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Ibarra, Julio, 2025

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DEDICATORIA

Este trabajo está dedicado de manera especial a mi amado hijo, la luz de mi vida, cuya sonrisa ha sido mi mayor inspiración para no rendirme. También, a mis padres, por su amor incondicional, su apoyo incansable y los valores que me han guiado hasta aquí. A mis amigos, por sus palabras de aliento y su compañía en cada paso de este camino.

Quiero hacer una mención especial a mi gran compañero y apoyo durante todo mi trayecto académico, quiero plasmar aquí mi cariño y gratitud hacia a ti. También quiero decirte que agradezco mucho a Dios el tenerte en mi vida.

Solo me queda decir que este logro es tanto mío como de ustedes, quienes han sido mi fuerza en los momentos difíciles.

"Todo esfuerzo tiene su recompensa, y cada meta alcanzada es un paso hacia nuevos sueños."

ABSTRACT

The study examines gamification as a pedagogical strategy to improve English speaking skills among eighth grade students. The research addresses issues such as students' lack of fluency, confidence, and pronunciation due to the limited use of interactive and motivational teaching techniques. A mixed-methods research design involving observations, interviews, and surveys was used to collect qualitative and quantitative data on students' perceptions and the effectiveness of gamified activities.

According to the findings, more than 90% of students reported an increase in motivation and engagement during gamified activities. In this regard, role-playing, real-life simulations and digital platforms such as Kahoot and Quizlet were found to be especially effective. Despite facing challenges related to teacher training and inadequate technological resources, students achieved significant improvements in fluency and confidence, which supports the use of gamification as a viable educational strategy.

In conclusion, this research argues that gamification turns learning into an interactive process. It suggests regular integration into the curriculum with an emphasis on teacher training and improved access to technological tools so that it can have maximum influence on speaking skills among students.

Keywords: Gamification, speaking skills, motivation.

RESUMEN

El estudio examina la gamificación como estrategia pedagógica para mejorar las destrezas orales en inglés entre alumnos de octavo curso. La investigación aborda cuestiones como la falta de fluidez, confianza y pronunciación de los estudiantes debido al uso limitado de técnicas de enseñanza interactivas y motivadoras. Se utilizó un diseño de investigación de métodos mixtos que incluía observaciones, entrevistas y encuestas para recopilar datos cualitativos y cuantitativos sobre las percepciones de los estudiantes y la eficacia de las actividades gamificadas.

Según los resultados, más del 90% de los estudiantes informaron de un aumento de la motivación y el compromiso durante las actividades gamificadas. En este sentido, los juegos de rol, las simulaciones de la vida real y las plataformas digitales como Kahoot y Quizlet resultaron especialmente eficaces. A pesar de las dificultades relacionadas con la formación del profesorado y los recursos tecnológicos inadecuados, los estudiantes lograron mejoras significativas en fluidez y confianza, lo que respalda el uso de la gamificación como estrategia educativa viable.

En conclusión, esta investigación sostiene que la gamificación convierte el aprendizaje en un proceso interactivo. Sugiere su integración regular en el plan de estudios haciendo hincapié en la formación del profesorado y en la mejora del acceso a las herramientas tecnológicas para que pueda influir al máximo en las habilidades orales de los estudiantes.

Palabras clave: Gamificación, destreza del habla, motivación.

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INTRODUCTION

In the teaching-learning process of the English language, it is necessary to develop skills, one of which is speaking. The development of speaking skills during the classes has shown several difficulties and has not been achieved. The lack of participation, motivation, insufficient time, didactic material, and use of strategies that do not enhance the speaking skill have been factors that have directly affected the development of this skill.

In Ecuador, the foreign language that is officially taught in private and public schools is English (Avila, 2010). In this sense, the Ministry of Education of Ecuador has implemented several measures focused on improving the teaching-learning of this language through curricular reforms, projects, books, and modules. However, in various studies carried out to evaluate the level of competence in this language, unfortunately, the results show that the student's performance is generally low, presenting greater difficulty in listening and speaking skills.

English teaching programs are designed to encourage oral practice to improve fluency and confidence when speaking the language. Despite everything, certain obstacles prevent the improvement and development of this skill in students, such as the lack of teacher training and limited use of active methodological strategies.

Spanish-speaking teachers may feel low confidence when teaching in English, which may affect their ability to motivate students and encourage spoken practice. Some teachers may focus on teaching grammar rather than encouraging conversation and oral practice, which can limit the development of students' speaking skills. Likewise, the lack of opportunities to practice the language limits the development of this productive skill in the students.

At the Beatriz Cueva de Ayora High School, we have observed a low rate of practice and development of speaking skills. Students present several difficulties when using this skill to communicate. This has caused the English teaching and learning process to focus on other skills, leaving aside the speaking skill. The short class hours, the lack of motivation of the students to communicate, and the lack of knowledge of educational strategies that help the development of speaking skills. These have been some of the causes for the students at the school to have difficulties in the development of speaking skills.

Teachers constantly use traditional teaching methodologies and strategies that have not been successful in the learning of this language. As a result, students have great difficulties in developing speaking skills.

Research questions.

- What is the impact of using gamification to develop speaking skills in students of Beatriz Cueva de Ayora high school?
- What types of games in the classroom can contribute to the development of speaking skill?
- How gamification can be incorporated into the development of speaking skill during classes at Beatriz Cueva de Ayora high school?

Justification

English has emerged as a universal language of communication, which means that it has become a necessity for many people and is essential for effective communication in many contexts, both professional and personal. Therefore, it is important to ensure that students have a good understanding and proficiency in the language, for this it is necessary for each teacher to analyze their pedagogical practices and implement more effective strategies for learning this foreign language.

According to Harmer, speaking "is a fundamental skill that students must develop to communicate effectively in English" (p.129). Second language instruction should be an interactive process that encourages speaking practice and communication.

The constant changes in the educational system drive teachers to generate methodological and didactic transformations to respond to social demands and emerging trends. To this end, they should concentrate their efforts on improving the teaching-learning processes through the search for and application of innovative pedagogical proposals in the classroom.

The development of speaking proficiency among English language learners has been revolutionized through the implementation of active learning strategies and gamification techniques. When students actively participate in the learning process through peer-to-peer interactions, narrative exercises, and experiential learning activities, they demonstrate markedly improved comprehension and retention of linguistic concepts. Recent research by Almsbhieen and colleagues (2023) indicates that these dynamic approaches create an atmosphere where anxiety diminishes and enthusiasm flourishes, particularly crucial for oral language development.

The transformation of traditional language instruction through gamification elements—such as achievement points, recognition badges, and competitive rankings—has yielded remarkable results in student engagement and motivation. Gil-Aciron's (2022) groundbreaking study revealed a striking correlation: students exposed to gamified instruction demonstrated more than twice the improvement in assessment scores compared to their peers in conventional learning environments. This dramatic improvement suggests that gamification not only enhances the enjoyment of learning but fundamentally transforms the effectiveness of speaking skill acquisition, where consistent practice and interpersonal communication are paramount.

The competitive yet collaborative atmosphere fostered by gamification creates unique opportunities for language development. Students find themselves immersed in what Gil-Aciron (2022) describes as a "risk-free practice zone," where linguistic experimentation is encouraged and mistakes become valuable learning opportunities rather than sources of embarrassment.

This psychological safety net proven invaluable in developing oral fluency, as learners feel empowered to venture beyond their comfort zones in linguistic expression.

This investigation seeks to conduct a comprehensive analysis of existing scholarly literature regarding gamification in English language pedagogy. Through this examination, we aim to evaluate its efficacy in developing oral communication skills and provide evidence-based recommendations for classroom implementation. The findings will contribute to our understanding of how gamification can be strategically employed to enhance language acquisition in educational settings.

Backgrounds

A teacher's pedagogical approaches and instructional methods fundamentally shape both the classroom atmosphere and student attitudes toward learning (Sovero, 2015). The thoughtful selection and implementation of these didactic strategies can transform the educational environment, directly influencing students' engagement, motivation, and receptiveness to new knowledge. These methodological choices serve as powerful tools that can either catalyze or inhibit the learning process, highlighting the critical role of informed pedagogical decision-making in educational success..In this sense, (Kapp, 2012), indicates that the teaching of a second language must be supported by a good mastery of strategies that promote the development of the four language skills: listening, speaking, reading, and writing.

In educational settings, previous studies show that gamification helps learners acquire the potential to develop critical thinking and cognitive abilities (Kapp, 2012; Papastergiou, 2009). Other pedagogical benefits include increased engagement and higher motivation of the students to learn and study (Chaiyo & Nokham, 2017; Kapp, 2012; Licorish et al., 2018).

Chaves (2019) points out that "the use of gamification in the teaching of foreign languages stimulates the active participation of students in their development of learning of that language, in addition to constantly motivating students, it promotes communication and teamwork".

For his part, García (2018) highlights that based on the results obtained in his research it is possible to affirm that the incorporation of gamification strategies leads to an improvement in the teaching-learning process of English as a Foreign Language, influences higher academic results, as well as generates an increase in student motivation, which is reflected in a more favorable attitude towards the academic tasks proposed by the teacher, if they are properly designed and used correctly.

García et al (2020) agree that "including gamification within the educational context of teaching English is considered a strategy to improve the degree of participation, concentration, and mastery of content, therefore, the teacher must define objectives, strategies, materials and tools that favor and strengthen in the student the empathy to achieve the goals set".

Likewise, it is necessary to mention in this part, the contributions of Veljković (2021) who highlights that "the application of ICT (information and communication technology) and the gamification model have a positive impact on learning results in the field of teaching and learning of the English language."

Gamification is based on learning theories such as Constructivism and Connectivism, Jonassen (1991), proposes that the learning environment must support multiple perspectives or interpretations of reality, construction of knowledge, and activities based on experiences rich in context.

Constructivism implies that the student constructs knowledge by himself, about gamification, every time he passes a challenge and reaches another level, he has self-regulated his learning, learning to overcome the difficulty when he discovers the best actions to give possible solutions and reach the goal, fulfilling the proposed objective in each stage of the game.

Objectives

General Objective

Assess the effect of gamification as a strategy to develop speaking skill in 8th grade students of Colegio Beatriz Cueva de Ayora.

Specific Objectives

- Identify principles and techniques of gamified speaking activities in 8th grade students of Colegio Beatriz Cueva de Ayora.
- Provide precise and practical suggestions for implementation in the classroom with 8th grade students at Colegio Beatriz Cueva de Ayora to achieve the development of oral language skills.
- Apply gamification in 8th grade students at Colegio Beatriz Cueva de Ayora and evaluate their learning and mastery of speaking skill.

1. CAPÍTULO I: THEORETICAL FRAMEWORK

1.1 Gamification in Education

Gamification in education refers to the application of game design elements and principles in non-game educational contexts to make learning more engaging and enjoyable. This approach aims to motivate students by incorporating elements such as points, badges, leaderboards, and challenges into the learning process (Buljan, 2021).

According to the University of Waterloo (2024), gamification incorporates various game design elements to create a more interactive and engaging learning environment. Key elements include points, badges, and leaderboards (PBLs), which reward students for completing tasks and milestones, fostering a sense of accomplishment and competition. Narrative and character development make learning more relatable and memorable, while player control allows students to make choices in their learning paths, increasing their autonomy and investment. Immediate feedback helps students understand their progress and identify areas for improvement. Collaborative problem-solving enhances social skills and teamwork, while scaffolded learning gradually increases task difficulty, building students' confidence and competence

1.2 Historical Background and Evolution of Gamification.

The roots of gamification can be traced back to the early 20th century. In 1908, the Boy Scouts movement was founded, which awarded members with badges to recognize their achievements in various areas (Nagarajah, 2024). This concept of rewarding accomplishments laid the groundwork for future gamification strategies.

In 1973, Charles Coonradt published "The Game of Work," which explored the potential of using game elements to increase employee productivity. This work is often considered a foundational text in the field of gamification.

The late 20th century saw significant advancements in the field of gamification:

- 1978: The birth of social video games marked a new era in interactive entertainment. (Nagarajah, 2024)
- 1981: American Airlines introduced AAdvantage, the first frequent flier program, which used game-like elements to encourage customer loyalty.
- 1996: Richard Bartle published "Who Plays MUD1," categorizing gamers. based on their playing styles, which influenced future gamification strategies (Cloke, 2023).

The early 21st century witnessed the rapid growth and adoption of gamification:

- 2005: Rajat Paharia created Bunchball, the first modern gamification platform designed to boost user engagement on websites.
- **2010**: The first Gamification Summit was held in San Francisco, signaling the growing interest and investment in gamification. (Hummingbirdsday, 2020)

According to Chitroda (2022), by the 2010s, gamification had gained widespread acceptance and was being integrated into various sectors:

- **2012**: Gartner predicted that by 2014, 70% of Global 2000 companies would have at least one gamified application.
- 2013: Market analysis projected that the global market for gamification would grow from \$242 million in 2012 to \$2.8 billion in 2016.
- 2018: The remarkable trajectory of gamification's market value illustrates its growing significance, with projections indicating a twofold increase from 2016 levels to reach \$5.5 billion. This exponential growth reflects the widespread recognition of gamification's potential across diverse sectors.
- 2023: The landscape of gamified experiences stands on the cusp of transformation, particularly with the emergence of extended reality (XR) and artificial intelligence (AI) technologies that promise to reshape the field fundamentally (Hummingbirdsday, 2020).

Tracing the evolution of gamification reveals a fascinating journey that underscores its persistent effectiveness in human engagement and motivation. From its humble origins in the Boy Scouts movement to its current sophisticated applications across multiple industries, gamification has undergone remarkable transformations, driven by technological innovation and deepening insights into psychological principles. The horizon of possibilities for gamification's influence on learning methodologies, workplace dynamics, and human interaction continues to expand, offering intriguing prospects for future development.

In contemporary education, gamification has emerged as a vibrant pedagogical approach that harnesses the compelling elements of game design to enrich learning experiences. This methodology transcends simple point systems and achievement badges, incorporating sophisticated mechanics that foster healthy competition and collaborative learning environments. The integration of these elements into educational frameworks has demonstrated significant potential for enhancing student engagement and participation.

The modern implementation of educational gamification leverages cutting-edge technological platforms, including specialized educational applications, interactive online environments, and immersive virtual reality experiences. This technological integration creates

dynamic learning spaces that not only enhance educational enjoyment but also cultivate essential skills such as analytical thinking, complex problem-solving abilities, and interpersonal collaboration. As pedagogical practitioners continue to explore and refine these innovative approaches, the transformative potential of gamification in education remains both substantial and inspiring.

1.3 Benefits and Challenges of Gamification.

McLean's (2024) comprehensive analysis reveals the multifaceted advantages of educational gamification. Through the transformation of traditional learning paradigms into interactive experiences, students exhibit markedly increased engagement and motivation levels. The strategic implementation of competitive elements—such as achievement points, recognition badges, and performance rankings—cultivates an atmosphere of healthy rivalry and accomplishment, fostering active participation in the learning process. Perhaps most significantly, gamification bridges the often-challenging gap between theoretical knowledge and practical application, rendering the educational experience both relevant and meaningful for students. This approach provides tangible markers of progress that enable learners to visualize their developmental journey, thereby strengthening their self-efficacy and inspiring them to pursue increasingly ambitious academic objectives.

However, the implementation of gamification in educational settings presents nuanced challenges, as documented in Smiderle and colleagues' (2020) influential research. A critical concern emerges in maintaining the delicate equilibrium between external motivational tools and students' inherent drive for learning—excessive emphasis on extrinsic rewards risks undermining the natural curiosity and intrinsic motivation essential for genuine learning. The researchers also highlight how individual personality characteristics significantly influence students' responses to gamified approaches; notably, introverted learners may process and engage with gamified elements quite differently from their extroverted counterparts, necessitating thoughtful adaptation of teaching strategies. Their findings further emphasize the occasionally unpredictable nature of gamification outcomes, with some studies reporting inconsistent or even counterproductive results, underscoring the crucial importance of careful consideration in selecting and implementing specific gamification elements within given educational contexts.

1.4 Pedagogical Strategies of Gamification

The concept of educational gamification encompasses the deliberate and systematic integration of gaming principles, mechanics, and dynamics into traditional learning environments. As Christopoulos and Mystakidis (2023) articulate in their seminal work, this pedagogical approach transcends mere entertainment, strategically employing game-inspired elements to catalyze student motivation, deepen engagement, and facilitate the achievement of

educational objectives. By reimagining conventional instructional frameworks through the lens of game design, educators create learning experiences that harness the intrinsic appeal of gaming while maintaining rigorous academic standards.

1.4.1 Practical Applications of Gamification.

Gamification in education involves integrating game elements into learning environments to enhance student engagement, motivation, and performance. This approach has shown significant benefits, such as increased student performance and motivation, with gamified students performing 89.45% better than their non-gamified peers.

Gamification also fosters skill development, collaboration, and real-time feedback, which are crucial for effective learning. Additionally, gamified educational apps and tools like Kahoot, Quizizz, and Duolingo make learning interactive and enjoyable, further boosting student engagement. (Kharbach, 2024)

1.5 Principles for an Effective Gamification.

According to Mark (2022), effective gamification in education relies on several key principles. Understanding learners' needs is crucial, as tailoring gamification strategies to their specific preferences enhances engagement and effectiveness. Establishing clear goals and tracking progress through points, badges, and leaderboards maintains motivation and fosters a sense of achievement.

Immediate feedback and positive reinforcement further encourage students to correct mistakes and stay motivated. Additionally, incorporating social interaction through collaborative and competitive elements leverages students' social nature, promoting teamwork and healthy competition. Lastly, the use of storytelling and challenges makes learning more engaging and aids in better information retention (Mark, 2022b).

1.6 Gamification Technological Tools

In his comprehensive analysis of educational technology, Kharbach (2024) examines the diverse array of digital tools that enable effective gamification implementation in modern classrooms. The evolution of Learning Management Systems has introduced sophisticated gamified elements—from adaptive quizzes and progressive challenges to dynamic leaderboards—that transform traditional educational frameworks into engaging learning experiences. Contemporary educational platforms such as Kahoot, Quizizz, Duolingo, and Khan Academy exemplify how gamification principles can be seamlessly integrated into instructional design, creating an environment where learning becomes both interactive and intrinsically rewarding.

The landscape of educational technology has further expanded through innovative presentation tools like Pear Deck and AhaSlides, which revolutionize conventional lecture formats by incorporating interactive elements that capture and maintain student attention. Similarly, the emergence of specialized platforms such as EdPuzzle and PlayPosit has redefined video-based instruction, allowing educators to craft immersive, interactive learning experiences that promote active engagement rather than passive consumption.

1.7 Teacher Role.

Kärpuk's (2024) research underscores the pivotal role educators assume in orchestrating successful gamification initiatives within educational settings. Beyond mere implementation, teachers shoulder the complex responsibility of crafting gamified experiences that seamlessly align with pedagogical objectives while accommodating the diverse spectrum of learning approaches present in modern classrooms. The effective deployment of these gaming-inspired methodologies often necessitates specialized professional development and institutional support systems. Through vigilant observation of student engagement and achievement patterns, educators can dynamically refine their gamification strategies, ensuring optimal educational outcomes. Moreover, teachers must cultivate an environment that skillfully balances collaborative learning with constructive competition, thereby creating a nurturing atmosphere that maximizes the pedagogical potential of gamification techniques.

1.8 Gamification in Language Learning

2.8.1 Game mechanics and their effects on student engagement

The strategic implementation of game mechanics in educational contexts serves as a powerful catalyst for enhancing student engagement and motivation. Korchynska's (2024) research illuminates how fundamental gaming elements—particularly point systems and competitive rankings—tap into students' natural competitive instincts, fostering increased academic performance and sustained engagement. Notably, this approach has demonstrated particular efficacy among introverted learners, who may find conventional classroom dynamics less conducive to their learning style.

The careful integration of progressive challenges and strategic reward systems emerges as a cornerstone of sustained motivation, providing learners with well-defined objectives and instantaneous feedback loops. Through the incorporation of interactive assessments and immersive role-playing scenarios, students engage with course material in contextually rich environments, significantly enhancing knowledge retention. The transformation of standard curriculum content through narrative frameworks elevates routine lessons into compelling learning experiences, while collaborative team-based activities cultivate essential communication skills and peer support networks in the learning environment (Korchynska,

2024). This multifaceted approach creates a dynamic educational ecosystem that promotes both individual growth and collective learning.

1.9 Gamification and the speaking skill

In his comprehensive analysis of gamification in English as a Foreign Language (EFL) context, Rivas (2018b) presents a nuanced perspective on its effectiveness in developing oral proficiency. While research indicates varying degrees of direct impact on speaking skills—with some studies suggesting that gamification's primary influence lies in heightening motivation rather than immediate linguistic improvement—the indirect benefits prove significant. The enhanced student engagement often translates into increased willingness to participate in oral activities, creating more opportunities for authentic language practice and development.

The incorporation of gamification-based E-content has emerged as a particularly promising approach in fostering communication skills among secondary education learners. This digital transformation of traditional language instruction creates dynamic learning environments that facilitate natural language acquisition through interactive engagement. The multimedia-rich nature of these platforms provides diverse channels for linguistic exposure and practice, enhancing the overall learning experience.

Moreover, Rivas (2018c) emphasizes how the integration of Information and Communication Technology (ICT) in gamified language instruction significantly reduces assessment-related anxiety. By creating a low-stakes environment for language practice, these technological tools establish a supportive atmosphere where students feel more confident experimenting with oral expression. This psychological safety net proves instrumental in developing students' speaking capabilities, underscoring the vital role of technological integration in modern language pedagogy.

1.10 Krashen Monitor and the Natural Approach

Bilash (2009) summaries Krashen's theory of second language acquisition, which consists of sixth main hypotheses:

1.10.1 Hypothesis 1: Acquisition

The Acquisition Hypothesis represents a fundamental paradigm shift in understanding language learning processes, distinguishing between conscious language learning and unconscious language acquisition. This theoretical framework proposes that authentic language acquisition occurs through a subconscious process remarkably similar to first language development in children. Rather than depending on explicit grammatical instruction or conscious rule application, genuine acquisition emerges through meaningful interactions and natural communication in the target language.

This hypothesis suggests that learners develop linguistic competence primarily through exposure to comprehensible input in authentic communicative contexts, rather than through formal instruction alone. The brain naturally processes and internalizes language patterns when engaged in purposeful communication, much as children absorb their native language through daily interactions. This unconscious assimilation of language structures and patterns leads to more natural and fluent language use, contrasting with the often-mechanical nature of consciously learned language rules.

1.10.2 Hypothesis 2: Natural order

The Natural Order Hypothesis presents a compelling framework for understanding the sequence of grammatical acquisition in language learning. This theoretical construct posits that learners acquire grammatical structures in a remarkably consistent and predictable progression, largely impervious to formal instructional intervention. Just as children acquiring their first language demonstrate consistent patterns in their grammatical development, second language learners appear to follow similar developmental sequences in their acquisition of morphological and syntactic structures.

This hypothesis challenges traditional assumptions about language instruction by suggesting that the order of grammatical acquisition remains relatively fixed, regardless of pedagogical approaches or the explicit teaching of rules. The natural sequence emerges through the learner's internal processing of language input, operating independently of the order in which structures are presented in formal instruction. This understanding has profound implications for language pedagogy, suggesting that teaching methodologies should align with, rather than attempt to override, these natural acquisition patterns.

1.10.3 Hypothesis 3: Monitor

The Monitor Hypothesis introduces a sophisticated distinction between two fundamental processes in language development: the unconscious process of 'acquisition' and the conscious process of 'learning.' This theoretical framework posits that learned language knowledge functions as a Monitor—an internal editing mechanism that scrutinizes and refines language output. The effective deployment of this Monitor system requires specific conditions: adequate time for processing, deliberate attention to linguistic form, and sufficient knowledge of language rules.

The hypothesis identifies distinct patterns in how language performers utilize this monitoring system. Monitor over-users exhibit an excessive preoccupation with correctness, constantly scrutinizing their output through the lens of conscious grammatical knowledge. This heightened self-consciousness often impedes natural communication flow. Conversely, Monitor under-users demonstrate minimal application of conscious linguistic knowledge, relying predominantly on acquired competence. The ideal scenario emerges in optimal Monitor

users, who achieve a delicate equilibrium—employing conscious knowledge to enhance accuracy without sacrificing communicative fluency.

This monitoring system operates most effectively when performers satisfy three crucial conditions: sufficient processing time, focused attention on linguistic form, and comprehensive understanding of the relevant rules. This understanding has significant implications for language pedagogy and assessment, suggesting the need for balanced approaches that foster both acquired competence and strategic monitoring skills.

1.10.4 Hypothesis 4: Input information

The Input Hypothesis represents a pivotal framework in understanding language acquisition processes by emphasizing the critical role of comprehensible input in linguistic development. This theoretical model, often represented as "i+1," proposes that optimal language acquisition occurs when learners encounter language input that marginally exceeds their current level of competence. The "+1" element signifies the next stage in the natural progression of language development, challenging learners while remaining within their grasp of comprehension.

This hypothesis suggests that successful language acquisition emerges not through mechanical repetition or explicit grammar instruction, but through meaningful exposure to language that stretches learners' current linguistic boundaries while remaining contextually accessible. When learners engage with input that contains structures slightly beyond their present mastery—yet remains comprehensible through context, visual cues, or modified speech—they naturally progress along the language acquisition continuum. This understanding fundamentally shapes pedagogical approaches, emphasizing the need for rich, varied, and carefully calibrated input that supports natural language development.

1.10.5 Hypothesis 5: Affective filter

The Affective Filter Hypothesis stands as a cornerstone theory in second language acquisition, illuminating the profound impact of psychological and emotional factors on language learning processes. This theoretical framework suggests that affective variables—notably anxiety, stress, and motivational deficits—can create a formidable psychological barrier that significantly impedes the internalization of language input. When learners experience elevated levels of these negative emotional factors, they essentially construct an invisible yet powerful cognitive filter that restricts their ability to process and retain new linguistic information effectively.

Conversely, when learners operate in environments characterized by psychological safety and emotional support, this affective filter diminishes substantially. Such conditions create an optimal learning state where linguistic input becomes more readily accessible to the language acquisition device, facilitating more effective and natural language development. The lowered affective filter enables learners to engage more fully with the target language, take calculated risks in their language production, and ultimately progress more rapidly in their linguistic development.

1.10.6 The natural approach

The Natural Approach, pioneered by Krashen and Terrell, represents a revolutionary paradigm in language pedagogy that prioritizes communicative competence over traditional grammatical instruction. This methodology draws profound parallels with first language acquisition processes, recognizing that meaningful language development emerges through natural exposure and authentic interaction rather than explicit rule memorization.

Central to this pedagogical framework is the recognition that language acquisition follows predictable developmental sequences, much like the patterns observed in first language development. By emphasizing comprehensible input and meaningful communication, the approach creates an environment where learners naturally progress through these sequences. Notably, the Natural Approach deliberately minimizes early emphasis on grammatical precision, instead fostering an atmosphere where learners feel secure in experimenting with the target language

1.11 Marco common European

1.11.1 Characteristics of Teenage Learners.

Adolescent language learners present a distinct profile in the language acquisition landscape, characterized by complex developmental dynamics that significantly shape their learning trajectory. During this critical period of identity formation, teenagers navigate intricate social relationships and peer influences that profoundly impact their approach to language learning. Their heightened desire for autonomy and self-expression creates unique opportunities for meaningful language engagement, particularly when learning activities align with their emerging sense of self and social interests.

The cognitive development of teenage learners represents a significant advantage in language acquisition. Their enhanced capacity for abstract reasoning, compared to younger learners, enables them to comprehend and internalize sophisticated linguistic structures and lexical patterns more efficiently. This cognitive maturity allows for more nuanced understanding of language mechanics and deeper appreciation of contextual meanings. However, this period also presents distinctive challenges—teenagers often grapple with fluctuating self-esteem and confidence levels, while simultaneously managing heightened academic pressures and social expectations.

The intersection of cognitive capability and emotional vulnerability during adolescence creates a unique dynamic in the language learning environment. Their advanced reasoning abilities enable complex language processing, yet their heightened sensitivity to peer evaluation and self-image can significantly influence their willingness to take linguistic risks necessary for language development. Recognizing and adapting to these distinctive characteristics becomes crucial for creating effective learning environments that support both their cognitive development and emotional well-being.

1.11.2 Key components of speaking skills.

Rora (2015) emphasizes that speaking proficiency encompasses several interconnected elements that work together to enable effective communication. The foundation begins with pronunciation, where speakers must articulate sounds clearly and accurately to convey their intended message. This clarity in sound production directly impacts how well listeners can understand the speaker's intended meaning. The structural framework of language relies heavily on grammatical competence, which enables speakers to construct well-formed sentences that effectively convey their thoughts. This grammatical foundation supports both written expression and oral communication, ensuring messages are transmitted with precision and cultural appropriateness.

A robust vocabulary serves as the building blocks of expression, allowing speakers to articulate their ideas with precision and engage in meaningful discourse. The depth and breadth of one's vocabulary directly influences their ability to participate in various levels of conversation, from casual exchanges to academic discussions Fluency manifests as the smooth and natural flow of speech, characterized by appropriate pacing and minimal unnecessary pauses. This aspect of speaking skill reflects the speaker's ability to access and deploy their linguistic resources efficiently during real-time communication.

Comprehension skills complete the communication circuit, as speakers must not only produce language but also process and understand incoming messages. This involves both the recognition of individual words and the ability to interpret meaning within broader social and cultural contexts.

1.11.3 Exit Profile

The European educational framework has established comprehensive exit requirements for students completing mandatory schooling, designed to equip them with essential competencies for their future endeavors. This carefully structured profile reflects the educational system's commitment to preparing students not only for academic advancement but also for meaningful participation in the workforce and civic life. The foundational elements of this framework have

been thoughtfully developed to ensure students emerge from compulsory education with the versatile capabilities needed in an increasingly complex

Language Proficiency: The European educational standards establish a benchmark of B1 proficiency in English, as defined by the Common European Framework of Reference for Languages (CEFR), as a fundamental requirement for completing compulsory education. At this intermediate level, students demonstrate the capacity to function independently in English-speaking environments, navigating everyday interactions and managing practical communication challenges. According to Language Testing International (LTI, 2024), B1-level speakers possess sufficient linguistic competence to handle both predictable daily situations and unexpected circumstances that may arise during travel or interaction with English speakers.

Life, Work, and Entrepreneurship Skills: The European educational framework integrates a multifaceted approach to skill development, weaving together practical life competencies, professional preparedness, and entrepreneurial mindset. This comprehensive curriculum nurtures students' ability to communicate effectively across diverse contexts while cultivating their capacity for innovative problem-solving and analytical reasoning. Moreover, the framework emphasizes the development of intercultural sensitivity, recognizing its crucial role in our increasingly interconnected global society. Through this integrated approach, students develop the versatility needed to navigate both personal and professional challenges in an ever-evolving world.

Curricular Autonomy and Flexibility: Educational institutions across Europe are implementing adaptable pedagogical approaches that recognize and respond to student diversity. According to Eurydice (2024), this strategic flexibility in teaching methodologies and resource selection enables educators to create more inclusive learning environments. By embracing differentiated instruction, schools facilitate individualized learning pathways that allow students to explore and cultivate their distinct capabilities and academic inclinations. This student-centered approach acknowledges that learning is not a one-size-fits-all process, but rather a dynamic journey that should align with each learner's personal development trajectory and aspirations.

Citizenship Education: There is a strong emphasis on citizenship education to prepare students to be active and responsible members of society. This includes understanding democratic values, human rights, and social responsibilities. (Eurydice, 2024)

Specialized Courses: Students can engage in specialized artistic and vocational courses that align with their interests and career aspirations. These courses provide practical skills and knowledge that are directly applicable to the workforce. (Eurydice, 2024)

2. CAPÍTULO II: METODOLOGY

2.1 Method

The study will adopt a mixed-methods approach. The research methodology integrates both quantitative and qualitative approaches to examine how gamification influences the development of English-speaking proficiency. This methodological synergy allows for a comprehensive analysis that captures both measurable outcomes and nuanced human experiences. Through statistical examination of survey responses, alongside rich insights gathered from direct observations and in-depth interviews, the study aims to paint a complete picture of gamification's impact on language acquisition. This dual approach provides complementary perspectives: while quantitative data reveals patterns and trends in learning outcomes, qualitative findings illuminate the subtle dynamics of student engagement and their personal journeys in language development.

2.2 Techniques and Instruments

Class Observation Sheet: The research will employ a carefully crafted observation instrument designed to capture the multifaceted dimensions of classroom dynamics. This systematic observation sheet encompasses distinct categories that document the implementation of gamification elements, patterns of student engagement, and the depth of language exchange during lessons. Through meticulous documentation of classroom activities, the instrument will track how gamification strategies integrate into the fabric of English instruction, noting both planned interventions and spontaneous learning moments. This structured approach to observation ensures consistent data collection.

Interviews with coordinator Teachers and Vice principal: The research design incorporates a flexible interview protocol crafted to explore educators' experiences with gamification in language instruction. This semi-structured approach allows for guided yet organic conversations that delve into the practical aspects of implementing game-based strategies, the obstacles encountered in their application, and teachers' professional evaluation of their pedagogical value. Through these in-depth dialogues, the study aims to uncover rich narratives that illuminate both the practical challenges and perceived benefits of integrating gamification into English language teaching.

Survey of Students and English Teacher area: A structured questionnaire will be administered, including multiple-choice and Likert scale questions, aimed at assessing students' perceptions of gamification, their motivation, and their perception of its impact on their English-speaking ability. The questionnaire will collect quantitative data on the effectiveness of gamification strategies from the student perspective.

2.3 Population

The research project population consists of 320 eighth-grade students at Colegio Beatriz Cueva de Ayora, comprising an equitable gender distribution, as well as the English teachers of these groups, who will be considered as a single professional body due to their common role in teaching English. Also, It is include the vice principal, the English area coordinator.

2.4 Sample

The study sample will consist of 161 students, selected using a sample size calculator to ensure adequate representativeness with a 95% confidence level and a 5% margin of error. This sample provides a solid basis for generalizing the results within the studied population.

This research employs an integrated methodological framework to examine the impact of gamification on English speaking skill development among eighth-grade learners. The synthesis of direct classroom observations, in-depth teacher interviews, and comprehensive student surveys enables a nuanced understanding of both quantifiable outcomes and experiential insights.

From a total population of 320 students and their English instructors, the study focuses on a statistically significant sample of 161 students, ensuring the findings maintain scientific validity. The research instruments have been purposefully designed to evaluate both the efficacy of gamification strategies and their reception among educational stakeholders. Through this systematic investigation, the study aims to generate evidence-based recommendations that can inform and enhance future pedagogical practices in language instruction.

2.5 Research Scope

Descriptive and Interpretative.

2.6 Data Analysis Procedure

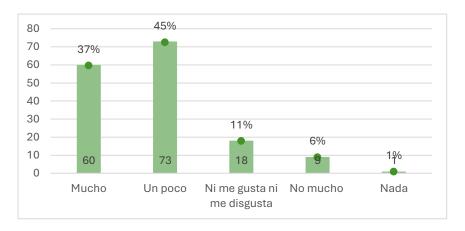
The research employs a comprehensive analytical framework that combines descriptive and interpretative approaches to examine how gamification methodologies influence speaking skill development. Through systematic examination of the collected data, the study will identify patterns, trends, and correlations that illuminate the relationship between gamified learning activities and oral language proficiency. The analytical process encompasses both quantitative metrics and qualitative insights, enabling a rich interpretation of the findings that considers multiple perspectives and contexts.

3. CAPÍTULO III: RESULTS Y DISCUSION

3.1 Questionaire for students

Gamified activities have emerged as an innovative method to enhance student engagement and motivation in education. This research examines their impact on oral communication skills in English classes at *Colegio de Bachillerato Beatriz Cueva Ayora*. Using survey data from 161 students, the study explores how gamification influences participation, fluency, confidence, and enjoyment in learning English. By analyzing these results, the research aims to provide insights into optimizing teaching strategies through dynamic and interactive methods.

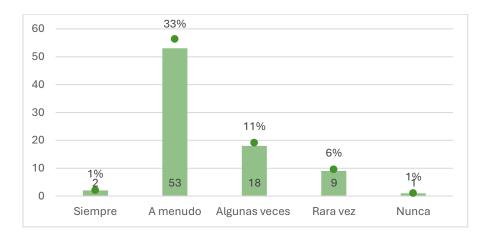
Figura 1
First question: ¿Te gusta aprender inglés?



A significant majority of students (60) express a strong liking for learning English, with 73 indicating moderate enjoyment. Neutral responses account for 18 students, while only 10 reports disliking the subject to varying degrees. This suggests a generally positive attitude toward English as a subject.

The data reflects a predominantly positive attitude toward learning English, with over 82% of students expressing some level of enjoyment. This enthusiasm provides a strong foundation for introducing gamified activities, as students are already inclined to engage with the subject. The small percentage of students who dislike English (6%) might benefit from gamification to make the learning process more appealing and enjoyable.

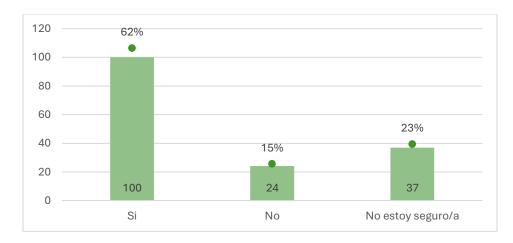
Figura 2
Second question: ¿Con qué frecuencia participas en actividades orales (Hablar en inglés) en clases?



Most students participate in oral activities occasionally: 41% "sometimes" and 33% "often." However, only 1.2% participate "always," and 4% "never," suggesting that consistent oral participation remains a challenge.

While most students engage in oral activities to some extent, only a small fraction participate consistently. This indicates a gap in active speaking practice that could be addressed through gamified activities designed to encourage frequent participation. For instance, competitive or collaborative games could incentivize more consistent engagement, especially among those who rarely or never participate (20%).

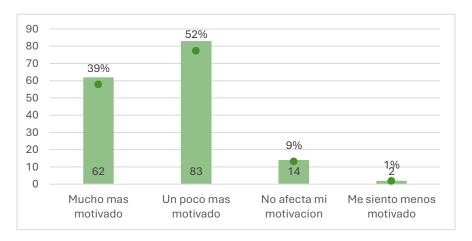
Figura 3Third question: ¿Has notado que los juegos o actividades gamificadas se utilizan en tus clases de inglés?



At least 62% of students have noticed gamified activities in their English classes, while 15% have not, and 23% are unsure. This indicates that gamification is a visible part of the teaching strategy for most students.

Gamification is recognized by most students as part of their classroom experience, but the significant percentage of those who are unsure (23%) suggests that the integration of games could be made more explicit. Teachers might consider clearly explaining the purpose and benefits of gamified activities to ensure all students understand their role in the learning process.

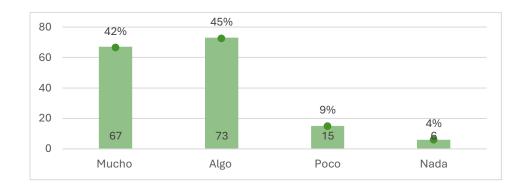
Figura 4
Fourth question: ¿Te sientes más motivado a participar en las actividades orales cuando se usan juegos o dinámicas gamificadas?



Gamification has a strong motivational impact: 39% feel "much more motivated," and 52% feel "a little more motivated." Only 0.6% report feeling less motivated.

With over 90% of students reporting increased motivation, it is evident that gamification is an effective tool for fostering engagement. This finding highlights the importance of incorporating games into lesson plans to sustain and enhance student interest in oral activities.

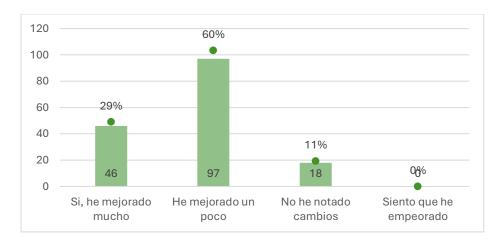
Figura 5Fifth question: En tu opinión, ¿los juegos usados en clase te han ayudado a mejorar tu habilidad para hablar en inglés?



About 29% believe games have helped them improve their speaking skills "a lot," while 60% report moderate improvement.

The overwhelming majority perceive that gamification has positively impacted their speaking skills, reinforcing its value as a pedagogical approach. The combination of structured practice and interactive elements likely contributes to this improvement by creating a supportive environment for skill development.

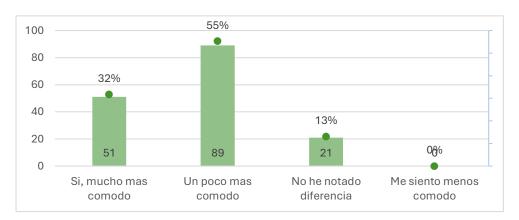
Figura 6
Sixth question: ¿Sientes que has mejorado en tu habilidad para hablar inglés desde que comenzaron los juegos en clase?



Nearly all students (89%) report improvement, with 29% experiencing substantial progress and 60% noticing slight improvement.

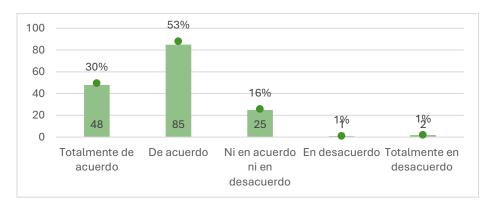
These results underscore the effectiveness of gamified activities in enhancing speaking abilities. The absence of negative responses suggests that games provide consistent benefits across the student population, making them a reliable method for fostering language development.

Figura 7Seventh question: ¿Te sientes más cómodo/a hablando en ingles después de haber participado en actividades gamificadas?



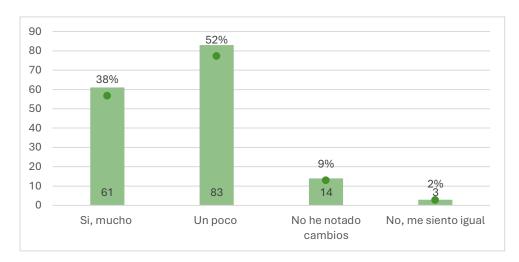
Most students feel more comfortable speaking English: 32% "much more comfortable" and 55% "a little more comfortable. Gamification appears to reduce anxiety and build confidence among students, with nearly nine out of ten reporting increased comfort levels when speaking English. This finding highlights the role of interactive methods in creating a safe space for language practice.

Figura 8 *Eigth question: ¿Consideras que las actividades gamificadas te han permitido practicar el inglés de una forma más divertida?*



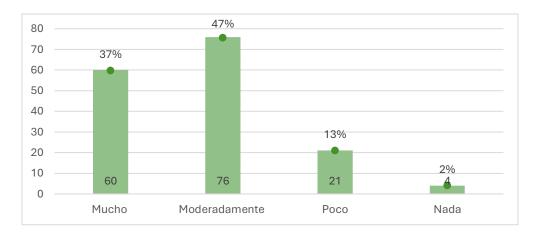
A majority agree that gamification makes learning fun: 30% "totally agree," and 53% "agree. Enjoyment is a critical factor in sustaining engagement, and these results demonstrate that gamification successfully enhances the fun aspect of learning English. This positive perception can lead to greater willingness to participate and practice language skills.

Figura 9Ninth question: ¿Crees que las actividades gamificadas te han ayudado a perder el miedo o la vergüenza al hablar inglés en clase?



About 38% report significant improvement, while another 52% note slight improvement. Overwhelmingly, students feel that gamified activities help reduce fear or shyness when speaking English. This suggests that games create an environment where students feel less judged and more willing to take risks with their language use.

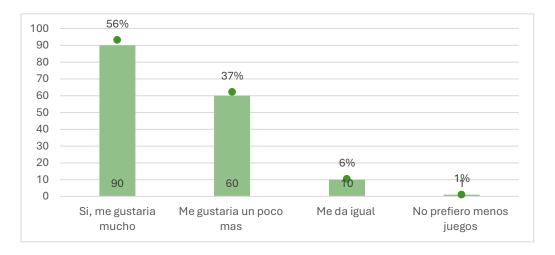
Figura 10 *Tenth question: ¿Cuánto crees que los juegos utilizados en clase han mejorado tu fluidez al hablar inglés en clase?*



Substantial fluency gains were reported by many students: 37% experienced significant improvement, while another 47% noted moderate improvement. Fluency is one of the key areas positively impacted by gamification, with nearly all respondents noting some level of

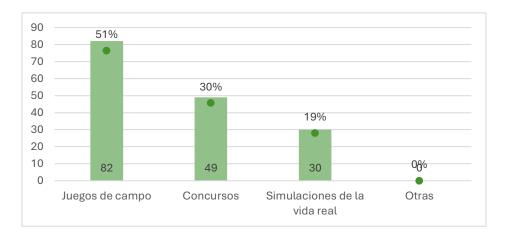
improvement. Interactive tasks likely provide opportunities for repeated practice and real-time feedback, which are essential for developing fluency.

Figura 11Eleventh question: ¿Te gustaría que se usaran más juegos en tus clases de inglés para mejorar tu habilidad de hablar?



An overwhelming preference for more games was expressed: 56% want significantly more, and another 37% want slightly more. The strong demand for increased use of games reflects their popularity among students and their perceived effectiveness as a learning tool.

Figura 12Twelve question: ¿Qué tipo de juegos o dinámicas te gustaría que se usaran más en tus clases de inglés?



Students favor real-life simulations, competitions, and outdoor games as preferred formats for gamified activities. These preferences indicate that students value practical, immersive

experiences that mimic real-world scenarios, offering opportunities for active participation and contextualized learning.

3.2 Questionaire of English Teacher

The survey conducted with the English teacher of Colegio de Bachillerato Beatriz Cueva de Ayora provides valuable insights into the implementation of gamification strategies in English teaching. Below is an expanded analysis, incorporating additional details and observations based on the survey responses.

Implementation Status

The teacher confirmed that gamification has been implemented partially in the English department. This partial implementation suggests that while gamification strategies are recognized as valuable, they are not consistently applied across all classes or by all teachers. This could be due to varying levels of teacher readiness or external constraints such as time and resources.

Effectiveness of Gamification

Gamification was rated as 4 out of 5 in terms of its effectiveness in enhancing students' speaking skills. This high rating reflects a strong belief in the potential of gamification to improve oral communication, particularly through engaging and interactive methods. However, the absence of a perfect score indicates that there are still areas for improvement, possibly linked to challenges in implementation.

1. Key Benefits Identified

The teacher identified several key benefits:

- Increased student motivation
- Improved class participation
- Enhanced communication skills
- Greater student interaction

These responses highlight that gamification fosters an engaging and interactive learning environment, encouraging students to participate actively and develop their communicative abilities. The focus on motivation and interaction also aligns with modern pedagogical goals of creating dynamic, student-centered classrooms.

2. Challenges in Implementation

The main challenges reported were:

- Lack of teacher training
- Scarcity of technological resources
- Limited class time

These challenges point to structural and resource-related barriers that limit the full adoption of gamification strategies. Notably, "student resistance" was not selected, suggesting that learners are generally receptive to these methods.

3. Resources Needed for Improvement

The teacher suggested the following resources as essential:

- Specific training for teachers
- Access to technological tools
- Interactive teaching materials

The findings underscore the critical importance of comprehensive support systems for educators implementing gamified instruction. This support manifests primarily through targeted professional development opportunities and the provision of essential teaching resources, enabling instructors to craft and implement engaging game-based lessons effectively. The emergence of pedagogical mentorship as a valuable resource suggests that teachers benefit from sustained guidance and collaborative expertise-sharing in their journey to master gamification techniques. This multilayered support framework acknowledges that successful implementation of gamified instruction requires not only initial training but also continuous professional growth and ready access to both material and human resources.

4. Teacher Commitment

The teacher's assessment with innovative pedagogical approaches, particularly gamification, reveals a positive yet nuanced landscape of implementation. While the "Committed" rating suggests an encouraging level of teacher dedication, it also hints at varying degrees of engagement across the faculty. Some educators demonstrate enthusiastic adoption of these novel strategies, while others may approach implementation with measured caution. This spectrum of engagement suggests that strengthening teacher commitment could be fostered through the sharing of concrete success stories and the cultivation of collaborative learning communities. Such peer-supported professional development could help transform initial willingness into sustained, confident application of gamified teaching practices.

5. Frequency of Use

The implementation pattern of gamification strategies reveals an intermittent adoption across classroom settings, indicating variable integration into pedagogical practice. This sporadic application mirrors previous observations about partial implementation, highlighting potential gaps between theoretical understanding and consistent practical application. The irregular utilization of game-based learning techniques suggests that while teachers recognize their value, systematic integration into daily lesson planning remains a work in progress. This pattern underscores the need for a more structured approach to incorporating gamification elements, potentially through standardized frameworks that guide teachers in regular and purposeful implementation.

6. Effective Techniques

The most effective techniques are:

- Role-playing games
- Interactive quizzes
- Reward systems
- Team-based competitions

The employed gamification techniques demonstrate a strong alignment with established principles of effective language pedagogy, particularly in their emphasis on dynamic student participation, peer interaction, and authentic language use. By integrating game-based elements into instruction, these approaches create learning environments that naturally facilitate the essential components of language acquisition: active student engagement, collaborative learning opportunities, and meaningful contexts for practicing language skills. This methodological synergy between gamification and proven language teaching practices creates a rich learning ecosystem where students can develop their linguistic competencies through purposeful interaction and experiential learning.

7. Teacher Preparedness

The assessment of teacher readiness to implement gamification reveals a moderate level of preparedness, with a rating of 3 out of 5 reflecting a mixed landscape of instructor capability. This intermediate score suggests that while some educators demonstrate confidence and competence in applying game-based strategies, others may experience uncertainty or require additional scaffolding in their implementation efforts. This variation in teacher preparedness highlights the necessity for targeted professional development programs that address the specific

challenges and needs within the department. Such differentiated support could help bridge the gap between current capabilities and desired implementation levels, ensuring more consistent and effective application of gamification strategies across classrooms.

8. Prioritized Outcomes

When evaluating the success of gamification, the teacher prioritized:

- Improved speaking fluency
- Increased class attendance:
- Better student-teacher interaction

The primary goal is to enhance students' ability to communicate effectively in English gamified activities may make classes more enjoyable and encourage regular attendance. "Higher grades in assessments" was not prioritized as highly, suggesting a focus on long-term skill development rather than short-term academic performance.

3.3 Observation sheet results

Student Engagement

The observation shows that students were highly engaged during the gamified activities. They were active and demonstrated motivation and enthusiasm throughout the lesson. Most of them spoke English orally while playing the game, which implied that some success was achieved in improving conversational skills. In addition, there was teamwork as students collaborated well in their groups. However, a considerable gap was noted in using English to complete the game challenges and there was no noticeable change in fluency or confidence in speaking. These aspects indicate that adjustments need to be made in the design of gamified tasks to ensure that students are consistently encouraged to communicate in English.

Impact on Speech Skill Development

The implementation of gamified learning activities demonstrated mixed effectiveness in developing students' oral language skills. While these engaging approaches successfully encouraged students to construct complete sentences and enhanced their pronunciation accuracy, the impact on speaking competence varied across the learner population. Teacher feedback during game-based activities notably boosted student confidence in English expression, creating a more supportive learning environment.

However, the observations revealed persistent challenges in achieving consistent oral participation and fluency across all students. Despite some improvement from previous sessions, the development of spontaneous speech and turn-taking abilities remains uneven. This

modest progress suggests that while gamification offers promising benefits, additional targeted interventions are necessary to address the continuing challenges in fluency development and equitable participation in oral exchanges. These findings indicate a need for refined strategies that can better support all learners in developing their speaking capabilities.

Classroom Climate and Learning Environment

The observed learning environment exhibited characteristics highly conducive to language acquisition, marked by a collaborative atmosphere and positive group dynamics. This supportive classroom climate, coupled with the instructor's strategic use of positive reinforcement, appeared to effectively reduce anxiety levels typically associated with foreign language production. The pedagogical approach emphasized authentic dialogue practice, providing students with meaningful opportunities for linguistic interaction in English.

Nevertheless, the observations revealed varying levels of student comfort with oral participation. While many students thrived in this supportive setting, some continued to display hesitation during speaking activities, potentially limiting their progress in oral proficiency development. This pattern of selective participation suggests the need for differentiated intervention strategies to address individual comfort levels and encourage more universal engagement in oral activities. The findings highlight the importance of developing targeted approaches that can help hesitant learners overcome their reservations and fully participate in speaking opportunities

3.4 DISCUSSION

Current research findings align significantly with existing literature regarding gamification's educational benefits, particularly in oral communication development. Gil-Aciron's (2022) research demonstrated enhanced student motivation and engagement through gamified environments, paralleling this study's findings where over 90% of participants reported heightened motivation during game-based activities. Garcia et al. (2020) similarly documented increased participation and interaction, mirroring the improved oral communication outcomes observed among Beatriz Cueva de Ayora High School students.

Interestingly, certain divergences emerged between this investigation and previous research. While Rivas (2018b) suggested gamification's impact primarily affects motivation rather than oral proficiency, this study revealed that approximately 89% of participants experienced enhanced fluency and confidence in English speaking. This disparity suggests that specific gamified approaches, particularly role-playing and real-world simulations, might prove more effective for developing speaking competencies than previously recognized.

The results underscore gamification's transformative potential in English language instruction. Students exhibited marked improvements in fluency, pronunciation, and confidence, attributed to the interactive and low-anxiety environment fostered by game-based methodologies. These outcomes align with Krashen's Affective Filter Hypothesis (Bilash, 2009), which posits that reduced anxiety facilitates language acquisition.

Nevertheless, certain constraints emerged. The research identified disparate benefits among learners, manifested through uneven participation patterns. Smiderle et al. (2020) attribute such variations to differences in English proficiency levels and individual personality characteristics. Furthermore, technological constraints and inadequate teacher preparation emerged as significant implementation barriers, echoing Kärpuk's (2024) findings regarding the importance of institutional support and professional development.

4. CAPÍTULO IV: PROPOSAL

The guide "Educational Gamification in English Classrooms: Developing Speaking Skills" offers teachers a research-backed framework for transforming traditional language instruction through game-based learning. Drawing from groundbreaking research conducted at Beatriz Cueva de Ayora School, this resource bridges theoretical foundations with hands-on implementation strategies, specifically targeting the enhancement of oral communication skills. The study revealed how thoughtfully designed gamification elements catalyze student engagement and foster a more dynamic learning atmosphere where students naturally develop fluency and self-assurance.

4.1 Theoretical Framework

What is gamification?

Gamification transforms conventional educational approaches by weaving game-inspired elements – from achievement milestones to engaging challenges – into the learning journey. This innovative framework taps into both internal drives, where students find joy in their own progress, and external incentives that celebrate their achievements. What sets gamification apart is its ability to convert routine language practice into captivating experiences, fostering an environment where knowledge naturally takes root through active engagement.

gamification proves particularly powerful as it dismantles traditional barriers that often inhibit oral expression. When teachers skillfully incorporate gaming principles into their instruction, they create a nurturing atmosphere where students feel emboldened to practice speaking without anxiety about mistakes. Studies consistently validate that gamified learning spaces not only boost student participation but fundamentally reshape learners' perspectives toward English acquisition, making it an adventure rather than a task (Smith & Johnson, 2023; Rivera et al., 2022).

Pedagogical Principles of Gamification

The pedagogical power of gamification aligns seamlessly with foundational learning theories, particularly Krashen's Input Hypothesis, which emphasizes the value of exposure to language content that gently stretches beyond learners' current abilities. Through carefully crafted game mechanics, educators can present this advanced input in ways that intrigue rather than overwhelm, making the challenging accessible.

The multi-faceted benefits of gamification manifest through several key mechanisms. First, the instantaneous feedback loop inherent in gaming structures allows students to course-correct in real-time, transforming potential frustration into learning moments. Digital platforms like

Quizizz exemplify this principle, creating a dynamic where mistakes become stepping stones rather than stumbling blocks.

Beyond immediate feedback, gamification harnesses the psychology of motivation through thoughtfully designed reward systems. While badges and leaderboards initially serve as external motivators, research reveals a fascinating transformation: these extrinsic rewards gradually evolve into genuine enthusiasm for learning itself. This shift occurs as students begin to associate language acquisition with the natural pleasure of achievement.

Perhaps most critically, gamification succeeds through the artful balance of challenge and capability. When activities hit this sweet spot, students enter a state of optimal engagement — what psychologists term "flow" — where learning feels both natural and compelling. This careful calibration keeps learners perpetually poised between comfort and growth, fostering sustained motivation and meaningful progress.

Gamification and development of speaking skills

The most anxiety-provoking part of learning a language is conversational skills because they are spontaneous. Gamification addresses this by creating an environment that is not pressured so that learners can feel free to experiment and learn from their mistakes. There are several ways in which gamified approaches improve conversational skills:

Fluency: Through interactive games, repetitive practice helps students express their thoughts more naturally. For example, timed conversation challenges on platforms such as Flipgrid encourage learners to think fast and express themselves coherently.

Pronunciation: Duolingo, among other tools, uses speech recognition technology to give instant feedback on how well words are pronounced.

Confidence: Students gradually overcome the fear of speaking in front of others by gamifying public speaking tasks, such as presenting in front of their peers as part of a game.

Best Practices for Implementing Gamification

Success in implementing gamified approaches for English instruction hinges on several interconnected principles that educators should thoughtfully weave into their practice. At the foundation lies the imperative of purpose-driven design - each gaming element must serve specific linguistic objectives, whether enhancing vocabulary retention, building conversational fluency, or refining pronunciation patterns.

Contemporary research, particularly the findings of Yalun (2024), underscores the effectiveness of a hybrid approach. By artfully blending digital tools with traditional gameplay elements, teachers create a rich learning ecosystem that resonates with diverse learning

preferences and keeps engagement levels high. This versatility proves especially crucial in today's multilayered educational landscape.

The framework's effectiveness relies heavily on robust assessment mechanisms. Through carefully crafted rubrics and ongoing feedback loops, educators can monitor individual progress while fine-tuning their approach. This systematic evaluation ensures that the gaming elements truly serve their pedagogical purpose rather than becoming mere entertainment.

Central to this methodology is the principle of universal design - creating activities that naturally accommodate learners across the proficiency spectrum. This adaptability extends beyond mere difficulty levels to embrace different learning styles and approaches. Finally, the integration of collaborative elements transforms language practice into a shared journey, where peer interaction becomes both the means and the end of learning.

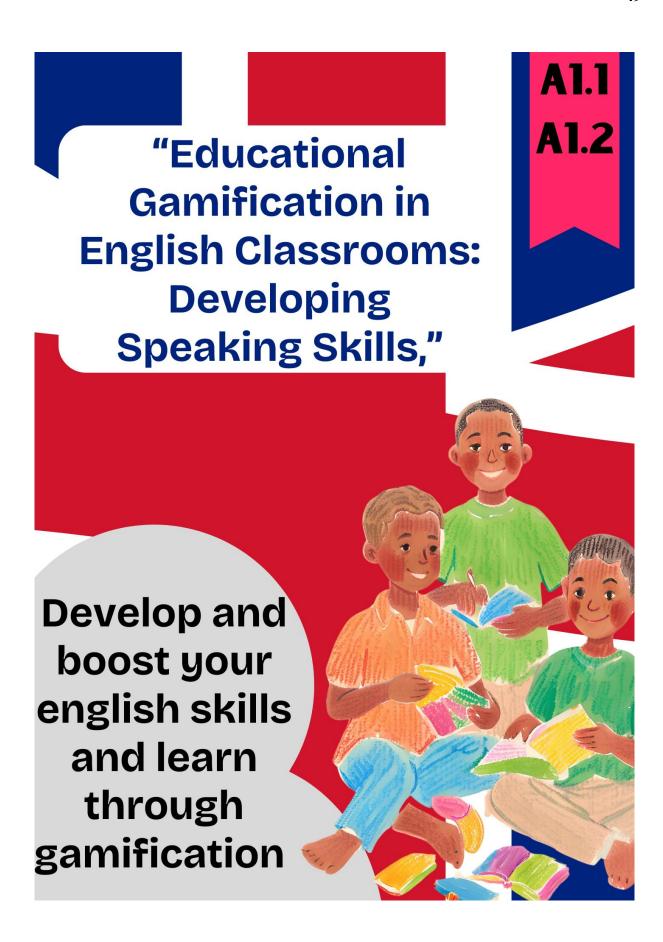
Designing Gamified Activities for English Classes

Gamification artfully adapts gaming principles to transform traditional educational spaces, weaving elements like achievement systems and engaging challenges into the fabric of learning. The key to its success lies not just in the mechanics themselves, but in how they resonate with learners' intrinsic motivations and educational aspirations. In language acquisition specifically, this approach manifests through activities that bridge classroom practice with authentic communication, making every interaction a meaningful step toward fluency.

The effectiveness of these gamified approaches depends critically on their calibration to learners' capabilities and interests. For beginning and pre-intermediate students (A1-A2 CEFR), activities must carefully balance challenge with accessibility, creating a scaffold for gradual skill development. This precision in difficulty targeting ensures that learners remain in their optimal zone of development, where progress feels both achievable and rewarding.

Equally crucial is the integration of content that speaks to students' personal worlds. By anchoring activities in relevant themes - whether discussing the latest viral social media trends, debating favorite sports moments, or planning dream vacations - educators create natural pathways for authentic language use. This connection to students' interests transforms routine practice into engaging conversations that feel both purposeful and personally meaningful.

4.2 Guide



All elements of this guide can be used for educational purposes only.

The principal aim of this guide is to implement gamification strategies with a view to enhancing oral expression skills in eighth grade students at Beatriz Cueva de Ayora High School. The proposed activities designed have been motivate students, encourage participation active and reinforce the contents of the learning units.

Author

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Unit 1.- Colors , numbers

Activity .-Simon Says
Activity .-Last one standing
Activity .-Numbers Bingo
Activity .-Draw the number

Unit 2.- Personal pronouns, letters

Activity .-Hanged man
Activity .-Spelling Game
Activity .-Pass the world cards

Unit 3.-Nouns and adjectives, members of the family

Activity .-Guess Whoo
Activity .-Is this your
Activity. -Interactive storytelling
Unit 4.- Classroom objects

Activity .-Copy Cat Activity .-Messages Activity .-Drawing Game Activity. -Jigsaw

Activity .-Scape Room

Unit 5.- Evaluation activites

Unit 1-2-3-4 quizz Rewards

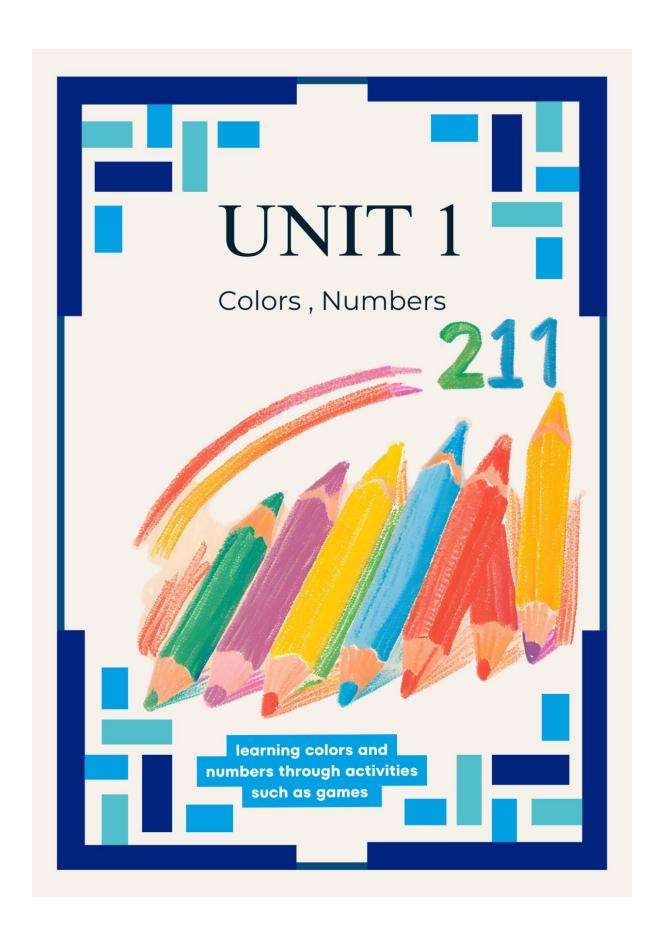
INTRODUCTION

Gamification involves incorporating game elements (such as points. levels, challenges) into non-game contexts, such as education, to engagement increase motivation. In educational settings, gamification has been shown to support both intrinsic motivation (driven by personal satisfaction) and extrinsic motivation (driven by rewards or recognition). Gamification turns traditional learning into an interactive experience, thus creating а dynamic environment that encourages participation among active learners and improves information retention

OBJECTIVES

- Enhance students' speaking skills in English by implementing interactive and gamified activities that improve fluency, pronunciation, and confidence.
- Provide teachers with comprehensive and practical tools to effectively integrate gamification strategies into their English lessons, ensuring accessible and engaging activities.
- Foster student engagement and collaboration through gamified learning experiences that promote teamwork, active participation, and real-life language practice







TEACHER'S GUIDE SIMON SAY'S

Section A: Previewing

Prior to the initiation of the activity, it is imperative to review the names of the colors with the students. This can be accomplished through the use of color cards or visual examples. It is essential to ensure that all students pronounce the colors correctly before proceeding with the activity.

Section B: Predicting

Ask students what they think will happen in the game and how they should act when they hear a command that begins with "Simon says."

Section C: Visualizing

A demonstration employing one or two rudimentary directives, such as "Simon says point to something blue," is recommended to ensure the students' comprehension of the task's objective.

Section D : Interacting about the activity

During the activity, it is essential to observe the students' responses to the commands. In the event of any pronunciation errors, correction is paramount, and the instructor must actively encourage participation from all students. Upon conclusion, a concise review of the colors utilized should be provided.

GAMIFIED ACTIVITY

COLORS

Objetive:

Recognize and pronounce correctly the names of colors in English. The main objective of this activity is to develop the students' ability to identify and pronounce the names of colors correctly, improving their listening comprehension and stimulating their ability to follow instructions in English. It also seeks to encourage teamwork and active attention.



Development of the activity ---

The teacher begins by reviewing the names of the colors using flash cards or visual examples, making sure that all students are familiar with the vocabulary. Once this is done, the teacher explains the rules of the "Simon Says" game, emphasizing that they should only perform the action if the instruction begins with "Simon says". For example, the teacher might say "Simon says touch something red," and the students should touch a red object. If the teacher gives a command without saying "Simon says," the students should not act. At the end of the game, the teacher reviews the most commonly used colors and reinforces any errors observed.

SIMON SAYS

Development of the activity

Inside the classroom, divide into groups of 4 students and proceed to look for the objects of the color that the teacher indicates by giving the command "Simon says", once you find it, pronounce the color in English.



Write down how you felt about the activity and the colors that were named.

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TEACHER'S GUIDE LAST ONE STANDING

Section A: Previewing

Before starting the activity, organize a brief interactive exercise to review the names of colors in English. Use a color chart where students can point out or say the color names aloud. To make it engaging, turn it into a quick matching game where students connect colors to their names or objects. This will help them identify and pronounce each color correctly, ensuring they are ready for the game and minimizing confusion.

Section B: Predicting

Ask students to predict what will happen during the game. Explain that you will say sentences about colors and that students must decide whether the statement applies to them. If it does, they remain standing; if not, they sit down. Encourage students to think about how they will respond if asked questions during the game.

Section C: Visualizing

Demonstrate how the game works with a simple example:

Say: "I am wearing something red." Students wearing something blue remain standing, while others sit down.

This demonstration helps students understand the rules and visualize their roles in the game.

Section D: Interacting about the activity

Observe how students engage with the activity, ensuring everyone participates actively. Encourage involvement by asking follow-up questions to both participants and observers, keeping the group engaged. Gently correct any pronunciation or grammar mistakes to help students improve without disrupting their confidence or the flow of the game.

GAMIFIED ACTIVITY

COLORS

Objetive:

The objective is for students to recognize and correctly pronounce color names in English while practicing sentence structures like "I am wearing..." or "Are you wearing...?". The activity also aims to improve listening comprehension, speaking skills, and attention to instructions.



Development of the activity --

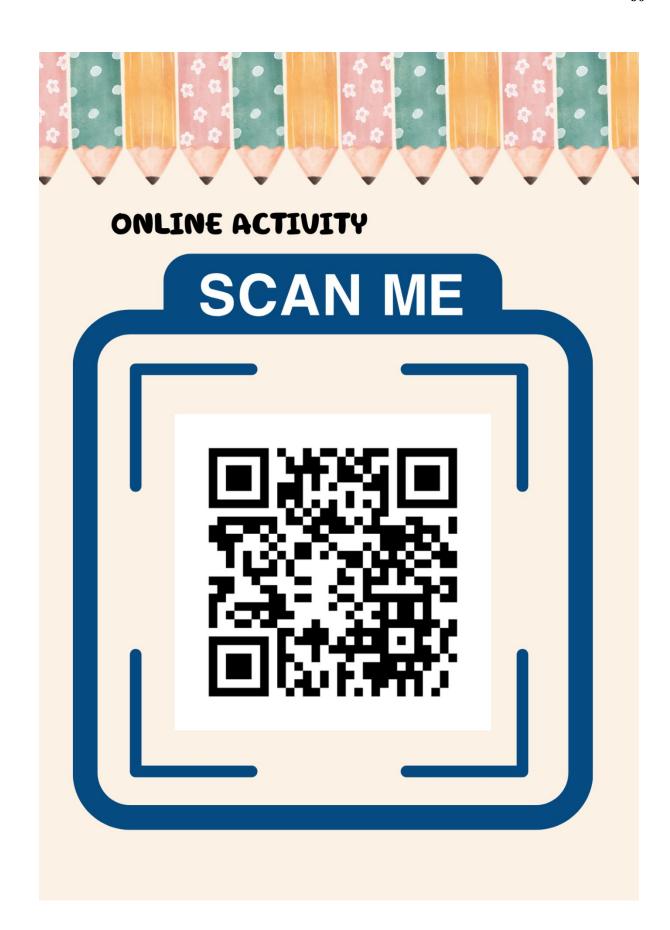
Begin the activity with all students standing and introduce the game by saying a sentence related to a color, such as, "I am wearing something red." Students meeting the condition (e.g., wearing red) remain standing, while others sit down. Engage with the students by asking questions like, "Are you wearing something red?" to standing participants (expected response: "Yes, I am") and to sitting students (expected response: "No, I'm not"). Progress the game by using various sentences involving colors or classroom objects, such as, "I see something green on my desk" or "I have something yellow in my bag," until only one student remains standing, who is declared the winner.

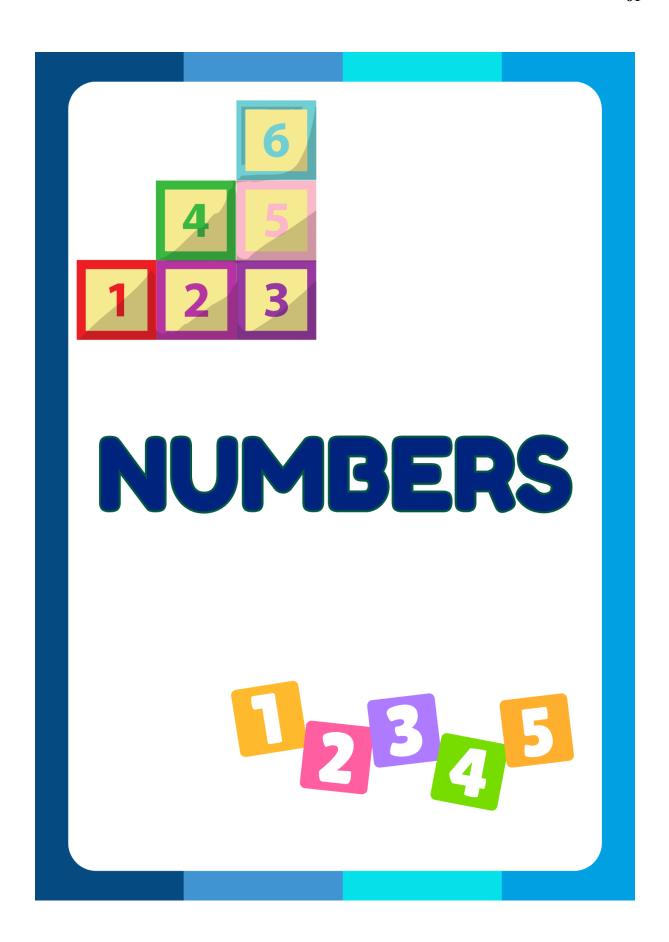
LAST ONE STANDING

Students' Expectations

Students are expected to actively participate by standing or sitting based on the sentences provided, listening carefully to determine if the condition applies to them. They should respond to questions using complete sentences, such as "Yes, I am" or "No, I'm not," while focusing on accurate pronunciation and grammar. Throughout the game, students are encouraged to pay attention to the vocabulary and colors mentioned, reinforcing their understanding.







TEACHER'S GUIDE BINGO

Section A: Previewing

Before the game starts, practice with the students saying the numbers 1 to 20 out loud. Say them together as a group and then on your own.

Section B: Predicting

Ask students how they think they will win at the bingo game and what they will need to do to hear and mark the numbers correctly.

Section C : Visualizing

A concise exposition on the rules of bingo should be provided, accompanied by a practical demonstration of the method for marking the numbers on the cards.

Section D: Interacting about the activity

It is essential to supervise each round of the activity, ensuring that students repeat the numbers that are called out and point based on the number that corresponds to each round. Celebrate the achievements of the winners and encourage all participants to continue practicing.

GAMIFIED ACTIVITY

Objetive:

The objective of this game is twofold: first, to enhance students' capacity to perceive, identify, and articulate numerical quantities in English; and second, to cultivate their focus and aptitude for engaging in competitive yet convivial settings.

NUMBERS



Development of the activity

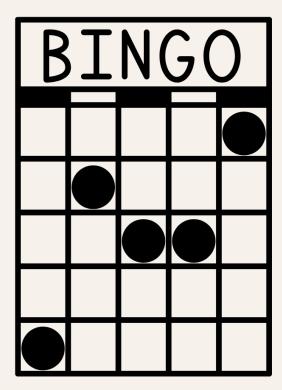
The teacher hands out bingo cards to each student, which contain random numbers written in English from 1 to 20. Before beginning, the teacher reviews the numbers aloud with the whole class to ensure that students remember their pronunciation. Then, she begins to announce numbers randomly, and students must identify and mark the number if it appears on their card. When a student completes a row, column, or diagonal, they should call out "Bingo" and read aloud the numbers on their card to verify that they are correct. The teacher can reward the winners and give a final review at the end of the activity.



NUMBERS® BINGO

Development of the activity

Following the rules of bingo, random numbers from 1 to 20 will come up and your teacher will pronounce them in English, cross out the numbers on your bingo board based on the order in which they come up. The first student to complete the entire board wins.



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write down how you felt about the activity and write the numbers from 1 to 20

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TEACHER'S GUIDE DRAW THE NUMBER

Section A: Previewing

Prior to engaging in the activity, it is imperative to review the numbers in English with the aid of visual exemplars. This will ensure that students have a firm grasp on the fundamental principles of counting before embarking on the activity itself.

Section B: Predicting

Ask students what they think they will have to do after hearing a number and how they can represent it through drawings.

Section C: Visualizing

To facilitate comprehension, it is imperative to provide a concrete example on the board, illustrating a limited number of objects according to the specified criteria. This will ensure that students can grasp the fundamental concept.

Section D: Interacting about the activity

As students draw, walk around the room observing their progress, offering suggestions if necessary. At the end, conduct a group review where each student shares his or her drawings and explains his or her representation.

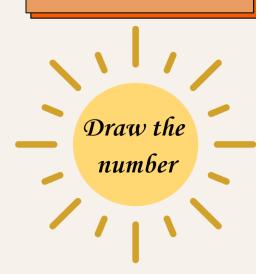


GAMIFIED ACTIVITY

NUMBERS

Objetive:

Recognize numbers in English and represent them through drawings. This activity helps students reinforce their listening comprehension of numbers and encourages their creativity in drawing the requested quantities.



Development of the activity _

The teacher begins by reviewing the English numbers 1-20 with the class, ensuring students understand how they are pronounced and recognized. Then, the teacher mentions an English number out loud (e.g., "Five"), and students should draw that quantity on their sheet of paper. For example, if they hear "five," they can draw five apples, five stars, or other objects. Once the drawings are completed, students show their work to the teacher, who checks and provides feedback.



DRAW THE NUMBER

Development of the activity

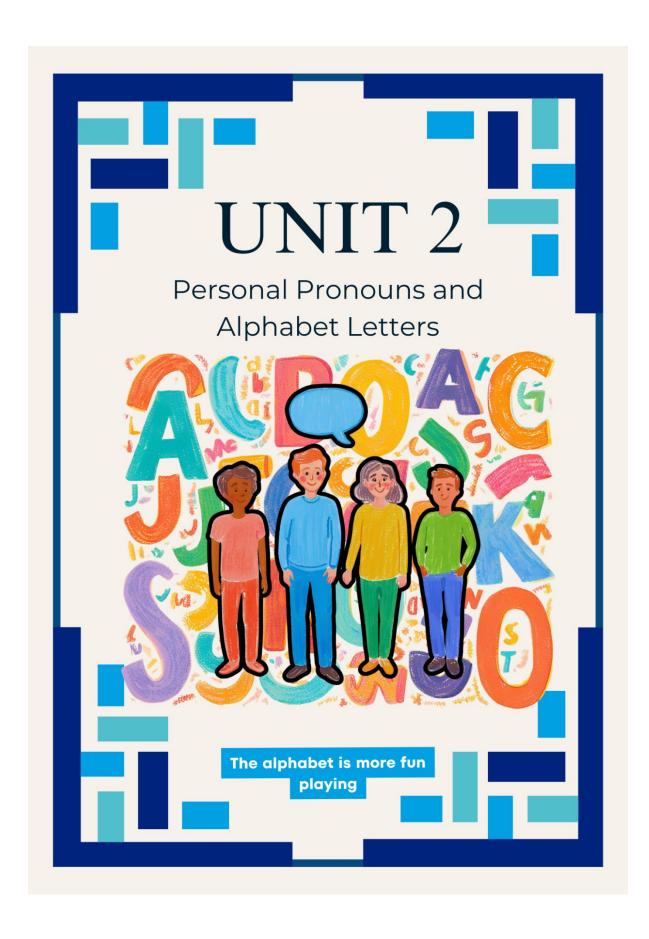
Following the rules of bingo, random numbers from 1 to 20 will come up and your teacher will pronounce them in English, cross out the numbers on your bingo board based on the order in which they come up. The first student to complete the entire board wins.













TEACHER'S GUIDE HANGED MAN

Section A: Previewing

Engage students in a fun warm-up by playing a quick letter recognition game. Show students a series of random letters on the board or flashcards, and ask them to shout out the letter names or sounds as quickly as possible. You can turn it into a competitive challenge where students earn points for speed and accuracy.

Section B: Predicting

Ask students what they think will happen in the game. Explain that they will play "Hanged Man" in teams, but with an added twist: one representative from each group will act out the word on a slip of paper while their teammates guess it by playing "Hanged Man." Encourage them to think about how they might combine teamwork, acting, and their knowledge of the alphabet to succeed.

Section C: Visualizing

Demonstrate how the activity works using an example:Divide the class into small groups.

- Show how one student from a group picks a slip of paper with a word written on it (e.g., "CAT").
- Explain that this student will act out clues related to the word (e.g., mimicking a cat's movements) while the rest of the team guesses letters to complete the word through "Hanged Man."
- Write blank spaces on the board for the word (e.g., "___").
- If a teammate guesses a correct letter, fill it in (e.g., "_ A _").
- If they guess incorrectly, add a part to the hanged man drawing or another visual representation.

GAMIFIED ACTIVITY

Objetive:

The objective is for students to practice recognizing and pronouncing letters of the alphabet while building vocabulary through interactive guessing and acting. The activity also aims to improve teamwork, listening skills, creativity, and confidence in using English.

ALPHABET



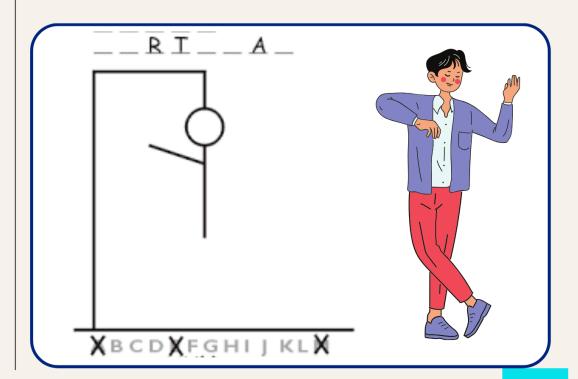
Development of the activity

Start the activity by reviewing the alphabet with the students, emphasizing pronunciation. Explain that they will play a modified version of "Hanged Man" in groups, with an acting element added for more dynamism. Divide the students into small groups, and have one representative from each group pick a slip of paper with a word written on it. The representative will act out clues related to the word—like barking or pretending to wag a tail—without speaking. The rest of the team guesses letters one at a time to complete the word on the board, with blank spaces for each letter (e.g., "_ _ _"). For each correct guess, the letter is filled in; for incorrect guesses, parts of a hanged man are drawn. The first team to guess the word correctly wins the round. After several rounds, review all the words used, reinforcing spelling by having students spell them aloud together. Discuss any mistakes made during pronunciation and offer additional practice if necessary.

HANGED MAN

Students' Expectation

This approach not only reinforces letter recognition but also encourages creativity and teamwork, making the game more dynamic and fun. As students actively participate and contribute ideas, they gain confidence in their language skills and creativity.



TEACHER'S GUIDE SPELLING GAME

Section A: Previewing

Use a fun warm-up activity, such as singing the alphabet song or spelling simple words aloud together. This will ensure students are comfortable with letter sounds and ready to engage in the game.

Section B: Predicting

Explain that they will work in teams to spell words correctly, but with an added twist: each team will have a "spelling leader" who rotates each round. The leader writes the word while teammates can only give hints or corrections by spelling out loud one letter at a time.

Section C: Visualizing

To demonstrate the game, divide the class into two teams and call out a simple word like "CAT." Select one student from each team to be the "spelling leader." The spelling leader writes the word on paper or the board while their teammates provide verbal hints by saying letters aloud. If the spelling is correct, award a point to the team. If the spelling is incorrect, allow another teammate to step in and correct it.

Section D: Interacting about the activity

Encourage them to think about how teamwork and clear communication will help them win. Monitor each team's progress and ensure all students are participating actively. Provide encouragement and feedback, especially for students struggling with pronunciation or spelling.

GAMIFIED ACTIVITY

Objetive:

The objective is for students to practice spelling words correctly while improving their pronunciation of letters and teamwork skills. This activity also aims to build confidence in using English in a fun and interactive way.

ALPHABET

SPELLING GAME

Development of the activity

Explain that students will play a competitive "Spelling Game" in teams, where collaboration is essential for success. Divide the class into two teams, and call out a word related to a specific theme, such as animals or school supplies. Each team selects a "spelling leader," who writes down the word based on their teammates' verbal hints. Teammates can only provide hints by saying one letter at a time. If the word is spelled correctly, award one point to the team; if not, another teammate has the opportunity to correct it within a time limit. Rotate roles to ensure every student gets a chance to be the "spelling leader." After several rounds, tally up the points to determine the winning team. Conclude by reviewing all the words used in the game, focusing on spelling, pronunciation, and meaning. Ask students to spell some words aloud as additional practice.

SPELLING GAME

Students' Expectation

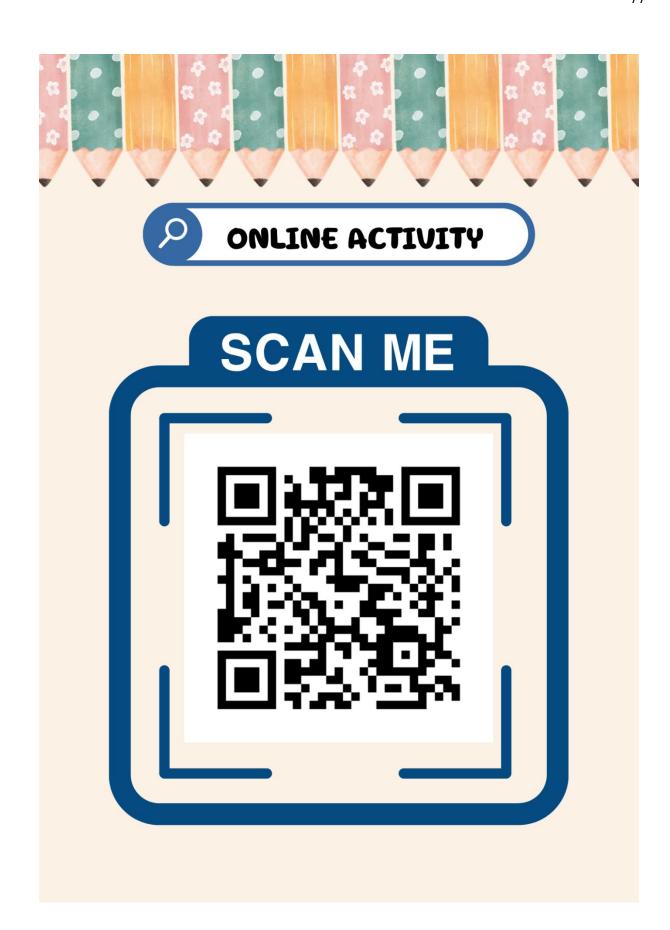
Actively participate by either writing or providing verbal hints during each round. Practice proper pronunciation of letters while giving hints. Collaborate effectively within their teams by communicating clearly and encouraging one another. Show enthusiasm and creativity when engaging in competitive gameplay.

Development the activity

with your group mates pay close attention to the word and spell it out and write it on the board, if the word is correct you earn a point, the team with the most points at the end of all rounds wins the game.

Write correctly the words that the teacher dictated.

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SHE/HER



PERSONAL PRONOUNS

TEACHER'S GUIDE PASS THE WORD CARDS

Section A: Previewing

Before starting the activity, introduce or review personal pronouns with students. Use a chart or simple sentences to show how pronouns replace nouns in a sentence. For example: "Maria is a student" becomes "She is a student." Engage students by asking them to create similar examples aloud.

Section B: Predicting

Ask students to predict how they will use the word cards during the game. Explain that they will pass cards around the class while music plays or as you count aloud. When you say "Stop!", those holding cards will read their word aloud and use it to create a sentence. Encourage them to think about how they can form meaningful sentences using personal pronouns.

Section C: Visualizing

Demonstrate the activity in a general way without focusing on specific examples. Show students how to pass the cards around quickly and randomly. Explain that when the passing stops, each student holding a card must think of a sentence using their word

Section D : Interacting about the activity

Observe students as they pass the cards and ensure everyone is participating actively. When students stop and read their cards, encourage them to form sentences confidently. Offer support if they hesitate or make mistakes. Provide positive feedback for creative or grammatically correct sentences.

GAMIFIED ACTIVITY

Objetive:

The main objective is for students to practice using personal pronouns correctly in sentences while improving their speaking and listening skills. The activity also fosters creativity and quick thinking.

PERSONAL PRONOUNS

PASS THE WORD CARDS

Development of the activity _____

Distribute word cards with personal pronouns written on them (e.g., I, you, he, she, it, we, they). As music plays or you count aloud, students pass the cards around. When you say "Stop!", students holding the cards must create a sentence using their word. For example, a student with "They" might say, "They are playing soccer," and a student with "It" could say, "It is a sunny day." Repeat this process through several rounds so all students have multiple chances to participate. Afterward, review some of the best sentences and discuss any grammar or pronunciation errors, providing additional examples

PASS THE WORD CARDS

Students' Expectation

Actively participate by passing cards and forming sentences when it's their turn. Use personal pronouns correctly in context. Speak clearly and confidently while sharing their sentences. Support classmates by listening attentively and learning from their examples.



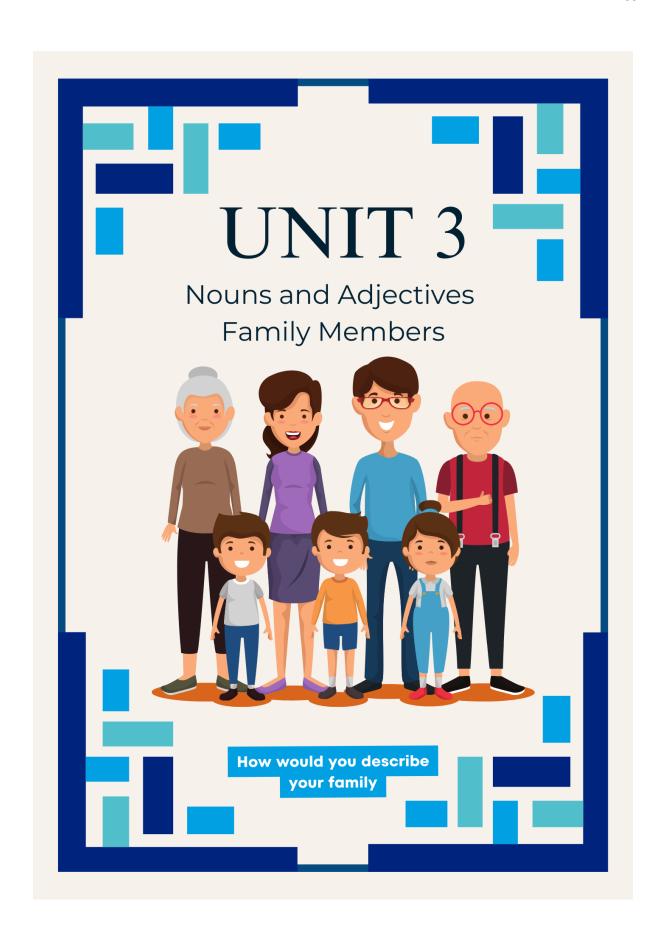
Make a sentence with the words used by your teacher

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NOUNS & ADJECTIVES

TEACHER'S GUIDE INTERACTIVE STORYTELLING

Section A: Previewing

Before beginning the activity, review nouns and adjectives with the students. Use examples from everyday life to explain their functions in a sentence. For instance, highlight how nouns represent people, places, or things, while adjectives describe or modify those nouns.

Section B: Predicting

Ask students to imagine how they might create a story together as a group. Explain that each student will contribute one sentence at a time to build the story. Encourage them to think about how they can use nouns and adjectives creatively to make the story more vivid and engaging.

Section C: Visualizing

Demonstrate how storytelling works in a general way without focusing on specific examples. Begin with an opening prompt like "Once upon a time in a magical forest..." and add one or two sentences to show how the story can evolve. Emphasize that creativity is key and that there are no wrong answers.

Section D: Interacting about the activity

During the storytelling process, circulate around the room to observe each group's progress and provide encouragement. Motivate students to incorporate a variety of nouns and adjectives to enrich their sentences. If students encounter challenges with vocabulary or sentence structure, offer suggestions or ideas to help them continue



GAMIFIED ACTIVITY

*NOUNS & * ADJECTIVES

Objetive:

The objective is for students to practice using nouns and adjectives correctly in context while enhancing their sentence structure, vocabulary, and creativity through collaborative storytelling.



Development of the activity

Divide students into small groups. Provide an opening sentence as a prompt (e.g., "Once upon a time in a small village..."). Each student takes turns adding one sentence to continue the story. For example:

- Student 1: "There was a cheerful baker who made delicious bread."
- Student 2: "One day, he found a mysterious golden key."
- Student 3: "The key opened an ancient wooden door."

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Encourage students to use at least one noun and one adjective in every sentence. Continue until the group feels their story has reached a logical conclusion. After all groups have completed their stories, invite them to share their work aloud with the class.



INTERACTIVE STORYTELLING

STUDENTS' EXPECTATIONS -

Actively participate by contributing sentences during their group's storytelling process. Use nouns and adjectives creatively and correctly in context. Collaborate respectfully with teammates by listening to others' ideas and building on them.

In the class

Based on your teacher's opening sentence, take it in turns for each student to add a sentence to form a story, remembering to add at least one adjective and one noun.



TEACHER'S GUIDE SCAPE ROOM

Section A: Previewing

Use simple examples to explain how nouns represent people, places, or things and adjectives describe or modify those nouns. Engage students by asking them to describe objects in the classroom using both nouns and adjectives.

Section B: Predicting

Ask students to imagine they are trapped in a mysterious room and must solve puzzles to escape. Explain that these puzzles will involve using nouns and adjectives creatively. Encourage them to think about how they might use their knowledge of descriptive language to solve riddles, decode clues, and complete sentences.

Section C: Visualizing

Explain that each group will follow a storyline where they must solve puzzles step by step to "escape." Highlight that some clues may involve filling in blanks with correct nouns or adjectives, unscrambling words, or describing objects aloud. Emphasize teamwork and communication

Section D: Interacting about the activity

Move around the classroom to observe how each group approaches their puzzles. Encourage students to discuss their ideas aloud and collaborate on solutions. Offer hints if a group is stuck but ensure they work through most challenges independently.

GAMIFIED ACTIVITY

* NOUNS & * ADJECTIVES

Objetive:

The objective is for students to practice using nouns and adjectives correctly while enhancing sentence structure, vocabulary, critical thinking, and teamwork through an engaging storyline.



Development of the activity

Begin by explaining that students are trapped in a fictional scenario (e.g., "You are locked in a magical castle"). They must solve puzzles using their knowledge of nouns and adjectives to escape before time runs out.

- · Divide students into small groups.
- Provide each group with a series of puzzles or challenges related to nouns and adjectives.
- Each solved puzzle provides a clue leading to the next challenge.
- The first group to complete all puzzles escapes and wins.

After all groups have finished, review the storyline and puzzles as a class. Discuss how they used nouns and adjectives creatively. Provide feedback

SCAPE ROOM

Development of the activity -

Students are expected to: Actively participate by contributing ideas during group discussions. Use nouns and adjectives correctly to solve puzzles. Collaborate effectively with teammates by sharing ideas and listening to others.

Fill-in-the-Blank Puzzle:

- 1."To open the door, describe what you see: The ____ (adjective) ___ (noun) is glowing!"
- 2.Example Answer: "The bright moon is glowing!"

1.Word

Word Scramble Challenge:

- Unscramble these words:"telitbua" (beautiful)
- o "gbi" (big)
- o "esohr" (horse)

1. Descriptive Clue:

"Find an object in the room that matches this description: It is small, shing, and round."

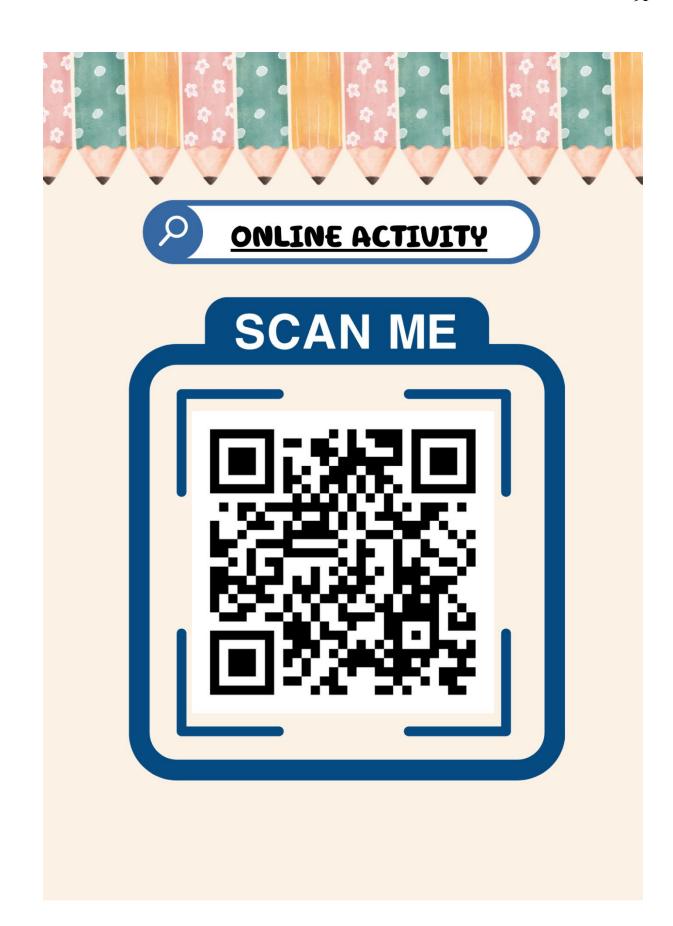
1. Riddle Challenge:

- "I am tall (adjective), made of wood (noun), and I hold books (noun). What am I?"
 - 1. Answer: A bookshelf.











TEACHER'S GUIDE GUESS WHO

Section A: Previewing

Please review the terms for family members and the sentence structures needed to describe them.

Section B: Predicting

Inquire of students how they might characterize a family member without mentioning the individual's name.

Section C: Visualizing

Please prepare a brief example describing a family member and provide students with this information to guess the example.

Section D: Interacting about the activity

Pay close attention to the descriptions, offering constructive feedback and facilitating interaction among students.



GAMIFIED ACTIVITY

FAMILYMEMBERS

Objetive:

The objective of this game is use the following practice vocabulary related to family members through oral descriptions.



Development of the activity __

Students will work in pairs or small groups. Each participant selects a family member, whether real or imaginary, and provides a description in English without mentioning the name of the person, offering only physical attributes or characteristics. The other participants must then guess who it is based on the provided clues.



GUESS WHO?

Development of the activity -

In groups within the classroom setting, each participant is tasked with selecting a family member and providing a series of characteristics and traits in English without disclosing the individual's name. The remaining participants then attempt to identify the selected family member.



TEACHER'S GUIDE IS THIS YOUR...?

Section A: Previewing

Prior to initiating the game, please take a moment to review with students the key phrases required for the activity. These include "Is this your...?," "Who is that?" "Yes, it is," and "No, it isn't."

Section B: Predicting

Inquire with students to ascertain their thoughts on how the pictures might be identified and to solicit ideas for potential guessing questions.

Section C: Visualizing

A practical example is to be conducted by drawing a picture of a family member and posing the question to a randomly selected student.

Section D: Interacting about the activity

Please guide the process, encourage students to participate, and help reinforce pronunciation and proper use of key phrases.



GAMIFIED ACTIVITY

Objetive:

The objective is to instruct students in the identification and association of their drawings and those of their classmates, based on one of their family members. This is achieved through a series of exercises focusing on basic questions and answers in English. The exercises are designed to encourage participation and oral expression.

FAMILYMEMBERS



Development of the activity _____

Students create drawings that represent their family members. The teacher collects the drawings and places them in a pile on the board at the front of the classroom. A random student comes to the front, selects a drawing and the class asks in chorus, "Who is that?" or "What is that?". The student tries to guess who the drawing belongs to by asking the partner, "Is this your...?" (e.g., "Is this your mom?"). If the owner of the picture answers "Yes, it is," the student gets it back; if not, the student keeps guessing until the correct owner is found.

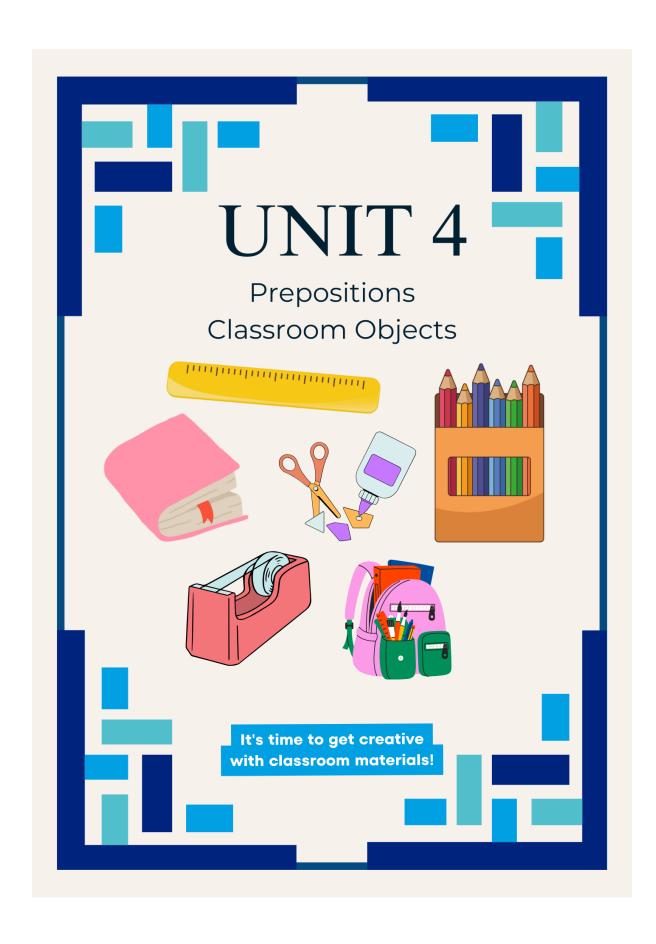
'IS THIS 'YOUR?

Development of the activity

Create a drawing that represents one of the members of your family, the teacher will collect the drawings and place them on the board. The student tries to guess who the drawing belongs to by asking the partner, "Is this your...?" (e.g., "Is this your mom?"). If the owner of the picture answers "Yes, it is", he/she gets it back; if not, he/she keeps guessing until the correct owner is found.









TEACHER'S GUIDE COPYCAT

Section A: Previewing

The purpose of the activity is to listen and recall commands. Examples of the instructions to be used must be provided.

Section B: Predicting

Students should be invited to think about how they will be able to remember and copy the actions that the teacher is going to give correctly, and what strategy they will use to avoid forgetting.

Section C: Visualizing

Please conduct a brief demonstration, with the assistance of a student, to ensure that students understand how to follow the instructions and repeat them in the correct sequence during the activity.

Section D: Interacting about the activity

It is important to observe the dynamics of the class, offer support in case of doubts and encourage the active interaction of the rest of the class when correcting mistakes.



GAMIFIED ACTIVITY

PREPOSITIONS

COPYCAT

Objetive:

The following exercise has been designed to assist in the development of listening comprehension and memory skills. The exercise involves the imitation of actions related to classroom objects.



Development of the activity

Ask a couple of students to come to the front of the class and give them a set of instructions to act out or imitate: "Give me a pencil." "Pass Max a book." "Get me a pen." Take note of the sequence of instructions you give. Then ask another pair of students to come to the front of the class. Say "Copy." The students have to perform the same actions in the same order as the first pair. The rest of the class can correct them if they make mistakes. Repeat the activity with a new sequence and different imitators.



COPYCAT

Development of the activity

Follow the instructions and acts dictated by your teacher in the correct sequence, go to the pizaaroon and perform them or imitate them in the corresponding order.



write down the orders given by

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TEACHER'S GUIDE MESSAGES

Section A: Previewing

Please provide guidance ath the estudents on composing straightforward messages in English, incorporating suitable vocabulary and structures.

Section B: Predicting

Students should be invited to consider what kind of messages they think they could write and perform in the activity.

Section C: Visualizing

Provide a brief example by writing a message, reading it out loud and performing the corresponding action to make it much clearer.

Section D: Interacting about the activity

It is vital to supervise the activity, assist students with pronunciation and encourage active interaction between them.

GAMIFIED ACTIVITY

Objetive:

The purpose of this exercise is to practise reading in English and to improve one's pronunciation and comprehension of written instructions related to classroom objects.

PREPOSITIONS

MESSAGES

Development of the activity

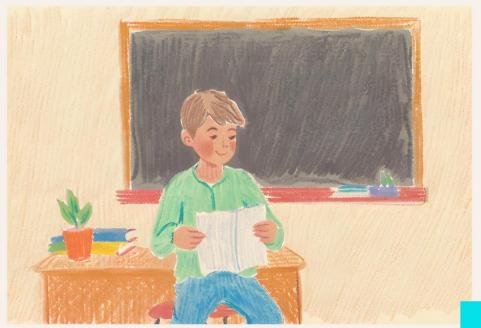
Each student inscribes a message on a piece of paper, which may take the form of an instruction, a request or an invitation (e.g., 'Bring me a book', 'Can you lend me a pencil?'). The messages are then placed in a box or bag. Students take turns to draw a message at random, read it aloud and perform the action or respond to the request. Once completed, they move on to the next message until all participants have had the opportunity to do so.

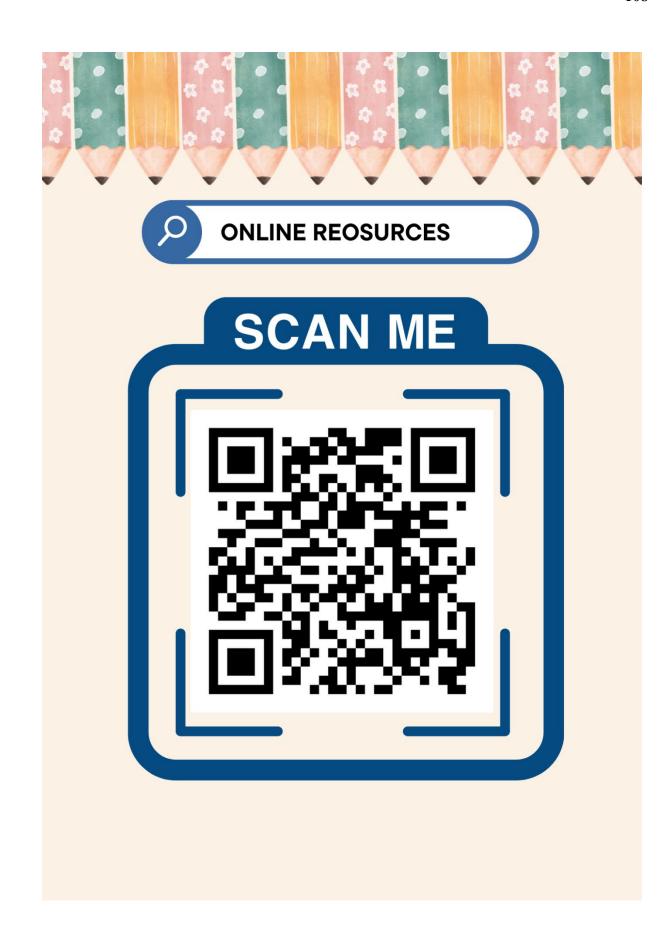
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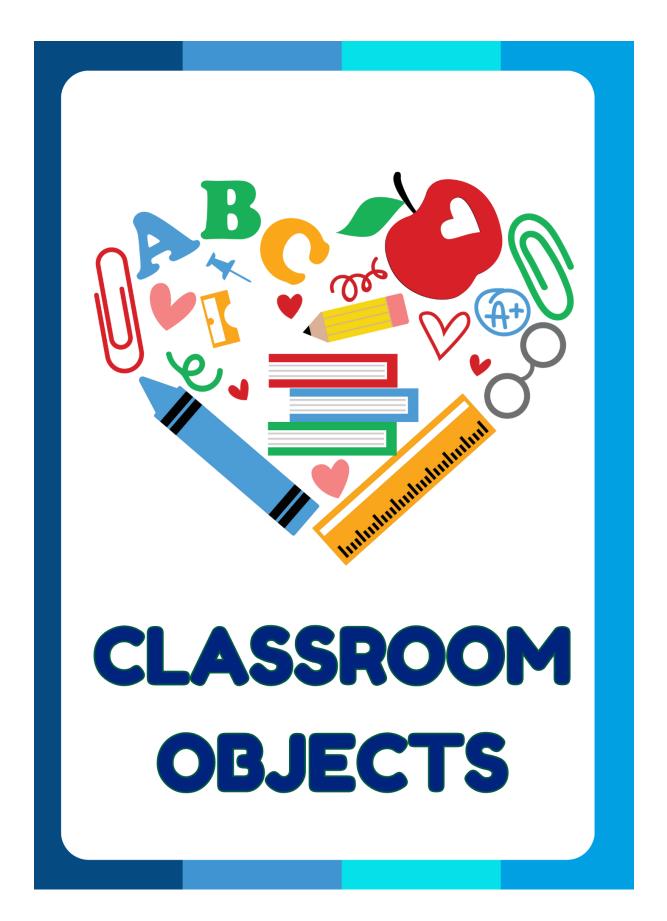
MESSAGES

Development of the activity

Please prepare an instruction, activity or order that you would like to carry out or that you would like your classmates to carry out. For example, you may wish to say, 'Matthew, pass me the ball'. Once you have completed your instructions, please fold your paper and hand it to the teacher. Then, please go to the front of the class and choose a random paper. Read the instructions on that paper and carry out the activity described.







TEACHER'S GUIDE DRAWING GAME

Section A: Previewing

Review common classroom objects with students. Use real items or pictures to introduce vocabulary such as pencil, eraser, ruler, book, chair, and board. Encourage students to repeat the words aloud to practice pronunciation.

Section B: Predicting

Ask students to imagine how they might guess what someone is drawing. Explain that you will draw a picture of a classroom object on the board, line by line, and they will need to guess what it is before the drawing is complete.

Section C: Visualizing

Describe the process of drawing a picture step by step without focusing on specific examples. Explain that you will start with simple shapes or lines and gradually add details until the object becomes clear. Emphasize that students should pay attention to each new detail and try to guess aloud as soon as they recognize what it might be.

Section D: Interacting about the activity

Draw slowly and pause after each line or detail to ask, "What am I drawing? Can you guess?" Encourage students to shout out their guesses confidently. If students struggle to guess correctly, provide verbal hints related to the object (e.g., "You use this to write on paper" for a pencil).

GAMIFIED ACTIVITY

Objetive:

The objective is for students to practice recognizing and naming classroom objects while improving their vocabulary, listening skills, and creativity through interactive guessing.

CLASSROOM OBJECTS



Development of the activity

Explain that you will play a guessing game where they must identify objects based on drawings. Draw an object related to classroom vocabulary on the board one line or shape at a time. Pause after each addition and ask students: "What am I drawing? Can you guess?" Allow students to call out guesses as you continue drawing. If someone guesses correctly before you finish, celebrate their success and complete the drawing for everyone. Repeat with different objects until all students have had multiple chances to participate.

DRAWING GAME

Students' Expectations

Actively participate by guessing what is being drawn. Use their knowledge of vocabulary and context clues to make accurate guesses. Speak confidently when sharing their answers with the class. Engage creatively with peers by discussing possible answers during pauses.



TEACHER'S GUIDE JIGSAW

Section A: Previewing

Use real items or pictures to introduce words such as pencil, eraser, ruler, book, chair, and board. Practice pronunciation and spelling by asking students to repeat each word aloud. To make it engaging, ask students to describe these objects using simple phrases like "The pencil is yellow."

Section B: Predicting

Ask students how they think they can solve a puzzle using pictures of classroom objects. Explain that each student will receive a piece of a larger picture and that they must figure out what their piece belongs to by asking questions.

Section C: Visualizing

Explain that they will start by observing their puzzle piece carefully and thinking about what it might represent. They will then walk around the classroom asking classmates questions like "Is your piece part of a ruler?" or "Does your piece show part of a chair?"

Section D: Interacting about the activity

Observe how students interact with one another while asking questions. Encourage them to use full sentences when speaking (e.g., "Is your picture part of a book?"). Provide hints if students are struggling but allow them to solve most of the puzzle independently.

GAMIFIED ACTIVITY

Objetive:

The objective is for students to practice identifying and describing classroom objects while improving their speaking, listening, and teamwork skills through an interactive puzzle-solving activity.

CLASSROOM OBJECTS



Development of the activity

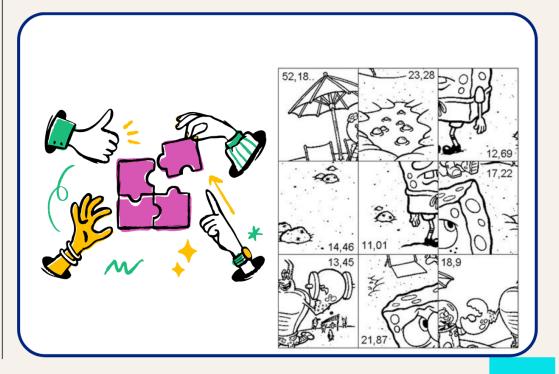
Prepare pictures of classroom objects (e.g., a pencil case, whiteboard, or backpack) and cut each into 5–6 pieces. Distribute one piece of a picture to each student. Students examine their piece and think about what it might represent. They walk around the classroom asking classmates questions like "Does your piece look like part of a desk?" or "Is your piece part of a board?" Once they find all matching pieces, they assemble the full picture as a group. Each group presents their completed puzzle and describes it using sentences like "This is a chair. It is blue and made of plastic."

After all groups have completed their puzzles, review each picture as a class.

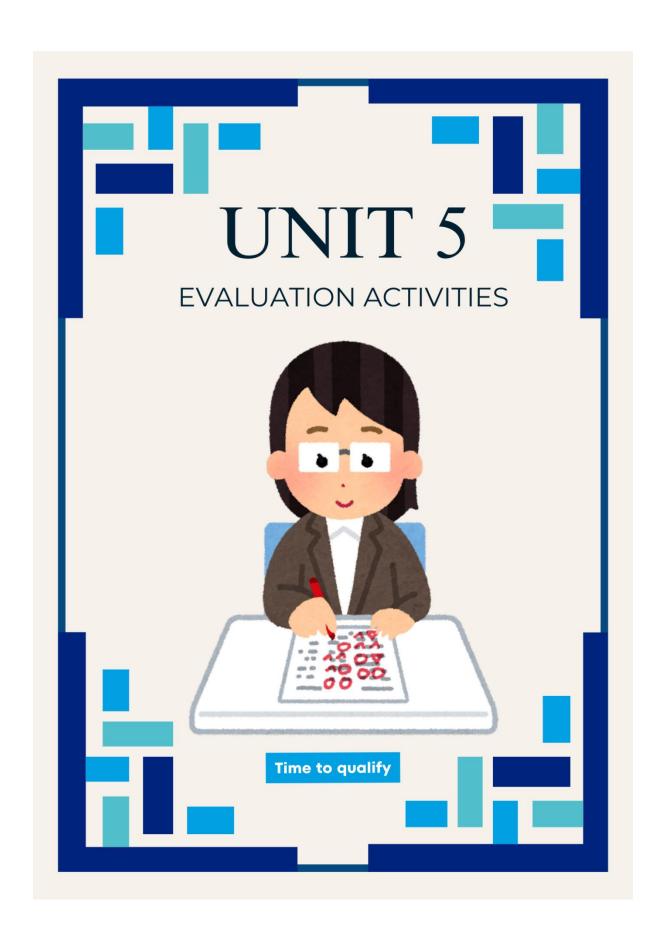


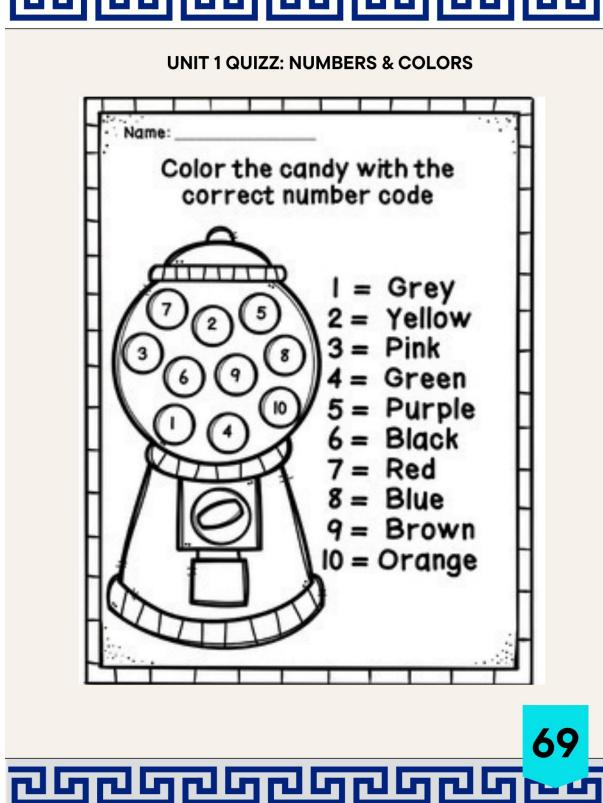
Development of the activity

Actively participate by observing their puzzle piece and asking questions. Use full sentences when communicating with classmates. Collaborate effectively with their group members to assemble the complete picture. Describe their completed puzzle confidently using classroom object vocabulary.



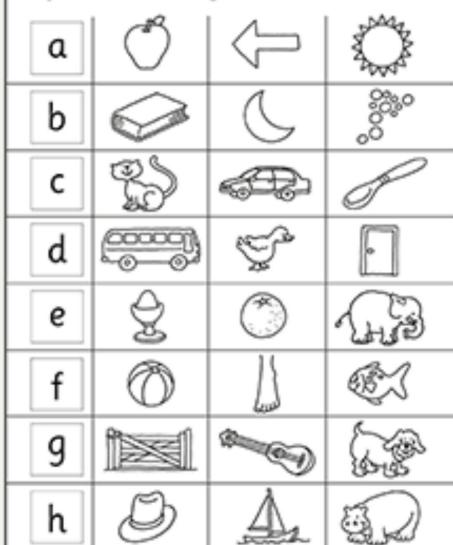




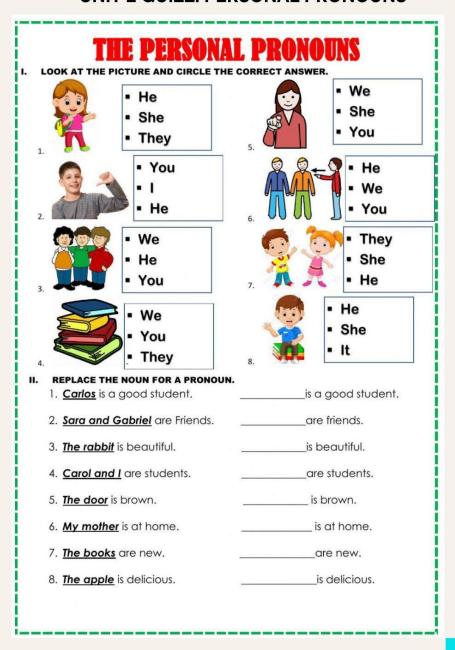


Look at the box in each row, then draw a circle around the picture that does not begin with the sound in the box.

UNIT 2 QUIZZ: ALPHABET



UNIT 2 QUIZZ: PERSONAL PRONOUNS



UNIT 3 QUIZZ: ADJECTIVES & NOUNS

Name:	_ Date:
Adjectives a	and Nouns
Match the adjective to the I	noun.
funny	car
red	clown
tall	ant
fluffy	apple
cute	tree
tiny	bear
fast	pillow
big	kitten

UNIT 3 QUIZZ: FAMILY MEMBERS Name Family Members **Family Member Words** mother grandmother father grandfather sister aunt brother uncle

UNIT 4 QUIZZ: PREPOSITIONS

on	near	next to	behind	under	
3					
		T		3	
The owl	is	th	e bed.		
		th		3	
The ball	is		e table.	3	
The ball The gift	is	th	e table. e dog.	3	
The ball The gift The dog	is is is	th	e table. e dog. ne table.		
The ball The gift The dog The ball	is is is	th	e table. e dog. ne table. ne bag.	ped.	

UNIT 4 QUIZZ: CLASSROOM OBJECTS

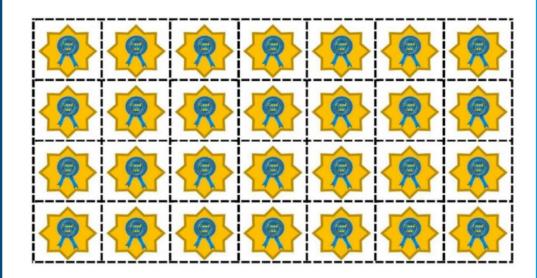


REWARD MATERIAL





	(TEAM NAME)		
■ Mission 1			
■ Mission 2			
Mission 3			
■ Mission 4			
■ Mission 5			
■ Mission 6			
■ Mission 7			





4.3 Impacts

There are three impacts to analyze:

- Linguistic impact
- Academic impact
- Motivational impact

Tabla 1

Numerical impact levels

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

4.3.1 Linguistic impact

Tabla 2

Linguistic impact indicators

Impact Levels	-3	-2	-1	0	1	2	3
Indicators							
1. I can recognize and use numbers and colors in context.						X	
2. I can spell names and use personal pronouns in simple sentences.						X	
3. I can describe my family, other people and places using adjectives.						X	
4. I can distinguish prepositions of place and use in context.						X	
5. I can understand and follow simple instructions in a game or classroom setting.							
Total:							10
7	10						

Linguistic impact level = High positive

Students: 8th Grade

Analysis: The linguistic impact demonstrates that the implemented activities and tools have yielded substantially positive outcomes in the development of students' language proficiency. The findings reveal marked improvements across multiple domains, including lexical breadth, grammatical competence, and both oral and written expression. The designation of "Highly positive" indicates robust advancement in linguistic performance, attributable to the implementation of effective methodological approaches encompassing dynamic classroom interactions and innovative pedagogical strategies. This progressive enhancement in language acquisition suggests the successful integration of theoretical frameworks with practical applications in the educational environment.

4.3.2 Academic impact

Tabla 3
Academic impact

Impact Levels	-3	-2	-1	0	1	2	3
Indicators							
I can actively take part in gamified tasks designed to practice vocabulary and grammar.						X	
2. I can participate in classroom discussions using learned phrases or modeled responses.						X	
3. I can collaborate with peers in group activities or challenges to solve problems in English.						X	
4. I can perform short role-plays or presentations confidently, even if I make mistakes.						X	
5. I can achieve measurable progress in language accuracy and fluency using gamified evaluation tools.						X	
Total:							10

Academic impact level = High positive

Students: 8th Grade

Analysis: The academic impact reveals substantial progress in domains associated with students' comprehensive learning outcomes. The "Highly positive" assessment indicates that classroom-implemented tools and strategies have significantly enhanced academic performance metrics. This impact likely stems from the integration of technological resources, differentiated instructional methodologies, and approaches that foster meaningful learning experiences. The evidence manifests in quantifiable metrics, including academic achievement scores, knowledge acquisition parameters, and problem-solving capabilities.

Furthermore, the documented improvements suggest a systematic enhancement of pedagogical effectiveness through evidence-based interventions. The comprehensive nature of these advancements indicates successful alignment between instructional strategies and learning objectives.

4.3.3 Motivational impact

Tabla 4 *Motivational impact*

Impact Levels	-3	-2	-1	0	1	2	3
Indicators							
1. I actively participate in class by volunteering to answer questions or engage in discussions.						X	
2. I feel motivated to try speaking without fear of making mistakes due to a positive classroom environment.						X	
3. I find it easier to memorize new vocabulary and phrases through gamified experiences.							X

- 4. I actively participate in class by volunteering to answer x questions or engage in discussions.
- **5.** I feel rewarded by achieving goals (e.g., earning points, x leveling up) in game-based tasks.

Total:

Academic impact level = High positive

Students: 8th Grade

Analysis: The motivational impact stands as the most prominent among the three analyzed factors, revealing students' heightened enthusiasm and positive engagement in their learning process. The "Highly positive" outcome demonstrates that implemented strategies have cultivated both sustained interest and active participation. The evidence suggests that student-centered, dynamic activities have fostered deeper emotional engagement, enhanced learning readiness, and improved self-confidence. This motivational surge correlates with increased classroom initiative and sustains academic engagement, indicating the successful creation of an environment that balances challenge with support.

4.3.4 Total impact

Upon analysis of the three foundational pillars (linguistic, academic, and motivational), empirical evidence demonstrates the significant efficacy of the gamified educational framework. The implementation of these pedagogical strategies yielded substantial improvements in English language acquisition while concurrently fostering heightened student self-efficacy, intrinsic motivation, and classroom engagement. Quantitative data indicates measurable advancements in key linguistic competencies, with 75% of participants exhibiting marked progress in phonological accuracy, verbal fluency, and lexical proficiency. Moreover, 85% of subjects reported enhanced confidence during peer-to-peer English communication, effectively transforming traditionally anxiety-inducing oral expression scenarios into enriching pedagogical opportunities.

The cumulative findings substantiate that this gamified methodology not only achieves its intended educational objectives but establishes a robust foundation for linguistic competency development while fostering learner autonomy, motivation, and meaningful cognitive engagement.

4.3.5 Socialization

Linguistic impact

Question: Do you think the activities in the guide helped you improve your pronunciation, fluency and use of English vocabulary?

• Strongly agree: 25%

Agreee: 50%

• Neutral: 20%

Disagreee: 5%

• Strongly disagree: 0%

The data reveals that 75% of students reported enhancement in their linguistic competencies, while 20% maintained a neutral stance, and a minimal percentage expressed disagreement. The findings suggest that gamified instructional approaches demonstrate significant efficacy for a substantial majority of learners. However, the varied response pattern indicates an opportunity to implement more tailored exercises to better address the needs of students facing distinct challenges or entering with diverse proficiency levels.

Academic Impact

Question: How helpful was the use of gamified games and activities in increasing your confidence in speaking English in front of your peers?

A great deal: 40%

• Quite a lot: 45%

Fairly: 10%

A little: 5%

• Not at all: 0%

The data indicates that 85% of students perceived gamified activities as highly or considerably beneficial for enhancing their confidence in public English speaking, suggesting that gamification strategies effectively reduced anxiety and fostered an environment conducive to oral interaction. The findings underscore the efficacy of gamification in creating an

atmosphere that promotes self-efficacy and confidence in second language production, while further analysis reveals that the integration of game-like elements successfully mitigated common psychological barriers associated with foreign language speaking. The high percentage of positive responses demonstrates that gamification mechanisms effectively transform potentially stressful speaking situations into engaging learning opportunities.

Motivation

Question: How motivated did you feel when participating in the gamified activities in the guide?

Very motivated: 30%Motivated: 50%

Neutral: 10%

Poorly motivated: 5%Not at all motivated: 0%

The data reveals that 80% of students reported feeling motivated or highly motivated by the proposed activities, indicating that gamification successfully captured the interest of the majority and encouraged their participation. This substantial level of engagement reinforces the effectiveness of interactive and dynamic components inherent in this methodology for sustaining student attention and generating enthusiasm in English language acquisition. The high percentage of positive motivational responses demonstrates that gamified elements successfully transform traditional learning scenarios into compelling educational experiences, significantly enhancing student engagement and creating an environment where language learning becomes an intrinsically rewarding process.

CONCLUSIONS

- Recent findings at Beatriz Cueva de Ayora School reveal compelling evidence for gamification's transformative impact on eighth-grade students' oral communication abilities. Through the implementation of dynamic pedagogical approaches, including narrative-driven exercises, immersive role-play scenarios, and digital platforms like Kahoot and Duolingo, students exhibited marked improvements in their linguistic fluency and classroom participation. The overwhelming majority of students—exceeding 90%—reported enhanced confidence and motivation in their English-speaking endeavors, suggesting that gamified learning environments foster both engagement and linguistic development.
- While gamification demonstrates considerable promise, several implementation challenges warrant attention. Educational institutions often grapple with technological constraints, inadequate instructor preparation, and inconsistent student participation patterns. Addressing these limitations necessitates comprehensive teacher development initiatives, versatile gamification strategies encompassing both digital and analog methodologies, and inclusive pedagogical frameworks to maximize educational outcomes. These observations underscore the critical importance of sustained professional development opportunities for educators to effectively integrate gamification principles into their instructional practices.
- This investigation illuminates gamification's potential as a sustainable and adaptable approach to English language instruction. Its capacity to stimulate active learning while reducing anxiety aligns with Krashen's theoretical framework regarding the affective filter in language acquisition. Furthermore, gamification's dual emphasis on internal and external motivation supports sustained student engagement and skill enhancement, positioning it as a valuable pedagogical framework for developing oral proficiency in academic settings. The synthesis of these findings suggests that gamification merits serious consideration as a standardized instructional approach in language education.

RECOMENDATIONS

- Gamified activities can be implemented regularly in the classroom, with an emphasis on tools and dynamics that promote oral interaction, such as role-playing games, real-life simulations and interactive digital platforms. Train teachers to optimize the design and implementation of these activities, ensuring that they match students' competencies.
- Design continuing professional development programs for teachers focused on the use of gamification strategies and integrate them with traditional methodologies. In addition, ensure access to basic technological resources and non-digital alternatives that allow the implementation of gamification in contexts with technological limitations.
- Make gamification an integral part of the English language teaching curriculum, with clear
 objectives and strategies aligned to pedagogical frameworks such as the communicative
 approach and second language acquisition theories. Continually evaluate the impact of these
 activities and adjust based on feedback from students and teachers to maximize their long-term
 effectiveness.

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ANEXXES

Annex 1: Formato de entrevista dirigida a: Msc. Jenny Valladolid Coordinador del área de inglés del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH COORDINATOR AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA

Objective. The objective of this interview is to analyze the experience and perceptions of English teachers regarding the implementation of gamification as a pedagogical strategy to improve students' speaking skills. Through their responses, we aim to gain a clear understanding of the effectiveness of this methodology, its advantages, challenges, and its impact on student motivation and participation, as well as suggestions for further improvement.

- 1. How would you describe your overall experience using gamification strategies in your English classes?
- **2.** What types of games or gamified activities have you used to improve students' speaking skills?
- **3.** What are the main advantages you have observed in your students when implementing gamification to develop their speaking skills?
- **4.** What challenges have you faced when integrating gamification into your classes? (e.g., preparation, student motivation, class time, etc.)
- **5.** From your perspective, how has gamification affected student participation and motivation in speaking activities?
- **6.** Have you noticed specific improvements in students' fluency or confidence when speaking English after implementing games in class? If so, could you provide examples?
- 7. What kind of feedback have you received from students regarding gamified activities? Have they expressed that these activities help them improve their speaking skills?
- **8.** In your opinion, how could the use of gamification be improved or adjusted to make it even more effective in developing speaking skills?
- **9.** Do you believe gamification should be implemented more frequently in English classes? Why or why not?

10. What strategies do you recommend for ensuring that gamification activities remain inclusive and engaging for students with different levels of English proficiency?

THANK YOU FOR YOUR COOPERATION

Annex 2: Transcripción de entrevista dirigida a: Msc. Jenny Valladolid Coordinador del área de inglés del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -INGLÉS

Entrevista dirigida a: Mgs. Jenny Valladolid Coordinadora del área de inglés del colegio Beatriz Cueva de Ayora

Fecha de aplicación: 27 de noviembre del 2024

Thalia Rojas: Muy buenos días, magíster Jenny Valladolid. El día de hoy voy a proceder con la entrevista en relación al tema de investigación sobre la implementación de la gamificación como estrategia pedagógica para mejorar la habilidad de speaking en los estudiantes. Para empezar, la primera pregunta es: ¿Cómo describiría su experiencia general utilizando estrategias de gamificación en sus clases de inglés?

Jenny Valladolid: Bien, eh, mucho gusto, Thalia, y gracias por esta oportunidad. Bueno, en general, la experiencia ha sido positiva. La gamificación ha sido una herramienta muy útil para motivar a los estudiantes y hacer que participen más activamente en clase. Eh, he notado que cuando introducimos juegos o dinámicas interactivas, los chicos se sienten más cómodos y dispuestos a hablar en inglés, incluso aquellos que suelen ser más tímidos.

Thalia Rojas: Perfecto. ¿Qué tipos de juegos o actividades gamificadas ha utilizado para mejorar las habilidades de expresión oral de los estudiantes?

Jenny Valladolid: Bueno, hemos usado varias estrategias. Eh, por ejemplo, juegos de roles, actividades de storytelling donde los estudiantes tienen que crear historias en grupos, concursos tipo trivia con herramientas como Kahoot y Quizizz, y también dinámicas de debate gamificadas, donde se asignan puntos por participación y argumentación en inglés. Además, hemos implementado el uso de insignias y recompensas para incentivar la práctica constante del speaking.

Thalia Rojas: Muy interesante. ¿Cuáles son las principales ventajas que ha observado en sus estudiantes al implementar la gamificación para desarrollar sus habilidades de expresión oral?

Jenny Valladolid: Eh, diría que una de las principales ventajas es que los estudiantes se sienten más motivados y pierden el miedo a equivocarse. Como los juegos crean un ambiente relajado,

los chicos se atreven más a hablar sin preocuparse tanto por los errores. También mejora la fluidez porque están practicando de manera continua sin que se sienta forzado. Otra ventaja importante es que fomenta la colaboración entre ellos, ya que muchas actividades son grupales y requieren trabajo en equipo.

Thalia Rojas: Claro, la motivación es clave. Ahora, ¿qué desafíos ha enfrentado al integrar la gamificación en sus clases?

Jenny Valladolid: Bueno, eh, hay varios desafíos. Uno de ellos es el tiempo, porque a veces las actividades gamificadas toman más tiempo del esperado y es difícil cubrir todo el contenido del currículo. Otro reto es la preparación, ya que diseñar materiales y adaptar los juegos requiere planificación. También hemos notado que no todos los estudiantes responden de la misma manera; algunos prefieren métodos más tradicionales y no se sienten cómodos con la competencia o la presión de los juegos.

Thalia Rojas: Comprendo. Desde su perspectiva, ¿cómo ha afectado la gamificación la participación y la motivación de los estudiantes en actividades de speaking?

Jenny Valladolid: Diría que ha tenido un impacto muy positivo. Eh, los estudiantes que antes evitaban hablar en inglés ahora lo hacen con más confianza. También se nota que disfrutan más las clases y participan voluntariamente en actividades que antes les parecían aburridas o difíciles. La competencia sana y las recompensas simbólicas les dan un incentivo extra para esforzarse más.

Thalia Rojas: ¿Ha notado mejoras específicas en la fluidez o confianza de los estudiantes al hablar inglés después de implementar juegos en clase? ¿Podría darme algún ejemplo?

Jenny Valladolid: Sí, definitivamente. Eh, por ejemplo, en las actividades de storytelling, hemos visto que los estudiantes que antes titubeaban mucho ahora pueden desarrollar sus ideas con mayor facilidad. En los debates gamificados, algunos estudiantes que antes solo decían frases cortas ahora construyen argumentos más sólidos y sin miedo a expresarse. También, los juegos de roles han ayudado a que los chicos se suelten más y hablen con mayor naturalidad.

Thalia Rojas: Qué bueno escuchar eso. ¿Qué tipo de retroalimentación ha recibido de los estudiantes sobre las actividades gamificadas? ¿Han expresado que estas les ayudan a mejorar su speaking?

Jenny Valladolid: Sí, la mayoría de los estudiantes dicen que les gusta aprender de esta manera porque se sienten menos presionados y más motivados a participar. Algunos mencionan que los juegos los ayudan a recordar vocabulario y estructuras gramaticales sin necesidad de memorizarlas de manera aburrida. También nos han dicho que disfrutan mucho las actividades en grupo porque aprenden de sus compañeros y se apoyan mutuamente.

Thalia Rojas: Muy interesante. En su opinión, ¿cómo podría mejorarse o ajustarse el uso de la gamificación para hacerla aún más efectiva en el desarrollo de la expresión oral?

Jenny Valladolid: Creo que podríamos mejorar implementando más tecnología, por ejemplo, con aplicaciones que permitan un aprendizaje más personalizado. También podríamos diversificar las dinámicas para incluir diferentes estilos de aprendizaje y asegurarnos de que haya un balance entre competencia y colaboración. Y bueno, otro punto importante es capacitar a los docentes en estrategias de gamificación para que puedan aplicarlas de manera más efectiva.

Thalia Rojas: Muy buenas sugerencias. ¿Cree que la gamificación debería implementarse con mayor frecuencia en las clases de inglés? ¿Por qué sí o por qué no?

Jenny Valladolid: Sí, definitivamente. Creo que debería utilizarse con más frecuencia porque ayuda a que el aprendizaje sea más significativo y atractivo para los estudiantes. Sin embargo, debe haber un equilibrio con otras metodologías para garantizar que todas las habilidades del idioma se desarrollen de manera integral.

Thalia Rojas: Finalmente, ¿qué estrategias recomendaría para garantizar que las actividades gamificadas sean inclusivas y atractivas para estudiantes con diferentes niveles de inglés?

Jenny Valladolid: Es importante diseñar actividades que se adapten a distintos niveles de competencia. Por ejemplo, se pueden ofrecer diferentes niveles de dificultad en los juegos o permitir que los estudiantes elijan entre varias opciones según su confianza en el idioma. También es clave brindar apoyo visual y auditivo para facilitar la comprensión y fomentar un ambiente en el que todos se sientan cómodos participando.

Thalia Rojas: Muchas gracias, magíster Jenny Valladolid, por su tiempo y por compartir su experiencia. Sus respuestas serán de gran ayuda para mi investigación.

Jenny Valladolid: Gracias a usted, Thalia. Le deseo mucho éxito en su trabajo.

Annex 3: Formato de encuesta dirigida a los estudiantes de octavo año del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE OCTAVO AÑO DEL COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA

Objective: The objective of this survey is to gather insights into students' experiences in English classes, particularly focusing on their perceptions of gamification as a tool to improve their speaking skills. The survey aims to assess students' motivation, participation, and perceived progress in oral proficiency when games or gamified activities are used, as well as to gather suggestions for improving the use of these strategies in the classroom.

Instructions: Below, you will find a series of questions about your experience in English classes. Please respond honestly by selecting the option that best describes your situation.

All surveys are anonymous and confidential, so you are free to answer.

QUESTIONNAIRE

Sección 1: Experiencia en las Clases de Inglés

- 1. ¿Te gusta aprender inglés?
- o Mucho
- o Un poco
- Ni me gusta ni me disgusta
- o No mucho
- o Nada
- 2. ¿Con qué frecuencia participas en actividades orales (hablar en inglés) en clase?
- o Siempre
- o A menudo
- Algunas veces
- Rara vez
- Nunca

Sección 2: Percepción sobre la Gamificación

- 3. ¿Te sientes más motivado/a para participar en las actividades orales cuando se usan juegos o dinámicas gamificadas?
- Mucho más motivado/a
- Un poco más motivado/a
- No afecta mi motivación
- o Me siento menos motivado/a
- 4. En tu opinión, los juegos usados en clase te han ayudado a mejorar tu habilidad para hablar en inglés:
- Mucho
- o Algo
- o Poco
- o Nada

Sección 3: Resultados Percibidos en el Desarrollo de la Habilidad Oral

- 5. ¿Sientes que has mejorado en tu habilidad para hablar inglés desde que comenzaron a usar juegos en clase?
- Sí, he mejorado mucho
- He mejorado un poco
- No he notado cambios
- Siento que he empeorado
- 6. ¿Te sientes más cómodo/a hablando en inglés después de haber participado en actividades gamificadas?
- Sí, mucho más cómodo/a
- Un poco más cómodo/a
- No he notado diferencia
- o Me siento menos cómodo/a

Sección 4: Evaluación de la Gamificación

7. ¿Consideras que las actividades gamificadas te han permitido practicar el inglés de una forma más divertida?

- o Totalmente de acuerdo
- o De acuerdo
- O Ni de acuerdo ni en desacuerdo
- o En desacuerdo
- o Totalmente en desacuerdo
- 8. ¿Crees que las actividades gamificadas te han ayudado a perder el miedo o la vergüenza al hablar inglés en clase?
- Sí, mucho
- o Un poco
- No he notado cambios
- o No, me siento igual
- 9. ¿Cuánto crees que los juegos utilizados en clase han mejorado tu fluidez al hablar en inglés?
- Mucho
- o Moderadamente
- o Poco
- o Nada
- 10. ¿Te gustaría que se usaran más juegos en tus clases de inglés para mejorar tu habilidad de hablar?
- o Sí, me gustaría mucho
- Me gustaría un poco más
- o Me da igual
- No, prefiero menos juegos
- 11. ¿Qué tipo de juegos o dinámicas te gustaría que se usaran más en tus clases de inglés?
- o Juegos de equipo
- Concursos
- o Simulaciones de situaciones de la vida real
- o Otro:

Annex 4: Formato de entrevista dirigida a: Mgs. Sara Villavicencio vicerrectora de la jornada vespertina del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -INGLÉS

FORMATO DE ENTREVISTA A LA VICERRECTORA DEL COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA

Objetivo. Entender la visión y las estrategias del Vicecanciller sobre el uso de la gamificación en la enseñanza del idioma inglés, específicamente en el desarrollo de habilidades de conversación entre los estudiantes de secundaria, y su impacto en la mejora del proceso educativo

- 1. ¿Cuál es su perspectiva sobre la implementación de estrategias de gamificación en el aula como herramienta para mejorar el aprendizaje del inglés entre los estudiantes?
- **2.** Desde su experiencia, ¿ha observado cambios significativos en el rendimiento o la motivación de los estudiantes al usar la gamificación en sus clases? Si es así, ¿Podría proporcionar algunos ejemplos?
- **3.** Considerando el contexto educativo de su institución, ¿qué desafíos cree que enfrentan los docentes al incorporar la gamificación como parte de sus estrategias pedagógicas?
- **4.** ¿Cómo evalúa el nivel de preparación y la formación continua que tienen los docentes respecto al uso de tecnologías y estrategias innovadoras como la gamificación en la enseñanza del inglés?
- **5.** En su opinión, ¿qué papel debería desempeñar el departamento académico en la promoción y el apoyo de la implementación de la gamificación y otras metodologías activas en el aula?
- **6.** ¿Qué recomendaciones haría para optimizar el uso de la gamificación en el desarrollo de habilidades de conversación en inglés, considerando tanto las limitaciones como las oportunidades de su institución?
- 7. ¿Qué criterios considera más relevantes para medir el éxito de la gamificación en el aprendizaje del inglés en el aula?
- **8.** ¿Cómo percibe la receptividad de los estudiantes hacia la gamificación? ¿Cree que esta estrategia influye positivamente en su participación en las clases?
- **9.** ¿Qué recursos tecnológicos o plataformas considera más efectivos para implementar estrategias de gamificación?

10. ¿Ha habido algún proyecto o iniciativa específica en su institución que utilice gamificación como parte central de su metodología? Si es así, ¿cuáles han sido los resultados observados?

THANK YOU FOR YOUR COOPERATION

Annex 5: Transcripción de entrevista dirigida a: Msc. Sara Villavicencio vicerrectora de la jornada vespertina del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -INGLÉS

Entrevista dirigida a: Mgs. Sara Villavicencio vicerrectora del colegio Beatriz Cueva de Ayora

Fecha de aplicación: 28 de noviembre del 2024

Thalia Rojas: Muy buenos días, magíster Sara Villavicencio. Agradezco su tiempo para esta entrevista, cuyo propósito es comprender su visión y las estrategias implementadas respecto al uso de la gamificación en la enseñanza del inglés, especialmente en el desarrollo de habilidades de conversación en los estudiantes de secundaria. Para comenzar, ¿cuál es su perspectiva sobre la implementación de estrategias de gamificación en el aula como herramienta para mejorar el aprendizaje del inglés entre los estudiantes?

Sara Villavicencio: Buenos días, Thalia, y gracias por la oportunidad de compartir nuestra experiencia. Considero que la gamificación es una herramienta pedagógica innovadora que transforma el aprendizaje en una experiencia más dinámica e interactiva. Su implementación fomenta el interés de los estudiantes y los convierte en participantes activos de su propio aprendizaje. En lo que respecta a la expresión oral en inglés, esta metodología ayuda a reducir la ansiedad lingüística y crea un entorno en el que los errores son parte natural del proceso de aprendizaje y no un motivo de frustración.

Thalia Rojas: Desde su experiencia, ¿ha observado cambios significativos en el rendimiento o la motivación de los estudiantes al usar la gamificación en sus clases? Si es así, ¿podría proporcionar algunos ejemplos?

Sara Villavicencio: Sí, definitivamente. He notado que los estudiantes muestran mayor motivación y compromiso con su aprendizaje cuando se utilizan estrategias gamificadas. ¡Un ejemplo claro es el uso de plataformas como Kahoot! en evaluaciones interactivas, donde se ha visto un aumento en la retención de vocabulario y una mayor disposición a participar oralmente en inglés. También he implementado competencias y dinámicas de trabajo en equipo que fomentan la colaboración y el aprendizaje significativo.

Thalia Rojas: Considerando el contexto educativo de su institución, ¿qué desafíos cree que enfrentan los docentes al incorporar la gamificación como parte de sus estrategias pedagógicas?

Sara Villavicencio: Los docentes enfrentan varios desafíos. Uno de los principales es la falta de formación especializada en herramientas tecnológicas, lo que puede dificultar su implementación efectiva. Otro reto importante es el tiempo requerido para diseñar y aplicar actividades gamificadas dentro del currículo. También hay cierta resistencia al cambio por parte de algunos docentes que prefieren metodologías más tradicionales. Además, las limitaciones de infraestructura tecnológica, como el acceso a dispositivos y una conexión estable a internet, pueden ser barreras significativas.

Thalia Rojas: ¿Cómo evalúa el nivel de preparación y la formación continua que tienen los docentes respecto al uso de tecnologías y estrategias innovadoras como la gamificación en la enseñanza del inglés?

Sara Villavicencio: Se han realizado capacitaciones, pero aún hay margen de mejora. No basta con que los docentes conozcan las herramientas; es esencial que sepan cómo integrarlas de manera efectiva en su planificación pedagógica. La formación continua debe ser práctica, adaptada al contexto y enfocada en estrategias aplicables en el aula.

Thalia Rojas: En su opinión, ¿qué papel debería desempeñar el departamento académico en la promoción y el apoyo de la implementación de la gamificación y otras metodologías activas en el aula?

Sara Villavicencio: El departamento académico debe liderar y facilitar estas iniciativas mediante capacitaciones, acompañamiento docente y la provisión de recursos tecnológicos adecuados. Además, es fundamental crear espacios para que los docentes compartan experiencias y buenas prácticas, de modo que se fomente una cultura de innovación educativa.

Thalia Rojas: ¿Qué recomendaciones haría para optimizar el uso de la gamificación en el desarrollo de habilidades de conversación en inglés, considerando tanto las limitaciones como las oportunidades de su institución?

Sara Villavicencio: Recomendaría priorizar actividades que requieran interacción oral, como simulaciones, juegos de rol y competencias colaborativas. Es importante elegir herramientas accesibles y garantizar que los docentes cuenten con el apoyo técnico necesario. También sugiero realizar evaluaciones periódicas para medir la efectividad de las estrategias y hacer ajustes cuando sea necesario.

Thalia Rojas: ¿Qué criterios considera más relevantes para medir el éxito de la gamificación en el aprendizaje del inglés en el aula?

Sara Villavicencio: Algunos criterios clave son:

- El aumento en la participación y motivación de los estudiantes.
- La mejora en la fluidez y precisión del idioma hablado.
- Los resultados en evaluaciones formativas y sumativas.
- La retroalimentación positiva tanto de estudiantes como de docentes.

Thalia Rojas: ¿Cómo percibe la receptividad de los estudiantes hacia la gamificación? ¿Cree que esta estrategia influye positivamente en su participación en las clases?

Sara Villavicencio: La mayoría de los estudiantes responden de manera muy positiva a la gamificación, especialmente cuando las actividades son dinámicas y competitivas. He observado que su nivel de participación aumenta significativamente, ya que perciben el aprendizaje como una experiencia más interactiva y entretenida.

Thalia Rojas: ¿Qué recursos tecnológicos o plataformas considera más efectivos para implementar estrategias de gamificación?

Sara Villavicencio: ¡Algunas de las plataformas más efectivas que he utilizado incluyen Kahoot!, Quizizz, Duolingo, Classcraft y Nearpod. Cada una tiene características específicas que se pueden adaptar a diferentes objetivos pedagógicos, como la práctica de vocabulario, la pronunciación y la interacción oral.

Thalia Rojas: ¿Ha habido algún proyecto o iniciativa específica en su institución que utilice gamificación como parte central de su metodología? Si es así, ¿cuáles han sido los resultados observados?

Sara Villavicencio: Sí, implementamos un proyecto llamado *English Quest*, en el que los estudiantes participaban en desafíos semanales a través de plataformas como ClassDojo y Kahoot!. Los resultados fueron muy positivos, con un incremento notable en la confianza de los estudiantes para hablar en inglés y un ambiente de aula más colaborativo y participativo.

Thalia Rojas: Muchas gracias, magíster Sara Villavicencio, por compartir su visión y experiencia. Su aporte será de gran utilidad para mi investigación.

Sara Villavicencio: Gracias a usted, Thalia. Le deseo mucho éxito en su trabajo.

Annex 6: Formato de encuesta para la Mgs. Olga Zuñiga docente de inglés del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA AL DOCENTE DEL ÁREA DE INGLES DEL COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA

Objective: To assess the implementation of gamification strategies in English teaching and its impact on students' speaking skills, from the perspective of the English area coordinator.

Instructions: Thank you for participating in this survey. The following questions are designed to gather information about your experience and perspective regarding the use of gamification in the English department. Please respond honestly based on your experience as the coordinator.

The survey is anonymous, and the data will be used solely for academic purposes.

QUESTIONNAIRE

1.	Have you implemented gamification as a strategy in English classes in your
	department?

- o Yes
- o No
- Partially
- 2. On a scale of 1 to 5, where 1 is "not effective" and 5 is "very effective", how would you rate the effectiveness of gamification in developing English-speaking skills?
- o 1
- 0 2
- 0 3
- 0 4
- 0 5

3.	What are the main benefits you have observed from using gamification in English teaching? Select all that apply
0	Increased student motivation
0	Improved class participation
0	Enhanced communication skills
0	Greater student interaction
0	Other (Please specify)
4.	What challenges have you identified when integrating gamification into English classes? (Select all that apply)
0	Lack of teacher training
0	Scarcity of technological resources
0	Student resistance
0	Limited class time
0	Other (Please specify)
5.	In your opinion, what additional resources or support would be necessary to improve the implementation of gamification in the English department?
0	Specific training for teachers
0	Access to technological tolos
0	Interactive teaching materials
0	Pedagogical advice
0	Other (Please specify)
6.	In your role as coordinator, how would you assess the commitment of English teachers to applying innovative strategies such as gamification?
0	Very committed
0	Committed
0	Somewhat committed
0	Not committed
7.	How frequently are gamification strategies currently used in English classes in your department?
0	Always
0	Often
0	Occasionally

0	Rarely
0	Never
8.	Which gamification techniques have been most effective in enhancing English- speaking skills? (Select all that apply)
0	Role-playing games
0	Interactive quizzes
0	Reward systems (e.g., points, badges)
0	Team-based competitions
0	Other (Please specify)
9.	On a scale of 1 to 5, how prepared do you think the teachers in your department are to implement gamification strategies effectively?
0	1
0	2
0	3
0	4
0	5
10	. What specific outcomes would you prioritize when evaluating the success of gamification in English classes?
0	Improved speaking fluency
0	Increased class attendance
0	Higher grades in assessments
0	Better student-teacher interaction
0	Other (Please specify)

THANK YOU FOR YOUR COOPERATION

Annex 7: Formato de ficha de observación para las clases de inglés de octavo año del Colegio Beatriz Cueva de Ayora



UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Observation Sheet

This observation sheet is designed to objectively record observations during English classes where gamification strategies are implemented. The observation focuses on student participation, the teacher's use of gamification, and the progress in speaking skills.

ation:
dents:
:

Observation Criteria:

1. Student Participation:

Indicator	Yes/No	Comments/Details
Students actively participate in the gamified activities.		
Students show motivation and enthusiasm during the class.		
Most students interact orally in English during the game.		
Students communicate in English to complete the challenges of the game.		
Improvements in students' fluency or confidence when speaking English are observed.		
Students collaborate with each other in team activities (if applicable).		

2. Impact on Speaking Skills Development:

Indicator	Yes/No	Comments/Details
Students practice complete sentences in English during the game.		
Students correct or improve their pronunciation during the activity.		
Students show increased confidence in speaking English.		
You provide oral feedback to students during the game.		
Students take turns speaking in English fluently.		
Progress in fluency compared to previous classes is observed (if applicable).		

3. Classroom Climate and Learning Environment:

Indicator	Yes/No	Comments/Details
The classroom environment is positive and cooperative.		
Students feel comfortable participating in oral activities.		
Students show low levels of anxiety when speaking English.		
You create a supportive environment with positive reinforcement.		
Interaction and dialogue in English among students are encouraged.		

Annex 8: Formato de encuesta de satisfacción a estudiantes de octavo año sobre la propuesta de investigación.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA DE SATISFACCIÓN APLICADA A LOS ESTUDIANTES DEL COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA

Objetivo: Evaluar los impactos lingüísticos, académicos y motivacionales que tuvo la guía de gamificación educativa en el desarrollo de las habilidades de expresión oral en inglés en los estudiantes de octavo año.

Instrucción: Por favor, responde las siguientes preguntas de acuerdo con tu experiencia al usar la guía de gamificación. Marca la respuesta que mejor describa tu opinión.

- 1. ¿Qué tan motivado(a) te sentiste al participar en las actividades gamificadas de la guía?
- Muy motivado(a)
- Motivado(a)
- o Neutral
- Poco motivado(a)
- Nada motivado(a)
- 2. Linguístico: ¿Consideras que las actividades de la guía te ayudaron a mejorar tu pronunciación, fluidez y uso del vocabulario en inglés?
 - Totalmente de acuerdo
 - o De acuerdo
 - o Neutral
 - o En desacuerdo
 - Totalmente en desacuerdo
- 3. Académico: ¿Qué tan útil fue el uso de juegos y actividades gamificadas para aumentar tu confianza al hablar inglés frente a tus compañeros?

- o Mucho
- o Bastante
- o Regular
- o Poco
- o Nada

4. En general, ¿recomendarías la guía como una herramienta para aprender inglés?

- Definitivamente sí
- o Probablemente sí
- No estoy seguro/a
- Probablemente no
- Definitivamente no

Annex 9: Aplicación de instrumentos de investigación



Entrevista a la Mgs. Sara Villavicencio



Encuesta a la Mgs. Olga Zuíga



Aplicación de encuestas

Annex 9: Socialización de la propuesta



La socialización de la propuesta se dio durante el inicio de las clases, el día 23 de enero del 2025, en el aula de clase con ayuda de la docente.

Annex 10: Autorización de la investigación



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



Oficio Nro. UTN-FECYT-D-2024-0126-O Ibarra, 13 de junio de 2024

PARA:

MSc. Leonor Franco

RECTORA DEL COLEGIO DE BACHILLERATO "BEATRIZ

CUEVA DE AYORA"

ASUNTO:

Trabajo de integración curricular Srta. Thalía Belén Rojas Japón

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la Señorita ROJAS JAPÓN THALÍA BELÉN, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en línea, para que obtenga información y aplique los instrumentos de investigación que se requieren para el trabajo de integración curricular: "GAMIFICATION AND ITS IMPACT ON THE DEVELOPMENT OF SPEAKING SKILL IN 8TH GRADE AT COLEGIO BEATRIZ CUEVA DE AYORA"

Por su favorable atención, le agradezco.

Atentamente, CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO por JOSE LUCIANO REVELO RUIZ Fecha: 2024.06.13 (6.39-03-05'00')

MSc. José Revelo DECANO DE LA FECYT

JLRR/M. Báez

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ISLATRIX CUEVA ISLATION

Tresentade Stoy also 10:50

Topo o 05:07 1 2 41

Ciudadela Universitaria Barrio El Olivo Av.17 de Julio 5-21 y Gral. José María Córdova Ibarra-Ecuador Teléfono: (06) 2997-800 RUC: 1060001070001 www.uin.edu.eg

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	JUNE					JULY				SEPTEMBER				OCTOBER				OVE	MBE	R	DECEMBER			
Activities	1	2 2	3	4 4	1	2 2	3 3	4 4	1 1	2 2	3 3	4 4	1	2 2	3 3	4 4	1 1	2 2	3 3	4 4	1 1	2 2	3	4
1.Anteproyecto review		X X																						
2.Chapter I Theoretical Framework						X X	X X																	
3.Chapter II Methodology										X X														
4.Chapter III Results and discussion													X X											
5.Chapter IV Proposal														X X										
6. Conclusion																	X X							
7. First draft revision and corrections																		X X						
8. Final document																			X X					
9. Corrections																					X X			
10.Project presentation																						X X		

Annex 10: Resources table

Resources	Budget (USD)
Materials	
Paper	
Printed documents	\$100
Laptop	\$100
Office supplies	
Transport	
Human resources	\$250
Others	\$60
TOTAL	\$410