



**GAMIFICATION AND ARTISTIC DRAWING  
FOR IMPROVING THE ENGLISH LANGUAGE INSTRUCTION  
IN ECUADOR: MEANINGFUL ONLINE EDUCATION<sup>i</sup>**

**Katherine Nerexy Bailón Delgado<sup>1</sup>,  
Erelin Maria Rivera Parrales<sup>1</sup>,  
Jhonny Saulo Villafuerte-Villafuerte<sup>2ii</sup>**

<sup>1</sup>Student,  
Program PINE of the Faculty Science of Education,  
Universidad Laica Eloy Alfaro de Manabí,  
Ecuador

<sup>2</sup>PhD, Professor,  
Leader of Project: LEA: "Cambiando vidas",  
Universidad Laica Eloy Alfaro de Manabí,  
Ecuador

**Abstract:**

This work aims to determine the contribution of gamification and artistic drawing in the English as a foreign language instruction of elementary school children in Manabí, Ecuador. The constructivist paradigm and qualitative and quantitative educational research approaches were applied to collect information. The participants were 105 people between second and fourth-grade students and teachers of two public schools located in Manta and Montecristi. They took part in an educational intervention that articulated games and drawings to the national curriculum for English class during October 2019 and September 2020. The instrument applied was the Valenzuela Learning Motivation questionnaire, and the techniques administered were a focus group, open interview, and Liker questionnaire. The results showed that all participants reached a relevant improvement in their vocabulary acquisition by participation in these language practices. It concluded that gamification and artistic drawing contribution is positive and relevant, increasing the lessons' meaningful and participants' motivation for learning.

**Keywords:** drawing; gamification, educational innovations; neurosciences; idiomatic practices

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<sup>i</sup> GAMIFICACIÓN Y DIBUJO ARTÍSTICO PARA EL MEJORAMIENTO DE LA ENSEÑANZA DEL IDIOMA INGLÉS DE ECUADOR: EDUCACIÓN EN LÍNEA SIGNIFICATIVA

<sup>ii</sup> Correspondence: email [uleam.lea@gmail.com](mailto:uleam.lea@gmail.com), [jhonny.villafuerte@uleam.edu.ec](mailto:jhonny.villafuerte@uleam.edu.ec)

## **Resumen:**

Este trabajo tiene como objetivo determinar el aporte de la gamificación y el dibujo artístico en la instrucción del inglés como lengua extranjera de los niños de la escuela primaria en Manabí, Ecuador. Para la recolección de información se aplicó el paradigma constructivista y los enfoques de investigación educativa cualitativa y cuantitativa. Los participantes fueron 105 personas entre estudiantes de segundo y cuarto grado y profesores de dos escuelas públicas de Manta y Montecristi. Participaron en una intervención educativa que articuló juegos y dibujos al currículo nacional para la clase de inglés durante octubre de 2019 y septiembre de 2020. El instrumento aplicado fue el cuestionario Valenzuela Learning Motivation, y las técnicas administradas fueron un grupo focal, entrevista abierta y Liker. cuestionario. Los resultados mostraron que todos los participantes alcanzaron una mejora relevante en la adquisición de vocabulario al participar en estas prácticas lingüísticas. Concluyó que la gamificación y la contribución del dibujo artístico son positivas y relevantes, lo que aumenta el significado de las lecciones y la motivación de los participantes para aprender un idioma extranjero.

**Palabras clave:** dibujo; gamificación, innovaciones educativas; neurociencias; prácticas idiomáticas

## **1. Introduction**

The observation of the English as a Foreign Language (EFL) classes in the contexts of elementary education in the province of Manabi, Ecuador, showed the necessity for dynamizing the teaching procedures and methodologies to improve their students' motivation for learning.

A relevant challenge of EFL instruction in Ecuador has been related to the improvement of learning environments. Thus, English teachers are permanently seeking alternative methodologies to use in their classrooms to achieve the commitments in their learning process. This work authors introduce gamification and artistic drawing to increase students' concentration, effort, and motivation for learning.

At this point, Gaitán (2013) argues that gamification is a technique that transfers games to the classroom with the hope of achieving better learning results. Games allow students to understand a foreign language better, enhance communication skills or reward concrete positive actions for reminding. However, gamification in EFL classes requires creative, proactive, and innovative teachers to assume the didactic practices (Liberio Ambuisaca, 2019).

Ceballos and Beltran (2019) argue that plastic arts activate the learners thinking systems, enhancing their skills and abilities to improve their psychomotor development.

It is also possible to find students who want to learn EFL, but it is not easy to learn grammar in a boring way. Thus, Gamification and Artistic drawing are two complementing strategies to give more dynamic to the current instruction in the context of Ecuadorian elementary education.

Nevertheless, a large number of students do not show interest in learning EFL. Some of the students consider it is a boring subject, and therefore, children and adolescents do not participate in class actively. Thus, their language performance is low. However, the observation of classes has shown that kids are exposed to long hours of diverse lessons attendance, sit down and forbidden the movement, using traditional methodologies in a monotonous way. This situation justifies this educational research to improve the learning environments in English class, expecting to help teachers create more meaningful learning environments. This work authors argue that games and artistic draws would be a plus for elementary school teachers in the Ecuadorian context capable of contributing to the innovation of current EFL instruction.

## **2. Literature review**

### **2.1. Artistic drawing**

The introduction of art drawing helps adults consider and respect the children learning rhythms, working the pedagogical action as a guide and not as an imposition. In artistic activities, we are all equal. Children find in it a space of expression, freedom, and trust. According to Moral (2018), drawing is a way how children link to their environment. When children draw, they active their internal reality and integrate the elements that compose it. This process promotes children's intellectual advance, emotional and creative development (2018 (López-Chao, 2019). However, it also influences creativity and imagination, helping people get different perspectives before a concrete situation (Aldana Ceballos & Pimienta Beltran, 2019).

To Baquero Simancas & Escolano Díez (2020), drawing is an artistic activity that can provide adults with relevant information about children's development. It activates people's thinking systems and strengthens their communication skills and psychomotor development. Besides, an infant projects his/her personality and possible problems through the figures represented in a draw, becoming a non-verbal diagnostic technique that favors the knowledge and study of children's personality.

Drawing is a unique didactic tool in teaching. Beyond a reward or a hobby, it promotes the expression of feeling in children. It also serves as a motivational focus for the learning process because it is an essential tool for detecting possible difficulties. Adults can also know better the children's strengths and weaknesses, among other characteristics of their personality.

Nevertheless, Cely Berdugo (2020) argues that the learning of technical drawing since the Industrial Revolution made this discipline a strict experience becoming an artistic discipline that stimulates imagination and competencies directly related to human development.

Drawing is an essential activity in childhood to produce forms that can cause excitement, enjoyment, and aesthetic pleasure, thus causing it to become an essential part of the socioemotional development component of preschool and school curricula (Zakaria, Yunus & Mohamed, 2021).

## **2.2. Gamification**

The education of the 21st Century demands permanent changes and innovation of the teaching methodologies. It forces teachers to incorporate strategies that adequately respond to training processes and promote collaboration, critical thinking, and knowledge.

To Corchuelo (2018), gamification is a practice used to motivate learners' participation and content development. Its success depends on the design, organization, implementation, and monitoring given to teaching practice. In this concern, it is relevant to be sure that gamification activity avoids putting in any danger to the kids. Thus, Gamification uses elements such as dynamics, mechanics, and components; the dynamics pretend to favor students' performance, and the mechanics involve motivation, behavior, represent rules, and rewards that become emotions related to challenges, prizes, levels, and gifts (Guevara, 2018).

Teachers can enrich the learning process when they articulate the activities to the constructivism principles. Besides, students can reach different skills on any project objectives to achieve. Thus, learning environments based on games allow students to play with a concept called preparation for future learning. Here, learners may experience an instruction to form it in the future when they face some issue in their real lives (Groff in Guijosa, 2018).

To Pisabarro & Vivaracho (2018), students' motivation increases when exposed to playful environments during teaching and learning activities. Gamification is a strategy for acquiring knowledge and skills, making use of the games as a technique that is booming in the educational field in current times. It is an instruction method that transfers the mechanics of games to the educational-professional environment to achieve better results in school challenges. For this reason, Gamification is an outstanding contribution and commitment for teachers, which contribute with new ideas, innovates the classroom, and show higher levels of students' motivation (Ortiz, 2018).

Gamification offers learners a playful process to increase their motivation to acquire new knowledge but changing the monotony of the traditional class for a more active class should be monitored by teachers (Gaitan, 2019). Besides, Epstein, Hohmann & Weikart (2019) argue that Gamification creates scaffolding for improving the current thinking of boys and girls before the future challenges them. This practice developing creativity and their capabilities to reason and solve problems around them.

## **2.3. Meaningful online education**

It is not enough to acquire an adequate theory of knowledge when people learn a foreign language. They must interpret sounds as messages with meanings. It is not enough to study grammar, memorize vocabulary, perform linguistic practices and different exercises. Rather a learner must have a love for the language. Here, teachers have a crucial role, encouraging students to enjoy learning through meaningful learning. At this point, Cova (2012) argues that listening is a natural and active activity that involves the ability

to receive, understand, interpret, and respond to the messages (verbal and non-verbal) when the interlocutor is using a foreign language.

Torres Chávez & García Martínez (2019) argue that virtual education requires the redesign of teaching materials from a flexible and interactive perspective, capable of responding to the needs of students. Teachers face the challenge to find strategies to encourage meaningful learning, favors cooperative learning, and improves the learners' memorization (Sanchez, 2019). Gamification provides the opportunity to transform and make more effective those tedious processes in the traditional educational system (Loor, San Andrés & Rodriguez, 2020). It allows creating more meaningful learning environments to improve any subject instruction (Zambrano-Álava, Lucas-Zambrano, Lucas-Zambrano, Luque-Alcívar, 2020).

Online education requires the review of teaching methodologies to increase students' motivation for learning. Thus, it is crucial to remind that online education should respond efficiently to learners' better value real-time to teach to the group or individual student according to their necessities. The literature review shows that gamification and drawing provide teachers with didactic resources and opportunities to ensure that students carry out self-regulated learning in an enjoyable, active way and, above all, achieve significance in what they have learned (Gaitan, 2019; Moral (2018); López-Chao (2019); Zakaria et al. (2021); Zambrano-Álava et al. (2020). The hypothesis tested in this research was: Gamification and drawing contribute significantly to the EFL instruction in Manta and Montecristi, Ecuador.

### **3. Material and Methods**

This research used the constructivist paradigm and the qualitative and quantitative educational research approaches to collect the information. In its empirical part, this work administrated the strategies presented by Avraham (2016) to systematize qualitative information and the unconventional analytical approach of social research proposed by Buchanan and Bryman (2018) that integrates the revision of texts of various types, which are relevant to integrating people's voices during an unprecedented social crisis as it is the global pandemic of COVID19.

#### **3.1. The participants**

They were 105 participants, 90 (85.71%) students and 15 (14.29%) EFL teachers from public and private schools of elementary education located in the Manta and Montecristi in Ecuador. These are captive groups that, within the framework of the PINE Pedagogy of National and Foreign Languages program of a State University of Ecuador during 2019-2021. See Table 1.

**Table 1:** The participants

Participants		Teachers			Students		
		Manta	Montecristi	Total	Manta	Montecristi	Total
Sex	Female	7	3	23	14	29	43
	%	54%	59%	57,5%	48,6%	48,3%	48,4%
	Male	3	2	17	16	31	47
	%	46%	41%	42,5%	51,4%	51,7%	51,6%
Total		10	5	<b>15</b>	30	60	<b>90</b>
	%	100%	100%	100%	100,0%	100,0%	100,0%

**Resource:** Research project register (2019-2021).

The questions that guide this study are:

- 1) Are Manta and Montecristi teachers motivated to use gamification and draws in the EFL instruction?
- 2) What is the teachers' perception about using gamification and draw in EFL class?
- 3) What is the gamification and draw contribution to the students' acquisition of English language vocabulary?

### 3.2. Instruments

The instruments for the collection of information administered in this study are listed below.

#### 3.2.1. Likert questionnaire

The questionnaire is an adaptation of the Game Motivation Scale (EMJ) introduced by Muñoz & Valenzuela (2013). The original instrument contains 27 items addresses categories: expectations, utility, importance, interest, and cost. The research team adjusted for the research team has 24 items.

The instrument reported Cronbach's Alpha of 0.89, meeting the international standards required for this type of study. Following the local regulations for avoiding the infections for COVID19, the instrument was administrated using a Google forms.

#### 3.2.2. Focus group

The focus group guide consisted of 4 triggering questions that guided the dialogue of the English teachers who participate in the process. Dimensions considered are (1) Listening practice using artistic draw, (2) Kinesthetic and auditory practice using artistic draw, and (3) Visual and listening practice using artistic draw.

A panel of researchers affiliated with an Ecuadorian state university evaluated the instrument. They were researchers who specialized in Didactics, EFL Teaching, and Educational Administration. After the corrections, the researcher team used a computer teleconference application in June/2020.

#### 3.2.3. In-depth interview

The interview guide was designed by the ad hoc research team, addresses dimensions:

- 1) Use of gamification in the English class,
- 2) Difficulties in classes when using gamification,
- 3) Contribution of gamification to learning English,
- 4) Gamification and motivation for learning English,
- 5) Games for educational purposes, and
- 6) Use of games in online education.

A panel of specialists in EFL teaching, Educational psychology, and Didactics validated the instrument. After the corrections requested by the panel of specialists, the interviews were carried out by telephone considering the policy of social distance for the pandemic of COVID19.

#### 4. Results and Discussion

The results are presented following the order of the research questions that appear in introduction.

##### 4.1 Teachers' motivation to use gamification and artistic draws in EFL instruction

Table 2 shows the teachers' answers when were asked about their motivations to use games and draws in EFL instruction. The instrument used was the Game Motivation Scale (Muñoz & Valenzuela, 2013).

**Table 2:** Teachers' motivation to use gamification and artistic drawing in EFL instruction

Items	VD	D	D/A	A	VA
1. I feel capable of encouraging my students in recreational activities for EFL educational purposes.	0%	0%	3.7%	18.5%	<b>77.8%</b>
2. I think play is a valuable tool to promote school EFL learning.	3.7%	0%	3.7%	11.1%	<b>81.5%</b>
3. I am certain artistic activities help students learn EFL in a better way.	0%	0%	0%	18.5%	<b>81.5%</b>
4. I like that in my classes, students learn EFL by playing and drawing.	0%	3.7%	3.7%	29.0%	<b>63.0%</b>
5. I am willing to invest time in recreational activities for the learning of my EFL students.	0%	0%	3-7%	22.2%	<b>74.1%</b>
6. I consider that I select effective didactic activities that consider, among others, the game or draw.	0%	0%	7.4%	29.6%	<b>63.0%</b>
7. The game is useful to facilitate EFL learning.	0%	0%	3.7%	22.2%	<b>74.1%</b>
8. It is important for me to integrate artistic activities in my class EFL design	0%	0%	3.7%	25.9	<b>70.4%</b>
9. For me it is important that children learn EFL by drawing and playing.	0%	0%	11.1%	18.5%	<b>70.4%</b>
10. I enjoy when students make a game out of EFL matter.	0%	0%	14.8%	22.2%	<b>63.0%</b>
11. The time I dedicate in my EFL classes to recreational activities is profitable	0%	0%	3.7%	14.8%	<b>81.5%</b>
12. If I want to, I can make my EFL students take advantage of the game and draw as means of learning.	0%	0%	0%	22.2%	<b>77.8%</b>

13. I consider that playful activities help to improve EFL learning	0%	0%	0%	11.1%	<b>88.9%</b>
14. I enjoy it when draw activities help me to learn EFL deeply.	0%	0%	0%	18.5%	<b>81.5%</b>

**Resource:** Focus group with EFL teachers of Manta. May (2020).

**Note:** VD= very disagree; D= disagree; D/A=Non disagree/non agree; A=agree; VA=Very agree.

The results show the highest levels in teachers' motivation to use the game and draw activities in the EFL. This result relates to the question:

- Why is limited the use of gamification and artistic draws in EFL instruction in Manta and Montecristi?

#### 4.1 Teachers' perception about using gamification in EFL classes.

Table 2 shows the teachers' perceptions regarding the use of games as a didactic tool in the English as Foreign Language Classes in elementary schools in Manta and Montecristi, Ecuador.

**Table 3:** Teachers' perceptions of using gamification in EFL instruction

<b>Category 1: Use of gamification in the English class</b>	<b>Sub-category</b>
P1. "Which must intervene to answer questions, complete, find words in the alphabet soup, fill out crosswords, among other games or activities planned."	Questions and answers Vocabulary review
P2. "Interactive games in the classroom to remember the new words that have been learned. Ex. Identify colored objects".	Vocabulary review
P3. "I use games in the warm-up stage to encourage the beginning of the class."	Activate learning.
P4. "It creates in students the necessity to learn new words."	Activate learning
<b>Category 2: Difficulties in classes when using gamification</b>	
P1. "Gamification has not given me any difficulties."	No difficulties.
P2. "In online education the difficulties are regarding poor connectivity. Students are left without participating when they have slow internet".	Bad connectivity.
P2. "On the other hand, there are very competitive students because they see the game as competition."	Sense of competition.
P3. "The disorder and a lot of noise in English classes, especially when the guidelines have not been well understood."	Disorder and noise in class.
<b>Category 3: Contribution of gamification to learning English</b>	
P1. "Playful activity helps to retain and memory more new words."	Train students' memory.
P1. "The class becomes more participatory. The students are more attentive and eager to learn because the boys like to participate by playing. "	Energize the class.
P2. "It contributes greatly to students because it is an interactive and dynamic learning technique because it motivates them to participate within the class."	Improves the communication.
P2. "Improve students' interaction. Thus, they communicate their needs".	Train memory.
P3. "It helps to shy kids to be more integrated in EFL class".	Self-confidence to speak.
P3. "It provides new visions of the teaching-learning process".	Innovate the classroom.
P3. "It allows teachers to create more fun and motivating activities for the student."	Stimulates creativity.
P3. To create the need to learn something new	

**Resource:** Interviews to EFL teachers of Montecristi, June (2020).



## 4.2. Teachers' perception about using artistic draw in EFL classes

Table 3 shows the teachers' perceptions regarding the use of artistic draws as a didactic tool in the English as Foreign Language Classes in elementary schools in Manta and Montecristi, Ecuador.

**Table 3:** Teachers' perceptions about using draw in EFL instructions

<b>Category 1: Listening practice using artistic draw</b>	<b>Methodology, didactics</b>
13:05 <i>"The difficulty that may exist is when there is a participation from student to student rather than from teacher to student or from audio to student, these have been one of the difficulties that have arisen"</i>	Interactive process
14:46 <i>"I consider that within the part of listening as a macro skill, the most outstanding that influences the learning or understanding of a second language is the variety of intonations or pronunciation of the different vocabularies that are being given the listening"</i>	Trial and error pedagogy
<b>Category 2: Kinesthetic and auditory practice using artistic draw</b>	
9:40 <i>"In younger children, one of the guidelines was the need for these initial levels to have a feeling between the teacher and the student so that he had the confidence to be able to produce these experiences in a foreign language"</i>	Affective pedagogy
23:25 <i>"In English he is learning a lot of vocabulary, connecting reality with art, this is a pretty great motivation because who does not like to paint"</i>	Motivation for learning and realia
7:51 <i>"The whole class revolves around grammar when practice listening"</i>	Goal-based learning. Grammar
8:45 <i>"My listening practices are more based on culture, in everything that has to do with the culture of English-speaking countries."</i>	Learning by project Country culture
<b>Category 3: Visual and listening practice using artistic draw</b>	
10:04 <i>"So, I worked a lot with the use of repetitions by means of the teacher giving them basic vocabulary, using puppets or theaters to be able to build vocabulary depending on the ages"</i>	Pedagogy of the arts and creativity
22:05 <i>"I always work with these visual stimuli, the visual stimuli help a lot first because it generates motivation in the student, to learn words, to inquire, to know, to suppose"</i>	Positive motivation for learning
31:34 <i>"The use of painting and drawing within the teaching of a second foreign language is fundamental because you allow the student to associate what he is listening to, what he is pronouncing, also project it in this case in the drawing of a vocabulary"</i>	Association with prior knowledge

**Resource:** Focus group with EFL teachers of Manta, July (2020).

#### 4.4. Gamification and artistic drawing contribution to the EFL teaching and learning process

In Figure 1 is possible to see the difference between a EFL class in pretest and posttest the intervention using gamification and artistic drawing.

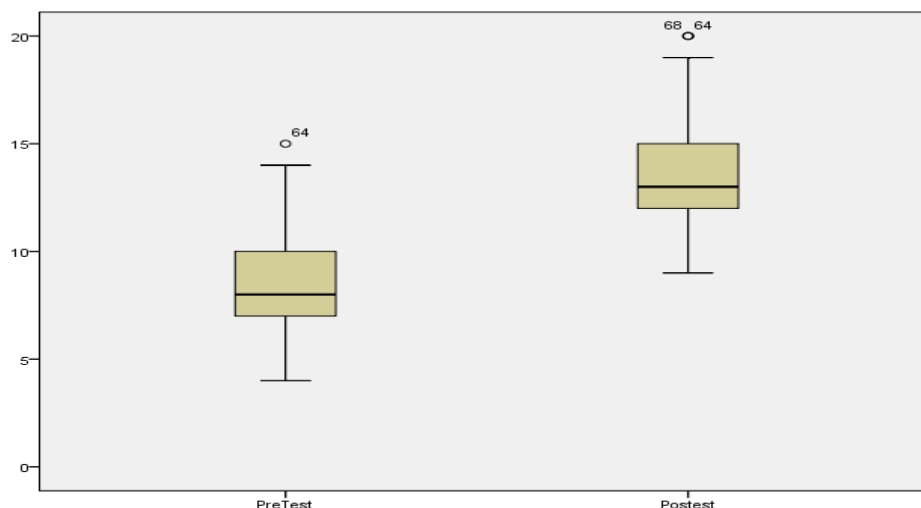


Figure 1: Pretest and posttest grades of participants the English vocabulary acquisition

#### 4.5 Hypothesis exam

The data series passed the normality test. Then, it is possible to use the parametric T-Student tests  $p\text{-value} = 0.05$ .

Normality tests							
	VAR00005	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistical	G1	Sig.	Statistical	G1	Sig.
Pretest	Artistic draw	,115	35	,200*	,947	35	,091
	Gamification	,127	60	,017	,954	60	,051
Posttest	Artistic draw	,135	35	,103	,954	35	,149
	Gamification	,136	60	,008	,963	60	,069

\*. This is a lower limit of the true significance.  
 a. Lilliefors significance correction

Related samples test									
		Related differences					t	gl	Sig. (bilateral)
		Average	Standard deviation	Type of the average	95% confidence interval for difference				
					Lower	Higher			
Par 1	Pretest - Posttest	-5,23158	1,14346	,11732	-5,46451	-4,99864	-44,594	94	,000

Ho = Gamification and drawing do not contribute significantly to the EFL instruction in Manta and Montecristi.

The T-Student obtained is  $p\ value = 0.00$  which allows rejecting the null hypothesis, so it is stated that there are significant changes between pretest and posttest results when teachers use gamification and drawing in EFL instruction.

The authors agree with the position of Corchuelo (2018); Pisabarro & Vivaracho (2018), when they state that one of the best ways to motivate learning in elementary education children is through play. The minors keep the energy that they require to consume daily.

However, the traditional educational system requires children to assume sitting positions without apparent movement for long hours. Meanwhile, the student remaining sitting and lying looking at the blackboard and eventually at the teacher is declared as a well-behaved student and example student worthy of imitating. Fortunately, teachers know that it is the nature of children to be on the go.

In the same sense, the authors agree with Sanchez (2019), regarding the fact that in the dynamics of the games, students test various competencies to overcome the challenges that arise. Through the game, children achieve greater attention and collaboration for the follow-up of the instructions and the organization of teams. However, considering that the game could lead to noise and excessive physical activity in the classroom, teachers must monitor the possible emergence of competitive behaviors that can reach aggressive levels.

Besides, authors ratify López-Chao (2019) argue that drawing is an activity that allows adults to see how children make the world that makes up their environment more visible. In this sense, people express their sensibilities and imagination through drawing. Thus, this kind of activity offers children opportunities to stimulate their creativity.

Drawing is a spontaneous means of expression which generally is free of rules. It is associated with play, a pleasant encounter between children to the colored pencils and their inner world. Kids only need their natural playful ability to draw. At this point, the authors agree with Aldana Ceballos & Pimienta Beltran (2019), the plastic arts activate people's thinking system enhancing skills and abilities. It also changes the perception in which we see things since it influences creativity and imagination.

Although learning is a natural human activity, many children find it challenging to focus on a rigorous learning process. Rates of learning demotivation remain very high in elementary and secondary schools globally. The online education due to COVID19 reported higher levels of demotivation to learn. This phenomenon relates to the lack of didactic supports that the school has but is not available at home. In this regard, the authors ratify Torres Chávez & García Martínez (2019) when they affirm that virtual education requires to achieve its most significant contribution to reorganize the subjects' contents and teaching materials. The introduction of artistic drawings makes it possible to recover fine motor skills delicately articulated to the students' sensibility, offering a valuable route to explore from the scholarly research.

Nevertheless, draws allow interpreting the points of view of minors who do not dare express their ideas and emotions of everyday life activities and complex events. In

this sense, only trained people should interpret the children's drawings to detect possible joys and fears.

Finally, the results obtained in this research show that participants' English vocabulary acquisition achieved through games and artistic drawing. It reported an increment from the average of 7 new words (pretest) when they learned with conventional methods to 12 new words (posttest) when they learn using games and drawings made in class.

Besides, the hypothesis test showed that Gamification and drawing generate significant improvement in the children's English language vocabulary learning.

## **5. Recommendations**

It is necessary to emphasize that gamification and artistic drawing as teaching and learning resources is not a new issue for most teachers. However, this practice is still limited in Ecuador due to the noise and clutter it often generates.

The authors recommended that when using play and artistic drawing for educational purposes, use brief and straightforward instructions to understand them. Thus, the most fearful and shy students will take part in the activities more frequently because the game creates spaces of trust in which the minors can improve their performance.

## **6. Conclusion**

Based on the theoretical review and analysis of the results, the authors declare the fulfillment of the objectives of the present study. This study concludes that gamification and artistic drawing contribute to the teaching of EFL vocabulary in second and fourth graders, concentrating on increasing the number of new words in a more enjoyable and motivational way. The main contribution of this work focuses on confirming that the articulation between gamification with artistic drawing allows the creation of meaningful scenarios that promote creativity and critical thinking in students. Thus, it can be used in online classes implemented globally in response to the pandemic of COVID19.

From the empirical stage of this study, the authors infer that the articulation of gamification and artistic drawing makes up a dynamic didactic proposal that manages to awaken students' interest in their process of teaching and to learn English as a foreign language. Thus, by carefully following the game rules and applying drawing and painting, children learn rules that will help them in their emotional and integral growth.

Here is the invitation to educational researchers to conduct further research to explore the contributions of games and artistic drawing in educational processes.

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### Conflict of Interest Statement

The authors declare no conflicts of interests.

### About the Authors



**Katherine Nerexy Bailón Delgad** is student of the program Pedagogy of National and Foreign Languages, mention English, Universidad Laica Eloy Alfaro de Manabí, Ecuador.



**Erelin Maria Rivera Parrales** is student of the program, Pedagogy of National and Foreign Languages, mention English, Universidad Laica Eloy Alfaro de Manabí, Ecuador.



**Jhonny Saulo Villafuerte-Villafuerte (PhD)** is research professor at the Universidad Laica Eloy Alfaro de Manabí, Ecuador. He is a doctor in Psycho Didactics and Specific Didactics graduated from the University of the Basque Country, Spain. The leader of the research project: "LEA: Cambiando vidas / Changing lives" of ULEAM, Ecuador. [jhonny.villafuerte@uleam.edu.ec](mailto:jhonny.villafuerte@uleam.edu.ec), [orcid.org/0000-0001-6053-6307](https://orcid.org/0000-0001-6053-6307).

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