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at Daniel Reyes school in the academic year 2021-2022.**

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los Idiomas Nacionales y Extranjeros.**

**Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e
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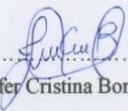


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Este trabajo va dedicado a todas y cada una de las personas que, con su gran bondad, amor, paciencia y dedicación, aportaron enormemente a la realización de este proyecto.

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ABSTRACT

This research project had as objective to use gamification strategies to develop speaking skills with 6th grades students at Daniel Reyes School in the academic year 2021-2022. Chapter one includes the theoretical support about gamification, its strategies and how they can be included in a lesson plan. Chapter two is concerned with methodology and a general perspective about how the researching process was going to be carried out. Chapter three presents this mixed study, which used surveys and interviews as tools for data collection. A survey was applied to students to identify the most common activities they have experimented in English classes. A post survey was applied to English teachers of the institution to determine the acceptance of the online platform as a tool to be used in English lessons. The interview was conducted to English teachers in order to identify the methodologies with which teachers feel familiar. Data collected determined that the English teachers of this institution ignore the most current teaching methodologies. Once data was analyzed, the researcher designed a guide with gamification strategies and educative platforms such as Genially, Learning apps, Voki and Educandy, to strengthen speaking skills of the target group. The proposal was socialized with English professors in order to know the impacts obtained from the proposal. Impact analysis evidenced that the online platform represents an excellent tool in improving students' speaking skills. It was concluded that the implementation of gamification strategies in a classroom can bring positive outcomes in the use of the language.

Key words: Gamification, strategies, online games, English, speaking skills.

RESUMEN

Este proyecto de investigación tuvo como objetivo utilizar estrategias de gamificación para desarrollar habilidades orales con estudiantes de 6to grado de la Unidad Educativa Daniel Reyes en el año académico 2021-2022. El capítulo uno incluye el soporte teórico sobre la gamificación, sus estrategias, y cómo estas pueden ser incluidas en un plan de clase. El segundo capítulo trata el tema de la metodología y muestra una perspectiva general de cómo el proceso de investigación iba a ser llevado a cabo. El capítulo tres presenta este estudio mixto que utilizó encuestas y entrevistas como herramientas para la recolección de datos. Se aplicó una encuesta a los estudiantes para identificar las actividades más comunes que han experimentado en las clases de inglés. Se aplicó una post encuesta a los docentes de inglés de la institución con el fin de determinar la aceptación de la plataforma en línea como herramienta para ser utilizada en las clases de inglés. La entrevista se realizó a docentes de inglés con el fin de identificar las metodologías con las que los docentes se sienten familiarizados. Los datos recolectados determinaron que los docentes de inglés de esta institución desconocen las metodologías de enseñanza más actuales. Una vez analizados los datos, la investigadora diseñó una guía con estrategias de gamificación y plataformas educativas como Genially, Learning apps, Voki y Educandy, para fortalecer las habilidades orales de la población participante. La propuesta fue socializada con los profesores de inglés para conocer los impactos obtenidos de la propuesta. El análisis de impacto evidenció que la plataforma en línea representa una excelente herramienta para mejorar las habilidades orales de los estudiantes. Como conclusión se obtuvo que la implementación de estrategias de gamificación en un salón de clases puede traer resultados positivos en el uso del lenguaje.

Palabras clave: Gamificación, estrategias, juegos en línea, inglés, habilidades del habla.

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INTRODUCTION

Topic

Gamification as a strategy to develop speaking fluency with 6th-grade students at Daniel Reyes school in the academic year 2021-2022.

Motivation for the research

English is a compulsory subject taught in primary, secondary, and tertiary educational institutions in Ecuador, this has represented a challenge to those who must learn this language as a part of their formation, most of these problems are summarized in the idea that English is seen as a language difficult to learn as well as a boring subject. This fact has brought some other problems, such as the low-level position of Ecuador on the list in which the language production is evaluated. Due to this reason, some teachers and people related to this field are looking for a solution to the problems in the acquisition and production of this language.

This research has been planned to present an innovative alternative of teaching English and to develop speaking fluency in the sixth-level students in Daniel Reyes school. During the pre-professional practice, students who are studying at Técnica del Norte university to be English teachers, have noticed the necessities that students have in this subject. Most of the students feel uncomfortable when they must use the language, nevertheless, they have shown interest in the games or interactive materials. For the reason mentioned before, the researcher has the main purpose in mind: present gamification as a strategy to enhance the language production in the English students.

Problem description

Technology is the term most commonly used in the current generations. However, the tools provided by technology are not generally used in the educational field. According to Nadezdha, Gabriela, & Lina (2014), games and didactic material derivatives by online platforms, are good techniques to increase motivation and solve educational problems such as concentration problems, misunderstanding, and lack of interest. Nevertheless, despite great technological advances, most schoolteachers prefer to continue using only the tools provided by the government.

Students, parents, and teachers from Daniel Reyes school located in San Antonio-Ibarra, were forced to use online platforms due to the pandemic that we have been going through since January 2020. Sixth grades students from Daniel Reyes school are also affected by this new disposition. Nowadays, students and teachers are using online platforms to have classes. However, tasks and homework continue to be part of conventional physical materials that have been used by teachers for many decades, for that reason, this research problem will address: Why conventional materials are not considered good tools to develop speaking

fluency in the students? And how to use gamification as a technique to develop speaking fluency in a second language?

Justification

Virtual classes are facing very difficult moments; lack of interest and concentration, are some of the main problems that teachers must deal with. Consequently, we found gamification as one of the solutions that those problems could have. The use of interactive tasks has shown a great acceptance by students, they consider the use of the internet, online materials, and games, as a funny way to acquire a second language since they feel that they are learning and playing at the same time (Acosta Medina, 2021).

This research is very important for 6th grades students at Daniel Reyes school in the Ibarra city because according to some researchers made in Latin America (El Universo 2015), about the English levels in schools and high schools, Ecuador ranks the 34th level in the use of the language, it means that our English skills are not being developed correctly. This fact, gives us a reason to create and present meaningful online resources that can be used to improve speaking skills.

This type of didactic material can improve the concentration, creativity, and the students' interest in the subject and at the same time for increasing their academic performance. In addition, teachers, parents, and other educational personnel are going to have free access to the platform which is going to present the steps to follow in order to create educational games. To sum up, this research brings with it, a timely solution for all those educational members who want to improve the oral production of their students, as well as, for enhancing their creativity when they are preparing materials.

Impacts

This research is going to represent a great impact in three different terms: academic, social, and technological.

The first aspect that this project is trying to improve is related to the academic field. The educational process has always experimented with some important changes and challenges, among them, we have the different ways that students are developing to learn. Nowadays, children are assimilating technology as a part of their daily life, for that reason, the inclusion of innovative and unusual materials into the lesson plans could represent a great impact on language acquisition.

The second fact that is going to be improved has to do with social areas. Gamification is not only useful to people who teach English, but it is also helpful for parents, families, and society in general because all of them are an important part of the country's progress. All people who are immersed in the educational process need to get used to the new strategies designed to facilitate the acquisition of a new language, creating an appropriate environment where knowledge can take place.

The last fact, but not the less important, this project shows a significant meaning in technological advances. As part of this project, the researcher presents a virtual guide with gamification strategies for the development of speaking skills. This online page will provide teachers with some free educational platforms with the respective instructions to design activities that will help students to enjoy their language acquisition.

Objectives

General objective:

Propose effective gamification strategies in the development of speaking skills in 6th grades students at Daniel Reyes school.

Specific objectives:

Diagnose the strategies used by the teachers in the improvement of speaking fluency.

Stablish theoretical bases that sustain the use of gamification as a good tool in the development of speaking fluency.

Design a virtual guide with gamification strategies in the development of speaking skills.

Present problems or difficulties

This research has brought with it some difficulties which represent a significant challenge at the time of its development. On the one hand, the first problem has to be with the modality in which classes are being developed, virtual education has some limits that can affect the data collection. On the other hand, the contact limitation could make it difficult to access the documents that are required to start the project. To sum up, the consequences of the pandemic are the main troubles that researchers must face during this process.

Structure of the research report

The content of this final research project starts with an introductory part where it is detailed the motivation for the research, the description of the problem, the justification, the impacts, the objectives, and the problems presented during the research process. Chapter number one is the theoretical framework which contains valuable information about gamification strategies. Chapter two contains the methodology used to gather information. Chapter number three shows the results and the discussion. Chapter four presents the proposal given by the researcher. Finally, chapter five gives the conclusions and recommendations for this research project.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Language theories

Language theories can be defined as the essential part to start describing the way in which people acquire a new language. Through time many specialists in the field have presented many theories together with strategies to develop the skills while people are learning a second language. Considering the materials, tools, and content taken as essential for these years, traditional methods emerged as part of the history of language. Xia (2014), includes in his research the most relevant language theories that have represented the education process for many years.

1.1.1 Traditional Grammar

This is considered the older one, it has its origins in Greece and Rome, where grammar was considered the main point to be taught in schools or to be learned by people who want to acquire a new target language. This theory is taken into account two general aspects, the first one is narrow, and the other one is broad. In narrow teachers emphasize only the language structure and in the writing part, putting apart the speaking part. In this part, students should be able to understand the rules that belong to the language, as well as identifying the grammatical errors that they can make during the process. On the other hand, broad is related to the language phenomena, where the historical aspects are considered as the appropriate ones to see the language as a general topic with general characteristics.

1.1.2 Audio Lingual Language

Based on the appearance of new educational tools, years after the grammar method, the inclusion of auditory material that allows students to approach the language in a more real way is also considered important. In this case, emphasis is placed on the inclusion of audios of native people, who, in addition to considering the grammatical structure, focus on phonetics and the correct production of sounds, thus leaving aside a general idea of a language learned from the same way as the native language (D, 2020).

1.1.3 Functional Notional Approach

In this theory, Gorelov (2020), states that this theory is conceived as a trend that seeks to free itself from the pedagogical paradigm in which education is submerged. Thus, a new era in this field arises trying to exceed the objectives set by the traditional curriculum. In this approach, language is considered as part of an essential process in which the need for communication arises in such a way that production is part of the effective and objective use of language. In 1983, the teaching-learning process has done an about-face in topics related to the skills that teachers focus to develop in

their students, during these years they look for a way to enhance their abilities to the production of the languages.

1.1.4 Communicative approach

In this approach, other educational factors are taken into account, which was not previously part of the pedagogical aspects. This curriculum also includes the perspectives of the teacher regarding the needs of the students and the preferences of the learners as part of their intellectual development. Here the production of language is emphasized as a form of communication, socialization, and sharing of ideas. The methodological strategies have more to do with interaction in a natural environment that generates confidence and security in the student. Errors are seen as part of learning, students over time have become the center of the class, allowing them to establish methods that will be fulfilled with the teacher's guidance (Chen, 2020).

1.2 Teaching and learning theories

The brain of people does not work in the same way, that is why it seeks to meet the needs in the educational field of all students through the correct use of teaching methods according to the learning system required by each individual. Given this situation, some researchers related to the subject, present theories derived from the functioning and natural development of human beings, thus linking the growth process with the acquisition process (Khalil & Elkhider, 216).

Regarding the way which people learn, researchers have presented many theories that support the process that students follow in order to acquire knowledge. To achieve learning goals, it is not only necessary to understand how the subject will be developed, but it is also important to consider the materials and the strategies that the teacher will use, which are going to be helpful to the development of students' comprehension.

Teaching theories present some information about how the classes should be developed. Each theory tries to solve the students' necessities meanwhile they facilitate the way in which students are going to process the information. According to Yassin A, Razak N, Maasum T (2019), there are two fundamental teaching theories that teachers usually apply to design their classes, and those are behaviorism and constructivism.

1.2.1 Behaviorism

Behaviorism is a theory presented by Ivan Pavlov and Skinner, in which the environment and its components are very relevant during human formation. The acquisition of a new language has a relation to some experiences which can be presented in the following steps: stimulation, response, and reinforcement. The behavioral learning theory is crucial in understanding how to encourage and assist pupils in the classroom. As a result of a response to the appropriate stimulus, information is transferred from teachers to students. In behavioral learning, students

are passive participants; teachers provide them with information as part of a stimulus-response system. Teachers explain to students how to react and respond to various stimuli. This should be done frequently to remind them of the behavior that a teacher is looking for (Coghlan, 2014).

1.2.2 Constructivism

Constructivism is presented by Jean Piaget as a theory that explains the importance of experiences in the assimilation of new information. In this theory, the student is presented as the responsible of create their knowledge through real situations that creating new information in the brain of the child. In this theory learning is an active process in which the learner generates meaning from sensory input, which means that the material presented around the child plays an important role, consequently they can connect real experiences with the solve problems strategies presented in classes. Due to this, constructivism involves cooperative activities, where the students work in group sharing and creating new understanding (Aljohani, 2017).

1.3 Communicative competences

Communicative competencies are described as the standards that students reach according to the level of language use. To establish a general level worldwide that a student must reach depending on the information acquired and the amount of training they have received in a given time, the Common European Framework has been taken into account, where skills and goals achieved are measured in six different levels, in each of them certain parameters are detailed with which they must comply in the four main skills: listening, speaking, reading and writing.

Table 1 *Common European Framework Reference Level*

Competent user	C2	<p>The student can easily understand practically everything he hears or reads.</p> <p>Knows how to reconstruct information and arguments from various sources, whether in spoken or written language and present them in a coherent and summarized way.</p> <p>He/she can express himself/herself spontaneously, with great fluency, and with a degree of precision that allows him to differentiate small nuances of meaning even in more complex situations.</p>
	C1	<p>The student can understand a wide variety of long texts with a certain level of demand, as well as recognize implicit meanings in them.</p>

		<p>He/she knows how to express himself/herself fluently and spontaneously without very obvious signs of an effort to find the right expression.</p> <p>He/she can make flexible and effective use of the language for social, academic, and professional purposes.</p> <p>Can produce clear, well-structured, and detailed texts on topics of a certain complexity, showing correct use of the organization, articulation, and cohesion mechanisms of the text.</p>
Independent user	B2	<p>The student can understand the main ideas of complex texts that deal with both concrete and abstract topics, even if they are technical, as long as they are within his or her field of specialization.</p> <p>He/she can interact with native speakers with a sufficient degree of fluency and naturalness so that communication takes place without effort on the part of the interlocutors.</p> <p>He/she can produce clear and detailed texts on various topics, as well as defend a point of view on general topics, indicating the pros and cons of the different options.</p>
	B1	<p>The student can understand the main points of clear texts and in standard language, if they deal with issues that are familiar to him/her, whether in work, study, or leisure situations.</p> <p>He/she knows how to deal with most of the situations that may arise during a trip through areas where the language is used.</p> <p>He/she can produce simple and coherent texts on topics that are familiar to him/her or in which he has a personal interest.</p> <p>You can describe experiences, events, wishes, and aspirations, as well as briefly justify your opinions or explain your plans.</p>
Basic user	A2	<p>The student can understand frequently used phrases and expressions related to areas of experience that are particularly relevant to him (basic information about himself and his family, shopping, places of interest, occupations, etc.).</p> <p>He/she knows how to communicate when carrying out simple and daily tasks that do not require more than simple and direct</p>

exchanges of information on matters that are known or habitual to him/her.

He/she can describe in simple terms aspects of his/her past and his/her environment, as well as issues related to his/her immediate needs.

A1 The student can understand and use very frequently used everyday expressions, as well as simple phrases aimed at satisfying immediate needs.

He/she can introduce himself/herself and others, ask for and give basic personal information about his/her home address, his/her belongings, and people he/she knows.

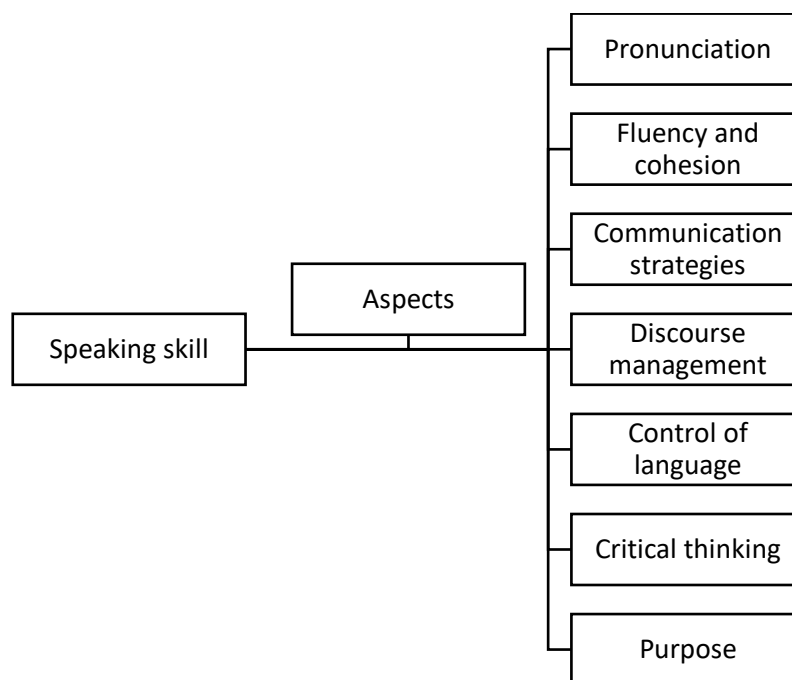
He/she can interact in an elementary way as long as his/her interlocutor speaks slowly and clearly and is willing to cooperate.

Note. COEDITAN: Secretaría General Técnica del MECD-Subdirección General de Información y Publicaciones, y Grupo Anaya, S.A. Marco Común Europeo De Referencia Para Las Lenguas: Aprendizaje, Enseñanza, Evaluación. © 2002 Ministerio de Educación, Cultura y Deporte, Subdirección General de Cooperación Internacional, para la edición impresa en español. Paseo del Prado, 28, 2ª planta 28014 Madrid.

1.4 Speaking communicative competences

Speaking is one of the four skills that second language students need to develop as part of their language competencies. Speaking skills are considered as part of the production skills, where students put into practice all that they learned through receptive skills, reading, and listening. Monar (2018), states that there are some aspects to consider to be graded or qualified to determine which level the student is on.

Figure 1 *Speaking communicative competences*



1.4.1 Pronunciation

In this part, it is considered how the student produces the sound in his/her speech, including the intonation and articulation. The speaker who wants to improve his/her pronunciation must know about phonemes (symbols used to mark how the word is correctly pronounced). Consequently, the way which the tongue and the mouth are moved to produce the sounds is also taken into account to determine how the pronunciation is carried out.

1.4.2 Fluency and cohesion

Fluency and cohesion could be divided into two different terms. However, both are part of a good organization of ideas. On the one hand, fluency is the ability that the speaker has to present their ideas without hesitation, having the idea clear and avoiding long pauses. On the other hand, cohesion or most known as cohesion, is the way in which a speaker organizes the ideas to present a good speech.

1.4.3 Communication strategies

Communicative strategies can be measured in three different ways, in a verbal aspect, nonverbal, and visual. Combining all the strategies together will allow the speaker to see the greatest success. In the verbal aspect, the student who is going to present the speech has to know how to deal with different situations that can appear during the discourse. In the case that it is seen in an individual presentation, the speaker should produce a natural connection with the audience, achieving in this way, real interaction and interest in the topic that is being presented.

Nonverbal communicative competencies have to do with the movement of the body during the speech, which means that the speaking has to connect and be represented by the expression given by the person who is talking. Thus, people follow the presentation and stay attentive throughout the speech. For this aspect, it is important to consider the type of the speech. It is very common to use hands in formal speeches, where the speaker can express emphasis and seriousness.

The visual one is related to the connection that the speaker has with the people who are listening to him/her. Visual contact is an especial part of communication, that is why the student who is learning the target language must develop self-confidence, so he/she can share exactly what he/she wants. Eyes are considered the most important part of the body to share and generate confidence. For this reason, the speaker must put emphasis in visual contact.

1.4.4 Discourse management

Discourse management is the capacity to direct a text or voice conversation in a specific direction. It indicates the amount of language used, as well as the importance and coherence of language. Either way, discourse management helps prevent or correct connection errors. For example, one person might ask the other person to clarify what they mean so that the confusion does not render the conversation ineffective or cause conflict.

1.4.5 Control of language

Language control is related to cognitive mechanisms that allow a bilingual person to speak a language correctly without interfering with non-target languages. Bilinguals can achieve this feat by engaging an area of the brain closely related to cognitive control. The first goal of the control of language is reflected in the transmission of ideas avoiding translation. The speaker must know or be involved in the topic to be familiar with the words that have to be used.

1.4.6 Critical thinking

Critical thinking is an intellectual process that involves actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered or generated from observation, experience, and knowledge, consequently successfully achieving an adequate speech. In this aspect, the ability to synthesize information impartially must be considered, generating a neutral opinion according to the type of public to which it is going to be directed, avoiding biased and unfounded thoughts.

1.4.7 Purpose

People generally look at a speech as a way to present an idea, opinion, or previously done the research. However, the purpose of the presentation is something that is not often taken into account before making it. The purpose has to do with the type of audience that the speaker addresses, this has to do with age, gender, identity, and beliefs, in such a way that the interest of the viewers is maintained throughout the presentation, avoiding confusion or misinterpretation. For this, the student must know the ways and moments to emphasize or to raise the tone of voice, in such a way that attention is achieved in parts of greater importance.

1.5 Fluency

Fluency is the ability that students of a second language possess to use the language effectively in such a way that their speech is perceived to be coherent, and it is easy to explain their ideas. In addition to this, fluency has to do with the good use of grammar that allows you to form clear and concise sentences (Shao, Janse, Visser, & Meyer, 2014). Shao et al. describe three senses of fluency: Cognitive fluency, perceived fluency, and utterance fluency.

1.5.1 Cognitive fluency

Cognitive fluency is defined as a strategy to acquire confidence to improve oral production. For that, fluency has a close relation with topics that are of interest to students. Cognitive fluency allows students to find a topic where they feel comfortable talking or explaining it. It is focused on how students can start developing their productive competencies based on their abilities to understand what they want to cover during their speech, students must objectively use the second language, producing all that they have received through research or readings.

1.5.2 Perceived fluency

This fluency factor is represented by how the native speakers perceive the oral production of the students who acquire that language as L2. Some language teachers have elaborated research where the native speakers or language teachers identify the grammatical structure and the correct pronunciation, in order to detect the most common mistakes made by the students. In this way, the teachers can modify or increment other materials to teach the theory about this topic and correcting the oral production mistakes.

1.5.3 Utterance fluency

Sho et al. describe in their research, utterance fluency as the aspect of pronunciation that can be measured. These aspects are related to the lexical, phoneme production, and the correct word articulation. For the fluency of the speech given by the student,

the teacher must consider certain parameters, also considering the development of an evaluation rubric where certain parameters are measured within a scale from highest to lowest, where the student will be qualified according to the correct use of grammar, phonetics, and clarity in the presentation of their ideas.

1.6 Gamification method

Through the increase of new ways of weighing and acting in the learning and teaching process, the increase of current, innovative, and attractive materials for students has also been considered. Gamification, a term defined by Figueroa (2015), is a tool that is not only related to games or techniques based on technological materials but also to create a better educational atmosphere, because this type of material can catch the interest and students' attention. But it is also important to consider the definition presented in an investigational work made by Dale (2013), who says that "Gamification is a new technology that incorporates elements of gameplay in nongame situations. It is used to engage customers, students, and users in the accomplishment of quotidian tasks with rewards and other motivators" (p.162).

Based on the research made by Fadhli, Brick, Setyosari, Ulfa, & Kuswandi (2020) games should look like part of the natural development of the children. Each game developed in class can be transformed into a new meaningful experience. "The objective for integrating Gamification towards education is to unchain a more attractive and effective learning experience for the student. Following this aspect, the L2 learner feels attracted towards having this experience" (Flores, Using Gamification to enhance second language learning, 2015). Apart from improving the student's development in the subject, this new method allows interest in the subject to increase notably, allowing the individual to enter the language in an unconscious and not forced way.

1.6.1 Game elements

The characteristics considered by teachers when designing or creating a teaching tool based on gamification are known as game elements. Each one of them seeks to include the necessary tools so that the game represents a significant contribution into the development of a lesson plan. However, the table that will be presented below can be used to create several educational activities for any area that is required.

Table 2 *Game elements*

Points	Numeric accumulation is based on certain activities.
Budgets	Visual representation of achievements for the use shown online.
Leaderboards	How the players are ranked based on success.

Progress bars/Progression	Shows the status of a player.
Performance graph	Shows player performance.
Quests	Some of the tasks players have to fulfill in a game.
Levels	A section or part of the game
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with another user through the game.
Rewards/reward system	System to motivate players that accomplish a quest.

Table 2 (Flores, Using Gamification to enhance second language learning, 2015) shows the game elements.

In addition to this, each game must present three key elements so that its use has a positive impact during language learning, the three main elements are known like conflict, cooperation and/or competition, and strategy and chance. The game must always represent a difficulty to overcome, this means that it is presented as a challenge, allowing the learner to feel challenged to fulfill an activity interestingly and creatively. This sensation experienced by the student increases their levels of ease in solving problems, which leads them to develop their levels of creativity and enthusiasm.

Cooperation is part of the strategies to be developed in a classroom, however, it also seeks to increase the feeling of competitiveness but in low medium amounts, also considering the psychosocial development of the student, this means that when presenting a challenging situation, it will not affect the characterization of the individual to present empathy for their peers. In this way, survival conflicts will be avoided and rather create ties of inclusion, respect, and cooperation. This element is one of the most difficult to control, since the nature of the human being is always to come out attractive in a competition of two or more participants, for this reason, educational games must consider the rewards for participation and effort.

The strategy gives the player control over the game by allowing them to make decisions that affect gameplay or their chances of attaining the goal. Games that are mainly focused on chance, on the other hand, place the player in a highly reactive phase, where they have little control over the outcome. A game can contain neither strategy nor chance, but it can combine the two or simply focus on one. Gambling games are, for the most part, games of chance. Games with little or no strategy or chance can be less engaging to play than ones with these features (Boller, 2013).

1.6.2 Game design

Games are more than just materials; they are not created systematically and aesthetically just for enjoyment, but they must also be innovative and focused. They must stand out from the crowd and not be clones of others. Originality and character are also required to provide the player's experience with depth and richness. A good game design is balanced and leaves the player with an overall impression of the game. That means that the design should provide students valuable information about the purpose of the game that they are going to use in the learning process, that information includes the perspective that individuals have about the game, is it difficult? Is it easy to solve? Do we need instructions to follow? If the student requires prior training to play the game or has doubts during the process, a good design will provide the student with the necessary information. The design of the game also has to do with the skills to be developed and with the objective to be achieved, in this case, it may focus on the auditory development of the language, grammar, or productive skills (Kachan, 2021).

1.6.3 Current uses of gamification

With the widespread use of social media and easy access to the Internet, the notion is now being used in a wide range of applications. “Some uses include employee motivation, the conceptualization of the concept of energy preservation, to beat and understand diseases, create healthy competition, to promote charitable donations, promote customer loyalty, education, language learning, among others” (Flores, Using Gamification to enhance second language learning, 2015).

The relationship between games and the educational field could be seen as an incompatible union because teachers prefer the traditional strategies to the teacher, which involve only physical material. This fact may be related to the lack of knowledge about the use of technological material by the teacher, the parent, or even students. According to Rasti-Behbahani (2021), learning a new language could be hard work to some students, for that reason, teachers should implement innovative material in order to take advantage of each student's abilities.

To apply the use of games as a strategy to teach and learn an L2, teachers need to work in developing and increasing the students' self-confidence, in order to see the responsibility that each student gives to their activities in the school and at home. This fact could be related to self-study, but what happens if students do not have the necessary material at home? For that reason, Rasti-Behbahani (2021), includes computer games in independent learning. In his publications, he said that “computer games give learners the flexibility to learn at their paces and from their interests. Computer games also provide motivational tasks that help sustain the learning effort as users are actively engaged in meaningful tasks” (p.112).

1.7 Gamification strategies

Gamification tactics have recently been employed in educational models to stimulate students' intrinsic motivation. Gamification could be used to increase user engagement and positive service usage patterns, such as the user's activity, the sociability of the service, and the quality of the user's actions. The distinguishing feature here is the use of gamification in digital environments, such as a digital engagement platform. Instead of assigning homework, the schools which want to follow these strategies encourage students to participate in units that have a mission and a challenge. Collaboration, role-playing, and simulations are among the gaming methods used in these adventures. Hands-on problem solving is the focus of the learning experience. Rather than irritating and pressuring students with exams, those institutions employ a point system in which students are rewarded for putting forth extra effort to compensate for errors and are not penalized for failing an exam. They can keep trying to improve their level in order to master a course. Instead of worrying about their grades, the students concentrate on the course material (Ferreira, 2017). Describing the previous characteristics that a gamification class presents; Ferreira gives the following strategies:

1.7.1 Setting short, medium, and long terms goals.

Setting goals for students can be a difficult undertaking. Because there are so many new changes in our country, picking the ideal aim may be tough. It is critical to remember that goal setting is a process that necessitates meticulous preparation, especially if teachers are in charge to be the guide that will help students to develop their ideas, preferences, and dreams.

To establish objectives to be met, we must be very clear about the approach that students have in their life so that the teacher can direct them to their destinies. In this case, we can determine a linguistic objective according to the language in the learning process. If the student intends to develop their speaking skills, the teacher must take into account activities that involve active and collaborative participation. The student's objectives should be divided into two phases, long and short term, this will allow the student to follow a sequence of steps and challenges which will be rewarded given the respective progress (Elias, 2019).

1.7.2 Challenges to display interest

Some research on cognitive development in children suggests that the feeling of stress be reduced to at least ten percent, thus avoiding collapse and irritability, which would cause a gap in their assimilation process of the matter in question. However, it is considered the inclusion of challenges as part of the teaching instead of tasks that

promote student anxiety (Legaki, 2020). Challenges are considered like a natural means for the human being to achieve our objectives; therefore, education must include activities that lead the child to demand and encourage him to improve every day.

1.7.3 Providing rewards

Student motivation has an impact on many aspects of school life, including attendance, academic achievement, and extracurricular activities. Every teacher must promote the highest level of student motivation possible, especially in today's educational atmosphere, where schools are constantly under pressure to enhance test scores, responsibility, and accountability. Teachers bombard kids with the prospect of prizes as a result of these pressures: stickers for good behavior, snacks for finishing assignments, and lunches for turning in homework. When children are given prizes, they do not believe themselves to be in charge of their learning, and they approach and complete activities differently than when they are not (Baranek, 1996).

Teachers must be trained on how to teach pupils so that they become genuinely driven rather than being propelled along by the prospect of the next external reward. The most important components are to create a self-contained classroom atmosphere and to enable pupils to see themselves as decision-makers. Teachers must also feel in command of the topic to be taught, how to teach it, and how to teach pupils to take command of the content.

1.8 Gamification in online education

The internet is a tool that provides material unlimitedly. In the current generation is necessary to apply methodologies according to their interests, because most of the time, students feel frustrated when learning a second language using just a book and quizzes. During the last years, online materials are more used to teach a new language because this allows us to access audiovisual material where the students can get involved in the language naturally and funnily.

The development of educational technologies compatible with social distance has become a crucial strategy in a time interrupted by coronavirus illness 2019 (COVID-19), as millions of students are restricted to reduce the spread of the epidemic. Even though social separation has been accompanied by online interactions, it has been made feasible by improvements in digital technologies. Technology also provides students with easy access to information and encourages the creation and sharing of knowledge, but it also necessitates educators' efforts to identify ways to boost students' motivation and engagement (Roldán-Tapia, 2021).

1.8.1 Online collaborative learning

Online education is a current situation that many countries are experimenting with around the world. This new order brought some challenges in the educational field, so teachers and researchers have been looking for new tools and methodologies to supply the necessities presented during the last two years. (Picciano, 2017). Online collaborative learning is a theory that supports the individual development of the student in conjunction with the environment that surrounds him, allowing them to develop critical thinking with which they can create and apply solutions through learning from lived and shared experiences. This theory also sets aside the traditional idea of teaching, since it is adapted to a new reality where the teacher plays a fundamental role because he is the interceptor of activities and materials with which an environment of cooperation and participation will be created.

1.8.2 Gamification as a tool to improve motivation in the L2 acquisition

People have been making games for thousands of years to harness the immense mental power of play. In this way, Gamification creates dynamic environments in which students can feel a sense of progress by achieving levels. (Boudadi & Gutiérrez-Colón, 2020). No matter how much teaching methods change, motivation and interest in the subject will always be considered essential factors in education. The use of online games and activities allows children to enhance their skills in a very different way from the traditional way, thus avoiding mental exhaustion, poor performance, and attention problems. Innovative materials like these will always be very well received by society, because with the use of these the desire to learn increases, and the creativity of the learners is developed.

1.8.3 Tools to involve students in gamification

Several instruments can be used by teachers to create dynamic activities which are going to help students to be involved in the aims of the class. Each app that will be described below, represents just some examples, there are available many more tools. It is important to highlight that the following apps have a direct relation with the development of speaking fluency skills.

Kahoot

Kahoot! is a fun and engaging approach for teachers and students to learn and review concepts in a fun style, just like a quiz. Multiple-choice questions are the most usual method, although there is also room for discussion and argument. This kind of platform is very common in English classes for practicing grammatical rules and vocabulary because the teacher can include pictures in his/her Kahoot game.

Educandy

Educandy allows teachers to create different highly visual and attractive educational games for their students. The first step to start creating is to register an account and start creating word searches, crossword puzzles, the hangman game, anagrams, memory games, and multiple-choice tests. etc. The creation is really simple and easy to share. The game will be represented by a link which can be shared with students, so they can use it as many times as they want.

Learning apps

Easy to use the website to create interactive activities that allow teachers to include text, image, audio, and video. Likewise, there is a repository created by other users and organized by subject. It is a very motivating and fun tool for students. The teacher can even find previously created activities as support or as a model activity. In this way, the tutor can have a clearer idea of what he/she wants to have for his/her class.

Genially

Genially is a very complete app where teachers mainly can create presentations with an interesting design to present a new topic. Besides that, Genially has a subdivision called “Gamification” where there are many tools to create games, it is presented as an editable template, in this way teachers can change the information, the pictures, and sound according to what he/she is going to teach.

Voki

Voki is a free platform that provides students with some tools to create an avatar that is going to move and talk reproducing what students have recorded in order to complete a task, a test, or homework. This app is easy to use, it provides many characters to use according to the topic or students’ preferences. In the end, students can obtain a link from his/her video, this link can be shared with the teacher to be checked.

CHAPTER II: METHODOLOGY

1.5 Methodology

1.6.1 Type of research

This research used a mixed-method, because according to Sampieri (2014), this type of research gives us a wider vision of what we want to obtain as a result. Additionally, a mixed procedure uses strategies that adapt easily to the changes that usually appear during the research process. In this case, this type of method was useful to obtain two different visions, from two different participants. The first one, related to the English teachers' experiences, and the second one about students' preferences.

Qualitative research

Qualitative research is characterized because it is focused on personal experiences. It gathers information based on feelings and personal opinions about the real situation in which they are involved. In the end, the researcher can present the answers given by the population using the narrative method. Cropley (2015) states that in a qualitative research, the respondents can express exactly what they think about the subject matter. He mentions in his research that the participant can use his/her own words to respond, and this fact can be very important for the interviewer, since this will allow him/her to have real answers from a perspective that is quite close to the problem initially raised.

Quantitative research

This type of research analyzes quantitative results, giving more reliable outcomes. It follows strict criteria and uses statistical methods. Once the problem has been raised, the researcher can make use of the tools that the quantitative method has. Those could be surveys with multiple choice answers. After data collection, the responses are represented with numerical data, to later be analyzed and interpreted. According to Apuke (2017), in a quantitative research, it is necessary to define the different variables that describe the problem to obtain accurate results, which are going to be analyzed using specific statistical techniques to answer questions such as who, how much, what, where, when, how many, and how.

1.6.2 Methods, techniques, and instruments

Method

This research used the deductive method, which is recognized by the presentation of a problem as a hypothesis at the beginning of the research, the same that was proved at the end of this procedure, through the analysis of the results obtained by the tools used during the data collection and the information found in other resources facilitated by professionals in the field that the research seeks to be immersed (Sampieri, 2014).

Technique

The techniques to be used were interviews and surveys. These types of techniques are useful to gather information from a small population. Besides, interviews are a faster way to be involved in the research field, acquiring knowledge with the use of structured, semi-structured, and non-structured interviews. On the other hand, surveys give a clearer vision of what the researcher needs to know, allowing his/her to create reliable instruments with appropriate questions, which can gather accurate information related to the subject matter (Singh & Bajpai, 2018).

Instruments

Based on the technique chosen, this research used structured interviews and questionnaires in order to obtain the data needed to find what the research is looking for. The interviews were structured by questions related to the methods and techniques used by two English teachers at Daniel Reyes school. The interviews were made and applied by the researcher in a zoom meeting using the L2. The questionnaires were made by multiple-choice questions about how students feel about the process of speaking fluency development and what they think about the use of online games in English classes. For this instrument, the researcher requested permission from the rector of the institution to make use of twenty minutes of a face-to-face English class. The questionnaire was made and applied by the researcher using the mother tongue. Each instrument was validated by two English teachers from the English Major at Técnica del Norte University.

1.6.3 Research Questions

How speaking fluency could be affected by the use of traditional methods?

What do teachers know about the existence of new teaching methods?

How gamification can be used to improve speaking fluency in students at Daniel Reyes school?

1.6.4 Population and sample

The population chosen to develop this research project is from Daniel Reyes school in San Antonio-Ibarra. Students from 6th grade were part of this process. The grades are divided into two parallels, A and B. Each grade comprises thirty-one students aged between ten and eleven. The total number of students who participated in the research is sixty-two. This group of students is made up of mestizo people, the same ones who are represented by a number of thirty-one men and thirty-one women. On the other hand, two English teachers from this establishment were interviewed about their methods used in class and the knowledge that they have about Gamification strategies. The teacher A has been working in this school, in the area of Basic Education, during five years. Moreover, the teacher B has

worked in this institution since September 2021. These two English teachers are mestizo women. They have a master's degree in education and a B2 certificate in the use of the language.

1.6.5 Sample

This research does not have a sample because the number of the participants is less than one hundred.

1.6.6 Data and procedure analysis

The procedure started with the recollection of theoretical information to support the creation of reliable instruments. Due to the fact that a mixed methodology was carried out, two types of instruments were created to collect qualitative and quantitative information (Annex 1 and 2). Each instrument was created by the researcher and validated by two English teachers from the English Major at UTN (Annex 3). For these instruments to be applied an informed consent letter was presented to the main authorities of the institution. Once this request was accepted, the interviews and surveys were applied (Annex 4 and 5).

The interview done for English teachers was developed in a Zoom meeting, where teachers had to answer seven questions related to the use of Gamification. The interview was carried out using the L2 and the time required for it was approximately fifteen minutes (Annex 6). The surveys were applied in an hour of an English face-to-face class, where students had to answer ten multiple-choice questions related to the use of games in English classes. The interview was carried out using the mother tongue and the time required for it was approximately twenty minutes (Annex 7).

In order to know the level of acceptance that the proposal has, a post-survey with seven multiple-choice questions were applied (Annex 8). The guide and the online platform were socialized in a face-to-face meeting with the two English teachers from the establishment (Annex 9), in this way it was obtained the impacts that are presented in the following chapter. To present the outcomes it was used pie and bar charts. At the bottom of each illustration, a descriptive statistical analysis is presented, the same one that allows us to organize and synthesize the information collected to present it in an informative way (Pino, 2018).

CHAPTER III: RESULTS AND DISCUSSION

In this chapter, it will be presented the result found after the application of the instruments to the English teachers and students from the sixth level at Daniel Reyes school.

3.1 Results of teachers' interviews

Q1. Which English Language Teaching methods are you most familiar to?

Teacher A

For me, my principal methodology is motivating my students. Motivation is a big methodology because if you teach with happiness you are going to give your students the happiness. English students feel shy all the time, or they feel frustrated when they want to speak in English, but if you have to motivate them before classes, they can give better results, like students to the teacher.

Teacher B

Well, I have used some methods, but I consider that one of the most effective methods is cooperative learning, in workgroups due to the fact that students can feel more secure and they can participate and, in this way, they can develop their abilities.

Analysis

This question was focused on the method most used by the English teachers participating in this study. The answers showed that teachers are focused on the students' productive skills. Both teachers agree that motivation and interaction is the most important aspect to develop a class. They seek the participation of all students through the application of methods that can make feel them more comfortable, allowing them to think that they are capable to do anything, giving students enough opportunities to share their thoughts using the language. Therefore, methods that include oral interaction and promote motivation, are considered like the most effective to improve students' speaking skills.

Q2. How do you consider the speaking skills of your students?

Teacher A

I have not been working here for a long time, so I do not have a very clear answer, but I think that the English of students from Daniel Reyes school is acceptable. They want to transmit communication, because English is communication so they want to give the best to the English teacher.

Teacher B

Well, at the level in which I work, the students speaking skills are a bit low, since the bases needed have not been very well created, so they can develop this ability. I consider that the speaking skills of students at Daniel Reyes school are not very well, and despite that teacher have tried to look for some strategies to improve this weakness, it is a bit complicated because students feel shy when they have to speak because they think that they can make a mistake and for that reason, they do not participate or they could not develop this ability.

Analysis

This question was oriented to know the reality of how the students' speaking skills are found. The answers gathered from this question showed a great contrast. On one hand, teacher A thinks that English students have shown the knowledge needed to produce and use the language. On the other hand, teacher B, shared a different answer, in which it is clear that students do not have a good base, so they have not been able to use the language properly. However, there is an important aspect to take into account, the interviewed A is a new teacher at Daniel Reyes school, and for that reason the answer could not show an answer very close to reality.

Q3. Have you ever tried using games to promote students' participation in your classes?

Teacher A

Of course, if you do not promote games to your students, probably the class is going to be boring, and I have to give all the time games for my students, maybe at the beginning of the class, in the middle or almost finishing the class. But you have to all the time give games, children or teenagers you have to all the time show security as a teacher and give motivation, and in this case, motivation is games. However, in some classes is not necessary to give games, but your participation like a teacher gives students motivation, for example telling some jokes.

Teacher B

Yes, I have tried. To be honest, games are a very good methodological strategy so students can learn any subject, any knowledge that teachers want students to learn, if we do it in a fun way, in this case through the use of games, it is very striking. We are not inside of a boring learning process. On the other hand, when students take this process as a game, I am very positive that they will learn more.

Analysis

This question was focused on knowing the experience that teachers can show about the use of games in classes. Both answers show that games are commonly used in English classes.

They share the idea that games have to do with motivation. However, the teacher A shares that one of the most important things in class is the security that teacher shows inside of the class. In this way, games and teachers' participation are a fundamental tools to promote the students' participation, because students put aside the idea that English has to do with boring classes.

Q4. May Gamification use help students to develop their speaking skills, do you think?

Teacher A

Yes, first of all, gamification is important around the universe or worldwide classes, it could be English, Mathematics, whatever class. But I think that the use of gamification in classes is acceptable because the class can call the students' attention because you are giving more strategies to learn English, especially English.

Teacher B

No, I have not heard about Gamification, this term is new for me. I do not have knowledge related to how teachers can work with this strategy. I have had a brief review, but I think that it is a good strategy, so students can feel involved in the learning process, and in this way, they can experiment with new knowledge. We are living in a new reality, in a technological world, so education is not the same as before, now we cannot base on books, now all is digital. For the reasons mentioned before, I consider that the application of Gamification is a good idea.

Analysis

This question was applied to know the interviewed opinion about the use of Gamification to develop students' speaking skills. The information gathered shows two contrasting opinions because, unlike teacher A, teacher B expresses in the answer that she has not heard about Gamification. Nevertheless, both teachers consider the use of games as an excellent idea to help students to develop their speaking skills. Both agree with the idea that through the use of games, students can be involved in the class, making them feel attracted to the class.

Q5. Considering methodological aspects, how gamification can be used to improve the students' speaking skills?

Teacher A

Well, for me, when I see my students' low-level English, I like to use Gamification, like games. In my case, I give my students logical oral vocabulary to express ideas, if you give some logical games to your students, they are going to increase their vocabulary and after that, they are going to express ideas in English, because like a teacher you need production in English, so if you give them logical games, they can produce English.

Teacher B

I consider that the application of those strategies would be very good to develop the speaking skills because students would feel very confident and more motivated for being part of this process, where they can learn through the use of this kind of games. I figure that there are an endless number of games to learn this language.

Analysis

The purpose of this question was to know how teachers can apply gamification in their classes. In this part, it is very important to highlight that both teachers think that the application of games is a very important strategy to include in any class because it allows students to feel free to participate. The answers show that it is essential to facilitate them the necessary vocabulary to participate in class. In this way, games can be applied as a reinforcement to put into practice the words learned.

Q6. What apps or platforms, from your point of view, can be useful to create didactic activities to develop speaking skills in your students?

Teacher A

In my point of view, I think all apps are excellent, depending on the English level. But some apps are perfect because you have to see the students' English level, as I was telling you at the beginning. I love the cake app, because the cake app can express some ideas, and grammatical ideas and you can use them.

Teacher B

Well, to be honest, I have used some platforms to make the learning process easier. Taking into account the students' level and considering our educational system and our curriculum, it is a bit complicated, but teachers have tried to apply these kinds of tools. In my case, I can say that I have applied quizizz. I have also tried to use another app that is easier to access and faster to use, and it is the evaluations made in forms. I do not remember another app, but the most common for me are those.

Analysis

This question is focused on knowing the applications with which teachers are most familiar. The answers obtained show that the apps used by them to teach English are: cake app, quizizz, and google forms. They explain that those apps are useful to teach grammar and taking tests. Despite all this, they consider all apps as very good material, but for applying them, it is important to take into account the level of students.

Q7. What do you think about the idea of having a free platform where teachers can have access to information about useful apps to improve the speaking skills in their students?

Teacher A

Ok, a free platform could be a dream, you know, in life you have to pay for some apps, in real life you have to pay all. You do not see things that are free, if you know that something is free, you think it is not good. When you pay for something, you think, it is good because you had to pay, especially when it is expensive. But I think teachers have certain access to use all apps, and we have to pay, but free...I do not know because that is not possible to use a free app. I have never seen a free app, for example, I have to pay for using the cake app, but it is not expensive, maybe it is two or three dollars. If you want to learn more English you have to spend money.

Teacher B

I consider that the use of a platform, especially if it is a free one, it is a good idea, it is a very positive fact for the educational system and our students, due to the fact that we develop in an environment where students are poor, and if they have the possibility to access to a free platform which would help them to improve their speaking, it is a very good idea to develop the English language in our students.

Analysis

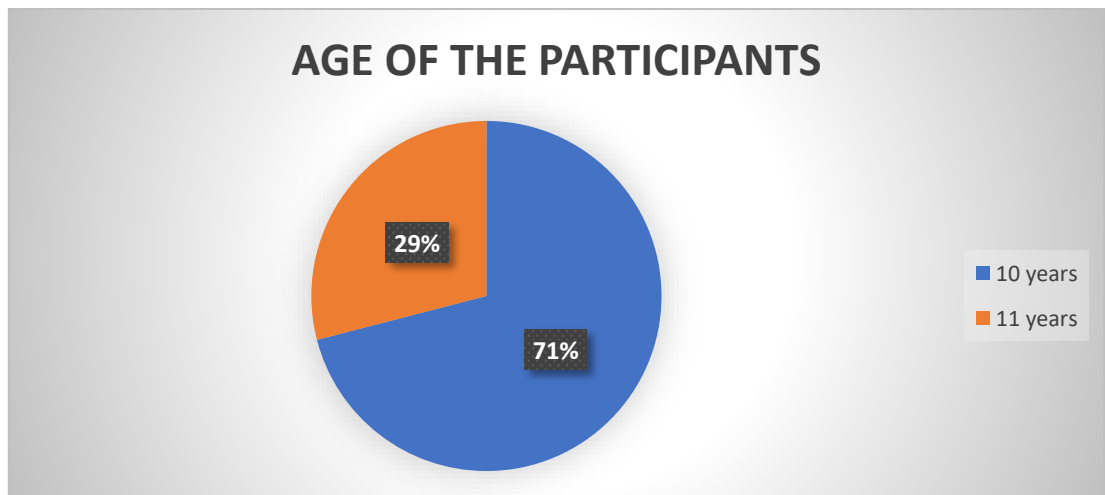
This question was applied to know what they think about the idea of having a free platform where they can find some apps that can be used in class. The responses show that they have different opinions. Teacher A thinks that finding a free platform is something impossible because teachers have to invest money in order to have better materials. But despite that, teacher B considers an excellent idea, which can be used to improve the learning process in the English subject.

3.2 Results of students' surveys

Informative questions

3.2.1 Age of the students who participate in the survey.

Figure 2 *Students' survey: Age of the participants*

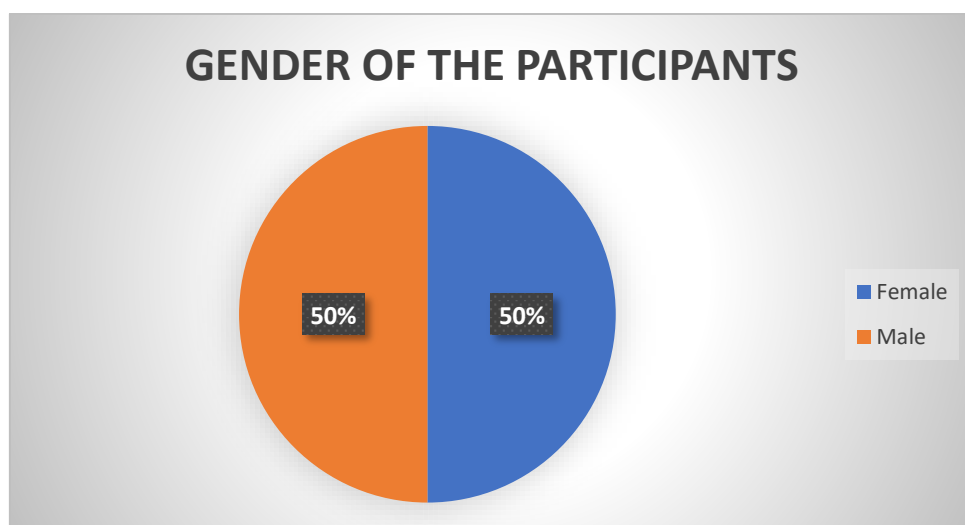


Note: researcher elaboration. Source: survey applied 2022.

The age range of the participants does not vary greatly, so their opinions and responses will be consistent with what they experienced during their years of education.

3.2.2 Gender of the students who participate in the interview.

Figure 3 *Students' survey: Gender of the participants*



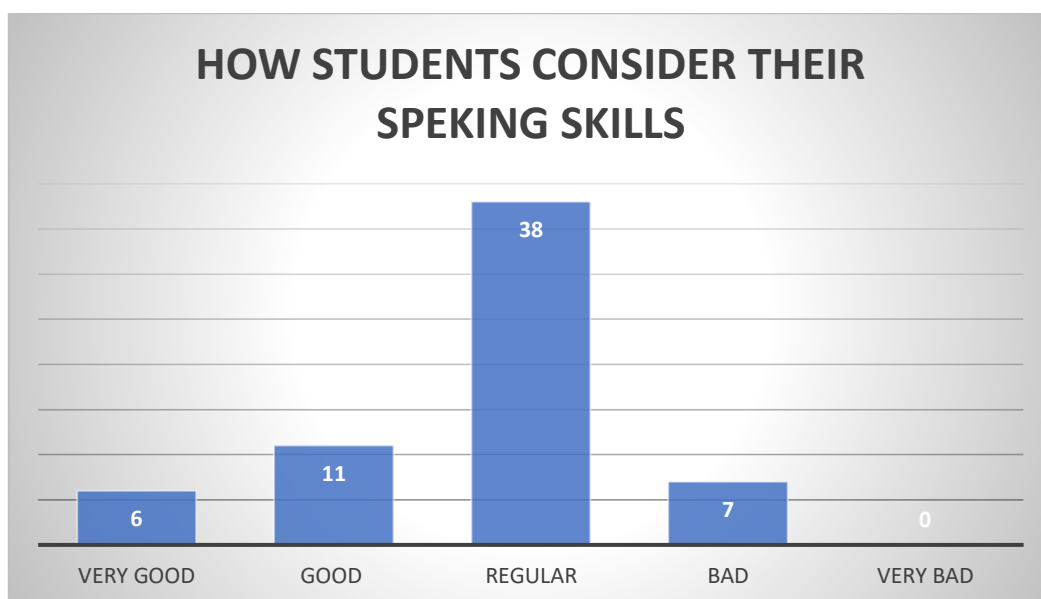
Note: researcher elaboration. Source: survey applied 2022.

The gender of the participants is distributed exactly, half of them are men and the other half are women, so opinions will not be biased in this area.

3.2.3 Interpretation of how students consider their speaking skills.

Figure 4 *Students' survey: Question 1*

How do you consider your speaking skills?



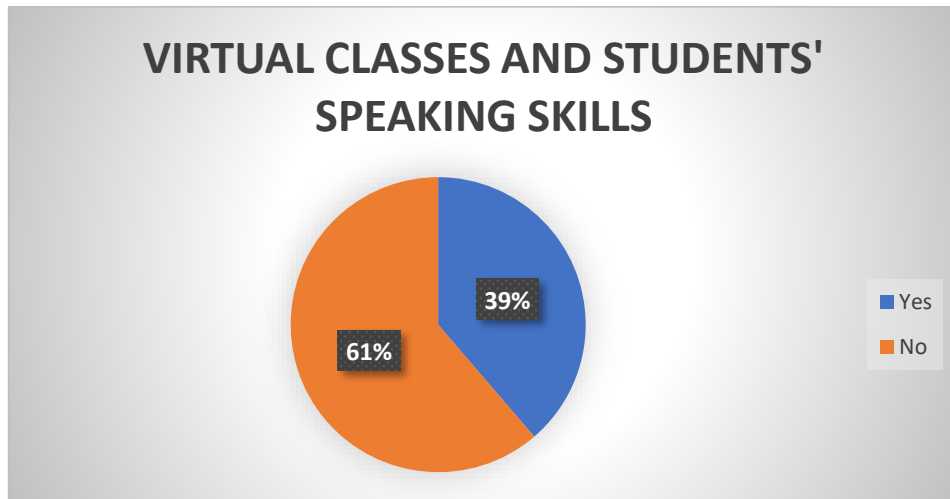
Note: researcher elaboration. Source: survey applied 2022.

The bar charts show the number of answers obtain for the first question in the survey applied to students, about how they consider their speaking skills in English classes. More than half of the students answered that their skills are regular, so they consider them neither good nor bad. A little less than a quarter of the students surveyed consider their abilities very good and good. And only a tiny minority choose the option bad to describe their abilities. This means that students' opinion does not reflect a low level of language use.

3.2.4 Interpretation of how students considered virtual classes.

Figure 5 *Students' survey: Question 2*

Do you feel that the new virtual modality has helped to improve your English level?



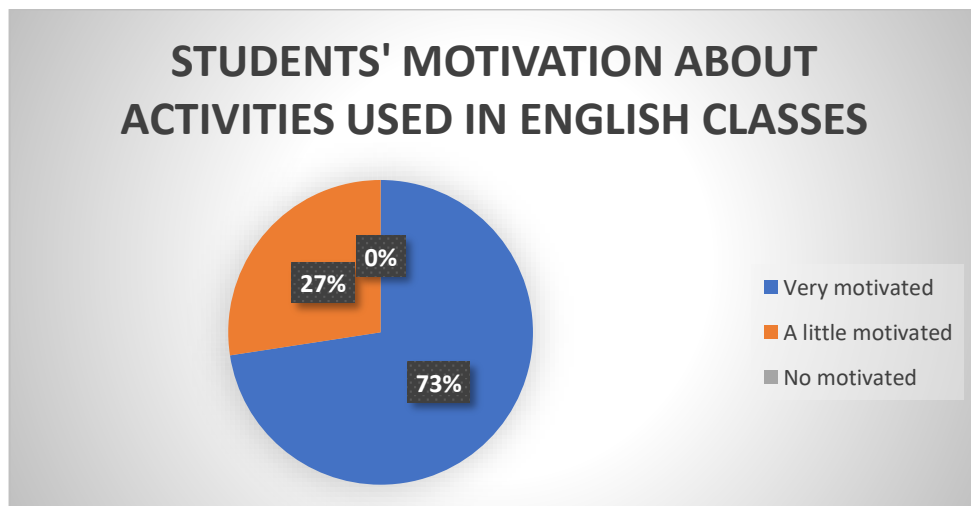
Note: researcher elaboration. Source: survey applied 2022.

This illustration shows the responses obtained for the second question which was about whether or not the students consider virtual classes as a good opportunity to improve their speaking skills. According to their reality, many of the participants chose the answer no, this means that they do not consider virtual classes as an opportunity to improve their English skills. While less than half of the students consider virtual classes as the best way to learn English.

3.2.5 Interpretation of the students' motivation.

Figure 6 *Students' survey: Question 3*

How motivated do you feel with the activities that your teacher uses in English classes?



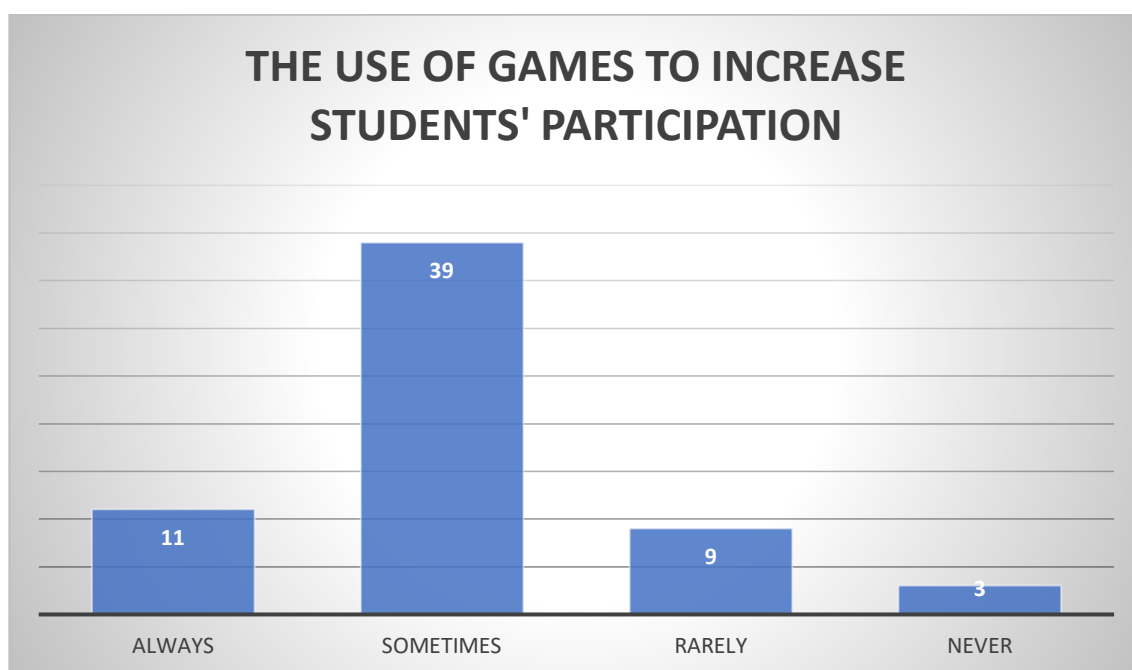
Note: researcher elaboration. Source: survey applied 2022.

The graph above shows the student’s opinions about how motivated they feel about activities used in English classes. They were asked to take into account the virtual classes as well. The majority of the participants feel very motivated by the classes provided by their English teacher. But, on the other hand, about a quarter of them, feel just a little motivated. The results show that none of them consider the activities done in English classes as boring.

3.2.6 Interpretation of the use of online games to increase the students’ participation.

Figure 7 Students’ survey: Question 4

How often has your English teacher included online games to improve your participation in class?



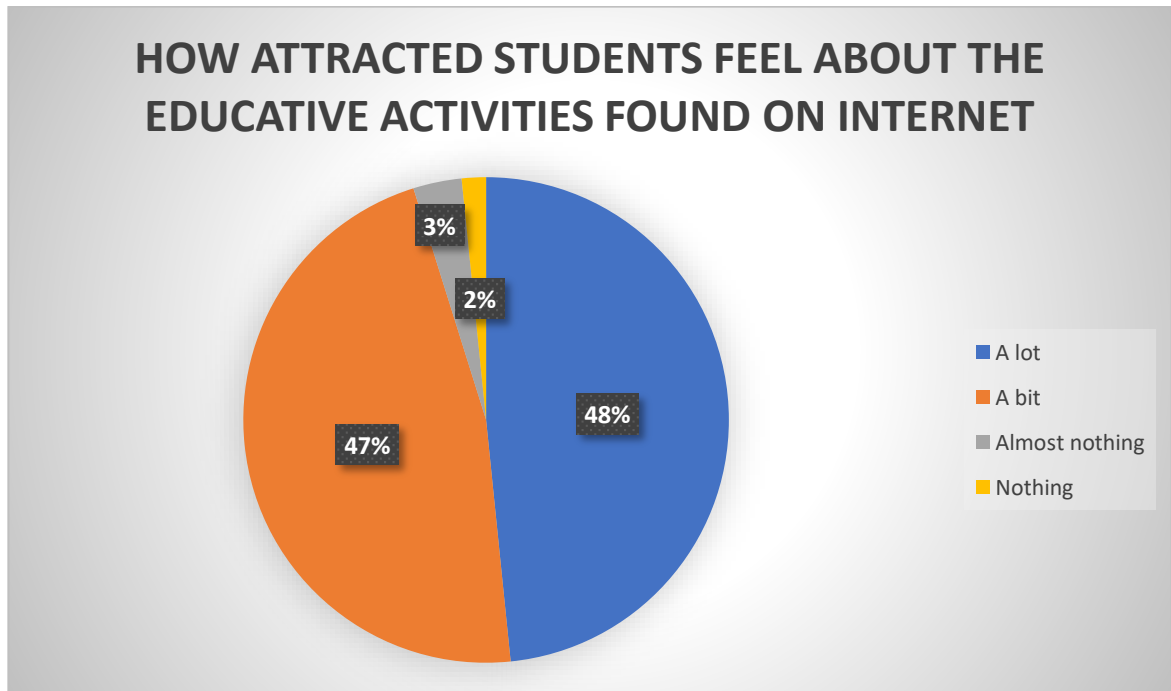
Note: researcher elaboration. Source: survey applied 2022.

This bar chart shows the answers to the fourth question, which was about how often English teachers have used games to increase their participation in classes. About 80% percent of the participants agreed with the answers always and sometimes, which means that the use of games is a very common activity presented in class. Just a few of them, consider that games are not usually used in English classes because those are included rarely or seldom.

3.2.7 Interpretation of how attracted students feel about the educative activities found on the internet.

Figure 8 *Students' survey: Question 5*

Do you feel attracted to educational activities found on the internet?



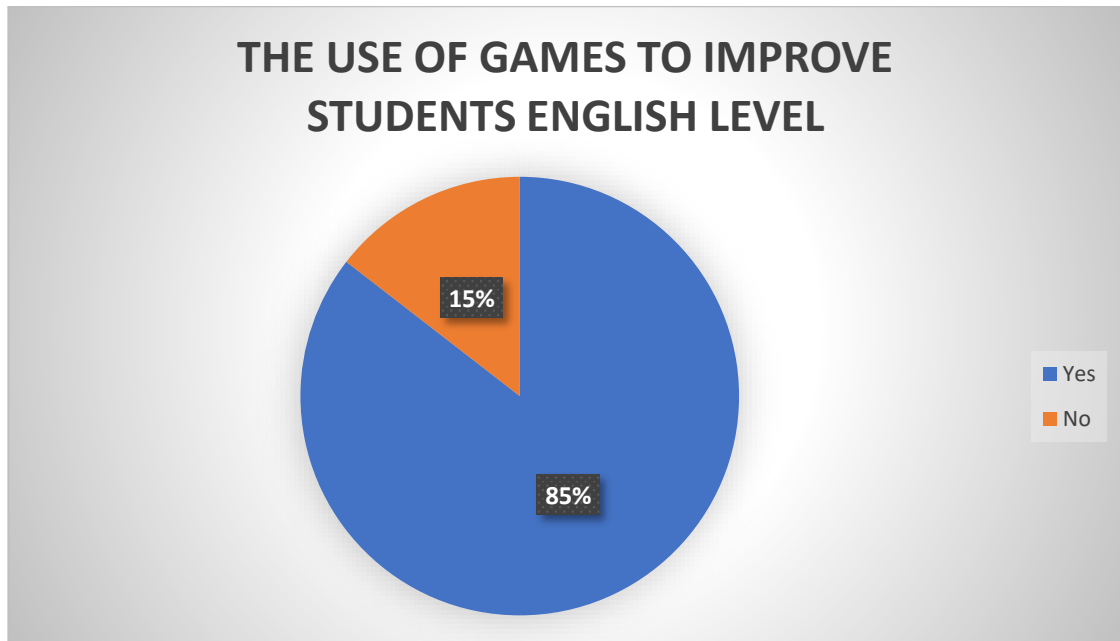
Note: researcher elaboration. Source: survey applied 2022.

In this pie chart is presented the results obtained for the question in which the researcher pretends to know students' personal opinions about the educative activities found on the Internet. In this question they were asked to choose an answer according to how motivated they felt. The results show that more than 90% of the participants identify a lot and a bit of attraction for the games to learn English. Just a small minority feel uninterested in this kind of activity.

3.2.8 Interpretation of the use of games to improve students' English level.

Figure 9 Students' survey: Question 6

Do you think that games could help improve your English level?



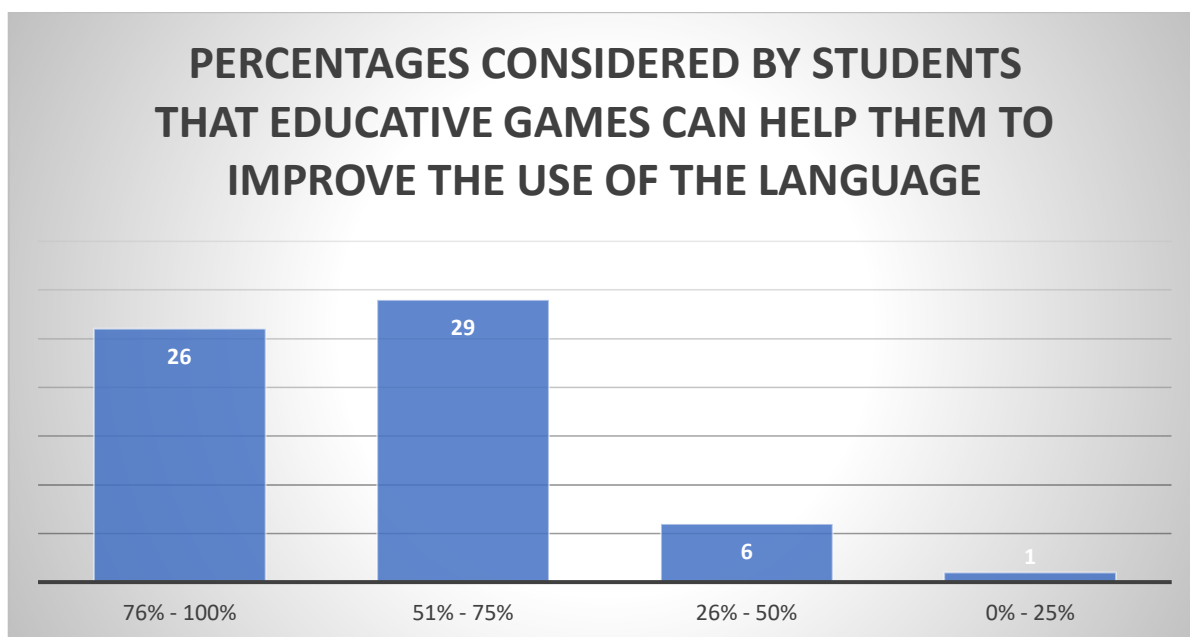
Note: researcher elaboration. Source: survey applied 2022.

This graph shows the answers obtained from the students about whether or not they feel that games can help them to improve their English level. They were asked to choose an answer according to their reality. Much more than half of the participants consider games as a good tool to enhance their English level. On the other hand, less than a quarter feel that games can help them to develop their English skills.

3.2.9 Interpretation of the percentages considered by students that educative games can help them to improve the use of the language.

Figure 10 *Students' survey: Question 7*

In what percentage do you think that the use of educational games can improve your use of the language?



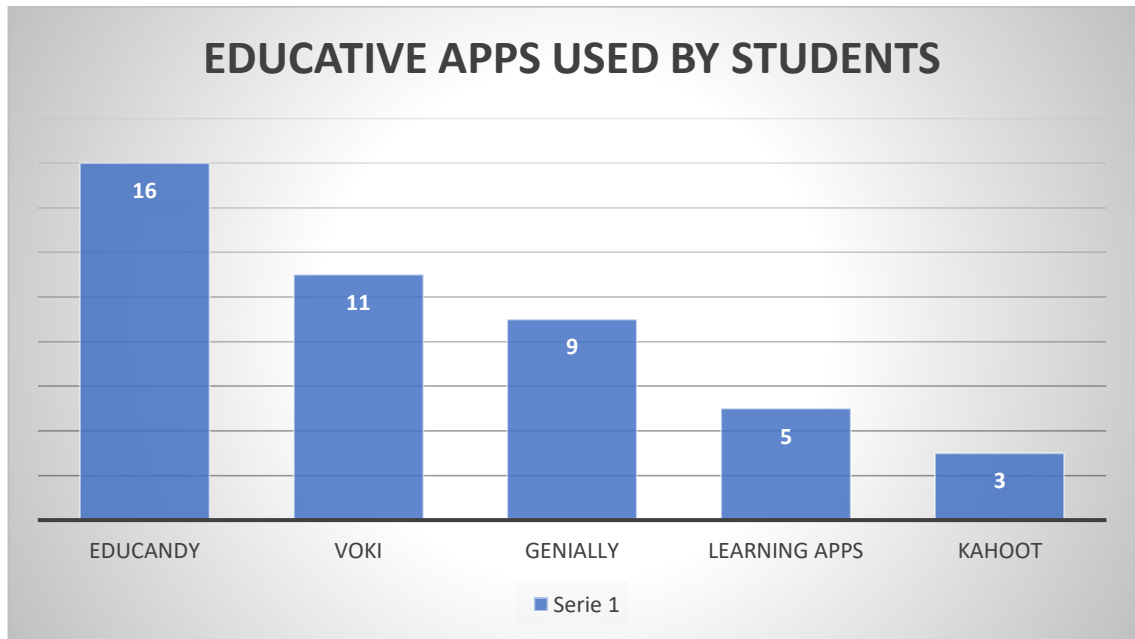
Note: researcher elaboration. Source: survey applied 2022.

The bar chart shows the answer obtained for the seventh question which is related to the positive impact that educative games can have in the production of the language. In this part, they were asked to represent their answers in percentages, 76%-100% is representing a great help, 51%-75% games represent a good help, 26%-50% are not very helpful, and the last option 0%-25% means that games do represent a positive tool. The answers obtained from the interviews, show that more than half of the students consider games as a useful tool to improve the use of the language. Nevertheless, a tiny minority does not see games as meaningful material for the English subject.

3.2.10 Interpretation of the educative apps used by students.

Figure 11 *Students' survey: Question 8*

From the following list of educational platforms, mark with an X the ones you have used.



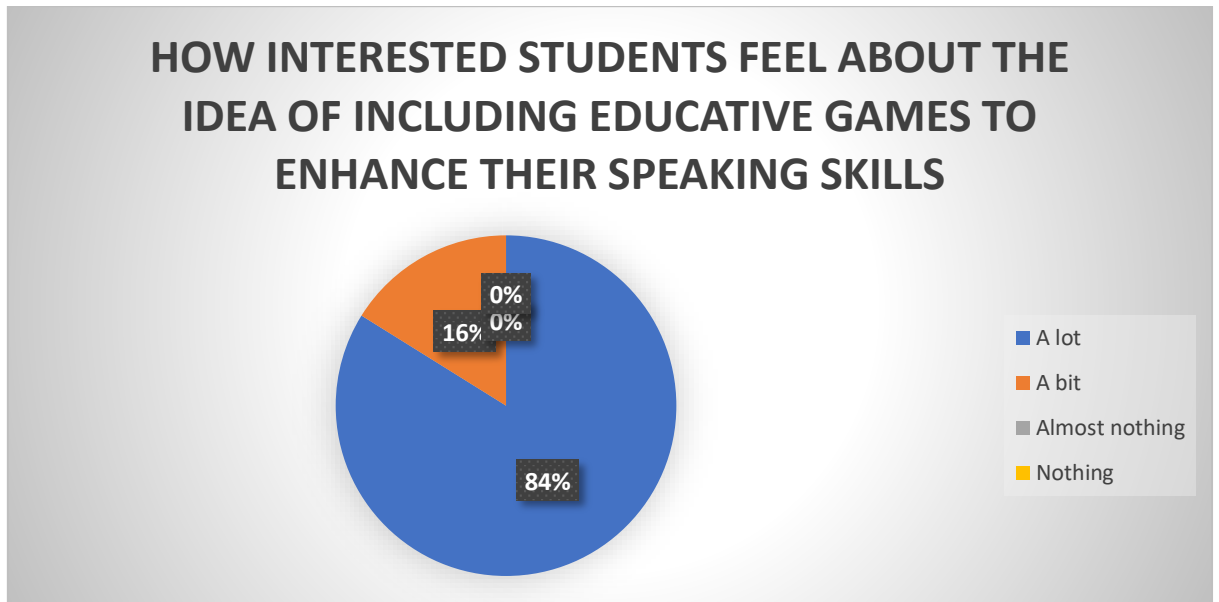
Note: researcher elaboration. Source: survey applied 2022.

In the illustration above it is shown the educative apps that were used by students at least once. For this question, they could choose more than one option. The most used apps by students were Educandy, Voki, and Genially, they together represent more than half of the students surveyed. Of the least used apps were chosen Learning apps and Kahoot, which have been only used by eight students.

3.2.11 Interpretation of how interested students feel about including educative games to enhance their speaking skills.

Figure 12 *Students' survey: Question 9*

Are you interested in the idea that your English teacher includes online activities so you can put the language into practice?



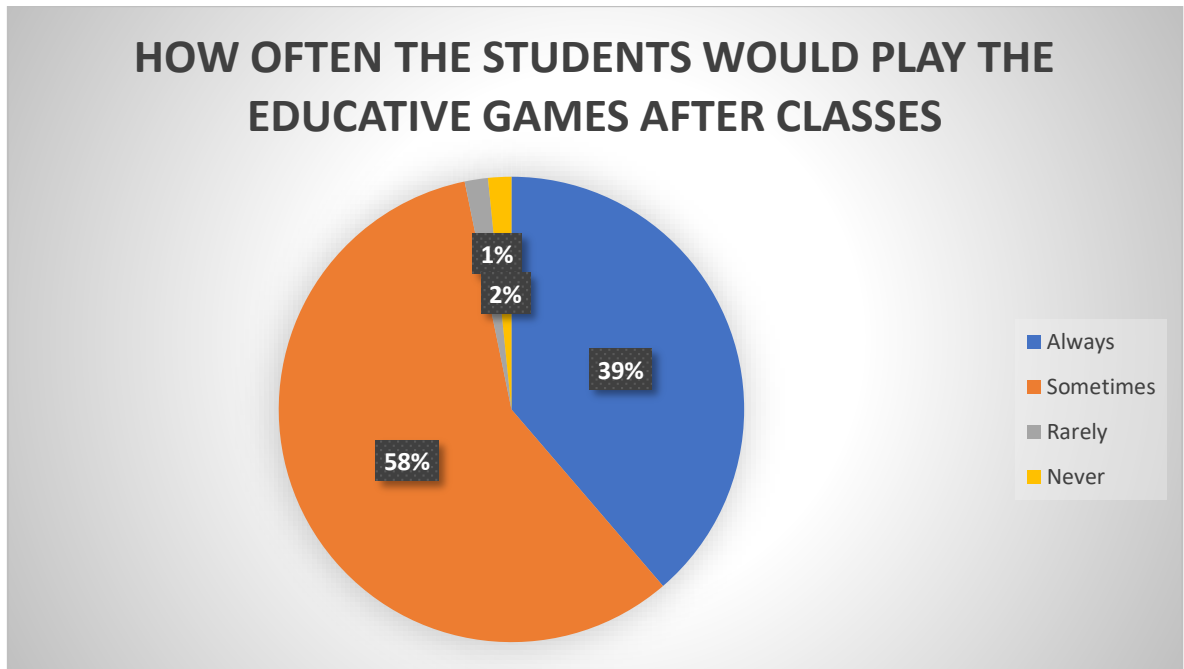
Note: researcher elaboration. Source: survey applied 2022.

This pie chart shows the answers obtained to the question about how interested the students feel about including online games as part of the English classes. The results obtained were positive. Many of them feel a lot interested in the use of games to improve their English-speaking skills. About a quarter of the students surveyed feel a bit interested in the application of online games in classes. That means that 100% percent of the students welcome the games as a significant tool for their English classes.

3.2.12 Interpretation of how often the students would play the educative games after classes.

Figure 13 *Students' survey: Question 10*

Having access to a variety of online games to practice the language, how often would you play them after school hours?



Note: researcher elaboration. Source: survey applied 2022.

This graph shows the answers obtained from the students about how often they would play online games after classes, given the case that the teacher provided these tools. More than half of the students would play sometimes the educative games after classes. A little less than half show a great interest in these activities, because they chose the option always, which means that they would play the games after every single English class. Only a tiny minority do not consider games as an interesting activity, because they would rarely or never put them into practice.

3.3 DISCUSSION

The results obtained from the interviews and surveys applied to English teachers and sixth grades students at Daniel Reyes school showed that online classes did not represent a great opportunity to use the resources provided by the internet. More than half of the students surveyed considered that virtual classes did not help them to develop their productive skills, despite the situation that they were better able to access online materials. The research made by Emre Yılmaz, Fikret Korur (2021) states that “As technology develops, technologically enhanced environments must be integrated with teaching programs to support learning. Online learning environments provide meaningful interactions to learners” (p. 22). The members of this institution had to adapt to the new dispositions, including as part of their system the use of zoom to give classes. However, the answers given by teachers showed that they were not well prepared for this new reality. Teachers showed interest in the use of online tools to help students to create a participative environment. Nevertheless, they are not familiar with the existence of current methodologies related to the application of games.

The findings from the interviews and surveys showed some contradicting opinions. Even though most students consider their speaking skills regular, the teachers’ responses showed that they see some difficulties to develop this skill. The teachers who participated in the interview think that the most common problem in this subject is that they do not feel confident when they must speak using the language. According to Ahmadi (2017), “Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language” (p. 34). For this reason, both groups of participants apprise the idea of including virtual games as an important and meaningful idea to develop in an English class. The majority of the students surveyed feel very interested in having as part of the tasks, the use of free platforms where they can put into practice all that they have learned in class. In this way, it concludes with a positive acceptance by teachers and students who show a great acceptance of the idea of having a free platform where they can find a variety of activities to use inside and outside of school.

After the analysis of each answer given by teachers and students, it can be said that they find the possibility of playing educative games after classes, as an excellent way to develop and practice the students’ speaking skills. Research made by Ramos (2021), shows that “the Ecuadorian governments have increased the hours of English in the curriculum. However, students don’t have enough time to be exposed to the second language they are learning”. That is why it was taken into account what students would do if they could have access to some games to practice English after classes. Their answers were favorable, all of them show the interest in using them almost after every single class, allowing teachers to include the Gamification method in the plans of their tasks. Besides that, students have being presented a list of apps, to find which were used by them at least once. The most commonly used were Educandy, Voki, and Genially, and the least chosen were Learning apps and Kahoot.



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LEARNING



WITH

JENNIFER



CHAPTER IV PROPOSAL

4.1 Introduction

Once data was analyzed, the researcher designed a guide with gamification strategies and educative platforms such as Genially, Learning apps, Voki and Educandy, to strengthen speaking skills of the target group. The following activities were developed by using “SimpleSite” a website used to elaborate a free platform. In SimpleSite the creator can include his/her own ideas, in terms of thematic, colors and graphics, to design a virtual guide where the user can access to the information easily and quickly. In addition, teachers and students will find in this platform, many activities, and ideas to apply in their classes, thus facilitating the acquisition of a new language.

4.2 Justification

This meaningful material was created as a response to the results obtained from the interviews and surveys applied to the students and teacher from the Daniel Reyes school, which showed a significant interest by the teachers to use games and didactic materials as part of the current way of teaching, considering the internet as the only way to interact and continue with English classes. Additionally, most sixth grades students consider online games as a funny way to learn and to improve their English skills.

4.3 Theoretical Foundations

Gamification strategies look for provide an adequate environment where students can feel comfortable at the time when they are using the language in a productive way. Taking into account the materials to be used, the topic to be taught and the activities to be developed, some specialists in the field propose a set of methods and strategies which support with current research the fact that Gamification can provide meaningful online activities to enhance the participation and the use of students speaking skills (Xia, Language theories and language teaching-from traditional grammar to functionalism, 2014).

Language teaching theories play a fundamental role in the explanation in how Gamification works. Communication approach give students and teachers a clear explanation about why activities focus on oral production can bring meaningful results in the academic performance of students who acquire English as a second language. The approach mentioned before, tries to give more attention to what students prefer according to their learning styles, that means that the main characteristic for those classes is that they are student-centered.

The strategies to be applied based on Gamification are setting short, medium, and long terms goals, challenges to display interest and providing rewards (Ferrerira, 2017). Games, seen as a didactic way to increase the interest of the students for the subject, is very well articulated in such a way teachers can establish goals at the beginning of each class, giving students activities than can challenge the abilities that they have to complete a task. Consequently, rewards can be also included in this process, so learners can feel comfortable and motivated to continue exploiting their knowledge in the English subject.

Nowadays, education field is facing extremely changes, that is why online classes have been consider in the Ecuadorian curriculum. Gamification in online classes is presented as an excellent tool to create and prepare classes using virtual materials. Technology provides many platforms to design classes that can solve all the questions and needs that student are confronting because of the new order given as a solution to the troubles that are happening not only in Ecuador, but in the whole world. Considering methodological aspects, Gamification can be applied in this situation as a flexible theory which looks for providing free and easy access tasks that can be completed by students at any time in any place, giving them the opportunity to continue learning, increasing, and connecting the previous knowledge with the newest one.

The application of this method looks for achieve the level provided by the Common European Framework, to the use and produce English as a foreign language, which suggests a level of A2 in primary school students. It is because of that, teachers must follow the curriculum established by the “Ministerio de Educación”, together with innovative strategies to facilitate the acquisition process, allowing students to reach the standards required in English learners.

4.4 Objective

To enhance speaking fluency in students at Unidad Educativa Daniel Reyes with gamification strategies and educative platforms such as Genially, Learning apps, Voki and Educandy.

4.5 Guide and web page

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UNIT 1

LEARNING

WITH

CHALLENGES



ENGLISH MODULE 1	Extension for the activities of lesson A, page 2, English Pedagogical Module.
LESSON	A
LESSON STAGE	Practice
APP TO BE USED	<p style="text-align: center;">GENIALLY</p>  <p style="text-align: center;">genially</p>
STRATEGY	Challenges to display interest.
LANGUAGE	<p>Vocabulary</p> <p>Inventions and Discoveries Around the World</p> <ul style="list-style-type: none"> -microscope -printing press -telephone -airplane -light bulb

	-Apple Inc.
CONTEXT	Inventions and discoveries around the world.
ACTIVITY	Quiz pixel spacecraft
TIME	30 minutes
PROCEDURES	
<p>After learning the new vocabulary, the teacher will share with students the game that they are going to use, before that he/she must explain to them how the game works.</p> <ul style="list-style-type: none"> • Students must open the link using a cellphone or a computer. • They will find six levels to complete. • At each level, they must choose the correct name of the invention for each picture. • Before choosing the correct answer, they must practice the pronunciation by reading the words presented for each option. <p>-If they choose the incorrect answer the spaceship is going to be invaded by aliens.</p>	
ACTIVITY FOR	<ul style="list-style-type: none"> • Students must create a timeline where they will place the

**PRODUCTI
ON**

inventions learned in class from the oldest to the newest one.

- They must present the timeline to the whole class, explaining the importance of each one.

**LINK TO
THE
ACTIVITY**

<https://view.genial.ly/622bce9d21be350018c8ad69/i-nteractive-content-quiz-pixel-nave-espacial>



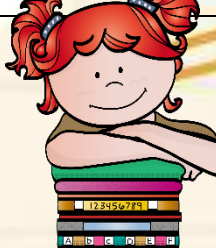
OBJECTIVES FOR STUDENTS

GENERAL OBJECTIVE	To design a timeline where students can place the inventions from the oldest to the newest one, using the inventions such as the microscope, printing press, telephone, airplane, light bulb, and Apple Inc. to give a personal opinion explain the importance of each one.
SPECIFIC OBJECTIVE	Speaking. Collaborative skills.

ENGLISH MODULE 1	Extension for the activities of lesson B, page 10, English Pedagogical Module.
LESSON	B
LESSON STAGE	Practice
APP TO BE USED	<p style="text-align: center;">GENIALLY</p>  <p style="text-align: center;">genially</p>
STRATEGY	Challenges to display interest.
LANGUAGE	<p>Vocabulary</p> <p>Adverbs of frequency</p> <ul style="list-style-type: none"> -Always -Often -Usually -Sometimes -Never
CONTEXT	Robots and technology

ACTIVITY	Saving our people from the dragon
TIME	30 minutes
PROCEDURES	
<p>After learning the adverbs of frequency and reading the text about “A robot nurse”, the teacher will give students the link for this game.</p>	
<ul style="list-style-type: none"> • Students must open the link using a cellphone or a computer. • They will find five levels to complete. • At each level, they must choose the correct adverb of frequency for each sentence. • Before choosing the correct answer, they must practice the pronunciation by reading the words and the sentence at each level. -If they choose the incorrect answer the dragon will eliminate them from the game. 	
ACTIVITY FOR PRODUCTION	<ul style="list-style-type: none"> • Students will argue with their classmates about the idea of having their robot. • They must take into account the following question: “what does your robot do?” • They must use the adverbs of frequency learned in class.

<p>LINK TO THE ACTIVITY</p>	<p>https://view.genial.ly/622c0be86e8a7b0011ec6344/interactive-content-saving-our-people-from-the-dragon</p>
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<p style="text-align: center;">OBJECTIVES FOR STUDENTS</p> 	
<p>GENERAL OBJECTIVE</p>	<p>To argue with their classmates about the idea of having their robot, they will answer the question “what does your robot do?” using the adverbs of frequency such as, always, often, usually, sometimes, and never.</p>
<p>SPECIFIC OBJECTIVE</p>	<p>Speaking. Collaborative skills.</p>

ENGLISH MODULE 1	Extension for the activities of lesson C, page 16, English Pedagogical Module.
LESSON	C
LESSON STAGE	Practice
APP TO BE USED	<p style="text-align: center;">GENIALLY</p>  <p style="text-align: center;">genially</p>
STRATEGY	Challenges to display interest.
LANGUAGE	<p>Verbs in their past forms.</p> <ul style="list-style-type: none"> -dream -do -be -motivate -teach -get -travel

	-go
CONTEXT	Science and Space
ACTIVITY	Quiz fire
TIME	30 minutes

PROCEDURES

After learning the verbs and their past form, the teacher will share with students the game that they are going to use, before that he/she must explain to them how the game works.

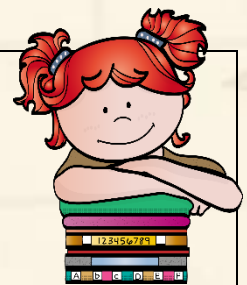
- Students must open the link using a cellphone or a computer.
 - They will find eight levels to complete.
 - At each level, they must choose the past form for each verb.
 - Before choosing the correct answer, they must practice the pronunciation using the verb in a sentence.
- If they choose the incorrect answer a saber-tooth will attack them.

ACTIVITY FOR PRODUCTION

- Students will design their own painting of space.
- They will present their painting to the whole class, explaining

	<p>what they felt during the process.</p> <ul style="list-style-type: none"> To explain their feelings, they must take into account the verbs learned using the past form.
LINK TO THE ACTIVITY	https://view.genial.ly/622fdf1c94a2390013882239/in-teractive-content-quiz-prehistoria

OBJECTIVES FOR STUDENTS




GENERAL OBJECTIVE	To design their painting of space, they will use the verbs such as dreamt, did, was/were, motivated, taught, got, traveled, and went, to describe what they felt during the creation of the painting.
SPECIFIC OBJECTIVE	<p>Speaking.</p> <p>Collaborative skills.</p>

UNIT 2

SETTING

GOALS

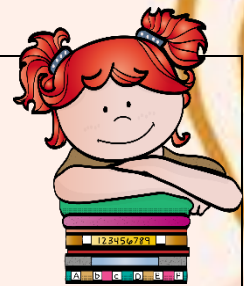


ENGLISH MODULE 2	Extension for the activities of lesson A, page 5, English Pedagogical Module.
LESSON	A
LESSON STAGE	Practice
APP TO BE USED	<p style="text-align: center;">LEARNING APPS</p> 
STRATEGY	Setting short, medium, and long terms goals.
LANGUAGE	<p>Adjectives to describe traditions.</p> <ul style="list-style-type: none"> -colorful -cold -sunny -boring -delicious -modern

	-interesting -folkloric
CONTEXT	Inti Raymi
ACTIVITY	Puzzle to discover a picture
TIME	35 minutes
PROCEDURES	
<p>After learning what is an adjective and practicing the adjectives presented in the module, the teacher will share with students the link to the game, before that he/she must explain to them how the game works.</p> <ul style="list-style-type: none"> • Students must open the link using a cellphone or a computer. • They will find a puzzle with the words learned and their meaning. • They must match those words with their correct pairs, in order to discover a video about the Inti Raymi festivity. • Students will watch the video carefully, so they can use the information presented to complete the activity of production. 	
ACTIVITY FOR	<ul style="list-style-type: none"> • Students will value their identity through the description of the

PRODUCTI ON	<p>video watched in the last activity, using the adjectives learned in this class.</p> <ul style="list-style-type: none"> • They must explain why it is important to take care of our culture.
LINK TO THE ACTIVITY	<p>https://learningapps.org/watch?v=pnf0gt0hc22</p>

OBJECTIVES FOR STUDENTS



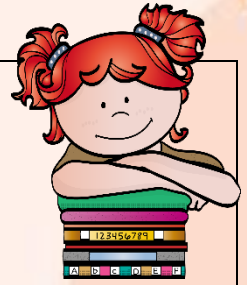
GENERAL OBJECTIVE	<p>To value their identity talking about the importance of taking care of their identity using the adjectives such as, colorful, cold, sunny, boring, delicious, modern, interesting, and folkloric, in the context of Inti Raymi.</p>
SPECIFIC OBJECTIVE	<p>Speaking. Collaborative skills.</p>

ENGLISH MODULE 2	Extension for the activities of lesson B, page 9, English Pedagogical Module.
LESSON	B
LESSON STAGE	Practice
APP TO BE USED	LEARNING APPS
STRATEGY	Setting short, medium, and long terms goals.
LANGUAGE	Vocabulary about Halloween <ul style="list-style-type: none"> -costumes -candies -neighborhood -trick -song -joke

CONTEXT	Traditional Costumes and Music
ACTIVITY	Halloween vocabulary pictures
TIME	35 minutes
PROCEDURES	
<p>After learning the new vocabulary related to Halloween, the teacher will share with students the link for this game, before that he/she must explain to them how the game works and what they must complete as part of this activity.</p> <ul style="list-style-type: none"> • Students will find some flashcards with the new words learned in class. • They must find the pair for each card (there are twelve cards/six pairs). • Students will have a time limit (2 minutes), they must complete the game as fast as they can. After having found each pair, they must pronounce the words that they find in the cards. 	
ACTIVITY FOR PRODUCTION	<ul style="list-style-type: none"> • Students must create a short story with the vocabulary learned with the cards. The student who uses all the words will be the winner.

	<ul style="list-style-type: none">• Students will present the story to the whole class.• They must be creative, so they can use extra materials, such as pictures to explain the story.
LINK TO THE ACTIVITY	https://learningapps.org/watch?v=pcp9wiwd522

OBJECTIVES FOR STUDENTS



GENERAL OBJECTIVE	To create a story in the context of Halloween, using this vocabulary: costumes, candies, neighborhood, trick, song, and joke.
SPECIFIC OBJECTIVE	Speaking. Collaborative skills.

ENGLISH MODULE 2	Extension for the activities of lesson C, page 18, English Pedagogical Module.
LESSON	C
LESSON STAGE	Practice
APP TO BE USED	LEARNING APPS
STRATEGY	Setting short, medium, and long terms goals.
LANGUAGE	Vocabulary about pizza ingredients. -bacon -pepperoni -mushrooms -olives -tomato

	-peppers -ham -onions
CONTEXT	The history of pizza
ACTIVITY	Identifying the ingredients to make a pizza
TIME	35 minutes

PROCEDURES

After reading the text about the history of the pizza and analyzing the ingredients used to make a pizza, the teacher will give students the link to complete this activity, before that he/she must explain to them how the game works.

- Students will find a big picture of a pizza.
- They must identify the name of each ingredient.
- Students will have a time limit (3 minutes), they must complete the game as fast as they can. After choosing the correct option, they must pronounce the word correctly, so they can continue for the next ingredient.
- In the end, the student who completes the game faster will be the winner.

ACTIVITY FOR PRODUCTION	<ul style="list-style-type: none">• After completing the game, students must explain which ingredients the pizza has to have to be their favorite.• To explain it, they must use draw some pictures so they can have the idea clearer.
LINK TO THE ACTIVITY	https://learningapps.org/watch?v=pe2x1svdt22



OBJECTIVES FOR STUDENTS



GENERAL OBJECTIVE

To select the ingredients that their favorite pizza has to have, they will explain it using these words, bacon, pepperoni, mushrooms, olives, tomato, peppers, ham, and onions, in the context of the history of pizza.

SPECIFIC OBJECTIVE



Speaking.
Collaborative skills.

UNIT 3

BEING

REWARDED



ENGLISH MODULE 3	Extension for the activities of lesson A, page 2, English Pedagogical Module.
LESSON	A
LESSON STAGE	Practice
APPS TO BE USED	<p style="text-align: center;">Genially and VOKI</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div> <p style="text-align: center;">genially</p>
STRATEGY	Providing rewards.
LANGUAGE	<p>Verbs to describe a museum.</p> <ul style="list-style-type: none"> -admire -walk -go -play -see -discover -touch

	-take
CONTEXT	World Famous Museums
ACTIVITY	Describing a dinosaur
TIME	20 minutes

PROCEDURES

After reading the text about Dinosaur Ridge Museum, the teacher will give students the link to complete the first activity in Genially, before that he/she must explain to them how the game works.

ACTIVITY IN GENIALLY

- Students will find five levels, in each one there will be some sentences with a verb missing.
- They must identify the correct verb to complete the sentence and to go to the next level.
- Students will have a time limit (3 minutes), they must complete the game as fast as they can. After choosing the correct option, they must read the whole sentence.
- After completing the game, students must ask the teacher for the second part of the activity.

(The student who completes the task correctly, will be the winner).

**ACTIVITY
FOR
PRODUCTI
ON**

- The teacher must send students the link to go to VOKI.
- In this activity, students must find a character who represents a dinosaur.
- After finding the correct character, they will record audio giving the characteristic of a dinosaur.
- They must use the verbs learned to describe it.

**LINK TO
THE
ACTIVITY**

GENIALLY:

<https://view.genial.ly/62477f4b51868a00137ab36a/interactive-content-quiz-maze>

VOKI:

<https://www.voki.com/site/create>

OBJECTIVES FOR STUDENTS



GENERAL OBJECTIVE

To investigate the characteristics of the dinosaurs in order to describe them using verbs such as admire, walk, go, play, see, discover, touch, and take, in the context of World Famous Museums.

SPECIFIC OBJECTIVE

Speaking.
Collaborative skills.

ENGLISH MODULE 3	Extension for the activities of lesson B, page 11, English Pedagogical Module.
LESSON	B
LESSON STAGE	Practice
APPS TO BE USED	Genially and VOKI
STRATEGY	Providing rewards.
LANGUAGE	Verbs in past -worked -asked -stopped -arrived -planned -opened -invited

	-started -rented
CONTEXT	What time did you...?
ACTIVITY	Describing past actions
TIME	20 minutes
PROCEDURES	
<p>After giving them a brief review of verbs in past, the teacher will give students the link to complete the first activity in Learning apps, before that he/she must explain to them how the game works.</p>	
ACTIVITY IN LEARNING APPS	
<ul style="list-style-type: none"> • Students will find three groups of sounds /t/, /d/, /ld/. • There, they will find nine verbs with their respective pronunciation. • Students will have the opportunity to listen to the audio twice. • After listening to each word, they must find the correct group this belongs to. 	
ACTIVITY FOR	ACTIVITY IN VOKI


<p>PRODUCTI ON</p>	<ul style="list-style-type: none"> • After completing the first activity, the teacher will share with them the link to go to VOKI. • In this activity, students must create their character, based on their own characteristics. • After creating their character, they will record an audio answering the following questions: <ul style="list-style-type: none"> -What time did you arrive at the school yesterday? -What time did you watch TV yesterday? -What time did you play with your friends yesterday? -What time did you wash your face yesterday? -What time did you start classes yesterday?
<p>LINK TO THE ACTIVITY</p>	<p>LEARNING APP: https://learningapps.org/watch?v=pa589s44k22 VOKI:</p>

<https://www.voki.com/site/create>



OBJECTIVES FOR STUDENTS

GENERAL OBJECTIVE	To create their character in VOKI, to answer some personal information questions, using verbs such as, worked, asked, stopped, arrived, planned, opened, invited, started, and rented, in the context of describing past actions.
SPECIFIC OBJECTIVE	Speaking. Collaborative skills.

ENGLISH MODULE 3	Extension for the activities of lesson C, page 21, English Pedagogical Module.
LESSON	C
LESSON STAGE	Practice
APPS TO BE USED	<p style="text-align: center;">Genially and VOKI</p> 
STRATEGY	Providing rewards.
LANGUAGE	Pronunciation: /th/ -month -ninth -athlete -theater -Thursday -earth -three

CONTEXT	Professions
ACTIVITY	Guessing what is behind it.
TIME	20 minutes

PROCEDURES

After explaining to them the vocabulary for this communicative class, the teacher will give students the link to complete the first activity in Genially, before that he/she must explain to them how the game works.

ACTIVITY IN GENIALLY

- Students will find seven levels to complete.
- At each level, there is a picture covered by some movable pictures.
- They must pass the mouse over the picture to get some hints.
- Students must guess the name of the picture as fast as they can.

RULES:

- They will have a time limit (3 minutes).
- As soon as students guess the picture, they must pronounce the word correctly,

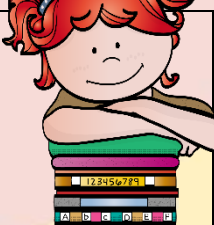
emphasizing the pronunciation of the sound /th/.

**ACTIVITY
FOR
PRODUCTI
ON**

ACTIVITY IN VOKI

- After completing the first activity, the teacher will share with them the link to go to VOKI.
- Students will become teachers, so they must choose the correct characteristics to create a character with the following features:
 - Lenses
 - Suit
 - Formal hairstyle
 - Proper makeup
- After having the character ready, they must record audio explaining a tip to pronounce /th/ correctly.
(They can use the tip presented in the curriculum)
They must use the words found in the first game as examples.

	<div data-bbox="879 241 1158 338" style="background-color: #FFD700; padding: 2px; display: inline-block; margin-bottom: 5px;">Tip</div> <div data-bbox="635 282 1118 640" style="background-color: #FFDAB9; padding: 10px; border: 1px solid #ccc; margin-top: 5px;"> <p>To pronounce this sound, you need to put your tongue between your teeth and blow a little.</p> </div>
<p>LINK TO THE ACTIVITY</p>	<p>GENIALLY: https://view.genial.ly/6247d2f58993d1001a2038a9/in-teractive-content-what-is-behind</p> <p>VOKI: https://www.voki.com/site/create</p>

<p>OBJECTIVES FOR STUDENTS</p> 	
<p>GENERAL OBJECTIVE</p>	<p>To design a character in VOKI, to explain a tip to pronounce the sound /th/ correctly, so they must include words such as month, ninth, athlete,</p>

	theater, Thursday, earth, and three, in the context of being a teacher.
SPECIFIC OBJECTIVE	Speaking. Collaborative skills.


UNIT 4

ACTIVATING

OUR

IMAGINATION



ENGLISH MODULE 4	Extension for the activities of lesson A, page 5, English Pedagogical Module.
LESSON	A
LESSON STAGE	Practice
APPS TO BE USED	<p style="text-align: center;">EDUCANDY</p> 
STRATEGY	Track students' points.
LANGUAGE	<p>Vocabulary related to food.</p> <ul style="list-style-type: none"> -recipes -wash

	-dry -chop -skewer -cut -peel -slices -strawberry -banana -melon
CONTEXT	Food in Outer Space
ACTIVITY	Rocket snack
TIME	20 minutes
PROCEDURES	
<p>After explaining to them the vocabulary and the context for this class, the teacher will give students the link to complete the first activity in Educandy, before that he/she must explain to them how the game works.</p>	
ACTIVITY IN EDUCANDY	

- Students will find five different games to play, they must choose one of them.
- In all of them, students will find the same vocabulary to practice (they must collect points in the activity chosen by him/her).
- If the student has the highest score, he/she will be able to continue with the last part of the activity, opposite situation, the student must choose another type of game in order to continue practicing the vocabulary.

**ACTIVITY
FOR
PRODUCTIO
N**

ACTIVITY IN VOKI

After completing the first activity, the teacher will share with them the link to go to VOKI.

- Students will become a chef. They must create this character by taking into account its characteristics.
- Students will record an audio explaining how to prepare a “rocket snack”.
- It is mandatory to use the vocabulary learned in the first activity.

	(The student with the highest number of points and who used the words correctly, will be the winner).
LINK TO THE ACTIVITY	<p>EDUCANDY https://www.educandy.com/site/resource.php?activity-code=100306</p> <p>VOKI: https://www.voki.com/site/create</p>

OBJECTIVES FOR STUDENTS





GENERAL OBJECTIVE	To design a character to explain how to prepare a rocket snack, using vocabulary related to food, such as recipes, wash, dry, chop, skewer, cut, peel, slices, strawberry, banana, and melon, in the context of Food in Outer Space.
--------------------------	--

SPECIFIC

Speaking.

OBJECTIVE

Collaborative skills.

ENGLISH MODULE 4	Extension for the activities of lesson B, page 10, English Pedagogical Module.
LESSON	B
LESSON STAGE	Practice
APPS TO BE USED	<p style="text-align: center;">EDUCANDY</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
STRATEGY	Track students' points.
LANGUAGE	<p>Vocabulary to talk about uncountable nouns.</p> <ul style="list-style-type: none"> -piece -cup -bag -slice -bowl

	-tablespoons -stick
CONTEXT	Astronaut Food
ACTIVITY	Preparing chucula
TIME	20 minutes

PROCEDURES

After explaining to them the new vocabulary and what the uncountable nouns are, the teacher will give students the link to complete the first activity in Educandy, before that he/she must explain to them how the game works.

ACTIVITY IN EDUCANDY



- Students will find five different games to play, they must choose one of them.
- In all of them, students will find the same vocabulary to practice (they must collect points in the activity chosen by him/her).
- If the student has the highest score, he/she will be able to continue with the last part of the activity, opposite situation, the student must choose another type of game in order to continue practicing the vocabulary.

<p>ACTIVITY FOR PRODUCTION</p>	<p>ACTIVITY IN GENIALLY</p> <ul style="list-style-type: none"> • After completing the first activity, the teacher will share with them the link to go to the activity made in Genially. • In this activity, students will find the ingredients to prepare chucula. • They must explain how to prepare chucula using the containers learned in the first activity. • The images can be moved, so they must explain it using the pictures. <p>(The student who completes the activity faster, will be the winner).</p>
<p>LINK TO THE ACTIVITY</p>	<p>EDUCANDY:</p> <p>https://www.educandy.com/site/resource.php?activity-code=100369</p> <p>GENIALLY:</p> <p>https://view.genial.ly/624e8b8165be5e0011f9715c/presentation-preparing-chucula</p>

OBJECTIVES FOR STUDENTS



GENERAL OBJECTIVE	To assemble the ingredients needed to prepare chucula, and then, they can explain the procedure to create this delicious Ecuadorian dessert using these words, piece, cup, bag, slice, bowl, tablespoons, and stick, in the context of astronaut food.
SPECIFIC OBJECTIVE	Speaking. -Spelling their names. Collaborative skills. -Collecting points.

ENGLISH MODULE 4	Extension for the activities of lesson A, page 17, English Pedagogical Module.
LESSON	C
LESSON STAGE	Practice
APPS TO BE USED	<p style="text-align: center;">EDUCANDY</p>  
STRATEGY	Track students' points.
LANGUAGE	<p>Countable and uncountable nouns</p> <p>-air (u)</p> <p>-sound (u)</p> <p>-atmosphere (u)</p> <p>-clouds (c)</p> <p>-stars (c)</p>

	-gases (u) -space suits (c)
CONTEXT	Outer Space
ACTIVITY	Swimming to know countable and uncountable nouns.
TIME	20 minutes

PROCEDURES

After explaining to them the new vocabulary and what the countable and uncountable nouns are, the teacher will give students the link to complete the first activity in Educandy, before that he/she must explain to them how the game works.

ACTIVITY IN EDUCANDY

- Students will find three different games to play, they must choose one of them.
- In all of them, students will find the same vocabulary to practice (they must collect points in the activity chosen by him/her).
- If the student has the highest score, he/she will be able to continue with the last part of the activity, opposite situation, the student

must choose another type of game in order to continue practicing the vocabulary.

ACTIVITY IN GENIALLY (second activity)

- After completing the first activity, the teacher will share with them the link to go to the activity made in Genially.
- In this activity, students will play that they are swimmers.
- In this game, they will find seven levels, in each level they must see the picture carefully, so they can choose the correct answer to describe the noun (countable and uncountable).
- Before choosing the answer, they must pronounce the name of the noun correctly.
- In the end, if the student completes all the activity correctly, he/she will win a gold medal.

ACTIVITY FOR PRODUCTIO N

- Students will develop a story where they are the main character.
- They must imagine that they are an astronaut.

	<ul style="list-style-type: none"> • They will explain their ideas using some pictures. • They must use the nouns learned in class.
LINK TO THE ACTIVITY	<p>EDUCANDY: https://www.educandy.com/site/resource.php?activity-code=10086e</p> <p>GENIALLY: https://view.genial.ly/6254cd7efa17930018426ed8/interactiv-e-content-swimmer-quiz</p>

OBJECTIVES FOR STUDENTS



GENERAL OBJECTIVE	To develop an astronaut story where they are the main character, they will use the nouns learned (air, sound, atmosphere, clouds, stars, gases, and space suits), in the context of outer space.
SPECIFIC OBJECTIVE	<p>Speaking.</p> <p>-Spelling their names.</p>



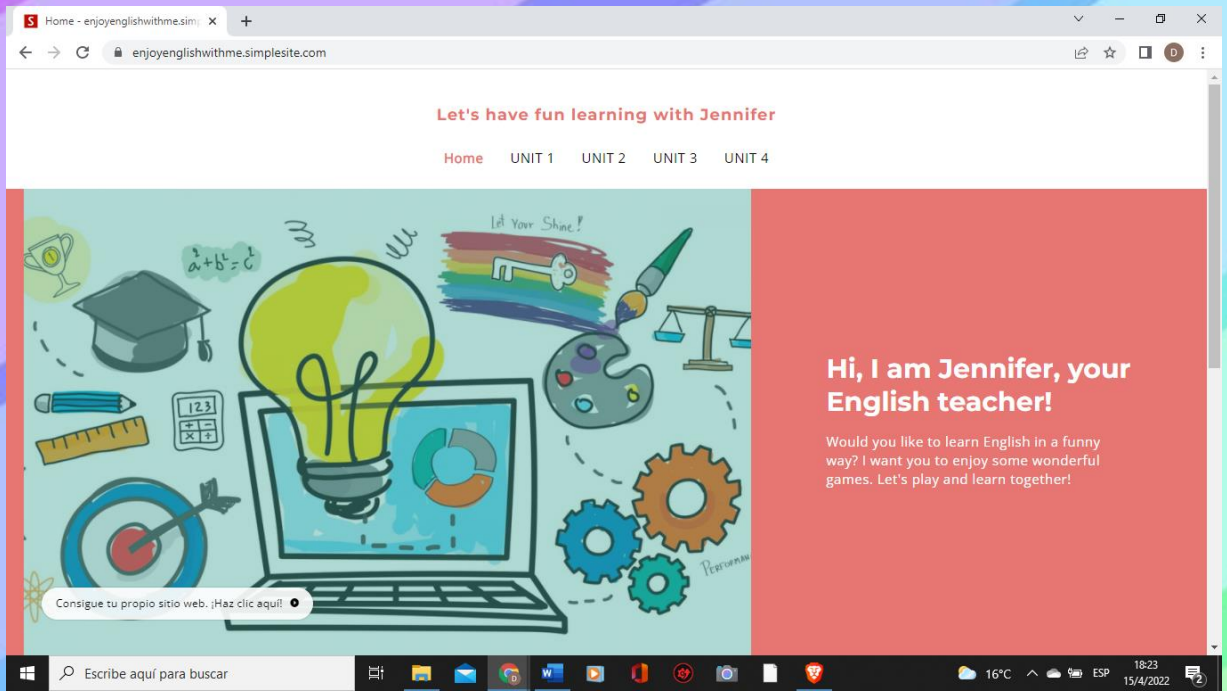
	<p>Collaborative skills.</p>
--	------------------------------

-Collecting points.

ONLINE PLATFORM

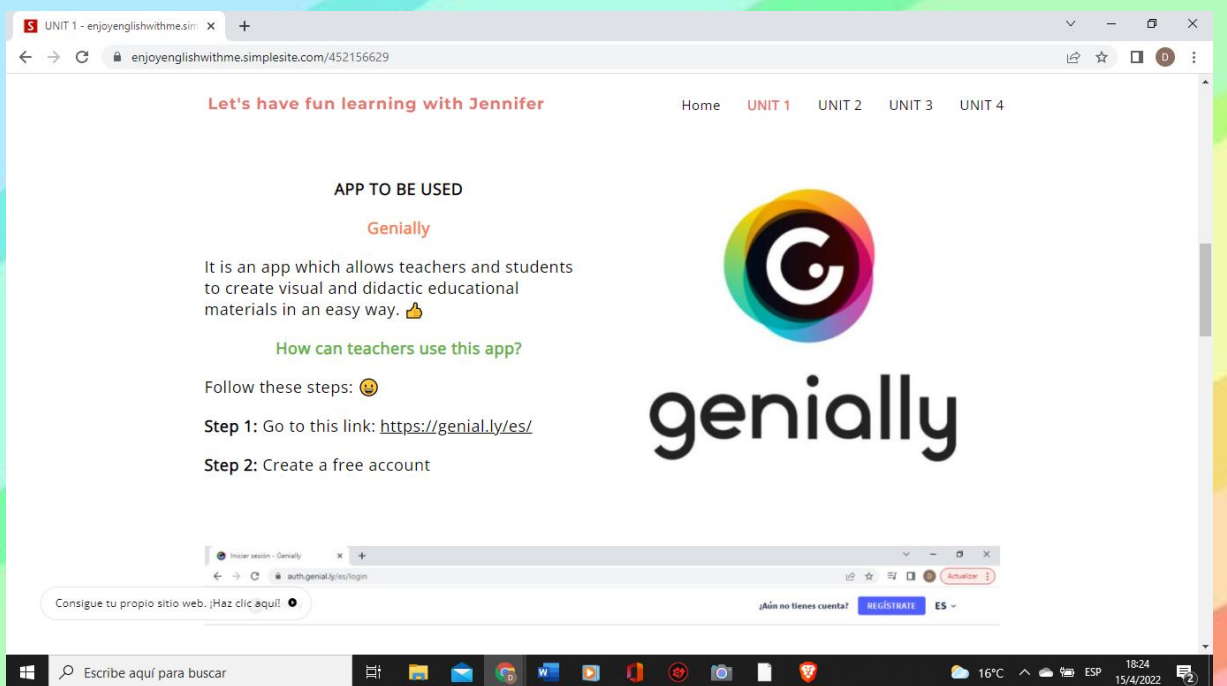
Link: <https://enjoyenglishwithme.simplesite.com>

Figure 14 Online platform: Home



Note: Elaborated by the researcher

Figure 15 Online platform: Unit 1



Note: Elaborated by the researcher

Figure 16 *Online platform: Unit 2*

Let's have fun learning with Jennifer

Home UNIT 1 **UNIT 2** UNIT 3 UNIT 4

APP TO BE USED

Learning apps

It is an app which allows teachers to create different games according to the students' needs and preferences. 😊

How can teachers use this app?

Follow these steps: 😊

Step 1: Go to this link: <https://learningapps.org/>

Step 2: Create a free account

Consigue tu propio sitio web. ¡Haz clic aquí!

Escribe aquí para buscar

16°C 18:24 15/4/2022

Note: Elaborated by the researcher

Figure 17 *Online platform: Unit 3*

Let's have fun learning with Jennifer

Home UNIT 1 UNIT 2 **UNIT 3** UNIT 4

APP TO BE USED

VOKI

This app is exclusively used to record fun videos. Voki can be used by students to develop their imagination creating a new character. 😊

How can teachers use this app?

Follow these steps: 😊

Step 1: Go to this link: <https://www.voki.com/site/create>

Step 2: Create a free account.

Consigue tu propio sitio web. ¡Haz clic aquí!

Escribe aquí para buscar

16°C 18:24 15/4/2022

Note: Elaborated by the researcher

Figure 18 *Online platform: Unit 4*

UNIT 4 - enjoyenglishwithme.sim x +

enjoyenglishwithme.simplesite.com/452156954

Home UNIT 1 UNIT 2 UNIT 3 **UNIT 4**

Let's have fun learning with Jennifer

EDUCANDY

This app is exclusively used to learn new vocabulary through the use of game such as "the letter missing", "matching words" and "alphabet soup". 😊

How can teachers use this app?

Follow these steps: 😊

Step 1: Go to this link:
<https://www.educandy.com/>

Step 2: Click on "Download the free app".

Step 3: There you will find two ways to download it, "for students" and "for teachers".

Step 4: Choose the servidor needed to download educandy.

Consigne tu propio sitio web. ¡Haz clic aquí!

Ready to play or create games?

Students: Download our app and play games on your device. **educandy play**

Teachers: Download our app and create your own interactive activities. **educandy studio**

Sample Activities

Word Search, Multiple & Crosses, Crosswords, Spelling

Escribe aquí para buscar

16°C ESP 18:25 15/4/2022

Note: Elaborated by the researcher

4.6 Effects of the proposal

4.6.1 Introduction

Once the proposal was completed with the games as extension for each lesson, the online platform was socialized with the English teachers from Daniel Reyes school, so they can know the existence of the platform and how to use it based on strategies for the Gamification method.

4.6.2 Procedure

The procedure to socialized the guide was with the approval of the principal of the school to have the permission for socializing the proposal. Then, the agreement of the day to attend to the school. The socializing was face to face; the English teacher were intervened individually. They were explained how to use the online platform, and the activities that they can find in each chapter. At the end, a post-survey was applied with questions related to the acceptance that the platform has from teachers and could have from students. After that, the data collected from the post-survey was analyzed, and the following are the results.

4.6.3 Post survey results: Teacher's opinion

The post survey was made with seven questions related to the use of the online platform with the games for each English Pedagogical Ecuadorian Module, and the impact that they could have in students.

Question 1 How do you consider the design of this online platform?

Table 3 Teachers post survey: Question 1

Options	Percentage
Excellent	100%
Very good	0%
Good	0%
Average	0%
Poor	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table shows the results obtained from the first question which has five options as responses. The answers show that the teachers surveyed agree in the opinion that the design of the platform is excellent. Besides, the other options were not selected by anybody.

Question 2 How do you consider the access and the use of this online platform?

Table 4 Teachers post survey: Question 2

Options	Percentage
Very difficult	0%
Difficult	0%
Easy	50%
Very easy	50%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The results obtained from the second question show positive outcomes. The first teacher surveyed considers the platform very easy to use, meanwhile the other teacher thinks that the proposal is easy to use. The other options were not chosen by anybody.

Question 3 How do you consider the information found in this online platform?

Table 5 Teachers post survey: Question 3

Options	Percentage
Very useful	50%
Useful	50%
Irrelevant	0%
Not useful	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table shows the opinion of the teachers about how they consider the information found in this platform. One of the teachers thinks that the information is very useful. However, the other participant considers it useful. The remaining options were not chosen.

Question 4 Do you think you will use this online platform to create activities for your classes?

Table 6 Teachers post survey: Question 4

Options	Percentage
Yes	100%
No	0%
Maybe	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

These results show the answers obtained for the question about the acceptance of this platform by teachers. In this fourth question teachers show that they will use this platform for the creation of activities for their classes.

Question 5 Do you consider the games will be accepted by your students?

Table 7 Teachers post survey: Question 5

Options	Percentage
Strongly agree	50%
Agree	50%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

This table shows the answers obtained for the question number five related to the acceptance of this platform by students. One of the teachers agree with the idea that the games found in this platform will be accepted by their students. On the other hand, teacher B strongly agree with this question, so she expects a better reaction by students.

Question 6 Do you think the activities found in this platform will help the oral production of your students?

Table 8 Teachers post survey: Question 6

Options	Percentage
Yes	100%

No	0%
Maybe	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The responses obtained for this question are very positive. The teachers surveyed agree that the use of this platform and the activities found on it, will help students with their oral production.

Question 7 Do you think these games will promote students' participation in English classes?

Table 9 Teachers post survey: Question 7

Options	Percentage
Yes	100%
No	0%
Maybe	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

This table shows the teachers' opinion about the impacts that the application of Gamification can have in the students' participation in English classes. Both teachers agree with this question. The rest options were not chosen.

4.7 IMPACTS

The impacts obtained from the socialization of the online platform as an extension for the lessons presented in the English Pedagogical Ecuadorian Module, were divided and analyzed into three kinds of impacts:

-Social

-Technological

-Academic.

The indicators were established based on the post teachers survey, in which was analyzed how teacher can use this platform. The indicator obtained are the following:

Social impacts

- a) Creating better environments to the teachers and students' participation.
- b) Motivating to use of online platforms as part of the social development.
- c) Promoting self-confidence through the use of games and didactic materials.

Technological impacts

- a) Including internet as an up-to-date way of teaching.
- b) Using technology to improve learning process in the educative field.
- c) Understanding the use of new apps to create meaningful activities in English classes.

Academic impacts

- a) Improving students' participation in English classes.
- b) Promoting the use of current methodologies, strategies and instruments.
- c) Encouraging the participation in speaking L2 classes.

After have stablished the indicators, it is necessary to determine a matrix with different levels and the equivalence for each one.

Table 10 *Matrix of equivalence*

Number	Equivalence
-3	Extremely bad impact
-2	Very bad impact
-1	Bad impact
0	No impact
1	Good impact
2	Very good impact
3	Extremely good impact

Note: researcher elaboration.

4.7.1 Social impact

The following table shows the social impact obtained after socializing the online platform.

Table 11 *Social Impacts*

Indicators/Impact levels	-3	-2	-1	0	1	2	3
Creating better environments to the teachers and students' participation.							X
Motivating to use of online platforms as part of the social development.							X
Promoting self-confidence through the use of games and didactic materials.						X	
Total						2	6

Note: researcher elaboration. Source: post-survey applied to teachers 2022.

$$\text{Level of Social Impact} = \frac{\sum(8)}{\# \text{ Indicators } 3} = 2,6$$

Level of Social Impact = Very good impact

Analysis

Creating better environments to the teachers and students' participation had an extremely good impact, because new generations feel more satisfied and confident using what they are familiar with (internet, online platforms, games and innovative materials). Therefore, teachers have more sources to facilitate and create an adequate atmosphere where all the participants can feel part of an interactive class.

Motivating to use of online platforms as part of the social development had an extremely good impact, because the inclusion of technology in educative aspects could represent a meaningful progress in the development of current methodologies, which are better focused on the student's needs and in how they acquire a new language.

Promoting self-confidence through the use of games and didactic materials had a very good impact because, according to English teachers, students are attracted by materials which are different from the books, notebooks, and copies that can be normally used in a traditional class.

4.7.2 Technological impacts

Table 12 *Technological impacts*

Indicators/Impact levels	-3	-2	-1	0	1	2	3
Including internet as an up-to-date way of teaching.							X
Using technology to improve learning process in the educative field.							X
Understanding the use of new apps to create meaningful activities in English classes.							X
Total							9

Note: researcher elaboration. Source: post-survey applied to teachers 2022.

$$\text{Level of Technological Impact} = \frac{\Sigma(9)}{\# \text{ Indicators } 3} = 3$$

Level of Technological Impact = Extremely good impact

Analysis

Including internet as an up-to-date way of teaching had an extremely good impact. Teachers and students were facing difficult moment due to the pandemic, which started in 2019, that is why they had to use new methodologies that included the use of internet and technological devices.

Using technology to improve learning process in the educative field had an extremely good impact because technology has represented a solution to the distance problems experimented during the pandemic. Teachers were looking for being actualized with online materials that are useful nowadays. Consequently, they were interested in the proposal presented in this project, because they found the online platform as an excellent guide to find activities that can be applied in English classes.

Understanding the use of new apps to create meaningful activities in English classes had an extremely good impact. The teachers and students were interested in knowing how to create games to practice English. They consider educative apps, as an opportunity to learn something new.

4.7.3 Academic impacts

Table 13 *Academic impacts*

Indicators/Impact levels	-3	-2	-1	0	1	2	3
--------------------------	----	----	----	---	---	---	---

Improving students' participation in English classes.	X
Promoting the use of current methodologies, strategies and instruments.	X
Encouraging the participation in speaking L2 classes.	X
Total	6

Note: researcher elaboration. Source: post-survey applied to teachers 2022.

$$\text{Level of Academic Impact} = \frac{\Sigma(6)}{\# \text{ Indicators } 3} = 2$$

Level of Academic Impact = Very good impact

Improving students' participation in English classes had a very good impact. According to the teachers' opinions, games oriented to learn English can facilitate the students' participation, because they feel more comfortable using this kind of materials.

Promoting the use of current methodologies, strategies and instruments had a very good impact because this project had this aim. Gamification was not a methodology normally used in English classes. However, teachers see the proposal as an excellent tool to start learning the use of strategies related to Gamification.

Encouraging the participation in speaking L2 classes had a very good impact because games will expand the vocabulary used by students. Therefore, teachers think that the more words students know, the more able they will feel to use the language.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The following chapter presents the conclusion and recommendations obtained from previously developed chapters.

Conclusions

Speaking is one of the most difficult skills to be developed, and it is for this reason that teachers must put more emphasis on the application of new methods and strategies that allow them to create helpful and current materials, which will facilitate the way in which language learned can put in practice what they learn.

It is important to find and elaborate appropriated instruments to find relevant information. The essence of a researcher is to be immersed in everything that has to do with the

participants. Hence, he/she must find a better methodology to be applied in the project, so the results can yield reliable, clear, and useful information.

The results obtained from the research show that innovative activities, such as games, are very well accepted by teachers and students. Technology is something commonly used nowadays. Consequently, the inclusion of technological devices in the educative field is something that has been expected by the people who are part of this process. However, there was a problem found in this part of the research. The teachers were not familiar with web pages oriented to the creation of interactive material to teach a language and the methodologies and strategies related to this kind of tool.

The online platform and the guide, presented as the proposal, were considered by teachers as an effective way to learn the L2. The guide presents games and activities to develop speaking skills, as an extension of the activities found in the English Pedagogical Module for Ecuador. On the other hand, the web page, shows the steps that teachers must follow in order to create interactive games for English classes. The virtual guide called “Let's have fun learning with Jennifer” was socialized to the English teachers at Daniel Reyes school, obtaining three kinds of impacts: very good social impact, extremely good technological impact, and very good academic impact.

Recommendations

The strategies found in the Gamification method can be applied in English classes to promote the students' participation and the use of the language. To have a clearer idea about how this method can be applied, the teacher and students can make use of the guide and the online platform where they will find specific information about how games can be used with language learners.

Teachers should be continuous updating about the existing teaching methods, so they can guarantee the acquisition and the use of a second language. To make it possible, teachers must be researchers as well. They are the ones who are closer to reality, therefore, they can know the different styles that their students have to learn.

It is very common to find some problems in the use of traditional methods. However, it is important to facilitate teachers and students enough material to solve and enhance learning problems. Training on the use of technological material should be taken into account as an essential way to develop new skills. In this way, English professors could find new strategies to be applied in their classes.

Games are tools very well accepted by students; they show a big interest in using didactic materials in English classes. For this reason, teachers have to consider what students prefer, adapting their plans to the needs presented by learners, especially in an English class. In this case, the guide and the web page presented in this project could represent a big change in

the use of new methods and strategies. The continuous use of this platform can bring many positive results in the language production of each student.

GLOSSARY:

Challenges: something that requires effort to be completed successfully.

Character: someone represented in a movie, book, or story.

Curriculum: courses given in a school, college, etc., or a particular course of study in one subject.

English Module: an English guide, made up by different lessons to be taught in a class.

Goals: objectives established to be completed in a determined time.

Link: a connection among documents on the Internet.

Online platform: a web page with different activities to be used via Internet.

Pedagogic: concerning the methods and theories of teaching.

Procedures: a set of actions which is the formal or accepted way to do something.

Pronunciation: the way in how a word is said, or a language spoken.

Reward: something given as a result of a good behavior or good work.

Vocabulary: any words that are available in a particular language or subject.

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ANNEXES

Annex 1. Teachers' interview





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

ENTREVISTA

PROYECTO: Gamification strategies to develop speaking fluency in 6th grades students at Daniel Reyes school in the academic year 2021-2022.

Objetivo: Propose effective gamification strategies in the development of speaking skills in 6th grades students at Daniel Reyes school.



 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
<p>Gamification strategies to develop speaking fluency in 6th grades students at Daniel Reyes school in the academic year 2021-2022.</p>
<p>Fecha: Posición: Docentes de Inglés de la Unidad Educativa Daniel Reyes.</p>
<p>Objetivo: La presente entrevista tiene como objetivo recoger información relacionada con el conocimiento que tienen los docentes de Inglés de la Unidad Educativa Daniel Reyes, en cuanto a la metodología de Gamificación.</p>
<p>Preguntas:</p> <p>Q1. Which English Language Teaching methods are you most familiar to?</p> <p>Q2. How do you consider the speaking skills of your students?</p> <p>Q3. Have you ever tried using games to promote students' participation in your classes?</p> <p>Q4. May Gamification use help students to develop their speaking skills, do you think?</p> <p>Q5. Considering methodological aspects, how gamification can be used to improve the students' speaking skills?</p> <p>Q6. What apps or platforms, from your point of view, can be useful to create didactic activities to develop speaking skills in your students?</p> <p>Q7. What do you think about the idea of having a free platform where teachers can have access to the information about useful apps to improve the speaking skills in their students?</p> <p>Thank you.</p>

Annex 2. Students' survey



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIO

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
Gamification strategies to develop speaking fluency in 6th grades students at Daniel Reyes school in the academic year 2021-2022.
Fecha: Paralelo:
Objetivo: El presente cuestionario tiene como objetivo determinar si los estudiantes aceptan a las estrategias de Gamificación como una herramienta efectiva para desarrollar sus habilidades del habla. Este cuestionario está compuesto por diez preguntas de elección múltiple. Los resultados se las usaran únicamente con fines académicos por lo que su respuesta será totalmente anónima. Por favor, escoja una opción como respuesta, siéntase libre de responder honestamente de acuerdo con su realidad.
Edad _____ Sexo: Femenino <input type="checkbox"/> Masculino <input type="checkbox"/> 1.- ¿Cómo consideras que se encuentran tus habilidades para hablar en inglés? Muy buenas <input type="checkbox"/> Buenas <input type="checkbox"/> Regulares <input type="checkbox"/> Malas <input type="checkbox"/> Muy malas <input type="checkbox"/> 2.- ¿Sientes que la nueva modalidad virtual ha ayudado a que tu nivel de inglés mejore? Si <input type="checkbox"/> No <input type="checkbox"/> 3.- ¿Cuán motivado te sientes con las actividades que tu docente utiliza en las clases de inglés? Muy motivado(a). <input type="checkbox"/> Un poco motivado(a). <input type="checkbox"/> Nada motivado(a). <input type="checkbox"/>

4.- ¿Con qué frecuencia tu docente de inglés ha incluido juegos en línea para mejorar tu participación en clase?

Siempre

A veces

Rara vez

Nunca

5.- ¿Te sientes atraído por las actividades educativas encontradas en internet?

Mucho.

Un poco.

Casi nada.

Nada.

6.- ¿Consideras que los juegos podrían ayudar a mejorar tu nivel de inglés?

Si

No

7.- ¿En qué porcentaje crees que el uso de juegos educativos pueda mejorar tu uso del idioma?

76% - 100%

51% - 75%

26% - 50%

0% - 25%

8.- De la siguiente lista de plataformas educativas, marca con una X las que hayas utilizado.

Genially

Voki

Educandy

Learning apps

Kahoot

Annex 3. Validated instruments

9.- ¿Te interesa la idea de que tu docente de inglés incluya actividades en línea para que puedas poner en práctica el idioma?

Mucho.

Un poco.

Casi nada.

Nada.

10.- De tener acceso a una diversidad de juegos en línea para practicar el idioma, ¿con que frecuencia los jugarías en las horas después de clase?

Siempre

A veces

Rara vez

Nunca

Fecha de envío para la evaluación del experto:	17 de ene. de 2022
Fecha de revisión del experto:	17 de enero de 2022

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACION CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACION		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACION CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



Firma del Evaluador

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Fecha de revisión del experto:	19/01/2022

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

MARCIA LUCIA Firmado digitalmente por MARCIA LUCIA MANTILLA GUERRA Fecha: 2022.01.19 13:38:05 -0500
MANTILLA
GUERRA

Firma del Evaluador

C.C.: 1711539690

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Annex 4. Informed consent letter



UNIVERSIDAD TÉCNICA DEL NORTE
Facultad de Educación Ciencia y Tecnología
DECANATO

Oficio 796-D – 2021
Ibarra, 13 de diciembre de 2021

Señor
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES
Ciudad

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted, con la finalidad de solicitarle muy comedidamente, se brinde las facilidades necesarias a la señorita BONILLA HUERA JENNIFER CRISTINA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información, con el fin de desarrollar el trabajo de titulación con el tema "GAMIFICATION STRATEGIES TO DEVELOP SPEAKING FLUENCY IN 6TH GRADES STUDENTS AT DANIEL REYES SCHOOL IN THE ACADEMIC YEAR 2021-2022".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO DE LA FECYT



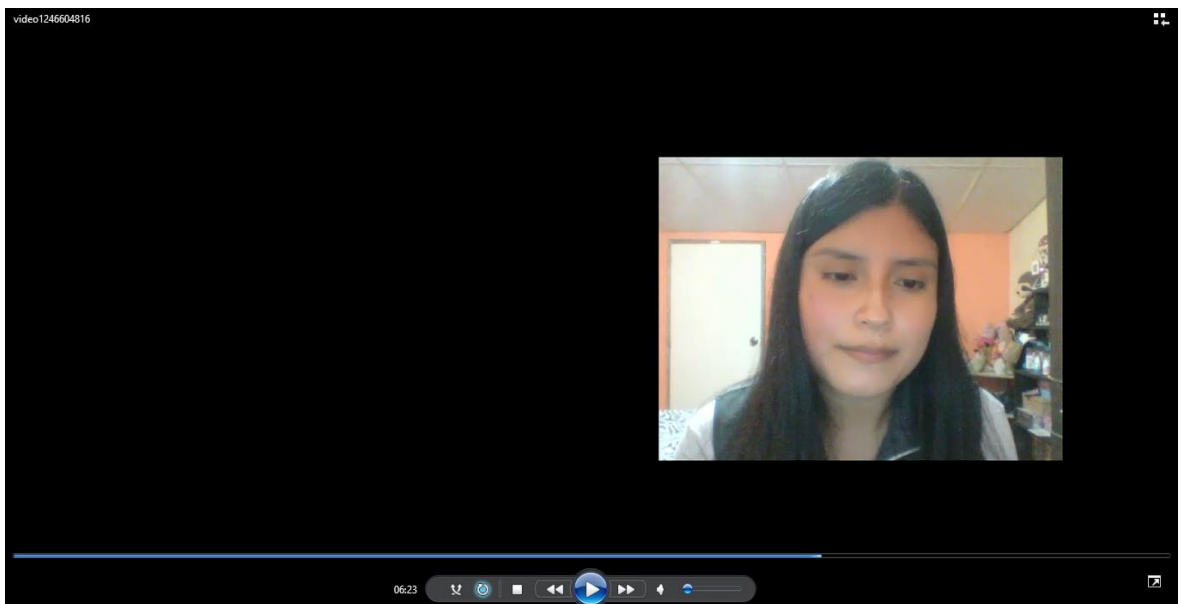
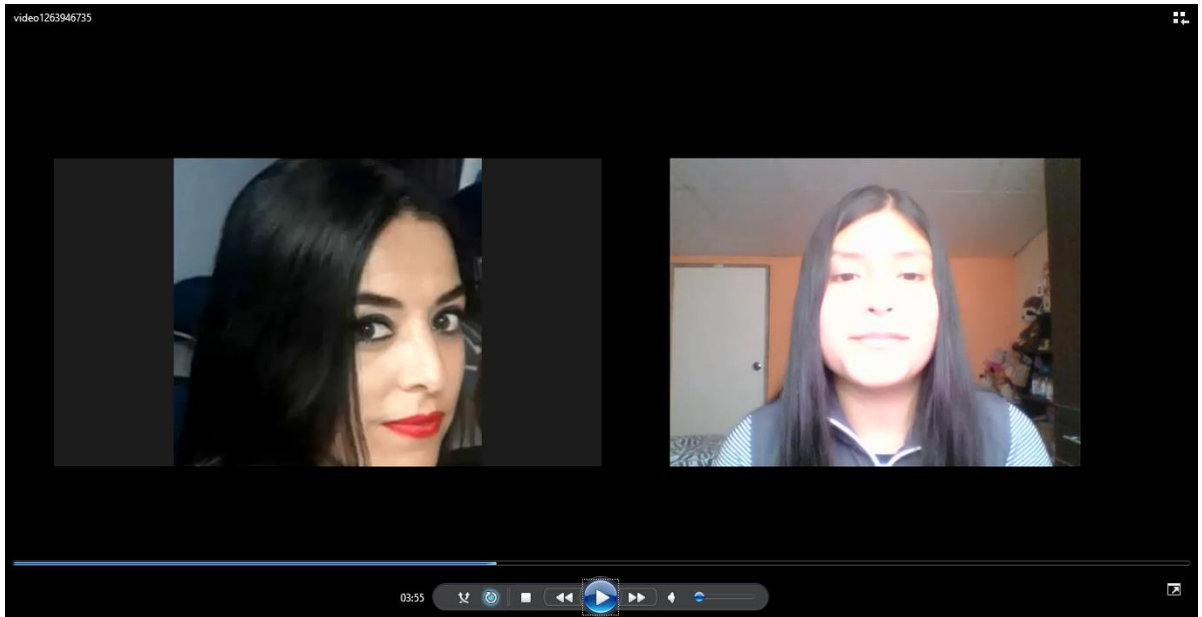
Fecha 25/01/2022

"DANIEL REYES" Firma

Annex 5. Informed consent letter accepted




Annex 6. Interviews applied to teachers



Annex 7. Surveys applied to students



Annex 8. Teachers' post survey



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Thesis Project: Gamification strategies to develop speaking fluency in 6th grades students at Daniel Reyes school in the academic year 2021-2022.

Objective: Questions applied to know the level of acceptance that the online platform “Let's have fun learning with Jennifer” has, by English teachers at Daniel Reyes school.

Date: April 14th, 2022

1.- How do you consider the design of this online platform?

Excellent
 Very good
 Good
 Average
 Poor

2.- How do you consider the access and the use of this online platform?

Very difficult
 Difficult
 Easy
 Very easy

3.- How do you consider the information found in this online platform?

Very useful
 Useful
 Irrelevant
 Not useful

4.- Do you think you will use this online platform to create activities for your classes?

Yes
 No
 Maybe

5.- Do you consider the games will be accepted by your students?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.- Do you think the activities found in this platform will help the students oral production?

- Yes
- No
- Maybe

7.- Do you think these games will promote students' participation in English classes?

- Yes
- No
- Maybe

Date: April 14th 2022

1- How do you consider the design of this online platform?

- Excellent
- Very good
- Good
- Average
- Poor

2- How do you consider the access and the use of this online platform?

- Very difficult
- Difficult
- Easy
- Very easy

3- How do you consider the information found in this online platform?

- Very useful
- Useful
- Irrelevant
- Not useful

4- Do you think you will use this online platform to create activities for your classes?

- Yes
- No
- Maybe

Annex 9. Socialization of the guide

