UNIVERSIDAD TÉCNICA DEL NORTE (UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PRESENCIAL

TEMA:

Gamification to Develop Speaking Skills in Senior Students at Teodoro Gómez de la Torre High School, Academic Period 2022-2023

Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía en los Idiomas Nacionales y Extranjeros

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

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Ibarra - Febrero – 2025

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FECHA: AAAAMMDD	2025/12/02
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	[X] PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Inglés.
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DEDICATORY

I dedicate my thesis with all my love and affection to God, for allowing me to live, for being with me in every step I take, and for placing in my path the people who have been my support and company throughout my studies. With deep gratitude, I also dedicate it to my parents, Nirio and Zoila, who did everything possible so that I could achieve my dreams, always motivating me and extending a helping hand when I felt the road was coming to an end. Likewise, to my siblings, Amilcar, Yessenia, Joseline, and my aunt Rome, who were always there to offer me their love, understanding, and unconditional support. I also extend this dedication to all my friends who have shared moments of joy and sadness by my side, especially to my dear friend Diego Espinoza, who is no longer with us but stood by me through good and bad times, supported every decision I made, and was always mindful of my journey through college.

ACKNOWLEDGMENT

My deepest and most sincere gratitude to all those who have

Thanks God for being my strength in moments of weakness and for giving me a life full of happiness, experiences and learning.

I want to thank my parents Nirio and Zoila for supporting me at all times, for the values they have instilled in me, for being an example of life to follow, and for allowing me to have an excellent education.

I also want to thank my siblings, nephews, and aunt Romelia for being an important part of my life; they represent the family unit, fill my life with joy and love.

Thanks to the Universida d Técnica del Norte that welcomed me to a world of knowledge and incomparable opportunities.

I am grateful for the trust, support and dedication to my professors, especially to teachers Fernando Flores and Rubén Congo for transmitting me their knowledge and their great patience, thanks to them I have achieved great goals and culminated my thesis.

ABSTRACT

This research aimed to propose the use of gamification as a teaching method to strengthen speaking skills of senior students at Teodoro Gómez de la Torre High School. The problem identified lay in the fact that the predominant teaching methods in the classroom were still mostly traditional, which limited the active participation of students and restricted their practice of the language in real communicative situations. To address this problem, a mixed approach was adopted, combining qualitative and quantitative methods in data collection and analysis. A survey was applied to students to learn about their perception of English teaching and the strategies used in the classroom, as well as the main challenges they faced in the development of their oral expression. In a complementary manner, interviews were conducted with English teachers in order to analyze the methodologies they used and their perspective on the difficulties that students presented in this skill. The results obtained revealed that the lack of innovative and motivating strategies had a negative impact on the oral performance of students, who perceived classes as repetitive and not very dynamic. In addition, a discrepancy was identified between the methodology declared by teachers and the students' perception of its effectiveness. In view of this reality, a didactic guide was designed based on gamification, incorporating playful and interactive activities that encouraged the use of the language in real contexts. This proposal sought not only to improve students' oral expression but also to increase their motivation and confidence when communicating in English.

Key words: Teaching Methods, Gamification, Speaking Skills, English Teaching.

RESUMEN

Esta investigación tuvo como objetivo proponer el uso de la gamificación como método de enseñanza para fortalecer las habilidades de expresión oral de los alumnos del último año del colegio Teodoro Gómez de la Torre. El problema identificado radicaba en que los métodos de enseñanza predominantes en el aula seguían siendo en su mayoría tradicionales, lo que limitaba la participación activa de los alumnos y restringía su práctica del idioma en situaciones comunicativas reales. Para abordar este problema, se adoptó un enfoque mixto, combinando métodos cualitativos y cuantitativos en la recogida y el análisis de datos. Se aplicó una encuesta a los estudiantes para conocer su percepción sobre la enseñanza del inglés y las estrategias utilizadas en el aula, así como los principales desafíos que enfrentaban en el desarrollo de su expresión oral. De manera complementaria, se realizaron entrevistas a profesores de inglés para analizar las metodologías que utilizaban y su perspectiva sobre las dificultades que presentaban los alumnos en esta habilidad. Los resultados obtenidos revelaron que la falta de estrategias innovadoras y motivadoras repercutía negativamente en el desempeño oral de los estudiantes, quienes percibían las clases como repetitivas y poco dinámicas. Además, se identificó una discrepancia entre la metodología declarada por los profesores y la percepción de su eficacia por parte de los alumnos. Ante esta realidad, se diseñó una guía didáctica basada en la gamificación, incorporando actividades lúdicas e interactivas que fomentaban el uso del idioma en contextos reales. Esta propuesta buscaba no sólo mejorar la expresión oral de los alumnos, sino también aumentar su motivación y confianza a la hora de comunicarse en inglés.

Palabras clave: Métodos de enseñanza, Gamificación, Expresión Oral, Enseñanza del inglés.

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INTRODUCTION

In the era of globalization, proficiency in English has become an essential skill in the academic, social and professional spheres. Within these skills, oral expression is fundamental for effective communication in an increasingly interconnected world. However, many students face difficulties in expressing themselves fluently in English, which highlights the need to implement innovative pedagogical approaches that encourage active language practice and reduce barriers to the development of communicative competence.

Gamification, defined as the integration of game elements into educational contexts, has proven to be an effective strategy for increasing student speaking skill. Recent studies support its effectiveness in the development of English language skills. For instance, Simbaña-Simbaña et al. (2023) found that applying gamification significantly improved oral communication skills in English as a foreign language student. Similarly, Ushiña Chuquimarca et al. (2024) highlighted the effectiveness of gamification strategies in developing linguistic competencies in high school students.

Given the importance of oral expression in English language learning and the challenges faced by high school students at Teodoro Gómez de la Torre, this research aims to explore how gamification can enhance speaking skills. By implementing game dynamics and interactive activities, the goal is not only to increase student motivation but also to foster continuous practice and meaningful learning. Additionally, developing a teacher's guide that provides gamification-based strategies and activities is also a key objective, as it will facilitate the implementation of these practices in the classroom and enable teachers to improve their teaching methods.

This document is structured into five chapters: the first addresses the problem statement, objectives, and justification for the research; the second develops the theoretical framework with foundations on gamification and speaking teaching; the third describes the applied methodology; the fourth analyzes the results obtained; and the fifth presents conclusions and recommendations, aimed at the effective implementation of the proposed approach.

Problem Description

Learning English as a foreign language is an essential skill in today's globalized world. However, many students encounter significant challenges in their learning process, particularly in developing their speaking skills. Factors such as lack of motivation, limited language practice outside the classroom, and reliance on traditional teaching methods hinder students' linguistic progress. Research indicates that conventional approaches, which emphasize grammar and vocabulary instruction over interactive communication, fail to adequately prepare students for real-life language use. Consequently, students often struggle with fluency and confidence when speaking in English (Al-Sobhi & Preece, 2018).

In Latin America, English language teaching presents several challenges, including limited exposure to the language outside the classroom and a lack of adequate resources to support learning. Traditional methodologies, which primarily focus on teaching grammar and vocabulary, do not sufficiently promote active language practice, especially in speaking. Additionally, students' motivation to learn English is often low, as they do not perceive the language as a useful tool in their daily lives, but rather as a compulsory subject (The Dialogue, 2017; The Borgen Project, 2020).

In the Ecuadorian context, the situation is not much different. According to the EF English Proficiency Index (EF EPI, 2022), Ecuador ranks 82nd out of 111 countries, highlighting a low level of English proficiency. Despite efforts to improve language teaching, many educational institutions still use traditional methods that do not encourage English interaction, limiting students' opportunities to practice and improve their fluency (Guayanlema Chávez et al., 2023). This phenomenon is even more noticeable among high school students, who often feel that their level of English is not sufficient to handle real-life communication situations.

In the context of Teodoro Gómez de la Torre High School, developing students' speaking skills presents significant challenges. Although teachers employ various strategies to teach English, many lack appropriate methodologies to foster effective communicative practice. Additionally, the absence of standardized textbooks leads to reliance on photocopies from diverse sources, hindering the organization and coherence of the teaching-learning process. The lack of adequate resources and specialized pedagogical training limits the implementation of effective teaching strategies that

could promote students' oral production. Incorporating innovative approaches such as gamification could be a viable solution, as this methodology encourages active participation in communicative and contextual situations. Research indicates that gamification can improve students' English language skills and positively affect their attitudes toward learning (Deterding et al., 2011). Therefore, it is crucial to investigate how this methodology can enhance speaking skills among students at Teodoro Gómez de la Torre High School, providing a more dynamic and participatory approach to English teaching.

Hence, this research is necessary due to the current challenges faced by senior students at Teodoro Gómez de la Torre High School in developing their English-speaking skills. Despite receiving English instruction for several years, many students struggle to achieve functional proficiency, particularly in speaking. Traditional teaching methods often prioritize grammar over communicative competence, failing to meet the students' real needs. This issue is prevalent in Ecuador, where English is not widely spoken outside educational institutions (Villafuerte Holguín & Macías Mosquera, 2020; Newman et al., 2023). By exploring the potential of gamification, this study proposes an innovative approach to enhance speaking skills, addressing the gap in effective language teaching in the region.

The importance of this research lies in its potential to provide both students and teachers with new tools to overcome barriers to English language learning. Gamification, as a pedagogical approach, has been shown to improve student motivation, engagement, and participation, which are key factors in the acquisition of a second language (Simbaña-Simbaña et al., 2023). The application of gamification in the classroom will help students develop essential communication skills in a dynamic and interactive learning environment. This is particularly crucial in Ecuador, where students face limited opportunities for real-life practice of English outside the classroom.

This study is also significant because it aligns with global trends in education, where innovative methodologies such as gamification are gaining recognition for their effectiveness in fostering more engaging and meaningful learning experiences. For instance, Dicheva et al. (2015) conducted a systematic mapping study that highlighted the increasing application of gamification in educational contexts, noting its potential to enhance student motivation and engagement. Furthermore, by focusing on the senior students of Teodoro Gómez de la Torre High School, the

research will provide actionable insights that can be replicated in other educational settings, contributing to the broader improvement of English language teaching in the country.

The direct beneficiaries of this research are the senior students at Teodoro Gómez de la Torre High School. Through the gamification method, they will have the opportunity to improve their speaking skills, engage in meaningful language use, and gain greater confidence in their ability to communicate in English. By participating in a more engaging and interactive learning environment, these students will be better equipped to meet the challenges of an increasingly globalized world.

Indirect beneficiaries include the teachers of English at the school. By designing a teacher guide based on the gamification method, this study will provide educators with a structured and effective approach to teaching speaking skills. This guide will empower teachers to integrate innovative teaching strategies into their lessons, enhancing their teaching practices and ultimately benefiting future cohorts of students. Additionally, the school itself will benefit from the implementation of a modern and effective pedagogical approach, improving its reputation as a forward-thinking institution dedicated to quality education.

In conclusion, this research is crucial not only to address the existing gaps in English language instruction at Teodoro Gómez de la Torre High School but also to contribute to the broader field of English language teaching in Ecuador. The introduction of gamification has the potential to transform the learning experience, providing students and teachers with the tools necessary to succeed in an increasingly competitive global landscape.

Objective
- Propose the Gamification to Develop Speaking Skills in Senior Students at Teodoro Gomez de la Torre High School.

Specific Objectives
- Identify the challenges faced by students in developing their speaking skills at Teodoro Gómez de la Torre School.
- Design a teacher guide based on Gamification to teach speaking skills in Senior Students at Teodoro Gómez de la Torre School.

CHAPTER I THEORETICAL FRAMEWORK

1.1. Learning Theories

Language acquisition theories explore the processes through which humans develop the ability to understand and use a language. This phenomenon, encompassing both first language acquisition and second language learning, involves a complex interplay of cognitive, biological, and social factors. Over time, various theoretical approaches have attempted to explain the underlying principles of language learning and the mechanisms that enable individuals to acquire linguistic competence. Lightbown and Spada (2021) provide a comprehensive overview of these theories, discussing key concepts such as the role of input, interaction, and the influence of individual differences on language development.

In the context of second language learning, understanding the mechanisms that facilitate acquisition is particularly important in academic environments. Contemporary theoretical perspectives emphasize the interaction between the learner and their environment, the active construction of knowledge, and the influence of technological connections on the learning process. These approaches suggest that language acquisition is not solely dependent on external stimuli but also on the tools and strategies that foster meaningful interaction and intrinsic motivation. For instance, Ellis (2022) discusses how usage-based approaches highlight the role of meaningful exposure and interaction in acquiring linguistic constructions.

The foundational concepts of language acquisition, including constructivism, connectivism, and the self-determination theory, provide a critical framework for designing effective educational strategies. These theories support meaningful learning and active language practice, as will be explored in depth in the subsequent section.

1.1.1. Constructivism

Constructivism is a learning theory emphasizing the active role of learners in constructing their own knowledge through interaction with their environment and experiences. Jean Piaget, a prominent figure in this field, proposed that learning occurs as individuals engage with new information, relate it to prior knowledge, and organize it into meaningful frameworks. According to Piaget, knowledge is not passively received but actively built by the learner. He emphasized the importance of active engagement, exploration, and collaboration in educational settings. Piaget's

theory has significantly influenced educational practices, highlighting the need for learning environments that encourage students to construct understanding through hands-on activities and critical thinking.

In the context of language acquisition, constructivism emphasizes the importance of meaningful interactions and authentic experiences in developing linguistic competence. Lev Vygotsky expanded upon this perspective by introducing the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what learners can achieve independently and what they can accomplish with guidance or collaboration. The ZPD underscores the significance of scaffolding, where instructors or peers provide support to help learners reach higher levels of understanding. This theoretical approach provides a solid foundation for designing educational strategies that foster active learning and social interaction, both of which are essential for second language acquisition.

1.1.2. *Connectivism*

Connectivism, introduced by Siemens (2005), is a learning theory designed for the digital age, emphasizing the role of technology and networks in the process of knowledge acquisition. Unlike traditional theories that focus on individual cognition, connectivism posits that knowledge exists not only within the individual but also within external networks, such as digital platforms, communities, and technological tools. Learning, from this perspective, involves establishing and maintaining connections that enable the continuous flow of information. Siemens (2005) argues that "learning is a process of connecting specialized nodes or information sources," highlighting the importance of nurturing and maintaining these connections to facilitate continual learning.

In second language acquisition, connectivism underscores the importance of accessing diverse resources and engaging with global communities to practice and refine linguistic skills. The theory aligns closely with modern educational paradigms that leverage technology to create interactive and collaborative learning environments. For language learners, connectivist principles highlight the value of exposure to authentic materials and participation in digital networks, fostering a deeper and more dynamic engagement with the target language.

1.1.3. The Self-Determination

The Self-Determination Theory (SDT), developed by Deci and Ryan (1985), focuses on the role of intrinsic and extrinsic motivation in learning. This theory identifies three fundamental psychological needs—autonomy, competence, and relatedness—that must be satisfied to foster motivation and engagement. Autonomy refers to the learner's sense of control over their own learning process, competence reflects the ability to achieve desired outcomes, and relatedness pertains to the feeling of connection with others in the learning environment. According to Deci and Ryan (1985), when these needs are met, individuals experience greater intrinsic motivation and psychological well-being.

In the realm of language acquisition, Self-Determination Theory (SDT) emphasizes that learners are more likely to succeed when they are intrinsically motivated, finding the learning process enjoyable and meaningful. Satisfying the psychological needs of autonomy, competence, and relatedness creates an optimal environment for engagement, encouraging learners to take ownership of their progress. Research indicates that intrinsic motivation fosters a sense of autonomy and competence, which are essential for maintaining long-term commitment to language learning. This theoretical framework is particularly relevant for designing language instruction that nurtures motivation and supports sustained acquisition goals (Deci & Ryan, 1985; Noels et al., 2019).

Theories such as constructivism, connectivism, and self-determination theory provide a robust theoretical framework for understanding language acquisition. They highlight the active, social, and motivational dimensions of learning, emphasizing the importance of interaction, engagement, and personal agency in the development of linguistic competence.

1.2. ELT Methodology

Teaching methodologies encompass the strategies, techniques, and approaches educators use to facilitate student learning. In language teaching, these methodologies have been fundamental in structuring teaching and learning processes, adapting to the characteristics and needs of students in diverse educational contexts. Over time, teaching methodologies have evolved from traditional approaches centered on memorization and repetition to contemporary methods that prioritize communication, collaboration, and the use of innovative technologies. Richards and Rodgers

(2014) provide a comprehensive overview of these developments, highlighting the shift towards more interactive and student-centered approaches in language education.

The goal of these methodologies is not only to teach the content of a language, but also to develop practical skills that enable learners to use it effectively in real-world contexts. This shift has led to the adoption of dynamic, learner-centered approaches that prioritize interactive and contextualized strategies. These methods bridge the gap between theory and practice, helping students to communicate confidently in a variety of settings. By encouraging active participation and critical thinking, they foster engagement and retention, while promoting cultural awareness and adaptability for real-world communication.

1.2.1. Traditional Methodologies
The following list presents the most commonly used traditional methodologies in language learning (Richards & Rodgers, 2014; Larsen-Freeman & Anderson, 2011):

- Grammar-Translation Method
- Audiolingual Method
- Direct Method
- Silent Way
- Community Language Learning
- Total Physical Response

1.2.2. Contemporary Methodologies
The following list presents the most effective contemporary methodologies for language learning (Ellis, 2017; Long, 2015; Mehisto et al., 2018):

- Task-Based Language Teaching (TBLT)
- Content and Language Integrated Learning (CLIL)
- Flipped Classroom Approach
- Game-Based Learning (GBL)
- Blended Learning
- Gamification

1.3. The Evolution of Teaching Methodologies Toward Gamification

Throughout the evolution of teaching methodologies, there has been a significant shift from traditional approaches, based on memorization and repetition, to contemporary and innovative methods that prioritize interaction, collaboration, and the use of technology. This shift reflects a

growing need to adapt pedagogical strategies to the demands of the 21st century, where learning must not only be effective but also engaging and meaningful.

In this context, gamification has emerged as an innovative approach that complements and extends contemporary methodologies. By incorporating game design elements, gamification aligns with the principles of interactive and personalized learning, meeting the needs of modern students who require dynamic and stimulating learning experiences (Hamari et al., 2022). By integrating playful dynamics into educational environments, gamification not only fosters intrinsic and extrinsic motivation but also provides opportunities to practice skills in a structured yet relaxed setting.

Moreover, gamification stands out for its ability to combine educational objectives with advanced technological tools, positioning itself as a natural extension of task-based, project-based, and technology-mediated learning methodologies. This transition toward more gamified approaches do not imply a rejection of traditional or contemporary methodologies but rather an evolution that seeks to integrate their strengths with strategies designed to capture and maintain student interest.

1.4. Gamification

Gamification, as a concept, has gained significant traction in recent years, particularly in the context of education. Deterding et al. (2011) define gamification as the application of game design elements in non-game contexts to enhance user engagement and motivation. This approach integrates game mechanics such as points, badges, and leaderboards into activities that are not inherently games. The primary goal is to encourage participation, sustain interest, and facilitate a deeper understanding of the subject matter. For instance, in classrooms, gamified activities can transform conventional lessons into interactive and dynamic experiences, fostering enthusiasm and active learning. As highlighted by Chou (2019), gamification taps into intrinsic motivations by arousing curiosity and a sense of accomplishment, essential components of effective learning.

Educational gamification builds upon established psychological principles, emphasizing intrinsic and extrinsic motivation. According to Ryan and Deci's (2000) Self-Determination Theory, intrinsic motivation stems from the innate satisfaction of engaging in an activity, while extrinsic motivation is driven by external rewards. Gamification balances these motivational types,

offering extrinsic rewards such as points or badges to initially attract learners while fostering intrinsic interest over time. For example, a gamified language-learning app might reward users for completing daily tasks while gradually sparking genuine interest in mastering the language. The effectiveness of this approach has been supported by recent studies (Su & Cheng, 2019), which demonstrate how gamified systems can significantly improve students' academic performance and engagement

The development and application of gamification in education have been profoundly shaped by advancements in technology. Digital platforms enable educators to design sophisticated gamified experiences, incorporating elements like adaptive challenges, storytelling, and real-time feedback. Werbach and Hunter (2020) emphasize that these digital tools allow for personalized learning experiences, addressing individual students' needs and fostering inclusivity. For instance, gamification platforms can adapt difficulty levels based on a learner's progress, ensuring an optimal balance between challenge and skill. Furthermore, these tools often provide analytics that help educators monitor progress and adjust strategies accordingly. The integration of technology thus not only enhances the learning experience but also equips educators with data-driven insights to refine their teaching practices.

In conclusion, gamification represents a powerful educational tool with the potential to transform traditional learning paradigms. By leveraging game mechanics, fostering motivation, and integrating technology, gamification creates engaging and effective learning environments. As research continues to explore its possibilities, gamification's role in education is expected to expand, offering innovative solutions to address challenges in modern classrooms. This method, supported by both theoretical frameworks and empirical evidence, underscores its relevance and efficacy in fostering meaningful learning experiences.

1.5. Elements of Gamification

Gamification in the educational field consists of several key elements that transform the learning process into an engaging and motivating experience. These elements not only help to involve students but also promote greater interaction, collaboration, and healthy competition. Hierarchically, the elements of gamification can be organized into three levels: components,

mechanics, and dynamics. Below are some of the fundamental elements applied in the classroom, aligned with this structure.

In gamification, reward systems—comprising points, badges, and levels—are pivotal components that provide students with a sense of achievement and progress. These elements offer positive reinforcement, sustaining interest and motivating active participation. According to Hamari, Koivisto, and Sarsa (2014), such gamification elements can enhance user engagement by fulfilling psychological needs and encouraging desired behaviors. By implementing these components, educators can effectively track and promote students' progress within a gamified learning environment.

Another essential element of gamification is the concept of mechanics, which encompasses the challenges presented to students. These challenges are highly motivating as they require effort and skill, and they can vary in difficulty, allowing each student to find an appropriate level of challenge for their abilities. By overcoming these challenges, students develop resilience and problem-solving skills, promoting active learning. Mechanics also define how challenges and rewards are structured in a gamified environment (Legaki, Xi, Hamari, Karpouzis, & Assimakopoulos, 2020).

Competition is a key aspect of gamification mechanics, often implemented through elements like games and leaderboards that encourage friendly rivalry among students. These components motivate learners to challenge themselves and their peers, fostering a healthy and cooperative environment. Additionally, competition provides students with opportunities to develop essential life skills such as resilience, adaptability, and strategic thinking. When participating in gamified activities, students not only aim to achieve higher positions but also learn to celebrate the achievements of others, promoting mutual respect. Structured competition cultivates perseverance, as students are inspired to refine their skills and improve performance, all while enjoying a dynamic and engaging learning experience (Sepehr & Head, 2013).

Autonomy plays a fundamental role in gamification by empowering students to take charge of their learning process. When students are given the freedom to make decisions about how to approach challenges and rewards within a gamified environment, they experience a sense of ownership and control that enhances their engagement. Research suggests that autonomy in gamified learning environments fosters motivation, creativity, and problem-solving skills (Deci & Ryan, 2000). Dynamics emerge as a result of the interaction between components and mechanics

and include emotions and behaviors such as intrinsic motivation, cooperation, and a sense of achievement. Additionally, instant feedback is an essential element of gamification. Gamified platforms and tools provide students with immediate feedback on their performance, enabling them to correct mistakes and improve their understanding of the content. Studies indicate that immediate feedback in gamified settings enhances learning outcomes by keeping students engaged and reinforcing positive learning behaviors (Hattie & Timperley, 2007). This type of feedback ensures that students stay focused and can adjust their learning strategies, making the process more dynamic and effective.

Figure 1

Pyramid of gamification elements
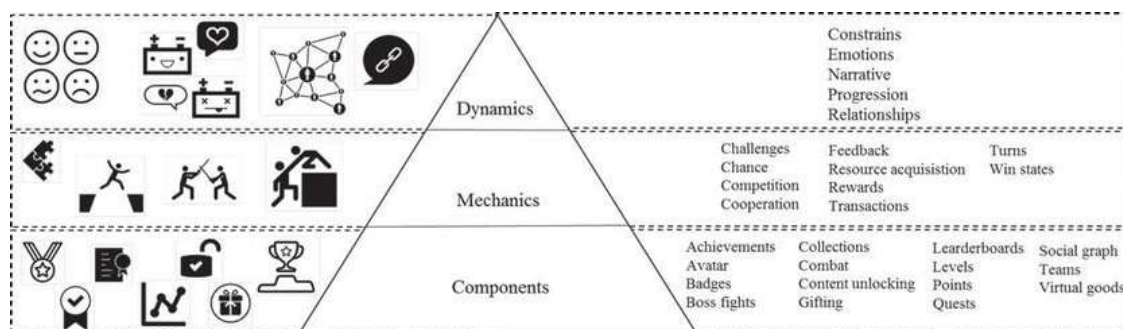
Note: *Gamification by Werbach and Hunter (2012).*

In conclusion, the elements of gamification, organized into components, mechanics, and dynamics, play a crucial role in motivating and engaging students. These elements not only make learning more enjoyable but also encourage the development of key skills such as problem-solving, teamwork, and autonomy in learning.

1.6. Gamification Strategies in Teaching Speaking Skills

Gamification strategies are pedagogical methods that incorporate game design elements into educational contexts to enhance students' motivation, engagement, and learning outcomes. These strategies are grounded in experiential learning theory, which suggests that students acquire knowledge more effectively through interactive and game-based experiences, fostering deeper understanding and skill retention. In the field of English as a Foreign Language (EFL) instruction, gamification has been recognized as a powerful tool for improving oral skills by promoting

continuous practice in a less intimidating and more dynamic environment. This method allows students to participate in structured learning experiences that mimic real-world communication, making the acquisition of language skills more engaging and effective (Deterding et al., 2011; Kolb, 1984; Hamari et al., 2014).

The application of gamified strategies in English teaching has been shown to improve students' fluency and confidence in spoken communication, making language acquisition more natural and engaging. These strategies include the use of rewards and immediate feedback, challenge-based learning, storytelling, competition and collaboration, as well as simulations and augmented reality. Each of these approaches is based on psychological and pedagogical principles that strengthen language acquisition through active participation and positive reinforcement. By integrating gamification into EFL teaching, educators can create learning environments that foster motivation, persistence, and meaningful interaction, ultimately leading to a more effective mastery of oral skills (Sailer et al., 2017; Werbach & Hunter, 2012; Kapp, 2012).

1.6.1. *Use of Rewards and Immediate Feedback*
Rewards and immediate feedback are fundamental elements of gamification as they reinforce desired behaviors and motivate students to actively engage in the learning process. In English language teaching, rewards can take the form of points, badges, or levels within a gamified system, fostering healthy competition and self-regulated learning. Studies indicate that incorporating these elements increases knowledge retention and enhances students' oral performance. The presence of a reward system encourages students to participate actively, as they associate learning with positive reinforcement, which in turn reduces anxiety and enhances their willingness to communicate in English (Kapp, 2012; Zichermann & Cunningham, 2011; Hamari et al., 2014).

Immediate feedback is crucial for meaningful learning as it allows students to correct mistakes in real-time, improving their pronunciation, fluency, and grammatical structure. Hattie and Timperley (2007) highlight that feedback is one of the most powerful influences on learning and performance, with both positive and negative effects. Gamified systems incorporating instant feedback increase student engagement, leading to significant improvements in oral production. Sailer et al. (2017) found that specific game design elements fulfill psychological needs, thereby

motivating students. Additionally, digital tools such as Kahoot!, Duolingo, and Classcraft have been widely used in classrooms to provide interactive and reward-based learning experiences. These platforms help bridge the gap between theoretical knowledge and practical application, ensuring that students receive immediate correction and encouragement, which is essential for long-term oral skill development. Werbach and Hunter (2012) propose a framework demonstrating how gamification triggers motivation at different levels, including dynamics, mechanics, and components.

1.6.2. Challenge-Based Learning and Missions

Challenge-based learning promotes problem-solving and critical thinking, essential aspects of acquiring a new language. In English instruction, this strategy involves presenting students with communicative tasks framed within specific challenges, such as interview simulations, debates, or real-life situations. Facing these challenges allows students to develop their oral skills while strengthening their confidence and spontaneity in speaking. The introduction of competitive elements, such as timed tasks or mission-based activities, increases student engagement and encourages a proactive approach to learning (Zichermann & Cunningham, 2011; Kapp, 2012).

Studies show that students who participate in gamified activities based on challenges exhibit higher vocabulary retention and improved pronunciation and verbal fluency. This approach aligns with self-determination theory, which asserts that intrinsic motivation increases when students perceive autonomy and control over their learning process. Consequently, designing progressively challenging gamified activities proves highly beneficial for developing oral communication competence in English. When students are given tasks that mimic real-life situations, they are more likely to internalize the language, leading to improved fluency and more natural speech patterns (Hamari et al., 2014; Deci & Ryan, 2000).

1.6.3. Storytelling and Narratives

The use of storytelling in gamification allows students to emotionally engage with the learning process, fostering a deeper connection with the content and enhancing language retention. In English teaching, this strategy is implemented through the creation of stories in which students assume roles and resolve communicative situations within a narrative context. Literature indicates that storytelling-based learning improves verbal fluency and helps students develop creative thinking and improvisational skills. By participating in structured narratives, learners experience a

sense of immersion that facilitates the acquisition of linguistic structures and vocabulary (Sailer et al., 2017; Kapp, 2012).

From a psychological perspective, integrating narratives into learning is supported by Vygotsky's (1978) scaffolding theory, which states that students acquire knowledge more effectively when engaging in meaningful experiences within a structured context. In this sense, gamification through storytelling enables students to internalize linguistic structures more effectively by immersing themselves in authentic communicative situations. The emotional engagement fostered by storytelling also enhances motivation and retention, making it an effective tool for improving spoken English proficiency (Gee, 2003).

1.6.4. *Competition and Group Collaboration*

Competition and group collaboration are gamification strategies that foster social interaction and teamwork in second language learning. Through debate tournaments, question-and-answer games, or pronunciation competitions, students are encouraged to improve their oral skills in a dynamic and motivating way. The presence of structured competition helps create an environment where students strive to improve their language skills while also learning from their peers (Zichermann & Cunningham, 2011; Hamari et al., 2014).

From a motivational standpoint, Csikszentmihalyi's (1990) flow theory suggests that highly challenging yet attainable activities generate a state of immersion in learning, facilitating skill acquisition. Gamification, by incorporating competitive and collaborative elements, enables students to experience this state of flow, optimizing their performance in English oral production. By working together towards a common goal, students develop essential communicative skills such as negotiation, persuasion, and active listening, which are crucial for real-world language use (Sailer et al., 2017).

1.6.5. *Simulations and Augmented Reality*

The use of simulations and augmented reality in English instruction allows students to practice their oral skills in immersive and realistic environments. Tools like Duolingo, Mondly, and VRChat have been designed to offer interactive learning experiences where students can engage in conversations in various contexts, improving their pronunciation in a controlled and pressure-free setting. These virtual environments replicate real-world interactions, providing

students with opportunities to practice speaking without the fear of making mistakes in front of others (Sailer et al., 2017; Kapp, 2012).

From a cognitive perspective, Lave and Wenger's (1991) situated learning theory suggests that knowledge is acquired more effectively when students participate in real-life experiences. By utilizing gamified simulations, learners can develop communicative abilities in a more natural and effective manner, facilitating the transition from classroom learning to real-world application. The ability to engage with virtual interlocutors in authentic contexts enhances students' confidence and fluency, making simulation-based gamification a highly effective approach in language learning (Gee, 2003).

1.7.Gamification in Education

Gamification has emerged as a transformative method in education, leveraging game mechanics to foster engagement, motivation, and enhanced learning outcomes. According to Seaborn and Fels (2015), gamification involves integrating elements like points, badges, leaderboards, and challenges into educational settings to promote active participation and knowledge retention. This approach aligns with constructivist theories, which emphasize active learning through meaningful experiences. By simulating game-like scenarios, learners become more involved in the process, fostering intrinsic motivation and collaborative skills (Landers, 2019).

In educational contexts, gamification is not simply about adding fun to the classroom, but about strategically designing experiences that align with learning objectives. Deterding et al. (2011) highlight that gamified activities can transform mundane tasks into compelling challenges, enhancing students' focus and persistence. For instance, incorporating storytelling, role-playing, and progress tracking into lesson plans can make abstract concepts more tangible. Research demonstrates that gamification improves cognitive, emotional, and social engagement, creating a holistic learning environment (Zainuddin et al., 2020).

Moreover, gamification addresses diverse learner needs by accommodating different learning styles and preferences. Visual learners, for instance, benefit from graphical elements like progress bars and avatars, while kinesthetic learners engage with interactive tasks and simulations. According to Sailer et al. (2017), well-designed gamification strategies encourage a sense of

achievement and competence, particularly when aligned with personalized feedback. Such dynamics cater to the psychological needs outlined in Self-Determination Theory, emphasizing autonomy, competence, and relatedness (Ryan & Deci, 2000).

Gamification's potential extends beyond individual engagement, fostering collaborative learning through team-based activities. Collaborative gamification, as noted by Filsecker and Hickey (2014), enhances peer interaction, problem-solving, and communication skills. Team challenges and cooperative quests encourage learners to work together toward shared goals, reflecting real-world scenarios. This aligns with 21st-century skill development, preparing students for dynamic and collaborative professional environments (Sailer et al., 2017).

Finally, the role of technology is pivotal in implementing gamification effectively in education. Digital platforms, such as learning management systems and mobile apps, provide educators with tools to gamify their curricula efficiently. These platforms enable real-time feedback, adaptive learning paths, and analytics to monitor progress. By integrating gamification thoughtfully, educators can create immersive and impactful learning experiences that empower students to thrive academically and personally (Hamari et al., 2014; Zainuddin et al., 2020).

1.7.1. Benefits of Gamification in Learning

Gamification has proven to offer significant advantages in educational settings, fostering not only engagement but also improving learning outcomes. According to Caponetto et al. (2014), one of the primary benefits of gamification is its ability to increase student motivation. By introducing elements like rewards, competition, and achievement badges, students are encouraged to take a more active role in their learning, thus improving their commitment to tasks. This extrinsic motivation can lead to higher participation rates, especially for students who may otherwise find traditional educational methods less engaging.

Additionally, gamification promotes long-term retention of knowledge. A study by Sailer et al. (2017) suggests that game-based learning environments create a sense of achievement and reinforce the concept of "learning through play." This environment helps learners make connections between concepts by applying them in interactive scenarios. Gamification encourages students to experiment, make mistakes, and try again, facilitating a deeper understanding of material through repetition and practice. Moreover, the use of narratives and scenarios in gamified

systems can make complex or abstract content more relatable and easier to remember (Baldwin et al., 2020).

Another major benefit of gamification is the enhancement of collaboration and communication among students. When games are structured in a way that requires teamwork, students learn to share ideas, negotiate, and solve problems collectively. This collaborative aspect mirrors real-world situations where teamwork is essential, thus preparing students for future professional environments (Filsecker & Hickey, 2014). Social interaction within a gamified environment helps students develop critical soft skills such as leadership, empathy, and conflict resolution.

Furthermore, gamification can help bridge the gap for diverse learners by offering adaptive and personalized learning experiences. Learning platforms integrated with gamification often provide different levels of challenges, ensuring that each student progresses at their own pace. For example, advanced learners can be presented with more complex tasks, while beginners may receive simpler challenges. This customization allows for differentiated instruction, enabling students to feel more confident and supported throughout their learning journey (Hamari et al., 2014).

Lastly, gamification enhances feedback mechanisms. Traditional assessment methods, such as quizzes and tests, often fail to provide immediate feedback. In contrast, gamified systems can offer real-time feedback on students' performance, allowing them to track their progress continuously. This immediate feedback loop not only helps learners understand their strengths and areas for improvement but also increases their self-efficacy, which is the belief in their ability to succeed in specific tasks (Zainuddin et al., 2020).

1.7.2. *Practical Applications of Gamification in the Classroom*

Gamification in education has proven to be an effective strategy for promoting active participation and increasing students' motivation. By integrating game-like elements, educators can transform learning into a more dynamic and engaging experience, making lessons more appealing and interactive. This approach fosters a sense of achievement and encourages students to take ownership of their learning. The practical applications of gamification are diverse, ranging from the use of rewards and challenges to interactive storytelling and collaborative tasks. These

elements not only enhance students' focus and retention but also create an environment that supports creativity, teamwork, and the development of critical thinking skills (Hamari et al., 2014).

One of the most widely used tools is Kahoot!, which enables teachers to create interactive quizzes with a game-based structure. This platform fosters a competitive and dynamic environment where students answer questions in real time. In addition to encouraging collaboration, Zainuddin et al. (2020) highlight that Kahoot! enhances skills such as quick decision-making and concentration by combining fun and learning in a format appealing to students' interests. Its ability to provide instant feedback also allows educators and learners to identify areas for improvement immediately, benefiting both groups.

Similarly, Quizizz offers a more flexible option, allowing students to participate asynchronously and adapt to their own learning pace. According to Filsecker and Hickey (2014), Quizizz not only facilitates concept retention through repetition and reflection but also allows educators to customize quizzes and analyze individual and group performance in detail. These features make Quizizz an ideal tool for hybrid classes and remote learning environments, where student autonomy is critical for success.

Beyond Kahoot! and Quizizz, tools like Classcraft and Duolingo showcase the potential of gamification in different educational contexts. Classcraft adopts a role-playing game approach where students take on specific roles within a team to overcome challenges, promoting group cooperation and social interaction. Caponetto et al. (2014) emphasize that this tool fosters teamwork and collaborative skills, as students must work together to achieve common goals. Additionally, the incorporation of storytelling creates an immersive and memorable learning experience.

On the other hand, Duolingo uses levels, achievements, and rewards to maintain students' interest while promoting language learning interactively. Sailer et al. (2017) point out that Duolingo engages students through personal competition and daily challenges. The use of points and level progression motivates learners to actively participate in their own educational process. These features make Duolingo particularly effective in helping students develop language skills through consistent practice.

1.8.Communicative Competence

Communicative competence is a crucial concept in language education, referring to the ability to effectively and appropriately communicate in various social and cultural contexts. It is not merely about mastering grammatical structures or vocabulary but encompasses a broader range of skills necessary for successful communication. As defined by Canale and Swain (1980), communicative competence includes several components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These components work together to enable learners to produce coherent, contextually appropriate, and effective communication in both written and spoken forms.

1.8.1. Grammatical Competence

Grammatical competence refers to the knowledge of a language's structure, including syntax, morphology, and phonology. This understanding enables individuals to create grammatically correct sentences, forming the foundation for linguistic proficiency. However, grammar alone does not ensure effective communication, as it must be paired with the ability to convey meaning and adapt to context. According to Savignon (2002), grammatical competence must be complemented by other competencies to allow students to function in real-life situations. This highlights the importance of integrating grammar instruction with activities that promote communicative practice, such as role plays, interactive discussions, and real-world simulations, ensuring students can apply their grammatical knowledge in practical, meaningful ways.

1.8.2. Sociolinguistic Competence

Sociolinguistic competence involves understanding the social context of communication, including the roles of participants, the setting, and the purpose of the interaction. It allows learners to adjust their language appropriately to fit different social situations, avoiding misunderstandings or inappropriate communication. Canale (1983) emphasizes that this competence is crucial for ensuring that communication is socially acceptable and culturally sensitive. Mastering this aspect of language use enhances interaction in multilingual and multicultural contexts, fostering more effective and meaningful exchanges. It also helps speakers navigate nuances such as politeness, formality, and indirectness, which vary across cultures.

1.8.3. Discourse Competence

This focuses on the ability to organize spoken and written language coherently, ensuring that ideas are logically connected and effectively communicated. It involves understanding how to structure language to maintain clarity and flow, whether in conversations, presentations, or written texts. Bachman (1990) explains that discourse competence allows learners to maintain cohesion in conversations and produce coherent and contextually relevant discourse across various genres and contexts. This skill is crucial for effective communication, as it enables individuals to adapt their language use to different situations, audiences, and purposes, ensuring their message is both meaningful and impactful.

1.8.4. Strategic Competence:

Strategic competence refers to the ability to use communication strategies to overcome challenges in communication. This includes using paraphrasing, asking for clarification, or rephrasing when one does not understand or cannot express an idea clearly. Dörnyei (2007) highlights that strategic competence is essential for managing breakdowns in communication and maintaining fluency even when faced with linguistic challenges. In language learning, the ultimate goal is not only to develop grammatical knowledge but also to equip students with the ability to engage in real-life communication in diverse contexts. Savignon (2002) argues that a focus on communicative competence helps learners become more confident and competent in using the language, ultimately enabling them to function in social, academic, and professional settings. By integrating these components of communicative competence into language instruction, educators provide students with the necessary skills to interact meaningfully and effectively with others.

1.9. Speaking Skill

Speaking skill refers to the ability to communicate effectively through spoken language in various social and professional contexts. It is a core component of language proficiency, enabling individuals to express their ideas, share information, and engage in meaningful interactions. According to Derwing and Munro (2015), speaking is an interactive process that involves the simultaneous production, reception, and comprehension of information. This skill integrates linguistic, cognitive, and social elements, requiring mastery of vocabulary, grammar, pronunciation, and fluency to navigate diverse communicative scenarios.

The importance of speaking skills lies in their role as a primary means of communication in everyday life and professional settings. For language learners, strong speaking skills are critical for demonstrating proficiency and engaging in authentic conversations. Burns (2019) emphasizes that effective speaking instruction must systematically address the linguistic and discourse features of speech, the fundamental skills required for processing and producing spoken discourse, and communication strategies for managing and maintaining spoken interactions. This suggests that speaking competence extends beyond linguistic accuracy, encompassing pragmatic and interactional abilities that enable learners to communicate appropriately in varied cultural and social contexts.

Effective speaking involves several subskills, such as pronunciation, fluency, accuracy, and sociocultural appropriateness. Pronunciation ensures intelligibility, as clear articulation helps listeners comprehend the speaker's message without confusion. Fluency reflects the ability to speak smoothly and spontaneously, which contributes to maintaining the natural flow of communication. Accuracy pertains to the correct use of grammar and vocabulary, ensuring that ideas are expressed precisely and without ambiguity. Sociocultural appropriateness involves adapting language use to suit specific contexts, audiences, and purposes, allowing speakers to navigate diverse cultural and social settings effectively (Thornbury, 2019). These elements collectively enable speakers to communicate confidently and meaningfully in real-life situations.

To develop speaking skills in the classroom, educators focus on activities that promote real-world communication. Strategies such as role-playing, group discussions, and debates encourage students to express themselves while fostering confidence and fluency. Feedback and reflective practices are essential for helping learners improve their speaking abilities. According to Yuan and Ellis (2003), scaffolding techniques and immediate feedback during speaking tasks enhance learners' ability to articulate their thoughts more effectively.

1.9.1. *Components of Speaking Skills*

Developing speaking proficiency involves mastering interconnected components essential for meaningful communication. Pronunciation ensures clarity in speech, while fluency supports smooth, natural interactions. Accuracy in grammar and vocabulary reduces misunderstandings, helping convey ideas effectively. Sociocultural competence, meanwhile, ensures appropriate

language use across different contexts. Together, these elements enable learners to express themselves fluently, accurately, and confidently, fostering success in real-world conversations.

- **Fluency**

    Fluency is the ability to communicate effortlessly and without frequent pauses, showcasing confidence and proficiency in using the language. This skill reflects the speaker's capacity to retrieve and articulate words at a natural pace, enabling coherent expression. Skehan (1998) emphasizes that fluency is not just about speed but also about maintaining a rhythm that facilitates understanding. Regular exposure to authentic conversational settings, such as discussions and debates, plays a vital role in fostering fluency. Learners benefit from engaging in real-world tasks that mimic spontaneous interactions, as this helps them overcome hesitations and build confidence over time.

- **Pronunciation**

    Clear pronunciation is essential for ensuring that the speaker's message is understood without ambiguity. It encompasses the mastery of stress, intonation, and rhythm, all of which contribute to speech clarity and listener comprehension. Celce-Murcia et al. (2010) argue that pronunciation is often underestimated in language instruction, yet it directly impacts intelligibility. Teaching learners to recognize and practice the nuances of pronunciation—such as vowel length and sentence stress—can significantly enhance their ability to communicate effectively, particularly in multicultural contexts where diverse accents are present.

- **Grammar and Accuracy**

    While fluency enables smooth delivery, grammatical accuracy ensures the correctness and coherence of the message being conveyed. Errors in grammar can lead to misunderstandings, reducing the effectiveness of communication. Richards and Renandya (2002) highlight the challenge of balancing fluency and accuracy, as learners often prioritize one at the expense of the other. Effective instruction involves integrating grammar into speaking practice, allowing students to apply rules contextually rather than in isolation. This approach reinforces both the structural integrity of speech and its natural flow.

- **Vocabulary**

An expansive vocabulary equips speakers with the tools to articulate ideas with precision and clarity. Without an adequate lexicon, learners may struggle to convey complex thoughts or emotions, hindering meaningful interaction. Building topic-specific vocabulary is particularly vital for specialized discussions or presentations. According to Nation (2022), vocabulary acquisition is best achieved through repeated exposure and contextualized usage, which helps learners internalize new terms and recall them in relevant situations. Activities like storytelling and role-playing can enrich learners' lexical resources while promoting practical application.

- **Interactional Skills**

Speaking is inherently interactive, requiring the ability to engage with others effectively. Interactional skills, such as turn-taking, responding appropriately, and using non-verbal cues like eye contact, are critical for maintaining meaningful dialogue. Burns (2019) notes that these skills enable speakers to navigate social dynamics, ensuring that conversations remain cohesive and engaging. Teaching these subtleties through pair work, group discussions, and simulated interviews allows learners to practice in environments that mimic real-life interactions, building confidence and adaptability.

1.9.2. Factors Influencing the Development of Speaking Skills

The development of speaking skills is shaped by a range of factors that interact to either enhance or hinder learners' progress in mastering oral communication. These factors include linguistic, psychological, social, and contextual elements, all of which contribute to the complexity of speaking skill acquisition. Understanding these influences is essential for designing effective teaching strategies.

- **Motivation**

Motivation is a significant factor in developing speaking skills, as it directly affects a learner's willingness to communicate and engage in speaking activities. According to Dörnyei (2020), motivated learners are more likely to take risks, participate actively in conversations, and practice speaking even in challenging situations. Intrinsic motivation, which arises from personal interest and enjoyment, often leads to more sustainable engagement compared to

extrinsic motivation driven by external rewards. Educators can foster motivation by creating a supportive and stimulating learning environment that aligns with learners' goals and interests.

- **Anxiety and Confidence**

  Anxiety is another critical factor influencing speaking proficiency. Many learners experience communication apprehension, particularly in public speaking or second-language interactions. Horwitz et al. (1986) emphasize that high levels of anxiety can inhibit performance, reduce fluency, and hinder the ability to express ideas clearly. Building learners' confidence through positive reinforcement, error-tolerant environments, and gradual exposure to speaking tasks can help mitigate anxiety. Confidence, once established, empowers learners to take risks and improve their speaking abilities.

- **Input and Interaction**

  The quality and quantity of input learners receive play a vital role in shaping their speaking skills. Krashen's (1985) Input Hypothesis highlights the importance of comprehensible input, which allows learners to acquire language naturally and intuitively. Additionally, interactional opportunities, such as group discussions and role-playing, enable learners to practice speaking in meaningful contexts. Ellis (1999) points out that these interactions help learners internalize new vocabulary, grammar structures, and pronunciation patterns, fostering both fluency and accuracy.

- **Technological Integration**

  In recent years, technology has become an influential factor in speaking skill development. Digital tools, such as language learning apps, virtual classrooms, and speech recognition software, provide learners with innovative ways to practice speaking in authentic and interactive environments. Chun et al. (2016) note that technology facilitates personalized feedback, enhances pronunciation training, and increases opportunities for speaking practice beyond the traditional classroom. However, access to technology and digital literacy remain challenges for some learners, highlighting the need for equitable resources.

- **Social and Cultural Context**

    The social and cultural environment also plays a crucial role in shaping speaking skills. Norton (2020) argues that learners' identities and their sense of belonging in a language community influence their willingness to participate in conversations. Social interactions with native speakers or peers provide learners with valuable insights into the pragmatic use of language, such as tone, politeness, and cultural nuances. Understanding these aspects is essential for achieving communicative competence in diverse settings.

1.9.3. *Speaking in Foreign Language Teaching*

The teaching of speaking in foreign language education holds a central place, as it enables learners to achieve communicative competence and practical language use. Speaking is not only a fundamental skill for effective interaction but also a reflection of learners' overall proficiency. The focus on speaking has evolved over the years, with modern methodologies emphasizing active learner participation, real-world communication, and fluency development.

- **Importance of Speaking in Language Education**

    Speaking serves as a gateway to meaningful communication in real-life contexts. According to Richards (2008), the ability to speak a language fluently enables learners to engage in diverse situations, ranging from casual conversations to professional settings. In addition, speaking contributes to the integration of other language skills, such as listening and vocabulary acquisition, fostering a holistic approach to language learning. Developing this skill also builds learners' confidence, allowing them to express their thoughts more effectively. Furthermore, it enhances intercultural competence by enabling meaningful interactions across different linguistic and cultural backgrounds.

- **Teaching Strategies for Speaking**

    Effective speaking instruction incorporates a range of strategies to engage learners and develop their oral skills. Task-based learning (TBL) is widely recognized as an effective approach for enhancing communicative competence, as it immerses learners in real-world language use through meaningful tasks (Ellis, 2003). This methodology encourages spontaneous speech and helps improve both fluency and accuracy. Additionally, collaborative

activities, such as group discussions, debates, and role-plays, provide learners with structured opportunities to practice interactional skills and build confidence (Richards, 2006).

Integrating technology into speaking instruction further enhances learning outcomes. Digital platforms, such as virtual reality (VR) and video conferencing tools, create immersive environments that allow learners to practice speaking in authentic contexts. According to Graham et al. (2021), these tools support pronunciation training, provide real-time feedback, and expose learners to various accents, fostering greater communicative competence. The accessibility of technology also enables self-paced practice and extends learning beyond the classroom, bridging the gap between formal instruction and real-world language use.

- **Challenges in Teaching Speaking**

Despite its importance, teaching speaking poses several challenges. Large class sizes limited instructional time, and the emphasis on written assessments in some educational systems often result in insufficient speaking practice (Richards, 2008). Additionally, cultural factors and learners' fear of making mistakes may hinder participation, affecting their willingness to communicate (Dörnyei, 2005). Educators must address these challenges by creating a supportive and inclusive classroom environment, promoting active participation, and incorporating formative assessments that prioritize oral communication skills (Brown, 2014).

The theoretical framework highlights the significance of speaking as a core skill in language learning, emphasizing its role in achieving communicative competence. By integrating gamification and innovative methodologies, educators can create engaging and dynamic learning environments that foster the development of speaking skills (Graham, 2021). Addressing the factors that influence speaking proficiency, such as motivation, anxiety, and interaction, is essential for tailoring instruction to learners' needs. Ultimately, combining theoretical insights with practical strategies ensures that learners not only master linguistic structures but also confidently and effectively communicate in real-world contexts.

CHAPTER II METHODOLOGY

2.1. Description of study area

This research was conducted at the Teodoro Gómez de la Torre High School, a public institution located in the Ibarra city, San Francisco parish, specifically on Teodoro Gómez de la Torre and Pedro Vicente Maldonado avenues in the Imbabura province. The institution has a significant student population, with a total of 3,936 students enrolled in different sections. It offers classes in both day and night shifts, allowing it to accommodate the needs of students at various times. However, for the present research, only fifth grade students were selected, specifically the A B C parallels, with the purpose of contributing to the improvement of speaking by using the gamification method.

2.2. Research Approach/Type of Research

This This study employed a mixed-methods approach, combining qualitative and quantitative methodologies to comprehensively analyze the implementation of the gamification method in the development of speaking skills in senior students at Teodoro Gómez de la Torre High School. A mixed-methods approach allowed for a deeper understanding of the research problem by integrating numerical data with qualitative perceptions. Creswell and Plano Clark (2018) highlighted that mixed-methods research is particularly useful when seeking to combine the strengths of both approaches, quantitative and qualitative. By integrating both types of data, the researcher gained a more holistic view of the phenomenon being studied.

- **Quantitative Approach**

The quantitative component of this study focused on the collection of measurable data through instruments that assessed students' speaking skills before and after the implementation of the gamification method. To this end, performance tests were used, providing numerical data that allowed measuring the impact of the method on improving students' speaking proficiency. This type of data allowed for statistical analysis that offered objective evidence about the effectiveness of gamification in developing speaking skills. According to Gay, Mills, and Airasian (2012), pre- and post-tests are effective tools for measuring changes in students' academic performance, enabling a clear comparison of the results obtained before and after the intervention. The

quantitative results helped determine the extent of improvement in students' speaking skills, providing a solid foundation for the study's conclusions.

- **Qualitative Approach**

On the other hand, the qualitative approach in this study was used to explore in-depth the perceptions and experiences of students and teachers regarding the implementation of the gamification method. Through interviews and focus groups, detailed opinions were collected that provided a richer understanding of the method's effects on the development of speaking skills from the participants' perspectives. According to Flick (2018), qualitative methods allow for detailed information to be gathered about individuals' attitudes and experiences, which is crucial for understanding the subjective aspects of learning. Interviews and focus groups captured how students perceived their learning process and how they felt about using gamification in their education. This approach complemented the quantitative data by providing a deeper perspective on the dynamics of gamification in the classroom and the possible barriers or benefits students experienced during the implementation of the method.

In addition to the quantitative analysis, this study incorporated qualitative data to gain deeper insights into the experiences and perceptions of students and teachers. Interviews and focus groups were conducted to collect participants' feedback on the implementation of the gamification method. According to Creswell and Creswell (2018), qualitative methods enable researchers to explore participants' attitudes, emotions, and lived experiences, offering valuable insights that cannot be captured through quantitative data alone. This qualitative component provided a more detailed understanding of how gamification influenced speaking skills from the perspective of those directly involved in the learning process.

By combining these two approaches, the study ensured that both objective measurements and subjective experiences were taken into account. This mixed-methods design strengthened the research by offering a comprehensive analysis of the impact of gamification on students' speaking skills. Through the integration of qualitative and quantitative data, the study aimed to provide a well-rounded and reliable understanding of the effectiveness of the gamification method.

2.3. Techniques and Instruments

This research employed two main techniques for data collection: the survey and the interview. The survey provided quantitative data on students' experiences and perceptions, while the interview offered qualitative insights into teachers' perspectives and classroom dynamics. Both techniques were crucial in gathering comprehensive information to evaluate the implementation of the gamification method in enhancing speaking skills. By combining these tools, the study ensured a balanced approach, capturing both measurable outcomes and detailed observations regarding the effectiveness of this innovative teaching strategy.

- **Survey**

The survey was directed to the students and was used to obtain quantitative data about their perception and experience with the implementation of the gamification method in the classroom. The survey consisted of twelve questions, all framed with a Likert scale, and included closed-ended questions, allowing the measurement of student satisfaction, motivation, and improvement in speaking skills after the method's implementation. According to Fink (2017), surveys are useful for obtaining a broad range of responses from a large population, facilitating the generalization of results. This technique objectively analyzed the relationship between the use of gamification and students' speaking performance. The instrument used in this study was a questionnaire, which helped to gather the necessary data for evaluating students' perspectives on the effectiveness of gamification in enhancing their speaking abilities.

- **Interview**

On the other hand, the interview was conducted with the teachers to gain a deeper qualitative insight into the implementation of gamification and its impact on the development of speaking skills. The semi-structured interview format was chosen, consisting of seven open-ended questions, which allowed teachers to express their opinions and experiences in detail, providing valuable information on the method's effectiveness in the classroom. According to Kvale and Brinkmann (2015), semi-structured interviews are useful when seeking a deeper understanding of participants' perspectives, allowing the exploration of topics and unexpected responses that might not arise in a survey. This technique helped obtain an integral view of the challenges and successes of implementing gamification.

2.4. Research Questions

- What are the perceptions and opinions of the teachers at Teodoro Gómez de la Torre school regarding the application of gamification in teaching speaking skill?
- What are the perceptions and opinions of the final-year students at Teodoro Gómez de la Torre school regarding the effectiveness of gamification in improving their speaking skill?
- What are the key elements that should be included in a gamification-based teacher guide to enhance speaking skill in students?

2.5. Population

The research was conducted at Teodoro Gómez de la Torre High School in Ibarra, Ecuador, with students from the third year of secondary school, divided into three parallel classes: A, B, and C. Each class consisted of 40 students, resulting in a total population of 120 students selected for the study. These three classes were taught by two English teachers, who were also involved in the study. Interviews were conducted with these teachers to gather additional insights about the implementation of the gamification method. The study aimed to analyze the impact of the gamification method in developing speaking skills in these students. Non-probability sampling was used, selecting the participants based on their availability and the context of the institution. According to Nikolopoulou (2022), non-probability sampling involves selecting individuals based on convenience or other relevant factors.

2.6. Sample

The population exceeded 100 participants with a total of 120 students, so the application of the sample was necessary to select a sufficient population size.

According to Cochran (1977), "The sample size is calculated to ensure that the results are representative and can be generalized to the entire population" (p. 75). The calculation of the sample size in research with a finite population is done using a specific formula that adjusts the sample size according to the total number of individuals in the population. In this study, the total population consists of 120 students, and the formula for finite populations was used to determine the appropriate sample size. The formula used is as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n is the sample size to be calculated.

N is the total population size (in this case, 120 students).

e is the margin of error, which in this research was considered to be 5% (0.05).

Substituting the values into the formula:

$$n = \frac{120}{1 + 120(0.05)^2}$$

$$n = \frac{120}{1 + 120(0.0025)}$$

$$n = \frac{120}{1 + 0.3}$$

$$n = \frac{120}{1.3} \approx 92.31$$

Therefore, the necessary sample size for this research is approximately 92 students. This value ensures that the results obtained are representative of the total population of 120 students, with a 5% margin of error. Using this formula ensures that the results from the sample are valid and generalizable to the total population, thus reinforcing the reliability and validity of the data collected in this study.

2.7. Data analysis plan and procedure

The data collection phase was carried out through surveys and interviews targeting two key participant groups: English teachers and second-year high school students at Teodoro Gómez de la Torre High School. The confidentiality and anonymity of all participants were strictly ensured throughout the research process. Prior to the data collection, informed consent was obtained from all participants, including both teachers and students, ensuring they understood the research purpose and their rights as participants.

Surveys:

- A structured questionnaire was designed for the students' surveys, which included closed-ended questions and measurement scales.
- The survey questions focused on current pedagogical methods, participants' perceptions of the effectiveness of gamification, and specific needs regarding the development of students' oral English skills.
- Surveys were administered to a representative sample of second-year high school students at Teodoro Gómez de la Torre High School. The sample selection was made based on representatively and a sufficient number of participants to ensure reliable results.
- The data collected were subjected to quantitative analysis. Descriptive statistics, such as means, standard deviations and percentages, were calculated to summarize the results.

Interviews:

- In-depth interviews with English teachers were conducted using a carefully designed interview guide. This guide included a series of open-ended questions to allow participants to share their opinions and experiences in detail.
- Interviews were recorded with the prior authorization of the participants to ensure accuracy in transcription and subsequent analysis.
- Subsequently, a transcription of the interviews was made to organize and analyze the data. Emerging themes, patterns and trends were identified from the participants' responses.

CHAPTER III ANALYSIS AND DISCUSSION

The main objective of this chapter is to analyze and interpret the data collected in the research in order to answer the research questions and assess the impact of the application of the gamification method in the development of the oral competence of the final year students of the Teodoro Gómez de la Torre high school. In this sense, the answers obtained from the surveys administered to the students and the interviews conducted with the teachers will be analyzed, using a mixed approach that integrates quantitative and qualitative aspects of the data. Throughout this chapter, the results will be presented in detail and discussed in the context of previous theories and studies on gamification and oral competence, seeking to identify patterns, correlations and possible discrepancies that may enrich the understanding of the investigated phenomenon.

3.1. Survey results from students

Figure 2

Results based on gender and age of joy learning English
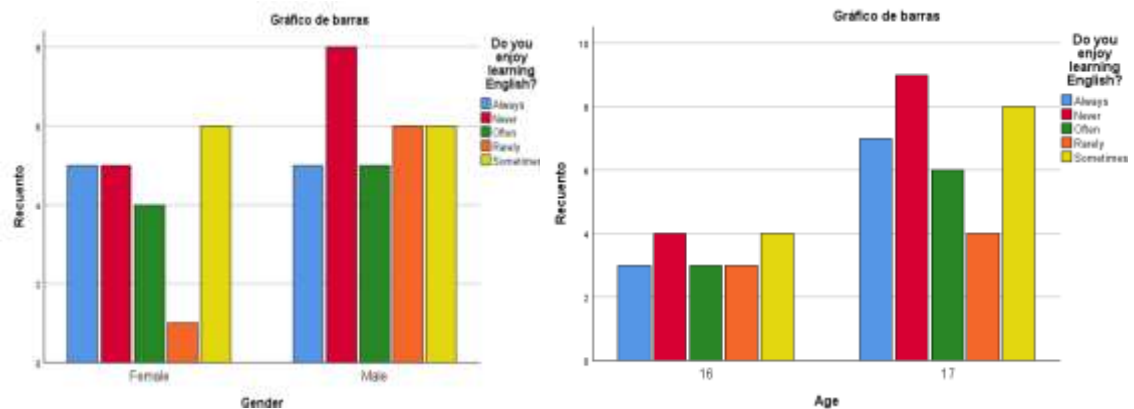
Note: Own elaboration. Source: survey applied 2023.

The analysis of students' answers to the survey question, "Do you enjoy learning English?" conducted within the framework of the thesis titled "Gamification Method to Develop Speaking Skills in Senior Students at Teodoro Gómez de la Torre High School," has provided valuable insights. By considering two key demographic variables—gender and age (16 and 17 years old)— the study offers a nuanced understanding of students' attitudes toward English language learning. Notably, male students predominantly responded with "never," suggesting a potential gender-related trend of lower enthusiasm for learning English. In contrast, female students displayed a

more varied sentiment, with the majority selecting "sometimes," reflecting a moderate level of enjoyment.

Similarly, age-based analysis revealed mixed feelings among 16-year-olds, with significant proportions indicating both "never" and "sometimes," while 17-year-olds exhibited a comparable pattern, highlighting the heterogeneity of enjoyment levels across age groups. These findings underscore the necessity of implementing personalized and adaptable teaching strategies to address the differing degrees of enthusiasm across gender and age. Furthermore, the prevalence of "never" responses among males raises questions about the factors influencing their engagement, which warrant further investigation. Ultimately, this analysis lays the groundwork for exploring the potential of gamification methods to enhance students' engagement and enjoyment in English language learning, aiming to develop more positive and effective teaching approaches for senior students at Teodoro Gómez de la Torre High School.

Figure 3

Effect of speaking English on cultural interest and curiosity.
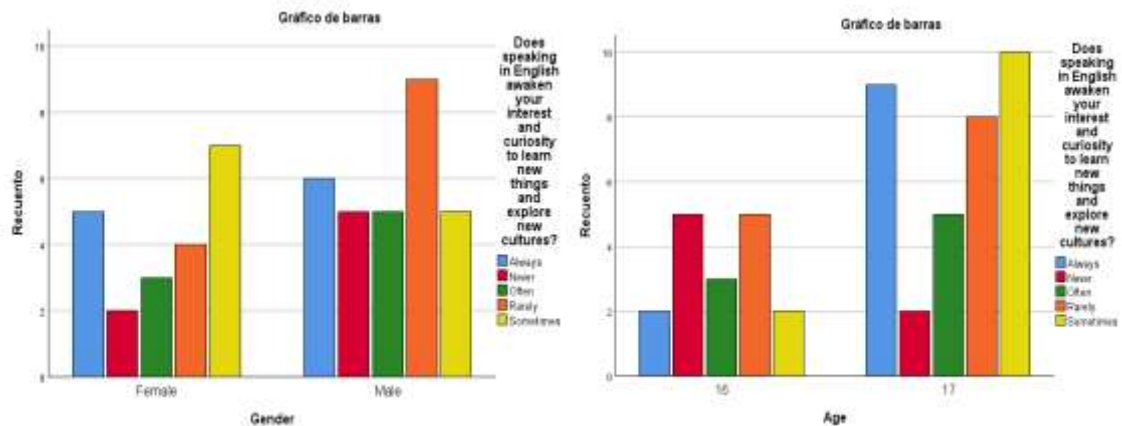
Note: Own elaboration. Source: survey applied 2023.

The analysis of responses to the second survey question, it has revealed intriguing patterns based on the variables of gender and age. Among female students, a prevalent inclination towards "sometimes" and "always" suggests a positive correlation between speaking in English and the awakening of interest and curiosity to explore new things and cultures. In contrast, male students predominantly responded with "rarely," indicating a potential gender-related disparity in the perceived connection between speaking English and cultural exploration.

When considering age, 16-year-old students displayed a distribution of responses between "never" and "rarely," signaling a potential gap in the perceived link between speaking English and the stimulation of interest and curiosity. Conversely, 17-year-old students predominantly responded with "sometimes," indicating a moderate correlation between speaking in English and fostering curiosity about new things and cultures. Possible causes for these variations include differences in teaching approaches, individual preferences, curriculum design, and societal influences on gender roles and language learning.

The analysis underscores the nuanced relationship between speaking in English and students' interest in exploring new things and cultures, with notable variations based on gender and age. These findings contribute to the broader investigation into the efficacy of gamification methods in enhancing the speaking skills of senior students, guiding the development of targeted and effective language learning strategies.

Figure 4

The methodology used by your teacher
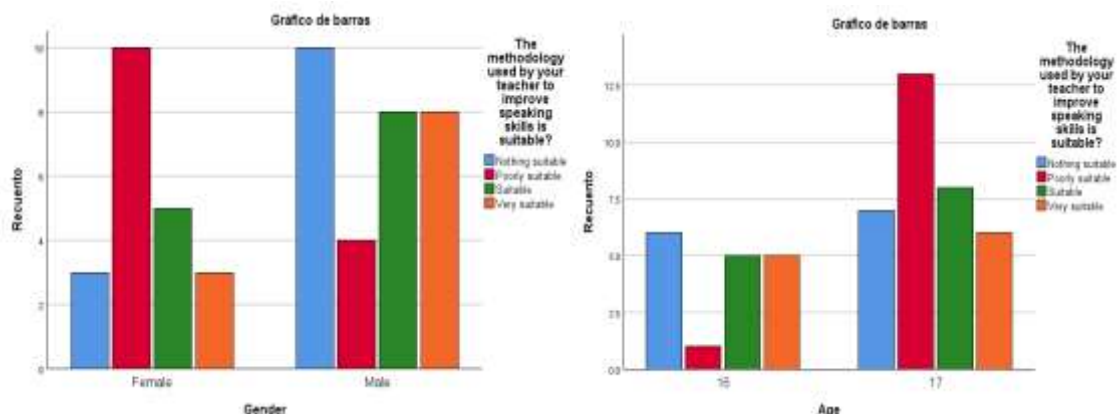
Note: Own elaboration. Source: survey applied 2023.

The analysis of responses to the third survey question has unveiled significant perspectives among students regarding the effectiveness of current teaching methodologies. Among female students, a notable proportion expressed dissatisfaction by selecting "poorly suitable," indicating a perceived inadequacy in the existing approach to developing speaking skills. In contrast, male students predominantly chose "nothing suitable," reflecting a more pronounced discontent with the current methods. Age-based analysis revealed that 16-year-old students leaned towards "nothing

suitable," demonstrating substantial dissatisfaction, whereas 17-year-olds expressed moderate discontent, with a preference for "poorly suitable."

These variations may be attributed to a misalignment between teaching approaches and students' preferred learning styles, the need for adaptive strategies to address diverse student needs, and potential differences in communication dynamics between genders. In conclusion, the findings highlight the critical need for a nuanced and flexible approach to teaching methodologies to effectively enhance the speaking skills of senior students. This analysis provides a foundation for further exploration of gamification methods as a promising solution to bridge the identified gaps and optimize the language learning experience.

Figure 5

Gamification activities
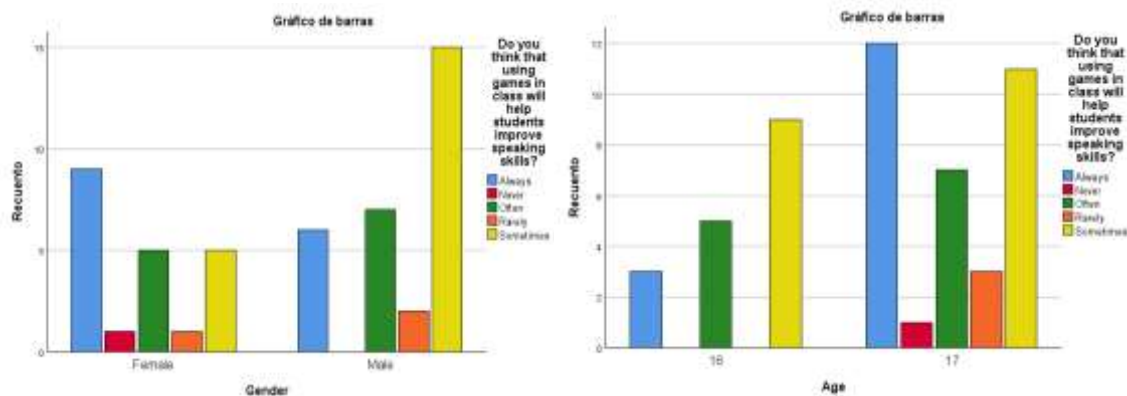
Note: Own elaboration. Source: survey applied 2023.

The analysis of responses to the fourth survey question has uncovered distinctive perspectives based on gender and age among participating students. Female students predominantly believe in the positive impact of games, as reflected in their frequent selection of "always." This suggests a strong connection between game-based learning and improved speaking skills, likely stemming from perceived engagement and motivation. In contrast, male students exhibit a more cautious optimism, with most selecting "sometimes," indicating a measured belief in the effectiveness of games and potential variability in their perceived impact on speaking skills.

Age-based patterns further reveal that 16-year-old students generally lean towards a moderate belief in the potential benefits of games, expressed through their preference for "sometimes," while 17-year-olds display a more affirmative stance, with responses encompassing

both "always" and "sometimes." This indicates a higher level of confidence in the effectiveness of game-based learning among older students. These variations may be attributed to differences in engagement, motivation, learning preferences, and the perceived effectiveness of game-based methodologies. Overall, the findings emphasize the relevance of the thesis topic, underscoring the importance of tailored approaches to gamification methods to address diverse student expectations and preferences effectively.

Figure 6

Gamification and its benefits
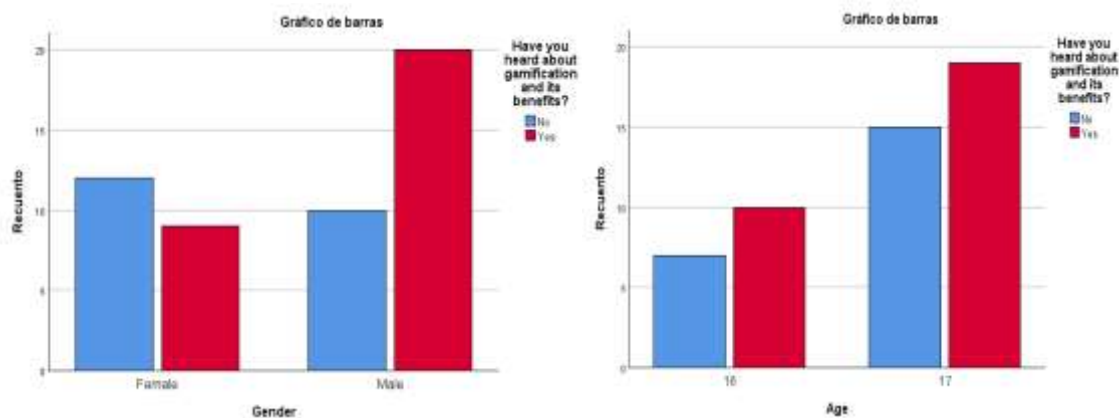
Note: Own elaboration. Source: survey applied 2023.

The analysis of responses regarding awareness of gamification and its benefits reveals notable gender and age-based differences among students. Female students generally indicated a lack of awareness, responding with "no," while male students predominantly answered "yes," reflecting a higher level of awareness. This gender-based discrepancy may stem from varying degrees of exposure to media, technology adoption, and educational trends. Age-wise, both 16- and 17-year-old students demonstrated a prevalent awareness of gamification, with the majority selecting "yes." This suggests an evolving understanding of modern teaching methodologies, likely influenced by educational exposure and academic discussions on innovative approaches.

Possible factors shaping these tendencies include media influence, the educational environment, and the adoption of technology. These findings highlight the importance of tailored strategies for introducing gamification methods, particularly among female students who may be less familiar with the concept. As the thesis progresses, these insights will inform the development

of effective strategies for integrating gamification into language learning, ensuring that all senior students can benefit from this innovative approach.

Figure 7

*Participation in gamified activities*
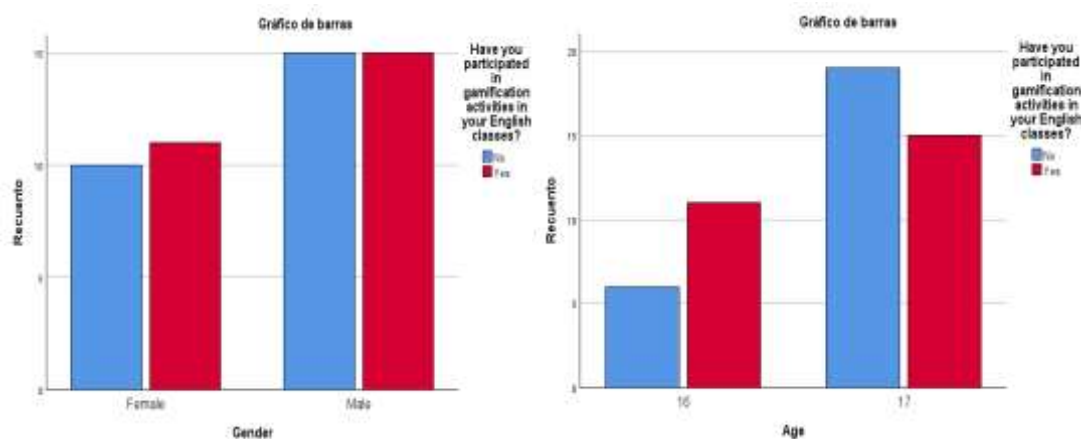
Note: Own elaboration. Source: survey applied 2023.

Among both female and male students, responses were evenly divided, suggesting a balanced distribution in participation in gamification activities. This indicates a relatively consistent engagement level in gamified learning experiences across genders. However, age-related disparities are apparent, with 16-year-old students demonstrating a higher level of participation compared to their 17-year-old counterparts.

Possible factors influencing these trends include variations in curricular integration, learning preferences, and the educational approach to gamification. The prevalence of participation among 16-year-olds may stem from increased receptiveness to gamified learning approaches, while the lower participation among 17-year-olds suggests a potential need for increased incorporation of gamification activities at later stages of education. A deeper exploration into the underlying factors influencing participation levels will contribute to informed recommendations for optimizing the integration of gamification methods into English language classes. These insights will enhance the overall effectiveness of the gamification approach in developing speaking skills among student population.

Figure 8

*Motivation through gamification*
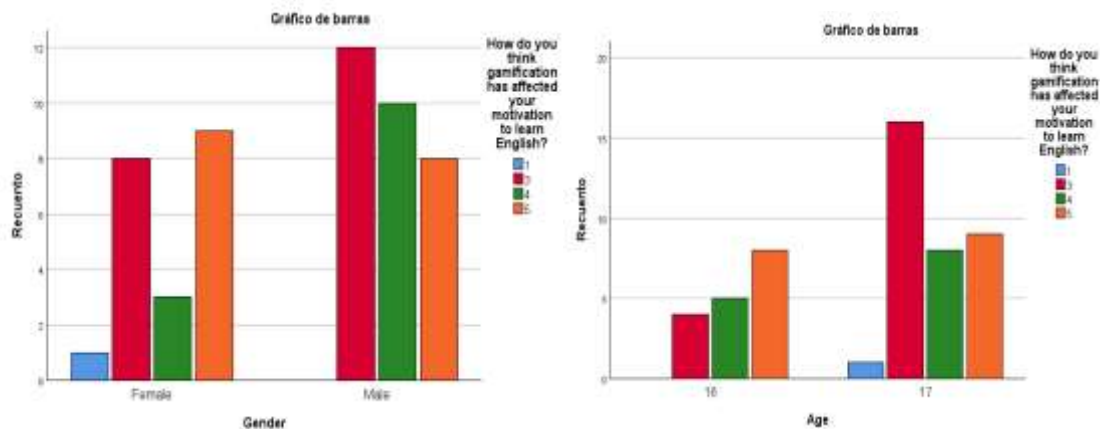
Note: Own elaboration. Source: survey applied 2023.

Female students overwhelmingly express that gamification "affects a lot," emphasizing its significant contribution to their motivation to learn English. This response highlights the potential of gamification to engage female students and create a more dynamic and enjoyable language-learning experience. In contrast, male students show a more indifferent stance, often selecting a midpoint score of 3 on the scale. This suggests that gamification is neither a strongly motivating nor demotivating factor for this group, indicating a need to explore alternative or complementary methods to increase their engagement and motivation.

Age-related differences also reveal contrasting perspectives. Sixteen-year-olds generally perceive a higher positive impact from gamification, stating that it "affects a lot" and significantly enhances their motivation. Conversely, 17-year-olds tend to adopt a more neutral view, indicating a score of 3, which could reflect a shift in their sensitivity to gamified learning as they progress through their senior years. These findings highlight the importance of considering individual preferences, gender dynamics, and age-related sensitivities when implementing gamification methods. By addressing these factors, educators can develop targeted strategies to optimize motivation and ensure that gamification aligns effectively with the diverse needs of language learners.

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**Figure 9**

Attractive aspects of gamifications
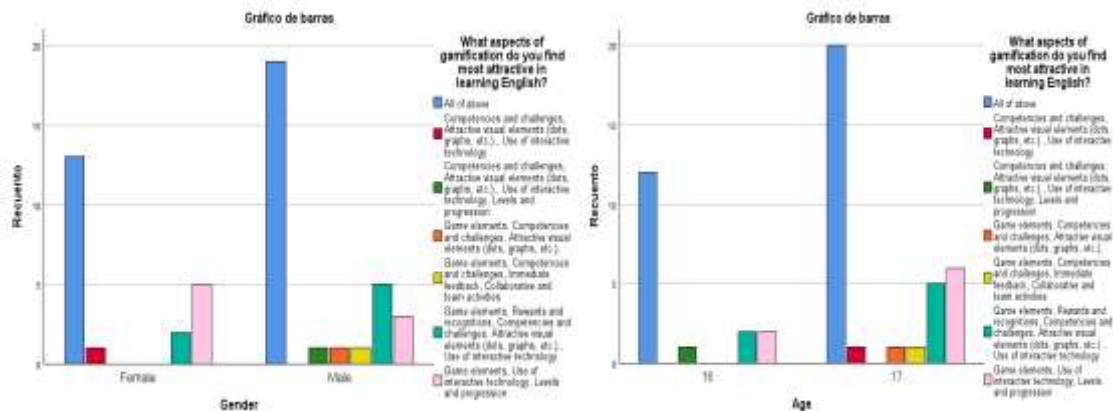
Note: Own elaboration. Source: survey applied 2023.

The majority of students, regardless of gender or age, expressed that all the provided gamification elements—competences and challenges, attractive visual elements, use of interactive technology, levels and progression, game elements, immediate feedback, and collaborative/team activities—are important. This widespread agreement highlights a holistic appreciation for diverse gamification features within the senior student population. Such a consensus suggests that students value a comprehensive approach to gamification, where the integration of multiple elements fosters an engaging and immersive learning experience.

The uniformity of preferences across age groups implies shared expectations for gamification strategies, despite the diverse learning needs of senior students. This finding underscores the importance of adaptable approaches that cater to individual preferences while incorporating a spectrum of elements. For the thesis, these insights emphasize the need to design gamification activities that address the multifaceted preferences of students. By creating a well-rounded gamification strategy, the thesis aims to enhance the effectiveness of language learning, ensuring a more engaging and personalized educational experience for all senior students.

Figure 10

*Challenges in gamification activities*
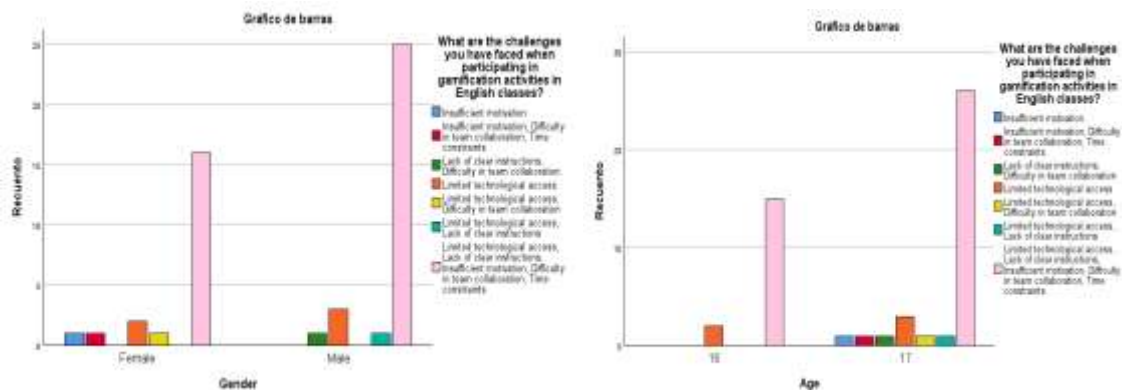
Note: Own elaboration. Source: survey applied 2023.

The predominant challenges reported by students include a lack of clear instructions, insufficient motivation, difficulty in teaching collaboration, and time constraints. These obstacles highlight areas requiring improvement in the design and implementation of gamification activities to enhance the learning experience. The lack of clear instructions suggests a need for more structured guidance to facilitate student understanding, while insufficient motivation points to the importance of aligning activities with students' interests and preferences. Additionally, challenges in fostering collaboration and managing time constraints indicate the need for strategies that promote teamwork while ensuring activities remain feasible within classroom schedules.

These findings have important implications for the thesis, emphasizing the necessity of addressing these challenges to refine the gamification approach. Strategies such as providing clear and concise instructions, designing engaging and motivating activities, fostering collaboration through well-planned group dynamics, and ensuring realistic time management will be essential. By proactively tackling these challenges, the thesis can develop an effective gamification strategy that enhances the educational experience and maximizes learning outcomes for senior students.

Figure 11

Gamification to improve speaking skill
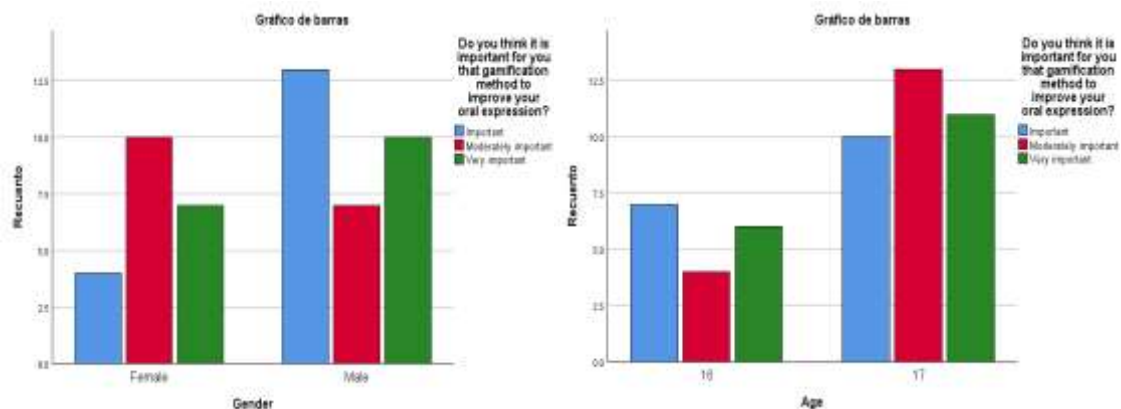
Note: Own elaboration. Source: survey applied 2023.

Female students generally perceive gamification as "moderately important" for improving oral expression, reflecting a balanced recognition of its relevance without assigning it the highest importance. In contrast, male students demonstrate a stronger belief in the importance of gamification, leaning towards the response of "important." This gender-based difference suggests that gamification may align more closely with male students' learning preferences or perceived effectiveness in enhancing speaking skills.

Age-related differences also emerge in students' perceptions of gamification. Sixteen-year-old students show a significant proportion identifying gamification as both "important" and "very important," highlighting a strong belief in its potential benefits. Conversely, 17-year-olds are more inclined to view gamification as "moderately important," suggesting a slightly lower perceived value among older students. These variations may stem from differing learning preferences, perceived effectiveness, or evolving priorities as students approach the end of their senior year. These insights will be integral to the thesis, guiding the development of gamification methods that cater to the diverse needs and preferences of senior students, ensuring a more targeted and effective integration into language learning.

Figure 12

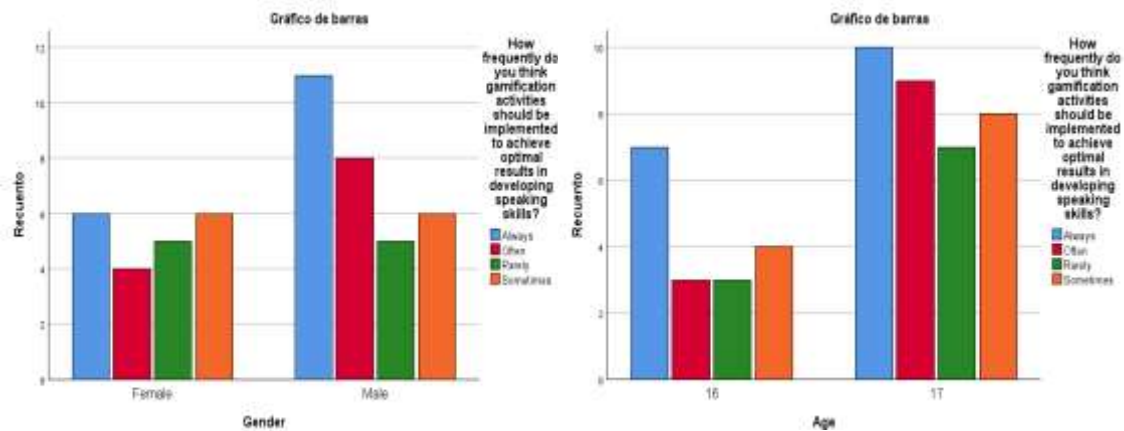*Interest in gamified activities*
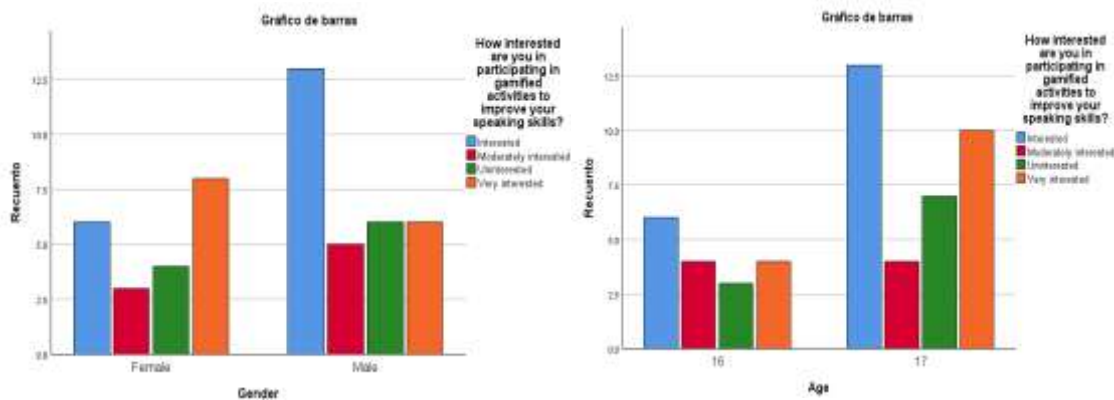
Note: Own elaboration. Source: survey applied 2023.

Female students express a high level of interest in gamified activities, with the majority stating they are "very interested" in participating to enhance their speaking skills. This enthusiasm suggests that gamification resonates strongly with female students and can serve as a highly engaging tool for improving their speaking abilities. In contrast, male students, while still showing interest, generally express a slightly lower level of enthusiasm, stating that they are "interested." This indicates that while gamification holds appeal, male students may not find it as engaging as their female counterparts.

Age-based differences also emerge, with 16-year-olds showing a moderate level of interest, as most indicate they are "interested" in participating in gamified activities. On the other hand, 17-year-olds demonstrate a higher level of interest, with many stating they are "highly interested." This suggests that older students may be more motivated to engage with gamification as they approach the completion of their senior year, possibly due to a greater focus on improving their speaking skills. These varying levels of interest highlight the importance of tailoring gamification strategies to align with the diverse preferences and enthusiasm levels of senior students, ensuring maximum engagement and effectiveness.

Figure 13

Application of gamified activities

Note: Own elaboration. Source: survey applied 2023.

Female students express a strong preference for both "always" and "sometimes," with a higher emphasis on "always," indicating their belief that frequent implementation of gamification activities is essential for optimal results in developing speaking skills. This preference suggests that female students view continuous gamified activities as crucial for maintaining motivation and engagement in language learning. In contrast, male students lean slightly more towards "often," indicating a nuanced perspective that acknowledges the importance of frequent gamification but without the need for constant implementation.

Among age groups, 16-year-olds tend to favor "always" as the preferred frequency for implementing gamification activities, reflecting a strong belief that continuous gamification is key to improving speaking skills. However, 17-year-olds exhibit an even higher preference for "always," possibly due to a more developed understanding of the benefits of regular gamification, which could be influenced by their more advanced academic journey. These varying preferences highlight differences in perceived importance, learning styles, and age-related perspectives on the role of gamification. As the thesis progresses, these insights will inform the design of a gamification approach that aligns with senior students' diverse needs and expectations, ensuring that the frequency of gamified activities is optimized to maintain engagement and support the development of speaking skills.

3.2. Teacher Interviews

1. Use of teaching methods

Teacher A: Well, I use several methods in my classes, especially those that help students speak and use the language in real situations. I like to work with activities that have a purpose, not just repeating rules. I also try to make the classes dynamic, that's why I like to use gamification, because when students are entertained, they learn without realizing it.

Teacher B: Actually, I'm more traditional. I like to start with grammar and vocabulary before getting into the communicative part. I think that if they don't have a good foundation, it's harder for them later on. I use translation and direct instruction quite a lot because I feel that they organize the learning well. I know there are more modern methods, such as gamification, but I'm not entirely convinced by them, especially in large classes or when there are few resources. Sometimes it's hard to keep control and make it really work.

Analysis

The responses of both teachers reveal diverse perspectives shaped by their professional backgrounds and classroom experiences. Teacher A's focus on modern approaches indicates a flexible mindset, aimed at creating engaging and meaningful learning experiences. In contrast, Teacher B's preference for traditional methods reflects a structured approach that values solid linguistic foundations before transitioning to innovative techniques. Both perspectives underscore the importance of balancing diverse methods to address different learning needs and adapt to varying classroom dynamics.

2. Gamification helps to improve speaking skills

Teacher A: I think games are a great tool to get students to talk more. When they have fun, they relax, lose their fear and participate without realizing it. It has worked for me to use role-playing games or games with a bit of competition because it gives them confidence and they end up loosening up more. Also, when they play as a team, they motivate each other and practice without feeling like they are studying.

Teacher B: Yes, games can help, but I use them carefully. It's good that classes are entertaining and that students are encouraged to participate, but if the game is not well thought out, in the end they get distracted more than they learn. I think the key is to combine them with more

structured activities so that there is a balance between having a good time and really improving their speaking.

Analysis

The perspectives of both teachers highlight the benefits and challenges of using gamification as a method to enhance speaking skills. Teacher A's enthusiasm underscores the motivational and confidence-building aspects of gamified learning, while Teacher B's cautious optimism points to the need for careful planning and integration into the curriculum. Together, their insights suggest that gamification can be a valuable strategy when used intentionally, with clear goals that focus on improving fluency, accuracy, and overall communication skills.

3. Gamification to capture students' attention

Teacher A: I often include games in my classes because they help students pay attention and the classes are not boring. I do things like word games, role-plays or team competitions, and they always work to get them to participate more without so much fear. To tell the truth, when I introduce games, I notice that they concentrate better and even enjoy English more.

Teacher B: Yes, sometimes I use games, but the truth is that I almost always prefer the more classic methods. I'm not saying they're not useful, because they can make students more interested, but I think they have to be well thought out and fit the subject. For me, the important thing is that there is a balance between having a good time and really learning, because if not, the games remain pure fun and not something that really helps to improve the language.

Analysis

Both teachers recognize the potential of games to enhance student engagement and capture attention in the classroom, though their approaches differ. Teacher A actively integrates games as a core part of their teaching strategy, focusing on creating a lively and interactive learning environment. In contrast, Teacher B adopts a more conservative stance, using games sparingly and prioritizing their alignment with academic goals. These perspectives suggest that while games can be a powerful tool for motivation and active learning, their success depends on thoughtful design and alignment with lesson objectives.

4. Technological tools to improve speaking skill

Teacher A: I think technology is key for students to improve their speaking. There are a lot of apps, platforms and videos that help them with pronunciation, intonation and fluency. Also, they can do things like record themselves or talk in online chats, and that gives them more confidence to let loose in English. The good thing is that everyone goes at their own pace and can practice the way that works best for them.

Teacher B: Yes, technology is good, but I think it has to be just a support, not a replacement for the usual teaching. Apps and platforms help with practice, but if they are overused, students can end up relying on them and speaking less in person. For me, the best thing to do is to use them in a measured way, making sure that they really add to learning and don't take away from direct contact with the teacher and classmates.

Analysis

Both teachers recognize the value of technological tools in developing students' speaking skills, but their perspectives differ in terms of emphasis. Teacher A highlights the transformative potential of technology to create interactive, personalized learning experiences, while Teacher B adopts a more cautious approach, focusing on balancing technology with traditional methods. These insights suggest that technology, when used effectively and strategically, can play a significant role in enhancing speaking skills, but it is essential to maintain a balance to ensure that students also develop real-world communication abilities.

5. Student´s collaboration

Teacher A: I have noticed that when you do games in class, the students work much better as a team, when the activities are game-like, they are more motivated and participate without feeling forced, they are interested in the class. In the end, it also helps them to loosen up more when talking with others.

Teacher B: Yes, the games help them work together, but it depends a lot on how they are done. If they are very competitive, sometimes everyone focuses on winning and not on collaborating. Instead, games where they have to solve something together or complete a mission

work better for them to really support each other. I've also noticed that this helps the more shy ones, because being in a team makes them feel more confident to participate in speaking activities.

Analysis

Both teachers agree that gamification has the potential to encourage collaboration among students in speaking activities. Teacher A focuses on the natural teamwork that emerges from gamified group tasks, while Teacher B emphasizes the importance of designing activities that prioritize cooperation over competition. These perspectives underline that gamification, when strategically implemented, can create a collaborative learning environment where students feel supported and motivated to improve their speaking skills through shared efforts.

6. The Impact of Gamification on Speaking Practice

Teacher A: Actually, I think the games get the older students more excited to talk. Sometimes they get bored with the same old stuff, but if you put in points, challenges or stories, they get hooked and participate without it feeling like a chore. Also, I've noticed that with these types of activities they are more relaxed and less afraid to express themselves.

Teacher B: Yes, games can make speaking English more enjoyable, but not all older students enjoy them. There are some who prefer something more serious because they think some activities are ridiculous.

Analysis

Both teachers agree on the potential of gamification to make speaking practice more enjoyable and engaging for senior students, though their perspectives differ slightly. Teacher A highlights the motivational and stress-reducing aspects of gamification, while Teacher B acknowledges its benefits but advises a balanced approach to accommodate varying student preferences. This analysis suggests that while gamification can transform speaking activities into a more interactive and enjoyable experience, its success depends on thoughtful implementation that considers the diverse needs and learning styles of senior students.

7. Potential benefits of using gamification to develop speaking skills

Teacher A: The games are very useful for the older students to loosen up when speaking. The atmosphere becomes more relaxed, without so much pressure, and that makes them participate without fear of making mistakes. In addition, many games put them in real situations, so they

practice things they will actually use. And the best thing is that they work as a team, share ideas and solve things together without it seeming like a boring class.

Teacher B: The best thing about the games is that they get the students to motivate themselves. Sometimes the older ones are stressed out with homework and exams, and if they see practice as fun, they get more engaged. It also breaks up the routine and makes the class not feel drudgery. And the good thing is that when they learn by playing, they learn vocabulary and grammar better without even realizing it.

Analysis

Both teachers agree that gamification offers multiple benefits for developing speaking skills in senior students, though their perspectives emphasize different aspects. Teacher A focuses on the social and real-world applicability of gamified activities, while Teacher B highlights their motivational and retention benefits. This suggests that gamification not only enhances language learning by making it more engaging but also contributes to the development of essential life skills such as teamwork, problem-solving, and adaptability. Overall, gamification appears to be a promising approach for addressing the unique needs of senior students and fostering their speaking abilities effectively.

3.3. Discussion

The analysis of the results gathered through surveys administered to students and interviews conducted with teachers reveals significant findings regarding the implementation of the gamification method in developing speaking skills in English. The perceptions gathered allow for the identification of clear benefits, as well as challenges and areas for improvement in its practical application.

In terms of motivation, 85% of students reported that gamification significantly increased their interest in participating in oral activities. This result aligns with the teachers' statements, who recognized that gamified dynamics created an engaging and motivating environment in the classroom. According to Deterding et al. (2011), gamification enhances student engagement by transforming educational activities into playful experiences that encourage active participation. However, one teacher expressed concern that an overuse of rewards might diminish intrinsic motivation, a risk also highlighted in previous studies on the topic (Sailer et al., 2021).

Another key aspect is the use of technological tools in gamification. While 78% of students believed that technologies, such as educational apps, facilitated speaking practice, the teachers highlighted certain challenges, such as the lack of technological resources in classrooms and the need for training to implement these tools effectively. These findings coincide with research by Filsecker and Hickey (2020), who emphasize the importance of adequate infrastructure to maximize the benefits of gamified learning.

Regarding collaboration and teamwork, students noted that gamified activities encouraged social interaction, although a smaller percentage expressed a preference for individual activities due to the competitiveness generated by the games. On the other hand, teachers emphasized that well-designed group dynamics could promote essential interpersonal skills, such as collaborative problem-solving. This aligns with the view of Chen et al. (2019), who point out that well-structured gamification not only benefits individual learning but also fosters the development of social competencies.

In terms of oral skills development, 82% of students reported improvements in their fluency and confidence when speaking English after engaging in gamified activities. Both teachers interviewed shared this observation, stating that games helped reduce the anxiety associated with speaking in public and facilitated the practice of vocabulary and grammar structures in a relaxed environment. This finding supports the work of Kapp (2012), who argues that gamification can transform learning environments into less intimidating spaces, promoting the acquisition of communication skills.

In conclusion, the findings of this research highlight the potential of gamification to transform the learning of oral skills in English. However, its implementation requires careful design, taking into account the balance between intrinsic and extrinsic motivation, access to technological resources, and the diverse learning styles of students. These results, in line with previous studies, provide a solid foundation for future research and the application of the method in similar educational contexts.

CHAPTER IV: ACADEMIC PROPOSAL

4.1. Rationale

Gamification, defined as the integration of game-like elements into non-game contexts, has been widely recognized as an effective approach in education. Research indicates that gamification increases student motivation, engagement, and knowledge retention (Deterding et al., 2011). When applied to language learning, it fosters a dynamic and immersive environment where students can practice speaking without the fear of making mistakes. Additionally, gamified activities encourage collaboration, interaction, and continuous learning through structured challenges, reward systems, and role-playing exercises (Kim et al., 2018).

This didactic guide is designed to incorporate gamification techniques into English-speaking lessons, following the communicative approach and aligning with the pedagogical modules established by the Ministry of Education. By integrating game mechanics such as point systems, leaderboards, badges, and storytelling, the objective is to create a student-centered learning experience that promotes fluency and spontaneous communication. Additionally, gamification fosters motivation and engagement by transforming language learning into an interactive and enjoyable process. It also encourages collaboration and healthy competition, helping students develop confidence while refining their speaking skills.

Studies on gamification in language acquisition have demonstrated that engaging and interactive tasks significantly enhance students' ability to express themselves orally (Li & Chu, 2021). Through the transformation of conventional exercises into gamified challenges, students build confidence in their speaking skills while actively participating in class. Therefore, this proposal not only addresses common difficulties in speaking practice but also provides a sustainable and adaptable methodology for English teachers to integrate into their classrooms.

4.2. Theoretical Foundations

Gamification as a pedagogical strategy is grounded in various learning theories that emphasize motivation, engagement, and cognitive development in education. One of the primary theoretical foundations is Self-Determination Theory (SDT) by Deci and Ryan (1985), which highlights the significance of intrinsic motivation in the learning process. Gamification enhances intrinsic motivation by integrating elements such as autonomy, competence, and relatedness, fostering students' willingness to communicate in English (Deterding et al., 2011). When students feel capable and in control of their learning process, they are more inclined to take risks in speaking activities and participate in meaningful communication.

Another essential theoretical framework is Sociocultural Theory, developed by Vygotsky (1978), which underscores the importance of social interaction in language acquisition. Gamification promotes collaborative learning environments where students participate in dialogues, role-plays, and problem-solving tasks that reflect real-life communication. Through peer interaction and guided support, students enhance their speaking abilities in a motivating and interactive setting (Kim et al., 2018).

Furthermore, Constructivist Learning Theory, proposed by Piaget (1970), argues that learners construct knowledge through active participation and hands-on experiences. Gamified activities offer students opportunities to experiment with language, receive instant feedback, and refine their speech production. By incorporating game-based tasks, learners are encouraged to use language in meaningful contexts, reinforcing vocabulary retention and linguistic structure development (Toda et al., 2019). Additionally, research in neuroscience has shown that gamification positively affects cognitive processes. The release of dopamine during engaging and rewarding activities enhances memory retention and motivation (Buljan, 2021). This neurological reaction explains why students are more likely to recall and apply linguistic structures acquired through gamified exercises.

In conclusion, integrating gamification into speaking activities aligns with established educational theories that prioritize motivation, social interaction, and experiential learning. By implementing game mechanics in the language classroom, this approach not only improves students' speaking proficiency but also cultivates a positive and stimulating learning environment, fostering confidence and communicative competence.

4.3. Objectives

General Objective

- Strengthen the speaking skills of senior students at Teodoro Gómez de la Torre High School through gamification activities.

2025

GAMIFICATION GUIDE

Improving Speaking Skills

ARIEL AYALA

CONTENTS

Unit 1: Daily Life

Lesson 1: Daily Routines - Daily
Activities, Schedules and Habits

OBJECTIVE

📌 At the end of the class, students will be able to describe their daily routines using the present simple tense and time expressions through gamified activities that encourage active speaking practice.

MATERIALS

📌 Materials:
- Flashcards with images of daily routine activities.
- Digital timers for time-based gamified challenges.
- Video clips or animated sequences showing daily routines.
- Role-play cards with different daily schedules for students to act out.
- Game board or spinning wheel for randomized speaking prompts.

Lesson 1: Daily Routines, Daily Activities, Schedules and Habits

Warm-up: "Routine Charades" (10 minutes) 01.

Students participate in a game called "Routine Charades." Each student acts out a daily routine using only gestures, while their classmates guess the activity in English. For example, if a student mimics brushing their teeth, the others should guess "brushing teeth." Clear body language is essential for effective communication without words.

Instructions for the teacher:

The teacher begins by modeling the game, showing a simple daily routine to the class. Students then take turns acting out the routine while their classmates try to guess the routine in English. If necessary, students are encouraged to ask questions such as "Are you brushing your teeth?" to facilitate the guessing process.

02. **Presentation:** (15 minutes)

Students watch a video featuring people performing various daily routines. While watching, they are instructed to pay close attention to the activities and listen carefully to how these routines are described in English. After the video, students repeat aloud the key phrases presented on the board

03.

04. Instructions for the teacher:

Following the video, the teacher asks students comprehension questions, such as "What time do they wake up?" or "What do they do after work?" These questions encourage discussion and reinforce the vocabulary and grammatical structures presented.

Daily Routines

Practice: "Complete the Routine" (15 minutes)

Students receive incomplete sentences related to daily routines, such as

- "I ___ at 7:00" (e.g., "wake up").
- She ___ to school by bus every day.
- We ___ a great time at the party last night.

They complete the sentences with the correct activities and then read them aloud.

Instructions for the teacher:

The teacher moves around the classroom, monitoring students as they complete the sentences. Once all students have finished, they are invited to read their sentences aloud to practice pronunciation.

Production: "Routine Race" (20 minutes)

Students work in teams to participate in "Routine Race." Each team receives a set of cards with pictures of daily activities. They must place the cards in the correct order based on their own daily routine and then describe the sequence using complete English sentences. The first team to complete the task wins.

Instructions for the teacher:

The teacher ensures that each team forms complete sentences when describing their routines. During the activity, the teacher observes and guides to ensure correct use of the present simple. Once the first team finishes, the teacher reviews their responses and offers corrections as needed.

Wrap-up: "Exit Ticket" (5 minutes)

Before leaving, each student writes a sentence about a favorite part of his or her daily routine. The sentence should be simple but complete, such as "I like to read books after class."

Instructions for the teacher:

The teacher collects the sentences on the way out before the students leave the classroom. These responses are subsequently reviewed to assess students' application of the lesson content and identify areas that may require reinforcement in future lessons.

OBJECTIVE

📌 At the end of the class, students will be able to initiate and respond to greetings, introductions, and farewells in both formal and informal contexts, applying gamification strategies to enhance their speaking confidence.

MATERIALS

📌 Materials:
- Dialogue scripts with missing phrases for completion exercises.
- Conversation dice with different greeting and farewell prompts.
- Scenario-based role-play cards for interactions in different social settings.
- Reward system elements (points, badges, leaderboards) to encourage participation.
- Video/audio recordings of native speakers using greetings in real-life contexts.

Lesson 2: Social Interactions – Greetings, Farewells and Informal Conversations

Warm-up: "Greeting Chain" (10 minutes)

Students form a circle and greet each other in English. The first student starts by saying a greeting, such as "Hello, how are you?". The next student responds and then greets the next student. The chain continues until all students have participated.

Instructions for the teacher:

The teacher supervises the activity, making sure that students greet appropriately. If necessary, the teacher gives directions or corrections to help students improve their responses.

Presentation: (15 minutes)

Students become familiar with key expressions such as "Hello," "How are you?" "Nice to meet you," and other common greetings. They watch a short video or listen to an audio clip showing a natural conversation in which these expressions are used. They then identify the different greetings and their contexts.

Instructions for the teacher:

The teacher explains the differences between formal and informal greetings. For example, "Good morning" is more formal, while "Hello, how are you?" is informal. The teacher also pauses the video or audio at key moments to highlight the different expressions and their appropriate use.

Practice: "Dialogue Completion" (15 minutes)

Students receive incomplete dialogues, such as:

A: "Hello!"
B: "___"

They complete the missing parts using appropriate greetings and responses. After completing the dialogues, students practice them in pairs, taking turns playing different roles.

Instructions for the teacher:

The teacher walks around the classroom, providing feedback and helping students with pronunciation or vocabulary if necessary. Afterwards, some pairs volunteer to present their dialogues to the class.

Wrap-up: "Feedback Circle" (5 minutes)

Students return to a circle and take turns sharing something new they learned today about greetings. They may mention a new phrase, cultural difference, or personal challenge they overcame during the activities.

Instructions for the teacher:

The teacher encourages students to use English when sharing their reflections. If necessary, the teacher provides prompts to guide their responses.

Production: "Role-Play Café" (20 minutes)

The classroom is transformed into a cafeteria. Students assume different roles, such as customers and waiters. Using the greetings and expressions they have learned, they engage in brief conversations that include:

- Greeting each other.
- Ordering food or drink.
- Ending the conversation with a farewell.

Instructions for the teacher:

The teacher provides role cards and sample dialogues to guide the students. As students interact, the teacher observes how they greet each other and provides feedback if needed.

OBJECTIVE

📌 At the end of the class, students will be able to talk about their hobbies and leisure activities using expressions like "I like to…" and "My favorite hobby is…", engaging in gamified speaking challenges to improve fluency.

MATERIALS

📌 Materials:
- Picture cards depicting various hobbies and free-time activities
- Interactive Bingo sheets where students find classmates with similar hobbies.
- Video clips showing people talking about their hobbies.
- Storytelling prompts for students to create and share hobby-related narratives.
- Gamified digital tools (e.g., Kahoot!, Quizlet) for vocabulary reinforcement.

Lesson 3:
Hobbies and Free Time – Hobbies, Sports Entertainment

Warm-up: "Hobby Hot Seat" (10 minutes)

"A student sits in the 'hot seat' and describes his or her favorite hobby without saying its name. The rest of the class must guess what it is. For example, if a student says, 'I use a ball and run a lot,' the others can guess 'playing soccer.'"

Instructions for the teacher:

"The teacher selects one student to start in the hot seat and encourages the rest of the class to ask yes or no questions to help with guessing. Make sure students use complete sentences when describing their hobbies."

- This activity is ideal for activating students' prior knowledge and generating interest in the topic.
- It encourages creativity and oral expression, as students must think of how to describe their hobby without using key words.
- The yes/no questions help to practice simple interrogative structures and keep the whole class actively engaged.

Presentation (15 minutes)

Students learn key vocabulary related to hobbies, such as 'play soccer', 'read books' and 'watch movies'. They watch a video or pictures of people doing different activities. Then, they listen and repeat example sentences such as 'I like to paint' or 'My favorite hobby is playing chess'.

PLAY SOCCER   READ BOOKS   READ BOOKS

WATCH MOVIES   WATCH MOVIES   PAINT A PICTURE

Unit 2:
Environment

Lesson 1: Environmental Problems - Pollution, Climate Change and Waste

OBJECTIVE

📌 At the end of the class, students will be able to identify and discuss major environmental problems through gamification-based discussions that foster spontaneous speaking interactions.

MATERIALS

📌 Materials:
- Infographics and posters on environmental issues.
- Debate cue cards for group discussions on pollution and climate change.
- Virtual simulations or short videos showcasing environmental challenges.
- Eco-themed board game where students advance by correctly discussing issues.
- Problem-solving task sheets for brainstorming solutions in teams.

Lesson 1 : Protecting the Environment – Environmental Issues and Solutions

Warm-up: "Eco-Questionnaire" (10 minutes)

The teacher asks the class, 'What environmental problems do you know?' Students share their answers, and the teacher writes them on the board.

Instructions for the teacher:

Teacher encourages students to brainstorm different environmental issues. The teacher writes their responses on the board, grouping similar ideas together to introduce key vocabulary in a natural way.

- This activity activates students' prior knowledge and prepares them for the lesson topic.
- By writing the answers on the board, it creates a visual resource that students can refer to during class.
- It encourages participation and confidence as students share what they already know.

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Presentation: (15 minutes)

Students learn key vocabulary such as 'pollution,' 'climate change,' and 'waste.' They watch a short video about environmental problems and take notes on the issues presented. Afterward, they listen to explanations of structures like 'We should...' and 'We must...' and repeat example sentences.

Instructions for the teacher:

The teacher introduces new vocabulary using images or a short video. After the video, the teacher explains key structures for discussing solutions and models example sentences. Students are encouraged to repeat and practice pronunciation.

- Using a video makes the topic more engaging and facilitates understanding of abstract concepts.
- Introducing vocabulary and grammatical structures in context helps students understand their practical use.
- The structures "We should..." and "We must..." are useful for expressing solutions and responsibilities, which will be key in the following activities.

Practice: "Fill in the Blanks" (15 minutes)

"Each student receives a worksheet with incomplete sentences, such as We should ___ to reduce pollution.

- We should ___ trees to help the environment.
- People must ___ water to avoid waste.
- If we don't take action now, the planet ___ in danger.

They complete the sentences using the correct words and then read them aloud in pairs."

Instructions for the teacher:

The teacher hands out worksheets and monitors students as they complete the activity. Afterward, the teacher selects a few students to read their sentences aloud and provides feedback on their grammar and pronunciation."

- This activity reinforces vocabulary and grammatical structures learned in the presentation phase.
- By completing and reading sentences aloud, students practice pronunciation and fluency.
- It is a controlled activity that allows the teacher to identify and correct errors immediately.

Production: "Eco-Debate" (20 minutes)

"Students are divided into two groups (e.g., 'Government' vs. 'Citizens'). Each group discusses possible solutions to an environmental problem and prepares arguments. Then, they take turns debating their ideas in front of the class."

Instructions for the teacher:

Divide students into groups and assign roles (e.g., one group represents the government and the other group represents the citizens). Provide a specific environmental issue to discuss, such as air pollution. Monitor the debate and make sure students use the vocabulary and structures learned.

- Debate fosters critical thinking and argumentation skills in English.
- By assigning roles, students practice language from different perspectives, which enriches their vocabulary and comprehension.
- This activity promotes interaction and collaboration, as students must work as a team to present their arguments.

CO_2

Wrap-up: "Eco-Pledge" (5 minutes)

"Each student writes one action they will take to help the environment, such as 'I will recycle more' or 'I will use less plastic.' They share their pledges with the class."

Instructions for the teacher:

"Ask students to write their commitment on a piece of paper or on the board. Then, some students can share their responses with the class. It provides positive feedback and reinforces the importance of taking action."

- This activity closes the lesson in a reflective way, connecting learning to concrete actions in real life.
- By sharing their commitments, students practice written and oral expression in a meaningful way.
- It fosters personal responsibility and a sense of contribution to the well-being of the planet.

OBJECTIVE

📌 At the end of the class, students will be able to explain sustainable practices and suggest eco-friendly actions using modal verbs like "should" and "must", participating in gamified role-playing tasks to strengthen oral communication.

MATERIALS

📌 Materials:
- Sorting game materials (pictures of recyclable/non-recyclable items).
- Scenario-based role-play kits for discussions on sustainable habits.
- Interactive online quizzes on sustainability topics.
- Gamified team challenges (e.g., "Who can list the most sustainable habits?").
- Story-based digital tools (e.g., Genially) for interactive lessons.

Lesson 2:

Sustainable Living recycling 05

Renewable Energy

Responsible Consumption

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Warm-up: "Recycling Sort" (10 minutes)

Students are given pictures of different objects, such as bottles, paper and plastic. They work in pairs to sort them into two categories: 'Recyclable' and 'Non-recyclable.' After sorting, they share their answers with the class.

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Instructions for the teacher:

The teacher distributes the images and supervises the students as they sort them. He or she then reviews the answers with the class, explaining why certain objects are recyclable or not.

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- This activity activates students' prior knowledge of recycling and introduces them to the topic in a practical way.
- Working in pairs encourages collaboration and communication in English.
- By explaining why some objects are not recyclable, the teacher provides useful information that students can apply in their daily lives.

04. Presentation (15 minutes)

"Students learn key vocabulary, such as 'recycle,' 'renewable energy' and 'reduce.' They watch a short video on sustainability and take notes on the most important points. After the video, they listen to explanations of structures such as 'We can...' and 'It's important...' and practice them in sentences of their own."

05.

Instructions for the teacher:

"The teacher introduces vocabulary using pictures or real objects. After showing the video, he explains the key structures and asks the students to use them in their own examples.

06

- Using a video makes the topic more engaging and facilitates understanding of abstract concepts.
- Taking notes during the video helps learners develop active listening skills and identify key information.
- Practicing structures such as "We can..." and "It is important..." allows students to express possibilities and priorities, which will be useful in later activities.

Practice: "True or False" (15 minutes)

"Each student receives statements about sustainability, such as 'Plastic is recyclable.' They decide whether the statements are 'true' or 'false' and justify their answers in pairs before discussing them as a class."

Instructions for the teacher:

The teacher distributes the statements and encourages students to justify their choices. After discussing the answers, the teacher provides corrections and additional explanations if necessary.

- This activity reinforces the vocabulary and concepts learned in the presentation phase.
- Justifying answers encourages critical thinking and argumentation skills in English.
- Class discussion allows students to learn from their peers and correct common mistakes.

Wrap-up: "Eco-Reflection" (5 minutes)

"Students take turns sharing one new thing they learned about sustainability in this lesson."

Instructions for the teacher:

The teacher invites students to reflect on their learning and encourages them to apply sustainable practices in their daily lives.

- This activity closes the lesson in a reflective way, allowing students to consolidate their learning.
- Sharing what they learned encourages participation and reinforces key concepts.
- Encouraging students to apply what they have learned in their daily lives connects the classroom to the real world, promoting a positive impact.

Production: "Eco-Challenge" (20 minutes)

Each student is given a list of eco-challenges, such as 'Reduce plastic use' or 'Save electricity.' They must explain in English how they will complete each challenge and present their ideas to the class.

Instructions for the teacher:

The teacher assigns challenges and gives students time to prepare their answers. During presentations, the teacher provides feedback on language use and encourages class discussion.

- This activity promotes creativity and practical application of the vocabulary and structures learned.
- Presenting ideas to the class helps students develop confidence in their oral expression.
- Teacher feedback ensures that students use language correctly and effectively.

OBJECTIVE

📌 At the end of the class, students will be able to propose ideas for conserving biodiversity and protecting ecosystems through interactive and gamified storytelling exercises that promote speaking fluency.

MATERIALS

📌 Materials:
- Picture story sequences showing conservation efforts.
- Game-based eco-quest board with conservation-related speaking tasks.
- Persuasive speech prompt cards to practice advocating for nature protection.
- Videos of environmental activists for discussion and reflection.
- Collaborative challenge charts for tracking eco-friendly actions.

Lesson 3: Protecting Nature – Conservation of Biodiversity and Ecosystem Care

Warm-up: "Nature Brainstorm" (10 minutes)

Students think of different ways to protect nature and share their ideas with the class. The teacher writes their responses on the board. Then, students discuss which actions are the most important and why.

Instructions for the teacher:

The teacher asks the question: What can we do to protect nature? and writes students answers on the board. The teacher encourages discussion by asking follow-up questions like Why is this important? or Can you give an example?

- This activity activates students' prior knowledge and introduces them to the topic in a participatory way.
- Writing the answers on the board creates a visual resource that students can refer to during class.
- Discussing the importance of each action encourages critical thinking and argumentation skills in English.

Presentation (15 minutes)

Students learn key vocabulary, such as 'biodiversity,' 'ecosystem' and 'conservation.' They watch a short video on conservation and take notes on the most important information. After the video, they listen to explanations of structures such as 'We need to...' and 'It's essential to...' and practice them in short sentences.

Instructions for the teacher:

The teacher introduces the vocabulary using images and definitions. After showing the video, he explains key structures and asks students to create their own examples.

- Using a video makes the topic more engaging and facilitates understanding of abstract concepts.
- Taking notes during the video helps students develop active listening skills and identify key information.
- Practicing structures such as "We need to..." and "It's essential to..." allows students to express needs and priorities, which will be useful in subsequent activities.

Practice: "Matching Game" (15 minutes)

Each student receives two types of cards: one with an environmental action (e.g., 'plant trees') and another with a benefit (e.g., 'reduce CO2 levels'). They work in pairs to match the correct action with its benefit. Afterward, they share their answers with the class.

Instructions for the teacher:

The teacher distributes the cards and supervises the students as they match them. Once finished, he checks the correct answers and explains any misunderstandings.

- This game reinforces vocabulary and concepts learned in an interactive and playful way.
- Working in pairs promotes collaboration and communication in English.
- Sharing answers in class allows students to learn from their peers and consolidate their understanding.

Production: "Eco-Quest" (20 minutes)

"Students play a board game designed around conservation topics. They roll a dice and move forward based on their answers to questions related to biodiversity, ecosystems, and conservation."

Instructions for the teacher:

Students play a board game designed around conservation topics. They roll a dice and move forward based on their answers to questions related to biodiversity, ecosystems, and conservation.

- This activity combines learning and fun, which keeps students motivated and engaged.
- Answering questions in English reinforces vocabulary and grammatical structures learned.
- The game format encourages healthy competition and interaction among students.

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Wrap-up: "Nature Pledge" (5 minutes)

Each student writes down one action they will take to protect nature. They then share their pledges with the class.

Instructions for the teacher:

The teacher collects and reviews the pledges, encouraging students to take real action outside the classroom.

- This activity closes the lesson in a reflective way, connecting learning to concrete actions in real life.
- Sharing commitments fosters personal responsibility and a sense of contribution to the well-being of the planet.
- Encouraging students to apply what they learn in their daily lives promotes a positive and lasting impact.

Unit 3: Health

Lesson 1: Healthy Lifestyle -
Balanced Eating, Exercise &
Wellness

OBJECTIVE

📌 At the end of the class, students will be able to describe healthy habits related to diet, exercise, and well-being using present simple and frequency adverbs, participating in gamification-driven speaking challenges.

MATERIALS

📌 Materials:
- Flashcards with food and exercise habits for categorization.
- Dice-based speaking games ("Healthy or Unhealthy" challenge).
- Role-play cards simulating a conversation with a fitness coach.
- Leaderboards for tracking participation in health-related challenges.
- Short video clips showcasing healthy habits.

Lesson 1:
Healthy Lifestyle
Balanced Diet, Exercise, and
Well-being

Warm-up: "Healthy Habits Survey" (10 minutes)

Students answer the question: 'What do you do to stay healthy?' and share their answers with the class. The teacher writes their responses on the board. Students discuss which habits are the most beneficial and why.

Instructions for the teacher:

The teacher asks the question and writes students' answers on the board. The teacher encourages discussion by asking follow-up questions like 'Why is this habit important?' or 'How often do you do it?'

- This activity activates students' prior knowledge and introduces them to the topic in a participatory way.
- Writing the answers on the board creates a visual resource that students can refer to during class.
- Discussing the benefits of different habits helps students reflect on their own lifestyle choices and improves their ability to express opinions in English.

Presentation (15 minutes)

"Students learn key vocabulary such as 'balanced diet,' 'exercise,' and 'well-being.' They watch a short video about healthy habits and take notes. After the video, they listen to explanations of structures like 'I eat...' and 'I exercise...' and practice forming their own sentences."

Instructions for the teacher:

The teacher introduces key vocabulary with images and definitions. After showing the video, the teacher explains key structures and asks students to create example sentences.

- Introducing vocabulary with images and videos supports different learning styles (visual and auditory).
- Using real-life examples makes abstract concepts more tangible and easier to understand.
- Practicing sentence structures prepares students to use the vocabulary in context, improving their speaking and writing skills.

Practice: "Healthy Choices" (15 minutes)

"Students receive images of different foods and activities. They work in small groups to classify them into two categories: 'healthy' and 'unhealthy.' They then share their choices with the class."

Instructions for the teacher:

"The teacher provides images and ensures that students correctly classify them. Afterward, the teacher reviews the answers and asks students to justify their choices."

- Categorizing items encourages critical thinking and decision-making.
- Working in groups promotes teamwork and communication in English.
- Justifying answers helps students practice explaining their reasoning, improving their speaking fluency.

Production: "Healthy Habits Board Game" (20 minutes)

"Students play a board game where they move through spaces related to healthy habits. To advance, they must explain how they practice each habit in their daily lives."

Instructions for the teacher:

"The teacher prepares a board with spaces that include different healthy habits. Students take turns rolling a dice and explaining how they apply each habit in their lives."

- Gamifying the activity increases motivation and engagement.
- Speaking about personal habits makes learning more meaningful and relatable.
- Using a board game creates a fun, low-pressure environment that encourages students to express themselves freely.

Wrap-up: "Healthy Goal" (5 minutes)

"Each student writes down one healthy habit they want to adopt. They then share their goals with the class."

Instructions for the teacher:

"The teacher encourages students to choose realistic goals and discuss how they will implement them in their daily routines."

- Setting personal goals fosters self-reflection and responsibility.
- Sharing goals with the class encourages accountability and peer support.
- Expressing future intentions in English reinforces the use of modal verbs and future structures.

OBJECTIVE

📌 At the end of the class, students will be able to describe common illnesses and give basic health advice using expressions like "You should..." and "I have a...", engaging in gamified doctor-patient role-plays to enhance speaking skills.

MATERIALS

📌 Materials:
- Doctor-patient role-play kits (symptom flashcards, medical advice cue cards).
- Picture-based symptom matching games.
- Interactive health-themed digital tools (e.g., Google Forms quizzes).
- Scenario cards where students give health advice based on symptoms.
- Listening exercises with dialogues between doctors and patients.

Lesson 2:
Common Illnesses – Symptoms, Prevention, and Treatment

Warm-up: "Symptom Charades" (10 minutes)

One student picks a card with a symptom (e.g., 'cough,' 'headache') and acts it out without speaking. The rest of the class guesses the symptom in English. The first student to guess correctly takes the next turn.

Instructions for the teacher:

The teacher prepares cards with different symptoms. The teacher encourages students to use complete sentences when guessing (e.g., 'I think you have a cough'). The teacher provides feedback on pronunciation and vocabulary use.

- This activity introduces key vocabulary in an engaging and interactive way.
- Acting out symptoms helps students connect physical experiences with English words, reinforcing memory.
- Encouraging full-sentence responses supports speaking fluency and accuracy.

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- Using multimedia materials (images and videos) enhances comprehension and retention.
- Providing clear grammatical structures gives students a framework to express their symptoms and ask for advice.
- Encouraging sentence formation improves students' ability to communicate their health concerns in real-life situations.

Presentation (15 minutes)

"Students learn key vocabulary such as 'fever,' 'cough,' and 'headache.' They watch a short video about common illnesses and take notes. After the video, they listen to explanations of structures like 'I have a...' and 'You should...' and practice forming their own sentences."

Instructions for the teacher:

"The teacher introduces vocabulary using images and real-life examples. After showing the video, the teacher explains key sentence structures and asks students to create their own examples using different symptoms and treatments."

Practice: "Doctor-Patient Dialogue" (15 minutes)

Students receive incomplete dialogues (e.g., 'A: What's wrong? B: ___'). In pairs, they complete the missing parts and practice the conversation, taking turns as the doctor and the patient.

Production: "Doctor-Patient Role-Play" (20 minutes)

Students work in pairs—one as a doctor and one as a patient. The patient describes their symptoms, and the doctor gives recommendations using 'You should...' or 'You need to...'. Then, they switch roles.

Instructions for the teacher:

"The teacher provides students with role-play cards to guide their conversations. The teacher monitors interactions, correcting errors and ensuring students use the target language correctly."

- Role-playing real-life scenarios improves students' ability to use English in practical situations.
- Switching roles allows students to practice both asking for help and giving advice.
- Speaking spontaneously in a structured setting helps develop fluency and problem-solving skills in English.

Instructions for the teacher:

The teacher distributes dialogue templates with missing words. After students complete them, the teacher asks pairs to perform their dialogues in front of the class and provides feedback.

- Completing dialogues reinforces the use of correct vocabulary and grammar structures.
- Practicing in pairs builds students' confidence in speaking English.
- Performing dialogues in front of the class improves pronunciation and listening skills.

Wrap-up: "Health Tip" (5 minutes)

Each student shares a health tip with the class using 'You should...' or 'It's important to...'. For example, 'You should drink a lot of water when you have a fever.'

Instructions for the teacher:

The teacher encourages students to think about real-life health advice and share it in complete sentences. The teacher provides corrections and feedback if needed.

- Sharing health tips reinforces key vocabulary and structures learned in class.
- Encouraging students to think about real-life situations makes learning meaningful.
- Ending the lesson with personal contributions increases students' confidence in speaking English.

OBJECTIVE

📌 At the end of the class, students will be able to express their emotions and discuss strategies for managing stress and anxiety using appropriate vocabulary, participating in gamified discussions that promote confident and fluent speaking.

MATERIALS

📌 Materials:

- Emotion flashcards for recognizing and discussing feelings.
- Mindfulness activity guides to practice stress-relief techniques.
- Collaborative storytelling prompts on managing anxiety and stress.
- Discussion wheel with mental health-related questions.
- Gamified team challenges (e.g., "Describe how you manage stress using these three words").

Lesson 3: Mental Health – Stress, Anxiety, and Emotional Well-being

Warm-up: "Emotion Check-In" (10 minutes)

Students respond to the question: 'How are you feeling today?' and share their answers with the class. The teacher writes their responses on the board. Then, students briefly discuss what situations make them feel that way.

Instructions for the teacher:

The teacher asks the class: 'How are you feeling today?' and writes students' answers on the board. The teacher encourages students to explain why they feel that way and asks follow-up questions like 'What helps you feel better when you're stressed?'

- This activity helps students express their emotions in English, building emotional vocabulary.
- Discussing feelings in a safe space fosters a supportive classroom environment.
- Encouraging reflection on stressors prepares students for the lesson on mental health.

Presentation (15 minutes)

"Students learn key vocabulary related to mental health, such as 'stress,' 'anxiety,' and 'relaxation.' They watch a short video about mental well-being and take notes. After the video, they listen to an explanation of sentence structures like 'I feel...' and 'I cope with...' and practice forming their own sentences."

Instructions for the teacher:

The teacher introduces vocabulary using images and real-life examples. After showing the video, the teacher explains key sentence structures and asks students to create their own sentences using different emotions and coping strategies.

- Introducing mental health vocabulary helps students communicate their emotions effectively.
- Watching a video makes the topic more relatable and engaging.
- Providing sentence structures supports students in expressing their feelings and coping mechanisms.
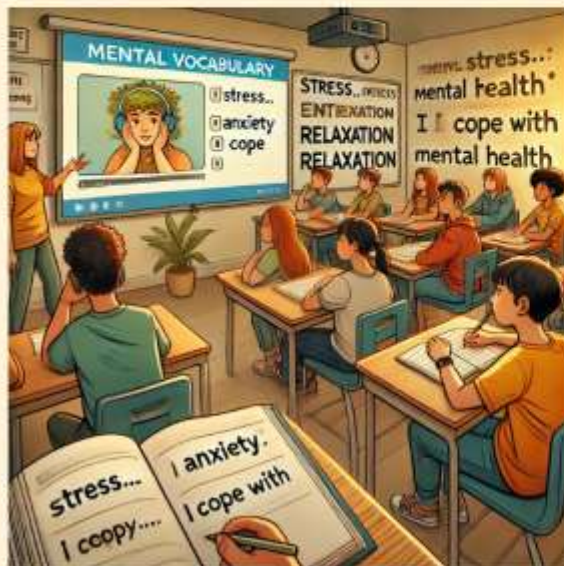
Practice: "Matching Emotions" (15 minutes)

"Students receive a set of cards with different emotions (e.g., 'frustration,' 'happiness') and another set with coping strategies (e.g., 'deep breathing,' 'talking to a friend'). They match each emotion with a suitable strategy and explain why it helps."

Instructions for the teacher:

The teacher distributes the cards and guides students in matching emotions with coping strategies. The teacher encourages students to justify their choices and provides feedback on their explanations.

- Matching emotions with strategies teaches students healthy ways to manage stress.
- Encouraging explanations helps students develop their reasoning and speaking skills.
- The activity makes emotional well-being more tangible and practical.

Wrap-up: "Gratitude Circle" (5 minutes)

Each student shares one thing they are grateful for. They can use the structure 'I am grateful for...' and explain why it is important to them.

Instructions for the teacher:

"The teacher facilitates the gratitude circle, encouraging students to reflect on positive aspects of their lives. The teacher provides support with vocabulary and pronunciation."

- Practicing gratitude helps students focus on the positive aspects of their lives.
- Ending the lesson with a reflective activity promotes emotional well-being.
- Encouraging students to express gratitude in English reinforces sentence structures and fluency.
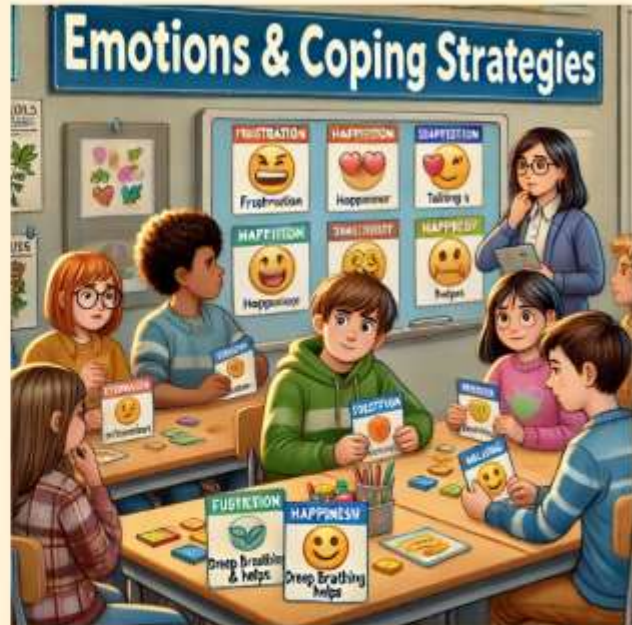
Production: "Mindfulness Challenge" (20 minutes)

Students share in English how they manage stress or anxiety in their daily lives. Then, they participate in a mindfulness activity, such as deep breathing or guided relaxation.

Instructions for the teacher:

"The teacher asks students to share their personal stress-relief techniques. Then, the teacher leads a brief mindfulness exercise, such as a one-minute deep breathing activity, and encourages students to reflect on how it made them feel."

- Sharing personal experiences helps students connect with the topic and each other.
- Practicing mindfulness provides students with a concrete strategy for stress management.
- Speaking about self-care habits reinforces positive mental health awareness.

Wake up

Semi-realistic, vigrant style
High orethon, Educatioal object
Engaging visual design

8   m

Brush teeth

Semi-realistic style - vichinat coloring
ongasting visal design

Useful links:
ttps://www.youtube.com/watch?
v=M4FMEmlOqTM&t=49s

Have breakfast

Semi-realistic style
Vibrant high labeling
Engaging visual design

Go to school 60

High defilation | Sigt defeatiot
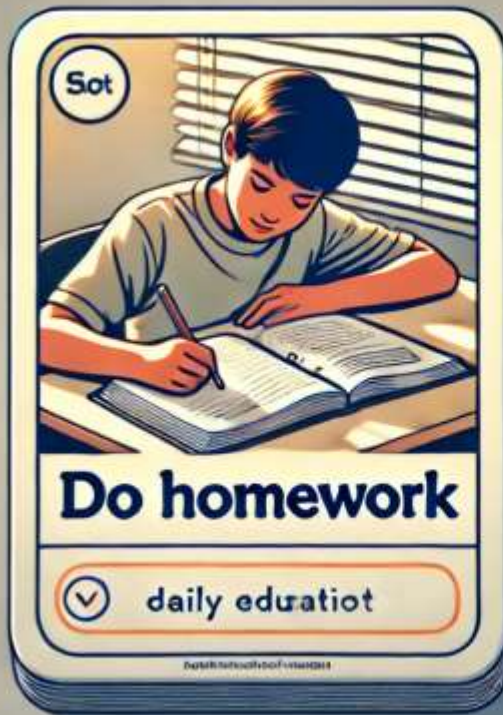
Complete the Sentences – Daily Routines

1. I __ at 7:00 every morning. (wake up)

1. She __ to school by bus every day. (goes)

1. We __ a great time at the party last night. (had)

1. They __ breakfast before leaving for work. (eat/have)

1. My brother __ his teeth twice a day. (brushes)

1. After school, I __ my homework before dinner. (do)

1. He __ TV for an hour before going to bed. (watches)

1. We __ to the gym three times a week. (go)

1. She always __ a book before sleeping. (reads)

1. On weekends, they __ soccer in the park. (play)

YASH HERE

Complete the Dialogues – Key Greetings

1

A: "Hello!"

B: "___" (Hi!)

2

A: "Good morning! How are you?"

B: "___, and you?" (I'm fine, thanks)

3

A: "Hey! Long time no see!"

B: "___! How have you been?" (Yeah, it's been a while!)

4

A: "Good afternoon, Mr. Smith."

B: "___, how are you today?" (Good afternoon)

5

A: "Nice to meet you!"

B: "___" (Nice to meet you too!)

YASH HERE

6

A: "See you later!"

B: "___!" (Take care!)

7

A: "Goodbye, have a nice day!"

B: "___!" (Thanks, you too!)

8

A: "Hi! What's up?"

B: "___, what about you?" (Not much)

9

A: "Welcome to our class!"

B: "___! I'm happy to be here." (Thank you)

10

A: "Excuse me, can I ask you something?"

B: "___" (Of course, go ahead!)

YASH HERE
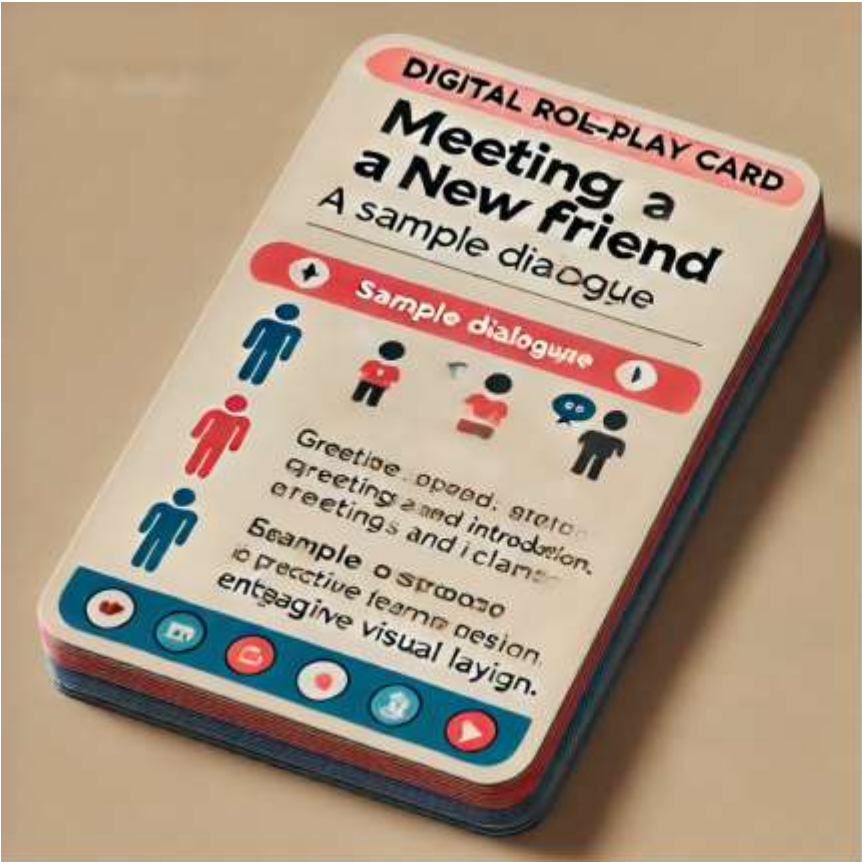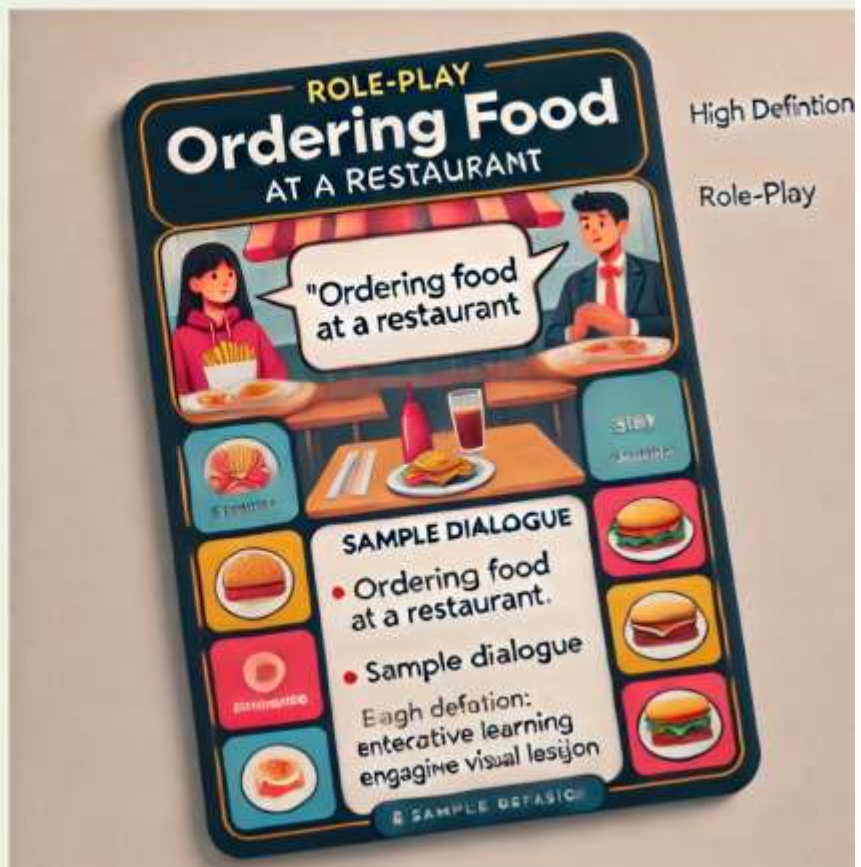
Unit 2: Environment

Useful links:

Key vocabulary

A: Our teacher said we should **take care** of the environment. What can we do?

B: Well, we should **recycle** to reduce pollution.

A: That's a good idea! Also, we should plant trees to help the environment.

B: Yes! And people must **save** water to avoid **waste**.

A: Exactly! If we don't take action now, the planet will be in **danger**.

YASH HERE

Useful links:

Statements about sustainability

- **Plastic is recyclable.** (True – Some plastics can be recycled, but not all.)
- **Leaving lights on saves energy**. (False – It wastes electricity.)
- **Deforestation helps reduce carbon dioxide in the air.** (False – Trees absorb carbon dioxide.)
- **Reusing items helps reduce waste**. (True – It decreases the amount of trash produced.)
- **Glass takes thousands of years to decompose.** (True – It can take over a million years in landfills.)
- **All paper is made from recycled materials**. (False – Some paper is made from newly cut trees.)
- **Using public transport can reduce air pollution.** (True – It lowers carbon emissions.)
- **Throwing batteries in the trash is safe for the environment**. (False – They contain toxic chemicals.)
- **Composting food waste is an eco-friendly practice**. (True – It enriches soil and reduces waste.)
- **Oil spills have no lasting impact on marine life**. (False – They severely harm ocean ecosystems.)

Use rususable bags

Reduce plastic waste

TURN OFF LIGHTS
WHEN NOT IN USE

Save Energy
and lower
electrienty bills
EVEROMENTAL BENEFIT

Useful links:
thttps://www.youtube.com/watch?
v=GK_vRtHJZu4

PLANT TREES

Semi-realistic, the educational
Edicational celation, elloeral objegt.

32   57

Improved Air Quality
and Reduce CO2 Levels.
ENVIRONMENTAL BENEFIT

55   Use
public
transpotation

Reduce carbon emisstions

37   ENVIRONMENTAL

Decrease air pollution
and traffic concesstion

BOARD GAME

Fever

- Semirewallt Pecpensse ereweving
- educather envsssf soloign

Headache

- Semincesloirs
- High definition
- Etucatisel object

Sore throat

○ Semi-realistice virganti
○ Verbler. eucatnal dinfortoty
○ Slaght. labeliion - estucated object
○ islucated object, engaging visual design

3

Stomachache

Semi-realstic style
• Educatnal labeling
• Esclated object

Cough

Semi-realistic style, high definition
rs, Educational purpect,
Engeating visual objegt

Runny nose

- Semi-realistic style
- Vigrant coloring
- Educatnal labeling
- Educatonal opject
- Enccatine objegt

Created Usiod

Doctor-Patient Role-Play

Doctor: Hello, how can I help you today?

Patient: Hi, Doctor. I've been feeling unwell for the past two days.

Doctor: I'm sorry to hear that. What symptoms are you experiencing?

Patient: I have a headache, a fever, and I feel really tired.

Doctor: I see. Have you had any other symptoms, like a cough or sore throat?

Patient: Yes, I also have a sore throat and a dry cough.

Doctor: It sounds like you might have a cold or flu. I recommend that you rest, drink plenty of fluids, and take some medicine to reduce the fever.

Patient: Thank you, Doctor. Should I see a specialist?

Doctor: If your symptoms worsen or don't improve in a few days, then yes, please come back to see me. Otherwise, rest should help.

Patient: Alright, I'll follow your advice. Thank you!

Doctor: You're welcome! Feel better soon.

In this role-play, the student playing the doctor practices asking about symptoms and giving medical advice, while the patient practices describing their symptoms and asking for guidance.
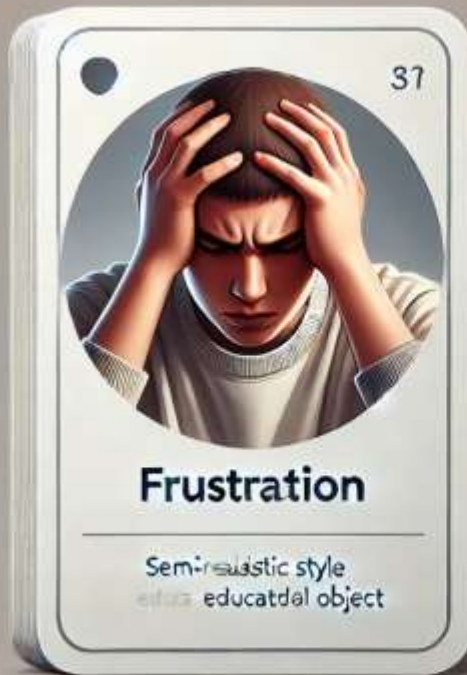
YASH HERE

I'm feeling...

Calm	Happy	Silly	Relaxed
Nervous	Annoyed	Sad	Shy
Surprised	Hungry	Angry	Confused
Sleepy	Sick	Hurt	Hot

Useful links:
thttps://www.youtube.com/watch?
v=FMJhKQjO5uk

Frustration

Semi-realistic style
educatdal object

⊗ **Anxiety** ⊛

Semi-realistic style | vibrant colors
Educatil applicam | esucated object
Engaging | edvisal design
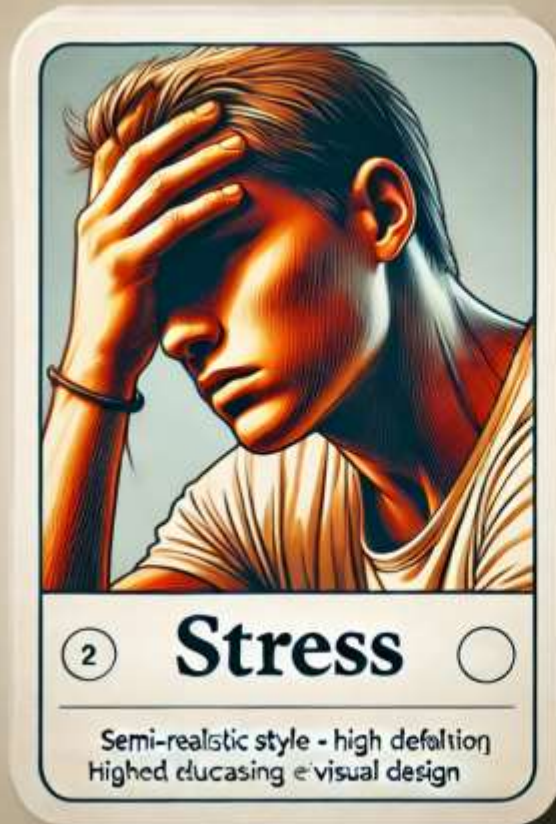
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The Teacher Guide presented in this work is designed to enhance the speaking skills of senior students at Teodoro Gómez de la Torre High School through gamification-based activities. Given that speaking is often one of the most challenging skills to develop in language learning, this guide incorporates interactive and engaging strategies to create a motivating and communicative learning environment.

- The integration of game mechanics such as challenges, rewards, storytelling, role-playing, and competitive collaboration aims to reduce students' anxiety, increase participation, and promote fluency in English. By structuring lessons around real-life contexts, such as daily activities, environmental issues, and health-related conversations, students are encouraged to engage in meaningful speaking interactions.

- This guide serves as a practical resource for teachers who seek to innovate their classroom practices and incorporate gamification as a pedagogical tool. It aligns with communicative language teaching principles and offers a structured approach that can be adapted to different learning needs and classroom dynamics.

- As this guide has not yet been implemented, its effectiveness in improving students' oral proficiency remains to be tested. However, based on existing research on gamification in language learning, it is expected to provide a more engaging and interactive alternative to traditional speaking exercises. Future application and evaluation will determine its impact on students' speaking performance and motivation.

5.2. Recommendations

- Before implementing the guide in a full-scale classroom setting, it is advisable to conduct a pilot phase to identify potential challenges and make necessary adjustments based on student engagement and learning progress. Teacher training on gamification principles is also essential to ensure that the activities are applied effectively and consistently. Incorporating digital tools, such as Kahoot!, Quizlet, and Classcraft, can further enhance engagement and provide additional opportunities for interactive speaking practice.

- Once implemented, teachers should monitor and evaluate students' progress, using both qualitative and quantitative methods, such as classroom observations, speaking rubrics, and student feedback. A balanced approach to gamification should be maintained, ensuring that competition and collaboration are integrated to foster a supportive learning environment.

- Flexibility in adapting activities based on student needs and preferences will be key to the success of this guide. Teachers should be open to modifying tasks to ensure they remain relevant and engaging for students. Additionally, documenting and sharing best practices will contribute to the continuous improvement of gamified teaching strategies and allow for their broader application in English language learning contexts.

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ANNEXES

ANEEX 1. Research Instruments Approval

Ibarra, 22 de Junio del 2023
Magister

Rubén Congo

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Gamification Method to Develop Speaking Skills in Senior Students at Teodoro Gómez de la Torre High School, Academic Period 2022-2023" Previo a la obtención del título de Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Anderson Ayala
0401743044

TRABAJO DE INVESTIGACION PREVIO A LA OBTENCUIO DEL TITULO DE LICENCIATURA DE LOS IDIOMAS NACIONALES Y EXTRANGEROS

Thesis Topic	Using Comics as a Strategy to Develop Reading Skills in Fifth-Level Students
	QUESTIONARY FOR STUDENTS
Objetive:	Explore the interest in the lecture in students developing reading skills.

Estimados estudiantes,

Este cuestionario es parte de un trabajo de investigación relacionado al aprendizaje del idioma inglés específicamente a la habilidad de Reading. Este cuestionario te tomará aproximadamente de 5 a 10 minutos por lo que se le pide favor contestar a cada una de las preguntas. Adicionalmente, es importante mencionar que este cuestionario es anónimo y contribuirá mucho en la realización de mi trabajo de investigación

- Marca con una **X** la respuesta que consideres más adecuada.

1.- Do you enjoy learning English?

- o **Always**
- o **Often**
- o **Sometimes**
- o **Rarely**
- o **Never**

2.- Does speaking in English awaken your interest and curiosity to learn new things and explore new cultures?

- o **Always**
- o **Often**
- o **Sometimes**
- o **Rarely**
- o **Never**

3.- The methodology used by your teacher to improve speaking skills is suitable

- ○ **Very suitable**
- ○ **Suitable**
- ○ **Poorly suitable**
- ○ **Nothing suitable**

4.- Do you think that using games in class will help students improve speaking skills?

- ○ **Always**
- ○ **Often**
- ○ **Sometimes**
- ○ **Rarely**
- ○ **Never**

5.- Have you heard about gamification and its benefits?

- ○ **Yes**
- ○ **No**

6.- Do you think it is important for you that gamification method to improve your oral expression?

- ○ **Very important**
- ○ **Moderately important**
- ○ **Important**
- ○ **Unimportant**
- ○ **Not important**

7.- How interested are you in participating in gamified activities to improve your speaking skills?

- ○ **Very interested**
- ○ **Moderately interested**
- ○ **Interested**
- ○ **Uninterested**
- ○ **Not interested**

8.- How frequently do you think gamification activities should be implemented to achieve optimal results in developing speaking skills?

- ○ **Always**

- o **Often**
- o **Sometimes**
- o **Rarely**
- o **Never**

9.- Which elements of gamification do you consider most important for improving your learning experience? (Select all that apply)

- o Competitions and challenges
- o Attractive visual elements
- o Use of interactive technology
- o Levels and progression
- o Game elements (e.g., points, rewards, leaderboards)
- o Immediate feedback
- o Collaborative/team activitie

10.- What are the main challenges you face when participating in gamification activities? (Select all that apply)

- o Lack of clear instructions
- o Insufficient motivation
- o Difficulty collaborating with others
- o Time constraints
- o Lack of engagement with the activities
- o Other (please specify) _____

11.- How important do you think gamification is for improving your speaking skills in English?

- o Very important
- o Important
- o Moderately important
- o Unimportant
- o Not important at all

12.- How interested are you in participating in gamified activities to improve your speaking skills?

- o Very interested
- o Interested

- o Moderately interested
- o Uninterested
- o Not interested at all

13.- How frequently would you like gamification activities to be applied in your English classes?

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

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.

ITEMS	INSTRUMENTO DE EVALUACIÓN CUALITATIVO		
	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:

....

....

TRABAJO DE INVESTIGACION PREVIO A LA OBTENCUIO DEL TITULO DE LICENCIATURA DE LOS IDIOMAS NACIONALES Y EXTRANGEROS

Thesis Topic	Using Comics as a Strategy to Develop Reading Skills in Fifth-Level Students
	INTEVIEW FOR THE ENGLISH TEACHERS
Objetive:	Collect information about teachers' development in/for classes

Estimados docentes,

Esta entrevista es parte del proyecto de investigación que se enfoca en el desarrollo de la habilidad de Reading. Esta entrevista no tomará más de 5 a 10 minutos. Habrá 6 preguntas relacionadas a la enseñanza del idioma Ingles y el desarrollo de la habilidad de lectura. Agradezco con anticipación por su tiempo y participación.

1. What are the teaching methods you are familiar with?

2. Do you think that Gamification method can help students improve their speaking skills?

3. Have you used games in your class to capture students' attention?

4. Do you think it is necessary to use technological tools to improve students' speaking skills?

5. Do your students collaborate when you use gamification method in your speaking classroom?

6. Do you think the gamification method can make speaking practice more enjoyable and engaging for senior students? Why or why not?

7. In your opinion, what are the potential benefits of using gamification to develop speaking skills in senior students?

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
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

MSc. Rubén Agapito Congo Maldonado
Director
C.C.1001417235

Apellidos y nombres completos	RUBÉN AGAPITO CONGO MALDONADO
Título académico	Professor
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Ibarra, 22 de Junio del 2023
Magister

Fernando Narvaéz

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Gamification Method to Develop Speaking Skills in Senior Students at Teodoro Gómez de la Torre High School, Academic Period 2022-2023" Previo a la obtención del título de Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Anderson Ayala
0401743034

Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Mgs. En Educación Social
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502

Annex 2. Instruments Application

Annex 3. Proposal Socialization

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio nro. UTN-FECYT-D-2025-0023-O
Ibarra, 11 de febrero de 2026

PARA: MSc. Sandra Hidalgo
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

ASUNTO: Trabajo de integración curricular Sr. Anderson Ariel Ayala Villarreal

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 de la manera más comedida, con la finalidad de solicitarle su autorización para que el Sr. ANDERSON ARIEL AYALA VILLARREAL, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, socialice la propuesta del trabajo de integración curricular con el tema: "GAMIFICATION METHOD TO DEVELOP SPEAKING SKILLS IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. José Revelo
DECANO DE LA FECYT

JLRR/M.Báez

Recibido de Coordinación

UNIDAD EDUCATIVA
TEODORO GÓMEZ DE LA TORRE
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12-02-25

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador

Página 1 de 1

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Annex 4. Turnitin Analysis

ARIEL AYALA

Ariel Ayala_Tesis _Final2.pdf

Universidad Tecnica del Norte

Detalles del documento

Identificador de la entrega
trn:oid::21463:429517809

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19,146 Palabras

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6% Similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

Filtrado desde el informe

- Bibliografía
- Texto citado
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Exclusiones

- N.º de coincidencias excluidas

Grupos de coincidencias

81 Sin cita o referencia 6%
Coincidencias sin una citación ni comillas en el texto

0 Faltan citas 0%
Coincidencias que siguen siendo muy similar al material fuente

0 Falta referencia 0%
Las coincidencias tienen comillas, pero no una citación correcta en el texto

0 Con comillas y referencia 0%
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

4% Fuentes de Internet
1% Publicaciones
4% Trabajos entregados (trabajos del estudiante)

Marcas de integridad

N.º de alertas de integridad para revisión

No se han detectado manipulaciones de texto sospechosas.

Los algoritmos de nuestro sistema analizan un documento en profundidad para buscar inconsistencias que permitirían distinguirlo de una entrega normal. Si advertimos algo extraño, lo marcamos como una alerta para que pueda revisarlo.

Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.

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