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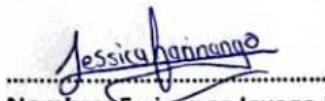
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DEDICATION

This project is dedicated to God and my family, especially to my parents Juan Farinango and María Iguago, who gave me their moral and economic support, experience and knowledge in the path of daily life. My sister, Yolanda Farinango, who with her advice and moral support has allowed me to encourage me and be able to finish my career. To my brother Andy Farinango who waited for me until I got home from the university and together to get home every night: Thanks to all of them I am who I am, a responsible and courageous person.

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ABSTRACT

Nowadays, English has become one of the most spoken languages in the world. Therefore, in different schools, this subject is important and compulsory. However, for students, English has become a difficult subject to learn and even more complicated to master the speaking skills due to traditional teaching methodologies. Therefore, this research project aims to determine the incidence of gamification to strengthen English speaking skills in senior students at Otavalo School. Gamification aims to impart fun learning based on game mechanics, which seeks to develop oral expression. The researcher used a qualitative and quantitative tools to collect, analyze and interpret the data obtained. A speaking skill test was administered to the students, an-interview with the teacher and a class observation guide was used in order to find information from different perspectives on the problem of mastering the skill of oral expression. Thus, as a result, a didactic guide based on gamification with in-class activities without the use of apps is proposed to help students develop oral skills in English.

Keywords: Speaking skill, gamification, improve, mechanics, didactic.

RESUMEN

Hoy en día, el inglés se ha convertido en uno de los idiomas más hablados del mundo. Por ello, en los distintos centros escolares, esta asignatura es importante y obligatoria. Sin embargo, para los estudiantes, el inglés se ha convertido en una asignatura difícil de aprender y aún más complicada de dominar las destrezas orales debido a las metodologías tradicionales de enseñanza. Por lo tanto, este proyecto de investigación tiene como objetivo determinar la incidencia de la gamificación para fortalecer las habilidades de expresión oral en inglés en los estudiantes de último año del Colegio Otavalo. La gamificación pretende impartir un aprendizaje divertido basado en mecánicas de juego, que busca desarrollar la expresión oral. El investigador utilizó herramientas cualitativas y cuantitativas para recoger, analizar e interpretar los datos obtenidos. Se administró una prueba de habilidad de expresión oral a los estudiantes, una entrevista con el profesor y una guía de observación de clase con el fin de encontrar información desde diferentes perspectivas sobre el problema del dominio de la habilidad de expresión oral. Así, como resultado, se propone una guía didáctica basada en la gamificación con actividades en clase sin el uso de aplicaciones para ayudar a los alumnos a desarrollar la destreza oral en inglés.

Palabras clave: Habilidad oral, gamificación, mejorar, mecánica, didáctica.

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INTRODUCTION

Motivation for the study

In today's world, the acquisition of a second language has become a requirement, due to the processes of globalization, the exchange of cultures, and the technological revolution. The English language, as stated by Mejía and Russi (2019) has gained great importance in the world, because most countries consider it a universal language, either for the labor field, or economic or social issues. In education, the interest in learning the language and developing the different skills has been throughout Latin America, which has made great efforts to improve learning, however, the average rate in LATAM is 50.33 compared to other regions (Salomé, 2019).

First, in Ecuador the teaching of English has been increasing and even in most institutions this subject is compulsory. This means that students must know at least the basics of the language to communicate with people around them and with people around the world. However, Ecuador is one of the lowest countries in English proficiency.

Second, teachers play an important role in the teaching of a new language since students will be acquiring the basis for the development of skills in the classroom. For teaching and learning, resources are needed to motivate and help the student in the acquisition of the four skills, therefore, there are techniques, methods and applications based on game mechanics with an educational scope for the student to succeed in learning.

In conclusion, English is important nowadays to grow economically and improve as a country. As such, English is present everywhere and taking advantage of the use of existing methods would be an innovative strategy to improve as a country in the mastery of English.

Problem description

Learning a foreign language is a process that requires time, practice, effort, constant stimulus, motivation and above all a dynamic learning method which helps to develop English skills with ease. What affects the learning of English is the various monotonous classes, which leads to frustration and disinterest on the part of students to learn English and even a problem for the teacher in finding teaching strategies. According to Sovero (2015) says that "the didactics used by the teacher is an essential and fundamental part that can modify the environment and attitude of students in a classroom" (Zepeda - Hernández et al., 2016) so that students are involved in the learning process through the application of methodologies such as the use of gamification. The role of gamification is to consider educational games to acquire specific learning in each course, as well as to include cognitive

knowledge as well as various attitudes and emotions which improve Englishspeaking skills.

In Ecuador, learning a second language has not been easy, which is why it is one of the Latin American countries that maintains a low level of English proficiency, above Mexico, the score is 440 out of 1000, according to the EF EPI (English Proficiency Index) 2021 report (COMERCIO, 2021). This is because there is a problem in the educational system of Ecuador, with teaching materials, teachers without access to methods, seminars, and updated documentation, which makes it difficult for teachers to teach.

The English level in the 20 provinces of Ecuador considers Azuay in first place with 489 points, Pichincha in second place with 480 points, Guayas in third place with 475 points, Imbabura eighth place with 412 points, and Bolivar as the last province with 332 points out of a score of 1000 points (COMERCIO, 2021). It is seen that students have learning problems in acquiring English skills, based on various causes that start from the educational system of Ecuador, generating a big problem in wanting to learn a new language, but due to the consequences that these generate, the level of English of Ecuadorian people does not progress.

Since the beginning of the accompaniment in the rural institution, several of the mentioned factors have been observed which allow that the learning of the students of the "Otavalo" school does not advance. This first approach gave limits to the problem posed since it was specifically evidenced that seventh-grade students do not feel motivated to participate in monotonous classes and ask the teacher to teach them through didactic strategies. It is here where gamification is seen as a learning technique that brings the didactics of games to the school environment, can awaken interest and the development of skills, to obtain favorable results and optimal knowledge, promoting the ability to speak in English and motivating those involved in this process.

Delimitation of the problem

This study takes place in the field of teaching English as a foreign language, and it is focused on improving speaking skills. This research takes place at "Otavalo" school in Otavalo, Imbabura province - Ecuador during the academic period 2022 - 2023. The sample will be four groups of the seventh year "A and B" and the teacher in charge of those classes. During this research, data will be collected from the selected group to formulate didactic strategies based on gamified content to strengthen speech in English.

Research Question

Through doing this research, it is aimed to answer several questions related to gamification to strengthen English speaking skills.

- How does gamification help to strengthen English speaking skills in senior students at "Otavalo" school?

Justification

The reason for conducting this research arises due to the use of monotonous strategies developed in the English class and mainly to the request by the students of the "Otavalo" school, to implement game based on gamification, which lead to a pleasant, dynamic, communicative, participatory environment and above all to capture the attention of sixth-grade students, thus finding gamification as a valid methodological tool to focus on the ability to speak, knowledge and obtain meaningful learning.

One of the main tools for learning is to find motivation through various strategies that the teacher uses in class, since the lack of interest of students during classes and activities, and when these are evaluated, causes concern not only in teachers but also in students and parents who expect favorable results in the learning of English of their sons and daughters, considering that this language is a professional requirement.

It is important to project on the student's performance to learn, discover, and be curious in the classroom, so that in this way they can develop and develop more easily each of the skills such as: listening, speaking, reading, and writing. But this depends largely on the

teacher in what learning environment he/she develops his/her class, hoping that it is striking and that it promotes data will be collected from the selected group to formulate didactic strategies based on gamified content to strengthen speech in English.

The research problem poses how to strengthen English speaking skills through didactic strategies based on gamification as a methodological tool. According to Sánchez (2000):

Through the game experiences, personal meaning is created of values, attitudes, and norms (...) becoming a practice that gradually introduces the individual into the world of values and attitudes, such as respect for the norm, team spirit, cooperation, self-improvement, self-improvement cooperation, and self-improvement, among others (p.112)

Considering the context in which the research has been carried out, gamification method is a factor that has not been present in most classrooms, therefore, it is important to take as a reference the development of these different educational needs in the process of teaching-learning English. Especially in the development of gamification as a didactic technique that carries out the motivation to learn.

Developing the use of didactic strategies based on gamification proves to be appropriate for the students, obtaining focused attention on the activity. This provides a much more interactive and attractive training with an effective learning environment, allowing them to break down each of the barriers that allowed a lack of motivation to learn a new language. Making use of games, dynamics, and activities that keep the student moving.

The learning of English is taken as a necessary factor for the academic and professional development of each one, the mastery of a new language in this case English allows people to have a better life, develop the ability to communicate with society, be people who offer solutions with critical and reflective thinking. That is why the different strategies mentioned can carry out the above mentioned and perform different activities that motivate them to learn.

This study will facilitate all the instructional staff of the institution, authorities, teachers, and students of the institution, especially those senior students at "Otavalo" school who are not attracted to learning English and do not develop didactic strategies based on

gamification, which leads to the motivation of students to learn, through this study the teacher can develop their classes using a didactic methodology that motivates students.

It is also important to mention that this research will not only benefit a single institution or a classroom, but also the whole of Ecuador and society, being considered that one of the biggest motivations for any teacher in an activity is to get the attention of students through the use of strategies based on gamification, which encourages motivation in their students and a participatory environment making the development of the ability to speak, through this may be visible progress of their students in English skills, which these institutions would lead to prestige. Speaking at the level of Ecuador these strategies will get that the country is not among the lowest levels of English proficiency, stressing that this study will benefit everyone. All the above mentioned has allowed us to research the subject.

Objectives

General objective

- Determine the incidence of gamification to strengthen English speaking skills in senior students at Otavalo School.

Specific objectives

- Establish the theoretical bases of the gamification method for the strengthening of English-speaking skill in senior students.
- Award the methodology used by teachers in senior students at “Otavalo” school.
- Desing a didactic guide based on gamification for the development of English-speaking skills.

Structure of the research report

This research project was divided into four chapters:

Chapter I: In this chapter you will find the contents of the Theoretical Framework based on scientific information from books, articles and journals that explain and understand the research.

Chapter II: This chapter presents the methodology used in the research, i.e., the instruments used, such as interviews, observation guides and tests applied to the population for data analysis and to identify the problem.

Chapter III: This chapter contains the results and discussion. It is the interpretation of the results of the instruments applied to the teacher and the seventh-grade students.

Chapter IV: This is the proposal. The proposal has been the didactic guide based on gamification for the development of English-speaking skills.

CHAPTER I: THEORETICAL FRAMEWORK

Gamification can help students to strengthen their speaking skills. For this purpose, it has been decided to divide this chapter into two parts, on the one hand, the first part gives us information about gamification, consisting in its important topics that inform where gamification swims from and on the other hand, the second part gives us information about oral skills, consisting in its topics that defend the importance of developing this skill. Through these topics, gamification can help students strengthen their verbal skills.

Learning Theories

Learning theories are based on how the classroom should be worked on, and also aim to explain the process by which humans learn, focusing on strategies to carry out effective learning methods. According to Papadima, Constantinou, & Giannikas (2021), “Learning theories have an important impact on how teaching is achieved, two of the most influential theories of learning emerging in the last decades are social constructivism (Vygotsky, 1978) and connectivism (Siemens, 2005)” (p.92). (Papadima, 2021) Hence, there are two fundamental didactic theories that teachers can use and apply to develop their classes, which are constructivism and connectivism.

1.1.1. *Constructivism (Vygotsky, 1978)*

Constructivism is based on the idea that people learn through observation and investigation. In addition, life experiences and by observing the results one has, people compare the new information with the knowledge and opinions in our belief system, making this new information obtained significant. (Muhammad, 2022). Therefore, constructivism of learning in the classroom is not easy to apply, since it can refer to a great variety of teaching practices, Driscoll (2005) mentioned that “the constructivist model suggests that understanding can only occur within the human brain. It does not have to correspond to any fact” (Muhammad, 2022).

Another idea of constructivism is that learning is an active rather than a passive process. If what students experience contradicts their knowledge, their viewpoint may change to match the new information, this is where they remain operative or active by applying existing knowledge and judging the coherence between prior, emergent and modified, applying this as a basis for judgment. (Muhammad, 2022).

1.1.2. *Connectivism (Siemens, 2005)*

Connectivism is an approach to learning, this is carried out through connections between people such as people exchange relevant skills, information, perspectives and experiences in

the learning environment. According to Muhammad, Imran & Sabariah (2022) “Connectivism emphasizes two crucial abilities that help to learn: the capacity to search for existing knowledge and the capacity to eliminate alternative and superfluous knowledge” (p. 3). This is why constructivism has an essential role in the acquisition of learning in the classroom.

Turthmore, accoding to Driscoll (2005) “research was used to classify knowledge among three main philosophical frames notably objectivism, pragmatism, and interpretivism”. The scientist Siemens, (2008) says, objectivism affirms that reality exists outside the mind and that learning is obtained through experience, on the other hand, pragmatists see it as the result between thought and practice that the human being performs and finally interpretivism establishes that reality is internal and knowledge is constructed. (Muhammad, 2022).

Language Theories

Over the past few years, several theories have been proposed to explain the process of how children learn to understand and speak a language, including behavioral, innative, cognitive and interactional theories.

1.1.3. Behaviourist theory (Skinner)

The behaviorist theory states that it is built through exposure and positive effort. Behavioral psychologists developed an experiment with animals where they rewarded behavior and that is where they can demonstrate positive and negative reinforcement.

The behaviorist BF Skinner (1957) proposed a theory explaining language acquisition in humans, he stated:

The basic processes and relations which give verbal behaviour its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behaviour without serious modifications. (ACQUISITION, n.d.)

Behaviorist theory states that it is built through exposure and positive effort. Behavioral psychologists developed an experiment with animals where they rewarded behavior and that is where they can demonstrate positive and negative reinforcement. In addition, the scientist Skinner argued that languages are acquired through a stimulus-response-reward process, where children associate words and objects.

1.1.4. Innateness theory (Chomsky)

Innateness theory proposes that children learn language from the environment. In addition, the scientist Chomsky mentions that a child at age 5 acquires 5,000 words and suggests that language is totally independent of thinking skills (Mato, n.d.). Furthermore, this theory demonstrates that language cannot limit the same strict animation as something specific about human language can be innate. Another argument for this theory is that this process is dictated by biology: humans have developed brains with language information in their neural circuits at birth. (ACQUISITION, n.d.)

1.1.5. Cognitive theory (Piaget)

Cognitive theory placed language acquisition in the context of the child's mental or cognitive development, assuming that a child, before acquiring the form of language, must understand the concept. The limitations of these theories are during the first year to 18 months, as the child grows older, it becomes more complicated to find clear links between language and intellect. By the age of 18 months, children have realized that objects exist independently of their perception, suggesting a link between object permanence and label learning. (ACQUISITION, n.d.)

1.1.6. Interaction theory (Bruner)

Interaction theory states that communicative interactions are necessary for the acquisition of language. Bruner's theory is based on social learning through interactions that help the infant develop language. He also mentions that this theory emphasizes the functional aspects of a language. Therefore, the child begins to be part of the community by learning through interactions that provide the infant with support structures. Bruner (1983) pointed out that the simplest process for acquiring language is through interaction between individuals. (Mato, n.d.)

Approaches of language learning

1.1.7. Definition of approaches

An approach is a set of correlations about language teaching and learning. In addition, it is axiomatic and procedural, it describes the nature of the subject to be taught. Furthermore, within an approach there can be many methods as it gives how to teach, what activities you can use or techniques in the classroom that can help students learn. (Theodore J. &, 1999).

1.3.2. Approaches to language learning

The following list presents the most effective approaches for developing fluency in L2 (José, 2023)

- The Oral Approach and Situational Language Teaching
- Communicative Language Teaching
- Content-Based Instruction and Content and Language Integrated Learning (CLIL)
- Competency-Based Language Teaching, standards, and the Common European Framework of Reference
- Task-Based Language Teaching
- Text-Based Instruction
- The Lexical Approach
- Multiple Intelligences (Theory)
- Cooperative Language Learning
- The Natural Approach

Language Teaching Methods

1.1.8. Definition of method

A method is the application of an approach in the context of language teaching. It is also a general plan for the orderly presentation of linguistic material, whereby all material should be based on the selected approach. (JACK C. , 2001). Thus, the method is a plan for presenting the material in a sequential or procedural manner.

1.1.9. Language teaching methods

The following list presents the most effective methods for developing fluency in L2 (José, 2023)

- The Grammar – Translation Method
- Direct Method
- The Audiolingual Method
- Community Language Learning
- Total Physical Response
- The Silent Way
- Suggestopedia
- Gamification

Gamification Method

Within active learning methods, gamification has been considered one of the most effective teaching-learning methods in the foreign language classroom, therefore, among the active methodologies that highlight the effectiveness of meaningful and inclusive learning is gamification. This educational strategy is defined by various authors as “Gamification is the practice of using game design elements, game mechanics, and game thinking in non-game activities to motivate participants” (Al-Azawi, Al-Faliti, & Al-Blushi, 2016, pág. 133). These activities used are intended to encourage and integrate content and motivational practice and interest in the subject, in other words, we can also say that gamification is a design process that uses game elements to create pleasurable experiences in any field of life or area of life. According to Marín & Hierro:

Gamification is a technique, a method and a strategy at the same time. It is based on knowledge of the elements that make games attractive and identifies, within a given activity, task or message, in a NON-game environment, those aspects that can be converted into games or playful dynamics. All this in order to achieve a special link with the users, to encourage a change in behaviour or to transmit a message or content. In other words, to create a meaningful and motivating experience. (Gallego, Molina, & Llorens, 2014)

Education is now faced with the demands of using learning materials, developing students' skills and motivating learners. As Anak and Hua (2021) indicate, “the goal of incorporating gamification into education is to present a more engaging, attractive, and effective learning experience for the student” (p.105). (Navarro, 2020, pág. 10)

The definitions set out by various authors argue that there are relevant elements in gamification, these are participation and engagement, these elements offer a reward to learners as it will increase the motivation to participate.

Likewise, Kapp (2012) mentions that gamification is making use of game-based mechanics, aesthetics and game thinking to include people, motivate them to perform activities, promote meaningful learning and solve the problems they face in acquiring a new context (Kiryakova, et al., n/d). Also, the website (GamifyingEducation.org) mentions that “...using game mechanics improves motivation and learning in formal and informal conditions” (Kiryakova, et al., n/d).

1.1.10. Differences between the game, ludic activity, game-based learning and gamification

There are different words to express the concept of play, however each one does not have the same function and is not applied for the same purposes.

- **Games**

Gaming focuses on the desire to overcome unnecessary obstacles or activities that are unimportant but have an objective to perform for a goal, as mentioned by Costikyan (1994), “a game is a form of art in which participants, termed players, make decisions in order to manage resources through game tokens in the pursuit of a goal.”

Another definition proposed by Avedon & Sutton-Smith, 1970, p. 7 “an exercise of voluntary control systems in which there is an opposition between forces, confined by a procedure and rules in order to produce a disequilibrium outcome”. (Jaakko & Stenros, n/d). This is how this author mentions that a game is a process of decision making to reach the goal.

- **Ludic activity**

Ludic activities play a fundamental role in a student's learning process, which is the motivation to do fun activities. For Cheng and Dornyei (2007) “motivation serves as the initial engine to generate learning and later functions as an ongoing force that helps to sustain the long and usually laborious journey of acquiring a foreign language” (p. 153). Enever (2015) also pointed out that, young learners are often highly motivated to participate in fun activities, new and different experiences. This factor is one of the main advantages of learning a language from an early age. (Eunice, 2017)

- **Game – based learning**

Game-based learning consists of the use of games and video games which help in the educational context. Michele (2017) says that “... the integration of actual games into the learning process — usually to teach a specific skill or meet a specific objective. ... gives learners the opportunity to become immersed in the learning process and to have fun while doing so.” (Michael, 2017)

- **Gamification**

Gamification consists in the use of game mechanics to an activity that is not a game, Michael mentions that gamification is, “the concept of applying game-based approaches and mechanics to non-game activities to promote learner participation and motivation. Motivation obeys to internal or external factors becoming the axis of the development and improvement of the academic performance of students (Basantes Andrade, 2022). The goal of gamification is to inspire learners to participate and interact with other learners in an activity- or goal-oriented community.” (Michael, 2017). Moreover, collaborative learning engages students in good interpersonal relationships and encourages participation. (Salas et al , 2018).

1.1.11. Gamification Elements

Gamification consists of three elements of game design. Werbach & Hunter (2012) mention that there is a hierarchy of three elements: components, mechanics and dynamics (Chuah, 2021), as shown below.

Figure 1

Elements of gamification



Note: Elements of gamification

Source: (Chuah, 2021) *Game Elements, Components, Mechanics and Dynamics: What are they?. Elaborated by the author Chuah Kee Man, 2021*

In education, any task, process or theoretical context can be gamified, in which it leads to increase the participation of a person, according to Sailer, Hense, Mandl and Klevers (2013) there are four components of the definition: games, elements, design and non-game contexts.

The term game is usually understood to imply the following situational components: a goal, which has to be achieved; limiting rules which determine how to reach the goal; a feedback system which provides information about progress towards the goal; and the fact that participation is voluntary". The term element helps to distinguish the concept of gamification from serious games, which describe full-fledged games for non-entertainment purposes. Gamification on the other hand refers to the explicit use of particular elements of games in non-gaming contexts. The term design refers to the use of game design instead of game-based technologies or practices of the wider game ecology. As stated before, the area of application of gamification is very broad. To take account of that and to prevent limiting the definition to certain contexts, the area of application is just described by the term non-game-contexts (Figuroa, 2015, pág. 39).

These components are essential to understand the gamification method, they become instruments and strategies for the development of this method. Furthermore, it clearly explains that gamification is not a game, but rather elements of a game that serve to motivate learners to acquire new concepts. In addition, each of the elements drives a motivation which leads to the goal or objective to be achieved (Posso Yépez, 2019).

1.6. Communicative Competence

Saville - Troike (2003), mentioned that communicative competence has become an emerging principle of sociolinguistics and language teaching, and thus contextualized communicative competence as “what a speaker needs to know to communicate appropriately within a particular language community” (Casquete, 2023). Another author who also gives a definition is Nunan (1989), mentioned that communicative competence is “the ability to deploy linguistic, interpersonal and sociocultural knowledge effectively for communicative purposes” (Norany, n/d)

Richards, Platt & Weber (1985), put forward the characteristics of communicative competence as follows:

Communicative competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks and invitations; (d) knowing how to use language appropriately (Norany, n/d).

Canale (1983) & Swain (1980) explain communicative competence as a system of knowledge and skills that are important to develop communication, thus the author Canale (1983) mentions that there are four communicative competencies (Norany, n/d):

- **Grammatical competence**, which is knowledge of language codes, including grammatical rules, vocabulary, pronunciation, spelling, et cetera.
- **Sociolinguistic competence**, which is the knowledge of the sociocultural norms of language use, for example, the use of appropriate vocabulary, manners and style in a specific situation.

- **Discourse competence** is the ability to combine linguistic structures in various types of coherent texts, such as political speeches, poetry, et cetera.
- **Strategic competences**, knowledge of verbal and non-verbal communication strategies, increase the effectiveness of communication and allow students to overcome communication failures.

1.7. Language Skills

Language is important in a skill, not only in a content-based subject that aims to impart information, on the contrary it is a skill that dominates the ability to do something well, such as swimming, playing, etc., which language exercises an intellectual exercise (cognitive) and a skill (action), to develop these exercises language has a skill that is divided into four sub-skills; Listening, Speaking, Reading and Writing (Azad, 2015).

1.7.1. Classification of Language Skills

Table 1

The four and fundamental language skills are classified into two parts

LANGUAGE SKILLS	
Productive Skills (Active Skills)	Receptive Skills (Passive Skills)
1.- Speaking	1.- Listening
2.- Writing	2.- Reading

Note: This table shows the productive and receptive language skills

Source: Language and Language Skills by Azad (2015)

On the one hand, speaking and writing are productive skills because the student is active in the classroom and also produces sounds when speaking and symbols when writing. On the other hand, listening and reading are receptive skills because here the student is passive and receives information either by listening or Reading (Azad, 2015).

- **Reading skill**

Reading is one of the third receptive skills taught in educational curricula, so a student needs to interact and look for some reading strategies that help with reading comprehension;

furthermore, reading is a brain process in which symbols are observed on a page and the mind begins to see patterns.. Such is the case that Bojovic (2010), states that “Reading is a complex, purposeful, interactive, comprehending, lexible activity that takes considerable time and resources to develop.” (Báez, 2022). In others words, reading is a communicative process that requires a logical sequence of thought or thought patterns, which require practice to retain in the mind.

- **Writing skill**

Writing is the system of written symbols, which represent the sounds, syllables, or words of the language with different mechanisms: capitalization, spelling and punctuation, word form and function (Tarihoran, 2019). Nunan says, “writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.” (Rao, 2018).

- **Listening skill**

Listening is one of the important parts of communication, as it is a complex and active process of interpretation in which listeners relate what they hear to what they already know. Furthermore, Goodith (2001), says, “Listening is not merely not talking...it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like a splendid auditorium where every sounds comes back fuller and richer” (Listening, n/d). So also Rost (1994), mentions that listening is a capacity to understand and participate in the world around us, for which the author quotes as follows, “listening is considered to be a part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication” (Listening, n/d). In summary, listening is an active process and an important skill in the process of second language acquisition.

- **Speaking skill**

The skill of speaking is one of the most complicated for second language learners, since to develop this skill students need practice in order to be able to speak, and it is believed to be the most important of the four language skills (Leong, 2017). In addition, speaking is one of the fundamental skills to develop communication, thus Chanel (1998), mentions that “speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts”. Bygate (1987) also defined it as “the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds

systematically to form meaningful sentences” (Leong, 2017). To summarize, it is important to develop the ability to speak as it develops the other language skills, such as vocabulary and grammar with an emphasis on writing.

Principles of teaching speaking skills

According to Hussain (2018), the principles of teaching skills (Lema, 2022):

Encourage students to speak right from the first day.

- Tolerate students if some of them repeat what they say.
- Let learners speak actively with whatever knowledge they have.
- Propose structures, phrases, words and let learners use in different situation and drill as much as possible.
- Organize role play and pair work and supervise the learners,
- Let learners commit errors and mistakes. Interruption and correction hind fluency and discourage learners.

1.7.2. The aspect of speaking skill

In order to acquire speaking skills, students should consider some important aspects, as Harris (1969) said, “there are five components of language that influence the speaking ability, they are; pronunciation, vocabulary, grammar, fluency, and comprehension” (SPEAKING, n/d). In addition, these aspects help the speaker to be aware of the shortcomings so that the pronunciation is fluent and the speech process is good.

- **Pronunciation** is the way a language is spoken and the way it is pronounced
- **Vocabulary** is the number of words they know, so they can speak fluently.
- **Grammar** is the study of the forms and combination of words in a sentence.
- **Fluency** is the ease and speed of speech.
- **Comprehension** is the attention to the speaker so that there is no misunderstanding.

Common European Framework of Reference (CEFR)

The Common European Framework provides a common basis of curricular guidelines, elaboration of language programs, textbooks, exams, etc., in order to provide the skills and contents that language learners have to learn according to the age range or level, which helps the learner to develop skills and acquire knowledge without difficulty. In addition, it offers educational administrators the means to teach according to the real needs of the students. In short, this instrument called Common European Framework has standards that language learners have to meet according to their level.

Table 2*Common European Framework of Reference for Languages: learning, teaching, assessment (Common Reference A2 Level)*

Common Reference Levels : A2		
Global scale	Basic User – A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Self-assessment grid	Speaking	SPOKEN INTERACTION I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
		SPOKEN PRODUCTION I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Qualitative aspects of	Aspects	RANGE Uses basic sentence patterns with memorised phrases groups of a few words and formulae in order to communicate limited information in simple everyday situations.

spoken language use	ACCURACY Uses some simple structures correctly, but still systematically makes basic mistakes.
	FLUENCY Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
	INTERACTION Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
	COHERENCE Can link groups of words with simple connectors like 'and', 'but' and 'because'.
Listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

Productive activities and strategies	Oral production (speaking)	OVERALL ORAL PRODUCTION Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
	Illustrative scales	SUSTAINED MONOLOGUE: Describing experience Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms
		PUBLIC ANNOUNCEMENTS Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.

		<p>ADDRESSING AUDIENCES</p> <p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can cope with a limited number of straightforward follow up questions.</p> <p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>
<p>Interactive activities and strategies</p>	<p>Spoken interaction</p> <p>Illustrative scales</p>	<p>OVERALL SPOKEN INTERACTION</p> <p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p>

	<p>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</p> <p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</p> <hr/> <p>CONVERSATION</p> <p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can say what he/she likes and dislikes</p> <hr/> <p>INFORMAL DISCUSSION (WITH FRIENDS)</p> <p>Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.</p> <p>Can discuss what to do in the evening, at the weekend.</p>
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		<p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others</p> <p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p>
		<p>FORMAL DISCUSSION AND MEETINGS</p> <p>Can generally follow changes of topic informal discussion related to his/her field which is conducted slowly and clearly.</p> <p>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary</p> <p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>
		<p>GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)</p> <p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>

	<p>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</p> <p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices, etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal</p> <hr/> <p>INFORMATION EXCHANGE</p> <p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions, e.g. explain how to get somewhere</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p>
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		<p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>
		<p>INTERVIEWING AND BEING INTERVIEWED</p> <p>Can make him/herself understood in an-interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p> <p>Can answer simple questions and respond to simple statements in an-interview.</p>

Note: Common Reference A2 Level

Source: Retrieved from COUNCIL OF EUROPE (n.d., pág. 67).

CHAPTER II: METHODOLOGY

2.1. Description of the study area

The study was carried out at the "Otavalo" Fiscal Educational Unit located in the province of Imbabura, canton Otavalo, with Sierra school system, urban area of the place. The group to be investigated is composed of two levels of seventh grade A and B with morning classes, the seventh grade "A" composed of 40 students and grade "B" composed of 42 students, giving a total of 82 students, 45 women and 37 men in an age range of 11 to 12 years, which was studied in this research.

2.2 Type of Research

This research was applied a mixed-method approach, because it was intended to have detailed key and numerical information, in addition, this type of research gives us a wider vision of what we want to obtain as a result. According to Hernández Sampieri and Mendoza (2008) the mixed method:

Represents a set of systematic, empirical, and critical research processes and involves the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences from all the information collected (meta-inferences) and achieve a better understanding of the phenomenon under study (SAMPIERI).

Therefore, the research will collect both kinds of data to get more validity and reliability. According to Onwuegbuzie & Leech (2005), quantitative theorists believe "in a single reality that can be measured reliably and validly using scientific principles", while qualitative theorists "believe in multiple constructed realities that generate different meanings for different individuals, and whose interpretations depend on the researcher's lens" (Soiferman, 2010). This qualitative approach requires the researcher to construct realities from the point of view of each individual, where there is a direct connection between the observer and the observer (Trujillo, 2019).

In the same context, this project is explanatory and descriptive research, according to Marlow (2005) defines exploratory research as follows: "A form of research that generates initial insights into the nature of an issue and develops questions to be investigated by more extensive studies" (Strydom, 2013). This research will show aspects of a particular problem related to the topic to be investigated. On the other hand, Calderon (2006), defined descriptive research as:

A purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making an adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. Also, this method ascertains prevailing conditions of facts in a group under study that gives either qualitative or quantitative, or both, descriptions of the general characteristics of the group as results (Journals, 2018).

In both types of research, the information is collected with a superficial level of knowledge and analysis and interpretation of the current nature.

2.3. Methods, Techniques, and Instruments

2.3.1. Deductive method

This investigation used the deductive method because it goes from general to specific. Onwuegbuzie and Collins (2005), “deductive reasoning commences with generalizations, and seeks to see if these generalizations apply to specific instances” (Pretoria). The purpose of this method is to deduce the premises of the research to be carried out and draw conclusions based on them, but for this, the researcher develops a hypothesis and then designs research in such a way that he investigates the object of study and tests the theory, then the researcher results in a valid conclusion.

2.3.2. Techniques and instruments

The research project focuses on a mixed qualitative and quantitative approach, which contribute to the information gathering, bibliographic analysis, and interpretation of the data. This study used test as a quantitative technique, to obtain an exact percentage regarding the problem to be investigated, on the other hand, the observation and interview as a qualitative technique. These techniques and instruments give the opportunity to create reliable instruments with appropriate questions, which can collect accurate information research related.

- **Test**

According to Brown (2002), test is a method of measuring a person's ability, knowledge, or performance in a given domain. (STUDYLIB, 2013). This instrument can measure a person's ability in order to obtain a sample of an individual's knowledge and behavior. In the same way, Arikunto (2012) defines “test is tool or procedure used to know or measure student's performance by using a set of ways and rules” (LITERATURE, 2011).

- **Interview**

In the interview method, ideas and information will be obtained from people, which helped to draw conclusions. Vivien Palmar (2015) says “The interview constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond though the social research purpose of the interview call for a varied response from the two parties concerned.” (Pandey, 2015). On the other hand, semi-structured interview the researcher acquires more information about the group to be studied. Burgess, (1984) states that "A semi-structured interview has been referred to as a ‘conversation with a purpose’ (KnowHow, 2018). The purpose of this interview is to obtain information about the methodology used in the classroom and whether gamification is a method that could help students in speaking skills.

- **Observation**

Observation as a use of acquiring the behavior of the object to be studied in natural situations. C.Y. Younge (2015) says “It is thorough study based on visual observation. Under this technique group behaviors and social institutions problems are evaluated.” (Pandey, 2015). In the same way, indirect observation the research observes every detail and everything that surrounds the group to be studied. Anguera & Portell (2018) state that “indirect observation is a recent concept in systematic observation. It largely involves analyzing textual material generated indirectly from transcriptions of audio recordings of verbal behavior in natural settings ...” (iDUS, 2018).

2.4. Research questions

How does gamification help to strengthen English speaking skills in senior students at "Otavalo" school?

2.5. Variable matrix

2.6. Population & Sample

The research population is composed of two levels of seventh grade A and B with morning classes, the seventh grade "A" composed of 40 students and grade "B" composed of 42 students and 1 English teacher at the school “Otavalo” in Otavalo, Imbabura. This entire population is the object of study of this research.

The type of sample is probabilistic since all the mentioned groups participate in the study. Probability sampling is a sampling technique in which the individuals in the population are randomly selected population are chosen randomly and each one has the same positive probability of being selected probability of being chosen and being part of the sample"(MARTÍNEZ, 2017).

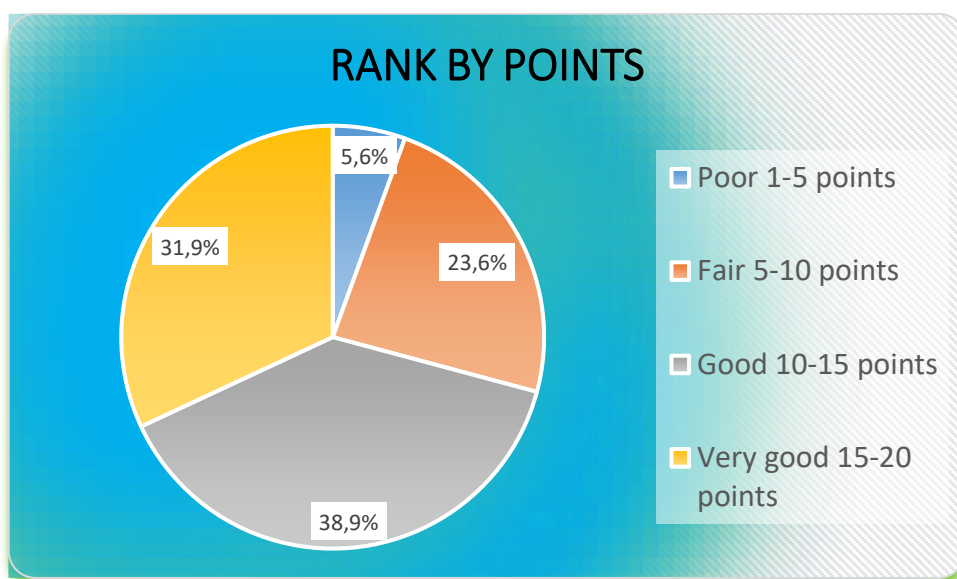
CHAPTER III: ANALYSIS AND DISCUSSION

This chapter describes the results, analysis and interpretation of the results obtained after the application of the research techniques in the Otavalo school. The quantitative and qualitative results obtained from the test, interview and observation guide are presented in an analytical graph with their respective interpretation.

3.1. Analysis of test results

Figure 2

Points ranking based on the test



Note: Own elaboration. Source: test applied 2023.

Analysis

The graph shows a classification of points based on the A1 speaking test, given to the seventh grade students of the Otavalo school.

Through this test, it was possible to corroborate the quality of the A1 level in speaking. Five point six percent of these students obtained a "poor" criterion, with a range of one to five points out of twenty points on the test. That is, they presented a majority of errors in speaking, such as lack of acquisition of grammar, vocabulary, pronunciation, fluency and interaction with the person who evaluated. Likewise, in these students it could be observed that due to the lack of the mentioned variables they do not understand the questions and therefore they are afraid of making mistakes when speaking.

On the other hand, twenty-three point six percent of students obtained a "fair" criterion, with a range of five to ten points out of twenty points. That is, the students understand the questions, but due to lack of vocabulary and grammar acquisition, they have complications in formulating their answers, causing a lack of fluency. However, they make an attempt to answer the questions asked.

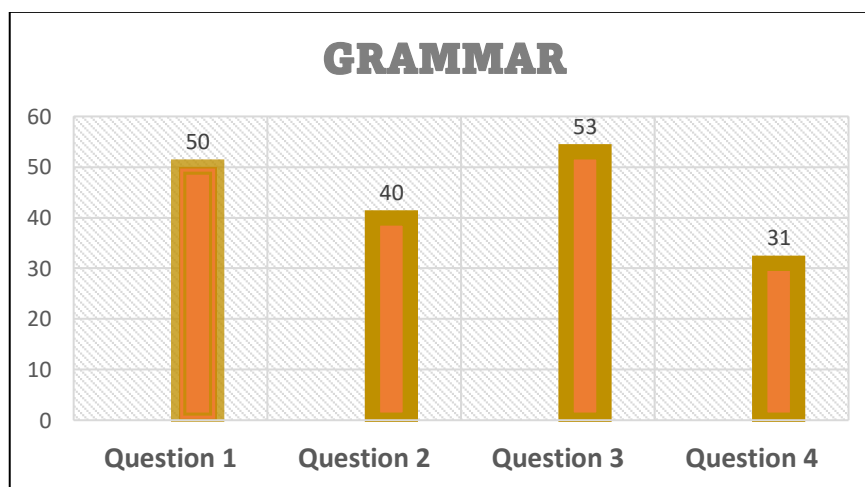
Third, thirty-eight point nine percent of students obtained a "good" criterion with a range of ten to fifteen points out of twenty points which is equivalent to the test. That is, these students understand the questions, have vocabulary at their level, but their complications are based on pronunciation and fluency in answering each question. However, these students respond despite their speech errors.

Finally, thirty-one point nine percent of students obtained a "very good" criterion with a range of fifteen to twenty points, which is equivalent to the test. That is, they clearly understand each question and know how to formulate clear and simple answers. In addition, their speaking errors are minimal in fluency, as they formulate sentences at an A1 speaking level.

In conclusion, the graph shows the point ranges of the test given to the seventh grade students of the "Otavalo" school. In addition, it is interpreted that a greater number of students obtained from ten to fifteen points in the test, with this it can be said that the students understand questions, formulate sentences, but their complications are in speaking fluently.

Figure 3

Grammar



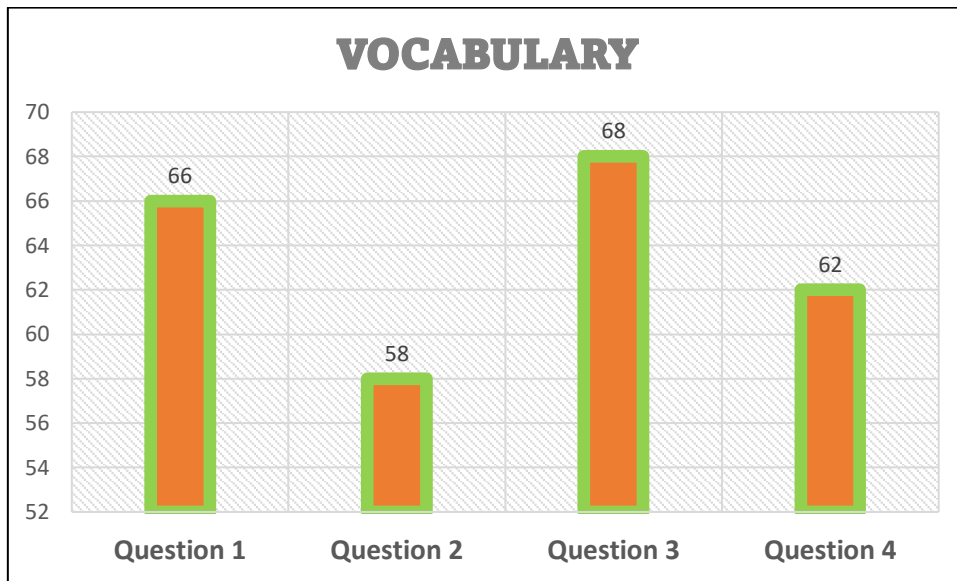
Note: Own elaboration. Source: test applied 2023

Interpretation

The bar graph shows the students' performance in grammar in the sentences they formulate in each answer to the questions. Therefore, it is evident that in question four the students had greater difficulty in making use of grammar due to incorrectly structured sentences which causes them to obscure the meaning to the personal answers and this is due to the fact that the students do not know the rules of grammar.

Figure 4

Vocabulary



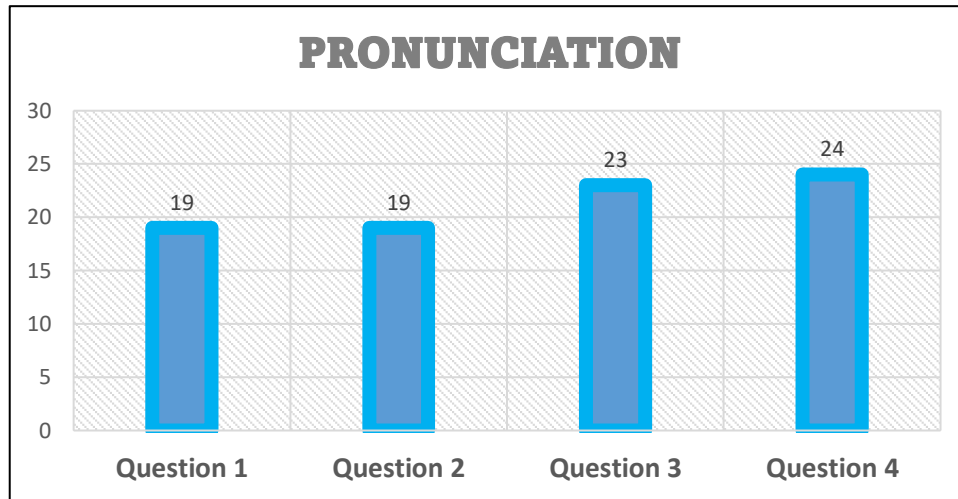
Note: Own elaboration. Source: test applied 20Ana

Analysis

The bar graph shows the extent of vocabulary in the sentences they formulate in each answer to the questions. So it is evident that students had difficulty in question two due to the lack of vocabulary to describe images and form a short story, which causes the student to use vocabulary that is not necessary and meaningless to the sequence of ideas.

Figure 5

Pronunciation



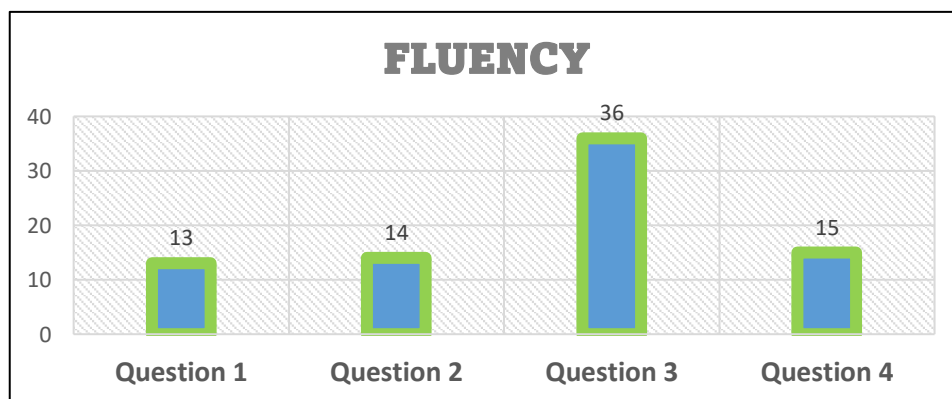
Note: Own elaboration. Source: test applied 2023.

Interpretation

The bar graph shows the pronunciation in the sentences they formulate in each answer to the questions. Therefore, it is evident that in the four questions it was complicated to understand their answers due to some sounds that were not very clear. It may be implied that the activities are not focused on teaching phonemes or pronunciation, which causes students not to have good pronunciation habits.

Figure 6

Fluency



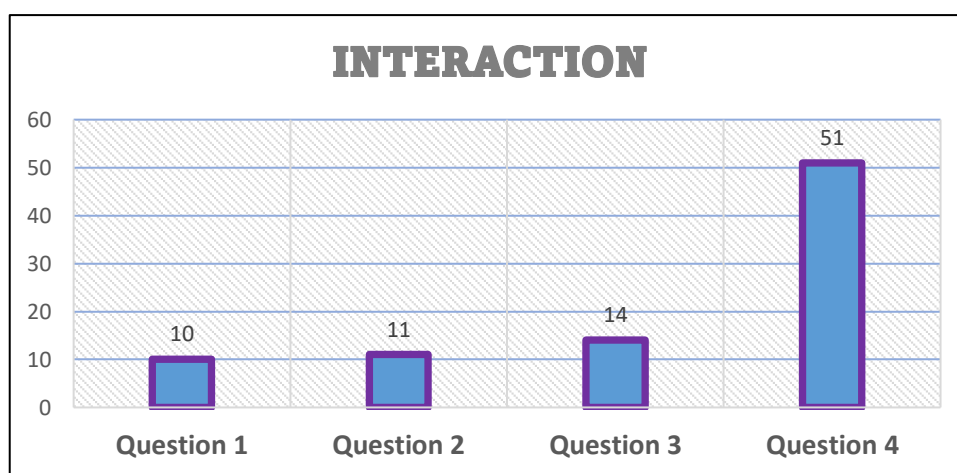
Note: Own elaboration. Source: test applied 2023.

Interpretation

The bar graph shows the fluency in the sentences they formulate in each response. Therefore, fluency difficulty is evident in all four questions; however, in question three, students responded with ease by having picture choice activities. It should be noted that the problem why students do not acquire fluency is due to the use of activities focused on grammar, which do not reinforce communicative tasks.

Figure 7

Interaction



Note: Own elaboration. Source: test applied 2023.

Interpretation

The bar graph shows the interaction with the interlocutor. Of the four questions, only the last one was posed to formulate a dialogue. Therefore, it was evident that the students had difficulty interacting or asking questions and this is due to the lack of reinforcement of oral activities such as question and answer.

3.2. Teacher's semi-structured interview

1.- Do you consider that the seventh graders reach the level A1 in oral communication according to the Common European Framework?

No, in this sense the students do not reach the A1 level in speaking skills according to the Common European Framework, this is due to the conditions of the environment where they are, parents are not interested in the learning development of their children and the Ministry of Education, which establishes the English module do not provide the conditions to develop the skills in the students to reach that level.

Analysis:

The teacher participant said that the level of the students does not match the required by the Ministry of Education, arguing that the material offered by the Ministry of Education does not allow the oral development of the students. Consequently, it can be considered that the design of a material with dynamic activities, ludic games and appropriate content for the level will be a converted good to provide the opportunity to develop speaking skills.

2.- What factors contribute to the development of speaking skills, do you think?

Among the factors that contribute to speaking skills, I think that good guidelines from the Ministry of Education, which are based on modules that provide opportunities for students to develop English skills, would help students acquire each skill. However, the Ministry of Education guidelines are based on modules that provide few opportunities for students to develop this skill.

Analysis:

The teacher participant mentions that one of the factors that can contribute to oral expression is to first make a modification in the modules of the ministry's books, which will allow the teacher to develop each of the skills of second language acquisition. In addition, it can provide the teacher to use different teaching techniques.

3.- What factors negatively affect the development of speaking skills?

The first aspect is that the Ministry of Education should establish specific points to develop oral expression skills, which is extremely important to acquire. In addition, I can mention that in the English book module there is no content to help develop English skills, so it is necessary to look for alternative sources to support and develop skills.

Another aspect is the lack of commitment of the parents, they do not get involved so that the children's learning is excellent.

Analysis:

The teacher mentions that there are several negative factors that affect speech development, the first is that the Ministry of Education does not focus on developing speech skills, the second is the lack of relevant content in the books offered by the government, and the third is that parents are not interested in their children's education, therefore students do not reinforce what they learned in class.

4.- What do you know about gamification?

Gamification is a technique that allows students to develop or integrate learning based on the environment or games.

Analysis:

The interviewed teacher mentions gamification is a technique used in education, which helps students easily acquire learning based on gaming techniques that are common for children.

5.- Is gamification part of your teaching practice?

Yes, according to my classes, in many cases it is put into practice, but it is not taken into account for all class hours, but sometimes this strategy is an alternative to develop the class.

Analysis:

The teacher participant mentions that gamification is part of his teaching process, since it is a good technique to develop a class with an interactive environment, but in many occasions gamification is not used due to lack of time.

6. Would you be interested in applying gamification in your teaching process?

Yes, if it is used in the subject and as much as possible, it is an excellent technique to develop learning. Also, if there is the alternative of having a broad knowledge it would be very wise to be able to put it into practice with the children.

Analysis:

The teacher interviewed mentions that gamification is little used in his teaching process, due to the lack of knowledge about its application in the classroom, but it is of great interest to know it in depth in order to apply it in class hours.

7.- Do you think that gamification may help students develop speaking skills?

Yes, I agree because this technique, based on the environment and based on integrating playful activities through games, makes the student enjoy learning, you can take as a guideline to start with short expressions at the time and move forward with small paragraphs but that are within a framework of play, of satisfaction in learning.

Analysis:

The teacher participant says that gamification helps the development of speaking skills, as it allows the student to be in an environment related to games, but in activities that simply use the techniques of the games, which leads to the practice of using expressions in order to be involved in the class.

8. Would it be helpful to have a guide with gamification strategies to help students improve their speaking skills?

Of course, it would be very useful to take into consideration the time that should be allocated to each of the activities in the development of a class, whether at the beginning, in the middle of the class or at the end, as well as specific activities that are established in a necessary order. This would be very pertinent to develop learning in seventh grade students.

Analysis:

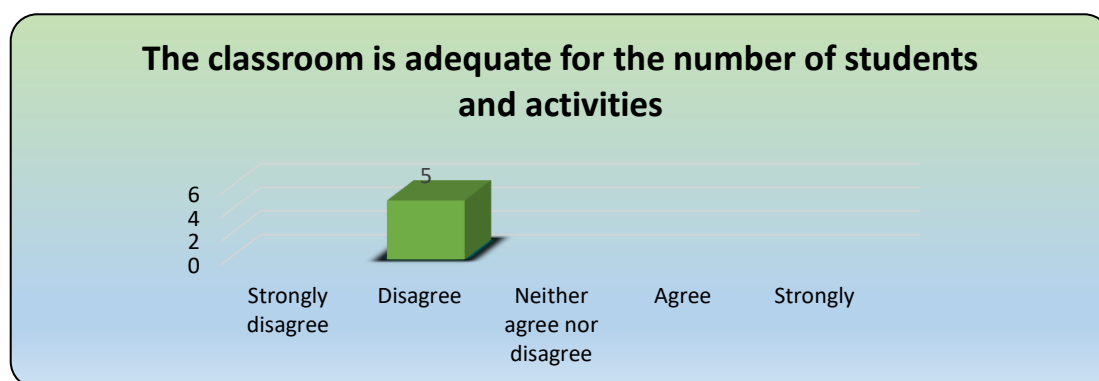
The teacher participant says that having a guide with gamification strategies helps the teacher to know the time that should be established for each of the activities to be developed, as well as to recognize which activities can be used according to the content to be taught.

3.3. Observation guide

3.3.1. General observation

Figure 8

The classroom is adequate for the number of students and activities



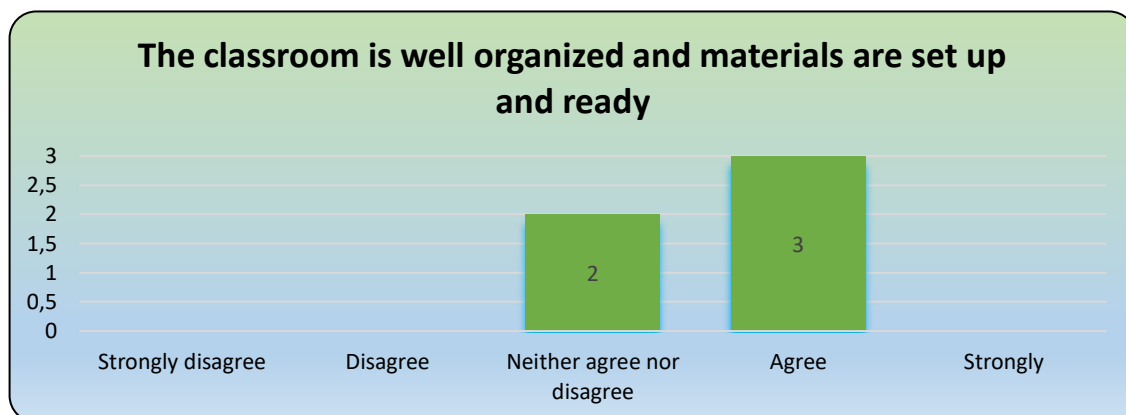
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

In the different classroom observations, it could be observed that the classroom is not adequate for the number of students, obtaining a total criterion of five classes observed in "disagree" regarding the variable. In addition, it does not allow the teacher to do activities in which space is available and on the other hand, it causes students to be easily distracted because they are very close among classmates.

Figure 9

The classroom is well organized and materials are set up and ready



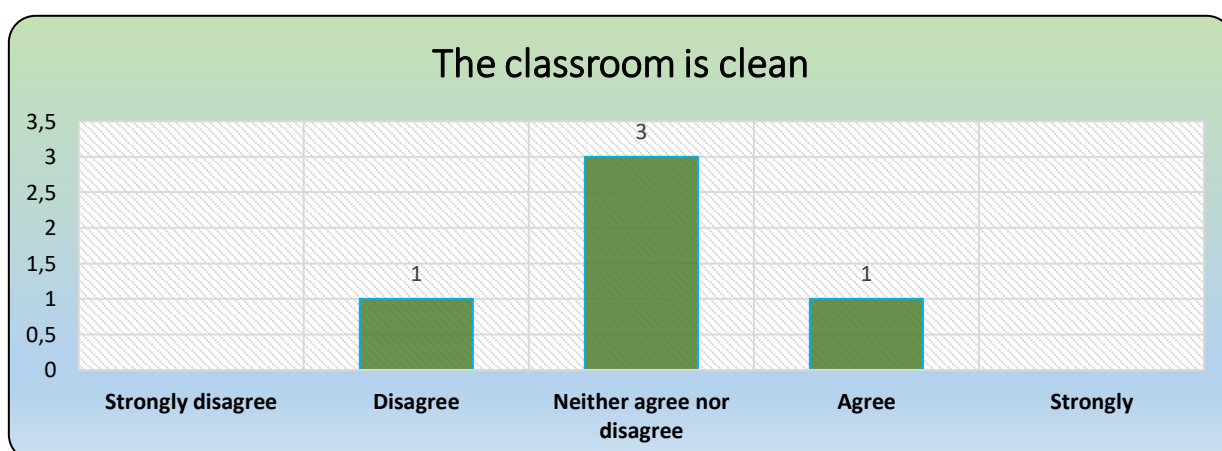
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

Regarding the variable "the classroom is well organized and the materials are configured and ready", it can be mentioned that in 2 observations of classes it has a criterion of "neither agree nor disagree" and 3 observations with a criterion of "agree", making an analysis that the teacher does not always organize his classroom before starting with the lesson, in addition, the material that prepares it is not organized according to the activities.

Figure 10

The classroom is clean



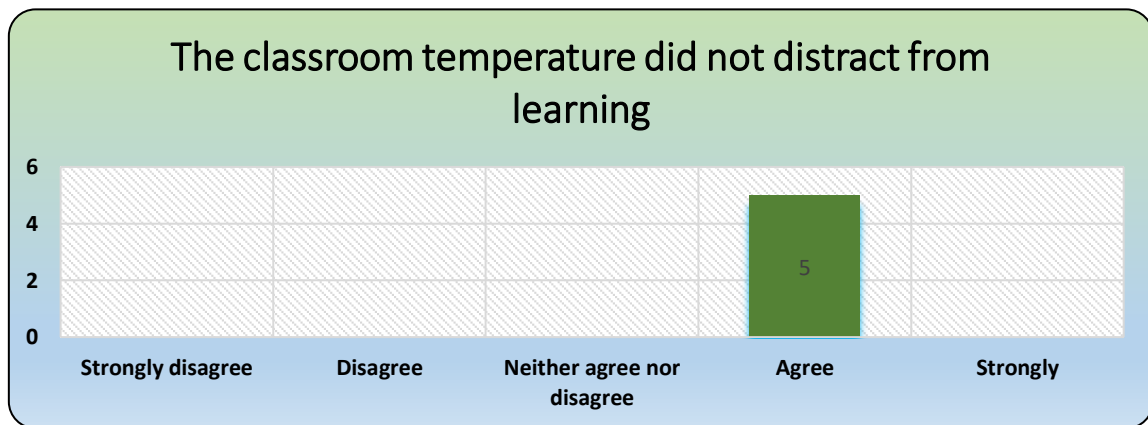
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

In the different observations it could be observed that the classroom does not always maintain a cleanliness before the lesson. Giving a criterion of "disagree" in 1 class, "Neither agree nor disagree" in 3 classes and "agree" in 1 class. It was observed that in the different classes, both teachers and students are not concerned about the order and cleanliness of the classroom and it was only in one class that the classroom was in order to start a lesson

Figure 11

The classroom temperature did not distract from learning



Note: researcher elaboration. Source: observation guide applied 2023.

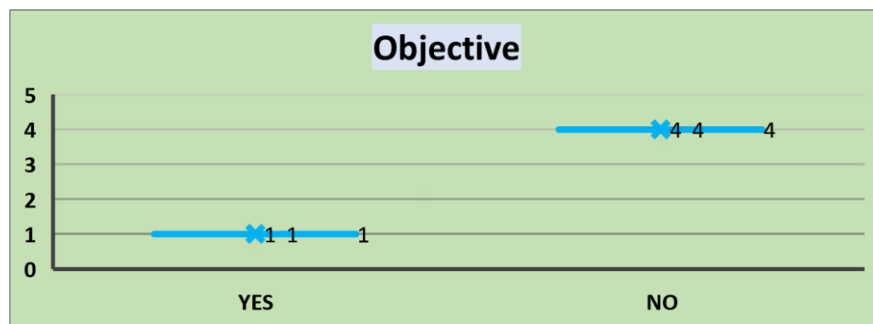
Interpretation:

The graph shows a total of the 5 classroom observations with a criterion of "agree" that the classroom temperature does not distract students' learning. This indicates that the classroom maintains a warm temperature, which does not cause cold or heat to the students.

3.3.2. Students behaviours

Figure 12

Students know the purpose of the class



Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

The graph shows that in most of the classes observed the students did not know the objective of the lesson, mentioning that out of the 5 classes that were seen only one class the teacher was able to explain the objective and the students knew that they had to demonstrate at the end of the lesson.

Figure 13

Students participate using the English language



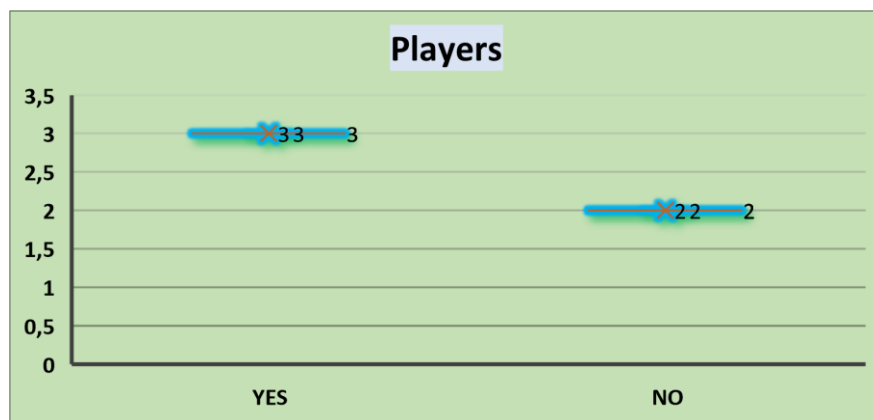
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

The graph shows that of the 5 classes observed, in 4 lessons the majority of students speak in English, this is because the teacher has class rules, which the student who does not make the attempt to speak in English, loses points in participation.

Figure 14

The topic they are learning is of interest to the students



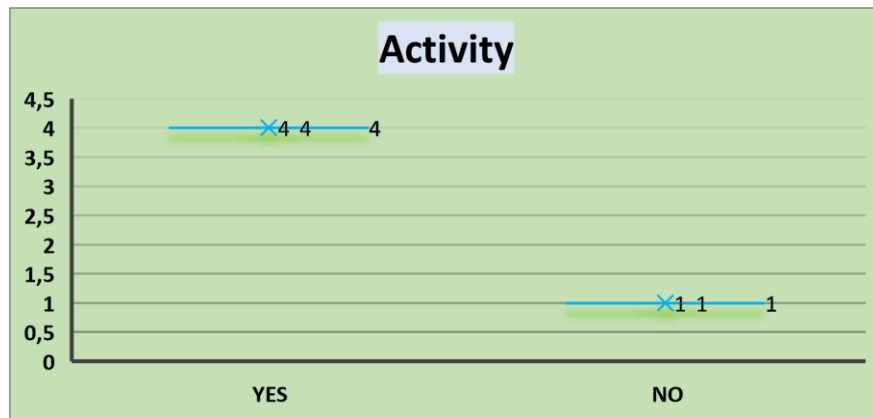
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

The graph shows that the topics are not always of interest to the students, of which in 3 observed classes it was possible to see that the students are interested in learning the new topic, but in the other classes, the topic was not of interest to the students because the teacher was based on the modules of the Ministry of Education.

Figure 15

Activities arouse interest to develop and the student responds to opportunities to demonstrate language skills



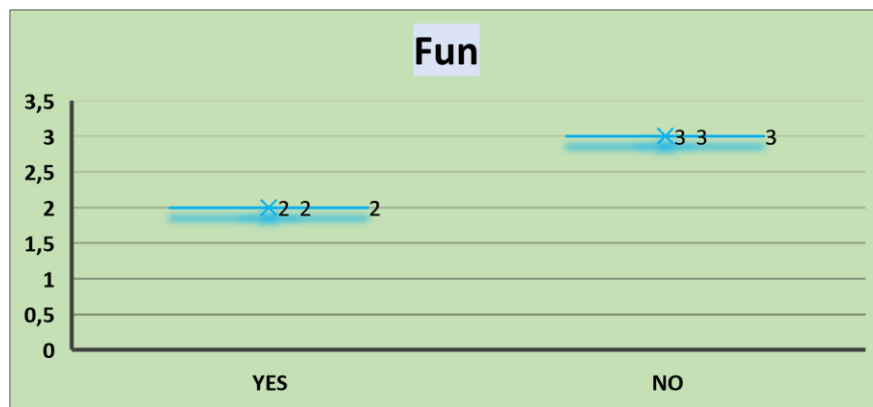
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

The graph shows that the different activities that the teacher performs arouse interest in the student, responding according to their abilities. Likewise, it can be observed that of the 5 classes observed in 4 lessons, which is the majority, the teacher was able to arouse interest in the students to learn.

Figure 16

Students encourage or promote their classmates to participate in classes



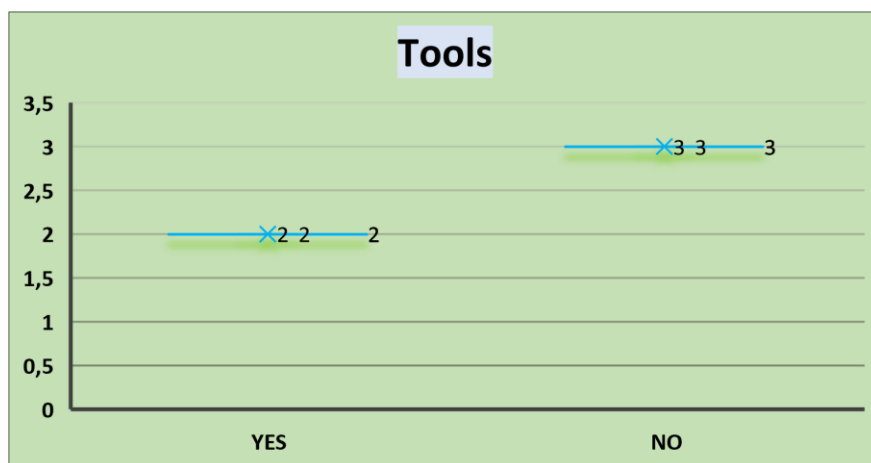
Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

The graph describes that in some classes students encourage their classmates to participate, giving a criterion of 2 lessons in which students encouraged their classmates to participate in the activities and this is due to group activities, on the other hand, in 3 lessons it was observed that each student participates without promoting their classmates to be active.

Figure 17

The material used by the teacher helps the student to concentrate and participate in the class



Note: researcher elaboration. Source: observation guide applied 2023.

Interpretation:

The graph describes that in 2 observed classes the material that the teacher uses helps to obtain the student's participation, this is because there is material for everyone, likewise, with a criterion of 3 observed classes, they show that the material that the teacher uses does not help the student to participate, since the material is only for the teacher's use.

3.4. Discussion

3.4.1. Speaking Skill

According to the results obtained from the speaking expression test given to the students, it is considered that the students are not at the A2 level according to the Common European Framework. This is due to the lack of oral activities which involve the student to develop a correct pronunciation, fluency and interaction between student and teacher. However, it was evidenced that students make an attempt in the form of short sentences with basic vocabulary according to their knowledge.

On the other hand, according to the teacher's interview, the students' level of speaking expression does not reach A2 level. This problem is due to the fact that the modules of the Ministry of Education are not based on interactive activities where the teacher can create a good environment of communication and interaction between teacher and student.

3.4.2. Gamification method

In the interpretation of the observation guide and the teacher interview, it was possible to conclude that gamification is not a common method used in each lesson. First of all, through the observation guide it has been possible to observe negative and positive factors in each lesson, among the negative factors are; the classroom is not kept completely clean, and also it is not adequate for the number of students and activities, considering that for a lesson with gamification games the classroom needs to be tidy, however, there are ways to make a change in the order of the classroom, on the other hand, among the positive factors it was observed that students are very interested in learning when the teacher uses activities with game design in an educational environment, even with this type of activities the student participates actively, since the student's goal is to participate to win. In addition, when the teacher uses this type of activities, the student participates without fear of making mistakes.

Secondly, through the interview with the teacher it can be said that gamification is a good method for the student to develop skills, especially the ability of speaking, since this method uses strategies and techniques that make the student feel interest and motivation to learn and participate. In addition, the teacher seeks to have knowledge about the order to follow in a gamified class, time duration, and type of activities in order to fulfill the objective of the class and develop each of the students' skills.

In conclusion, gamification is an ideal method to achieve speaking development in students, by using this method the teacher fulfills the objective of the class and the students fulfill the objective of learning.



HAVE FUN
learning english

with
Educational Games



CHAPTER IV: THE PROPOSAL

Proposal Title

Strengthening of Speaking skills through gamified activities

Introduction

After analyzing all the results of this research, the development of a didactic guide consisting of ten lessons focused on the application of effective gamification and collaborative structures to strengthen English speaking skills. The students will be instructed by the teacher based on game mechanics in activities that are not mere games from contents belonging to the book units, but in a way focused on improving oral skills through game mechanics and rules, which generates interest and motivation to learn and participate during the class period. Therefore, gamification is not only intended to make the student feel motivated to play, but it is expected that students develop speaking skill without the making mistakes fear. In other words, this didactic guide is designed for the teacher to interlace the contents with an attractive and interactive didactic strategy, focused on creating a good atmosphere during the class.

Justification

Learning English is a challenge for every student, especially for children. Despite being a challenge, students are so curious to learn something new. For this reason, English teachers need to look for new strategies to teach, where the student feels interested in learning a second language. Therefore, making use of gamification in the teaching process is a method which allows students to learn in a simple way based on educational activities with game techniques that allow them to develop speaking skills; the creation of a didactic guide was developed as a material focused on improving the ability of speaking. This material includes activities based on effective gamified strategies based on the contents of the book.

Gamification

Gamification is a method of gamification in the classroom which aims to make the student make decisions to complete or do an activity either individually or in a group. In addition, this method motivates the student to feel part of a team or class. Kim, Song, Lockee & Burton (2018) describe gamification as activities and processes which integrate game elements to solve specific problems. Gamification takes the mechanics of gaming such as points, levels, badges, or leaderboards and applies them to the way a course or unit is taught. (Llabrés,

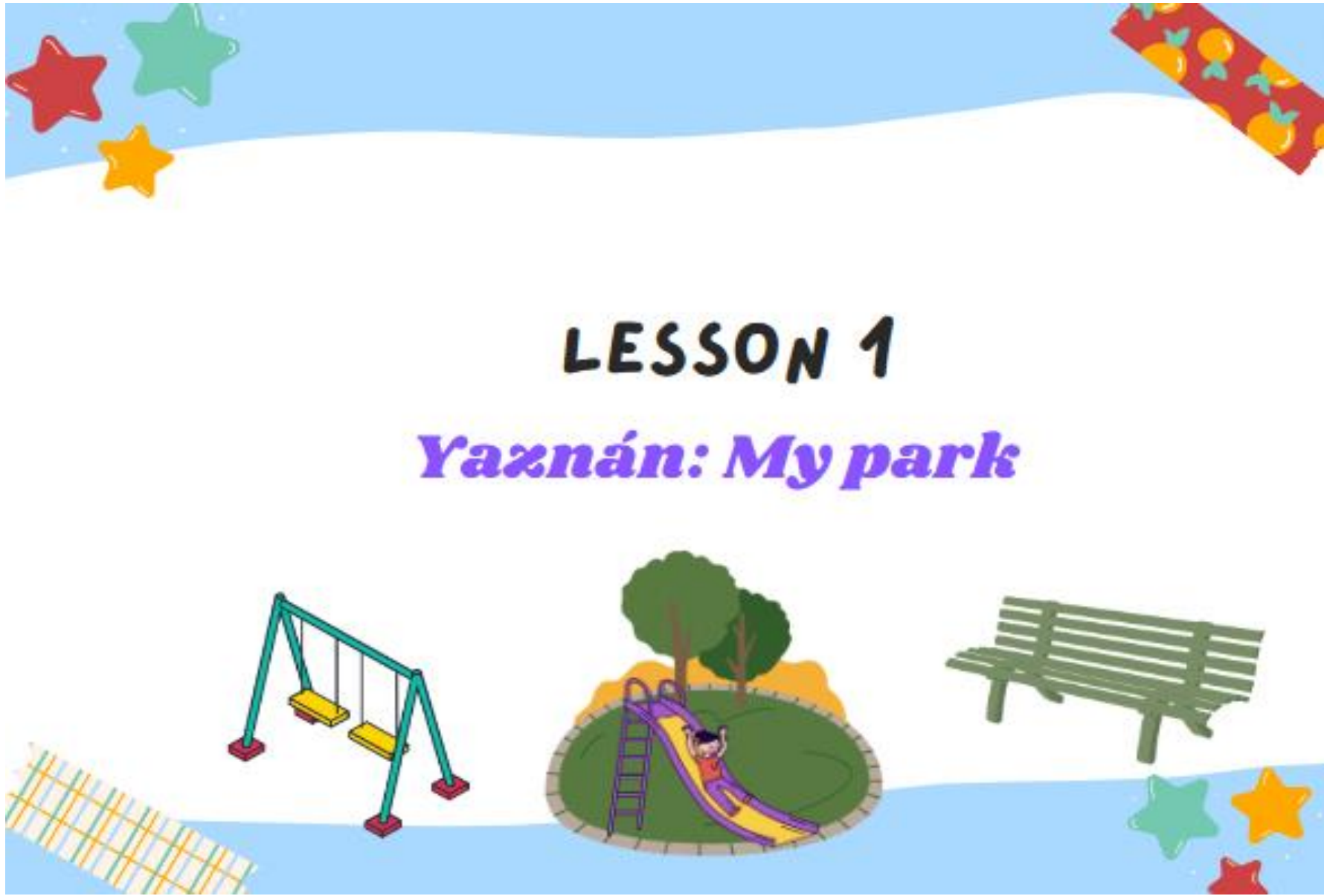
2022). Gamification in education provides learners with mechanisms to fail and try again until they achieve their learning process.

Objective

Strengthen English speaking skills of seventh grade students through gamification activities

LESSON 1

Yaznán: My park



OBJECTIVE

At the end of the class the students will be able to use **there is / there are**, the question **What is there in the park of your neighborhood?** and vocabulary items **basketball court, a lake, a lane, swings, play equipment, and cycling ramps** to talk about places in a park in a rally round robin.

LEAD IN

5'

List the things you can see in the picture.





Key vocabulary

- A basketball court
- A lake
- A lane
- Swings
- Play equipment
- Cycling ramps



Grammar

What is there in the park
of your neighborhood?

There is / There are



PRACTICE

15'

1.- Match the words on the left to the pictures on the right

1.- Basketball court

2.- A lake

3.- A lane

4.- Swings

5.- Playground equipment

6.- Cycling ramps



2.- Complete the sentences with There is / There are

- 1.- a lake in Yasnan Park.
- 2.- 5 children playing on the swings.
- 3.- a cycling ramp in the park.
- 4.- several playground equipments in front of the lake.
- 5.- 2 basquekball courts in the park.
- 6.- two lane around the lake.



**3.- Look at the picture and complete the paragraph.
Then with your classmate find the differences between
the two pictures.**



In the park there is child on the swing, there are big trees, there are children playing in the playground and there are houses.

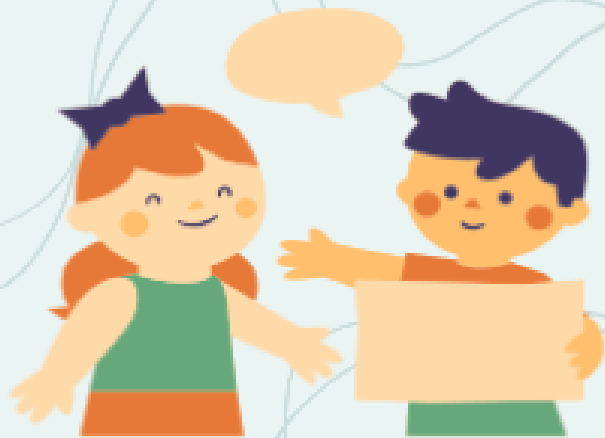


In the park there is bike line, there are bikes, there is lake, there are trees, there are in the lake and slide.

4.- Work in pairs and ask your classmate “What is there in the park of your neighborhood?”. Take notes and then imagine the park and draw



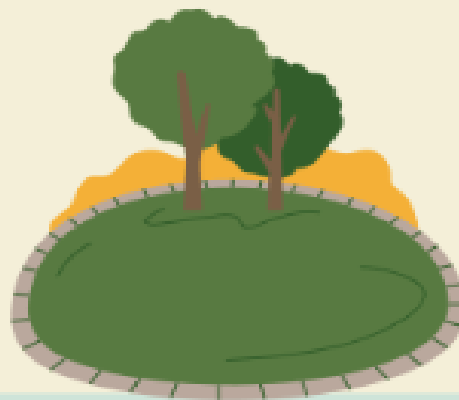
USE 15'



Create a park and ask your classmates **What is there in the park of your neighborhood?**, use there is / are with the vocabulary such as a basketball court, a lake, a lane, swings, playground equipment, and talk about the places in the park in a round robin rally. For each question to a classmate, add one point.

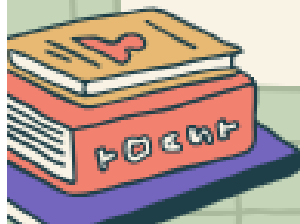
Lesson 2

PLAYING SOCCER IN THE PART



OBJECTIVE

At the end of the class the students will be able to use questions with infinitives “Do you like to...?” and vocabulary such as soccer, baseball, volleyball, table tennis, basketball, watch, and stadium to talk about the sports they like in questions drawing roulette wheel.



LEAD IN: 5'

Who is he?





Key vocabulary

soccer
baseball
volleyball
table tennis
basketball
watch
stadium

Grammar

Questions with
infinitives

“Do you like to...?”



Practice: 15'

1.- Matches the sport with the word

soccer baseball volleyball
table tennis basketball



2.- Read and answer

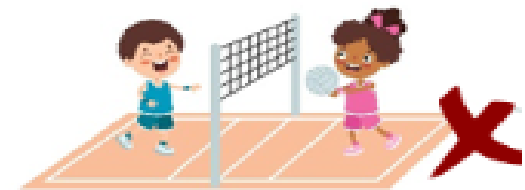
1.- Do you like to play soccer?
.....



2.- Does he like to watch basketball?
.....



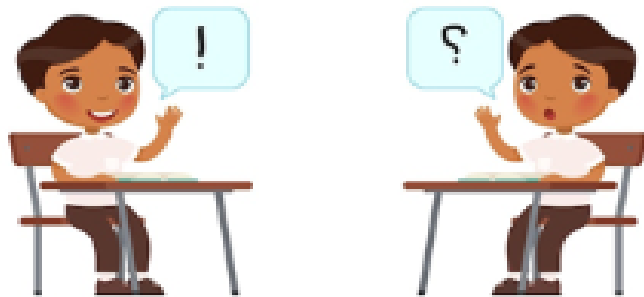
3.- Does she like to play volleyball?
.....



4.- Do they like to watch baseball?
.....



3.- For each sport ask your classmate a question if he/she likes to watch and if he/she likes to play



USE: 15'

In groups of 10 classmates form a circle, spin the roulette wheel and look at the picture that points to the wheel and ask a question with infinitives to a member of your group.

Do you like to ...?





LESSON 3

Magical places



OBJECTIVE

At the end of the class the students will be able to use questions with where do...? and vocabulary such swimming pool, park, museum, theater, restaurant, supermarket, school to talk about magic places in a role play with cards of the days of the week.

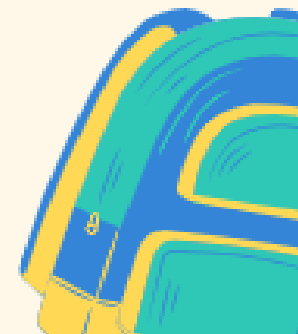
Lead in: 5'

Read and answer

1.- Where do you go on Saturdays?

2.- Where can I see a movie?

3.- Where can I swim?





Key vocabulary

swimming pool

park

museum

theater

restaurant

supermarket

school



Grammar

questions with Where
do...?

Where do you go



Practice: 15'

I.- Write the missing letters

1.- S_im_i_g p__l

2.- p_r_

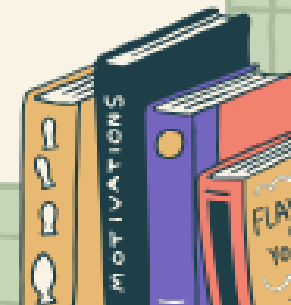
3.- m_s_u_

4.- t_e_te_

5.- r_st_ur_n_

7.- su_er_ar_et

8.- s_h_o_



2.- Read and write the place

I can study

I can watch a movie

I can shop

I can eat

I can watch a scene

I can play

I can see sculptures

3.- Ask 3 classmates where they go on Saturdays, write down their answers, and choose one of the places for you to go.





USE: 15'

Through a question and answer role play, talk in pairs about the magical places you go as a family, choose a letter from the days of the week, and ask your classmate a question.



LESSON 4

GUESSING THE ACTIONS





OBJECTIVE

At the end of the class the students will be able to use the present continuous, the question What's she/he doing? and the vocabulary such as a box, an envelope, a letter, a postcard, a stamp and tape, to talk about present actions in a role play of questions and answers.



Lead in: 5'

Do you know what this is?



What can I do with this letter?



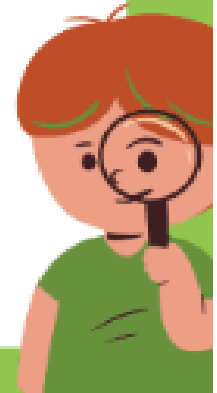


Key vocabulary

A box
An envelope
A letter
A postcard
A stamp
Tape

Grammar

What's she doing?
Present continuous



PRACTICE: 15'

1.- Read and match

A



B



C



D



- 1.- a box
- 2.- an envelope
- 3.- a postcard
- 4.- a stamp
- 5.- tape
- 6.- a letter

F



E



2.- Write the missing words. Read the chant

1.- What's she doing?
She's writing a



2.- What's are you doing?
I'm making an



3.- What's he doing?
He's buying some





3.- Make a letter, envelope or postcard, and then look at your partner next to you and guess what he/she is doing. Write at least 3 sentences using the present continuous.

- 1.-
- 2.-.....
- 3.-





Use: 15'

Make a letter or postcard for your super hero. Then, in a question and answer role-play, ask your classmates "What is he/she doing?"
Make a list of the answers.

Be sure to use the vocabulary and grammar you have learned, for each correct answer you will get one point.



LESSON 5

BUYING THE BEST CLOTHES



OBJECTIVE

At the end of the class the students will be able to use this/that, these/those, and vocabulary such as a shirt, a coat, shorts, socks, pants, and jeans to talk about the clothes that the monster wears in the dice game in groups of 4 persons.



LEAD IN: 5'

List the clothes that Chavo del 8 wears

1.-.....

2.-.....

3.-.....

4.-.....

5.-.....





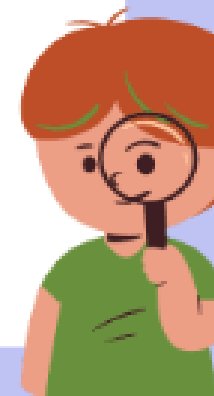
Key vocabulary

a shirt
a coat
short
socks
pants
jeans



Grammar

This / that
These / those



PRACTICE: 15'

1.- Write the missing letters

1.- H _ t

2.- S h _ _ t

3.- S _ c _ s

4.- J _ a n _

5.- C _ a _

6.- Pa _ t _

2.- Write the name of the clothes

1



.....

2



.....

3



.....

4



.....

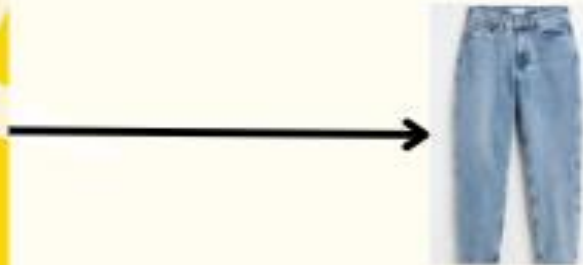
3.- Look at the pictures and form sentences using this/ that, these / those



1.-



2.-



3.-

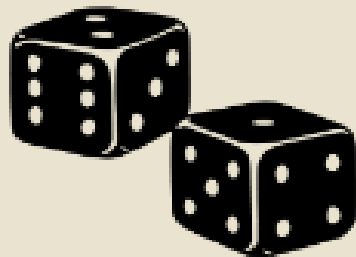


4.-



USE: 15'

Form groups of 4 people and participate in the dice game, jump to the indicated number and answer the question. Take turns and the first to answer the questions correctly is the winner.



LESSON 6





TOY STORE IN THE CITY





OBJECTIVE

At the end of the class, the students will be able to use questions with quantities and vocabulary such as puzzles, rockets, scooters, bicycles, skateboards, and kites to talk about toy prices by completing missions to find the toy without price in two groups of toy sellers and buyers.





Lead in: 5'

List the toys you can see

.....

.....

.....

.....

.....





Key vocabulary

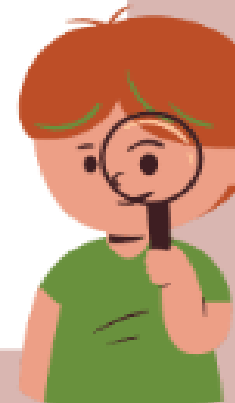
puzzles
rockets
scooters
bicycles
skateboards
kite



Grammar

questions with
quantities

How much



PRACTICE: 15'

1.- Read and match

A



B



C



D



F



E



- 1.- puzzles
- 2.- rockets
- 3.- scooters
- 4.- bicycles
- 5.- skateboards
- 6.- kites

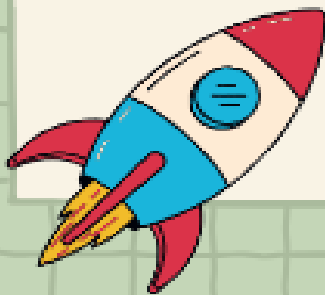
2.- Number the sentences

..... Wow! It's expensive

..1.. How much is the small rocket?

..... Yes. It's expensive

..... It's twenty- five dollars



3.- Look at the pictures and ask your classmate for the price of the toys, take turns to ask.

\$57



\$80



\$5



\$15



USE: 15'

Form a group of sellers and a group of buyers of toys. The group of sellers will have to fulfill 4 missions by buying several toys until they find the toy without price.

- 1.- Find the cheapest toy
- 2.- Find the most expensive toy
- 3.- Find the toy with special offer
- 4.- Find the toy without price





LESSON 7



COOKING TOGETHER



OBJECTIVE

At the end of the class the students will be able to use present continuous, questions with what, and the vocabulary such as soup, eggs, potato chips, bottle, carton, top, middle to talk about what we are looking for in the boxes to prepare my food in a competition of two groups of 4 students.



Lead in:5'

WHAT DID YOU EAT FOR BREAKFAST?





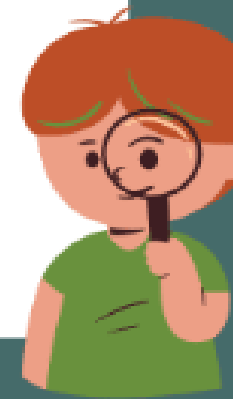
Key vocabulary

soup
eggs
potato chips
bottle
carton
middle



Grammar

Question with WHAT
Present continuous



PRACTICE 15'

1.- READ AND MATCH

A



B



C



E



D



- 1.- a carton of eggs
- 2.- a bag potato chips
- 3.- a bottle of juice
- 4.- a bunch of bananas
- 5.- a can of soup

2.- Lists the dialog in order

-OK, here is the orange juice
-Hi! I'm looking for a carton of eggs.
-Orange juice, please
-I need a bottle of juice too
-OK, what flavor are you looking for?
-Thank you!
-Hello! what are you looking for?
-I'm sorry I only have juice bottles





3.- Unscramble the sentences

1.- you for? looking What are

.....

2.- for I'm potato looking chips a bag

.....

3.- a carton looking eggs I'm for of

.....

4.- soup for a can I'm of looking

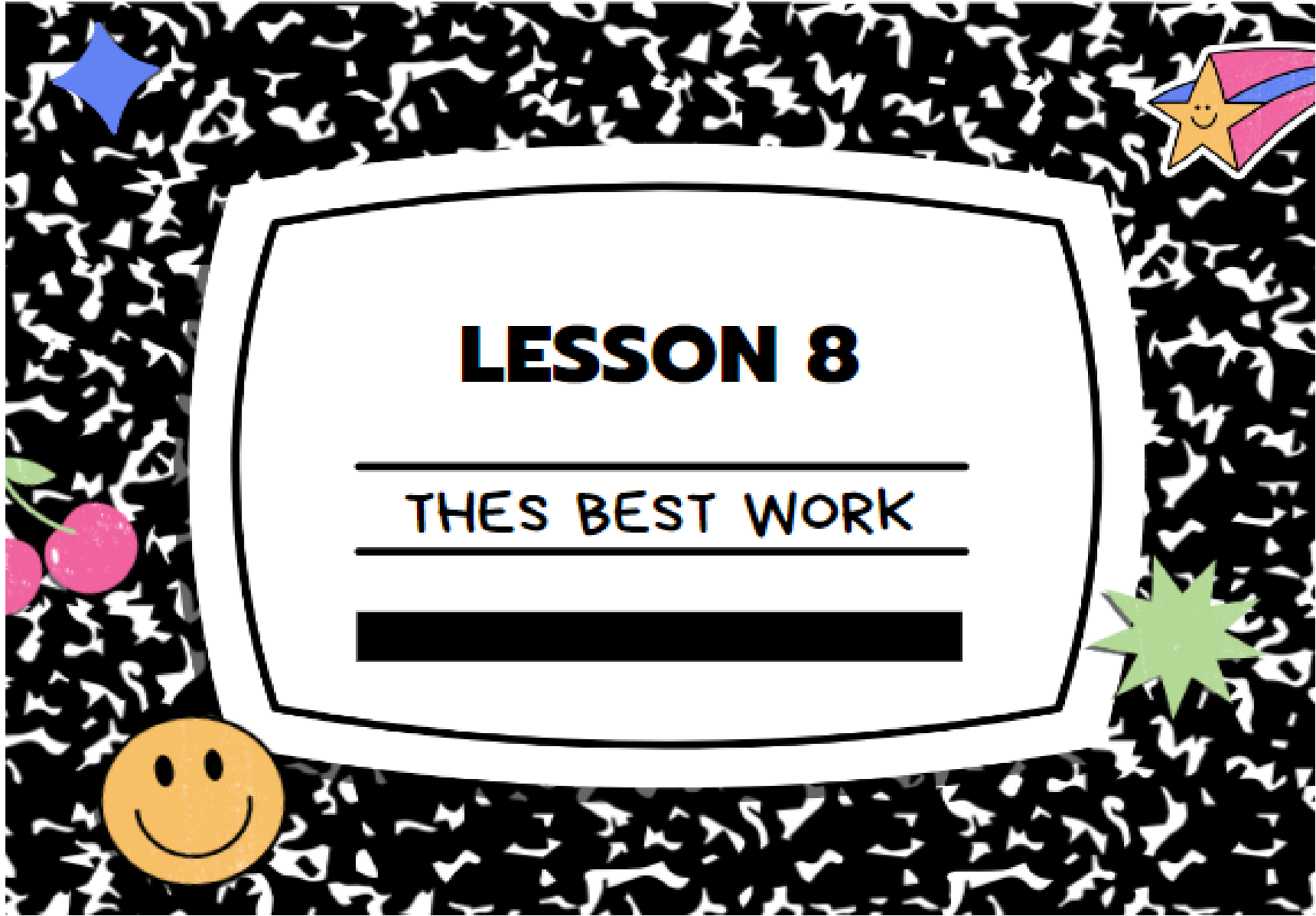
.....

Use: 15'



Form groups of 4 students and compete with one group, each group has to prepare a meal and go to the boxes to get the ingredients. The group that prepares the meal the fastest is the winner and gets 1 point per participant.







OBJECTIVE

At the end of the class, the students will be able to use questions with want to be and the vocabulary such as police officer, doctor, dentist, chef, bus driver, homemaker, and firefighter to talk about what you want to be in a quiz contest until you find a partner who chooses the same profession as you.

Lead in: 5'

What professions can you see?





Key vocabulary

police officer
doctor
dentist
chef
bus driver,
homemaker
firefighter

Grammar

Question with WANT TO
BE



PRACTICE: 15'

1.- Write the missing letters

1.- P_li_e o__ic_r

2.- D_ct_r

3.- D_n_is_

4.-C__f

5.- B_s d__ve_

6.- Fi_e__gh_er



2.- Look at the pictures and complete the activity

1.- What do you want to be?

I want to be a



2.- What does she want to be?

She wants to be a



3.- What does he want to be?

He wants to be a



4.- What do they want to be?

They want to be a



• • • • •
• • • • •

• • • • •
• • • • •
• • • • •



3. - *Read and write*

1.- What do you want to be?

.....

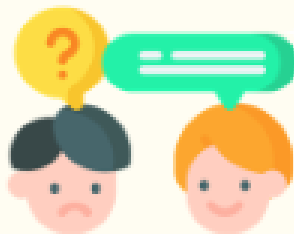
2.- What does your best friend want to be?

.....



Use: 15'

Ask your classmates “What do you want to be?” until you find someone who chooses the same profession as you. The first one to find a classmate with the same profession is the winner.



LESSON 9

WORKPLACES IN MY CITY





OBJECTIVE

At the end of the class, the students will be able to use Wh - questions about location and vocabulary such as police station, fire station, bookstore, doctor's office, zoo, hospital, and zoo to talk about where each professional works in a card contest by placing them in the right place.

LEAD IN: 5'

Read and answer

Where does a work?





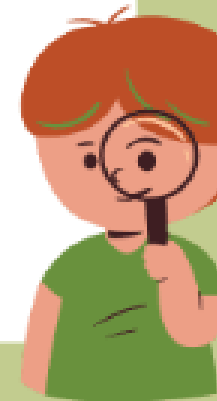
Key vocabulary

police station
fire station
bookstore
doctor's office
zoo
hospital



Grammar

Wh – questions about
location



PRACTICE: 15'

1.- Write the missing letters

1.- p_li_e s_a_i_n

2.- _i_e s_a_io_

3.- b__ks_o_e

4.- d_ct_r's _f__ce

5.- _o_

6.- h_s_it_l



2.- READ AND MATCH



- 1.- police station
- 2.- fire station
- 3.- bookstore
- 4.- doctor's office
- 5.- zoo
- 6.- hospital



3.- Ask your classmate and write down his or her answers.

1.- Where does your mom work?

.....

2.- Where does your dad work?

.....



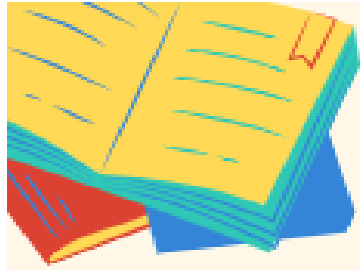


USE: 15'



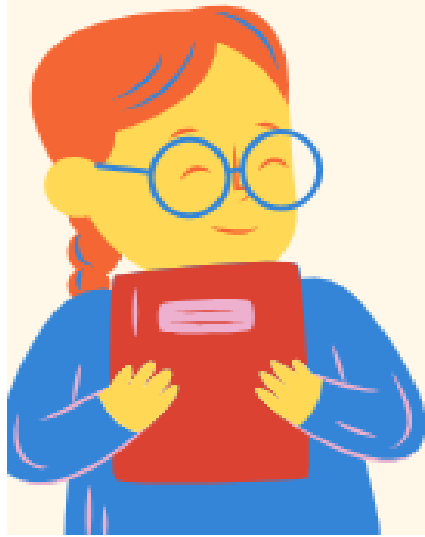
Form two groups and choose one student from each group. The assigned student should ask where each professional works and the participants from each group should tell and place the card in the workplace. The first group to finish placing the cards will be the winner.





Lesson 10

My pets





OBJECTIVE

At the end of the class, the students will be able to use descriptive adjectives and vocabulary such as cute, soft, smart, scary, rabbit, hamster, snake, and frog to talk about different pets and their qualities in a two-group contest in which the members of each group guess the animal.





Lead in: 5'

RIDDLE

Has four legs, knows how to bark, looks after the house and is a friend of people.

What animal is it?





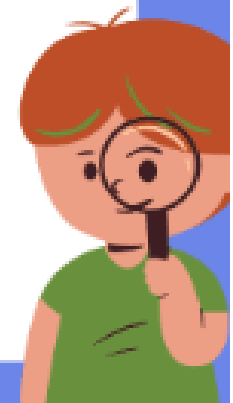
Key vocabulary

cute
soft
smart
scary
rabbit
hamster
snake
frog



Grammar

Descriptive adjectives



PRACTICE: 15'

1.- Write the missing letters

1.- C_t_

2.- S_f_

3.- _m_rt

4.- S_a__

5.- H_m_te_

6.- Sn_k_

7.- _rog

8.- R_b__t

2.- Joins the animal with the adjective

Animal

Adjective

Rabbit

scary

Snake

soft

Hamster

cute

Frog

smart

3.- Describe your favorite pet, and then ask your classmate "What is your favorite pet?" Describe your pet.



USE: 15'

Form two groups and each group will choose a student to describe the animal. the members of each group will have to guess the animal and the group with the most points will be the winner.



CONCLUSIONS

Gamification is considered to be a method that benefits the learning of English to young learners through the use of game mechanics. This is because students have an age range between 10 - 11 years old, age in which learning through games is a motivating technique based on participation to develop speaking.

Data obtained from class observations and interviews conducted to the teacher suggested that the methodology is not motivating to learn a new language, due to factors such as repetition of the same activities, tasks that do arise little interest on the side of students, grammar oriented activities which do not allow the students fluency development.

The current material used by the teacher is not suitable to the level. On the contrary, by making use of new material, students may feel interested in learning.

Conjugating gamification techniques and leveled tasks may arise students interest during the lessons which in turn may result in the development of their speaking skills.

Making use of a guide designed to satisfy the needs of this specific group of students and that involves students participation and interaction by taking part in classroom games will foster fluency development in a free of anxiety environment sustaining students intrinsic motivation.

RECOMENDATIONS

Gamification is an alternative to traditional methods used by teachers who teach English as second or foreign language to upper elementary students due to the motivational strategies it puts into practice. Therefore, it is recommendable to use it not only to help students develop speaking skills but as a daily practice routine.

It is recommended to make the use of a variety of activities to maintain the motivation during the class for language learning on the side of the students.

It is recommended that in addition to the use of course books provided by the Ministry of Education, the teachers use materials like the guide, object of this proposal, as it has been designed to satisfy students specific needs in their attempt to master English Speaking skills.

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ANNEXES



Cambridge Assessment
English

TEST A1: SPEAKING

1.- Find the differences between the two pictures and describe several differences.



2.- Formulate a story with the title and the names of the main characters shown in the pictures.

Example: These pictures show a story. It's called, "Fred loves food".

Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.'

Fred loves food



Fred





3.- Each group of 4 pictures shows odd drawings. Choose a picture that is different from the group

Which picture is different and why?



4.- Talk about a specific topic. Now let's talk about parties.

What do you eat at parties?

What do you do at parties?



“TECNICA DEL NORTE” UNIVERSITY
FACULTY OF EDUCATION SCIENCE AND TECHNOLOGY

Pedagogy of National and Foreign Languages – English

Semi-structured interview

Gamification to Strengthen English Speaking Skills in Seventh-Grade Students at Otavalo School, Academic Period 2022 – 2023

Date:

Position: Teacher at the Otavalo school

Objective: The purpose of this interview is to gather information related to the knowledge that English teachers of the Otavalo school have regarding the development of speaking skills and the gamification method as a technique to strengthen speaking skills.

Questions:

- 1.- Do you consider that the seventh graders reach the level A1 in oral communication according to the Common European Framework?
- 2.- What factors contribute to the development of speaking skills, do you think?
- 3.- What factors negatively affect the development of speaking skills?
- 4.- What do you know about gamification?
- 5.- Is gamification part of your teaching practice?
6. Would you be interested in applying gamification in your teaching process?
- 7.- Do you think that gamification may help students develop speaking skills?
8. Would it be helpful to have a guide with gamification strategies to help students improve their speaking skills?

Thank you!



“TECNICA DEL NORTE” UNIVERSITY
FACULTY OF EDUCATION SCIENCE AND TECHNOLOGY
Pedagogy of National and Foreign Languages – English
CLASSROOM OBSERVATION TOOL

TEACHER:		OBSERVER:	
DATE / TIME:		NUMBER OF STUDENTS:	
CONTENT AREA:			

GENERAL OBSERVATIONS

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
The classroom is adequate for the number of students and activities.					
The classroom is well organized and materials are set up and ready.					
The classroom is clean.					

The classroom temperature did not distract from learning.					
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STUDENTS BEHAVIOURS

AREA	THE STUDENTS	YES	NO	OBSERVATIONS
Objective	Students know the purpose of the class.			
Behaviors	Students participate using the English language.			
Players	The topic they are learning is of interest to the students.			
Activity	Activities arouse interest to develop and the student responds to opportunities to demonstrate language skills.			
Fun	Students encourage or promote their classmates to participate in classes.			
Tools	The material used by the teacher helps the student to concentrate and participate in the class.			



