of the students give to each of these logos or rewards then shows it how the following images:

English Class to Improve the Grammar

| | Photo | Video | Draw | File | Journal |

Sr. ALVAREZ Today
→ English C's Story

Good moorning students!
Today, I have an activity for you.
http://english-test.us/game/index.php?page=7&id=198

If you have some questions the use of the platform can visit the following link, where you will be presented in an extended abstract on **Classdojo:**

https://www.youtube.com/watch?v=2zrtHt3bBmQ&list=RDQMMEfsts5ESLg

Activity 1

WORD 2 WORD

Aim: Recognize the grammatical structure.

Materials: Computer with internet connection

Process: Game consists of students to see each of the bubbles with words and then resolved the grammatical structure in the shortest possible time.

Link : http://learnenglishkids.britishcouncil.org/en/grammar-practice/pronouns
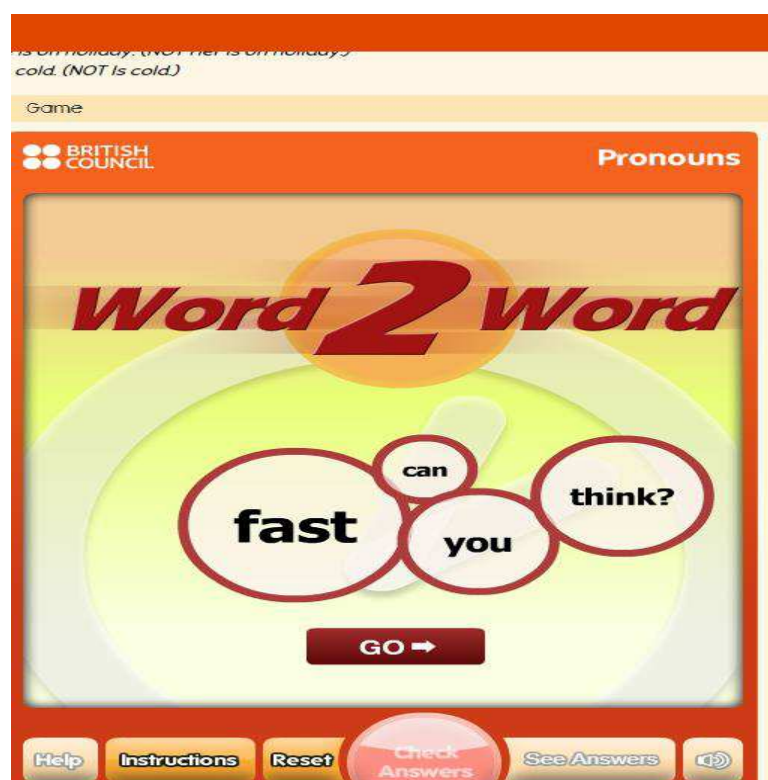
Activity 2

BUILDING SENTENCES

Aim: Express different sentences through grammar.

Materials: Prints, paper, rubber, scissors, and colors

Process: Activity consists to cut words and sort them correctly, the teacher must have prints of different words, assigned working groups with the aim that students may form basic sentences to be able to read them in class.

Link: http://www.123homeschool4me.com/2015/05/building-sentences-free-printable-using.html

Activity 3

CLOTHES THEME

Aim: Recognize the difference between nouns and adjectives.

Materials: Computer with internet connection, printing, paper, glue, scissors, and colors

Process: The teacher will publish video as a reference to the activity, and then the students formed working groups with members that the teacher deems appropriate. The teacher sticks shirts with pockets on the Blackboard and students cut prints words and locate relevant shirts in each word.
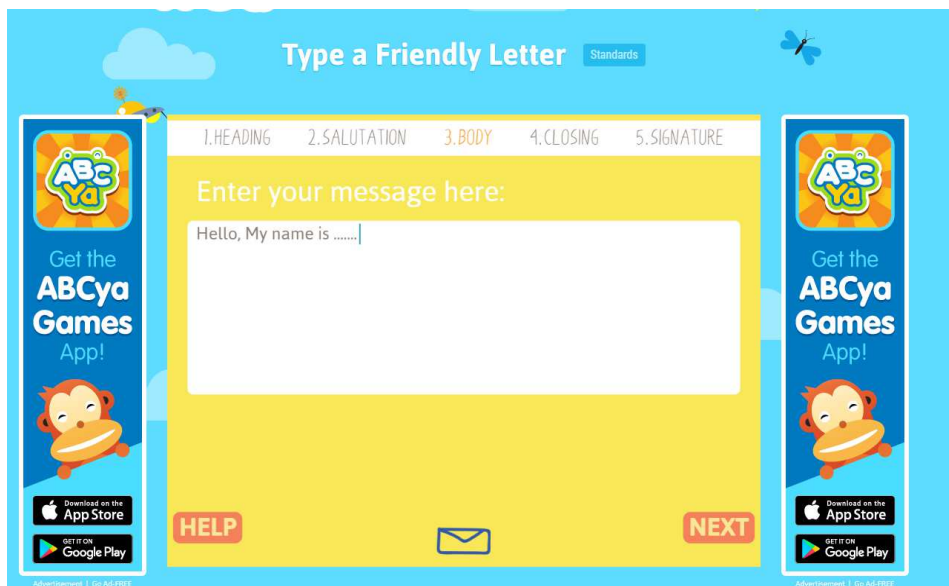

Link: https://www.youtube.com/watch?v=TFIAqN16Fis

Activity 4

TYPE A FRIENDLY LETTER

Aim: Increase the use of grammar through a digital letter.

Materials: Computer with internet access.

Process: The teacher will make an example of how they have to locate the personal data and a review of grammatical structures. Then the students will locate your basic data, such as: name, month of birth, and age. Finally, and student will write basic sentences about him or her, and basic questions about the person who is going to send the letter.

Link: http://www.abcya.com/friendly_letter_maker.htm

Activity 5

VERB VIPER

Aim: Recognize verbs for each prayer in its grammatical function.

Materials: Computer with internet access.

Process: The teacher explains the details and features of the game. Students must then press click on each verb that corresponds to the grammatical function of prayer, students must be careful because they have to be clear about the use of personal pronouns with verbs.

Link: http://www.abcya.com/subject_verb_agreement.htm

Activity 6

ICE CREAM TALK

Aim: Practice and recognize verbs and nouns for each prayer in its grammatical function.

Materials: Computer with internet access.

Process: The teacher explains the details and features of the game, which will be filled as many glasses of ice cream for the monkey and not the monster. Students must then press click on every verb and noun with much care by analyzing the grammatical structure between more nouns and verbs to choose correctly quickly filled the cup of ice cream from the monkey.

Link: http://www.abcya.com/nouns_and_verbs.htm

Activity 7
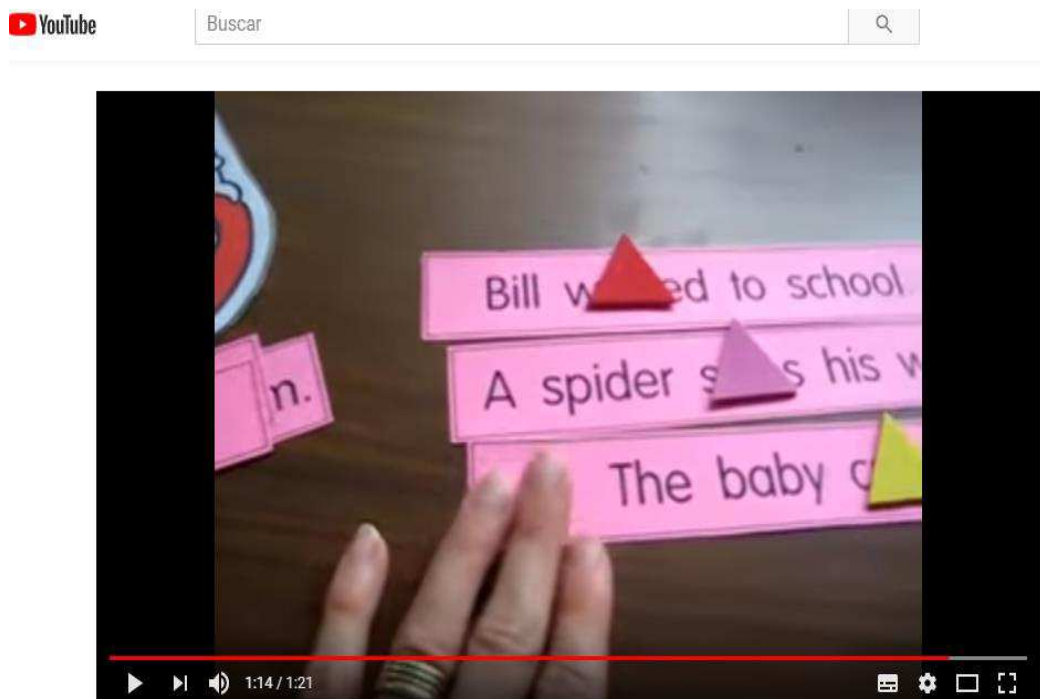
FIND THE VERBS

Aim: Recognize verbs in each sentence in its grammatical function.

Materials: Cardboard, prints, marker.

Process: The teacher will print geometric figures and in strips of sentences will have to recognize each of the verbs finally read the prayers to their classmates; students explain which verb is.

Link: https://www.youtube.com/watch?v=NiJsdoSMFus

Activity 8

PAST AND PRESENT VERBS

Aim: Recognize and distinguish the verbs in present and past in each sentence in its grammatical function.

Materials: Cards, marker.

Process: The teacher can choose the topic: technology, vacation, etc., will take two trees one present labeling and other past, in which students cut sentences printed in the form of fruit, they finally read each sentence and were set at that time, every prayer, if it is present or past will have to read it and place it on the corresponding tree.

Link: https://www.youtube.com/watch?v=YRtiUZeREJg

Activity 9

BASKETBALL

Aim: Recognize and differentiate grammatical functions within a sentence.

Materials: Computer with internet access.

Process: Students will observe that it is missing in the sentence; it could be a verb in the present or past, auxiliary or pronoun. They will have to throw the ball using the mouse in the basket where the correct answer is.

Link: http://english-test.us/game/index.php?page=7&id=198

Activity 10

FILL IN

Aim: Strengthen the use of the grammar.

Materials: Computer with internet access.

Process: Students will observe that it is missing in the sentence; it could be a verb in the present or past, auxiliary or pronoun. They will have to choose the correct answer in each table.

Link: http://english-test.us/game/index.php?page=7&id=198

Activity 11

PHRASE MAKING

Aim: Strengthen and improve the use of grammar through different themes.

Materials: Computer with internet access.

Process: This is one of the most completely activities to enhance grammar, students can choose different topics to facilitate the use of the basic grammar and technique work is through the selection of words in a sentence.

Link: https://www.gamestolearnenglish.com/phrase-maker/

Activity 12

FALLING CLOUDS

Aim: Strengthen and improve the use of grammar through different themes.

Materials: Computer with internet access.

Process: This is one of the most comprehensive activities to enhance grammar, students can choose different topics to facilitate the use of the basic grammar and technique work is through the ordering of words contained in the clouds.

Link: https://www.gamestolearnenglish.com/falling-english/

Conclusions

Definitely the gamification, is giving us a great lesson to motivate and encourage students, in 2015, there were over 1,200 million users worldwide, and the quantity increases is on the rise. Several studies have shown that the gamification:

- Increases retention of knowledge because with the games can practice.

- Generates creativity and confidence through the stimulus focused on activities.

- Creates a better educational environment, because gamification joins the attention and produce new knowledge.

- Through the gamification teachers can explain different topics in different subjects with different abilities, such as grammar activities, vocabulary, etc.

Recommendations

- The use of the gamification in English classes can improve in different ways, because it´s a new resource with the students can have interesting to use, teachers needs to innovate their classes, some students don't like English Language and the use of new tools, methodologies facilitate the interesting of students to learn this important idiom.

- Exist many activities that are old and are losing interesting for students, a factor of this can be determined as technology since it is used for everything and nowadays apply to the teaching, it is a reason to teachers needs to innovate.

- Some teachers must use technology tools into the classroom as the projector a day by week, where they can develop activities based on their planning.

- Some of teachers use Educational Platforms to teach English, Educational Platforms help much to the development of English skills as: listening, speaking, writing, and reading, the use of the grammar and to learn new vocabulary.

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Date__/___/2017

QUESTIONNAIRE ADMINISTERED ON THE STUDENTS OF 8TH YEAR BASIC EDUCATION PARALLEL "A" AT "TRES DE JULIO" EDUCATIONAL UNIT

Name of the interviewer: Juan Álvarez Mendoza.

Theme "GAMIFICATION AND ITS INFLUENCE ON STRENGTHENING LEVEL A1 BASIC GRAMMAR IN THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "TRES DE JULIO" EDUCATIONAL UNIT, EL CARMEN - MANABÍ PROVINCE, 2017-2018 ACADEMIC PERIOD"

Aim: The present survey aims to obtain data that contribute to research gamification and its influence on strengthening level A1 basic grammar.

To carry out such investigation is required the collaboration of the students of 8th year, requesting to honestly answer the following questionnaire.

Indications

- Mark an x in the boxes at its discretion.

- It is suggested the use of blue pen.

- In case of requesting a response to write legibly.

- Apply honesty, remember that this survey has merely investigative purposes and it is not assessed in any way.

    1. **Do you consider English Language as a difficult subject to learn?**

Yes (_)   No (__)

2. Do you agree with the type of teaching that the English Language teacher apply in teaching grammar?

Yes (_)   No (__)

3. Do you think that dynamic classes make your learning of English grammar easier?

Yes (_)   No (__)

4. Do teachers use the gamification (Dynamics of game) in the classroom to teach English grammar?

a) Always   (__)

b) Frequently   (__)

c) Sometimes   (__)

d) Never   (__)

5. Do you use educational platforms of gamification to learn English or some themes in specific?

Yes (_)   No (__)

6. Would you like to learn and improve knowledge of grammar through the use of platforms?

Yes (_)   No (__)

DATE__/___/2017

INTERVIEW CONDUCTED WITH THE ENGLISH LANGUAGE TEACHER AT EDUCATIONAL UNIT "TRES DE JULIO"

Name of the interviewer: Juan Álvarez Mendoza.

Theme "GAMIFICATION AND ITS INFLUENCE ON STRENGTHENING LEVEL A1 BASIC GRAMMAR IN THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "TRES DE JULIO" EDUCATIONAL UNIT, EL CARMEN - MANABÍ PROVINCE, 2017-2018 ACADEMIC PERIOD"

Aim: The present survey aims to obtain data that contribute to research gamification and its influence on strengthening level A1 basic grammar.

To carry out such investigation is required the collaboration of English Language Teachers requesting to honestly answer the following questionnaire.

Indications

- It is suggested the use of blue pen.

- Apply honesty, remember that this survey has merely investigative purposes and it is not assessed in any way.

1. **What type of technique do you use frequently to the teaching of Level A1 basic   grammar?**

    _____

_____

_____

2. **Do you consider that students understand much better the Level A1 basic grammar in a gamified environment or routine environment?**

_____

_____

_____

3. **Did you have the opportunity to train with the use of Educational Platforms or did you use some of them?**

_____

_____

_____

4. **Do you think that the use of Educational Platforms help to the learning of students to improve level A1 basic grammar?**

_____

_____

_____

5. **Will you apply the use of Educational Platforms with the students, to improve the study of level A1 basic grammar?**

_____

_____

_____

INTERVIEW CONDUCTED WITH THE RECTOR AT "TRES DE JULIO" EDUCATIONAL UNIT

Name of the interviewer: Juan Alvarez Mendoza.   **DATE__/___/2017**

Theme "GAMIFICATION AND ITS INFLUENCE ON STRENGTHENING LEVEL A1 BASIC GRAMMAR IN THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "TRES DE JULIO" EDUCATIONAL UNIT, EL CARMEN - MANABÍ PROVINCE, 2017-2018 ACADEMIC PERIOD"

Aim: The present survey aims to obtain data that contribute to research gamification and its influence on strengthening level A1 basic grammar.

To carry out such investigation is required the collaboration of Rector this institution, requesting to honestly answer the following questionnaire.

Indications

- It is suggested the use of blue pen.

- Apply honesty, remember that this survey has merely investigative purposes and it is not assessed in any way.

1. **Did you have the opportunity to speak with English Teachers and meet if they used some methods to teach English?**

_____

_____

2. **Did you have the opportunity to meet, if English Teachers use the Gamification (Dynamics of game) in the classroom to teach English?**

_____

_____

3. **Do you consider that English Language Teachers can motivate and to stimulate the interest and the learning with Gamification, in the classroom to teach English?**

_____

_____

4. **Did English Language Teachers have the opportunity to use Educational Platforms to teach English?**

_____

_____

5. **Do you consider that English Language Teachers should be trained to use of Educational Platforms?**

_____

_____

6. **What do you think, if through of Educational Platforms teachers can facilitate the learning of level A1 Basic Grammar?**

_____

_____

QUESTIONNAIRE ADMINISTERED ON THE STUDENTS OF 8TH YEAR BASIC

EDUCATION PARALLEL "A" AT "TRES DE JULIO" EDUCATIONAL UNIT

INTERVIEW CONDUCTED WITH THE ENGLISH LANGUAGE TEACHER

INTERVIEW CONDUCTED WITH THE RECTOR AT "TRES DE JULIO" EDUCATIONAL UNIT