



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES-
ENGLISH**

**Gamifying Textbook Lessons with Phonics for five-year-old learners at
Fantasias Infantiles Private School.**

AUTHORS:

**Maria de Lourdes Lullwitz Zavala
Kuan Shin Wu Wei**

**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR OBTAINING
THE BACHELOR'S DEGREE IN EFL PEDAGOGY**

PROJECT ADVISOR

Sara Ines Rivadeneira Enriquez, M. Ed.

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We certify that this research project was presented by Maria de Lourdes **Lullwitz Zavala** and **Kuan Shin Wu Wei** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

PROJECT ADVISOR

Sara Ines Rivadeneira Enriquez, M. Ed.

DIRECTOR OF ACADEMIC PROGRAM

Gonzalez Ubilla, Stanley John, M. Ed.

Guayaquil, on the 19th day of September of 2022



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AUTHORS

Maria de Lourdes Lullwitz

Kuan Shin Wu Wei

Maria de Lourdes Lullwitz Zavala and Kuan Shin Wu Wei



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AUTHORS

Maria de Lourdes Lullwitz

Kuan Shin Wu Wei

Maria de Lourdes Lullwitz Zavala and Kuan Shin Wu Wei

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REPORTE URKUND

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DEDICATION

This tutorial work is dedicated to our parents, who supported us unconditionally from the beginning of our university studies.

Kuan Shin Wu Wei

To my parents: Wu Chi Chih and Wei Chena Hsueh Chuan

Maria De Lourdes Lullwitz Zavala

To my mom: Kattya Zavala Andrade



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GRADE

Sara Ines Rivadeneira Enriquez, M. Ed.

Project Advisor

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ABSTRACT

This research work looks into the gamification of textbook lessons with phonics for young learners as a way of complementing their learning process at school. Several authors stress the importance of using innovative materials to supplement classroom learning. The main objective of this work was to complement the class textbook by suggesting additional materials and resources, specially for teaching phonics to young learners. To achieve the latter, it was necessary to measure students' phonological awareness, which was carried out through a test. Then the English teacher and the coordinator were interviewed about teaching phonics. They were asked if they agreed these resources were necessary and if they considered gamification a beneficial method for their students. Finally, a survey was given to the teacher and the coordinator regarding their views about the proposal put forward, which consists of lesson plans where games are included to complement the English textbook. Both teacher and coordinator showed a positive attitude towards this gamification method to teach phonics to young learners. They recognized the positive impact that their students and school would achieve through the implementation of the suggested complementary materials.

Keywords: Gamification, complementary materials, phonics, lesson planning, young learners, phonological awareness

INTRODUCTION

In the field of teaching English as a foreign language, it is commonplace for teachers to be assigned a textbook series to use in their lessons. Textbooks do provide several advantages and support in a classroom. For inexperienced teachers, textbooks serve as a guide for language teaching, since these contain models and suggestions for the application of different activities. They detail the topics to be covered in each unit, including the lessons and assignments, and, in this way, teachers will be accompanied while planning their lessons as textbooks provide a map for them to follow. However, even when textbooks are very useful for teachers, they present design limitations, which cause teachers to struggle.

These limitations include content that might not target local students, rather, they are more towards global students. Additionally, the design might include activities that do not match the students' cognitive development. Also, it might lack activities to introduce young children to the recognition and discrimination of phonics, which has been emphasized by several authors dealing with literacy and teaching of a foreign/second language.

Unless those limitations are tackled, the learning goals are at risk, no matter how realistic and attainable they might be. Trained teachers know it is their duty to go beyond the problem and propose solutions to cope with said limitations, enhance the learning experience, and thus, reach success in the learning process.

It is a teacher's responsibility to work towards strategies that allow him/her to cope with deficiencies in materials design. Teachers are encouraged to use their creativity to adapt or develop different resources to establish a productive learning environment that allows literacy to emerge in a natural and spontaneous way.

PROBLEM STATEMENT

There are several criteria to determine what materials are suitable to supply for the lack of complementary resources for teaching English phonics to five-year-old kids whose environment provides little opportunity for out-of-class involvement with the language. The textbook used for the English lessons has always guided teachers through the teaching-learning process; however, it seems to have its limitations in terms of contents and its connection to students' learning needs. Teachers that focus only in the use of textbook materials will face, at some point, a problem relating to how they teach their classes, and it will be challenging to encourage students to attend lessons and participate in activities. The lack of complementary materials could negatively affect students' learning environment and performance. The students selected for this study at Fantasias Infantiles Private School are at a stage when their interests point to games, videos, hands-on activities, and songs. They learn through a more dynamic system in comparison to grown up students that are able to understand the lessons using only the prescribed textbooks. The students selected for this study have shown a lack of motivation during class sessions and were unable to match the sounds with the corresponding letter form; that is why it is important to include additional support to create a more amiable and interesting environment. The use of dynamic activities and strategies is essential to promote a positive learning outcome for the students, especially nowadays that technology can be used in several ways to create innovative methodologies. Therefore, enhancement of their language skills demands the use of complementary materials that provide a more engaging environment, and thus, improved academic performance.

RESEARCH QUESTIONS:

What is the level of phonological awareness of five-year-old English learners at Fantasias Infantiles school?

How do five-year-old children learn to identify and match graphemes to phonemes in the English lessons?

What complementary materials are suitable for teaching phonics to five-year-olds as a means to compensate for the lack of resources in the main textbook?

MAIN OBJECTIVE:

To assess phonological awareness among five-year-old English learners by means of an adapted test so as to complement the lessons with English teaching materials that introduce phonics through five-minute games.

SPECIFIC OBJECTIVES:

1. To analyze theories and studies on children's phonics learning and acquisition.
2. To gather teachers and coordinator's views on gamification of the textbook lessons for five-year-old learners.
3. To select innovative strategies and tools to introduce phonics to 5 years old children

LITERATURE REVIEW

There are theories that are extensively recognized as the basis for teachers to design learning environments in schools today; namely, learning environments that encourage students to be active learners, collaborating with other students, using meaningful tasks and authentic materials. Some of these approaches are outlined in this report, and relevant information is provided about the major challenges currently affecting the population within the framework of this study. This report also mentions the application of those theories, how to develop and use resources in class according to students' necessities, and the importance of the application of certain methods to develop an efficient learning environment.

Importance of phonics

For broader understanding of high-quality teaching of phonics, SureStart (2006) provided an informative description of this teaching:

High-quality phonic teaching, therefore, secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically, thus freeing them to concentrate on the meaning of the text. In other words, the learning of phonic skills for reading is a time-limited process whereas 'developing the abilities necessary to understanding and appreciating written texts in different content areas and literary genres continues throughout the lifespan'. (p.3)

In the opinion of The National Reading Panel (n.d), phonics instruction helps children acquire knowledge of the alphabetic system, to decode new words, and to recognize words automatically. These enable beginning readers to sound out word segments and use them to form other words. In short, phonics is needed to create words and understand them by analogy and to help learners remember the words they have read before.

According to Armbruster & Osborn (2006), phonics instruction helps children use, learn, and understand that there are relationships between written letters and spoken sounds. Understanding these relationships will help children recognize familiar words and automatically decode new ones. It contributes to children's ability to read words, both in isolation and in connected text.

As reported by Ren & Ma (2017), teaching phonics should begin when kids are in kindergarten. This needs to be short activities, regular and in fast-paced teaching sessions that are approximately 20 minutes or what the teacher considers the best.

According to Ehri (n.d), through phonics students remember and are able to form connections between letters and the spelling and sound of words, including their pronunciation. As a result, students' memory will store spelling, pronunciation and meanings of the words. The benefits of phonics include: acquisition of knowledge of the alphabetic system, decoding new words, and forming new vocabulary. Students become facile at building and remembering meanings of the words they see in texts. They need to master the phoneme system and the alphabetic code to be able to link their knowledge of written and spoken language (Ehri et al. 2001),

As stated by The New South Wales & Department of Education and Training (2009), teaching phonics should be based on multisensory activities. These might include using their bodies to formulate letter shapes, tracing letters with fingers, or writing letters with a stick on sand, tapping out phonemes, writing letters with crayons, pencils, or markers, and manipulating magnetic letters to make words. Phonics knowledge and skills are essential to becoming literate. They are a critical part of knowing how to read and write, for this, it is important to understand that combining letters can make up particular words and sounds. It is fundamental for learners to recognize and produce these words when reading and writing.

Research certifies that the teaching of phonics in the context of a picture book implies the use of knowledge of speech during the reading activity because

the decoding is embedded in the context. Children also through the alphabet helps them remember the meaning of print and thus encourage them to understand the features and benefits of learning to decipher. (Mallette & Duke, 2020)

As claimed by Ren & Ma (2017), most specialists emphasize the importance of phonetics for foreign language students, because this branch of science allows the student to relate sounds and letters, in such a way that they can understand and pronounce words correctly.

Phonemic awareness (PA) instruction teaches scholars to manipulate the tiniest sounds or phonemes in speech, for instance, segmenting and pronouncing the phonemes in “r-u-n.” In most cases, it is difficult for students to distinguish phonemes from letters. The letters represent phonemes in the writing system; however, they can be misleading. For example, there are five letters in CHECK but only three phonemes, /ch/ /e/ /ck/. It’s important to realize that Phonemic recognition is vital to teach, specially to young learners, since they often pay attention to the meaning of words rather than the phoneme. The distinct phonemes are difficult to distinguish as speech is continuous with the phonemes stacking together seamlessly. (Ehri, n.d)

According to Sitthitikul (2014) phonics also helps students with learning disabilities. It makes learning to read a lot easier by simplifying complex tasks into their component skills, and teaching and showing students how these components are combined. These procedures accelerate the learning outcome and improvement of students if used appropriately.

Stahl (1998) highlights that many tasks have been used in order to assist the child in the development of their phonemic awareness. Among these are:

- Rhymes. This activity consists of either recognizing which words rhyme or being able to produce rhymes.
- Word-to-word matching tasks, consists of the child’s ability to identify if the words begin or end the same, as well as having the capability of establishing the word that does not correspond to a certain group, such

as: sun, salt, dog. Here the student must read the words, then analyze which of them does not correspond to the group, in this case the one with another consonant.

- Sound-to-word matching tasks, consists of the child's capability to identify the sound in a word. For example, have the student determine if there is a /n/ in net),
- Initial or final sounds, in which the child must identify which is the initial or final sound in a word. For example, determine the initial sound in dogs or the last in the word sun.
- Segmentation, basically it is about dividing a word according to its sounds. It should be noted that due to the complexity of this activity, especially orally, teachers use Elkonin boxes, where each sound goes in a box.
- Blending, the opposite process of segmentation, consists of joining individual sounds to form a word. For example, recognize that /s/u/n/ is sun or d/o/g/ is dog)
- Deletion and manipulation, where the child is going to delete or add sounds in words. For example, if he is asked to replace the /m/ in "mat" to /b/, he is going to get "bat".

How children learn

In the last century, Piaget (1964) proposed one of the most well-known theories regarding cognitive development in young learners, it is about the four stages of cognitive development, including sensorimotor, preoperational, concrete operational, and formal operational stage.

The children in the present study are in the Pre operational period (2 to 7 years). This stage is called like this since scholars have not yet matured the ability to perform mental manipulations, their thinking is governed by the sense of sight rather than by principles of logic. Some achievements of the pre-operational phase are as follows: Semantic function, egocentrism, decentering, animism, seriation, conservation.

Furthermore, Piaget (1964) points out that kids blossom into more proficient at pretend play during this stage of development, however, they continue to think very specifically about their surroundings.

According to Skinner (1953), behavior is affected by certain consequences, whether by reinforcement, punishment, or extinction. On one hand, rewards are used to reinforce behaviors and on the other, punishments are used to discourage them. Extinction occurs when the conditioned stimulus stops producing a response, and therefore there is no reinforcement.

Bandura (1989) in his research about the social cognitive theory (SCT) states that people learn by observing and interacting with others. This theory includes attention, memory, and motivation. In addition, he has demonstrated that the social model is a very effective way to learn, since the theory focuses that learning occurs in social contexts with the reciprocal interactions of people, the environment, and behavior.

Bandura (1989) is highly regarded for his work on sociological and social cognitive theories.

Dewey (n.d) Had a great impact on Education with his contemporary pedagogy called "Active School", which establishes that the teacher must be a stimulus and guide for the child during the teaching-learning process. In the classroom, the protagonist is the student and the teacher is his mentor.

His pedagogy emphasizes the performance of actions to learn, the child needs to be in movement for his learning to be meaningful.

According to Vosniadou (2001), students will be more active and eager to learn when they are given hands-on activities, such as experiments, observations, projects, etc. Additionally, it is important to prevent students from being passive listeners for long periods of time. It is more productive to encourage participation and discussions in the classroom. Children are capable of developing their own strategies to solve problems, therefore, teachers should help and guide them to create more effective ways to learn.

According to Willis (2009), children are always curious and in search of answers to everything they see and touch. Children usually disagree and are not keen on staying at school or doing really long homework. There should be strategies that promote and incorporate brain-based learning that brings out children's natural curiosity and desire to learn while they explore new concepts with their minds.

How children learn a second language

For Espinosa (2008) children may acquire a second language in two ways: simultaneously or sequentially. Simultaneous learners are under 3 years. This group includes children who are exposed to one language at home and a second language in a childhood program. It also includes parents who speak separate languages to them, for example the mother uses French while the father speaks English.

Before 6 months of age, these young learners learn both languages at the same rate, with no preference over the other. They build separate strong language systems in their brains for each of the languages they hear, which allows them to consolidate decoding and encoding skills in more than one language without getting confused. On the other hand, sequential learners include kids who are already familiar with one language and are required to learn a second one. A very popular example is when a child who does not speak English is enrolled in a class in which English is the main tool for communication.

According to Gass & Selinker (2008), children learn best when they have target native speakers in their social environments. This will allow them to learn L2 rules with the same ease as if it was their L1. Additionally, when they are learning a second language, they will use the same processes or structures they use in their native language and apply them to the L2.

Tshering (2021) implies that interaction is the key for children to acquire a second language. Children who are not being given the opportunity to interact and get in contact with others and the language, will never acquire that language. Through interaction, they learn to imitate, reproduce, and remember

words that others say. It can be done through many forms like conversations or playing with others.

Schumann (2012) states that the social and psychological distance between the second language learner and the target language community will determine how well the learner acquires the target language. Additionally, he states that the second social factor that influences the learning of a second language involves three strategies: assimilation, preservation and adaptation. He argues that there are eight social variables that affect second language learners in the acquisition of the target language. These are the social dominance, assimilation, preservation, and adaptation, enclosure, cohesiveness, size, congruence, attitude, and the intended length of residence.

As mentioned by Clark (1980), the main issue for language acquisition lies on how soon children practice the principles of conventionality and contrast in acquiring vocabulary.

For the principle of conventionality, the second evidence states that second language acquisition starts when children ask the name of objects. They will be gaining new words to their knowledge, as they refuse to talk about things for which they do not have a name. Now, for the principle of contrast, evidence comes from two ideas: children's over-extensions and their inferences of dividing each newly-heard word to their respective domain.

The principles of conventionality and contrast are observed at an early stage in the acquisition of language.

Gamification

As said by Furdu et al. (2017), gamification transforms in-text learning experience into active performances by using game elements to keep students motivated and eager to learn. A good gamification strategy is one that will keep students active and showing high levels of engagement. These will increase students' retention skills and enhance knowledge.

According to Csikszentmihalyi (2014), the Theory of Flow suggests that people might enjoy a particular activity due to something they discover during the

interaction. The emergent motivation means that people are able to experience a new or previously unengaging activity as something rewarding if they find this “flow” in it. It is a relation that targets the individual’s interest and goal that leads to an increase of skills.

According to Ryan & Deci (2000), people feel motivated when they either find interest in an activity or they are affected by external coercion. They behave and perform based on personal commitment to stand out or gain benefits in return, or from fear of external factors.

As stated by Barghani (2020), gamification in learning solves some modern educational difficulties on students like their lack of motivation, engagement, and cooperation. This method increases students’ motivation, promotes collaboration between peers, and provides aiding with knowledge retention and establishes a positive learning environment.

As claimed by Kapp (2012), the solution to integrating the engaging aspects of games into an organization's broader program is the application of gamification, in a few words is using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems. The use of this learning technique provides the designer with the necessary tools to reflect on teaching from the point of view of engagement and of activity without investing a large scale in the development of an educational game at full share. It provides the learner with an interesting learning experience without the time commitment required to play the games.

Through careful application of game elements - such as freedom to fail, interest curve, narration and commentary - in learning programs, ordinary content will be made more attractive without the development of a full-fledged game.

According to Zuhdi (2019), children need to be more active in order to be more involved in the learning process. Meaning that songs and games are preferred when giving lessons. Teachers should be able to connect the knowledge of the children with the learning process, since it is important for them to really understand rather than just studying and knowing for that moment.

Complementary materials

According to Olaitan (2013), teachers use different teaching materials such as textbooks, charts, models, graphs, real objects and improvised materials to complement and motivate the learning of their students in class. Complementary materials in the classroom are intended to improve the quality of education, and their effective use bears an influence on students' academic performance. The effectiveness of teaching materials to strengthen students' academic performance is indisputable because said materials provide the necessary sensory experiences to students.

Omabe (2006), argues that the use of complementary didactic materials are essential in the teaching and learning of a second language because they enable the learning of concepts, facilitate the organization of ideas and stimulate students' imagination.

Tomlinson (2011) believes that the use of supplementary materials, especially in foreign language classes, is very important and necessary since it allows students to develop their ability to listen, communicate, read and write. This is one of the reasons why English teachers choose to use extra supporting materials to facilitate children's learning process.

Cuenca & Campaña (2012) emphasize that complementary materials must be used considering the age of the students, their level and their understanding. If we take these factors into account, we will have good results in the classroom.

According to Diario El Comercio (2021) Ecuador maintains a low level of proficiency in English. It is one of the Latin American countries with the lowest score, obtaining 440 out of 1000, according to the EF EPI (English Proficiency Index) 2021 report, qualification equivalent to an A1.

Many Educational establishments in the country do not use supplementary materials to enhance students' English skills. Not enough importance is given to the use of extra materials or activities as a complement to reinforce learning and thus achieve mastery of the foreign language. For this, the teacher must be innovative in the language teaching, use different methods and resources

that motivate the student to learn. In this way, positive long-term results will be achieved.

According to Chang (2017) The selection of complementary materials by the teacher, the information and the methods used in their classes influence the motivation of the students. Therefore, it is of the utmost importance to implement strategies that help the teacher to properly select these materials, with which they can enrich their classes, making them pleasant and that attract the attention of the students, who in turn will benefit having access to the same content, but from another perspective, understanding it better and therefore, improving their knowledge.

As Augusto & Navarro (2015) point out, educators cannot work alone within the context of the teaching-learning process. They need teaching-learning tools in order to achieve the desired goals. Those teaching-learning aids are the supplementary materials for EFL classes. These materials can be visual, audio, audiovisual, realia, and on-line resources.

Rodríguez (n.d.) highlights that supplementary materials can be presented in different experiential modalities, such as audiovisual films, audiovisual images, audio medias, digital medias, printed medias, real media manipulation resources and symbolic media manipulation resources.

When selecting or designing extra materials, it is necessary to take into account the following criteria:

- The extra material is considered didactic
- The teaching material has a purpose
- The supplementary material is related to the curricular topics.
- The teaching material is designed for educational purposes.

According to Jiménez & Peñaloza (2011), the efficiency and applicability of didactic resources depends on several aspects such as objectives, level and age of students, available resources at school, cost, and training of teachers

to be able to create and perform using those resources.

According to Mazgon & Stefanc (2012), materials are adapted according to the difficulty of the program. They should be done taking into account students' learning styles, including elements that increase motivation like the use of pictures, graphical illustrations, interesting facts, life stories and so on. The materials should encourage students to participate and test their knowledge.

In summary, when choosing supplementary instructional materials educators should consider some factors, such as the goals, objectives of the instruction, as well as the contents, the planned didactic strategies, the components of the social environment, the characteristics of students, pedagogues and of the materials. These factors influence the teaching process, therefore they must be fully addressed. (Mazgon & Stefanc, 2012).

According to Bugler et al. (2017), there are four primary criteria when selecting instructional materials. These are accuracy and visual appeal, level of difficulty when using it, depth of knowledge, and the ability to meet students' needs. These materials should not have grammatical errors nor wrong information. Also, they should be aligned to school standards. They should provide appropriate activities to enhance students' knowledge, be straightforward for students and teachers to use, and provide motivation and raise students' interest in the lesson.

According to M. Cuenca, Campaña, et al. (2012), there are several materials that could be used in a classroom that will help students to improve their learning. Flash cards are easy to use and understand. They catch the attention of students of all levels and ages. Teachers are able to provide clear examples and facilitate content for students to try and practice with them. Another means that could be used is pictures. These are colorful, attractive and shows clearly what the topic is. Pictures are appropriate for students at all ages and levels. This visual aid allows teachers to interpret and describe the topic in more detail.

METHODOLOGY

This work is based on descriptive research. The purpose of descriptive research is to "... describe behaviors, situations, events, and results. It is not intended to make theoretical predictions or explain cause and effect." (Purdy & Popan, 2020). The situation chosen for analysis was in a classroom setting and included all the members of an English class at primary level. Qualitative and quantitative data was gathered and tabulated. As pointed out by Merriam & Tisdell (2015), "The data collection techniques used, as well as the specific information considered to be data in a study, are determined by the researcher's theoretical orientation, by the problem and purpose of the study, and by the sample selected." (p.106). Qualitative data includes the use of interviews, observations, and documents. It is about asking, listening to, watching, etc., while quantitative data relies on surveys, questionnaires, tests, checklists, etc.

Data Gathering Instruments

For quantitative data gathering, this study made use of a test to evaluate the students' level of awareness regarding phonics. This test was based on the handout of Hastings and Prince Edward District School Board (n.d) and adapted to the research needs and the population tested.

Four aspects were taken into consideration for this evaluation: How well the children tested were able to match pictures of animals with the initial sounds of their names pronounced by the teacher. How well they were able to match letters with their phonemes pronounced by the teacher. How well they were able to pronounce the phoneme corresponding to the letter; and how well they were able to say the initial sound of the name of the animal shown in the picture. For quantification of the results, the test included a Likert scale ranging from 1 to 5; 1 representing zero awareness and 5 full awareness.

A second quantitative data gathering instrument was a survey given to the English class teacher and the area coordinator. The survey makes use of a Likert scale and helped determine how useful a phonics gamification proposal would be for five-year-old students at Fantasias Infantiles private school, and it was based on the research of Panagiotis et al. (2016) about gamification

techniques in computer programming class.

This research also required the use of a third instrument, which is qualitative in nature: a semi-structured interview. Said interview was made to the English teacher in charge of the class under study and the English area coordinator. The idea behind a semi-structured interview was to encourage the teacher and the coordinator to freely express themselves in a conversational way, since the experiences narrated by interviewees would help researchers gain insights that would not be attained by applying a survey or some other instrument.(Aleandri & Russo, 2015). The interview script was sent to three instructors within the English Pedagogy program for an expert-validation process. The experts who validated the instrument were Ms.Mariela Vasquez, Mr. David Hoyos, and Ms. Ximena Jarrin. The suggestions for improvement were integrated in the script. New questions like whether the interviewee had heard of phonics and if they knew about it were added. The instrument also asked if the interviewees consider that the use of phonics would be beneficial for the institution implementing a different teaching style. Additionally, phrases such as “The first one is...” were omitted; and instead of saying, “Would you like to have additional materials...” the question was changed to “Would you be open to including extra material...”. The information gathered by means of this instrument helped the researchers to corroborate the need for a proposal in the area of phonics.

Population

The population selected for this project were the 29 five-year-old students of the first-grade English class at Fantasías Infantiles school; as well as the teacher of that class and the English area coordinator.

RESULTS

Test given to students

The following chart shows the results of the test given to the 29 students selected for the study. Number 1 represents zero phonological awareness, while number 5 implies full phonological awareness. Consistency is evident regarding the four activities carried out during the testing stage and the number of students that seemed to possess either some or no phonological awareness.

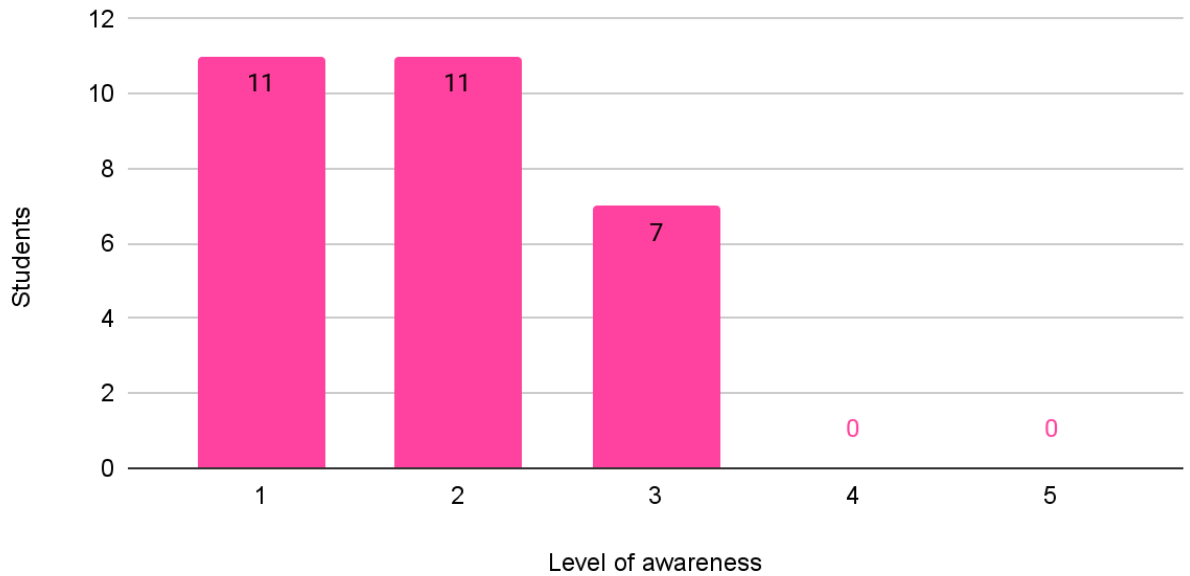
Table 1

	Number of Students & Level of Awareness					Total
	1	2	3	4	5	
Match (teacher pronounced) pictures with initial sound	11	11	7	0	0	29
Match (teacher pronounced) phoneme with letter	12	12	4	1	0	29
Say (child pronounced) the phoneme represented in the drawing (the letter)	13	13	2	1	0	29
Say the initial sound of the name of the animal shown in the picture	12	10	5	2	0	29

Graph 1

This graph shows that most of the students were unable to recognize and

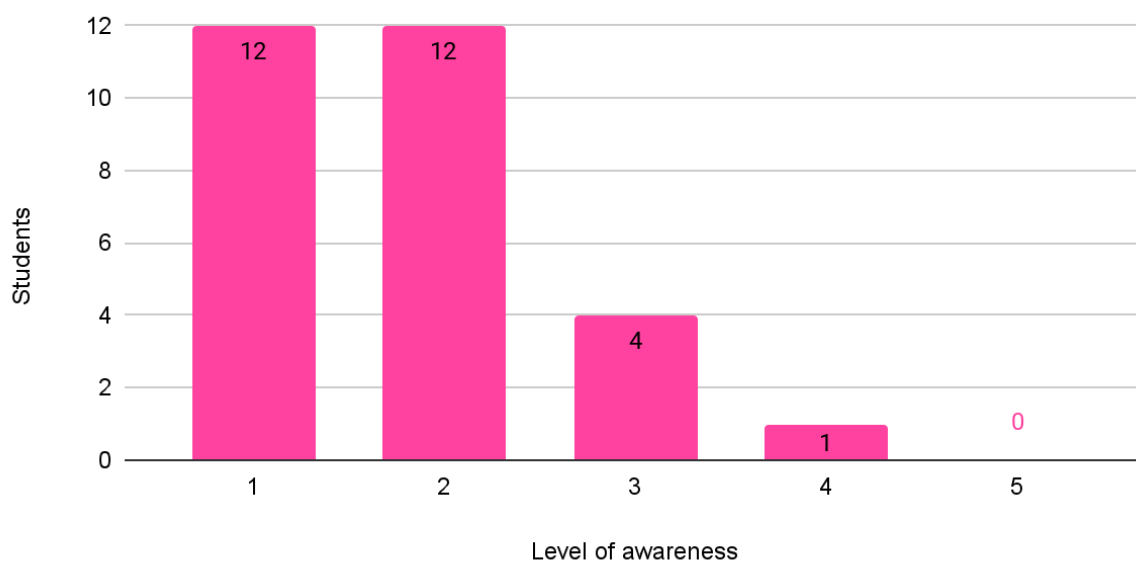
Match (teacher pronounced) pictures with initial sound of the name of the animal



match the initial sound of the word that names the animal with the picture of the animal. More than half of the students assessed were from zero to barely aware of what sounds corresponded to the names of the animals.

Graph 2

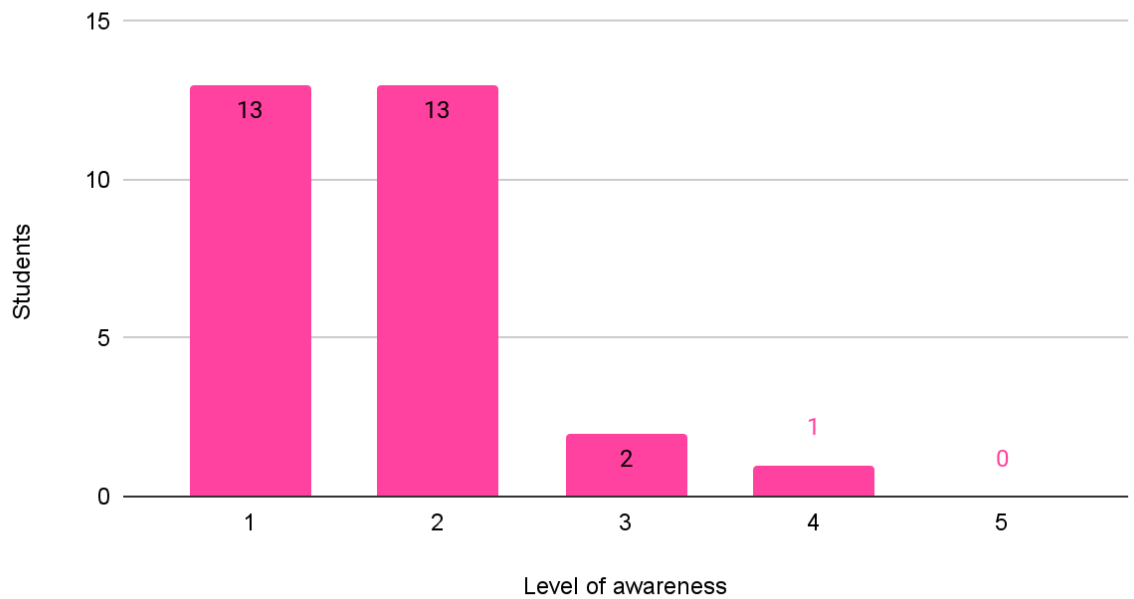
Match (teacher pronounced) phoneme with the grapheme (letter)



The second graph also shows that the majority of students were unable to match the teacher pronounced phoneme with its corresponding grapheme (letter). 12 students were in level 1 of awareness, i.e., zero awareness, and level 2 (barely aware). Only 4 students reached level 3 and 1 student was almost fully aware of the grapheme that represented the sound pronounced by the teacher (level 4).

Graph 3

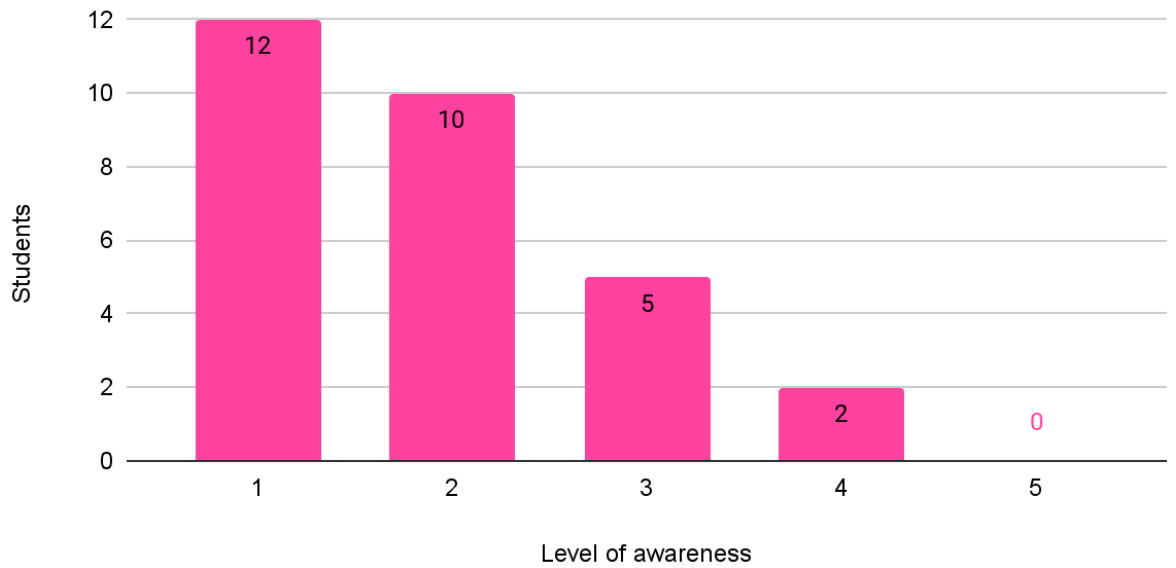
Say (child pronounced) the phoneme of the letter shown



The third graph shows that 13 students were not able to relate the grapheme shown (letter) with the sound elicited through it. Therefore, they possess no phonological awareness when it comes to producing or encoding sounds. Thus, they were placed on level 1 of awareness. Also, a similar number of students were barely aware of the phoneme grapheme match, which placed them in level 2. Only 2 students reached level 3 and 1 student was in level 4 of awareness. With this, it can be concluded that the majority of students were unable to successfully reproduce the sound represented by a particular grapheme.

Graph 4

Say the initial sound of the name of the animal shown in the picture



The fourth graph shows that 12 students had difficulty pronouncing the initial phonemes of the name of the animal shown. 10 students also had problems saying the initial sounds. Only 5 students were able to recognize and attempted to say the phonemes. Only 2 students were aware of the sounds and were able to pronounce them.

Survey given to the English class teacher and the area coordinator of Fantasías Infantiles school

Table 2

Question	Agree	Partially Agree	Partially Disagree	Disagree	Total
The games would make the learning environment fun and engaging	2				2
The games would motivate students to attend the class	2				2
There would be an appropriate distribution of time for the game	2				2
The games would improve understanding of the topics covered	2				2
Students' gaming performance would increase their confidence	2				2
Gamification would be a valuable use of the instructional time	2				2

Both, coordinator and teacher, agreed and determined that the gamification planning would successfully help students in their learning process. They considered that the lesson plans provided would encourage a fun, dynamic and motivating learning environment for scholars in order to develop their skills through practice and games. Gamifying textbook lessons will motivate students to attend classes, as they are expecting to play while learning.

Although the use of games is desirable anytime, there should be an appropriate distribution of time. Time should be allotted to introduction, explanations, practice and there should be playtime as well. The educators surveyed agreed that gamification is a more enjoyable alternative for students to learn and understand class topics, and it is a viable complement to textbook lessons.

Additionally, students' confidence will increase when they see their accomplishments and how well they did at the end of the game. They begin to trust their own capabilities to achieve things they were not able to handle before. They will respond to their peers and teachers' reactions and feel proud of themselves.

Finally, the instructors interviewed agree that gamification would be a valuable use of instructional time. It is an effective and innovative way to teach lessons and catch students' attention. Games will specially benefit those students that are loaded with more energy than others and need some ways to help them free that vigor.

Interview made to the English teacher assigned to the students selected for the study and to the English area coordinator

Two people were interviewed as part of this research project; the English teacher assigned to the group of students tested and the English area coordinator. As already established, a script for a semi-structured interview was prepared in order to gain insights regarding the amount of time the teacher devoted to the teaching of phonics, how beneficial they considered teaching phonics would be, how effective it would be to use complementary materials to develop or enhance phonological awareness and if they would be willing to

use the proposed complementary materials.

When they were asked about their knowledge of phonics and if they had incorporated them in their classes, they mentioned that they do know about phonics and gave a small explanation and examples of them in their lessons. They were also asked if they included components of phonics in their classes, and if they are in favor or not of teaching this aspect and if so, what the advantages were. When consulted the latter, the teacher responded that she did not include phonics at all due to lack of resources. On the other hand, the coordinator answered that she does include a few components when teaching the ABC's.

Additionally, they were asked if they considered the teaching of phonics beneficial for students and what would be the advantages of learning phonics. The teacher answered that it would certainly be beneficial for students, especially in the pre-reading stage. She emphasized that students would improve their reading processes and their knowledge of vocabulary.

The coordinator also stated that it would be beneficial for students to learn about phonics. For her, the advantages are that students would read faster, pronounce words correctly, and recognize the sounds of the letters.

Lastly, they were asked if they would like to have additional materials to complement the book lessons focusing on teaching phonics and if they considered that phonics would benefit the institution when using a different teaching style. Both of them agreed that it would be useful to have complementary materials for their lessons and that it would be beneficial for the institution. For the teacher, the institution would be able to focus more on teaching reading comprehension to students. The coordinator stated that it would make the institution more attractive, since not many schools are teaching students phonics and helping them to recognize the sound of the letters.

CONCLUSIONS

The design of complementary materials demands consideration of several elements. Teachers need to devote additional time to plan and execute the gamifying activities. They should also possess knowledge on the resources available at the school before making any plans. Additionally, they should be creative and able to determine what methods are the appropriate ones for students according to their conditions and level of knowledge.

Although there are different theories and studies that prove that phonics is an important element in a child's literacy development, EFL coursebooks do not emphasize the teaching of phonics to young learners. To analyze theories and studies from different authors, teachers need to know about how a child acquires learning and what methods are the most adequate according to their age and needs.

For teachers and coordinator to give their views on gamification of textbook lessons, they should know what is gamification first and then, give their opinion on how efficient and effective it will be applied to their textbooks. Also, they should analyze and decide what other benefits will there be if gamification occurs, for students and school.

Gamification is a great teaching tool that is not being exploited among young learners. This might be due to the fact that some teachers think playing games can cause disruption in the classroom. They prefer to make children work on regular worksheets to keep them busy and quiet.

RECOMMENDATIONS

The Institution should assign teachers a flexible schedule where they are allowed time to plan their classes more thoroughly, integrating different dynamics and interactive games to enrich the learning process. Also, the school should train their teaching staff and assign a budget to purchase the resources needed for the development of interactive activities.

Teachers must strive to compensate for the lack of material for the teaching of phonics through personal informed proposals of extra (interactive) materials, which should be linked to the topic covered in the coursebook as a way to complement the teaching-learning process. Educators should also be provided materials for their planning. They should think of creative ways to reuse them, so the school does not invest money on materials every time they plan to do something.

Teachers should incorporate different kinds of strategies to gamify their English lessons, thus children will be able to acquire literacy skills, reinforcing listening and speaking skills, to improve critical thinking, as well as problem-solving skills and developing digital literacy skills. Certainly, gamifying lessons provide a unique and innovative way to give opportunities for both educators and students, to learn in a more dynamic environment and experiencing diverse strategies to learn that's not coming from the use of only textbooks and traditional teaching methods. Additionally, educators should investigate different methods to make their classes more dynamic and fun, according to textbook lessons. They can watch videos and read from other sources to gain examples and models on how to create certain activities, or what planning can they come up with to help students learn better that's not through the sole use of a textbook, but with other materials too.

The Institution should furnish their academic staff with seminars and workshops about incorporating gamification in the classroom, so they are able to apply other teaching methods and techniques. Furthermore, educators should investigate by themselves strategies for integrating games in their classes as a way to reinforce their teaching, and in consequence, the students' meaningful learning. Likewise, teachers should be knowledgeable about how

children learn in general, their characteristics and how to approach them in order to design more personalized plans and diverse strategies that will meet students' needs.

PROPOSAL

Based on the needs perceived and corroborated through the phonological awareness test, interviews and survey, the following are game-based activities designed to be included as a complement to the English lessons for five-year-old kids at Fantasías Infantiles school in order to help improve students' phonological awareness.

General Data				
Project Title:	Using games with phonics for five-year-old learners at Fantasías Infantiles Private School			
Project Team:	Ma.Lourdes Lullwitz and Kuan Shin Wu			
Main Objective:	To design 18 complementary phonics teaching materials for 5-years-old children, during two months.			
Specific Objectives:	To analyze theories and studies on children's phonics learning and acquisition.			
	To gather teachers and coordinator's views on gamification of the textbook lessons for five-year-old learners.			
	To select innovative strategies and tools to introduce phonics to 5 years old children			
Execution time:	Starting	September, 6th, 2022	Ending	November, 3rd -2022
Evaluation time:	Starting	November, 8th	Ending	November, 22th

Project Description

This project looks into using games with phonics for young learners as a way of complementing their learning process at school in the First semester. Different dynamic materials such as graphemes, flashcards, nursery rhymes are going to be implemented in order to foster the students' learning. The activities are focused on phonics awareness, students have to match pictures to the sound letter pattern, recognize the initial sound, identify rhyming words in stories, name the letters and their sounds. The results are going to be evaluated at the end of the 2 months through a group assessment.

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
SO1	Graphemes	Students are going to match pictures to sound-letter patterns (graphemes)	-Students are going to recognize the letter with the sounds.	graphemes, flashcards	4 sessions	Teacher
	Find the initial sound game	The teacher will bring some toys to the classroom and students have to point to the animal that he listens to.	- Students increase the recognition of phonemes.	toys	4 sessions	Teacher

	Phonemes game	A set of initial letters will be written on sticky notes, which will be placed around the floor with vocabulary pictures. Students will hear the sound of the letter. Then, they will need to find and match the letter with a picture.	- student's are going to improve their phoneme skills	- Flashcards, sticky notes	4 sessions	Teacher
SO2	Practice rhymes	The teacher will read rhymes in the class, making emphasis on the new vocabulary through mimics and pronunciation.	-Children recognition of rhyming words	Rhyming books	4 sessions	Teacher
	Storytelling	Have children listen to stories and identify rhymes in the books. Before reading, ask children to listen for rhyming words and raise their hands when they hear them.	Children phonemic awareness	Books	4 sessions	Teacher
	Nursery rhymes	The teacher will use nursery rhymes. Traditional nursery rhymes are fun to teach. Children can	Student's ability to manipulate sounds in speech.	Nursery rhymes	4 sessions	Teacher

		learn them quickly and enjoy repeating them.				
SO3	Letter dice	Students should roll the dice, name the letter and its sound.	Students' recognition of sounds will improve.	Dice	4 sessions	Teacher
	CVC words bingo	Give each student a bingo board with consonant letters, then show some pictures, so they have to place a chip on the initial letter corresponding to the picture.	Children will identify CVC words.	Bingo board	4 sessions	Teacher
	Consonant missing	Label items (e.g. map, fan, pen, bag, rug) in the classroom with a consonant missing. Distribute letter cards to students and ask students to complete each word as they walk around the room	Children will be able to complete the activity with the missing consonant.	Items	4 sessions	Teacher

Strategy #1: Graphemes	
Objective	Students will be able to recognize the letters with their sound
Resources	graphemes, flashcards
<p>Description:</p> <p>1.- The teacher is going to bring flashcards to the classroom about wild animals.</p> <p>2.- The flashcards are going to be placed all over the classroom, so students can find them.</p> <p>3.- The teacher is going to tell the students the sound of a phoneme and will ask them to find the flashcard.</p> <p>4.- The students are going to find the flashcards with the corresponding grapheme.</p>	

Strategy #2: Find the initial sound game	
Objective	To increase student's recognition of phonemes
Resources	toys
<p>Description:</p> <p>1.- The teacher is going to bring some toys and place them around the classroom</p> <p>2.- The educator is going to say an initial sound</p> <p>3.- The students are going to point to the animal.</p>	

Strategy #3 Phonemes game	
Objective	To improve children phoneme skills
Resources	Flashcards, sticky notes
Description: 1.- The teacher is going to place sticky notes with initial letters on the floor. Then, she is going to bring some pictures of the vocabulary of wild animals in a box. 2.- Students are going to pick up the pictures of the box and put them next to the sticky note.	

Strategy #4 Practice rhymes	
Objective	To enhance children's recognition of rhyming words
Resources	Rhyming books
Description: 1.- The teacher is going to say rhymes in the classroom, related to the vocabulary of wild animals 2.- Students have to recognize which words rhyme and tell the teacher.	

Strategy #5 Storytelling	
Objective	To increase children's phonemic awareness
Resources	Books
Description: 1.- The teacher is going to say rhyming and not rhyming words, so students have to identify which one's rhyme and raise their hands. 2.- The teacher is going to read Humpty Dumpty 3.- The teacher is going to make a pause after reading each sentence and then ask students: Which word rhymes with "wall", "fall"?	

Strategy #6 Nursery rhymes	
Objective	To increase a student's sound manipulating ability
Resources	flipchart, marker
Description: 1.- Students make a circle sitting on the floor 2.- The teacher will present a flipchart with 3 words on it. 3.- The teacher will read each one aloud and then ask: Which word of these three doesn't rhyme? 4.- Students will identify the word that doesn't belong and cross it using a marker.	

Strategy #7 Letter dice	
Objective	To improve students' recognition of sounds
Resources	-6 letters dice
Description: 1.- The teacher is going to bring a big dice which contains some letters 2.- Students have to roll the dice. 3.- When the dice stops, the teacher will ask: What letter is it?	

Strategy #8 CVC words bingo	
Objective	To identify CVC words
Resources	Bingo board
Description: 1.- The teacher is going to give each student a bingo board with 4 consonants on it. 2.- The teacher will take a consonant from a box and then say them aloud. 3.- Students have to find consonants on their bingo card and place a chip on them.	


Strategy #9 Vowel missing	
Objective	To complete the missing vowels
Resources	Cardboards, pencil, classroom items
Description: 1.- The teacher will label items, like rug, bag, map, fan, pen in the classroom with a vowel missing. 2.- Then, she will distribute letter cards to students and ask them to complete each word as they walk around the room	


Budget list


	PROJECT	Project for improving phonics awareness	
	RESPONSIBLES	Kuan Shin Wu and Ma.Lourdes Lullwitz	
	DATE	16-08-2022	
	INSTITUTION	Centro de Educación Inicial "Fantasías Infantiles"	
		UNIT COST	SUBTOTAL
IMPLEMENTATION	Equipment	0	
	laminating machine		
	Travel expenditures	3	15
	Material resources		
	Office and school supplies		
	cardboard	1,75	8,75
	paper sheets	4,5	9
	printer ink	8	8
	cardboard box	3	12
	popsicles	2	4
	glue	2	2
	Software	0	0


	Labor hours	2	10
EVALUATION	paper sheets	4,5	4,5
	printer ink	8	8
	Subtotal	26,25	68,75
	Contingency reserves	5%	3,4375
	TOTAL BUDGET		72,19

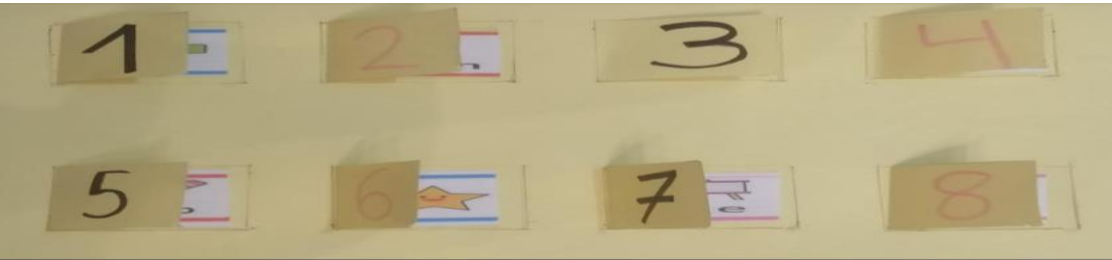
Template for the lesson plan

LESSON PLAN #1	
Subject: English	Scholastic Year: 2022-2023 Date:
Lesson:	Unit: 3
Objective	Students will be able to pronounce the phonemes corresponding to the first letter of each vocabulary word in the unit.
Warm-up	Review of phonics through a song. https://www.youtube.com/watch?v=5EYnyT-y-Yo&ab_channel=ClubBaboo Then repeat aloud.
Resources:	<ul style="list-style-type: none"> - Flashcards - Video
Activities	Flashcards with different letter shapes will be placed around the classroom. The teacher will ask the children to run to the card of the sound they hear.
Closing	Review of the topic covered. Goodbye song
<p>These flashcards will be used to reinforce students' knowledge of letters while hearing the sound.</p> 	

LESSON PLAN #2	
Subject: English Scholastic Year: 2022-2023 Date:	
Lesson: Unit: 3	
Objective	Students will be able to recognize and match sounds with letter shapes.
Warm-up	A song about the alphabet and its sounds. https://www.youtube.com/watch?v=PZQwET9mah4&ab_channel=A%2aList%21EnglishLearningVideosforKids . Letter shapes will be shown while singing along with the song. They will see the shapes while listening to the pronunciation.
Resources	- Flashcards - Cellphone - Pictures
Activities	Students will receive flashcards with initial letters of the vocabulary. Then, they will hear the sound of each letter first. Later, they will smack the card they consider that matches with the sound.
Closing	Review vocabulary words and have the students pronounce the initial letters of the words presented.
These flashcards include a picture of mouth movement so students can practice how to pronounce the letters.	
	

LESSON PLAN #3	
Subject: English Scholastic Year:2022-2023 Date:	
Lesson: Unit 3	
Objective	Students will be able to recognize the animals by their names and characteristics.
Warm-up	Play a song about animals. https://www.youtube.com/watch?v=yCDLG-0yLPk&ab_channel=PinkfongBabyShark-Kids%27Songs%26Stories They will be dancing and singing out the names of the animals.
Materials:	<ul style="list-style-type: none"> - Pictures - Cellphone - Sticky notes - Marker
Game	A set of initial letters will be written on flashcards. These are going to be spread around the floor along with pictures of the vocabulary. First, students will hear the sound of the letter. Then, they will need to find and match the letter with a picture (an animal or object whose name starts with that letter). This will be a race to see who finds the most pairs until time is over.
Closing	The teacher will show the pictures to the students, and they will have to name the animals and say what their initial letter is.
These are flashcards that matches with each animal's initial letter.	
	

LESSON PLAN #4	
Subject: English	Scholastic Year:2022-2023
Date:	
Lesson:	Unit 3
Objective	Students will be able to relate the animals' initial letter with their corresponding phonemes.
Warm-up	Review of the phonemes through a song. https://www.youtube.com/watch?v=ibHZ2zCwv1E&ab_channel=JunyTony-SongsandStories Encourage students to repeat the sound aloud.
Materials:	<ul style="list-style-type: none"> • color boxes • Vocabulary images
Game	Boxes of different colors will be placed on one side of the classroom. Then, each student will receive a set of vocabulary images with their names on the back. They will hear a phoneme and place a flashcard that contains an animal whose name starts with that phoneme inside a specific box. They will run from the other side of the classroom to put their flashcards.
Closing	The teacher will show the flashcards again as a review of the topic covered and ask students their initial sound.
These boxes will be used for students to place the pictures according to the phoneme they hear.	
	

LESSON PLAN #5	
Subject: English	Scholastic Year:2022-2023
Lesson:	Unit 3
Objective	Students will be able to identify the animals by their names and match them with their initial letters.
Warm-up	Students will watch a video about zoo animals. https://www.youtube.com/watch?v=GbK-UckpJSU&ab_channel=PinkfongBabyShark-Kids%27Songs%26Stories Then, they will be asked to say the names of the animals they were able to identify.
Materials:	<ul style="list-style-type: none"> - A3 cardboard - Cellphone - Pictures
Game	<p>An A3 cardboard will contain 7 small folded cardboard (shaped like windows) each with a number on top. Inside one of the windows, there would be a star picture for the lucky kid to receive a sticker. Each student will give a number and open the corresponding window.</p> <p>In each window, there will be an image of a letter. Lastly, each student will give the name of a vocabulary word that starts with that letter.</p>
Closing	Students will be shown the letters that they saw in the previous activity, and will be asked to say what the sound of that letter is.
<p>Inside each window there will be a letter for students to give the name of a vocabulary animal that starts with that letter.</p>	
	

Gamification App Prototype

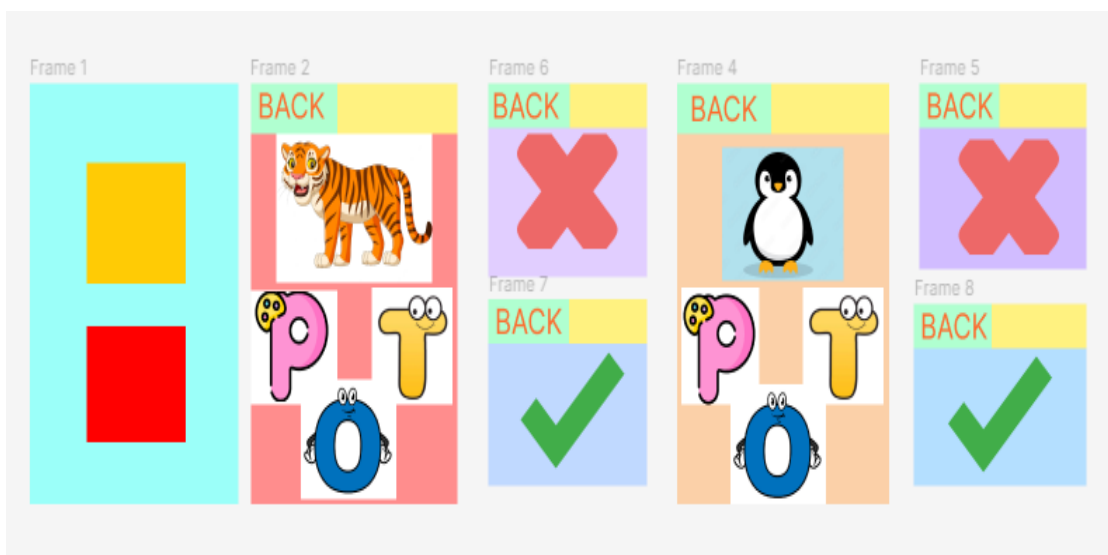
The following prototype puts forward an App for the students to work on the proposed activities aided by technological devices.

<https://www.figma.com/file/eYFIWMxwfFSUoVrA0tD3w7/Prototype?node-id=0%3A1>

The first activity consists of matching the phoneme and grapheme and animal whose name starts with the given phoneme and grapheme.



In this game, students will pick a color shown. Each color will lead to the picture of an animal, and they will have to select the correct letter that matches with the initial of that animal.



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APPENDICES

Appendix 1: Data Gathering Instruments

Students' Phonological Awareness Assessment

The following checklist helps teachers determine how aware five-year-old children at Fantasias Infantiles School are regarding identification and repetition of phonics. Mark from 1 to 5 to indicate the level from zero awareness (1) to completely aware (5).

(Student's name)	1	2	3	4	5
Match (teacher pronounced) pictures with initial sound					
Match (teacher pronounced) phoneme with letter					
Say (child pronounced) the phoneme represented in the drawing (the letter)					
Say the initial sound of the name of the animal shown in the picture					

Phonological Awareness Test

First name:	Last name:	Teacher:
School:	Date:	Grade:

Write the students' responses on the line and record any other observations.

1. Identifying initial sound. "Choose the picture that has this initial sound":

Words	Answer	Observations
a. Monkey		
b. Penguin		
c. Zebra		
d. Lion		
e. Elephant		
f. Tiger		
g. Frog		
h. Panda		

2. Identifying the letter that matches the phoneme "Choose the letter that corresponds to each phoneme":

Words	Answer	Observations
M		
P		
Z		
L		

E		
T		
F		
P		

3. Identify: "Tell me how this word sounds".

Words	Answer	Observations
M		
P		
Z		
L		
E		
T		
F		
P		

4. "Tell me the initial sounds of the name of these animals":

Words	Answer	Observations
a. Monkey		
b. Penguin		
c. Zebra		
d. Lion		
e. Elephant		
f. Tiger		
g. Frog		
h. Panda		

Interview script

Interviewers: Good morning, we are students from Catholic University of Santiago de Guayaquil. We are doing our research project and for this, we would like to ask you some questions to collect information about our topic.

Interviewers: Have you heard about phonics for teaching English?

Response: Yes - No

Interviewers: Do you know what phonics is about? Give an example

Response: Yes- No

Interviewers: Do you incorporate components of phonics in your English classes? Give an example

Response: Yes-No

Interviewers: Do you think it would be beneficial for students to teach them phonics?

Response: If yes....why?

If not.....why not?

Interviewers: What advantages do you think this knowledge would give the children?

Response:

Interviewers: Would you like to have additional materials to complement the book lessons focusing on teaching phonics?

Response:

Interviewers: Do you think that the use of phonics for teaching English would benefit the institution with a differential teaching style?

Response:

Survey

This survey aims to determine how useful a phonics gamification proposal would be for five-year-old students at Fantasias Infantiles private school. We appreciate your unbiased feedback.

Question	Agree	Partially Agree	Partially Disagree	Disagree
The games would make the learning environment fun and engaging				
The games would motivate students to attend the class				
There would be an appropriate distribution of time for the game				
The games would improve understanding of the topics covered				
Students' gaming performance would increase their confidence				
Gamification would be a valuable use of the instructional time				

Appendix 2: Interview Script

Script for a semi-structured interview with kindergarten coordinators, teachers, and director regarding the teaching of phonics at Fantasías Infantiles Private School

First interview to Susana Salas, English teacher from Fantasías Infantiles

Interviewers: Good morning, we are students from the Catholic University of Santiago de Guayaquil. We are doing our research project and for this, we would like to ask you some questions to collect information about our topic.

Interviewers: Have you heard about phonics for teaching English?

Teacher: Yes, I have

Interviewers: Do you know what phonics is about?

Teacher: Yes, it is the sound that each letter has.

Interviewers: Do you incorporate components of phonics in your English classes?

Teacher: Not at all. Only basic phonics due to lack of activities.

Interviewers: Do you think it would be beneficial for students to teach them phonics? why?

Teacher: Yes, it would be beneficial because it helps in pre reading.

Interviewers: What advantages do you think this knowledge would give the children?

Teacher: If they learn phonics, reading will become better and they will improve their vocabulary.

Interviewers: Would you be open to include extra material to reinforce the teaching of phonics?

Teacher: Definitely yes. I would be able to teach them phonics better.

Interviewers: Do you think that the use of phonics for teaching English would benefit the Institution with a differential teaching style?

Teacher: Yes, because the Institution will focus on developing reading comprehension for students.

Second interview to Cumandá Placencia, English coordinator from Fantasías Infantiles.

Interviewers: Good morning, we are students from the Catholic University of Santiago de Guayaquil. We are doing our research project and for this, we would like to ask you some questions to collect information about our topic.

Interviewers: Have you heard about phonics for teaching English?

Coordinator: Yes, I have

Interviewers: Do you know what phonics is about?

Coordinator: Yes, it's matching the sound with the letter. For example, the letter is S but it has its own sound.

Interviewers: Do you incorporate components of phonics in your English classes?

Coordinator: Not at all. Just something when we see the ABC.

Interviewers: Do you think it would be beneficial for students to teach them phonics? Why?

Coordinator: Definitely, it will help children to recognize the sound of letters and also the reading process will be easier.

Interviewers: What advantages do you think this knowledge would give the children?

Coordinator: First of all, they will learn faster how to read and how to pronounce words correctly.

Interviewers: Would you be open to include extra material to reinforce the teaching of phonics?

Coordinator : Yes.

Interviewers: Do you think that the use of phonics for teaching English would benefit the Institution with a differential teaching style?

Coordinator: Yes, definitely. Because not all schools teach phonics to young learners. So, that's an advantage, since we are preparing children to recognize the sound of the letters.



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FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN			
TÍTULO Y SUBTÍTULO:	Gamifying Textbook Lessons with Phonics for five-year-old learners at Fantasias Infantiles Private School		
AUTOR(ES)	Maria de Lourdes Lullwitz Zavala Kuan Shin Wu Wei		
REVISOR(ES)/TUTOR(ES)	Ximena Jarrin Hunter, M. Ed. Sara Ines Rivadeneira Enriquez, M. Ed.		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Facultad de Artes y Humanidades		
CARRERA:	Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés		
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PALABRAS CLAVES/ KEYWORDS:	Gamification, complementary materials, phonics, lesson planning, young learners, phonological awareness		
RESUMEN/ABSTRACT (150-250 palabras):	This research work looks into the gamification of textbook lessons with phonics for young learners as a way of complementing their learning process at school. Several authors stress the importance of using innovative materials to supplement classroom learning. The main objective of this work was to complement the class textbook by suggesting additional materials and resources, specially for teaching phonics to young learners. To achieve the latter, it was necessary to measure students' phonological awareness, which was carried out through a test. Then the English teacher and the coordinator were interviewed about teaching phonics. They were asked if they agreed these resources were necessary and if they considered gamification a beneficial method for their students. Finally, a survey was given to the teacher and the coordinator regarding their views about the proposal put forward, which consists of lesson plans where games are included to complement the English textbook. Both teacher and coordinator showed a positive attitude towards this gamification method to teach phonics to young learners. They recognized the positive impact that their students and school would achieve through the implementation of the suggested complementary materials.		
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CONTACTO CON AUTOR/ES:	Teléfono: +593 967934420 +593 988236855	E-mail: lourdes.lullwitz26@gmail.com kattyanime17@gmail.com	
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO TIC)::	Nombre: Jarrín Hunter, Ximena Marita		
	Teléfono: +593-4-6043752/593-9-99614680		
	E-mail: xjarrin@yahoo.com ; Ximena.jarrin@cu.ucsg.edu.ec		
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